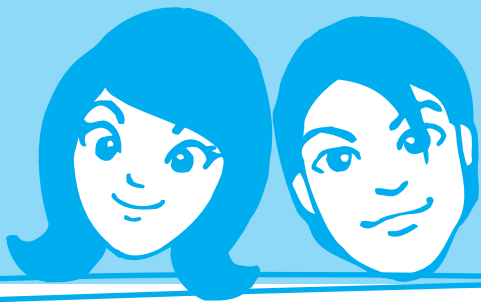


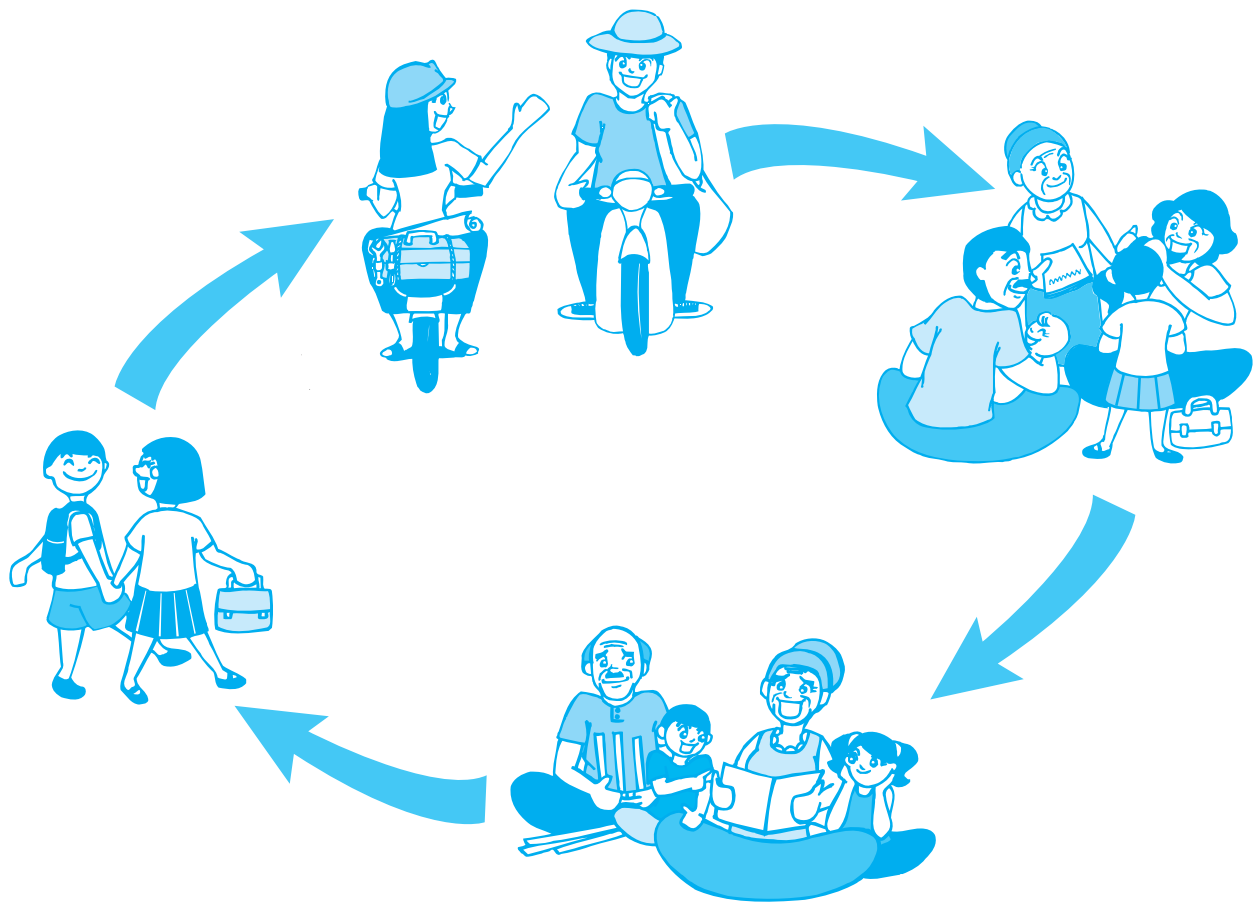


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3-R Trainers' Kit

EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

Book 3



Module 3 Equality in Life and Family Module 4 Work and Resources in the Family

Busakorn Suriyasarn, Rosalinda Terhorst and Neliën Haspels



International Labour Office
International Programme for the Elimination of Child Labour
Subregional Office for East Asia, Bangkok

Book 3

Module 3 Equality in Life and Family

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By

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International Labour Office
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Busakorn Suriyasarn, Rosalinda Terhorst and Nelien Haspels

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MODULE 3 EQUALITY IN LIFE AND FAMILY

Introduction

This module explains equality issues and concerns in life, with an emphasis on equality between men and women, boys and girls in the family. The exercises in this module are designed to help create a deeper understanding about what it means to be a boy and a girl, a man and a woman. Children, youth and family members will explore their own understanding and attitudes about their own and the other sex. They will analyze gender values, norms and attitudes on the status of women and men, and relations between them that prevail in their own families and their society. They will learn that all human beings have a right to develop themselves fully and find out how families can achieve this right for their members.

This module includes 3 units:

- Unit 3.1 What's the Difference between Being a Boy and a Girl?
- Unit 3.2 Values and Attitudes about Gender Roles
- Unit 3.3 Making a Happy Family

Unit 3.1 What's the Difference between Being a Boy and a Girl?



Content

This unit deals with participants' self-awareness and understanding about what it means to be male or female. Participants will explore and analyze their own perceptions of the gender roles. They will understand the concepts of sex and gender and the distinction between biological and social differences between men and women. They will learn that people can change the social differences and relations between the sexes if they consider that these are not fair and just.



Key Messages

- Boys and girls, men and women are born with a few different biological characteristics, such as the sexual organs and hormones that determine their reproductive functions.
- Except for the reproductive functions, the differences between the two sexes in most other areas in life (i.e., behaviours, attitudes, social and family roles) are largely influenced by society. These differences can be changed.
- Opinions and prejudices about gender roles often exist in society and help to create or perpetuate gender inequality. Therefore, it is important to learn how to distinguish between facts and opinions and seek more information to verify information before believing it.
- All family members, irrespective of their age and sex, have the right to be treated with dignity and need to be allowed to develop to their full potential.



Exercises

- 3.1.1 What Makes a Boy, What Makes a Girl
- 3.1.2 Fact or Opinion



Related Units

- 1.1 Who Am I?
- 3.2 Values and Attitudes about Gender Roles
- 3.3 Making a Happy Family
- 6.1 Changes and Sexuality

Exercise 3.1.1 What Makes a Boy, What Makes a Girl?



Objectives

- To learn about biological and social differences between men and women
- To understand that gender values, norms and practices can be changed in the family and in society, if people want to



Target Group

Children, youth and adults (children separately from youth and adults)



Duration

40 Minutes



Seating Arrangements

U-shape or semi-circle seating with room for group work



Materials

- A set of 2 small (1" x 3") slips of paper or cards in two different colours for each participant
- Flipchart paper, colour markers and a roll of marking tape



Training Aid

Briefing Note: Gender Equality Concepts and Definitions



Session Plan¹

Preparation

Find an area or clear the room to make at least 3 by 6 meters of empty space. Place two flipchart stands on one end of the empty space (if there are no flipchart stands, place sheets of flipchart paper on a board or wall space). Leave about 1 meter between the two flipcharts. On one flipchart write the word 'BOY' and the other 'GIRL' (or 'MAN' and 'WOMAN' for youth and adult target groups). Mark a START line with a masking tape on the floor about 2 meters in front of each blank flipchart.

Step 1 – 15 minutes

Tell the participants that they will have a drawing competition. Divide them into two teams with equal numbers of male and female participants.

Have each team line up alternately female-male-female-male and so on, with the first person standing behind the START line. Do not give the teams a marker until the rules are explained and understood. Explain the rules of the competition as follows:

- One team will draw a boy (man) and the other team will draw a girl (woman) as fast as possible. The drawings will be from head to toe.

¹ Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Module 3.2 Values and Attitudes – Sexy Relay Race.

- On the START signal, one person from each team starts by drawing one line and then runs back to hand over the marker to the second person who adds a new line, and so on.
- All team members should get at least one chance to draw. Draw one line and then pass the marker to another person. Do this as fast as you can!
- The team that has made the clearest drawing will be the winning team.

Give a marker to the first person in each group and give the START signal. After the drawings begin to take shape and each team starts adding details, announce that there are only a few minutes left to keep a quick pace and maintain high spirits.

Stop the drawing competition when you see that the drawings have several clear physical and social characteristics of a boy (man) and a girl (woman) respectively: breasts for a woman; beard and Adam's apple for a man; the sexual organs; a woman's pregnancy or a baby on her back; bulging muscles in the arms of a man; differences in clothes and hair styles.



Tip for Trainers

Be sensitive to the culture of the participants. Some groups of participants may be too shy to draw the sexual organs, but this should not be a problem, if other biological differences are clearly drawn. Do not push participants to draw the sexual organs, if they are uncomfortable.

Step 2 – 15 minutes

Ask everyone to come back to their seats and discuss the drawings together:

- Ask the participants:
 - Are the images clear? What is similar, what is different?
 - What are the characteristics of the BOY (MAN) drawing?
 - What are the characteristics of the GIRL (WOMAN) drawing?
- Write down the characteristics on the side of each drawing or on a different flipchart.
- Go through the characteristics noted besides each drawing one by one and ask the participants if the opposite sex can have the same physical or social characteristics.



Tip for Trainers

The drawings of the boy and the girl by children may not show several clear physical details like the drawings by youth and adults. If there are not very many physical or social characteristics in the children's drawings, encourage them to come up with at least 5 more things that come into their minds when thinking of girls and boys respectively.

- Mark the characteristics that participants say can be changed. For each characteristic, ask if the opposite sex can have the same, e.g., can a boy wear skirts and a man have long hair, can a girl play soccer and a woman be a police officer and so on? Once many characteristics have been marked, ask:
 - Which characteristics belong to just one sex only? (Biological attributes such as genitals and sexual organs, pregnancy, mustache, beard, and Adam's apple)
 - What kind of characteristics can not be changed? (Biological sex characteristics that are influenced by hormones and the ones that people are born with)
 - What kind of characteristics can both sexes have? (Social characteristics that people are not born with but later develop or learn in life such as outer appearances and personality; family, professional and social roles)
- Explain the concepts of sex and gender (see Briefing Note: Gender Equality Concepts and Definitions).



Tip for Trainers

To make the exercise more exciting, you can show pictures of people from other cultures that are not conforming to the participants' expectations and pictures that are against stereotypical gender roles, for example: pictures of a Scotsman in kilt, boys and men in sarongs, Chinese men and boys with long hair, a male nurse, women soccer players, women pilots, men cooking and feeding a baby, etc.

Step 3 – 10 minutes

Continue the exercise by checking whether the participants understand the distinction between sex and gender roles. Provide each participant with two slips of paper in different colours, for example, yellow and green. Assign one colour to 'sex' (yellow) and the other to 'gender' (green). Participants will raise the yellow slip when they hear a statement that concerns a biological or sex role (S) and the green slip for a statement that concerns a social or gender role. Go through the following statements one by one:

- Women can get pregnant. (S)
- Men have short hair; women have long hair. (G)
- Women can breast feed babies. (S)
- Women are responsible for the household and children. (G)
- Men bottle feed babies. (G)
- Men have facial and body hair and an Adam's apple. (S)
- Women in the rural areas have a lot of children. (G)
- Men usually have a deeper voice than women. (S)
- Women are often traders or accountants in many countries, but in other countries, these jobs are all done by men. (G)
- Nowadays men and women get married at an older age. (G)

Emphasize the key messages:

- Boys and girls, men and women are born with a few different biological attributes, such as sexual organs and hormones that determine their reproductive functions, for example, men produce sperms, and women get pregnant and give birth.
- Except for the reproductive functions, the differences between the two sexes in most other areas in life (i.e., behaviors, attitudes, social and family roles) are largely influenced by society. These differences vary from one society to another, within societies, and from one generation to another, and **can be changed** if people want to.



Tip for Trainers

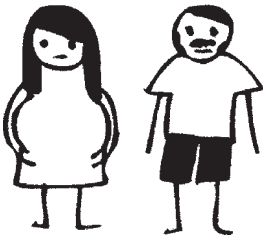
Some educated, urban participants may wish to discuss plastic surgery and sex change operations. Trainers should be open to discuss this but be careful not to spend too much time or alienate other participants. If the issue is raised, one way to respond is: Technology can minimize the physical differences between the two sexes. However, the most fundamental biological reproductive abilities that people are born with cannot be changed. Surgeons can change the shapes of eyes, nose, lips, breasts, and sexual organs. A man can take female hormones to look like a woman, and a woman can take male hormones to look like a man. Yet, even with new sexual organs, a man who became a woman cannot grow an ovary, get pregnant or produce breast milk, and a woman who became a man cannot produce sperms.



Briefing Note: Gender Equality Concepts and Definitions²

Gender equality basics

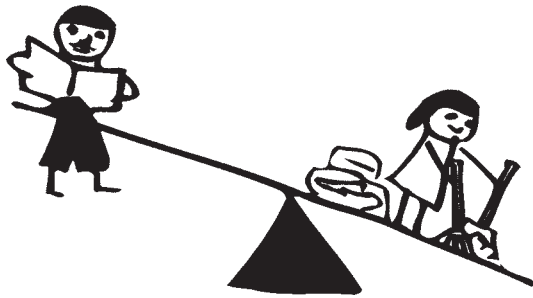
The sex children are born with influences their chances in life, alongside other important variables such as socio-economic class or caste, race or ethnicity. The biological differences of being born as a boy or a girl become important only later in life when children reach puberty. However, from the moment of their birth, all societies assign different roles, attributes and opportunities to boys and girls. They are socialized to perform the roles of men and women in their society based on the ideas in that society how men and women should or should not behave. These social meanings given to biological sex differences are covered by the term *gender*.

What is sex and what is gender?	
 • Sex refers to the biological differences between men and women, boys and girls, that are universal and do not change. For example, only women can give birth and only men can produce sperms.	 • Gender refers to the social differences and relations between the two sexes. These are learned, vary widely within and between cultures and change over time. For example, in many countries women take care of young children, but increasingly men are taking care of young children too.
• People usually do not change their sex but they can change the gender differences and relations in their family and society if they consider that these are not just and fair.	

It is useful to understand the difference between facts and opinions, in other words, the gender roles and the ideas in people's heads on what girls and boys, men and women can and cannot do:

- **Gender roles** refer to the activities that both sexes actually do. For example, boys help their fathers outside the house and girls help their mothers with the household chores. Gender roles, although often reinforced by the gender values, norms and stereotypes that exist in each society, can and do change over time and across cultures.
- **Gender values, attitudes and norms** refer to the ideas that people have on what men and women of all generations should be like. For example, in many societies girls should be obedient and cute and are allowed to cry, and boys are expected to be brave and not cry.
- **Gender stereotypes** are the ideas and (firm) opinions that people have on what boys and men, girls and women are capable of doing. For example, it is often believed that women are better housekeepers and men better with machines, or that boys are better in mathematics and girls better in nursing.

² Source: *GECL Guide* by Nellen Haspels & Busakorn Suriyasarn (ILO: Bangkok, 2003).



In most societies there are differences between the sexes in the rights they are given and the opportunities they have. Common disparities exist, for example between girls' and boys' access to education and training, between women's and men's workload, their access to and control over resources and benefits, and in the roles of men and women in decision making. For this reason the international community and the majority of governments and civil societies are committed to promoting gender equality.

- **Gender equality**, or equality between the two sexes, refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men, girls and boys in life and at work. Gender equality means that people of all ages and both sexes have equal chances to succeed in life. It means that all human beings have equal, in other words, **fair** and **just** access to and control over resources and benefits so that all can participate in, decide on and benefit from development.

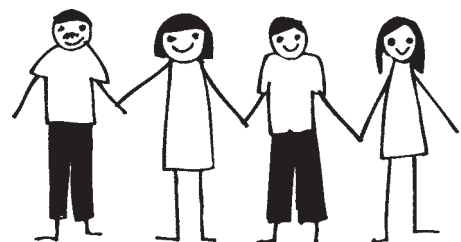


- **Gender equality promotion** is about ensuring equal outcomes and equal shares between men and women, boys and girls, so that all persons are treated with dignity and allowed to develop to their full potential, leading to a higher quality of life for all. It does not mean that women and men need to become exactly the same. Women and men can be and are different, but should have equal rights, responsibilities and opportunities in life. The way boys and girls, women and men, are treated and their work is valued should not depend on whether they are born male or female. Gender equality will be achieved when women and men enjoy the same human and workers' rights, and are valued and treated equally and when there is a fair distribution between them of:
 - responsibilities and opportunities
 - workload, decision making and income.

Core messages for gender equality promotion

During training on gender equality promotion, trainers always need to make sure that the following key messages are addressed, otherwise the training will not be effective.

- **Achieving gender equality is the responsibility of all in society.**
Consensus needs to be built in families and societies on the desired balance between roles and responsibilities of men and women and every generation needs to come to an agreement on how to achieve gender equality at home, in the workplace and in the community. Gender equality promotion requires contributions and inputs from both men and women.



- **Promoting gender equality will benefit all in society.** Sometimes a fear exists that advancing the position of women means that something is taken away from men. However, the promotion of gender equality does not imply giving more power to women and taking away power from men. The promotion of equality between women and men is empowering for both sexes and leads to a win-win situation for both.



- **Gender equality promotion is not only the right thing to do. It is also the smart thing to do.** It is not only just and fair to involve men and women equally in development. It also makes good economic and business sense to utilize all talents and resources in families and societies.

The above concepts and core messages are the subject of the gender-specific exercises in Modules 3 and 4, and are addressed throughout the 3-R Kit, because everybody needs to know these to be able to achieve equality in their daily life and work. Some of the participants, especially if they are trainers, organizers or leaders may know more about this subject, and ask you further specific questions. The information below, therefore, gives you further information about gender concepts and effective strategies for the promotion of gender equality. If there is interest and expertise in this subject among your participants, it is recommended to discuss this with your participants, as it will enable them to become better gender advocates, trainers and leaders.

What is the difference between *gender equality* and *gender equity*?

In order to emphasize the need for designing specific measures to eliminate inequalities and discrimination, many organizations have introduced the concept **gender equity** (fairness, justice).³ Some organizations prefer one term to the other, while others use both interchangeably. The difference between the two terms can be summarized as follows:

- **Gender equality** is the goal defined as equal **opportunity and treatment** of both sexes, so that women and men, girls and boys can participate in, decide on and benefit from development on an equal footing.
- **Gender equity** is usually referred to as the **measures or outcomes** of the fair treatment of both sexes that takes into account the different needs of the men, women, boys and girls, cultural barriers and (past) discrimination of the specific group.

³ The ILO defines gender equity as “*fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities*”, *ABC of Women Workers’ Rights and Gender Equality* by ILO (ILO: Geneva, 2000), p. 48. The Department for International Development (DFID) of the UK refers to the term gender equity as outcomes. Its Gender Manual explains that “*gender equality does not simply or necessarily mean equal numbers of men and women or boys and girls in all activities, nor does it necessarily mean treating men and women or boys and girls exactly the same.... It means recognizing that men and women often have different needs and priorities, face different constraints, have different aspirations and contribute to development in different way*”, *Gender Manual: A Practical Guide for Development Policy Makers and Practitioners* by DFID (1992), p. 6. As a result DFID refers to gender equity as outcomes and explains the equity of the outcomes as follows: “*The exercise of equal rights and entitlements leads to outcomes which are fair and just*”, *ibid*, p. 7.

The difference between gender equality and gender equity can be illustrated by the following fable about a stork and a fox:⁴



Once upon a time there were a stork and a fox. The fox invited the stork to its house for dinner. Food was served in a dish, so the stork with its long beak could not eat it.

The following day, the stork invited the fox to its house for dinner. Food was served in a long vase, so the fox with its short tongue could not eat it.



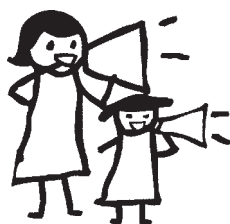
The tongue of the fox and the beak of the stork, which are both used for eating but have different shapes and require different methods, represent different needs of people. This story illustrates that sometimes even when equal opportunity is made available (the food is served to both), the outcome may not necessarily be just and fair or equitable (each animal's method of eating is not suitable for the other).

What is gender mainstreaming?

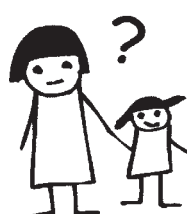


The main strategy for the promotion of gender equality is gender mainstreaming. The following definition was adopted by the UN in 1997:⁵

- Mainstreaming a gender perspective is the process of assessing the implications for women and men on any planned action, including legislation, policies or programmes, in any area and at all levels.



- It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated.



- The ultimate goal of mainstreaming is to achieve gender equality.

What is gender-specific action?

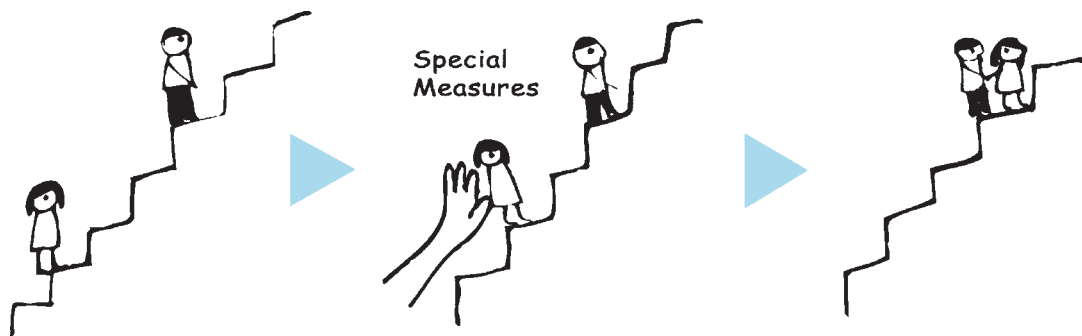
The needs of girls and women, boys and men may be different because of their biological functions, and/or the unequal status between them due to gender norms, values, stereotypes

⁴ Source: *Gender Awareness Handbook* by Gender and Development for Cambodia (GAD/C: Phnom Penh, 2001).

⁵ United Nations Economic and Social Council (ECOSOC): Agreed Conclusions E/1997/L.30, p. 2

and practices in society. Therefore, something extra needs to be done to achieve gender equality:

- **Protection of biological functions** is vital for both women and men. Due to women's reproductive functions, they need special care, such as medical care before, during and after pregnancies to ensure healthy deliveries, mothers and babies.
- **Addressing inequalities resulting from gender values, norms and practices.** If inequalities are large, equal treatment of women and men is not sufficient because existing inequalities could remain or even become larger. In such cases, **gender-specific measures** are needed to redress existing imbalances, effectively meet the needs of everybody and ensure they have equal chances in life. The advancement of girls and women is a necessary strategy whenever they are in a disadvantaged position as compared to men and boys. This will lead to the empowerment, and increased welfare and well-being of everybody in the family.



Gender-specific action can include one or a combination of the following:

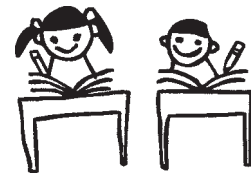
- **Positive or affirmative action** is a temporary measure to eliminate the results of past or current discrimination. Generally they consist of setting quota's or targets for the participation of discriminated groups in programmes for a given time period. The international community has agreed that this type of positive discrimination is justified and necessary to achieve genuine equality.
- **Women-specific activities** may be needed when cultural norms and values restrict women's equal participation in activities for both sexes. They are used to enable women to develop and strengthen their self-esteem, to identify their constraints and to jointly develop means to overcome them.
- **Men-specific activities** are needed because inputs from both sexes are necessary to achieve gender equality. Raising the awareness of men is especially important as men are often in positions of authority as husbands, fathers and decision makers. They need to be convinced and committed to take responsibility for gender equality in partnership with women.

Examples of gender-specific action

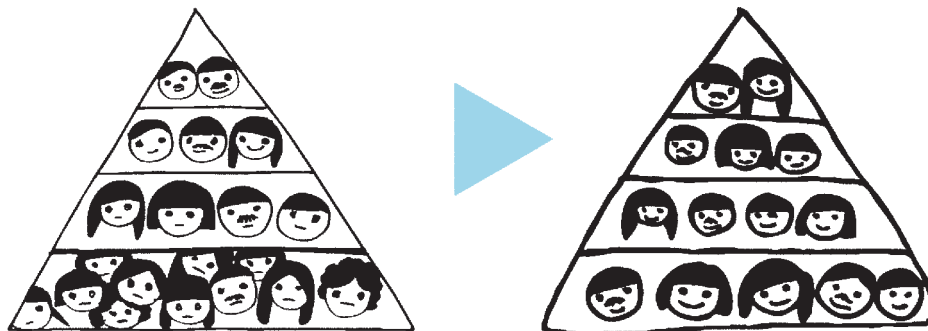
- The equal right to education provided by law in most countries does not always translate to boys and girls being enrolled in school in equal numbers because parents do not think education is important for girls or do not like to send girls to school far from home. In this case extra measures are needed to ensure equal enrolment of girls alongside boys in schools such as:



- Setting time-bound targets to increase the participation of girls in schools
- Changing attitudes about education of girls among fathers, mothers and children
- Making it safe for girls to go to far away schools
- Bringing schools to the community.



- Almost all countries stipulate in their Constitution that women and men have equal rights to make decisions that concern their lives and to participate in development in their communities and societies. However, the practice in many countries is that there are very few women represented in village committees that make decisions for the community. The usual reason given for this is that women are too busy with the family affairs and the public community affairs are the men's business. This means that many decisions are made in the community with little direct input from the women and that the views and perspectives of the women (which may be different from those of the men) are not taken into account. In such cases, this inequality can be addressed by:
 - Public advocacy, encouraging people to vote for women
 - Setting specific targets for representation of women in village committees, for example, at least 1/3 of the committee members must be women, and setting a timetable for reaching this target
 - Training women to enable them to take up leadership positions.



Exercise 3.1.2 Fact or Opinion



Objective

To understand the difference between facts and opinions about sex and gender roles



Target Group

Children, youth and adults



Duration

60-70 Minutes



Seating Arrangements

Semi-circle seating with a lot of room to move around for children; group seating for youth and adults



Materials

Flipchart paper, markers and masking tape



Training Aids

3.1.2 A: Fact or Opinion

3.1.2 B: Fact or Opinion Sheet

Briefing Note: Gender Equality Concepts and Definitions (in Exercise 3.1.1)



Session Plan⁶

Step 1 – 10 minutes

Introduce the difference between facts and opinions to participants. Show the participants six statements, three of which are examples of facts (F) and the other three of opinions (O). Without telling them whether the statements are facts or opinions, write the examples on the board. Choose examples that are close to participants, for example:

1. Asian people have black hair. (F)
2. Asian people have very beautiful hair. (O)
3. My school does not have enough teachers. (O)
4. There are four teachers in my school. (F)
5. The math class is very boring. (O)
6. I got only 65% in the last math exam. (F)

Ask the participants to identify which statements are facts and which are opinions. Once identified, put the statements of facts and opinions side by side, as follows:

Fact	Opinion
1. Asian people have black hair.	1. Asian people have very beautiful hair.
2. There are four teachers in my school.	2. My school does not have enough teachers.
3. I got only 65% in the last math exam.	3. The math class is very boring.

⁶ Adapted from: *World Wise School* by Peace Corps, Part 2: Developing Global Perspectives, Is That a Fact? URL: www.peacecorps.gov/www/guides/looking/lesson24.html.

Step 2 – 10 minutes

Brainstorm with participants on the definitions of a fact and an opinion by asking the following questions (see Training Aid 3.1.2 A for detailed explanations):

1. How can you tell if a statement is a fact?
2. How can you tell if a statement is an opinion?
3. What is different between a fact and an opinion?
4. If you are not sure if a statement is a fact or an opinion, what do you do?
5. Why is it important to know whether a statement is a fact or an opinion?

Step 3 – 20-30 minutes

For children: Prepared in advance the twenty statements in Training Aid 3.1.2 B. Cut up each statement with the number attached (1-20). Roll each of them up and put them in a box.

- Clear the room to make enough space for children to run around.
- Ask for three volunteers. Pin a sheet with the words 'Fact' on one child, 'Opinion' on another and 'Don't know' on the other. Have each child stand at a different corner in the room.
- Ask the rest of the children (save the three volunteers) to draw one statement each. (It is okay if there are not enough statements for all children.)
- Ask who has statement No. 1 and ask the child to read the statement loudly for all other children to hear. When the statement is heard, the children will decide whether the statement is a fact, an opinion or if they do not know and run to stand by the person with the corresponding sign.
- Ask for statement No. 2 and repeat the process, for statements No. 3, No. 4, and so on.
- For each statement, ask the children for the reason why they think the statement is a fact or an opinion. In the cases where children disagree, ask the opposing sides to convince the other side.



Tip for Trainers

For children who may not be able to read well, designate one or two children who can read well, or the trainers, to read the statements to them. Depending on the amount of time available and the ability of children to absorb, you may choose only a set of 10-15 selected statements from the list, or write new statements that are more appropriate for the target group. Similarly for youth and adults, the statements should concern real-life issues. The key is to help participants develop a more analytical perspective towards the prevailing ideas and practices that concern gender roles in their society.

For youth and adults: If the participants are not highly literate, use the same exercise for children above. Otherwise, use the following steps:

- Divide the participants into mixed groups of 4-6 people.
- Distribute to each group Training Aid 3.1.2 B, flipchart paper and markers.
- In each group, members will work together to analyze and decide whether the statements are facts or opinions or whether they need more information before they can decide. Give them about 20 minutes to discuss the statements and 5-10 minutes to prepare their presentation on a flipchart.
- Once all groups finish their task, ask them to show their results in plenary. The trainer then discusses the answer to each statement, using the flipcharts of all groups. Point out the similarities and differences across the groups: Do most groups agree on statements as being facts or opinions? Do they think they need more information for certain statements?

Step 4 – 20 minutes

Analyze the statements by first identifying the facts among the statements. (**Answer keys:** Statement numbers. 2, 4, 12, 14, 16, and 18 are facts.) Then together discuss the remaining statements.

It is important to emphasize the distinction between facts and opinions and **clarify and demystify** the statements that are prejudiced, positive or negative opinions about gender roles, values, norms and stereotypes (see Briefing Note: Gender Equality Concepts and Definitions in Exercise 3.1.1). Use the prejudiced and gender-stereotyped statements as examples to point out how these are perpetuated by ideas and beliefs that are not based on facts. If many people take these ideas and beliefs to be true, society and individuals in the society can suffer. For example:

- Many girls do not get enough education because their parents and society believe that it is not important for them to get education as they will get married and not need it.
- Many men become addicted to alcohol because boys get alcohol at a very young age and people in society think it is normal or 'manly' for men to drink and get drunk.
- Drunken men are often unemployed and many hurt their families with domestic violence.

Conclude the exercise with the following points:

- **Facts** can be proven to be true by evidence and something that everyone can agree on.
- **Opinions** are views, feelings or beliefs that people have about something that are not based on facts and are not proven by evidence.
- Opinions and prejudices about gender roles often exist in society and help create or perpetuate gender inequality.
- In everyday life we constantly need to analyze the information we receive. The ability to judge if certain information is a fact or not helps us to make better decisions. Otherwise, we risk making mistakes, offending and hurting other people and ourselves by misunderstanding and making wrong assumptions and decisions.
- Therefore, it is important to **distinguish** between facts and opinions and **seek more information** to verify the information before believing it.



Training Aid 3.1.2 A: Fact or Opinion

1. How can you tell if a statement is a fact?

The statement can be verified and proven to be true by support of evidence and cannot be falsified. For example: $2 + 2 = 4$; only women can give birth. In other words, $2 + 2$ can only equal 4; it is a fact of nature that only women can give birth.

2. How can you tell if a statement is an opinion?

A statement is a feeling or a belief of an individual or a group of people that is not based on a fact or substantiated by evidence or proof. For example, rich people are happy. This statement may or may not be true and it can be proved and disproved by evidence. However, there are opinions that are not easy to prove, for example, beliefs in heaven, life after death or reincarnation.

3. What is the difference between a fact and an opinion?

Opinions are subjective and not based on factual evidence. Different persons can have different opinions about the same thing. For example, different people have different opinions about riding a motorcycle: it is fun, it is fast, it is convenient, it is exciting, it is dangerous, etc. whereas some people may not have any opinion about it at all. If the opinions are about feelings, they are not necessarily right or wrong, just different. On the contrary, everyone has to agree if something is a fact because it is proven to be true. For example, $2 + 2 = 4$ and only women can give birth. Everyone can agree that motorcycles have two wheels, because all motorcycles everywhere do indeed have two wheels—not one or three or four. However, facts can also change with time and circumstances. For example, before the invention of airplanes trains were the fastest mode of transportation; or in the past babies could only be conceived inside the mother's womb but now babies can be conceived in a laboratory.

4. If you are not sure if a statement is a fact or an opinion, what do you do?

Get more information and try to verify the statement by asking or looking for proof or evidence.

5. Why is it important to know whether a statement is a fact or an opinion?

Because in everyday life, knowledge and respect is very important, especially in dealing with other people. We may risk making mistakes, offending and even hurting other people and ourselves by misunderstanding or assuming the wrong things. For example, if a person believed what someone had told him that the red traffic light means 'go', he can risk having a traffic accident, hurting himself and other people; or if a person believes that all people from a certain village, country or culture are bad (a reasonable person knows that this cannot be true) this belief can cause the person to act in ways that can cause problems for him or herself and other people.



Training Aid 3.1.2 B: Fact or Opinion Sheet

Check (✓) in the appropriate column for each statement.

No.	Statement	Fact	Opinion	Need more info
1	Women and girls are sweet, gentle and kind.			
2	Most men are bigger and taller than women.			
3	Real men do not cry.			
4	Only women can get pregnant and give birth to babies.			
5	Women make better parents than men.			
6	Boys do not need to do housework because it is a women's and girls' job.			
7	A son is more important than a daughter because he will take care of his parents when he grows up.			
8	Girls do not need high education because they will get married anyway.			
9	Men make better village heads than women.			
10	Men are more decisive than women.			
11	Women are more honest than men.			
12	Pregnant women should not do heavy physical work, drink alcohol or take drugs because it will harm the baby.			
13	It is the woman's fault if she cannot give a son to the family.			
14	Whether the baby will be a son or daughter depends on the Y chromosome in the man.			
15	The most important thing for a man is to be a leader and a provider and the most important thing for a woman is to be a wife and a mother.			
16	Around the world, there are more girls out of school than boys.			
17	Women are better cooks than men.			
18	In many countries, men get paid more than women for doing the same job.			
19	It is okay for men to get paid more than women because they are the providers of the family.			
20	It is normal for men to get drunk, but drunken women are ugly.			

Unit 3.2 Values and Attitudes about Gender Roles



Content

This unit deals with values and attitudes on gender roles in the family and in society. Participants will explore the prevailing values and attitudes towards boys and girls, men and women. They will analyze and assess which of these values and attitudes should be preserved or revised, taking into account that it is important to be fair and just, to provide both boys and girls with equal opportunities and to enable them to make their own choices in life.



Key Messages

- Society has different values, attitudes and ideas on what men and women, boys and girls should be like, can or cannot do, and should or should not do. These values and attitudes influence the way people think, behave and live their lives.
- Ideas on gender roles vary between cultures and within a society. They also change over time as the society changes from one generation to the next.
- Children's lives are influenced by their families' and society's expectations which are often different for boys and girls. These expectations sometimes directly or indirectly pressure boys and girls to behave differently and make choices in their lives that they might otherwise not have made, if they would have been allowed to make their own choices.
- All children need to be encouraged to think for themselves, make their own choices and have equal opportunities to follow their own aspirations to their fullest potential, regardless of whether they are boys or girls.



Exercises

- 3.2.1 If I Were ...
- 3.2.2 Heroes and Heroines



Related Units

- 1.2 My Family and My Community
- 3.1 What's the Difference between Being a Boy and a Girl?
- 3.3 Making a Happy Family
- 4.1 Who's Doing What Work in the Family?
- 4.2 Who Has a Say in the Family?
- 6.3 Love and Marriage

Exercise 3.2.1 If I Were ...



Objectives

- To become aware of and analyze the values and attitudes on gender roles within one's own family and community
- To identify what needs to be changed to give fair and just chances to boys and girls



Target Group

Children and youth



Duration

45-75 Minutes



Seating Arrangements

U-shape or semi-circle seating for plenary and group seating for group work



Materials

Flipchart paper and markers



Session Plan

Step 1 – 5-10 minutes

Divide the participants into small same-sex groups of 4-6 persons. Make sure to have at least 2 groups of girls and 2 groups of boys. Explain that each group will draw a lifeline from the birth of a girl or a boy to their adulthood marking important events in their life. It is helpful to draw an example of a lifeline with a few important events to help participants understand the assignment such as a birth celebration, going to school, leaving home, getting a job, and getting married. Be careful not to give too many examples.

Give each group one of the four assignments, as follows:

- Assignment No. 1 (for girl group/s) – Imagine if you had been born a boy, how would your life have been different and how do you expect it to turn out to be? Give your boy a name and draw a lifeline that you think is in line with reality.
- Assignment No. 2 (for girl group/s) – You have been born a girl and you are blessed with a magic that can make your dreams come true. Give your girl a name and draw a lifeline of your dream girl.
- Assignment No. 3 (for boy group/s) – Imagine if you had been born a girl, how would your life have been different and how do you expect it to turn out to be? Give your girl a new name and draw a lifeline that you think is in line with reality.
- Assignment No. 4 (for boy group/s) – You have been born a boy and you are blessed with a magic that can make your dreams come true. Give your boy a name and draw a lifeline of your dream boy.

Step 2 – 10-15 minutes

Give the groups their respective assignments and materials (one piece of flipchart paper and 2 or more colour markers). Ask each group to:

- Discuss what the important events are in the lifelines of the girl or the boy in their assignment

- Draw the lifeline of that boy or girl on the flipchart paper (one lifeline only) and mark important events on the lifeline. The line does not have to be straight. The group may make the line in any shape, e.g., circle, curve, or spiral, that they think best represents the lifeline of the group's boy or girl.
- Choose one person to present the group's lifeline.

Step 3 – 20-30 minutes

Ask the groups with the odd-number assignments (No. 1 and No. 3) to present the lifelines of the boy and the girl first, and then ask all participants the following questions:

- What are the similarities and differences in the lifelines of the boy and the girl?
- Do you think the lifelines of this boy {name} and this girl {name} correspond to the real lives of boys, girls, women and men in your community? If yes, why do you think so? If no, why not and what would be some more realistic events in the life of {the girl's name} and {the boy's name}?
- Do you know many people like {boy's name} and {girl's name}? Who are they?
- Who think they have a life like {boy's name}?
- Who think they have a life like {girl's name}?

Tell participants that now that they have seen the lifelines of a boy and a girl in their community, the next groups will show the lives of a dream girl and boy. Ask the groups with the even-number assignments (No. 2 and No. 4) to present the lifelines of their dream child, and ask all participants the following questions:

- What are the similarities and differences between the lives of the dream girl and dream boy and those of the 'real' girl and boy?
- What do you think about these similarities and/or differences? Do you like them, or dislike them? Why? Why not?
- What will your family think about the dream boy and dream girl?
- Do you know anyone who lives the life of the dream boy/girl? Who are they?
- Do they live in your community? What does your community think of them?
- Who wants to have the kind of life of this dream boy?
- Who wants to have the kind of life of this dream girl?

Step 4 – 10-20 minutes

Ask what conclusions they can draw from this exercise, using the following questions:

- Do families and society expect the same things from boys and girls?
- What expectations of boys and of girls do you agree/disagree with? Why? Why not?
- What do you think would be fair and just for boys and girls in the family and society?
- How much do you think you can make your own life the way you want it to be?
- What needs to be changed? How can this be made possible?
- Who has the most influence in your life?
- How much do you think that others' opinions influence your life?
- Whose opinions do you most care about? Why?
- Have you ever done things that you did not like to do because you did not want to disappoint someone? What are these things? Why?

Summarize the participants' findings and conclude with the following points:

- Children's lives are influenced by their families' and society's expectations which are often different for boys and girls.
- These expectations sometimes directly or indirectly pressure boys and girls to behave differently and make choices in their lives that they might otherwise not have made, if they would have been allowed to make their own choices.
- All boys and girls need to be given equal opportunities to follow their own aspirations to their fullest potential, regardless of whether they are boys or girls
- All children need to be encouraged to think for themselves and make their own choices.

Exercise 3.2.2 Heroes and Heroines



Objectives

- To explore and analyze the values and attitudes on gender roles in one's own culture
- To identify what needs to be changed to give fair and just chances to boys and girls, and women and men in society.



Target Group

Youth and adults



Duration

60-90 minutes



Seating Arrangements

U-shape or semi-circle seating for plenary and group seating for group work



Materials

- Flipchart paper and markers
- 10-20 proverbs about men and women from participants' culture(s) and other cultures
- 5-6 rolls of masking tape, one for each group



Training Aids

Briefing Note: Gender Equality Concepts and Definitions (in Exercise 3.1.1)

Briefing Note: Gender-Related Proverbs from East Asia



Session Plan

Preparation

For Step 1:

Prepare jigsaw puzzles made of gender-related proverbs and sayings, including both positive and negative attitudes toward both sexes and at least two proverbs from their own and other cultures (see Briefing Note: Gender-Related Proverbs from East Asia).

- Write at least 8 gender-related proverbs or sayings on papers in large letters (2" tall) and cut up each proverb in small phrases or words and mix them up to make jigsaw pieces, for example:
 - Men are / diamonds / women are / white cloth.
 - Women should not / discuss politics / and / monks should not / discuss housework.
 - Men are / the front legs / and / women are / the hind legs / of the elephant.
- Make 5-6 sets, each including 4-5 proverbs with a good mixture of positive and negative proverbs. Some of the proverbs given to different groups can be the same.

For Step 3 (optional):

Prepare in advance information on men's and women's roles in participants' culture(s), audiotape or audio/video CDs of classical and popular songs, traditional dances, and sample pictures of heroes and heroines in classical or popular stories, dramas and films.

Prepare with co-trainers and, if possible, some participants one or two of the following performances. Each performance must reflect the gender roles in participants' society and be no longer than 5-10 minutes. The total time for performances in Step 3 is 10 minutes:

- Sing a popular contemporary or traditional song about men and/or women.
- Act out a short episode of a popular or classical drama (or other types of art performance) showing the heroes and heroines.
- Perform a traditional dance that shows characteristics of men and women.
- Show a music video, drama or film on relations between men and women.

Step 1 – 15-20 minutes

Divide the participants into mixed groups of 6-7 persons. Give each group a set of jigsaw pieces, a piece of flipchart paper and a few markers. Each group will:

- Put together the proverbs in their jigsaw puzzle.
- Add at least 2 more sayings or proverbs in their culture that reflect attitudes, perceptions, and values about men and women.
- Answer the following questions:
 1. What does each proverb mean?
 2. What does each proverb say about men and women, girls and boys?
 3. Who do you think created these proverbs? Why?
 4. Was what the proverb suggests true in the past? Is it true now?

Step 2 – 15-20 minutes

Ask a volunteer to read out the first proverb and explain its meaning. Ask for more volunteers to show and explain the meaning of the different proverbs until at least 8-10 proverbs are discussed. Tape each proverb jigsaw explained on the board where everyone can see it. Use the questions Nos. 2-4 from Step 1 to facilitate the discussion on the proverbs.

There may be some proverbs that participants cannot explain because they are from another culture or country. Ask the participants to identify which of the proverbs they think are from other cultures. The trainers help identify which proverbs are foreign and explain the meaning, and ask if they have similar proverbs or sayings. (The likelihood is that there will be some proverbs in the jigsaw puzzles that are actually foreign but participants think that they are from their own culture because there are similar proverbs in their culture.)

Step 3 – (optional) 10-25 minutes

Ask the participants to play one or two performances as prepared for this step (5 minutes maximum per performance). Discuss the performance(s). Keep the focus on the values and attitudes on men's and women's roles. From the performances, ask participants to describe the ideal types of the heroes and heroines in their culture(s), and whether these are fair and just for men and women in their society.

Step 4 – 20-25 minutes

Ask the participants to draw conclusions from the exercise, using the following questions:

For youth and adults:

- How does society view men's and women's roles: what men and women should be like, can or cannot do, and should or should not do?
- Are there similarities and differences in values and attitudes towards men and women in your culture(s)? Can you give examples?
- Have these values and attitudes changed much over time? What were they like in your parents' and grandparents' generations compared your generation?
- What are the values about men and women that still hold true today and which have changed?

- Do you sometimes think of these proverbs and the hero and heroine characters when considering how to live your life?

For adults:

- If you have children, do you think your values, attitudes and expectations influence your children in the way they behave and make choices in their lives?
- Do you think it is possible that sometimes your children do things just because they know you want them to, not because they really like to? What are these things?
- What do you think would be fair expectations for boys and girls and for men and women in your family and society?
- How much freedom do you think children should have in making their own choices in life?

Conclude the exercise by summarizing the following points:

- Each society has different values, attitudes and ideas on what men and women, boys and girls should be like, can or cannot do, and should or should not do. These values and attitudes influence the way people think, behave and live their lives.
- Ideas on gender roles vary between cultures and within a society. They also change over time as the society changes from one generation to the next.
- It is better not to use traditional sayings, slogans and proverbs, which have denigrating meanings about one or both sexes. In the past, the low status of girls and women was confirmed by sayings, which protected the benefits of men and allocated more power to them. In modern times this does not work if families and societies are to prosper. Women need to have equal chances and want to share family as well as work responsibilities. Old statements need to be transformed to reflect new reality.
- Like adults, children's lives are influenced by their families' and society's expectations which are often different for boys and girls.
- These expectations sometimes directly or indirectly pressure boys and girls to behave differently and make choices in their lives that they might otherwise not have made, if they would have been allowed to make their own choices.
- All boys and girls need to be given equal opportunities to follow their own aspirations to their fullest potential, regardless of whether they are boys or girls
- All children need to be encouraged to think for themselves and make their own choices.



Briefing Note: Gender-Related Proverbs from East Asia

Proverbs	Meanings
Chinese: 1. "Women hold half of the sky." 2. "Having a daughter as the first child is more precious than having buffaloes and land." 3. "If a son is uneducated, his father is to blame."	Chinese: 1. A Chinese saying, popular during the 1960's and 1970's. The saying extols the contribution of women: women can do what men do and work alongside men. 2. It is better to have a daughter as the first child than having other assets because she can help with the family work. 3. Parents are responsible for their children's education.
Lao: 4. "Raising a son is like raising a pig for a merchant." 5. "Wife eats after husband is full." 6. "Women should not discuss politics and monks should not discuss housework."	Lao: 4. A son is like a (wasted) investment that you lose to another party. 5. Husbands must eat first. 6. Women and men should not interfere in issues that do not concern them.
Khmer: 7. "Men are bees, women are flowers." 8. "Men are diamonds (or gold), women are white cloth." 9. "Women are mothers of the world." 10. "We rather let the father die than the mother."	Khmer: 7. Men are attracted to women's beauty. 8. Men are more valuable than women and cannot be stained. Women's virginity before marriage needs to be protected. Pre-marital sex soils a woman's image and reputation. 9. Women are mothers and nurturers. 10. Mothers are more important for family survival.
Thai: 11. "Men are the front legs and women are the hind legs of the elephant." 12. "[Mother] hanging on a son's yellow robes [to nirvana]." 13. "Having a daughter is like having a toilet installed in front of the house."	Thai: 11. Men are leaders and women are followers. 12. Mothers can gain merit from their sons' spiritual attainment by going into monk hood. (Buddhist belief) 13. Having a daughter is a liability in that the daughter's bad behaviour can plainly and easily soil the image and reputation of the family.
Vietnamese: 14. "Men are close to the house, women are close to the kitchen." 15. "If you have ten daughters, you don't have children. If you have a son, you have a child."	Vietnamese: 14. Men work outside and around the house, while women work inside the house. 15. It is more important to have sons than daughters.
Ethnic minorities: 16. "Obey the father as a maiden, obey the husband when married." (Mien) 17. "Only fools fear wife." (Mien) 18. "Good women do not go out at night." (Pagagerñor or Karen) 19. "Nine sons are not worth one husband." (Hmong) 20. "Having a daughter is like having a jar of fermented fish in front of the house, having a son is like having a raging buffalo." (Tai Lue and Shan)	Ethnic minorities: 16. Women must obey the men in their lives. 17. It is foolish for a husband to worry about what his wife thinks. 18. Women should stay home and not engage in inappropriate behaviors. 19. Even sons are not so important as husbands. 20. Bad behaviors of daughters can soil the reputation of the family and sons are hard to control.

Unit 3.3 Making a Happy Family



Content

This unit deals with participants' awareness and understanding about family relations. Participants will identify what is important in keeping the family happy and discuss how the behaviors of family members affect others, and the overall balance and happiness in the family.



Key Messages

- A happy family needs health and security, emotional balance, equality, sharing of responsibilities, workload, decision making and income, as well as hope and opportunity for individual development for all family members, especially for children.
- It is possible to change unhappy situations in family life. Some unhappy situations can be more easily changed than others, but if all family members are healthy, responsible, caring, loving and respectful towards one another, the family will be a happy one.



Exercise

3.3.1 Vote for Family Happiness



Related Units

- 1.2 My Family and My Community
- 3.1 What's the Difference in Being a Boy or a Girl?
- 3.2 Values and Attitudes about Gender Roles
- 4.1 Who's Doing What Work in the Family?
- 4.2 Who Has a Say in the Family?
- 6.3 Love and Marriage
- 8.1 Violence
- 10.1 Responsibilities

Exercise 3.3.1 **Vote for Family Happiness**



Objectives

- To become aware of one's own attitudes on family relations
- To understand what makes a happy family



Target Group

Children, youth and adults



Duration

45-60 minutes



Seating Arrangements

U-shape or semi-circle seating for discussion, with wall space for hanging picture cards and room to walk around in front of the pictures



Materials

- 1 or 2 sets of 10 family situation cards (Training Aid 3.3.1 A)
- 1" x 3" black and red slips (10 in each colour for each participant)
- 10 ballot boxes (or any containers to hold the voting slips)
- 1 roll of masking tape



Training Aids

3.3.1 A: Family Situation Cards

Briefing Note: Gender Equality Concepts and Definitions (in Exercise 3.1.1)

Briefing Note: Resources and Benefits in the Family (in Exercise 4.2.1)



Session Plan⁷

Preparation

Hang or tape the 10 family situation cards (Training Aid 3.3.1 A) on the wall or on a space where everyone can see them clearly. Place a chair underneath each picture card and place a ballot box on the chair. Mark the ballot box to correspond with number of the picture card, e.g., picture card No. 1 with ballot box No. 1, and so on.

Step 1 – 15 minutes

Show the family situation cards to the participants and introduce the family members: In this family, there are 6 people: father, mother, grandmother, two daughters and one son. The oldest daughter is 16, the son is 12 and the youngest daughter is only 2 years old. The cards represent some situations in this family. To make the story more interesting and fun, the trainer can give names to the family members.

Ask the participants to describe briefly one card at a time and make sure that everyone has the same understanding of each picture. Avoid spending too much time on this.

⁷ Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Module 3.1 Self Awareness – Vote for Change.

Step 2 – 5 minutes

Ask the participants to consider whether the situation in each card will lead to happiness in the family. They can cast their opinions by voting for each of the 10 pictures, by putting a voting slip in the ballot box underneath each picture, one by one.

- If the situation in the picture will lead to **happiness**, vote with a **red slip**.
- If the situation in the picture will lead to **unhappiness**, vote with a **black slip**.

Many of these situations are common and happen in many families. If the participants indicate that they have difficulties deciding on the vote, ask them to imagine whether they would like the situation to happen in their own family.

Ask the participants if they understand how to vote. For children, an example voting may be helpful. After making sure that they understand the process, give each of the participants 10 red slips and 10 black slips.

Step 3 – 5-10 minutes

Begin voting. To have an orderly and quick voting process, ask the participants to form two lines, one starting on the left side of the first picture card, and the other starting on the right side of the last picture card. Have the first person on each line start voting, by putting the selected colour slip in the ballot box and go on to the next picture, the next person in line follows, and the next, until everyone has an opportunity to put a slip in all 10 ballot boxes.

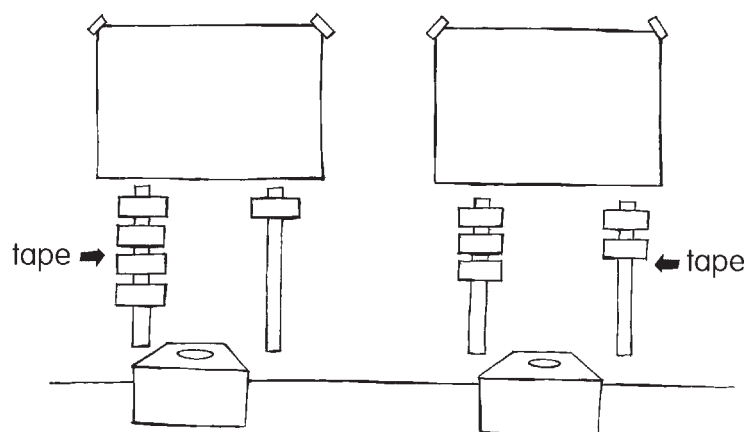
Step 4 – 5-10 minutes

Start counting the votes by asking for volunteers to help counting and displaying the voting results. Display the vote counts for all to see while counting.



Tip for vote counting

Make two 2-foot long vertical strips with masking tape underneath each picture, about 3 inches apart from each other. (Roll up the tape along its length, leaving part of the sticky side facing outward.) Paste the red slips on one side of the vertical tape and the black slips on the other underneath each picture.



Step 5 – 15-20 minutes

Once the voting results for all pictures are displayed, discuss the results in a large group. Guide questions are:

- Did people give the same votes to each picture? (Some differences in votes can be expected.)

- What pictures have the clearest results (with mostly red or mostly black votes): almost everyone agrees that the situation will bring happiness or unhappiness to the family?
- What pictures have mixed voting results? Why do you think the situation will bring happiness or unhappiness?
- For the pictures with mostly black votes: Do you think the situations can be changed to make the family happier? How?

Conclude the exercise by asking the last question: If a family is like a tree, what are the basic nutrients that keep the family healthy, happy and prosperous? Spend some time discussing the answers to the question, using the tree metaphor and finally:

- Summarize the basic ingredients of a happy family. These include:
 - **Health and security:** Food and other basic necessities
 - **Happiness and emotional balance:** Spending time together as a family, and caring, love, respect, patience, and forgiveness for one another
 - **Equality and sharing:** Helping one another by sharing responsibilities and opportunities, workload, decision making and income
 - **Room to grow:** Hope and opportunity for individual development for everybody in the family, especially for children.
- All family members, irrespective of their age and sex, have the right to be treated with dignity, and need to be allowed to develop to their full potential.
- Emphasize that it is possible to change unhappy situations in family life. Some unhappy situations can be more easily changed than others, but if all family members are healthy, responsible, caring, loving and respectful towards one another and are willing to share opportunities, responsibilities, workload, decision making and income in a fair and just manner, the family can become a happy one.

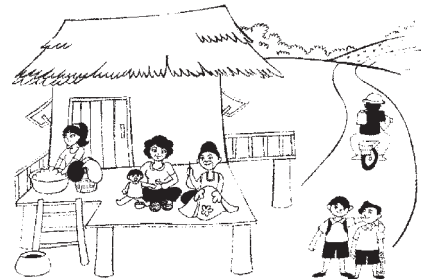


Training Aid 3.3.1 A: Family Situation Cards

Guidelines: Make one photocopy of the following 10 picture cards in A-4 or A-3 size for use in the exercise. The pictures are also provided separately in A-4 size in Book 7.



1. Family meal



2. Early morning



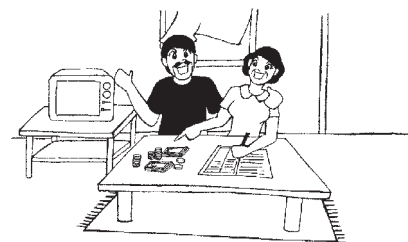
3. Evening after school



4. After dinner



5. Quarrel



6. Family finance



7. Saying goodbye



8. Family outing in the park



9. Gambling and drinking



10. Parents-Teachers meeting at school

Sources for Further Reading

Department for International Development (DFID), *Gender Manual: A Practical Guide for Development Policy Makers and Practitioners*, DFID: UK, 1992.

Haspels, Nelien & Suriyasarn, Busakorn, *Promotion of Gender Equality in Action against Child Labour and Trafficking*, ILO: Bangkok, 2003.

ILO, *ABC of Women Workers' Rights and Gender Equality*, ILO: Geneva, 2000.

Terhorst, Rosalinda, Haspels, Nelien, Gender and Development for Cambodia (GAD/C) & Expansion of Employment Opportunities for Women (EEOW), *Women Workers' Rights and Gender Equality: Easy Steps for Workers in Cambodia (WWRGE Manual-Cambodia)*, ILO: Bangkok, 2004.

Useful Website

Peace Corps, *World Wise School*, URL: www.peacecorps.gov/wws/

MODULE 4 WORK AND RESOURCES IN THE FAMILY

Introduction

This module deals with household and family responsibilities, access and resources in the family and children's roles in sharing the family responsibilities. In this module, participants will analyze the division of work and resource distribution in the family among women and men, girls and boys. It explains how gender norms and values influence the roles and responsibilities of everybody in the family and how much or how little different family members can access and control family resources and benefits. The concept of child labour and children's responsibilities will be explored. Participants will learn what work is appropriate for children and what is not, and how they can promote the sharing of household responsibilities and decision making in the family.

This module includes 4 units:

- Unit 4.1 Who's Doing What Work in the Family?
- Unit 4.2 Who Has a Say in the Family?
- Unit 4.3 What Is Child Labour?
- Unit 4.4 Activities Children Should Not Do

Unit 4.1 Who's Doing What Work in the Family?



Content

This unit deals with the issue of workload and family responsibilities. The exercise in this unit provides a practical way for both adults and children to see clearly how much workload each family member carries within their family, how this relates to gender roles in their society and how they may wish to ensure that everybody does a fair share of work.



Key Messages

- Work within the family is often done according to the traditional gender roles in society: women doing mostly unpaid household chores and men doing paid work outside the home. Girls are expected to help their mothers, while boys are given more time to play.
- Nowadays, women are also working for income but their traditional family roles continue, resulting in the double burden of women doing both paid work inside or outside of the home and the household chores.
- All members in the family need to carry out a fair share of work to meet the family's needs.
- When there is an unequal division of workload and responsibilities within the family, family members should make changes so that all members do their fair share of workload and household responsibilities. In most families, this means that men and boys need to share more household duties.
- If the distribution of work is fair and just, the family can be a HAPPY family.



Exercise

4.1.1 My 24-Hour Clock



Related Units

- 1.2 My Family and My Community
- 3.1 What's the Difference in Being a Boy or a Girl?
- 3.2 Values and Attitudes about Gender Roles
- 3.3 Making a Happy Family
- 4.2 Who Has a Say in the Family?
- 4.3 What Is Child Labour?
- 4.4 Activities Children Should Not Do
- 10.1 Responsibilities

Exercise 4.1.1 My 24-Hour Clock



Objectives

- To identify daily activities of family members
- To compare and analyze the daily activities of men, women, boys and girls
- To consider how the existing patterns of workload distribution can be changed, if there is unequal division of work within the family



Target Group

Children, youth and adults (children separately from adults; youth in school together with children; working youth together with adults)



Duration

90-120 minutes



Seating Arrangements

Group seating on the floor or around tables with space for group work



Materials

- Photocopies of the blank My 24-Hour Clock (Training Aid 4.1.1 A), one for each participant for individual work and 10 additional copies for group work
- 5-6 sets of 5 different colour markers or pencils (green, red, yellow, blue and black)
- Flipchart papers, white A-4 size paper, markers, scissors and masking tapes



Training Aids

4.1.1 A: My 24-Hour Clock

4.1.1 B: 24-Hour Analysis Chart for Children

4.1.1 C: 24-Hour Analysis Chart for Adults

4.1.1 D: Picture Cards of Activities Done by Men and Boys

4.1.1 E: Picture Cards of Activities Done by Women and Girls

Briefing Note: Gender Equality Concepts and Definitions (in Exercise 3.1.1)

Briefing Note: Resources and Benefits in the Family (in Exercise 4.2.1)



Session Plan¹

Preparation

Trainers need to read the Briefing Notes in Exercises 3.1.1 and 4.2.1.

Step 1 – 20-30 minutes

Distribute the copies of the blank My 24-Hour Clock (Training Aid 4.1.1 A) to participants, one for each, and the sets of colour markers or pencils (5-6 people to share a set).

¹ Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Module 3.5 Division of Work and Module 4.11 Time to Work, Overtime and Leisure Time.

Explain that in this exercise, everybody will make their own **individual** 24-hour activities clock, by filling the clock with different colours that represent different types of activities as follows:

For adults (and youth)	For children (and youth)
Blue = working for income at the workplace or at home, can be paid or unpaid work Black = doing house work such as cooking, cleaning, buying food, doing laundry, taking care of children and the elderly Yellow = going to school, vocational skills training, or personal, educational or career development type of activities Red = personal leisure or social activities, including family and community activities Green = sleeping	Yellow = going to school, doing homework for school, vocational skills training, or personal, educational or career development type of activities Black = doing house work such as cooking, cleaning, buying food, doing laundry, taking care of younger siblings and the elderly Blue = working for income at the workplace or in the family, can be paid or unpaid work Red = playing, personal leisure, spending time with friends, or doing social activities Green = sleeping

Ask participants to do the following:

1. Think of all the different activities you do in a normal, typical day during busy times (e.g., the harvest season for farming families), from the time you wake up until the time you go to bed.
2. Match the activities with the colours and colour the clock according to how long they spend on average on each activity. The time can be broken down to 15-minute periods. It is important to use the colours correctly and consistently.
3. You have 15 minutes to finish colouring the clock.

When the participants are ready, ask one man and one woman (or one boy and one girl) to come to the front of the room and show their clocks side by side. Ask each of them to show and briefly explain their clocks. Encourage participants to look for and identify any similarities or differences in the clocks of the man and the woman.

Ask all participants to hang their clocks on the wall, one section for all women's clocks, and ones for the clocks of girls, men and boys as appropriate. In preparation for the next step, the trainer notes differences between the balance between blue and black time periods (work for income and work for the household respectively) between adults; and then, compares the balance between the blue/black time periods and the yellow time period among children and youth (more blue and black than yellow means that they work more than study).

Step 2 – 10-15 minutes

For adults (and working youth):

- Divide the participants into groups according to the type of work that they do, for example, farmers, factory workers, government officials, street vendors, daily labourers, home workers, etc. If the participants do mostly the same type of work (such as farming, fishing), then put no more than 6 people in one group. Make sure to have both men and women in each group.
- Once in separate groups, ask members of each group to share their clocks with one another (in about 5 minutes) and choose two clocks, one from a man and one from a woman, that they think come closest to the reality of what a man and a woman in this line of work do in a day.

For children (and in-school youth):

- Divide the children into several groups of 6 people. If there are children who have significant blue- and black-coloured activities (4 hours or more), put them in different

groups from children who have few blue- and black-coloured activities. If the children are mostly child labourers, divide them according to the type of work that they do. Make sure to have equal number of girls and boys in each group.

- Once in separate groups, give the children in each group about 5-10 minutes to look at each other's clocks and choose two clocks, one from a boy and one from a girl, that they think come closest to the reality of what a boy and a girl like them do in a day.

Step 3 – (optional) 10-15 minutes

(Step 3 can be skipped if it is perfectly clear from all charts that women or girls work longer hours in total.)

- Keep the participants in the same groups as in Step 2. Give each group one set of materials including: 1 copy of the 24-Hour Analysis Chart (Training Aid 4.1.1 B for children and Training Aid 4.1.1 C for adults).
- Ask the group to count the number of hours for each type of activity/colour on the two clocks and put the numbers of hours for each colour in the appropriate columns for man and woman (boy and girl) on a 24-Hour Analysis Chart on a flipchart paper.

Step 4 – 15 minutes

Give each group 1 copy of picture cards of activities done by men and boys (Training Aid 4.1.1 D) and by women and girls (Training Aid 4.1.1 E), 1 piece of flipchart paper, 4-5 pieces of white papers, a pair of scissors and a roll of masking tape. Then ask each group to:

- Cut up the sheet of picture cards into separate picture cards. If they do not find their activities on the sheet they can make more picture or word cards.
- Place the picture/word cards in the two middle columns that **are always or usually done** by women (or girls) in the second column and by men (or boys) in the third column respectively. If the activities are always or usually done by both sexes more or less equally, place them in the last column.

Step 5 – 15 minutes

Call all groups to post their 24-Hour Analysis Charts for other groups to see. Ask volunteers to briefly explain the chart for a (girl, boy) man, woman respectively. Start a discussion on the charts by asking the following questions:

- Are there any differences in how men and women (boys and girls) spend their time in a day in your group?
- If so, how do men and women (boys and girls) spend their time?
- For adults (and working youth): Who works more? Who sleeps more? Who does more household chores? Who has more time for leisure, social activities and studying?
- For children (and in-school youth): Who spends more time in school and doing homework? Who sleeps more? Who helps more with housework around the house? Who spends more time playing and watching television? Who works more?

Ask the participants to compare the charts of different groups and to find out if men and women (boys and girls) spend time similarly or differently in different groups. Generally there will be more similarities than differences in the way men and women (boys and girls) spend their time regardless of the types of work the family members do and whether they live in rural or urban areas, (although there may be differences between ethnic or tribal populations and the majority population.) Common situations are as follows:

- Men tend to have a more established, formal and focused work routine, for example, working in a paid job or engaged in just one or a few main work activities for income, and doing little or none of the housework. They tend to have more time for leisure and social activities.

- Women (and girls) tend to be engaged in multiple tasks, often in work-for-income at home or outside the home, while they are also responsible for all or most of the family care and household chores.
- Many of the tasks that the women do, seem to be 'unimportant' and 'small' but take up a lot of time. These multiple tasks usually prevent women, especially those who work in and around the home, from focusing on just one single activity. For example, they cook or clean the house and look after their children or their shop. The total number of tasks, even if done at the same time causes them to work longer hours compared to men and have less time for leisure, self-development, social activities and sleep.
- While both boys and girls often help their fathers and mothers respectively, girls tend to have more household duties, helping or taking over from their mothers, whereas boys tend to have more time for playing and socializing with friends, and in many cases for schooling.

Step 6 – 15-20 minutes

Ask each group to identify the activities that **are done** by both the man and woman (boy and girl) in their group chart. Then, ask them to look at the activities currently in the woman/girl column and the man/boy column and decide which activities under these columns **can be done by both sexes**. Have each group shift the corresponding activity cards identified to the last column.

Ask everybody to have a look which activities they think can be done **only** by the man or woman (boy or girl). Ask them why they think only men and women (boys and girls) can do these activities and discuss this. In the end the activities in the woman/girl and man/boy columns should be only the biologically determined ones such as breastfeeding and shaving that cannot be interchanged.

The key point here is to help participants understand that most activities in daily life are interchangeable between men and women, and boys and girls. Most household tasks can be done by both sexes because there is no biological reason for the division of work, for example, men can wash dishes and women can speak at village meetings. However, there is often a social division of labour between men and women, and this can be changed if the workload is divided unequally. All family members need to ensure that workload is shared in a fair and just manner, especially if the mother also works for income and girls go to school. It is also important to be respectful of the participants' culture, which may have certain taboos (for example, in some tribal culture women are not allowed to go on the roof and men do not wash women's underclothes).

Step 7 – 10 minutes

Summarize the key messages of the exercise:

- Men and women (boys and girls) often play different roles within the family and community and do different activities in their daily life.
- In many cases women and girls work longer hours because they have multiple duties in the family, often doing most of the housework while also working for income outside or at home.
- Because men usually do only one or a few main jobs often outside the home they do few household chores, thinking these are women's job.
- While boys may not yet work like their fathers, they take after their fathers in not sharing the household duties thinking these are girls' job.
- This attitude, although widely accepted, causes many women and girls to be overburdened, especially if they also work for income or go to school.

- If there is an unequal division of workload within the family, changes are needed. Everybody in the family should do their fair share of workload and household responsibilities, and not be restricted by the idea that certain jobs are women's or men's (girls' and boys') only.
- Changing the division of work in the family is not easy, but can be done. Families cannot be truly happy if members are always tired and overworked. Helping each other in the family by doing your fair share is therefore very important to make your family a happy family.

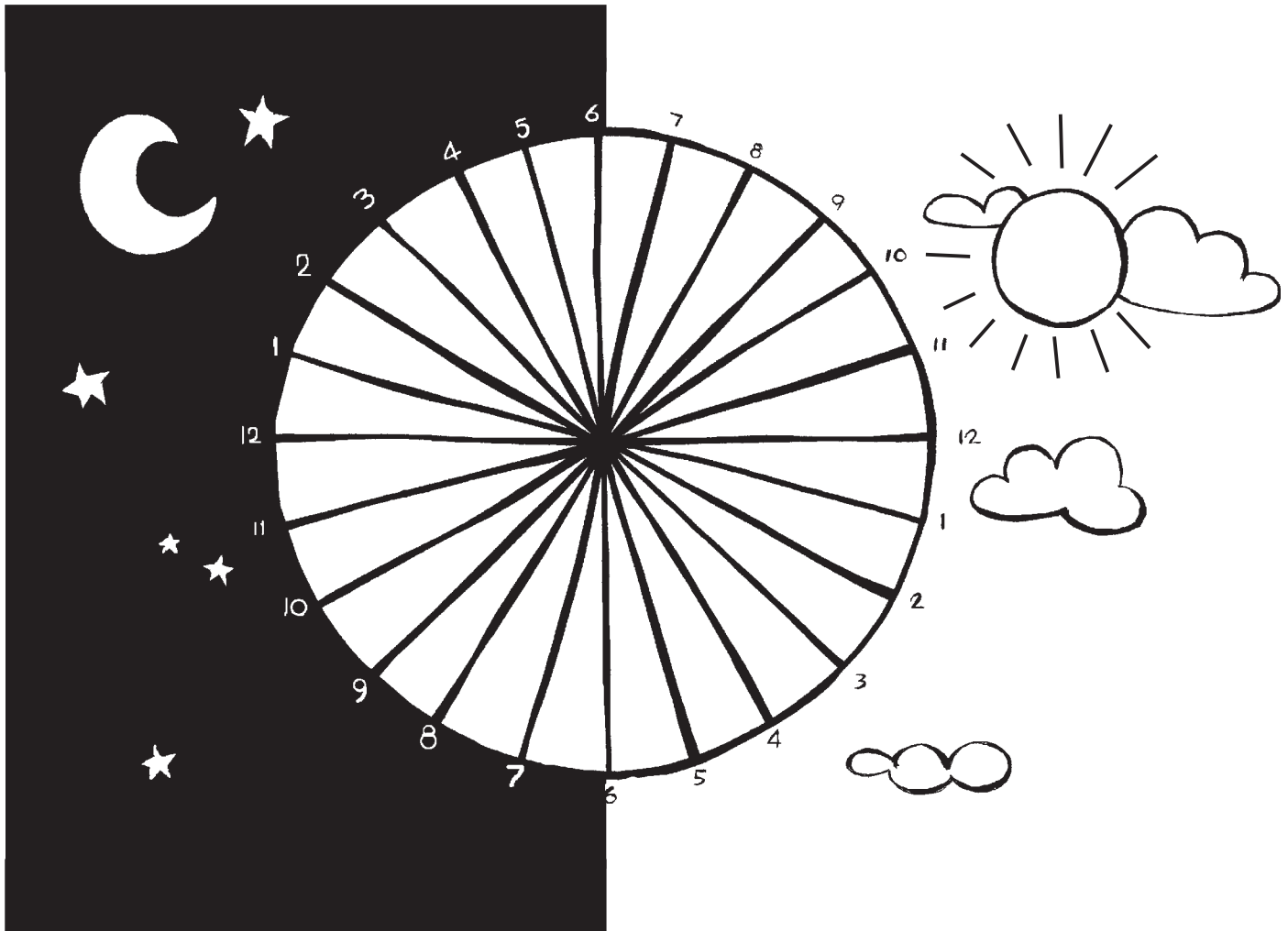


Tip for Trainers

Some male or female participants may indicate that women and girls are happy with the current division of labour. This feeling, especially if it comes from women needs to be respected. However, by probing a bit further participants will usually agree that pronounced imbalances in the division of workload do not lead to happy families.



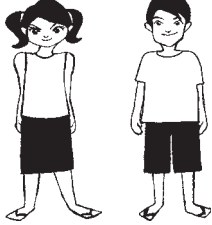
Training Aid 4.1.1 A: My 24-Hour Clock





Training Aid 4.1.1 B: 24-Hour Analysis Chart for Children

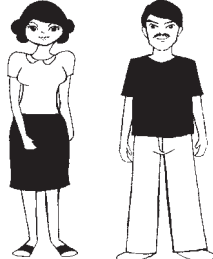
Put the number of hours and list of activities (picture cards or word cards) from the 24-Hour clocks in the appropriate column for the Girl and the Boy.

Activities			
Yellow – Study & Training			
Black – Housework			
Blue – Work			
Red – Play & Rest			
Green – Sleep			



Training Aid 4.1.1 C: 24-Hour Analysis Chart for Adults

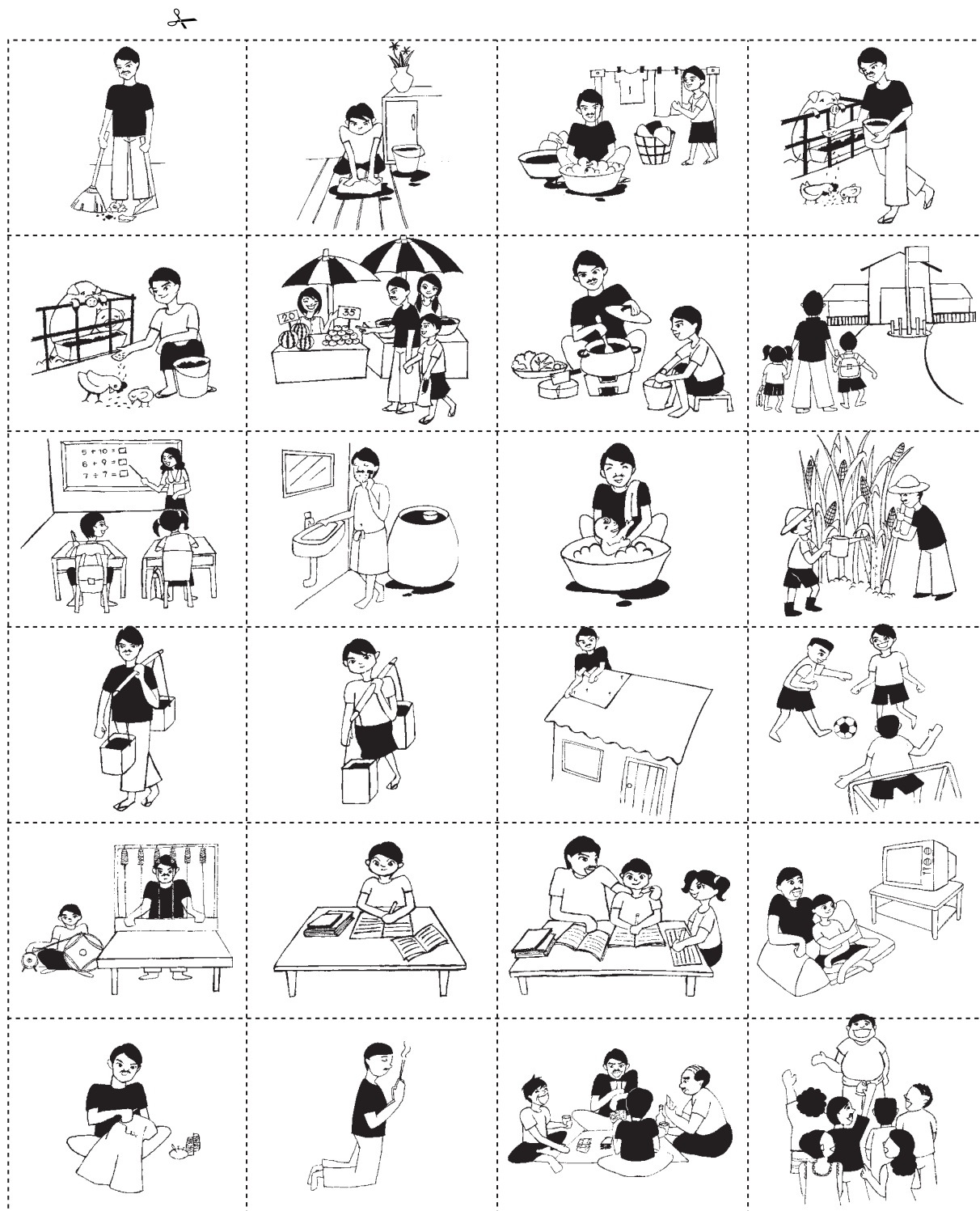
Put the number of hours and list of activities (picture cards or word cards) from the 24-Hour clocks in the appropriate column for the Woman and the Man.

Activities			
Blue – Work			
Black – Housework			
Yellow – Study & Training			
Red – Leisure & social			
Green – Sleep			



Training Aid 4.1.1 D: Picture Cards of Activities Done by Men and Boys

Cut along the frames of the small pictures on the sheet. Choose the pictures that are **usually done by men and boys** and place the chosen pictures under the appropriate category in Training Aids 4.1.1 B or C. These are just examples. You can draw more pictures if you like.





Training Aid 4.1.1 E: Picture Cards of Activities Done by Women and Girls

Cut along the frames of the small pictures on the paper. Choose the pictures that are **usually done by women or girls** and place the chosen pictures under the appropriate category in Training Aids 4.1.1 B or C. These are just examples. You can draw more pictures if you like.



Unit 4.2 Who Has a Say in the Family?



Content

This unit deals with access to and control of resources and benefits in the family. The exercise provides a practical way for adults, youth and children to understand and analyze critically who makes decisions on how resources and benefits are used and shared within families, and how the use of the family resources and benefits are affected by sex and age.



Key Messages

- All members in the family need fair and equal access to resources and benefits.
- All members in the family, including women and children, are entitled to participate in deciding how the family resources and benefits are used and distributed.
- Even with limited resources, family welfare and happiness can be sustained if family members distribute resources and benefits fairly and share workload and responsibilities.
- It is equally important for both boys and girls to have access to education and training because as adults they will need to become productive members in their family and the society.
- A happy family is one that gives every member an equal and fair share of resources and benefits, and a chance to have a say in matters that affect their life.



Exercise

4.2.1 Tales of Two Families



Related Units

- 1.2 My Family and My Community
- 3.1 What's the Difference in Being a Boy or a Girl?
- 3.2 Values and Attitudes about Gender Roles
- 3.3 Making a Happy Family
- 4.1 Who's Doing What Work in the Family?
- 4.3 What Is Child Labour?
- 4.4 Activities Children Should Not Do

Exercise 4.2.1 Tales of Two Families



Objectives

- To understand the concepts: *resource* and *benefit*
- To identify what resources and benefits are available in the household
- To consider how the existing patterns of access and control can be changed, if there is an unfair distribution of resources and benefits in the family



Target Group

Children, youth and adults



Duration

100-120 minutes



Seating Arrangements

Semi-circle seating for plenary and group seating for group work



Materials

- Flipchart paper and markers
- Materials needed for role plays in Step 1 and Step 5 (optional)



Training Aids

4.2.1 A: Tales of Two Families: Group Work Guidelines

4.2.1 B: Tales of Two Families: Solutions

Briefing Note: Resources and Benefits in the Family



Session Plan



Tip for Trainers

Steps 1 to 3 are designed to provide participants with a thorough, deep understanding of the concepts: resource and benefit. These steps are recommended for children and adults with low literacy. If participants are literate and if there is a time constraint, the time for these three steps may be shortened. However, it is important that the participants understand these two concepts before starting Step 4.

Preparation

Prepare a 5-minute role play with co-trainers and selected participants in advance of the session. The role play needs at least 7 people: 3 playing men/boys and 4 playing women/girls. Select one of the two following stories. Adapt the story and the characteristics of family to suit the target group's culture and customs as necessary.

Story 1:² There is a family living in [target group's town]. The father is a motorcycle taxi driver and the mother is a street vendor. The family has 2 children, 2 girls and 2 boys. The grandfather and grandmother live with the family. One day the father wins a small

² The story is adapted from: *Fledglings Manual* by Nwe Nwe Aye & Aye Aye Tun (Save the Children UK: Yangon, June 2000), Exercise: Maths in Life, p. 33-34.

lottery prize and buys a chicken (or another expensive meat for a poor family in the target area) for dinner to celebrate.

Story 2: The above family bought a television with a remote control last year. The family members prefer watching different types of programmes as follows: the father likes boxing; the sons like soccer; the mother likes the news; and the daughters like drama.

The skit should cover at least the following scenes:

- Introduction of the family
- For story 1: The family having the meal and the chicken or other food item being divided and shared among the family members.
- For story 2: Family members competing to see their favorite programmes.

Ask the players to practice before performing for participants. The point of the skit is to introduce the concepts of family resources and benefits (see Briefing Note: Resources and Benefits in the Family). The skit of story 1 shows how the different parts of the chicken are divided and distributed to different members of the family and the preferential way, if any, in which the 'special' parts of the chicken are given to each family member (e.g., the youngest child, the oldest family member, the sons). The skit of story 2 shows the conflict among family members competing for access to watch their programmes and who has the power to take the TV remote control and decide on what programme the family will watch.

Step 1 – 20-25 minutes

Start the session by performing the skit for the participants without telling them its purpose. After the performance, discuss in plenary by asking the following questions:

- What happened in this family?
- How was the chicken/television access shared among the family members?
- Who got the best chicken parts? / Who got the most television time?
- Who decided who should get the best parts? / Who had the highest authority of the TV remote control?
- Were there any differences in the parts of chicken given to the boy children and the girl children, the father and the mother, and the grandfather and the grandmother?
- Does this happen also in real life?

Step 2 – 15 minutes

Use the chicken or the TV remote control example in the role play to explain the definitions of *resource* and *benefit* in the family (see Briefing Note: Resources and Benefits in the Family).

Check whether the participants understand the terms *resource* by asking them to come up with examples of resources in their own situation. Then ask them to give examples of how they can gain *benefits* from using the resources they have.

Step 3 – 30 minutes

Divide the participants into 2 groups mixed by age and sex and have each group sit on different sides of the room. Give one group the Group Work Guidelines (Training Aid 4.2.1 A) for Urban Family 1: The San Family and the other group the guidelines for Rural Family 2: The Lee Family.

Explain briefly what each group needs to do and give them 30 minutes to work on the assignment. Make sure all participants understand their family story. For children and adults with low literacy, the trainers may need to help facilitate each group. It will be helpful if the group assigns the roles of each family member in the story to different group members before starting to solve the situations for the family.



Tip for Trainers

When doing a training of trainers workshop both family tales – one for a rural and one for an urban household – need to be used and analyzed. When doing a training session with children, youth or parents, the trainers can select the most appropriate role play and have it prepared in advance by some participants. More time can then be allocated to the analysis and conclusions of the role play.

Step 4 – 30-40 minutes

Invite Group 1 to come and tell or role play the story of the San Family. Make sure the group includes the solutions to all 5 situations. Then invite Group 2 to do the same with the Lee Family story. Give each group no more than 10 minutes for their role play.

Discuss the two role plays (using Training Aid 4.2.1 B as a trainers' guide) with the following questions:

1. What resources did each family have?
2. How did each family decide to use the resources and benefits in each situation?
3. How did each family come up with a solution for each situation? Who made the decision in each case?
4. Was the use and distribution of resources and benefits by each family effective and fair in your opinion? Why? Why not?
5. Did all family members have an equal chance to decide what to do with the family resources and benefits? Were there any differences in the level of access and control among the family members, especially between male and female members?
6. In both families the oldest daughters contributed a lot to the family by stopping their education to work. Does this happen in your community? Is it fair? What can be done about it?
7. When the resources became scarce and the benefits reduced, how did the family distribute the resources and benefits?
8. Do you agree with the way the two families dealt with each situation? Why? Why not?
9. Do the situations in the two families also happen in real life? How do people deal with these situations in real life?
10. Often the decision making on resources and benefits is not evenly and fairly distributed within the families, rich or poor. What do you think can be done to address this uneven and unfair distribution of family resources and benefits?

Step 5 – 15-20 minutes

Discuss the concepts of *access* and *control* of resources and benefits in the family as described in the second part of the briefing note. Wrap up the discussion by emphasizing the following key points:

- All members in the family need fair and equal access to resources and benefits.
- All members in the family, especially women and children, are entitled to participate in deciding how the family resources and benefits are used and distributed.
- Even with limited resources, family welfare and happiness can be sustained if family members distribute resources and benefits fairly and share workload and responsibilities.
- In today's world it is equally important for both boys and girls to have access to education and training because as adults they will need to become productive members of the family and the society. Mothers, as well as fathers, with better education and means of livelihood, are better able to educate and provide for their children.
- A happy family is one that gives every member an equal and fair share of resources and benefits, and a chance to have a say in matters that affect their life.



Training Aid 4.2.1 A: Tales of Two Families: Group Work Guidelines

Urban Family 1: The San Family

There are 7 people in the San family. They live in a rented, 3-room house in town. Father San is a trishaw driver and Mother San is a street vendor selling deserts. Father and Mother San have 4 children, 2 girls and 2 boys. The middle two are twins.

- Sao is 17 years old. She finished Grade 9 two years ago. Her parents bought her a second-hand sewing machine when she graduated. Sao stays at home doing housework for the family because her mother is busy on the street most days.
- Sai and Singh are twins. They are 15 years old. They both are good students and about to graduate from Grade 9. Sai wants to go to high school. She helps with housework when she is home. Singh likes to play football with his friends in his free time.
- Jim is 8 years old and studying in Grade 3. He likes to watch television in the evenings and weekends.

The family also has Grandmother San living with them. Grandma San is 67 years old.

Father San usually starts his days with taking the three children to school in his trishaw before going on to take customers. Everyday, except Sundays, about 8 o'clock Mother San takes her bicycle cart out to sell deserts at her usual street corner. Sao stays at home with grandma. When Sao is finished with housework, she tries to earn some income for the family by sewing cloth toys for a factory nearby. Sometimes when grandma is not tired, she helps Sao with the sewing work, other times she just listens to the radio and keeps Sao company.

You have 30 minutes to do the following:

1. Read the story carefully and list all the resources the family has.
2. Discuss the 5 following situations within the group. Analyze each situation and find a solution on how to use and distribute the resources and benefits in the family.
 - 1) Grandmother San has fallen ill and needs to be taken to the hospital. The doctor wants to keep her for 3 days and someone needs to stay with her at the hospital. The family does not have enough money to pay for all the hospital fees.
 - 2) The family spent a lot of money paying for grandma's hospital bills and is still paying for her medication. It is now very difficult to pay for all the children's school expenses. The family can now afford to keep only two children in school.
 - 3) Sao is now 18 years old and would like to marry her boyfriend. The family likes her boyfriend but worries: he does not have a permanent job; how to pay for the wedding expenses; losing someone who does so much in the family, from cooking, doing housework and bringing additional income to looking after grandma.
 - 4) Mother San's bicycle cart is broken and will not be fixed until 5 days later. The family does not have the money to buy a new cart and Mother San cannot afford to stop working for 5 days.
 - 5) One day the family's luck turns around. The family is selected to receive a micro credit loan from the village fund. The conditions of the credit include: 1) the loan must be used to produce income for the family, and 2) the family must repay the loan in monthly installments within 1 year with 2% annual interest. The family must decide what to do with the loan.
3. Assign some group members to assume the roles of the family members in the story and practice acting out each of the scenarios with the group's solution. Your group will be asked to show your story to the other group and to look at the story of the other group.

Rural Family 2: The Lee Family

The Lee family live in a village in a house owned by Grandfather Lee who lives with them. They earn a living with a small vegetable farm. The Lee family has 5 children, 3 boys and 2 girls; and the oldest two are twins.

- Ping and Pong are the oldest, 15-year-old twins. Ping, the girl twin, stopped schooling after she finished primary school 3 years ago. Pong, the boy twin, is now studying in Grade 8. He wants to be a mechanic. Ping now stays at home and helps her mother with the housework and selling vegetables at the market.
- Vin is 12 years old and studying in Grade 6. She likes school and has high grades. She wants to be a teacher.
- Pan is 10 years old and studying in Grade 4. He has not yet thought about his future.
- Pai is only 4 years old and is not yet in school. He spends most time playing around the house and in the neighborhood with other kids.

At dawn Mother Lee and Ping wake up to prepare breakfast for the family and the vegetables to sell at the morning market. Father Lee goes to the farm on his old motorbike to harvest vegetables from the farm. Mother Lee or Ping carries vegetables on a bicycle to sell at the morning market and often also at the evening market. The children walk to and from school, which is two kilometers away from their house. Grandfather Lee likes to stay home to weave rattan baskets and play with his grandson, Pai. Grandpa Lee makes very beautiful baskets that Ping takes to sell at the market.

You have 30 minutes to do the following:

1. Read the story carefully and together list all the resources the family has.
2. Discuss the 5 following situations within the group. Analyze each situation and find a solution on how to use and distribute the resources and benefits in the family.
 - 1) Pai, the youngest boy, fell down from a tree and has a broken leg. The clinic in the village cannot help him and he needs to be taken to a hospital in the nearest town 25 kilometers away. His leg will be put in a cast for a month.
 - 2) The vegetable farming is not going very well this year. It is now very difficult to pay for all the children's school expenses. The family can barely pay for two children to be in school.
 - 3) The village has a new family assistance programme that gives a free scholarship to one child in each family to study or get vocational training for 3 years. How does the family decide on which child will receive the scholarship?
 - 4) Father Lee's old motorcycle has broken down. It needs a new expensive part. The family does not have enough money for it but everyday Father Lee needs to get the vegetables from the farm which is 10 kilometers away for Mother Lee or Ping to sell at the market 5 kilometers from the house.
 - 5) The family has received a micro credit loan from the village fund. The conditions of the credit include: 1) the loan must be used to produce income for the family, 2) the family must repay the loan in monthly installments within 1 year with 2% annual interest. The family must decide what to do with the loan.
3. Assign some group members to assume the roles of the family members in the story and practice acting out each of the scenario with the group's solution. Your group will be asked to show your story to the other group and to look at the story of the other group.



Training Aid 4.2.1 B: Tales of Two Families: Solutions

Urban Family 1: The San Family

1. The San Family has the following resources:
 - **Material assets**, including: a (rented) house, a trishaw, a bicycle cart, a sewing machine, a television set, a radio set
 - **Income** from the father's trishaw taxi fares, the mother's deserts and Sao's sewing
 - **Human resources**: 3 working members and their respective skills (father, mother, Sao) and 2 helpers (Sai and Grandma San), 1 potential helper (Singh who has time)
 - **Emotional resources**: family members' diligence and determination to work and study, give love and care in the family, etc.
2. There are several ways to use and distribute resources and benefits in each situation, for example:
 - 1) Father San takes Grandma San to the hospital in his trishaw. Sao can stay with her at the hospital and Sai and Singh can help by rotating to stay with grandma and/or do the housework that Sao usually does. The family may need to borrow money from friends or relatives to pay for grandma's hospital bills. They can also try to see if they can benefit from any special assistance programme for the elderly.
 - 2) Jim is only in Grade 2. The children at the highest risk of not going to high school are the twins Sai and Singh who are about to finish middle school. However, the best answer here is to try to keep all three children in school. There are at least two ways to do so: a) find a scholarship for either Sai or Singh who are both good students, and b) both Sai and Singh do more housework to free their parents and sister Sao to earn more income.
 - 3) Ask Sao why she wants to get married. The parents and the grandma explain the advantages and disadvantages of getting married at 18. If she still wants to get married, have a simple wedding and advise the couple not to have children too soon.
 - 4) Wait for the bicycle to be fixed. Meanwhile Father San takes Mother San and her deserts in his trishaw and helps her set up a stand in her usual corner.
 - 5) Gather everyone for a family discussion on how to use the extra money. There are several ways to put it to productive use for the family. For example: If Sao decided to get married, invite the couple to join the family business and a) buy another bicycle cart for Sao or Sao's husband to sell more deserts, or b) buy another trishaw for Sao's husband. If Sao did not get married, c) give her some money to get training for a better job or start a small business.

Rural Family 2: The Lee Family

1. The Lee Family has the following resources:
 - **Material assets**, including: a house, a small farm land, an old motorcycle, a bicycle, vegetables, rattan baskets
 - **Income** from selling vegetables and grandpa's rattan baskets
 - **Human resources**: 4 working members and their respective skills (father and mother can farm, mother and Ping know how to sell vegetables, grandpa is good at weaving) and 3 potential household helpers (Pong, Vin and Pan)
 - **Emotional resources**: Love and care in the family, Pong's and Vin's personal aspirations, etc.
2. There are several ways to use and distribute resources and benefits in each situation, for example:
 - 1) Father Lee takes Pai to the hospital on his motorcycle. The family may need to borrow money from friends or relatives to pay for Pai's hospital bills but they should try to see if there may be any special medical assistance for low-income families. The older siblings should help caring for Pai when he returns home.
 - 2) It is not good for any child to be taken out of school. So, the best answer here is to try to keep all three children in school. There are at least three ways to do so: a) find a scholarship or educational grant for one or more of them, b) the older boy, Pong starts helping the family by helping more with housework (and his younger sister Vin helps by doing dishes, for example), to free their parents and sister Ping to earn more income, and c) Pong starts earning his own income from doing part-time work such as raising chicken or ducks, selling vegetables or helping grandpa with rattan basket weaving.
 - 3) Discuss with the three older children, including Ping, about the scholarship opportunity. Hear what they have to say and allow them to make a case for themselves if they think they should get the scholarship. Give the scholarship to the most deserving child.
 - 4) There is still a bicycle. Father Lee can ride the bicycle to the farm to harvest vegetables. He just needs to allow for more time to get there and back. Or he can go with neighbors if there are any going the same way or borrow a motorcycle.
 - 5) Have a family discussion with everyone present on how to use the loan productively. There are several possibilities, for example: a) invest in growing additional crops, b) start a small rattan basket weaving business by learning the skills from Grandpa Lee and survey the market, c) start another small business such as setting up a food stall in the village.



Briefing Note: Resources and Benefits in the Family

A **resource** is a stock or supply of materials or assets that a person, a family, an institution or a country can use to produce further material wealth or to carry out an activity for future benefit. Resources can be both **tangible and intangible**, ranging from material assets such as a house, a car, a truck, work tools, income, and electricity, raw materials such as food, grains, firewood, crops, water, and gas, to human resources that have other intangible resources like knowledge, education, professional skills, social status and power. For example: The farmers' resources are their *farming tools*, *rice grains*, *money to hire farm workers* (tangible) and the *knowledge* and *skills of the farm workers* (intangible) to work on the land.

A **benefit** is a gain or profit from putting a resource to use. Like a resource, a benefit can be either **tangible or intangible**, including material gains like income, food, clothing, and more or better tools, and intangible benefits such as good health, knowledge, status, power, social recognition and happiness. For example, the farmers use their farming resources to produce food for the family and/or sell the harvest for *money* to buy *food* and *better farming tools*, and to hire *more workers* (tangible), and to pay for their children's *education* (intangible).

Benefits can be turned into resources for further benefits. For example:

- *Food* makes children *full, strong and healthy* and helps them *study better*.
- *Better farming tools* can be used to produce even *more harvest*.
- Children's *education* leads to their greater *chance to have good jobs* and hence *good income* and *financial security in life*.



Most people and families try to accumulate material resources because these can improve the **welfare of the family**. It is important to recognize that material benefits, such as housing and money, are needed to meet the basic family's needs. However, all families also need intangible benefits to sustain long-term **well-being** and **quality of life** of the family like education for the children, good health, happiness and harmony in the family.

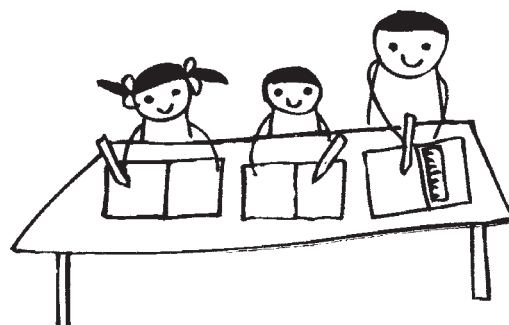
Access and control of resources and benefits

In most families, adults have **access** and **control** of the resources, i.e., adults can **use** the resources when they want and **decide** when and how to use them. Children often need permission to use the resources and to enjoy the benefits. For example, they need to ask their parents to pay for their school fees and buy new clothes and toys.

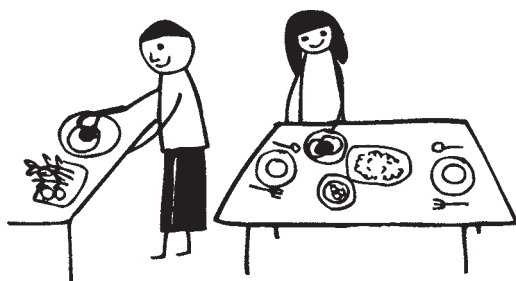
Among adults, the access and control of the resources vary according to the customs and values in each culture. In some cultures, especially among the well-to-do classes, women and girls have more or less equal access to the resources as the men and boys. In other cultures where gender inequality is more pronounced (for example, women are not allowed to inherit or own property or women and girls are considered as property of the fathers and husbands) women and girls tend to have less access to and little or no control over the resources.

The real test of gender equality in access and control of resources and benefits comes when there are limited resources in the family, even in societies where there is relative gender equality. When there are adequate resources for all, both sexes may enjoy their equal and

fair share. But when there are not enough resources to go around, women and girls tend to lose out. For example, in many cultures boys still tend to be favored over girls for education and training due to the traditional thinking that boys will become income earners in the future and will look after the economic well-being of their parents. The fact that boys get education is a good thing, but if it is done at the expense of the girls then families need to consider whether the decision to give the boys more chance to education is really the best choice. In today's society girls also need to become productive and income-earning members of the family and society, even after they have entered marriage. It is no less important for girls to have education, training and means of livelihood because it is their rights as human beings. Girls often look after their parents even after marriage. Also, when they become mothers they will be in a better position to educate and provide for their children.



In providing for the welfare and improving the quality of the family, it is important for women and children to participate in decision making alongside the men on the distribution of resources and benefits in the family because the family welfare, quality of life and happiness depends on the equitable distribution of resources and benefits. A happy family is one in which every member enjoys an equal and fair share of resources and benefits and has a say in matters that affect their own livelihood and their future.



Equality between the two sexes, or **gender equality** means equal rights, responsibilities, opportunities, treatment and valuation for women and men, girls and boys in their life and work. It means that people of all ages and both sexes should have equal chances to succeed in life. It means that all human beings should have equal, in other words, **fair** and **just** access to and control over resources and benefits so that all can benefit from and participate in development.

Promotion of gender equality is about ensuring equal outcomes and equal shares between men and women, boys and girls, so that all persons are treated with dignity and allowed to develop to their full potential, leading to a higher quality of life for all. It does not mean that women and men, girls and boys, need to become exactly the same. People of two sexes can be and are different, but should have equal rights, responsibilities and opportunities in life. The way boys and girls, women and men, are treated and their work is valued should not depend on whether they are born male or female. Thus gender equality includes the same human and workers' rights and equal value and fair distribution of:

- responsibilities and opportunities
- workload, decision making and income.

For more information about the difference between gender equality and gender equity, see Briefing Note: Gender Equality Concepts and Definitions in Exercise 3.1.1. For more background information on key concepts and strategies in promoting gender equality, see Haspels, Nelien & Suriyasarn, Busakorn, *Promotion of Gender Equality in Action against Child Labour and Trafficking*, ILO: Bangkok, 2003.

Unit 4.3 What Is Child Labour?



Content

The differences between child work and child labour are explained in this unit. The main reasons why child labour exists are discussed and the participants become aware of the consequences of child labour.



Key Messages

- There is a difference between child labour and child work:
 - Child work can be a healthy and important part of growing up because it fosters a sense of responsibility in children.
 - Child labour is not desirable because it takes away the opportunities for children to develop to their fullest potential.
- Child labour is regular work (14 or more hours/week) done by children under 18 years (unless the national law defines the minimum age for work differently), whereas child work is light work for children between 12-17 years old.
- Child labour causes physical or psychological damage and hinders education and mental and/or physical development of boys and girls, whereas child work does not cause harm to their health, development and educational opportunities.
- All children have the right to be protected from economic exploitation or any work that interferes with their education or that is hazardous to their health, and physical, mental, and social development.



Exercises

- 4.3.1 Making the Game: Child Work and Child Labour
- 4.3.2 Playing the Game: Child Work and Child Labour



Related Units

- 2.1 Everybody Has Rights
- 2.2 Children's Rights
- 2.4 My Right, Our Right to Organize
- 4.1 Who's Doing What Work in the Family?
- 4.4 Activities Children Should Not Do
- 10.2 Rights at Work

Exercise 4.3.1 Making the Game: Child Work and Child Labour



Objectives

- To understand the differences between child work and child labour
- To discuss why child labour exists
- To become aware of the consequences of child labour for boys and girls



Target Group

Youth and adults



Duration

90 minutes



Seating Arrangements

Circle seating on the floor or a large circle of chairs



Materials

- A large rectangle made of 4 sheets of flipchart paper (Training Aid 4.3.1 A)
- 23 pieces of A-4 paper
- Jar or bag
- Markers, glue or masking tape



Training Aids

4.3.1 A: Game Instructions

4.3.1 B: Questions and Statements about Child Work and Child Labour

4.3.1 C: Discussion Guide and Answers about Child Work and Child Labour

Briefing Note: Child Labour



Session Plan

Preparation

Draw an empty game board with 25 A-4 size squares on the four flipchart sheets (5 by 5 squares) as explained in Training Aid 4.3.1 A. Write in the first square: 'START' and in the last square: 'END'. Number all other squares from 2 to 24. Prepare 23 pieces of A-4 paper according to Training Aid 4.3.1 B and put them in a jar or bag.

Step 1 – 10 minutes

Tell participants that they are going to create a game about child labour. During the making of the game they will discuss the difference between child work and child labour. Show them the jar with the prepared questions and statements and explain the working method:

- One person draws a piece of paper from the bag and reads aloud the question or statement.
- The question or statement will be discussed in plenary to give the correct answer.
- If it is a question, there will be 3 possible answers – multiple choices of a), b) or c). One will be the correct answer and two will be wrong. As soon as the correct answer is given, it should be written down behind a), b) or c). The trainers may help in suggesting wrong answers.

- If it is a statement, they will discuss to decide if it is true or false.
- After writing the 3 possible answers for a question or the decision whether the statement is true or false, the paper will be pasted in the correct square on the game board.
- The next person draws another paper from the jar and the group repeats the process.
- When all papers are pasted on the game board the game is ready.

Ask if the process is clear.

Step 2 – 70 minutes

Ask the participants to sit in a circle around the empty game board. Ask them to stand up to see who is the smallest. This person draws the first paper from the jar or bag and reads the statement or question. In case of a statement, discuss and decide whether the statement is true or false. In case of a question, discuss and answer the question in plenary. Write the correct answer on the paper together with two fake answers to get 3 multiple choices of a), b) and c). For the fake answers see TA 4.3.1 C. Make sure that the correct answer is not always in the same place, for example a), but mix it among a), b) and c).

Encourage the group to find the answers by themselves through discussion. When they go into the wrong direction, give them some hints instead of providing the correct answer (see Training Aid 4.3.1 C for the correct answers). However, keep the discussion to the point. Do not use more than 5 minutes for each question and only two minutes for a statement.

Paste the paper on the corresponding square of the game board.

Ask the person to the right of the smallest person to draw the next paper and discuss and answer the question or statement in plenary again. Give again three answer possibilities to the question, or decide if the statement is true or false, and paste the paper on the corresponding square. Go to the next person and continue until all papers with statements/questions and multiple choice answers are pasted on the game board. The game is ready to be played. Keep the game board for use in a session with children or play the game with this group in another session (see Exercises 4.3.2 Playing the Game: Child Work and Child Labour).

Step 3 – 10 minutes

Summarize the differences between child work and child labour as follows:

- Child work can be a healthy and important part of growing up because it fosters a sense of responsibility in children.
- Child labour is not desirable because it takes away the opportunities for children to develop to their fullest potential.
- Child labour is regular work (14 or more hours/week) done by children under 18 years (unless the national law defines the minimum age for work differently), whereas child work is light work for children between 12-17 years old.³
- Child labour causes physical or psychological damage and hinders education and mental and/or physical development of boys and girls, whereas child work does not cause harm to their health, development and educational opportunities.
- All children have the right to be protected from economic exploitation or any work that interferes with their education or that is hazardous to their health, and physical, mental, and social development.

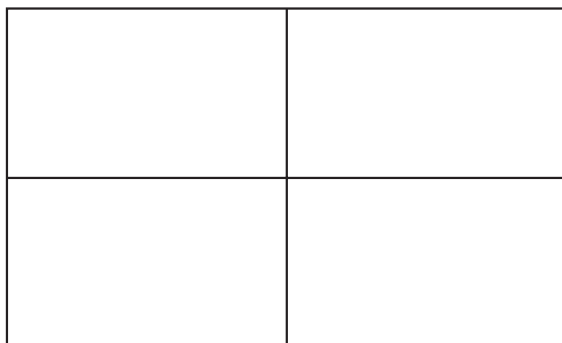
³ *GECL Guide* by Nelien Haspels & Busakorn Suriyasarn, (ILO: Bangkok, 2003), p. 9.



Training Aid 4.3.1 A: Game Instructions

Guidelines for Preparation

Tape 4 flipchart sheets together to get a large rectangle:



Draw a game board of 5 by 5, A-4 size squares on the flipcharts:

21	22	23	24	End
20	19	18	17	16
11	12	13	14	15
10	9	8	7	6
Start	2	3	4	5

Take 23 sheets of A-4 paper and write on each paper a question or statement as given in Training Aid 4.3.1 B, including its number, starting from No. 2 to No. 24. Under a question, write a), b) and c) for the correct answer and two fake answers. When it is a statement, write a) true and b) false under the statement. Fold each paper twice and put them in a jar or bag.

... Question...

a)

b)

c)

... Statement...

a) True

b) False



Training Aid 4.3.1 B: Questions and Statements about Child Work and Child Labour

Guidelines: Take 23 sheets of A-4 paper and write on each paper a question or statement including its number, from No. 2 to No. 24. Under a question, write 3 multiple choices: a), b) and c), one correct answer and two fake answers (see example in Training Aid 4.3.1 A). When it is a statement (S), write a) true and b) false under the statement. Fold each paper twice and put them in a jar or bag.

2. What age are we thinking of when we talk about child labour?
3. About 5 million children under 18 are working worldwide. (S)
4. A child that goes to school but has to help at home for two hours every day is a child labourer. (S)
5. A child that goes to school for one hour per day but has to help after school in the family restaurant every night till 22:00 is a child labourer. (S)
6. It is good for kids to help their family for about two hours a day. (S)
7. School is always important. (S)
8. Children should choose themselves if they want to work. (S)
9. The majority of child labourers are engaged in factory work. (S)
10. It is good for children to quit school and support their parents by earning money. (S)
11. Slavery is one of the worst forms of child labour. (S)
12. Child domestic work is one of the most common and traditional forms of child labour. (S)
13. Children working as domestic workers are as young as 10 years old. (S)
14. Child labourers are paid for their work. (S)
15. It is all right that many children in our community are working instead of going to school. (S)
16. What is the main reason why children work?
17. Why do employers want children as labourers?
18. Child labour is not always a bad thing. (S)
19. Child labourers do not work late at night. (S)
20. How can child labour harm children (in general)?
21. What kind of physical damage can you think of?
22. What kind of psychological damage can you think of?
23. Girls are more vulnerable than boys to physical, psychological and sexual exploitation. (S)
24. All children have the right to be protected from economic exploitation or any work that interferes with their education or that is hazardous to their health, and physical, mental, and social development. (S)



Training Aid 4.3.1 C: Discussion Guide and Answers about Child Work and Child Labour

Guidelines: This Training Aid gives the answers to the questions and statements and provides information for the discussion. Encourage the group to find the answers by themselves through discussion. When they go into the wrong direction give them some hints instead of providing the correct answer. However, keep the discussion to the point. For more detailed information see the Briefing Note on Child Labour.

2. What age are we thinking of when we talk about child labour?

Answer: Check the minimum age for employment in your Labour Law for the correct answer. At the moment of writing the following minimum ages are given in the Labour Codes of the following countries⁴:

Country	Minimum Age for Work in general ⁵	Minimum Age for Light Work ⁶	Minimum Age for Hazardous Work ⁷
Indonesia	15	13	15
Cambodia	15	12	18
China	16	not specified	18
Thailand	15	15	18
Lao PDR	15	not specified	18
Viet Nam	15	not specified	18

Wrong answers: Younger than 18 years for hazardous work; Younger than 12 years for light work

3. About 5 million children under 18 are working worldwide. (S)

Answer: False

Info: Nearly 250 million. This means 1 out of 6 children under 18 years is working worldwide.

4. A child that goes to school for one hour per day but has to help at home for two hours every day is a child labourer. (S)

Answer: False

Info: Work is not always bad for children, light work performed less than 14 hours a week for 12-17 years olds is therefore called child work instead of child labour.

Tip: Give the participants an overview of the difference between child work and child labour if this was not yet done when discussing question 5 (see the Briefing Note).

5. A child that goes to school but has to help in the family restaurant every night till 22:00 is a child labourer. (S)

Answer: True

Info: It has become regular work (14-43 hours/week).

Tip: Give the participants an overview of the difference between child work and child labour if this was not yet done when discussing question 4 (see the Briefing Note).

⁴ Data from NATLEX, the database of national labour, social security and related human rights legislation, maintained by the ILO's International Labour Standards Department, URL: <http://www.ilo.org/natlex>

⁵ As defined in Minimum Age Convention 138 (C. 138) for work in general (article 2).

⁶ Usually between 13 and 15 years, or 12 and 14 years depending on national legislation (C. 138, article 7).

⁷ Usually not less than 18 years (C. 138, article 3).

6. It is good for boys and girls to help their family for about two hours a day. (S)
Answer: True
Info: There is nothing wrong with children helping their family after going to school as long as it is no heavy work and time is left for play and study.
Tip: Discuss about responsibilities and things children can learn when helping in the family. Ask if there are different views on help by girls and boys.
7. School is always important. (S)
Answer: True
Info: Every year that a child attends school dramatically reduces the chance that he or she will end up working prematurely. School is very important for the future of the child.
8. Children should choose themselves if they want to work. (S)
Answer: False
Info: Children may choose themselves but young people sometimes believe that they are “invincible”. They may think that nothing can harm them and that work is not such a big deal. However, they can be their own worst enemy. They do not understand the medium- or long-term harmful effects of certain forms of labour and often will want to work very hard to help their family.
9. The majority of child labourers are engaged in factory work. (S)
Answer: False
Info: A large majority of working children are unpaid family workers, especially in rural areas.
10. It is good for children to quit school and support their parents by earning money. (S)
Answer: False
Info: School is very important for the future of every child.
11. Slavery is one of the worst forms of child labour. (S)
Answer: True
Info: All work harmful to the health, safety and moral of children (including all forms of slavery, prostitution and pornography) are the worst forms of child labour.
Tip: Explain the different forms briefly, for more details see the Briefing Note on The Worst Forms of Child Labour in Exercise 4.4.1 Who Is That Child?
12. Child domestic labour is one of the most common and traditional forms of child labour. (S)
Answer: True
Info: Child domestic labour is one of the most common and traditional forms of child labour. The practice, especially in the case of girls, is quite extensive as many cultures continue to view girls’ contribution to the household work as an essential part of their upbringing.
13. Children working as domestic workers are as young as 10 years old. (S)
Answer: True
Info: The majority of child domestic labourers tends to be between 12 and 17 years old, but some surveys have identified children as young as 5 or 6 years in domestic service.
Tip: Go into more detail about the situation of domestic child labourers (see the Briefing Note).

14. Child labourers are paid for their work. (S)

Answer: False

Info: Sometimes children are provided with a place to sleep and food. In other cases they receive a salary. They can also work to pay off a debt.

Tip: This is the place where you can discuss the situation of children in forced labour (see the Briefing Note on The Worst Forms of Child Labour in Exercise 4.4.1 Who Is That Child).

15. It is all right that many children in our community are working instead of going to school. (S)

Answer: False

Info: Even if every child in the village or neighbourhood is working, it is still not normal. Children have the right to be protected from any form of child labour and to get a proper education.

16. What is the main reason why children work?

Answer: Poverty

Wrong answers: Culture; Duty of the child

Info: Poverty is the most compelling reason why children work. Poor households need the income. Since poor households spend the bulk of their income on food and other basic needs, it is clear that the income provided by working children is critical to their survival. However, use of child labour also perpetuates poverty because child labourers in poverty will most likely become poor adults.

17. Why do employers want children as labourers?

Answer: Easier to manage

Wrong answers: Children are cheap; Children have special skills

Info: The most common explanations are the lower cost and the irreplaceable skills of children: the “nimble fingers” and “sharp eyes” argument. However, these arguments are not valid. Basically, children are easier to manage because they are less aware of their rights, less demanding, less troublesome, more obedient, more trustworthy and less likely to absent themselves from work.

Tip: Discuss the demand for child labour in more detail (see the Briefing Note).

18. Child labour is not always a bad thing (S).

Answer: False

Info: Some participants may think that child labour is not such a bad thing. There are many who argue that it is a necessary evil and that if children would not work, they and their families would starve.

Tip: Explain the difference between child labour and child work here if it was not yet discussed during an earlier question. Get the group to discuss why child labour should be stopped and whether they think all children have the fundamental right to a childhood whatever their circumstances and the rights to play, to go to school and to enjoy the love of their families.

19. Child labourers do not work late at night (S).

Answer: False

Info: Child labourers work long and hard hours, including hours at night. Many children also work during the evening. Girls employed in domestic service often have to spend the night in their employers' household and may be subjected to various abuses, including sexual exploitation.

20. How can child labour harm children (in general)?
Answer: Hinders education and mental and/or physical development
Wrong answers: No harm; Have money at young age
Tip: Go into more detail on the disadvantages for the development of the child (see the Briefing Note).
21. What kind of physical damage can you think of?
Answer: permanently distort or disable growing bodies (but other answers can also be correct)
Wrong answers: No damage; Become manager at young age
Tip: Go into more detail (see the Briefing Note).
22. What kind of psychological damage can you think of?
Answer: Fear, anxiety, lack of trust, aggressiveness
Wrong answers: No damage; Getting disabled
Info: The answer does not matter much. The point is that they discuss the issue and realize how serious the damage can be.
23. Girls are more vulnerable than boys to physical, psychological and sexual exploitation. (S)
Answer: True
Info: Due to the low position and status of girls and women, girls are more subjected to labour and human rights exploitation than boys in general as parents value them less than sons. Girls usually grow up in a more protective environment than boys, so they are less exposed to the outside world, and they have learned to obey older people and not think for themselves. Biological hazards can be high for both girls and boys, if they need to do things that are hazardous to their body. For example, girls and boys who are forced to have premature sex are prone to get sexually transmitted diseases such as HIV/Aids.
24. All children have the right to be protected from economic exploitation or any work that interferes with their education or that is hazardous to their health, and physical, mental, and social development (S).
Answer: True
Info: This is one of the fundamental rights of a child.



Briefing Note: Child Labour⁸

What does child labour mean?

Work is not always bad for children and can be healthy but it can also seriously hamper children's development. In order to decide whether children's economic activities are healthy or harmful, the international community has set the following yardsticks:

Child work

- Light work (less than 14 hours/week) for 12-17 year olds
- Not harmful to a child's health and development
- Not obstructing schooling or vocational training
- Not hazardous in nature.

Child labour

- Regular work (14 or more hours/week)
- Causes physical or psychological damage
- Hinders education and mental and/or physical development
- Child under minimum age of 15 years, set by the ILO Minimum Age Convention 138 (14 years where economy and educational facilities are insufficiently developed)
- Hazardous work as defined by provisions of the ILO Worst Forms of Child Labour Convention 182.

Some facts and figures⁹

- There are nearly 250 million child labourers below the age of 18 in the world. Of these, more than 186 million are aged 5 to 14, and more than 59 million are aged 15 to 17.
- Approximately 170 million of these child labourers are working in hazardous conditions. Of these, more than 111 million are aged 5 to 14, and more than 59 million are aged 15 to 17.
- Approximately 179 million are working in the worst forms of child labour. They are forced into drug trafficking, armed conflicts, prostitution and hazardous work such as small-scale mining and quarrying.
- Most children working in rural areas are engaged in agriculture.
- Child labourers work long and hard hours.
- A large majority of working children are unpaid family workers, especially in rural areas.
- Child labourers who are paid receive well below normal rates and their wages fluctuate greatly depending on their age and sex – girls are paid much less than boys in most countries and jobs.
- Many children also work during the evening or night. Girls employed in domestic service often have to spend the night in their employers' households and may be subjected to various abuses, including sexual exploitation.
- Children are sometimes sold for a sum of money or work to pay off a debt – slavery is not dead.
- Every year that a child attends school dramatically reduces the chance that he or she will end up working prematurely.

⁸ Adapted from: *Supporting Children's Rights through Education, Arts and the Media (SCREAM) – Stop Child Labour Education Pack* by IPEC (ILO, Geneva, 2002), Module: Basic Information.

⁹ The latest figures can be checked at the website of the International Programme on the Elimination of Child Labour (IPEC), URL: <http://www.ilo.org/public/english/standards/ipec/index.htm>.

Girls in child labour

Girls are more likely to:

- begin working at an earlier age than boys
- be paid less than boys for the same work
- be concentrated in sectors and areas that are characterized by low pay and long hours.
- be working in industries which are hidden and unregulated, making them more vulnerable to exploitation and abuse
- be concentrated in industries which pose excessive dangers to their health, safety and welfare
- be either excluded from education or suffer the triple burden of housework, school work and economic work.

For this reason, the Worst Forms of Child Labour Convention 182 calls upon ILO member States to take account of the special situation of girls.

Child domestic labour

Child domestic labour is one of the most common and traditional forms of child labour. The practice, especially in the case of girls, is quite extensive as many cultures continue to view girls' work in the household as an essential part of their upbringing and contribution to their family.

Families in urban areas often recruit children from rural villages through family, friends or other contacts and while most child domestics come from extremely poor families, many have been abandoned, are orphaned or come from single parent families.

In many cases and especially when they have been abandoned or are orphaned, the child domestic is completely dependent on the employing family. The situation often becomes one akin to slavery. Children report that they are made to eat left-overs, receive little or no pay, sleep on the floor, endure physical or sexual abuse, are isolated from their immediate family and rarely attend school or play with other children their own age.

The majority of child domestic labourers tend to be between 12 and 17 years old, but some surveys have identified children as young as 5 or 6 years in domestic service. The majority are girls but in many countries boys also work in domestic service. The hours of work of child domestic labourers are usually long: 15 or 16 hours a day is not uncommon.

Causes of child labour

- **Lack of access to education**

There are many reasons why children work and do not go to school. Basic education in most countries is not free and is not always available to all children. Where schools are available, the quality of education can be poor and the content not relevant. In situations where education is not affordable or parents and/or their children see no value in education, children are sent to work, rather than to school. This particularly affects children in poverty and those belonging to the culturally and socio-economically disadvantaged and excluded groups. As a result, they easily become victims of child labour exploitation.

- **Poverty**

Poverty is the most compelling reason why children work. Poor households need the income, and children commonly contribute around 20 to 25 per cent (one quarter) of the family income. Since poor households spend the bulk of their income on food, it is clear that the income provided by working children is critical to their survival. It cannot be said,

however, that poverty necessarily always causes child labour. The picture varies. In many poor households, at least some of the children are singled out to attend school. Similarly, there are regions in poor countries where child labour is extensively practiced while in other equally poor regions it is not. Countries may be equally poor and yet have relatively high or relatively low levels of child labour. Child labour is certainly perpetuating poverty, as child labourers become unskilled adults who in turn send their children to work.

- **Tradition**

In certain areas, it is traditional for the children to follow in their parents' footsteps. If the family has a tradition of engaging in a hazardous occupation such as leather tanning, it is likely that the children will be caught up in the same work. In industries and plantations where payment is on a piece-rate basis, children are frequently summoned to 'help' other members of the family. This is a common practice in construction, agriculture and home-based work.

- **Demand for child labour**

Employers may prefer to hire children because they are 'cheaper' than their adult counterparts and also form a largely docile workforce that will not seek to organize itself for protection and support. Part of the solution, therefore, is to target those who profit from the economic exploitation of children, bring a halt to their practices and oblige them to contribute towards the rehabilitation and support of those affected, the children and their families.

Research on the causes of child labour tends to concentrate on the supply factors, chiefly because of the common view that poverty is the driving force. But the demand for child labour also needs to be taken into account. Why do employers hire child labour? The most common explanations are the lower cost and the irreplaceable skills afforded by children: the 'nimble fingers' argument. In fact, both these claims are often unsustainable as has been proven by research worldwide.

The major reason for hiring children seems to be non-economic. Basically, children are easier to manage because they are less aware of their rights, less troublesome, more obedient, more trustworthy, and less likely to absent themselves from work.

Impact of work on children

Because children differ from adults in their physiological and psychological make-up, they are more susceptible to and more adversely affected by specific work hazards than adults. Because they are not yet matured mentally, they are less aware of the potential risks involved in the work place.

The effects of hazardous working conditions on children's health and development can be devastating. The impact of physically strenuous work, such as carrying heavy loads or being forced to adopt unnatural positions at work can permanently distort or disable growing bodies. There is evidence that children suffer more readily from chemical hazards and radiation than adults, and that they have much less resistance to disease.

Children are also much more vulnerable than adults to physical, sexual and emotional abuse and suffer more devastating psychological damage from living and working in an environment in which they are denigrated or oppressed. This is particularly true in the case of the very young and girls. Due to the low position and status of girls and women, girls are more subjected to labour and human rights exploitation than boys in general, since parents value them less than sons. Girls usually grow up in a more protective environment than boys,

so they are less exposed to the outside world, and they have learned to obey older people and not think for themselves. Biological hazards can be high for both girls and boys, if they need to do things that are hazardous to their body. For example, girls and boys who are forced to have premature sex are prone to get sexually transmitted diseases such as HIV/Aids.

Occupational health and safety experts consider agriculture – the sector which has the highest percentage of child labour – to be among the most dangerous of occupations. Climatic exposure, work that is too heavy for young bodies, and accidents, such as cuts from sharpened tools, are some of the hazards children face. Modern agricultural methods bring further hazards in their wake, for example, the use of toxic chemicals and motorized equipment. Many children are killed by tractors overturning, or by trucks and heavy wagons brought into the fields for transport.

In many countries, the hazards and risks to health are compounded by poor access to health facilities and education, poor housing and sanitation and the inadequate diet of workers. Protective legislation is limited in agriculture and in the informal economy because national labour laws are often only valid for workers in the formal economy, the public sector and larger enterprises in the private sector. In many countries, the places where children work are excluded from legislation as family undertakings. Even when there is legal protection, enforcement of child labour legislation is difficult.

Why stop child labour?

- Child labour is work carried out to the detriment and endangerment of the child in violation of international law and national legislation.
- It includes work and activities that are mentally, physically, socially or morally dangerous and harmful to children.
- It is work that either deprives them of schooling or requires them to assume the multiple burdens of schooling and work.
- It can also be work that enslaves them and separates them from their families.
- It condemns children and their families to a downward spiral of poverty and deprivation.
- Being tender physically and immature in mind and spirit, children are inevitably at greater risk in the workplace than adults.
- National surveys have found that a very high proportion of children are either physically injured or fall ill while working.
- In sectors where machinery and equipment is involved, such as agriculture, the potential for injury is much higher. Agriculture, mining and construction are very high-risk industries for child labourers.

Exercise 4.3.2 **Playing the Game: Child Work and Child Labour**



Objectives

- To understand the differences between child work and child labour
- To discuss why child labour exists
- To become aware of the consequences of child labour for girls and boys



Target Group

Children, youth and adults



Duration

60-75 minutes



Seating Arrangements

A large circle of chairs or seating on the floor



Materials

- The game board from Exercise 4.3.1 Making the Game: Child Work and Child Labour
- One dice and 6 play fiches (stones, buttons, sweets in 6 different colours or shapes)



Training Aids

4.3.1 C: Discussion Guide and Answers Child Work and Child Labour

Briefing Note: Child Labour (in Exercise 4.3.1)



Session Plan

Preparation

If Exercise 4.3.1 has not been done with a group of participants, trainers have to prepare the game themselves. (Review Exercise 4.3.1 on how to make the game board.) Place the game board in the middle of the circle.

Step 1 – 5 minutes

Explain to participants that they are going to play a game about child work and child labour and learn what these concepts mean. Divide the participants into 6 teams. Give each team a play fiche. Ask all to teams put their play fiches on the START square.

Explain the rules of the game:

- The team with the youngest participant starts.
- Throw the dice and move the play fiche according to the number on the dice.
- A member of the team reads the question or statement and the answers.
- The team members decide together which answer they choose.
- The other teams can comment, agree or disagree.
- The trainer gives the answer, which can be followed by more discussion.
- If the answer given is correct the turn goes to the next team.
- If the answer given is wrong the team has to move back one square and try to answer that question.
- If the answer is wrong again the turn goes to the next team.

- If a team arrives at a square which has already been discussed, they can answer without discussion and if the answer is correct they can throw again.
- The team that reaches the END first has won the game.

Step 2 – 45-60 minutes

Play the game.

Step 3 – 10 minutes

Summarize the differences between child work and child labour by mentioning:

- Child work can be a healthy and important part of growing up because it fosters a sense of responsibility in children.
- Child labour is not desirable because it takes away the opportunities for children to develop to their fullest potential.
- Child labour is regular work (14 or more hours/week) done by children under 18 (unless the national law defines the minimum age for work differently), whereas child work is light work for children between 12-17 years old.
- Child labour causes physical or psychological damage and hinders education and mental and/or physical development, whereas child work does not cause harm to their health, development and educational opportunities.
- All children have the right to be protected from economic exploitation or any work that interferes with education or that is hazardous to their health, and physical, mental, and social development.

Unit 4.4 Activities Children Should Not Do



Content

The exercise in this unit explains the worst forms of child labour. Participants will realize that any child can become involved in one of the worst forms of child labour and become aware of the consequences of these forms of child labour on boys and girls.



Key Messages

- The worst forms of child labour are:
 - All forms of slavery or practices similar to slavery such as human trafficking, debt bondage, and forces or compulsory labour.
 - The use, procuring or offering of a child for prostitution or pornography.
 - The use, procuring or offering of a child for illicit activities particularly the production or trafficking of drugs.
 - Work which is likely to harm the health, safety or morals of children.
- The consequences of these worst forms of child labour are:
 - Extreme physical, psycho-social and emotional damage.
 - Risk of early pregnancy, maternal mortality and sexually transmitted diseases, including HIV/Aids.
 - Permanently distort or disable growing bodies and minds of girls and boys caused by strenuous work.
- The Worst Forms of Child Labour need to be eliminated progressively and as soon as possible.



Exercise

4.4.1 Who Is That Child



Related Units

- 2.1 Everybody Has Rights
- 2.2 Children's Rights
- 2.4 My Right, Our Right to Organize
- 4.1 Who's Doing What Work in the Family?
- 4.3 What Is Child Labour?
- 9.1 Smart Budgeting
- 9.3 Migration for Work
- 10.2 Rights at Work

Exercise 4.4.1 Who Is That Child?



Objectives

- To understand what are the worst forms of child labour
- To realize that any child can become involved in one of the worst forms of child labour
- To become aware of the consequences of the worst forms of child labour on boys and girls



Target Group

Children, youth and adults



Duration

120 minutes



Seating Arrangements

Group seating for 5 groups



Materials

- 5 situation cards of child labourers (Training Aid 4.4.1 A)
- 5 sets of photocopies of the checklists (Training Aid 4.4.1 B), one for each group
- 5 photocopies of Training Aid 4.4.1 C: A couple of Years Later
- Flipchart paper and markers for each group
- Masking tape



Training Aids

4.4.1 A: Situation Cards of Child Labourers

4.4.1 B: Checklists: Who Is That Child?

4.4.1 C: A Couple of Years Later

Briefing Note: Child Labour (in Exercise 4.3.1)

Briefing Note: The Worst Forms of Child Labour



Session Plan¹⁰

Step 1 – 10 minutes

Introduce the topic 'the worst forms of child labour' by asking the following question:

- For children and youth: What would be the worst jobs for you?
- For adults: What jobs do you absolutely do not want your children to do?

List the answers on a flipchart or board.

Step 2 – 25 minutes

Divide participants in 5 groups. Give each group one situation card (Training Aid 4.4.1 A), a piece of flipchart paper and some markers. Ask each group to make a short story about the child or children on their situation card of whom they only know the occupation. They have to give them a name, an age, a place to live and discuss other questions such as: Do they have family and friends, toys, enough food, sleep, what are their daily activities, etc.

¹⁰ Adapted from: *SCREAM* by IPEC, (ILO: Geneva, 2002), Module: The Image.

After 5 minutes hand out the first checklist to the groups so they can check if they discussed these points in their stories. If not they can add the answers to the questions on the checklist to their story. All extra information they put in the story is welcome!

After another 5 minutes hand out the second checklist and after another five minutes the third and last checklist. Allow 5 minutes more to finalize the stories. They can write the story on the flipchart paper, add to the situation card or act it out in a short role play.



Tip for Trainers

As you move among the groups, check on their progress. Listen to their discussions and add something yourself by asking questions. Encourage them to develop their story in any form they wish. They should try to be as creative and imaginative as possible in presenting their child profile to the full group. During the group work they may wish to prepare a short role play on their child for presentation. They can also present the profile in the form of a drawing or prepare a detailed narrative on a board or flipchart.

Step 3 – 30 minutes

All groups have to present ‘their child(ren)’ in plenary (5 minutes per group). Discuss briefly what kind of lives these children have and the dangers of the activities they are engaged in.

Step 4 – 15 minutes

Ask the participants to return to their groups. Hand out one copy of Training Aid 4.4.1 C: A couple of years later and a piece of flipchart paper to each group. Explain that they have to imagine that it is 5 years later and many things have happened with ‘their child(ren)’. Ask participants to brainstorm about what could have happened and answer the questions. They can write the things that have happened and the answers to the questions on a flipchart paper.

Step 5 – 15 minutes

Hang all flipchart papers at the wall and discuss briefly if the lives of the child labourers have changed a lot or not and, if they have changed, how and why. Pay attention to the consequences of their work. Raise the possible physical and psychological (mental and emotional) damages to the children. See Briefing Note: The Worst Forms of Child Labour for more information.

Step 6 – 15 minutes

Go back to the answers given in Step 1. Ask the participants the following questions:

- Are there jobs on the list made during Step 1 that have been discussed during the exercise?
- What was the reason why you mentioned a job as the worst job?
- Did you know about the consequences and risks of these jobs?
- Are there jobs listed as the worst job that are not discussed during the exercise?
- Why did you mention these jobs?
- Do you think you can classify them as a worst form of child labour? Why or why not?

Step 7 – 10 minutes

Conclude the exercise by highlighting important aspects in the stories about the child labourers. Point out a few examples of possible consequences of the worst forms of child labour such as:

- Children involved in commercial sexual exploitation such as prostitution or pornography, suffer extreme physical, psycho-social and emotional abuse. They are at risk of physical hazards such as early pregnancy, maternal mortality and sexually transmitted diseases,

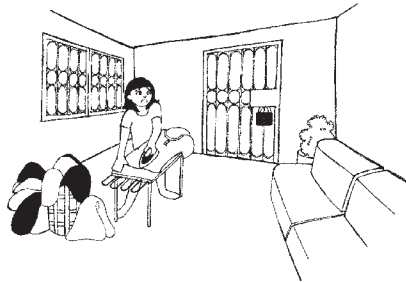
including HIV/Aids, and psychological (emotional and mental) hazards. Examples of emotional hazards are lack of trust in oneself or in others, and no or little communication with others (co-workers, boss, and other important people in the social environment). Mental hazards mean not being able to think rationally or logically, such as weighing advantages and disadvantages of an action, and ability to plan or solve problems.

- Children involved in hazardous occupations suffer from the impact of physically strenuous work, such as carrying heavy loads or being forced to adopt unnatural positions at work. These hazards can permanently distort or disable growing bodies.
- Children suffer more readily from chemical hazards and radiation than adults do, and they have much less resistance to diseases.
- Children are also much more vulnerable than adults to physical, sexual and emotional abuse and suffer more devastating psychological and emotional damage as a result.

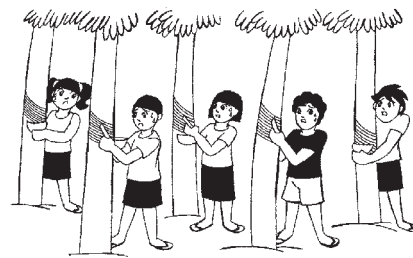


Training Aid 4.4.1 A: Situation Cards of Child Labourers

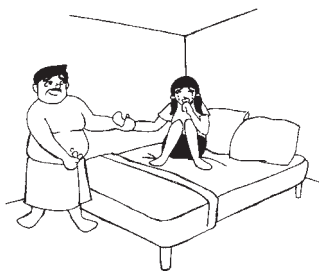
Guidelines: Select 5 of the following 8 situation cards of child labourers that are most relevant to the situation of your target group. The cards are also provided separately in A-4 size in Book 7. Photocopy the selected cards in A-4 or A-3 size for use in the exercise. Give each group one card.



1. Girl domestic labourer with no freedom of movement



2. Bonded child labourers in a rubber plantation



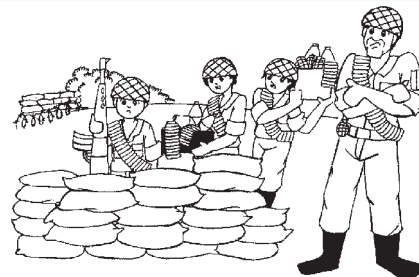
3. Girl in prostitution



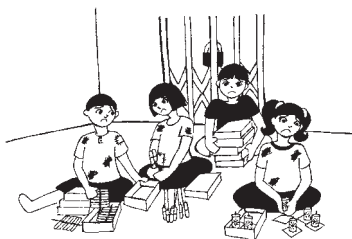
4. Boy in pornography



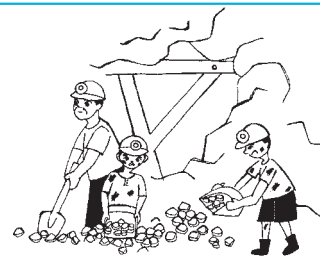
5. Girls in bonded labour in a garment factory with no freedom of movement



6. Boys as child soldiers



7. Children in firework production



8. Boys working in a coal mine



Training Aid 4.4.1 B: Checklists: Who Is That Child?

Guidelines: Photocopy this page 5 times, one for each group. Cut the page into three separate checklists and hand them out during Step 2 with intervals of about 5 minutes.

----- ✂ -----

Checklist 1: Who are you?

- What sex do(es) the child(ren) have?
- Give them a name
- How old do you think the child(ren) is/are?
- Do(es) the child(ren) live with parents, brothers, sisters, or pets?
- What friends or enemies do(es) the child(ren) have both at work and outside work?
- What, if anything, do(es) the child(ren) own? How did they come to own these things?
- What are the child(ren)'s best and worst memories?

----- ✂ -----

Checklist 2: How do you live?

- Where do(es) the child(ren) live?
- Is it a rural or urban area?
- Is/Are the child(ren) rich or poor?
- Is/Are the child(ren) being well cared for or being beaten, deprived, abused and/or sexually exploited?
- Do(es) the child(ren) want to do things in life besides his/her/their work?
- What is the child(ren)'s biggest ambition in life?

----- ✂ -----

Checklist 3: What do you do?

- What kind of work do(es) he/she/they do?
- How long has/have he/she/they been doing this work?
- Why is/are the child(ren) engaged in this activity?
- Does the sex of the child(ren) have an influence on the type of work he/she/they do(es)?
- What would the child(ren) like to be doing now instead of doing this activity?
- What time of day is it?
- What dangers do(es) he/she/they encounter everyday?



Training Aid 4.4.1 C: A Couple of Years Later

Guidelines: Photocopy this page and hand out one copy to each group in Step 4.

----- ✂ -----

It is 5 years later. Imagine what can have happened to 'your child(ren)' profile. Focus mainly on what can have happened at their workplace. Think about things like became pregnant, got infected with HIV/Aids, went to war, did not survive an explosion, became an invalid because of an accident at work, etc. Try to explain how and why it happened.

Answer the following questions:

1. What do you think the child(ren) might be doing now that he/she/they is/are five years older?
2. If the child(ren) is/are still working, is it in the same occupation? Why or why not?
3. Suppose the child(ren) died at work, what do you think can be the cause?
4. What kind of health problems due to the work can the young man/woman have?
5. Do you think the young man/woman has psychological problems? Why or why not?



Briefing Note: The Worst Forms of Child Labour

What are the worst forms of child labour?

- All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.
- The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances.
- The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs.
- Work which, by its nature or the circumstances in which they are carried out, is likely to harm the health, safety or morals of children.

Specific items to be included in lists of hazardous occupations for children:¹¹

- Those activities that are by their nature hazardous for children:
 - Work which exposes children to physical, psychological or sexual abuse
 - Work underground, under water, at dangerous heights or in confined spaces
 - Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads.
- Those conditions which can make any type of work hazardous for children:
 - Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health
 - Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

Remember, the hazards to which girls are often exposed at work are not necessarily the same as those for boys. Be sure to consider possible gender differences when determining work hazards.

Some suggestions on what to look for:

- **Accidental hazards:** Is there risk of falling, being struck by objects, being caught in or between objects, being cut or burned?
- **Biological hazards:** Are there dangerous animals and insects, poisonous or sharp plants, risks of exposure to bacteria, parasites or viruses?
- **Chemical hazards:** Are there dangerous gases, liquids or solids (vehicle exhaust, glues), agro-chemicals (pesticides, herbicides, insecticides), explosives or flammable materials?
- **Ergonomic hazards:** Are the workplaces badly designed? Does the work require lifting or carrying or moving heavy loads, repetitive or forceful movements, or awkward work postures? Do Children work with tools designed for adults?
- **Physical hazards:** Are there extreme temperatures, noise, vibrations, or radiation?
- **Psycho-social hazards:** Is there stress, hard or monotonous work, lack of control or choice, insecurity, harassment, or abuse (sexual or violence)?
- **Working condition hazards:** Are there long working hours, night work or work in isolation included? Does the work include responsibilities which are beyond children's capacity?

¹¹ Adapted from: *Elimination Hazardous Child Labour Step by Step* by IPEC (ILO: Geneva, 2003), URL: http://www.ilo.org/public/english/standards/ipec/publ/download/brochure_stepbystep_2003_en.pdf.

Forced labour¹²

Forced labour is a severe violation of human rights and restriction of human freedom as defined by the ILO and in other international instruments on slavery, practices similar to slavery, debt bondage or serfdom. Sometimes people use these terms rather loosely when referring to very poor and unhealthy working conditions including very low wages. Or people use these terms to describe economic necessity when workers feel they cannot leave a job because of lack of alternatives. These situations are serious but are not forced labour.

Work is forced labour when it is undertaken:

- Involuntarily
- Under the menace of a penalty.

Child labour becomes forced labour when one or more of the following situations occur:

- Physical abduction or kidnapping
- Deception or false promises
- Sale of person into the ownership of another person
- Physical confinement
- Deprivation of food, shelter or other necessities
- Psychological threats
- Withholding and non-payment of wages
- Indebtedness and financial penalties
- Withholding identity or other personal documents
- (Threat of) physical or sexual violence against person or their family/friend
- Birth into family with 'slave' or bonded status.

Bonded child labour

There are three main types of bonded labour systems¹³:

- Sometimes landlords buy child workers from their tenants or labour 'contractors' pay an advance sum to rural families in order to put their children to work – in agriculture, domestic service, the sex industry, the carpet and textile industries, quarrying, brick-making, processing industries such as shrimp factories.
- One of the most common forms of bondage is family bondage, where children work to help pay off a loan or other obligation incurred by the family. The lenders, who are often landlords, usually manipulate the situation in such a way that it is difficult or impossible for the family to pay off its debt, thereby assuring essentially free labour indefinitely. A family may thus remain bonded through generations, with children replacing their aged or infirm parents.
- Perhaps most widespread of all are informal bondage agreements under which impoverished parents surrender their children to outsiders to work in exchange for their upkeep, on the assumption that they will be better provided for as unpaid servants in a richer household than is possible in their own families.

Commercial sexual exploitation

Children are often tricked by one means or another into different forms of commercial sexual exploitation, such as prostitution and child pornography. However, even if children under 18 years indicate that they consent in engaging in these activities, the ILO considers this to

¹² Adapted from: *A global alliance against forced labour, Report 1B to the 93rd session of the International Labour Conference* by ILO (ILO: Geneva, 2005).

¹³ Adapted from: Child Right Worldwide, URL: <http://www.childright.nl/english/>.

be forced labour, because these children are not in a position to make a free and informed choice. Commercial sexual exploitation is one of the most brutal forms of violence against children. Child victims are subjected to one of the most intolerable forms of child labour because they suffer extreme physical, psycho-social and emotional abuse. It results in life-long and in many cases, life-threatening consequences for the future development of children.

Commercial sexual exploitation of girls is more common but sexual exploitation of boys is reported to be increasing. Biological hazards can be high for both girls and boys if they need to do things that are hazardous to their bodies. For example, girls and boys who are forced to have premature sex are prone to get sexually transmitted diseases such as HIV/Aids. Psychological damage is extensive. Case studies and testimonies of child/youth victims speak of a trauma so deep that the child is often unable to re-enter or return to a normal way of life. Many children die before they reach adulthood.

Examples of Hazards in Occupations¹⁴

Occupation/ Industry	Main tasks	Hazards & Risks	Possible consequences
Domestic Work	Household activities	All forms of abuse; Long working hours; No free movement	Physical and mental damage; Social isolation
Prostitution	To please clients in all ways	Being infected with STDs and HIV/Aids; Sexual and emotional abuse	Physical, psychological and emotional damage; Early pregnancy; Maternal mortality; Infertility
Mining	Underground or above-ground digging; Carrying heavy loads	Exposure to harmful dusts, gas, fumes, extreme humidity and temperature levels; Awkward working positions (bending, kneeling, lying); Cave-ins	Respiratory diseases that can develop into silicosis, pulmonary fibrosis, asbestosis, emphysema; Musculo-skeletal disorders; Fractures and death from falls/cave-ins
Brick-making	Processing of clay (extraction, crushing, grinding, screening and mixing)	Exposure to silicate, lead and carbon monoxide; Excessive carrying of weights; Burns from ovens; Accident-provoking equipment	Musculo-skeletal deformation; Injury
Agriculture	Working with machinery, agrochemicals, animals; Picking crops and loading	Unsafe machinery; Hazardous substances (insecticides, herbicides); Heavy lifting; Extreme temperatures	Chemical poisoning (chronic and acute); Cuts, bites and other bodily injuries; Diseases
Carpet weaving	Weaving hand-knotted carpets on a loom	Inhalation of wool dust contaminated with fungal spores; Poor (squatting) work posture; Poor lighting; Poor ventilation	Respiratory diseases; Musculo-skeletal diseases; Eye strain and defective vision at premature age; Chemical poisoning; Aggravation of non-occupational diseases

¹⁴Adapted from: SCREAM by IPEC (ILO: Geneva, 2002), Module: Basic information.

Construction work	Digging earth; Carrying loads; Breaking stones or rocks; Shoveling sand and cement; Metal work	Being struck by falling objects; Stepping on sharp objects; Falling from heights; Exposure to dust, heat and noise; Heavy lifting	Health impairments from noise, vibration and exposure to harmful substances; Incapacitation through accidents and injury such as falls
Tannery	Tanning and preserving hides and skins	Exposure to corrosive chemicals and bacterial contamination of the hides	Anthraxosis, dermatitis and fungal infection
Deep-sea fishing	Diving to depths of up to 60 meters to attach nets to coral reefs	Exposure to high atmospheric pressure; Attacks by carnivorous and poisonous fish; Congested and unsanitary conditions	Decompression illness (rupture of ear drums); death or injury; Gastro-intestinal and other communicable diseases
Glass factory	Drawing molten glass, carrying molten loams	Radiant heat and thermal stress; Noxious fumes; Silica dust; Stepping on or handling hot broken glass	Accidental trauma; Eye injuries; Heat stress; Respiratory diseases; Serious burns and cuts
Match and Firework production	Mixing hot (steaming) chemicals, making matchsticks and stuffing cracker powder into fireworks	Exposure to hazardous chemicals; Fire and explosions	Synergistic effects of chemical intoxications; Respiratory diseases; Burns; Injuries and death from explosions
Scavenging	Demeaning, unsanitary work; Reclaiming usable material from garbage heaps including dangerous waste from hospitals and chemical plants, often with bare hands	Cuts from glass/metal; Exposure to hazardous substances; Inhaling stench from putrefied matter; Infestation by flies; Temptation to eat leftover food	Cuts resulting in death from tetanus; Chemical poisoning and risk of contracting or carrying infectious diseases; Food poisoning; Burns (from build-up of methane gas and explosions)
Slate making	Carrying heavy loads; Making pencils and slates	Effects of carrying heavy loads; Exposure to siliceous dust	Musculo-skeletal diseases; Lung diseases and premature incapacitation

For more detailed information about hazardous child labour in different occupations, see the fact sheets on the website from the International Programme on the Elimination of Child Labour (IPEC): <http://www.ilo.org/public/english/standards/ipecc/themes/hazard/index.htm>.

Sources for Further Reading

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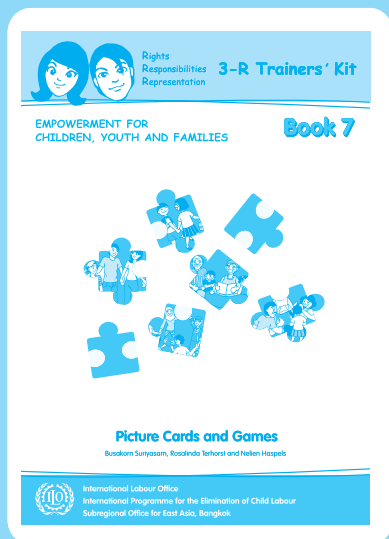
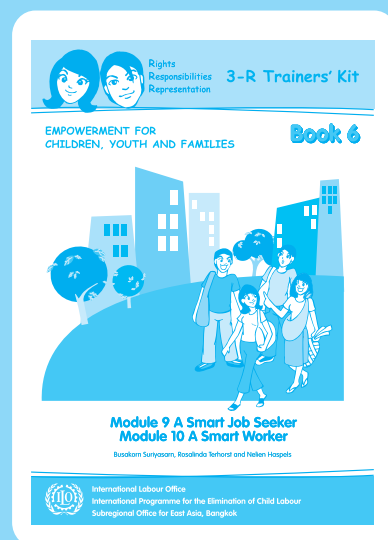
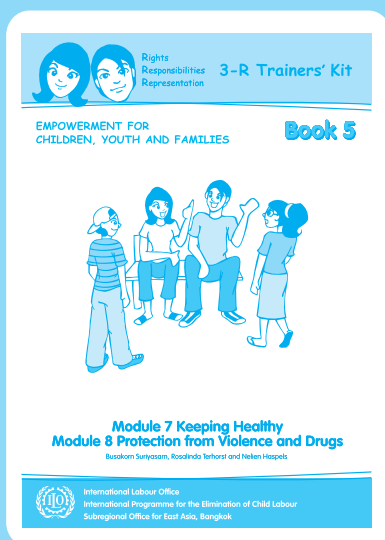
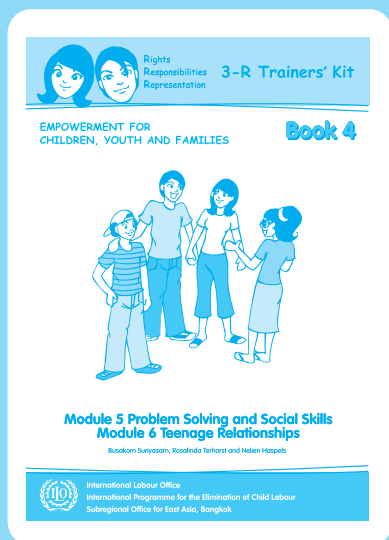
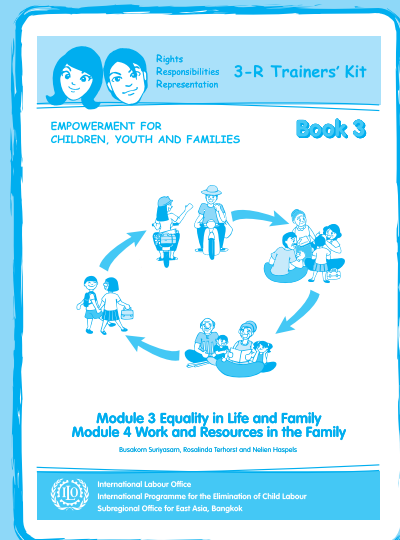
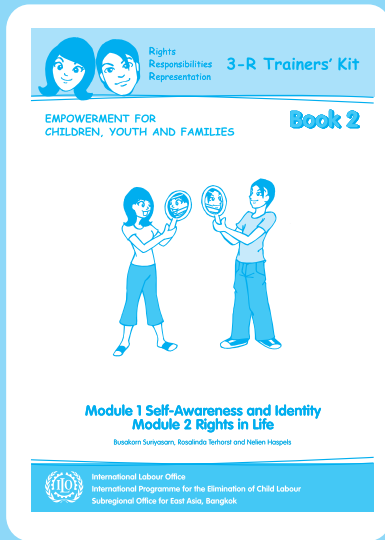
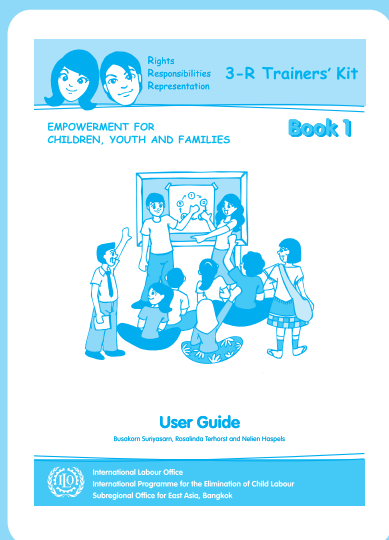
Useful Websites

BBC, In Depth, Child Rights,
URL: <http://www.bbc.co.uk/worldservice/people/features/childrensrights>

Child Right Worldwide, Nobel Prizewinners Initiative to Stop Child Exploitation,
URL: <http://www.childright.nl>

Child Workers in Asia, URL: <http://www.cwa.tnet.co.th/about-cwa.html>

International Programme on the Elimination of Child Labour (IPEC),
URL: <http://www.ilo.org/public/english/standards/ipecc/index.htm>



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