

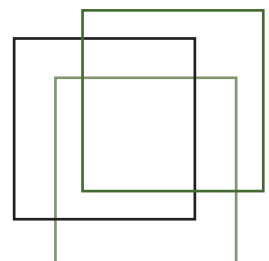


International  
Labour  
Organization



## Combating child labour in Myanmar A course for Workers' Organizations

Hand-outs and Resources





# Combating child labour in Myanmar

## A course for Workers' Organizations

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### Hand-outs and Resources

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**KEY:**

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RESOURCE



KEY MESSAGE



EXERCISE



HANDOUT



Q&A



**Session 1:**

**Defining & Understanding Child Labour**

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Handout to accompany slides

## What Types of Work are Children Doing around the World?

Millions of children around the world are performing work that is hazardous, abusive and exploitative:

- ▶ In industry, doing dangerous work such as glassmaking, construction and carpet weaving;
- ▶ In agriculture, working on smallholder, family or large industrial farms or plantations, performing heavy work, exposed to hazards of modern machinery and agro-chemicals;
- ▶ In aquaculture and fishing, where serious dangers include drowning as well as non-fatal accidents;
- ▶ At home, looking after younger siblings, helping on the family farm or working in the family business, prevented from attending school;
- ▶ In conditions of slavery or bonded labour;
- ▶ In illicit activities or child prostitution;
- ▶ In the services sector, including informal work in hotels and restaurants, street selling, car repair shops and in transport; and
- ▶ In domestic service, carrying out arduous work, sometimes subject to physical or sexual abuse, working excessively long hours







Handout to accompany slides

## What is Hazardous Child Labour?

Hazardous child labour is work that is performed by children in dangerous and unhealthy conditions that can lead to a child being killed, injured or made ill. Girls and boys in this type of employment can experience work-related ill-health, including psycho-social problems, which can result in permanent disability, impairment or illness later in life, which in turn can impede them from accessing decent work opportunities as adults. Hazardous child labour represents the largest category of children working in the WFCL, and occurs in sectors as diverse as agriculture, mining, construction, manufacturing, the service industries and domestic work. Policies and programmes to address hazardous child labour should therefore be pursued as a matter of priority.

ILO Recommendation 190 on the Worst Forms of Child Labour provides guidance on determining the types of work that can be considered hazardous for children:

1. Work which exposes children to physical, psychological or sexual abuse;
2. Work underground, under water, at dangerous heights or in confined spaces;
3. Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
4. Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
5. Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.





Handout to accompany slides

## **ILO Standards and Other International Instruments**

The following list presents international standards relevant to child labour and its worst forms:

### ***ILO Declarations***

- ▶ ILO Declaration on Fundamental Principles and Rights at Work, 1998
- ▶ ILO Declaration on Social Justice for a Fair Globalisation, 2008

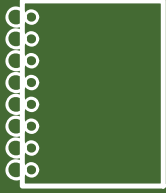
### ***ILO Conventions and Recommendations***

- ▶ ILO Convention 138 on the Minimum Age for Employment, 1973
- ▶ ILO Recommendation 146 on the Minimum Age for Employment, 1973
- ▶ ILO Convention 182 on the Worst Forms of Child Labour, 1999
- ▶ ILO Recommendation 190 on the Worst Forms of Child Labour, 1999
- ▶ ILO Convention 189 on Decent Work for Domestic Workers, 2011

### ***UN Conventions***

- ▶ UN Convention on the Rights of the Child, 1989
- ▶ Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict
- ▶ Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography
- ▶ UN Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, 2000





## Exercise 2: Identifying Strengths and Weaknesses in Myanmar Law, Regulation and Child Protection

Time: 30 minutes

Materials: Flipchart, markers

Exercise: Divide into small groups. Each group will consider one of the following questions. Nominate a note-taker and presenter. When you are finished, report back in plenary.

Group 1: Based on the presentation and your own knowledge, identify and discuss the key differences between relevant legislation and policy in Myanmar and the international standards of the ILO and UN. Consider key aspects of children's rights, including minimum working age, hazardous work, child trafficking, etc. You do not need to know the full details of the laws; rather, as a group, identify the overall legal protection framework for children and comment on any elements that are interesting or need to be strengthened. Consider any discrepancies in protection between girls and boys, indigenous peoples, minorities, orphans or other vulnerable children.

Group 2: Consider the roles and responsibilities of different government ministries and agencies that are responsible for child protection and law enforcement. Identify any gaps or lack of clarity that may exist in their different roles and responsibilities that may lead to protection gaps for children. Keep in mind ministries responsible for education, health, labour, agriculture, social protection, etc. List these gaps and identify potential solutions.

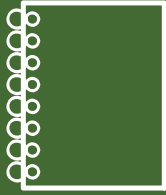
Group 3: Based on the presentation and your own knowledge and experience, discuss workplace safety and health hazards for children in Myanmar. Keep in mind the guidance provided by ILO in Recommendation 190. From your discussion, create a list of work that should be considered hazardous for children and included in national law. You may find it useful to organise your response by specific industry or sector (e.g., agriculture, manufacturing, mining, etc.), and to consider in which sector(s) the greatest number of child workers are found.



**Session 2:**

**Understanding Global & National Estimates of  
Child Labour**

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Handout to accompany slides

## Regional Distribution of Child Labour (2016)

Region	Child Labour ('000)	Hazardous Work ('000)
World	151,622	72,525
Africa	72,113	31,538
Arab States	1,162	616
Asia and the Pacific	62,077	28,469
Americas	10,735	6,553
Europe and Central Asia	5,534	5,349

## Child Labour and Gender (2016)

Sex	Child Labour ('000)	Hazardous Work ('000)
Boys	87,521	44,774
Girls	64,100	27,751
Total	151,621	72,525





Handout to accompany slides

## Results of the Labour Force Survey in Myanmar

Child Labour and Hazardous Child Labour Estimate in Myanmar

Description	2015 LFS			2017 LFS		
	Total	Male	Female	Total	Male	Female
Child population (5-17 years)	12,146,463	6,010,459	6,136,004	12,410,000	6,157,000	6,253,000
Working child	1,278,909	676,208	602,701	805,000	448,000	357,000
Child labour	1,125,661	601,471	524,190	623,000	350,000	273,000
Hazardous child labour	616,815	337,318	279,498	608,000	343,000	265,000
Proportion of working children (%)	10.5	11.3	9.8	6.5	7.3	5.7
Proportion of child labour(%)	9.3	10.0	8.5	5.0	5.7	4.4
Proportion of hazardous child labour(%)	5.1	5.6	4.6	4.9	5.6	4.2

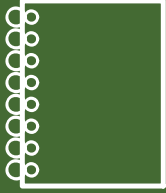
### *Industries of Employment for Working Children in Myanmar (2015)*

Sector	%
Agriculture, forestry and fishing	60.5
Manufacturing	12
Construction	4
Trades	11.1
Other services	6.1
Other industries and occupations	6.3
Total	100

### *Major Occupation Groups of Working Children in Myanmar (2015)*

Occupation	%
Service and sales workers	8.0
Skilled agricultural, forestry and fishery workers	50.3
Craft and related trades workers	9.5
Plant and machine operators and assemblers	2.0
Elementary occupations	29.5
Others	0.7
Total	100





### Exercise 3: Mapping Risk of Child Labour in Myanmar

- Time:** 30 minutes
- Material:** Flipcharts, markers, map of Myanmar
- Exercise:** Based on the presentation and your own knowledge, discuss risks of child labour in Myanmar. Work in four small groups. Each group has a separate assignment. Nominate a note-taker and presenter. When you are done, present your findings in plenary.
- Group 1:** In Myanmar, what economic sectors and industries are most vulnerable to child labour, including the Worst Forms of Child Labour and Hazardous Child Labour? Consider both the formal and informal economy, agriculture (including fishing, forestry, animal husbandry), specific commodities, primary industry such as mining and all branches of manufacturing and services, including domestic work. Try to be as specific as possible.
- Group 2:** Using the map provided, discuss the specific provinces, cities, regions or other locations in Myanmar where child labour is most prevalent. Identify these on the map and indicate the types of work children are doing there, including Worst Forms of Child Labour. Make sure to consider coastal and border areas.
- Group 3:** Based on your knowledge and the information available in Myanmar, what types of work involve the largest number of children across the country? Try to be as specific as possible, and keep in mind the four Worst Forms of Child Labour: slavery, including child trafficking; commercial sexual exploitation; illicit activities; and hazardous child labour. If you have time, consider where the largest concentration of child labourers can be found in Myanmar.
- Group 4:** Using the map provided, discuss and identify the main migration and/or trafficking movements of children from, to, through and within Myanmar. Use arrows on the map to indicate these movements. Consider cities, ports, national borders, and rural areas, etc., and whether children are moving via land, water or air transport. Keep in mind international borders as well as internal boundaries between provinces, regions and rural to urban movements. Add any notes you think are relevant to understanding how Myanmar is affected by child migration and trafficking.

# MYANMAR





Session 3:

Causes & Consequences of Child Labour

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Handout to accompany slides

## Understanding the Causes, Vulnerability and Consequences of Child Labour

### *Causes of Child Labour*

What are the factors that lead to children being put to work?

Poverty. The most common reason that families give for putting their children to work is that they need the extra income that a child can contribute. Although children are almost always paid less than adults, this can still be an important addition to the family budget for the very poor.

Other causes of family poverty that commonly lead to child labour are: illness or death of a parent, parents' debts or bondage to an employer, parents' unemployment, and, in agriculture, the periods between harvest.

Gaining Job Skills. Another common reason that parents give for allowing their child to work is that they feel the child will learn useful skills or, starting early, they will be able to get a good job for later life.

Crises. When an environmental disaster occurs, such as a flood or earthquake which disrupts a family's usual means of livelihood or, alternatively, which creates opportunities for work (for example in construction) there is frequently an upsurge in child labour. War and conflicts have a similar effect.

Poor School Quality. When faced with the choice of sending their children to school or work, the short-term gain from a child's income is often more compelling than the long-term gain of a school education, especially when there are school fees or other related education costs.

Supply and Demand Factor. This refers to the availability of children to work and the availability of work for children.

### *Vulnerable Children*

Some children are at special risk of being drawn into work or, when at work, are particularly vulnerable to abuse.

Children from Broken Families or families plagued by alcohol or drug abuse or domestic violence, including sexual abuse, can end up working on the street or in sexual services, and themselves risk drug addiction.

Child Migrants are often at higher risk, especially if they travel without their families or proper documents. This is compounded when children migrate to countries where legal protections are weak or absent. Frequently, they are not allowed to go to school, and may be afraid to use clinics or social services for fear of being reported to authorities. If they are abused, or not paid their wages they have little recourse and no one to turn to for help.

HIV-induced Child Labour: The AIDS pandemic has been particularly hard on children, leaving millions orphaned and responsible for caring for younger siblings. These children often find themselves obliged to work to survive, while others have to give up their education to care for and support sick parents or other orphaned family members.

Children with Disabilities: Where schools cannot accommodate children with physical disabilities and learning difficulties, families may send them to work instead. At work, they may lack protection and suffer abuse.

Discrimination: In some situations, girls are sent to work early, for example as live-in maids, and in others, boys are pushed into doing work that is inappropriate for their age (e.g. mining). Children who are stronger may be forced to work – known as “the healthy worker effect” rather than their siblings. Ethnicity or religious minorities may also feel pressed to allow their children to work due to lack of decent employment opportunities for the adults.

### ***Increased Vulnerability of Children***

Child labourers face the same hazards as adult workers but they are more likely to be injured and more vulnerable to physical and psychological damage. An estimated 15 million children are hurt on the job every year, seriously enough that they must stop work or school and/or seek medical care. The estimate for health incidents of any degree of severity among children aged 5 – 17 per year is 106.4 million.

In almost all cases, children are more vulnerable to work hazards because of their unique anatomical, physiological and psychological characteristics. Children also:

- ▶ React differently (and less rationally) to imminent danger;
- ▶ Lack life and work experience, knowledge of risks and appropriate reactions;
- ▶ Are almost always untrained or inadequately trained;
- ▶ Are more susceptible to harm from chemicals and stressful job tasks; and
- ▶ Tire sooner and suffer lapses of attention that can result in injury.

Children may also be subjected to bullying and exploitation because they are more easily intimidated, and are regularly given work that is too difficult or dangerous for them to do.

## *Consequences of Child Labour*

Child labour jeopardises children's health and safety, affects their physical and psycho-social development and can involve high risks of illness and injury, even death. Children's physical development can be impaired as a result of the work they do and long working hours in poor conditions. Long-term health problems due to working as a child labourer may not develop or become disabling until the child is an adult.

### *For the Child*

- ▶ Long-term or permanent problems for the child can include:
  - o Musculoskeletal disabilities due to carrying heavy loads;
  - o Lung diseases from exposure to dusts; and
  - o Cancers and reproductive disorders due to exposure to pesticides and industrial chemicals.
  - o The effects on health of long hours, poor sanitation, stress and other factors also need to be considered.
- ▶ In suffering ill-treatment, abuse or neglect by employers, children may develop emotional scars that result in low self-esteem, lack of self-confidence, problems in social interaction and forming relationships, etc.
- ▶ Child labour can also impede children's access to education and/or skills training or result in the multiple burden of school and work.
- ▶ Child labour can thus limit children's possibilities of economic and social mobility and advancement later in life, and lead to continued poverty.
- ▶ Obstacles to education and training can conspire to keep children as child labourers and prevent them from accessing decent work when they reach the minimum age for employment.

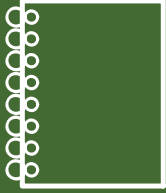
### *Impact on the Family*

- ▶ Child labour generally compromises a child's education because there is not sufficient time for adequate rest or study and school attendance may be interrupted by work. Child labour is associated with increased drop-out rates and poorer learning.
- ▶ There are also financial costs if a child is injured at work or if s/he contracts a long-term illness. The costs of medical treatment and caring for a permanently disabled child can put a tremendous burden on a family, which may already be struggling financially.



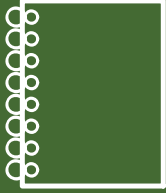
### *Impact on Society*

- ▶ A country with child labour is likely to end up with an inadequately educated work force which, in turn, may result in low rates of productivity, high levels of unemployment and/or a large proportion of the labour force in low skill, low wage jobs. All of these factors hinder the country's economic growth and development.



## Exercise 4: Deepening Understanding of the Causes and Consequences of Child Labour

- Time:** 30 minutes
- Materials:** Flipchart, markers, map of Myanmar
- Exercise:** Based on the presentation and your own knowledge, discuss the causes and consequences of child labour in Myanmar. Divide into four groups. Each group will use one of the following assignments as a guide. When you are done, reconvene and present your findings in plenary.
- Group 1:** Develop a profile of the children that are most vulnerable to child labour in Myanmar, including but not limited to orphans, children that are not registered at birth, refugee and migrant children, and children from socially-excluded minorities. List any considerations related to gender, common age groups, social status, ethnic or national origin, and other factors that may be relevant to their vulnerability. Where possible, use the map provided to indicate where these specific groups of children are concentrated geographically.
- Group 2:** Based on your own knowledge and the presentation, discuss the main causes of child labour in Myanmar. Consider economic, social, cultural and other potential causes. Think about inequality, discrimination, ethnicity, the quality of parents' jobs, and quality and access to services, including education. Be as specific as possible. Note: identifying "poverty" as a cause is considered too vague for this exercise.
- Group 3:** Create a list of "risk factors" that increase a child's vulnerability to child labour. For example, consider issues such as household debt, low adult wages and income, lack of access to schools as well as factors such as weak law and law enforcement, labour inspection and industries or areas of the economy where trade unions are weak.
- Group 4:** Consider the consequences of child labour in Myanmar, including the health and developmental costs for the child. Be sure to include both short- and long-term considerations, including employability as an adult. Also consider the broader social and economic outcomes for local communities, your country and society.



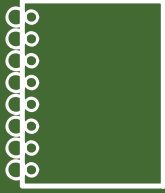
## Exercise 4A: Developing Workplace OSH Policies to Protect Vulnerable Workers (Alternate)

- Time:** 30 minutes
- Material:** Flipcharts, markers
- Exercise:** Work in small groups. Each group has a separate assignment. Nominate a note-taker and presenter. When you are done, present your findings in plenary.
- Group 1:** In Myanmar, young persons from the age of 14 are permitted to work legally. But such workers often are at greater risk of suffering injury or disease. Why are young workers at greater risk of suffering harm in the workplace? Based on the presentation and your own knowledge, discuss the main reasons why young workers are highly vulnerable. For example, consider work experience, training, need for supervision, knowledge of worker rights, youth psychology, hazard recognition, etc. Make a list of these issues.
- Group 2:** In developing workplace policies to enhance the safety of vulnerable workers, what steps would you consider? Based on the presentation and your own knowledge, discuss the main ways that worker representative could protect younger workers. Make a list of these measures, which might address training, supervision, job restrictions, mentoring, etc. Note: the answer "remove child from work" will be considered insufficient for this exercise.
- Group 3:** In some cases, work hazards can be removed from the workplace altogether, but in general this is not realistic. Make a list, in order of priority, of the control measures that could be taken under a workplace policy to effectively address hazardous working conditions. These measures might include substituting less hazardous materials or processes, redesigning the work process to make it safer, isolating the hazardous conditions so employees are not exposed, adopting stricter procedures for hazardous work, or providing guarding or personal protective equipment. What are the pros and cons of proposing these steps to make your workplace safer? How would you go about advancing such measures in dialogue with the employer?
- Group 4:** For a workplace OSH policy to be effective, it must be followed up with actions and clear instructions. What steps would you take as a worker representative to ensure that workplace OSH policies, including any special measures for young workers, are

effectively implemented? How would you demonstrate your commitment? How would you communicate the policy, and involve workers in the OSH policy development and implementation? How would you measure the effectiveness of your actions? Make a list of actions that you could take that would strengthen the workplace OSH policy.

**Session 4:**  
**Taking Action to Eliminate Child Labour**

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Handout to accompany slides

## **Worker Action in Policy Dialogue**

Workers and their organisations have an important role to play in determining a national list of hazardous work for children (or revising if such a list already exists), an obligation under Article 4 of Convention 182. The following presents common elements of such lists, including both generic hazards and activities:

### ***Generic hazards***

- a. Lifting and carrying heavy weights
- b. Working at high elevation
- c. Maintenance of unguarded machinery in motion
- d. Operation of unguarded machinery in motion
- e. Exposure to toxic and harmful chemicals, including listed carcinogens
- f. Exposure to asbestos
- g. Exposure to harmful ionizing radiation
- h. Night work
- i. Work with high-risk biological agents
- j. Operating cranes, hoists and machine-operated lifts
- k. Work involving risk of contact with high-voltage electricity
- l. Work in conditions of excessive heat, cold, vibration and noise
- m. Work with power-driven machinery

### ***Activities***

- a. Working in slaughterhouses
- b. Mixing and application of pesticides and exposure to pesticides during aerial spraying.
- c. Manufacture, handling and storage of explosives and articles containing explosive material.
- d. Exposure to lead compounds as gas, dust or vapour, including work with lead paints.
- e. Production and handling of molten metals.
- f. Commercial diving and work underwater.
- g. Deep sea fishing.
- h. Ship loading/unloading
- i. Mining and work underground.

- j. Operating power-driven woodworking machinery.
- k. Felling of trees, logging and cutting.
- l. Work with wild, dangerous or poisonous animals.
- m. Demolition work.
- n. Ship-breaking

### **Follow-up**

Workers and their organisations can also help to disseminate and raise awareness about the list, distribution information to sectoral unions and their members, provide training to workplace representatives on the topic of hazardous work and promote the implementation of the new regulation and law enforcement.



## **Exercise 5: Strengthening Worker Action to Eliminate Child Labour**

**Time:** 30 minutes

**Materials:** Flipchart, markers

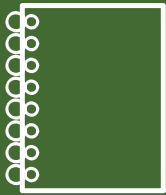
**Exercise:** Divide into small groups. Each group will use one of the following assignments as a guide. When you are done, reconvene and present your findings in plenary.

**Group 1:** Workers and their organisations have a central role to play in eliminating child labour at workplace and enterprise levels. One way they can do this is through social dialogue with employers, e.g. during negotiations and collective bargaining to agree working and employment conditions. Discuss this issue and make a list of at least 5 realistic demands workers and their organisations could introduce into negotiations with employers to promote a child labour free workplace. For example, this could include policies on hazardous work, strengthening maternity protections or support for schools in regions where access to education is restricted.

**Group 2:** Workers and their organisations have an important role to play outside the workplace in the communities where they live and work. Discuss this issue and make a list of at least 5 key actions workers could take to address child labour in the community. Support this list with 2 – 3 arguments for why each action should be a priority. For example, you could consider a worker and community awareness campaign, a project to establish “child labour free communities” or community-based monitoring by workers.

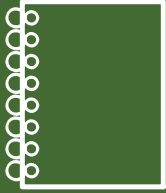


- Group 3: Child labour is a complex issue that no stakeholder on its own will be successful in eliminating. For this reason, it is essential to work with other individuals and groups through dialogue, consensus-building and partnership. Discuss this issue and make a list of the key stakeholders that workers and their organisations should cooperate with to eliminate child labour. Be as specific as possible. Make a list of the reasons why each stakeholder or group should be targeted and the type(s) of activities that could be pursued together.
- Group 4: Workers and their organisations have a central role to play in public policy dialogue and strengthening laws and regulations to eliminate child labour. Discuss this issue and make a list of priority actions for workers' organisations to influence policy making and law makers at the national level. Rank these actions from most to least important and be prepared to defend your decisions when you present in plenary.



## Exercise 6: Following up with Action

- Time: 20 minutes
- Materials: Handout (see below)
- Exercise: Divide into small groups and discuss the questions on the page provided. Nominate one person in your group to present their personalised "action plan". Report back in plenary.



## Follow-up Exercise

To be discussed in small groups

1. Based on what you have learned during the course, list 3 – 5 things you will do personally in your working life to address child labour (for example, tell colleagues about the course).
  - a.
  - b.
  - c.
  - d.
  - e.
  
2. Based on what you learned during the course, list 3 – 5 new things that your union office or department should consider doing to address child labour.
  - a.
  - b.
  - c.
  - d.
  - e.
  
3. Based on what you learned during the course, list 3 – 5 new steps that your National Government should take to address child labour. Be sure to include enhanced policies or regulations if you think these are needed.
  - a.
  - b.
  - c.
  - d.
  - e.

# Course Evaluation Form

*Please complete the following in relations to the content of the workshop*

KEEP IT – What I liked about the course

CHANGE IT – What I did not find useful

WHAT I WILL REMEMBER – List the key learning points

ADD IT – Suggestions for improvement

**Rank and comment on the following**

	Ranking					Comments
	1 (Poor) – 5 (Excellent)					
Length of sessions	1	2	3	4	5	
Presentations	1	2	3	4	5	
Exercises	1	2	3	4	5	
Training guide	1	2	3	4	5	
Training methodology	1	2	3	4	5	
Facilitation	1	2	3	4	5	
Overall ranking	1	2	3	4	5	

**Questions to consider**

1. Were the exercises clear and useful?
2. What other matters should be covered by the course?
3. Is the training guide clear, understandable and informative?
4. Do you have any comments on the "Taking Action" session?
5. Do you have any final comments about the training material and course?






Fundamental Principles and Rights at Work  
Branch (FUNDAMENTALS)

International Labour Organization  
4 route des Morillons  
CH-1211 Geneva 22 – Switzerland  
Tel.: +41 (0) 22 799 61 11  
Fax: +41 (0) 22 798 86 95

[fundamentals@ilo.org](mailto:fundamentals@ilo.org)

[www.ilo.org/childlabour](http://www.ilo.org/childlabour)

 [@ILO\\_Childlabour](https://twitter.com/ILO_Childlabour)

ILO Yangon Office

No. 1 Kanbae (Thitsar) Road  
Yankin Township  
Yangon – Myanmar  
Tel: +(951) 233 65 39  
Fax: +(951) 233 65 82

[yangon@ilo.org](mailto:yangon@ilo.org)

[www.ilo.org/yangon](http://www.ilo.org/yangon)

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