

Family Development Session Module on **Child Labour**



International Labour Organization (ILO)
Country Office for the Philippines
March 2019



Family Development Session

Module on Child Labour

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Message from the Secretary



"In every action concerning children, their best interest is of paramount consideration. Every effort exerted thereby should be to promote the welfare of children and enhance their opportunities for a useful and happy life". – Republic Act 9231

The Philippines has long been a staunch advocate on the elimination of child labour – starting off from regulating the employable age of children, prescribing appropriate sanctions for violation of its legal provisions, and particularly providing children with special protection from all forms of conditions which are harmful and prejudicial to their health and normal

development. Since 1952, with the enactment into law of Republic Act (RA) 679 or what is commonly known as the Women and Child Labour Law, the country has endeavoured to provide stronger protection and deterrence measures against various forms of child abuses, discrimination and exploitation consistent with other subsequently legislated related laws (i.e. Presidential Decree (PD) 148 and PD 603 of 1972, RA 7610 of 1992, and RA 9231 of 2003), and the Philippine's adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989.

Truly, child labour is illegal. It is work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development (ILO, On Child Labour in the Philippines). In the Philippines, child labour and its worst forms do refer, among others, to all forms of slavery and similar practices, including work which, by its nature or the circumstances in which it is carried out, is hazardous or likely to be harmful to the health, safety or morals of children.

What we need beyond mutual support and cooperation to fight against this issue is a more deepened understanding of child labour that will proactively trigger families and communities to develop more creative and constructive ways to prevent or eliminate it.

The Department of Social Welfare and Development (DSWD) through its Pantawid Pamilyang Pilipino Program, has been persistent in its campaign against child labour. This initiative is well strengthened through the programme's Family Development Sessions (FDS) as one of the conditionalities for receiving the beneficiary cash grants.

We are delighted that through the programme's Family Development Sessions (FDS), this Module on Child Labour will be able to reach out to more and more parents and instill in them a better understanding of the root causes of child labour, its effects on their children and their families that will ultimately assist them to arrive at more informed plans and resolutions on how to effectively prevent or eliminate child labour in their own homes and communities.

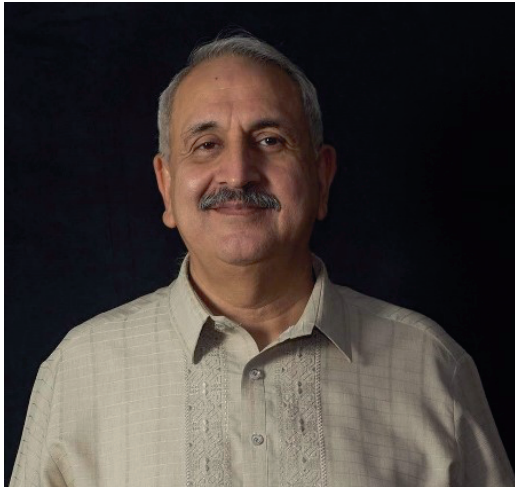


ROLANDO JOSELITO D. BAUTISTA

Secretary

Department of Social Welfare and Development

Message from the ILO Director



The International Labour Organization (ILO) stands for a world without child labour. Children should not work in fields, in mines, on the streets, and in areas, which put their health or lives at risk.

The Philippines has scaled up its fight against child labour. Despite progress, challenges remain given the complexity of child labour, which is deeply rooted in poverty. The ILO works with the government, employers, workers, communities, international and non-government organizations, and partners in the country to combat child labour. We believe that a convergence approach is crucial to help children achieve their dreams and to end child labour.

This Child Labour Module developed by the Department of Social Welfare and Development (DSWD) is part of the convergence approach. This module will be included in the Family Development Sessions (FDS) with beneficiaries and communities under the Pantawid Pamilyang Pilipino Program (4Ps). This module has been developed and enhanced through extensive consultations the National Child Labor Committee (NCLC) chaired by the Department of Labor and Employment (DOLE).

We hope that those who will use this module, including the municipal and city links involved in the 4Ps implementation and monitoring will take action against child labour. This is a tool that will help them identify, protect, rescue and assist children in child labour, mostly in the informal sector and in vulnerable communities. It will help them recognize and assess whether the community environment is protective for children, and how it can be strengthened, while involving their family and community. We are deeply grateful to the United States Department of Labor for supporting and funding this effort through the Country Level Engagement and Assistance to Reduce Child Labor (CLEAR) Project. It is only by working together that we can help children reach their dreams and ensure a bright future ahead – a future without child labour.



KHALID HASSAN

Director

International Labour Organization (ILO)
Country Office for the Philippines

Foreword



The Pantawid Pamilyang Pilipino Program aims to keep the Pantawid Pamilya children healthy and in-school, fulfilling its human capital investment thrust. One of the programme components is the Family Development Session (FDS) which is a monthly session for parents/partner beneficiaries that aim to enhance their parenting capabilities and encourage them to be more active citizens of the society.

The FDS Module on Child Labour has been crafted to support the sessions on child protection of the FDS Manual. Through this module and the FDS, the programme envisions the realization of child-labour-free Pantawid Pamilya communities. This shall support the continuous improvement on the partner beneficiaries behavioral and attitudinal change for the better to ensure the value for education and holistic development of their children.

The child labour module shall be a tool for the partner beneficiaries to acquire appropriate knowledge, skills and attitudes in addressing the issue on child labour. Specifically, the participants shall be able to (1) demonstrate an understanding of the issue on child labour, and its effects on children, families and communities; (2) recognize their vital role in providing for the basic rights of their children, i.e. education, play and development; (3) define ways to prevent their children from being involved in child labour; (4) discuss existing programmes and services against child labour; and (5) plan initiatives and actions on combatting child labour.

To achieve the goals of the module, it shall deliver messages on the definition of child labour; its difference from child work; and the effects of child labour and its impact on children, families, communities and the country. With these, the module shall also encourage the partner beneficiaries to plan initiatives and actions as individuals, families and parent groups to combat child labour.

This module is intended to guide the City/Municipal Links and other FDS implementers on the conduct of the sessions on child labour. This module may also be shared with other partners who are advocating for the same message on fighting and eliminating child labour.


UNDERSECRETARY CAMILO G. GUDMALIN
Deputy National Program Director for Operations
Pantawid Pamilyang Pilipino Program

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List of acronyms

DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
FDS	Family Development Session
ILO	International Labour Organization
PSA	Philippine Statistics Authority
RA 9231	Republic Act 9231 or an Act Providing for the Elimination of the Worst Forms of Child Labor and Affording Stronger Protection for the Working Child
RA 10364	Republic Act 10364 o an Expanded Anti-Trafficking in Persons Act of 2012
SBM	Sagip Batang Manggagawa
WIIFM	What's in it for me?

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Guide for facilitators and resource persons

Preparation is crucial in ensuring that the objectives of a learning session will be achieved in a manner that is productive and enjoyable for both the facilitator and participant. Here are some pointers for facilitators in preparing to deliver this module:

1. **Get to know your participants and ask their “WIIFM.”** Be familiar with the background of your participants – their age, number of children, source of income, family situation and the situation of their children (whether they are working or are not in school), the community where they are in among others– so that it would be easier to contextualize the lessons on child labour. Know the participants’ possible responses to WIIFM, or “what’s in it for me,” as this would provide information on their motivation in attending the session, and will help you make the FDS more meaningful and beneficial for them.
2. **Be familiar with the structure of the module.** The module has three sessions with the following parts:
 - a. **TITLE** – shows the name and topic of the lesson
 - b. **SESSION OBJECTIVES** – includes the learning goals of the participants for the session
 - c. **LESSON OBJECTIVES** – includes the goals and expected outputs per lesson
 - d. **DURATION** – indicates the length of time necessary to conduct the activity in order to achieve the objectives
 - e. **MATERIALS** – lists down the items needed to conduct the activities
 - f. **METHODOLOGY** – states the types of activities that will be employed in the session
 - g. **PROCEDURE** – shows the step-by-step guide in conducting the activities and facilitating the session
 - h. **ALTERNATIVE ACTIVITY** – provides another option in conducting the activity in case time or materials are not available for the earlier process suggested
 - i. **PROCESSING** – guide questions that shall help the participants reflect on their experience/s in the activity/ies done and relate those experiences to the main topic of the session
 - j. **LECTURE AND DISCUSSION** – provides the meat of the session proper including the core messages and the key learning points
 - k. **DEEPENING** – activity or guide questions that shall ensure the participants’ grasp on the key learning points of the session. This challenges the participants to address conflicts and contradictions, on one hand, or the views

of the resource person or other participants, on the other hand

1. **SUMMARY/SYNTHESIS** – indicates pointers that will capture the lessons learned from the session
 - m. **NOTE TO THE FACILITATOR** – provides additional guidance and crucial reminders for the effective facilitation/conduct of the activities/lessons/sessions.
3. **Study the module.** Focus on the objective of the session and study the guide for the lecture and discussion towards the achievement of the learning goals and objectives. The methodologies are suggested processes that can be modified based on the needs of participants and availability of materials. It is not imperative to follow the module word-for-word; the more important task is to achieve the learning objective.
 4. **Contextualize the lessons based on the participant's realities.** It is important to contextualize the sessions to the realities of your participants to capture the real situations and concerns of child labourers in their families and communities. The lessons to be learned from this module would greatly benefit the participants if they can apply it to their everyday lives.
 5. **Include the resource speakers and even the parent leaders in preparing the sessions.** The whole FDS module on child labour would be more productive and beneficial for participants if the resource speaker will also be part of getting to know the community so he/she can be more effective in delivering the assigned portion for discussion. Parent leaders may also help in providing information regarding the community where the FDS will be conducted.
 6. **Get feedback from participants after the FDS.** Asking for reactions from the participants after the session, regarding how the sessions went, is advantageous both for the participants and the facilitator. Their feedback would contribute to improving the module on child labour and the actual conduct of FDS. Feedback will also help in processing the learning and insights of participants regarding child labour. Some confusions about the topic may also be clarified through feedback.

Curriculum

Lesson title	Lesson objectives	Content	Methodology	Materials
Session 1: Understanding child labour Duration: 2 hours and 30 minutes Session objectives: 1. Identify their dreams and aspirations for their children; 2. Determine the hindrances to achieving their dreams; 3. Define child labour; and 4. Differentiate child labour from child work.				
Lesson 1: Every parent's dream for a child	Illustrate a visual image of their dreams for their children as a reminder of why they, as parents, would work hard and do everything in their power to build a better life for them.	The dreams of parents for their children that inspire them to work hard	Drawing Discussion Listing	Pieces of paper, drawing materials, manila paper, masking tape
Lesson 2: Challenges and hindrances in achieving the dream for children	1. Enumerate situations that they consider as hindrances to achieving their dreams for their children 2. Discuss the significant relationship of those challenges that cause child labour	Challenges and hindering factors in achieving these dreams which could lead children into child labour	Interactive discussion	
Lesson 3: Child labour and child work	1. Define child labour 2. Differentiate child labour and child work	Definition and difference between child work and child labour; Demystifying beliefs on child labour	Game, Analysis, Lecture	Pieces of paper indicating different types of work of children, masking tape, list of beliefs on child labour

Lesson title	Lesson objectives	Content	Methodology	Materials
Session 2: Effects and impacts of child labour Duration: 1 hour and 45 minutes Session objectives: 1. Discuss deeper understanding on the causes of child labour; 2. Identify the effects of child labour and their impact to children, families, communities and the country, as a whole; and 3. Understand that child labour must be stopped to realize the rights of the child.				
Lesson 1: Causes of child labour	Deepen their understanding on the causes of child labour	Causes of child labour	Charades or Pinoy Henyo	List of causes of child labour at the community level;
Lesson 2: Effects of child labour on children, families, communities and the country	1. Enumerate the effects of child labour on the different aspects of a child's life, such as their education, health, social development, etc. 2. Identify the effects of child labour on families, communities and the country as a whole; 3. Conclude that child labour violates the Rights of the child and should be ended.	The effects of child labour and their impact on children, families, communities and the country as a whole	Drawing Analysis	Paper with an illustration of a human form, writing materials, masking tape, manila paper with an illustration of a tree

Lesson title	Lesson objectives	Content	Methodology	Materials
Session 3: Responding to child labour Duration: 2 hours and 5 minutes Session objectives: 1. Identify the programmes and services against child labour that are present in their community; 2. Enumerate actions that they can do as parents and as members of their community to stop and prevent child labour; and 3. Formulate and commit to an initial plan on how to work together against child labour.				
Lesson 1: My response as a parent	1. Understand their important roles as parents in keeping their children safe, healthy and in-school 2. Enumerate possible individual actions and activities that they can do as parents to keep and prevent their child from being involved in child labour	Initial plans of parents to stop child labour in their families and communities	World Café Discussion Individual action planning	Manila paper, meta cards, writing materials, artworks produced during Session 1 Lesson 1
Lesson 2: Initiatives and actions against child labour	1. Discuss programmes and services against child labour that are present in their community. 2. Understand the benefits of these programmes to their families and communities; 3. Formulate and commit to an initial plan on how to work together against child labour.	Discussion on the different programmes and projects of the government and other organizations to address the issue of child labour and how these can benefit families and communities	Listing, Discussion, Community group planning	Pieces of paper Writing materials Masking tape List of programmes against child labour



Session 1:

Foundational learning on child labour

This session shall introduce the concept of child labour to the participants and how it differs from child work. Along with the Philippine situation on child labour, this session also includes the worst forms of child labour, and the law on child labour and its sanctions to employers and parents.

- | | |
|-----------|---|
| Lesson 1: | Every parent's dream for a child |
| Lesson 2: | Challenges and hindrances in achieving the dream for children |
| Lesson 3: | Child labour and child work |

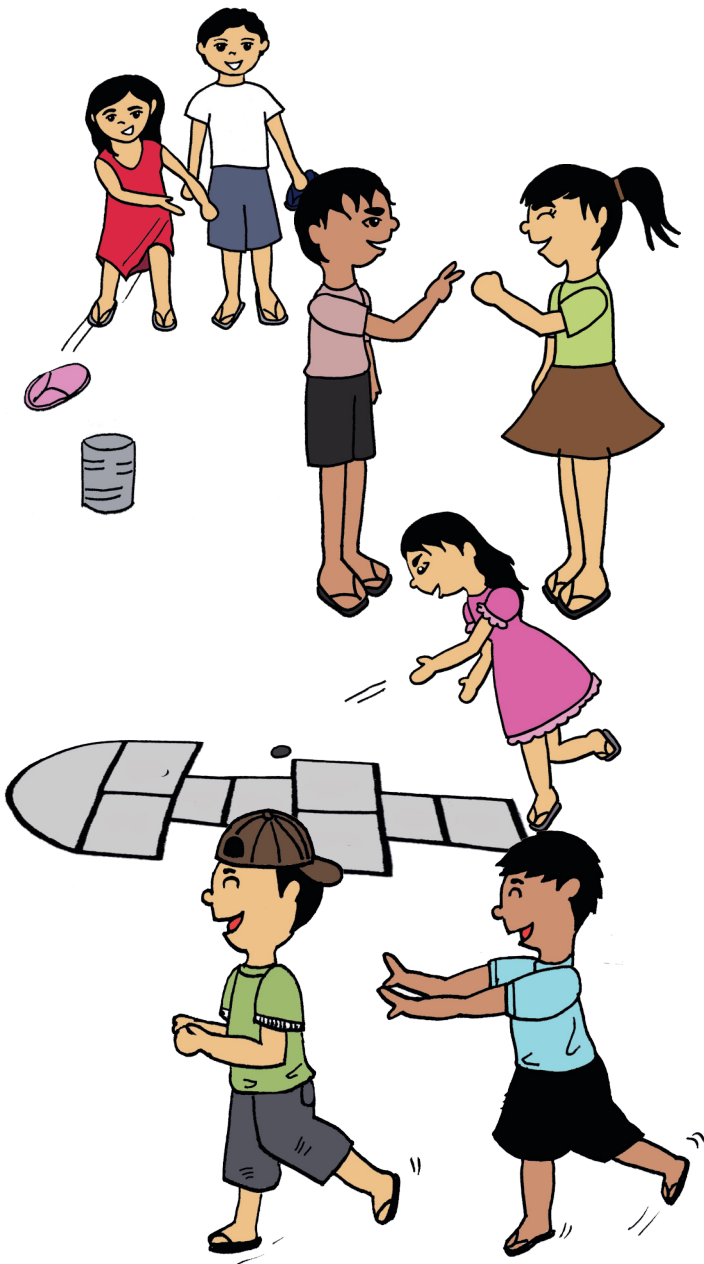
Session objectives:

At the end of the session, the participants shall be able to:

1. Identify their dreams and aspirations for their children;
2. Determine the hindrances to achieving their dreams;
3. Define child labour; and
4. Differentiate child labour and child work.

Energizer: Let's be children again

1. Group the participants into four (4).
2. Show the pictures in Flip chart #1 and assign one (1) picture per group.
3. Let the groups play the game in the picture assigned to them. Allocate 15 minutes for this energizer.
4. After the games, ask the participants what memories they recalled and how they were playing the games.



Note to facilitator

The objective of the illustrations on Flip chart #1 is to help the participants reminisce the games they played as children. The following are the games the participants can identify from the flip chart:

- Patintero or Mataya-taya
- Bato, bato, pick or Jack en Poy
- Tumbang preso
- Piko

Explain to the participants that playing is one of the many rights that gets sacrificed when children are into child labour. Deepen the discussion by introducing the session.

Alternative energizer: The story of a child named “Baste”

1. Arrange the chairs in a circle. The number of chairs should be equal to the total number of the participants minus one. So, if there are 30 participants in a group, there should be 29 chairs arranged in a circle.
2. Ask the participants to gather around the chairs and tell them that you will read them a story about a child named Baste.
3. Instruct the participants to move around the chairs while you are reading the story. Every time they hear the word “bata,” they should sit on one of the chairs (like the old game “Trip to Jerusalem”).
4. The person who will be left standing will be out of the game. Remove one chair every after round (one “bata” word is one round).
5. The persons left seated will be the winners of the game.
6. All the persons who were out of the game will be given consequences/challenges that will be agreed upon by the winners, e.g. group dance/performance.
7. Connect the story of Baste to the topic at hand.

Note to the facilitator

- You may inject different dynamics in reading like soft voice/low pitch in reading the word “bata” in the story to make the game more exciting. You may also emphasize the syllable “ba” even if the word is not “bata” to add more thrill.
- The words in bold letters are the words with “bata” which shall signal the participants to get their seats.
- The underlined words, on the other hand, are the words that may be used to confuse the participants to make the game more exciting.

Ang kwento ng batang si “Baste” (The story of a child named “Baste”)

Si Baste ay isang **batang** sampung taong gulang. Nag-aaral siya sa Mababang Paaralan ng Batang sa Barangas. Maliit pa lamang si Baste ay pangarap na niyang makapagtapos ng pag-aaral, maghanap ng magandang trabaho sa bayan at mapaaral ang iba pa niyang kapatid na mas **bata** sa kanya. Sa probinsya ng Batangas lumaki si Baste ngunit iniisip niya at ng kanyang mga kab**abata** na lumikas sa Maynila dahil doon daw matutupad ang kanilang pangarap. Anim na taon pa lang ay isa nang **batang** manggagawa si Baste. Nagtatrabaho siya sa isang maliit na lupain kung saan siya nagtatapas ng mga **bata** na damo sa plantasyon ng mais. Sa kanyang **batang** edad, nakaranas na siya ng matinding pagbabanat ng buto. Batak na batak ang kanyang munting katawan. Madalas ay hindi na siya nakakapasok sa eskwela dahil sa pagod. Maabot pa kaya ng **batang** ito ang kanyang pangarap na maging pinakab**at**ang Bae sa Eat Bulaga?

(Baste is a 10-year old child studying in Batang Elementary School in the province of

Batangas. He dreams of finishing his studies to find a decent job so he can support his other younger siblings. Baste grew up in the province of Batangas but he and his friends are thinking of moving to Manila because they believe their dreams will be fulfilled there. Baste is already working at his young age. He cuts grass in a small corn plantation. He already experienced hardship at this time in his life. He would miss out on his classes most of the time because he is too tired to attend classes. Will Baste ever achieve his dream of becoming the youngest “Bae” in Eat Bulaga?)

Lesson 1: Every parent's dream for a child

Lesson objective

After the activity, the participants should be able to illustrate a visual image of their dreams for their children as a reminder of why they, as parents, would work hard and do everything in their power to build a better life for them.

Duration

30 minutes

Materials

- Pieces of paper
- Writing and coloring materials
- Manila paper
- Masking tape

Methodology

- Drawing
- Discussion on hindering factors to achieving dreams in life
- Listing

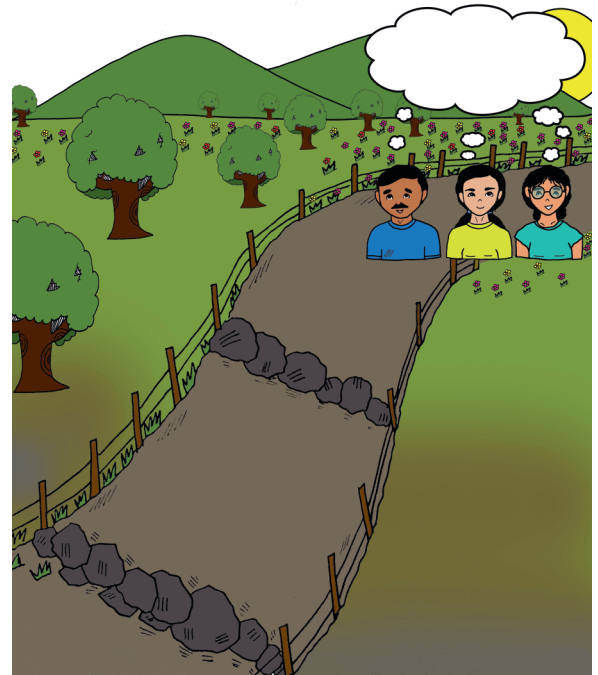
Procedure

1. Group the participants into five to eight (5 to 8) members each.
2. Ask the participants to share with their group how they live as a family like how their day-to-day life is in the family, the roles of the members in the family, their relationship in the family, their beliefs and practices as a family, their children's dreams for themselves, among others. This shall be the first sharing session.

Note to the facilitator

- It may help to create a calm and welcoming atmosphere if you can play some light background music and give some examples of dreams for children to encourage the thinking and visioning process, example: acquiring a college degree, owning a business, securing a well-paying job, traveling around the world for leisure, among others.
- Keep the artworks produced from this session as this will be used in Session 3.

3. After the first sharing, give each participant some pieces of paper and let them draw images or write words representing their dreams for their children. They may also draw symbols (example: diplomas for graduating from school, or money as a representation of a good paying job).
4. After the allotted time for the activity, allow each participant to share their artwork to their group (second sharing). Ask the group to assign a representative in the plenary session.
5. Let each group representative share the summary of their small group discussion including the first and second sharing to the plenary. The representative shall share the common dreams they have for their children and those that are unique in the group.
6. Post the artworks on the board/wall and arrange them thematically, example: dreams for education, for employment, personality, among others.
7. Show/post the flip chart number 3 (Challenges in the realization of dreams). Explain that the road in the picture is the path of their family, especially their child, towards achieving those dreams; and the rocks are the hindrances or obstacles that they need to surpass to achieve the dreams.



Note to the facilitator

Ensure to emphasize that it is significant that they know what their children's dreams for themselves are. It is critical to always prioritize the best interest of the child; thus, the parents should always guide their children towards achieving their own dreams for themselves.

Processing

1. What are the common and unique dreams of every parent for a child?
2. Why is this your dream for your children?
3. What are your ultimate goals for your children?

Lesson 2: Challenges and hindrances in achieving the dream for children

Lesson objectives

After the activity, the participants should be able to:

1. Enumerate situations that they consider as hindrances to achieving their dreams for their children; and
2. Discuss the significant relationship of those challenges that causes child labour.

Duration

15 minutes

materials

- Flip chart
- Pieces of paper
- Writing and coloring materials
- Manila paper
- Masking tape

Methodology

- Drawing
- Interactive Discussion

Procedure

1. Ask the participants about situations which they think may hinder them or their children from achieving these dreams.
2. Instruct them to draw or write those hindrances or challenges in a piece of paper and post them on the wall opposite those dreams they have drawn in Lesson 1.
3. Ask the participants to share their ideas to the group. Open the floor for an interactive discussion on the hindrances/challenges they have posted.
4. The guide questions below can help in facilitating the interactive discussion.

Note to the facilitator

- Relate those hindrances to being the causes of child labour.
- Dig deeper from the discussion of the participants. Try to surface the root causes of child labour in the families and communities.
- Ask additional questions as necessary.

Processing

1. Why do you consider them as challenges or hindering factors to achieving your dreams for your child?
2. How do you expect your child to contribute to addressing these challenges?
3. What are the possible relationship of these challenges or hindrances to having children work for economic gains? Can these challenges be the causes of child labour in the family and community?

Guide for the lecture and discussion

It is in the nature of parents to dream for their children and these dreams become one of their inspirations in working hard and pursuing a better life for their families. However, it is also a reality that there are a number of situations in daily life and circumstances that hinder the realization of these dreams. Some of these hindrances are as follows:

- Individual (parents as head of the family) – Beliefs, practices and values which are limiting the achievement of potentials of children
- Family problems
 - o Sickness of parents or other members of the family who can still work
 - o Problematic relationship within the family
 - o Lack of support and encouragement from family members
 - o Violence inside the home

Note to facilitator

As applicable, bank on the previous FDS topic on “Protecting the Rights of the Child”. Explain that child labour is a violation of the Rights of the child as it poses issues concerning their protection and development.

For further information, below are the four (4) categories of the rights of the child:

Four (4) categories of the rights of the child

1. **Survival rights** - the right to life and basic needs (example: adequate standard of living, shelter, nutrition, medical treatment)
2. **Development rights** - the rights that enable children to reach their fullest potential (example: education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion)
3. **Participation rights** - rights that allow children and adolescents to take an active role in their communities (example: the freedom to express opinions; to have a say in matters affecting their own lives; to join associations)
4. **Protection rights** - rights that are essential for safeguarding children and adolescents from all forms of abuse, neglect and exploitation (example: special care for refugee children; protection against involvement in armed conflict, child labour, sexual exploitation, torture, and drug abuse)

- Poverty
 - o Lack of jobs, unemployment or insufficient salaries
 - o Lack of a permanent or regular source of income
 - o Lack of assets and properties, such as land, animals that may be a source of income during emergency situations
- Community or social problems
 - o Lack or insufficient social services such as hospitals and schools
 - o Violence and other conflicts in the community
 - o Influence of vices in the community (smoking, drugs, gambling)
 - o Lack of social protection (protection from shocks through health insurance, social security etc.)

Parents should be reminded of their role as the primary duty bearer of their child's rights. It is hoped that parents do not forget their dreams for their children as these inspire them to work harder for their future. More importantly, parents should also know and appreciate the dreams and aspirations of their children especially that those are for their own development. However, some of these dreams are impeded by the hindrances and challenges faced in daily life. Still, some would think that one solution to overcome these problems is to put their children to paid work – this is called child labour. But what is child labour and why is it wrong for children? This will be discussed in the next lesson.

Note to facilitator

Ten rights of the child

1. Be born, have a name and nationality
2. Have a home and family
3. Live in a peaceful community
4. Have adequate food and a healthy and active body
5. Sufficient education
6. Have the opportunity for play and recreation
7. Protection against abuse, exploitation and violence
8. Be defended and assisted by the government
9. Express opinions
10. Access to information

Also, to deepen the points in the lesson, provide real stories or faces of the challenges or hindrances as stated in the guide for lecture and discussion.

Lesson 3: Child labour and child work

Lesson objectives

After the activity, the participants should be able to:

1. Define child labour; and
2. Differentiate child labour from child work.

Activity 1: Child labour vs. child work

Duration

45 minutes

Materials

- Two sets of strips of paper containing different types of work of children
- Masking tape
- List of beliefs on child labour

Methodology

- Game
- Analysis of the difference between child labour and child work
- Lecture

Procedure

1. Group the participants into two (2).
2. Provide each each group with a set of strips of paper that contain words pertaining to different types of work of children. Examples are cleaning the house, cooking rice, working in pyrotechnic factories, taking care of animals, taking care of babies, carrying sacks of rice in the market place, among others.
3. Ask the groups to classify the types of work in the papers as “Child Work” or “Child Labour.” Give the groups five (5) minutes for this.
4. After the allotted time, ask each group to present their output.

Processing

1. What was your basis in differentiating between child work and child labour?
2. Do you know other types of work that may be included under the two (2) categories?

Note to facilitator

- Read on the key provisions of RA 9231 or the law on child labour to be prepared for questions that may arise during the discussion. It would also help to invite a resource speaker who is knowledgeable on the law.
- Also see the List of References at the end of this module for other materials that can be studied regarding child labour and the worst forms of child labour.

Guide for the lecture and discussion

Definition of a child

A child refers to a person below 18 years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition (definition acquired from RA 7610).

Definition of child labour

- According to Republic Act 9231 (An Act Providing for the Elimination of the Worst Forms of Child Labour and Affording Stronger Protection for the Working Child, Amending for this purpose RA 7610, as Amended, Otherwise Known as the “Special Protection of Children Against Child Abuse, Exploitation and Discrimination Act”), child labour is any work or economic activity of children that exposes them to different forms of exploitation or danger that affects their health, safety and their physical, mental and psychological development.
- Child labour for children below 18 years old is prohibited in the Philippines. Children who are 15 years old and above are allowed to work but only in non-hazardous work.

Child labour vs. child work



Child labour is very different from child work, please see Table 1.

Table 1: Difference between child work and child labour

Child Work	Child Labour
Work that is age-appropriate	Work that is too heavy for the child considering the age and is mentally, physically, socially or morally dangerous and harmful.
Work assigned to be done in only a few hours per day and will not affect the child's time for study, play and rest.	Work that is done for hours that prevents the child to have the time or even an opportunity to study, play or rest. Work such as this include working in plantations from sunrise until sunset.
Work that will enhance a child's physical, mental and emotional development.	Work that causes exhaustion to children and is abusive to their body, mind and emotions such as working in factories producing pyrotechnics or chemicals. This may also interfere with their schooling, attempt them to combine school attendance with excessively long and heavy work, deprive them the opportunity to attend school or even oblige them to leave school prematurely.

(Compiled from different ILO Publications, found in <http://www.ilo.org/ipec/facts/lang--en/index.htm>)

To differentiate between child labour and child work, the acrostic **A-BA-KA-DA-E** may provide some guide:

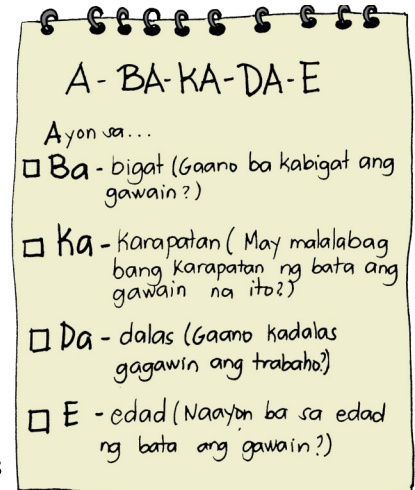
Ayon sa (According to)...

B – **BIGAT** (difficulty and demand of the work assigned to the child)

K – **KARAPATAN** (rights of children that may be impeded by the work)

D – **DALAS** (length of time allotted for the work)

E – **EDAD** (appropriateness of the work to the child's age)



Worst forms of child labour

The International Labour Convention No. 182 or the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour identified further the worst forms of child labour. These were categorized as worst forms because among the different forms of child labour, these exposes children to the most dangerous and hazardous situations that may take their childhood, even their lives, away from them. Following are the worst forms of child labour:

- **Slavery** – where a child labourer is considered as property and can be made to do whatever kinds of work against the child's will

- **Forced labour** – where a child is forced to work against his/her will; the involvement of children in armed groups is considered forced labour
- **Commercial sexual exploitation** – abuse and exploitation of children to gain a profit from getting them involved in prostitution and sexual exploitation, including pornography
- **Child trafficking** – the illegal transfer of children for purposes of forced labour or exploitation
- **Illicit activities** – forcing children to work in illegal activities such as selling of illegal drugs, robbery, begging in streets, being forced to fight in gang wars
- **Hazardous child labour** – work that exposes children to dangerous situations such as working in mines, pyrotechnic factories and working as child domestic workers

The law recognizes the importance of training children in preparation for their future by allowing them to experience some form of work inside the household; however, this should not be a hindrance to the enjoyment of their rights. The law allows children below 15 years of age to work in public entertainment or information or in family enterprises, however the work should not exceed four (4) hours in a day and should not violate any of their rights.

The issue of child labour is an issue of children's rights. In the Philippines, children have the right to have a nationality, to be loved and cared for, to be educated, to play, to be healthy and to develop their skills. Achievement of these rights may be compromised if children are in child labour.

Guide to disussing Flip chart #6 :

- **Hazardous child labour.** The child is exposed to hazardous chemicals in the farm as shown by the illustration. Hazardous works likely jeopardize or harm the child's health, safety, or morals.
- **Illicit activities.** The use of children in illicit activities is explicitly defined as a worst form of child labour under Convention No. 182. As shown in the illustration, the child is pickpocketing. The use of children in illicit activities is not only an issue for criminal or juvenile justice; it must also be tackled using holistic approaches which reach the root causes of the problem.
- **Slavery.** Child slavery is the enforced exploitation of a child for their labour for someone else's gain. As shown in the illustration, children are forced into a vehicle against their will.
- **Commercial sexual exploitation.** Commercial sexual exploitation of children is a commercial transaction that involves the sexual exploitation of a child. As shown in the illustration, a child is exploited by nakedly posing in front of a camera for a fee.



Images of child labour in the Philippines

Guide to discussing Flip chart #7 :

Mining – Children are exposed to dangerous conditions such as working in a mercury- laden water to search for gold.



Fishing – Children are engaged as swimmers and divers in muroami fishing (a type of net fishing). Child labourers are reportedly at risk of ear damage, injuries from falls, shark attacks, snake bites and drowning.¹

Scavenging – Scavenging or waste picking is the manual sorting and picking of recyclable/reusable materials from mixed wastes at legal and illegal landfills, dumpsites, street bins and piles, transfer points, as well as waste collection trucks.²

Scavenging exposes the children to several risks such as inhaling methane in high concentrations and other fumes emanating from garbage.



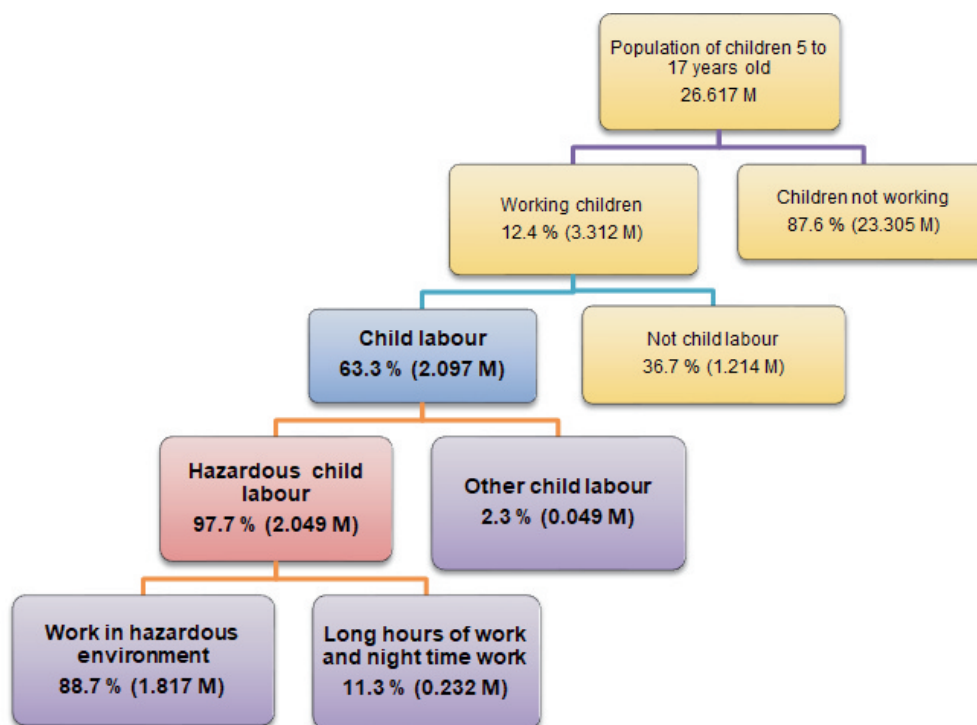
Farming –Farming activities include clearing of land, plowing, harrowing, irrigating, constructing paddy dikes, and other tending work such as weeding of soil. These farming activities may expose children to harmful fertilizers and pesticides as well as carrying of heavy loads which are hazardous.

¹ Addressing the Exploitation of Children in Scavenging (Waste Picking): a Thematic Evaluation of Action on Child Labour http://www.bvsde.paho.org/bvs/October/2004_p_3

² UNFAO and ILO, Guidance on addressing child labour in fisheries and aquaculture, <http://www.fao.org/docrep/018/13318e/13318e.pdf>

Child Labour Situation in the Philippines

Based on the 2011 Survey on Children by the Philippine Statistics Authority on children 5-7 years old in the country, the following are some numbers on the results:



Republic Act 9231

Some of the punishment for violating the provisions of RA 9231 are as follows:

- For employers violating Sections 12, 12-A and 14 – Imprisonment of six (6) months and one (1) day to six (6) years or a fine not less than Php 50,000.00 but not more than Php 300,000.00, or both, at the discretion of the court.
- For employers of children in the worst forms of child labour (including child trafficking) – Imprisonment of 12 years and one (1) day to life imprisonment, or a fine of Php 100,000.00 to Php 5,000,000.00, or both, at the discretion of the court.
- For parents and legal guardians – A fine of not less than Php 10,000 but not more than Php 100,000, or be required to render community service for not less than thirty (30) days but not more than one (1) year, or both. Provided, That the maximum length of community service shall be imposed on parents or legal guardians who have violated the provisions of this Act three (3) times; Provided, further, That in addition to the community service, the penalty of imprisonment of thirty (30) days but not more than one (1) year or both at the discretion of the court, shall be imposed on the parents or legal guardians who have violated the provisions of this Act more than three (3) times.

Activity 2: Beliefs on child labour

Duration

30 minutes

Materials

List of beliefs regarding child labour

Methodology

Discussion on common beliefs about child labour

Procedure

1. Show the participants the list of common beliefs on child labour as what is stated below in the Guide for Lecture and Discussion. You may also use Flip chart #10.
2. Prepare the participants for an open plenary discussion emphasizing that everyone is invited to share their opinions, no one will be judged, you should agree to disagree, and respect should be observed above all.
3. Read the beliefs on child labour one by one. Let the participants discuss about their personal opinions and insights per belief statement in the plenary. Be sensitive to the opinions and reasoning of participants so as to understand the deeper meaning of their stance on the issue of child labour.
4. Do not affirm nor negate their opinion on the beliefs. The important thing in this activity is to gather their opinions and understand their rationale behind those opinions/views. Thus, your listening, questioning and integrating skills are crucial in this part.
5. Providing or sharing the alternative information (based on Table 2) shall be done during the input/lecture and discussion portion.

Alternative activity

1. Put in a jar pieces of paper containing the different beliefs on child labour (based on the table in the “Guide for lecture and discussion”).
2. Ask some participants to draw out a paper, read what is written on it and share his/her agreement or disagreement with the particular belief.
3. Ask other participants to also share their views on these.
4. Validation of their views and opinions will be done during the input/lecture and discussion portion.

Guide for the lecture and discussion

In the Table 2, some of the long-held beliefs of parents on child labour are enumerated. It would be helpful for parents to be presented with alternative views that may encourage them to think differently and may hopefully persuade them to stand against child labour.

Table 2: Common beliefs on child labour

Beliefs	Facts
The family is extremely poor and if the child will not work, the family will not be able to eat	A child's salary is much smaller than the salary of a working adult. A person with low educational attainment will have cheaper salary than those with diplomas.
A working child is being trained for the future world of work	There are other ways to develop a child's skills in order to prepare them for the world of work. Putting them in child labour should not be an option.
Child labour is part of the culture	Parents must weigh if their cultural traditions promote or hinder the development of their children to become productive members of their community.
It is easier for children to find work compared to adults	Employers hire children to work for them because the pay is very little, they don't know their rights and they can work longer hours because they are not prone to sickness. If no child will engage in child labour, employers will not have a choice but to hire adults.
It is expensive to put children in school and we have no money for it	Education is free in public elementary and secondary schools. There are also other programmes offered by the government and other institutions which can be explored to support the education of children.
The child prefers to work rather than to study. I cannot do anything about it.	Children do not have much experience in life that would be their basis for making informed and wise decisions. It is the parents' responsibility to guide their children in making decisions that will affect their lives. Parents should encourage their children to study because it is a right that they should enjoy and that getting good education would better prepare them for the world of work in the future. It may also be helpful for parents to talk with their children's teacher to discuss any problems that their children may be facing in school.
When a child works, our family's future is secured	Children are not skilled enough to work. Child labourers are given work that are unskilled with low pay and no prospects of going up the ladder, so to speak. Even if the child has been working for the past five (5) years, his/her skills is still not comparable to adults. An unskilled worker will not be able to help support the family with meager income. The cycle of poverty will just continue.

Table 2: Common beliefs on child labour (continued...)

Beliefs	Facts
My child enjoys working, why should I stop him/her?	In child labour, children are not given time and space to play, rest and study. Child labour robs them of their childhood. The work may ruin their health and their life. Parents should not allow their children to miss out on their childhood and ruin their future for some meager income.
My child is safe at work because I work along him/her	It is crucial for parents to decide if it is in the best interest of the child to put them in child labour. Working with them also does not guarantee safety at work because child labour does not only affect the physical safety of children, but also their emotional and psychological well-being.

Processing

1. Recall the beliefs and views of the participants regarding common beliefs on child labour. State those beliefs once again and ask them if they are already giving those beliefs second thoughts.
2. This part shall now challenge their beliefs and correct them as applicable and necessary.
3. Accommodate further questions and/or clarifications from the participants should they have any.

Synthesis

Emphasize the following points to summarize the learning from the session:

- Having hopes and dreams for your children is helpful and important as this serves as an inspiration and encouragement to pursue more in life. Let us continue to work hard to achieve these dreams.
- Child work is legal while child labour is not.
- Remember the A-BA-KA-DA-E of child labour. Analyze if the work is allowed by law, does not violate a child's right, does not consume too much of their time and is appropriate for the child's age.
- Training children to develop skills that may be helpful for them for future work is important, but should not hinder them from enjoying their childhood and their rights.
- Let us rethink our beliefs on child labour. Remember that these beliefs and perspectives affect our children's future.

Assignment

Ask the participants to make a list of possible effects of child labour on their children, family, community and the country as a whole.



Session 2:

The negative effects of child labour

This session illustrates the effects of child labour on children and how it impacts the families, communities and the country. It shows that child labour is really disadvantageous for children as it tramples their rights to survival, development, protection and participation.

Lesson 1: Causes of child labour

Lesson 2: Effects of child labour to children, families, communities, and the country

Session objectives:

At the end of the session, the participants should be able to:

1. Enumerate the negative effects of child labour on the child
2. Identify the effects of child labour to families, communities and the country as a whole; and
3. Conclude that child labour violates the Rights of the child and should be ended.

Lesson 1: Causes of child labour

Lesson objectives

After the lesson, the participants should be able to deepen their understanding of the causes of child labour.

Duration

30 minutes

Materials

- Charade papers or pieces of paper with written phrases on them
- Timer
- Container for each team where they will put in their cards
- Pen and paper to score

Methodology

Charades

Procedure

1. Introduce the Charade game – a game in which some of the players try to guess a word or phrase from the actions of another player who may not speak.
2. Prepare at least two (2) words or phrases per group for them to guess. The words or phrases that will be provided are the challenges/hindrances that are causes of child labour from the previous session.
3. Group the participants into four (4) groups (with equal players or participants each group, as much as possible).
4. Ask for one actor per group per round. No actor may act more than once.
5. Provide each group with three (3) minutes per round. One correct answer shall gain the group with a point. Failure of the group to guess the word/phrase within the time limit shall garner the group with no score. The teams can steal the chance to provide the correct answer which can gain them a point.

Note to facilitator

- For the ideas/concepts to be used during the charade, the facilitator can refer to the answers of the participants from the previous session, the lesson on challenges and hindrances.
- Elicit from the participants that the hindrances/challenges can be causes of child labour.

Processing

1. How did you feel after the charade activity?
2. Can the words/phrases in the charade paper cause child labour?
3. Do they reflect realities within the family or in the community?
4. Aside from those concepts/ideas (as to the causes of child labour) that have been discussed, what can be the other causes of child labour?

Guide for the lecture and discussion

Child labour can be caused by a lot of factors that can be attributed (but not limited) to the following:

- Poverty – this is widely considered the top reason that children work in jobs that are exploitative and inappropriate for their ages.
- Family expectations and traditions; abuse of the child; lack of good schools and day care; lack of other services, such as health care; public opinion that downplays the risk of early work for children; uncaring attitude of employers and limited choices for women.
- The parents of child labourers are often unemployed or underemployed, desperate for secure employment and income. Yet it is their children - more powerless and paid less - who are offered the jobs. In other words, says UNICEF in their "Roots of child labour" report states that children are employed because they are easier to exploit.
- Other factors that contribute to instances of child labour include: limited access to compulsory, free education; irregular monitoring and weak enforcement of relevant laws; local laws that include a lot of exemptions; globalisation and an emphasis on low labour costs and inability to uphold workers' and child rights.

Note to facilitator

The challenges and hindrances in Lesson 2 of Session 1 may also be used in this lesson as causes of child labour.

Elaborate on the examples cited and provide stories for the appreciation of the participants.

Lesson 2: Effects of child labour to children, families, communities, and the country

Lesson objectives

After the activity, participants should be able to:

1. Enumerate the effects of child labour on the different aspects of a child's life, such as their education, health, social development, among others.
2. Identify the effects of child labour on families, communities and the country as a whole.
3. Conclude that child labour violates the Rights of the child and should be ended.

Duration

30 minutes

Materials

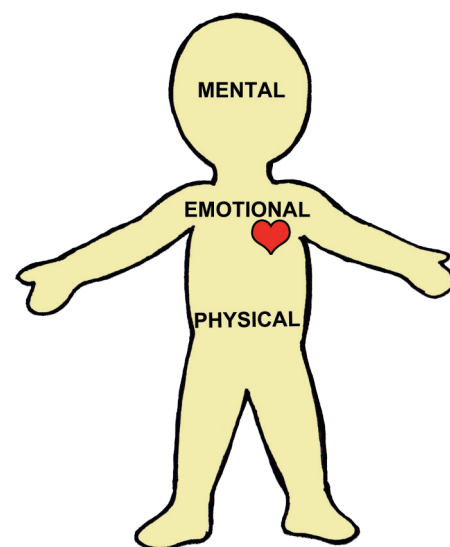
- Paper with an illustration of a human form
- Writing materials
- Masking tape

Methodology

- Listing
- Discussion on the effects of child labour on children

Procedure

1. Group the participants into two (2) and provide them with the needed materials
2. Ask the groups to draw a human silhouette as illustrated in Flip chart #11.
3. Each group shall write their thoughts on the effects of child labour on the particular space provided in the illustration:
 - a. HEAD – effect of child labour on the mental and psychological well-being of the child
 - b. CHEST – effect of child labour on the emotional well-being of the child
 - c. STOMACH – effect of child labour on the physical well-being of the child
4. Ask one representative per group to share their output to the plenary.



Note to facilitator

- Be sensitive in facilitating this session as some participants may have experienced working as child labourers and may still have traumas about the impact of that experience.
- During the processing, if there will be positive effects of child labour based on the participants' outputs, revisit Table 2 (Common beliefs on child labour) to reiterate the alternative information.

Processing

1. How were you able to come up with the list? What were your considerations?
2. Based on your group outputs, have you identified positive effects of child labour? What are these?
3. Are there negative effects of child labour based on your outputs? What are these?
4. As a parent, how do you feel upon learning these effects on the child? Will you allow your children to be affected in this manner?

Guide for the lecture and discussion

Based on studies, child labour has different effects on children. But ultimately, it affects all aspects of their life:

Table 3: Effects of child labour on children

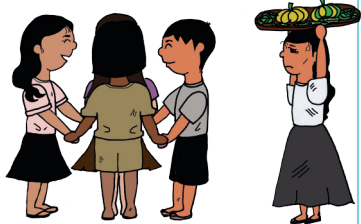
Aspects	Effects
Mental	- Child labourers find it hard to continue with their schooling because they are exhausted from work and cannot concentrate on their lessons - They find it hard to focus on tasks assigned to them 
Psychological	- Afraid to mingle and make friends because of their experience in working as labourers at such a young age - Loses their respect to parents because they have become the breadwinner in the family 
Physical	- Thin, sickly and stunted height and overall growth - Skin diseases due to exposure to chemicals - Lung problems due to exposure to fumes in the workplace - Hunchbacked due to lifting of heavy objects at work 
Emotional	- Low self-esteem - Depressed - Arrogant because of the money earned from working - Irritable because of fatigue from work 

Table 3: Effects of child labour on children... (continued)

Aspects	Effects
Future	- They can only get low-paying and unskilled jobs because they were not able to develop the necessary work and life skills - Sickness and sickliness resulting from their exhaustion - Minimal opportunity to remove oneself from poverty due to lack of skills, sickness, sickliness and low level of education

The list above is not exhaustive and yet those mentioned should be enough for parents to have second thoughts about allowing their children to become child labourers.

Child labour does not only affect the child. It also affects the family, the community and the country as a whole. This will be tackled in the next activity.

Activity 2: The child labour tree

Duration

30 minutes

Materials

- Paper with an illustration of a tree
- Writing materials
- Masking tape

Methodology

- Analysis
- Discussion

Procedure

1. Group the participants into two (2).
2. Show the illustration of the tree with labels on it. Label the following parts:
 - a. Roots – CHILD LABOUR
 - b. Trunk – FAMILY
 - c. Branches – COMMUNITY
 - d. Leaves – COUNTRY
3. Ask the participants the following guide questions for this activity:
 - a. What could be the effects of child labour on the family? Put them on the trunk part.
 - b. What could be the effect of child labour on the community? Put them on the branches part.



- c. What could be the effect of child labour on the country? Put them on the leaves part.
4. You can provide an example to the participants to facilitate their brainstorming (see note to the facilitator in page 30).
5. The participants can put as many as they can.
6. Give them 20 to 30 minutes for this activity.
7. Ask one representative from each group to share their workshop output to the plenary.

Processing

1. How were you able to come up with your output? What were your considerations?
2. Which part did you find most challenging? Why?
3. Do you believe that child labour can directly affect the family, community and the progress of a nation? Why or why not?

Guide for the lecture and discussion

From the result of the activity, it may be collected or gathered that if child labour gets more deeply rooted in the society, reaching to more and more children in generations to come, then it can be expected that families, communities and the whole nation will have more problems, may become more chaotic and will ultimately hinder further development.

A number of researches and studies provide some insight on the effects of child labour to families, communities and countries. Some are mentioned below:

- **According to Somanova (2014):**
 - o Because the needed skills and important knowledge about work is not developed in child labourers, they will find it hard to find a job that has a higher salary range; thus, the cycle of poverty will continue.
 - o The increase of cheap and unskilled labour will affect the slow development and establishment of sophisticated technologies in the country.
 - o In some sectors, the salary of child labourers may affect the salary of adults and therefore will perpetuate unequal pay among workers and this will have a negative effect in production and poverty.
- **According to Villamil (2002):**
 - o Child labour hinders the development of human capital in a country, decrease income, lower the quality of production and obstruct economic growth.
 - o In terms of macroeconomics, the long-term effect of child labour includes perpetuation of poverty, lowering of the quality of education and will have a negative effect on the health and psychological development of children.
- **According to Lim (2002):**
 - o The increase of child labour negatively affects the development of the human capital.
 - o It also reduces the number of skilled and educated labour, and diminishes healthy and productive labour, thus, lowers the quality of the labour force.

Synthesis

Emphasize the following points as a summary of the lessons learned:

- Child labour has many negative effects on a child's physical, mental, emotional and psychological well-being.
- It is in their childhood that kids develop their foundational skills, abilities and awareness. It is important for parents to strengthen the foundation.
- The effects of child labour do not stop in children. In the long run, child labour perpetuates poverty in families, communities and the country.
- It is hoped that parents join the fight against child labour.

Assignment

As a take-home activity, ask the participants to list down some ways on how they can contribute to stopping and preventing child labour in their community.

Note to facilitator

The following are examples you can share with the participants to warm-up their brainstorming:

- **FAMILY** - the family will remain to be in poverty as their children will be less educated and will be having low-paying jobs; thus, the family can only have insufficient income and low purchasing power.
- **COMMUNITY** - lesser income of the community because of a cheaper and unskilled workforce due to poorly educated children and youth; limited opportunity of the community for enterprise development and economic growth
- **COUNTRY** - the country's workforce will be dominated by unskilled and cheap labour that will negatively affect the growth of the economy – the workforce of the country will be exploited because of cheaper labour which can result to the negative effects on the country's productivity and competitiveness.



Session 3:

Action against child labour

With the information on the existing programmes and services against child labour that are present in the locality, this session shall encourage the participants to form a mutual support and plan creative and constructive initiatives to prevent and eliminate child labour in their communities.

Lesson 1:	My response as a parent
Lesson 2:	Initiatives and actions against child labour

Session objectives:

At the end of the session, the participants should be able to:

1. Identify the programmes and services against child labour that are present in their community;
2. Enumerate actions that they can do as parents and as members of their community to stop and prevent child labour; and
3. Formulate and commit to an initial plan on how to work together against child labour.

Lesson 1: My response as a parent

Lesson objectives

After the activity, the participants should be able to:

1. Understand their important role as parents in keeping their children safe, healthy and in-school; and
2. Enumerate possible individual actions and activities that they can do as parents to keep and prevent their child from being involved in child labour.

Duration

1 hour

Materials

- Manila paper
- Writing materials
- Masking tape
- Artworks from Session 1 Lesson 1

Methodology

- World Café
- Discussion

Procedure

1. Prepare three (3) areas in the session hall. In each area, lay out a manila paper and place some markers.
2. Assign two (2) participants in each area who will serve as documenter and facilitator. The documenter will make sure that discussion points are written on the manila paper, while the facilitator will ensure that everyone will be participating during the discussion.
3. Assign topics for each area:
 - a. Area 1 – My response when I see/witness a child labour situation
 - b. Area 2 – My response if my child is into child labour
 - c. Area 3 – My response to prevent child labour
4. Ask the documenters to write the topics assigned on top of each manila paper.
5. Group the remaining participants into three (3). Group 1 will stay in Area 1, while Group 2 will stay in Area 2 and Group 3 in Area 3.
6. After 10 minutes, the groups will move on to the next area, until all groups have stayed and contributed in all the stations. Ten (10) minutes will be allotted per round/area.

7. Make sure that the facilitators and documenters per area are ensuring the sharing within the group and the ideas are being noted on the manila papers, respectively.
8. Once all groups have undergone all the areas, ask the documenters to post the manila papers on the board or in front for the plenary sharing and discussion. Request the facilitators to share the key points of the discussions per area.

Processing

1. Which of the three topics was the hardest to discuss/answer? Why?
2. Which ideas mentioned in the discussion should be brought to the attention of your City or Municipal Link/Barangay Captain/and/or other local officials?

Guide for the lecture and discussion

It is the parents' responsibility to take care of their children and it is important that they, together with other parents in the community, act against child labour. Some of the practical things that they can do are the following:

- If they know of, or see any child labour situation:
 - o If you are friends with the parents of the child labourer, check on them and ask about their family situation
 - o Share the lessons learned from this FDS on Child Labour with other parents
 - o Inform the City/Municipal Link (C/ML) about the child labour case/s you know of
 - o Work with the Parent Leaders to come up with a plan on how to help the child labourer and/or the family
 - o Invite the parents of child labourers to attend the FDS
- If your child is a child labourer:
 - o Pull out your child and use the cash grant to enroll him/her in school
 - o Inform the C/ML if there is an illegal recruiter or employer who forced your child to work
 - o Coordinate with the City/Municipal Social Welfare and Development Office (C/MSWDO) or with the barangay to get more information about programmes and services that may help augment your family's income
 - o Guide your child in his/her school work. Assist your child in his/her studies.
- On preventing child labour:
 - o Through your parent groups, develop a partnership with the barangay, the C/ML and/or DSWD to avail of existing programmes in the community that can provide livelihood opportunities for parents
 - o Share the lessons learned from the FDS on Child Labour with other parents

Note to facilitator

Encourage the parent group to act on combatting child labour based on the plans laid out in this workshop.

- o Report to the barangay, C/ML or MSWDO if there are individuals who are recruiting or employing children illegally
- o Form a group or association of parents that can be an avenue to avail of livelihood opportunities provided by the local government or civic groups, such as Rotary Clubs or Jaycees

Lesson 2: Initiatives and actions against child labour

Lesson objectives

After the activity, participants should be able to:

1. Discuss the programmes and services against child labour that are present in the community;
2. Understand the benefits of these programmes to their families and communities; and
3. Formulate and commit to an initial plan on how to work together against child labour.

Duration

45 minutes

Materials

- Pieces of paper
- Writing materials
- Masking tape

Methodology

- Listing
- Discussion

Procedure

1. Group the participants into three (3). Provide the groups with three (3) pieces of paper and writing materials.
2. Assign roles to each group – one group will have to think as if they are the City or Municipal Link ; the second group will be the Barangay Captain; and the third will be the City/Municipal Councilor.
3. Give time for each group to discuss how they will complete the sentence:
“If I were the (City or Municipal Link/Barangay Captain/Municipal or City Councilor), I will end child labour (by/through)_____.”
4. Ask each group to give three answers/statements and have it written down in the provided pieces of paper.
5. Ask a representative from each group to share the result of their discussion.

Processing

1. How did you feel about the activity?
2. How did you come up with those actions to end child labour in your community?
3. As a Pantawid Pamilya parent group, what will you do to contribute to ending child labour in your community?
4. What support would your Parent Group need in order to implement some of the ideas mentioned to combat child labour?

Guide for lecture and discussion

Discuss the different programmes against child labour (see Table 4). Other programmes and services present in the locality may be added to the list. Also note the ideas presented by participants that may be similar to the existing programmes and other ideas that may be brought to the attention of the local government.

The Philippines has long planned and aimed at eliminating child labour in the country. A number of programmes and services have been developed and implemented, and is continuously being strengthened. Some of them are listed below:

Table 4: Programmes against child labour

Name of the programme	Lead/Implementing agency	Description of the program
HELP ME Convergence Programme Against Child Labour	Department of Labor and Employment (DOLE)	A convergence of different government agencies that aims to address the issue of child labour by moving their programmes and services closer to communities. Services cover concerns related to health, education and livelihood opportunities to prevent, protect and prosecute child labour cases. The target areas for these programmes are those where the Pantawid Pamilyang Pilipino Program is being implemented and/or areas with high incidence of child labour.
Sagip Batang Manggagawa (SBM)	DOLE	A mechanism to rescue children in hazardous and exploitative work situations.

Note to facilitator

Let all the participants share their thoughts on how they, as a parent group, can contribute to ending/combating child labour in their community. Facilitate this part as an action planning workshop. The expected output of this lesson is an initial plan of the parent group regarding an initiative against child labour based on their group's internal capacity.

Table 4: Programmes against child labour... (continued)

Name of the programme	Lead/ Implementing agency	Description of the programme
Project Angel Tree	DOLE	A project that grants the wishes of child labourers, such as clothes, shoes, food or school supplies.
Child Labour-Free Barangay Campaign	DOLE	A campaign for barangays to address the child labour situation in their areas. Barangays found to be child labour-free are given recognition.
Child Protection Services	DSWD	Programmes and services of the Department that promotes and ensures the children's right to protection
Pantawid Pamilyang Pilipino Program	DSWD	Provides cash grants to the poorest families in exchange for their adherence with certain conditionalities that would ensure that their children are healthy, in school and that parents are attending FDS.

Synthesis

Emphasize the following points as a summary of lessons learned from the session:

- The fight against child labour starts in the family.
- The Filipino family has a lot of allies in its fight against child labour. From the national government, to the local agencies, as well as NGOs, schools, faith-based groups and even community organizations, all institutions are working together to end child labour.
- Be informed on the programmes and services of agencies that provide support to child labourers and those that can help prevent child labour in your community.
- Work with parent leaders and/or C/MLs in referring child labour cases.

Bring back the artworks produced by parents during Session 1 Lesson 1. Remind the parents of their dreams and aspirations for their children and relate this to their ideas on how to end child labour and continue with their pursuits in life in order to achieve these dreams.

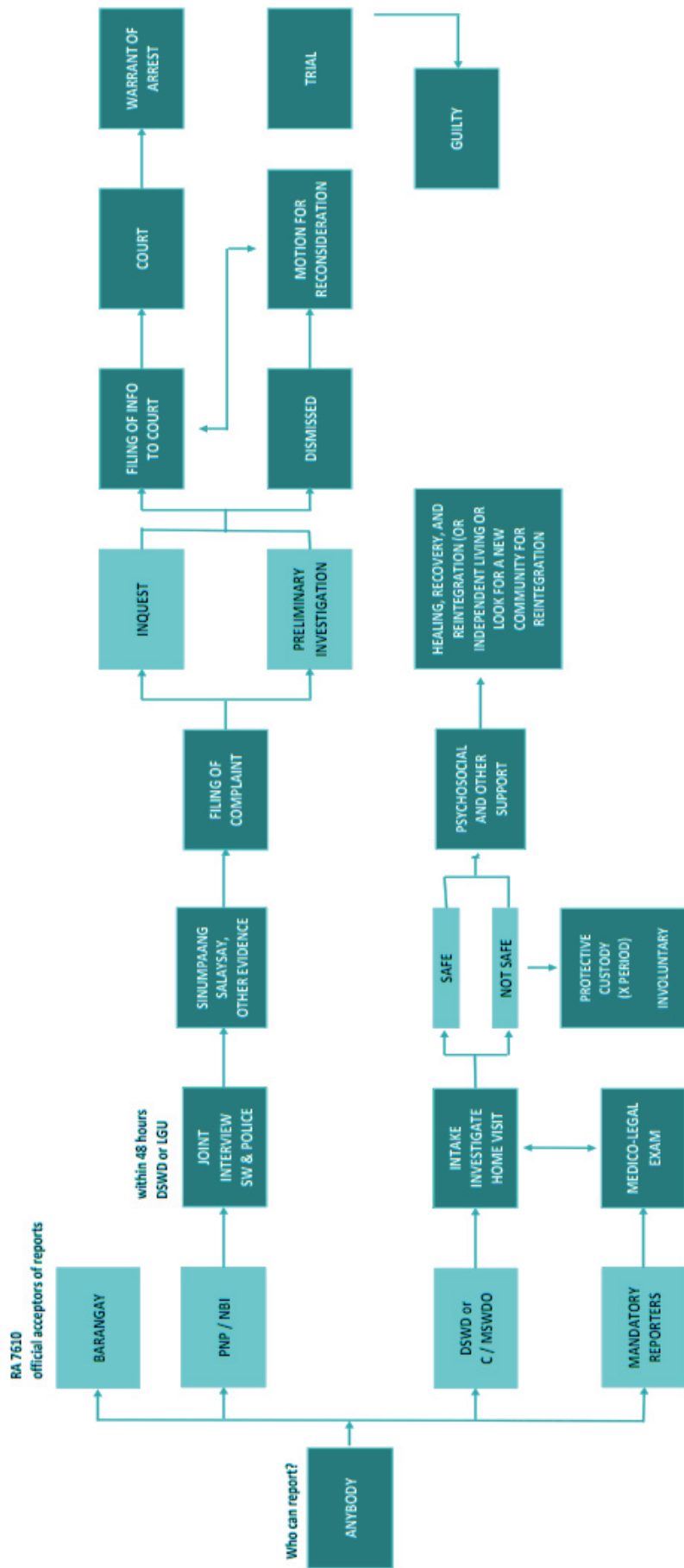
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List of reference materials

Refer to the following pages for more reference materials regarding child labour that may help facilitators in expanding their knowledge about the topic to make them more effective in giving the lecture and deepening discussions in the module:

1. Flowchart on the management of cases of child abuse, neglect and exploitation – shows the protocols in managing cases based on RA 7610. This may also be used as a guide for child labour cases.
2. List of suggested video on child labour – shows a list of videos that may help explain the realities of child labour in the country



Flowchart on the management of cases child labour, neglect and exploitation

(Issued by the Philippine Committee for the Special Protection of Children, pursuant to its mandate under Executive Order 53 dated 11 August 2011)

List of suggested videos on child labour

1. “Alkansya”, Dokumentaryo ni Kara David, I Witness, 2013
About children involved in deep-sea diving to get sea cucumbers in Eastern Samar
9 mins 49 secs; Filipino
<https://www.youtube.com/watch?v=DOd4PJ64gd4>
2. “A 10-year old Child’s Labour of Love and Sacrifice”, Investigative Documentaries, 2015
About street children in Manila
6 mins 38 secs; Filipino
<https://www.youtube.com/watch?v=WoMJ29C2W4o>
3. “Batang Balau”, Dokumentaryo ni Kara David, I Witness, 2015
About children working to collect tree saps
28 mins; Filipino
<https://www.youtube.com/watch?v=LndyJRbtjjY>
4. “No More Time to Play”, Philippine Center for Investigative Journalism at ILO, 2010
About the different forms of child labour and actions against it
1 hour; English
https://www.youtube.com/watch?v=jMO_V3Qr6DU
5. “Minsan lang sila bata”, ni Ditsi Carolino, 1996
About the different forms of child labour in the country
50 mins 20 secs; Filipino
https://www.youtube.com/watch?v=5PXscl_d7UQ

Family Development Session Module on Child Labour

Widespread poverty, limited access to education, and lack of enforcement of labour laws are among the main causes of the prevalence of child labour in rural areas. Sustainable elimination of child labour in rural areas needs to address the roots causes and promote decent work for adults. Collaborative efforts with institutions and people working in rural areas is an effective way of solving this problem. Equipping them with the necessary tools to address child labour has been proven to have an impact on the lives of the people in the community. For this reason the ILO, through the National Child Labour Committee (NCLC), supported the development of a module on child labour as part of the Family Development Modules of the Department of Social Welfare and Development (DSWD). This specific module was developed to support the protection of children of the Family Development Sessions (FDS) used for the Pantawid Pamilyang Pilipino Program (4Ps) to promote child labour-free communities. It will serve as a tool to acquire appropriate knowledge, skills and attitude in addressing child labour. Specifically, it shall help users to: (a) demonstrate understanding of child labour and its effects on children, families and communities; (b) recognize their vital role in safeguarding basic rights of children, including rights to education, play and development; (c) define ways to prevent children from being involved in child labour; (d) discuss existing programmes and services against child labour; and (e) plan initiatives and actions to combat child labour. Overall, this module makes use of existing institutions and links at the community level that will help encourage collaborative efforts between the family and the community to work together.

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