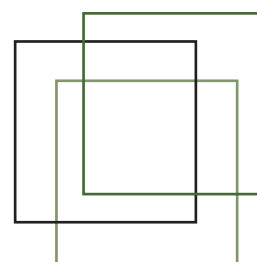




International  
Labour  
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**Combating child labour in Myanmar**  
**A course for Workers' Organizations**  
**Facilitator's Guide**





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**Facilitator's Guide**

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**KEY:**

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RESOURCE



KEY MESSAGE



EXERCISE



HANDOUT



Q&A



## Introduction

This document presents a guide to the ILO course for Workers on Combatting Child Labour. It provides practical guidance, support and materials to help facilitators successfully implement the course. The document covers course planning, implementation and follow-up, in each case providing helpful tips and advice. This is supported by a selection of training tools provided in the appendix and supporting materials, including draft agenda, icebreakers, energizers, PowerPoint slide deck, course exercises and handouts for participants. This document should be reviewed alongside the **Understanding Child Labour** resource, which provides a wealth of technical and support information on each of the topics discussed in the course, ranging from the strategic objectives of the ILO to a detailed treatment of the causes and consequences of child labour.

## Preparing for the course

The course is designed to be a key step in raising the awareness of workers' organisations and representatives about child labour globally, in the Asia region and in Myanmar. It is also intended to generate action, highlighting the important role they can play in the fight against child labour. Both objectives should be borne in mind in preparing for and implementing the course.

## Strategic planning: The course in broader perspective

Prior to implementing the course, there are several strategic and technical steps you may wish to undertake to ensure its success. These can include any or all of the following:

Research: In many cases, it will be advantageous for the facilitator to conduct research (like a desk review of existing literature or a rapid assessment) on child labour to better understand national circumstances and trends. Research can help you advocate for better, more effective engagement on the part of workers and their representatives (as well as other stakeholders), support general awareness raising and sensitization, inform course implementation, support efforts to better understand the legal, regulatory and policy environment, and identify potential loopholes or weaknesses in national law that can be discussed during course implementation. In-depth research, like Myanmar's recent national labour force survey, can also generate useful data to support informed dialogue and strategic decision-making for worker engagement and campaigns. National research can also be complemented by a review of international resources such as ILO estimates of child labour and other research, which provides the broader context for conditions and developments in Myanmar.

Stakeholder mapping and outreach: It may also be helpful to conduct preliminary stakeholder mapping to identify key individuals and organisations to notify or involve in the training. This can include a survey of union, non-governmental organisations, labour allies, researchers and experts

that you may wish to involve in course facilitation or as guest speakers. You will want to consider outreach strategies, including who is best-placed to lead such dialogue, for example with national, sectoral and local unions. The main goal of this outreach is greater understanding about and support for course implementation among key constituencies, which can in turn have a positive impact on follow-up and engagement among participants.

## **Course considerations**

### **Course objectives**

This course is designed for worker representatives, unions and workers to raise awareness about child labour in Myanmar and globally. It can be used to enhance their capacity and desire to address the issue. The course also:

- ▶ Presents ILO instruments, strategies and initiatives to eliminate child labour;
- ▶ Serves as a resource for workers in formal or informal meetings on child labour;
- ▶ Encourages key decision-makers to join the fight to eliminate child labour; and
- ▶ Shows how worker engagement can support multi-stakeholder action to successfully address risks of child labour.

### **Target participants**

Part of preparing the groundwork for this course is identifying key actors that will be essential to follow-up and action to eliminate child labour in Myanmar. The success of the course and, indeed, the longer-term aim of developing robust, worker-led engagement is, in part, contingent on the individuals and organisations you identify to participate in the course. This is a different process to the stakeholder mapping and outreach discussed above, which focuses on getting “buy-in” or support for course implementation from key constituencies, as relevant.

In this case, among workers and unions, you will want to consider representatives of national union centres, sector- and industry-based organisations and individual trade unions. Among these, you should identify key personnel with expertise and/or interest in the subject matter, a mandate and responsibility to address child labour and the authority to take forward any conclusions that result from the course. Other course streams will involve other stakeholder representatives, including employers, parliamentarians, civil society and labour inspectors.

### **Course structure and content**

The course is divided into four main sessions implemented in a single day: 1) Defining and understanding child labour; 2) Understanding global and national estimates of child labour; 3) Causes and consequences of child labour; and 4) Taking action to eliminate child labour. Each session involves a brief presentation, a period for questions from participants and a participant-led exercise.



Course content relies on a combination of presentations, discussions and exercises implemented in plenary and small groups. It covers all aspects of child labour with a focus on Myanmar but also emphasizes strategic, practical and action-oriented themes to equip participants with the knowledge and tools they need to address child labour in their own spheres of influence. Reviewing all course material, including exercises, prior to implementation is highly recommended. Course material includes an agenda, PowerPoint slide deck, a complete package of handouts for participants and this facilitator's guide. Accompanying this material is the resource **Understanding Child Labour**, which provides additional detailed information for the facilitator.

Course presenters: The course is likely to be implemented by a lead facilitator, with one or more co-facilitators acting in a supporting capacity. You may wish to include other speakers during plenary sessions or for sessions designed to look at a specific issue or issues in greater depth, for example the global and national estimates of child labour or aspects related to its causes and consequences. In this case, you will need to identify an appropriate expert or resource person in advance of the training and brief them on the course content and expectations. Such individuals can add significant value to the training programme; and their presentations can enable greater depth and nuance in understanding, facilitate stronger plenary and small-group discussion, and support better training outcomes and conclusions.

## Implementing the course

### Venue

While the course content and selection of participants is crucial, it is also important to choose the right venue. It is recommended to have a venue that is conducive to a participatory training format and thus big enough to spread tables around the room (i.e. not a traditional classroom setting with lots of rows of tables) and allow people to move around, and it should include options for break-out sessions. To minimize the loss of time any lunch breaks should be offered close to the workshop venue.

### Icebreakers and energizers

Icebreakers and energizers are an important part of training. They provide participants with the opportunity to get to know each other better, give facilitators the chance to create a comfortable, less-formal learning environment, and add variety to the engagement methods used. Review the examples provided in **Annex 1**. Consider using one icebreaker to start your day, but keep others "at hand" in case you want to use more (e.g., in advance of Session 4, which requires participants to discuss the actions they can take to address child labour). Because these activities are brief and easy to implement, they can be used at any time when you think course participants may need to be "energized".

## **Course presentations and exercises**

The course is designed to be highly interactive and participatory. To this end, it prioritizes small-group exercises to ensure that participants are active and involved throughout the course. The exercises themselves are essential to this. They facilitate learning and knowledge creation, but also generate dialogue and understanding between course participants. Such participants may or may not know each other (and their respective mandates/areas of responsibility) before the training, but they will arrive at the course with different perspectives and backgrounds. Encouraging these participants to work together is an important aspect of the training that will enhance cooperation and dialogue in follow-up to the course. Moreover, the exercises are designed such that participants create their own tools and solutions to the problems they identify.

## **Small group discussion**

Many of the exercises used in the course rely on small group discussions. The small number in each group is designed to give participants more opportunities to speak and be involved in an environment that is less intimidating than in plenary sessions. However, to ensure that participants do not work with the same group during each exercise, the facilitator should be mindful to vary the groups by expertise, interest, by table or by mixing participants up, numbering them 1 through 4 or more depending on the number of small groups needed for the exercise. Groups are advised to agree upfront on a note-taker and rapporteur.

## **Use of flipcharts**

Flipcharts are used throughout the exercises to help participants brainstorm and organize their thoughts before they present back in plenary. However, using flipcharts can sometimes present challenges. Make sure to encourage participants to write in large, legible letters in black or blue marker (e.g. for visibility), and to use bullet points and key words not complete sentences.

## Detailed guidance on sessions and exercises

### Welcome & Introductions (30 minutes)

The course begins with a welcome to participants and the opening of proceedings by the facilitator. This may be an informal welcome, or you may wish to begin with a welcome speech by a senior government official or the ILO.

This is followed by an introduction to the course, its objectives and structure, which informs participants about what to expect from the training. This time should be used to introduce the facilitator, co-facilitators and any other ILO representatives or speakers that will be involved in course delivery. It should also be used to establish the tone and atmosphere for the course and explain its open, informal and participatory approach.



To this end, **Exercise 1: Icebreaker – Getting to Know Each Other** is used to get people talking and interacting right away. An important objective of this exercise, in addition to introducing all participants, is establishing an informal training atmosphere that encourages open discussion and participation. This will ensure a more successful day of training.

### *Session 1: Defining & Understanding Child Labour (1 hour)*

The first technical session of the course looks to define and enhance understanding of child labour. It provides participants with information about international definitions of child labour, the Worst Forms of Child Labour and Hazardous Child Labour, taken from ILO and UN instruments. The session serves to introduce participants to relevant ILO Conventions and Recommendations as well as the UN Convention on the Rights of the Child. Relevant laws and regulations in Myanmar are also presented. At the end of the session, participants will understand the defining features of child labour, the minimum age for employment, what is understood by the term “child work” and the characteristics of the Worst Forms of Child Labour. The session includes a PowerPoint presentation, Q&A with participants and **Exercise 2: Identifying Strengths & Weaknesses in National Law & Regulation**.



The accompanying resource **Understanding Child Labour** provides detailed information that is useful to the session, including ILO Conventions and Recommendations, the UN Convention on the Rights of the Child and the Myanmar legal framework drawn from the Factories Act, the Shops and Establishments Act and the Oilfields (Workers and Welfare) Act. Building on the presentation and discussion, Exercise 2 then requires participants to deepen their examination of the national legal context and role of government in addressing child labour by working in small groups to consider

(1) gaps in law and policy; (2) protection gaps between different government ministries and agencies; and (3) work that should be included in a national list of hazardous work for children.



Three **handouts** should be shared with participants at the end of the session:

- ▶ What Types of Work are Children Doing around the World?
- ▶ What is Hazardous Child Labour?
- ▶ ILO Standards and Other International Instruments



The **key messages** of Session 1 are:

- ▶ Hazardous child labour is the largest category of the Worst Forms of Child Labour and represents work that can lead to a child being killed, injured or made ill.
- ▶ National laws and regulations in Myanmar should be aligned with international standards to ensure robust protections against child labour in the country.
- ▶ Not all work done by children is considered child labour. Some work can be beneficial to children and prepare them for a productive life as an adult.

## ***Session 2: Understanding Global & National Estimates of Child Labour (1 hour)***

This session introduces participants to ILO global estimates of child labour, the scale of child labour worldwide, regional and sectoral estimates as well as the results of Myanmar's labour force survey. At the end of the session, participants should understand the global and regional context of child labour in Myanmar, as well as detailed information about the problem in the country. This is foundational information that the facilitator can use to stress the importance of worker engagement at workplace, community and national levels (discussed in Session 4). Following a short PowerPoint presentation, the session includes a Q&A and **Exercise 3: Mapping Risk of Child Labour in Myanmar**.



Support information for this session can be found in **Understanding Child Labour**. You may also wish to consult and familiarise yourself with the Myanmar Labour Force Survey. This provides a wealth of background information you can use to confidently lead the session, though an expert speaker on the survey can also be invited to provide detailed information about national data and conditions.

Following the presentation, Exercise 3 asks participants to work in small groups to answer several questions. The results of this collective work will deepen and broaden participants' understanding of child labour, focusing on (1) economic sectors and industries at-risk; (2) geographies of risk, including specific provinces, cities or regions; (3) types of work or occupations that use child labour; and (4) the intersection

of child labour and migration to, through and from Myanmar to capture risks associated with human trafficking and labour migration. You may wish to prepare notes based on participants' work and present these back to them as a preliminary "risk assessment" of child labour in the country.



Two **handouts** accompany this session:

- ▶ Regional Distribution of Child Labour
- ▶ Results of the Labour Force Survey in Myanmar

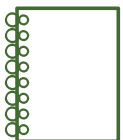


The **key messages** of Session 2 are:

- ▶ Child labour is a global problem affecting countries in all regions and at all levels of development. However, the largest number of child labourers worldwide are found in Asia-Pacific.
- ▶ Child labour is present in the formal and informal economies and across sectors and industries, including agriculture, fishing, construction, manufacturing, hospitality and others.
- ▶ There are over 1 million child labourers in Myanmar, with over half of these (600,000) in hazardous work.

### ***Session 3: Causes & Consequences of Child Labour (1 hour)***

This session examines the leading causes and consequences of child labour globally, with application to the Myanmar and Asia-regional context. It starts by enumerating the causes of child labour, including low household income and lack of access to quality education, and proceeds by reviewing the impact of child labour on children's health, safety, physical and psycho-social development, and the consequences for family, community, society and the economy. At the end of the session (and building on the lessons learned in Session 2), participants will be able to list the most common factors that lead to child labour and understand why it is so important to eliminate child labour not only for children but for society and the economy. The session includes a PowerPoint presentation, Q&A and **Exercise 4: Deepening Understanding of the Causes & Consequences of Child Labour.**



In discussing the causes of child labour, it is important for the facilitator to emphasise that, while poverty is a leading factor pushing children into work, it is not the only factor. Poverty alone cannot explain all forms of child labour. Detailed information on this and the consequences of child labour can be found in **Understanding Child Labour.**

The PowerPoint presentation for this session is very important. It will help participants understand the full range and complexity of child labour's causes and consequences (which implies the importance of a robust and sophisticated set of strategic responses

on the part of workers' organisations). Nevertheless, equally important will be the accompanying exercise in this session, which asks participants to work in four groups, with each group discussing one of four topics: (1) the profile of children most vulnerable to child labour in the country; (2) the main causes of child labour in Myanmar; (3) the risk factors for children's vulnerability; and (4) the consequences of child labour for child, community and country. An alternate exercise is provided should you wish to focus on the topic of workplace OSH policies (**Exercise 4A: Developing Workplace OSH Policies to Protect Vulnerable Workers**).



One **handout** should be distributed at the end of the session:

- ▶ Understanding the Causes, Vulnerability and Consequences of Child Labour



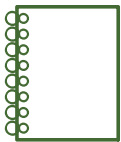
The **key messages** of Session 3 are:

- ▶ Poverty is not the only cause of child labour. There are often other factors at play that push children into work, including lack of access to education, discrimination, the impact of natural disasters and/or civil conflict, cultural circumstances and beliefs, and lack of law enforcement, etc.
- ▶ Child labour can jeopardize children's health and safety, affect their physical and psycho-social development, and inhibit their ability to access decent work later in life.
- ▶ Child labour can have negative impacts not only for children but for their families, local communities, society and the economy.

## **Session 4: Taking Action to Eliminate Child Labour (1 hour & 45 minutes)**

This session focuses on actions that can be taken by workers and their representatives to address child labour and its worst forms. It is the longest session of the course, which indicates its overall importance vis-à-vis other sessions and materials. You may decide to use one of the recommended energizers (see **Annex 1**) between the end of Session 3 and the start of this session so that participants are fresh and focused for this important discussion.

At the end of the session, participants should not only understand the important role they play in eliminating child labour, they should feel inspired and empowered to adopt this role and take action within their area of influence and the mandate of their office (e.g. for representatives at local, state or national levels).



The session begins with a PowerPoint summary of the key roles workers and unions can play in the workplace, community and in policy dialogue with government. However, the aim of the session is not to tell workers what they can or should do but rather to encourage them – through exercises – to identify actions and interventions themselves. Thus, the session proceeds with a Q&A, and ends with two exercises: **Exercise 5: Strengthening Worker Action to Eliminate Child Labour** and **Exercise 6: Following up with Action**.

The first of these exercises asks participants, working in small groups, to discuss key areas of engagement: (1) in social dialogue with employers during collective bargaining; (2) in local communities outside the workplace; (3) in cooperation with other stakeholders; and (4) in public policy engagement with government at the national level. The result of this exercise is a set of priority actions to address child labour in Myanmar and can be shared with participants in this form as a take-away. Building on this, the second exercise asks participants to consider and develop a more focused action plan by listing the key steps they think should be taken by (1) the national government, (2) their union office or department and (3) themselves as worker representatives.



One **handout** should be distributed at the end of the session:

- ▶ Worker Action in Policy Dialogue



The **key messages** of Session 4 are:

- ▶ Child labour is a complex problem that requires multi-faceted, multi-stakeholder responses at all levels of engagement, including workplaces, local communities, in the economy and nationally.

- ▶ Collective bargaining, union and community awareness campaigns, stakeholder engagement, policy dialogue and international and regional cooperation are key tools available to workers and their representatives in the fight against child labour.

## **Wrap-up & Evaluation (30 minutes)**

At the end of the course, the facilitator should summarise what has been discussed and learned throughout the day, thank participants for their active listening, participation and contribution, and discuss next steps. Participants should be asked to complete the course evaluation. All participants should be encouraged to follow up within their own capacities, while the course facilitator should outline key next steps on the part of ILO to ensure such follow-up. Course proceedings can then be closed.



## Annex 1: Additional Icebreakers and Energizers

Icebreakers and energizers can be used effectively to encourage a more comfortable and informal training environment and greater participation among course participants. A few examples are presented here for you to consider.

### 1. Things in common

This activity asks participants to identify the things they have in common. Divide the class into small groups of 2-4 persons each. Tell them that their task is to identify all the things they have in common in the five minutes provided for discussion. You can give them examples to get them started, for example: a love of movies or a particular musician or artist, a love of specific types of food, etc. Have one person in each group take notes. When the five minutes are up, ask the groups how many found five or more things in common, eight or more, ten or more, etc., until you've identified the group with the largest number of things in common. Ask each group to share their findings. The complete activity takes approximately 15 minutes.

### 2. The answer "Yes"

This is a simple energizer to encourage movement and physical activity. It can be conducted in 5 minutes or less. Course participants should be seated at their tables or desks. The facilitator asks the whole group a series of questions. Each time a participant can answer "yes" to a question they must stand up, then sit back down before the next question is asked. A variety of questions can be asked: some can be personal or family-related (keeping in mind any sensitive topics) while others may relate to work or other matters. Asking short questions quickly will have participants standing and sitting in quick succession. Adding appropriate humour to your questions will make the exercise more fun for participants. Some standard questions include: Do you have children? Sibling? Grandchildren? Do you have a garden? Do you own a car? Were you born in this city? Do you like football? Are you married? Do you like the colour yellow? If participants are arranged around a circular table, you can add a further dimension to this exercise by having people move around the table to their left every time they answer yes. When they reach their chair, they can sit down again.

### 3. Where are you from?

This energizer is more complex but can be completed in ten minutes. To make it easier to implement, the training space should be clear of obstacles, e.g. with chairs pushed under tables or desks, to enable participants to move around the room with relative ease. Participants are asked to visualise the training room as a map of their country. To help with this, the facilitator can use physical features of the room to identify key geographical locations, for example big cities, a coastline or specific states/provinces. Ask participants to use their imagination. Participants are then asked a series of questions that relate to locations on the map (for example, where were you born?), and requested to move to the part of the room signifying that location. With each successive question, participants will move around the room. Leave enough time between each question not only for participants to

reach their "destination" but to briefly interact with others that are in the same location. Other questions include: Where did you grow up? Go to school? Go to university? Where do you work now? Where in the country do you like to go on holiday? You may need to designate a part of the classroom as "abroad" for those that may have been born, lived or studied in another part of the world at some point in their lives.



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