



International
Labour
Organization

► E-learning Programme on Child Labour Pack

Module 3. How to raise awareness and develop capacity

This module will support you when taking action towards preventing and addressing child labour. It will help you understand how raising awareness and building capacity among different target groups is a continuous process.

Happy learning!





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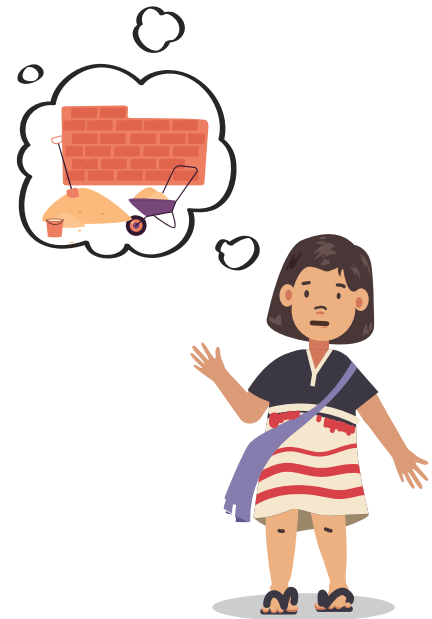
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▶ 100,000 bricks

Meet Ping Non

Our teacher, Sayar U Myint, showed us a video about a 13-year-old girl named Ping Non, who wants to study but can't go to school. Instead, she makes bricks to help support her family.

Ping Non started working at the age of 10 and makes **100,000 bricks every 10 days** with her mother and younger sister.



Case study

100,000 bricks (A story by Ping Non and Aye Aye Khine)

I first started working when I was 10 as a babysitter. I used to make 30,000 kyats a month. I'm 13 now. I started this job last year. My main responsibility is to haul clay.

I am the eldest of six children. Only one of my sisters went to school, and she dropped out after one year. The school is far away and we could not afford a bicycle. My mother, 11-year-old sister and I are working here. I earn 2,800 kyats per day, my sister 2,500 and my mother 3,500. We have debts because my father has leg pain and only works part-time in random jobs.

There is little work during the rainy season. We must borrow from the boss and pay the money back during the dry season when we get our salaries. We have to produce 100,000 bricks every ten days. Sometimes it takes longer, but the salary stays the same.

I have three friends. Only Wai Lay, who has a bicycle, can go to school. There are 15 families here, and most of them don't know how to read and write. That's why I want to go to school.

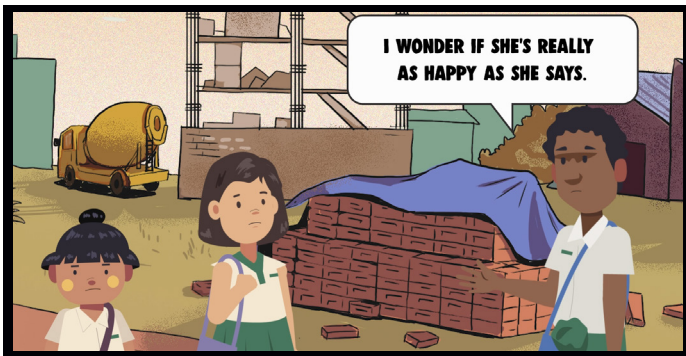
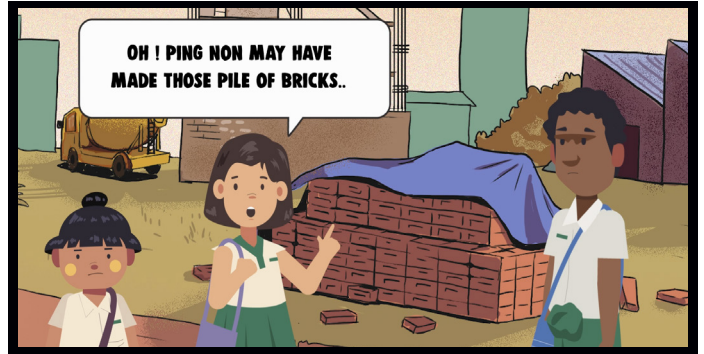
Wai Lay taught me how to read and write. I feel lucky to have friends here. I am very tired, but happy. My mother says she will send my third brother to school. I will support him as much as I can. I am working hard and trying to spend less.

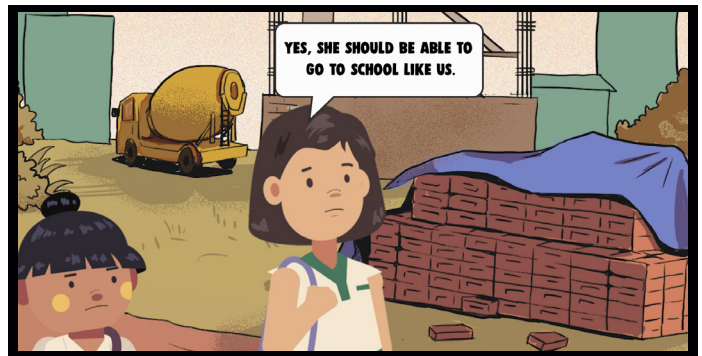
Would you help Ping Non go to school?

► Can we help Ping Non?

Reflecting on Ping Non's story

Read the story below, where Noe Noe, Phoe Wah and Mohammed discuss Ping Non's story.





What does Ping Non's community need to know?

► Learning objectives



Each situation is different and the type of awareness campaign that is needed must address that specific community's needs. However, there are some common steps and thought processes to be followed.

This module will help you:

- understand the significance of raising awareness on child labour and the Myanmar National Action Plan on Elimination of Child Labour (NAP);
- identify the key actors who can play a role in raising awareness;
- understand the steps needed to develop an awareness-raising campaign;
- recognize the power of meaningful, varied styles of communication towards raising awareness;
- understand how to leverage storytelling as a powerful way to convey meaningful messages to intended audiences;
- understand what is meant by capacity-development;
- recognize the key capacities to be developed to help eliminate child labour, as per the NAP;
- understand how capacity-development, in terms of training and orientation, is a key part of mainstreaming the elimination of child labour; and
- understand the actions needed for capacity-development in terms of training and orientation.

Note: To best understand the concepts in this module, you are encouraged to first complete **Module 1. How important is it?**

Ready to begin learning?

► Is raising awareness important?

What is awareness-raising?

Which of the following are characteristics of an awareness-raising campaign (it does not necessarily need to be about child labour)?

Select the appropriate options below. You can view the correct answers at the back of this booklet, in the Answers Annex.

☐
A

A campaign is a continuous process, where the goal is to influence people.

☐
B

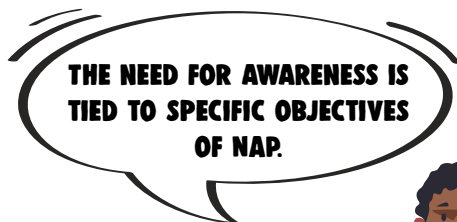
A campaign is a one-time effort to convey a specific message.

☐
C

A campaign seeks to inform and educate people about a specific topic or issue.

☐
D

A campaign influences people's attitudes, behaviours and beliefs to achieve a purpose or goal.



Goals of Myanmar's NAP

In the case of Myanmar, the goal of any campaign on child labour always should be aligned with the goals of the Myanmar National Action Plan on Elimination of Child Labour (NAP).

Goals of the Myanmar National Action Plan on Elimination of Child Labour (NAP)

Under the NAP, the elimination of child labour in the long term in Myanmar is to be achieved through:

- the dissemination of basic knowledge about child labour to promote awareness;
- reviewing and revising laws in line with international standards;
- developing the capacity of national, regional and state government organizations;
- the setting of duties and responsibilities by identifying the implementation mechanism of the action plan; and
- evaluating progress.

This overall goal of Myanmar's NAP is translated into three, specific objectives:

1. To effectively prevent and protect children in Myanmar from child labour, especially its worst forms.
2. To provide effective protection in line with the laws in regard to working children who have the right to work legally; and
3. To remove children from hazardous work and workplaces and to organize for them to receive access to decent work and/or vocational training school.



Learning milestone

“My aunty Than works for an NGO. They visit the villages, interact with the local people, and inform them about the impact of child labour and how school is important for all. They visit the same villages multiple times, and communicate the same messages to people in different ways. They try to understand the situation in the village and then make suggestions accordingly. Aunty Than says raising awareness is always a continuous process.”

Which specific objectives of the Myanmar NAP indicate what Aunty Than said about raising awareness on child labour being a continuous process?

Select the appropriate options below. You can view the correct answers at the back of this booklet, in the Answers Annex.

☐

A

To eliminate child labour in the long term in Myanmar through the dissemination of basic knowledge about child labour.

☐

B

The elimination of child labour is to be achieved by promoting awareness and knowledge, reviewing and revising laws in line with international standards, and developing the capacity of national, regional and state government organizations.

☐

C

Eliminating child labour requires setting duties and responsibilities by identifying the implementation mechanism of the action plan and evaluating progress.

How do you raise awareness?

Lesson 5 of 8

► Developing an awareness-raising campaign

Think about It!

Remember Ping Non's story? Who all do you think can play a key part in helping eliminate child labour from Ping Non's life?



Key actors

To realize the overall goals and objectives of Myanmar's NAP, different organizations need to raise awareness and provide knowledge to several audiences.

The key actors to be included in a child labour awareness-raising campaign are as follows.

1. children and parents;
2. employers;
3. community leaders and policymakers;
4. professionals;
5. the general public;
6. local government departments;
7. NGOs and community-based organizations;
8. media; and
9. youth groups.

The steps you need to take

Developing an awareness-raising campaign is a five-step process. It includes:



Step 1: Define your purpose

The goals of an awareness-raising campaign may vary, and accordingly the steps you take may also be different depending on those goals. So, first you must decide what you want to achieve with the campaign you are developing. For example, you may want to educate school children so that they can have a conversation about child labour with their friends or families.

Another goal may be to help the people understand the difference between child labour and children helping at home to learn socialization skills.

For example



A well-defined purpose could follow the SMART principle, that is, the purpose of the campaign should be:

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic and**
- **Timebound.**

Step 2: Define target audience

An awareness campaign may have one or more target groups. The groups may be large or small, and may be at the national, regional or local level – or perhaps at an even lower level, such as a particular school. The NAP also points to different key actors, which you learned about earlier.

You must identify all the target groups before moving ahead with the campaign. This helps to customize the messages for each group. These target groups may be defined based on the six spheres of influence. These are:

Policy

The policy sphere refers to laws and government-funded programmes that drive change. Policies can make it easier for people to act in their interest, or protect the rights of those who are vulnerable.

Media (to shape a narrative)

Media plays a significant role in affecting the perceptions of the importance of an issue, establishing dominant narratives or building the credibility of a particular approach or perspective.

However, the kind of coverage a topic gets nowadays due to social media, podcasting, and other such platforms is equally likely to build mistrust among those who discount mainstream media.

Working within the sphere of media requires a clear focus on target audiences and an understanding of the desired outcome.

Communities of influence (UN, ILO, and others)

Communities of influence are broad and can be loosely or closely connected. In every region, there are scholars, celebrities, activists, businesses and advocates who engage with particular issues. Their research, activism or opinions shape how others see these issues. Their efforts often affect others' decisions to act on a particular issue.

Market

Businesses have a significant role in promoting or preventing social change. Large corporate policies can cause significant changes and set agendas. Businesses can associate with key stakeholders through corporate social responsibility, or take on causes of their own through corporate social advocacy.

Activism

This is direct action on behalf of a cause that can include protests, boycotts, marches and political organizing. Activism's effectiveness is always supported by a larger strategy that draws on the other spheres.

For example, marches generate media attention, which can promote the significance of an issue, and boycotts can force a corporation to pay attention to the interests of a specific group.

Social norms

Your behaviour is strongly affected by your perceptions of what you should do. When social norming efforts are matched with policy change, they can be an effective way to get people to avoid behaviours that are already illegal or to improve their conduct.

Think about it!

What could be the purpose and target audience if a child labour awareness campaign were to run in Ping Non's community?



Step 3: Select key messages

Selecting **the right message, for the right audience** is very important in an awareness-raising campaign. This is the main reason why you need to define the target audience first.

For example, a message for low-income families living in a city cannot be the same for low-income families living in a village.

The following are some tips for how to present your message to your intended audience:

Tip 1

Use familiar language

Your audience should be familiar with the language you use to deliver the message. You may use local sayings or common proverbs for village people; professional terms for interacting with working professionals; and popular expressions when communicating with youth.

Tip 2

Resonate with people's reality and experiences

You can use stories and pictures that your audience can relate to. For example, share stories of child labour involving the specific target region or target age group; you could tell people about the harmful effects of local factories or working areas where their children are actually working, and so on.

Tip 3

Motivate by boosting the right emotions

Use messages that boost emotions like pride, hope and parental love. People with such positive emotions are more likely to take action rather than people who are filled with negative emotions like sadness, fear and guilt.

For example, choose a message that gives people hope that their children can have a better life instead of making them feel guilty about making their children work.

Tip 4

Break down complex issues into simple steps

A single mother struggling to feed her four children may not understand the difference between child labour and children helping at home or even children working legally. She probably isn't even thinking of sending her children to school.

You need to break down such complex issues into multiple smaller steps like explaining the law, giving information on where and how she can get decent work to support her family, explaining how much her children are allowed to help her, and so on.

The knowledge transmitted by campaigns can be converted into meaningful calls to action and bring positive change in behaviours. These calls to action should be:

1. Meaningful towards the issue;
2. within the power of the target audience to achieve;
3. easy to do;
4. personally satisfying;
5. specific and actionable;
6. seen as a social norm; and
7. easy to get involved in.

Step 4: Deliver the message

After customizing the messages to the target groups, correctly delivering these messages becomes equally important.

You must use multiple channels based on the target groups you want to reach and the size of the messages. You must also try to repeat the same message, through different channels and in different languages, so that it reaches everyone.

At the same time, your messages must remain consistent. Say the same thing in different ways, not different things every time.

Learn the different channels and their purposes:

1. Facebook or social media for general messages, as it reaches everyone.
2. Radio stations can be used to deliver messages to teenagers.
3. Newspapers and posters in public offices can be used for the educated and working professionals.
4. TV can be used to target kids or families who are earning well.
5. Billboards can be used for delivering short messages.

Step 5: Assess the impact

Measuring awareness can be a challenging task.

Go through the **FAQ** below to learn how you can assess the impact of your campaign.

How to assess your baseline?

You may do a Kahoot with the students at the schools that you target. (Kahoot is a game-based learning platform, wherein users can generate multiple-choice quizzes. The quizzes can be accessed via the web or using the Kahoot app.)

You can also go for a simple survey with parents, community leaders, policymakers and others (you can use free tools like Google Forms). The survey must be able to provide you just enough of an idea about people's perceptions and attitudes to child labour. Be careful not to make survey too long or complicated, because users might not complete it.

You can also use a survey, an interview or a simple questionnaire after your campaign through which people can assess themselves and the development of their own knowledge and attitudes.

What Is the impact about?

While the impact depends mainly on the number of people you reached through the campaign, changes in people's understanding and attitudes are also an indicator of the campaign's impact.

How can you keep track?

You can keep track of the number of people reached by a campaign using multiple channels, such as asking people to register the number of participants in events, school outreach, community meetings, and so on. The number of posters, flyers, and similar distributed can also give you an approximate number of people reached.

How can electronic channels help you assess the impact?

Electronic channels such as social media, websites and e-newsletters can provide analytics to track reach and engagement.

For example, Facebook's Insights page allows you to see how many people have seen your posts, tells you a bit about your online audience (like their age and location), and lets you know how many people have interacted with your content by liking, sharing or commenting on it.

Understanding the type of social media content that generates the most interest and the most positive response, as well as knowing the best time of day to share your posts, will help you refine your approach in the future.

Learning milestone

Each step for developing an awareness-raising campaign is important, and each of the related actions must be performed in the correct sequence.

Can you match each of the campaign steps below with an example of a correct action for that step?

Take a look at the step on the left, then select which action on the right relates to that step. You can view the correct answers at the back of this booklet, in the Answers Annex.

1 Access the impact	A Take a survey
2 Select key messages	B Use popular proverbs
3 Deliver the message	C Share the same message via different channels

The power of stories

Humans have listened to and enjoyed stories forever.

From telling them around campfires to now watching them online, stories convey messages by touching people emotionally.

A tale about children impacted by child labour, but who have overcome challenges to pursue their education and dreams, makes a great story. This is because personal stories make everything feel all the more real and achievable.

Case study

Htun Oo and the smoky mountain (A story by Mauk Kham Wah)

“Thirty people from eight different families work in this dump near Moulmein,” said Hlaing Htun Oo, a 15-year-old boy who has been working here for a year already. “There are two 13-year-old girls who came here on their own to work. Other kids are here with their families. We all have the same goal – to find treasure.

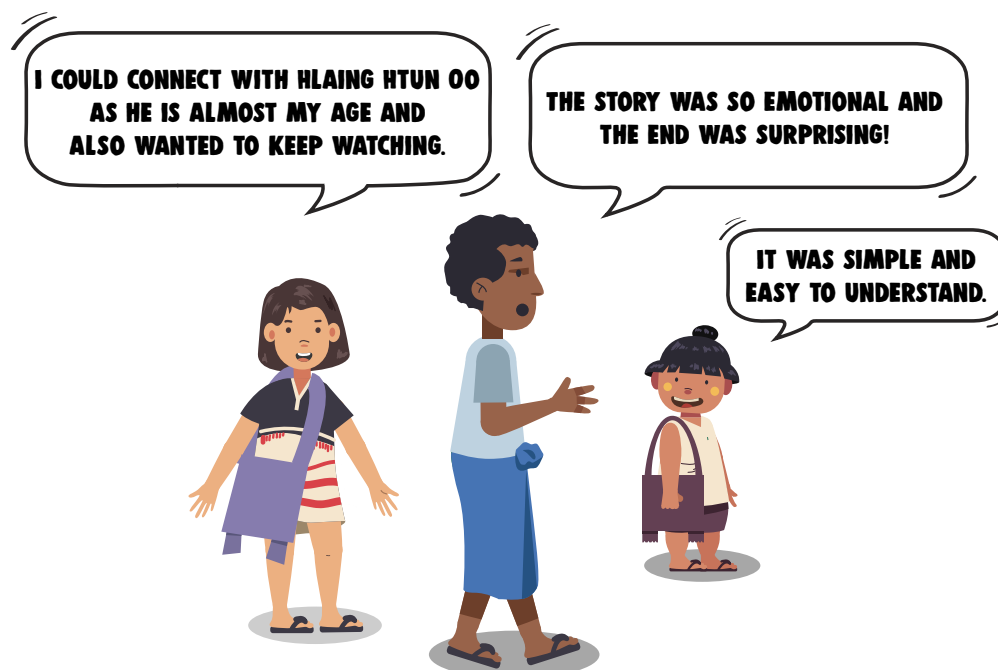
“There are two kinds of trucks that come to the dump, municipal and private ones. First one to climb onto a non-municipal truck owns its garbage. We don’t fight. We share as friends.

“I’m okay with this smell and the smoke. I’ve suffered from lung disease before, but I bought medicine that cured it. One of the trucks is from Cho Market. We call it the snack truck because it always has leftover snacks. Another one is a dump truck from the hotels.

“I left school when I was in Grade 7. I needed to work to take care of my younger sister. I made these speakers by myself using only dump parts. I make around 1 lakh and a half [150,000 kyats] per month. I give it all to my grandparents, and just ask for pocket money for M150 drinks. Hypodermic needles can be sold for 1,000 kyats for 1 viss [1.6 kg], plastic for 300 kyats, bronze for 6,000 kyats.

“My father was killed by his cousin when he was drunk. I think it was over debts. My mother is in Thailand now. I don’t know why she left. I am the man of the family. I pay for my little sister’s boarding school.”

How did Noe Noe, Phoe Wah and Mohammed respond to Htun’s story?



Privacy considerations

The rights of children must be protected while developing and sharing stories that are based on their lives and experiences. While doing this, the children must be protected from:

- ▶ Stigmatization due to their experiences or their participation in the story.
- ▶ Reliving traumatic experiences through the story.
- ▶ Any negative impact that sharing their story could have on their life.

Therefore, children's stories must never be published without their and their guardian's consent, even if it is for a good cause. In case there is even a slight risk that the children may be stigmatized, or if they are uncomfortable being identified for any reason, then the identity of children participating in the films, interviews, photographs and so on should not be revealed.

This can be done by:

- ▶ using aliases;
- ▶ not showing faces or other distinguishing characteristics in photos, films and audio; and
- ▶ using cartoons and drawings instead of actual photos, and so on.

Also, children should usually not participate in storytelling on their own. In case they do, then they must be accompanied by an adult whom they trust and who can provide emotional support and speak their case, if needed. This person could be a parent, another adult relative, a teacher, or even a social worker.

Learning milestone

Can you recall any successfully awareness campaigns that you came across/participated in recently? Which stories do you remember from that campaign?

Which of the following are common characteristics of a memorable campaign story?

Select the appropriate options below. You can view the correct answers at the back of this booklet, in the Answers Annex.

☐
A

simple and focused

☐
B

relatable characters

☐
C

surprise ending

☐
D

short length

► Building capacity through improved understanding

What is meant by capacity?

Generally, capacity means different things to different people. It can be in terms of planned resources, financing, knowledge, and skills, or the number of people available to perform certain tasks. For a complex programme like the Myanmar NAP, capacity includes all of these elements.

Key capacities

To implement the NAP and eliminate child labour, a few basic capacities must be built, for example:

- Transport for travelling;
- IT infrastructure for communication; and
- Funding for all types of expenses.

Building these capacities will enable the "hands-on-deck" people to work efficiently towards the elimination of child labour. These are people who can raise awareness, teach children, inspect workplaces or perform all the other activities that are included in the NAP.

Mainstreaming

The NAP is implemented by multiple partners, based on each partners' mandate, expertise and outreach. Each are expected to integrate NAP activities within existing policies, plans, budgets and activities to the greatest possible extent.

For example, if you are specialized in education, you will need to build a good understanding of child labour, its causes and consequences, as well as effective action strategies to eliminate it.

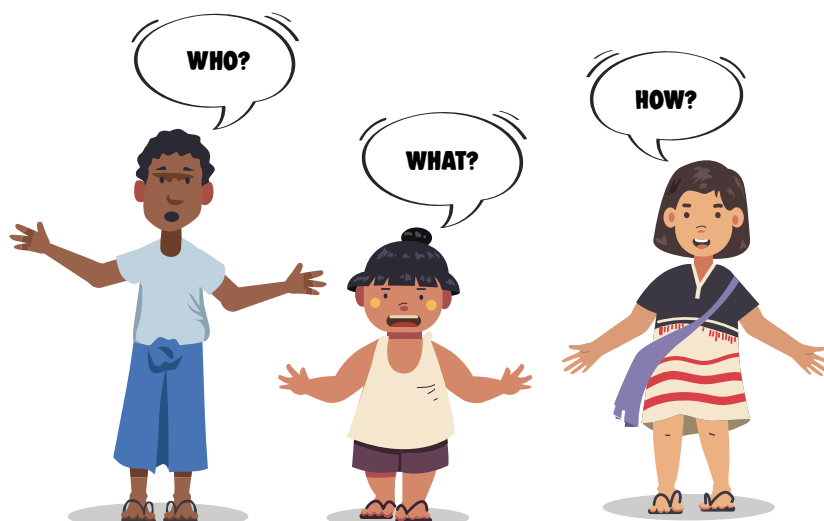
Therefore, capacity-development – in the form of training and orientation – is an essential part of mainstreaming efforts to eliminate child labour. Such capacity-development represents an investment in people and organizations that will allow Myanmar to protect its children!

Having greater capacity will allow you to translate the national strategies of the NAP into local action to protect and support children who are working as child labourers or are at the risk of becoming one.

Think about it!

You may be taking this course as a teacher, a social worker, a government employee, or a leader.

Isn't this training a form of mainstreaming the goals of the NAP? To this end, consider the questions below concerning the delivery of training on child labour issues, and how your answers to these questions can demonstrate what is needed to design, promote and deliver capacity-development on child labour in Myanmar.



WHO IS THIS TRAINING FOR?



Who is this training for?

You need to understand if your trainees work on child labour issues as part of their job or through volunteer work, or perhaps it is part of their daily lives. Are they your colleagues; local government officials from various departments; a group of teachers, nurses or other professionals working with children, community members and leaders; or children and young people?

- ▶ What do they already know about child labour?
- ▶ How will they use this training? Will they work on policies, plans and budgets, or will they interact directly with children and parents?

What is this training about?

To eliminate child labour, national strategies need to be converted into local action. The purpose of this training is to enable you to convert NAP strategies into everyday actions! To achieve this, the training must ensure that everyone understands:

- ▶ Basic concepts and definitions, and provisions in law and in Conventions.
- ▶ Root causes of child labour particular to their community.
- ▶ Consequences of child labour for children, families, communities and Myanmar as a whole.

It is also important to stay hopeful and positive, so that addressing child labour looks achievable. You can do this by focusing on strategies that will work.

WHAT IS THIS TRAINING ABOUT?



Note: The NAP details the strategies that partners in Myanmar have agreed upon as priorities for the five years covered by the first phase of the NAP.

The people you train must have the opportunity to reflect on the information you provide, and to discuss among themselves how the NAP strategies can be applied within the framework and within the confines of their own job, volunteering, organization, community and so on.

**HOW SHOULD THIS TRAINING
BE DELIVERED?**



How about delivery?

Online training is flexible and allows you to attend training sessions at your convenience. Physical meetings are less flexible and must be scheduled carefully (and of course only when restrictions to contain COVID-19 are no longer needed).

A combination of different delivery methods often increases people's attention and learning.

You may use participatory training methods (such as creative writing, roleplaying and similar) to encourage a better understanding of child labour. Special training packages like the **SCREAM** and the **3R Kit** can be used for this.

Learning milestone

Training and orientation are important to build capacity. Can you match the questions about the training with the appropriate responses?

Take a look at each question on the left, then select the answer on the right that best correlates to each question. You can view the correct answers at the back of this booklet, in the Answers Annex.

1

What is this training about?

A

Volunteers, teachers, nurses, etc.

2

Who is this training for?

B

Convert NAP strategies to everyday actions

3

How should this training be delivered?

C

Use participatory training methods

Self-evaluation

Well done!

You've almost completed **Module 3. How to raise awareness and develop capacity?**

Here is a self-evaluation with questions specifically designed to help you identify any learning gaps. This is not a test because, while you will receive a score, there is no passing score. Use your score to identify what you may need to go back and re-review.

You can attempt this self-evaluation as many times as you like!

Select the appropriate options and then view the correct answers at the back of this booklet, in the Answers Annex.

All the best.

START QUIZ!

Question 1 of 3

Haymar's mother is planning to send her to the city where she can work as household help, just like other 15-year-old girls in their community. Haymar is also happy, as she hates working in the fields and she will get good food and clothes in the city. She won't feel lonely, as her friends are already working in houses nearby.

You've been asked to build a child labour awareness campaign in Haymar's community. What would be your next steps?

Select the appropriate options below.

☐**A**

Gathering the villagers and telling them that child labour is against the law.

☐**B**

Selecting a suitable message for the village people.

☐**C**

Thinking of the proper way to convey the message to the villagers.

☐**D**

Keeping track of people participating in the campaign.

Question 2 of 3

Yarzar is a retired government employee. Kids across the village love him, and they often sit with him in the evening and listen to his stories. Yarzar noticed recently that with COVID, a lot of children have been forced to quit school and work to help their families. He wants to raise awareness about child labour among parents, schoolteachers and the children as well.

What should Yarzar focus on when telling stories around child labour?

Select the appropriate options below.

☐**A**

The stories must be simple, so everyone can understand, but still be focused on the topic.

☐**B**

The stories should not address child labour directly, as it can hurt people's sentiments.

☐**C**

The audience should be able to connect with the stories emotionally.

☐**D**

The stories should not have real-life characters.

Question 3 of 3

San is a nurse in a village hospital with limited resources. She often treats children who get injured while working at the factories in the nearby town. All the children are around 17 years old and have completed their compulsory education. She sees they don't have a healthy future if they continue working in the factories and wants to help them get better jobs, but she doesn't know how.

As an ILO partner, what is the correct approach for capacity-development in San's village?

Select the appropriate options below.

☐**A**

You should organize an online training session for San and other nurses.

☐**B**

You should go to San's village and educate all the people about child labour.

☐**C**

You should provide proper offline training to San and other nurses, and use their help in spreading awareness about child labour in the village.

☐**D**

You should provide financial support to the village people, so they don't send children to work in dangerous conditions.

Summary

Before you close this module, here is a recap of the key learnings.

View each item below for an important takeaway.

Raising awareness is a five-step process that includes:

1. defining the purpose;
2. defining the target audience;
3. customizing the key messages based on the target audience;
4. delivering the messages using appropriate channels;
5. assessing the impact of the training.

Raising awareness is important, and it is tied to the three specific objectives of NAP that aim to protect children from child labour, especially its worst forms, and to help link children to work appropriate to their age as well as vocational training.

Raising awareness and building capacity are interconnected. Training and orientation are important for building capacity and raising awareness.

References and resources

- ▶ ILO. 2002. *Supporting Children's Rights through Education, the Arts, and Media (SCREAM): Education Pack*.
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- ▶ ILO. 2018. *3-R Trainers' Kit on Rights, Responsibilities and Representation for Children, Youth and Families*.
- ▶ ILO. 2023. *"Determine: The Six Spheres of Influence"*, in ILO Knowledge Mobilization Guide.
- ▶ Myanmar, Ministry of Labour Immigration and Population. 2019. *Myanmar National Action Plan on Elimination of Child Labour, 2019-2023*.
- ▶ Peters, Brian G. 2018. *"6 Rules of Great Storytelling (As Told by Pixar)"*. Medium, 22 March.
- ▶ TAP Network. 2019. *"Raising Awareness through Public Outreach Campaigns"*., in *SDG Accountability Handbook*.
- ▶ UNESCO (United Nations Educational, Scientific and Cultural Organization). 2006. *Principles of Awareness-Raising for Information Literacy: A Case Study*.
- ▶ University of Florida and ILO. unpublished. *"Recommendations for Awareness-Raising Campaigns as Part of the Preparations for 2021"*.

**Thank you! We hope you found this
learning module useful.**

**This module can also be accessed online at
<https://ecampus.ilo yangon.org/>**

Answers annex

Lesson 4, Page 5

Which of the following are characteristics of an awareness-raising campaign (it does not necessarily need to be about child labour)?

If you chose options (A), (C) and (D), your answer was correct. Well done!

You've captured the characteristics of awareness-raising. Awareness-raising is a process that seeks to inform and educate people about a topic or issue to influence their attitudes, behaviours and beliefs in order to achieve a defined purpose or goal.

Lesson 4, Page 6

Learning milestone

Which specific objectives of the Myanmar NAP indicate what Aunty Than said about raising awareness on child labour being a continuous process?

If you chose options (A) and (B), your answer was correct. Well done!

Preventing and addressing child labour is a long-term goal and requires a continuous review and revision of Myanmar's laws in line with international standards.

Lesson 5, Page 11

Can you match each of the campaign steps below with an example of a correct action for that step?

If you matched as follows, you are correct:



Lesson 5, Page 13

Which of the following are common characteristics of a memorable campaign story?

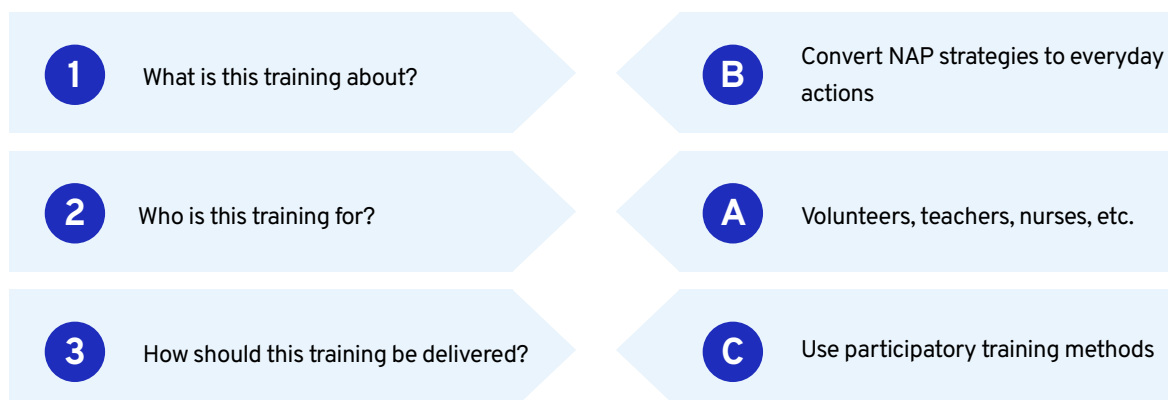
If you chose all four options – (A), (B), (C) and (D) – you are correct. Well done!

Now think again about the stories you remember from recent campaigns, and consider anything you would have improved about those stories. Consider re-reviewing the section above on the Power of Stories as well.

Lesson 6, Page 16

Can you match the questions about the training with the appropriate responses?

If you matched as follows, you are correct:



The trainees may be local government officials from various departments, a group of teachers, nurses, or other professionals working with children, community members and leaders, or children and young people. The training aims to convert NAP strategies to everyday actions and participatory training methods can be useful for delivering the training.

Lesson 7, Page 17

Question 1 of 3

You've been asked to build a child labour awareness campaign in Haymar's community. What would be your next steps?

If you chose options (B), (C) and (D), you are correct. Well done!

Telling the villagers directly that child labour is against the law won't solve the problem. You should think of an appropriate message that the village people can relate to; convey this message using the proper channel(s); and keep track of the people participating in the campaign.

Question 2 of 3

What should Yarzar focus on when telling stories around child labour?

If you chose options (A) and (C), you are correct. Well done!

Yarzar should focus on making the stories simple enough for everyone to understand, while still being focused on the topic, and the audience must be able to connect with the stories emotionally. Yarzar must also ensure that the meaning and purpose of the stories is clear and direct so as to avoid any misconceptions, and he should use real-life characters in the stories, as this helps the audience to connect with the story.

Question 3 of 3

As an ILO partner, what is the correct approach for capacity-development in San's village?

If you chose option (C), you are correct. Well done!

In a village hospital with limited resources, San may not have access to the internet for online sessions or may not be familiar with such training. Financial support will not resolve the issue in the long run; it will only be a short-term help. In addition, the village people are more likely to listen to San rather than ILO partners, as they are familiar with her. Therefore, the correct approach would be to provide proper offline training to San and other nurses, and use their help to spread awareness about child labour in the village.

E-learning Programme on Child Labour Pack Booklet

Empowering Stakeholders and Community for Understanding and Combating Child Labour

In a world where millions of children are still deprived of their basic rights, education, and childhood, it's imperative to take a stand against child labour. The "Myanmar E-Learning Programme on Child Labour" offers a comprehensive e-learning course designed to shed light on the pervasive issue of child labour and equip learners with the knowledge and tools to combat it effectively.

Through engaging multimedia content, interactive modules, and real-life case studies, participants will explore the various forms of child labour, its root causes, and the profound impacts on children's lives, families, and societies. Delve into the complexities of supply chains, legislation, conflict and global initiatives aimed at eradicating child labour, and discover practical strategies for prevention and intervention.

Whether you're a concerned citizen, educator, inspector, teacher, policymaker, or industry professional, this course empowers you to make a difference. Join us in our mission to empower all stakeholders and community members to stop child labour, abuse, exploitation and ensure every child enjoys their fundamental right to a safe, nurturing childhood.

Together with us, become a champion for change in the fight against child labour.

In the current state of affairs in Myanmar, you are the most important individual fighting child labour.

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