



## Understanding Harmful Work: Protecting Children and Adults

### Part 2: A Training for Women's Economic Empowerment Actors



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# About the RICHES Project

Few would expect that investments in women's enterprises are increasing the risk or incidence of harmful work for children (child labor) or adults. However, [research](#) conducted by the *Reducing Incidence of Child labor and Harmful conditions of work in Economic Strengthening initiatives* (RICHES) project unveiled that as women entrepreneurs struggle to manage the labor burdens of their businesses with household tasks and unpaid care work, many are turning to those closest in reach for help—their children.

Grameen Foundation, in partnership with the American Bar Association Rule of Law Initiative and funded by the U.S. Department of Labor, Office of Child Labor, Forced Labor and Human Trafficking (OCFT), launched the RICHES project with the goal of supporting women's enterprises responsibly and mitigating the risk of harmful work for children and adults or the use of other negative coping strategies. To achieve this goal, RICHES has developed a toolkit for women's economic empowerment (WEE) Actors—such as entities or individuals that support the development or expansion of women's businesses, provide livelihood or financial services and/or support women (globally) in efforts to increase their access to economic opportunities, especially those living in developing economies—to equip them with practical ideas and tools to integrate and assess child protection and safe business practices throughout their work.

The RICHES toolkit is organized in three phases. **Phase 1** represents a **minimum set of practices** and related tools that all WEE Actors should have on hand and use to promote child protection and safe and healthy business practices within women's economic initiatives and/or businesses. Phase 1 covers:

- Building awareness of the risks to children and women's health and safety when supporting women's businesses or WEE activities.
- Assessing the risks and identifying situations of harmful work for children and adults and how to remedy these issues;
- Committing to Do No Harm principles when developing and/or implementing women's economic initiatives; and
- Knowing where to go for help and where to find resources.

**Phases 2 and 3** offer a more comprehensive approach to child protection and health and safe business practices through market research, training and assessments at the organizational level, direct participant training, product development, and monitoring and evaluation. See the next slide for the Figure that summarizes the toolkit. (This graphic will be addressed later in the training as well).

For access to the full toolkit, please consult <https://grameenfoundation.org/riches>.



# Toolkit for WEE Actors

## SETTING THE FOUNDATION Phase 1

**Start here:** Use these tools to build **management-level** awareness and understanding of organizational and program risks of harmful work for children and adults.

- **Making the Case Presentation**
  - **Risk Assessments**
  - **Social Performance Management (SPM) Guide** (SPM Assessment Only)
  - **Understanding Harmful Work Training** (with Management Only)
  - **Linkages Guide** (Emergency and External Support Contact List Only)
- 
- **Investor's Guide** (For Investors Only)

## BUILD THE STRUCTURE Phase 2

Use these tools to build **frontline staff-level** awareness and prioritize new or improved products and services.

- **Social Performance Management (SPM) Guide** (All tools)
- **Understanding Harmful Work Training** (with All Staff)
- **Market Research Guide**
- **Financial Services Guide**
- **Design Workshop**

## ENGAGE PARTICIPANTS Phase 3

Use these tools to build **participant-level** awareness and support their needs.

- **Linkages Guide** (All tools)
- **Business Diagnostics Guide** (Paper + Digital Versions)
- **Intra-Household Dialogue Guide**
- **Risky Business Curriculum** (Paper + Digital Versions)
- **Monitoring and Evaluation Guide**

# How to use the Understanding Harmful Work Training – Part 2: PowerPoint Presentation

**Primary Audiences:** This facilitated training is designed to be implemented by for an experienced facilitator. The primary beneficiary of the outcomes of the tool is WEE Actor management and frontline-level staff. WEE Actors are entities or individuals that support the development or expansion of women’s businesses, provide livelihood or financial services and/or support women (globally) in efforts to increase their access to economic opportunities, especially those living in developing economies.

**Process Description:** This Presentation will provide you with the information that you need to facilitate a training for WEE Actors (or for a self-paced training) on the issues of harmful work for children (child labor) and adults (unacceptable conditions of work (UACW)) as these problems occur within women’s enterprises.

**Materials Needed:** This Presentation is to be used in conjunction with the *Understanding Harmful Work—Part 1: Facilitator’s Guide* ([available here](#)). This Presentation is: 1) a companion piece for the Facilitator’s Guide which was designed for trainings of WEE Actors that are led by a facilitator or 2) can be used a standalone tool for individual WEE Actors or groups of WEE Actors to do a self-paced training if they do not have access to a facilitator or time to participate in a facilitated training.

**Time Needed:** The **facilitated training** format will take an estimated 8 hours (including breaks) to complete. The **self-paced training** format (PowerPoint only) can be completed in one to two hours.

**Adaptations Needed:** Both the **self-paced** and **facilitated** trainings can be adapted to meet the individual learning needs of participants. Please see guidance in Part 1: Facilitator’s Guide for adaptation ideas.

**Cost Drivers in Use of Tool:** The primary cost drivers from use of the **facilitated training** and **self-paced training** tools are staff time and internet costs. For the **facilitated training**, there are also printing and supply costs, any drinks, snacks, or lunch provided to participants, as well as any meeting space costs if held in a location outside of the office.

**Risks to Consider:** Every effort should be made to provide a safe learning environment where learners can share freely without risk of judgement.

**Languages:** The tool is available in English, Filipino, and Spanish



# Guide to Self-Paced Training

## Training Options for Self-Paced Instruction

If accessing this PowerPoint for the self-paced training:

- a) The full presentation, which includes in-depth information about child protection and harmful work for children (child labor) and adults (UACW), and the intersection of these issues with WEE, requires an estimated training time of 1-2 hours.
- b) For training on how harmful work for children and adults intersects with WEE *only*, (which assumes an understanding of both harmful work concepts), begin the training [here](#). The estimated training time is 30 minutes.

An optional pre-post test for this training is [here](#).

# Training Objectives

By the end of the training, participants will have:

- Identified the need for child protection and the characteristics of harmful work for children and adults, as they occur generally, and within Women's Economic Empowerment (WEE) Initiatives.
- Identified situations of harmful work for children and adults.
- Recognized the benefits for WEE Actors of becoming involved in child protection and addressing harmful work and the steps they can take to address these issues.
- Identified the resources that are available to WEE Actors for addressing these issues, including the RICHES Toolkit.

[\(Optional\) Skip to Harmful Work in WEE](#)



# Pre- and Post Test Questions

## Answers

1. Work experience is always beneficial for a child's development.

True OR False

2. Children who work alongside their parents and attend school never become engaged in harmful work.

True OR False

3. Poverty is the main reason why children and adults become involved in harmful work.

True OR False

4. Crises and emergencies can increase the risk of harmful work occurring in an area.

True OR False

5. Harmful work for children has negative consequences for the working child, their family, and community.

True OR False

6. Small, newly established women's businesses are at a low risk for harmful and exploitive working conditions.

True OR False

7. In societies with traditional gender roles, girls are more likely than boys to work in women's businesses.

True OR False

8. Access to microcredit always reduces the risk of harmful work in women's enterprises.

True OR False

9. To better protect children and address harmful work situations in women's businesses, we should focus on the root causes of these problems.

True OR False

10. Women's Economic Empowerment (WEE) Actors, working in partnership with other organizations, can help break the cycle of harmful work in their clients' enterprises, while improving their own businesses.

True OR False

# Pre- and Post Test Questions

## Answers

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**True** OR False

# A Global Overview of Harmful Work for Children



# Key International Definition

Who is a child?

....A child is any person under the age of **18**, unless national law stipulates a different age\*.

Source: UN Convention on the Rights of the Child (UNCRC), 1990.

# Key International Rights for Children

## Right to Education

*“Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child”.*

## Protection from Harmful Work

*“Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly”.*

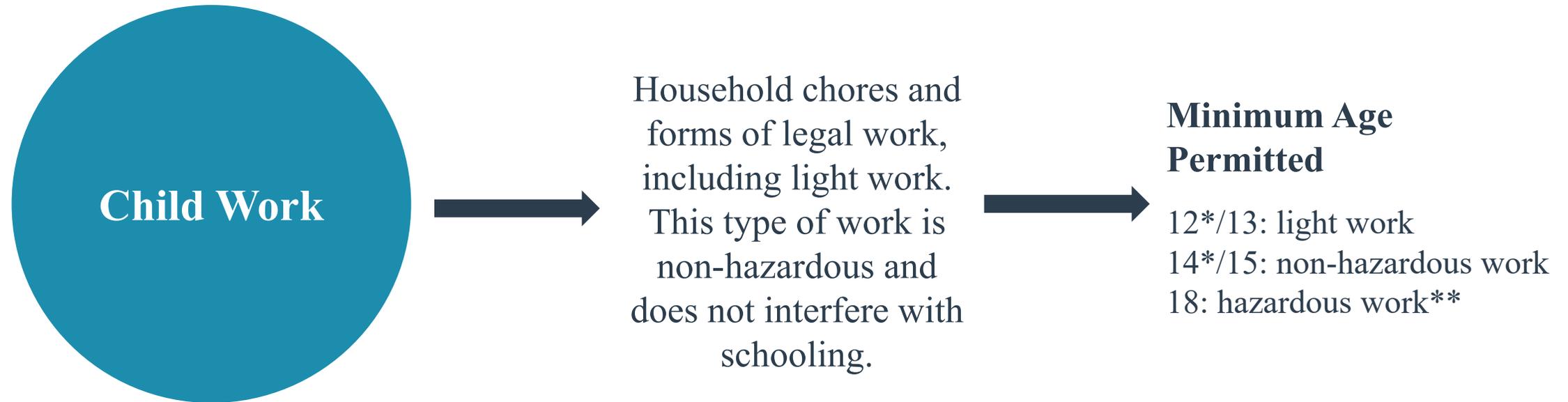
Source: UN Convention on the Rights of the Child (UNCRC), 1990.

# What work do you think is harmful for children?

Describe, write, act out, or draw your thoughts.

# Child Work

## International Standard



The minimum ages for work listed above are according to international standards.

\* In certain developing countries, these minimum ages may apply.

\*\*The types and conditions of work that are considered hazardous for children are determined by national law.

# Harmful Child Work

## International Standard



**Harmful  
Child Work**



Children engaged in work that is physically, mentally, and morally dangerous and harmful, and interferes with their schooling.

# FAQs: Children's Work

## International Recommendation

**Question:** What can be considered **household chores** generally?

**Answer:** Work that is: a) in a child's home; b) under reasonable conditions; and c) under the supervision of close family members.

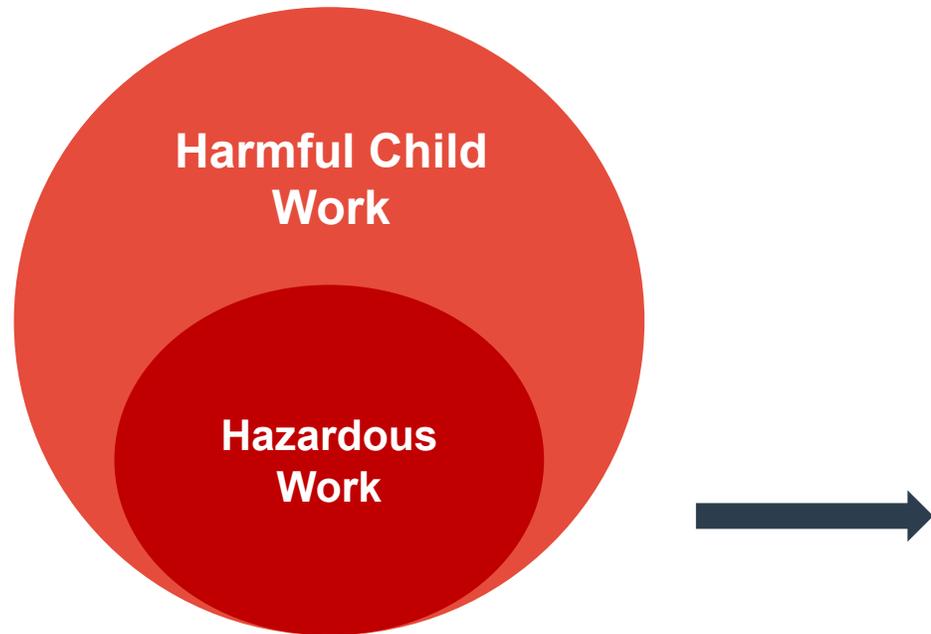
**Question:** Can't some **work experience** benefit children?

**Answer:** Yes, if it: a) is age-appropriate; b) doesn't negatively affect a child's time to study, play, or rest; c) contributes to or enhances their normal development.

**Question:** Who determines what is considered **legal work? Illegal work?**

**Answer:** These types of work are determined by the government of a country and the laws they set in place to govern legal and illegal work. The International Labor Organization (ILO) provides direct recommendations to governments of countries on which types of work should be included in each category.

# Hazardous Work



Nearly half of all children engaged in harmful child work are involved in hazardous tasks.

# Five Types of Hazardous Work for Children



Work underground, under water, at dangerous heights, or in confined spaces



Work with dangerous machinery, equipment and tools or which involves the manual handling or transport of heavy loads



Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging their health



Work which exposes children to physical, psychological, or sexual abuse



Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer

# The 3 Ds of Hazardous Work



Remember the **3 Ds**.  
Protect workers from **dirty, difficult, and dangerous** work.

# Practice: Are any of the 3 Ds in these situations?

1. **Clarice** is 10 years old. On Fridays, she stays home from school and takes care of two younger siblings, ages 1 and 2, while her mother is at the market selling clothes.
2. **Marina** is 13 years old. She attends school every day, but sometimes has to take care of her 7-year-old sibling for a few hours after school, while her mother is at home weaving hammocks for her business.
3. **David** is 9. He attends school and helps his family every Saturday by catching, cutting up, and selling fish at his mom's street market stall. He starts fishing with his dad at 4:30 a.m. and finishes selling at 3:00 p.m.
4. **Moussa** is 17. He completed school last year, so now he works from 8 a.m. to 5 p.m. five days a week waiting tables at his mother's restaurant.
5. **Lieu** is 15. She helps her mom gather firewood and feed the family's chickens before school, while her mother is busy gathering vegetables to sell at the market.
6. **João**, who is age 14, weeds, sprays pesticides on crops, and harvests what his mother grows. He works 10-hour days with a machete, but only during school holidays and on weekends.

# Answers: Are any of the 3 Ds in these situations?

Question: 1. **Clarice** is 10 years old. On Fridays, she stays home from school to clean the house and take care of two younger siblings, ages 1 and 2, while her mother is at the market selling clothes.

Answer: Yes. There is 1 D. Clarice's childcare tasks are described as **difficult** for a girl her age and her work is interfering with her schooling.

Question 2. **Marina** is 13 years old. She attends school every day, but sometimes has to take care of her 7-year-old sibling for a few hours after school, while her mother is at home weaving hammocks for her business.

Answer: No. Marina's work is not described as **dirty, difficult, nor dangerous**. She works for a small number of hours and is performing childcare work that is likely legal for her age. Her work is not interfering with her schooling.

Question 3. **David** is 9. He attends school and helps his family every Saturday by catching, cutting up, and selling fish at his mom's street market stall. He starts fishing with his dad at 4:30 a.m. and finishes selling at 3:00 p.m.

Answer: Yes. There are 3 D's. David's work is described as **dirty, difficult and dangerous**. He is under the legal working age, is laboring in excess of 8 hours a day, early in the morning (during what are considered "nighttime" hours) and using a hazardous tool (i.e., a knife) to cut the fish. He may also be exposed to dangers from vehicular traffic or harassment from customers when he is selling fish on the streets.

# Answers: Are any of the 3 Ds in these situations?

Question 4. **Moussa** is 17. He completed school last year, so now he works from 8 a.m. to 5 p.m., five days a week, waiting tables at his mother's restaurant.

Answer: No. Moussa's is of legal working age. His work hours are within the limits for children of his age and his work tasks are **not described as dirty, difficult or dangerous**. He has completed his compulsory schooling.

Question 5. **Lieu** is 15. She helps her mom gather firewood and feed the family's chickens before school, while her mother is busy gathering vegetables to sell at the market.

Answer: No. Lieu is of legal working age and her work tasks are not described as **dirty, difficult or dangerous** and her work is not interfering with her schooling.

Question 6. **João**, who is age 14, weeds, spray pesticides on crops, and harvests what his mother grows. He works 10-hour days with a machete, but only during school holidays and on weekends.

Answer: Yes. There are 3 D's. João's work is described as **dirty, difficult and dangerous work** (spraying pesticides, using a machete and working long hours). He may also be under the legal age for work.

# Common Beliefs About Children's Work

## Belief

- Work helps children gain useful skills.
- Children working on weekends and holidays are not at risk of harmful labor.

## Facts

- A work situation that exposes children to dangers and may interfere with their education is harmful work. There are other ways to train children to acquire the skills they need for future work.
- Children can suffer the negative physical, mental, and emotional risks of engaging in hazardous labor, even if they are working on weekends and attending school regularly.

# Common Beliefs About Children's Work

## Beliefs

- Children's work is a part of the culture.
- Keeps children occupied and out of trouble.

## Facts

- Child work can be a positive aspect of cultural traditions if it is age appropriate and not hazardous. It can, however, be negative, if it jeopardizes a child's health and safety or has a detrimental effect on their schooling and development.
- Children do not have the skills or life experience to anticipate and manage the dangers they may encounter in work in all work scenarios; thus, harmful child work is not a safe way to occupy children's time.

# Root Causes of Harmful Child Work

**Key Cause:**  
**Poverty**

## Part I

### Factors:

- Barriers to education
- A lack of access to financial services, particularly credit
- Adult labor shortages that increase the demand for children's labor
- Value chains
- A need for compliant, trustworthy, nimble, and/or low-cost labor

## **Root Causes of Harmful Child Work**

**Key Cause:  
Poverty**

## **Part II**

### **Factors:**

- Parental perceptions that education is of low value
- Parental preferences for children to gain work experience
- A lack of awareness of children's rights and the risks of engaging in harmful child work
- Ineffective laws and enforcement to protect children
- A lack of decent work opportunities and discrimination
- Crises and emergencies
- A lack of social supports for families

# Harmful Child Work and Barriers to Education



# Compulsory Education and Work

**Discuss, write, or draw.**

1. What are the ages for compulsory education in your area?
2. Does the minimum age for work in your area coincide with the requirement for compulsory education?

***“Elimination of child labour and access to education are like two sides of one coin. One cannot be achieved without the other.”***

Kailash Satyarthi, Founder, Global March Against Child Labour, and Nobel Peace Prize Winner

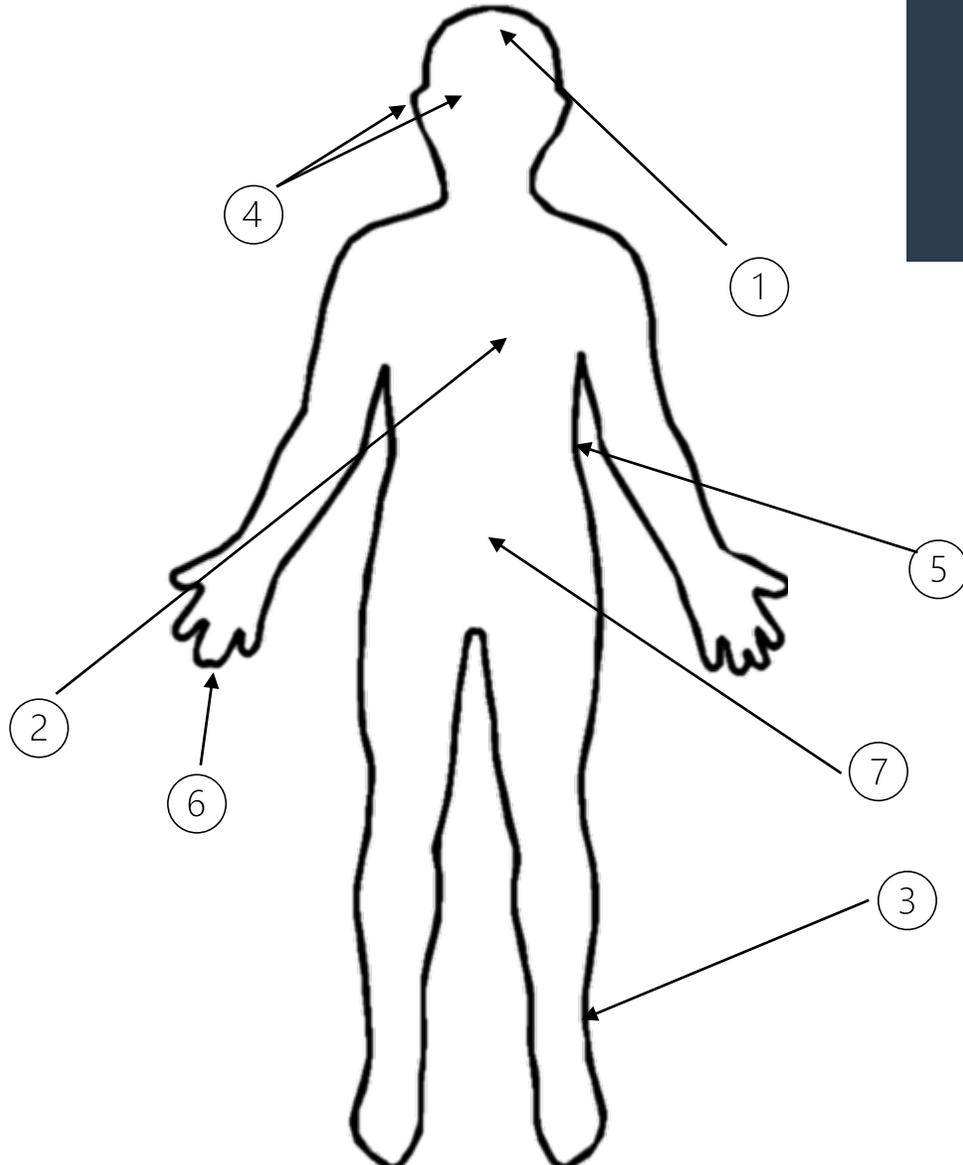
- Poverty and the high costs of schooling
- Crises and emergencies, that keep schools inaccessible to children
- Discrimination
- Perceived low value of education among parents and other community members
- Poor school infrastructure & instruction
- Inflexible formal education system (e.g., lacking special needs services)
- Lack of schools, transportation and quality second chance and non-traditional school programs
- Parental preferences for children to work

# Barriers to Education

**Related to:  
Adequacy, Accessibility,  
& Access**



## Practice: Negative Health Effects of Harmful Work Match A to B



### A. Negative Health Effects

- a. neurological effects
- b. Carpal Tunnel Syndrome
- c. back pain
- d. respiratory problems
- e. nausea
- f. damage to hearing and eyesight
- g. sprain

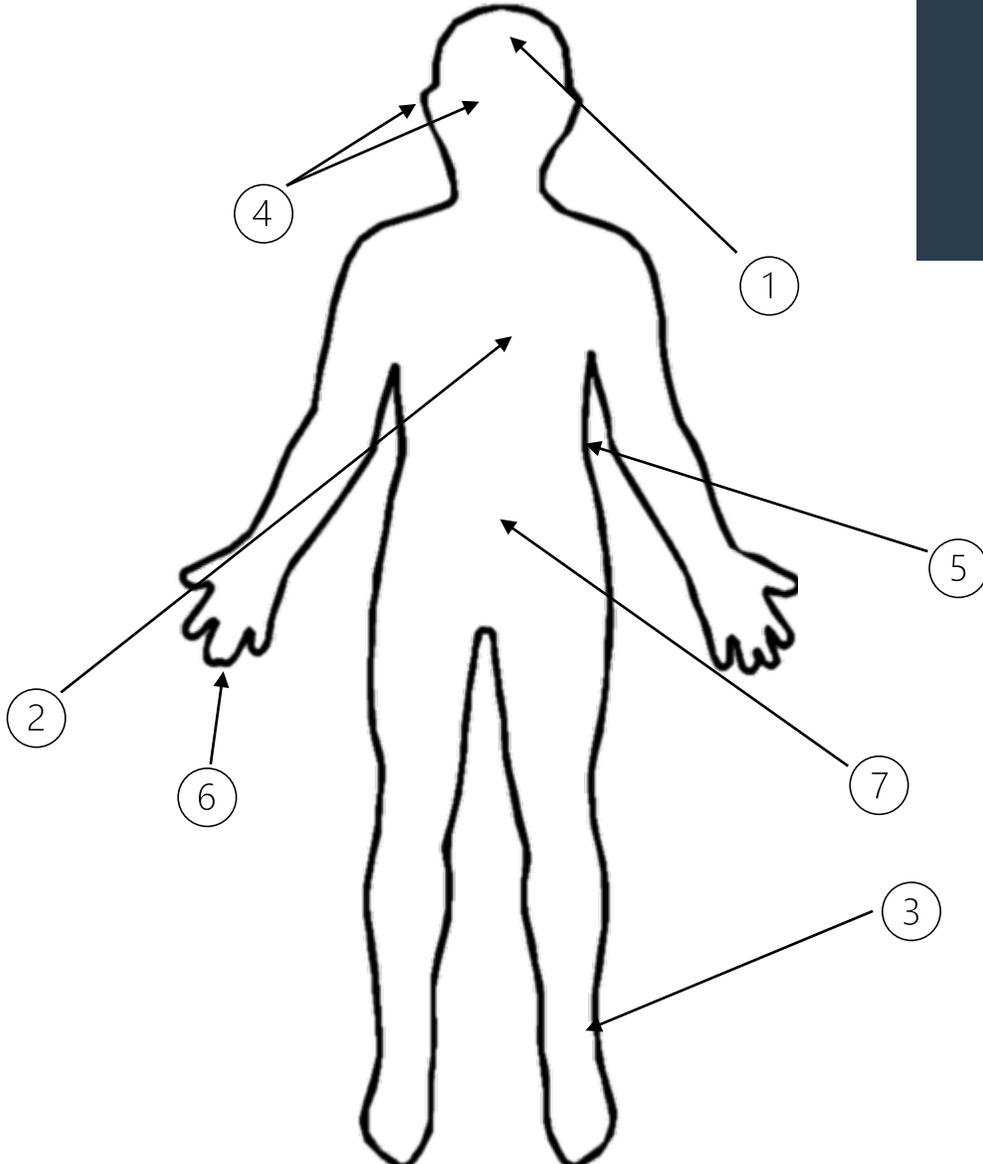
### B.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

What other effects can you think of?

# Answers: Negative Health Effects of Harmful Work

## Match A to B



### A. Negative Health Effects

- a. neurological effects
- b. Carpal Tunnel Syndrome
- c. back pain
- d. respiratory problems
- e. nausea
- f. damage to hearing and eyesight
- g. sprain

### B.

- 1. a
- 2. d
- 3. g
- 4. f
- 5. c
- 6. b
- 7. e

What other effects can you think of? **Sexual abuse, fatigue, burns, cuts, frostbite, drowning, rashes, poisoning, damage fractures, isolation, verbal abuse, stunted growth, etc.**

# Consequences of Harmful Child Work

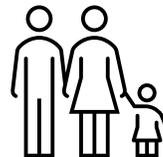
## CHILDREN

- ✓ Low participation, achievement and completion in education
- ✓ Poor mental and physical health
- ✓ Child development problems



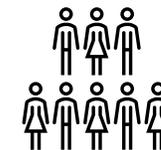
## FAMILIES

- ✓ Poverty
- ✓ Instability



## COMMUNITIES

- ✓ Undereducation in adults
- ✓ Harmful child work competes with adult labor, leading to lower wages for adults
- ✓ Weak economic growth and prosperity in communities



**Work-related risks exist not only for children, but also for adults, including in women's enterprises.**

# Harmful Working Conditions for Adults



# What are Acceptable Conditions of Work (ACW)?

Limitations on **WORKING HOURS/DAYS** and minimum days of **REST TIME**\*.

**WAGES** (often minimum wages) that provide a decent living for workers and their families\*.

Minimum conditions for the protection of the **SAFETY** and **HEALTH** of workers\*.

*Do you know the ACW laws in your area?*

\*These conditions are determined at the country level.

Source: U.S. Trade Act of 2002

# Harmful Working Conditions

## Contexts Where It Is More Likely

- ✓ **Informal sector work** (e.g., unregistered, small-scale businesses)
- ✓ **Vulnerable work** (e.g., contract work, where there are no benefits and few legal protections)
- ✓ **Forced labor** (e.g., illicit work situations such as human trafficking or in bonded labor)
- ✓ **Precarious work** (e.g., temporary work, and other unstable situations)



# What are Harmful Working Conditions?

**What is work that is considered harmful and unacceptable for adults?**

Discuss, write or draw.

**Work that is....**

- Jeopardizing worker's health?
- Risking worker's lives?
- Threatening worker's security, and freedom?
- Diminishing worker's human dignity?
- Keeping households in poverty?

*What examples have you seen in your area or in clients' households?*

# Where you can find out more about...

**Minimum ages for work, minimum wages, maximum hours/days of work, minimum rest times, and hazardous work?**

**Sources:** National and local government labor agencies (e.g., Ministry/Department of Labor, municipal labor offices), **Children’s and Women’s and Families’ agencies, labor unions.**

**Prohibited forms of labor under criminal laws, such as human trafficking?**

**Sources:** National and local criminal law enforcement agencies (e.g., Ministry/Department of Justice, municipal police offices, anti-drug trafficking and border control agencies).

**Other Sources:**

**International Labor Organization:**  
<https://www.ilo.org/global/topics/child-labour/lang--en/index.htm>

**U.S. Department of Labor:** *By the Sweat and Toil of Children* app:  
<https://www.dol.gov/general/apps/ilab>

**International, national, and local NGOs and community-based organizations**

# Scenarios: Identify the Harmful Work

1. **Marie** runs a home-based baking business with one employee. During busy periods, she requires her employee to work 60 hours a week, with no overtime pay and no days off.
2. **Lilia** makes cheese in her home that she sells to a distributor. Her business is small, so she cannot afford to take a government-mandated safety training for food producers or use protective equipment when she works.
3. **Seema** just started her own embroidery business. She has one female employee who is a single parent head of household, but she can only pay her half of the government minimum wage for workers in the clothing industry.

# Answers: Identify the Harmful Work

1. **Marie** runs a home-based baking business with one employee. During busy periods, she requires her employee to work 60 hours a week, with no overtime pay and no days off.

Marie's employee is working more hours than acceptable by international standards, earning insufficient pay for overtime work, and not getting enough rest time. International standards indicate that workers should work no more than 40 hours a week, or 48 with overtime pay, and she should provide the employee a minimum of one 24-hour rest period per week.

2. **Lilia** makes cheese in her home that she sells to a distributor. Her business is small, so she cannot afford to take a government-mandated safety training for food producers or use protective equipment when she works.

Lilia's safety is at risk because of her lack of training and use of protective equipment in her business. Additionally, she is likely putting her customers and her business at risk by producing her product in an unsafe manner.

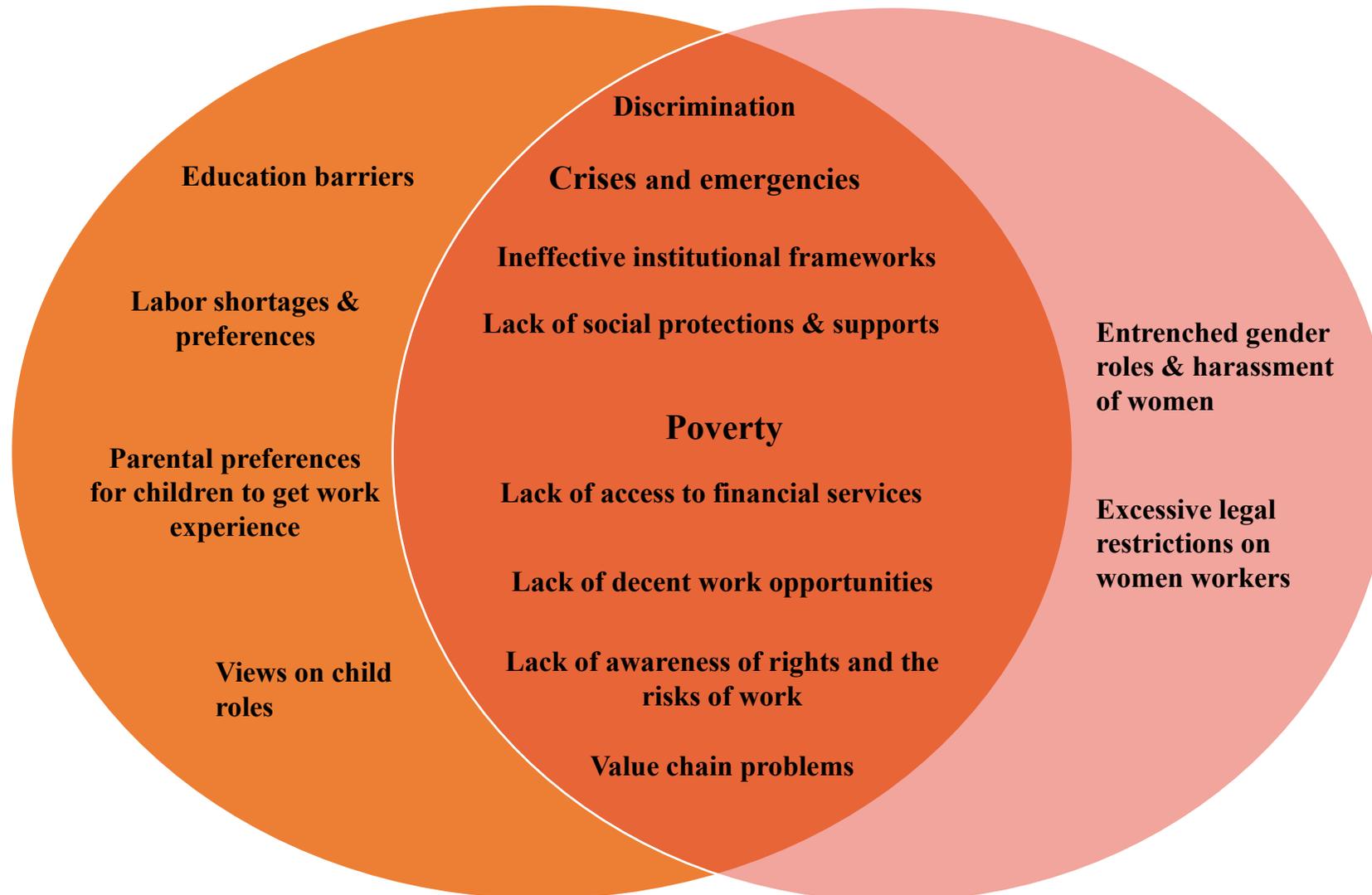
3. **Seema** just started her own embroidery business. She has one female employee who is a single parent head of household, but she can only pay her half of the government minimum wage for workers in the clothing industry.

Seema's employee is likely not earning enough to keep her household out of poverty, due to her low wages.

# The Causes of Harmful Work

**Children**

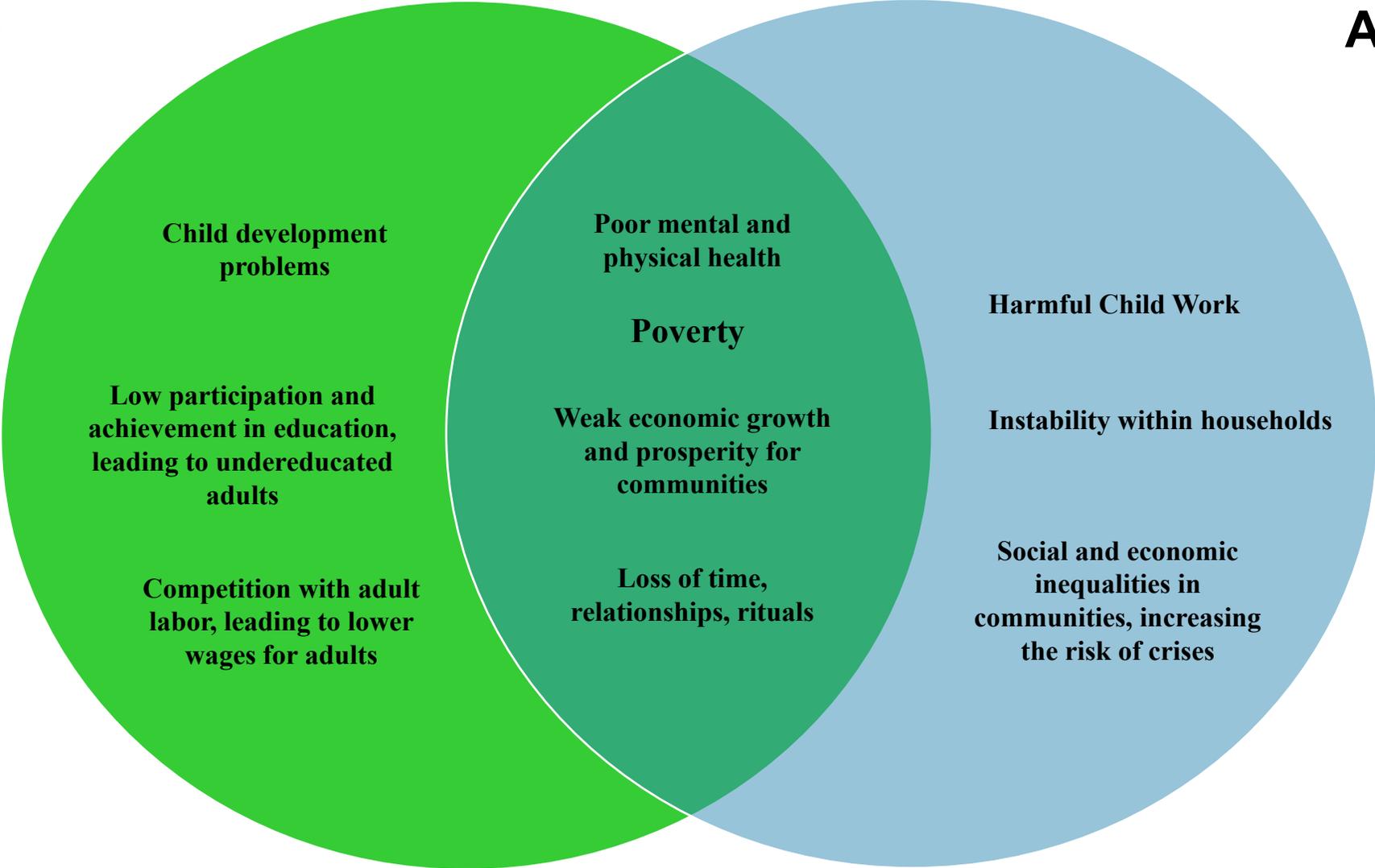
**Adults**



# Common Consequences of Harmful Work

**Children**

**Adults**



# Where can you find more about...

## *Policies and Programs on Work related to Children and Adults?*

- ✓ National and local government labor agencies (e.g., Ministry/Department of Labor, regional and municipal labor offices)
- ✓ Women's ministries
- ✓ Child and youth protection agencies, commissions, and committees (e.g., Ministry/Department of Youth, National Child Labor Committee, National Anti-Trafficking Task Force, Council on the Welfare of Children, etc.)
- ✓ Labor unions and employers
- ✓ Criminal law enforcement agencies (e.g., Ministry/Department of Justice, Procurer General, anti-drug trafficking and border control agencies, municipal police offices,).
- ✓ International multilateral organizations, and international, national, and local NGOs and community-based organizations with responsibilities for serving workers.

## *What other organizations can you think of?*

# How Harmful Work for Children and Adults Intersect in Women's Enterprises



# Harmful Children's Work and Women's Enterprises

Two ways this problem occurs:

- ✓ Children are working for a woman's business, and/or
- ✓ Children are engaged in domestic work (outside of age-appropriate household chores) to support entrepreneurial women.

# Select A or B: Which presents the higher risk for harmful child work in WEE initiative?

## Risk Factor A

1. An established business
2. A small business
3. A formal sector business
4. Business in a low-income household
5. Business in a single parent household
6. Working child is older than age 10
7. Working child with younger siblings
8. Working boy child

## Risk Factor B

1. A brand new business
2. A medium-sized or large business
3. An informal sector business
4. Business in a high-income household
5. Business in a two-parent household
6. Working child is younger than age 10
7. Working child with *no* younger siblings
8. Working girl child

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# Business-Related Factors Contributing to Harmful Work in Women's Businesses

- **Lack of access to financial goods and services** tailored to their needs (e.g., low interest loans, flexible payment terms)
- **Lack of access to capital, human resources, education, business training, and development** (e.g., mentoring)
- **Gender bias:** legal barriers and cultural norms affecting women's businesses
- **Lack of social protections for families,** such as health insurance

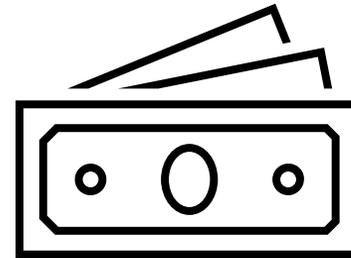


# **Why Should WEE Actors Get Involved?**

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**WEE Actors CAN help break the cycle of harmful work in women's enterprises.**

# Benefits for WEE Actor Involvement

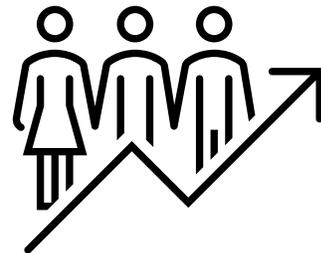


**Better Growth, Profits, and A Competitive Advantage**

# Benefits for WEE Actor Involvement

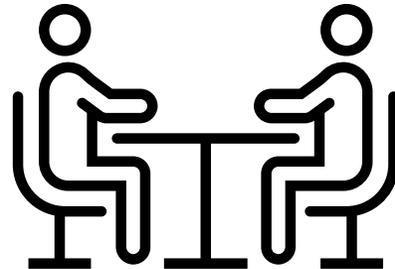
**Becoming an industry leader and...**

**having healthier and more motivated clients.**



# Benefits for WEE Actor Involvement

**Expanded clientele and opportunities with investors and certifying agencies.**



# **What Can WEE Actors Do?**

# What Can WEE Actors Do?

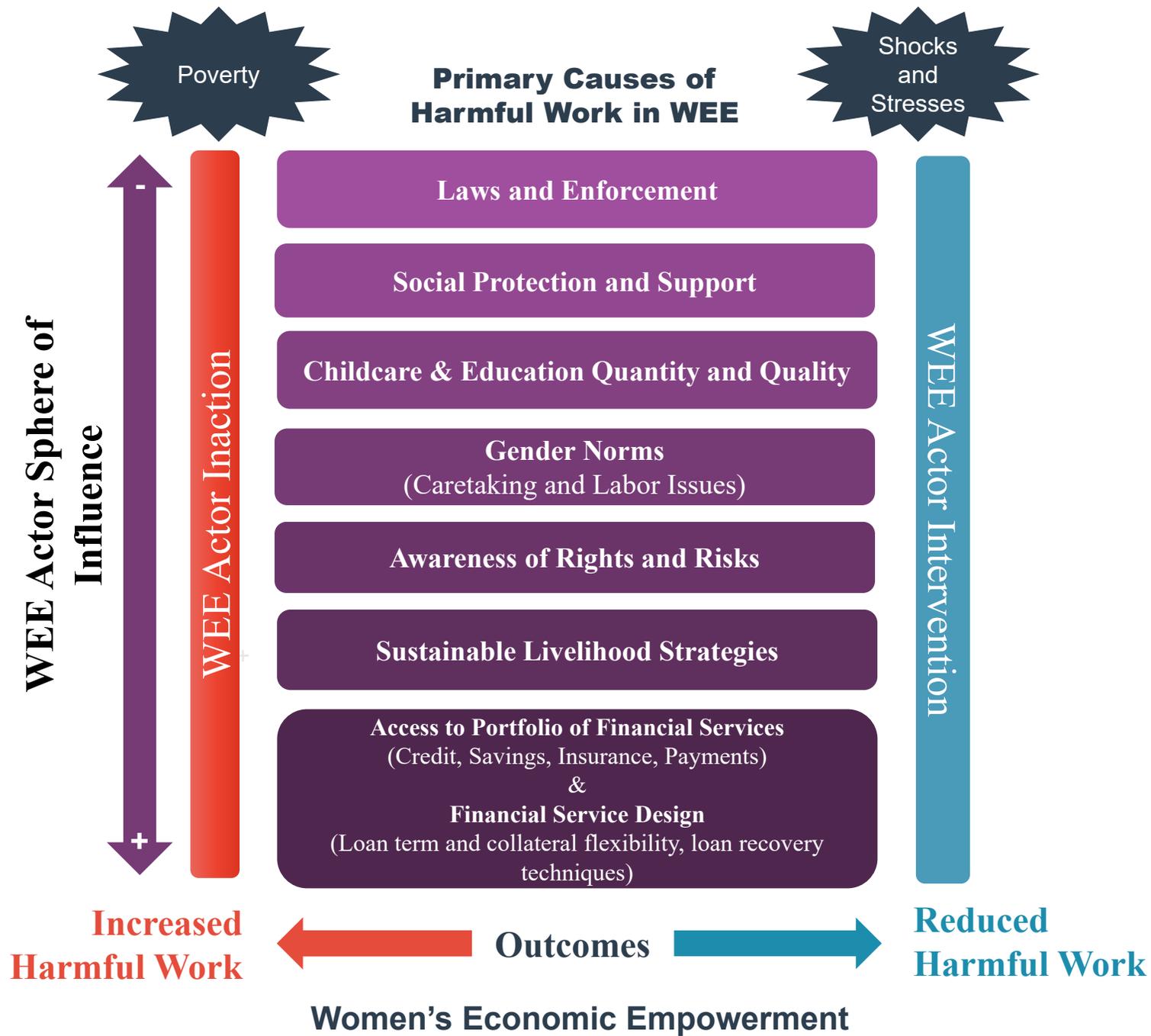
1. **Actions related to financial institutions:** their policies, products/services, staffing, and outside partnerships



2. **Actions related to clients:** their businesses and their families



*Are there other actions that need to be taken?*



# **What is the RICHES Toolkit?**

# What Is the RICHES Toolkit?

Informed by research; funded by the U.S. Department of Labor

Provides **current information and user-friendly strategies**  
that are designed to help WEE Actors:

- **take actions related to their institutions;**
- **take actions related to clients** to address harmful work in their clients' businesses.



# Toolkit for WEE Actors

## SETTING THE FOUNDATION Phase 1

**Start here:** Use these tools to build **management-level** awareness and understanding of organizational and program risks of harmful work for children and adults.

- **Making the Case Presentation**
  - **Risk Assessments**
  - **Social Performance Management (SPM) Guide** (SPM Assessment Only)
  - **Understanding Harmful Work Training** (with Management Only)
  - **Linkages Guide** (Emergency and External Support Contact List Only)
- 
- **Investor's Guide** (For Investors Only)

## BUILD THE STRUCTURE Phase 2

Use these tools to build **frontline staff-level** awareness and prioritize new or improved products and services.

- **Social Performance Management (SPM) Guide** (All tools)
- **Understanding Harmful Work Training** (with All Staff)
- **Market Research Guide**
- **Financial Services Guide**
- **Design Workshop**

## ENGAGE PARTICIPANTS Phase 3

Use these tools to build **participant-level** awareness and support their needs.

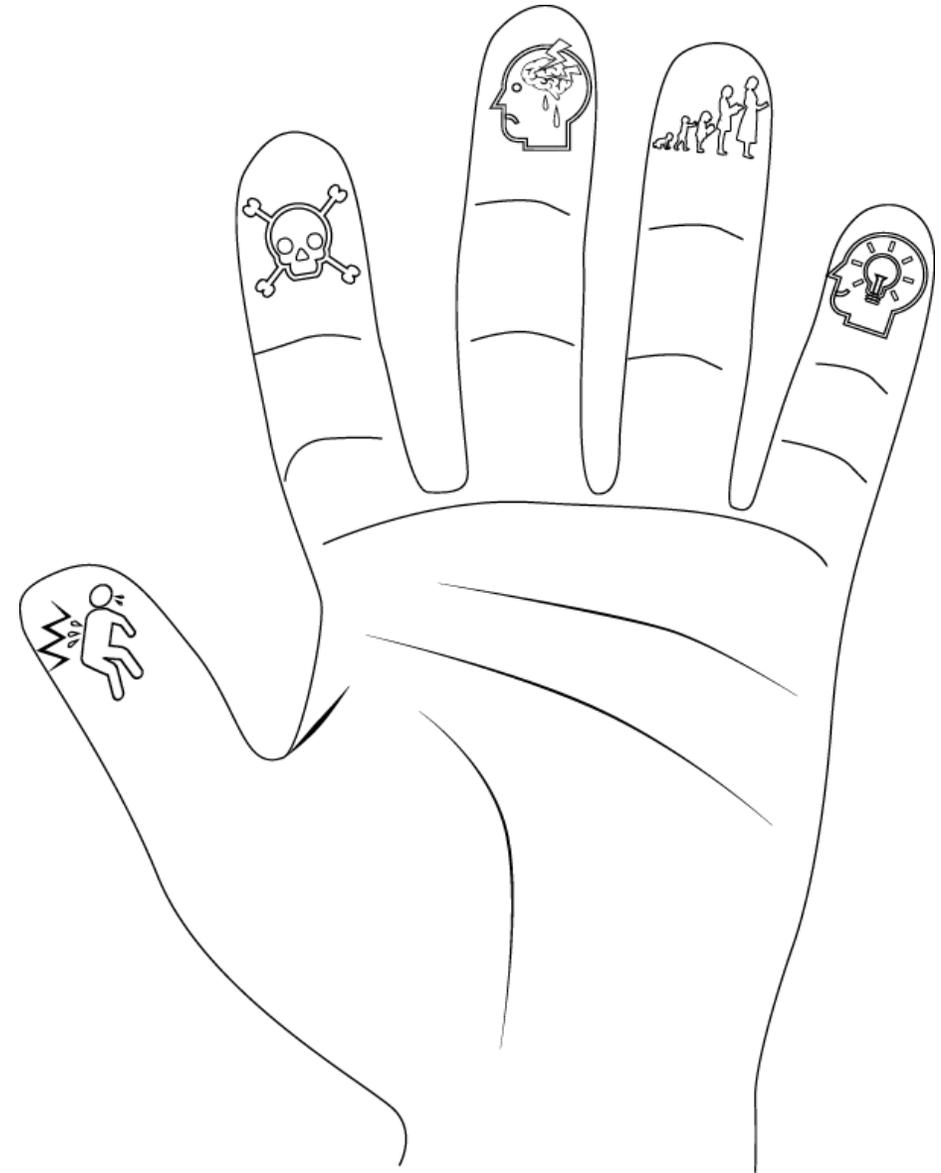
- **Linkages Guide** (All tools)
- **Business Diagnostics Guide** (Paper + Digital Versions)
- **Intra-Household Dialogue Guide**
- **Risky Business Curriculum** (Paper + Digital Versions)
- **Monitoring and Evaluation Guide**

# Try the Tools for Action

## Train Clients To Implement the Five Fingers Workplace Safety Assessment

The fingers represent:

- **Physical** (Can we use our bodies without pain?)
- **Chemical** (Are we breathing clean air, drinking clean water, and staying safe from dangerous chemicals or waste?)
- **Emotional** (Do we feel safe and secure in our relationships?)
- **Growth and Developmental** (Can we live, work, and learn in a way that is age-appropriate?)
- **Educational** (Can our children regularly attend and participate in school?)



# Try the Tools for Action: WISE Solutions

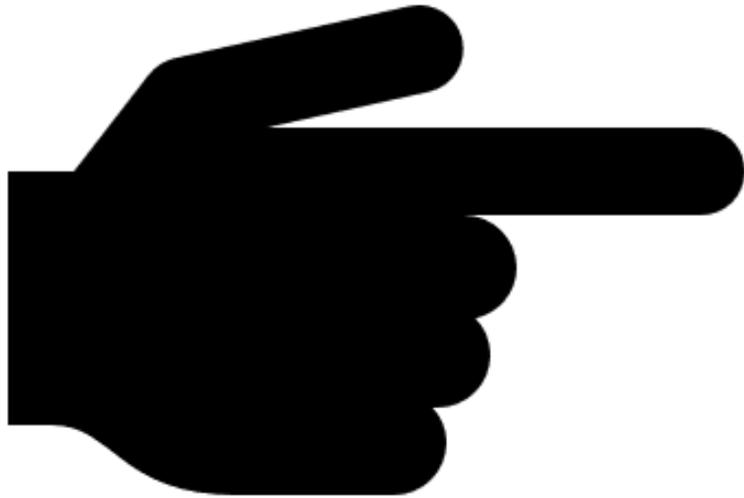
Least effective



Most effective

<p><b>Warn and Teach about Risks</b></p>		<ul style="list-style-type: none"> <li>• Teach workers about risks during training</li> <li>• Supervise and alert workers of potential risks while on-the-job</li> <li>• Communicate warnings about risks not only verbally, but using signs/labels/colors/sounds/signals or other symbols</li> </ul>
<p><b>Isolate from Risks</b></p>		<ul style="list-style-type: none"> <li>• Add distance and/or barriers to keep hazards away; keep hazardous equipment and materials properly secured</li> <li>• Utilize personal protective equipment (PPE), such as gloves and masks to provide a barrier and minimize exposure to hazards &amp; cleaning techniques to remove risks of exposure</li> </ul>
<p><b>Substitute Lower for Higher Risks</b></p>		<ul style="list-style-type: none"> <li>• Substitute a hazardous process (agrochemicals) with a non-hazardous process (organic farming)</li> <li>• Substitute a dangerous piece of equipment/tool for a less dangerous tool</li> <li>• Substitute an automated process for a human process</li> <li>• Substitute a heavy load with a lighter load (s), or utilize equipment to move objects</li> <li>• Substitute some work time with a rest period</li> <li>• Substitute work at heights with jobs on the ground</li> <li>• Substitute nighttime with daytime work</li> <li>• Substitute fast-paced work for slower-paced work</li> <li>• Work in pairs and under supervision rather than in isolation</li> <li>• Substitute complex multi-step tasks for simpler tasks</li> <li>• Use a worker of legal age for one who is under legal working age for carrying out hazardous tasks</li> <li>• Substitute a more experienced worker for one with less experience for carrying out complex tasks</li> </ul>
<p><b>Eliminate Risks</b></p>		<ul style="list-style-type: none"> <li>• Eliminate work that is egregious and criminal</li> <li>• Eliminate work tasks/conditions that pose the threat of immediate harm</li> <li>• Prevent children from performing work that interferes with compulsory education</li> <li>• Prevent children from performing work that cannot be made less hazardous</li> </ul>

# Try the Tools for Action



## **CHOOSE** Safety for the Business

Consider the many risks (i.e., physical, chemical, mental, etc.) that a business may pose for adults and children.

Help workers understand how to work safely.

Only allow children to do work that is age-appropriate.

Omit work for children that involves the 3 Ds — work that is Dirty, Dangerous, or Difficult — and implement other risk mitigation strategies to protect them from harm;

Supervise all workers, particularly children.

Ensure that work doesn't interfere with children's schooling.

# You can make use of the RICHES Toolkit by...

1

**Incorporating the toolkit**, in its entirety or in parts, within the work of your organization and providing feedback on it;

2

**Sharing the toolkit** with other projects, counterparts, or departments in and outside of your organization; and

3

**Hosting the toolkit** either in its entirety or in portion on your organization's website.

# **Key Points to Remember**

# Key Points to Remember

**Child work enhances a child's development. Harmful child work hinders it.**

**Harmful child work has negative consequences, not only for the working child, but also their family and community.**

**To better protect children and address harmful work situations in women's businesses, we should focus on the root causes of these problems.**

**Access to microcredit may exacerbate harmful child work situations.**

**By working in partnership with other organizations, you can help protect children and break the cycle of harmful work in your clients' enterprises, while achieving benefits for your own business.**

# Thank you for participating in the training!

**To provide feedback on this training, or for more information about the RICHES project, contact:**

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# Acronyms

Acronym	Definition
<b>ABA ROLI</b>	American Bar Association - Rule of Law Initiative
<b>ILAB</b>	Bureau of International Labor Affairs (U.S. Department of Labor)
<b>NGO</b>	Non-Governmental Organization
<b>OCFT</b>	Office of Child Labor, Forced Labor, and Human Trafficking
<b>OSH</b>	Occupational Safety and Health
<b>PSA</b>	Pre-Situational Analysis
<b>RICHES</b>	Reducing Incidences of Child Labor and Harmful Conditions of Work in Economic Strengthening Initiatives
<b>UACW</b>	Unacceptable Conditions of Work
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>USDOL</b>	U.S. Department of Labor
<b>WEE</b>	Women's Economic Empowerment

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