



International
Labour
Organization

► E-learning Programme on Child Labour Pack

Module 4. The significance of easy access to quality education

This module will help you understand how education can help prevent and address child labour.

Happy learning!





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Course outline

Lesson 1

The boy with many jobs 1

Lesson 2

Could Ye Htut return to school? 2

Lesson 3

Learning objectives 4

Lesson 4

Sustainable Development Goals (SDGs) 4 and 8 5

Lesson 5

Preventing child labour with accessible, quality education..... 7

Lesson 6

Creating an inclusive learning environment 11

Lesson 7

TVET and NFE for young workers 13

Lesson 8

Special needs of children trapped in WFCL situations 16

Lesson 9

Self-evaluation 18

Lesson 10

Summary 18

Answers annex 21

▶ The boy with many jobs

If only...

I'm sure if Ye Htut studied in our school, he would be the smartest one in the class. Instead, he has to work at so many jobs.

Read his story below and you will understand what I mean.



Case study

The boy with many jobs (A story by Ohnmar Aye and Lin Lin Aung)

I win prizes every year in school. I won first place in grade 5, which I also won last year. My little brother has won a prize too. My old school only had grade 4, so I had to move to a school in another village, which is a half-hour walk away. There are not enough teachers at my new school, so three more were hired. All students must pay 4,000 kyats a month for our teachers' salaries.

But I had to quit school three months ago. My mother got pregnant and couldn't walk anymore. Now my little sister is 9 days old. We live in Quin Pauk village near Pathein. My father is a fisherman, and his income depends on how much fish he gets. Sometimes, he doesn't get any at all.

My name is Ye Htut, and I am 11 years old. I am the third of six siblings. My older brother moved out when he got married. My older sister works in a clothing factory. She is 16, but she told the factory she was 18 in order to get the job. She makes 75,000 kyats a month after transportation fees, which are 15,000 kyats.

Since fishing depends on the tides, I do whatever other jobs are available. For drying and weighing rice, I am paid 1,500 kyats a day. I also sometimes take care of ducks. I collect their eggs and watercress at the same time. If I manage to sell a pack of watercress, I get 100 kyats. I also work in a brickyard. I get 3,500 kyats per day there. It's far and costs me 1,000 kyat for transportation. They only call me when they have a shortage.

Sometimes, my mother asks me to go look for food. I rent a net and go fishing. I have to give half of what I catch to the net owner. I mostly catch small fish. Today was a good day. My father caught four fish. We may cook one at home. When the tide is high, water fills the creek. We collect it and use it to bathe. We also drink and cook with this water. Our village flooded during the rainy season. Most of us moved to a monastery when that happened.

My favourite things are lollipops, football and bicycles. I borrow a bicycle from my friend. My brother is smarter than me. I will try my best to keep him in school. My dream was to become a sailor, which isn't possible anymore because I dropped out of school. Even so, I still want to be a sailor.

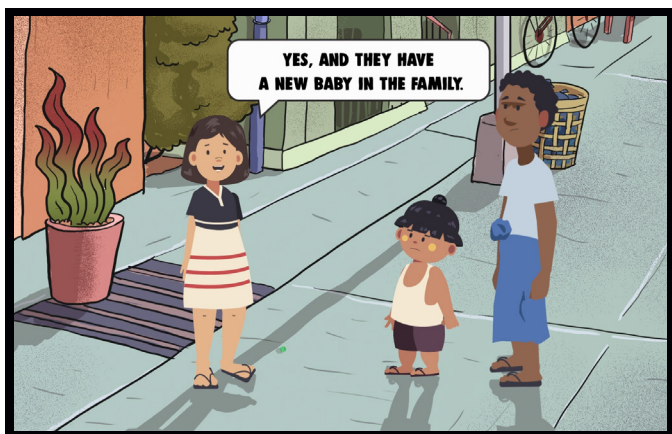
How can Ye Htut's dreams come true?

► Could Ye Htut return to school?

Phoe Wah, Noe Noe, and Mohammed wonder.

Read the story below to see what they discussed.





How will school help solve Ye Htut's problems?

► Learning objectives



Education is an important component of managing child labour. This module will help you:

- Recognize the link between Sustainable Development Goals (SDGs) 4 and 8 and child labour via the virtuous cycle.
- Understand how accessible, quality education can be a catalyst to prevent and address child labour.
- Understand how accessible, quality education and technical and vocational education and training (TVET) are key to protecting young workers above the minimum age of employment.
- Recognize the special education needs of a child who has been withdrawn from a worst form of child labour (WFCL) situation.
- Identify the actions a teacher can take to create a safe, inclusive learning environment, especially for children being reintegrated into school.
- Outline the considerations needed when teaching children about child labour.

► Sustainable Development Goals (SDGs) 4 and 8

The SDGs and child labour

As you may already know, the SDGs are interconnected. Achieving one Goal requires that other SDGs be achieved as well. Preventing and addressing child labour is connected to ensuring education for all.



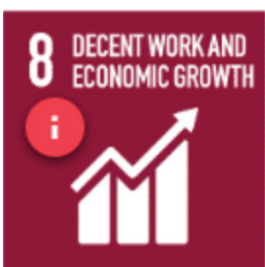
View the descriptions of **SDG 4 (Quality Education)** and **SDG 8 (Decent Work and Economic Growth)** below to understand/ review the connection between education and preventing child labour.



SDG 4 is about ensuring inclusive and quality education for all and promoting lifelong learning.

SDG target 4.1 aims for all girls and boys to complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes by 2030.

This goal cannot be achieved without preventing and addressing child labour around the world.



SDG 8 is about ensuring decent work and economic growth.

SDG target 8.7 aims to take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking, and secure the prohibition and elimination of the worst forms of child labour, including the recruitment and use of child soldiers, and to end child labour in all its forms by 2025.

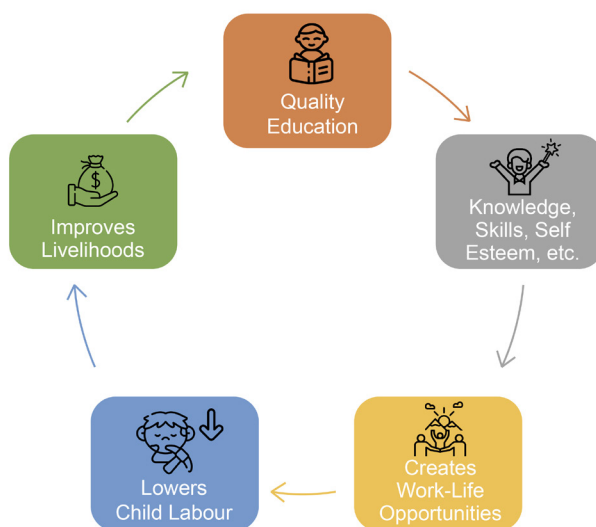
This SDG clearly calls out the elimination of child labour as a goal.

Note: The COVID-19 pandemic has driven up poverty-related vulnerabilities and school closures around the world. This has made achieving the SDGs more challenging than ever!

The virtuous cycle

Achieving **SDG 4 (Quality Education)** will enable **SDG 8 (Decent Work and Economic Growth)**.

This is, in turn, will help reduce poverty in the long term, creating a golden opportunity to initiate a virtuous cycle:



Learning milestone

Which SDGs does the virtuous cycle above point to?

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

- ☐ **A** SDG 4, Quality Education
- ☐ **B** SDG 8, Decent Work and Economic Growth
- ☐ **C** SDG 1, No Poverty
- ☐ **D** SDG 9, Industry Innovation and Infrastructure

Think about It!

In Myanmar, children who complete compulsory education are usually well below the minimum age for employment as per labour laws and the new child law, that is, 14 years of age. Therefore, there is an age gap between the time they have completed compulsory education and when they can work legally.

What could be the significance of this time gap on child labour?

First step, access to quality education?

▶ Preventing child labour with accessible, quality education

More than education

Child labour is a **complex issue**. And as seen from the SDGs, solving it requires a multi-pronged response that:

- ▶ builds economic and social resilience; and
- ▶ ensures that children have actual alternatives to child labour.

Accessible, affordable quality education is a **critical part** of providing children and families with an alternative to child labour. And, while addressing child labour requires **more than just education**, any comprehensive national or local response must always include education!



Think about it!

Recall Ye Htut's story.

Would having easy, close access to quality education solve his problem?
 Would he no longer need to work as a child in child labour?

What defines accessible education?

Access to free, compulsory education is the primary alternative to child labour for children below the minimum age for employment. Education needs to have the following characteristics for it to be defined as accessible in Myanmar:

1. An easy-to-reach school building for all ages

The school building must be close to where children live or be reachable by safe, affordable modes of transport, such as school buses or boats. This is especially applicable to very young children.

2. Informed parents

The child's parents should be able to see for themselves that their children are safe, happy and benefiting from attending school. Parents can stay informed through open days and Parent-Teacher Association (PTA)-organized events, for example.

3. Inclusive

Education is for everyone, and both the school infrastructure and teaching methods used need to be inclusive. There must be no discrimination related to ethnic background, language, religion or gender. As per the UN Convention on the Rights of the Child, all children have the right to access education.

For example, school buildings should have ramps for wheelchair users, and playground surfaces need to be even and easy to navigate. There could be separate classrooms for migrant and reintegrated children, who will need more attention. Teachers would need to be trained on how to work with students with various disabilities.

4. Flexible towards local needs

Not all work that children do is child labour. Children can, for example, help out at home, do light work on the farm, and do other non-hazardous activities that do not interfere with their education.

Therefore, it can be useful to consider making education flexible and aligned with local activities to increase access. For example, in rural areas, the school year may be aligned with the growing cycles of major crops so that children can help with the harvest during school breaks.

This is only a viable strategy if parents and guardians understand what work is suitable for children at certain ages. Done correctly, flexible education may increase accessibility, especially for children at risk of dropping out of school and becoming children in child labour.

Learning milestone

Ye Htut had to leave his old school as there were no classes beyond Grade 4, and his new school was a 30-minute walk away and cost 4,000 kyats a day. His mother can't work as she needs to look after a new baby. Ye Htut's father's source of income was unpredictable.

Would having accessible education solve Ye Htut's problem?

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

☐
A

No. Ye Htut left school because his family needed the income. Until that problem is resolved, accessible education won't matter.

☐
B

Partly. If there is a school nearby to Ye Htut, with classes beyond Grade 5, he may still be studying and doing well. Ye Htut shouldn't be working at all, as he is less than 14 years.

☐
C

Yes. If education was accessible in every way, Ye Htut would have continued to go to school. He could have looked after his sister part-time as well.

What defines quality education?

Just as education needs to be accessible, it also needs to be at a particular quality level, that is, it needs to meet the expectations of children and parents. Quality education is defined by the following four characteristics:

1. Socially and physically safe

This is applicable for both teachers and children.

For children, the learning environment must be respectful, inclusive, and free from violence or bullying. Children should have easy access to clean water and adequate sanitary facilities, without the fear of falling sick or getting injured.

Working conditions for the teachers should enable them to do their best and focus on the quality of their teaching.

2. Supportive policies

Good school management and political commitment are needed to provide a policy and budgetary framework that enables good quality education.

This includes ensuring that compulsory education is free– not just in law, but in practice as well – especially for the poorest and most vulnerable children. Hidden costs such as uniforms, school supplies and transport need to be considered, as does the provision of support through stipends or cost exemptions, especially when a household has lost income due to a child labourer returning to school.

3. Relevant

Often, families will see education as valuable if children not only learn to read, write and do math, but also gain other practical skills that may lead them into a vocational career of relevance in the community.

4. Up-to-date

Teaching materials and strategies need to be up-to-date and teachers well-trained so that learning is engaging.

Learning milestone

Can you recall the characteristics of accessible education and quality education?

For each characteristic below, select whether it is an aspect of accessible education or quality education. You can view the correct answers at the back of this booklet, in the Answers Annex.

1. Parents can monitor their children's progress.

☐
A

Accessible education

☐
B

Quality education

2. The curriculum includes subjects related to the village's main source of income.

☐
A

Accessible education

☐
B

Quality education

3. The materials are up-to-date and in language that the children can understand.

☐
A

Accessible education

☐
B

Quality education

4. The school is close to the village, at a walkable distance.

☐
A

Accessible education

☐
B

Quality education

5. The school operates at 50 per cent during harvesting so that children can help on the farm.

☐**A**

Accessible education

☐**B**

Quality education

6. A local NGO funds the school to pay and train teachers.

☐**A**

Accessible education

☐**B**

Quality education

Can quality education protect children from child labour?

Lesson 6 of 10

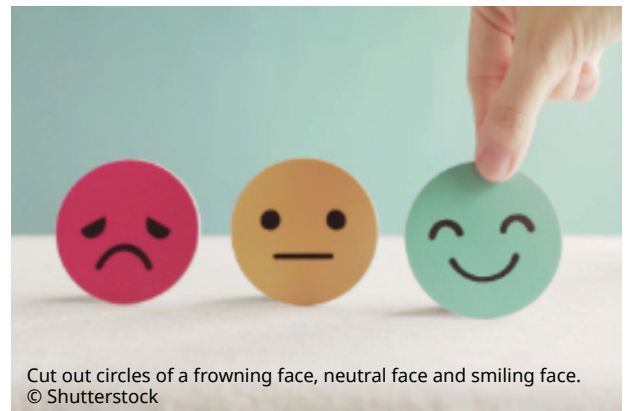
▶ Creating an inclusive learning environment

Explaining child labour

Teaching a complex and sensitive topic like child labour can be challenging.

The first, and most important step, is to create an inclusive learning environment where all children feel valued and safe to express themselves and ask questions.

You will learn more about creating a safe harbour in the next topic.



Encourage Children To Self-Express

When explaining what child labour is, it is often a good idea for teachers to **use visual materials** about children with whom students might identify. The ILO in Myanmar supports the development of photo stories in which child labourers share their experiences, dreams and views, as they form excellent starting points for **discussions and activities** on child labour. You can visit the ILO Myanmar YouTube page to access these stories.

Ensuring a safe harbour

Creating a safe and respectful environment that allows for teaching and learning about difficult issues is an ongoing process and represents an effort involving multiple steps.

Take a look at what Phoe Wah, Noe Noe and Mohammed have to say about the steps their teacher took to create a safe harbour when explaining child labour to them.



Language is a powerful tool.

Respectful language shows a child that you respect them and are there to help and support, especially if they come to school tired and unprepared because they worked too much.

A teacher's language also sets the tone for the class. Bad language or name calling from a teacher is like giving students a free pass to do the same!

Each child will have their own perspectives based on their experiences and life situations. A child labourer's perspective would be different from a child who has never worked.

Encourage children to share differing views and what they have experienced and learned.



Ground rules for interaction help children know what is acceptable behaviour (and language!) and what isn't.

At the same time, listen to all children, including those who wish to share their experiences of child labour, even if the experiences are difficult.

Support children who have physical or mental health issues or learning difficulties because of the work they do/have done. This may be demanding, especially for children who have come out of a worst form of child labour, and you will most likely need to work with the school management, social welfare department and others to support the child.

Learning milestone

How should Ye Htut's teacher be prepared for when he returns to school?

Choose the appropriate answer(s) below. You can view the correct answers at the back of this booklet, in the Answers Annex.

☐

A

Ye Htut's teacher should consult with Ye Htut and his family to find the most appropriate option for him to benefit from education. This might involve attending non-formal education (NFE) or bridging classes.

☐

B

Ye Htut's teacher should inform his class about Ye Htut's story and ask all the children to give Ye Htut space.

☐

C

Ye Htut's teacher should read up on his case so that there are no assumptions regarding Ye Htut's situation. The teacher should also know the best teaching methods to use to help Ye Htut be comfortable learning.

▶ TVET and NFE for young workers



Protection from exploitation

My mom just got a new job and she got a special letter from her new company. I don't recall Ye Htut getting any letter though.

How would he know if he is being paid adequately for all his jobs? Are there any ways children like him are protected from exploitation? Especially children who are legally working? They should be able to read their contracts at least, right?

NFE and TVET

Younger children, such as Ye Htut, should be in school until they have completed compulsory education. However, young workers above the minimum age for employment also need protection from exploitation.

Non-formal education (NFE) and technical and vocational education and training (TVET) are keys to protecting young workers.

Non-Formal Education (NFE)	Technical And Vocational
NFE is often provided to guarantee the right of access to education for all. It caters to people of all ages, may not be continuous learning, and of varied duration.	TVET refers to a range of learning experiences that are relevant to the world of work. These learning experiences may occur in a variety of learning contexts, including educational institutions and workplaces.

Features and benefits of NFE

In instances where young workers have not completed their basic, compulsory education, NFE may be necessary to ensure that these young workers achieve **functional literacy and numeracy**.

Functional literacy and numeracy are essential towards ensuring that young workers can:

- ▶ Read their contracts.
- ▶ Understand the basis for their wages.
- ▶ Read and understand instructions and guidance, such as on personal protective equipment.
- ▶ Identify hazardous work.

This is a key element of protection against exploitation.

Besides this, NFE also has the following benefits:

- ▶ Delivered in multiple ways under the supervision of education authorities:
 - **Bridging classes** that allow students to gain a certificate equivalent to a formal education certificate.
- ▶ Flexible, making it easier for young workers to balance their education with work, via:
 - evening classes, or classes under a different NFE system;
 - outside working hours offerings;
 - being near their home or workplace.

In Myanmar, NFE is also offered in monasteries and ethnic schools.

Features and benefits of TVET

Often, vocational training takes place in the workplace, where apprentices learn from an experienced person. By offering them the opportunity to learn vocational skills, young workers will be able to “upgrade” to safer, better-paid jobs.

Note: It is important here to distinguish between “work” and “vocational training in an apprenticeship”. Vocational training must include an element of learning through doing and systematic skills transfer from master to apprentice. If this element is lacking, the young person is merely working.

Learning milestone

Ye Htut's sister is 16 years old and working at a factory where she earns 90,000 kyats. A total of 15,000 kyats are subtracted for her transport.

How can Ye Htut's sister protect herself from exploitation and know she is being paid fairly?

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

☐**A**

Ye Htut's sister should go through an NFE programme for functional literacy and numeracy so that she can examine her contract and the basis of her wages.

☐**B**

Ye Htut's sister should go through a TVET programme on how to do her job better so that she can get paid the best salary.

☐**C**

Ye Htut's sister should not be working, as she is below the legally allowed age.

Managing hazardous work

Phoe Wah has a valid question about hazardous work.

**WHAT IF THE YOUNG WORKER NEEDS
TO GO THROUGH TVET FOR LEARNING
HOW TO HANDLE TOXIC CHEMICALS?
ISN'T THAT HAZARDOUS?**



Vocational training cannot be a reason to let young people do hazardous work.

If a vocational student needs to learn about hazardous work processes, such as handling toxic substances, this must be done in a way that minimizes the risk and always must be done under thorough and appropriate guidance, strict supervision and in accredited vocational training centres.

If a specific type of work is on the hazardous work list, then this work is prohibited for all people under 18 years of age.

► Special needs of children trapped in WFCL situations

Typical challenges

Withdrawing a child from a worst form of child labour (WFCL) situation has its own challenges, which may ultimately make it not possible to reintegrate the child into accessible, quality education right away.

The four common challenges of withdrawing a child from a WFCL situation are as follows.

1. The child is suffering from injuries.
2. The child has been traumatized, with associated mental health repercussions.
3. The child is embarrassed about their long schooling gap.
4. The child feels conflicted due to the need for income.

Think about it!

Based on the challenges above, think about the possible needs of a child removed from a WFCL situation.

Which of the following provisions may be appropriate to meeting the needs of a child so they can be reintegrated after being removed from a WFCL situation?

Choose the appropriate answer(s). You can view the correct answers at the back of this booklet, in the Answers Annex.

☐**A**

Provisions for NFE, such as bridging classes to catch them up with their age group in school.

☐**B**

Counselling sessions to help the child work through the hardships of their child labour experience.

☐**C**

Medical assistance and long-term aid (if needed) to manage any outcomes of the WFCL experience.

☐**D**

Provision of alternate, non-WFCL sources of income for the child if above the legal working age.

TVET as a key element

Whether or not older children continue to work, TVET is a key element in their removal from hazardous work or other WFCLs, possibly in combination with NFE to ensure functional literacy and numeracy.

Selecting the appropriate vocational training programme or apprenticeship, however, depends on a number of factors:

- The young person's personal choice of education is made with appropriate guidance.
- Training should be done on skills that are in demand.
- There is a broader support package that provides alternative sources of income, medical and psychosocial services, and so on.

Learning milestone

You find out that Ye Htut's 16-year-old sister has not completed compulsory education, and she is working in a paint manufacturing company. She has been suffering from breathing problems for the past few months.

Can you identify the complexities of this WFCL case based on the options provided below?

Choose the appropriate answer(s). You can view the correct answers at the back of this booklet, in the Answers Annex.

☐

A

Ye Htut's sister's case is not actually a WFCL case, as she is above the legal working age. She does, however, need to go to school, and maybe be considered for bridging classes via NFE.

☐

B

Ye Htut's sister needs immediate medical attention and also counseling to help her and her parents to resolve any conflict and help them understand that she needs to be educated.

☐

C

Ye Htut's sister can be enrolled in TVET as well as bridging classes via NFE to catch up with her peers. She will need support to manage the possible embarrassment of returning to school.

How can a teacher help Ye Htut's sister reintegrate?

Lesson 9 of 10

► Self-evaluation

Well done!

You've almost completed **Module 4. The significance of easy access to quality education.**

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!

All the best.

Select the appropriate options for each question and then view the correct answers at the back of this booklet, in the Answers annex.

Question 1 of 2

Hayma is 8 years old. Sayar U Myint, the schoolteacher, finds Hayma half-asleep in class most of the time, as she gets up early to feed the chickens and prepare breakfast. She also works till late at night to clean and do the dishes. Sayar U Myint is worried for Hayma, as her father is ill and there is no money at home, so she did not have anything to eat this morning. Hayma feels it is better to work rather than attend school.

What steps should the teacher take to provide support to Hayma, whose schooling is getting impacted?

☐**A**

Sayar U Myint should go to the Social Welfare Department to raise concerns about a child in/at risk of child labour in her class.

☐**B**

Sayar U Myint, along with a social worker, should visit Hayma at home and agree with her parents that she should stay in school and that the family should get support.

☐**C**

Hayma should get better job options so that she can focus on her father's health rather than her schooling.

Question 2 of 2

Hsar is 9 years old. He helps his father with the harvest. Sayar U Myint, the schoolteacher, is concerned as Hsar does not attend school regularly. He misses school most of the time, as he is in the fields working. He feels too tired to attend school after working so hard in the fields.

What steps should the teacher take to help Hsar, whose schooling is getting impacted?

☐**A**

Sayar U Myint, along with the school's headteacher, should have a meeting with the PTA to talk about children's workloads on family farms and in family homes, and agree on a maximum limit for work that allows children to study, play and

☐**B**

Hsar should focus on helping his father rather than attending school, as he is able to support his father.

☐**C**

Hsar and his father should attend a counselling session to better understand children's right to education.

Summary

Before you close this module, here's a recap of key learnings:

SDGs and child labour

Meeting SDG target 8.7's goal of eliminating child labour is linked to SDG 4's goal of ensuring quality education for all.

NFE and TVET

NFE and TVET enable young workers to learn relevant skills while still working. These skills help bridge learning gaps and provide apprenticeships in areas where a young worker can grow.

Accessible and quality education

Education is accessible when:

1. schools are nearby for all children;
2. parents can see the benefits of education; and
3. the schools are inclusive towards the lifestyles of all children.

Quality education is about teaching children skills they can use to meet local needs, and about providing a safe environment in which to learn these skills.

References and resources

- ▶ Education International. 2014. *Teachers and Education Unions: Ending Child Labour – A Research Manual for Teachers and Education Unions*.
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**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 4, Page 6

Learning milestone

Which SDGs does the virtuous cycle above point to?

If you chose options (A), (B) and (C), you are correct. Well done!

The virtuous cycle points to SDGs 4, 8, and 1. Achieving SDG 4 (Quality Education) can enable the achievement of SDG 8 (Decent Work and Economic Growth). One of the goals of SDG 8 is the prevention of child labour. Over the long term, achieving SDGs 4 and 8 can enable the elimination of poverty – which is SDG 1.

Lesson 5, Page 8

Learning milestone

Would having accessible education solve Ye Htut's problem?

If you chose the option (A), you are correct. Well done!

Ye Htut's problems go beyond accessible education. His family needs an alternate source of income. However, once his family does have an alternate source of income, accessible education would become critical to ensuring that Ye Htut returns to school instead of working as a child labourer.

Lesson 5, Page 9

Learning milestone

Can you recall the characteristics of accessible education and quality education?

If you chose the options below, then your answers are correct:

1. Parents can monitor their children's progress. (A)
2. The curriculum includes subjects related to the village's main source of income. (B)
3. The materials are up-to-date and in language that the children can understand. (B)
4. The school is close to the village, at a walkable distance. (A)
5. The school operates at 50 per cent during harvesting so that children can help on the farm. (A)
6. A local NGO funds the school to pay and train teachers. (B)

Lesson 6, Page 12

Learning milestone

How should Ye Htut's teacher be prepared for when he returns to school?

If you chose options (A) and (C), you are correct. Well done!

Ye Htut's teacher should learn as much as possible about his story and create a safe environment for him to return and learn.

Lesson 7, Page 14

Learning milestone

How can Ye Htut's sister protect herself from exploitation and know she is being paid fairly?

If you chose the option (A), you are correct. Well done!

An NFE programme can help Ye Htut's sister know if she is being exploited or not. Based on her age, Ye Htut would be considered a young worker who can legally work.

Lesson 8, Page 16

Which of the following provisions may be appropriate to meeting the needs of a child so they can be reintegrated after being removed from a WFCL situation?

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

All of these are possible means of addressing the needs of a WFCL case.

Lesson 8, Page 17

Learning milestone

Can you identify the complexities of this WFCL case based on the options provided below?

If you chose options (B) and (C), you are correct. Well done!

Ye Htut's sister's income is a primary source of income for the family and her withdrawal will present complexities for the family. The gap in her education is also a challenge and she will need to be enrolled in TVET and NFE from a future-growth point of view. Ye Htut could link with the Workers Union in her sector to learn further about her rights.

Lesson 9, Page 18

Question 1 of 2

What steps should the teacher take to provide support to Hayma, whose schooling is getting impacted?

If you chose options (A) and (B), you are correct. Well done!

Sayar U Myint should go to the Social Welfare Department to raise concerns about a child in/at risk of child labour in her class. Sayar U Myint along with a social worker should visit Hayma at home and agree with her parents that she should stay in school and the family should get support.

Question 2 of 2

What steps should the teacher take to help Hsar, whose schooling is getting impacted?

If you chose options (A) and (C), you are correct. Well done!

Sayar U Myint, along with the school's headteacher, should have a meeting with PTA to talk about children's workloads on family farms and in family homes, and agree on a maximum limit for work that allows children to study, play and rest. Also, Hsar and his father should attend a counselling session to better understand children's right to education.

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.

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