



International
Domestic Workers
Federation



International
Labour
Organization

Tackling **child labour** in domestic work:

a **Handbook** for action
for domestic workers and their
organizations



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Cover: A rescued child domestic worker smiling back, Mumbai, India.
Photo credit: ILO/Shaison P. Ouseph



A young boy cleaning a sidewalk, Philippines.
Photo credit: UN Photo/Jean Pierre Laffont

Foreword

Who serves the tea, who cleans the floor? Is it a woman, a girl, a boy doing domestic work in a household not their own? Many domestic workers in Asia – and around the world – are children under 18 years working in the homes of employers. They often come from families who live in poverty and from under-developed regions or countries.

Child domestic work is still accepted socially and culturally in parts of Asia and the Pacific for children from disadvantaged population groups who work for lower middle- up to high- income households. Child domestic work is often also considered as a protected, safe and suitable type of work, especially for girls who make up two-thirds of the 17.2 million children in paid or unpaid domestic work in the home of an employer.

The positive light cast over child domestic work, however, often obscures uncomfortable truths. Many child domestic workers are too young to work. They cannot go to school. The work they do is often hazardous to them and endangers their physical, mental or moral well-being. ILO evidence indicates that 11.5 million of the 17.2 million child domestic workers are in child labour situations that need to be eliminated. The other 5.7 million, mostly adolescents, are in permissible work but need to be provided with decent domestic work and protected from abuse and exploitation.



Domestic worker carrying her employers' baby, India.
Photo credit: ILO/S. Mitra



Children learning in a plantation training project, Sri Lanka.
Photo credit: ILO

Young and adult domestic workers need to know what decent domestic work is. They need to know about their rights and responsibilities as domestic workers and about the rights of the child, in regard to child domestic workers. They need to know how domestic workers can organize to promote decent work for themselves, eliminate child labour in domestic work and protect child domestic workers.

The International Domestic Workers Federation (IDWF) and the International Labour Organization (ILO), therefore, developed this Handbook titled "Tackling child labour in domestic work and protecting young domestic workers". Domestic workers and their organizations can use the Handbook to gain or enrich their knowledge and understanding about the issue of child labour in domestic work and the situation of child and young domestic workers. They can use the Handbook to help them draw up concrete and realistic plans to play their important role as advocates for the rights of child and young domestic workers.

This Handbook will not provide all the answers to questions about the multi-faceted and complex nature of child labour in domestic work, The idea is, however, that the handbook will inspire domestic workers and their organizations to eliminate exploitative, harmful and hazardous child domestic work, promote decent work for domestic workers, and help domestic workers to reach their full potential in work and in life.

We hope that this Handbook will be useful for domestic workers and their organizations, trade unions and migrants', women's, children's, and human rights organizations in their work to promote respect, rights, and decent working and living conditions for all domestic workers, children and adults alike.

Elizabeth Tang
IDWF General Secretary

Michiko Miyamoto
Director, ILO Country Office of for
Indonesia and Timor-Leste

Acknowledgements

The contents of this Handbook are based on the wealth of knowledge and experience gained over the years by individuals and organizations committed to the elimination of child labour in domestic work and to the protection of young domestic workers. They include many domestic workers and their groups, organizations and networks.

The production of the Handbook was made possible by the ILO's Promoting Decent Work for Domestic Workers to End Child Domestic Work (PROMOTE) Project, supported by the US Department of Labor. The Project aims at reducing child labour in domestic work by building institutional capacities of partners to promote decent work for domestic workers. The Project works to increase the knowledge, skills and expertise on how to eliminate child labour in domestic work, and protect young domestic workers. The Handbook was presented and discussed at the ILO regional workshop 'Organizing and decent work for domestic workers and elimination of child labour in domestic work', on 4-6 August 2016 in Bali, Indonesia.

Many thanks go, first of all, to Elsa Ramos-Carbone, the main author of this Handbook. We also wish to record our appreciation to the many organizations which provided valuable material for the handouts and good and promising practices, notably the ILO's Programme for the Elimination of Child Labour (IPEC) and the Bureau for Workers' Activities (ACTRAV), Anti-Slavery International, Child Workers in Asia, and Human Rights Watch.

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A child domestic worker preparing lunch, Malawi.
Photo credit: ILO



IMPORTANT

For the purpose of this Handbook:

- The definition of “**child**” is any person **under the age of 18**. This conforms to the UN Convention on the Rights of the Child (CRC) and the relevant ILO Conventions.
- The term “**young workers**” refers to children **between the ages of 14/ 15 and 17**. Legislation on minimum age for work in some countries allows this group of children to be employed, including as domestic workers, often under certain conditions (relating to forms and types of work, schooling, etc.). The ILO estimates that **5.7 million**, mostly adolescents, are **in permissible work but need to be protected** from the worst forms of child labour (WFCL) and provided with decent work.



A girl scrubbing the floor, Indonesia.
Photo credit: ILO Jakarta

The Handbook – aims, contents, how to use



Aims

This Handbook aims to:

- raise the awareness of domestic workers and their organizations about their key role in tackling child labour in domestic work and protecting young domestic workers,
- assist them in drawing up realistic and practical action plans to tackle these challenges effectively.

Who is the Handbook for and why

The Handbook is essentially for members and leaders of IDWF-affiliated organizations. However, it is our hope that it will be useful for domestic workers and their advocates everywhere. The Handbook can also provide resource material for trade unions, NGOs and advocates/activists.

Individuals and groups can use the Handbook to acquire or enrich their knowledge and understanding about the issue of child labour in domestic work and the situation of child and young domestic workers. More importantly, domestic workers and their organizations can use the Handbook to help them draw up concrete and realistic plans to play their important role as advocates for the rights of child and young domestic workers.

The contents

The Handbook has two chapters:

Chapter 1: Tackling child labour in domestic work and protecting young domestic workers: a priority for domestic workers and their organizations

Chapter 2: Action now! How domestic workers and their organizations can play a key role in helping to eliminate child labour in domestic work and protecting young domestic workers

Each Chapter starts with a Guide page containing

- the aims,
- a list of activities and handouts,
- a summary time-table for workshops and group discussions.

Activities are aimed to stimulate personal and group reflection and sharing. Each Activity sheet contains its aim, the estimated duration of the activity, a list of materials and handouts, and the process. Where necessary, notes for trainers are provided.

Handouts give key information/messages on the various topics, case studies and good practices.

A list of sources is found at the end of the Handouts.

How to use the Handbook

The Handbook can be used either as a whole or in parts for personal learning or for training activities, discussions, meetings, planning campaigns, etc. at the local, regional and national levels. Users can choose any activity or handout appropriate to their needs, circumstances and available time.

The Handbook promotes the experiential learning method. Hence, its contents:

- are practical and experienced-based,
- are geared towards learning by doing and reflection,
- are based on the living and working conditions of domestic workers, children and adult alike,
- highlight cases and practices from various parts of the world, in particular the Asia/Pacific region.



NOTE FOR USERS: YOU CAN, AND WILL, MAKE A DIFFERENCE!

This Handbook does not aim, or pretend, to give you all the answers to your questions about the multi-faceted and complex issue of child labour in domestic work, or a magic formula to eliminate it. What the Handbook attempts is to give you and your organization a better understanding of the issue to spur you to action, or further action. The contents of this Handbook are based on the wealth of knowledge and experience gained over the years by individuals and organizations committed to the elimination of child labour in domestic work and protection of young domestic workers. They include many domestic workers and their groups, organizations and networks. By joining their ranks, you and your organization will move us further towards our common goal.

The learning method in the Handbook is participatory, experienced-based and action-oriented. This is why the Activities precede the Handouts. These activities serve to:

- * stimulate reflection on what you already know and have experienced,
- * share this openly and confidently with others,
- * find commonalities and patterns,
- * acquire new information and ideas to think about,
- * enable you to determine better your course of action.

A large number of adult domestic workers started working as children or adolescents. When you do the activities in this Handbook, **be sure to draw on your rich experiences and the lessons you have learned from the various stages of your life and from your multiple roles:** as a child, as an adolescent, as a woman/man; as a child or young domestic worker; as a member/leader of a domestic workers' organization.

The Handouts give you key information on issues concerning child labour and the situation of children and youth in domestic work. These probably confirm what you already know and have experienced. The Handouts will also give you a wider range of information, insight and new ideas which will help you determine and direct your actions.



Note for Trainers

The issue of child labour in domestic work is complex and multi-faceted. For many of the participants, it is also a personal issue, having been child workers themselves. Your job is to stimulate everyone to self-reflection and share their thoughts, knowledge and experiences freely and confidently with others. From the outset, therefore, you need to establish a friendly and non-threatening environment. Here are a few tips which may help you maximize the learning and sharing during the training (adapted from: *Trade union manual for organizing informal economy workers*, ILO Subregional Office for East Asia, Bangkok, 2008):

- * **Identify** what knowledge, experience and skills the participants bring with them about the various topics in the Handbook (through active learning techniques such as Q and A, brainstorming, small group discussion, etc.).
- * **Utilize** the activities and discussion to share that knowledge, experience and skills. Pay particular attention to the key messages contained in the Activity sheets.
- * **Add** further information or develop appropriate skills so that the combined knowledge can be used by the participants when they return to their daily lives, as domestic workers and as members/leaders of their organizations. You can get information about child labour in general and child labour in domestic work in particular, from:
 - the appropriate authorities at the local, regional or national level (Ministries and departments dealing with labour, social welfare, child protection, education, etc.),
 - the trade unions, children's rights organizations and NGOs focused on child protection, women's organizations, etc.,
 - studies and research on child labour, domestic work,
 - the media: articles and documentaries,
 - the community: churches, mosques and faith-based groups, schools, cultural and social organizations, youth clubs, etc..
- * **Prepare** yourself for every session and activity. ALWAYS prepare the material and check the equipment BEFORE a session starts. Make sure that you have the information your participants need in order to think about the issues, decide what they want to do, and how they want to go about doing this.
- * Feel free to **adapt and adjust** the sessions and Activities according to the number of participants and their expectations/needs, the training budget, time constraints, and availability of material required. For instance,
 - you can combine Activities or shorten these,
 - you can schedule the training over a specified period (e.g. 3-4 Sundays in a row; avoid long intervals),
 - coloured cards or papers may be replaced by sheets of white paper which are cut differently or marked with different signs on top,
 - be creative! And encourage the participants to come up with ideas to solve problems when these arise.



A young girl cooking in a skill training for child domestic workers, Indonesia.
Photo credit: ILO Jakarta



Teenagers making cakes in a skill training for child domestic workers, Indonesia.
Photo credit: ILO Jakarta



Teenagers making cakes in a skill training for child domestic workers, Indonesia.
Photo credit: ILO Jakarta

A word about words – meaning of terms and initials

Advocacy – is any activity intended to raise awareness among decision-makers or the general public about children and youth in domestic work, leading to improvements in their situation.

Advocates – are persons engaged in advocacy.

Bonded labour – is when an individual's labour is demanded as a means of repayment for a loan. The person is then trapped into working for very little or no pay, often for seven days a week. The value of the time worked is invariably greater than the original sum of money borrowed.

Child – is any person under the age of 18. This conforms to the UN Convention on the Rights of the Child (CRC) and the relevant ILO Conventions.

Child domestic work – refers to domestic work performed by children in the home of a third party or employer. This general concept covers both permissible as well as non-permissible situations.

Child labour in domestic work – is domestic work undertaken by children younger than the legal minimum working age as well as by children legally old enough (but still younger than 18) under slavery-like, hazardous or other exploitative conditions. This is work that is not permissible and should be eliminated, as defined in international law.

Domestic work – Following ILO Convention No. 189, “domestic work” means work performed in or for a household or households.

Domestic worker – is any person engaged in domestic work within an employment relationship.

Domestic workers' organizations – are membership-based organizations of domestic workers that represent their rights, views and interests.

Employers – are persons who employ domestic workers to look after their families and households, for payment in cash or in kind.

Hazardous work – is work that endangers the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out.

IDWF – is the International Domestic Workers Federation which groups together domestic workers' organizations from all over the world.

ILO – is the International Labour Organization which brings together governments, workers' and employers' representatives of 187 states to set labour standards, promote rights at work, advance decent employment opportunities, enhance social protection and strengthen dialogue in handling work-related issues.

International labour standards – are legal instruments drawn up by the ILO's constituents (governments, employers' and workers' organizations) setting out basic principles and rights at work. They are either **conventions**, which are legally binding international treaties that may be ratified by member states, or recommendations, which serve as non-binding guidelines.

ILO Convention No. 138 on minimum age for employment – is an international agreement setting the minimum age under which children cannot be allowed to work.

ILO Convention No. 182 on the worst forms of child labour – is an international agreement on the abolition on the worst forms of child labour for children under the age of 18.

ILO Convention No. 189 on domestic work – is an international agreement to recognize domestic work as work like any other, and to respect the rights of domestic workers.

International laws – are international legal instruments (such as the UN and ILO conventions) that countries sign up to and agree to follow.

Non-governmental organizations (NGOs) – are organizations that are not part of a government and are not working to make a profit. Many NGOs exist to help and advocate for people who need assistance such as child labourers and children with special needs. They are also called “civil society organizations -CSOs”.

Ratification – is the process of a country signing up to an international law or instrument (such as an ILO or UN Convention). In so doing, the country must ensure that its national laws are in conformity with the international law or instrument.

Trade unions – are membership-based organizations of workers that represent their rights, views and interests.

Trafficking – is “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation”. (*UN Protocol to prevent, suppress and punish trafficking in persons, especially women and children, supplementing the UN Convention against transnational organized crime, 2000*). Trafficking is a crime, through which victims are reduced to commodities to be bought, sold, transported and resold for labour, sexual exploitation and other criminal purposes.

UN – is the United Nations, an inter-governmental organization to which nearly all the countries in the world belong. The ILO is an agency of the UN.

UN Convention on the Rights of the Child (CRC) – is the first legally-binding international instrument to incorporate the full range of human rights of the child: civil, cultural, economic, political and social rights. It was adopted by the United Nations on 20 November 1989 and has been ratified by nearly all member states, including those in Asia/Pacific.

Worst forms of child labour (WFCL): Article 3 of **ILO Convention No. 182** defines the WFCL as –

- a) 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;
- b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (*Note: “hazardous work”*).



Note for Translators and Trainers

For this Handbook to be useful, care must be taken when translating or adapting it for domestic workers and their organizations in Asia/Pacific (and in other regions, as well). It is very likely that the ILO Conventions mentioned in this Handbook and the UN Convention of the Rights of the Child have been translated into your language for official purposes.

Find out from the appropriate governmental departments (Ministry of Labour, Ministry of Social Welfare and/or Ministry of Foreign Affairs) or the trade unions or NGOs working on child protection, and obtain copies of the documents. Use the terms and definitions in these documents when translating or adapting the Handbook and when conducting training activities in your language.



A girl washing dishes in a plantation training project, Sri Lanka.
Photo credit: ILO

Chapter 1 – Tackling child labour in domestic work and protecting young domestic workers: a priority for domestic workers and their organizations

Guide page



Aims

This Chapter aims to enable domestic workers and their organizations:

- to have a deeper understanding of the key issues concerning child labour and young workers in domestic work, and
- to explore their key role in helping to eliminate child labour in domestic work and protecting young domestic workers.



NOTE FOR USERS

All the activities and handouts can be used for personal and group learning. **Individuals** can do the activities by themselves, reflecting on what they know and their life experiences. They can draw their conclusions and relate these to the information contained in the handouts. Better still, they can share these with their families and friends and, most especially, with child and young domestic workers. In so doing, they can stimulate discussions and raise awareness about issues around child labour in domestic work.

Group learning requires trainers to guide the discussions. Notes are provided for them in the activity sheets. A summary time-table is given at the end of this guide page.

IMPORTANT!

The globally-accepted definition of “**child**” based on the relevant UN and ILO Conventions is “**a person under 18**”, the age of majority, when – according to the legislation of most countries – childhood officially ends and a person becomes an adult. In the labour legislation of most countries, the minimum age for work is set at 18 as well. However, in some countries – including in Asia/Pacific – children are allowed to work below that age, mostly from 14/15 (see H1.1) In many countries, strict conditions are put in place to protect this group of children from the worst forms of child labour (WFCL) which includes performing work that is hazardous to a child’s physical, moral, and mental well-being.

REMEMBER:

1. **Children below the allowable minimum age should NOT work; they are in a situation of child labour; they should be withdrawn immediately.** However, children engaged in light work may be excluded from this prohibition, as long as the work does not interfere with their ability to attend school or harm their health and safety.
2. **Those legally allowed to work (14/15 to 17) should be protected from the worst forms of child labour (WFCL).**



Activities

- A1.1 Journey to childhood
- A1.2 Who is a child? Do children have rights?
- A1.3 What is child labour in domestic work?
- A1.4 Children and young workers in domestic work
- A1.5 Child domestic workers: the national picture
- A1.6 Examining our attitudes about children and young workers in domestic work
- A1.7 What do our laws say about child labour in domestic work and protection of young domestic workers?
- A1.8 Stopping child labour in domestic work and protecting young domestic workers: should this be a priority for me and my organization? Why?



Handouts

- H1.1 What is child labour?
- H1.2 What is child labour in domestic work?
- H1.3 The rights of the child: international and national laws on child labour and children and youth in domestic work
- H1.4 Good practices: ending child labour in domestic work and protecting young domestic workers

Summary time-table for group learning

The duration of the activities should be adjusted to the time constraints, and number of participants and their level of knowledge and experience on child labour in domestic work.

Give time for breaks.

ACTIVITY	OBJECTIVES	DURATION
Opening and introduction	Aims of workshop; expectations; time-table; brief introduction of participants and trainer	20 minutes
A1.1 Journey to childhood	To review our past and draw conclusions about childhood	60 minutes (30 minutes for individual exercise)
A1.2 Who is a child? Do children have rights?	To arrive at a common understanding of who is a child; to know about and understand the rights of the child	120 minutes
A1.3 What is child labour in domestic work?	To have a better understanding of domestic work and child labour in domestic work	180 minutes
A1.4 Children and young workers in domestic work	To have a better understanding of a) the reasons why children and young workers go into domestic work; and b) their working and living conditions	120 minutes

ACTIVITY	OBJECTIVES	DURATION
A1.5 Child domestic workers: the national picture	To find out what we know about child domestic workers in our country	90 minutes
A1.6 Examining our attitudes about children and young workers in domestic work	To examine our own attitudes about children and young workers in domestic work. To understand how attitudes, perceptions, stereotyping, tradition and culture affect how we – and society in general – feel about children and young workers in domestic work	60 minutes
A1.7 What our laws say about child labour in domestic work and the protection of young domestic workers	To learn about laws to protect children and young workers in domestic work. To compare national laws and regulations to ILO Conventions and the UN Convention on the rights of the child and identify major gaps	150 minutes
A1.8 Stopping child labour in domestic work and protecting young domestic workers should this be a priority for me and my organization? Why?	To explore the role of domestic workers and their organizations in stopping child labour in domestic work and protecting young domestic workers	90 minutes
TOTAL	890 minutes or 14 hours and 50 minutes (spread over 3 or 3 and a half days)	



Note for Trainers

If time is limited and/or participants are not familiar with the issue, the following programme is suggested:

- * Start with either Activity A1.1 or Activity A1.6.
- * Follow with Activity A1.4.
- * Conclude with Activity A1.8.



Tasks of Moderators and Reporters:

At the start of the first group work, take time to explain the roles and tasks of the Moderator and Reporter. Be sure that these roles rotate amongst the participants, as part of their learning experience.

- The Moderator facilitates the flow of the discussion, keeps the group focused, manages the time, and makes sure that everyone participates and no one dominates. S/he should remain neutral and refrain from advancing her/his views.
- The Reporter listens carefully and takes down the important things being discussed. S/he must be objective, accurate and brief in her/his report. Some activities in this Handbook includes a reporting form to help the reporters.



Child domestic workers rallying against child labour, India. Photo credit: Jharkhand Gharelu Kamgar Union

Activity A1.1 Journey to childhood

Aim	To revisit your past and draw conclusions about childhood
Duration	30 minutes for individual exercise 60 minutes for groups



Material

For individuals:

- Paper and pen to take notes; form attached

For groups:

- Coloured papers/cards (2 different colours)
- 3 papers/cards of each colour for each participant
- Board or wall to tape/pin papers/cards

Process for **individuals** (self-reflection)

1. Find a quiet place where you are most likely not to be disturbed.
2. Close your eyes and try to remember your childhood.
3. After five minutes, open your eyes. Using the form, jot down what came to your mind.

WHAT MADE YOU HAPPY	WHY?
WHAT MADE YOU UNHAPPY	WHY?

4. What conclusions can you draw from your list? Do these conform with the key messages below?

Process for **groups** 60 minutes

Step 1: Individual exercise 20 minutes

1. Trainer distributes 3 papers/cards of one colour and 3 of a different colour to each participant.
2. S/he requests participants to close their eyes and try to remember their childhood.
3. They write down a word or phrase on each of the paper/card: On one colour, say pink, they write down one recollection (people, event, thing, place, activity, etc.) which made them happy and why. On the other colour, say blue, they write down one recollection which made them sad and why.
4. Participants paste their cards on board or flipcharts: one column for the happy recollections and the other, for the sad. As they do this, Trainer clusters the cards according to commonality.

Step 2: General discussion 40 minutes

5. After thanking the participants for sharing their memories, the Trainer opens the discussion, inviting them to talk about what they have written or drawn on their cards. S/he assures the participants that whatever they say will be treated with respect, appreciation and confidentiality. They are, therefore, encouraged to be frank and open in sharing their experiences, views and opinions.
6. After the sharing, Trainer asks participants what conclusions can be drawn from the discussion. S/he sums up by highlighting the key messages.

Key messages

- Childhood is a time of joy and happiness for most of us.
- Sometimes some people are deprived of this happiness in their childhood.
- Many factors and circumstances, mostly beyond our control, determine the kind of childhood we have.
- Normally, children depend on adults for their basic needs; however some children have to fend for themselves to meet these needs.

Source: *Training module on prevention of child labour in Andhra Pradesh for village community workers*, ILO-IPEC Andhra Pradesh Project on Child Labour, <http://apclts.cgg.gov.in/pdffiles/Downloads/Training%20Module%20for%20VCW%20-%20English.pdf>.



Note for Trainers

- * This activity can be an icebreaker at the start of the workshop/session.
- * Participants are also free to draw something which illustrates or represents their recollection.
- * Encourage everyone to speak, but be sensitive and understanding, as some may be shy or reluctant about sharing their memories.



A boy writing during mathematics class, South Sudan.
Photo credit: UN Photo/JC McIlwaine

Activity A1.2 Who is a child? Do children have rights?

Aim	To arrive at a common understanding of who is a child To know about and understand the rights of the child
Duration	120 minutes

Handouts

- H1.3 – The rights of the child: international and national laws on child labour and youth in domestic work

Material

- A flip chart and marker for each group
- White/black board or flip chart for Trainer

Process

- Group work and general discussion

Step 1 – Group work 20 minutes

1. Trainer explains the aim of the activity.
2. Participants are divided into groups of 5-8.
3. Each group assigns a moderator and a group reporter
4. All groups are asked to:
 - list the characteristics of a child
 - give their view on whether these characteristics apply to all children (in their country, community, the region, etc.)
 - formulate a common definition of “child”

Step 2 – Reporting and general discussion 30 minutes

5. Reporters give their groups' definition of “child”. These are displayed on the board.
6. Trainer gives definition of the UN Convention on the Rights of the Child (CRC) and ILO Conventions Nos. 138 and 182, and compares this against the definitions given by the groups. S/he seeks consensus of participants to adopt the definition of the UN and the ILO.

Step 3 – Group Work 30 minutes

7. Same groups re-convene; assign their moderators and reporters.
8. Before starting the discussion, the moderator recalls the UN and ILO definition of “child”, as any person below the age of 18.”
9. All groups are asked to discuss and come to an agreement on:
 - The meaning of “human rights”, giving some examples.
 - Should children have rights? Why? If yes, make a list of their rights. If no, list the reasons why children should not have rights.

Step 4 – General discussion 40 minutes

10. Groups report to plenary (5 minutes maximum).
11. Trainer jots down key words, clustering ideas and key points. S/he encourages everyone to join the discussion, especially if there are differences of opinion. If required, s/he gives a further explanation on ‘human rights’, citing the Universal Declaration of Human Rights, adopted by the United Nations in 1948, which nearly all countries in the world endorse. The UN Convention on the Rights of the Child (CRC) is based on this Declaration.
12. S/he sums up the discussion and ensures that everyone understands the key messages.

Key messages

- The concept of children (persons below the age of 18, as defined by the UN CRC) being entitled to their own rights as equal citizens of the world is relatively new. It was only in the 19th - 20th century that the rights of children began to be considered. Before that children were regarded as being the property of their parents or elders, and as “small” adults under the control of the “big” adults.
- There is today, in most parts of the world, a recognition of children’s rights and of society’s duty to protect and promote these rights, as shown by the almost universal ratification of the UN Convention of the Rights of the Child (CRC). The right to be protected from harm, abuse and exploitation and the right to education are two of the most important rights of the child. Child labour is in violation of these rights.
- The globally-accepted definition of “child” based on the relevant UN and ILO Conventions is “a person under 18”, the age of majority, when – according to the legislation of most countries – childhood officially ends and a person becomes an

adult. In the labour legislation of most countries, the minimum age for work is set at 18 as well. However, in some countries – including in Asia/Pacific – children are allowed to work below that age, mostly from 14/15 (see H1.1) In many countries, strict conditions are put in place to protect this group of children from the worst forms of child labour (WFCL) which includes performing work that is hazardous to a child’s physical, mental and moral well-being. Two important things must be borne in mind:

- **Children below the allowable minimum age should NOT work; they are in a situation of child labour; they should be withdrawn immediately.** However, children engaged in light work may be excluded from this prohibition, as long as the work does not interfere with their ability to attend school or harm their health and safety.
 - **Those legally allowed to work (14/15 to 17) should be protected from the worst forms of child labour (WFCL).**
- Most countries have passed legislation to protect children and youth at work, including laws banning child labour. Unfortunately, many of these remain on paper only. Much still needs to be done to ensure that these are fully enforced.
 - The highest priority needs to be given to changing long-held traditions and cultural attitudes and behaviour about the rights of parents and children and their responsibilities towards one another. Most parents believe that they are the ones who should make all the decisions for their children and that these are taken in the children’s best interest. Sometimes, for economic reasons – and as a last resort – parents decide to send out their child to work, thinking that s/he will have a better life. This decision may have the effect of denying the child’s rights to education and protection against abuse and exploitation.



Children carrying wood back home, Vietnam.
Photo credit: ILO/Nguyen Xuan Chinh

Note for Trainers

- * The issue of children’s rights can be a contentious one. So, you must be ready for a lively – perhaps, slightly heated – discussion. Most adult domestic workers are parents themselves and, like many, they probably believe that a) they are the ones who should make all the decisions for their children; and b) the decisions they take are in their children’s best interest.
- * It is important to underline that both children and parents have rights AND responsibilities towards one another. Sometimes, because of economic reasons – and as a last resort – parents decide to send out a child to work for others, thinking that s/he would have a better life. This decision may have the effect of denying the child’s right to education and protection against abuse and exploitation.
- * One way to get the participants to understand the “rights-based” approach to child labour is to encourage those who were child workers to share their experiences. Was the decision of their parents or guardians for them to go into domestic work at an early age in their best interest? Could this have been avoided? Were they able to say something about this? How did they feel about leaving their families and going to work in somebody else’s home? What were their living and working conditions? Were they able to continue their schooling? If they did, how were they able to manage working and studying, too?
- * Remember, as always, to be sensitive to the participants’ feelings. There will be those who may be reluctant to talk about their past for many reasons: not wishing to appear to blame their parents or elders; too painful to recall; or even shame about the poverty of their families. Encourage them to open up, but respect their right to remain silent.

Activity A1.3 What is child labour in domestic work?

Aim	To have a better understanding of domestic work and child labour in domestic work
Duration	210 minutes

Handouts

- H1.1 – What is child labour?
- H1.2 – What is child labour in domestic work

Material and preparation

- Step 1 – PPT equipment to show introductory slides. If not available, write key points on flip charts (see the Note for Trainers)
- Step 2 – coloured cards or half of A-4 sheets

Process

- Introduction and inter-active session, group work and general discussion

Step 1 – Introduction and inter-active discussion 90 minutes

1. Trainer explains the aim of the activity. S/he recalls the previous discussions on who is a “child” (a person under 18) and on children’s rights. S/he underlines that amongst the basic rights of children are the right to education and the right to be protected against economic exploitation. These are enshrined in the UN Convention on the Rights of the Child (CRC) and ILO Conventions (if necessary, recall what Conventions are and why they are important).
2. Trainer opens the inter-active session by asking the participants what they understand by the term “child labour”. S/he encourages participants to give their views, provide examples, pose questions, seek clarification and defend their positions, when required. Above all s/he urges them to share their own experiences. S/he writes down the key words on the board and guides the discussion so that the elements which constitute child labour surface. S/he thanks the participants for their inputs and shows the relevant slide(s) or flip chart(s), based on the key messages below.



Key messages : child labour

- In many countries, children work for employers, part-time or full-time, for payment in cash or in kind. They work in farms, markets, factories and shops; in other people’s homes; or in the streets, selling flowers or sweets, transporting people, picking garbage, etc. They also work in their own homes, individually or as members of the family unit, producing goods (for example, garments or footwear or bangles, preserved sweets, etc.), payments for which are often given to their parents or guardians.
- According to ILO Conventions (see Handout H1.3), particular forms of work can be called ‘child labour’ depending on: a) the child’s **age**, b) the **type and hours of work** performed, and c) the **conditions under which it is performed** as set out in the relevant ILO Conventions.
- Child labour is work that children should NOT be doing because:
 - They are too young to work, or – if they are old enough to work – because it is dangerous or otherwise unsuitable for them.
 - It is work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development.
 - It is work that interferes with their schooling, takes away their opportunity to attend school, obliges them to leave school pre-maturely, or requires them to attempt to combine school attendance with excessively long and heavy work.
- 3. When the Trainer is confident that the participants have sufficiently understood the concept of “child labour”, s/he explains what is meant by the minimum age for work (see Key messages below). S/he asks some participants if they know the legal minimum age for work in their countries and draws their attention to the table found in H1.1.



Key messages: minimum age for work

- Distinct from the age of majority (often 18), the legal minimum age for work is lower, ranging from as early as 12 to 18. In some countries, like India, there is no legal minimum age for work, so that children can work even below the age of 12.
- ILO Convention No. 138 on the minimum age for employment has been ratified by 23 countries in Asia/Pacific. Ratification means that national legislation must conform to the provisions of the Convention, which states that “the minimum age for work “shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years (Article 2), and “the minimum age for admission to any type of employment or by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons shall not be less than 18 years.” (Article 3)

4. Trainer then proceeds to explain the worst forms of child labour (WFCL), as defined by ILO Convention No. 182.

Key messages: Worst forms of child labour (WFCL)

Article 3 of ILO Convention No. 182 defines the WFCL as:

- all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
 - the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
 - the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
 - work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (Note: “hazardous work”).
5. After confirming participants’ understanding of the concepts of “child labour”, “minimum age for work” and the “worst forms of child labour”, Trainer focuses the discussion on how these apply to child domestic workers. S/he guides the discussion, encouraging a wide exchange of views and opinions and ensuring that the key messages below are understood by all before going to the next step, the group work.

Key messages: Child labour in domestic work

- Following ILO Convention 189, “**domestic work**” means work performed in or for a household or households and “**domestic worker**” is any person engaged in domestic work within an employment relationship.
- **Child domestic work** is the common term for children’s work in the home of an employer. Child domestic workers (CDWs) are children below the age of 18 who do this. Child domestic work covers situations which are **permissible** (allowed by law) and **non-permissible** (not allowed by law).
- Permissible situations are those that a) respect the legal minimum age for the type of work performed by the child, and b) do not endanger her/his physical, mental or moral well-being, either because of the nature of the work or because of the conditions in which it is carried out.
- **Child labour in domestic work** refers to **non-permissible** situations where work a) is performed by children below the relevant minimum age, b) endangers their physical, mental or moral well-being; c) has detrimental effects on their schooling; and d) is carried out in hazardous or in slavery-like situations.
- **The worst forms of child labour (WFCL) in domestic work** comprise the situation of any child who has been trafficked into domestic service, is in slavery or quasi-slavery, is being sexually abused or exploited, or is engaged in work defined as hazardous. **All worst forms of child labour in domestic work are unacceptable and must be eliminated.** Children should be removed from such situations as a matter of priority.

Step 2 – Group work 40 minutes

6. Participants are divided into groups of 5-8. Each group is given 8 cards or sheets of the **same** colour.
7. Each group assigns a moderator and a group reporter.
8. The groups discuss and agree on the following:
 - a) The 4 main reasons why there is child labour. One phrase or word is written by the reporters on each coloured card/sheet.
 - b) 4 consequences of child labour. One phrase or word on each card/sheet.

Step 3 – Reporting, general discussion and summing up 50 minutes

9. Trainer requests one reporter to stick her/his group's cards for question a) on the board or wall with sufficient space in between. These cards start the clusters. Other reporters stick their cards under the appropriate clusters, or start a new cluster, if required. Participants give their views on the clusters and agree on the main reasons why child labour exists.
10. The same procedure is applied for question b) on the consequences of child labour.
11. Trainer sums up and gives the key messages on the causes and consequences of child labour. S/he gives a brief review of the outputs of Activity A1.3, and thanks all for their active participation.



Key messages

- REASONS FOR CHILD LABOUR:
 - **Poverty** is the main reason why children work, but it is not the only factor and cannot justify all types of employment and servitude, particularly the worst forms of child labour.
 - **Barriers to education:** When education is not affordable or parents see little value in it, children are sent to work, rather than to school.
 - **Culture, tradition and family expectations:** Household decisions on child labour is associated with parents' attitudes towards their children who are often expected to follow in their footsteps. They cite how valuable work was in their own childhood to justify their expectations and tolerance of their children working. Labour is seen as the most productive use of a child's time.
 - **Market demand:** Employers hire children because they are 'cheaper' than their adult counterparts, easily dismissed if labour demands change.
 - **Lack of awareness and recognition of children's rights:** Too many people – parents, in particular – still do not agree that children have rights but think that they should be under the complete control of their parents or guardians.
 - **Inadequate/poor enforcement of legislation to protect children:** Laws protecting children are inadequate or are not effectively implemented, making children easy prey for human traffickers and labour exploitation.
- CONSEQUENCES OF CHILD LABOUR:
 - It deprives millions of children of their childhood, their potential and their dignity.
 - It interferes with their schooling, takes away their opportunity to attend school, obliges them to leave school pre-maturely, or requires them to attempt to combine school attendance with excessively long and heavy work.



Human chain protesting torture on a child domestic worker, Bangladesh.
Photo credit: Domestic Workers Rights Network (DWRN)

- Child workers are at a high risk of illness and injury due to biological, physical and other hazards; long hours of work; and poor working and living conditions
- Work hazards and risks that affect adults affect children even more strongly, e.g. physical strain impacts their growing bones and joints, which may cause stunting, spinal injury and other life-long deformation and disabilities.
- Children working away from home (like child domestic workers), suffer from homesickness and isolation and psychological damage, too, from living in an environment where they experience violence and abuse.
- Last, but by no means least, **child labour perpetuates poverty** (see the diagram at the end of H1.1).



Note for Trainers

- * This is a key Activity. To get the most of out of it, divide it into two sessions, with Step 1 comprising the first session, and Steps 2 and 3, the second. Depending on the time available and the number and level of participants, take short breaks to ensure that everyone remains focused (especially during Step 1).
- * Prepare your introduction for Step 1 based on the key messages in the Activity sheet. Ensure that the session is truly inter-active by:
 - checking frequently if all are engaged in the discussion, and verifying if this is so by asking them questions, and
 - encouraging the participants to give their views freely and openly, pose questions, seek clarifications and, most importantly, share their experiences.
- * Take note of “sticky” points (e.g. unresolved or debatable issues); mention these in your summing up, assuring the participants that there will be opportunities to address these in the course of the workshop.



A young girl washing dishes, Myanmar.
Photo credit: ILO/Marcel Crozet

Activity A1.4 Children and young workers in domestic work

Aim	To have a better understanding of: <ul style="list-style-type: none"> ■ the reasons why children and young workers go into domestic work; and ■ their working and living conditions
Duration	120 minutes

Handouts

- H1.2 – What is child labour in domestic work

Material and preparation

- Coloured cards or half of A-4 sheets (each group should have 20 cards/sheets of the **same** colour)
- Board or flip chart on which to paste the cards/sheets

Process

- Group work and plenary discussion

Step 1 – Group work 60 minutes

1. Trainer explains the aim of the activity. S/he recalls briefly key points of any previous activities and discussions.
2. Participants are divided into groups of 5-8. Each group assigns a moderator and a reporter.
3. Each group discusses and shares ideas and experiences before reaching agreement on:
 - The 3 main reasons why children go into domestic work. One word or phrase per sheet or card is written by the reporter.
 - What should be the minimum age for domestic work? Why? Reporter writes down the age agreed upon by the group on one card or sheet.
 - 3 advantages and 3 disadvantages of children and young workers going into domestic work? One phrase or word is written by the reporter on each card or sheet.
 - The 3 main reasons why there are more girls and young women in domestic work? One phrase or word is written by the reporter on each of card or sheet.
 - The problems and challenges faced by children and young workers in domestic work (Reporter can use maximum 5 cards or sheets, but only one phrase or word in each).

Step 2 – Reporting and general discussion 60 minutes

4. While the reporters present the results of her/his group, the Trainer clusters the cards or sheets.
5. S/he summarizes the key points from the group reports and opens the discussion, encouraging an active debate on the subject.
6. S/he draws conclusions from the group and plenary discussions, giving the following key messages:



A little girl holding a "STOP CHILD LABOUR" balloon, Vietnam.
Photo credit: ILO



Key messages

- Poverty and the lack or denial of access to resources, rights, opportunities, goods and services are the main reasons why parents are pushed to send their children out to work. However, poverty is not the only factor and cannot justify all types of employment and servitude, particularly the worst forms of child labour.
- In many countries, child domestic work is accepted socially and culturally and regarded in a positive light as a protected, safe and suitable type of work and preferred to other forms of employment, especially for girls (who make up the majority of child domestic workers). Domestic work is generally considered as part of a girl's "apprenticeship" for adulthood and marriage.
- However, this is far from the reality for a great number of children in domestic work. Due to the secluded and personal working arrangements, the worst forms of child labour can occur more easily in domestic work than in other situations and go unobserved by the outside.
- Although many employers claim that they treat their child domestic workers as their own daughters or sons, research and studies in many countries have shown that – with a few exceptions – this is not the case. Moreover, children, especially the very young, are hardly in a position to complain about the treatment they get from their employers.
- Too many child domestic workers are victims of abuse, including physical and sexual, and exploitation. They have: long working hours (10-12 per day); too little rest; no days off; only short breaks, mainly for meals; little or no access to education. They receive little or no wages, in cash or in kind. They suffer from emotional insecurity and disorientation due to separation from family and siblings, poor nutrition, lack of privacy, psychological isolation, and lack of free time for leisure or friendship .
- Understanding that gender discrimination against girls is a major cause of child domestic labour is critical to the protection of child workers and the prevention and elimination of child labour in domestic work.



Note for Trainers

- * This activity can be the starting point for any discussion on children and young workers in domestic work. So, do this first if time is limited.
- * Major points and conclusions from this activity will form a good basis for the discussions on Chapter 2.



Child domestic workers performing a street play on trafficking, India.
Photo credit: Jharkhand Gharelu Kamgar Union

Activity A1.5 Child domestic workers: the national picture

Aim	To find out what we know about child domestic workers in our country
Duration	60 minutes or 90 minutes (briefing included)

Handouts

- H1.2 – What is child labour in domestic work



Material and preparation

- Copies of attached table (2 copies per group)
- Copy of the table on a flipchart for filling in by the Trainer
- Markers



Process

- Group work and general discussion; briefing (optional)

Step 1 – Directions and group work 30 minutes

1. Trainer explains the aim of the Activity. S/he divides participants into groups of up to 6 people. Each group receives two copies of the attached table (one for the moderator and one for the reporter assigned by the group).
2. Group moderator goes through the questions one by one; group members discuss and agree on the responses. Reporter fills out the table, noting important points arising from the discussion.

Step 2 – Group reports and summary 30 minutes

3. In plenary, Trainer goes through the questions one by one, asking two or three reporters to present their group's answers for each question. Make sure the reporters take turns. S/he marks the responses of each group on the flipchart s/he has prepared.
4. S/he and/or the Resource Person (see below) confirms and clarifies responses, filling gaps if necessary.
5. Trainer summarizes the main outcomes of the discussion and concludes by asking: Do the replies conform to reality? How much do we know about children and young domestic workers?

Step 3 – Briefing – Optional 30 minutes

6. Invite a Resource Person with knowledge on the issue (e.g. from trade unions, NGOs, governmental bodies dealing with child protection, labour or social welfare, universities) to give a brief – 15 minutes – presentation, followed by a Q and A session **after** the group work.



Note for Trainers

- * Prepare for this activity by gathering the information required. Find out if any study/ research has been done on child labour in domestic work in your country. You can also use clippings, articles, advertisements or case studies to collect information.
- * Fill out the form yourself before the session and refer to this during Step 2.
- * If you have found a resource person for Step 3, request her/him to provide the correct answers during Step 2.
- * If possible, distribute the table with correct information (as available) to all participants after the activity.

A1.5 TABLE

SKETCHING WHAT WE KNOW ABOUT CHILD DOMESTIC WORKERS: THE NATIONAL PICTURE

Country _____

Note: Find out the **minimum age of work** in your country (in most countries, this is between 15 and 18)

STATEMENTS	YES	NO	Don't know	Comments
1. There are many child domestic workers (CDWs)				Approx. figure or %:
2. There are CDWs who are below 8 years old				Approx. figure or %:
3. There are CDWs between 9 and 14 years old				Approx. figure or %:
4. There are CDWs between 15 and 17 years old				Approx. figure or %:
5. Most CDWs are girls				Approx. figure or %:
6. Most CDWS come from:				
a) the provinces/rural areas				
b) poor families				
c) lower middle class families				
d) other countries (if yes, list which countries)				
7. CDWs:				
a) go to school full-time				Approx. %:
b) go to school part-time				Approx. %:
c) do not go to school				Approx. %:
8. CDWs live in the homes of their employers				
a) more than 50%				
b) about 50%				
c) less than 50%				
9. Employers of CDWs are:				
a) mostly their relatives or family friends				
b) mostly not connected to their families				
10. Most CDWs:				
a) accompany their parents to work				
b) work alone				
11. Most CDWs particularly the very young (below 8 until 12), only do light work (e.g. sweeping, light cleaning, watering plants, helping in the kitchen, running small errands)				

STATEMENTS	YES	NO	Don't know	Comments
12. Most child domestic workers – including those below 8 until 12 – also perform heavy work and/or work with adult responsibilities (e.g. being primary carers for babies, children, sick or elderly family members, cooking for the family, washing and ironing, heavy gardening, watching over the house when employers are away, working with heavy and complicated electric appliances, etc.)				
13. Most CDWS are:				
a) paid in cash (directly or via their parents)				
b) paid in kind (clothes, supplies, school fees/uniforms, etc.)				
c) not paid (only provided food and lodging)				
14. If they are paid in cash, CDWs receive less than adult domestic workers				
15. In general, CDWs have:				
a) reasonable working hours				
b) adequate sleeping time (8 hours)				
c) the necessary time to go to school				
d) sufficient time to study				
e) a day off per week				
f) days off during holidays				
g) an annual holiday				
h) health insurance				
16. In case of accident or illness, most employers of CDWs:				
a) pay for doctor, hospital fees and medicines				
b) pay for doctor and medicines				
c) pay only medicines				
d) pay nothing				
17. CDWs are protected by laws (e.g. labour laws, child welfare laws, provincial/state/municipal orders, etc.) If yes, mention.				
18. CDWs have the right to organize, form or join associations/trade unions				If yes or no, provide information:

Activity A1.6 Examining our attitudes about children and young workers in domestic work

Aim	To examine our own attitudes about children and young workers in domestic work. To understand how attitudes, perceptions, stereotyping, tradition and culture affect how we – and society in general – feel about children and young workers in domestic work.
Duration	60 minutes

Handouts

- H1.2: What is child labour in domestic work?

Material and preparation

For Step 1 – Option 2:

- Copies of 10 statements (2 copies for each group)
- List of 10 statements on the board or flip chart, with space to check 'Yes' or 'No'

Process

- Brainstorming or group work followed by general discussion

Step 1 – Option 1 – Brainstorming 60 minutes

1. Trainer explains the aim of the activity. Depending on time available, Trainer chooses a number of statements from the list below (or makes her/his own).
2. S/he request all participants to move to one side of the room.
3. S/he reads out each statement. Participants who agree with the statement move to the opposite wall and group on the left-hand side; those who disagree do the same on the right-hand side. Those who are in-between should position themselves according to the degree of their agreement/disagreement.
4. Trainer asks participants to explain briefly why they position themselves thus, encouraging a frank and open debate. Then s/he reads the next statement and follows the same procedure.
5. At the end of the exercise, the Trainer asks participants to give their views on how attitudes, perceptions, stereotyping, tradition and culture affect the way children and young people in domestic work are seen in the family, community and society. S/he sums up and concludes the session by underlining the key messages.

Step 1 – Option 2 – Group work 30 minutes

1. Trainer explains the aim of the activity before dividing the participants into groups of 5-8.
2. S/he gives to each group the same list of 10 statements.
3. Groups assign moderator and reporter.
4. Group members consider each statement and decide whether they, as a group, agree or disagree with it. Reporters note key points of the discussion.

Step 2 – Option 2 – Reporting and general discussion 30 minutes

5. Trainer reads first statement on the board. Each reporter gives his/her group's opinion and a brief explanation. The Trainer summarizes the groups' responses. The participants then decide if they – as a whole – agree or not with the statement. The decision is marked on the flip chart or board.
6. The Trainer repeats the procedure for each statement.
7. At the end of the reporting, Trainer asks participants to give their views on how attitudes, perceptions, stereotyping, tradition and culture affect the way children and young people in domestic work are seen in the family, community and society. S/he sums up and concludes the session by underlining the key messages.

**Key messages**

- Culture, tradition and stereotyping affect the way children and young people in domestic work are seen in the family, community and society.
- Domestic work is generally considered as 'women's' work, not requiring much training or skills (and, therefore, little or no pay). For girls, it is the preferred form of employment, as they have been already trained for the job in their own homes.
- There is a widespread illusion that working (and living) in other people's homes provides children with a protected and safe environment as they are treated like family by their employers.
- Children's access to education and the elimination of child labour are closely related. When education is compulsory, free and of good quality, it can greatly help reduce child labour.
- Discrimination based on gender, class, caste, ethnicity, race and religion is rife in domestic work.
- There are clear links between children in domestic service and human trafficking (in which people are captured or lured by an agent, then sold to a buyer for labour or sexual exploitation).
- Priority must be given to raise awareness in society and change attitudes and behaviour about domestic work in general, and child and young domestic workers, in particular.

**Note for Trainers**

- * This is a good activity to 'break the ice' at the start of a workshop or to energize the participants after the lunch break.
- * Feel free to come up with statements, especially those relevant to the realities in your country and/or organization.
- * Encourage a frank and open discussion, with participants giving examples and sharing experiences.
- * Take note of the most controversial statements and keep these for further reflection and discussion.

Sample statements:

1. Child domestic workers are better off living with their employers as their living conditions are better than in their own homes.
2. Girls are more prepared and suited for domestic work.
3. Domestic work is vastly undervalued as it is considered low-skilled and mostly done by women and girls and persons from the lower castes/ classes, and/or minorities (racial, tribal, ethnic, religious, etc.).
4. Most children prefer work in domestic service to work on the family farm.
5. Most children consider domestic work easier than work in their homes in the rural areas.
6. Working as domestic workers is safe for children as they are under the protection of their employers.
7. Adult domestic workers should protect and look after the children who are working with them in the same household.
8. It is good for children to go out to work at an early age so that they are better prepared for adult life.
9. Domestic workers should not bring their daughters or sons or younger siblings to work with them.
10. Most child domestic workers are cared for by their employers who treat them as family members.
11. Going to school is not necessarily a guarantee to a better life.
12. Education is key to improving a child's prospect for a better life.
13. Being away from one's family is very distressing for a child.
14. Being away from one's family can be an adventure for a child.
15. Sending a child into domestic work is an easy solution for poor parents.
16. Children from the age of 5 can work as domestic workers in other people's houses if they do only light work.
17. Sending a child into domestic work is not the only choice for poor parents.
18. Working as a domestic worker can have positive effects on a child.
19. Many child domestic workers continue in domestic work as adults.
20. Child domestic workers should be paid the same as adult domestic workers.
21. Child domestic workers should have time to go to school.
22. Children working in others' homes as servants are not really child labourers if they are going to school.
23. Community members do not have the legal right to report on or interfere in incidents of child labour.
24. In general, children have fewer workplace accidents because they do lighter work.



A little boy collecting useful things at a garbage site, Vietnam.
Photo credit: ILO/Huynh Lam

Activity A1.7 What do our laws say about child labour in domestic work and protection of young domestic workers?

Aim	To learn about the laws to protect children and young workers in domestic work To compare national/local laws and regulations to ILO Conventions and the UN Convention on the rights of the child and identify major gaps in law and in practice
Duration	150 minutes

Handouts

- H1.3: The rights of the child: international and national laws on child labour and children and youth in domestic work

Material and preparation

- Prepare a brief powerpoint on the international and national laws related to child rights for use in Step 1 or invite a Resource Person to discuss these laws during Step 1.
- Large photocopies of the form (one for each group)
- Markers for reporters

Process

- Presentation, group work, general discussion

Step 1 – Presentation and general discussion 60 minutes

1. Trainer explains the aim of the activity, recalling the main points from previous sessions on child labour and children's rights.
2. Trainer shows a power point presentation or gives the floor to a resource person (20 minutes max). Participants are encouraged to request clarification during the presentation.
3. General discussion follows (Q and A, sharing), with key points jotted by Trainer on the white board or flip chart.
4. In summing up, Trainer ensures that participants:
 - understand the importance of international and national laws to protect children's rights, in particular those of child workers,
 - know the key points of their country's laws and regulations on the protection of children and child workers, in particular.

Step 2 – Group work 30 minutes

5. Participants are divided in groups of 5-8. Each group assigns a moderator and a reporter.
6. Trainer gives the participants the attached form "Child labour in domestic work – comparing our laws and practice to international conventions". S/he gives the reporters the large photocopy of the form and a marker.
7. Trainer assigns each group up to three points from the different sections of the form, noting that it may be possible that there is no national or local legislation on some issues raised by the international conventions. S/he and/or the resource person should be available to help the groups, if necessary.
8. Each group discusses the sections assigned to them and:
 - a. Compares these to the content of current national or local laws or regulations: are child and young domestic workers adequately protected in our country?
 - b. If yes:
 - Mention the specific section or part of the existing laws, regulations or rules, if they know it (third column).
 - How are these laws and regulations being implemented (fourth column)?
 - What are the key gaps and how can these be filled (fifth column)?

If no, what actions/measures should be taken to fill the gap? (fifth column)?
9. For each row, the reporters should jot down the key points of the discussion in the group, filling in the large form accordingly for presentation to plenary.

Step 3 – Reports and general discussion 60 minutes

10. Reporters present their large forms and key points from their group discussion (5 minutes max). Trainer and/or resource person provide information and clarification, if required. Reporter sheets are amended, accordingly.
11. Trainer sums up by giving 2 to 3 key messages. The forms completed by the groups can be kept for use in subsequent sessions, for example Activity 2.4.



Key messages

- Laws and regulations are very important to stop child labour in domestic work and ensure maximum protection for young domestic workers. This is why domestic workers and their organizations need to learn about legal protection for children and young workers in domestic work. For this, they can seek assistance from trade unions, human rights organizations, especially those focusing on children's rights, government departments dealing with child protection, etc.
- In many countries, including in the Asia/Pacific region, the main problem is that such laws either do not exist or are not implemented in practice. Amongst the many challenges to overcome are:
 - **Prevailing attitudes:** there is still the widespread view that parents (or guardians) are the ones who make decisions for children, even if these endanger children's physical, mental and moral well-being and are not in their best interest.
 - **Weak position and low status of children:** children have no voice, limited influence, and considerable difficulty in claiming their rights.
 - **Policy and legal frameworks:** in general, child domestic work is seen as part of the informal economy. Thus, it continues to remain outside the scope of a country's labour legislation, even if legislation on child labour in general exists. Most countries in the region have ratified ILO Convention No. 182 on the worst forms of child labour (WFCL), but many have not complied with the obligation to list the types of hazardous work for children; moreover, those between 16-17 are still not included in the list of those to be protected from the WFCL.
 - **Enforcement and monitoring:** remains a challenge due to a lack of labour inspectors and insufficient resources. In the case of child labour in domestic work, a major difficulty is monitoring the workplace, which is a private home.
 - **Non-recognition and undervaluing of domestic work:** the situation of child domestic workers is closely linked to the position of adult domestic workers, whose employment is consistently undervalued and poorly regulated, and who are largely overworked, underpaid and unprotected.
- Working with their allies to address these challenges, domestic workers and their organizations must identify the areas where they can be most effective. For instance, in **enforcement and monitoring**, there is an urgent need to set up and institutionalize community surveillance systems for information and data-gathering to identify child domestic workers and monitor their situation. Cooperation amongst district/local officials, home owners' associations and local church/religious groups for prevention, detection and monitoring, should be encouraged. They are the ones who have the means of contact with and knowledge of the dynamics between child domestic workers and their employers. **Here, adult domestic workers – especially those working with or in proximity to the children – can play a key role.**
- Similarly, domestic workers and their organizations are in the forefront of the campaign to recognize and value domestic work. **Recognizing domestic work as 'real work' in national labour and social policy creates a guiding framework** and entry point for tackling and eliminating child labour in domestic work and for better protection of young domestic workers.



Note for Trainers

- * This activity should be preceded by activities/discussions on child rights and child labour (A1.2 and A1.3).
- * Have in hand a copy of your country's laws, rules and regulations on child protection and child labour (probably contained in the labour laws). Find out if your country has ratified any of the 4 major international conventions, summaries of which are provided in Handout H1.3.
 - a. ILO Convention No. 138 on the minimum age for employment
 - b. ILO Convention No. 182 on the worst forms of child labour
 - c. ILO Convention No. 189 on domestic work
 - d. UN Convention on the rights of the child (CRC).

Information will be available on the internet or from the trade unions, NGOs dealing with child issues, government authorities, etc.
- * If possible, prepare a short power point presentation, or invite a resource person who knows the laws and regulations concerning children and child labour in your country to make the presentation. Make sure that the presentation is clear and understandable to all.
- * Depending on the time available and the participants' interest, steps 2 and 3 may be skipped, but be sure to give the key messages. This exercise is vital for a leadership workshop or session.



Child domestic workers making necklaces in a jewellery training, India.
Photo credit: Jharkhand Gharelu Kamgar Union

Country:

	ILO Conventions Nos. 138 (C138) on the minimum age for work, C182 on the worst forms of child labour and C189 on domestic work, and the UN Convention on the rights of the child (CRC)	Current laws, rules and regulations	In practice	Key gaps, problems, proposed solutions or actions
Who is a child (C182, CRC)	All persons under the age of 18			
Who are domestic workers? (C189)	Any person engaged in domestic work within an employment relationship: - Part time, full-time, day labourer - Live-in, live-out - Nationals and non-nationals – migrant workers			
Basic rights (CRC)	Children have the right to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with their education, or to be harmful to their health or physical, mental, spiritual, moral or social development. If children help out in a family farm or business, the tasks they do should be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play. All domestic workers must enjoy the fundamental principles and rights at work, namely: a freedom of association and the effective recognition of the right to collective bargaining; b the elimination of all forms of forced or compulsory labour; c the effective abolition of child labour; and d the elimination of discrimination in respect of employment and occupation.			
(C189)				
Minimum age for work (C138)	The minimum age for work shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years .			
15 yrs	A country whose economy and educational facilities are insufficiently developed may, after consultation with the organisations of employers and workers concerned may initially specify a minimum age of 14 years , BUT shall include in its reports on the application of this Convention a statement (a) that its reason for doing so subsists; or (b) that it renounces its right to avail itself of the provisions in question as from a stated date.			
18 yrs for hazardous work	The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons shall not be less than 18 years .			
16 yrs, for certain types of work, with conditions	National laws and regulations or the competent authority may, after consultation with the organizations of employers and workers, authorize employment or work as from the age of 16 yrs on condition that the health, safety and morals of the young persons concerned are fully protected and that <i>the young persons have received adequate specific instruction or vocational training in the relevant branch of activity</i> .			
C189 on domestic work (same as above)	Each Member shall set a minimum age for domestic workers consistent with Minimum Age Convention, 1973 (No. 138), and the Worst Forms of Child Labour Convention, 1999 (No. 182) , and not lower than that established by national laws and regulations for workers generally.			
Domestic workers between 14/15 and 18 years	Their work should not deprive them of compulsory education, or interfere with their opportunities for further education or vocational training.			

	ILO Conventions Nos. 138 (C138) on the minimum age for work, C182 on the worst forms of child labour and C189 on domestic work, and the UN Convention on the rights of the child (CRC)	Current laws, rules and regulations	In practice	Key gaps, problems, proposed solutions or actions
Types of employment or work (C138)	Shall be determined by national laws or regulations or by the competent authority, after consultation with the organisations of employers and workers concerned. National laws or regulations may permit the employment or work of persons 13 to 15 years of age on light work which is (a) not likely to be harmful to their health or development; and (b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.			
C182: Article 3 (Absolute prohibition)	The worst forms of child labour comprise: a 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; b the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; c the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; d work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children . The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned.			
Importance of education (C182)	Each Member has to take into account the importance of education for children. Countries must take action, within a specific timeframe, to: - prevent children from becoming involved in the worst forms of child labour, - remove children from the worst forms of child labour, and ensure protection and support for the children's reintegration into society, - give children the possibility to go to school for free and give opportunities for skills training to older children who have been taken out of the worst forms of child labour, - identify and help children who may be at special risk, - consider the especially vulnerable situation of girls.			
The girl child				
C189 on domestic work	Each Member shall take measures to ensure that work performed by <i>domestic workers who are under the age of 18 and above the minimum age of employment</i> does not deprive them of compulsory education, or interfere with opportunities to participate in further education or vocational training.			

Key gaps, problems, proposed solutions or actions	In practice	Current laws, rules and regulations	ILO Conventions 138 (Minimum Age), ILO C182 (Worst forms of child labour); C189 (Domestic work); UN Convention of the Rights of the Child (CRC)
			<p>Number of hours and working conditions for every age bracket (see above) determined by competent authority, in consultation with workers' and employers' organizations.</p> <p>Each Member shall take measures to ensure that domestic workers enjoy effective protection against all forms of abuse, harassment and violence.</p> <p>Each Member shall take measures to ensure that domestic workers, like workers generally, enjoy fair terms of employment as well as decent working conditions and, if they reside in the household, decent living conditions that respect their privacy.</p>
			<ul style="list-style-type: none"> - regulate operation of private employment agencies - ensure adequate machinery for the investigation of complaints by domestic workers
			<p>Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.</p>
			<p>Each member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.</p>
			<p>Each Member shall, after consultation with employers' and workers' organizations, establish or designate appropriate mechanisms to monitor the implementation of the provisions giving effect to this Convention.</p>

Activity A1.8 Stopping child labour in domestic work and protecting young domestic workers: should this be a priority for me and my organization? Why?

Aim	To explore the role of domestic workers and their organizations in stopping child labour in domestic work and protecting young domestic workers
Duration	90 minutes

Handouts

- H1.1: What is child labour?
- H1.2: What is child labour in domestic work?
- H1.3: The rights of the child: international and national laws on child labour and children and youth in domestic work

Material

- Coloured cards or half of A4 paper for group work, markers
- Flip charts, white board, masking tape

Process

- Group work, general discussion

Step 1: Group work 45 minutes

1. Trainer explains the aim of the activity. S/he recalls previous discussions on the issue of child labour in domestic work. S/he expresses the hope that these have given participants food for thought to reflect on their role, as individual domestic workers and as members of their organizations, in helping to stop child labour in domestic work and protecting young domestic workers.
2. Participants are divided into groups of 5-6. Each group assigns a moderator and a reporter. Each group receives 15 cards or half A4 sheets of the same colour.
3. Groups discuss and give their views on the following:
 - a) Give at least 3 reasons why child labour in domestic work should be stopped without delay. The reporters write one reason per card/sheet.
 - b) Should domestic workers and their organizations give high priority to stopping child labour in domestic work and protecting child and young domestic workers? Yes/No. Explain your response.
 - c) What **specific** actions can domestic workers and their organizations take:
 - (1) Domestic workers, as individuals (in their family, workplace and community).
 - (2) Domestic workers' organizations.

Use the remaining 12 cards: one specific action per card. Be sure to indicate on top of the card **1** (as individuals) or **2** (DWs organizations).

Step 2: Reporting and general discussion 45 minutes

4. Trainer asks one reporter to give her/his cards or sheet in response to question a). Other reporters follow suit. Trainer clusters cards/sheets according to commonality and pins them on the board. After all cards/sheets are pinned, s/he asks participants if anyone wishes to comment or add other reasons.

5. Trainer asks how the groups replied to question b). If there are differences in opinion, s/he opens debate, until a consensus is reached.
6. Trainer asks reporters to pin on one flip chart (or one side of the board) all the cards/sheets referring to domestic workers as individuals, in their own family, workplace and community **(1)** or referring to DWs' organizations **(2)**.
7. Participants discuss the cards/sheets referring to individual actions **(1)**, whilst Trainer clusters these. Are the proposals for action realistic and achievable? What are the possible obstacles? Trainer seeks consensus from the participants, if there are differences of opinion.
8. Participants discuss the cards/sheets referring to actions of organizations **(2)**, whilst Trainers clusters these. Are the proposals for action realistic and achievable? What are the possible obstacles? Trainer seeks consensus from the participants, if there are differences of opinion.
9. Trainer thanks everyone for their contributions and summarizes the discussion. S/he shares the key messages with the participants, inviting them to go through Chapter 2 of the Handbook which explores further how domestic workers and their organizations can take effective action to eliminate child labour and protect children and youth in domestic work.



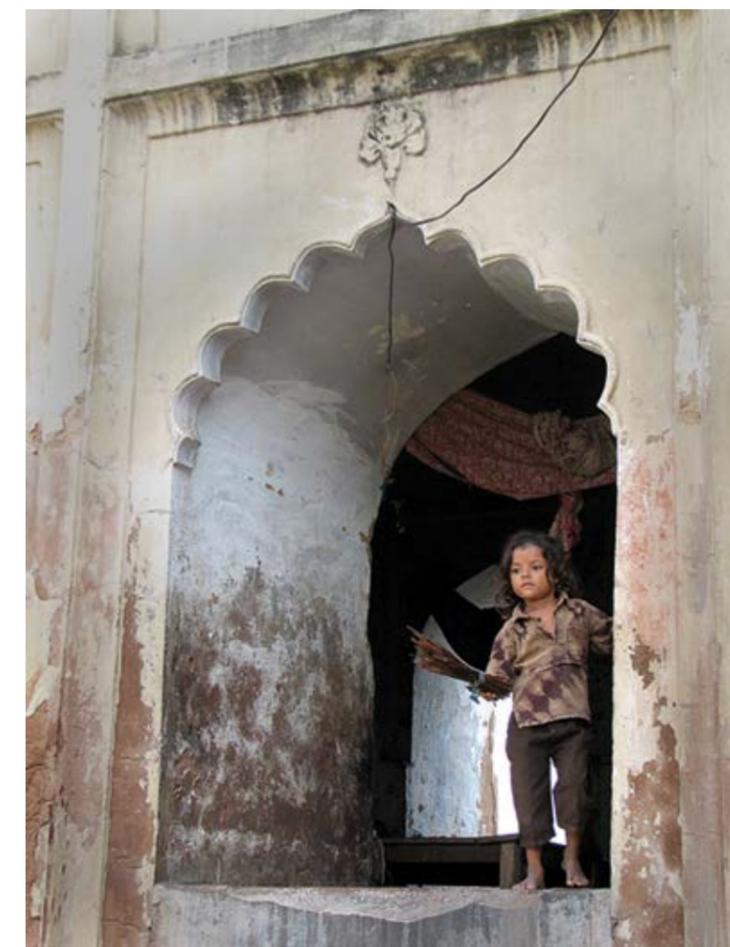
Key messages

- Child labour should be eliminated because it denies children their most basic rights: to education, to protection and to freedom from exploitation. It prevents children from developing to their full potential in life and at work, contributing to their family, communities and society as a whole. Child labour:
 - Is a fundamental human rights concern.
 - Is a gender equality challenge.
 - Is a trafficking issue.
 - Causes and perpetuates poverty by keeping adults out of the workforce.
- Stopping child labour in domestic work demands the concerted effort of everyone: parents, communities, religious leaders, the government and public authorities at all levels, employers and workers and their organizations, and civil society organizations.
- As the first ones affected, domestic workers and their organizations have a key role in this endeavour. Individually and as members/leaders of their organizations, they should give the highest priority to:
 - Raising the awareness of their families and friends, employers and others in their communities about the real and common dangers for children and violation of their rights in domestic work.
 - Integrating this issue in their daily lives and placing it high on their organizations' agenda (campaign work and providing space, and membership where appropriate, to child and young domestic workers).
 - Assuming the role of mentors and protectors of child and young domestic workers, in particular those working with them and those in their neighbourhood and communities.



Note for Trainers

- * This activity concludes Chapter 1 of the Handbook. It is designed for participants who have gone through some of the preceding activities which would have provided them information and 'food for thought' for reflection on the complex issue of child labour in domestic work. However, it can be used also as stand-alone exercise for persons who already have sufficient knowledge and understanding about the issue and who wish to explore further their and their organizations' role in helping to eliminate child labour in domestic work and in protecting young domestic workers.
- * Chapter 2 of the Handbook aims to assist domestic workers and their organizations in drawing up concrete, realistic and practical action plans to tackle these challenges effectively.



A girl sweeping the house door, India.
Photo credit: ILO/Anil Risal Singh



Handout 1.1 What is child labour?

1. Who is a child?

The UN Convention on the Rights of the Child (CRC) and the ILO Conventions on child labour (Nos. 138 and 182) define a child as “a person below the age of 18”, unless the laws of a particular country set the legal age for adulthood younger.” In most countries in Asia/Pacific, the legal age for adulthood – sometimes referred to as the “age of majority” – is set at 18.

2. What is child labour

In all countries children work for employers, part-time or full-time, for payment in cash or in kind. They work in farms, markets, factories and shops; in other people’s homes; or in the streets, selling flowers or sweets, transporting people, picking garbage, etc. They also work in their own homes, individually or as members of the family unit, producing goods (for example, garments or footwear or parts thereof, preserved food or sweets, bangles, garlands, etc.), payments for which are often given to their parents or guardians.

ILO Conventions define certain forms of work as “child labour” depending on:

- the child’s age,
- the type and hours of work performed, and
- the conditions under which it is performed.

Child labour is work that children should not be doing because:

- they are too young to work, or – if they are old enough to work – because it is dangerous or otherwise unsuitable for them.
- it is work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development.
- it is work that interferes with their schooling, takes away their opportunity to attend school, obliges them to leave school pre-maturely, or requires them to attempt to combine school attendance with excessively long and heavy work.

One very important consideration is the minimum age for work. The age of majority is distinct from the **legal minimum age for work** which is lower, ranging from as early as 12 to 18. In some countries, like India, there is no legal minimum age for work, so that children can work even below the age of 12. However, some types of work are prohibited for all children under 18. These are known as “**the worst forms of child labour**” (WFCL). These are hazardous activities that endanger the physical, mental or moral well-being of a child, either because of their nature or because of the conditions in which they are carried out.

Box 1: ILO Minimum Age Convention, 1973 (No. 138)

ILO Convention No. 138 has been ratified by 23 countries in Asia/Pacific. Ratification means that national legislation must conform to the provisions of the Convention. The Convention states that:

- the minimum age for work “shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.” (Article 2), and
- “The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons shall not be less than 18 years.” (Article 3).

Following are the legal minimum age of work in most of the countries in Asia/Pacific:

Country	Minimum age	Minimum age for hazardous work	Country	Minimum age	Minimum age for hazardous work
Bangladesh	14	18	Bhutan	13	18
Cambodia	15	18	China	16	16
Fiji	15	18	Hongkong SAR China	13	Up to 17 subject to conditions
India	none	14	Lao PDR	15	15-18 subject to conditions
Indonesia	15 (Note: 18 for DWs)	18	Malaysia	14	14-16 subject to conditions
Mongolia	16	18	Nepal	14	16
Pakistan	14	14	Papua New Guinea	16	18
Philippines	15	18	Singapore	16	16
Solomon Islands	12	15	Sri Lanka	14	18
Thailand	15 (Note: none for domestic workers)	18	Viet Nam	15	18

Sources: For Bhutan, Cambodia, Indonesia, Fiji, Mongolia, Philippines, Solomon Islands and Thailand: *Findings on the Worst Forms of Child Labor 2015*, Bureau of International Labor Affairs, US Department of Labor, <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/>; for Malaysia: *Laws of Malaysia: Children & Young Persons (Employment) Act 1966* (revised November 1988), <http://www.ilo.org/dyn/travail/docs/1529/Children%20and%20Young%20Persons%20Employment%20Act%201966.pdf>; for Lao PDR – Labour Law (amended 2013), <https://www.ilo.org/dyn/natlex/docs/MONOGRAPH/96369/113864/F1488869173/LAO96369%20Eng.pdf>; for Singapore, <https://singaporelegaladvice.com/law-articles/what-is-the-minimum-legal-age-for-working-in-singapore>; for South Asian countries (Bangladesh, India, Nepal, Pakistan, Sri Lanka): *South Asia – Legal minimum age for employment – Guidance* (work in progress), ILO DWT, New Delhi, May 2016, http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new_delhi/documents/genericdocument/wcms_486151.pdf; and for Viet Nam: *5-year programme to reduce child labour*, Global Legal Monitor, the Law Library of Congress, USA, <http://www.loc.gov/law/foreign-news/article/vietnam-five-year-program-to-reduce-child-labor/>.

3. Some facts and figures (based on 2012 ILO estimates):

Worldwide

- **168 million:** the number of child labourers, aged 5-17 years, in the world. They account for almost 11 per cent of the overall world child population.
- Worldwide child labour is primarily concentrated in agriculture (58.6 per cent). Almost one-third of child labourers is in the services sector. Industry accounts for only 7.2 per cent of child labourers.
- **Boys outnumber girls** in all sectors: agriculture (60.7 for boys; 39.3 per cent for girls), industry (69 per cent for boys; 31 per cent for girls) and services (55.4 per cent for boys; 44.6 per cent for girls).

- **Domestic work:** 17.2 million children are in paid or unpaid domestic work in the home of a third party or employer; 11.5 million of these children are in child labour. Girls (7.5 million) outnumber boys (4 million).
- More than half of child labourers worldwide – **85 million** – are in **hazardous work** that directly harms their health, safety or moral development.
- Children, especially girls, from marginalized groups (low-caste, tribal/ethnic and religious minorities) are more likely to be victims of forced labour, human trafficking, and commercial sexual exploitation.

Asia/Pacific

- **78 million:** the number of child labourers in Asia/Pacific, the region with the largest number.
- Of the 650 million **5-14 year-olds** in the region, **8.3 per cent** are child labourers.
- **16.7 million** (5-17 years old) children are in child labour in South Asia, according to conservative estimates.
 - o Of these 10.3 million are in the 5-14 years age range. The youngest age range, 5 to 11, make up about one-fifth of all child labourers in South Asia.
 - o Children in Nepal face the highest risk of being in child labour compared to other countries, with over 26 per cent of all 5-17 years old engaged in child labour. Basic education is not compulsory in Nepal.
- Of the 85 million children in hazardous work worldwide, nearly 40 per cent are in Asia/Pacific.

4. What forms of child labour exist?

Worldwide, child labour exists in many forms. Children work in farms, mines, factories, domestic service, construction, markets, restaurants, stores. They work as scavengers in dumps and as sellers and beggars on the streets. Others are trapped in forms of slavery in armed conflicts, forced labour and debt bondage to pay off debts of parents and grandparents. They are also found in commercial sexual exploitation and illegal activities, such as drug trafficking and organized begging. Many of these are considered **“worst forms” of child labour (WFCL)**. These should be eliminated without delay as they are especially harmful, morally unacceptable, and they violate the child's freedom and human rights. In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age.

Box 2: What are the worst forms of child labour (WFCL)?

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

- a) 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;
- b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (Note: “hazardous work”).

Child labour tends to be concentrated in the informal economy which is not subject to national legislation and provides no social protection. Children in the informal economy receive no payment or treatment if they are injured or become ill, and can seek no protection if they suffer violence or are maltreated by their employers. For some work, children receive no payment, only food and a place to sleep.

5. What are the causes of child labour?

Child labour is a complex problem and there are numerous factors which influence whether children work or not. Poverty is the main reason why children work. Poor households spend most of their income on food and the income provided by working children is often critical to their survival. However, poverty is not the only factor and cannot justify all types of employment and servitude, particularly the worst forms of child labour.



“Child labour is one aspect of poverty – it is a result of poverty and it is also a way of perpetuating it.”

Source: *The end of child labour: within reach*, Global report under the follow-up to the ILO Declaration on Fundamental Principles and rights at work, Geneva, 2006 <http://www.ilo.org/public/english/standards/relm/ilc/ilc95/pdf/rep-i-b.pdf>.

Other factors include:

Barriers to education

Basic education is not free in still too many countries and is not always available for all children, especially in remote rural areas. Where schools are available, the quality of education can be poor and the content not relevant. In situations where education is not affordable or parents see little value in it, children are sent to work, rather than to school.

Culture, tradition and family expectations

Households' decisions on child labour are associated with parents' attitudes towards their children. Children are often expected to follow in their parents' footsteps and are frequently called to “help” other members of the family, even at a young age. Adults frequently cite how valuable work was in their own childhood to justify their expectation and tolerance of children working. They fail to see education as a way of fighting poverty and are likely to share a cultural norm in which labour is seen as the most productive use of a child's time.

Market demand

Child labour is not accidental. Employers hire children because they are “cheaper” than their adult counterparts. They can be dismissed easily if labour demands fluctuate. They also form a docile, obedient workforce that is easier to exploit and will not seek to organize itself for protection and support.



“The parents of child labourers are often unemployed or underemployed, desperate for secure employment and income. Yet it is their children – more powerless and less paid – who are offered the jobs.”

Source: *Roots of child labour*, UNICEF, 1997, <http://www.unicef.org/sowc97/report/roots.htm>.

The effects of income shocks on households and lack of basic services such as health care

Households that do not have the means to deal with income shocks, such as natural disasters, economic or agricultural crises, or accidents and illnesses, may resort to child labour as a coping mechanism. The situation is made worse by the lack of basic services such as health care and public assistance. For example, the HIV AIDS epidemic continues to orphan too many children, not only in Africa but also in the Asia/Pacific region, as well. Most victims of the epidemic come from low-income families. When one or both parents pass away, it is the children who are left with the burden of ensuring the family's survival.

Inadequate/poor enforcement of legislation and policies to protect children

Child labour persists because national laws and policies to protect children are inadequate or are not effectively implemented. Many children end up as child labourers to escape abuse and violence at home or in their communities. Their vulnerability makes them easy prey for traffickers and ill-intentioned people.

Lack of awareness and recognition of children's rights

Despite the worldwide ratification of the UN Convention on the Rights of the Child (CRC), many people – parents, in particular – still do not agree that children have rights. The idea that they have independent rights of their own is difficult to understand and accept. In many cultures children are considered as being under the complete control of their parents or guardians. In such cultures, it is common for employers of child domestic workers to be seen as parent substitutes. A child's complete obedience is, in these circumstances, regarded as natural or acceptable. The CRC affirms that all children have the fundamental right to care and protection from their parents and society and to live free from fear, safe from violence and protected from abuse and exploitation. Children must be recognized as participants in society whose rights and responsibilities need to be respected. But, unlike adults, they require special rights because of their unique needs; they need additional protections that adults don't.

6. What are the consequences of child labour?



“All child labour, and especially the worst forms, should be eliminated. It not only undermines the roots of human nature and rights but also threatens future social and economic progress worldwide. Trade, competitiveness and economic efficiency should not be a pretext for this abuse.”

Toolkit for mainstreaming employment and decent work, United Nations System Chief Executives Board for Coordination, ILO Geneva, 2008.

Childhood is a critical time for safe and healthy human development. Because children are still growing, they have special characteristics and needs which must be taken into account. These relate to their physical, mental, emotional and behavioural development and growth. Childhood is the time for children to be in school and at play, to grow strong and confident with the love and encouragement of their family and an extended community of caring adults.

Child labour robs millions of children of their childhood and, in a sense, of their future. Child workers are at a high risk of illness and injury due to:

- biological, physical, chemical and psychosocial hazards,
- long hours of work, and
- poor working and living conditions.

The work hazards and risks that affect adult workers affect children even more strongly. For example, physical strain – especially when combined with repetitive movements – affect growing bones and joints. This can cause stunting, spinal injury and other life-long deformation and disabilities. Child domestic workers suffer from homesickness, isolation and psychological damage, too, from living in an environment where they are denigrated, harassed or experience violence and abuse.

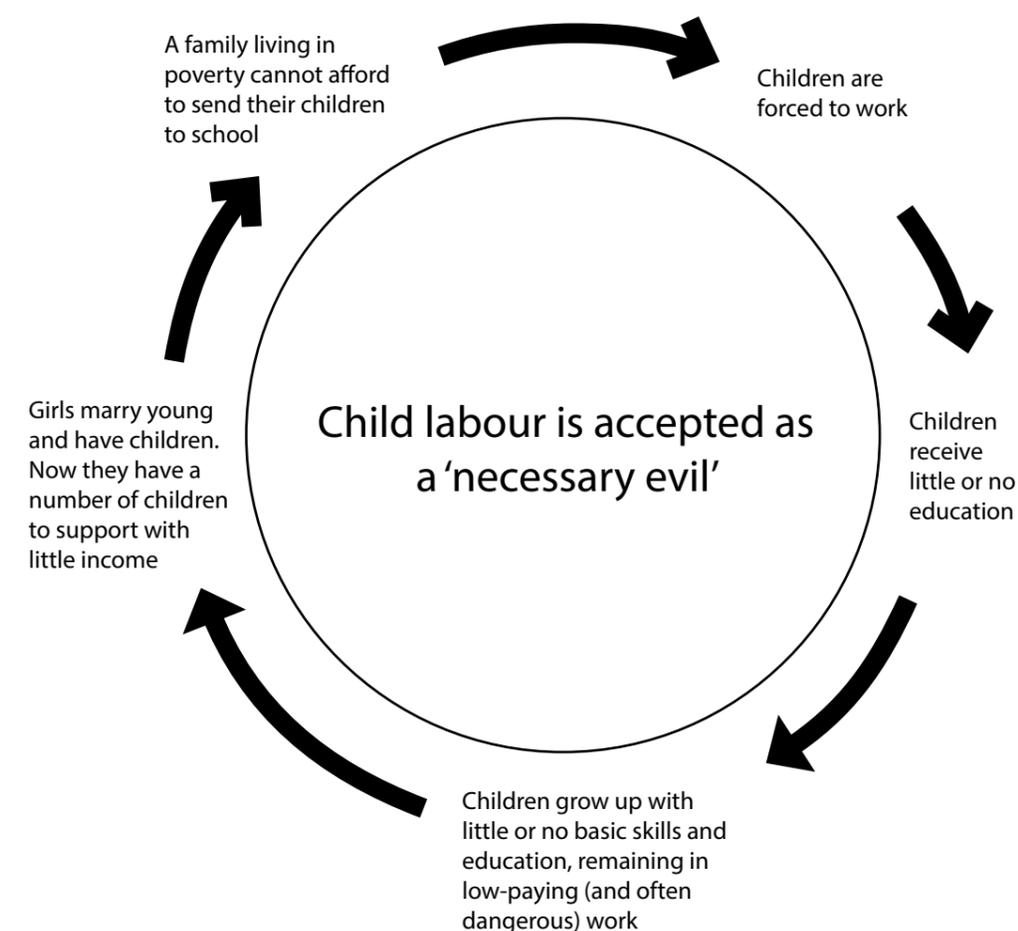
Child labour has a devastating effect on a child's future. It is part of a vicious cycle of poverty. Because child labourers generally come from poor families, they are often prevented from getting an education, reducing their chances of getting good jobs as adults. Poverty is, thus, passed from one generation to the next. Efforts to reduce child labour must be directed at breaking the cycle by getting children to stay in school so that they, in turn, can gain better employment and be able to support the schooling of their own children.



“Education is not a way to escape poverty; it is a way of fighting it.”

Julius Nyerere, former President of Tanzania.

CHILD LABOUR PERPETUATING POVERTY



Source: *Child labour – Campaign Resource, Development Education Unit, CONCERN Worldwide, Dublin, https://www.concern.net/sites/default/files/media/page/concern_child_labour_resource.pdf.*

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Handout 1.2 What is child labour in domestic work?

1. What is domestic work?

ILO Convention No. 189 on domestic work defines “domestic work” as work performed in or for a household or households; and “domestic worker” as a person engaged in domestic work within an employment relationship.

Domestic work covers a wide range of tasks and services which can vary from country to country. It can be different depending on the age, gender, ethnic background and migration status of the workers concerned, and the cultural and economic context in which they work. It can include cleaning, cooking, washing and ironing clothes, taking care of children, elderly or persons with disabilities, driving, guarding the home or gardening. **What distinguishes domestic work from any other type of work is that workers are employed by and provide services for households which are not their own.**

2. Who is a child?

The UN Convention on the Rights of the Child (CRC) and the ILO Conventions on child labour (Nos. 138 and 182) define a child as “a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.” In most countries, including in Asia/Pacific, the legal age for adulthood is 18.

3. Do household chores performed by children in their own homes constitute child domestic work?

Household chores done by children in their own homes, in reasonable conditions and under the supervision of those close to them, are an integral part of family life and of growing up. However, there may be situations similar to child labour if the work interferes with the children's education or is excessively long or hard. Children doing household chores in their own home, and children in domestic work (in the homes of their employers) might perform similar tasks. In the first case, the employment element is missing; therefore, we should avoid referring to those situations as domestic work. However, when parents require their children to perform household chores for the family under unacceptable conditions, this is considered to be child labour in domestic work that needs to be eliminated

4. What is child domestic work?

Child domestic work is the common term for children's work in the home of an employer. This general concept covers situations which are permissible (allowed by law) as well as non-permissible (not allowed by law). Permissible situations are those which:

- respect the legal minimum age for the type and conditions of work performed by children,
- do not interfere with children's education, and
- do not endanger the physical, mental or moral well-being of a child, either because of the nature of the work or because of the conditions in which it is carried out.

5. What is child labour in domestic work and when is it considered as a “worst form of child labour” (WFCL)?

Whether or not particular forms of domestic work can be called “child labour” depends on the child's age, the type and hours of work, and the conditions under which it is performed. Child labour in domestic work refers to non-permissible situations where domestic work is performed by children below the relevant minimum age, in hazardous conditions or in a slavery-like situation (see Box 1 below). Children in child labour situations in domestic work are deprived of their childhood, their potential and their dignity. They include those:

- who do work which is not permitted by law because of their young age,
- whose physical, mental or moral well-being is endangered by the nature of the work they do and the conditions in which it is carried out,
- whose work interferes with their schooling, takes away their opportunity to attend school, obliges them to leave school pre-maturely, or requires them to attempt to combine school attendance with excessively long and heavy work.

Box 1: Household chores, domestic work, child labour in domestic work

Household chores with family or extended family/foster situation		Domestic work in third party household (within an employment relationship)	
Acceptable	Not acceptable (child labour situations)	Acceptable	Not acceptable (child labour in domestic work)
<ul style="list-style-type: none"> – in reasonable conditions (chores appropriate to child's age and capabilities) – children are supervised by those closest to them – performing chores does not interfere with child's education – chores are not excessively hard – performing chores does not have a negative impact on child's health or well-being 	<ul style="list-style-type: none"> – chores not appropriate to child's age and capabilities – performing chores clearly interferes with child's education – chores excessively hard – performing chores have negative impact on child's health and well-being <p>Note: When a child performs household chores under unacceptable conditions for his/her nuclear or extended family or in a foster family situation, this is considered as child labour in domestic work that needs to be eliminated.</p>	<ul style="list-style-type: none"> – legal minimum age for type and conditions of work is respected – nature of work and conditions in which it is carried out do not endanger the physical, mental or moral well-being of the child – performing work does not interfere with child's education 	<ul style="list-style-type: none"> – legal minimum age is not respected – performing work interferes with child's education <p>Worst forms of child labour</p> <ul style="list-style-type: none"> a) nature of work and conditions in which it is carried out endanger the physical, mental or moral well-being of the child (hazardous conditions) b) child domestic worker is in slavery-like situation

Sources:

ILO Conventions No. 138 on the minimum age for employment, No. 182 on the worst forms of child labour, No. 189 on domestic work, and the UN Convention on the rights of the child.

6. Some facts and figures on child domestic work (Source: ILO-IPEC fact sheet, 2013, “Child domestic work: Global estimates 2012”)

There is ample evidence around the world, including in Asia/Pacific, that child labour in domestic work is widespread.

17.2 million children are in paid or unpaid domestic work in the home of a third party or employer;

- Of these, **11.5 million are in child labour**; 3.7 million of them are in hazardous work (21.4 per cent of all child domestic workers);
- **5.7 million**, mostly adolescents, are **in permissible work but need to be protected** from abuse and provided with decent work;

- In addition, undetermined numbers of children are in domestic work as a result of **forced labour and trafficking**. Of the total number of 20.9 million forced labourers, children aged 17 years and below represent 26 per cent of all forced labour victims (or 5.5 million children). While the specific number of children in forced labour and trafficking for domestic work remains unknown, evidence points to the existence of significant numbers of children in debt bondage, victims of trafficking and in slavery-like situations;
- **67.1 per cent of all child domestic workers are girls**; it is estimated that more girls under the age of 16 are employed in domestic service than in any other area of work.
- **65.1 per cent of all child domestic workers are below 14 years**: 7.4 million aged 5 to 11 and 3.8 million aged 12 to 14.

Box 2: Worst forms of child labour (WFCL)

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

- all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children." (Note: "hazardous work").

"The worst forms of child domestic labour comprise the situation of any child who has been trafficked into domestic service, is in slavery or quasi-slavery, is being sexually abused or exploited, or is engaged in work defined as hazardous in national legislation, taking account of ILO Recommendation No. 190. All worst forms of child domestic labour are unacceptable and must be eliminated. **Children should be removed from such situations as a matter of priority.**"

Source: *Helping hands or shackled lives? Understanding child domestic labour and responses to it*, ILO-IPEC, Geneva, 2004 <http://www.ilo.org/ipecinfo/product/download.do?type=document&id=348>.

7. Common features of child domestic work and child domestic workers in Asia/Pacific

- The age of child domestic workers tends to be 12 and above, although many begin working at a younger age.
- Girls make up the vast majority. They undertake tasks typically regarded as part of the daily work of women: child care, cleaning, laundry, cooking, fetching water and fuel, tending family pets and livestock, food shopping, running errands, taking care of the elderly. Sometimes they help out with petty trade or businesses.
- Where boys are employed, they more commonly work outside the house (gardening, cleaning the grounds, washing the car)
- Many children in Bangladesh, Pakistan and Sri Lanka are employed as domestic workers due to debt bondage.
- Anxiety and low self-esteem amongst child domestic workers caused by their abusive situations have been identified as significant obstacles to their empowerment.
- Accessing educational opportunities and continuing in school is immensely difficult for child domestic workers. For those still going to school, work consistently interferes with their ability to do homework and keep up.
- Schools are often unaware of the needs of child domestic workers resulting in them feeling intimidated and embarrassed in front of their classmates.
- A significant number of child domestic workers come from tribal and ethnic minorities or the lower castes or classes.

- Written work agreements remain highly unusual.
- A lack of freedom to leave the household is commonplace. For example, in India, it has been reported that victims of trafficking for child domestic work have little or no social contact beyond their employers' household.
- Many children find themselves being forced to adopt the language and culture of the employing family.
- In families where the mothers are domestic workers, their children are more likely to become domestic workers themselves.

8. Why is child domestic work hidden and so difficult to tackle?

Child domestic work is often hidden and hard to tackle because of its links to social and cultural patterns.

Social and cultural factors

In many countries child domestic work is accepted socially and culturally. It is also regarded in a positive light as a protected, safe and suitable type of work and preferred to other forms of employment, especially for girls. Child domestic work prevails due to long-held societal attitudes regarding traditional female roles and responsibilities, within and outside the household. Domestic work is generally considered as part of a girl's "apprenticeship" for adulthood and marriage.

Box 3: The gender dimension

Over 100 million girls between 5 and 17 years old are believed to be involved in child labour worldwide. Of these more than half (53 million) are estimated to be engaged in hazardous work. Especially alarming is the fact that girls constitute a large proportion of the children engaged in some of the most dangerous forms of child labour, including forced and bonded labour and prostitution.

Gender is a central factor in child domestic work. Girls are expected to be primarily or exclusively domestic workers in many cultures, so household work at a young age is regarded as "natural" for them. Domestic work is also often seen as more valuable than any perceived returns from education. This is especially the case when parents calculate how, and for which of their children, they can pay school costs and fees. It is generally the boys who are favoured. In addition, many schools are threatening places for girls, where they are at risk of sexual harassment from classmates and teachers and sidelined by prejudice and poor curricula. Solely because of their gender, therefore, many girls are kept from school or drop out, ending up in exploitative labour. **Of the more than 110 million children out of school, nearly two-thirds are girls.** This explains also why women constitute almost two-thirds of the world's illiterate population.

When girls are sent by their family to work in other people's households, they are completely under the control of the employer or relative, who may not necessarily have the girls' best interests at heart. Without any system of regulating or enforcing children's rights, vulnerable young girls are sometimes subjected to beatings and brutal treatment, as well as to verbal or sexual abuse. Consistent subjection to abuse inevitably leads to a loss of self-esteem, with girls accepting a low status and being unable to challenge the situation.

An understanding that gender discrimination is a major cause of child domestic labour is critical to the protection of child workers and the prevention and elimination of child labour in domestic work. Thus, an anti-discrimination perspective is required in implementing legislative reforms, policies and programmes, and in assessing the social, economic and health consequences of child domestic work.

Sources:

Give girls a chance: tackling child labour, a key to the future, ILO-IPEC, Geneva, 2009, [Give_girls_a_chance_report_En_Web.pdf](http://www.ilo.org/ipecinfo/product/download.do?type=document&id=348); *Beyond child labour: affirming rights*, UNICEF, March 2001, http://www.unicef.org/publications/files/pub_beyond_en.pdf; de Silva-de-Alwis R., *Legislative reforms on child domestic labour: a gender analysis*, UNICEF, New York, January 2007 [http://www.unicef.org/gender/files/Leg_Reform_on_Child_Domestic_Labour\(1\).pdf](http://www.unicef.org/gender/files/Leg_Reform_on_Child_Domestic_Labour(1).pdf).

The isolation of domestic work

Due to the secluded and personal working arrangements, the worst forms of child labour can occur more easily in domestic work than in other situations, and go unobserved by the outside. Hence, children who suffer from physical, emotional and sexual abuse and exposure to hazardous working conditions are unable to seek redress and/or protection. This is especially true for young children who are totally dependent on their employers – their ‘substitute parents’ – for everything.

The hierarchical practices in domestic work

Social hierarchy (ordered grouping of people in society) is deeply rooted in domestic work, an occupation defined by the performance of personal service to other human beings at their command. The majority of domestic workers come from poor families, the “lower” classes/castes, ethnic or tribal minorities, and/or the rural areas. They are likely to have no or little formal schooling. Their employers generally come from the middle- or ‘upper’- classes or castes and have some degree of formal education. The power relations are clearly in favour of the employers. The vast majority of employers remain unconvinced that their domestic workers are workers with the same rights as other workers. In fact, in all languages, the term ‘domestic worker’ is rarely used. Domestic workers are called ‘maids’, ‘servants’, ‘boys’ or ‘house helpers’, or are referred to according to their main task: ‘laundry woman’, ‘cook’, ‘nanny’, ‘carer’, ‘cleaner’, ‘gardener’ or ‘guard’. The work that they do is considered as unskilled or requiring not much skills and, therefore, of a lower status.

Child domestic workers are at the bottom of this social ladder. As they are young, they are not as productive as adult workers and employers feel justified giving them lower wages or even just providing them with food and shelter. Often, employers claim that they treat their child domestic workers as their own daughters or sons. Evidence from research and studies in many countries has shown that, with few exceptions, this claim is groundless (see Boxes 4 and 5). Children, especially the very young, are hardly in a position to complain about the treatment they get from their “substitute parents”. Some even feel beholden to their employers to whom they have been entrusted by their families.

Box 4: The power relationships in domestic work

“Because of the power relationships inherent in domestic labour, girl-children may be abused by adult men in the household or by older or stronger children. They may also be exposed to sexual abuse by visitors to the household, or by other domestic helpers... Children in domestic service may also suffer direct physical abuse, being systematically beaten to ensure that they remain compliant, or as punishment when they are seen to be slow or uncooperative or to make mistakes in their work. They may be burned or otherwise tortured, and not only by the adult members of the family but by children in the family who see cruelty as a valid relationship with ‘inferior’ members of the household, or by other domestic helpers trying to impose a hierarchy even among those being exploited.”

Source: *Helping hands or shackled lives? Understanding child domestic labour and responses to it*, ILO-IPEC, Geneva, 2004 <http://www.ilo.org/ipceinfo/product/download.do?type=document&id=348>.

9. Why are children - especially girls - pushed or pulled into domestic work?

There are many root causes of child domestic work, but in general we can differentiate between “push and pull” factors. Push factors are the problems which drive children into domestic work; pull factors are conditions which make child domestic work appear acceptable, or even appealing, as a solution to problems.

Among the push factors are:

- poverty and social exclusion (the lack/denial of access to resources, rights, opportunities, goods and services),
- lack of education and educational opportunities,

- discrimination based on gender (see Box 3), race, colour, religion, national extraction or social origin.
- violence suffered by children in their own homes,
- displacement (due to armed conflict, internal strife, and habitual violations of human rights, as well as natural or man-made disasters),
- rural-urban migration, and
- the loss of parents due to conflict and/or disease.



“At the moment, where our fathers are alcoholics and our mothers are dependent on our income, we have to work to support our families. When our families are in hectic financial crisis, is it not our responsibility to share the burdens?” (Child domestic workers, Chennai, India)

Source: *Child domestic workers – a handbook on good practices in programme interventions*, Anti-Slavery International, 2005.

Among the pull factors are:

- debt bondage (also known as debt slavery or bonded labour) is a person’s pledge of their or their child/ren’s labour or services to an employer as security for the repayment of a debt or other obligation,
- increasing social and economic inequality,
- social and cultural acceptance and expectations: domestic work is ‘safe’ and suitable work for children, especially girls,
- the perception that the employer is simply an extended family member and, therefore, offers a protected environment for children,
- the increasing need for women to have a domestic “replacement” to enable them to enter the labour market,
- strong demand for younger workers because they are cheaper and present low risk for employers: private and personal working arrangements; docile workers, easy to exploit, fire and replace,
- the illusion that domestic service gives child workers an opportunity for education,
- the child’s own aspirations for a better future.

Box 5: “Like one of the family”: an ambiguous relationship

“Even though many parents know that their children will be working, parents will often place them with a new family, not as a “worker” but as a “daughter” or “son”. The informality of this arrangement suits both the parents and employers: it allows parents to continue pretending that their child is being cared for in a family environment, while encouraging employers to believe that they are assisting the child and her family. However, it usually works against the interest of the child by disguising an exploitative arrangement and masking violence and abuse.”

In some societies in Asia/Pacific, the idea that the employer is a benefactor has been legitimized by the description of this relationship as “adoption” by strangers or “fostering” by extended family members. This creates the perception of caring kinship relations and community support for raising children. In reality this hides the risks of child labour occurring in domestic work.”

Source: *Tackling child labour and protecting young workers in domestic work: a resource manual*, ILO-IPEC/Global March Against Child Labour, New Delhi, ILO & Global March, 2014.

10. What are the working and living conditions of children and youth in domestic work?

In recent years, studies have been undertaken in many parts of the world, including the Asia/Pacific region, on the working and living conditions of children and youth in domestic work. These have confirmed that **the worst forms of child labour are widespread in domestic work:**

- Children have long working hours, 10-12 hours a day.
- They often work 6-7 days a week.
- They have only short breaks, mainly for meals.
- A large portion (for example, 91 per cent in India) have no days off.
- Beatings are not uncommon (for example, 35 per cent in India).
- In most cases pay is meagre, and sometimes there is none or it is withheld.
- Separation from family and siblings, coupled with very little opportunity to make friends and socialise, has been found to threaten the emotional security and amplify feelings of disorientation of child domestic workers.
- There are clear links between children in domestic service and human trafficking (in which people are captured or lured by an agent, then sold to a buyer for labour or sexual exploitation).
- Children suffer from poor nutrition, lack of privacy, psychological isolation, lack of medical treatment in time of need, and lack of free time for leisure, or friendship.
- Children have little or no access to education.

Box 6: Voices of child domestic workers

“I woke up at 4:00 a.m. ... cooked, cleaned, washed dishes and swept the floor. When the children would wake up, I would bathe them. When the baby was asleep, I helped the grandmother to bathe because she was too old. I then finished cooking and took care of the children. When the parents came home from the office...I would iron the clothes and get dinner ready.” — *Child domestic worker from Indonesia.*

“I started to work at 12 years old. Since then, I never saw my family. Homesickness is my greatest enemy. My mother only saw me when my employer finally told her where I was working in Manila. They did not allow anybody to see me because they always beat me. I always wanted to tell my parents how difficult my life was, but there was no chance.” — *Child domestic worker from the Philippines.*

“My father died when I was 13. I worked in my uncle’s field planting rice to help feed the family. When he stopped allowing us to do this, I had to look for work elsewhere, especially since my mother was paralysed after an accident. I met a man who said he could find work for me in Thailand. I ended up as a domestic servant in Bangkok, cleaning floors and washing clothes and dishes. My boss was a very old man. If I looked up, he hit me. His wife was a good woman. She was kind. She asked me what the problem was, but I could not tell her. I cried every night for three months. I received no wages and eventually ran away. With the assistance of the Thai police, I reached a residential centre where I could learn new skills before returning home.” — *Child domestic worker from Lao People’s Democratic Republic.*

“What hurts most is not the verbal or physical punishment; it is that they do not show me the slightest kindness or respect even though I work very hard. I am also very sad when I bring the children to school or park, as I cannot join them.” — *Child domestic worker from Bangladesh.*

“Even when I was living at home I was told as a girl it was my responsibility to cook, clean, and take care of the house. So when the placement agency agent came with a job offer in Delhi, my parents were thrilled at the prospect of getting some extra cash in the house.” — *Child domestic worker from India.*

Source: Jonathan Blagbrough, *They respect their animals more – voices of child domestic workers*, Anti-Slavery International London, 2007.

The hazards linked to child domestic work are many, which is why some countries have passed national laws and regulations setting conditions on what kind of work children below 18 can do. Following are some of the most common dangers children face in domestic service, which are compounded when they live in the household of their employers:

- long and tiring working days; lack of sleep,
- use of toxic chemicals,
- carrying heavy loads, including water, fuel, laundry and other children,
- handling dangerous items such as knives, axes and hot pans,
- using/operating equipment such as ladders, vacuum cleaners, blenders, ovens, propane gas tanks and washing machines,
- insufficient or inadequate food and accommodation, and
- humiliating or degrading treatment including physical and verbal violence, and sexual abuse.

Working under these situations has a long-lasting impact on a child’s physical, psychological and moral well-being. Exposing children to these dangers is denying them their fundamental rights: to be cared for and protected from harm; to rest and play; to have regular contact with their parents and peers; to have access to education.

11. Why is education crucial to eliminating child labour in domestic work?



“One child, one teacher, one book, one pen can change the world”.

Malala Yousafzai, Pakistani activist for female education and the youngest-ever Nobel Prize laureate (2014).

Children’s access to education and the elimination of child labour are closely related. When education is compulsory, free and of good quality, it can greatly help reduce child labour. However, this is far from being the case in most countries in Asia/Pacific. Children’s education can be a big burden for poor families, even in countries where basic education is free. For example, by law, education is free and compulsory in Bangladesh through fifth grade, but several factors contribute to children not completing primary school, such as high student-teacher ratios, short school days of only 2 to 3 hours, and the prohibitive costs of teacher fees, books, uniforms, transport and meals. Most countries in the region, like the Philippines – where the law mandates free basic education – are in a similar situation. In addition, distant school locations are often not accessible to students in the rural areas, especially those at the secondary level.

Many poor families therefore send their children – especially girls – to work as domestic workers in homes of wealthier relatives or others in the hope that the children will get an education. But child labour IS a major obstacle to education. Children who are working long hours, often in hazardous conditions, simply cannot manage to attend school as well. The more hours that children work the less likely they are to benefit from schooling. Moreover, most educational schemes are not structured to accommodate the irregular hours of child domestic workers.

Access to education is a child’s fundamental right, crucial to her/his overall development and well-being. Education increases options, gives hope for the future, and offers a potential escape from long-term domestic work. School attendance makes children visible, provides them some protection and gives them social benefits in the form of friendships, social activities and supportive adults. Schools play two additional important roles. Firstly, through monitoring class attendance, teachers can identify child workers and be watchdogs for cases of abuse and exploitation. Secondly, providing free meals at school has proven to be an effective means of reducing child labour. Free lunch for children is an incentive for parents to send their children to school as this decreases the food costs of poor households. This is a common practice in a number of programmes to reduce child labour in Latin America. In the Philippines, the government-funded “Pantawid” programme provides cash incentives to poor families on condition that the children attend school on a regular basis. Similarly in Indonesia, the “Penarikan Pekerja Anak Untuk Mendukung Program Keluarga Harapan” or PPA-PKH, a household-based conditional cash transfer programme, has had a positive effect on children staying in school.



“The best time in my life was when my employer agreed to send me to school”.

Child domestic worker, Nepal.

Source: Jonathan Blagbrough, *They respect their animals more – Voices of child domestic workers*, Anti-Slavery International, London, 2007.

Investments in education remain deplorably low in Asia/Pacific, especially in South Asia. Bangladesh, Pakistan and India devote only 2.6 per cent 2.7 per cent and 3.3 per cent, respectively, of their national income to education. India has 445 million children, Bangladesh, 64 million and Pakistan, 70 million. These three countries are home to one-third of the world's children. India and Pakistan have by far the largest out-of-school child population in the world.

In view of the widespread discrimination against girls, specific measures to improve their access to education is crucially important. Investing in the education of girls not only benefits their personal development but is also a means of supporting social progress and economic development in general.

Box 7: The benefits of educating girls

- **Reduction of women's fertility rate:** women with formal education are more likely to delay marriage and childbearing and have fewer and healthier babies than women with no formal education.
- **Lowering infant and child mortality rate:** women with some formal education are more likely to seek medical care, ensure that their children are immunized, have a better understanding of their children's nutritional requirements, and adopt improved sanitation practices. As a result, their infants have a higher survival rate and tend to be healthier and better nourished.
- **Lowering maternal mortality rate:** women with formal education tend to have better knowledge of health care. They are less likely to become pregnant at a very young age. They tend to have fewer, better-spaced pregnancies and to seek pre- and post-natal care.
- **Protecting against HIV/AIDS infection:** girls' education is one of the most effective means of reducing girls' vulnerability to HIV/AIDS infection.
- **Increasing women's labour force participation rate and earnings:** education both increases potential earnings for wage earners and improves productivity for employers.
- **Helping the next generation:** a mother with a few years of formal education is considerably more likely to send her own children to school.

Source: *Give girls a chance: tackling child labour, a key to the future*, ILO-IPEC, Geneva, 2009, Give_girls_a_chance_report_En_Web.pdf.

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Young domestic workers resting after a hard day's work, India.
Photo credit: ILO/R Maniyarasan



Handout 1.3: The rights of the child: international and national laws on child labour and children and youth in domestic work

1. Why are laws important?

Laws are rules that bind all people living in a community. National laws protect our general safety and safeguard our rights. They promote the common good, provide for the peaceful resolution of disputes, and grant certain services to society and the individuals within it. There are international and national laws, as well as regional, provincial and local laws (sometimes called regulations or rules) which cover specific areas.

Matters concerning the world of work are often regulated in national labour laws or labour codes. The rights and duties of workers and employers are contained in these laws, as are the responsibilities of government. These laws often have provisions on the minimum age for employment and protective measures for children and young workers. In general, the labour laws of most countries cover only workers in the public and private formal sector (civil servants, workers in banks, factories, construction, hotels and restaurants, nurses, teachers, etc.). As the majority of workers (including domestic workers), especially in developing countries, are in the informal economy, trade unions and workers' organizations have been campaigning for years to formalize this sector so that informal economy workers gain equal status and rights as workers in the formal economy. Significant milestones in this worldwide campaign were made with the adoption of ILO Convention No. 177 on home work in 1996, ILO Convention No. 189 on domestic work in 2011 and ILO Recommendation No. 204 on the transition from the informal to the formal economy in 2015.

Most countries have laws to protect children, including child workers, from abuse and exploitation. Still others have specific legislation on child labour, based on ILO Conventions and the UN Convention on the Rights of the Child. Information on this subject is available on the websites of your government's ministries concerned with labour, children's protection and social welfare, and those of the ILO, UN, UNICEF, UNESCO and NGOs concerned with children's rights.

2. ILO Conventions

The conventions of the International Labour Organization (ILO), which is the UN agency covering the world of work, provides the framework for national laws on protection of children at work and on child labour. There are 3 main ILO conventions dealing with child labour in domestic work (summaries of the contents of these conventions are attached):

- ILO Convention No. 138 (1973) on minimum age for work
- ILO Convention No. 182 (1999) on the worst forms of child labour
- ILO Convention No. 189 (2011) on domestic work.

Convention No. 138 is an international pact to abolish child labour. Each State, once it has ratified this Convention, has to take the responsibility to respect and apply it in law and practice. The Convention requires ratifying states to raise progressively the minimum age for admission to employment or work.

Convention No. 182 is an international pact to prohibit and eliminate "the worst forms of child labour" (WFCL) as a matter of urgency.

Convention No. 189 recognizes that: a) domestic work is work, b) domestic workers, therefore, should have the same rights as any other worker, and c) in view of the nature of their work and where it is performed, domestic workers need specific protections. It lays down basic rights and principles and requires States to take a series of measures with a view to making decent work a reality for domestic workers.

Convention Nos. 138 and 182 have been ratified by most countries in Asia/Pacific. Only the Philippines has ratified Convention No. 189, so far. Ratification of this convention is a critical step in promoting decent work conditions for domestic workers of all ages.

Box 1: What are ILO conventions?

ILO conventions are international laws or agreements adopted by delegates of governments, workers' organizations and employers' organizations. Conventions lay down basic rights and principles on matters concerning the world of work, such as the right to organize and bargain collectively, social security, equal treatment and conditions at work, forced labour, health and safety, maternity protection and minimum wage. There are conventions on specific groups of workers: children, migrants, homeworkers, contract workers, domestic workers, agricultural workers, etc. When a country ratifies a convention, its government formally makes a commitment to implement all the obligations provided in the convention, and to report periodically to the ILO on the measures it has taken in this regard. Since its founding in 1919, the ILO has adopted 190 conventions.

In 1998 the ILO adopted a Declaration on the Fundamental Principles and Rights at Work, committing all countries to respect and promote the provisions of 8 core Conventions, whether or not they have ratified these. This Declaration has been signed by all countries. In doing so, they recognize that the rights contained in these conventions are universal and that they apply to all people in all countries, regardless of the level of economic development. The 8 core labour conventions are:

1. C87 on freedom of association and protection of the right to organize
2. C98 on collective bargaining
3. C29 on forced labour
4. C105 on the abolition of forced labour
5. C138 on the minimum age for employment
6. C182 on the worst forms of child labour
7. C100 on equal remuneration
8. C111 on the prohibition of discrimination in employment and occupation.

3. The UN Convention on the Rights of the Child (CRC)

Under international human rights law, children have two types of human rights:

- a. Firstly, children have the same general basic rights as adults although some rights, such as the right to marry, are not applicable until they are of age.
- b. Secondly, they have special human rights that are necessary to protect them during their minority, that is, until they are 18 years old. Particular human rights of children include, among other rights, the right to life, the right to a name, the right to protection from economic and sexual exploitation, the right to education, the right to express their views in matters concerning the child, the right to freedom of thought, conscience and religion and the right to health care.

Children's rights are a relatively new concept. It was only in the 19th-20th century that the rights of children began to be considered. Before that, children were considered as being the property of their parents or elders, and as "small" adults under the control of the "big" adults. At first, discussion of children's rights focused more on protection rights, like outlawing child labour (which was widespread even then), rather than children being entitled to their own rights as equal citizens of the world.

In 1924 the League of Nations, predecessor to the United Nations (UN), adopted the first Declaration on the Rights of the Child. A second UN declaration was adopted 35 years later, in 1959. It took another 30 years of discussion and debate worldwide before the UN finally adopted, in 1989, the Convention on the Rights of the Child (CRC). The CRC, which has been ratified by nearly all countries, is a unique instrument: it is the first international law to bring together universal standards regarding the basic civil, political, economic, social and humanitarian rights of children.

It affirms that children are entitled not only to their human rights, but also to special rights and protection due to their special needs. Countries are obliged to report periodically to the UN Committee on the Rights of the Child. Based on the reports, the Committee evaluates how countries have implemented the CRC's provisions and provide guidance for improvement.

The Convention contains 41 articles (see attached summary). Article 32 is specifically on child labour. Based on ILO Conventions, the CRC calls upon all countries to:

- a) recognize the right of the child to be protected:
 - from economic exploitation, and
 - from performing any work that is likely to:
 - o be hazardous, or
 - o interfere with the child's education, or
 - o be harmful to the child's health or physical, mental, spiritual, moral or social development,
- b) provide a minimum age or minimum ages for admission to employment,
- c) provide for appropriate regulation of the hours and conditions of employment; and
- d) provide for appropriate penalties or other sanctions to ensure the effective enforcement of the above-mentioned provisions.

Article 28 of the CRC is specifically on education. It calls on all countries to recognize the right of the child to education, and to:

- make primary education compulsory and available free to all,
- take measures to encourage regular attendance at schools and reduce drop-out rates.

4. National laws, rules and regulations on domestic work

The labour laws of most countries in Asia/Pacific set a minimum age for employment and provide the conditions under which children can work. However, only a few countries in the region have laws protecting domestic workers, adults and children alike. This is because domestic work is still categorized as informal employment and therefore, outside the coverage of labour legislation.

There is a growing number of regional and local rules and regulations to protect children and young workers. Some of these have been effective in protecting children and youth in domestic work (see Handout 1.4).

5. Putting laws into practice: the challenges

The problem is that laws in many countries, including in Asia/Pacific, remain in paper only. So much still needs to be done to translate the laws, rules and regulations and conventions into effective policies and action, including penalties and sanctions for non-compliance. There are many challenges to overcome, including:

Prevailing attitudes

In most societies, there is the widespread view that parents (or guardians) are the ones who make decisions for children, even if these endanger the children's physical, mental and moral well-being and are not in their best interests. For example, the decision to send children to work instead of attending school is clearly not in their best interest. The CRC and ILO Conventions state that doing so is in violation of the rights of the child and the laws in many countries forbid this.

Weak position and low status of children

The weak position and low status accorded to children is of particular concern. This situation is worsened by the common refusal to consider child domestic workers as workers and their disadvantaged social and economic background. As a result, children have no voice, limited influence, and considerable difficulty in claiming their rights.

Box 2: Listen to the children!

An important instrument for effective participation of the child in the exercise of her/his right is the right to freedom of association and to freedom of peaceful assembly (CRC, Article 15). It allows working children to organize themselves and to meet to discuss matters affecting them, for example government measures designed to protect them. This form of organized child participation presents a number of challenges: the need to avoid making symbolic gestures, working closely with working children in a non-directive way so that they are able to express what they really feel, and to ensure the democratic representation of working children in national or international forums. But examples in Latin America (Manthoc in Peru), and Asia (the Bhirma Sanga Association and the SUMAPI Philippines) show that it is possible to develop effective organizations of working children.

Sources: J. Doek, *The CRC and the elimination of economic exploitation of children*, http://www.jaapedoek.nl/publications/keynotes/keynote_261.pdf; *Tackling child labour and protecting young domestic workers – a resource manual*, ILO-IPEC/Global March Against Child Labour, New Delhi, ILO & Global March, 2014.

Legal frameworks, enforcement and monitoring

Throughout Asia/Pacific, there are numerous problems as regards legislation, some of which are as follows:

- In general, child domestic work is seen as part of the informal economy. Thus, it continues to remain outside the scope of a country's labour legislation, even if legislation on child labour in general exists. For instance in India, the Child Labour (Prohibition and Regulation) Act does not include child domestic workers as the national labour laws do not specifically provide for domestic work or household employment. Furthermore, an examination of the child labour-related laws gives the impression that the government does not consider child domestic work as illegal or classify it as a hazardous form of child labour that needs to be regulated or prohibited.
- Nearly all countries in Asia/Pacific (India being one of the few exceptions) have ratified C182 on the worst forms of child labour. The Convention calls for these countries to list the types of hazards that should be included for inclusion under the worst forms of child labour, but many still have to comply with this obligation. In still too many countries, children aged 16-17 are not excluded from the list of those to be protected from hazardous work, leaving them vulnerable to the WFCL.
- Enforcement of child labour laws remains a challenge in many countries due to a lack of labour inspectors and sufficient resources to adequately carry out monitoring of child workers, including for training of inspectors and advocates. In the case of child labour in domestic work, a major difficulty is monitoring the workplace, which is the private home. This has forced the authorities to take a reactive rather than a pro-active role in the prevention of abuse and exploitation of child domestic workers. Thus, there is an urgent need to set up and institutionalize community surveillance systems for information and data-gathering to identify child domestic workers and monitor their situation. Cooperation amongst district/local officials, home owners' associations and local church/religious groups for **prevention, detection and monitoring** should be encouraged. They are the ones who have the means of contact with and knowledge of the dynamics of child domestic workers and their employers. **Here, adult domestic workers – especially those working with or in proximity to the children – can play a key role.**
- Strong criminal sanctions and penalties for non-compliance must be imposed, if laws, rules and regulations are to be effective. In the Philippines, advocates for domestic workers' rights consider that the present penalties set by the Domestic Workers' Law are too light to deter violators. They have also suggested that the payment of civil indemnity and damages should be higher to child workers than to adult workers.

Non-recognition and undervaluing of domestic work

- The situation of child domestic workers is closely linked to the position of adult domestic workers, whose employment is consistently undervalued and poorly regulated, and who are largely overworked, underpaid and unprotected. Recognizing domestic work as "real work" in national labour and social policy creates a guiding framework and entry point for tackling and eliminating child labour in domestic work and for better protection of young domestic workers. Thanks to vigorous campaigns and lobbying by advocates for the rights of domestic workers, there is a growing body of laws, ministerial decrees and orders – at national and provincial/state, and municipal/city levels – in Asia, for example in the Philippines, Hong Kong SAR, India, Indonesia and Thailand.

Box 3: The Kasambahay (Domestic Worker) Law of the Philippines

On 13 January 2013, after many years of campaigning, domestic workers and their advocates saw the passing of Republic Act 10361: An Act Instituting Policies for the Protection and Welfare of Domestic Workers, more popularly known as the Kasambahay Law. It went into effect on 3 June 2013, with the release of the Implementing Rules and Regulations. The Law provides for a minimum wage for domestic workers and sets out their working and living conditions in line with ILO Convention No. 189. Among the main points of the Law are:

- prohibition of the employment of children as domestic workers below 15 years of age,
- prohibition of withholding of wages of the domestic worker, interference in the disposal of wages, deposits for loss or damage, and placing the domestic worker under debt bondage,
- provision of basic necessities: at least 3 adequate meals a day; humane sleeping arrangements to ensure safety; appropriate rest and assistance in case of illness and injuries without loss of benefits,
- respect of the privacy of the domestic worker and access to outside communication during free time or in case of an emergency,
- granting the domestic worker opportunity to finish basic education and allow access to higher education or training,
- registration in the district Registry of Domestic Workers,
- compliance with terms and conditions of employment as regards daily rest period, weekly rest period, leave benefits, social security and other benefits, health and safety, 13th month pay,
- signing of employment contract in a language or dialect understood by domestic worker and the Employer,
- imposition of administrative penalties for non-compliance, without prejudice to the filing of the appropriate civil and/or criminal action by the aggrieved party.

Specifically on child labour, the Law stipulates that:

- It is unlawful to employ any person below 15 years of age as domestic worker,
- Working children (15 to 17 years) shall not be subjected to the following:
 - a) work for more than 8 hours a day and beyond 40 hours a week,
 - b) work between 10 o'clock in the evening and six o'clock in the morning of the following day,
 - c) work which is hazardous or likely to be harmful to the health, safety or morals of children.
- They shall be entitled to minimum wage and all benefits provided under the domestic worker Law, which include access to education and training.
- Any employer sentenced by a court of law of any offense against a working child shall be meted out with a penalty one degree higher (than the administrative penalties) and shall be prohibited from hiring a working child.

Sources: *Republic Act No. 10361, An Act Instituting Policies for the Protection and Welfare of Domestic Workers*, Official Gazette, Congress of the Republic of the Philippines, 18 January 2013, <http://www.gov.ph/2013/01/18/republic-act-no-10361/>; *Implementing Rules and Regulations of Republic Act No. 10361*, <http://www.dole.gov.ph/files/IRR%20of%20domestic%20workers%20act.pdf>.



School girls.
Photo credit: ILO

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Appendix 1 to Handout 1.3

What is ILO Convention No. 138 (1973) – Minimum Age Convention (concerning minimum age for admission to employment)?

This is an international pact to abolish "child labour". Child labour is work that children should not be doing because they are too young to work, or – if they are old enough to work – because it is dangerous for them. Each State, once it has ratified this Convention, has to take the responsibility to respect and apply it in law and practice. The Convention requires ratifying states to raise progressively the minimum age for admission to employment or work.

Following is a summary of the main provisions of Convention No. 138:

ARTICLE 1 – The State that commits itself to stop child labour within its national territory has to make sure that children below a certain "minimum age" are not employed. The minimum working age will be consistent with the physical and mental development of children. National laws will gradually and progressively be improved to protect them.

ARTICLE 2 – The State must fix a minimum working age and communicate it to the International Labour Organization. Anyone who has not reached this minimum age will not be allowed to work. The minimum age should normally be 15 years, which is the average age of completion of compulsory schooling. If children in a country are obliged to go to school up to the age of, for example, 16 years, then the minimum age should be 16 years. There is an exception for "developing countries", which may initially set a minimum age of 14 years. It can later be raised to 15 years or higher. Industrialized countries must set 15 years (or a higher age) from the start.

ARTICLE 3 – Children under 18 are forbidden from doing work that is dangerous, unhealthy or bad for their morals (this is called "hazardous work"). The government has to discuss with trade unions and employers' organizations and make a list of hazardous work that a child should not be doing under 18 years.

ARTICLES 4 and 5 – The State may exclude some types of work (but not hazardous work) or economic sectors (if it is a developing country) from the application of the Convention if it explains why, but it still must provide detailed information.

ARTICLE 6 – Children are allowed to work in schools for vocational or technical education or in other training institutes. From the age of 14, children may work in a company as an "apprentice" if the Government allows it and makes sure that the children are protected.

ARTICLE 7 – Children may do some "light work" alongside school from the age of 13, provided that it does not disturb the school programme. In developing countries where the minimum working age is 14, this minimum age for light work may be set at 12 years.

ARTICLE 8 – National rules may allow a child to work below the general age of 15, in case of artistic performances (theatre, concerts) or advertisements. Permission may be granted only after examining the conditions of work, the number of hours, the type of performance, etc.

ARTICLE 9 – The State must make sure that people who use children in child labour are punished. It must also make sure that companies who employ children who are old enough to work keep a register in which they list their names and how old they are. This helps labour inspectors to monitor and check that companies follow the law, and do not employ children in work that is prohibited for them.

ARTICLES 10 to 18 – These articles explain legal procedures to governments and international organizations.

What is ILO Convention No. 182 (1999) – Worst Forms of Child Labour Convention (concerning the prohibition and immediate action for the elimination of the worst forms of child labour)?

This is an international pact to prohibit and eliminate “the worst forms of child labour” (WFCL), as a matter of urgency. Each State, once it has ratified this Convention, has to take the responsibility to respect and apply it in law and practice. Urgent measures for the protection of children are therefore seen as obligations.

ARTICLE 1 – The State which ratifies this Convention shall take urgent action to prohibit and eliminate the worst forms of child labour.

ARTICLE 2 – Anyone who is under the age of 18 is considered to be a “child” under this Convention.

ARTICLE 3 – The worst forms of child labour means the following:

- a) selling or buying a child like a thing; or using a child as a slave or a soldier;
- b) using a child sexually, for example in prostitution or pornography;
- c) using a child for a crime, for example drug trafficking, or begging;
- d) involving a child in work that is dangerous, unhealthy or bad for morals (this is often called “hazardous work”).

ARTICLE 4 – The State has to make a list of hazardous work that a child should not be doing. It also has to find out where in each country hazardous work exists, and to review the list from time to time. The State should do this in consultation with trade unions and employers’ organizations.

ARTICLE 5 – The State has to establish a new body or choose an existing one to check and monitor what is being done to stop the worst forms of child labour. The State should do this in consultation with trade unions and employers’ organizations.

ARTICLE 6 – The State has to write a “plan of action” to stop the worst forms of child labour, and take action as it says. The State should do this in consultation with trade unions and employers’ organizations.

ARTICLE 7 – The State has to make sure that the worst forms of child labour do not happen and must take action to punish the people who are responsible. It also has to help children who are found in the worst forms of child labour to rescue and rehabilitate them. The State must ensure that rescued children go to school, must help children in difficult circumstances and must take account of the special situation of girls.

ARTICLE 8 – States have to help each other to stop the worst forms of child labour.

ARTICLES 9 to 16 – These articles explain legal procedures to governments and international organizations.

What is ILO Convention No. 189 (2011) - Domestic Workers’ Convention (concerning decent work for domestic workers)?

Convention No. 189 recognizes that: a) domestic work is work, b) domestic workers, therefore, should have the same rights as any other workers, and c) in view of the nature of their work and where it is performed, they need specific protections. It lays down basic rights and principles and requires States to take a series of measures with a view to making decent work a reality for domestic workers.

The Convention defines domestic work as “work performed in or for a household or households” and domestic workers as “any person engaged in domestic work within an employment relationship”. Following are the main provisions of the Convention, which apply to all domestic workers, including children and youth.

PREAMBLE and ARTICLE 3 – States have a duty to promote and protect the human rights of all domestic workers.

ARTICLES 3, 4, 11 – States must respect and protect the fundamental principles and rights at work: a) freedom of association and the effective recognition of the right to collective bargaining; b) elimination of all forms forced or compulsory labour; c) abolition of child labour; d) elimination of discrimination in respect of employment and occupation.

ARTICLE 4 on child workers: States must set a minimum age for entry into domestic work; and ensure that the work of domestic workers aged 15 years but less than 18 years old does not deprive them of compulsory education and does not interfere with their opportunities for further education or vocational training.

ARTICLE 5 – States must effectively protect domestic workers against all forms of abuse, harassment and violence.

ARTICLE 6 – States must ensure that domestic workers have fair terms of employment and decent living conditions.

ARTICLE 7 – Domestic workers must be informed of their terms and conditions of employment in an easily understandable manner, preferably through written contracts.

ARTICLE 10 on working time – States must take measures aimed at ensuring equal treatment between domestic workers and workers generally with respect to: a) normal hours of work, b) overtime compensation, c) periods of daily and weekly rest, the latter of at least 24 consecutive hours of work, d) annual paid leave, and e) regulation of stand-by hours (periods during which domestic workers are not free to dispose of their time and are required to remain at the disposal of the household).

ARTICLE 11 on remuneration – States must ensure that a) domestic workers have the same minimum wage as other workers, b) wages must be paid in cash, directly to the worker, and at regular intervals of no longer than one month; c) in-kind payment is allowed only under certain conditions; d) fees charged by private employment agencies are not to be deducted from the remuneration.

ARTICLE 13 – States must ensure that domestic workers have a safe and healthy environment, and take measures to ensure their occupational safety and health.

ARTICLE 14 – States must ensure that domestic workers enjoy social security protection, including maternity benefits, and that conditions for this are not less favourable than those applicable to workers generally.

ARTICLES 6, 9 and 10 on live-in workers: States must ensure that the living conditions of domestic workers respect their privacy; that they have no obligation to remain in the household during their periods of rest or leave; and that they have the right to keep their identity and travel documents in their possession.

ARTICLE 15 on private employment agencies: States must take measures to a) regulate the operation of private employment agencies; b) ensure adequate machinery for the investigation of complaints of domestic workers; c) provide adequate protection of domestic workers and prevent abuses.

ARTICLE 17: States must ensure that domestic workers have effective access to the courts, tribunals or other dispute settlement mechanisms, including accessible complaint mechanisms; and put in place measures to ensure compliance with national laws for the protection of domestic workers, including labour inspection measures (recognizing the need to balance domestic workers’ right to protection and the right to privacy of the household members).

What is the UN Convention on the Rights of the Child (CRC)?

The UN Convention on the Rights of the Child (CRC) is the first legally binding international instrument to set out the full range of human rights of the child: civil, cultural, economic, political and social rights. It was adopted by the United Nations on 20 November 1989 and has been ratified by nearly all member states, including those in Asia/Pacific. Following is a summary of the Convention’s articles relevant to children’s work and child labour:

ARTICLE 1 (Definition of the child): The Convention defines a ‘child’ as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.

The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

ARTICLE 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion, gender, culture, or abilities, whatever type of family they come from, where they live, what language they speak, what their parents do, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

ARTICLE 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

ARTICLE 4 (Protection of rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems. Governments are obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential.

ARTICLE 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

ARTICLE 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.

ARTICLE 9 (Separation from parents): Children have the right to live with their parent(s), unless it is bad for them.

ARTICLE 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. The Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity.

ARTICLE 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. Freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

ARTICLE 15 (Freedom of association): Children have the right to meet together and to join groups and organisations.

ARTICLE 18 (Parental responsibilities; state assistance): Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents to provide appropriate guidance to their children. The Convention places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

ARTICLE 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

ARTICLE 20 (Children deprived of family environment): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

ARTICLE 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

ARTICLE 26 (Social security): Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

ARTICLE 27 (Adequate standard of living): Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

ARTICLE 28: (Right to education): All children have the right to a primary education, which should be free. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

ARTICLE 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

ARTICLE 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion.

ARTICLE 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

ARTICLE 32 (Child labour): The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do should be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

ARTICLE 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse.

ARTICLE 35 (Abduction, sale and trafficking): The government should take all measures possible to make sure that children are not abducted, sold or trafficked.

ARTICLE 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Sources: *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*, UNICEF, http://www.unicef.org/crc/files/Rights_overview.pdf; *ILO conventions and recommendations on child labour*, ILO-IPEC, Geneva <http://www.ilo.org/ipec/facts/ILOconventionsonchildlabour/lang--en/index.htm>.



Handout 1.4 Good practices: Ending child labour in domestic work and protecting young domestic workers

Around the world, governments, trade unions, domestic workers' organizations and NGOs have taken important steps to end exploitative and abusive child domestic labour and protect child domestic workers who are old enough to work legally. Following are just a few examples:

- In March 2013, **Argentina** adopted a new domestic workers law that sets a minimum age of 16 for domestic work, limits the working hours of those between ages 16 and 18 to 36 hours a week, and prohibits domestic workers below the age of 18 from living in their employer's home.
- In **Sri Lanka**, the National Child Protection Authority has the authority to enter and search any premise where it has reason to believe child abuse is occurring, including private homes.
- In **Tanzania**, the trade union CHODAWU set up Child Labor Committees in local villages to help identify cases of exploitative labor, coordinate the withdrawal of children from exploitative situations, and initiate legal action against employers when necessary.
- In **Cambodia**, the Inter-Union committee for Child Labour has a union-wide policy on child domestic labour which states that no union member can employ a child domestic worker younger than 15. It also specifies the minimum wage for child domestic workers who are older than the minimum age at 60,000 riels (US\$15), excluding food, accommodation and other benefits such as education materials, clothes, bonus wages, etc.
- In the **Philippines**, the NGO Visayan Forum worked with school administrators to set up special curricula for child domestic workers that would enable them to attend school on Sundays, their typical day-off, and eventually earn their diploma.
- Dozens of countries, including **Bangladesh, Brazil, Ghana, Indonesia, Mexico, Morocco, the Philippines and Turkey**, have reduced rates of child labour, including the numbers of child domestic workers, by providing stipends to poor families to alleviate financial pressures to send children to work.
- Media campaigns in **Costa Rica, Honduras, and Panama** broadcast radio and television spots on main channels to raise awareness and prevent child domestic labour.
- In **Togo**, the NGO WAO Afrique sent social workers door-to-door to identify child domestic workers and provide information on child rights. The organization was able to remove hundreds of children from domestic work and reunite them with their families.
- The Government of **Namibia** appointed a Wages Commission for Domestic Workers in 2012, following strong support from the social partners. The five-member Commission includes a representative each from the trade unions and the employers' federation. It has a broad mandate to recommend a new minimum wage for domestic workers, to investigate other conditions of employment and to make recommendations on the protection of child domestic workers, guided by ILO Convention No. 189.

- In **Asia**, the ILO PROMOTE project focuses on eliminating child labour in domestic work by strengthening the capacity of domestic workers organizations to support and organize domestic workers. The project's key strategies are: promoting ratification of ILO Convention No. 189; in Indonesia, promoting the adoption of a Bill on Domestic Work and provincial and district regulations for the elimination of child labour in domestic work; promoting strategic partnerships with trade unions and domestic workers' organizations at regional and international levels and fostering learning and action across Asia on decent work for domestic workers.

Sources

Child domestic workers: protecting the most vulnerable, Human Rights Watch, 2013, http://globalmarch.org/Child-Labour-Domestic/resources/global/2013CRD_DomesticWorkers_brochure_low.pdf.

Matsuno, A and Blagbrough, J. *Child domestic labour in South and East Asia: emerging good practices to combat it*, ILO-IPEC, Geneva, 2009, http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_bk_pb_35_en.pdf.

Emerging good practices on actions to combat child domestic labour in Kenya, Tanzania, Uganda and Zambia, ILO, Geneva, 2006, <http://www.ilo.org/ipeinfo/product/download.do?type=document&id=2979>.

Domestic workers across the world: global and regional statistics and the extent of legal protection, ILO, Geneva, 2013, http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_173363.pdf.

Guide page



Aims

This Chapter aims to assist domestic workers and their organizations develop and implement concrete and realistic plans to tackle child labour in domestic work and ensure maximum protection for young domestic workers.



NOTE FOR USERS

All the activities and handouts can be used for personal and group learning. **Individuals** can do the activities by themselves, reflecting on what they know and their life experiences. They can draw their conclusions and relate these to the information contained in the handouts. Better still, they can share these with their families and friends and, most especially, with child and young domestic workers. In so doing, they can stimulate discussions and, at the same time, raise awareness about issues around child labour in domestic work.

Group learning requires trainers or facilitators to guide the discussions. Notes are provided for them in the activity sheets. A summary time-table is found at the end of this guide page.

IMPORTANT!

The globally-accepted definition of “**child**” based on the relevant UN and ILO Conventions is “**a person under 18**”, the age of majority, when – according to the legislation of most countries – childhood officially ends and a person becomes an adult. In the labour legislation of most countries, the minimum age for work is set at 18 as well. However, in some countries – including in Asia/Pacific – children are allowed to work below that age, mostly from 14/15 (see H1.1) In many countries, strict conditions are put in place to protect this group of children from the worst forms of child labour (WFCL) which includes performing work that is hazardous to a child’s physical, mental and moral well-being.

REMEMBER:

1. **Children below the allowable minimum age should NOT work; they are in a situation of child labour; they should be withdrawn immediately.** However, children engaged in light work may be excluded from this prohibition, as long as the work does not interfere with their ability to attend school or harm their health and safety.
2. **Those legally allowed to work (14/15 to 17) should be protected from the worst forms of child labour (WFCL).**



“Stop employing children as domestic work”, commemoration of the World Day against Child Labour.
Photo credit: ILO Jakarta

Chapter 2 – Action now! How domestic workers and their organizations can play a key role in helping to eliminate child labour in domestic work and in protecting young domestic workers



Activities

- A2.1 Can child labour in domestic work be stopped now?
- A2.2 Stopping child labour and protecting young workers in domestic work: the circle of responsibilities
- A2.3 The role of domestic workers as effective advocates in stopping child labour in domestic work and ensuring protection, dignity and respect for young domestic workers
- A2.4 How can domestic workers and their organizations be effective advocates for the rights of children and young workers in domestic work?
- A2.5 Organizing young domestic workers
- A2.6 The web of life: making a personal commitment
- A2.7 Drawing up an advocacy plan to stop child labour and protect young workers in domestic work



Handouts

- H2.1 Action now! Stop child labour in domestic work and ensure protection, dignity and respect for children and youth in domestic work
- H2.2 Stopping child labour in domestic work and protecting young domestic workers: Drawing up an advocacy plan
- H2.3 Good practices: Domestic workers' organizations helping to stop child labour in domestic work and protecting young domestic workers

Summary time-table for group learning

The duration of the activities should be adjusted to the time constraints, and number of participants and their level of knowledge and experience on child labour in domestic work.

Give time for breaks.

ACTIVITY	OBJECTIVES	DURATION
Opening and introduction Review session (see Point 1 in the Note for Trainers below)	Aims of workshop/ session; expectations; time-table; brief introduction of participants and trainer To gauge participants' understanding of key concepts of child labour in domestic work and of the situation of children and youth in domestic work in their country	20 minutes (Add 20-30 minutes)
A2.1 Can child labour in domestic work (CLDW) be stopped now?	To reflect on whether or not our goal to stop CLDW can be reached now; to identify the key challenges in the fight to stop CLDW	100 minutes
A2.2 Stopping child labour and protecting young workers in domestic work: the circle of responsibilities	To explore and deepen our understanding about the needs of children and young workers in domestic work; to identify the key person(s) and group(s) responsible for meeting these needs and protecting children and youth in domestic work	120 minutes

ACTIVITY	OBJECTIVES	DURATION
A2.3 The role of domestic workers as effective advocates in stopping child labour and ensuring protection, dignity and respect for children and youth in domestic work	To understand what is advocacy and role of advocates; to explore how domestic workers can be effective advocates in protecting rights and ensuring the well-being of children and youth in domestic work	210 minutes
A2.4 How can domestic workers' organizations be key advocates for the rights of children and young workers in domestic work?	To explore how domestic workers' organizations can be effective advocates for the elimination of child labour in domestic work and the protection of child and young domestic workers	120 minutes
A2.5 Organizing young domestic workers	To identify the challenges in organizing young domestic workers; to explore ways to overcome these challenges	200 minutes
A2.6 The web of life: making a personal commitment	To help participants understand that the different personal reasons we have for becoming advocates are connected and, though these may be different, all result in pushing us towards our common goal of stopping child labour and protecting children and young workers in domestic work	60 minutes
TOTAL		830 minutes (approx. 14 hours; spread over 2 or 2- and- a- half days)
2.7 Drawing up an advocacy plan to stop child labour and protect children and youth in domestic work (a stand-alone activity for members of a core planning group, leaders and key partners)	To learn about effective advocacy planning: what, why, how, who; to apply what we know in drawing up our organization's advocacy plan to stop child labour and protect children and youth in domestic work	360 minutes (6 hours)



Note for Trainers

- * This Chapter is for participants who have gone through Chapter 1 or have sufficient knowledge about child labour in domestic work. Before proceeding with any activity in Chapter 2, it would be good to start with a review of what the participants know about:
 - a. child labour in domestic work and its worst forms,
 - b. the causes and consequences of child labour, and
 - c. the situation of child labour in their country.
 You can prepare a few cards or slides based on Handouts H1.1 and H1.2 and the findings of A1.5, showing this after they have shared their views.
- * If time is limited, the following programme is proposed:
 - Start with a half-hour review (see above).
 - Follow with Activities A2.3 and 2.4.
- * Activity A2.5 can be useful for a training session on organizing.

* **Activity A2.7 is a stand-alone activity.** It provides domestic workers' organizations with a **step-by-step guide** for drawing up their advocacy plans. It is, therefore, essential for members of an Advocacy Planning Core Group (APCG) or the team responsible for drawing up the advocacy plan to go through this activity, with a Trainer, before starting the planning process. It would be useful for leaders and key partners to also take part in the training. Handouts H2.1 and H2.2 should be distributed to the participants before the training.

Accompanied by Handout H2.2, Activity A2.7 can be adapted and used to run a training workshop on effective planning for leaders, members and key partners. It can provide guidance for planning:

- campaigns (for minimum wage or for safe and healthy working conditions or for adoption/ enforcement of legislation or for social security coverage, etc.),
- an event (annual conference, celebration of 16th June),
- strengthening and improving organizational structures,
- a skills-training programme,
- setting-up a cooperative; etc..



Tasks of Moderators and Reporters:

At the start of the first group work, take time to explain the roles and tasks of the Moderator and Reporter. Be sure that these roles rotate amongst the participants, as part of their learning experience.

- The Moderator facilitates the flow of the discussion, keeps the group focused, manages the time, and makes sure that everyone participates and no one dominates. S/he should remain neutral and refrain from advancing her/his views.
- The Reporter listens carefully and takes down the important things being discussed. S/he must be objective, accurate and brief in her/his report. Some activities in this Handbook include reporting forms to help the reporters.

Activity 2.1 Can child labour in domestic work be stopped now?

Aim	To reflect on whether or not our goal to stop child labour in domestic work can be reached now. To identify the key challenges in the fight to stop child labour in domestic work
Duration	100 minutes

Handouts

- H2.1 – Action now! Stop child labour in domestic work and ensure protection, dignity and respect for young domestic workers

Material

- Flip chart paper and marker for each group reporter (see report form below)
- Copies of report form for participants; pens

Process

- Group work followed by general discussion

Step 1 – Group work 40 minutes

1. Trainer explains the aim of the activity. S/he recalls key points from previous discussions on child labour in domestic work, in particular the push and pull factors for child labour in domestic work (H1.2, A1.2 and A1.3) or the review session – if participants have not gone through Chapter 1 (see Guide Page for Chapter 2 – Note for Trainers).
2. Participants are divided into groups of 5-8; groups assign their moderators and reporters.
3. Groups discuss and respond to the following questions:
 - Why should child labour in domestic work be eliminated? Give 3 main reasons.
 - Can the end of child labour in domestic work be achieved now? Yes or No; explain your answer.
 - What are three main challenges in the fight to stop child labour in domestic work?
4. Reporters write down their groups' responses on flip chart paper according to the form below.

Step 2: Reporting and general discussion 60 minutes

5. Reporters pin their flip charts on wall or board. They take turns explaining their groups' answers to question a). Trainer opens discussion by clustering the responses of the groups according to commonality. Groups with other responses are encouraged to explain their views further. Trainer gets consensus of participants on the main reasons why child labour in domestic work should be eliminated.
6. Reporters then take turns explaining their groups' responses to question b). If there is disagreement amongst the groups, the Trainer moderates the debate ensuring that opposing sides are able to give their views. Trainer sums up by citing the gains made in the past 2 decades in the fight against child labour (see Box 2 of H2.1).
7. Reporters take turns explaining the 3 main challenges identified by their groups (question c). Trainer picks out the common ideas from the reports and asks groups with other ideas to explain their views further. S/he encourages participants to reach a consensus on the main challenges in the fight against child labour.
8. Trainer concludes the activity, summing up the key messages. S/he thanks all for their active participation.

*** Key messages**

- It is simply not true that child labour is a "necessary evil" and that it will only be eliminated if and when poverty is eliminated.
- Rather than blaming poverty as the cause of child labour, we must recognize the role that governments, social and economic systems, culture and tradition play in causing child labour in domestic work.
- If adults have decent jobs with decent wages, the likelihood of them sending their children out to work would be considerably minimized.
- Stopping child labour in domestic work means stopping the push and pull factors for child labour (see Handouts H1.1. and H1.2).
- This is a huge challenge demanding the concerted effort of everyone: parents, communities and religious leaders, the government, teachers, trade unions and human rights organizations, domestic workers and domestic workers' organizations, and many more.
- It is the choices that governments and societies make that explain why certain countries have been able to reach a critical level in achieving universal primary education, and with it child labour elimination. (See Box 2 of H2.1)
- Though laws often exist that make the exploitation of children illegal, monitoring mechanisms are weak, as are the finances and political will to improve them.

Activity 2.1

Report form for group work: Can child labour in domestic work (CLDW) be stopped now?

Question a): Why should CLDW be eliminated?	Reason 1	Reason 2	Reason 3
Question b): Can the end of CLDW be achieved now?	Yes	No	Why?
Question c): What are 3 main challenges in the fight to end CLDW?	Challenge 1	Challenge 2	Challenge 3



Note for Trainers

- * Be sure to keep the list of challenges (third question) identified by the participants for Activity A2.4.

Activity 2.2 Stopping child labour and protecting young workers in domestic work: the circle of responsibilities

Aim	To explore and deepen our understanding about the needs of children and young workers in domestic work. To identify the key person(s) and group(s) responsible for meeting these needs
Duration	120 minutes

Handouts

- H1.2: What is child labour in domestic work?
- H1.3: The rights of the child: international and national laws on child labour and children and youth in domestic work

Material

- For Step 2, Option A: copies of attached diagram of the circle of responsibilities, large flipchart papers and pens or markers for distribution to participants
- For Step 2, Option B: large flipchart papers for reports prepared according to the report form below; markers

Process

- Brainstorming, individual exercise or group work, general discussion

Step 1 – Brainstorming 40 minutes

1. Trainer explains the aims and process of the activity. S/he opens the session by reviewing participants' understanding of what is child labour in domestic work and the rights of the child. S/he then asks participants to enumerate the needs and concerns of children and young workers in domestic work, encouraging those who have been child domestic workers to think back to their own experiences.
2. Trainer notes the needs and concerns on the board, clustering these. S/he avoids being too general: for example, "education" could be clustered under two headings, "basic education" and "vocational training". If there are important issues which have not been sufficiently covered, s/he should prompt the participants about these.
3. Trainer sums up and seeks the participants' agreement on the clusters, which are then numbered.

Step 2 – Making a circle of responsibilities

Option A – Individual exercise 40 minutes

4. Trainer explains that Step 2 focuses on identifying priority actions to meet specific needs and the key persons and groups who will undertake these actions. S/he distributes to each participant one copy of the model diagram, a flipchart paper and a marker.
5. Trainer gives the participants the following instructions (if necessary, s/he shows an example on a board or a flipchart):
 - a. Choose a cluster from the list identified in the brainstorming session. Write down on top of the paper your name and the heading of your cluster.
 - b. Copy the diagram onto your flipchart paper and fill in the circles. The first circle should indicate the specific need you would like to work on under your cluster.

- c. Think about the 4 most urgent action(s) which should be taken to meet this specific need and the key persons or groups responsible for taking these actions; be specific. Fill in the second circle, using key words or phrases. If space is lacking, make notes on the sides of your paper.
- d. In the third circle, write down other person(s) or group(s) who could also take other actions (indicate what) or be involved in the actions mentioned in the second circle.
- e. As soon as you finish, give your paper to the Trainer (who will select a few papers for presentation in plenary).

Option B – Group work 40 minutes

6. Participants are divided into groups of 5-8. Each group chooses its moderator and reporter. Trainer assigns a cluster for each group to focus on.
7. Groups discuss and agree:
 - on the 3 main needs under the assigned cluster;
 - what actions or measures should be taken to meet each need, and
 - who is/are the key person(s), group(s), organization(s), authority(ies), etc. responsible for taking these actions or measures.
8. The reporters use the form below to fill in a flip chart paper and pin this on the board.

Step 3 – Reporting and general discussion 40 minutes

9. **Option A:** Trainer asks selected participants (from different clusters) to present their diagrams. S/he encourages others, in particular those dealing with the same cluster, to comment on the diagrams. S/he asks participants where they would situate themselves in their circle of responsibilities, and why.
Option B: Trainer asks some reporters to present their groups' flip charts. Trainer invites group members to reflect on the third column of their flip charts and decide in which areas they, as individuals and as members of their organizations, would be most effective.
10. Trainer asks participants what they can conclude from this activity. S/he then sums up by giving some key messages.

Key messages

- The needs and concerns of children working in child labour situations (under the legal minimum age, in conditions which are hazardous and harmful to their physical, mental and moral well-being) include:
 - first and foremost, protection and immediate withdrawal, especially in WFCL situations,
 - safe place to stay and support as they rebuild their lives,
 - education and training,
 - return to their families and, if required, family counselling and intervention,
 - being able to count on adults to help and guide them.
- Young domestic workers (those between 14/15 and 17) want and need to:
 - be treated well by their employers,
 - be paid a decent wage,
 - be allowed to go to school and have time to do their homework,
 - have time for rest, sleep and recreation,



- have a clean, safe and comfortable place to sleep and rest,
 - live with their families, or if they don't, to see them regularly,
 - have enough food,
 - have clean and decent clothes,
 - be protected from harmful and exploitative work,
 - be in good health and to be cared for when they are sick,
 - be able to express their wishes and to be heard,
 - get together with other children and form and join groups,
 - learn about and practice their own and other cultures,
 - be protected from all forms of sexual exploitation and abuse,
 - be able to count on adults to help and guide them.
- Meeting these needs is a huge challenge. It requires the concerted effort of everyone: parents, community and religious leaders, the government and public authorities at all levels, advocates for children's, women's, and human rights, teachers, trade unions, employers, lawyers and many more. **Therefore, stopping child labour and protecting young workers in domestic work involves a collaborative approach in different domains and at different levels.**
- As the first ones affected, domestic workers – adults and children alike – have a key role in helping to stop child labour and protecting young workers in domestic work. Despite their difficult working and living conditions, domestic workers in many parts of the world have taken a leading and active role in meeting this challenge and have scored successes (see Handout H2.3 – Good practices).



Note for Trainers

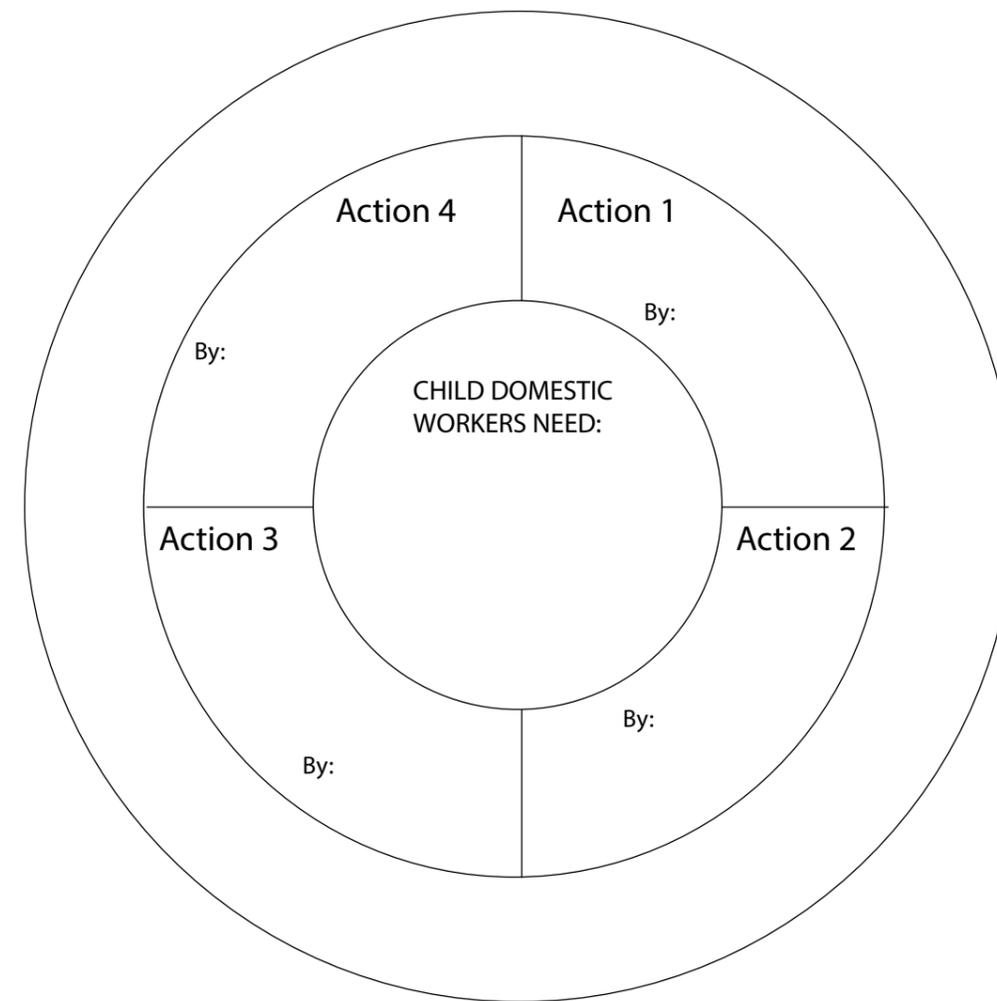
- * At the outset, remind the participants of the globally accepted definition of "child" based on the relevant UN and ILO Conventions: A child is any person under 18, the age of majority, when – according to the legislation of most countries – childhood officially ends and a person becomes an adult. In the labour legislation of most countries, the minimum age for work is set at 18 as well. However, in some countries – including in Asia/Pacific – children are allowed to work below that age, mostly from 14/15 (see H1.1); in many countries, strict conditions are put in place to protect this group of children from the worst forms of child labour (WFCL) which includes work that are hazardous to their physical, moral, mental and moral well-being. In doing this Activity (as in others), two important things must be borne in mind:
 1. **Children below the allowable minimum age should NOT work; they are in a situation of child labour;** they should be withdrawn immediately. However, children engaged in **light** work may be excluded from this prohibition, as long as the work does not interfere with their ability to attend school or harm their health and safety.
 2. **Those legally allowed to work (14/15 to 17) should be protected from the worst forms of child labour (WFCL).**

Activity 2.2

Stopping child labour and protecting young domestic workers

THE CIRCLE OF RESPONSIBILITIES

Cluster _____



By: indicate persons or groups

In the third circle, indicate other persons or groups

Activity 2.2

Stopping child labour and protecting young domestic workers

GROUP WORK REPORT FORM

Cluster _____

Needs of children and youth in domestic work	What actions should be taken to meet these needs?	Who are the key person(s), group(s) responsible for each action?
1.		
2.		
3.		

Activity 2.3 The role of domestic workers as effective advocates in stopping child labour in domestic work and ensuring protection, dignity and respect for young domestic workers

Aim	To understand what is advocacy and the role of advocates To explore how domestic workers can be effective advocates in stopping child labour in domestic work and protecting young domestic workers
Duration	210 minutes

Handouts

- H1.2: What is child labour in domestic work?
- H1.3: The rights of the child
- H2.1: Action now! Stop child labour in domestic work and ensure protection, dignity and respect for young domestic workers

Material

- Step 1: Copies of group questions for moderator and reporter
- Flip charts for each group, markers
- Step 3: Sufficient copies of case studies (all group members should have a copy of the case assigned to their group)

Process

- Brainstorming, group work, general discussion and role play

Step 1 – Brainstorming 30 minutes

1. Trainer explains the aim of the activity, recalling key points of previous discussions, in particular on A2.1 and A1.2.
2. Trainer asks the participants what they understand by the words 'advocacy' and 'advocate'. S/he invites them to come up with definitions, descriptions or examples. As the participants do this, s/he writes the key words on the board and guides the discussion so that the main elements of advocacy surface (see Handout 2.1).
3. Based on the key words, s/he proposes a definition of advocacy (in the local language) and seeks the consensus of the participants. This definition is written on a board or flip chart paper.

Step 2 – Group work 40 minutes

4. Participants are divided into groups of 5-8; each group assigns a moderator and reporter.
5. Group members discuss and give their common view on the following:
 - a. In general, do employers treat their child domestic workers well? Explain your answer.
 - b. What should be the attitude of a domestic worker towards a child or a young person who works with her/him in the same household?
 - c. If this child or young person would be mistreated, abused or exploited by their employer, what should the domestic worker do? Who in her/his workplace, neighbourhood and community can s/he approach and work with? Why?
 - d. List 3 characteristics or skills of an effective advocate.

Step 3 – General discussion 40 minutes

6. Trainer asks one reporter to give her/his group's response to the first question. Do other groups agree? If not, why? S/he seeks a consensus amongst the participants.
7. S/he then proceeds to the second question by asking another reporter to give her/his group's view. Other reporters give their groups' inputs. If there is general agreement amongst the participants, Trainer proceeds to the third question.
8. A third reporter gives her/his group's opinion on the third question. If other groups disagree, their reporters explain why. Others add or comment, based on their groups' decisions. Trainer seeks consensus on the list of persons a domestic worker can approach in cases of abuse and exploitation.
9. On the 4th question, Trainer asks a fourth reporter to give her/his group's list, noting key words on the board. Other reporters add. When the list is complete, Trainer asks participants to bear this in mind during the next steps of this Activity.

Step 4 – Role play – preparation in groups 40 minutes

10. Participants are divided into 3 groups. Each group chooses a moderator.
11. Each group is assigned a case study (see attached).
12. Moderator ensures that all members have understood the case before planning their role play and assigning the roles. S/he reminds the group of the characteristics and skills an effective advocate should have (see Point 9 above).

Step 5 – Presentation, general discussion and summary 60 minutes

13. The first group presents its role play (5-8 minutes maximum), followed by the two other groups. Other participants observe and jot down their impressions.
14. Trainer asks participants what they think of the role plays: Were the arguments of the domestic workers persuasive? Invite comments on the way they put these forward. Were they well prepared? What did they achieve? Were they effective advocates? What could have been improved? Trainer requests participants who have had experience in handling similar cases to share their experience.
15. Trainer thanks all the groups, observers and commentators. S/he asks participants what lessons they learned from the whole activity, listing these on the board. S/he sums up and concludes by giving the key messages.

Key messages

- **Advocacy** is any activity intended to raise consciousness amongst decision-makers or the general public about an issue(s) – in this case, elimination of child labour in domestic work and promoting and protecting the rights of young domestic workers – leading to improvements in their situation. Persons engaged in this activity are called **advocates**. Advocates help child domestic workers to:
 - say what they want,
 - obtain their rights,
 - represent their interests, and
 - gain the services and practical support they need.
- Advocacy starts with a **strong personal commitment**.
 - Learn about the state of child labour in your country.
 - Keep informed about the issues, in particular abuses and injustices that go on and familiarize yourself with the laws to protect working children.
 - Share what you know with others: your family, friends, community and your employer to convince them to join the fight to stop child labour and to protect young domestic workers.
- As a domestic worker, you are in the best position to **engage children and young domestic workers**, particularly those working with you, who are related to you, or live in your neighbourhood and community - in a dialogue of mutual respect and understanding.
- It is important to recognize that most child domestic workers lack education and confidence, and tend to accept their situation with resignation. Take the time to seek them out and give them the confidence and the space to talk about their concerns, hopes and dreams. **Listen to the children!**
- Most people, adults and children alike, are unaware that **children have rights**, including the right to express themselves and to expect adults to protect them from harm.
- At every opportunity, **talk to the adults** around you to change their attitudes and behaviour towards child labour in domestic work. Engage them in constructive dialogue to make them understand its long-time negative effects, not only to children, but to their families, communities and the whole society as well. At the same time, emphasize their crucial role in stopping child labour in domestic work and protecting young domestic workers.
- Convince your and other **employers** that they can and should play a fundamental role in the fight against child labour: they can refuse to hire children or, if child labour already occurs, they can remove the children, making sure this is done in a responsible manner. They can ensure that adolescents do not work in hazardous conditions and respect the laws protecting them.
- **Be always on the look out** for cases of abuse and exploitation. The hidden nature of domestic work increases the risk of abuse for the workers, in particular children, at the hands of their employers. Learn about the laws to protect working children and get training on what to do against such abuses.
- **Protect children who work with you:** There is no doubt that most adult domestic workers treat children working with them as their younger siblings, acting as their mentors and protectors. However, there have been cases of adult domestic workers taking advantage of, and even exploiting and abusing, children working with them. This is unacceptable and should be addressed as a matter of priority!



In tackling this issue, it is important to be aware of the power relations inherent in domestic work. Social hierarchy (ordered grouping of people in society, based on class/caste, gender, social origin, etc.) is deeply rooted in domestic work. On top of the ladder are the employers and their families who give orders to the 'inferior' members of the household, the domestic workers. Children are at the bottom of the ladder, easy prey for all those above them, including adult domestic workers who may try to impose a hierarchy even amongst those being exploited.



Note for Trainers

- * This activity can be divided into 2 sessions: steps 1 to 3 comprising the first session, and steps 4 and 5, the second.
- * Find out what is the translation in your language of the words "advocacy" and "advocate" (see H2.1).
- * This is a key activity which may require some careful handling on your part. Invite the participants to think about the time when they were child domestic workers:
 - What were their experiences – positive and negative – with the adults working with them in the same household?
 - Were there other children working with them? What was their relationship with each other?
 - It may be hard to accept, but there are cases where adult domestic workers themselves do not treat the children well...why is this so?
- * Ask the participants to give examples of the advantages and disadvantages of approaching individuals, families and small groups about a case of abuse and exploitation.
- * Feel free to change the case studies.



Human chain protesting torture on a child domestic worker, Bangladesh.
Photo credit: Domestic Workers Rights Network (DWRN)

Activity 2.3

The role of domestic workers as effective advocates in stopping child labour in domestic work and ensuring protection, dignity and respect for young domestic workers

CASES FOR ROLE PLAY

Case 1

When Kanta was 7 years old, her parents sent her to work in the family of Mrs. Sinha on the understanding that, in exchange, Kanta would be able to attend school. The Sinhas, who belong to the richest clan in Kanta's village in Bihar (India), live in far away New Delhi. There are 4 other domestic workers in the household: Ravi the cook and his wife Yashoda, who is the chief housekeeper; Champa, a 30-year old woman who does the laundry and takes care of the 3 young children (1, 8 and 11 years old when Kanta joined the household), and Anand, the gardener/driver. Kanta's task when she arrived was to assist Yashoda and Champa.

For the first two months, Kanta was happy, as her situation was better than when she was at home in her village: she had enough to eat and she slept in a corner of a room with a window which she shared with Champa. As she was used to working hard at home, she didn't mind the tasks she was made to do: fetching things around the house for everyone; folding the laundry, dusting, and sometimes looking after (and playing with) the baby when Champa was occupied. Then, school started. She expected to go, but Mrs. Sinha said that she couldn't be spared, as Champa had too much work to do and someone had to take care of the toddler. Kanta was very disappointed, but didn't say anything, especially as Mrs. Sinha promised that she would be going to school the next year.

That was 3 years ago; now Kanta is 10 years old. She is very unhappy; she misses her family whom she has not seen since coming to Delhi. And her work has been increased. As she is older, she is now responsible for the 4-year old, in addition to all her other work. Her day starts at 6 in the morning and ends at 10 at night. When her charge sleeps, she rests unless she has to assist Yashoda and Champa, which is often. She keeps requesting Mrs. Sinha to arrange her return to her village, but is repeatedly refused. Kanta has asked Champa – who has always been kind to her, treating her like a younger sister – to intercede on her behalf. What should Champa do?

Principal roles: Kanta, Champa, Mrs. Sinha. Other members of the group can take on secondary roles, like the 4-year old, the other children or the other domestic workers.

Case 2

When she was 9, Bopha was orphaned. She and her 4 siblings were “adopted” by relatives who live in various localities around Siem Reap (Cambodia). Unlike her other siblings, Bopha was lucky, as her aunt and uncle allowed her to go to school. She loved to learn and had been a good pupil since she started school at 7. But, she was always tired as she had to do a lot of housework and help her aunt who owned a stall in the market. She was often absent from school and had to repeat Grades 3 and 4.

Now, she is 13 and feels ashamed to be in a class with younger children. She wants to stop school and look for a “proper” job, but she has no skills. She heard about a school in town, run by an NGO, which gives sewing and cooking courses as well as on other subjects like reading, writing and maths. The school charges a minimal fee. She visited the school and there she met Phalla, a former domestic worker, who is now a teacher at the school. Phalla has been encouraging Bopha to register at the school. But Bopha has been reluctant to talk to her aunt about this. She has requested Phalla for help. What action(s) should Phalla take?

Principal roles: Phalla, Bopha and Aunt

Case 3

Lori, who is from Leyte (Philippines) is 15. She has been working for a year in the Lopez household in Manila. There are 2 other domestic workers, Charito and Annabel, who are both in their early 20's and have been with the household for 3 years. The work is divided amongst the three: Lori is in charge of looking after the 2-year old twins and, when they are sleeping, she helps Charito and Annabel clean, cook, do the laundry and accompany them to the market.

Charito and Annabel earn the minimum wage; Lori, a third less. One Sunday per month the three take turns having a day off. Charito's boyfriend works as a gardener in the house next door. Sometimes, on Lori's day-off, Charito asks Lori to work for a few hours in her stead so that she can go out with her boyfriend. Annabel, who is a member of a local domestic workers' organization, has repeatedly expressed her disapproval, urging Lori to refuse and scolding Charito. Lori, who is missing her family, feels that the two are her elder sisters and wants to stay in their good graces.

Mrs. Lopez has just accused Lori of stealing 500 Pesos from the drawer where the household money is kept. In fact, Charito “borrowed” the money, intending to replace it on her next pay day; neither Lori nor Annabel know about this. Lori declares her innocence. In her anger, Mrs. Lopez slaps Lori and threatens to fire her if she does not confess. Lori refuses to do so and Mrs. Lopez beats her. Should Annabel intervene? Why? How? What should Charito do?

Roles: Lori, Annabel, Charito and Mrs. Lopez

Activity 2.4 How can domestic workers and their organizations be effective advocates for the rights of children and young workers in domestic work?

Aim	To explore how domestic workers' organizations can be effective advocates for the elimination of child labour in domestic work and the protection of young domestic workers
Duration	120 minutes

Handouts

- H2.1: Action now! Stop child labour in domestic work and ensure protection, dignity and respect for young domestic workers
- H2.2: Stopping child labour in domestic work and protecting young domestic workers: Drawing up an advocacy plan

Material

- For Step 1: Copies of the list of challenges identified in Activity 2.1 for distribution to all participants, if available
- Flip chart paper(s) for the Trainer to fill in according to report form

Process

- Group work, general discussion

Step 1 – Group work 60 minutes

1. Trainer explains the aim of the activity, recalling key points from previous discussions, in particular Activities A.2.1 and A.2.3. Trainer asks participants to list main challenges in the fight to stop child labour in domestic work, and writes these on a board or flip chart. Trainer then briefly reviews the definition of “advocacy”, ensuring participants' clear understanding.
2. Participants are divided into groups of 5-8. Assign one main challenge from the list of challenges to each group for discussion.
3. Groups discuss and agree on:
 - a) 3 main reasons why domestic workers' organizations should be key advocates in stopping child labour in domestic work and protecting young domestic workers,
 - b) 3 ways to make your organization an effective advocate in stopping child labour in domestic work and protecting young domestic workers,
 - c) how to tackle the challenge assigned to the group. What should be the 3 priorities for advocacy work by domestic workers' organizations? Why?
4. Reporters fill in the attached form for presentation in plenary.

Step 2 – Reporting and general discussion 60 minutes

5. Trainer requests a reporter to give her/his group's response to question a) and lists the reasons on the board or flip chart. The other reporters are requested to add to the list. When the list of reasons is complete, Trainer asks if anyone has comments or questions, adding points which may have been missed.
6. Trainer proceeds in the same manner for question b).
7. Trainer requests reporters to present briefly their groups' responses to question c) and invites participants to share their views.
8. Trainer sums up the outcome of the Activity, ensuring that the participants have understood the key message. S/he thanks all for their active participation.



Key messages

- Advocacy is a powerful tool for change. It can transform people's attitudes and behaviour, inspire an improvement in public policies and programmes, and lead to the development of effective strategies to combat exploitation. It can provide a venue for children and young workers to speak up, work together and develop their capacities to defend and promote their rights. It can help to empower all domestic workers and their organizations.
- In fact, your organization is already doing advocacy to achieve your goal of decent work for domestic workers: lobbying to ratify ILO Convention No. 189 and to implement and enforce legislation; negotiating with employers; representing the interests of domestic workers in the media; and campaigning for the rights of all domestic workers. In this advocacy work, you are now integrating and giving priority to a very important goal: the elimination of child labour and full respect for the rights of children and young workers in domestic work.
- Put the issue of child labour in domestic work and the protection of young domestic workers high on your organization's agenda and draw up an advocacy plan. The first step is to raise awareness amongst the leaders and members on the need for action NOW. Organize without delay a workshop or brainstorming meeting for leaders and activists with the help of facilitators and resource persons from the trade unions, NGOs, ILO local office and the relevant government departments. Then think carefully about what action your organization can take, and plan accordingly.
- Use the first hand-knowledge and experience you and your members have, as domestic workers and former child domestic workers.
- Pay special attention to young workers in your organizing work. Think of the many ways to attract them to your union, association or network and demonstrate that it's their home, and school, too. And, always listen to them!
- When campaigning for the ratification of ILO Convention No. 189 on domestic work, underline Article 4 on child labour (see H1.3).
- Highlight the issue of child labour during your International Domestic Workers' Day (16th of June) activities and get actively involved in the World Day Against Child Labour (12th of June).
- Work together with others to make domestic work child-labour free. Remember that cooperation is fundamental to achieving the goals to stop child labour in domestic work, protect young workers from abusive working and employment conditions, and promote decent work for domestic workers.
- Take active part and form/join alliances and coalitions with organizations campaigning to address the root problems of child labour, in particular those calling for: creation of jobs with decent pay for adults, recognition of domestic workers and respect for their rights, free and compulsory basic education for all, access to vocational training for all, implementation and effective enforcement of laws to protect children and their rights, programmes for the girl child, gender equality and banning trafficking, bonded labour and slavery.
- Sharing information and good practices with sister organizations in the region and other parts of the world is a great way to learn from each other and promote cooperation and solidarity. The IDWF, the international federation of domestic workers, is the ideal vehicle for this (see Box 6 of H2.1).



A girl cleaning the floor, Indonesia.
Photo credit: ILO/A.Mirza



Note for Trainers

- * Emphasize the need for a **strong commitment** from everyone in the organization, leaders and members alike. Without this, effective advocacy work is not possible. However, acknowledge the constraints and obstacles – time, resources, other priorities, etc. – which may, and do, exist. This is why it is very important to have an advocacy plan which is realistic, concrete and practical (this is the focus of A2.7).
- * Keep reminding the participants that stopping child labour is a huge challenge, demanding the concerted effort of everyone: parents, communities and religious leaders, the government, employers, trade unions and NGOs, etc. Domestic workers and their organizations are key partners, as they are the first ones affected and have first-hand knowledge and experience about the issue.
- * Regarding Step 1, point 3c, check the challenges list beforehand. Based on the discussions during the workshop, other challenges may have cropped up which the participants may wish to add.
- * The list of priority areas for advocacy work should be reproduced in sufficient copies for distribution to participants for Activity A2.7.

Activity 2.4

How can domestic workers' organizations be effective advocates for the rights of children and young workers in domestic work?

REPORT FORM _____

Q3: ASSIGNED CHALLENGE:

Note for Reporter: If the group has more than 3 answers, note in a separate page.

1. Reasons why advocacy is a powerful tool	1.	2.	3.
2. Ways to make your organization an effective advocate in the fight against child labour in domestic work and protecting young domestic workers	1.	2.	3.
3. Tackling the challenge assigned to the group: What are the priority areas for advocacy for DWs' organizations. Why?	1.	2.	3.

Activity 2.5 Organizing young domestic workers

Aim	To identify the challenges in organizing young domestic workers To explore ways to meet these challenges
Duration	200 minutes

Handouts

- H1.3: The rights of the child
- H2.1: Action now! Stop child labour and ensure protection, dignity and respect for young domestic workers
- H2.3: Case studies and good practices

Material

- Copies of role play scenario for group members
- Cards or half of A4 sheet in 2 colours for other participants and the Trainer
- Markers; pins or masking tape

Process

- Role play, individual work, group work, general discussion

Step 1 – Role play and individual work 40 minutes

1. Trainer explains the aims of the activity. S/he gives a brief introduction on the importance of organizing domestic workers, giving as an example the IDWF and its affiliates all over the world who have been scoring success in their goal to achieve decent work for domestic workers. S/he recalls previous discussions on the UN Convention on the rights of the child; Article 15 states that children have the right to meet together and to join groups and organizations. S/he explains that in this Activity, child and young domestic workers are those under 18 years, but that the term young domestic workers often also refers to those in their early 20s.
2. Two groups of at least 6 participants are formed; copies of the attached role play scenario is distributed to all members of the group.
3. Each group prepares a 15-minute role play based on the scenario.
4. Trainer provides the participants who are not in the groups (the observers) with 6 cards or sheets (3 of each colour) and markers. While the groups are preparing their role play, they jot down on 3 of the cards or sheets, say pink, **one challenge** in organizing young domestic workers (for the young workers and for the domestic workers' organization); on the other 3, say white, they jot down on each **one benefit** young workers gain in joining a domestic workers' organization: association/union/network/collective/group.

Step 2 – Presentations and general discussion 60 minutes

5. Each group presents its 15-minute role play. Participants take note of the arguments and counter-arguments, checking these against what they wrote in their cards.
6. On behalf of all the participants, Trainer thanks the groups for their role plays. S/he opens the discussion by asking participants to comment briefly on the role plays, in particular:
 - how the members approached and discussed with the young workers, and
 - the strengths and weaknesses of their arguments and responses.

7. S/he asks participants to identify, based on the role plays, the challenges in organizing young workers. S/he writes the challenges on (pink) cards or sheets and pins these on the board, clustering according to ideas. The observers are invited to add their cards or papers to the appropriate clusters. S/he then asks the participants to agree on the 5 main challenges in organizing young domestic workers. These are listed on a board or flip chart.
8. S/he invites the participants to pin their blue cards with the benefits of young workers joining domestic workers' organizations; whilst they do so, s/he clusters these. The benefits are listed on a board or flip chart.

Step 3 – Group work 40 minutes

9. Participants are divided into groups of 5-8. Each group is assigned one of the 5 challenges to discuss. Groups designate their moderators and reporters.
10. The groups are asked to discuss:
 - a. Ways to overcome the challenge. The solutions should be **concrete, realistic and practical**. The group provides examples, if possible. The reporter writes the solutions on a flip chart paper for presentation in plenary.
 - b. Organizing children and youth (below 18 years old):
 - i) Can they form their own organizations? Why? Under what conditions?
 - ii) Can they join domestic workers' organizations? Why? Under what conditions?

Step 4 – Reporting and general discussion 60 minutes

11. On question a), reporters pin their flip charts on the board/wall and explain briefly the solutions put forward by their groups. Trainer asks the participants whether the solutions to overcome the challenges are practical and doable.
12. On question b), Trainer asks one reporter to give her/his group's view on i). S/he asks if other groups agree or wish to add their views, noting key points on the board. If other groups disagree, s/he asks the reporters to explain their groups' opinion. S/he follows the same procedure for ii). S/he sums up the debate, citing examples of young domestic workers joining DWs' organizations or getting together and forming their groups and associations (see Handouts H1.4 and H2.3).
13. Trainer thanks the participants for their contributions and concludes the Activity, summarizing the key messages.



Key messages

- Organizing, in its broadest sense, is workers getting together for a purpose: to advance their common interest and to support each other. Central to the process of organizing is that workers listen to and inform each other, and build trust as well as confidence in their collective ability to change their situation.
- For a long time, domestic workers all over the world have been organizing, in one form or another: trade unions, neighbourhood associations, self-help groups, cooperatives, city-level networks, collectives, groups based on nationality, ethnicity or religion, etc. In most cases, they are supported by trade unions and civil society organizations, in particular those focused on women's, migrants' and human rights issues.
- In many countries the formation of trade unions and member-based non-governmental organizations is subject to legislation. This includes conditions such as minimum age for membership (set at 18 usually).



There are, therefore, no obstacles for domestic workers aged 18 and above to join these organizations. However, the vast majority don't for many reasons, not the least because they are unaware that organizations specifically for domestic workers exist. This challenge should be addressed. It is crucial for domestic workers' organizations to reach out to these young workers, exploring innovative ways to attract and convince them to become members.

- There are numerous benefits of organizing. Domestic workers can:
 - come together to share problems and solutions, and learn from each other,
 - build their group/organization/trade union/association around common issues to bargain with employers, government, local authorities,
 - publicize existing rights and work together to prevent abuses,
 - establish help lines and advice services for domestic workers in need,
 - press for decent wages and working conditions, social protection and maternity protection,
 - help develop welfare services, saving and insurance schemes,
 - acquire new skills through training activities, and most of all,
 - gain self-confidence and recognition and respect for their work.
- In a growing number of countries, young domestic workers below the age of 18 – mostly between 14 and 17 – are forming their own groups, often under the auspices of NGOs which provide them safe spaces to get together during their days off. Similar to community youth clubs, these venues provide a safe haven for young domestic workers to get together to share stories, discuss their concerns, give rein to their creativity (theatre, story-telling, music, arts), socialize with their peers, interact with adults who care for their welfare and look after their interests, and learn many useful things, in particular about their rights. These experiences have had positive results, in particular in raising the self-esteem and confidence of young workers. A number of young domestic workers have become powerful spokespersons for child domestic workers and strong advocates for children's rights (see H2.3 Good practices.)



Note for Trainers

- * This activity can be divided into two sessions, Steps 1 and 2 for the first and Steps 3 and 4, for the second.
- * There could be a lively debate on children (below 18) forming their own organizations or joining domestic workers' organizations. Put it in the context of the rights of the child, as set out in the UN Convention (CRC) to which all countries have adhered. Article 15 on the freedom of association states that children have the right to meet together and to join groups and organizations. Cite examples found in H2.3.

Activity 2.5**Organizing young domestic workers**

ROLE PLAY SCENARIO

ROLES:**Members of the National Domestic Workers' Association of Joyland (NDWAJ):**

- Pemba, aged 22, founding member and a leader of the NDWAJ; domestic worker since she was 14
- Rita, aged 17, migrant, member for 10 months; domestic worker since she was 13
- Ahmed (male), aged 20, member for 2 years; domestic worker since he was 16

Young domestic workers:

- Malee, aged 22, domestic worker since she was 15
- Karima, aged 16, domestic worker since she was 13
- Sophorn (male), aged 15, migrant; domestic worker since he was 12

Scene:

The 3 NDWAJ members approach a group of young domestic workers in the park or in a temple/church. Pemba, who has been a member of NDWAJ since its foundation 3 years ago, knows Karima who comes from her village. Pemba engages Karima and her friends in a conversation about the NDWAJ, inviting them to join it. Rita and Ahmed give their reasons why they've joined the organization and what it is like to be members. Each "potential" member gives at least one reason why s/he cannot or does not want to join. The 3 members try to convince them of the benefits of joining and counters their arguments.

Background information:

- The NDWAJ was founded 3 years ago
- It has 300 members: nationals (250) and migrants (50)
- Like many domestic workers' organizations, it is not registered (leadership discussing this matter)



Child domestic workers performing a street play on trafficking, India.
Photo credit: Jharkhand Gharelu Kamgar Union

- Its statutes do not stipulate minimum age for membership, though most of its members are 18 years old and above.
- Joyland's minimum age for work is set at 18, but children can work from the age of 14 (only "light" work).
- According to recent studies, a third of the estimated 1 million domestic workers in Joyland is in the age bracket 14-17.

Activity 2.6 The web of life: making a personal commitment

Aim	To help participants understand that the different personal reasons we have for becoming advocates are connected and, though these may be different, all result in pushing us towards our common goal of stopping child labour and protecting young workers in domestic work
Duration	60 minutes

Material

- For plenary activity: a ball of string or yarn, (around 8-10 meters per participant)

Process

- Plenary activity and/or individual exercise (self-reflection)

Plenary activity

1. Trainer explains the aim of the activity and asks participants to take a minute to reflect on what they learned during the workshop or session(s), linking this with their own experiences as (child) domestic workers. Are they now committed to taking on their role as advocates to help stop child labour in domestic work and ensure respect and protection for young domestic workers? Why?
2. Trainer then requests all participants to form a circle. S/he gives one participant the ball of string or yarn and asks her/him to tell everyone why s/he is committed to being an advocate for the elimination of child labour in domestic work, children's rights and protection for young domestic workers. S/he can add what s/he plans to do and what s/he hopes to achieve.
3. Trainer asks the participant to hold on to the end of the string and to throw the ball to another. Thus, a string connection is established between the two persons. The one who receives the ball makes her/his statement, after which s/he throws the ball to another, whilst holding a part of the string. This procedure is repeated until all the participants have made their statements and are holding a part of the string. Trainer urges everyone not to let go of the string. A web is now formed connecting all the participants.
4. Trainer asks the participants to describe the web they have created and to share their thoughts and insights about the activity.
5. Trainer asks one participant to pull on the string gently; then, another to do the same violently. What happens? Next, s/he asks all to pull the string together at the count of 3. What happens? How did this action affect them?
6. Trainer asks some participants to let go. What happens to the web? What can be done to restore it?
7. Trainer then cuts the string. What happens to the web? What can be done to fix it?
8. Trainer asks participants to draw conclusions from this activity. S/he urges everyone to keep to their commitment and to bear in mind their important role in maintaining the web of life.

Source: *Raising one voice: a training manual for advocates on the rights of child domestic workers*, Child Workers in Asia, 2005, <http://www.pstcrrc.org/docs>.

Individual exercise (self-reflection)

1. Reflect on all the things you have learned from going through this Handbook and discussing with others about child labour in domestic work. Look back on your own experiences as a (child) domestic worker and of your relationship with children working with you or child domestic workers in your neighbourhood and community.
2. Fill in the attached, writing your thoughts and ideas freely. Keep the form in a place where you can find it easily. Take it out regularly to check if you are keeping to your commitment as an advocate to help stop child labour and protect young domestic workers.



Key messages

- The web represents our common goal: stopping child labour in domestic work and protecting young domestic workers.
- We have different reasons for taking up advocacy work to achieve this goal. But what is important is to keep the web strong and this will remain so for as long as we all go in the direction of our common goal: the well-being of children and young workers. It is this working towards a common goal that makes the difference in their, and our, lives.
- Each of us has an important role in maintaining the web of life.



Domestic worker taking out a toddler, Indonesia.
Photo credit: ILO/A. Mirza

Activity 2.6

The web of life: making a personal commitment: form for individual exercise

My personal commitment as an advocate to help stop child labour in domestic work and protect young domestic workers

<p>WHAT SHALL I DO IN MY PERSONAL LIFE?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>WHAT WILL I ENCOURAGE OTHERS TO DO?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>WHAT WILL I URGE MY ORGANIZATION TO DO?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.

Activity 2.7 Drawing up an advocacy plan to stop child labour in domestic work and protect young domestic workers

Important!

- Activity A2.7 is a stand-alone activity.** It provides domestic workers' organizations with a **step-by-step guide** for drawing up their advocacy plan on the issue of child labour in domestic work. Therefore training sessions on this activity should be conducted for a team, responsible for drawing up the action plan (the Advocacy Planning Core Group) before the planning process starts. Leaders and key partners could also take part in the training. Handouts H2.1 and H2.2 should be distributed to the participants beforehand. A trainer/facilitator is required for this activity.
- Accompanied by Handout H2.2, this Activity can be adapted and used to run a training workshop on effective planning for leaders, members and key partners. It can also provide guidance for planning:
 - campaigns (for minimum wage or for safe and healthy working conditions or for adoption/ enforcement of legislation or for social security coverage, etc.),
 - an event (annual conference, celebration of 16th June),
 - strengthening and improving organizational structures,
 - a skills-training programme,
 - setting-up a cooperative; etc.

Aim	To learn about effective advocacy planning: what, why, how, who. To apply what we know in drawing up our organization's advocacy plan to stop child labour in domestic work and to protect young domestic workers.
Duration	360 minutes (6 hours)

Handouts

- H2.1: Action now! Stop child labour in domestic work and ensure protection, dignity and respect for young domestic workers
- H2.2: Stopping child labour in domestic work and protecting young domestic workers: drawing up an advocacy plan

Material

- Copies of SMART checklist, SWOT matrix and Plan framework (blank and with examples) for all participants (attached)
- Flip charts, markers
- Equipment for PPT presentation (if available)

Process

- Presentation, brainstorming, group work, general discussion (see attached Note for Trainers)

Step 1 – Presentation and brainstorming 60 minutes

- Trainer explains the aims and process of the Activity. S/he recalls previous discussions on the key role of domestic workers and their organizations in advocacy work to end child labour in domestic work and protect young domestic workers. S/he gives a presentation on effective planning for advocacy: what it is, and why we should do it; what are its principles; who does the planning? This is followed by a brainstorming on the principles of effective planning.
- The session concludes with a list of principles agreed by all participants. This is displayed on a board or flipchart.

Key messages

- **Advocacy** is any activity intended to raise consciousness among decision-makers or the general public about child labour in domestic work and the children involved, leading to improvements in their situation.
- Advocacy involves getting powerful or key individuals (parents, employers, community leaders, politicians, recruiters, teachers, etc.) and organizations (government agencies, schools, media, churches, etc.) to make big changes. Some may prove to be formidable adversaries, seeing this as going against their interests. It may involve working in the public eye and sticking out your neck along with others who share your convictions. However experiences in Asia/Pacific and in other parts of the world have demonstrated how powerful a tool effective advocacy can be.
- Domestic workers' organizations are key advocates in stopping child labour in domestic work and ensuring full protection of young domestic workers. **Effective planning is essential** for the success of their advocacy work, as it takes into account their unique position and experiences, their strengths and weaknesses, and the opportunities and threats in the external environment.
- **Planning is the process** of thinking about and organizing the actions needed to reach a goal. A plan is the document which results from this process. An **advocacy plan**:
 - Puts on paper in clear terms the long- and short-term direction the organization has chosen to take to reach a goal.
 - Helps domestic workers' organizations give meaningful directions to their members, leaders and supporters.
 - Prepares their members to be active advocates for the rights of children and youth in domestic work.
- Having a clear advocacy plan will serve domestic workers well in dealing with cases of abuse and exploitation, building coalitions and alliances, getting community support and giving greater visibility to domestic workers, adults and children alike.
- Planning should be done by a **core group** composed of key leaders, members, partners and supporters, committed to working together and sharing the various tasks.
- **Principles** to bear in mind: Effective advocacy planning is:
 - **Inclusive and participatory:** all concerned – leaders, members, beneficiaries, partners – must be involved and have their say. It is crucial that children and young workers are fully engaged in drawing up and carrying out your plan and being advocates themselves.
 - **Clear:** everything you say should be easily understood by all.
 - **Evidence-based:** your plan must be based on facts, not assumptions.



- **Methodical and systematic:** step-by-step, broken down into building-blocks; this will make prioritizing easier.
- **Realistic:** know and acknowledge your strengths and weaknesses; identify opportunities and threats.
- **Creative:** use your imagination and think out of the box, especially when obstacles seem insurmountable.

Step 2 – Presentation, group work, general discussion 120 minutes

- Trainer presents the basic components of effective planning, focusing on goals and objectives, first and foremost, and on activities, indicators and outcomes. S/he explains the SMART method which can be helpful in setting clear goals and objectives (see attached A2.7i). Participants are encouraged to ask questions and seek clarification at any time during the presentation. When the Trainer is assured that participants are clear about goals and objectives, s/he divides them into groups of 4-6 (if relevant, by organization, committee, region).
- Each group assigns its moderator and reporter.
- Each group simulates a domestic workers' organization's Advocacy Planning Core Group (APCG). The APCG's task is to discuss and agree:
 - What goal should our organization set to best address the issue of child labour in domestic work and protection of young domestic workers?
 - What objectives should we set to achieve this goal?
 - Amongst these objectives, what are the 2 priorities? Why?
- Reporters make their presentations. Trainer asks the participants to comment on the process: was the SMART checklist useful in identifying their goal, objectives and priorities?



Key messages

- The basic components of successful advocacy planning are: a) identifying your goals, objectives, activities, outcomes and indicators; b) assessing your current resources; and c) determining your strategies.
- Establish your goals and objectives based on what you know about the situation of child domestic workers, and the problems and issues you have identified.
- A **goal** is something big and important that you are aiming for in the future. It is the long-term result of your advocacy works and answers the questions: What do you want to happen in the year XXXX? How is the goal linked to your organization's mission? Always bear in mind that you're doing advocacy for children and young workers not only because it is right, but because it is an essential part of your organization's mission to achieve decent work for all domestic workers.
- An **objective** is a specific measurable achievement within a specific timeframe that will help you towards reaching your goal. Setting objectives will answer the question: How can you make the goal happen? Well-formulated objectives will guide you and your organization in deciding and designing activities and forms of intervention. The SMART technique (see point 5.1 of H2.2 and A2.7i), which has been successfully used by organizations in many parts of the world, is helpful when setting your objectives.
- You may end up with many objectives, so you will need to go through your list, assess your current resources and prioritize. Prioritizing your objectives and weighing your resources and capacities honestly and realistically will help you draw up your plan of activities and actions to meet your objectives.



- Draw up a plan of action and activities to achieve your priority objectives, establish realistic time-lines, divide the tasks, and allocate funds and resources wisely. The SMART checklist will also help in this regard.
- In drawing up your plan of action and activities, be sure to identify the specific **indicators** and **outcomes** to measure progress or success. Outcomes and indicators will show a) how you are moving forward towards achieving your objectives, and hence, your goal; and b) the impact of your actions and activities on the changes in awareness, attitudes, skills, knowledge, behaviour or status of child and young domestic workers, your own members, and key persons or groups (parents, employers, community leaders, local/national authorities, etc.).

Step 3 – Presentation, SWOT simulation, general discussion 60 minutes

- Trainer presents the 2 other basic components of effective planning: assessing resources and identifying strategies. S/he explains the SWOT analysis tool (see Attached A2.7ii) which is widely-used at this point of the planning process. Copies of the SWOT framework should be distributed to all. Participants who may be familiar with this tool are asked to contribute to the discussion.
- For a better understanding of the SWOT analysis tool, Trainer simulates this with the participants, using examples from the previous session (goal and objectives).
- Trainer encourages participants to ask questions, seek clarification and share their views on the SWOT analysis tool.

Key messages

- It is critical that you assess realistically all of your resources – people, money, expertise, skills etc. – that are currently available to put your plan into motion. Take account also of your contacts and good working relationships within your communities, trade unions and NGOs, and local authorities. Remember that although existing resources may not be sufficient, there are many potential resources to tap.
- After identifying your goal, objectives, activities, indicators and outcomes and assessing our current resources, you are now ready to do some strategic thinking. **Strategies** are practical ideas about how to make the best of your resources to achieve your objectives. It is about making choices after thoughtful and careful consideration.
- A common approach to strategic thinking is the SWOT analysis. SWOT stands for Strengths, Weaknesses, Opportunities and Threats. Strengths and weaknesses are positive and negative elements within your organization; opportunities and threats are positive and negative elements outside the organization.
- The key to doing a SWOT analysis on each of your objectives is to think about ways to maximize the positive elements and minimize the negative ones. When drawing your advocacy plan, brainstorm about ways to use your strengths, surmount your weaknesses, take advantage of existing opportunities and overcome the threats you have identified.



Step 4 – Developing your advocacy plan 120 minutes

10. After reviewing what has gone before, Trainer asks participants whether they are now ready to put into practice what they have learned by drawing up an advocacy plan for their domestic workers' organization(s). Participants are encouraged to ask questions for further clarification, if required.
11. The same groups (APCGs) re-convene. Each group assigns its moderator and reporter.
12. Based on what they have learned and using the SMART and SWOT tools, group members should design and formulate an advocacy plan to stop child labour and to protect young domestic workers. Form A2.7iii may be used to present their Plan. They may also find A2.7iv, the sample form, helpful.
13. After the reporters have presented their group's plan, the Trainer opens the discussion by asking participants to give their comments on the advocacy plans. Were these clearly formulated? Realistic? Achievable? Measurable? Were the SMART and SWOT tools useful? What difficulties did the groups encounter? How can these be overcome? Is this way of planning useful? Why?
14. Trainer sums up the discussion and thanks all for their active participation.



Key messages

- When the final draft of your advocacy plan is finished, it should be presented by the planning core group at a workshop or meeting attended by the leadership, group leaders, organizers, trainers and key supporters. Be sure that there are young domestic workers amongst the participants. You may wish to invite a facilitator – from your partner trade unions and NGOs – to moderate.
- Be sure that the participants have had time to go through the draft, accompanied by a brief background note (stressing the participatory and inclusive planning process), before coming to the workshop/meeting.
- Go through the advocacy plan; solicit everyone's inputs; brainstorm and debate; get a consensus on the major points. Discuss and agree on who will be responsible for what: who will implement, who will monitor and supervise. Make sure that all groups report regularly on the progress made towards achieving the objectives and goal(s).
- At the conclusion of the workshop/meeting, everyone should feel ownership of the advocacy plan and be committed to its successful implementation.
- The APCG should meet to make the necessary adjustments before finalizing the advocacy plan. The final plan should contain:
 - a brief background note (what, why, how, who and when; information on monitoring and evaluation),
 - the plan framework indicating the selected goal, objectives, strategies, activities, the targets for change (for whom?) and the agents for change (by whom?), timelines, outcomes and indicators.
- The plan is sent to all members and supporters urging them to do their utmost to implement it successfully. They should be assured that the implementation of the plan will be monitored and assessed regularly (and adjusted, if necessary) by the leadership, and that the whole organization is informed.



Note for Trainers

- * Planning is an under-rated activity in many organizations, left mostly to the responsibility of the leadership. Your first task is to convince the participants that:
 - a. Planning is crucial to any organization if it wants to achieve its goals.
 - b. It is the responsibility of everyone – members, leaders, partners and the ones most concerned (in this case, child and young domestic workers) – to take part and be fully involved in the planning process AND in making the plan a reality.
- * This Activity can be divided into several sessions, according to the steps.

Step 1 is an introduction, based on H2.2, to effective planning for advocacy on child labour and protection of young domestic workers. You start by going through the key points (with a power point presentation, if possible). Be sure that the session is interactive, with the participants posing questions, seeking clarification and sharing their views. Check at regular intervals if all concepts are understood, soliciting examples and comments from the participants. Combine your presentation with a brainstorming on the principles of effective planning.

Step 2 focuses on the planning process itself. Start with recalling the three basic components of effective planning (show these on powerpoint slides or on a flip chart) but concentrate on goals and objectives. Take time to explain the distinction between goals and objectives. Go through the SMART checklist, giving examples. A quick group exercise on setting goals and objectives, and prioritizing concludes Step 2.

Step 3 explains the 2 other components: How to set your strategies and identify resources. These will determine what actions will be taken and what activities will be carried out. Also, emphasize the importance of setting specific outcomes and indicators to measure progress towards achieving your objectives, and hence, your goal. Highlight the key points, and solicit questions and comments. Explain the SWOT exercise and simulate this with the participants using one of the objectives identified in Step 2.

Step 4 is a “learning by doing” exercise. Be available to provide clarification and encouragement, and help if a group is really stuck. In the discussion which follows the presentation of the advocacy plans, ask if everyone participated fully in their groups. What difficulties did they encounter? Finally, sum up with a positive note: Good planning is a good guarantee for good – and even excellent – outcomes. Participants may have found the exercise a bit difficult but, like any skill, “practice makes perfect.”

Activity 2.7 i SMART Checklist (blank)

Objective 1:

Specific	Measurable	Achievable	Realistic	Time-bound

Objective 2:

Specific	Measurable	Achievable	Realistic	Time-bound

Activity 2.7 ii SMART Checklist (example)

Objective 1:

By 2020, at least 50 per cent of NDWAJ members (200, with projected total membership of 400) will have acquired knowledge and understanding on the issue of child labour in domestic work and are initiating and/or actively engaged in advocacy activities

Specific	Measurable	Achievable	Realistic	Time-bound
Yes. The target is to have, by 2020, 200 members – 50 per cent of the projected total membership) – who will have participated in awareness-raising activities and have become actively engaged in advocacy activities.	Yes. Indicators have been set (e.g. number of participants in awareness training activities: sessions, workshops, etc.; representation of NDWAJ in public forums related to issue of child labour in DW; number of activities initiated and organized by NDWAJ on the issue; setting up of NDWAJ Task Force on Child Labour by the end of 2017; media outputs on NDWAJ action against child labour, etc.	Yes. Based on interest expressed at last Congress of NDWAJ (discussion and unanimous adoption of resolution on child labour, there is strong motivation amongst the membership). Also, NDWAJ has good working relations with trade unions and NGOs working in the field of child protection.	Yes. Around half – 150 - of the present 300 members are between 18 and 23. Many were CDWs and are already active and experienced in advocacy work for the elimination of CLDW and protection of young DWs through their community and church organizations. Funding and technical support for the training and other activities will be provided by the NDWAJ's Solidarity Fund and pledged contributions from a trade union and 2 NGOs	Yes, in 3 years (annual schedule will be set by NDWAJ education and training committee)

Activity 2.7 iii SWOT Tool (blank)

NAME OF PROPOSAL FOR SWOT ANALYSIS:

INTERNAL ENVIRONMENT (WITHIN THE ORGANIZATION/UNION/GROUP)	
Strengths: What will work in your favour?	Weaknesses: What will be the obstacles to success?
EXTERNAL ENVIRONMENT (OUTSIDE THE ORGANIZATION/UNION/GROUP)	
Opportunities: What will work in your favour?	Threats: What will be the obstacles to success?

Activity 2.7 iv SWOT Tool (example)

NAME OF PROPOSAL FOR SWOT ANALYSIS:

Name of proposal for SWOT analysis: By the end of 2017, the NDWAJ will have adopted its Advocacy Plan on the elimination of child labour and the protection young workers in domestic work.

INTERNAL ENVIRONMENT (WITHIN THE ORGANIZATION/UNION/GROUP)	
Strengths: What will work in your favour?	Weaknesses: What will be the obstacles to success?
Full support of the leadership to adopt the Advocacy Plan	Many members still do not know of decision of leadership re Advocacy Plan
8 leaders trained on child labour in domestic work and available to carry out information sessions for NDWAJ leaders and members	Lack of resources to carry out information sessions in the various cities and districts
EXTERNAL ENVIRONMENT (OUTSIDE THE ORGANIZATION/UNION/GROUP)	
Opportunities: What will work in your favour?	Threats: What will be the obstacles to success?
Recent ratification of ILO Convention No. 182 on the worst forms of child labour	Enabling national legislation will be delayed due to pending elections
Formation of national coalition against child labour (trade unions, NGOs and human rights organizations)	Growing influence of conservative political parties at regional and local levels

Activity 2.7 v Advocacy Plan (blank)

Organization: _____

Goal: _____

Objective 1: _____

Objective 2: _____

OBJECTIVE 1:

Strategies	Action/ (activities)	Targets for change (who will benefit)	Agents for change (lead persons to carry out the action)	a) Supporters b) Opponents	Resources needed, missing and how to find these	Timeline: completed by	Outcomes/ indicators attained when completed
1.							
1.2							
1.3							
1.4							

Activity 2.7 v Advocacy Plan (blank)

OBJECTIVE 2:

Strategies	Action/ (activities)	Targets for change (who will benefit)	Agents for change (lead persons to carry out the action)	a) Supporters b) Opponents	Resources needed, missing and how to find these	Timeline: completed by	Outcomes/ indicators attained when completed
2.1							
2.2							
2.3							
2.4							

Activity 2.7 vi Advocacy Plan (example)

Organization: National Domestic Workers' Association of Joyland (NDWAJ)

Goal: By 2020, the NDWAJ and its members are recognized, at local and national level, as effective advocates in fighting against child labour in domestic work and in protecting child and young domestic workers

Objective 1: By 2020, at least 50% of NDWAJ members will have acquired knowledge and understanding on the issue of child labour in domestic work and are initiating and/or actively engaged in advocacy activities.

Objective 2: By 2017, the NDWAJ will have adopted its Advocacy Plan on the elimination of child labour and the protection of child and young workers in domestic work.

OBJECTIVE 1: By 2020, at least 50% NDWAJ members will have acquired knowledge and understanding on the issue of child labour in domestic work and are initiating and/or actively engaged in advocacy work.

Strategies	Action/ (activities)	Targets for change (who will benefit)	Agents for change (lead persons to carry out the action)	Supporters a) Supporters b) Opponents	Resources needed, missing and how to find these	Timeline: completed by	Outcomes/ indicators attained when completed
1. Discussion and agreement to integrate CLDW issue as priority in NDWAJ agenda (30 leaders)	Half- or 1-day brainstorming meeting	NDWAJ leadership	IDWF/ILO/trade unions/NGOs who can provide facilitators	a) NDWAJ leaders; IDWF, ILO, TUs, NGOs b) some leaders who may feel that NDWAJ agenda already overfull or time and resources lacking	\$50 (for venue, meals, material, transport, etc.); NDWAJ budget Facilitators: IDWF/ILO/TU/NGO to provide	June 2017	agreement of 30 leaders reached to prioritize issue of CLDW and to start with ToT workshop and Advocacy Planning without delay; Report produced and distributed to all members & supporters

Activity 2.7 vi Advocacy Plan (example)

Strategies	Action/ (activities)	Targets for change (who will benefit)	Agents for change (lead persons to carry out the action)	Supporters a) Supporters b) Opponents	Resources needed, missing and how to find these	Timeline: completed by	Outcomes/ indicators attained when completed
1.2 Training of Trainers (selected 20 leaders and members, including youth; 3 days)	Adapting, translating, printing of IDWF-ILO Handbook 3-day ToT workshop	NDWAJ leaders & members Selected 20 leaders & members; NDWAJ as a whole	NDWAJ leadership forms Handbook Working Group - with volunteers from trade unions and NGOs to adapt Handbook NDWAJ leadership; IDWF/ILO/ trade unions/NGOs who can provide facilitators and resource persons NDWAJ trainers, leaders & members	a) NDWAJ leaders & members; IDWF, ILO, TUs, NGOs, academia same as above	\$ 100 for meals, transport, materials for WG meetings; from NDWAJ budget \$300-400 for professional translator: to be requested from IDWF, ILO, NGOs \$3,000 to be requested from local and international donors; NDWAJ to provide administrative and logistical support; facilitator's costs to be covered by her/his org.	July 2017 Aug 2017 Sept. 2017	Adapted version ready for translation draft translated for testing at ToT workshop Participants selected; workshop held; Handbook workshop report prepared, by leadership and disseminated; Participants have acquired deeper understanding of issues around CLDW and protection of young DWs
	2.3 Production of Handbook in national language	NDWAJ as a whole; advocates for elimination of CLDW and protection of young DWs; child & young DWs, community at large			\$300 for production of Handbook from NDWAJ budget	Oct. 2017	200 copies of Handbook printed



Handout 2.1 Action now! Stop child labour in domestic work and ensure protection, dignity and respect for children and youth in domestic work

1. Is child labour a “necessary evil”?



“Child labour and poverty are inevitably bound together and if you continue to use the labour of children as the treatment for the social disease of poverty, you will have both poverty and child labour to the end of time”.

Grace Abbott (1878-1939), children’s right pioneer and social reformer.

There are people who argue that child labour is a ‘necessary evil’ and that child labour will only be eliminated if and when poverty is eliminated. This is simply not true! Indeed, poverty can force children into work, but it will continue to exist even if child labour were eliminated. Instead of poverty causing child labour it is, in fact, the other way around. Child labour causes and perpetuates poverty by keeping adults out of the workforce (see Handout 1.1). Rather than blaming poverty as the cause of child labour, we must recognise the role governments, social and economic systems, culture and tradition play in allowing children to work. ILO experience learns that it is the choices governments and society make that explain why certain countries have been able to reach a critical level in achieving universal primary education, and with it child labour elimination. Studies and research worldwide show that large numbers of children from impoverished and disadvantaged backgrounds go to school and in many cases, parents make enormous sacrifices to keep them there. There is universal agreement that if adults had decent jobs which paid decent wages, the likelihood of them sending their children out to work would be considerably minimized. The plain truth is that child labour is about adults using and exploiting children for personal profits. It is about adults tolerating, and even promoting, the abuse of children. Therefore, stopping it is the responsibility of adults.

Box 1: Isn’t child labour illegal?

“Throughout the world, legislation exists that makes the exploitation of children illegal. However, all too often, the monitoring component of these legal frameworks is weak or non-existent and the finances and political will to improve them have not materialised. Some governments and businesses see child labour as a way to compete internationally as it keeps their costs, and therefore the price for their goods, low.”

Source: *Child labour – campaign resource*, Development Education Unit, Concern Worldwide, Dublin, www.concern.net.

2. How can we eliminate child labour in domestic work?

Stopping child labour in domestic work means stopping the push and pull factors for child labour (see Handouts 1.1 and 1.2). This is a huge challenge, demanding the concerted effort of everyone: parents, communities and religious leaders, the government and public authorities at all levels, advocates for children’s, women’s, labour and human rights, teachers, trade unionists, employers, lawyers, and many more. There is no magic formula, no cut-and-dried solution, no one-size-fits all strategy. Above all, the work to stop child labour in domestic work and ensure full protection of young domestic workers involves a collaborative approach in different domains and at different levels.

Box 2: Yes, we can!

The past two decades have seen concerted efforts to reduce the level of child labour, including its worst forms. While accurate figures are hard to come by, current ILO estimates indicate that the number of child labourers has fallen considerably in recent years. From a total of 246 million child labourers in 2000, the figure fell to 218 million by 2004, a decline of 11 per cent. Since then, the figure has been going down: by the latest estimates in 2012, the total was put at 168 million. The number of children in hazardous work has fallen more rapidly: from 171 million to 126 million over the same time period, a decline of 26 per cent. By 2012, the figure was 85 million, of whom 11.5 million are in domestic work.

The ILO attributes these good results to a variety of factors, including economic growth and development in certain regions (notably Asia), the increased ratifications of ILO Conventions and the efforts of governments – often working with workers’ and employers’ organizations, NGOs and advocates – to raise awareness, improve schooling for children and increase income opportunities for their parents.

Much still needs to be done to eliminate child labour for good, but progress is being made.

Source: “ILO says global number of child labourers down by a third since 2000”, (press release), ILO, Geneva, 23 September 2013, http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_221568/lang--en/index.htm.

3. Domestic workers as effective advocates in meeting the challenge

As the first ones affected, domestic workers have a key role in helping to stop child labour and protecting young domestic workers. You are probably thinking: how can we take this on, given our working and living situations? The many and varied experiences in different parts of the world have proven that this is possible, and it is happening every day. In fact, actions where children, youth and adult domestic workers have taken a leading and active role have scored successes and made a difference.

What is advocacy?

Chapter 1 of this Handbook details the situation of children and youth in domestic worker and underlines the urgency for immediate action to put an end to child labour in domestic work and provide maximum protection for young domestic workers. It also notes that, unfortunately, many people are not aware of, or blind themselves to, the real and common dangers for children and violation of their rights in domestic work situations. They do not see or ignore the need and obligation to protect the rights of children and ensure their welfare. Hence, there is a need for effective advocacy.

Advocacy is a powerful tool for change. It can inspire people to change their attitudes, culture, tradition and public policies. It can lead to the development of innovative strategies to combat exploitation. It provides a venue for children to speak up for themselves, work together, and develop their capacities to defend and promote their rights. It helps children to become empowered individuals. In short, advocacy changes lives, most importantly, the lives of children.



“Advocacy is any activity intended to raise consciousness among decision-makers or the general public about child domestic work and the children involved, leading to improvements in their situation.”

Helen Veitch, *Listen to us! Participation of child domestic workers in advocacy*, Anti-Slavery International, UK, August 2013.

Who are advocates?

Advocates or advocacy workers are persons who are engaged in helping people to:

- say what they want,
- obtain their rights,
- represent their interests, and
- gain the services and practical support they need.

Advocates go beyond wishing that things will change to actually working to create change by putting their words into action. In fact, this is what you and your organizations are already doing to achieve your goal of decent work for domestic workers: lobbying your government to ratify ILO Convention No 189; develop, implement and enforce national legislation; negotiating with employers; representing the interests of domestic workers; and campaigning for respect for rights of domestic workers. In this advocacy work, you are now integrating a very important goal: the elimination of child labour and full protection for young workers in domestic work.

How can you be an effective advocate for children and youth in domestic work?

1. **Build a strong personal commitment:** Stopping child labour starts with one's moral outrage and a strong motivation to take action. It is making a personal commitment to right a wrong, without delay. The first thing you need to do is to become aware of the child labour situation in your country, the main issues, the abuses and injustices (see the Handouts in Chapter 1). Then, become a committed advocate, sharing what you know with others – beginning with your family, friends, community and your employer – and convincing them to join the fight to stop child labour and to ensure maximum protection for young domestic workers.
2. **Listen to the children:** Children – even the very young ones – know what they need and what they want, what makes them happy and what makes them sad. They may not be able to articulate these well. Often, they may be shy about expressing their wishes, as they have been drilled to listen to adults who “know what is best for them”. Many are prevented from speaking about their difficulties or problems for fear of incurring the displeasure of their parents or employers, whom they consider as their ‘substitute parents’. Many children are unaware that they have the right to express themselves and, moreover, to expect adults to protect them from harm. It is important to recognize that most child domestic workers lack education and confidence, accepting their situation with resignation. Take time to seek them out and give them the confidence and space to talk about their concerns, hopes and dreams. As domestic workers, you are in the best position to engage them in a dialogue of mutual respect and understanding. This is especially true with children and young workers who are related to you or who work with you in the same household or live in your neighbourhood. So, listen and learn from them, as they will, from you. Let them know that they are not alone, and that there are many people working to promote their well-being and protect them from exploitation and abuse.

Box 3: What do child domestic workers need to know and how can they be motivated to learn?

“Child domestic workers, given their background and situation, often have a very limited understanding of the wider world. Many have expressed their need for assistance in accessing government and state infrastructure that can help them. For these reasons, they may gain a great deal from organized visits to such places as schools and training and youth centres, council offices, health centres, post offices, banks, police stations – and, where they exist, to the offices of domestic workers’ organizations – to understand how they work and how child domestic workers can make use of them.

Often child and young domestic workers have few mentors and confidants to ask about important subjects, such as: how the body functions and how it changes during adolescence; sexual health, how babies are conceived, what happens during pregnancy and birth; common illnesses and how to avoid them; how to say “no” to unwanted sexual advances; what the effects are of drugs and alcohol on a person's mind and body; and HIV/AIDS.

Many young workers in domestic work want to catch up with their education and go to a formal school. They may need “bridge courses” to facilitate this, and after-school classes to help keep up and remain motivated. Their employers and parents will also require motivation to support the children's attendance at school. Old-fashioned teaching methods which simply drill information into children are off-putting, and unsuccessful in enabling children who have had a poor experience of school to flourish. Education offered to child domestic workers needs to capture their interest and encourage in them a desire to learn, and the learning environment needs to be age and gender appropriate.”

Source: Maggie Black, *Child Domestic Workers: A handbook on good practice in programme interventions*, Anti-Slavery International, London, 2005.

3. **Talk to the adults to change their mindset:** We are all influenced by tradition and culture (see Handouts 1.1 and 1.2), passed on to us by our parents and our communities. We appreciate and cherish many aspects, such as care for the family and the community; solidarity with those in need; respect for our elders; protection of children; hospitality to visitors; our music, art and crafts; our spiritual beliefs. However, there are negative aspects, too. And, unfortunately, these are continually invoked by people and groups to justify their attitudes and behaviour regarding child labour in domestic work. Among these are: the lower status of women; the absolute control of adults over children and minors; the rigid social hierarchies of class and caste; and non-recognition of and disrespect for minors. These negative aspects of tradition and culture not only violate basic human rights. They are also significant barriers to social and economic development. The continued tolerance for child labour should be seen in this context. **Child labour in domestic work will not be eliminated without a fundamental change in the attitudes and behaviour of the adults who are ‘pushing’ and ‘pulling’ the children:** parents, guardians, community and religious leaders, public authorities, employers and recruiters. These are the people who are the primary target of your advocacy. Engage them in constructive dialogue and persuade them to explore how they can use their position and influence to enable children to have a better future and to protect them from harm. Bear in mind, too, the crucial role of teachers. Persuade them to be advocates of children's rights in the classroom and in the community.

Box 4: The role of employers

“In the global fight against child labour, employers can and do play a fundamental role at different levels. At the workplace, they can refuse to hire children or, if child labour already occurs, they can remove the children making sure this is done in a responsible manner. In the case of adolescents, they can reduce the risk from hazards at the workplace. At the political level, employers and employers’ organizations can lobby for effective training and education systems. They can also help raise public awareness and change attitudes towards child labour.”

Source: “Eliminating child labour” (write-up in ILO-ACT/EMP page), ILO Geneva, <http://ilo.org/public/english/dialogue/actemp/whatwedo/projects/cl/index.htm>.

4. **Be on the look out for cases of abuse and exploitation:** The hidden nature of domestic work increases the risk of abuse for the workers, in particular children, at the hands of their employer. Where legal protections do exist, they are often little known and poorly enforced. Make it a habit to look out for signs of distress and abuse of children and young domestic workers who are working with you in the same household or living in your community, particularly those who come from far away provinces, or other countries. Obtain relevant information about laws, rules and regulations and get training for yourself and a core of members and leaders of your organization on how to address problems. In many countries, there are human rights organizations which provide paralegal training for free. Get in touch with them. Meantime, draw up a list of names of persons and organizations to contact for advice and support. Domestic workers’ organizations should also organize awareness-raising activities for their members and the wider public. Resource persons can be provided by the trade unions, NGOs or appropriate government authorities.
5. **Put the issue of child labour and the young domestic workers high on the agenda of your organization and draw up an advocacy plan.** Make the issue of stopping child labour a priority for your organization. The first step should be to raise awareness amongst your leaders and members on the need for action now! You can do this by having an information/brainstorming meeting of the leadership with the help of a facilitator. Possible sources of assistance for this include NGOs working on the rights of children and domestic workers, trade unions, the government's social welfare or child protection departments and organizations which may have offices or child labour programmes in your country like the ILO and UNICEF. Then think together carefully about the actions your organization can take and plan accordingly (see Handout 2.2).

6. **Be realistic, but be creative as well.** Use the first-hand knowledge and experience you have as domestic workers and former child domestic workers. Two very important points are:

- **Pay special attention to young workers in your organizing work.** Think of ways to attract them to your group, union, association or network and demonstrate that it's their home and school, too. And, don't forget to listen to them!
- **When campaigning for the ratification by your country of ILO Convention No. 189 on domestic work, emphasize Article 4 on child labour.** Highlight the issue of child labour in your International Domestic Workers' Day (16th of June) activities and get actively involved in the World Day Against Child Labour (12th June).

Box 5: Get everyone to participate in the World Day Against Child Labour!

In 2002, the ILO designated the 12th of June as World Day Against Child Labour to focus world attention on the situation of child labourers and the urgent need to eradicate child labour. It is a day to commemorate those who work to bring about a world without child labour. Thanks to them the number of child labourers has fallen by a third since 2000. It is a day for governments, workers and employers and their organizations, and civil society to renew their mandates to make that world a reality – a world where parents work and children go to school. In many countries today, children's rights advocates, trade unions, NGOs and schools commemorate this day by organizing awareness raising activities, getting the media to give particular attention to child labour issues and calling on government to develop and enforce legislation banning child labour and protecting young domestic workers.

Information about the annual World Day Against Child Labour is available on the websites of the ILO, the Global March against Child Labour, UNICEF, UNESCO and the UN; at the national level, consult the trade unions and NGOs working for children's rights and the protection of children.

7. **In unity there is strength: work together with others to make domestic work child labour-free.** Cooperation is fundamental to achieving the goals to eliminate child labour in domestic work, protect young workers from abusive working and employment conditions, and promote decent work for all domestic workers. The gains and progress made so far have come about because of the determined efforts of many individuals, groups and organizations. One huge step forward was the adoption, in 2011, of international labour standards on domestic work, including the prohibition of child labour (ILO Convention No. 189 – see Handout 1.3). Described as “the coming out of the world's invisible workforce”, this historic event was the culmination of years of concerted efforts of domestic workers and their allies at the national and international level. Domestic workers and their organizations should continue playing this key role to stop child labour in domestic work and protect the rights of young domestic workers. Take active part and form/join alliances and coalitions with organizations campaigning to address the root problems of child labour, in particular those calling for:

- creation of jobs with decent pay for adults,
- recognition of domestic workers and respect for their rights,
- free and compulsory basic education for all,
- access to vocational training for all,
- implementation and effective enforcement of laws to protect children and their rights,
- programmes for the girl child and gender equality,
- programmes for the banning of trafficking, bonded labour and slavery.

Sharing information and good practices with sister organizations in the region and other parts of the world is a great way to learn from each other and promote cooperation and solidarity. The IDWF, the international federation of domestic workers, is the ideal vehicle for this.

Box 6: Domestic workers of the world unite in the IDWF

In October 2013, in Montivideo (Uruguay), the International Domestic Workers Federation (IDWF) was founded as the first global union organization in the world run by women. For many years, the organization was functioning as a network for domestic workers' groups, unions and associations in various parts of the world. The network led the campaign for the adoption of ILO Convention No. 189 on domestic work. The IDWF brings together domestic workers' unions and associations from Africa, Asia-Pacific, the Caribbean, Europe, Latin America and North America. The IDWF:

- assists in the formation of domestic workers' unions where they do not yet exist,
- serves as a clearinghouse for the exchange of information,
- organizes mutual support and solidarity to advance common political aims (international standards, national legislation),
- represents domestic workers at the international level,
- The IDWF secures the support of the wider labour movement for each of these objectives at the international level.

Your organization is likely to be a member of the IDWF, which co-produced this Handbook. If not, take contact with the IDWF and learn more about the mutual benefits of joining the “umbrella” organization of domestic workers worldwide. Contact details are found at the end of the Handbook.

Source: *IDWF Five-year Strategic Plan (2016-2020)*, Hong Kong, http://www.idwfed.org/en/resources/idwf-5-year-strategic-plan-2016-2020/@@display-file/attachment_1.

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What is advocacy?, Justice's Nonprofit Advocacy Project (NAP), Alliance for Justice, Washington, DC, <http://www.afj.org>.



Handout 2.2 Stopping child labour in domestic work and protecting young domestic workers: Drawing up an advocacy plan

Stopping child labour in domestic work and ensuring full protection of young domestic workers present a huge challenge. It demands concerted advocacy work by people and organizations at different levels and in different fields. As domestic workers, you have a key role. Handout 2.1 lists forms of action which you and your organization may consider in deciding the most effective ways to fulfil this advocacy role. In your discussions with others, within and outside your organization, you will surely come up with further ideas. And as you do your advocacy work, you will gain more knowledge and experience to improve this and/or initiate other forms of action. But in order to ensure success, you need to draw up, first of all, an advocacy plan.

Advocacy is any activity intended to raise consciousness among decision-makers or the general public about child labour in domestic work and the children involved, leading to improvements in their situation.

1. What is an advocacy plan and why should you have it?

Planning is the process of thinking about and organizing the actions needed to reach a goal or an outcome. A plan is the document which results from this process. It puts on paper, in clear terms, the long- and short-term direction your organization has chosen to take to reach a goal, making it easier for all – your leaders, members, partners and supporters – to understand. The actual format of the plan is not important. What's important is that you write it down in a form you can use.

Making specific, concrete plans will help you focus on exactly what you and your organization hope to accomplish, and what you can realistically expect to get done, based on your available resources. Planning has also the benefit of preparing your members to be active advocates for the rights of children and for the protection of young domestic workers.

An advocacy plan is all this, and a bit more, because it involves getting powerful or key individuals (parents, employers, community leaders, recruiters, politicians, teachers) and organizations (government agencies, schools, media, churches) to make big changes, some of which may not be in their short-term interest. It may involve working in public and sticking out your neck, as you take a stand against an (often larger) adversary. But, having a clear advocacy plan will serve you well in dealing with cases of abuse and exploitation, building coalitions and alliances, getting community support and, giving greater visibility to domestic workers, adults and children alike.

2. Who does the planning?

Depending on the structure and size of your organization, planning should be done by a core group – which can be called the Advocacy Planning Core Group (APCG) – composed of key leaders, members, partners and supporters. The APCG members should be committed to working together throughout the planning process and sharing the various tasks. Often, it is helpful to have a facilitator to moderate and guide the discussions.

Getting children and young workers to join in the planning process may be difficult in the beginning. However, it is crucial that children and young domestic workers are fully involved in drawing up and carrying out the plan and being advocates themselves. This means that you should find ways to consult them regularly and meaningfully, for example, by asking your members to reach out to them to talk about how your organization can help to address their problems and meet their needs. Providing your members with guide questions would be helpful.

Box 1: Why is children's participation important?

“Children's participation should be a process rather than an event or a one-off activity. When it is done properly, children develop new skills, increase their confidence and knowledge and see that their views are valued and respected. Adults learn, both as individuals and in organisations, that working in collaboration with children brings a fresh perspective to their work as well as greater credibility and, potentially, better outcomes.”

Benefits to children

- Children develop strong communication skills.
- They gain a sense of achievement and an increased belief in their own ability to make a difference.
- Children who are used to expressing themselves may be more vocal about abuse or exploitation.
- They gain political and social knowledge and awareness of their rights and responsibilities.
- Child participation leads to the fulfilment of other rights.

Source: Helen Veitch, *Listen to us! Participation of child domestic workers in advocacy*, Anti-Slavery International, UK, August 2013.

4. What are the principles of effective advocacy planning?

Following are principles to bear in mind. Effective advocacy planning is:

1. **Inclusive and participatory.** It is democracy in action. All concerned – leaders, members, beneficiaries, partners – must be involved and have their say so that they have ownership of and responsibility for the plan, from its design to its realization. **From the start, get everybody on board!** Organize small discussion groups, including with child and young domestic workers, and urge all to participate fully in the process in one way or another. Be sure that the plan takes account of the needs and expectations of child and young domestic workers as expressed in these discussions and in close consultation with them.
2. **Clear.** Everything in your plan should be easily understood by all. So, be sure that you say what you mean and mean what you say.
3. **Evidence-based.** Your plan must be based on facts, not assumptions or wishful thinking. It must involve, and honestly represent, child domestic workers.
4. **Methodical and systematic.** Achieving your goal will not happen spontaneously. Planning is like constructing a house. First, you build a strong foundation; then, the floor; then, the walls, the beams, until you put the roof. During the construction, you choose and assess the equipment and materials you need, making the necessary adjustments, and perhaps, re-doing what's been done or stopping the work, for a while. Similarly, your advocacy plan must be broken down into building blocks, with the goal always in sight. Thus, a step-by-step approach is essential. Being methodical and systematic will make it easier to prioritize and identify what has to come first, what follows next, and so on.
5. **Realistic.** Plan with your feet on the ground. Acknowledge what you have: your strengths, but also what you don't have: your weaknesses. Identify what can threaten the implementation of your plan, but also what opportunities you can use to help achieve your goal. Sometimes, you have to make hard choices. When you try to do too many things, you end up doing nothing.
6. **Creative.** However, don't be afraid to use your imagination and to “think out of the box”, especially when obstacles seem insurmountable.

5. What are the basic components of effective advocacy planning?

Bearing all the above in mind, you are now ready to plan. What are the basic components of successful advocacy planning? These are:

- the outline of your goals, objectives, activities, indicators and outcomes,
- an assessment of current resources, and

- selected strategies (resulting from thoughtful reflection to determine, step-by-step, what should be done to achieve your objectives and goals: why, how, when and who should do it).

5.1 Goals and objectives

Establish your goals and objectives based on what you know about the situation of child and young domestic workers, and the problems and issues you have identified (ref. Chapter 1 of this Handbook).

A **goal** is something big and important that you are aiming for in the future. It is the long-term result (at least 3 years) of your advocacy work. It answers the question: "What do you want to happen in the year xxxx?" (Example: "By 2020, the National Domestic Workers' Association of Joyland (NDWAJ) and its members are recognized, at local and national level, as effective advocates in the fight against child labour in domestic work and in protecting young domestic workers)."

Your goal must be related to your organization's mission. It may be self-evident to you, because, after all, your organization was formed to promote the rights and to protect domestic workers, adults and children alike. Thus, the goal to stop child labour and to ensure protection of young domestic workers is, in fact, central to your mission. But, there will be some people who will not see the obvious, like the many who prefer not to consider child domestic workers as workers (in particular those who profess that they treat them "like family"). So, always bear in mind that you're doing advocacy for children and young workers not only because it is right, but because it is an essential part of your organization's mission to achieve decent work for all domestic workers.

Box 2: Examples of advocacy goals

Advocacy goals on child domestic work often include one or more of the following:

- Removing children in child labour in domestic work situations from the workplace.
- Improving the terms and conditions of work for children of legal working age.
- Preventing the entry of children into exploitative situations.
- Reintegrating former child domestic workers into a family-based environment.
- Access to education for all child domestic workers.
- Organizing child domestic workers to support themselves and each other.
- Enhancing the well-being and capabilities of child domestic workers.
- Enactment of a law, regulations, ordinances or rules that protect young domestic workers.
- Raising awareness of members and leaders of your organization about their key role in helping to stop child labour and in protecting young domestic workers.
- Putting the issue of child labour and the protection of young domestic workers high on the permanent agenda of your organization.

Source: *Child domestic workers: finding a voice (A handbook on advocacy)*, Anti-Slavery International, 2002, www.antislavery.org.

An **objective** is a specific and measurable achievement that will help you towards your goal. Setting objectives will answer the question "How can you make it happen?"

Setting objectives is a crucial step in planning for success. Well-formulated objectives will guide you and your organizations in setting priorities and deciding and designing activities and forms of intervention. The **SMART checklist** is useful when setting your objectives.

1. Is your objective **SPECIFIC**? Avoid setting unclear or vague objectives. Be as precise as possible.

2. Is your objective **MEASURABLE**? Be clear how you will know when you have achieved your objectives by identifying outcomes and indicators. These are visible and concrete evidence of the progress made towards achieving your objective. Use numbers, dates and times.
3. Is your objective **ACHIEVABLE**? There is no point in starting a job you know you can't finish or one you can't tell if or when you've finished it. Do not set impossible objectives; you will only be disappointed. It is also useful to find out if what you intend to do has been done before.
4. Is your objective **REALISTIC**? Realistic is about human resources, time, money, opportunity. Who is going to do it? Do they have – or can they get – the skills to do it? Are there enough funds? Will you be able to raise money or other resources? Will the objective gain support? Do your members care about the objective deeply enough to take action?
5. Is your objective **TIME-BOUND**? Does the objective have a clear time-table that is realistic? You need to set a time scale and deadlines for completion of your objective; otherwise, it is not measurable.

Using the SMART checklist, set the objectives that are needed to reach the goal. It is best to formulate these as clear intentions or resolutions. For example, to achieve the NDWAJ goal of being recognized as effective advocate in the fight against child labour in domestic work by 2020, the NDWAJ could set the following objectives for 2017:

- By mid 2017, 20 NDWAJ leaders and members will have completed a training and can train others on protecting child domestic workers.
- By the end of 2017, the NDWAJ will have adopted its Advocacy Plan on the elimination of child labour and the protection young workers in domestic work.

You may end up with many objectives, so you will need to go through your list, prioritizing your current resources. What is most urgent? What needs to be done first? What will make the most impact? Prioritizing your objectives and weighing your resources and capacities honestly and realistically will help you draw up your programme of activities and actions to meet these objectives. When you are very clear and confident about what you want and how to make this happen, determine clearly the 2 or 3 objectives you will pursue.

5.2 Activities

Organizations have a tendency to skim through the important process of setting goals and objectives, and to proceed immediately to planning activities and actions. There are a number of reasons for this: lack of time, the need to respond to immediate problems, the absence of a clear plan. But it is important that you follow the planning process so that you do not end up going any which way, wasting your time and your – often limited – resources. This will make it easier to draw up a plan of action and activities to achieve your priority objectives, **establish realistic time-lines, divide the tasks, and allocate funds and resources wisely**. The SMART checklist will also help in this regard.

For example, the NDWAJ has decided, after prioritizing, that your first objective will be: "By mid 2017, 20 NDWAJ leaders and members will have completed a training and can train others on protecting child domestic workers." What specific activities do you need to do to achieve this objective? Examples could be the following:

1. Translating, adapting and printing of ILO-IDWF Handbook;
2. Selecting 20 leaders and members (criteria, checklist for availability);
3. Preparing budget and arranging logistics (venue, accommodation, transport, division of tasks, etc.); identifying and contacting Trainer and resource persons;
4. Holding a 3-day Training of Trainers workshop for 20 selected leaders and members on 15-17 June 2017.
5. After the training, the trained leaders and members will each raise awareness among 20 domestic workers on protecting child domestic workers in their workplaces.

5.3 Indicators and outcomes

In drawing up your plan of action and activities, be sure to **identify the specific outcomes and indicators to measure progress or success**. Outcomes and indicators will show:

- How you are moving forward towards your objectives, and hence, your goal.
- The impact of your action and activities on the changes in awareness, attitude, skills, knowledge, behaviour or status of child and young domestic workers, your own members, and among key persons or groups (parents, employers, community leaders, local/national authorities, etc.). The latter is especially important as changing attitudes of key people, institutions and organizations is crucial in stopping child labour in domestic work and ensuring protection for young domestic workers.

For the first NDWAJ objective, the outcomes could be: Through active participation in the training, 20 leaders and members have acquired a deeper understanding about child labour in domestic work, and are ready and committed to raise awareness among domestic workers on protecting child domestic workers in their workplaces.”

Referring to the above NDWAJ activities, the NDWAJ could set the following indicators: Examples: for Activity 1: ILO-IDWF Handbook translated into the local language and 100 copies printed by end April 2017; for Activity 2: 20 leaders and members selected and confirmed to attend the training; and provided with a copy of the Handbook by end May 2017.

5.4 Assessing resources

It is critical that you **assess realistically all of your resources** – people, money, expertise, skills, etc. – that are currently available to put your plan into motion. When assessing resources, many people mistakenly think only of money and equipment. Money can be a great help in getting things done, but other assets, such as the skills, experience, commitment and enthusiasm of your members are equally, if not more, important in achieving your objectives and, ultimately, your goal. So, too, are your contacts and good working relationships within your communities and with trade unions and NGOs. Remember that although existing resources may not be sufficient, there are many potential resources to tap.

5.5 Identify strategies

With your goal, objectives, activities, outcomes and indicators identified and your current resources assessed, you're ready to do some strategic thinking. **Strategies are practical ideas about how to make the best use of your resources to achieve your objectives**. It is about making choices after thoughtful and careful consideration. A common approach to strategic thinking is the “SWOT” analysis (see attached). SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. Strengths and weaknesses are positive and negative elements within the organization; opportunities and threats are positive and negative elements outside the organization. Here are some examples:

- Strengths are positive assets within your organization. Examples are: a highly respected leader, a talented group of young members and/or volunteers, a committed executive board, savings from your cooperative.
- Weaknesses are negative aspects within your organization. Examples are: include a shortage of funds, lack of commitment amongst members, inexperienced leadership, dependency on others (volunteers or organizations), or outdated technology.
- Opportunities are positive elements outside your organization. Examples are: a growing recognition of the need to tackle child labour, good working relationship with public authorities, community leaders and relevant NGOs, or the recent adoption of progressive laws and regulations on domestic work and on child labour,
- Threats are negative elements outside your organization. Examples are: a decrease in funding from regular sponsors, a sudden downturn in local or national economy, the installation of a conservative government, further cuts in public spending for education and child care.

The key to doing a SWOT analysis on each of your objectives is to think about ways to maximize the positive elements and minimize the negative ones. When you are drawing up your advocacy plan, brainstorm about ways to use your strengths, surmount your weaknesses, take advantage of existing opportunities and overcome the threats you have identified (see Activity 2.7).

6. What next?

Once you've completed all the basic elements of your initial advocacy plan, sit for a day or two before beginning a final review. This allows you to clear your brains and look at the plan with a fresh perspective. It's a good idea to establish a firm deadline for finalizing the plan. When the final draft is finished, the APCG presents this at a consultation meeting/session attended by the leadership, group leaders, organizers, trainers, supporters, and including child and young domestic workers. You may want to invite a facilitator to moderate it. Go through the advocacy plan; solicit everyone's inputs; brainstorm and debate; get a consensus on the major points. At the conclusion of workshop, everyone should feel ownership of the advocacy plan and committed to its successful implementation. Based on their feedback, the APCG finalizes the advocacy plan. The final document should contain:

- a brief background (what, why),
- an explanation of the process (how, who and when),
- the plan framework (see format attached) indicating the selected goal, objectives, strategies, activities, the targets for change (for whom?) and the agents for change (by whom?), timelines, outcomes and indicators.

The Advocacy Plan is sent to all members and supporters urging them to do their utmost to implement it successfully. They should be assured that the plan will be monitored and assessed regularly (and adjusted, if necessary) by the leadership, and that the whole organization is informed.



“Cooperation is critical to effective action to eliminate child labour in domestic work, to protect young workers from abuse and exploitation and to promote decent work for all domestic workers ... While the issue is firmly on the international agenda, there are still too few practitioners focusing on child labour in domestic work and on the domestic work sector nationally and locally. Identifying and encouraging more organizations to take up this issue, including groups of domestic workers themselves, is critical – not only to reach and assist more children, but also to support regulatory, policy and advocacy efforts.”

J. Blagbrough, *Tackling child labour and protecting young workers in domestic work: a resource manual*, Global March & ILO.

Sources

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Developing a plan for advocacy, community tool box, University of Kansas (USA), <http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/advocacy-plan/main>.



Handout 2.3 Good practices: Domestic workers' organizations helping to stop child labour in domestic work and protecting young domestic workers

Experiences in various parts of the world have demonstrated that effective advocacy with and on behalf of child domestic workers should go hand in hand with effective delivery of services which protect them. These services build the knowledge and confidence of child domestic workers, and develop the trust of parents, employers and key partners in their communities. By the same token, while providing valuable benefit to individuals, service provision without advocacy cannot deliver comprehensive sustainable change.

The interdependence of advocacy and service delivery activities: National Domestic Workers' Movement (NDWM), India

In India, an array of services for child domestic workers has been developed by the state-level branches of the NDWM. These range from enrolment and educational support for child domestic workers in school to skills training, rescue and crisis intervention, mutual support and counselling, and participation in street theatre and sports activities. These are accompanied by individual and group discussions, meetings and training sessions to raise awareness of parents, community leaders and teachers. Many of the children involved have formed children's clubs. They have become active in the NDWM's campaign activities – rallies, press conferences, dialogues with government officials, gathering signatures – to ban child labour and for the passage of laws to protect all domestic workers.

The case of the NDWM in Bihar

Background: In Bihar (India's third largest state by population), domestic workers – nearly all women – live in the slum areas with their families, although they spend a large part of their lives in their workplaces. Their husbands do whatever work is available: rickshaw pulling, painting, masonry, etc. and alcoholism is widespread amongst men. Their children are deprived of their basic rights: to education, health, sanitation and, as child labourers, to protection from abuse and exploitation. Almost all girls (nearly 99 per cent) go into domestic work, they accompany their mothers as young as 4 years old, and they work on their own when they are a little older. A recent study by the Bachpan Bachao Andolan (Save the Children Movement in India) showed that many children in the age group 6-14 years listed as enrolled students in Darbhanga district were actually working as bonded labourers in New Delhi. The study also revealed that 25% of all children between 6 and 14 years of age are out of school. Though the employment of children under 14 in domestic or any kind of work is prohibited, state authorities are "very soft" with the children's employers. There are also full-time child domestic workers who are trafficked by agents from the rural and tribal areas of the state and placed/sold to different households in the capital city of Patna and other areas. These children are often abused, physically, sexually and emotionally; the majority are not paid and they are not allowed to go out or contact their families. Cases of disappearance of children from the tribal areas are common.

Action by NDWM: Since 2006, the NDWM has been running non-formal centres for child domestic workers and drop-out or non-schooling children (6 to 14 years old). The NDWM gather the children to attend classes on different subjects given by qualified teachers. They can attend classes for three hours every day, 6 days a week. They are provided stationery, books and nutritious food. The teachers and NDWM team first meet with the parents to raise their awareness on the importance of education and the benefits of sending the children to the centres where they can learn with their peers and prepare for formal schooling.



Child domestic workers rallying against child labour, India.
Photo credit: Jharkhand Gharelu Kamgar Union

The teachers are in regular contact with the local schools. Since 2006, some 700 children have passed through the centres. As the mothers of the children are usually domestic workers themselves, they are generally receptive to engaging in constructive dialogue with the NDWM advocates.

Another good practice is the awareness-raising programme against trafficking of children and women. In districts where trafficking is widespread, the NDWM runs an integrated programme which includes distribution of pamphlets; street plays; dialogues with parents, community leaders and the authorities; school visits, poster displays and media campaigns. In certain areas, youth committees have been formed to monitor trafficking of children and identify and denounce traffickers.

Lessons learned: Among the many lessons learned by the NDWN are:

- Building rapport with the parents is the first priority.
- Regular contact and activities for both parents and children are crucial.
- Data collection should be an ongoing activity.
- Recognition of children to form their own groups and building up leaders amongst them are important.
- Motivational training for adult domestic workers on child protection and handling cases of abuse and exploitation is a must.
- Networking with like-minded groups is essential.

Source: MDWM Bihar and G.Leema Rose, *Good practices on reduction of child domestic labour in Bihar*, report prepared for IDWF, September 2016.

Alternative schools for adult and child domestic workers: Jala PRT – Domestic Workers' Network, Indonesia

Jala PRT is an advocacy network of domestic workers at the national level established in July of 2004. It consists of 26 NGOs and groups focused on the protection of domestic workers. It runs the Rumpun Alternative School for domestic workers in Yogyakarta. The school conducts programmes for young domestic workers, mostly aged 15 and above, on a variety of subjects: driving, English, computers, domestic management, baby-sitting, basic nursing, health and safety, reproductive rights, etc. In addition there are courses on theatre, music and sports. What makes the school unique is its focus on raising the awareness of the domestic workers about their rights and how to protect these. Sessions on human, labour, and children's rights, gender equality, civics, legislation, and building and strengthening domestic workers' organizations are integrated into the programmes.

Jala PRT's learning programmes have inspired many other network members to set up similar schools for child domestic workers, and this has strengthened the reputation of Jala PRT as a strong advocate for combating child labour in domestic work and protecting and organizing young domestic workers. The local Manpower (Labour Department) office and the provincial government in Yogyakarta consider the organization's employment contracts and standard protection requirements as models in establishing good working relations between employers and domestic workers, thus creating better working conditions for young domestic workers.

Source: "Child labour around us", Journal investigative report, 1 December 2012, INT/10/07/NET[ILO_REF, <http://www.ilo.org/ipecinfo/product/download.do?type=document&id=25220>.

Education for child domestic workers at Learning Centre, Indonesia.
Photo credit: Mitra Imadei/ILO Jakarta



Building coalitions and strengthening cooperation: SUMAPI Philippines

Established in 1995, SUMAPI is the first organization of domestic workers in the Philippines. SUMAPI was set up with the support of the Visayan Forum, an NGO working for the empowerment of vulnerable migrants, especially victims of human trafficking and domestic servitude, and against child labour. SUMAPI's organizing work is directed at reaching out and organizing young domestic workers – mostly female – as they congregate during their Sundays off. SUMAPI is composed of network core groups based in parks, schools, churches and other trafficking transit points. Together they speak out about the plight of domestic workers, in particular child domestic workers. The SUMAPI is guided by a 10-point agenda on decent work for domestic workers, including legislative reform, action against trafficking, the need to ensure safe migration and prioritizing education for child domestic workers.

SUMAPI's particular strength has been its ability to engage with other civil society institutions and lobby regional authorities to identify legislative gaps. For example, during the development and adoption of the *Batas Kasambahay*, the Domestic Worker Law of the Philippines, SUMAPI had a regular seat on the national technical working group, discussing the Law and giving its representatives a key national decision-making role in the process that led to the adoption of this fundamental legislation in January 2013. In tandem, SUMAPI members helped lead civil society advocacy for ratification of the ILO Domestic Workers Convention, 2011 (No. 189) ratified by the Philippines government in 2012, the second country in the world to do so.

As one SUMAPI leader put it, "A lot of our members are organising and speaking to political and public officials, asserting child domestic worker rights and lobbying. Last year during the address of our President, he declared that it was high time there was a national law to protect child domestic workers, so the government has recognised that it is important to support the needs of child domestic workers."

The story of Arnold, SUMAPI leader from Cebu

"I started as a member of SUMAPI in my first year of high school. I was a child domestic worker in Cebu city. I didn't know that my employers wouldn't treat me well. Instead of giving me a room and bed, they made me sleep in the store, and I had to eat leftovers. I was made a punching bag. Despite all this, I still went to school and the Principal helped me. That's when I met Visayan Forum and SUMAPI and I had an orientation of what SUMAPI does and the rights of child domestic workers. They showed me a video and that's when I realised that what my employer did to me was wrong, and that I have rights. When I realised that I was being abused, I became a SUMAPI volunteer. One of the staff asked me if I wanted to file a case against my employer; I said no because I didn't want anyone to get hurt. So I continued to work until the day my employer pointed a gun at me and pulled the trigger (luckily it didn't hit me). So, I filed a case, and during the public hearing, I asserted my rights, and one of the counsellors took special notice of my case and helped me out. That's when I became a leader. I finished high school, and after that, SUMAPI helped me with a scholarship for welding and I am now a licensed welder."

Sources: *Decent work for domestic workers in Asia and the Pacific: Manual for Trainers*, ILO-IDWF, Bangkok, 2012, http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-bangkok/documents/publication/wcms_184194.pdf; A. Matsuno and J. Blagbrough *Child domestic labour in South and East Asia: emerging good practices to combat it*, ILO-IPEC, Geneva, 2009 http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_bk_pb_35_en.pdf; *Small grants, big change*, Anti-Slavery League, London, June 2013, <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=3903&context=globaldocs>.

Accessing child domestic workers through engaging their employers – Wote Sawa, Tanzania

Wote Sawa is a youth-led group of current and former child domestic workers in Mwanza, Tanzania, which exists to empower child domestic workers to advocate for their own rights and live free from all forms of abuse, sexual violence and child labour. So far, Wote Sawa has recruited and trained several hundred current and former child domestic workers to form a network of advocates – who meet quarterly to discuss arising issues and decide on strategy. The group also assists its members to develop their skills in finding alternative employment. Through its members, Wote Sawa has rescued and counselled a number of abused child domestic workers. It engages with local officials on the development of by-laws to protect child domestic workers and regularly participates in radio discussion programmes and in the press. Wote Sawa has also been at the forefront of efforts to establish the Tanzania Domestic Workers Coalition, which was formally registered in 2012.

Wote Sawa engages employers to recognize children’s rights:

“When we started, most employers would not openly admit that they had child domestic workers. They would say they were their relatives, and the children would agree for fear of telling the truth and losing their jobs. Four years ago, it was very challenging to identify these children because they were hidden by their employers. The children themselves were quiet, they were not ready to openly discuss their problems, and it was as if they had resigned themselves to their situation.

“Since then we have been able to access child domestic workers by making employers aware of children’s rights. We have used the Child Act 2009 as a springboard to get employers to allow children back to school, and have put together an employer’s group to monitor employers and make sure they adhere to the rights of the child. 12 employers were involved in 2009, and 4 years later it has increased to over 200.”

Sources: *Small grants, big change*, Anti-Slavery League, London, June 2013, <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=3903&context=globaldocs>; A. Matsuno and J. Blagbrough *Child domestic labour in South and East Asia: emerging good practices to combat it*, ILO-IPEC, Geneva, 2009 http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_bk_pb_35_en.pdf.

notes

Lined area for taking notes, consisting of 20 horizontal lines.



Child domestic work is still accepted socially and culturally in parts of Asia and the Pacific for children from disadvantaged population groups who work for lower middle- up to high- income households. Young and adult domestic workers need to know what decent domestic work is. They need to know about their rights and responsibilities as domestic workers and about the rights of the child, in regard to child domestic workers. They need to know how domestic workers can organize to promote decent work for themselves and eliminate child labour in domestic work.

The International Domestic Workers Federation (IDWF) and the International Labour Organization (ILO) developed this Handbook so that domestic workers and their organizations can:

- gain or enrich their knowledge and understanding about the issue of child labour in domestic work and the situation of child and young domestic workers.
- draw up concrete and realistic plans to play their important role as advocates for the rights of child and young domestic workers.



International
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Tackling **child labour** in domestic work:

a **Handbook** for action
for domestic workers and their
organizations



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