

Rights  
Responsibilities  
Representation



3-R  
Trainers'  
Kit

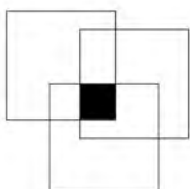


International  
Labour  
Organization

# EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

## Supporting Life Skills in Myanmar

### Module 11: A Smart Worker





## **3-R Trainers' Kit**

# **EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES**

## **Rights, Responsibilities and Representation**

### **Supporting Life Skills in Myanmar**

## **Module 11: A Smart Worker**

Fundamental Principles and Rights at Work Branch  
International Labour Organization

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## ■ MODULE 11- A SMART WORKER

### OVERVIEW

This module discusses the key responsibilities of workers and explains their fundamental rights at work. In the first unit, participants are familiarized with workers' basic responsibilities at work and in the family. The second unit gives an overview of the fundamental principles and rights at work as agreed by ILO member States in 1998. Emphasis is given to the principles: "No to Discrimination" and "Right to Organize", as these are vital for realizing decent work for all workers in the global economy. The unit concludes with an introduction to decent work for domestic workers. Finally, Unit 3 discusses priority health issues at work: maternity protection, occupational safety and health and fair treatment of workers living with HIV and Aids.

This module includes 3 units:

Unit 11.1 Responsibilities

Unit 11.2 Rights at Work

Unit 11.3 Health at Work

UNIT 11.1 RESPONSIBILITIES	OBJECTIVES	TIME
<b>Exercise 11.1.1 That's a Good Worker</b>	<ul style="list-style-type: none"> <li>To identify what are key characteristics and skills of a good worker</li> </ul>	90 mins
<b>Exercise 11.1.2 Work and Family Responsibilities</b>	<ul style="list-style-type: none"> <li>To become aware of the problems workers with family responsibilities often face</li> <li>To think about measures to provide workers with family responsibilities with equal opportunities at work and in life</li> </ul>	90 mins
UNIT 11.2 RIGHTS AT WORK	OBJECTIVES	TIME
<b>Exercise 11.2.1 Fundamental Principles and Rights at Work</b>	<ul style="list-style-type: none"> <li>To become aware of the fundamental principles and rights at work</li> </ul>	90 mins
<b>Exercise 11.2.2 'No' to Discrimination and 'Yes' to Equality at Work</b>	<ul style="list-style-type: none"> <li>To identify discrimination and inequality issues at the workplace</li> <li>To understand what equality means and why it is important in work and in life</li> <li>To appreciate diversity among people</li> </ul>	90 mins
<b>Exercise 11.2.3 Let's Organize at Work</b>	<ul style="list-style-type: none"> <li>To become aware of the importance of the right to organize</li> <li>To become aware of the advantages of organizing</li> <li>To gain information about trade unions and other forms of organized groups</li> </ul>	80 mins

<p><b>Exercise 11.2.4 Decent Work for Domestic Worker</b></p>	<ul style="list-style-type: none"> <li>To understand common ideas and attitudes in Myanmar society about domestic work by children and adults</li> <li>To learn about child and adult domestic work worldwide and in Myanmar</li> <li>To find out how to reduce child labour in domestic work, protect young domestic workers and promote decent work for domestic workers</li> </ul>	<p>105-120 mins</p>
<p><b>UNIT 11.3 HEALTH AT WORK</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>TIME</b></p>
<p><b>Exercise 11.3.1 Maternity Protection</b></p>	<ul style="list-style-type: none"> <li>To become aware of the rights of workers to maternity protection</li> </ul>	<p>60 mins</p>
<p><b>Exercise 11.3.2 Occupational Safety and Health</b></p>	<ul style="list-style-type: none"> <li>To become aware of situations at work that are dangerous to health</li> <li>To identify measures for a safer and healthier workplace</li> <li>To become aware of the occupational safety and health rights of workers</li> </ul>	<p>95 mins</p>
<p><b>Exercise 11.3.3 Equal Treatment: Workers and Families Living with HIV and Aids</b></p>	<ul style="list-style-type: none"> <li>To become aware of the right to equal treatment at the workplace and in the community</li> <li>To identify problems workers living with HIV and Aids face at the workplace and in the community</li> <li>To become aware of the rights of workers living with HIV and Aids</li> </ul>	<p>90 mins</p>
<p><b>TOTAL TIME IN MODULE 11: 13 HOURS 10 MINUTES TO 13 HOURS 25 MINUTES</b></p>		



**Tip for Trainers on selecting the exercises**

The international labour standards which are key for the achievement of equality between men and women workers are included in the following exercises:

- 11.1.2 Work and Family Responsibilities
- 11.2.1 Fundamental Principles and Rights at Work
- 11.2.2 'No' to Discrimination and 'Yes' to Equality at Work
- 11.2.4 Decent Work for Domestic Workers
- 11.3.1 Maternity Protection



## ■ UNIT 11.1 RESPONSIBILITIES



### CONTENT

The exercises in this unit focus on responsibilities in life and at work. The first exercise helps young job entrants to settle into a new job successfully by discussing what employers, supervisors and co-workers expect from them. The second exercise raises awareness on the need to combine work and family responsibilities in a fair and productive way within households.



### KEY MESSAGES

- Everybody judges other people at first sight on characteristics one can easily distinguish such as their age, sex, and appearance. People who are good looking and healthy have advantages over people who look more common, even if their appearance says nothing about their capacity at work. This type of discrimination is very widespread.
- Discrimination on the basis of ethnic origin, religion or migrant status is also very common, as employers and workers tend to share 'good work' with people from their same ethnic group, and tend to select people of other ethnicities, religion and migrant workers for second-class jobs.
- Employers and supervisors want workers to work hard and deliver many high quality outputs. A good worker also needs good communication skills and needs to make sure that relations with supervisors and co-workers are good.
- Sharing workload and finding a fair balance between work and family responsibilities is a responsibility of everybody in families, workplaces and in society.
- Employers who take measures for workers with family responsibilities will also be better off: a happy worker is a more productive worker.
- Children need to learn from an early age that both men and women are responsible for household duties, family care and income earning.



### EXERCISES

11.1.1 That's a Good Worker

11.1.2 Work and Family Responsibilities



### RELATED UNITS

- 2.1 Everybody Has Rights
- 2.3 My Rights and Responsibilities
- 4.1 Who's Doing What Work and Who Has a Say in the Family?
- 10.2 A Smart Job Seeker
- 11.2 Rights at Work

## ■ EXERCISE 11.1.1 THAT'S A GOOD WORKER



### OBJECTIVE

To identify what are key characteristics and skills of a good worker



### TARGET GROUP

Children, youth and adults



### DURATION

90 minutes



### SEATING ARRANGEMENTS

Circle or U-shape



### MATERIALS

- 3 flipcharts of three workers (see the instruction in Training Aid 11.1.1 A)
- Markers and a roll of masking tape
- 5 voting slips for each participant in two different colours (see Preparation)



### TRAINING AID

11.1.1 A: Example Flipchart Lay-out: Select a Good Worker

11.1.1 B: List of Information about the Three Workers



### SESSION PLAN STEPS

1. Select a good worker: Round 1 – 15 minutes
2. Select a good worker: Round 2 – 10 minutes
3. Select a good worker: Round 3 – 20 minutes
4. Discuss the selection process – 20 minutes
5. Identify characteristics and skills of good workers – 20 minutes
6. Conclusion – 5 minutes

### PREPARATION

Prepare three pieces of flipchart paper according to the instructions in Training Aid 11.1.1 A, and two sets of voting slips (each set in different colour) by cutting A-4 size paper into 32 equal pieces. Make a set in one colour for the workers' group and another in another colour for the employers' group. Each participant needs 5 voting slips of one colour.

**Tip for Trainers**

*This exercise deals with discrimination and preferences on the grounds of appearance and migrant status. Sex and age, two other common grounds of discrimination, are kept equal by introducing three women workers in their mid-20's to enable participants to focus on work output and social skills. Trainers may change the key characteristics of each 'worker' in this exercise to suit the needs of their target group by reducing the age for younger groups or changing the gender if most participants are men.*

**STEP 1** SELECT A GOOD WORKER: ROUND 1 – 15 MINUTES

Explain that this session is about finding out what key characteristics and skills of a good worker are. This will help the participants to find a good job and have good relations with supervisors and co-workers.

Divide participants in two groups. Tell one group that they are workers and the other group that they are employers. Ask the two groups to sit on different sides of the room. Give each participant five voting slips.

Put the three flipcharts that have been prepared at a place where everyone can easily see them. Introduce the three women workers on the flipcharts with the first set of information (name, age and appearance (see Training Aid 11.1.1 A). Explain that all three workers work at the same workplace (use a workplace which is familiar to participants, such as an assembly line worker in a garment factory or a cleaner in a hotel, a cook in a restaurant, a clerk in an office or a domestic worker in a large household). Write the workers' name, age and appearance in the first column under each picture.

Ask all workers and employers to look at each of the workers. Ask everybody to choose only one worker based on the way they look, their names and ages and put one voting slip under the picture of their choice. The trainer counts the number of votes and writes down the total number of votes of the workers in the second column and the total number of the votes of employers in the third column on the appropriate flipchart. Ask two workers and two employers why they chose a specific worker. Remove the voting slips and continue.

**STEP 2** SELECT A GOOD WORKER: ROUND 2 – 10 MINUTES

Introduce the second set of information (Information 2) about the three workers according to Training Aid 11.1.1 B, as follows:

- Worker 1 works hard and has a high output.
- Worker 2 is not a hard worker and has a low output.
- Worker 3 is a worker with an average output.

Write brief information about each worker such as the words 'high output', 'low output' and 'average output' in the first column (next to Information 2) on the flipcharts of Workers 1, 2 and 3 respectively. Then, ask the workers and employers to vote again, based on the existing information and the new information given. Count the votes and write them in the appropriate columns. Compare the results between the employers and workers and ask two other workers and employers why they chose a certain worker over the others. Remove the voting slips and continue.

**STEP 3** ▶ **SELECT A GOOD WORKER: ROUND 3 – 20 MINUTES**

Continue voting with the remaining sets of information. Give about 10 minutes for each round of voting. At the end of each round compare the results between the workers and employers and ask for reasons from two representatives from both groups who have not yet spoken.

**STEP 4** ▶ **DISCUSS THE SELECTION PROCESS – 20 MINUTES**

Start a discussion using the following questions:

- Was it difficult as workers to choose a worker to work with?
- Was it difficult as employers to choose a worker?
- Did you change your mind when given new information? Why or why not?
- Which characteristics of the workers were most important for you in the workers' group?
- Which characteristics of the workers were most important for you in the employers' group?
- What are the differences between employers and workers in selecting a good worker? Why?
- Is choosing a co-worker or employee the same or different from choosing a friend? Why?

**STEP 5** ▶ **IDENTIFY CHARACTERISTICS AND SKILLS OF GOOD WORKERS – 20 MINUTES**

Ask both groups to make two lists (10 minutes):

- a) Good qualities of a co-worker (workers' group) or employee (employers' group)
- b) Bad qualities of a co-worker (workers' group) or employee (employers' group)

Discuss the lists in plenary using the following questions:

- What do you think makes a person a good co-worker?
- What makes a bad one?
- What do you think makes a person a good employee?
- What makes a bad one?

The participants should become aware that a good worker needs to produce good work in terms of quality and quantity, and have good relations with both their employers and coworkers. Most people will not like the following behaviour from others:

- × unwillingness to help
- × poor work delivery
- × frequent absences or being late a lot
- × gossiping or talking too much
- × being unfriendly
- × being disrespectful to supervisor or co-workers
- × blaming others.

On the other hand, a worker that shows the following behavior will likely be well liked, respected and valued by others at work:

- ✓ Show tolerance to co-workers.
- ✓ Give respect to others.
- ✓ Be polite, positive, friendly.
- ✓ Be fair, reliable.
- ✓ Do a fair share of work and not take advantage of others.
- ✓ Deliver solid quality outputs of adequate quantity.
- ✓ Show respectful interest in others without being nosy.
- ✓ Be easy to work with.

## STEP 6 CONCLUSION – 5 MINUTES

Summarize the discussion and explain that:

- Everybody judges other people at first sight on characteristics one can easily distinguish such as age, sex and appearance. People who are good looking and healthy have advantages over people who look more common, even if their appearance says nothing about their capacity at work. This type of discrimination is very widespread.
- Discrimination on the basic of ethnic origin or migrant status is also very common, as employers and workers like to share 'good work' with people from their same ethnic group, and tend to select people of other ethnicities or migrant workers for second-class jobs.
- Employers and supervisors want workers to work hard and deliver many high quality outputs. A good worker also needs good communication skills and needs to make sure that relations with supervisors and co-workers are good.
- Doing your best at work and producing good quality outputs of adequate quantity, together with a positive attitude towards work and everybody at work, makes you a good worker.



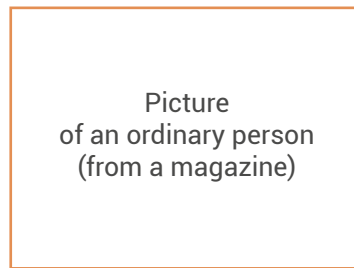
## TRAINING AID 11.1.1 A: EXAMPLE FLIPCHART LAY-OUT: SELECT A GOOD WORKER

### Guidelines:

- Prepare 3 flipcharts with a picture of a female worker, all around the same age.
  - No. 1 with a healthy, good looking face and the same race or ethnic origin as the participants
  - No. 2 with a common, not so good looking face and the same race or ethnic origin as the participants
  - No. 3 with a healthy, good looking face, but clearly a migrant.

### Example of the flipchart lay-out :

Worker No.1 (2,3)



Information	Scores by workers	Scores by employers
Information 1: Name, age and appearance		
Information 2: Output level		
Information 3: Work quality		
Information 4: Character trait		
Information 5: Temperament		

- Attach a bag or a pouch or put a voting box underneath each flipchart for employers and workers to put in their voting slips for every round of voting.



### TRAINING AID 11.1.1 B: LIST OF INFORMATION ABOUT THE THREE WORKERS

**Guidelines:** Give the following information in Steps 2, 3 and 4. In the second column an example is given of what to write down on the flipchart.

<p><b>Information 1: Name, age and appearance</b>                      Worker 1 – Common female name, 26 years old, good looking                      Worker 2 – Common female name, 24 years old, common                      Worker 3 – Foreign migrant female name, 25 years old</p>	<p>Name, 26, good looking                      Name, 24, common                      Name, 25, migrant</p>
<p><b>Information 2: Output level</b>                      Worker 1 works hard and has a high output                      Worker 2 is not a hard worker and has a low output                      Worker 3 is a worker with an average output</p>	<p>High output                      Low output                      Average output</p>
<p><b>Information 3: Work quality The work of</b>                      Worker 1 is of average quality The work of                      Worker 2 is of high quality The work of                      Worker 3 is of low quality</p>	<p>Average quality                      High quality                      Low quality</p>
<p><b>Information 4: Character trait</b>                      Worker 1 is always blaming co-workers for mistakes                      Worker 2 supports a co-worker who is treated unfairly at work                      Worker 3 is cheating her boyfriend/husband</p>	<p>Blaming co-workers                      Supporting a co-worker                      Cheating in personal life</p>
<p><b>Information 5: Temperament</b>                      Worker 1 is always in a bad mood                      Worker 2 is fighting for more rights at work                      Worker 3 is always in a good mood</p>	<p>Bad mood                      Advocate rights at work                      Good mood</p>

## ■ EXERCISE 11.1.2 WORK AND FAMILY RESPONSIBILITIES



### OBJECTIVES

- To become aware of the problems workers with family responsibilities often face
- To think about measures to provide workers with family responsibilities with equal opportunities at work and in life



### TARGET GROUP

Children, youth and adults



### DURATION

90 minutes



### SEATING ARRANGEMENTS

A large open place with a lot of space to move around



### MATERIALS

Flipchart paper, markers, masking tape, desks and chairs, cardboard boxes, and other materials that can be used for a neighbourhood or workplace simulation (see Preparation).



### SESSION PLAN STEPS<sup>1</sup>

1. Introduce role play – 10 minutes
2. Role play: Round 1 – 20 minutes
3. Discuss role play: Round 1 – 10 minutes
4. Do and discuss role play: Round 2 – 25 minutes
5. Discussion Convention No. 156 – 15 minutes
6. Round up – 5 minutes

### PREPARATION

Create a setting in the room to look like a neighbourhood with a factory, houses, bus stops and a market. Make signboards for these locations and put them up on the walls. To simulate a factory put some tables in a row for the workers and make a desk for the employer. Make places for at least 5-6 houses, one for the character's family, one for the grandmother, 3-4 for friends and neighbours. Make two bus stops: one near the houses and the other in front of the factory. Put the market near the bus stop close to the houses.

<sup>1</sup> Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Exercise 4.12: *Workers with Family Responsibilities*, p. 99.



**STEP 1** ▶ **INTRODUCE ROLE PLAY – 10 MINUTES**

Tell participants this session is about combining work and family responsibilities. Explain that you are going to tell them a story and that everyone is going to play a role in that story. Assign the following roles:

- Woman (give her a name)
- Woman's husband
- 2 small children
- Grandmother
- 2 or 3 neighbours
- Friends of woman's husband (3 or 4)
- Employer or supervisor in factory
- Bus driver
- Shopkeepers (3 or 4)
- Co-workers of the woman and co-workers of her husband (other participants).

Distribute the participants over the room as follows:

- The woman, her husband and the children are at the side of the room where the houses are.
- The neighbours are next to them.
- The grandparents are a bit further away.
- In between the neighbours and the grandparents the shopkeepers take a place.
- In front of the shopkeepers there is a bus stop where the bus driver takes a seat.
- At the other side of the room is another bus stop in front of the factory where the employer and co-workers will sit.
- The co-workers of the woman and her husband are sitting around in small groups.

**STEP 2** ▶ **ROLE PLAY: ROUND 1 – 20 MINUTES**

Explain that you will tell a story about a day in the life of a woman worker. Tell participants that when the trainer mentions the roles to which they are assigned, they should act accordingly. Read the story line by line and give the actors time to perform their role. Allow participants to be creative but also manage the time.

The story:

- It is 5:30. The woman gets up and gets dressed.
- She wakes the children and gets them dressed as well.
- While the children are playing, she prepares breakfast. Her husband wakes up, gets dressed and all together they eat their breakfast.
- The woman brings the children to their grandmother while her husband chats with the neighbours.
- When the woman returns from her mother-in-law, she and her husband go to the bus stop and take the bus to the factory where they work.

- They do their work and during lunch break have lunch in the cafeteria of the factory with their colleagues.
- When the working day is over the woman hurries to get the bus to go home and stops to pick up the children on the way from the grandmother's house. Her husband goes home after spending some time with his co-workers.
- The woman, with the children on the way home, does some shopping in the market near the bus stop.
- At home she prepares dinner, while her husband plays with the kids.
- They have dinner together and after dinner the woman takes the children to bed.
- The woman does the dishes and some cleaning while her husband goes out to watch TV with his friends. They both go to bed at 22:00 hours.

### STEP 3 DISCUSS ROLE PLAY: ROUND 1 – 10 MINUTES

Discuss the day of the woman worker very briefly and pay some attention to the mood of the actors during the story. Why were they happy, sad or angry? What do they think about the workload of the man and the woman? Keep the discussion brief at this stage.

### STEP 4 DISCUSS ROLE PLAY: ROUND 1 – 25 MINUTES

Tell the story again:

- It is 5:30. The woman gets up and gets dressed. She wakes the children and gets them dressed as well.
- While the children are playing, she prepares breakfast. Her husband wakes up, gets dressed and all together they eat their breakfast.
- The woman takes her children to their neighbours and ask them to take care of the children.
- The woman is very worried about her mother-in-law. She pays her a short visit to wash her and to bring her some food. Her husband takes the bus to work.
- After visiting her mother-in-law she also takes the bus to the factory where an angry supervisor is waiting for her. She explains the problem and works during the lunch break.
- She is very tired because she did not sleep well due to her worries about her mother-in-law and did not have lunch. She makes a mistake in her work. The supervisor becomes angry again and shouts that she will be fired if she makes one more mistake.
- When the working day is over the woman and her husband take the bus home.
- The woman goes straight to her mother-in-law and prepares a meal for her.
- She does some shopping on her way home, picks up the children and starts cooking. Her husband is annoyed because she is too late with dinner and he is very hungry.
- After dinner the woman takes the children to bed and goes to her mother-in-law again to see if she needs anything and puts her to bed.

- The friends of her husband come to their house and chat.
- When she comes home her husband is already asleep and after doing the dishes she also goes to bed at midnight.

Discuss the story with the participants using the following questions:

- How did everyone feel while acting out the story?
- Did you feel differently in the second role play from the first role play? Why?
- What do you think of the role of the husband in the first and the second role play?
- If you were the woman and her husband, what would you have done differently?
- Who could make the woman's life easier and in what way?
- Do you think the reaction of the supervisor is fair? Why? Why not?
- Do you think the supervisor can help the woman? If yes, how?
- Do you face similar problems sometimes? If yes, what do you do?

Conclude that many women carry what is commonly referred to as the 'double burden' (a full workload at work and a full workload at home). Many women and men consider it normal that women have this double workload, but this custom is old fashioned and not suitable in modern times when both men and women earn income. Women are more vulnerable to discrimination at work because they have to deal with family responsibilities at home like taking care of dependent children and the elderly alone. Often they manage the 'normal' situation but a little change, like a sick grandmother in the second story, causes major problems that can only be solved by sharing household tasks between the members of the family. Employers often display discriminatory attitudes towards women workers with family responsibilities, like in this case: by saying that she will be fired if she cannot handle the situation at home.

Encourage the participants to discuss the problems they face. Most probably many of them have the same kind of problems. Discuss how they cope with it. Do women ask their husbands to help in the household? What is the reaction of husbands? Ask what they want and how they can change their situation before mentioning possible solutions. Of course it will take time to change things but doing nothing means no change at all. Tell them that men and women need to discuss this at home and need to promote a fair distribution of workload between themselves and other family members.

## STEP 5 DISCUSS CONVENTION NO. 156 – 15 MINUTES

Explain the ILO international labour standard about workers with family Responsibilities very briefly (use Briefing Note: The ILO, International Labour Standards and Fundamental Principles and Rights at Work in next Exercise 11.2.1 to briefly familiarize participants with international labour standards):

ILO Convention No. 156 promotes sharing of family responsibilities and equality of opportunity and treatment for women and men workers with such responsibilities. States that ratify this Convention shall develop a national policy to enable these persons to engage in employment without being subject to discrimination, and without conflict between their employment and family responsibilities. It encourages ILO member States to take appropriate measures in community planning and development of community services

such as childcare and family services and facilities. It also states that family responsibilities alone are not a valid reason for a person to lose his or her job.

Discuss the Convention with participants using the following questions: - What do you think about the Convention?

- Do you think measures can be taken at home to share family responsibilities more equally and to solve family emergencies? If yes, how would you go about it?
- Do you think measures can be taken at your workplace to solve the problems of the woman in the story? - Can you think of a type of action or strategy that you can take to discuss these problems at work?

In many countries not much attention is paid to workers with family responsibilities in the law. However, the fact that no or only a few provisions are mentioned in the labour laws of a country does not mean that workers cannot ask and negotiate with their families and their employers for measures to support workers with family responsibilities. Possible measures to create changes in attitudes and practices towards equal sharing of family responsibilities are:

- Discuss, negotiate and implement a fair distribution of duties in your own household
- Teach both boys and girls from an early age that it is normal for everybody to carry out household duties and family care, and ask both to contribute equally
- Provision of parental leave
- Provision of leave to both men and women to care for sick family members
- Care-facilities for children and the elderly
- Flexible working arrangements.

These measures need investments from all: men and women workers, other family members, governments and employers. All parties should change their attitudes and share the costs of care for children and the elderly. Employers who offer family-friendly workplaces make their company more competitive because their workers have a higher productivity and increased motivation and will want to stay with the company.

## STEP 6 **ROUND UP** – 5 MINUTES

Summarize the discussion and conclude with the following points:

- Sharing workload and finding a fair balance between work and family responsibilities is a responsibility of everybody in families, workplaces and in society.
- Employers who take measures for workers with family responsibilities will also be better off: a happy worker is a more productive worker.
- Children need to learn from an early age that both men and women are responsible for household duties, family care and income earning.

## ■ UNIT 11.2 RIGHTS AT WORK



### CONTENT

This unit discusses the fundamental rights of all workers. The first exercise introduces the fundamental principles and rights at work that are vital for productive and harmonious workplaces. The second exercise explains the meaning of non-discrimination and equality at work and shows how diversity at work is good for both workers and businesses. Participants will identify common grounds of discrimination against women workers and understand how to promote equality between men and women workers. In the third exercise they will learn that joint action is an effective way to ensure that workers' rights are respected. As child domestic work is very common in Myanmar, the final exercise shows what decent work for domestic workers is about and how to protect child domestic workers.



### KEY MESSAGES

- There are four fundamental principles and rights at work which need to be respected in all countries:
  1. Freedom of association and the right to collective bargaining
  2. Elimination of all forms of forced and compulsory labour
  3. Effective abolition of child labour
  4. Elimination of discrimination in employment and occupation.
- Respect for diversity is a first step for realizing equality in life and at work.
- All women and men, regardless of their gender, colour, race, ethnicity, religion or origin have a right to non-discrimination and equality of opportunity and treatment in life and at work.
- All people, from an early age onwards, should learn to judge others based on facts not on biases and prejudices. This will lead to less discrimination and more equality among people.
- Fight discrimination and promote equality: It is the 'right' and the 'smart' thing to do.
- Taking action together is a smart thing to do. It makes people stronger because it gives them more power in general: more bargaining power, more credit possibilities, and more knowledge. Support from others makes you more self-confident.
- Children have special human rights and require protection from abuse, exploitation and hazardous work until they reach adulthood. Child domestic work is permissible, but child labour in domestic work needs to be outlawed as soon as possible.
- Domestic work is in high demand among employing households. If domestic workers are provided with respect and decent working and living conditions, it can be a productive occupation with job satisfaction for many adult workers.



### EXERCISES

- 11.2.1 Fundamental Principles and Rights at Work
- 11.2.2 'No' to Discrimination and 'Yes' to Equality at Work
- 11.2.3 Let's Organize at Work
- 11.2.4 Decent Work for Domestic Workers



### RELATED UNITS

- 2.1 Everybody has Rights
- 2.2 Child Rights
- 2.4 My Right, Our Right to Organize
- 11.1 Responsibilities
- 11.3 Health at Work

## ■ EXERCISE 11.2.1 FUNDAMENTAL PRINCIPLES AND RIGHTS AT WORK



### OBJECTIVES

To become aware of the fundamental principles and rights at work



### TARGET GROUP

Children, youth and adults



### DURATION

90 minutes



### SEATING ARRANGEMENTS

Circle or U-shape



### MATERIALS

One photocopy of 4 stories (Training Aid 10.2.1 A), four flipcharts or boards and masking tape



### TRAINING AID

11.2.1 A: Stories on Fundamental Workers' Rights  
Briefing Note: The ILO, International Labour Standards and Fundamental Principles and Rights at Work



### SESSION PLAN STEPS

1. Introduce group work – 15 minutes
2. Presentation of group work – 20 minutes
3. Discuss the stories – 20 minutes
4. Introduce ILO standards – 30 minutes
5. Round up – 5 minutes

### PREPARATION

- Make one photocopy of the 4 picture stories on fundamental workers' rights as shown in Training Aid 11.2.1 A (available in A-4 size). There are 24 pictures in total because each story consists of 6 pictures. Shuffle all picture cards together.
- Write the title of each story in large letters on a piece of flipchart paper so that the titles can be read from across the room. Hang each of the 4 flipcharts in one corner of the room.

**Tip for Trainers**

Note: Ideally each participant gets one picture:

- When there are fewer than 24 participants, place the remaining pictures (1 or 2 from each story, depending on the number of participants) under the corresponding title on the wall.
- If there are more than 24 participants, some participants will form pairs and share a picture.

**STEP 1** ▶ **INTRODUCE GROUP WORK – 15 MINUTES**

Explain that participants will learn what the fundamental principles and rights at work are. Give each participant one picture from Training Aid 11.2.1 A. Explain that the pictures are part of 4 stories about fundamental workers' rights. The title of each story appears on the flipcharts in the 4 corners of the room. Ask participants to stand up, walk around the room and form a group with people who have the other pictures that belong to the same story. Once the participants have formed 4 separate groups, ask each group to sit together at the place where the title of their story is posted. Make sure that each group has the right pictures. Ask them to come up with a story for their pictures and tape the pictures on the flipchart in the order of the story. Try to finish this step within 15 minutes.

**STEP 2** ▶ **PRESENTATION OF GROUP WORK – 20 MINUTES**

Ask a representative of each group to tell the story their group came up with in plenary.

**STEP 3** ▶ **DISCUSS THE STORIES – 20 MINUTES**

Thank the representatives for telling their stories. When they come up with a completely different story thank them first and then change the story, putting the cards in the sequence given in Training Aid 11.2.1 A. Make sure to tell participants that their stories can also be correct but many stories can be made and at this moment 4 key stories on fundamental principles and rights at work will be discussed. Then start a discussion with the following questions:

- What are the four stories about?
- Which rights are violated?
- What do you think these stories have in common?
- Can you give other examples from your own experience?
- Do the examples have a happy ending? If not, what happened then?
- What do you think is the main message in each of the four stories?

**STEP 4** ▶ **INTRODUCE ILO STANDARDS – 30 MINUTES**

Explain briefly what an ILO convention is (see Briefing Note: The ILO, International Labour Standards and Fundamental Principles and Rights at Work) and tell participants about the fundamental principles and rights at work. These are laid down in eight fundamental conventions which are so vital that they apply in all countries which are a member of the ILO, irrespective of whether the countries have ratified them or not. These are about the following 4 subjects:

- 1) Freedom of association and the right to collective bargaining
- 2) Elimination of all forms of forced and compulsory labour
- 3) Effective abolition of child labour
- 4) Elimination of discrimination in employment and occupation.

Briefly discuss each of the four stories about the fundamental principles and rights at work with the following questions:

- Did you know about this right?
- Do you enjoy this right?
- What can you do to fight for this right? (Emphasize that workers organizing makes them stronger if they need to fight for their rights).

### STEP 5 ▶ ROUND-UP – 5 MINUTES

Summarize the discussion and mention the 4 basic rights from the stories once more:

- There are four fundamental principles and rights at work which need to be respected in all countries:
  - 1) Freedom of association and the right to collective bargaining
  - 2) Elimination of all forms of forced and compulsory labour
  - 3) Effective abolition of child labour
  - 4) Elimination of discrimination in employment and occupation.
- These principles and rights are valid for all workers in all countries, in rural and urban areas, in paid and unpaid work, and in the formal and informal economy.



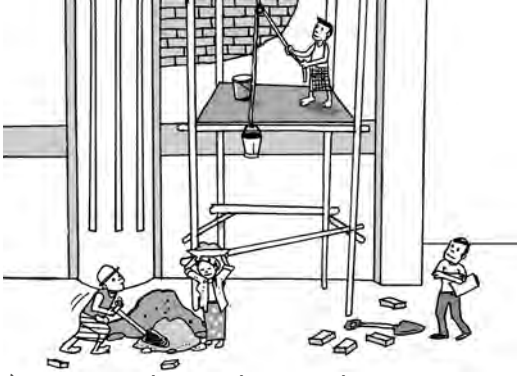

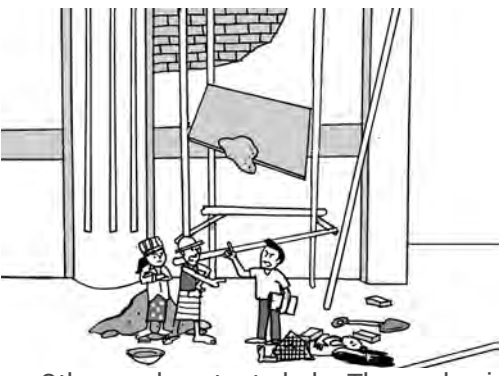


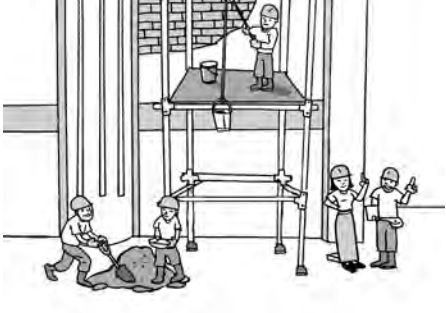


## TRAINING AID 11.2.1 A: STORIES ON FUNDAMENTAL WORKERS' RIGHTS







3-R  
MODULE 11  
UNIT 11.2

**Guidelines:** There are 4 stories of workers. Each story contains 6 picture cards. Make one photocopy of each set in A-4 or A-3 size for use in the exercise. Shuffle all 24 cards before handing them out to participants. (Do not show the captions.)







### Story 1: Organizing at Work

 <p>a) Construction workers work at a high place.</p>	 <p>b) One construction worker falls down.</p>
 <p>c) Other workers try to help. The worker is sent back to work (at the high place).</p>	 <p>d) Workers become angry and refuse to obey the supervisor's order.</p>
 <p>e) Workers and employers negotiate successfully on better safety at work.</p>	 <p>f) Workers are at work again, now with better safety at work.</p>






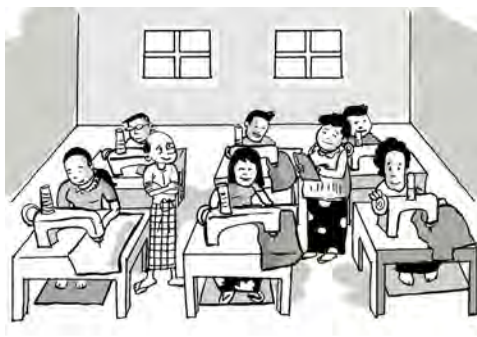
Story 2: 'No' to Forced Labour, 'Yes' to Free Labour

 <p>a) Domestic worker is at work.</p>	 <p>(b) A fellow domestic worker comes by and says she has an urgent message for her.</p>
 <p>c) Domestic worker wants to go out but her employer is angry and does not allow her to go out.</p>	 <p>d) Domestic worker has to work many hours until late at night.</p>
 <p>e) Domestic worker runs away.</p>	 <p>f) She now works at a shop and looks happy.</p>

Story 3: 'No' to Child Labour, 'Yes' to Education

	
<p>a) Two sisters and a brother play in the rice field.</p>	<p>b) Parents and a stranger come to see the children.</p>
	
<p>c) The older sister has to go with the stranger.</p>	<p>d) She sorts fish and peels shrimps with other children.</p>
	
<p>e) The owner of the fishery business is arrested by police for violation of the child labour law and social workers take the children away.</p>	<p>f) She is back at school with her classmates.</p>

Story 4: 'No' to Discrimination, 'Yes' to Equality

 <p>a) Men and women are waiting in front of a factory to apply for a job.</p>	 <p>b) All women are sent away.</p>
 <p>c) The factory owner explains that women can get pregnant and therefore are not allowed to work in this factory.</p>	 <p>d) The women are angry and go to a trade union for help.</p>
 <p>e) A trade union representative and the women talk with the factory owner.</p>	 <p>f) Result: women are now working alongside the men in the factory.</p>



## BRIEFING NOTE: THE ILO, INTERNATIONAL LABOUR STANDARDS AND FUNDAMENTAL PRINCIPLES AND RIGHTS AT WORK

### About the International Labour Organization

The International Labour Organization (ILO) was established in 1919 to bring governments, employers and workers together for united action to improve living and working conditions everywhere. The ILO was founded upon three basic ideals:

1. Promotion of peace through social justice
2. Recognition of collective rather than isolated solutions
3. Development of the notion that no country should gain competitive advantage over others through the application of sub-standard working conditions.<sup>2</sup>

In 1944, the ILO member States adopted the Declaration of Philadelphia with the following principles:

- Labour is not a commodity.
- Freedom of expression and of association are essential to sustained progress.
- Poverty anywhere constitutes a danger to prosperity everywhere.
- All human beings, whatever their race, creed or sex, have the right to pursue both their material well-being and their spiritual development in conditions of freedom and dignity, of economic security and equal opportunity.

In 1946, the ILO became the first specialized agency associated with the United Nations (UN). The ILO has its own constitution and membership and its own organizational structure, budget and staff. As of February 2017, there are 187 ILO member States. The unique feature of the ILO as compared to other international agencies is its tripartite structure: employers' and workers' representatives participate in the ILO's work on an equal basis with representatives of their governments.

The primary goal of the ILO today is to promote opportunities for women and men to obtain decent and productive work, in conditions of freedom, equality, security and human dignity.

Key ILO objectives are to:

- Promote fundamental principles and rights at work.
- Create greater employment and income opportunities for women and men.
- Enhance the coverage and effectiveness of social protection.
- Strengthen social dialogue and tripartism.
- Eliminate discrimination and advance gender equality at work.

**International Labour Standards** Setting international labour standards to promote social justice in the world of work has been one of the principal means of action of the ILO since its creation in 1919. These standards are adopted by the annual International Labour Conference which is a tripartite body composed of government, employers' and workers' delegates of all member States. Standards take the form of conventions and recommendations. They cover practically all aspects of human labour: employment, conditions of work, social security, industrial relations, safety and health, equal opportunities, non-discrimination and other workers' rights. As of July 2016, ILO member States have adopted 190 conventions and 204 recommendations.

### Conventions:

- Are international treaties with binding power.
- Are open to ratification by ILO member States.

<sup>2</sup> Briefing Kit Gender Issues in the World of Work (ILO: Geneva, 1995).

- In ratifying a Convention, a State formally accepts the convention and is legally bound to apply it.
- The country will, if necessary, adopt new laws and regulations or modify the existing legislation and practices.
- The country must apply the convention not only in law, but also in practice.

**Recommendations:**

- Are not open to ratification.
- Give guidance to countries on how to implement a convention in practice.
- Often supplement conventions.

**ILO and Gender Equality**

Equality between men and women stands at the centre of the ILO mandate because it is not only the 'right', but also the 'smart' thing to do. Persistent gender-based discrimination violates fundamental principles and rights at work, human rights and social justice, weakens economic growth and reduces the efficiency of enterprises and labour markets.

The ILO approaches the fundamental principle of equality of opportunity and treatment between women and men in three main ways:

1. As a matter of human rights and essential condition for achieving effective democracy
2. As a matter of social justice by providing equal access to more and better jobs, training and social protection
3. As a matter of sustainable development by promoting the participation of women in decision making and their involvement in shaping development, and labour policies and practices.

**The ILO has adopted a two-pronged approach to gender equality:**

1. Bringing gender issues into the mainstream in all policies programmes and activities
2. Carrying out gender-specific interventions, targeting women exclusively, men exclusively or women and men together to redress gender inequalities.

Main ILO conventions that are crucial for gender equality promotion are:

- No. 100: Equal Remuneration Convention, 1951
- No. 111: Discrimination (Employment and Occupation), 1958
- No. 156: Workers with Family Responsibilities, 1981
- No. 183: Maternity Protection, 2000
- No. 189: Decent Work for Domestic Workers, 2011.

**Fundamental Principles and Rights at Work** In 1998, the ILO member States adopted a Declaration on Fundamental Principles and Rights at Work, which embodies the principles and rights laid down in eight fundamental conventions. This Declaration reaffirms the commitment of all member States of the ILO to the fundamental principles and rights, which are applicable to all workers in all countries by the very fact of their membership in the Organization, even if they have not ratified the corresponding conventions. This means all ILO member States have the obligation to respect, promote and to realize these principles and rights. The four key principles laid down in eight fundamental conventions are:

**'Yes' to Freedom of Association and Right to Organize**

- Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87): Workers and employers must have the right to establish and join organizations of their own choosing with a view to defending and furthering their respective interests
- Right to Organize and Collective Bargaining Convention, 1949 (No. 98): Protection of workers who are exercising the right to organize; non-interference between workers' and employers' organizations; promotion of voluntary collective bargaining.

**'No' to Forced Labour, 'Yes' to Free Labour**

- Forced Labour Convention, 1973 (No. 29)
- Abolition of Forced Labour Convention, 1957 (No. 105): To prohibit and suppress forced or compulsory labour in all its forms.

**'No' to Child Labour, 'Yes' to Education**

- Minimum Age Convention, 1973 (No. 138): No persons under the age of 15 are allowed to work
- Worst Forms of Child Labour Convention, 1999 (No. 182): To eliminate the worst forms of child labour: All forms of slavery, forced labour, prostitution or pornography, work which is likely to harm the health, safety or morals of children and illicit activities like trafficking or production of drugs.

**'No' to Discrimination, 'Yes' to Equality**

- Equal Remuneration Convention, 1951 (No. 100): Women and men have the right to equal remuneration (wages, salaries, other allowances) for work of equal value. This means that women and men who do the same type of work or who do jobs of equal value but of a different kind should receive equal remuneration without any discrimination based on sex.
- Discrimination (Employment and Occupation) Convention, 1958 (No. 111): All workers irrespective of their race, colour, sex, religion, political opinion, national extraction or social origin have the right to equal opportunity and treatment in employment and occupation.

**ILO fundamental Conventions ratified in Myanmar** (as of February 2016, check latest update at: [www.ilo.org/ilolex/index.htm](http://www.ilo.org/ilolex/index.htm)):

- C. 29** Forced Labour Convention, 1930, ratified on 4 March 1955
- C. 87** Freedom of Association and Protection of the Right to Organise Convention, 1948, ratified on 4 March 1955
- C. 182** Worst Forms of Child Labour Convention, 1999, ratified on 18 December 2013.

## ■ EXERCISE 11.2.2 'NO' TO DISCRIMINATION AND 'YES' TO EQUALITY AT WORK<sup>3</sup>



### OBJECTIVES

- To identify discrimination and inequality issues at the workplace
- To understand what equality means and why it is important in work and in life
- To appreciate diversity among people



### TARGET GROUP

Children, youth and adults



### DURATION

90 minutes



### SEATING ARRANGEMENTS

U-shape for Steps 1-3 and 5; open space so participants can stand in a circle and move around



### MATERIALS

- Flipchart paper, markers and masking tape
- Photocopy of the case studies and questions (Training Aid 11.2.2 A)



### TRAINING AID

11.2.2 A: Case Studies and Questions: Discrimination at Work



### SESSION PLAN STEPS

1. Group work on gender equalities in the workplace – 20 minutes
2. Discuss gender equalities in the workplace – 25 minutes
3. Discuss workplace discrimination – 15 minutes
4. Fruitsalad game – 20 minutes
5. Discuss workplace diversity – 5 minutes
6. Sum up – 5 minutes

### PREPARATION

For Step 4 write names of fruit salad ingredients on coloured cards: One ingredient per card and three to four cards of the same colour for the same ingredient, for example, mango, papaya, banana, cucumber, pineapple, red apple, green apple, salt and pepper for a group of 21 to 28 people. Make sure you have as many cards as there are participants in the game.

<sup>3</sup> Equality and Non-Discrimination at Work in East and South-East Asia: Guide, and Exercise and Tool Book for Trainers (ILO: Bangkok, 2011).



## STEP 1 GROUP WORK ON GENDER INEQUALITIES IN THE WORKPLACE – 20 MINUTES

Tell participants that they will learn about discrimination and how to promote equality at work. Introduce the group work on different situations of men and women at work. Divide them into four groups and give each group a case study from Training Aid 11.2.2 A, together with a copy of the questions. Allow them 15 minutes to discuss and answer the questions for their case.

## STEP 2 DISCUSS GENDER INEQUALITIES IN THE WORKPLACE – 25 MINUTES

Ask each group to present their case and the answers to the questions within 5 minutes. Summarize the main points after each story:

**Case 1:** What happens to Nyein Chan and Thida is not fair. They should get the same monthly salary because they perform the same work and both have been working for 2 years: Everybody has a right to **equal pay for work of equal value**.

**Case 2:** In this case the preference goes to a male employee because the employer thinks women, especially those with children, are not able to perform their work well because of their family responsibilities. The woman is not judged on her qualities while she is a better candidate for the promotion. Everyone should have equal **opportunities to career advancement**.

**Case 3:** Another example of **discrimination based on sex** but this time it is the man who is discriminated against.

**Case 4:** The boss does not want women to attend the training because he thinks they will not be good workers anymore once they have a family. This way of thinking is not fair but very widespread. Many women in their reproductive age face considerable discrimination at work, even if they are excellent workers. All workers should have **equal rights to training opportunities**.

Round-up the discussion by giving a simple definition of equality and discrimination:

- Equality is about equal opportunities for development, and equal, fair and just treatment for all people in work and in life.
- Discrimination is about giving different opportunity or treatment to a person that negatively affects that person's chances in life and at work, because of a characteristic of that person, such as their sex, ethnicity, colour or religion.

## STEP 3 DISCUSS WORKPLACE DISCRIMINATION – 15 MINUTES

Explain that these are some examples of inequality or discrimination on the ground of sex and gender. Ask participants if they can know about other grounds that often lead to discrimination among people, and ask them for examples. List the grounds on a flipchart and discuss the examples.

After several responses, conclude that colour, ethnic origin or race, religion, national or social origin, political opinion, migrant status, sexual orientation and gender identity, disabilities or other health conditions, as well as age and appearance are also common grounds of discrimination in life, at school and at work.

Ask why people discriminate. After some answers, point out the following:

- Discrimination is caused by prejudices or biases that people often have about other people.
- Having bias is natural as it enables human beings to quickly jump to conclusions when faced with new information.
- However, biases become problematic, when we allow them to influence our thinking so that we negatively judge people not on their actual abilities but on pre-conceived ideas not based on facts about the group they belong to.
- If allowed to go unchecked, bias easily leads to discrimination.
- All people, from an early age onwards, should learn to judge others based on facts not on biases and prejudices. This will lead to less discrimination and more equality between people.
- Less discrimination and more equality is not only the 'right' but also the 'smart' thing to do, as it leads to better families, businesses and societies.

#### STEP 4 ▶ FRUIT SALAD GAME – 20 MINUTES

Tell participants we will do the fruitsalad game to learn about diversity. Give each participant one card and ask them to stand in a large circle. Ask everybody to put their card on the floor, and make sure that persons with the same ingredient are not standing next to one another.

Announce the rules of the fruitsalad game:

- The facilitator will call out the names of the ingredients written on the cards. When the name of an ingredient is called, all the persons standing behind a card with that name must run and change places with one another.
- When the facilitator calls 'rujak' (fruitsalad), then everybody must change places. However, the 'mangoes' can only go to a 'mango' place and 'pineapples' can only go to the 'pineapple' place etc. The participants cannot change the type of fruit or ingredient they have, but must change place with another person who has the same ingredient.

Start the game by calling out the first ingredient. Repeat the same procedure several times with other ingredients. Finish when everybody has changed places a few times.

#### STEP 5 ▶ DISCUSS WORKPLACE DIVERSITY – 5 MINUTES

After finishing the fruitsalad game ask the participants whether any of them can guess why the game is used to discuss discrimination and equality in the workplace, school and society. Take a few guesses and discuss as follows:

- Rujak or rojak is a fruit salad popular in Indonesia, Malaysia and Singapore. Apart from being a local favourite dish, rojak is also commonly used (as metaphor) to describe diversity in a society, where men and women of different races, ethnicities and religions live and work together. Singaporeans and Malaysians call their societies of Malay, Chinese, Indian and many other ethnic origins 'a rojak society.'

- The fruit salad approach values diversity and differences in the society and seeks to respect all people regardless of their sex and gender, colour, race and ethnicity.

**STEP 6** ▶ **SUM UP – 5 MINUTES**

Give the round-up points as follows:

- All women and men, regardless of their gender, colour, race, ethnicity, religion or social origin have a right to non-discrimination and equality of opportunity and treatment in life and at work.
- All people, from an early age onwards, should learn to judge others based on facts, not on biases and prejudices. This will lead to less discrimination and more equality between people.
- Respect for each others' differences is an essential for establishing good relationships and a healthy environment in the workplace and in society.
- Respect for diversity is a first step for realizing gender, ethnic, religious and other equality in life and at work.
- Conduct such as giving preference to persons belonging to one's own gender or ethnic group or telling sexist or racist or jokes should never be tolerated in the workplace.
- Fight discrimination and promote equality: It is the 'right' and the 'smart' thing to do.

**TRAINING AID 11.2.2 A: CASE STUDIES AND QUESTIONS: DISCRIMINATION AT WORK**

**Guidelines:** Photocopy this page and cut it into separate case studies. Give each group one case study and the list of questions at the end of the page. Change the names, amount and currency of salaries and/or workplaces according to the local situation.

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**Case 1:**

Nyein Chan (man) and Thida (woman) are working for a small enterprise. They do exactly the same type of work and both work 8 hours a day. They both have been working for two years for this company. Nyein Chan earns 50,000 Kyat and Thida 40,000 Kyat per month.

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**Case 2:**

Ni Lat, a 40-year-old woman with 12 years of experience is a co-worker of Maung Maung, a 35-year-old man with 6 years of experience. Both have higher secondary education. Ni Lat is known as a good worker and is well respected by co-workers. Maung Maung is an average worker and but not so well respected as Ni Lat. Maung Maung spends more time with the boss, a man, and they go out drinking together in the evenings. Ni Lat, a mother of three, has to rush home to care of her children and to cook for the whole family. Ni Lat wants to be supervisor but she heard that the boss will choose Maung Maung.

----- ✂ -----

**Case 3:**

Thiha (young man) and Nge Nge (young woman) have applied for a job as receptionist in a new hotel that just opened. Both came out as the best of their class in the receptionist training of the vocational training centre. Thiha is very good with computers, a skill required in the advertisement, while Nge Nge only knows computer basics. Thiha is very disappointed when he hears Nge Nge has been given the job. He asks his friend who is the administration officer in the hotel why he did not get the job. His friend tells him the hotel management prefers a young woman as receptionist because they attract more customers.

----- ✂ -----

**Case 4:**

A factory has 60 sewing machine operators, 30 young women and 30 young men. The factory has bought new industrial machines and training will be given to 20 machine operators. When the names are announced the young workers are shocked: 18 men and only 2 women have been selected for the training. The boss says that it will be a waste of money to train more women because women can become pregnant and are not good workers anymore when they have children and family responsibilities.

----- ✂ -----

**Questions** (one copy for each group)

- What do you think about the situation?
- Why does this happen?
- Do you like it? Why? Why not?
- Have you seen or experienced this before?
- Do you think it is fair?
- What do you think can be done about it?

## ■ EXERCISE 11.2.3 LET'S ORGANIZE AT WORK



### OBJECTIVES

- To become aware of the importance of the right to organize
- To become aware of the advantages of organizing
- To gain information about trade unions and other forms of organized groups



### TARGET GROUP

Children, youth and adult workers



### DURATION

80 minutes



### SEATING ARRANGEMENTS

Group seating for 3 groups



### MATERIALS

One photocopy of the three stories in Training Aid 11.2.3 A



### TRAINING AID

11.2.3 A: Stories on Organizing at Work



### SESSION PLAN STEPS<sup>4</sup>

1. Group work – 15 minutes
2. Discuss the group work – 30 minutes
3. Examples of organizing at work – 10 minutes
4. Role of trade unions and workers' associations – 15 minutes
5. Right to organization and collective bargaining -5 minuts
6. Sum up – 5 minutes

<sup>4</sup> Adapted from: WWRGE Manual-Cambodia by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Exercise 4.4: Right to Organize, p. 64.

**PREPARATION**

Photocopy the 3 stories in Training Aids 11.2.3 A, B and C. The pictures are also available in A-4 size. Shuffle the cards for each story. Do not mix the cards from different stories together.

Story 1 illustrates what happens often in cases of individual action. Stories 2 and 3 show the power of groups and collective bargaining.

The trainers should check the possibilities for participants to become members of an organization or group prior to the session. It is very useful to give them practical information, especially names of the organizations or groups, their contact persons, phone numbers and addresses.

**STEP 1** **GROUP WORK – 15 MINUTES**

Explain that this session is about solving problems at work through joint action. Divide the participants into 3 groups. Give each group a different picture story in Training Aid 11.2.3 Stories on Organizing at Work. Each story consists of 4 pictures. Give the groups 10 minutes to arrange the pictures and make a story. Ask each group to appoint one person to show the pictures and briefly tell their story to the group in plenary.

**STEP 2** **DISCUSS THE GROUP WORK – 30 MINUTES**

Ask the 3 groups to present their stories. Give no more than 3 minutes for each presentation.

After each presentation, discuss the stories (The story lines are given in the training aid, but the participants may come up with different stories. The details are not important, as long as participants draw out organizing at work from the pictures). Use the following questions to stimulate discussion:

- What were the problems?
- What kind of action was taken?
- What were the results of the action?
- Can you think of a more successful end for the story of the construction worker?
- What are the advantages of organizing?
- Can you think of similar problems you face in your work or community?
- Did you take action? Why? Why not? If so, what was the result?

**STEP 3** **EXAMPLES OF ORGANIZING AT WORK – 10 MINUTES**

Ask participants whether they are members of any organization or group. If yes, what kind of organization, and why did they join? If no, why not?

Ask them to give examples of action they have taken and the outcome of the action. Use the participants' or local examples to illustrate successful actions and to convince participants that taking action as a group is a smart thing to do. A group has more power to negotiate and more pressure than an individual, and it is much easier for an employer to fire one complaining individual than a complaining group of workers.

**Tip for Trainers**

You can illustrate the idea of group power with an example using chopsticks: it is very easy to break one chopstick but hard to break a bundle of ten.

Explore and discuss organizations or groups that may be useful for participants.

**STEP 4 ▶ ROLE OF TRADE UNIONS AND WORKERS' ASSOCIATIONS – 15 MINUTES**

Discuss with the group what the role of a trade union or an association of workers can be in their situation. Use the following questions:

- Can women become members and leaders of a trade union or association?
- What are the advantages of women joining trade unions – for women and for the unions?
- What would you like a trade union to do for your specific situation?
- How do you think you can reach this specific goal?

**STEP 5 ▶ RIGHT TO ORGANIZATION AND COLLECTIVE BARGAINING – 5 MINUTES**

Explain that organizing is a right everybody has and one can enjoy advantages as member of a group. Give examples of different forms of organizing. There are different organizations that can play an important role in organizing workers. Trade unions, for instance, can play important roles in many issues concerning employment. They can help workers in negotiating with their employers, they can act as a pressure group and file complaints with the concerned ministries or departments. They can also collectively bargain for better payment and better working conditions for all workers. They can bargain for maternity protection for women and childcare facilities, provide education and training on workers' and women's rights, and improve health and safety conditions at work.

Co-operatives or saving and credit groups are another form of organizing by members for members. For example, selling products through a co-operative can give more profit than selling it on an individual basis, and buying raw materials or equipment in bulk is cheaper than buying small quantities. The opportunities for getting credit are also easier for organized groups.

**STEP 6 ▶ SUM UP – 5 MINUTES**

Summarize the discussions and mention once more that taking action together is a smart thing to do because it makes people stronger:

- More power in general
- More bargaining power
- More credit possibilities
- More knowledge
- Support from others makes you more self-confident.



**TRAINING AID 11.2.3 A: STORIES ON ORGANIZING AT WORK**

**Guidelines:** There are 3 stories of workers. Each story contains 4 picture cards. Make one photocopy of each set in A-4 or A-3 size for use in Step 1. Shuffle the cards within each story set before handing them out to participants. (Do not show the captions.)

**Story 1: Construction Workers**



a) Men and women are working together in construction, carrying bags of cement.



b) A woman finds out that she receives a different wage from her male co-workers.



c) The woman worker complains to the boss about the different wages.



d) The angry boss sends her away.



### Story 2: Women Producers



a) Women are weaving in their neighbourhood.



b) They discuss ideas of doing business together.


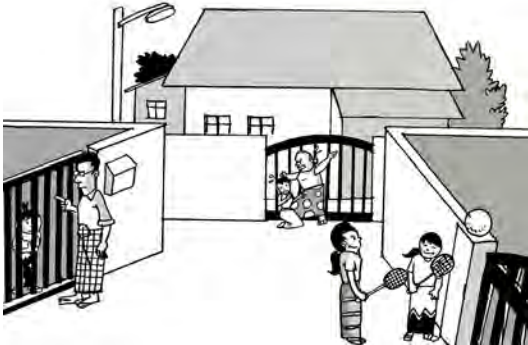




c) The women form a group to start a business together and come to submit their project for support at the local micro-finance organization.



d) The women are now working in a cooperative, weaving and selling their products to customers in their new shop in the neighbourhood.

Story 3: Domestic Workers

	
<p>a) Teenage girls are working as domestic workers in different houses in the same neighbourhood.</p>	<p>b) One domestic worker is being abused by her employer, while another is not allowed to leave the house.</p>
	
<p>c) A social worker organized a meeting with the employers and the domestic workers to discuss their views about the working conditions of the domestic workers.</p>	<p>d) The employers and the domestic workers have come to a better understanding and now have better relationships.</p>

## ■ EXERCISE 11.2.4 DECENT WORK FOR DOMESTIC WORKERS



### OBJECTIVES

- To understand common ideas and attitudes in Myanmar society about domestic work by children and adults
- To learn about child and adult domestic work worldwide and in Myanmar
- To find out how to reduce child labour in domestic work, protect young domestic workers and promote decent work for domestic workers



### TARGET GROUP

Children, youth and adults (also trade union and NGO staff protecting domestic workers' rights)



### DURATION

105-120 minutes



### SEATING ARRANGEMENTS

Open space to move around in Step 2 and group seating in small working groups and in plenary for the other steps



### MATERIALS

Flipchart paper, markers and masking tape



### TRAINING AID

- 11.2.4 A: Statements on Domestic Work by Children and Adults
- 11.2.4 B: Quiz on Child and Adult Domestic Work: Questions and Answers
- 11.2.4 C: Priorities for Action: Instructions for Group Work
- 11.2.4 D: Report Form Briefing Note: Domestic Work by Children and Adults



### SESSION PLAN STEPS

1. What is domestic work (and stories from domestic workers) – 5-20 minutes
2. Game: Where do I stand? – 30 minutes
3. Quiz on child and adult domestic work – 30 minutes
4. Setting priorities for action – 35 minutes
5. Round up – 5 minutes

### PREPARATION

1. For Step 1: Check beforehand if there are any participants who are or have been child or adult domestic workers. If yes, ask for 2 volunteers among these participants to prepare a short story of their life and work as domestic workers, highlighting the things they liked and disliked the most as domestic worker. If not, introduce the session aims and move to Step 2.

2. For Step 2: Select 5 statements from Training Aid 11.2.4 and prepare two A-4 sheets or flipcharts. On one paper draw a happy face (and write AGREE) and on the other paper draw an unhappy face (and write DISAGREE). Hang one paper on a wall or flipchart-stand on one side of the training room and the other on a wall or flipchart stand on the other side of the room.
3. For Step 3, prepare a table on a flipchart or board to score the points earned by the working groups in the quiz.
4. For Step 4, write the questions for the groupwork on a flipchart.

## STEP 1 WHAT IS DOMESTIC WORK (AND STORIES FROM DOMESTIC WORKERS) – 10-20 MINUTES

Say that this session introduces the situation of child and adult domestic workers, and what can be done to improve it. Start by asking: "What is domestic work?" After a few answers, explain:

**'Domestic work'** is work performed in or for a **household(s) of others** within an employment relationship. Domestic work involves cleaning, cooking, washing and ironing clothes, taking care of children, elderly or persons with disabilities, driving, guarding the home or gardening for a third party, the employers' household.

Ensure that participants understand that household work done by children and adults for their one's own family is not covered in this session.

**(Optional):** Introduce the volunteers, and ask them to share their experiences as (child) domestic workers for around 5 minutes each. After each testimony, ensure applause from the group and praise the speakers for sharing their experiences. Show respect and empathy especially if speakers bring up any difficulties and constraints they encountered and had to overcome. Make sure to compliment them for their courage. After the testimonies, emphasize the importance of improving the situation of domestic workers recalling some of their experiences.

## STEP 2 GAME: WHERE DO I STAND – 30 MINUTES

Ask participants to come to the open space in the room and give the instructions for the game:

- The trainer will read out a statement, and participants will move around to indicate whether they agree or disagree:
  - Participants who **agree** with the statement move to the flipchart stating AGREE.
  - Those who **do not agree** move to the flipchart with the sign DISAGREE.
  - Those who agree or disagree only a bit, position themselves according to the degree of their agreement /disagreement.
- Give an example as needed to ensure participants understand the game rules, for example, state: "My hair is green" and ask participants to move to the right place, that is, around the sign DISAGREE.

Keep a brisk pace but make sure that all participants feel free to express their views. After each of the 5 statements, ask a few volunteers to explain why they

stand where they are. Select volunteers from the opposing sides and in the middle of the room so that different and opposing voices are heard. Encourage brief debates among the group if these come up. Tell them they can move place if they wish. At this stage all views and opinions are fine. Then, read the next statement and follow the same procedure.

When ready, ask participants to sit down in plenary and start a discussion with the following questions:

- What were the statements people agreed on? Why do they think this happened?
- What were statements that they disagreed on? Why do they think this happened?
- What were the views on the value of domestic work?
- Are the views and opinions based on facts or on opinions? (See Ex. 3.1.2 Fact or Opinion)

When no new information comes up in the group, summarize the outcome of the discussion with 3 or 4 of the following key messages:

- There are many different ideas, attitudes and norms about domestic work, but few people know the facts.
- Domestic work is one of the oldest occupations in the world. It needs to be done in every household, and there is a high demand for domestic work in the households of others. However, the occupation has a low status. It is generally considered to be unskilled work by women and girls, pay is often low and domestic workers are often treated without respect. Gender stereotypes are common and negatively affect many girls (and boys), women (and men) in domestic work.
- Domestic work is often viewed as a viable way out for families in poverty and employers are seen as benefactors who treat their domestic workers as “family.” While this may sometimes be true, evidence shows that it is most often not in line with reality.
- Domestic work used to be an invisible occupation and little was known about the working and living conditions of children and adults in this job. This situation has been changing in recent years.
- Children are best prepared for adult family and work life through socializing in the family and the community, and education and training, not through working as child domestic workers.

### STEP 3

#### QUIZ ON CHILD AND ADULT DOMESTIC WORK – 30 MINUTES

Ask participants to sit down in small groups of around 5 to 6 people for a quiz. Every small group will form a team. In the quiz we will find out about the situation of child and adult domestic workers worldwide, in Asia and Myanmar to see whether any changes are needed.

Explain the quiz rules: Tell the small groups to give quick answers: Every person who thinks he or she knows the answer can call it out, or the groups can quickly consult and give a group answer. If they do not know they can guess. Give a mark for every good answer on the scoring sheet (see Training Aid 11.2.4 B on how to score), and make sure to provide and discuss the right answer(s) before asking the next question. Introduce the quiz questions one by one. Undertake the quiz in a relaxed manner – it is not an examination. Keep a fast pace, but make sure to discuss the right answers.

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. Discuss the two key messages by writing them on a flipchart or board to ensure everybody understands them:

- **What is child labour in domestic work that needs to be eliminated?**  
Work in **unacceptable, non-permissible situations**, because the children are:
  - ✘ below the minimum working age
  - ✘ carry out hazardous work
  - ✘ are in a slavery-like situation.
- **What is decent work for domestic workers? Situations in which:**
  - ✓ there is respect of the rights of all domestic workers to human rights and fundamental labour rights (No to discrimination, child labour and forced labour; yes to freedom to organize);
  - ✓ a minimum age for employment into domestic work is set, and child domestic workers are provided with opportunities for adequate schooling and training;
  - ✓ there is protection against abuse, harassment and violence;
  - ✓ fair terms and conditions of employment are provided (working hours, wages, accommodation, safe work and social security).

#### STEP 4 SETTING PRIORITIES FOR ACTION – 35 MINUTES

Tell participants we will now discuss how to act against child labour in domestic work, protect young domestic workers and provide decent work to all domestic workers in Myanmar. Divide participants into 4 or 5 groups and provide them with the instructions for group work as given in Training Aid 11.2.4 C.

Give the groups around 20 minutes for discussion, reconvene and ask the group reporters to explain briefly – maximum 3 minutes each – the outcome of their discussions (the reporting form may be helpful). In conclusion, highlight some useful suggestions from the group work outcomes, such as the need for large-scale awareness raising on the nature and extent of the problems and how to improve the situation of child and adult domestic workers, the importance of legal and societal action to eliminate the worst forms of child labour, provide children with quality education and promote decent for domestic workers.

#### STEP 5 ROUND UP – 5 MINUTES

Select 3 or 4 key messages to round up the session from the list below:

- Domestic work is not light work, the working hours tend to be very long, and the work requires skills and knowledge, for example, about cooking, child care, working with household chemicals, tools or equipment.
- Children have special human rights and require protection until they reach adulthood, including the right to education and the right to protection from abuse, exploitation and hazardous work.
- Child domestic work is permissible, but child labour in domestic work needs to be outlawed as soon as possible.

- Any work for an employer is outlawed for children under 14 years old although it may be easy to circumvent the law as the work takes place in individual households.
- Girls and women form the majority of domestic workers, but there are also boys and men: 4 of every 5 adult domestic workers are women, and 2 out of every 3 child domestic workers are girls. Boys tend to do cooking and cleaning (like girls), while men are often gardeners, drivers or security guards.
- Domestic work skills do not come naturally to either women or men. Girls and boys often learn these skills at home from their mothers and fathers, or at work from other domestic workers.
- While many employers of domestic workers are kind, not all are good employers. Many employers mistreat their domestic workers and children are especially vulnerable to exploitation.
- Poverty is a major cause of child labour but child labour perpetuates poverty, too.
- All of us – adults and children alike – have human rights, as well as responsibilities towards each other.
- Children need to go to primary and secondary school and prepare for productive work through further education and training. Research shows that, in practice, the majority of child domestic workers can not go to school and have enormous difficulty working and studying at the same time. In Myanmar, for example, the 2015 surveys indicate that only 0.3 per cent of working children manage to continue their education.
- Many child domestic workers and some adult domestic workers do not get paid for their work. Those who do, receive, in general, very low wages.
- Domestic work is in high demand among employing households. If domestic workers are provided with respect and decent working and living conditions, it can be a productive occupation with job satisfaction for many adult workers.



### TRAINING AID 11.2.4 A: STATEMENTS ON DOMESTIC WORK BY CHILDREN AND ADULTS

**Guidelines:** Select 4-6 statements that you think will lead to an interesting discussion. You can change statements or make others, as appropriate, for your audience.

1. Domestic work is one of the best occupations for children as it is light and unskilled work.
2. Girls and women are more prepared and suited for domestic work.
3. Children from the age of 5 can work as domestic workers in other people's houses if they do only light work.
4. Employers treat their domestic workers as family members.
5. Sending a child into domestic work is an easy solution for poor parents.
6. Child domestic workers from poor families are better off living with their employers as their living and working conditions are better than in their own homes.
7. Working as domestic workers is safe for children as they are under the protection of their employers.
8. It is good for girls to go out to work as a domestic worker at an early age as it prepares them for adult life as a wife and mother.
9. Adult domestic workers protect and look after the child domestic workers who work with them for the employer's household.
10. Domestic work is not real work and domestic workers are not real workers.
11. Child domestic workers have time to go to school.
12. Because they are not real workers, child and adult domestic workers do not need real pay for the work they do.





## TRAINING AID 11.2.4 B: QUIZ ON CHILD AND ADULT DOMESTIC WORK: QUESTIONS AND ANSWERS

**Guidelines:** The quiz questions and scoring tips are in regular text. The answers and responses to the questions are in italics after each question.

1. **Which region has the most domestic workers in the world?** One point for the best guess: (Asia (41 per cent of the total), but there are domestic workers everywhere, worldwide, as men and women increasingly prefer to earn an income outside the home and employ a domestic worker if they can afford it.)
2. **There were more than 53 million adult domestic workers worldwide in 2010. Of every five of these workers, how many are women and how many or men.** (More than 4 out of every 5 workers are women, or 83 per cent women and 17 per cent men.)
3. How many child domestic workers are under 18 years old. One point for the best guess: (17.2 million.)
4. **Of these how many are in unacceptable conditions, in other words, in child labour in domestic work?** One point for the best guess: (11.5 million.)
5. **What is child labour in domestic work?** One point for every right answer: (Work in unacceptable, non-permissible situations, because the children are:
  - below the minimum working age
  - carry out hazardous work
  - are in a slavery-like situation.)
6. **Of every 5 child domestic workers in child labour under 18 years, how many are under 14 years old?** (More than 4 of every 5 child domestic workers in child labour domestic are under 14 years old.)
7. **Of every 3 child domestic workers in child labour, how many are girls and how many are boys?** (2 girls and 1 boy).
8. **What are some of the problems faced by many child and adult domestic workers?** One point for every right answer:
  - (Working hours are very long and domestic workers do not get sufficient rest (not enough hours sleep per day, no weekly rest days, no leaves or holidays).
  - Wages are not paid or are very low. Non-payment of wages is especially common for child domestic workers as they may be paying off a debt of their parents, their parents receive the wages, or provision of food, clothing and a place to sleep are considered sufficient payment. Wages of adult domestic workers are generally very low, they are often well below the minimum wage for work where this exists and women domestic workers earn even less than men domestic workers.
  - Children are not allowed to continue their education, or they are too tired at school to concentrate, due to their long working hours.
  - Domestic workers often face verbal, physical and/or sexual harassment and violence in their employers' household. Children and women are especially vulnerable.)
9. **Why are domestic workers vulnerable?** One point for every right answer: (Domestic workers are vulnerable because:
  - Domestic work and domestic workers are not adequately protected by the law. Therefore there is a strong power imbalance between domestic workers and their employers. Child domestic workers have even less power than adult domestic workers vis-à-vis their employers.
  - Domestic workers are often exploited because they are women, they are often young and/or belong to minority ethnic or religious groups and/or are migrants from rural areas or from other countries.

- Domestic work is undervalued, and domestic workers are not seen as real workers as domestic work is considered unskilled and dirty work to be done by girls and women.
  - Domestic work is invisible as it takes place in isolation 'behind closed doors'.
  - Where national laws on domestic work exist, domestic workers and their employers do not know the laws, and they are not organized.)
10. **What is decent work for domestic workers?** One point for every right answer:
- (Respect of the rights of all domestic workers to human rights and fundamental labour rights (No to discrimination, child labour and forced labour, and yes to freedom to organize, and equality)
  - Setting a minimum age for employment into domestic work, and providing child domestic workers with opportunities for adequate schooling and training
  - Protection against abuse, harassment and violence
  - Fair terms and conditions of employment, such as:
    - Normal working hours, overtime compensation, weekly rest of period of at least 24 hours
    - Payments in cash directly to the workers, minimum wages if these exist and setting wages without discrimination based on sex.
    - Safe and adequate accommodation for live-in domestic workers
    - Safe work and social security.)
11. **In your view, how can children be protected from child labour in domestic work?** One point for every right answer:
- (Provide quality education to all children
  - Make sure all working children attend school on a regular basis and have time to study
  - Set and apply a minimum age for employment (for light and hazardous work)
  - Enact and enforce prohibition of hazardous work by children
  - Enact and enforce prohibition of slavery-like work by children
  - Make sure only children above minimum working age are allowed to do decent domestic work
  - Strictly limit their hours of work to ensure adequate time for rest, education and training, leisure activities and family contacts
  - Enact and enforce prohibition of night work
  - Establish or strengthen mechanisms to monitor their working and living conditions.
  - Raise awareness of parents, community leaders, teachers and public authorities on the need to stop child labour and protect children and youth in domestic work.)
12. **Which international human rights and international labour conventions exist to protect child workers and adult workers in domestic work?** One point for every right answer: (The UN Convention on the Rights of the Child, Child Labour Conventions No. 138 and No. 182, and Domestic Workers Convention No. 189 and their recommendations.)



## TRAINING AID 11.2.4 C: PRIORITIES FOR ACTION: INSTRUCTIONS FOR GROUP WORK

**Guidelines:** Select a reporter and a spokesperson to present the outcome of your discussions. Be realistic, concrete and practical.

In small working groups, discuss priorities for action in Myanmar on how to:

1. Reduce child labour in domestic work
2. Protect child domestic workers
3. Provide decent work to all domestic workers.

Questions are:

- A. What are 1-3 priorities for action for each of the above 3 goals?
- B. For each priority, list one thing you can and will do yourself
- C. For each priority, list a few key strategies and activities on what government and society should do.

**Report Form:** Use as a guide for your group presentation.

**Goal 1:** Reduce child labour in domestic work in Myanmar

PRIORITY	WHAT YOU WILL DO YOURSELF	WHAT GOVERNMENT/ EMPLOYERS SHOULD DO	WHAT SOCIETY SHOULD DO
Priority for action 1	-	-	-
Priority for action 2	-	-	-
Priority for action 3	-	-	-

**Goal 2: Protect young domestic workers in Myanmar**

PRIORITY	WHAT YOU WILL DO YOURSELF	WHAT GOVERNMENT/ EMPLOYERS SHOULD DO	WHAT SOCIETY SHOULD DO
Priority for action 1	-	- - -	- - -
Priority for action 2	-	- - -	- - -
Priority for action 3	-	- - -	- - -

**Goal 3: Provide decent work for all domestic workers in Myanmar**

PRIORITY	WHAT YOU WILL DO YOURSELF	WHAT GOVERNMENT/ EMPLOYERS SHOULD DO	WHAT SOCIETY SHOULD DO
Priority for action 1	-	- - -	- - -
Priority for action 2	-	- - -	- - -
Priority for action 3	-	- - -	- - -



## BRIEFING NOTE: DOMESTIC WORK BY CHILDREN AND ADULTS

### 1. Definitions and terms

**Domestic work** is work performed in or for a household or households.

**Child domestic work** refers to children's work in domestic service in the home of a third party or employer carried out by a child, that is, a person below the age of 18 years.

An **employer of a domestic worker** may be a member of the household for which the work is performed, or an agency or enterprise that employs domestic workers and makes them available to households.

A **domestic worker** is any person engaged in domestic work in an employment relationship.

**Child domestic workers** are persons below 18 years who do paid or unpaid domestic work in the home of a third party or employer:

- Some of them work in permissible and acceptable situations, for example if they have reached the minimum age of employment under national or international law.
- The majority are in child labour in domestic work: They work in unacceptable, nonpermissible situations, because:
  - 1) They are below the minimum working age
  - 2) They carry out hazardous work, either due to the nature of the tasks performed, to the long working hours, or to both
  - 3) They are in a slavery-like situation.

#### **Child labour in domestic work statistically includes:**

- All children aged 5-11 years in domestic work
- All children aged 12-14 years engaged in domestic work for more than 14 hours per week
- All children, aged 15-17 years old, engaged in hazardous domestic work, which includes long hours, that is 43 and more hours per week.

#### **The worst forms of child labour are:**

- 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 performance
- 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
- Work which, by its nature or because of the circumstances in which it is carried out, is likely to harm the health, safety, or morals of the child (commonly referred to as “**hazardous work**”).

Child domestic workers are often hard to help not only because they work behind the closed doors of their employers' homes, but also because societies see what they do not as work but more as filial duty, and – particularly in relation to girls – as training for adult life. These children carry out tasks such as cleaning, ironing, cooking, gardening, collecting water, looking after other children and caring for the elderly.

Children doing this work need attention in particular because of the conditions under which they are working. Many are 'live-in' workers: they live with their employers and are especially vulnerable. Most have no, or insufficient, access to education. Many children report that their daily experience of discrimination and isolation in the household is the most difficult part of their burden. Their situation, and how they got to be there, also makes them highly dependent on their employers for their basic needs, and at times results in physical, psychological and sexual violence. Child domestic workers are vulnerable to abuse and exploitation, firstly, because they are children, especially girls, but also boys. In addition, they lack family protection because they work in the homes of third parties, they work mostly in isolation and they are not recognized as real workers.

In **Myanmar**, child domestic work is relatively widespread. Child domestic workers are found in the country but they also migrate to other countries such as Thailand or Malaysia. Few studies are available on this issue. Child domestic workers are only specifically covered under the Labour Organization Law but not in any other labour-related law, 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 and leisure prescribed by the law. A child between 16 and 18 may engage in domestic work without any conditions and protection.<sup>5</sup>

Many people, from policymakers to the general public, do not give child domestic work the recognition that it warrants given its potential for abuse and violation of children's rights. National decision makers and local government officials, including labour inspectors, often do not consider child domestic work as a "labour issue".<sup>6</sup> Domestic work for children is often seen not as a job but as a favour granted by an employer to help poor children and their families. As a result of these prevailing attitudes, laws and policies to protect child domestic workers have not been adopted in Myanmar.

## 2. How many child domestic workers end up in a child labour situation?

Millions of children around the world are in paid or unpaid domestic work in households other than their own. At a time when the overall number of child labourers is on the decline, the number of children in domestic work shows no sign of decreasing.

The most recent global estimates on child domestic work<sup>7</sup> state that there are 17.2 million child domestic workers (5-17 years old) in the world today. Of these 17.2 million, the ILO estimates that 11.5 million are in unacceptable situations, that is, in child labour in domestic work because they are:

- below the legal minimum working age
- working under hazardous conditions
- working in circumstances in slavery-like conditions.

<sup>5</sup> 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. 12.

<sup>6</sup> 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), p. 32.

<sup>7</sup> Child domestic work: Global estimates 2012 (ILO: Geneva, 2013).

Looking at the **ages** of child domestic workers in child labour, in 2012:

- Almost 2 out of every 3 of these children were 5-11 years old (64 per cent or 7.4 million)
- Almost 1 out of every 5 of these children were 12-14 years old (18 per cent or 2.1 million).
- Of all child domestic workers between 12 to 14 years more than half (55.4 per cent or 2.1 million) were in child labour
- Among the age group 15-17 years, more than 1 out of every 3 children (33.5 per cent or 2 million children) were in child labour, that is, in hazardous work.

Looking at the **sex** of child domestic workers, in 2012:

- Overall almost 2 out of every 3 were girls (65 per cent or 7.5 million), and 1 was a boy (35 per cent or 4 million).
- In the age group 5-11 years, 4 out of every 10 children in child labour were boys, and 6 were girls.
- In the age group 12-14 years, slightly more than 3 out of every 10 in child labour were boys, and almost 7 were girls.
- For the age group 15-17 years, 2 out of every 10 were boys, and 8 were girls.

Looking at **hazardous domestic work**, in 2012:

- Almost 1 out of every 3 children (3.7 million) between 5 and 17 years in domestic work engaged in hazardous domestic work:
- 2.6 million girls were in hazardous domestic work, compared to 1.1 million boys

Looking at **slavery-like conditions**, the ILO's global estimate of forced labour<sup>8</sup> stated:

- Among the total number of 20.9 million forced labourers, women and girls represented the greater share of total forced labour – 11.4 million victims (55 per cent), compared to 9.5 million (45 per cent) men and boys.
- Children aged 17 years and below represented 1 in 4 of all forced labour victims (26 per cent or 5.5 million children).
- While the specific number of children in forced labour and trafficking for domestic work remained unknown, evidence pointed to the existence of significant numbers of children in debt bondage, victims of trafficking and in servitude situations.

In Myanmar various surveys carried out in 2015, found that there were no children working in domestic service in the 5-12 and 12-14 year age groups, and only 1.2 per cent of the 1517 year age groups were found to be working in domestic service.<sup>9</sup> These figures should be taken with caution because domestic work by adults and children in the households of others may not be considered as 'real work' and therefore remains invisible. Further research is needed in Myanmar. In general among working children in Myanmar only 0.3 per cent manage to continue their education.

### 3. Adult domestic workers: Numbers and working conditions

Key ILO data from 2010 are:

- There were more than 53 million adult domestic workers worldwide in 2010. More than 4 out of every 5 workers were women (83 per cent women and 17 per cent men).
- Worldwide, almost 30 per cent were excluded from the protection of national labour laws. In Asia and the Pacific 61 per cent were excluded from such protection and in the Middle East 99 per cent were excluded.

<sup>8</sup> *Global Estimate of Forced Labour 2012: Results and Methodology* (ILO: Geneva, 2012).

<sup>9</sup> *Myanmar Child Labour in 2015, Key Facts and Statistics by Ministry of Labour, Immigration and Population, Central Statistical Organization and ILO* (ILO: Yangon, 2016).

- Working hours of domestic workers are often extremely long. Worldwide, there was no limitation of normal weekly hours for almost 57 per cent of domestic workers. In Asia and the Pacific this was true for 99 per cent of these workers and in the Middle East for all of them.
- Payment of domestic work is not well regulated in the majority of cases, and remuneration tends to be much lower than in other occupations, although exceptions exist. In 2010, almost 43 per cent of domestic workers were excluded from minimum wage coverage. In Asia and the Pacific minimum wage protection did not apply to 88 per cent of domestic workers, and for 10 per cent of domestic workers the minimum wage was lower than for other workers.

#### 4. Priorities for the protection of child domestic workers in international law

**At minimum** States should:

- set a minimum age for entry into domestic work that is consistent with ILO Conventions No.'s 138 and 182 and not lower than that set by national laws and regulations for workers generally;
- take measures to ensure that work done by domestic workers who are under the age of 18 and above the minimum age of employment does not deprive them of compulsory education, or interfere with opportunities to participate in further education or vocational training." (ILO Domestic Workers Convention No 189, 2011, Article 4).

It is also recommended that States:

"... should identify types of domestic work that, by their nature or the circumstances in which they are carried out, are likely to harm the health, safety or morals of children, and should also prohibit and eliminate such child labour. [Taking into account the provisions of the Worst Forms of Child Labour Convention, 1999 (No. 182), and Recommendation (No. 190)]

"... should give special attention to the needs of domestic workers who are under the age of 18 and above the minimum age of employment as defined by national laws and regulations, and take measures to protect them, including by:

- (a) strictly limiting their hours of work to ensure adequate time for rest, education and training, leisure activities and family contacts;
- (b) prohibiting night work;
- (c) placing restrictions on work that is excessively demanding, whether physically or psychologically; and
- (d) establishing or strengthening mechanisms to monitor their working and living conditions." (ILO Domestic Workers Recommendation No. 201, 2011, paragraph 5)

#### 5. Decent work for domestic workers

The **minimum standards** set by Domestic Workers Convention No. 189 include:

##### **Basic rights**

- Respect, protection and promotion of the rights of all domestic workers to human rights and fundamental principles and rights at work ("no" to discrimination, child labour and forced labour, "yes" to equality and freedom to organize).
- Setting a minimum age for employment into domestic work, and providing child domestic workers with opportunities for adequate schooling and training.
- Protection against abuse, harassment and violence.



### **Fair terms of employment and decent living conditions**

- Information on terms and conditions of employment in an easily understandable manner, preferably through written contracts.
- Normal hours of work, overtime compensation, weekly rest of period of at least 24 hours, regulation of stand-by hours, and annual paid leave.
- Payments in cash directly to the workers, minimum wages if these exist and setting wages without discrimination based on sex.
- Safe work and social security
- Special standards for child domestic workers (see section 4 above), live-in workers, domestic workers who have migrated for work to another country.
- Measures to regulate employment agencies
- Access to justice and dispute settlement, complaints and enforcement mechanisms.

### **Main sources:**

- ILO, Child Domestic Work: Global Estimates 2012 (Geneva, 2013).
- ILO, Domestic Workers across the World: Global and Regional Statistics and the Extent of Legal Protection (Geneva, 2013).
- ILO, Effective Protection for Domestic Workers: A Guide to Designing Labour Law (Geneva, 2012).
- ILO, Global Estimate of Forced Labour 2012: Results and Methodology (Geneva, 2012).
- ILO, Convention No. 189 Decent Work for Domestic Workers (Geneva, 2011). International Domestic Workers Network (later Federation: IDWF) and ILO, Decent Work for Domestic Workers in Asia and the Pacific: Manual for Trainers (Bangkok, Hong Kong, China, 2012).
- IDWF and ILO, Tackling Child Labour in Domestic Work: Handbook for Action for Domestic Workers and their Organizations (Hong Kong China and Jakarta, forthcoming). Ministry of Labour, Immigration and Population (MOLIP), Central Statistical Organization (CSO) and ILO, Myanmar, Child Labour in 2015, Key Facts and Statistics (ILO: Yangon, 2016).



## ■ UNIT 11.3 HEALTH AT WORK



### CONTENT

Three main health concerns at work are addressed in this unit: maternity protection, occupational safety and health and the treatment of workers and families with HIV and Aids. Participants will become aware of the right of women to maternity protection, the right to a safe workplace and healthy working conditions, and the right to equal treatment of workers infected with HIV and Aids.



### KEY MESSAGES

- Maternity should not restrict women workers from exercising their right to work or give grounds for discrimination against them.
- It is important to organize and fight for proper protection during pregnancy and maternity.
- A healthy and safe working environment is important for both employers and workers. Healthy workers are less absent and more motivated, and have a higher productivity.
- Children under 18 years need special protection, because work and work processes that are not hazardous for adults may be hazardous for children as their bodies and minds are still growing.
- People infected with HIV and Aids and their families have the right to be treated equally at work and in their community.
- People living with HIV have the right to work like everyone else, as long as they are able to perform in the job.
- Children living with HIV or children of parents with HIV and Aids have the same right to education and equal treatment as other children.



### EXERCISES

11.3.1 Maternity Protection

11.3.2 Occupational Safety and Health

11.3.3 Equal Treatment: Workers and Families Living with HIV and Aids



### RELATED UNIT

- 4.2 What Is Child Labour?
- 7.4 What Are STIs and HIV and Aids?
- 11.2 Rights at Work

**EXERCISE 11.3.1 MATERNITY PROTECTION****OBJECTIVE**

To become aware of the rights of workers to maternity protection

**TARGET GROUP**

Youth and adults

**DURATION**

60 minutes

**SEATING ARRANGEMENTS**

Circle or U-shape seating in the middle of the room, with two group work areas on the opposite sides of the room

**MATERIALS**

- 3 sets of the 10 Maternity Situation Cards (Training Aid 11.3.1 A)
- 3 sets of three A-4 size word cards: 'Dangerous', 'Unfair' and 'Important'
- Flipchart paper, markers and masking tape for three working groups

**TRAINING AID**

11.3.1 A: Maternity Situation Cards

Briefing Note: Maternity Protection: ILO Convention No. 183 and Myanmar Law

**SESSION PLAN STEPS**

1. Group work: Round 1 – 15 minutes
2. Group work: Round 2 – 20 minutes
3. Discuss maternity protection in Myanmar – 20 minutes
4. Round up – 5 minutes

**PREPARATION**

Photocopy three sets of the 10 Maternity Situation Cards in Training Aid 11.3.1 A and prepare three sets of 3 word cards: 'Dangerous', 'Unfair' and 'Important'.

Read the Briefing Note: Maternity Protection: ILO Convention No. 183 and in Myanmar. Prepare a flipchart paper with the main provisions of ILO Convention No. 183 and the national situation in Myanmar. Laws are subject to changes, so it is important to get updated information and check carefully what protection is presently covered by the law to what categories of workers every time before doing the exercise. Ask an expert as necessary.

Note that, generally, only workers in the formal sector are covered by the law. This does not mean, however, that this topic is not important for workers in the informal economy. When you do this exercise with informal economy workers, explain that they may or may not be covered by the law but maternity protection is important for all workers and their families. Make an action plan about what they can do to protect themselves during pregnancy and maternity instead of talking about the laws in detail.

## STEP 1 GROUP WORK: ROUND 1 – 15 MINUTES

Explain that this session covers the rights to maternity protection. Divide participants into three groups: one men-only group and two women-only groups. When there are only women participants just make three groups and when there are fewer than 4 men, assign one or two men to each group. Give each group the following materials:

- a set of the 10 maternity situation cards (Training Aid 11.3.1 A)
- 3 word cards: 'Dangerous', 'Unfair' and 'Important'
- a roll of masking tape.

Ask each group to tape the three word cards on the wall and place the 10 maternity situation cards under the appropriate category: They have to put the situations they find dangerous under the 'Dangerous' card, the unfair situations under the 'Unfair' card and the situations that they consider important under the 'Important' card.

## STEP 2 GROUP WORK: ROUND 2 – 20 MINUTES

Ask all groups to look at all the maternity situation cards on the wall and consider which maternity situations shown on the cards are appropriate and well suited for pregnant women at their workplace.

Ask them to mark the cards (e.g., with a smiley J or pin next to the card) that they think are appropriately dealt with. Ask all participants to come back to plenary and compare the results of the three groups. Discuss each situation and the differences in the group results, if any. Clarify any misunderstanding and make sure that participants understand each situation correctly.

The cards should be arranged under the three word cards as follows:

DANGEROUS situations:

- Working at night, a lot of overtime and no weekly rest or leave days (a pregnant woman needs regular rest).
- Carrying heavy loads is dangerous for the health of mother and child.
- Working with dangerous chemicals is very dangerous to the health of the unborn child.

UNFAIR treatment:

- Termination of job because of pregnancy.
- Not allowed to join a training because of pregnancy.

IMPORTANT provisions for pregnant women at work:

- Changing to appropriate work when the work is too heavy for a pregnant woman.

- Medical benefits: regular check-ups.
- Place to rest and to breastfeed during work.
- Time to breastfeed during working hours.
- Provision for other facilities like a child care center.

### STEP 3 DISCUSS MATERNITY PROTECTION IN MYANMAR – 20 MINUTES

Ask the participants if they know all the rules for maternity protection as stated in the law in Myanmar. Explain these rules briefly using the prepared flipchart paper. Compare the rules with the outcome of the group work: how many situations are marked as 'appropriately dealt with'?

Ask the following questions:

- Which situations are mentioned in the law?
- Do you know the rules of your workplace regarding these situations?
- Are the rules and laws appropriately dealt with at your workplace? If not, what can you do to improve your situation?

### STEP 4 ROUND UP – 5 MINUTES

Conclude the discussion. When many of the participants work in the informal economy and are not covered by the law, summarize their main concerns and how these may be addressed in practice. For formal sector workers, summarize the maternity protection laws once more.










For both groups, round up by saying that:

- Maternity should not restrict women workers from exercising their right to work or give grounds for discrimination against them.
- It is important to organize and fight for proper protection during pregnancy and maternity.



## TRAINING AID 11.3.1 A: MATERNITY SITUATION CARDS

**Guidelines:** Photocopy 3 sets of the following 10 situation cards in A-4 or A-3 size for use in the exercise. Prepare one set for each group. Shuffle the cards before handing them out to each group.

DANGEROUS SITUATIONS:		
 <p>1) Working at night, a lot of overtime and no weekly rest or leave days</p>	 <p>2) Carrying heavy loads</p>	 <p>3) Working with chemicals</p>
UNFAIR TREATMENTS:		
 <p>4) Termination of job because of pregnancy</p>	 <p>5) Not allowed to join a training because of pregnancy</p>	
IMPORTANT PROVISIONS:		
 <p>6) Changing to appropriate work</p>	 <p>7) Medical benefits: regular checkups</p>	 <p>8) Place to rest or to breastfeed during work</p>
 <p>9) Time to breastfeed</p>	 <p>10) Provision for child care</p>	



## BRIEFING NOTE: MATERNITY PROTECTION: ILO CONVENTION NO. 183 AND MYANMAR LAW

### ILO Maternity Protection Convention (No.183)

Most countries provide some form of maternity protection in their laws, but the types of protection and the number of workers covered vary greatly. This Convention covers more than most national laws at present, but some countries provide for more extensive maternity protection, and paternity and parental leaves. Many organizations like NGOs and trade unions advocate for the ratification of this Convention and it would be good if more organizations promote the rights and principles laid down in this Convention.

ILO Maternity Protection Convention 183 (2000)<sup>10</sup>:

- Covers all employed women including those in part-time work, home work and atypical forms of dependent work.
- Ensures that pregnant or breastfeeding women are not obliged to perform work which can be a significant risk to the mother's health or that of her child.

It states that:

- 14 weeks of maternity leave with entitlements to cash benefits and medical care are the minimum provisions required for women who are responsible for caring for themselves and their babies.
- It is unlawful for an employer to terminate the employment of a woman during her pregnancy or absence on leave, except on grounds unrelated to the pregnancy or birth of the child and its consequences or nursing.
- A woman is guaranteed the right to return to the same position or an equivalent position paid at the same rate at the end of her maternity leave.
- A woman shall be provided with the right to one or more daily breaks or a daily reduction of hours of work to breastfeed her child.

### Maternity Protection in Myanmar

The Leave and Holiday Act, 1951 (amended July 2014) covers maternity protection and benefits for formal sector workers, excluding family workers in family enterprises, domestic workers and civil servants. Women workers are entitled to the following maternity benefits, if they have been employed for at least one year and paid social security contributions for at least six months:

- 14 weeks of maternity leave, 6 weeks before confinement and 8 weeks after confinement
- additional four weeks of maternity leave if twins have been delivered
- up to six weeks leave in case of miscarriage.
- full wages for prenatal examination at the rate one day per time and up to a maximum of seven times
- 70 per cent of average wages of the previous year as maternity leave compensation before childbirth
- additional 50 per cent of wages after childbirth (75 per cent for twins, 100 per cent for triplets), i.e. 120 per cent of average wages during the last 8 weeks of maternity leave
- the right to take leave for medical treatment of the infant during the infant's first year
- The father is entitled to up to 15 days of unpaid leave for infant care upon confinement of his wife.

<sup>10</sup> Adapted from: ILOLEX, Database of International Labour Standards, <http://www.ilo.org/ilolex>; Labour Law & Regulations, Myanmar Garment Manufacturers Association (MGMA), <http://www.myanmargarments.org/factoryinformation/laws-regulations/> (accessed 2 February 2017).



## ■ EXERCISE 11.3.2 OCCUPATIONAL SAFETY AND HEALTH



### OBJECTIVES

- To become aware of situations at work that are dangerous to health
- To identify measures for a safer and healthier workplace
- To become aware of the occupational safety and health rights of workers



### TARGET GROUP

Children, youth and adults (with at least 3-4 persons able to read and write)



### DURATION

95 minutes



### SEATING ARRANGEMENTS

Group seating in small groups of 4 persons



### MATERIALS

- Photocopies of Dangerous and Unhealthy Situations (Training Aid 11.3.2 A)
- Flipchart paper, black, red and green markers, and a roll of masking tape for each group



### TRAINING AID

11.3.2 A: Dangerous and Unhealthy Situations  
Briefing Note: Occupational Safety and Health



### SESSION PLAN STEPS

1. Instruction for group work – 10 minutes
2. Group work: Round 1 – 15 minutes
3. Discuss the group work: Round 1 – 15 minutes
4. Group work: Round 2 – 20 minutes
5. Discussion the group work: Round 2 – 20 minutes
6. Summary – 15 minutes

### PREPARATION

Read Briefing Note: Occupational Safety and Health at the end of this exercise and Briefing Note: The Worst Forms of Child Labour in Exercise 4.2.2 What Are the Worst Forms of Child Labour?

Find out about regulations regarding occupational safety and health issues in occupations and workplaces of the participants before doing this session. It may also be helpful to invite

a resource person to the session who is familiar with laws and regulations on occupational safety and health in the type of jobs the participants have or plan/want to do in the future.

Select the picture cards in Training Aid 10.3.2 A that are most relevant to the life and work of the participants, one for each group of 4 persons. Make a photocopy of the selected cards in A-4 or A-3 size.

### STEP 1 ▶ INSTRUCTION FOR GROUP WORK – 10 MINUTES

Explain that this session is about occupational safety and health. Divide the participants into small groups of 4 persons. If the audiences are working youth or adults, put people with the same or similar type of work in the same group. Give each group a copy of one situation card. Ask them if the meaning of their card is clear. When there are misunderstandings about the meaning of the situation, clarify it before proceeding. Hand out 2 pieces of flip chart paper, the black, red and green markers, and a roll of masking tape to each group.

### STEP 2 ▶ GROUP WORK: ROUND 1 – 15 MINUTES

Ask each group to tape the two pieces of flipchart paper together and tape the card in the middle of the flipchart papers. They have to imagine that the card is the sun and they are going to make the sunbeams. Ask them to draw a few sunbeams with a black marker. At the end of each sunbeam they have to write, with a black marker, a risky, dangerous or unhealthy situation related to the job situation in the middle. Give one example in plenary, for instance, for the situation in which a child or adult works in the mines, one sunbeam will say 'Lots of harmful dust' and another sunbeam will say 'Dangerous for children', etc. Encourage them to come up with as many sunbeams as possible.

### STEP 3 ▶ DISCUSS THE GROUP WORK: ROUND 1 – 15 MINUTES

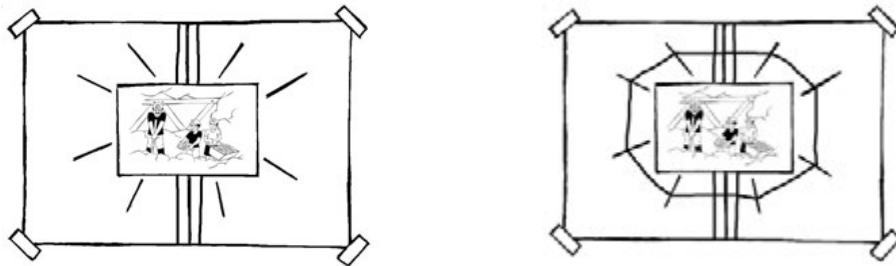
Discuss the results briefly (no presentation) in plenary using the following questions:

- Was it difficult to think of dangerous and or unhealthy situations? Why? Why not?
- Do these situations occur at their workplace?

Ask each group for a brief response. Summarize a few common dangerous and unhealthy situations and ask each group to check their situation to see if these need to be included on their flipchart or not. If so, they can add another sunbeam. For a list of common problems, see Briefing Note: Occupational Safety and Health at the end of this exercise and Briefing Note: The Worst Forms of Child Labour in Exercise 4.4.1 Who Is That Child?

**STEP 4** GROUP WORK: ROUND 2 – 20 MINUTES

Explain that it is necessary to think of ways to avoid or prevent the dangers in these occupations and work situations. Ask participants to create a spider web and show what can and needs to be done (spiders are smart animals). Show participants how they can create a spider web from their sun. Ask them to leave enough space between the spider threads so they will be able to write something in the space in between.



Ask the groups: Are there rules for the situation they mentioned at the end of the sunbeam? If yes, what kind of rules? They can write these in between the lines of the spider web with a **red** marker. When they do not know any rules or are not sure, they have to think of actions and measures that can be taken to avoid the situation at the end of the sunbeam. They can write these with a **green** marker in between the threads of the spider web. Walk around to assist.

During this session the most important thing for the participants is to realize that there can be many dangerous and unhealthy situations in the workplace. They should become aware that they can ask for protection from their employer in situations that are bad for their health and safety. Of course, this is easier for workers in economic sectors and occupations covered by law. However, even where occupational safety and health regulations exist, these are widely violated, and may not apply to many workers, for example, in smaller workplaces. All workers should be aware of occupational hazards and dangerous and unhealthy situations so that they can start protecting themselves. This includes using protective devices and other forms of self-protection and negotiating for better safety and health at work with employers or middle persons who make them work under unhealthy or dangerous situations.

**STEP 5** DISCUSS THE GROUP WORK: ROUND 2 – 20 MINUTES

Discuss the results in plenary using the following questions:

- Which rules do you know concerning safety and health at work?
- What measures can you think of?

Give information about laws and regulations that exist and continue the discussion:

- Is the situation safe at your workplace?
- Do you think it is possible to improve safety and health standards at your workplace? If yes, what needs to be done and how will you do it? If no, what are the obstacles or challenges and how can these be overcome?

**STEP 5** SUMMARY – 20 MINUTES

Make a round along all spider webs and summarize the situations in the web and the possible measures that can be taken to avoid dangerous situations. Round up by saying that:

- A healthy and safe working environment is important for both employers and workers. Healthy workers are less absent and more motivated, and have a higher productivity.
- Children under 18 years need special protection, because work and work processes that are not hazardous for adults may be hazardous for children as their bodies and minds are still growing.
- Laws and regulations on occupational safety and health in economic sectors and occupations exist in many countries but these are not always applied.
- Workers in the informal economy are often not protected by law against health and safety hazards at work.
- Workers should organize themselves and take action against unsafe working conditions.
- Informal sector workers should try to come up with preventive measures themselves and call for adequate occupational safety and health provisions from their employers and the authorities.

 **TRAINING AID 11.3.2 A: DANGEROUS AND UNHEALTHY SITUATIONS**

**Guidelines:** Select one situation card for each group of participants. Make a photocopy of the selected cards in A-4 or A-3 size for use in Step 1.

 <p>1) Working with dangerous chemicals (factory)</p>	 <p>2) Spraying pesticides (agriculture)</p>	 <p>3) Not enough toilets and bathrooms for all workers</p>
 <p>4) Working with dangerous machines</p>	 <p>5) Working in a very noisy area</p>	 <p>6) working in alcohol brewery with strong heat and odour</p>
 <p>7) Sewing sitting in a bad position and insufficient lighting</p>	 <p>8) Children and adults working in fishery</p>	 <p>9) Children and adults working in mines</p>
 <p>10) Children working alongside adults in a rubber plantation</p>	 <p>11) Children working in a charoot rolling factory</p>	 <p>12) Children in domestic service</p>



## BRIEFING NOTE: OCCUPATIONAL SAFETY AND HEALTH

Occupational safety and health encompasses the social, mental and physical well-being of workers in all occupations. Unhealthy and unsafe working conditions can be found anywhere, whether the workplace is indoors or outdoors. A better working environment is good for both workers and employers. A healthy workplace and healthy workers increase productivity in an enterprise.

Occupational health and safety are important for workers of all ages. Many people assume that the work children do is not particularly dangerous. Others assume that it is not necessary to know about the effects of work on children's health, but simply to concentrate on getting them out of work (for those below age 15) or finding them work if they are above that age. However, children under 18 years need special protection, because work and work processes that are not hazardous for adults may be hazardous for children as their bodies and minds are still growing. Until their late teen years, children are more vulnerable to workplace dangers than are adults, because they:

- have thinner skin, so toxic substances are more easily absorbed;
- breathe faster and more deeply, so can inhale more airborne pathogens and dusts;
- dehydrate more easily due to their larger skin surface and faster breathing;
- absorb and retain heavy metals (lead, mercury) in the brain more easily which can disrupt the endocrine system that plays a key role in growth and development, retarding intellectual development, and affecting the whole nervous system;
- use more energy in growing and so are at higher risk from ingested toxins;
- require more sleep and rest for proper development;
- have less-developed thermoregulatory systems rendering them more sensitive to heat and cold.<sup>11</sup>

Hazardous occupations with many accidents and health risks are found in many industries in both the formal and informal economies, as well as in both urban and rural areas. These occupations require special preventive measures provided by laws, regulations and voluntary preventive programmes because the risks are usually inherent to the work or to the hazardous situations in the work. Typical examples of hazardous occupations or work processes include:

- Operation of machines with moving parts or dangerous points of operation
- Work with hazardous chemicals
- Jobs exposed to high noise and dust levels
- Heavy physical work
- Work for too long hours
- Work on scaffolds and elevated platforms
- Work in underground mines.<sup>12</sup>

The following section briefly explains some common situations on the picture cards in Training Aid 11.3.2 A:

- **Carrying heavy loads**  
Workers should be protected against the dangers of carrying heavy loads. Pregnant women, or women who have just returned to work after delivering a baby or an abortion, should not be allowed to carry heavy loads. Possible consequences are serious back problems.

<sup>11</sup> *The Tripartite Process of determining hazardous child labour: Guide for facilitators - Eliminating hazardous child labour: Step by step by IPEC (ILO: Geneva, 2012), p. 47.*

<sup>12</sup> *Adapted from: Preventive Measures in Hazardous Occupations in Asia: A Guide (ILO: Bangkok, 1994).*

- **Working with chemicals (industry, agriculture)**  
Workers working with chemicals like lead, nickel, white lead (painting), acids, benzene, or pesticides used in agriculture should be protected against the dangerous effects of these chemicals. Through breathing in, skin contact or swallowing, the risk of skin diseases, cancer and lung diseases is very high. The chemicals can also destroy someone's fertility. Protective equipment like masks and gloves can help to protect workers but measures must be taken to make the risks as small as possible with good ventilation and storage facilities, clear labeling of all chemicals in a language understood by the users, and good handling of chemical waste.
- **Dust**  
There are a number of occupations that pose health risks due to dust. Workers in mines, textile, cloth or wood production or workers at a place where a lot of burning takes place are very vulnerable to inhaling small particles in the air. The smaller the particles, the further they can reach into the lungs, damage internal organs and cause lung diseases.
- **Working with dangerous machines**  
Dangerous machines are, for instance, sawing and cutting machines, hydraulic presses, milling machines, grinding machines, etc. The machines should be well maintained, proper guards need to be in place and the electricity transmission lines should be in good condition.
- **Working in high noise level**  
If you are unable to hear somebody speak in a normal way standing one arm's length from you then the noise level is too high. Action needs to be taken to reduce the noise as much as possible. Preventive actions can be simple, for example, enclose the machine or very noisy parts of the machine, and regularly service the machine to keep it in a good shape and reduce the noise. Working with machines that make a lot of noise will damage your hearing. It is important to wear protection when working in noisy areas. Ask your employer to provide good quality hearing protection or bring down the noise. Low quality protection usually does not help.
- **Ergonomics**  
This applies to all workers. Office workers should have proper furniture to make sure they do not get problems with their back or arms due to a wrong working position. Home workers also often work in bad physical positions. They often sit on the ground or on small chairs that are too low. Back problems are common among these workers. Many workers also carry out repetitive movements which strains muscles or joints.
- **Working long hours**  
Work that is not hazardous by nature can become hazardous if workers work too many hours and cannot get enough sleep. This is a common risk when payment takes place on a piece-rate basis (e.g., sub contracted home work), or when long hours and overtime are obligatory regularly, such as in domestic work.

Many occupations have some tasks or situations that are hazardous. For example, in agriculture, weeding an hour a day may not pose risks, but weeding just after pesticide application does. Some hazards are obvious – they can cause physical injury. But others that cause emotional or psychological harm are much less visible. As mentioned certain tasks that are safe for adults may be hazardous for children because children are physically and emotionally less developed. (For more details about hazardous work for children, see also Briefing Note: The Worst Forms of Child Labour in Exercise 4.2.2 What Are Worst Forms of Child Labour?)

**Hazardous work for children includes:**<sup>13</sup>

- Prostitution
- Mining
- Agriculture
- Brick-making
- Carpet weaving
- Construction work
- Tannery
- Deep-sea fishing
- Glass factory
- Matches and firework factories
- Slate making
- Domestic Work.

The following lists are detailed examples for two of the cards that are included in the exercise.

**Work hazards in fisheries include:**

- Cutting injuries (from peeling shrimps and crabs or from the strings of the heavy fishing nets)
- Lower back aches (from sitting down to peel or repairing nets for long periods)
- Swollen hands (due to a combination of continuous exposure of their hands to salty sea water, to ice to keep the sea products cold, and to fluids from the sea products)
- Stomach aches (from irregular or unhealthy meals, especially on boats)
- Breathing problems and headaches due to bad smell of rotten fish and strenuous work
- Falling into the water when falling asleep on the boat, slipping away over squid and others, or due to high waves/storms. Most children at work on boats know how to swim, but a few do not and most boats do not have life vests. Small boats have very little space and have more risks for children to fall down.
- Fear for storm, big waves, sharks
- Accidents with the engine of the boat
- Violent piracy on the sea
- Sexual exploitation and HIV and Aids infection for working children and youth.

**Work hazards in rubber plantations include:**

- Headache, fevers, dizziness
- Falling from ladders
- Mosquito, snake, insect and scorpion bites
- Carrying heavy materials
- Backaches
- Stomach aches (no drinking water and irregular and unhealthy meals)
- Itchy skin due to the latex spilled over the skin.

There are a number of measures that can easily be taken to solve dangerous and unhealthy situations at the workplace. A few examples are given below<sup>14</sup>.

<sup>13</sup> Adapted from: *International Programme on the Elimination of Child Labour. IPEC*, <http://www.ilo.org/public/english/standards/ipecc/index.htm>.

<sup>14</sup> Adapted from: *Trainers' Manual for Occupational Safety and Health* by Kazutake Kogi & Tsuyoshi Kawakami (Japan International Labour Foundation: Tokyo, 2002).



- **Materials handling**
  - Better organized storage
  - Fewer and shorter transport and handling work
  - Fewer and more efficient heavy load lifting
- **Machine safety**
  - Purchase safe machines in which all points of operation are free from danger
  - Use good feeding and ejection devices free from danger
  - Use the guards around the dangerous parts
  - Keep good maintenance of machines
- **Workstation changes**
  - Easy-to-reach rule: keep materials, tools and controls within easy reach
  - Elbow rule: work at elbow height and with enough leg space
  - Jigs-and-fixtured rule: use clamps, jigs, vices and other fixtures
  - Easy-to-distinguish rule: make displays and controls easy to see and understand
- **Physical environment**
  - Good lighting conditions
  - Good ventilation
  - Isolating hazardous sources
  - Preventing fires and electrical accidents
- **Welfare facilities**
  - Provide essential facilities: clean drinking water and toilets
  - Be ready for emergencies
  - Use low cost facilities: work clothes, canteens, lockers and changing rooms, appropriate child-care arrangements
- **Environmental protection**
  - Select good raw materials
  - Promote separate waste collection
  - Reduce water consumption
  - Treat hazardous waste properly

### ■ EXERCISE 11.3.3 EQUAL TREATMENT: WORKERS AND FAMILIES LIVING WITH HIV AND AIDS



#### OBJECTIVES

- To become aware of the right to equal treatment at the workplace and in the community
- To identify problems workers living with HIV and Aids face at the workplace and in the community
- To become aware of the rights of workers living with HIV and Aids



#### TARGET GROUP

Children, youth and adults



#### DURATION

90 minutes



#### SEATING ARRANGEMENTS

Circle or U-shape seating with enough space for role play



#### MATERIALS

Photocopies of the stories in Training Aid 11.3.3 A



#### TRAINING AID

11.3.3 A: Stories about HIV and Aids for Role Play  
Briefing Note: Equal Treatment at Work: Workers living with HIV and Aids



#### SESSION PLAN STEPS

1. Prepare role play – 20 minutes
2. Role play – 20 minutes
3. Discuss the role play – 20 minutes
4. Discuss the ILO Code of Practice on HIV and Aids at Work – 15 minutes
5. Summary – 5 minutes

**STEP 1** ▶ **PREPARE A ROLE PLAY – 20 MINUTES**

Tell participants this exercise is about equal treatment of people living with HIV and Aids in workplaces and communities. Divide participants into two groups. Cut up the stories in Training Aid 11.3.3 A, give each group a story and ask them to prepare a role play about it.

**STEP 2** ▶ **ROLE PLAY – 20 MINUTES**

Ask both groups to show their play in plenary. Give no more than 10 minutes for each role play.

**STEP 3** ▶ **DISCUSS THE ROLE PLAY – 20 MINUTES**

Discuss the stories using the following questions:

- What do you think about the situation in the stories?
- Do you think the situations are fair? Why? Why not?
- Does the employer have the right to ask Su Su for a test? Why? Why not?
- What if Su Su has HIV and Aids, can her employer fire her? Why? Why not?
- Is the school right in telling Akar and Molar they can no longer come to school? Why? Why not?
- Have you seen or heard of situations like these in your school, workplace or community?
- Do you think it is fair when that happens? Why? Why not?
- What are the problems that workers living with HIV and Aids and their families normally face?
- Do you think other children can get infected with HIV and Aids from playing with children like Akar, Molar and May? Why? Why not?
- Do you think workers living with HIV and Aids have the right to work?
- What do you think can be done to help workers and families in these situations? By the workers and their family themselves? By the employers? By the community?

**Tip for Trainers**

*During Step 3, discuss the importance of community education on HIV and Aids to reduce the social stigma against families living with HIV and Aids and build a positive environment and support system, for them, including children. An excellent exercise to do as a follow-up, if not done before, is Exercise 7.4.2 True or False. The main reason for the social isolation of persons infected by HIV and Aids and their families is often the result of a lack of knowledge of the people around them.*

**STEP 4** ▶ **DISCUSS THE ILO CODE OF PRACTICE ON HIV AND AIDS AT WORK – 25 MINUTES**

Briefly explain the ILO Code of Practice on HIV and Aids at Work (see Briefing Note: Equal Treatment at Work: Workers living with HIV and Aids). Start with making the link to the story of Thurain and Su Su: The employer does not have the right to ask for the test and cannot fire Su Su if she happens to be infected. Discuss the 10 key principles one by one by asking participants what are HIV and Aids issues at the workplace. The discussion has to make clear that a worker infected with HIV has the same rights as a worker who is not infected. Try to link the 10 key principles to the situation at their workplace or in their community.

**STEP 5** ▶ **SUMMARY – 5 MINUTES**

Summarize the discussions and emphasize the following points:

- People infected with HIV and Aids and their families have the right to be treated equally at work and in their community.
- HIV-positive people have the right to work like everyone else, as long as they are able to perform in the job.
- Children who are HIV-positive or children of HIV-infected parents have the same right to education and equal treatment as other children.



### TRAINING AID 11.3.3 A: STORIES ABOUT HIV AND AIDS FOR ROLE PLAY

**Guidelines:** Photocopy this page and cut out the two stories. Give each group a story and ask them to prepare a role play. You can change the names to common names in the area.

#### STORY 1: THURAIN AND SU SU

Thurain and Su Su are a young couple without children. Thurain worked for a construction company for many years until two months ago. He was fired because he was often ill. When he became very sick, he went to see the doctor who examined him. The doctor sent him for a blood test. The results from the blood test are very clear: he is infected with HIV, and as he did not seek treatment earlier, has developed many Aids-related problems, making it impossible for him to work.. His wife Su Su tries to take care for him as well as she can. This is difficult because she is now the only income earner in the family. They need the money especially at this moment because the medicines for Thurain are expensive. At her work they found out that her husband has been infected with HIV and Aids. Her employer told Su Su that she has to get tested to prove that she is not infected. If she is, he will fire her. Her colleagues do not know about Thurain's illness and Su Su is not planning to tell them anything because she does not want to lose the few friends she has left.

#### STORY 2: AKAR, MOLAR AND MAY

Akar is a 9-year-old boy. He has 2 young sisters, Molar, 7 years old, and May 2 years old. They live with their grandparents after their parents died. The two older children go to the school in the village, but since their parents died, they have fewer and fewer friends because their friends were told by their parents not to play with them out of fear of catching HIV and Aids. The situation is bad for their grandparents as well. It is difficult for grandma and grandpa to earn enough money to raise three young grandchildren. Grandpa works odd jobs and grandma does not have much time to go out and sell vegetable like before because May is getting sick more often. Grandma tried to send May to the village kindergarten but the kindergarten does not take May because they said she may spread the disease. Just last week Akar and Molar were told by the school head teacher that they can no longer come to school because the parents of other children do not like their children to be in the same place as Akar and Molar.



## BRIEFING NOTE: EQUAL TREATMENT AT WORK: WORKERS LIVING WITH HIV AND AIDS

HIV and Aids at work

HIV and Aids is a workplace issue because:

- There were approximately 36.7 million people worldwide living with HIV and Aids at the end of 2015. Of these, 1.8 million were children over 15 years old.<sup>15</sup>
- This has a great impact on the workforce and enterprises because most victims are main income earners of their families.
- There is little respect for HIV and Aids infected persons and they face discrimination at work.
- The workplace can help to limit the spread and mitigate the impact of the epidemic.

Workers who are infected with HIV and Aids have the right to be treated equally. The ILO has developed a Code of Practice on HIV and Aids at Work in 2001 which was endorsed by all member States (for the full Code of Practice, see [www.ilo.org/aids](http://www.ilo.org/aids)). The objective of the Code is to provide guidelines for governments, employers and workers to help them develop concrete responses to HIV and Aids at the enterprise, community and national levels.

There are 10 key principles mentioned in this Code:

1. **HIV and Aids is a workplace issue:** It affects the workforce and the workplace has a role to play in the struggle against Aids.
2. **Non-discrimination:** There should be no discrimination against workers who are infected.
3. **Gender Equality:** Women are more likely to be infected due to biological, socio-cultural and economic reasons. They are also the main caregivers in the families. Therefore, more equal gender relations and empowerment of women are vital to successfully prevent the spread of HIV infection.
4. **A healthy Work Environment** is necessary to prevent transmission of HIV.
5. **Social Dialogue:** There should be co-operation and trust between employers, workers and government to address this problem.
6. **No Screening:** HIV and Aids screening should not be required of job applicants or persons in employment.
7. **Confidentiality:** Personal data related to HIV-status should be bound to the rules of confidentiality.
8. **Continuation of employment relationship:** Persons with HIV-related illnesses should be enabled to work as long as they are medically fit in available, appropriate work.
9. **Prevention:** All possible measures should be taken at the workplace to prevent HIV infections, covering issues such as behaviour, knowledge, treatment and creation of a non-discriminatory environment.
10. **Care and Support:** All workers, including workers living with HIV and Aids, are entitled to affordable health services.

<sup>15</sup> Source: <https://www.aids.gov/federal-resources/around-the-world/global-aids-overview/>.

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Japan International Labour Foundation (JILAF), Trainers' Manual for Occupational Safety and Health, Tokyo, Institute of Social Science, Tokyo, 2002, 2nd ed.

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## USEFUL WEBSITES

ILO: NORMLEX Information System on International Labour Standards, [http://www.ilo.org/dyn/normlex/en/f?p=1000:1:::.](http://www.ilo.org/dyn/normlex/en/f?p=1000:1:::)

ILO: HIV/Aids and the World of Work Branch (ILOAIDS) <http://www.ilo.org/aids/lang--en/index.htm>

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