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 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
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.
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.
# Pre- and Post Test Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
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A Global Overview of Harmful Work for Children
Who is a child?

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

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”.

What work do you think is harmful for children?

Describe, write, act out, or draw your thoughts.
Child Work
International Standard

Household chores and forms of legal work, including light work. This type of work is non-hazardous and does not interfere with schooling.

Minimum Age Permitted
12*/13: light work
14*/15: non-hazardous work
18: hazardous work**

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

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.
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

Source: ILO Recommendation 190 (Worst Forms of Child Labor), 1999.
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.
Questions: 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.
Questions: 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
Barriers to Education

- 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

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?
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

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

B. Match A to B

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

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?

Discuss, write or draw.

What examples have you seen in your area or in clients’ households?
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:


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

- Education barriers
- Labor shortages & preferences
- Parental preferences for children to get work experience
- Views on child roles
- Discrimination
- Crises and emergencies
- Ineffective institutional frameworks
- Lack of social protections & supports
- Poverty
- Lack of access to financial services
- Lack of decent work opportunities
- Lack of awareness of rights and the risks of work
- Value chain problems

Adults

- Entrenched gender roles & harassment of women
- Excessive legal restrictions on women workers

Discrimination
Crisis and emergencies
Ineffective institutional frameworks
Lack of social protections & supports
Poverty
Lack of access to financial services
Lack of decent work opportunities
Lack of awareness of rights and the risks of work
Value chain problems
Common Consequences of Harmful Work

Children

- Child development problems
- Low participation and achievement in education, leading to undereducated adults
- Competition with adult labor, leading to lower wages for adults

Adults

- Poor mental and physical health
- Poverty
- Weak economic growth and prosperity for communities
- Loss of time, relationships, rituals
- Harmful Child Work
- Instability within households
- Social and economic inequalities in communities, increasing the risk of crises
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
Select A or B: Which presents the higher risk for harmful child work in WEE initiative?

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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
A woman gets a loan to start a business to earn income for her family. She lacks the knowledge and resources to establish a profitable growth-oriented business. She struggles to juggle her domestic and business responsibilities by herself. Harmful Work Occurs. She can’t earn enough to pay the family bills. She feels stress and fatigue from her heavy workload. Her heavy work schedule creates conflict in her home. She is not earning enough to pay back her business loan. She closes her business due to debts and her family remains in poverty. Harmful Child Work in the Cycle of Women’s Businesses.
Why Should WEE Actors Get Involved?
Why Should WEE Actors Get Involved?

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?
Primary Causes of Harmful Work in WEE

- Poverty
- WEE Actor Sphere of Influence
- Increased Harmful Work
- WEE Actor Inaction
- WEE Actor Intervention
- Shocks and Stresses
- Outcomes
- Reduced Harmful Work

Women’s Economic Empowerment

Primary Causes of Harmful Work in WEE:
- Laws and Enforcement
- Social Protection and Support
- Childcare & Education Quantity and Quality
- Gender Norms (Caretaking and Labor Issues)
- Awareness of Rights and Risks
- Sustainable Livelihood Strategies
- Access to Portfolio of Financial Services (Credit, Savings, Insurance, Payments) & Financial Service Design (Loan term and collateral flexibility, loan recovery techniques)

Outcomes:
- Shocks and Stresses

Increased Harmful Work
Reduced Harmful Work
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)

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**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

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**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

<table>
<thead>
<tr>
<th>Least effective</th>
<th>Most effective</th>
</tr>
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<tbody>
<tr>
<td><strong>Warn and Teach about Risks</strong></td>
<td><strong>Eliminate Risks</strong></td>
</tr>
<tr>
<td>![Warning symbol]</td>
<td>![Cross symbol]</td>
</tr>
</tbody>
</table>
| - Teach workers about risks during training  
- Supervise and alert workers of potential risks while on-the-job  
- Communicate warnings about risks not only verbally, but using signs/labels/colors/sounds/signals or other symbols | **Eliminate work that is egregious and criminal**  
**Eliminate work tasks/conditions that pose the threat of immediate harm**  
**Prevent children from performing work that interferes with compulsory education**  
**Prevent children from performing work that cannot be made less hazardous** |
| **Isolate from Risks** |  |
| ![Barrier symbol] |  |
| - Add distance and/or barriers to keep hazards away; keep hazardous equipment and materials properly secured  
- Utilize personal protective equipment (PPE), such as gloves and masks to provide a barrier and minimize exposure to hazards & cleaning techniques to remove risks of exposure |  |
| **Substitute Lower for Higher Risks** |  |
| ![Swap symbol] |  |
| - Substitute a hazardous process (agrochemicals) with a non-hazardous process (organic farming)  
- Substitute a dangerous piece of equipment/tool for a less dangerous tool  
- Substitute an automated process for a human process  
- Substitute a heavy load with a lighter load (s), or utilize equipment to move objects  
- Substitute some work time with a rest period  
- Substitute work at heights with jobs on the ground  
- Substitute nighttime with daytime work  
- Substitute fast-paced work for slower-paced work  
- Work in pairs and under supervision rather than in isolation  
- Substitute complex multi-step tasks for simpler tasks  
- Use a worker of legal age for one who is under legal working age for carrying out hazardous tasks  
- Substitute a more experienced worker for one with less experience for carrying out complex tasks |  |
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
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:

Amelia Kuklewicz  
RICHES Project Director  
Grameen Foundation  
Email: akuklewicz@grameenfoundation.org  
Tel: (+593) 995454564  
Skype: amelia.kuklewicz
# Acronyms

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