



International
Labour
Organization

► E-learning Programme on Child Labour Pack

Module 2. Enabling evidence-based action

Working to combat child labour requires you to take action, driven by evidence. This module will help you to understand how different data collection methods can help to build a strong knowledge base on child labour to support evidence-based action.





Attribution 4.0 International (CC BY 4.0)

This work is licensed under the Creative Commons Attribution 4.0 International. To view a copy of this licence, please visit <https://creativecommons.org/licenses/by/4.0/>. The user is allowed to reuse, share (copy and redistribute), adapt (remix, transform and build upon the original work) as detailed in the licence. The user must clearly credit the ILO as the source of the material and indicate if changes were made to the original content. Use of the emblem, name and logo of the ILO is not permitted in connection with translations, adaptations or other derivative works.

Attribution – The user must indicate if changes were made and must cite the work as follows: *E-learning programme on child labour pack, Module 2 – Enabling evidence-based action*. Yangon: International Labour Organization, 2024. © ILO.

Translations – In case of a translation of this work, the following disclaimer must be added along with the attribution: *This is a translation of a copyrighted work of the International Labour Organization (ILO). This translation has not been prepared, reviewed or endorsed by the ILO and should not be considered an official ILO translation. The ILO disclaims all responsibility for its content and accuracy. Responsibility rests solely with the author(s) of the translation.*

Adaptations – In case of an adaptation of this work, the following disclaimer must be added along with the attribution: *This is an adaptation of a copyrighted work of the International Labour Organization (ILO). This adaptation has not been prepared, reviewed or endorsed by the ILO and should not be considered an official ILO adaptation. The ILO disclaims all responsibility for its content and accuracy. Responsibility rests solely with the author(s) of the adaptation.*

Third-party materials – This Creative Commons licence does not apply to non-ILO copyright materials included in this publication. If the material is attributed to a third party, the user of such material is solely responsible for clearing the rights with the rights holder and for any claims of infringement.

Any dispute arising under this licence that cannot be settled amicably shall be referred to arbitration in accordance with the Arbitration Rules of the United Nations Commission on International Trade Law (UNCITRAL). The parties shall be bound by any arbitration award rendered as a result of such arbitration as the final adjudication of such a dispute.

Queries on rights and licensing should be addressed to the ILO Publishing Unit (Rights and Licensing) at rights@ilo.org. Information on ILO publications and digital products can be found at: www.ilo.org/publns.

ISBN: 9789220390146 (print); 9789220390153 (web PDF)

Also available in Myanmar : ကလေးအလုပ်သမားဆိုင်ရာ အီလက်ထရောနစ်သင်ကြားရေးအစီအစဉ် သင်ခန်းစာ ပေါင်းချုပ် ၊

ISBN: 9789220390160 (print); 9789220390177 (web PDF)

The designations employed in ILO publications and databases, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the ILO concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The opinions and views expressed in this publication are those of the author(s) and do not necessarily reflect the opinions, views or policies of the ILO.

Reference to names of firms and commercial products and processes does not imply their endorsement by the ILO, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

Visit our website: www.ilo.org/childlabour

Cover photo: © Mayco Naing/ILO

Illustration: © RICE Communication Private Limited, Yangon, Myanmar.

Printed in Myanmar

Acknowledgements

This child labour e-learning course was elaborated by Brigitte Krogh-Poulsen, ILO Consultant, for the ILO Liaison Office, Yangon. A number of ILO staff provided technical support to produce this child labour e-learning pack, including Selim Benaissa, Lei Kay Khine, Saw Hsar Ka Baw, Hkun Sa Mun Htoi, Naw Moo Moo Hsoe, Piyamal Pichaiwongse and Anne Boyd of the ILO Liaison Office in Myanmar.

Funding for this ILO publication is provided by the United States Department of Labor (USDOL) under cooperative agreement number IL-25263-14-75-K of the Project “Myanmar Programme on the Elimination of Child Labour (My-PEC)” (MMR/13/10/USA). One hundred per cent of the total costs of the My-PEC Project is financed with federal funds, for a total of US\$9,150,000. Funding for this publication is jointly provided by the UK Government through its Foreign Commonwealth and Development Office (FCDO) under the ILO Project “Asia Regional Child Labour Programme (ARC)” (RAS/19/04/GBR). Funding for this publication is jointed provided by the Ministry of Health, Labour and Welfare, Government of Japan, through the project “Achieving Reduction of Child Labour in Support of Education: Programme to reduce the Worst Forms of Child Labour in Agriculture (ARISE)” (RAS/19/07/JPN).

This publication does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

Course outline

Lesson 1

What would you do?	1
--------------------------	---

Lesson 2

Learning objectives	3
---------------------------	---

Lesson 3

Strategies to combat child labour	4
---	---

Lesson 4

Creating a knowledge base	7
---------------------------------	---

Lesson 5

Areas of action	14
-----------------------	----

Lesson 6

Self-evaluation	15
-----------------------	----

Lesson 7

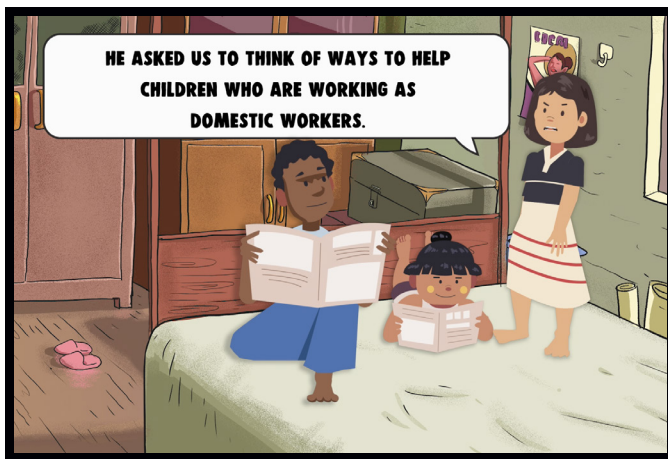
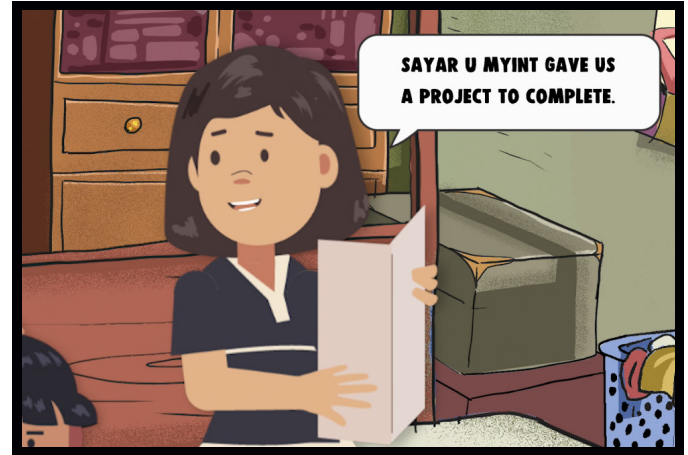
Summary	17
---------------	----

Answers annex	19
---------------------	----

► What would you do?

Phoe Wah, Noe Noe and Mohammed need your help.

Read the story below.





Can you respond to Noe Noe, Phoe Wah and Mohammed?

▶ Learning objectives



Noe Noe's questions are probably on your mind as well. This module will give you the tools needed to answer these questions and more.

It will help you:

- ▶ Identify the key strategies needed before taking any action towards preventing and addressing child labour.
- ▶ Understand the need for reliable, up-to-date data or evidence to make informed decisions around the best strategy to use to eliminate child labour.
- ▶ Identify the benefits and disadvantages of different data-collection methodologies.
- ▶ Recognize the ethical considerations needed when collecting data, especially from children.

Note: To best understand the concepts in this module, you are encouraged to first complete **Module 1. How important is it?**

Ready to begin learning?

► Strategies to combat child labour

Three strategies

The actions you can take can be broadly categorized under three strategies:



1. Preventing child Labour

2. Protecting working children

3. Ensuring reintegration

What does each of these strategies mean?

1. Preventing child labour

Prevention is better than a cure. Therefore, the first strategy is always to prevent child labour from taking place.

Strategies to prevent child labour broadly aim to keep children in school and out of hazardous work. This can be done in many ways and by many partners.

The prevention actions you can take can be broadly categorized into five complementary approaches that mutually support each other:

1. **Advocacy** and **improved legislation** that is in compliance with international standards.
2. **Broad, general programmes** that ensure access to free, good-quality, and compulsory education for all children.
3. **Campaigns** that raise awareness among parents and other duty bearers.
4. **Promotions** to reduce poverty and encourage economic development, especially in child labour-prone communities.
5. Focused child labour campaigns that specifically aim to **raise awareness and build capacity** to address child labour.

2. Protecting working children

This strategy is only applicable to **older children above the minimum age for work**, which is 14 years and above in Myanmar. These children need protection from work hazards and any violations of their right to education.

The approaches that can be taken to protect working children include:

- **Labour inspection** and enforcement of the law.
- Training and orientation for **employers**.
- Provision of **technical and vocational education** and training (TVET).
- **Non-formal education (NFE)** to legally-working children to prevent exposure to risks, but also to allow working children to pursue education.
- Knowledge and **awareness** about their rights and labour laws.
- Awareness of and **application of occupational safety and health** work standards by employers, TVET institutions, and labour inspectors.
- Build capacity of **workers' organizations**.

3. Ensuring reintegration

The third strategy is mainly applicable to **younger children and children in worst forms of child labour (WFCL) situations**.

Because these children are in situations where it is not possible to make changes that would make the situation acceptable, they need to be **removed from their current situation and reintegrated** into school, training or other appropriate environments.

The approaches to reintegrating children require several steps:

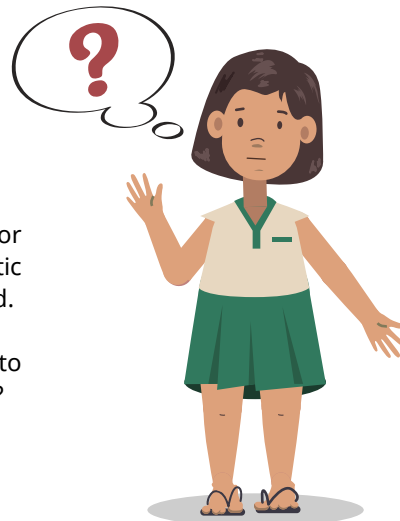
1. Identify the children and discover the (often) hidden situations in which they work.
2. Provide appropriate services, depending on the situation the child is in, for example:
 - school support grants;
 - educational counseling;
 - health and psychosocial services;
 - income generation support to replace the child's income;
 - non-formal education (NFE) as a pathway towards formal education; and
 - TVET and skills training for older children
3. Follow-up with the children and their families to ensure that the children remain free of child labour and thrive.

Note: Delivering such services may require capacity-development initiatives with, for example, teachers, social workers and others who work with children. To best understand the concepts in this module, you are encouraged to refer to **Module 6. Withdrawal of and remedies for WFCL cases**.

Learning milestone

Remember Noe Noe's school project? She was looking for the best action to take for children working as domestic workers. These children were her age, about 10 years old.

You may have gathered that determining which strategy to use depends on multiple factors. Can you help Noe Noe?



Can you identify the best strategy to address a child labour case wherein 10-year-old children are working as domestic workers?

Select the appropriate option below. You can view the correct answer at the back of this booklet, in the Answers Annex.

☐**A**

Prevention is always a useful strategy and better than a cure. The first strategy, preventing child labour, applies to this situation:

Noe Noe should recommend a focused campaign on child labour to raise awareness among the children's parents and their employers.

☐**B**

The second strategy, protecting working children, applies to this situation:

Domestic work can be hazardous, as children are isolated and may be abused. Their employers should get trained. The children will need non-formal education to prevent their exposure to risks.

☐**C**

The third strategy, reintegration, applies to this situation.

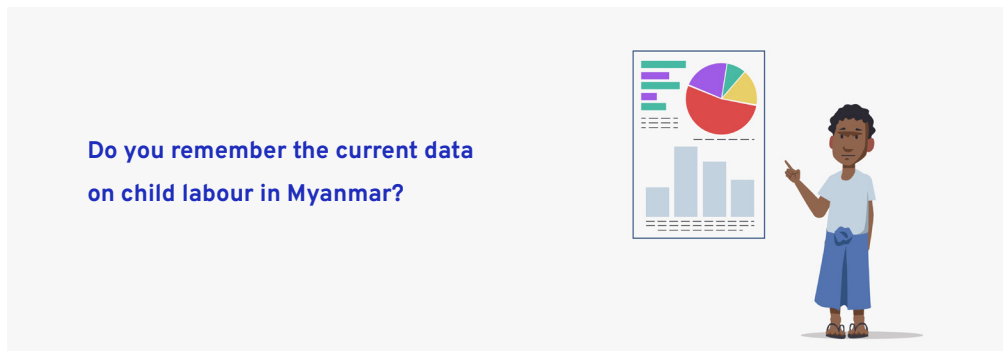
The children working as domestic workers are too young. They need to be reintegrated into school and given counselling. Their parents will need to be provided with alternative sources of income.

How can you ensure you are taking the right action?

▶ Creating a knowledge base

Why the need?

To ensure you are taking the right action, you need a knowledge base – you need data.



One data point is that child labour in Myanmar is primarily concentrated in agriculture (61 per cent of cases), and the share for manufacturing is 12 per cent.

What would your next point of action be?

Select the appropriate option below. You can view the correct answer at the back of this booklet, in the Answers Annex.

☐
A

Focus more on agriculture because that's where you can make the largest impact.

☐
B

Get more data, as there is always more to the story.

Ready to understand the different data-collection methodologies?

Quantitative statistical surveys

This data-collection method is useful for meeting certain specific needs, such as making decisions and identifying trends or patterns. Quantitative surveys also allows for data comparison and analysis.

View each card below to understand how data is collected as part of quantitative statistical surveys, as well as the benefits and disadvantages of such surveys.



Collection method

Quantitative, statistical surveys will:

- ▶ provide aggregate data on key statistical variables, such as the number of children engaged in different forms of work, as well as their age, gender and other characteristics;
- ▶ be useful for generating an overall picture of the nature and context of child labour.

Quantitative statistical surveys are useful for:

- ▶ collecting information on the prevalence, characteristics, and determinants of child labour;
- ▶ being statistically representative.



Benefits



Disadvantages

Quantitative statistical surveys have disadvantages, such as:

- ▶ providing only a high-level understanding of child labour;
- ▶ not being suitable for capturing WFCL or hidden child labour (for example, child domestic work);
- ▶ not allowing for disaggregation of information at the community/local level.

For example

An example of a **quantitative statistical survey** is the **National Child Labour Survey**.



Qualitative studies

While understanding the collection methods and benefits of in-depth qualitative studies, you are encouraged to compare this method with the quantitative statistical surveys you just learned about.

View each card below to understand how data is collected as part of qualitative studies, as well as the benefits and the disadvantages of such studies.



Collection method

Qualitative studies will often use in-depth interviews combined with other methods, such as community mappings, observations, focus group discussions, and additional, more participatory, methods.

Qualitative studies have certain benefits, as

- ▶ allow for in-depth investigation;
- ▶ provide insights on participants' experiences, perceptions and practices that cannot be understood adequately through quantitative surveys.



Benefits



Disadvantages

Qualitative studies also have disadvantages, such as:

- ▶ They often require preparation substantial time for interviews, focus groups and so on, as they rely on research participants trusting the researchers, especially when sharing details about sensitive topics, such as experiences with WFCL.
- ▶ Some situations related to child labour can be quite sensitive, and therefore victims or their family members may not wish to speak about it, especially in a group setting.
- ▶ Raising potentially traumatic memories and experiences can require support or follow-up to avoid harm to the respondent.
- ▶ Is time-consuming.
- ▶ Responses to open-ended questions can be difficult to analyse.

For example

An example of this method is **participatory research** at the community level, such as a study on the underlying drivers of child labour in selected communities in Mandalay. The results of such a study cannot be generalized to cover all big cities in Myanmar, but most likely the insights from the study could point to the underlying drivers of child labour in similar communities in Yangon or other cities.



Mixed methodologies

As the name suggests, a mixed methodology approach combines different methodologies in a single study.

View each card below to understand how data is collected using a mixed methodology approach, as well as the benefits of taking such an approach.



Collection method

An example of a mixed methodology is combining a statistical survey with qualitative research, such as in-depth interviews or focus group discussions.

Mixed methodologies are often used in sectoral studies, which are research on the nature and extent of child labour in a given sector.

Mixed methodologies are useful and beneficial

- ▶ enabling in-depth research on, for example, a specific agricultural sector or on a particular form of hidden child labour, such as domestic service.
- ▶ researching WFCLs.
- ▶ generating evidence at a quick pace, which can be achieved through rapid assessments of a priority area that requires urgent formulation and implementation of strategies to eliminate child labour.



Benefits



For example

An example of a mixed methodology approach is a **Knowledge, Attitudes, and Practices (KAP) survey**.

Learning milestone

Which of the following are true of using a quantitative statistical survey methodology?

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

☐
A

Statistical surveys are best suited to forms of child labour that are not hidden or illegal, as they are based on responses from heads of households, who are unlikely to reveal information about the existence of such practices in the household.

☐
B

Statistical surveys are extraordinarily complex exercises that require specialist statistical knowledge, usually only present in national statistical bureaus and similar organizations.

☐
C

Statistical surveys can be used to collect information on the prevalence, characteristics and determinants of (non-hidden) forms of child labour.

Qualitative comparative analysis

View each **card** below to understand how data is collected as part of a qualitative comparative analysis, as well as the benefits and disadvantages of such an analysis.



Collection method

A qualitative comparative analysis, such as a policy or legal analysis, is typically a specialized desk analysis reviewing existing evidence from statistical surveys and qualitative/mixed methodology research to generate recommendations for action, policies and programmes on child labour.

If this type of research involves fieldwork, it would typically be in the form of interviews and other forms of consultations with key stakeholders (such as, government representatives, workers' and employers' organizations, and NGOs). The research process may also involve consultations with children and young people to obtain their perspectives on the action that is needed to eliminate child labour.

The advantage of qualitative comparative analyses is that they allow you to collate and analyse the existing evidence in a relatively simple and inexpensive way.



Benefits



Disadvantages

Comparative analyses usually do not generate new data or other insights on the nature and extent of child labour.

For example

An example of this method is a **policy analysis**.



Management information systems

View each card below to understand how data is collected and organized in Management Information Systems (MIS), as well as the benefits and disadvantages of such systems.



Collection method

Different MIS may collect, store and utilize information on child labour. The data can be collated and analysed in an anonymized form, which will provide, for example:

- ▶ A picture of whether more children are identified as child labourers in certain geographical areas. Some systems (such as education MIS), even though they are not meant to capture child labour, still provide useful information that can be combined with other data to provide a more comprehensive picture.
- ▶ How many boys and girls are identified as child labourers; whether the identified children tend to work in certain sectors or industries; and so on.

The data from child protection systems, labour inspection systems, child labour monitoring systems, education management information systems, and so on can provide valuable information. The child labour picture generated from these data can be updated relatively easily over time as the data is already being collected and stored anyway.



Benefits



Disadvantages

Using this type of data collection does not have the same statistical validity as a survey.

The establishment of an MIS can be complex and resource-demanding, so it may take time (and funding and effort) before data are available

For example

An example of an MIS is the **Child Protection Monitoring System**.



Note: This module is meant to provide a general overview of data collection methods and it is not comprehensive. There are different tools that are not discussed here, and these tools will also have their own specific strengths and weaknesses.

Learning milestone

Which of the following is true of qualitative comparative analyses?

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

☐

A

Comparative analyses are usually only conducted by national statistical bureaus and similar organizations.

☐

B

A comparative analysis will have the same level of statistical validity as a survey.

☐

C

A comparative analysis will collate and analyse existing evidence to formulate recommendations for evidence-based action strategies.



Ethical considerations

Considering and addressing ethical issues is essential when researching child labour, especially when doing direct research with children and young people (for example, as part of sectoral studies or in-depth qualitative research).

Read each of the **points** below, which outline the key issues that need to be addressed when conducting both quantitative and qualitative research with children.

Point 1 – Access to children for research purposes. Who are the gatekeepers that need to be informed and involved? What types of official clearances do researchers need to undertake research with children? Research shall be guided by the principles of beneficence and nonmaleficence; that is, the research should be helpful to others while also doing no harm.

Point 2 – Obtain consent from the children participating in the research and from their guardians (and other gatekeepers). This entails making sure the research purpose, process, and so on is made clear in a way that is comprehensible to children of different age groups.

Point 3 – Ensure anonymity, confidentiality and the safeguarding of information. Just like adults participating in research, children have the right to remain anonymous and to pull out of the research at any time, and researchers have the responsibility to ensure that the information provided is kept confidential. However, emphasis must be placed on the principle of doing no harm. Children have a right to protection against abuse and exploitation, and therefore the research team must have in place procedures for referring a child for child protection support services if they are given information that raises concerns over the child's safety. For example, some WFCLs might relate to illegal activities, and there might be an obligation for the research to report the child to the authorities for the child's own safety. Children must understand that this could mean breaching their right to anonymity.

Point 4 – Participatory research practices are often seen as a way to address power imbalances and to engage children in the research. However, while this may be the case, researchers must still evaluate their methods to ensure that they are appropriate and child-friendly within the specific research context. The importance of developing ethical protocols that are tailored to child labour must be emphasized. For example, providing guidance to the interviewer on what to do if a child seeks help.

Point 5 – Visual data (such as photos and videos from research sessions) must adhere to the same principles of anonymity and confidentiality as any other types of information, and children and their guardians should give informed consent when visual materials are collected and used.

Point 6 – Payment for participation should be considered, as it may – or may not – be appropriate in the specific context where children participate in research. For example, when researching child labour, child participants may forego income to participate in the research.

Point 7 – Dissemination of research findings should always involve the dissemination of findings to those who participated in the research and volunteered their time and information.

Learning milestone

Win is 19 years old and had worked as a child in a garment factory. She had a hard life working through nights and had to sleep on the floor. She met up with a UNICEF officer and wants to address ethical issues about child labour.

She wants to participate in research aimed at combating child labour and understands the ethical considerations that a child labourer should know. Let's see if we can help Win.



Identify how to consider and address ethical issues that are essential when researching child labour.

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

☐

A

On commencing research, the first question to ask is: Who are the gatekeepers for the research project? The school or the childcare facility in question? Parents? Health and social care authorities?

☐

B

Carrying out any research with children and young people necessitates obtaining the informed consent of the children/young people.

☐

C

The reasons for anonymizing research participants in publications is not required to be explained to children, who may often wish to have their names used.

Lesson 5 of 7

► Areas of action

Read below to learn more about various areas of action.

Policy formulation

- A strong knowledge base will make formulating coherent, effective policy measures easier.
- The first step when formulating a child labour policy and/or National Action Plan is a situation assessment, which can be aided by a national survey.
- Action is required to end child labour by 2025!

Planning and programming

- Develop a plan and programme for collecting data and knowledge from multiple sources, depending on what is planned for.
- Establishing a baseline will be useful for measuring progress. This baseline can be established in a number of ways, such as:
 - a sectoral study;
 - a desk analysis of existing sources;
 - a full national child labour survey, or something entirely different.
- Build data collection and analysis into programmes, both for monitoring the programme and for future planning.

Child Labour Monitoring System (CLMS)

- Have an organizing principle or structure that enables evidence-based action.
- Usually integrated with child protection (or other) systems, where such systems exist.
- Serves as a backbone to identify individual children and refer them to appropriate services (which should be done via a standard operating procedure (SOP) for such occurrences).
- Data collection and storage that allows both for tracking the progress of individual children and the aggregation of anonymized data.
- A specific ethical issue for a CLMS: Who has access to the data and in what form, and how can you ensure that children can access and know what is in their records?

Which of the following are key aspects of the "planning and programming" component of an evidence-based action?

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

☐**A**

Developing a detailed plan and programme for the collection of data and knowledge, potentially from multiple sources, depending on what is planned for.

☐**B**

Serving as a backbone to identify individual children and refer them to appropriate services.

☐**C**

Building data collection and analysis into programmes, both for monitoring the programme and for future planning.

Lesson 6 of 7

Self-evaluation

Well done!

You've almost completed **Module 2: Enabling evidence-based action.**

Here is a self-evaluation with questions specially designed to help you identify any 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 review.

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

Select the appropriate options and then view the correct answers at the back of this booklet, in the Answers Annex.

All the best!

Question 1 of 3

Aung is 14 years old. He works in Myanmar's garment manufacturing sector. Due to widespread poverty, low rates of secondary school enrollment and weak labour law enforcement, Aung has to work so that he can contribute to the household income.

Based on the contents of the paragraph above and your knowledge of child labour research, which data collection methodology was most likely used to collect the information in this example?

Select the appropriate answer.

☐
A

Participatory research at the community level.

☐
B

Sectoral study.

☐
C

Labour force survey.

Question 2 of 3

Myat is 14 years old. She works in a tea shop and washes the dishes. She does not understand how this job is threatening her physical, mental and moral development. She works till the tea shop closes as she awaits her mother, who is working on the construction of a hotel nearby.

Based on this example, what do you think will be the best data collection methodology for planning purposes, especially for developing awareness campaigns?

Select the appropriate answer.

☐
A

Child labour surveys that collect data at the household level, using random sampling.

☐
B

Aggregation of data from surveys in several countries on estimates of the incidence of child labour.

☐
C

A specific type of qualitative or mixed methodology study to understand people's knowledge about child labour, their attitudes towards child labour (what do people consider child labour), and their practices (which may or may not be in line with their attitudes).

Question 3 of 3

My friend Kan is 9-years-old and her family sold what they had owned and moved from their farm to the village. Her family has no more farmland or other property, but they do have debts. A few days after the move, Kan found work at a construction site lifting heavy cement bags. I want to tell Sayar U Myint, the schoolteacher, about her situation, as Kan does not even attend school anymore.

Can you identify which of the following strategies can help Kan?

Select the appropriate answer.

☐**A**

Preventing child labour. Initiating training sessions with Kan's village social worker can help prevent child labour.

☐**B**

Protecting working children through labour inspection. Here the construction site should be inspected so that there is no child labour.

☐**C**

Ensuring reintegration. Kan should be immediately removed from the construction site, and awareness-raising should be delivered to Kan's parents and other duty bearers. In this case, Sayar U Myint should ask Kan's parents to send her to school and not work as a construction worker.

Lesson 7 of 7

▶ Summary

Before you close this module, here is a recap of key learnings.

View each item below for an important takeaway.



Project beneficiary, saving group member, Dagon Seikkan, Yangon, Myanmar, 2020. © Mayco Naing/ ILO

The key strategies for taking action towards eliminating child labour are:

- ▶ preventing child labour;
- ▶ protecting working children; and
- ▶ ensuring reintegration.

There are a number of different types of data collection, storage and handling strategies, such as:

- ▶ quantitative statistical surveys;
- ▶ in-depth qualitative studies;
- ▶ mixed-methodology research;
- ▶ comparative analysis; and
- ▶ management information systems (MIS), among others.

Using data to take evidence-based action, such as:

- ▶ Developing a policy formulation to end child labour by 2025.
- ▶ Planning and programming – including using data both for programme monitoring and future planning.
- ▶ A CLMS, which can provide an organizing principle or structure useful for child protection.

References and resources

- ▶ ILO. 2004. *Child Labour Statistics: Manual on Methodologies for Data Collection through Surveys*.
- ▶ ILO. 2005. *Manual on Child Labour Rapid Assessment Methodology*.
- ▶ ILO. 2007. "SIMPOC Module of Essential Questions on Child Labour for Inclusion in Household Surveys", available at: https://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_5014/lang--en/index.htm.
- ▶ ILO. 2017. *Global Estimates of Child Labour 2012–2016: Methodology*.
- ▶ ILO. 2019. *Assessment of Options for Establishing a Child Labour Monitoring System (CLMS) in Myanmar*.
- ▶ ILO.n.d. "Child Labour in Myanmar", available at: <https://www.ilo.org/yangon/areas/childlabour/lang--en/index.htm>.
- ▶ Platt, Lucinda. 2016. *Conducting Qualitative and Quantitative Research with Children of Different Ages*, Global Kids Online Method Guide No. 5.
- ▶ Sheffield University. n.d. "Ethical Considerations in Research with Children and Young People".
- ▶ UNICEF Office of Research. 2013. *Ethical Research Involving Children. Convention on the Rights of the Child (1989)*
- ▶ Worst Forms of Child Labour Convention, 1999 (No. 182)
- ▶ Alliance 8.7

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

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

Answers annex

Lesson 3, Page 6

Can you identify the best strategy to address a child labour case wherein 10-year-old children are working as domestic workers?

If you chose option (C), your answer was correct. Well done!

This is already a child labour case, so it is too late for prevention. Because these children are very young – well below the legal working age – they will need to be reintegrated; they cannot continue to work as domestic workers, as per the law. One of the key strategies is coordination across agencies that have responsibilities relating to children. national level. In Myanmar, the draft list of hazardous work was developed through tripartite consultations.

Lesson 4, Page 7

What would your next point of action be?

If you chose option (B), your answer was correct. Well done!

You need more data before you can take an action. For example, another data point was that around half of child labourers worldwide – 73 million – perform hazardous work. Reliable, up-to-date and comprehensive data can become a powerful call to action. This includes gathering statistical data, as well as data from qualitative and analytical studies and evaluations and assessments of initiatives, in order to derive lessons and good practices.

Lesson 4, Page 10

Learning milestone

Which of the following are true of using a quantitative statistical survey methodology?

If you chose all of the options – (A), (B), and (C) – your answer was correct. Well done!

You have correctly identified some of the important features of the quantitative statistical survey methodology.

Lesson 4, Page 12

Which of the following is true of qualitative comparative analyses?

If you chose option (C), your answer was correct. Well done!

A comparative analysis will collate and analyse existing evidence to formulate recommendations for evidence-based action strategies.

Lesson 4, Page 13

Learning milestone

Identify how to consider and address ethical issues that are essential when researching child labour.

If you chose options (A) and (B), your answer was correct. Well done!

Certain ethical issues are essential to consider when doing research on child labour. These include, when commencing research, first asking the question: who are the gatekeepers for the research project? These gatekeepers might be parents, the school or childcare facility in question, and/or health and social care authorities. In addition, carrying out any research with children and young people necessitates obtaining the informed consent of the children/young people and their guardians (and potentially other gatekeepers as well).

Lesson 5, Page 14

Which of the following are key aspects of the "planning and programming" component of an evidence-based action?

If you chose options (A) and (B), your answer was correct. Well done!

Some of the key aspects of planning and programming include formulating detailed plans and programmes on collecting data and knowledge, and building data collection and analysis into programmes, both for monitoring and future planning purposes

Lesson 6, Page 15

Question 1 of 3

Based on the contents of the paragraph above and your knowledge of child labour research, which data collection methodology was most likely used to collect the information in this example?

If you chose option (B), your answer was correct. Well done!

The data contained in the example was most likely obtained using a sectoral study. A sectoral study is useful for in-depth research on the nature and extent of child labour in a given location or sector, combining the statistical picture with qualitative research on the underlying root causes of child labour, children's experiences, perceptions of child labour, and other topics that are difficult to research via surveys.

Concerning the example provided, it is alright for a 14-year-old to help his family, but the working conditions in the garment industry have no restrictions on working hours and children tend to work the same hours as the adults. It is important that Aung works for no more than 4 hours and goes to school so that he can continue his education. Community members can also observe and give feedback to parents, factory managers, and the public social welfare system in cases of child labour or poor working conditions.

Question 2 of 3

Based on this example, what do you think will be the best data collection methodology for planning purposes, especially for developing awareness campaigns?

If you chose option (C), your answer was correct. Well done!

Option (C) provides an example of a knowledge, attitudes, and practices (KAP) study, which is a specific type of qualitative or mixed methodology study to understand people's knowledge, attitudes and practices in regard to child labour.

A KAP can be useful for planning, especially for awareness campaigns but also for other types of activities and projects that may impact people's knowledge, attitudes, and practices (such as, education initiatives).

In this example, it is alright for a 14-year-old to help out her family, but the tea shop owner is exploiting Myat by depriving her of her childhood and interfering with her schooling. Also, it is important that Myat is paid properly and goes to a mobile school that she can visit after work. Awareness campaigns can help to shift people's attitudes and practices so that children like Myat can work in an appropriate environment that does not disrupt their education or otherwise impede their development.

Question 3 of 3

Can you identify which of the following strategies can help Kan?

If you chose option (C), your answer was correct. Well done!

Kan is far too young to be working and the work being performed is hazardous for a child. Kan should be immediately removed from the construction site. It is also important that Kan has access to free and compulsory education of good quality. To achieve this, awareness must be raised among Kan's parents.

E-learning Programme on Child Labour Pack Booklet

Empowering Stakeholders and Community for Understanding and Combating Child Labour

In a world where millions of children are still deprived of their basic rights, education, and childhood, it's imperative to take a stand against child labour. The "Myanmar E-Learning Programme on Child Labour" offers a comprehensive e-learning course designed to shed light on the pervasive issue of child labour and equip learners with the knowledge and tools to combat it effectively.

Through engaging multimedia content, interactive modules, and real-life case studies, participants will explore the various forms of child labour, its root causes, and the profound impacts on children's lives, families, and societies. Delve into the complexities of supply chains, legislation, conflict and global initiatives aimed at eradicating child labour, and discover practical strategies for prevention and intervention.

Whether you're a concerned citizen, educator, inspector, teacher, policymaker, or industry professional, this course empowers you to make a difference. Join us in our mission to empower all stakeholders and community members to stop child labour, abuse, exploitation and ensure every child enjoys their fundamental right to a safe, nurturing childhood.

Together with us, become a champion for change in the fight against child labour.

In the current state of affairs in Myanmar, you are the most important individual fighting child labour.

Fundamental Principles and Rights at Work Branch (FUNDAMENTALS)

International Labour Office
4 route des Morillons
CH-1211 Geneva 22 – Switzerland
T: +41 (0) 22 799 61 11
E: childlabour@ilo.org
W: ilo.org/childlabour
@ILO_Childlabour

ILO Liaison Office for Myanmar

No.1 (A), Kanbae (Thitsar) Road
Yankin Township
Yangon, Myanmar
T: + 95 1 7336538 ~ 9 / 579956 / 578925
F: + 95 1 7336582
E: yangon@ilo.org

