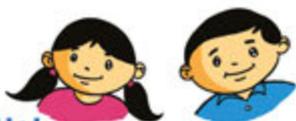


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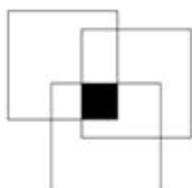
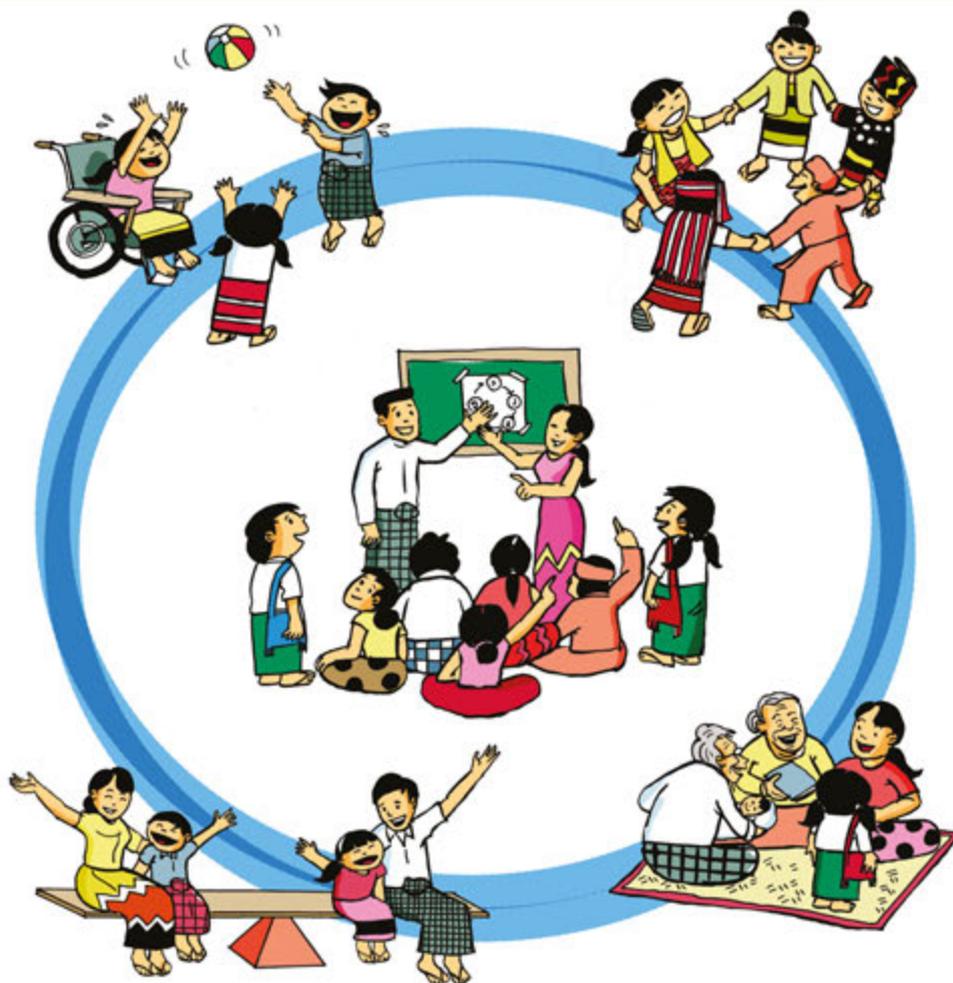


International
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EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

Supporting Life Skills in Myanmar

Module 4: Work and Resources in the Family



3-R Trainers' Kit

EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

Rights, Responsibilities and Representation

Supporting Life Skills in Myanmar

Module 4: Work and Resources in the Family

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■ MODULE 4

WORK AND RESOURCES IN THE FAMILY

OVERVIEW

This module deals with household and family responsibilities, access and resources in the family. In the first unit participants will analyze the division of work and the distribution of resources among women, men, girls and boys in families. The exercises show how norms and values about gender and age influence the roles and responsibilities of everybody in the family and the extent to which different family members can access and control family resources and benefits. In the second unit, participants find out what forms of work are appropriate for children and can be considered as acceptable 'child work' and what forms of work harm their development and is 'child labour.' Participants will also realize what are main hazards for children, what are the worst forms of child labour and why these need to be abolished as a matter of priority.

This module includes 2 units:

Unit 4.1 Who's Doing What Work and Who Has a Say in the Family?
Unit 4.2 What Is Child Labour?

UNIT 4.1 WHAT'S THE DIFFERENCE BETWEEN BEING A BOY AND A GIRL?	OBJECTIVES	TIME
Exercise 4.1.1 My 24-Hour Clock	<ul style="list-style-type: none"> 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 	90-120 mins
Exercise 4.1.2 Tales of Two Families	<ul style="list-style-type: none"> 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 	100-120 mins
UNIT 4.2 WHAT IS CHILD LABOUR?	OBJECTIVES	TIME
Exercise 4.2.1 Working Children: What is Acceptable and What Not?	<ul style="list-style-type: none"> To become aware of the differences between acceptable and unacceptable forms of work by children To understand why child labour exists To become aware of the consequences of child labour for girls and boys 	90 mins
Exercise. 4.2.3 What Are Worst Forms of Child Labour?	<ul style="list-style-type: none"> To understand what are the worst forms of child labour (WFCL) and what are the hazards that make work intolerable for children To realize that any child can become involved in one of the WFCL and hazardous work To become aware of the consequences of the WFCL and hazardous work on boys and girls 	120 mins
TOTAL TIME IN MODULE 4: 6 HOURS 40 MINUTES – 7 HOURS 30 MINUTES		

■ UNIT 4.1 WHO'S DOING WHAT WORK AND WHO HAS A SAY IN THE FAMILY?



CONTENTS

The unit deals with the distribution of workload, resources and benefits in the family. The first exercise 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. The second exercise helps 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 is affected by sex and age.



KEY MESSAGES

- Work within the family is often done according to traditional gender roles in society with women combining work with family responsibilities, and men earning income outside the home. In many situations, women also work in paid jobs outside the home or in family farms and businesses along with men or engage in other livelihood activities to produce income for the family. This often results in women of all ages working more hours than men as they combine work with family responsibilities. Girls are expected to help their mothers, while boys are given more time to play.
- All family members need to consider whether the division of labour in their family is fair and just or whether changes are needed to ensure that all members do a fair share of family duties. In most families, this means that men and boys need to share more household work.
- All members in the family need fair and equal access to resources and benefits. 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.
- 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.
- 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. Helping each other in the family by doing your fair share is very important to make your family a happy family.



EXERCISES

- 4.1.1 My 24-Hour Clock
- 4.1.2 Tales of Two Families



RELATED UNITS

- 1.2 My Family and My Community
- 3.1 What's the Difference in Being a Boy and a Girl?
- 3.2 Values and Attitudes about Gender Roles
- 3.3 Making a Happy Family
- 4.2 What Is Child Labour?
- 11.1 Responsibilities
- 11.2 Rights at Work

■ 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



DURATION

90-120 minutes



SEATING ARRANGEMENTS

Group seating on the floor or around tables in 4 corners of the room 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 4.1.1)



SESSION PLAN STEPS¹

1. Fill in the 24-hour clock and walk-around – 15-30 minutes
2. Discuss the 24-hour clock in small groups – 10-15 minutes
3. Count how time is spent – 10 minutes
4. Analyze who does what in the family with picture cards – 1 minutes)
5. Share the 24-hour analysis – 20-30 minutes
6. Discuss whether changes are needed – 15 minutes
7. Conclude with key messages – 5 minutes

¹Adapted 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.

PREPARATION

Trainers need to read the Briefing Notes in Exercises 3.1.1 and 4.1.1 before conducting this exercise. If the training takes place in rural communities, check whether the 24-hour clock needs to be adapted to reflect the time-division used in the communities, such as the periods before and after sunrise, noon and sunset.

STEP 1

FILL IN THE 24-HOUR CLOCK AND WALK-AROUND – 15-30 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).

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

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 10 minutes to finish colouring the clock.

When participants are ready, ask them to hang their 24-hour clocks on the wall, one section each for the clocks of the women, men, girls and boys respectively. Ask each group to have a look at the clocks within their group, and check what are the similarities and differences in their group. When they are ready, ask the groups to walk around, have a look at the clocks of the other groups, and note any similarities or differences with their own groups.

**Tip for Trainers**

For the next steps the trainer should:

- compare and note the differences in the balance between the blue and black time periods (work for income and work for the household respectively) between adult women and men;
- compare and note the balance between the blue/black time periods and the yellow time period among girls and boys (more blue and black than yellow means that they work more than they study);
- look for other differences and/or similarities among the groups that are relevant to discuss with participants.

STEP 2 DISCUSS THE 24-HOUR CLOCK IN SMALL GROUPS – 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. Include 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 woman and one from a man, that they think come closest to the reality of what a woman and a man 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. Include both 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 girl and one from a boy, that they think come closest to the reality of what a girl and a boy like them do in a day.

STEP 3 COUNT HOW TIME IS SPENT – 10 MINUTES

- Keep the participants in the same groups as in Step 2. Ask each group to count the time spent on different activities for the two clocks they have chosen during 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 the groups of children and Training Aid 4.1.1 C for the groups of adults).
- Ask each 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 (for the groups of adults), and boy and girl (for the groups of children).
- Ask each group to copy their 24-Hour Analysis Chart on a flipchart paper.

**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.

STEP 4 ANALYZE WHO DOES WHAT IN THE FAMILY WITH PICTURE CARDS – 15 MINUTES

Give each group 1 copy of the 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), 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 on the flipchart with the 24-Hour Analysis Chart that they developed during Step 3: The cards with the activities that are always or usually done by women (for the groups of adults) and girls (for the groups of children) in the second column and by men and 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 SHARE THE 24-HOUR ANALYSIS – 20-30 MINUTES

Call all groups to post their 24-Hour Analysis Chart for other groups to see. Ask a volunteer from each group to briefly explain their chart (3-5 minutes maximum). Start a discussion on the charts by asking the following questions:

- Are there any differences in how the women and men, girls and boys spend their time in a day in your group?
- 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?

Conclude this step by pointing out the main outcomes of the group work. Generally there will be a division of labour, and a difference in the total number of hours worked between women/girls on the one hand and men/boys on the other hand. Often women/girls work more hours than men/boys as they combine work/school with household duties and family care (although there may be differences between traditional and modern families, between ethnic or tribal populations and the majority population, and between urban and rural areas).

Common situations are as follows:

- Men tend to have a more established, formal and focused work routines, 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 tend to be engaged in multiple tasks, often in income earning at home or outside the home, including in paid jobs, in the family farm or in other economic activities, while they are also responsible for all or most of the family care and household chores. Older women, including grandmothers or aunts, are often expected to take up family care and household duties.
- Many of the tasks that women do, are considered to be 'unimportant'

and 'small' but take up a lot of time. 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

DISCUSS WHETHER CHANGES ARE NEEDED – 15-20 MINUTES

Tell participants we will now see whether it is possible to make any changes in the division of labour between men and women. Ask each group to look at the activities that are done by both sexes, those done by women/girls only; and those by men/boys only on their group chart. 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 to the last column.

Ask everybody to identify which activities they think can be done only by a man/boy or woman/girl). Start a discussion on why they think only men/boys or women/girls can do these activities. In the end the activities in the woman/girl and man/boy columns should be the biologically determined ones only, 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 often leads to inequalities, which are detrimental to women and girls. However, people can change such inequalities if they want to. In fair and just societies and cultures all family members need to ensure that workload is shared in a fair and just manner between family members.



Tip for Trainers

Where necessary, point out that a fair and just division of labour does not mean that all social differences between women and men need to be eradicated, as long as the workload distribution remains even. Also allow for respect of participants' culture, which may have certain taboos. For example, in some tribal cultures women are not allowed to go on the roof and men do not wash women's underclothes.

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.

In cases in which children have to work more than 2 hours per day on household duties and this interferes with their education, discuss fair distribution of family resources and benefits for all, including children. Note that while poor families focus on the basic survival needs of the family, family welfare involves not only material resources and benefits (e.g., work yielding income) but also other resources that may currently yield no immediate benefits but will sustain family wellbeing and quality of life in the long term. Education for the children is one such important resource. A fair and equitable sharing of family workload and responsibilities can ensure fair distribution of opportunities and benefits among family members, including children. Providing education for the children is a priority in most families, unless they are desperately poor, because education increases the children's chance to become productive members of the family and society, which in turn improves the long-term wellbeing of the children as well as their family. (See Briefing Note: Resources and Benefits in the Family in Exercise 4.1.2.)

STEP 7 CONCLUDE WITH KEY MESSAGES – 10 MINUTES

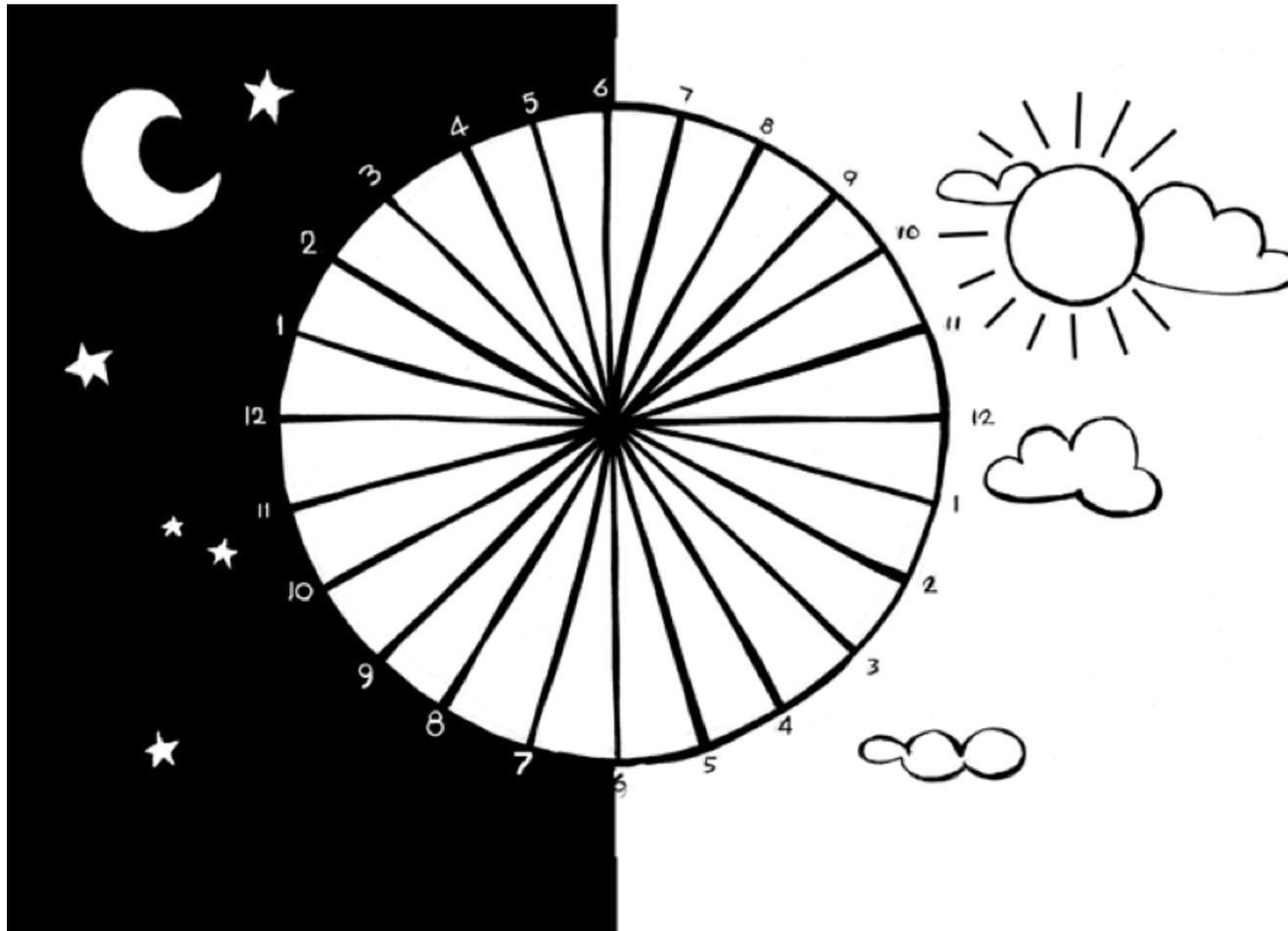
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The key point here is to help participants understand that most activities in daily life are interchangeable between men and women, and boys and girls. Most household tasks can be done by both sexes because there is no biological reason for the division 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 often leads to inequalities, which are detrimental to women and girls. However, people can change such inequalities if they want to. In fair and just societies and cultures all family members need to ensure that workload is shared in a fair and just manner between family members.



TRAINING AID 4.1.1 A: MY 24-HOUR CLOCK

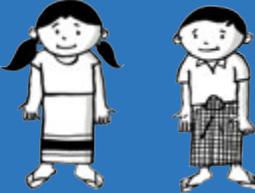




TRAINING AID 4.1.1 B: 24-HOUR ANALYSIS CHART FOR CHILDREN

3-R
MODULE 4
UNIT 4.1

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			
<p>Yellow – Study & Training</p>			
<p>Black – Housework</p>			
<p>Blue – Work</p>			
<p>Red – Play & Rest</p>			
<p>Green – Sleep</p>			



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 Girl and the Boy.

ACTIVITIES			
<p>Blue – Work</p>			
<p>Black – Housework</p>			
<p>Yellow – Study & Training</p>			
<p>Red – Leisure & Social</p>			
<p>Green – Sleep</p>			



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.



■ EXERCISE 4.1.2 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 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

4.1.2 A: Tales of Two Families: Group Work Guidelines
4.1.2 B: Tales of Two Families: Solutions
Briefing Note: Resources and Benefits in the Family

SESSION PLAN STEPS

1. Role play and discussion – 20-25 minutes
2. Identify resources and benefits in the family – 15 minutes
3. Group work – 30 minutes
4. More role play and discussion – 30-40 minutes
5. Summarize key points on access and control over resources and benefits in the family – 15-20 minutes

Tip for Trainers

Steps 1 and 2 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 3.

PREPARATION

Prepare a 5-minute role play with co-trainers and selected participants in advance of the session. The role play needs 8 people: 4 men/boys and 4 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 1² : There is a family living in [a rural village]. The father is a trishaw driver and the mother is a street vendor selling vegetables. The family has 4 children, 2 girls and 2 boys. The grandfather and grandmother live with the family. One day the father wins a small lottery prize and buys a chicken for a Biryani 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 and grandfather like boxing; the sons like soccer; the mother and grandmother like the Myanmar idol programmes; and the daughters like Korean movies.

The skit should cover at least the following scenes:

- Introduction of the family
- For story 1: The family having the Biryani dinner and the chicken pieces 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 Biryani chicken pieces 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 hold the TV remote control and decide on what programme the family will watch.

STEP 1 ▶ **ROLE PLAY AND DISCUSSION – 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 did the family share the Biryani dinner/access to the television among the family members?
- Who got the best Biryani chicken parts? / Who got the most television time?
- Who decided who should get the best parts? / Who had control over 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?

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, pp. 33-34.

STEP 2 IDENTIFY RESOURCES AND BENEFITS IN THE FAMILY – 15 MINUTES

Use the Biryani dinner 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 GROUP WORK – 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 4.1.2 A) for Urban Family 1: The Thu Kha Family and the other group the guidelines for Rural Family 2: The Yadanar 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. Tell the groups they should start with assigning the roles 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 MORE ROLE PLAY AND DISCUSSION – 30-40 MINUTES

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

Discuss the two role plays (using Training Aid 4.1.2 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 families, and this situation becomes worse when resources are scarce. What do you think can be done to address this uneven and unfair distribution of family resources and benefits?

STEP 5**SUMMARIZE KEY POINTS ON ACCESS AND CONTROL OVER RESOURCES AND BENEFITS IN THE FAMILY – 15-20 MINUTES**

Discuss the concepts of access to and control over 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, 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.
- 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 4.1.2 A: TALES OF TWO FAMILIES: GROUP WORK GUIDELINES

Urban Family 1: The Thu Kha Family

There are 7 people in the Thu Kha family. They live in a rented, 3-room house in town. Father U Aye is a trishaw driver and Mother Daw Cho is a street vendor selling traditional snacks. Father and Mother have 4 children, 2 girls and 2 boys. The middle two are twins.

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

The family also has Grandmother Daw Khin Khin living with them. Daw Khin Khin is 67 years old.

Father U Aye 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 Daw Cho takes her bicycle cart out to sell traditional snacks at her usual street corner. Ma Phyu Phyu stays at home with grandma. When Ma Phyu Phyu 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 Ma Phyu Phyu with the sewing work, other times she just listens to the radio and keeps Ma Phyu Phyu 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 Daw Khin Khin 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) Ma Phyu Phyu 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 Daw Cho'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 Daw Cho 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.

- 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 Yadanar Family

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

- Ma Thiri and Mg Zayar are the oldest, 15-year-old twins. Ma Thiri, the girl twin, stopped schooling after she finished primary school 3 years ago, as her mother needed her to help with the work. Mg Zayar, the boy twin, is now studying in Grade 8. He wants to be a mechanic. Ma Thiri now stays at home and helps her mother with the housework and selling vegetables at the market.
- Ma Su Su is 12 years old and studying in Grade 6. She likes school and has high grades. She wants to be a teacher.
- Mg Win Htun is 10 years old and studying in Grade 4. He has not yet thought about his future.
- Mg Min Min 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 Daw Marlar and Thiri wake up to prepare breakfast for the family and the vegetables to sell at the morning market. Father U Aye Mg goes to the farm on his old motorbike to harvest vegetables from the farm. Daw Marlar or Thiri 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 U Kyauk Lone likes to stay home to weave rattan baskets and play with his grandson, Mg Min Min. Grandpa makes very beautiful baskets that Ma Thiri takes to sell at the market.

You have 30 minutes to do the following:

- Read the story carefully and together list all the resources the family has.
- 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.
 - Mg Min Min, 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 miles away. His leg will be put in a cast for a month.
 - 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.
 - 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?
 - Father U Aye Mg's old motorcycle has broken down. It needs a new expensive part. The family does not have enough money for it but everyday U Aye Mg needs to get the vegetables from the farm which is 10 miles away for Daw Marlar or Ma Thiri to sell at the market 5 kilometers from the house.
 - 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.
- 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 4.1.2 B: TALES OF TWO FAMILIES: SOLUTIONS

Urban Family 1: The Thu Kha Family

1. The Thukha 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 traditional snacks and Ma Phyu Phyu's sewing
 - **Human resources**: 3 working members and their respective skills (father, mother, Ma Phyu Phyu) and 2 helpers (Ma Thandar and Daw Khin Khin), 1 potential helper (Mg Thura 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) U Aye takes Daw Khin Khin to the hospital in his trishaw. Ma Phyu Phyu can stay with her at the hospital and Ma Thandar and Mg Thura can help by rotating to stay with grandma and/or do the housework that Ma Phyu Phyu 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) Mg Kyaw Kyaw is only in Grade 2. The children at the highest risk of not going to high school are the twins Ma Thandar and Mg Thura 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 Ma Thandar or Mg Thura who are both good students, and b) both Ma Thandar and Mg Thura do more housework to free their parents and Ma Phyu Phyu to earn more income.
 - 3) Ask Ma Phyu Phyu 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 U Aye takes Daw Cho 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 Ma Phyu Phyu decided to get married, invite the couple to join the family business and a) buy another bicycle cart for Ma Phyu Phyu or her husband to sell more traditional snacks, or buy another trishaw for Ma Phyu Phyu's husband. If Ma Phyu Phyu 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 Yadanar Family

1. The Yadanar Family has the following resources:
 - Material assets, including: a house, a small plot of farm land, an old motorcycle, a bicycle, vegetables, rattan baskets
 - **Income** from selling vegetables and U Kyauk Lone's rattan baskets
 - **Human resources:** 4 working members and their respective skills (father and mother can farm, mother and Ma Thiri know how to sell vegetables, grandpa is good at weaving) and 3 potential household helpers (Mg Zayar, Ma Su Su and Mg Win Htun)
 - **Emotional resources:** Love and care in the family, Mg Zayar's and Ma Su Su's personal aspirations, etc.

2. There are several ways to use and distribute resources and benefits in each situation, for example:
 - 1) Father U Aye Mg takes Mg Min Min to the hospital on his motorcycle. The family may need to borrow money from friends or relatives to pay for Mg Min Min'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 Mg Min Min 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, Mg Zayar starts helping the family by helping more with housework (and his younger sister Ma Su Su helps by doing dishes, for example), to free their parents and sister Ma Thiri to earn more income, and c) Mg Zayar 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 Ma Thiri, 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. U Aye Mg 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 neighbours 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 U Kyauk Lone 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

3-R
MODULE 4
UNIT 4.1

A **resource** is a stock or supply of materials or assets that a person, a family, an organization, a company 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, land, a trishaw, a car, a truck, a motorbike, 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 main resources of farmers are their farm land, 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, education, knowledge, status, power, social recognition and happiness. For example, 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 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, food 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, that is, 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, access to and control over resources vary according to the customs and values in each culture. In some societies, especially among the well-to-do classes, women and girls have more or less equal access to resources as the men and boys. In other societies 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 resources.

The real test of gender equality in access to and control over resources and benefits comes when there are limited resources in the family, even in societies where there is relative gen-

der 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 favoured 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, while girls are expected to marry one day and become members of another family. 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, therefore, no less important for girls to have education, training and means of livelihood. Girls often look after their parents even after marriage. Also, when educated girls become women and 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 family welfare, quality of life and happiness depends on the equitable distribution of resources and benefits. A happy family is one in which all members enjoy 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, see Briefing Note: Gender Equality Concepts and Definitions in Exercise 3.1.1. For more 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 and *Gender Mainstreaming Strategies in Decent Work Promotion: Programming Tools – GEMS Toolkit*, ILO: Bangkok, 2010.

UNIT 4.2 WHAT IS CHILD LABOUR?

CONTENTS

This unit highlights the differences between work that is acceptable for children and child labour or work that is unacceptable for children. The first exercise explains these differences, some of the main driving forces of child labour and its negative effects on children and their healthy development. Participants will understand why the gradual and progressive elimination of child labour and investment in the human resources of the future are vital for children, their community and country. The second exercise provides a deeper understanding of the Worst Forms of Child Labour (WFCL). Participants will realize that worst forms of child labour occur in many jobs and occupations. They will learn about WFCL hazards and their harmful impact on boys and girls, and why these forms of child labour need to be eliminated as a matter of priority.

KEY MESSAGES

- Work by children in their own household for no more than 2 hours per day, is considered a normal and important part of growing up because it fosters a sense of responsibility in children to contribute to the family.
- Child labour refers to work which is likely to jeopardize children's health, safety, morals, or which interferes with their schooling or training. Child labour deprives children of their childhood, their potential and their dignity and is harmful to their physical and mental development. All forms of child labour should therefore be eliminated gradually and progressively.
- Child labour is often a survival strategy for families in poverty, but it is unacceptable because it wastes the human resources of the future. It takes away children's opportunities to healthy development and traps them into poverty.
- The worst forms of child labour concern children under 18 years old working in slavery-type conditions and in prostitution or pornography, and using children in armed conflict or illicit activities like drug production and trafficking, and in hazardous work.³
- The consequences of the worst forms of child labour are extreme physical, psycho-social and emotional damage to the minds and bodies of girls and boys.
- The worst forms of child labour need to be eliminated as soon as possible as a matter of urgency.

EXERCISES

- 4.2.1 Working Children: What Is Acceptable and What Not?
- 4.2.2 What Are the Worst Forms of 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 and Who Has a Say in the Family?
- 9.2 Budgeting for Achieving Life Goals
- 9.3 Saving and Handling Debts Wisely
- 11.2 Rights at Work
- 11.3 Health at Work

³See Article 3 in the Worst Forms of Child Labour Convention, 1999 (No. 182) at: http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_INSTRUMENT_ID:312327 (accessed 27 Feb. 2017).

■ EXERCISE 4.2.1 WORKING CHILDREN: WHAT IS ACCEPTABLE AND WHAT NOT?



OBJECTIVES

- To become aware of the differences between acceptable and unacceptable forms of work by children
- To understand why child labour exists and what are the consequences of child labour for girls and boys
- To prevent and avoid harmful child labour practices



TARGET GROUP

Children, youth and adults



DURATION

90 minutes



SEATING ARRANGEMENTS

A large circle of chairs or seating on the floor



MATERIALS

Flipchart paper, markers and masking tape



TRAINING AIDS

4.2.1 A: Child Labour Quiz: Questions and Statements
4.2.1 B: Child Labour Quiz: Answers and Discussion
Briefing Note: Child Labour: Key Terms, Statistics, Causes and Effects



SESSION PLAN STEPS

1. Introduction: What is child labour? – 30 minutes
2. Quiz on child labour – 50 minutes
3. Round up – 10 minutes

PREPARATION

- Cut up the questions and statements in Training Aid 4.2.1 A. Select 10-12 questions that are most relevant for the audience. Fold each piece in two so the text is not visible and put the pieces in a container (e.g. jar, bowl, basket, plastic bag).
- Prepare a flipchart paper for use in Step 1 as follows: Divide a flipchart paper in 3 columns with 2 vertical lines for use in Step 1, and prepare a flipchart paper to keep the scores of the quiz in Step 2.
- Read the Briefing Note and the training aids, and collect additional information, for example on local child labour situations as relevant.

STEP 1**INTRODUCTION: WHAT IS CHILD LABOUR? – 30 MINUTES**3-R
MODULE 4
UNIT 4.1

Tell participants that they will discuss what child work and child labour is and how it affects working children and their families. Start a discussion saying that there is often confusion about what child labour is, what types of work are suitable for children, and what forms of work are unacceptable for them. Ask them what is the definition of a child and how are they different from adults? After a few responses, explain that:

- A child is defined as an individual under the age of 18 years in international law.
- In Myanmar, definitions of who is a child varies from one law to another. In the Child Law and the Anti-Trafficking Law, a child is a person under the age of 16 years and those between the age of 16 and 18 years are called youth. However, the amended Factories Act defines a child as a person between 14 and 16 years old.

Probe further, asking participants what is the difference between children and youth on the one hand and adults on the other hand. After some responses, explain that:

- International law recognizes that children, that is, all persons under the age of 18 deserve special protection. Children are still in a state of physical and mental development up until their late teens and they do not have the full legal rights of an adult. International ILO standards refer to all persons under 18 years as children. The term youth is commonly used for persons between 14 and 25 years.
- In Myanmar, it is also acknowledged that persons under 18 years are not adults; a child is defined as a person under 16 years and youth refers to persons between 16 and 18 years old.
- If relevant, further discuss the issues raised in the Tip for Trainers below with the participants.
- Conclude the discussion about the difference between children/youth on the one hand and adults on the other hand by stating once more that persons under 18 years require special protection because their bodies and minds are still developing.
- Note also that this training package follows the international definition of a child, taking due account of the difference between younger and older children, defined as children and youth respectively in Myanmar.

 **Tip for Trainers**

Because many people think of a child as only a person of school age, the trainer may need to emphasize the fact that a person is technically a child or youth until s/he is 18 years old. If participants say: "In our culture, a person is no longer a child once she reaches puberty", explain as follows: Traditionally, different societies had different definitions of childhood – some very young, some quite old. But now, with the change toward a modern industrial society where children and youth need education and training to prepare for a changing world, these different cultural definitions of childhood may no longer be very useful.

When everybody is clear on the definition of a child/youth and the need for special protection of children and youth, ask: Can you give examples of work activities younger and older children are involved in? List the responses of participants in the first column of the flipchart. After a list of occupations and types of paid and unpaid activities done by children/youth has been developed, go through the list with the participants and ask them for each activity whether they think it is a suitable/acceptable or unsuitable/unacceptable form of work/activity for children, and why? Encourage participants to give examples and motivate their answers, and put key words on the flipchart (suitable or not suitable in the middle column, and reasons in the third column). The intention is not to make a perfect list, but to

get participants to think about what are acceptable and what are unacceptable forms of work for persons under 18 years. Conflicting opinions are fine during the discussion as this allows participants to think more about the conditions that make forms of work by children acceptable or unacceptable.

Close the discussion when no new ideas are coming up or after 15 minutes and summarize:

- **Acceptable types of work** for children are first of all, work in their own household to support their families for a few hours per day (maximum 2 hours), that does not interfere with their schooling or training contributes to children's healthy development and their self-worth. Secondly, light work is permitted for older children under certain conditions in international law and in the labour laws of many countries, which specify minimum ages for entry into employment, depending on the types of work.
- Unacceptable types of work for children are economic and productive activities carried out by children under the minimum age for admission to employment as set by international and national laws, and the worst forms of child labour including hazardous work, for all children under 18 years.
- Child labour refers to work which is likely to jeopardize children's health, safety, morals, or which interferes with their schooling or training.
- Child labour **deprives children of their childhood**, their potential and their dignity and is harmful to their physical and mental development, and should therefore be eliminated.
- The Worst Forms of Child Labour are defined in ILO Convention No. 182 (Art.3):
 - all forms of slavery or practices similar to **slavery**
 - the sale and trafficking of children
 - debt bondage and serfdom
 - forced or compulsory labour
 - forced recruitment of children for use in armed conflict
 - use, procuring or offering of a child for prostitution, for the production of pornography or pornographic performances ('**sexual exploitation**')
 - use, procuring or offering of a child for **illicit activities**, particularly production and trafficking of drugs
 - any type of work which by its nature or the circumstances in which it is carried out is likely to harm health, safety or morals of children ('**hazardous work**').



Tip for Trainers

Try to avoid the term 'child work.' This term is sometimes used to refer to economic and productive activities of children that are acceptable, and that are not child labour. However, many languages do not differentiate between 'work' and 'labour' and therefore the term child work can easily lead to confusion.

When the worst forms of child labour come up during the discussion, you can briefly list them, and say these will be further discussed in the next steps of this exercise and the next exercise.

STEP 2

QUIZ ON CHILD LABOUR – 50 MINUTES

Ask participants to sit down in small groups of around 5 to 6 people. Explain that they will do a quiz about child labour to learn more about what child labour is, how many children and youth under 18 years are involved worldwide and in Myanmar, why it exists and what are the effects on children. Tell the groups that every small group will form a team and give each team a number (or a name).



Tip for Trainers

The quiz rules below specify that participants select the questions at random from a container. If you want to control the order in which the questions are asked, one trainer can read out the questions or statements one by one, and lead the discussion while another trainer keeps the scores.

Explain the quiz rules:

- In the middle of the room there is a container with folded pieces of paper, each with a question or statement.
- The teams will take turns in taking one piece of paper from the container at a time and read aloud the question or statement. Within each team members will also take turns, that is, after each round in each team another team member will read the question or statement.
- The questions require the best answers you can think of; sometimes only one answer is right, sometimes several answers are right and every right answer earns one point. A statement can be true or false. Sometimes it can be both, depending on certain conditions, so think deeply.
- The trainer may sometimes ask follow-up questions. This is everybody's chance to earn more points. Hold

up your hand if you want to answer, and wait for your turn. If somebody else gives the right answer first, put your hand down, there will be other chances.

- The team member who takes a paper from the jar, and his/her team has the chance to answer first. The team members quickly consult and decide together which answer they choose. If they do not know, they can guess.
- Thereafter the other teams can comment, agree or disagree and give other answers if they wish.
- The trainer then provides the right answer(s), inviting more discussion if there is still lack of clarity or controversy, and writes down the scores for the teams.

When everybody is clear about the rules, start the quiz by inviting the first team (e.g. the team with the oldest participant first and then go round the room clockwise) to have one team member select a piece of paper and read it out to the group. Remind the participants about the quiz rules as needed, and ensure they listen to one another. Encourage the teams 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 directly. However, keep the discussion to the point. Give a mark for every good answer on the scoring sheet (see Training Aid 4.2.1 B on how to score), and make sure to provide and discuss the right answer(s) before giving the turn to the next team asking the next question. Undertake the quiz in a relaxed manner – it is not an examination. Keep a fast pace, but make sure to discuss the right answers, and give teams points for all good answers or ideas.

After around 30-40 minutes, stop the quiz, calculate which team has the highest score. Congratulate the winning team and all for their work. Ask whether there are any questions and answer them with the information provided in the Briefing Note.

STEP 3 ROUND UP – 10 MINUTES

Round up the session:

- It is normal for children to contribute to their family by taking care of family responsibilities doing household work or other duties, or earning some pocket money for themselves (before or after school, during holidays). This work should not be undertaken for more than 2 hours per day, otherwise it interferes with their schooling, or their need for rest and social activities. These forms of work by boys and girls for man important part of growing up because it fosters a sense of responsibility in children.
- All children below the minimum age for employment have the right to be protected from child labour, that is harmful to their health, and physical, mental, and social development or that interfere with their education or training.
- All children below 18 years old must be protected and/or removed from the worst forms of child labour as defined in ILO Convention No. 182.
- Parents and their children may resort to child labour as a survival strategy to escape from poverty or conflicts at home. While poverty is a main cause of child labour, it also perpetuates poverty in future generations.



TRAINING AID 4.2.1 A: CHILD LABOUR QUIZ

List of questions and statements:

1. It is good for children to help their family for about two hours a day after school. (S)
2. What is the minimum age for hazardous work by children? (Q)
3. Children can work in all types of work like adults. (S)
4. How many children under 18 are working worldwide? (Q)
5. How many children under 18 are in child labour in Myanmar? (Q)
6. In Myanmar, a child that goes to school but has to help in a busy family restaurant every night from 16.00 till 22:00 is a child labourer. (S)
7. School is always important. (S)
8. Children should choose themselves if they want to work. (S)
9. The majority of child labourers in Myanmar 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. What is child domestic work? (Q)
13. Child labourers are paid for their work. (S)
14. Boys work longer hours and are paid more than girls in Myanmar. (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? (Q)
17. Why do employers want children as labourers? (Q)
18. Child labour is not always a bad thing. (S)
19. Child labourers do not work late at night. (S)
20. Girls are more vulnerable than boys to physical, psychological and sexual exploitation. (S)
21. Are child soldiers child labourers? (Q)
22. How does child labour harm children (in general)? (Q)
23. What kind of physical damage can be caused by child labour? (Q)
24. What kind of psychological damage can be caused by child labour? (Q)



TRAINING AID 4.2.1 B: CHILD LABOUR QUIZ: ANSWERS AND DISCUSSION

Guidelines:

- This Training Aid gives the answers to the questions and statements and provides information for the discussion. For more detailed information see the Briefing Note.
- The quiz questions, answers and scoring instructions are in regular text, followed by the answer(s) and suggestions for further discussion or follow-up questions.

1. **It is good for boys and girls to help their family for about two hours a day after school. (S)**

Answer: True (one point for the right answer)

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, study and sleep. This is considered child work. It is healthy for children and teaches them a sense of responsibility.

2. **What is the minimum age for hazardous work by children?**

Answer: Hazardous work is a worst form of child labour and should be prohibited for all children under 18 years old. ILO Convention No. 182 requires member States to determine hazardous work in consultation with workers' and employers' organizations (in a Hazardous Work List). In Myanmar there are not yet clear laws prohibiting hazardous work, but a Hazardous Work List has been drafted and is under development. (Currently, Myanmar labour law states that children between 16 and 18 are allowed to work as adults, but they are not allowed to work overtime.)

3. **Children can work in all types of work like adults. (S)**

Answer: False

Info: Children need special protection. Children are still in a state of physical and mental development up until the late teens and they do not have the full legal rights of an adult.

4. **How many children under 18 are working worldwide? (Q)**

Answer: Nearly 168 million⁴ children aged 5-17 years. This means around 10 percent of the child population as a whole.

Info: The answers will vary widely. The team which gives the closest estimate to 168 million earns a point.

5. **How many children under 18 are in child labour in Myanmar?**

Answer: In 2015, there were more than 1.1 million child labourers in Myanmar

Info: This means that more than 9 per cent of all children under 18 in the country were child labourers in 2015.

6. **In Myanmar, a child that goes to school but has to help in a busy family restaurant every night from 16.00 till 22:00 is a child labourer. (S)**

Answer: Both True and False are correct in this case and the right answer depends on the age of the child. Ask participants to guess at what age the statement would be true and at what age it would be false. It is True for all children under 14 years because the minimum age to work in Myanmar has

⁴Global Child Labour Trends 2008-2012 (ILO: GENEVA, 2013)

been raised from 13 to 14 years old in the law in early 2016. It is also True for children between 14 to 16 years old because the same 2016 law allows children aged 14 to 16 to work only 4 hours a day. It is false for youth, older children aged 16 to 18, because the 2016 law allows them to work as adults.

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: Ask a follow-up question why this statement is not true. Give points for the following answers. 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. In other cases children may feel obliged to work very hard to help their family, or they may want to run away from child abuse or other family problems at all costs. However, children can be their own worst enemy. They do not understand the medium- or long-term harmful effects of certain forms of labour. Or, they are willing to sacrifice themselves and are willing to work very hard to help their family.
9. **The majority of child labourers in Myanmar are engaged in factory work. (S)**
Answer: False
Info: Ask where the large majority of children work in Myanmar. The answer: Most children are unpaid family workers in agriculture 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 worst forms of child labour that need to be eliminated as a matter of priority.
Tip: Explain the different forms briefly, for more details see the Briefing Note on The Worst Forms of Child Labour in Exercise 4.2.2 What Are Worst Forms of Child Labour?
12. **What is child domestic work? (Q)**
Answer: Child domestic work includes household duties and family care in the households of other people.
Info: Ask follow-up questions: Is child domestic labour done by mostly boys or mostly girls? Answer: mostly by girls. Another question: Why is it done mostly by girls? Give one point for each of the following answers. Domestic work is often considered a woman's job. It is considered that domestic work skills come naturally to women and girls. There are many gender stereotypes about women's skills or suitability for domestic work. Many parents consider girls will be safer in a private household than in a workplace. Final question: What is hazardous child labour in domestic work? Give one point for each of the following answers: extremely long working hours, work in isolation, work that

is too complicated for the age of the child, sexual and other types of abuse by members of the employer household.

13. 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: If Exercise 4.2.2 is skipped, explain the situation of children in forced labour (see the Briefing Note on The Worst Forms of Child Labour in Exercise 4.2.2 What Are Worst Forms of Child Labour?).

14. Boys work longer hours and are paid more than girls in Myanmar. (S)

Answer: One statement is True and the other one is False. Give points as follows: A 2015 survey on child labour in Myanmar found that it is true that boys are paid more than girls in Myanmar irrespective of area or location, and whether paid daily or on a monthly basis. However it is False that boys work more hours than girls. The percentage for children working for more than 8 hours is higher for girls than boys. The weekly working hours are most stretched for urban girls (57.5 hours), as against 50.9 hours for urban boys, 51.2 hours for rural girls and 51 hours for rural boys.

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: 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. Child victims of commercial sexual exploitation are often also forced to work at night.

20. **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 and Aids.

21. **Are child soldiers child labourers? (Q)**

Answer: Give points for each of the following answers. By legal definition, child soldiering is one of the worst forms of child labour. Child soldiering it also a form of forced labour. This means that the willingness of children to join the armed forces is irrelevant, and that child soldiering must be eliminated as a matter of priority and as soon as possible.

22. **How does 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).

23. **What kind of physical damage can be caused by child labour?**

Answer: Stunted growth, permanently distorted physique, physical injuries from exposure to hazards at work (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).

24. **What kind of psychological damage can be caused by child labour?**

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.



BRIEFING NOTE: CHILD LABOUR: KEY TERMS, STATISTICS, CAUSES AND EFFECTS⁵

3-R
MODULE 4
UNIT 4.2

1. Key terms and definitions at the international level

The main international legal standards on child labour include:

- the 1989 United Nations (UN) Convention on the Rights of the Child
- the ILO Minimum Age Convention, 1973 (No. 138), and Recommendation No. 146
- the ILO Worst Forms of Child Labour Convention No. 182, and Recommendation No. 190.

Child

- A child is an individual under the age of 18 years. (UN Convention on the Rights of the Child and ILO Convention No. 182.)
- A person under the age of 18 is called a 'child' and deserves special protection. Children are still in a state of physical and mental development up until the late teens and they do not have the full legal rights of an adult (UN Convention on the Rights of the Child).

Youth generally refers to the age group of 15 to 24 years. However, it is often used in day-to-day language to mean young persons, adolescents, or teenagers. In Myanmar children between 16 and 18 years are defined as youth.

Child labour

Not all work done by children is child labour. 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/acceptable or harmful/unacceptable, the international community has set the following yardsticks:

- Child labour refers to work which is likely to jeopardize children's health, safety, morals, or which interferes with their schooling or training.
- Child labour is work done by children under the minimum age for admission to employment as set by international and/or national laws for various forms of work and for various age groups.
- Child labour deprives children of their childhood, their potential and their dignity and is harmful to their physical and mental development. It should therefore be eliminated.



Tip for Trainers

It is important to select a few simple and clear-cut definitions of the key terms that are the most relevant for the age and educational levels of your audience. Generally the above definitions of child labour are sufficient for a first discussion about child labour and the trainer can proceed to discuss acceptable and unacceptable work by children and the worst forms of child labour. However, this Briefing Note provides more detailed information on child labour terminology to enable trainers to fully understand the meanings of the various child labour definitions and respond to questions of the audience about, for example, the minimum age for employment for different types of work, and what is light work.

When discussing child labour in legal terms, the definitions used by ILO in Myanmar are:

⁵Main sources: ILO Conventions No's 138 and 182; A Legal Review of National Laws and Regulations related to Child Labour in Myanmar in light of International Laws and Standards by IPEC (ILO: Geneva, 2015); A Legal Review of National Laws and Regulations related to Child Labour in Myanmar in light of International Laws and Standards – Executive Summary by IPEC (ILO: Geneva, 2015); The Tripartite Process of Determining Hazardous Child Labour: Guide for Facilitators - Eliminating Hazardous Child Labour: Step by Step by IPEC (ILO: Geneva, 2012); Myanmar: Child Labour in 2015, Key Facts and Statistics by MOLIP, CSO and ILO (ILO: Yangon, 2016); Myanmar Labour Force, Child Labour, and School to Work Transition Survey 2015 – Executive Summary Report by MOLIP, CSO and ILO, (ILO: Yangon, 2016).

When discussing child labour in legal terms, the definitions used by ILO in Myanmar are:

- **Child labour** is defined as “any work undertaken by: a) children under the legal minimum working age; and b) children above the legal minimum age but under the age of 18 and working in activities or under the conditions in contravention of the international treaties, in particular slavery-like practices, hazardous work, or other worst forms of child labour.”
- **Young Workers** refers to children who are above the legal minimum working age but under the age of 18 and are working under the conditions permitted by the international treaties.

Minimum age for employment

The ILO Minimum Age Convention, 1973 (No. 138) sets:

- 18 years of age as the minimum age for employment for hazardous work
- 15 years of age as the minimum age for employment but allows for countries which are still in the process of development to set this at 14 years of age temporarily.
- 13 years as the minimum age for admission to light work, but allows employment for countries which are still in the process of development to set this at 12 years of age temporarily.

Acceptable and unacceptable types of work for children

- **Acceptable types of work for children** are chores or work for own household and, under certain conditions, light work.
- **Unacceptable types of work for children** are economic and productive activities carried out by children under the minimum age for admission to employment as set by international and national laws, and the worst forms of child labour, including hazardous work for all children under 18 years. These terms are briefly further explained below.

Chores

- Chores (or housework) refer to light tasks within the child’s own household, like cooking, cleaning, baby sitting and helping at the farm. Doing chores for the family for a couple hours a day can help children gain skills, self-confidence, and a sense of responsibility, but the nature of the tasks or chores must be carefully chosen to fit the age and strength of the child and must not be hazardous.
- Determining what is acceptable in terms of chores or light work must be discussed locally as ILO Conventions do not spell this out. They stipulate that the work or chores should not affect schooling or health. ILO Minimum Age Recommendation No. 146 says: “work that is acceptable and does not affect (the child’s) health and personal development or interfere with schooling... such as helping parents at home, assisting in a family business or earning pocket money outside school hours and during school holidays”.
- Increasingly, productive (economic) and non-productive activities by children for their own household are also considered as a form of child labour that must be eliminated, in particular to address the situation of children, who have to forego education because their parents require them to work on the land, in the family business, or do household and care work for the family.

Light work

- Article 7 of ILO Minimum Age Convention No. 138 allows national laws or regulations to permit children from age 13 (exceptionally from age 12) to do work which:
 - ✓ is not likely to be harmful to their health or development; and

- ✓ does not prejudice their attendance at school, their participation in vocational orientation or other training or their capacity to benefit from the instruction received.
- This acknowledges that children must have enough time to do their home work and to have adequate sleep and leisure, otherwise they will not be able to 'benefit' from their schooling. Recent research⁶ confirms that more than 2 hours of work or less than 8 hours of sleep per day have an observable effect on children's capacity to learn in school.

Worst forms of child labour

- The worst forms of child labour (WFCL) are four categories of work outlined in ILO Convention No. 182 that are unacceptable for children under any circumstances. These worst forms require urgent action. They must be eliminated as a matter of priority and as soon as possible. They include:
 - a) [a]ll 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;
 - b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
 - c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
 - d) work which, by the nature of the circumstances in which it is carried out, is likely to harm the health, safety or morals of children. (Convention No. 182, Art 3).
- The first three of these (a, b, and c) must be prohibited and eliminated without further discussion under national law. The fourth (d) is known as hazardous work and is to be determined and outlawed under national law.

Hazardous work

- Hazardous work is a shorthand term for any work which endangers children or puts them at physical, psychological, social, or moral risk (ILO Convention No. 138 (Article 3) and Convention No. 182 (Article 3(d)). The accompanying Recommendation No. 190 states that these hazardous forms of child labour include:
 - × 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 handling or transport of heavy loads;
 - × work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperature, 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 or the employer." (Section II.3.a-e).
- Countries which have ratified either Convention No 138 or No. 182 must develop a list of hazardous child labour that is to be prohibited for children under 18 years of age, and enshrine it in national law.

⁶The Tripartite Process of Determining Hazardous Child Labour: Guide for Facilitators - Eliminating Hazardous Child Labour: Step by Step by IPEC (ILO: Geneva, 2012), p. 33.

2. Child labour incidence, definitions, law and policy in Myanmar⁷

Recent statistics on the prevalence of child labour in Myanmar shows that child labour in Myanmar is widespread. The 2015 Myanmar Labour Force Survey estimated that a total of 9.3 per cent of children aged 5 to 17 years were in child labour, with 5.1 per cent of them in hazardous work. Child labour is pervasive and takes different forms, ranging from work at an early age or in dangerous conditions in food-processing, street-vending, refuse-collecting and light-manufacturing industries, restaurants, teashops and family agricultural activities, as well as in large-scale development projects. Commercial sexual exploitation of children, the trafficking of men, women and children for forced labour, the recruitment and transport of girls and women for forced marriages and sex trafficking and the involvement and use of children in armed conflict continue to be matters of concern.

Myanmar ratified the United Nations' Convention on the Rights of the Child (CRC) in 1991 and ratified ILO Convention NO 182 on the worst forms of child labour in 2013 Myanmar has not yet ratified the ILO Convention No. 138 on the Minimum Age. Myanmar has also ratified the first Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography in 2012. The ratification of the second Optional Protocol on the involvement of children in armed conflict is in the process of being signed.

In Myanmar, the legal framework does not yet provide for a definition and prohibition of child labour, including the worst forms. Legal protection of children against child labour, including the worst forms, is deficient and scattered across different laws, making enforcement difficult. Harmonization between the Child Law, and education and labour laws, as well as the development of a strong legal framework against child labour and for the protection of young workers is therefore crucial.

Main definitions include:

- **Working children** are those children who during the past 7 days have been engaged, on a full-time or part-time basis, paid or unpaid, in the production of goods and services that have a market value for one hour or more.⁸
- **Child labour** are those working children who due to work are deprived of their childhood, their potential and their dignity, and which is harmful to their physical and mental development.
- **Hazardous child labour** is work that is physically, psychologically, socially or morally dangerous and harmful to children, including long and heavy hours of work.
- There is no specific regulation on **light work** in Myanmar.

The main policy concern in the country is that for the children in all the above categories, work interferes with proper schooling by depriving them of the opportunity to only attend school, or oblige them to leave school prematurely, or require them to combine school attendance and work leading to neglect of study. Therefore, child labour should be minimized and eliminated gradually.

In 2016, the minimum age to work was raised from 13 to 14 years old as per the amendment in the Factory Act and Shop and Establishment Act. Children aged 14 to 16 are allowed to work 4 hours a day and youth aged 16 to 18 are allowed to work as

⁷A Legal Review of National Laws and Regulations related to Child Labour in Myanmar in Light of International Laws and Standards (ILO: Geneva, 2015); Myanmar: Child Labour in 2015, Key Facts and Statistics by MOLIP, CSO and ILO (ILO: Yangon, 2016); Myanmar Labour Force, Child Labour, and School to Work Transition Survey 2015 – Executive Summary Report by MOLIP, CSO and ILO (ILO: Yangon, 2016).

⁸ Engagement in household tasks, or household chores for their own family was not included in the estimates of working children in the survey.

adults. Night work and overtime are not allowed for any children and youth under 18 years. A medical certificate is required for all children under 16 years, and for youth doing adult work.

In Myanmar, there is not yet a Hazardous List of Work to be prohibited for children below 18. The Government in consultation with workers and employers organizations with the assistance of the ILO is determining the list of hazardous work in Myanmar.

3. Child labour facts and figures worldwide⁹

- In 2012, there were nearly 168 million child labourers below the age of 18 in the world, around 10 per cent of all children in this age group. Of these, more than 120 million or 72 per cent were aged 5 to 14, and 47 million or 28 per cent were aged 15 to 17.
- More than 85 million of these child labourers were engaged in hazardous work, the only worst form of child labour that could be measured in large scale statistical surveys. This means that more than half of the total child labourers below 18 years were in hazardous work in 2012. Among these children in hazardous work, more than 37 million were aged 5 to 14 (over 44 per cent), and more than 47 million were aged 15 to 17 (almost 56 per cent).
- Among the 168 million child labourers, found in 2012, 41 per cent were girls and 59 per cent were boys. Among the child labourers in hazardous work, 35.5 per cent were girls and 64.5 per cent were boys. This indicates that there are more boys in visible, because measurable, forms of child labour and it remains difficult to measure child labour in invisible occupations and sectors
- Most children working in rural areas are engaged in agriculture, followed by services and manufacturing.
- 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 harassment and 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.

4. Child labour facts and figures in Myanmar¹⁰

- More than 10 per cent of all children between 5 and 17 years were working children. Child labourers amounted to more than 9 per cent of all children, and those in hazardous child labour amount to 5 per cent of all children.
- Among the children engaged in economic activities, 9 of every 10 working children (88 per cent or 1,125,661) were engaged in child labour; 53 per cent were boys (601,471 boys) and 47 per cent were girls (524,190).
- Among child labourers, those engaged in hazardous work amounted to almost

⁹ *Global Child Labour Trends 2008-2012* (ILO: Geneva, 2013)

¹⁰ *Myanmar: Child Labour in 2015, Key Facts and Statistics* by MOLIP, CSO and ILO (ILO: Yangon, 2016); *Myanmar Labour Force, Child Labour, and School to Work Transition Survey 2015 – Executive Summary Report* by MOLIP, CSO and ILO (ILO: Yangon, 2016).

55 per cent of all child labourers (54.8 per cent or 616,815 child labourers). Among those in hazardous work 55 per cent were boys (337,318) boys and 45 per cent were 279,497 girls.

- Almost three-quarters of the child labourers (73 per cent or 820,666) is 15-17 years, followed by one-quarter (25 per cent or 283,060) aged 12-14 years. Only 2 per cent of the child labourers (21,935) are 5-11 years old.
- Most of the working children who were child labourers were found in rural areas; 80 per cent of the child labourers (903,683) were in rural areas against 20 per cent (221,978) in urban areas.
- The major industrial sectors providing employment to working children are agriculture, forestry and fishing (60.5 per cent), followed by manufacturing (12 per cent), trade (11 per cent), and other services (6 per cent).
- **Main hazards** faced by Myanmar working children are: dust, fumes to which 40 percent of working children are exposed to; handling dangerous tools faced by 16.5 percent, extreme cold or heat faced by 11.3 percent, chemicals and pesticides by 9.5 percent. These together account for 80 percent of the work place dangers that working children are exposed to. Agriculture, mining, manufacturing, construction are the major industries responsible for exposing high numbers of children to dust and fumes.
- **Working hours** of child labourers in Myanmar are very long. The 2015 survey found that **children work for extremely long hours**. Almost a quarter of all children work for more than 60 hours per week or more than 8 hours a day, while one-third work for 50-59 hours, and a quarter for 40-49 hours. The percentage for children working for more than 8 hours is higher for girls than boys. The weekly working hours are most stretched for urban girls (57.5 hours), as against 50.9 hours for urban boys, 51.2 hours for rural girls and 51 hours for rural boys.
- With regard to the **earnings of working boy and girl children**, across the board, children receive lower wages than adults when doing the same types and hours of work. Among children, boys are paid more than the girls, irrespective of area or location, and whether paid daily or on a monthly basis.
- **School enrollment:** Over 77 per cent of children between 5 and 17 years were attending school. Close to 90 per cent of children of 5 to 11 years went to school. Almost 80 per cent of children of 12 to 14 years old attended school but school attendance of adolescents of 15 to 17 years dropped to below 48 per cent. The survey also found that only 0.3 per cent of working children were able to also attend school.

5. Girls in child labour

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

6. Child domestic work

Child domestic work is one of the most common and traditional forms of work for children, especially for girls. Many cultures continue to view girls' work in their own household as an essential part of their upbringing and contribution to their family. Families in poverty often consider that their daughters may be better off working in private households or family businesses rather than in other workplaces, and they may resort to selling their children to earn money or to pay off a debt. Families in urban areas often recruit children from rural villages through family, friends or other contacts considering that they are doing the children and their parents a favour by looking after the children's upkeep in exchange for their labour.

The working and living conditions of child domestic workers are often harsh, and may sometimes be akin to slavery-type situations, such as forced labour or debt bondage, as well as to labour and sexual exploitation. A child domestic worker can easily become completely dependent on the employing family, and they are seldom allowed to continue education or training. Child labour in domestic work is common. Children report that they need to work very long hours, are made to eat left-overs, receive little or no pay, sleep on the floor, endure physical or sexual abuse, may not leave the premises, are isolated from their immediate family (if any) and rarely attend school or play with other children their own age. The majority of child domestic workers tends to be between 12 and 17 years old, but surveys have identified children as young as 5 or 6 years in domestic work. The majority are girls but in many countries boys also work in domestic work.

There is currently little information about the incidence of domestic work by children in Myanmar, even if it seems to be widespread. Child domestic work is only referred to in the Child Law and the Labour Organization Law, but not in other labour laws, thus limiting the scope of their legal protection. Under section 24 of the Child Law, a child under 16 is allowed to engage in domestic work if in compliance with a certain number of hours of employment (presumably 4 hours and without setting a minimum age) and leisure (not further specified, nor is there any reference to right to education) prescribed by the law. A child between 16 and 18 may engage in domestic work without any conditions and protection.

For more information on child labour in domestic work, see Briefing Note Domestic Work by Children and Adults in Exercise 11.2.4.

7. 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**

Children in Myanmar are encouraged to support their parents and their family. 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.

8. 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.

9. 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 4.2.2 WHAT ARE THE WORST FORMS OF CHILD LABOUR?**OBJECTIVES**

To understand what are the worst forms of child labour (WFCL) and what are the hazards that make work intolerable for children.

- 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 4.2.2 A)
- 5 sets of photocopies of the checklists (Training Aid 4.2.2 B), one for each group
- 5 photocopies of Training Aid 4.2.2 C: A couple of Years Later
- Flipchart paper and markers for each group
- Masking tape

**TRAINING AIDS**

4.2.2.A: Situation Cards of Child Labourers in the WFCL

4.2.2 B: Checklists: Who Is That Child?

4.2.2 C: A Couple of Years Later

Briefing Note: Child Labour: Key Terms, Statistics, Causes and Effects (in Exercise 4.3.1)

Briefing Note: The Worst Forms of Child Labour

**SESSION PLAN STEPS¹¹**

1. Watch a YouTube video to discuss children in hazardous work – 15 minutes
2. Group work: Situations of child labourers – 25 minutes
3. Presentation of group work – 30 minutes
4. Child labourer stories, a couple of years later – 15 minutes
5. Discuss the lives of child labourers in the worst forms of child labour – 15 minutes
6. What makes the worst forms of child labour intolerable for children – 10 minutes
7. Conclusion – 10 minutes

¹¹ Adapted from: SCREAM by IPEC (ILO: Geneva, 2002), Module: The Image.

PREPARATION

Select the situation cards as instructed in Training Aid 4.2.2.A, and prepare photocopies of the 3 training aids. Prepare a flipchart for use in Step 1 by writing in big bold letters: Worst Forms of Child Labour:

- Slavery
- Prostitution
- Illicit activities (drug trafficking)
- Hazardous Work.

STEP 1 INTRODUCTION: WHAT IS CHILD LABOUR? – 30 MINUTES

Start the session with showing a YouTube video “I Wanna Go To School” (3:10 minutes):

Link: <https://www.youtube.com/watch?v=xN9xzm-umwU>.



After playing the video, start a discussion with participants with the following questions:

- What happened to the boy and girl?
- What do you think about what happened to them?
- Do you know anyone like these brother and sister?

Discuss ‘the worst forms of child labour’ by asking the following questions:

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

List the answers on a flipchart or board for use in Step 6. Briefly introduce the flipchart with the keywords for the 4 worst forms of child labour as defined in ILO Convention No. 182

STEP 2 QUIZ ON CHILD LABOUR – 50 MINUTES

Tell participants we will do group work to identify what are hazardous and thereby worst forms of labour in a number of occupations where child labourers are often found. Divide participants in 5 groups (children and youth

separate from adults). Give each group one situation card (Training Aid 4.2.2 A: Situation Cards of Child Labourers), 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.

After 5 minutes hand out the first checklist (Training Aid 4.2.2. B) 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 PRESENTATION OF GROUP WORK – 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 CHILD LABOURER STORIES, A COUPLE OF YEARS LATER – 15 MINUTES

Ask the participants to return to their groups. Hand out one copy of Training Aid 4.2.2 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 DISCUSS THE LIVES OF CHILD LABOURERS – 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 WHAT IS INTOLERABLE WORK FOR CHILDREN? – 10 MINUTES

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

- Are there jobs work situations 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 all the jobs listed in Step 1 and discussed in the group work can be classified as a worst form of child labour? Why or why not?

Conclude that many occupations and jobs done by children, on first sight may not look like work involving worst forms of child labour, but that many hazardous and dangerous situations for children can occur in such jobs, that are intolerable and therefore must be eliminated as a matter of priority.

STEP 7 CONCLUSION – 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 hazards in the worst forms of child labour, such as:

- Children involved in slavery and forced labour types of situations, including commercial sexual exploitation such as prostitution or pornography, and severe labour exploitation suffer extreme physical, psycho-social and emotional abuse. They are at risk of physical hazards such as damaged or disabled bodies, early pregnancy, maternal mortality and sexually transmitted diseases, including HIV and 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.
- Emphasize that hazardous work is a worst form of child labour that is very common and needs to be abolished as a matter of priority. Children involved in hazardous occupations or work processes 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 much more vulnerable than adults to physical, sexual and emotional abuse and suffer more devastating psychological and emotional damage as a result.
- Hazardous work of children may also occur in occupations that are generally not considered to be hazardous. For example, domestic work is often considered to be a suitable and safe job. However, girls

and boys in domestic work may have extreme long working hours, do work that is hazardous because it is too difficult for them, be kept prisoner in the employer household and/or be subject to physical, sexual or psychological abuse, all of which are indicators of the worst forms of child labour.

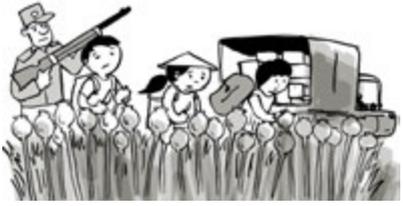
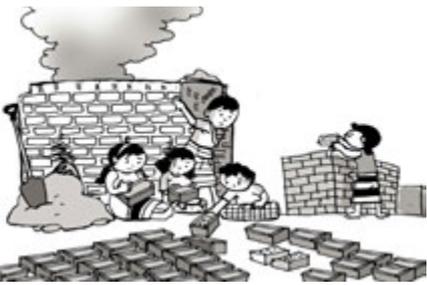
- In Myanmar, the Government, employers', workers', children's and other civil society organizations are developing a list of hazardous occupations and work processes that will be prohibited for children and youth under 18 years. This will be an important step forwards in working towards abolishing the worst forms of child labour in Myanmar.



TRAINING AID 4.2.2 A: SITUATION CARDS OF CHILD LABOURERS IN THE WFCL

3-R
MODULE 4
UNIT 4.2

Guidelines: Select 3-5 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 at the end of this booklet and on the ILO-Yangon website. Photocopy the selected cards in A-4 or A-3 size for use in the exercise. Give each group one card.

 <p>1. Child domestic worker with no freedom of movement</p>	 <p>2. Children working on brick kiln fabric in bonded labour</p>
 <p>3. Child in prostitution or pornography</p>	 <p>4. Bonded child labourers in a plantation, in night work</p>
 <p>5. Children in slavery in drug trafficking and opium production</p>	 <p>6. Child soldiers</p>
 <p>7. Children in construction work</p>	 <p>8. Children working in a mine (jade, ruby, gold)</p>



TRAINING AID 4.2.2 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 their family?
- What friends or enemies will the child(ren) have both at work and outside work?
- What will the child(ren)'s best and worst memories?

✂

Checklist 2: How do you live?

- Where do(es) the child(ren) live?
- 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?
- Can the child(ren) do things in life besides his/her/their work?
- What would be the child(ren)'s biggest ambition in life?

✂

Checklist 3: What do you do?

- What kind of work do(es) he/she/they do?
- What dangers do(es) he/she/they encounter everyday?
- 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?



TRAINING AID 4.2.2 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 and 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

Guidelines: Cut this page along the dotted line to make 10 pieces with tasks. Fold each piece twice and put them in a jar or bag. The tasks can be changed but keep all 10 rights.

What are the worst forms of child labour?

Convention No. 182 defines the worst forms of child labour in Article 3 as follows:

- 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 (in short, hazardous work).

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.

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, <http://www.childright.nl/english/>.*

- 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 international community, including the ILO considers this to 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 also exists. 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.

Child soldiers¹⁴

Tens of thousands of girls and boys find themselves fighting adult wars in at least 17 countries in different regions around the world. Some are used as fighters and take direct part in hostilities while others are used in supportive roles (e.g. cooks, porters, messengers, or spies) or for sexual purposes. They are abducted, forcefully recruited or personally decide to enroll (for instance for survival, for protection or for vengeance). However, when personal initiatives are analyzed, it becomes clear that they were taken under duress and in ignorance of the consequences.

The use of children in armed conflict is a worst form of child labour, a violation of human rights and a war crime. ILO Convention No.182 defines forced or compulsory recruitment of children for use in armed conflict as a worst form of child labour. The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict prohibits all recruitment – voluntary or compulsory – of children under 18 by armed forces and groups. The Rome Statute of the International Criminal Court makes it a war crime, leading to individual prosecution, to conscript or enlist children under the age of 15 years or use them to participate actively in hostilities. Note that the willingness of children to join the armed forces is irrelevant, because they are not in a position to make a free and informed choice.

During the decades of armed conflict between the government and ethnic armed groups, children have been reported to be forcibly recruited by both the Myanmar armed forces (the

¹⁴ ILO: *Child Labour and Armed Conflict*, <http://ilo.org/ipec/areas/Armedconflict/lang-en/index.htm> (accessed 31 January 2017).

Tatmadaw) and the ethnic armed organizations. Despite the signing of many bilateral ceasefire agreements and subsequently the Deed of Commitment to Peace and National Reconciliation in February 2015, the situation remains fragile and armed conflict continues between regular national armed forces and some ethnic armed groups. The involvement and use of children in armed conflict, as child forced labourers, is therefore still a reality.¹⁵ The problems of children in armed conflicts, either being used, recruited or affected by armed conflicts are recognized by the UN Security Council, particularly in its resolution 1612 and by the ILO in its reports on forced labour in Myanmar.

The circumstances of Tatmadaw recruitment/use have varied are from one place to the other across Myanmar. In the nutshell it could be summarized as follows:

- 1) Recruited/used with force: this includes physical assault
- 2) Recruited/used by trickery: this includes making usually false promises to young and most likely poor children who struggle to make ends meet for their families, offering them a good training, jobs with a high salary and other incentives.
- 3) Recruited/used voluntarily: this happens due to dire economic needs as well as lack of education and employment opportunities. Sometimes boys turned themselves in to military recruitment centres, or in some cases the parents turned them in.
- 4) Recruited/used to resolve family conflicts: many children see military service as their escape to family problems such as conflicts or bad relations with a stepfather or stepmother.
- 5) Recruited/used to resolve personal problems of youngsters, such as loosing face because of failing in the matriculation examination or loosing face because of being dumped by girlfriends – which are big problems for teenagers, not only in Myanmar.
- 6) During conflict periods, most of the newly recruited child soldiers were sent to be stationed in battalions situated in conflicts areas.

Information on the recruitment/use of children in armed conflicts by the ethnic armed organizations (EAOs) remains limited because none of the international agencies have full access to the ethnic controlled areas, controlled by these groups. However, some of the verified reports have suggested that the moral obligation of people living in the ethnic areas toward their ethnic armed forces may be one of the main reasons that allowed for the recruitment and use of children in armed conflicts. In addition, age verification prior to recruitment/use by EAOs was very difficult, because of major shortcomings in the issuance and renewal of identity cards of people living in ethnic areas. It seems that some of EAOs recruited both boys and girls, while the Tatmadaw recruited boys only.

Kind of hazards child workers are exposed to¹⁶

The hazards to which working children and youth can be exposed may be of several different kinds. It helps to use a standard framework for thinking about this in order to not to miss any of them. The field of occupational health uses these categories:

- Biological hazards: dangerous animals and insects, poisonous or sharp plants, bacteria, parasites or viruses (HIV, hepatitis).
- Chemical hazards: toxic gases, liquids (solvents, cleaners), metals (asbestos, mercury, silica, lead) fumes (vehicle exhaust, glues), agro-chemicals (pesticides, herbicides and insecticides), explosives.
- Ergonomic hazards: work that requires lifting, carrying or moving heavy loads, repetitive or forceful movements, or work postures that are awkward or which must be held for a long period of time.

¹⁵ *A Legal Review of National Laws and Regulations related to Child Labour in Myanmar in light of International Laws and Standards – Executive Summary by IPEC (ILO: Geneva, 2015), p. 1.*

¹⁶ *The Tripartite Process of Determining Hazardous Child Labour: Guide for Facilitators - Eliminating Hazardous Child Labour: Step by Step by IPEC (ILO: Geneva, 2012), p. 46.*

- Physical hazards: extreme temperatures (hot or cold), noise, vibrations, or radiation.
- Psychological hazards: Stress, intimidation, monotonous work, lack of control or choice, insecurity, harassment, abuse (sexual or physical violence), heavy sense of responsibility.
- Social hazards: isolation from peers and family, association with drugs or adult behaviour.
- Other physical risks: risk of falling, being struck by objects, being caught in or between objects, being cut or burned.
- Working conditions: long working hours, night work or work in isolation, an obligation to commute to work through high crime areas or at night.

Remember that 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.

For more information on “Why are children so vulnerable to workplace dangers” see the Briefing Note in Exercise 11.3.3 Occupational Safety and Health at Work, and the Briefing Note Domestic Work by Adults and Children in Exercise 11.2.4

Examples of Hazards in Occupations¹⁷

OCCUPATION/ INDUSTRY	MAIN TASKS	HAZARDS & RISKS	POSSIBLE CONSEQUENCES
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
Domestic Work	Household activities	Long working hours; Work in isolation; No free movement; All forms of abuse and violence;	Physical and mental damage; Social isolation
Prostitution	To please clients in all ways	Being infected with STDs and HIV and 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

¹⁷ Adapted 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
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; Work in isolation; Forced labour situations are common	Decompression illness (rupture of ear drums); death or injury; Gastro-intestinal and other communicable diseases
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
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
Tannery	Tanning and preserving hides and skins	Exposure to corrosive chemicals and bacterial contamination of the hides	Anthraxosis, dermatitis and fungal infection
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>, and ILO-Yangon website: <http://www.ilo.org/yangon/areas/childlabour/lang-en/index.htm>.

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Useful Websites

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

Child Right International Networks (CRIN), <https://www.crin.org/en>

Child Workers in Asia, <http://asiasociety.org/child-workers-asia>

ILO-Yangon, *Child Labour in Myanmar*, <http://www.ilo.org/yangon/areas/childlabour/lang-en/index.htm>

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

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