Financial Services Guide

Pathway for Child Protection with Women's Economic Empowerment Initiatives

Version: February 1, 2022

Primary Audience

Management-level staff involved in design and implementation of financial services for any Women's Economic Empowerment (WEE) Actor. 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 countries.

Goal

Improve the design and implementation of financial services so that they have better uptake and use and create more benefit to women entrepreneurs and their families and so that they do no harm.

Objectives

Through the use of this guide, WEE Actors will have:

- Reviewed the evidence that exists on financial services and their contribution to household resilience and income generation and the known impact they have on harmful work for children and adults.
- Considered the design options and improvements of financial services that can mitigate the risks of harmful work for children and adults.

SETTING THE FOUNDATION Phase 1	**BUILD THE STRUCTURE Phase 2**	ENGAGE PARTICIPANTS Phase 3

GRAMEEN FOUNDATION

AMERICAN BAR ASSOCIATION
Rule of Law Initiative

Funding is provided by the United States Department of Labor under cooperative agreement number IL-31469. 100% of the total costs of the project or program are financed with federal funds, for a total of $1,872,000 dollars. This material does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

Table of Contents

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 along with household tasks and child care 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 goals 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 to equip them with practical ideas and tools to integrate and assess child protection and safe business practices throughout their work. For the purposes of the RICHES project, WEE Actors are any entity or individual that supports the development or expansion of women's businesses, provides livelihood or financial services, and/or supports women (globally) in efforts to increase their access to economic opportunities, especially those living in developing economies.

The RICHES toolkit is organized in three phases (see Figure 1 below).

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:

1. Building awareness of the risks to children and women's health and safety when supporting women's businesses or WEE activities;
2. Assessing the risks and identifying situations of harmful work for children and adults and how to remedy these issues;
3. Committing to Do No Harm principles when developing and/or implementing women's economic initiatives; and
4. 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.

Figure 1: RICHES Toolkit for WEE Actors

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**

To access the full toolkit, please consult https://grameenfoundation.org/riches.

About the Financial Services Guide

SETTING THE FOUNDATION Phase 1	**BUILD THE STRUCTURE Phase 2**	ENGAGE PARTICIPANTS Phase 3

The Financial Services Guide is designed to be part of **Phase 2: Building the Structure**. It is recommended to use the tools in **Phase 1: Setting the Foundation** prior to moving into **Phase 2** to better understand the purposes and uses of the research and recommendations shared in this guide.

Process Description: This guide lays out the research captured from the RICHES Pre-Situational Analysis[1] which has been enriched with both peer reviewed publications and grey literature (program and practitioner evaluations and publications) to take a deeper dive into the relationship that various financial services have with harmful work for children (child labor) and adults. It also documents the overall impact a financial service has on participant well-being, such as improving resilience or reducing poverty. The guide seeks to focus on the design attributes that can increase uptake, use of, and benefits from various financial services, with special attention on those design attributes that may *protect* or potentially *cause a greater risk* of harmful work for children and adults, either directly or indirectly. This guide builds upon a paper that is currently under peer review and will be forthcoming.

Important Concepts to Note:

Harmful work for children, or **child labor,** is any work that hinders a child's development and work that is: a) physically, mentally, or morally dangerous and harmful for children; and b) interfering with a child's schooling. The term **harmful child work** is also used interchangeably with **harmful work for children** or **child labor**.

Harmful work for adults, or **unacceptable conditions of work** or **UACW**, is any work that is considered to be detrimental and is often based on wages (ex. whether work provides a living wage), work time and rest days (ex. hours of work that exceed eight hours a day or 48 hours per week), or harmful working conditions (poor occupational health and safety conditions).

This guide follows an infographic depicting a pathway whereby an entrepreneur can avoid harmful work for children and adults if given access to, and if the entrepreneur chooses to use, a portfolio of well-designed and implemented financial and non-financial services (NFSs), such as training opportunities and access to health services. Road signs guide the entrepreneur down the road. There are perilous roads that can lead an entrepreneur to a situation of harmful work for children and adults if they do not have access to, or do not use, a specific financial service. This infographic serves as a pathway for exploring the evidence; if all evidence is used to improve design and implementation, theorectically, financial service providers (FSPs) can help an entrepreneur avoid harmful coping mechanisms—such as harmful child work—and improve household income and resilience, and reduce poverty.

Each financial service has a list of bullet points that summarize the:

- **CHALLENGES**, or the potential of a financial service to increase or exacerbate harmful work for children and adults. Where there is limited or no existing evidence on the relationship between the financial service and harmful work for children and adults, challenges associated with related outcomes, such as school drop-out or use of other negative coping mechanisms, are shared.
- **OPPORTUNITIES** that the financial product has for increasing household resilience or income generation or reducing likelihood of a household resorting to harmful work for children and adults. Similar to CHALLENGES, if there is limited or no existing evidence pointing to any relationship between the financial service and reduction in harmful work for children and adults, OPPORTUNITIES associated with the size of the potential market or other positive impacts that are associated with related outcomes, such as improved resilience or reduction in poverty, are shared.
- **DESIGN CONSIDERATIONS** that an FSP or other WEE Actors should take into account to improve the design and implementation of financial services, especially those design considerations relevant for women enterpreneurs.

Some CHALLENGES, OPPORTUNITIES, and DESIGN CONSIDERATIONS are common across financial services, for example, for different microcredit products. Unless there is research specific to differences found with different microcredit products (ex. Microenterprise credit, education credit, health credit, agricultural credit), the reader will be referred back to findings for another financial service.

Following these findings, the research referenced for the product's CHALLENGES, OPPORTUNITIES, or DESIGN CONSIDERATIONS are provided in the Annex.

If this document is being used during a workshop, the map (page 9) should be printed out or displayed to participants so they can follow along. Each financial service is covered on a single page to facilitate easy reference or printing if only some financial services are of interest.

Materials Needed: Printer for making copies when the guide is used in a workshop setting.

Time Needed: It is estimated to take a little over an hour to review the guide in its totality. However, as the guide is designed as a reference, documentation for an individual financial service can be reviewed in approximately 5 minutes.

Adaptations Needed:

1. The Financial Services Guide uses the words "program participants" or "participants" to describe a service provider's beneficiaries or female entrepreneurs. These terms can be modified as appropriate for the type of service provider that will be using the tool. For example, "program participants" or "participants" can be replaced with client, beneficiary, or other meaningful words prior to filling this out.
2. All guides and training materials within the RICHES Toolkit have been designed to ensure their accessibility, particularly for differently-abled individuals. For this reason, this tool has been developed in Microsoft Word, using at a minimum 12-point font, and graphics and tables have been labeled with alternative text. You may wish to adjust the sizes of the tables to allow for notetaking

or adjust the font size if printing out for your specific use. The goal of this document was to present research for each individual financial service on one page. For this reason, single spacing was used. However, to increase readability, the paragraph spacing can be increased from single to multiple or double spacing.

Cost Drivers in Use of Tool: Staff time to review the guide.

Risks to Consider: The research presented in this guide can be used to inform human-centered design or market research to assess financial service attributes and delivery methods. It should not, however, be considered as a replacement for human-centered design research conducted with actual participants. Please see the RICHES Market Research Guide or the RICHES M&E Guide for some research methodologies.

Languages: This guide is available in English, French, and Spanish.

Pathway to Child Protection in Women's Economic Empowerment Initiatives…let's take a trip!

On this trip, we join a female entrepreneur and her daughter down the pathway to child protection. Their goal? To arrive at the destination with a portfolio of well-designed financial services that a) increase household resilience to shocks, build income, and keep children in school to achieve their potential as well as b) that mitigate the risks of harmful work for children (child labor) and adults. Building on a review of the research, there are important take-aways to consider for Women's Economic Empowerment (WEE) Actors: poorly designed and implemented financial services can do harm but well-designed financial services can protect and grow livelihoods and improve household well-being. WEE Actors are entities or individuals such as financial service providers (FSPs), non-governmental organizations (NGOs), and investors that serve entrepreneurs in low-income countries (LICs).

The journey can be treacherous, but with a good road map and the right financial services designed in the right way, our entrepreneur and her family are sure to arrive safely with the potential to achieve business and livelihood success, and to accomplish the dreams she has set for herself and her children.

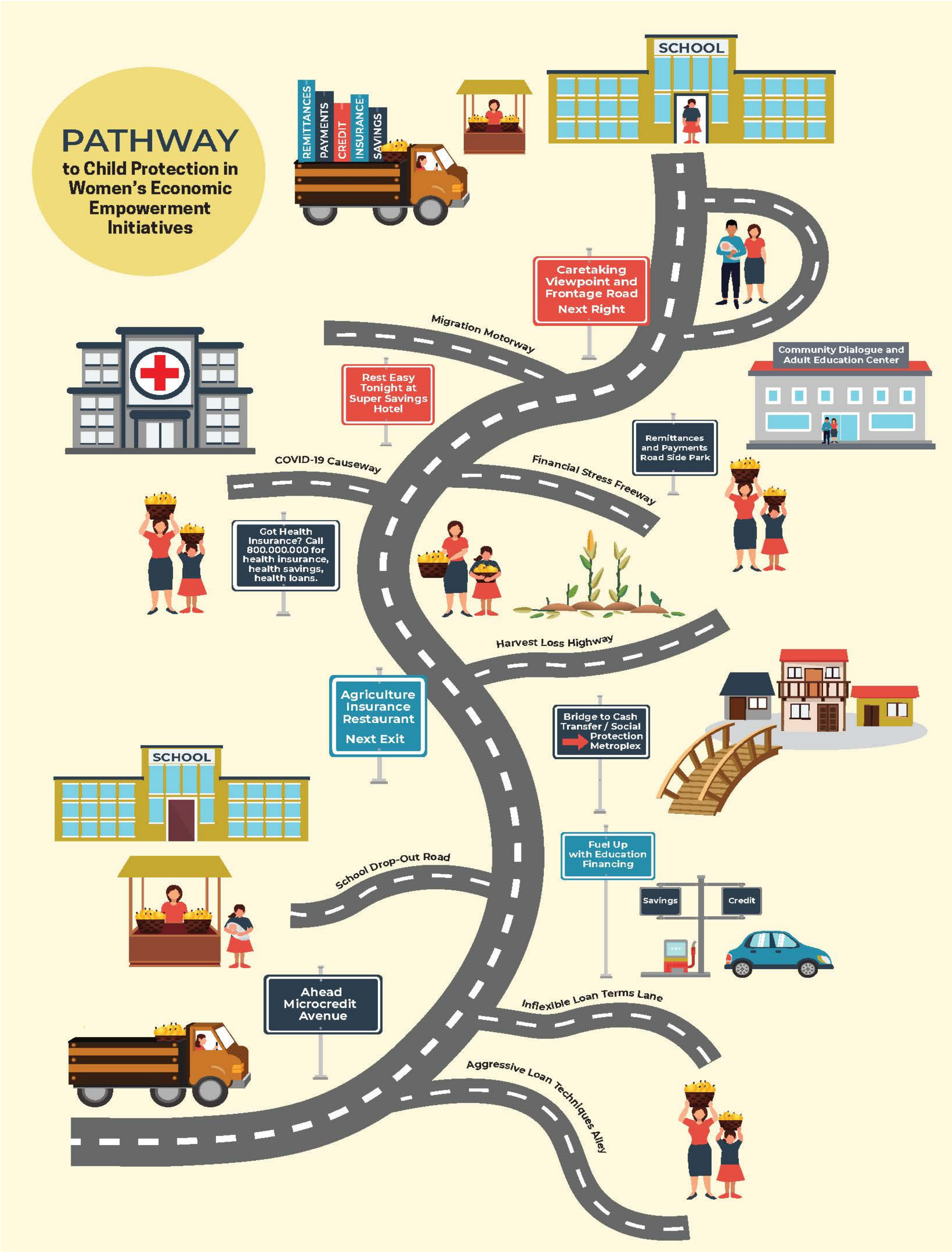
Starting at the beginning of the route, we will take stops along the way to understand the CHALLENGES, or the potential of a financial service to increase or exacerbate harmful work for children and adults. We will assess the OPPORTUNITIES that the financial service has for increasing household resilience, income generation, and/or reducing the likelihood of a household resorting to harmful child work. And we will explore some DESIGN CONSIDERATIONS an FSP or WEE Actor should take into account during design and implementation of various financial services.

Legend:

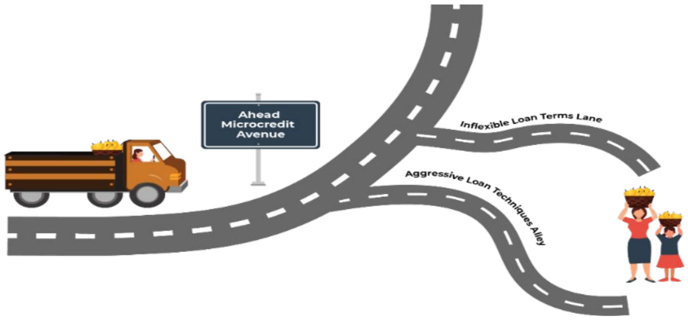
If you see these icons,  our entrepreneur's daughter is unfortunately in a situation of harmful child work as she is working at her mother's business or taking care of her younger siblings while her peers are at school. For example, she may also be found working alongside her mother, encountering roadside traffic, and carrying heavy loads of fruit.

We must do our best to ensure we support our entrepreneur so that she stays on the main road and does not take the side roads that will lead her daughter (or any child) into situations where they are forced or coerced into working, i.e., working in harmful conditions and/or supporting or caring for others while her mother works.

Let's get started and review the map! To start our journey, we join our entrepreneur in her business' delivery truck at the bottom left.


PATHWAY to Child Protection in Women's Economic Empowerment Initiatives
REMITTANCES
PAYMENTS
CREDIT
INSURANCE
SAVINGS
SCHOOL
Caretaking Viewpoint and Frontage Road Next Right
Migration Motorway
Rest Easy Tonight at Super Savings Hotel
Community Dialogue and Adult Education Center
COVID-19 Causeway
Financial Stress Freeway
Remittances and Payments Road Side Park
Got Health Insurance? Call 800.000.000 for health insurance, health savings, health loans.
Harvest Loss Highway
Agriculture Insurance Restaurant Next Exit
Bridge to Cash Transfer / Social Protection Metroplex
SCHOOL
Fuel Up with Education Financing
School Drop-Out Road
Savings
Credit
Ahead Microcredit Avenue
Inflexible Loan Terms Lane
Aggressive Loan Techniques Alley

Microcredit



- Microenterprise Credit
- Consumption Credit
- Emergency Credit

(See also microcredit designs associated with Agricultural Financing, Education Financing, Health Financing.)

The first sign on the road signals a well-known and a well-traveled route: microcredit. However, poor design or delivery of microcredit can lead an entrepreneur down treacherous roads that result in harmful child work, most notably the dreaded Inflexible Loan Terms Lane and Aggressive Loan Techniques Alley.

But fear not! By being aware of the risks to harmful child work, building flexibility into microcredit design, and aligning the amounts of microcredit needed to sustain and grow a business, everyone will benefit. Your participants (e.g., entrepreneurs) will benefit from improved consumption smoothing, increased investment in higher-return businesses, and lower financial stress. And that's also good for business!

CHALLENGES

- Children's involvement in a woman's business can improve its lucrativeness; children can be regarded as trusted employees.[2,3]
- Risk for harmful child work is greater during nascent stages of a business; younger children and girls can also be more negatively impacted.[4–6]
- Microcredit offered as a recovery strategy to a crisis, like COVID-19, can increase physical and emotional exhaustion of women as they struggle to meet loan payments and unpaid care work responsibilities.[7]
- Short loan repayment periods, high interest rates, and aggressive loan recovery techniques can result in families resorting to selling productive assets, borrowing from money lenders (loan sharks), using harmful child work, and in worst cases, resorting to suicide as a coping strategy.[8–12]

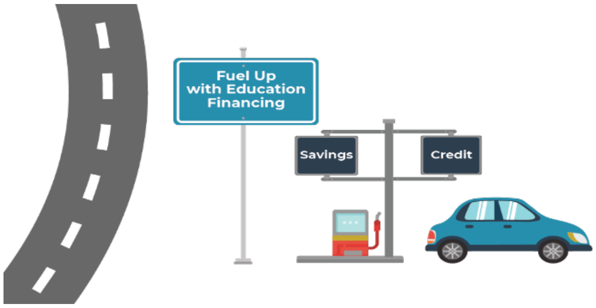
OPPORTUNITIES

- Flexible product design (i.e. repayment schedules and liability models) results in FSPs and clients alike experiencing positive benefits.[13,20–22]
- FSPs will experience:
    - increased client acquisition and retention,[13,20]
    - decreased transaction costs,[20] and
    - lower defaults.[21,22]
- Participants will experience:
    - increased investments in higher-return businesses,[21]
    - improved demand and consumption smoothing,[21] and
    - reduced financial stress.[21]

DESIGN CONSIDERATIONS

- Offer grace periods.[13]
- Allow repayment holidays.[14]
- Align repayment schedules with seasonal cash flows.[15]
- Consider flexible interest rates and longer repayment periods which can help entrepreneurs be less short-term and more long-term in their thinking.[15–17]
- Restructure or refinance loans in case of crises.[14,18]
- Train field staff on appropriate loan recovery techniques.[14]
- Increase manageable loan sizes to allow entrepreneurs to employ adult workers to reduce labor burdens and to make improvements in business safety and health.[19]
- When delivering new loans, collaborate with entrepreneurs to set limits for children's time working in the business[6] and to identify the positive skills that children can gain in the business to ensure there are long-term benefits for children.[19]

Education Financing



- Education Savings
- Education Loans (for covering school fees and other learner costs)
- Loans for Supporting Educational Institutions
- Microinsurance to cover school fees in times of income shocks/disability

(See also MicroCredit and Savings.)

The next sign encourages an entrepreneur to Fuel Up with Education Financing, otherwise, they may be diverted onto School Dropout Road! An entrepreneur shouldn't choose just any education financing service!

While *microenterprise* loans are often used to pay for schooling costs (for which they are not designed), they've been found to have very little impact on educational outcomes.[23] Specialized education savings or loans can help women entrepreneurs pay for school fees or other out-of-pocket (OOP) education expenses for their children's education. Special education loans can also be used to increase supply of education services, by supporting entrepreneurs, often women, who run non-state Low-Cost Private Schools (LCPSs).[23] While the evidence is limited on how to improve the design of education financing services to avoid harmful child work, the Opportunity EduFinance Program, which works in LICs to expand education finance services, has shared lessons learned when designing education financing.[24,25]

CHALLENGES

- Children engaged in harmful child work often have lower test scores and poor educational attainment.[26,27]
- Most working children attend school, but they are less likely to attend than non-working children.[10,28]
- Children's work can help pay for school fees.[29]
- Education loans, like microcredit, can result in harmful work for children and adults, if households struggle to repay the education loan or face aggressive loan recovery techniques by the FSP.[30]
- LCPSs lack capital to expand quantity and quality of education.[31]

OPPORTUNITIES

- The Opportunity EduFinance Program estimates a worldwide $23.9 billion market for education finance: $7 billion as financing to LCPSs and $16.9 billion as financing for household education expenses.[24]
- Supporting LCPSs is a two-for-one strategy: Women entrepreneurs often run LCPSs as a micro, small or medium enterprises, extending education services to underserved communities.[24]
- Investing in education matters: for every year of education a child completes, they can earn an additional $10 for every $100.[24]

DESIGN CONSIDERATIONS

FSPs lending to LCPSs should:[32]

- Lend in tranches, to reduce over indebtedness of borrowers and to monitor their investments.
- Consider forms of collateral other than the school itself.
- Align loan repayments with timing of receipt of school fees.
- Provide technical support to the LCPS owners to improve business skills.

FSPs lending to participants should:[24,33]

- Conduct market research to understand actual OOP education costs.
- Disburse participant loan payments directly to the school.
- Consider offering small top-up loans to existing borrowers or microinsurance to cover education costs in times of crisis.
- Time loan payments to when income is earned by the participant, ex. after harvest.
- Loan terms should be no longer than the school term to avoid over-indebtedness.
- Make sure the loan size is affordable. Stay within the 20-30% threshold of debt capacity to avoid over-indebtedness.

Cash Transfers and Social Protection

- Cash Transfers (CT), including Conditional Cash Transfers (CCT) or Unconditional Cash Transfers (UCT)
- Asset Transfers (AT)
- In-kind Transfers
- Education Subsidies
- Graduation-out-of-Poverty Programs (Graduation Programs)

The journey becoming too much? Need a little extra help? CTs and other social protection interventions aim to support the financial security of low-income households; however, if they incentivize business growth or new income-generating activities (IGAs), they can also result in harmful child work.[10,34]

While most CTs and social protection interventions are provided by government programs or NGOs, FSPs can be a bridge for their participants to these programs or provide financial services to participants in these interventions. Either way, it is important for FSPs to evaluate these interventions to ensure they are well-designed and appropriate for their participants and are designed to mitigate the risk of harmful child work.

CHALLENGES

- Partial CTs, such as partial education subsidies, may increase harmful child work while simultaneously increasing schooling, as families work to make up the gap in OOP education costs.[34]
- While children targeted for education subsidies increase their school attendance and reduce their working, non-targeted siblings may lose education opportunities[35] and non-targeted children in the community may work more.[36] Short-term liquidity constraints may inhibit a family's ability to save CTs for education costs incurred later in the year.[35]
- CTs or ATs that promote women's income generation may increase her workload and create demand for children to work in the family business or at home.[37]

OPPORTUNITIES

- CTs or in-kind transfers, CCTs or UCTs and graduation programs can provide families with a greater sense of financial security, incentivize school attendance, and lead to increased economic activity.[10,34,40]
- While not completely eliminating harmful child work, CTs can shift children's activities from hazardous to less hazardous types of work.[41]
- Increases in women's decision-making power within cash transfer programs may also reduce harmful child work and increase education attainment.[42]
- CCTs that cover all education expenses can increase school participation and reduce harmful child work.[34]

DESIGN CONSIDERATIONS

- CTs may need to be accompanied by other support, such as education, health care, or training to help meet basic needs.[38]
- Postpone education subsidies to the time of re-enrollment, especially for at-risk children;[35] FSP savings accounts are a means to save CTs until the time when education costs are incurred.
- Evaluate the amount of labor that is needed and available for a new IGA among participating households and ensure the amount of the transfers adequately cover these costs.[39]
- Pay attention to how transfers impact adolescents and other groups that may have limited voice within the family.[39]

Agricultural Financing

- Value-chain financing
- Input loans (for purchases of fertilizer, seed, and pesticides)
- Lay-a-way for inputs or tools
- Input savings (savings groups or accounts)
- Rainfall Index or other crop insurance

(See also MicroCredit and Savings.)

Significant income loss is right around the corner! Through agricultural financing, families can avoid the dark road of the Harvest Loss Highway!

Limited access to agricultural financing is a major constraint to agricultural development.[43] While there are many interventions that seek to reduce harmful work for children and adults for those working in agriculture, there is very little evidence on the link between use of *agricultural financing* and harmful child work.[44,45] FSPs should be aware of the lessons learned from other financial services, such as microcredit, where there are well-known relationships with harmful child work, and build upon lessons related to designing agricultural financing for optimal uptake, use, and benefit.

CHALLENGES

- Most children in situations of harmful child work are working in agriculture, right alongside their parents.[10]
- Whenever the value of agricultural activities and landholdings increase, the likelihood of harmful child work also increases. However, the greater the productive assets over time, harmful child work decreases.[46]
- Agricultural shocks increase likelihood of harmful child work.[46]
- Use of input loans can increase family labor and reduce use of hired labor.[47]

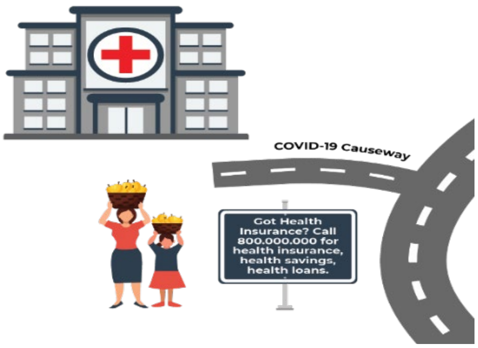
OPPORTUNITIES

- Lower-income households with more assets (savings) are less likely to rely on harmful child work when struck by crop loss; higher income households borrow to smooth consumption.[46]
- Mobile money can smooth consumption when agricultural shocks happen.[51]

DESIGN CONSIDERATIONS

- As households make new investments on their farm, discuss how business growth may increase labor needs. Integrate problem solving into household and community dialogues around safe labor practices and ensure resources and/or linkages to resources are available.[48]
- Agricultural financing amounts should be sufficient for supporting an entrepreneur's ability to hire adult labor.[48]
- A portfolio of agricultural loans should be provided for input purchase, planting, harvesting, storage costs and for *warrantage* (using harvest to pay off a loan) to cover all investment needs.[47]
- Repayment for agricultural credit should be tailored to the cycle of the crop or the activity.[47]
- Value chain financing, which often allows for input purchases on credit, should align loan repayments with harvest income.[49]
- Be careful when bundling agricultural insurance with other financial services, such as microenterprise credit, since only one product may be necessary to promote investment.[50]
- Build on FSP delivery infrastructure and trust it may have in the community to better market and distribute insurance products that are not well understood.[50]
- Explore ways to help women's agricultural enterprises to cover the purchasing of personal protective equipment, and the integration of occupational, safety and health trainings in preparation of hiring labor during expansion.[51]

Health Financing



- Health savings (group-based and individual)
- Health loans
- National health insurance schemes/ Universal health care (UHC) schemes
- Private health insurance
- Maternity insurance

(See also MicroCredit and Savings.)

Beware! Our entrepreneur could be one illness away from catastrophe, either due to loss of income from an income earner or the costs to seek treatment. They may be diverted down the COVID-19 Causeway and into a situation of harmful child work!

While many LICs have UHC or free health care for pregnant women and children under five, these do not cover all OOP health expenses women and their families incur.[52–57] FSPs have a clear role to play in advancing a comprehensive portfolio of health financing options, ensuring participants meet OOP expenses, such as those typically not covered by insurance like medicines, travel, accommodations and food when a family member has a hospital stay.

CHALLENGES

- Health crises can lead to harmful child work, as children must work to earn income to pay for family medical expenses or forgo schooling to provide care for a relative.[58]

OPPORTUNITIES

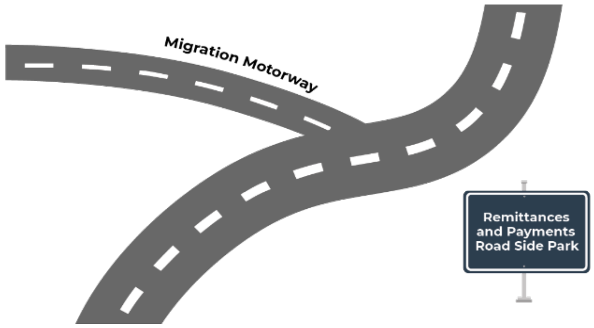
- Demand outweighs the supply for health financing services.[52]
- Health microinsurance, which directly covers OOP health costs or provides a lump sum reimbursement, has been found to reduce likelihood of harmful child work when a health shock occurs as well as limits exposure of children and adults to hazardous work.[60]
- Access to mobile money, which facilitates rapid and low-cost payments among a woman's social network, can insure households against reductions in consumption when health shocks occur.[51]

DESIGN CONSIDERATIONS

FSPs designing health financing services should:[59]

- Align with the types and amounts of OOP health expenses and participant preferences for health providers.
- Be flexible and superior to borrowing from one's social network. Otherwise, mobile money is one way to leverage social networks for health expense support.[51]
- Minimize paperwork and validation of health costs, which can create barriers to use.
- Design fast and easy disbursements; patients should not have to pay first and get reimbursed later.
- Provide a portfolio of health financing options as no one health financing tool can cover all health costs, leaving households to resort to other coping mechanisms, such as harmful child work.
- Health financing products should cover preventive care expenses (e.g. annual check-ups) and curative care expenses (e.g. illness), as well as small-impact (e.g. cough or cold) and large-impact (catastrophic illness or accident, or disability) health issues.
- Be careful of bundling insurance with other financial services: not all participants benefit from obligatory products and may drop-out altogether to avoid paying for an unwanted service.
- Cover entire family, not just the participant herself.
- Evaluate your participant's satisfaction with the availability, quality, and access to the health services themselves, as dissatisfaction with health care providers may limit use of health financing services, too.

Remittances and Payments



- Domestic Remittances (often considered as person-to-person payments)
- International Remittances
- Mobile Money Transfers / Payments
- Government Transfers

(See also Cash Transfers and Social Protection.)

Whew! It's about time to rest at the Remittances and Payments Road Side Park! Taking the Migration Motorway could be risky, unless equipped with financial tools to send and receive money from the migrant.

While FSPs do not generally manage remittance or payment systems, they can facilitate them for participants and their family members or between participants and government social protection programs. Without this support, a low-income household may have to wait for hand-to-hand transport of money or may incur significant expenses to receive money, reducing their capacity to respond to shocks that might result in harmful child work as a negative coping mechanism. Remittances and payments between family or participants and government social protection schemes can provide capital for emergencies or for investment, such as for business or education. With the emergence and impact of mobile money, remittances and payments become an even more effective tool.[61]

CHALLENGES

- Remittances may increase schooling for girls, but not for boys who tend to move from working outside the home to inside.[62]
- Remittances may have greater impacts on moving children out of the labor force in urban areas; it reduces the number of hours worked in rural areas.[63]

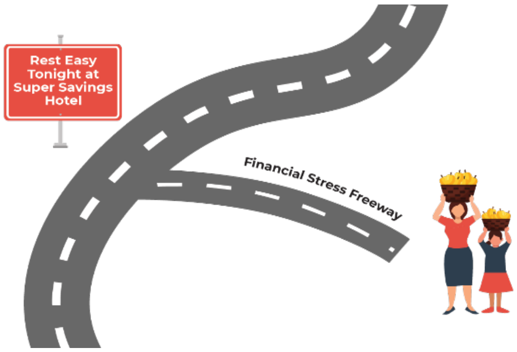
OPPORTUNITIES

- In 2019, remittances represented more than 3 times the annual flow of development assistance and foreign direct investment, impacting almost 1 billion people.[61]
- Remittances increase the disposable income of recipient households, reduce liquidity constraint problems, generate consumption and investment opportunities, and increase school attendance.[51,62,67]
- Remittances can be used to mitigate adverse effects of income shocks and reduce the reliance on harmful child work,[68–70] especially in countries with weak financial systems and income instability.[67]
- Migrant women share more of their earnings compared to men, sending as much as/more than men and use private and less regulated money transfer businesses rather than banks (due to the same barriers women face using formal financial services).[64]

DESIGN CONSIDERATIONS

- Conduct research to understand the gendered patterns of sending and receiving remittances to inform policies and design of complementary services (ex. credit and savings for recipients).[64]
- Microcredit products should be cash-flow based vs. asset-based when remittance flows are well-known.[65]
- Digitize the remittance and the savings account to promote saving of remittance as well as other payments to convince families of benefits of digital over cash-based channels.[65]
- Emphasize transparency of status of transfer and receipt of payments to instill trust in the process.[65]
- Limit the amount of paperwork needed.[66]
- Agent-facilitated access to remittance cash-outs can reduce travel costs to access, especially in rural areas.[51,66]
- Increase digital and financial literacy efforts to enforce how other financial services may support the financial goals associated with the remittance proceeds.[66]

Savings



- Savings Groups
- Compulsory or Goal-based Savings Accounts
- Flexible Savings Accounts
- Savings Group-Based Savings Accounts

Tonight, let's rest easy at the Super Savings Hotel! This journey is long, but the destination is near. To avoid the Financial Stress Highway, one of the most effective means to increase household and business resilience is for a woman and her family to save money.[71,72] But accumulating sufficient savings is hard! Some types of savings may also increase harmful child work if they lack flexibility to withdraw money in times of a shock or result in households making tradeoffs to generate income. One-size-fits-all savings products can't meet all household needs. For maximum success, a female entrepreneur ideally needs a portfolio of well-designed savings products.

CHALLENGES

- Savings groups can both increase and reduce likelihood of harmful child work by increasing women's labor burdens on one hand and increasing household resilience on the other.[37,73–75]
- Compulsory savings can increase savings but can also reduce food consumption, increase work and time burdens, and financial stress when they are inflexible to emergencies.[76–78]
- Providing children with savings and earning opportunities can result in them working more. [79]
- Transaction costs, lack of trust and regulatory barriers, information and knowledge gaps, social constraints, and behavioral biases limit adoption of savings products.[79]

OPPORTUNITIES

- All types of savings (groups, individuals, voluntary, and compulsory) have shown to have positive impacts: households are less risk averse and adopt higher-return, but higher-risk income-generating strategies, such as investing in a new crop. Business capital and household income are protected in times of shocks.[71,72]

DESIGN CONSIDERATIONS

- Provide a variety of savings products: contractual & voluntary but flexible accounts.[38]
- Contractual savings must be coupled with financial education and better financial planning.[80]
- Savings groups should be encouraged to plan for regular or unexpected household expenses.[38]
- Monitor and evaluate child-level indicators for early identification of negative unintended outcome risk, such as the number of hours children are working in a business receiving support from savings group proceeds.[81]

If saving initiatives involve children and youth, consider:

- Age-appropriate training that accommodates children and youth's cognitive development and life experiences.[82]
- Time required to conduct training and ensure it doesn't conflict with school attendance, homework, or studies.
- Higher mobility of older youth due to labor migration or marriage.[83]
- Youth may have lower capacity to save because of irregular sources of income and added expenses associated with child-headed households.[83]
- Lending promoted within a savings group adheres to local laws for credit access to youth (typically for those younger than 18 years of age.[84]
- Increased protection risks, including potential exposure to harmful child work and other concerns, such as gender-based violence.[81]

Caretaking and Social Norms

Non-financial services (NFS), such as:

- Community and/or intra-household dialogue methodologies
- Adult learning and training methodologies, such as business, health, financial literacy training
- Linkages to health services
- Male engagement strategies for WEE initiatives

A working mother juggles a lot! Let's pull over and visit the Community Dialogue and Adult Education Center for some extra support to help avoid making unfortunate sacrifices, such as resorting to harmful child work.

While not all FSPs can directly provide social norms-change interventions, they can partner with or link to institutions who can provide women entrepreneurs with important complements to their access and use of financial services. And then, back to the journey she goes!

CHALLENGES

- Social norms influence the types of businesses women choose to run.[85,86]
- Women's businesses are primarily located in low-productivity sectors, such as retail or personal services.[87,88]
- Women's caretaking responsibilities impede growth of their businesses.[89]
- Women have limited access to credit, education and training, markets, and assets.[85,88,90]

OPPORTUNITIES

- Integrating financial and NFSs can create time and cost efficiencies for participants.[59,94]
- NFSs may not attributably improve an FSP's revenues but have been associated with greater depth of outreach to participants, improved participant repayment practices, with mixed impacts on participant well-being.[94,95]
- Community dialogues that focus on changing social norms (gender, early marriage, etc.) have been shown to shift norms related to household and business responsibilities and improve outcomes for women.[96–99]

DESIGN CONSIDERATIONS

- Consider whether to provide NFS through one or a hybrid of three typologies:[91,92]
  - **unified** (FSP provides NFS through the same staff that provides financial services).
  - **parallel** (FSP provides the NFS through staff other than those that provide financial services).
  - **linked or partner** (FSP collaborates with another organization to provide the NFS through strategic alliances).
- Ensure staff or facilitators of social norms change are well trained on each topic introduced, are experienced with managing conflict resolution, and can navigate entrenched social norms as applicable to the local context. Working with traditional and/or local leaders is also advised.[89]
- When activities are conducted, consideration of childcare needs should be assessed and accommodated where possible to ensure the inclusion of women.[89]
- When conducting activities that explore the negative impacts of social norms, such as on women's engagement in income generation and business, ensure the environment is safe and conducive to discussing sensitive topics for all participants. This should include the physical space and emotional space. Consider how mixed- and same-sex facilitators and/or discussion groups will mirror participant characteristics.[89]
- Male engagement strategies for programs typically designed for women should be intentional and considered at the household, community, and policy levels, with negative social norms addressed and positive masculinity modeled at all levels.[89,93]

Protecting Children, Protecting Women, Realizing Dreams

Wow! With the power of effective and smartly-designed financial services, our entrepreneur has made it! She has achieved her dream of growing her business, building her household and business resilience, and keeping her daughter in school.

As we look back on her journey, we can see some design features that are common across ALL financial services that may help mitigate harmful child work, support the financial needs of women entreprenuers, and create safe work places for everyone. They are:[10]

- Evaluate the possible tradeoffs and negative consequences that households—particularly women and children—will face when engaging in new economic activity and using various financial instruments. Pay particular attention to these trade-offs when participants make new investments, i.e. equipment, land, etc.
- Ensure financial service designs factor in the unique needs of women, especially women entrepreneurs, and the barriers or challenges they may face.
- Design financial services that support or incentivize the hiring of adult labor including developing tools that women can frequently use to assess their business needs and mitigate their business safety and health concerns.
- Aim to both improve income security and household resilience through providing a comprehensive portfolio of financial and non-financial services.
- Reduce administrative burdens such as paperwork, time and costs for accessing financial services. Digitizing financial services, such as through mobile money, has been found to be a cost-effective way to help households access financial services and support from their networks.
- Align all financial services' designs with common cash-flow and seasonal constraints.
- Contribute to awareness-raising efforts among staff and participants to build financial literacy, particularly for financial planning, as well as build awareness of risks to harmful child work when using different financial services.

The journey of a thousand miles begins with one step. – Lao Tzu

Annexes

Supporting Research

1. Camillo C, Ramesh D, Cornet N, et al. Reducing Incidence of Child Labor and Harmful Conditions of Work in Economic Strengthening Initiatives: Pre-Situational Analysis Report; Washington D.C.; *ABA ROLI and Grameen Foundation*; 2019.

2. Fumagalli L, Martin T. Income Smoothing, Child labor and Schooling: A Randomized Experiment in the Nampula a Randomized Experiment in the Nampula: Extended Abstract; *ISER*; 2015.

3. De Mel S, McKenzie D, Woodruff C. Returns to Capital in Microenterprises: Evidence from a Field Experiment. *Quarterly Journal of Economics*. 2008;123(4):1329-1372. https://doi.org/10.1162/qjec.2008.123.4.1329

4. Edmonds E. Economic Growth and Child Labor in Low Income Economies: Synthesis Paper No. 3; *GLM|LIC*; 2016.

5. Tundui CS, Tundui HP. Examining the Effect of Child Labour in the Profitability of Women Owned Enterprises: A Case of Microcredit Supported Enterprises in Tanzania. *Journal of Global Entrepreneurship Research*. 2018;8(1):2. https://doi.org/10.1186/s40497-018-0088-4

6. Impacts of Microfinance Initiatives on Children. Overview of the Study Report; *CIDA*; 2007.

7. Brickell K, Picchioni F, Natarajan N, et al. Compounding Crises of Social Reproduction: Microfinance, Over-indebtedness and the COVID-19 Pandemic. *World Development*. 2020; 136:105087. https://doi.org/10.1016/j.worlddev.2020.105087.

8. Blume J, Breyer J. Innovative Finance for Social Justice: Microfinance and Child Labor. *International Labour Office*; Geneva; 2011.

9. Khandker SR, Mahmud W. Seasonal Hunger and Public Policies: Evidence from Northwest Bangladesh. Washington D.C.; *World Bank*; 2012. License: CC BY 3.0 IGO

10. Chaudry, M. Workshop Report: Micro Finance Products Sensitive to the Needs of Families with Child Labour. *International Labour Organization*; 2007.

11. Islam A., Choe, C. Child Labor and Schooling Responses to Access to Microcredit in Rural Bangladesh. *Economic Inquiry*. 2013;51(1):46-61. https://doi.org/10.1111/j.1465-7295.2011.00400.x

12. Ashta A, Khan S, Otto P. Does Microfinance Cause or Reduce Suicides? Policy Recommendations for Reducing Borrower Stress. *Strategic Change*. 2015;24(2):165-190. https://doi.org/10.1002/jsc.2004

13. Field E, Pande R, Papp J, Rigol N. Does the Classic Microfinance Model Discourage Entrepreneurship Among the Poor? Experimental Evidence from India. *American Economic Review*. 2013;103(6):2196-2226. https://doi.org/10.1257/aer.103.6.2196

14. Schicks J, Rosenberg R. Too Much Microcredit? A Survey of the Evidence on Over-Indebtedness. *GGAP;* 2011.

15. Czura K. Do Flexible Repayment Schedules Improve the Impact of Microcredit? Evidence from a Randomized Evaluation in Rural India. *Discussion Papers in Economics*. 2015;(20). https://doi.org/10.5282/ubm/epub.26608

16. Churchill C. Emergency Loans: The Other Side of Microcredit. *FinDev Gateway*; 2003.

17. Field E, Pande R. Repayment Frequency and Default in Microfinance: Evidence From India. *Journal of the European Economic Association*. 2008;6(2-3):501-509. https://doi.org/10.1162/JEEA.2008.6.2-3.501

18. Where Credit is Due. *Abdul Latif Jameel Poverty Action Lab and Innovations for Poverty Action*; 2015.

19. Carothers R, Breslin C, Denomy J, Foad M. Promoting Occupational Safety and Health for Working Children Through Microfinance Programming. *International Journal of Occupational and Environmental Health*. 16(2):180-190.

20. Xavier G, Karlan D. Group Versus Individual Liability: Long Term Evidence from Philippine Microcredit Lending Groups; *Yale Economics Department Working Paper No. 61*; 2009.

21. Field E, Pande R, Papp J, Park YJ. Repayment Flexibility Can Reduce Financial Stress: A Randomized Control Trial with Microfinance Clients in India. *PLoS ONE*. 2012;7(9): e45679. https://doi.org/10.1371/journal.pone.0045679

22. Shonchoy A, Kurosaki T. Impact of Seasonality-Adjusted Flexible Microcredit on Repayment and Food Consumption: Experimental Evidence from Rural Bangladesh; *IDE Discussion Papers 460*; 2014.

23. Banerjee A, Duflo E, Glennerster R, Kinnan C. The Miracle of Microfinance? Evidence from a Randomized Evaluation. *American Economic Journal: Applied Economics*. 2015;7(1):22-53. https://doi.org/10.1257/app.20130533

24. The $24 Billion Opportunity: A Case for Increasing Private Schools' Access to Finance in Low- and Middle-Income Countries. *Opportunity EduFinance*; 2019.

25. Understanding School Fee Loans. *Opportunity EduFinance*; 2020.

26. Emerson PM, Ponczek V, Souza AP. Child Labor and Learning. *Economic Development and Cultural Change*. 2017;65(2):265-296. https://doi.org/10.1086/688895

27. Ray R. The Determinants of Child Labour and Child Schooling in Ghana. *Journal of African Economies*. 2002;11(4):561-590. https://doi.org/10.1093/jae/11.4.561

28. Attanasio O, Fitzsimons E, Gomez A, Gutiérrez MI, Meghir C, Mesnard A. Children's Schooling and Work in the Presence of a Conditional Cash Transfer Program in Rural Colombia. *Economic Development and Cultural Change*. 2010;58(2):181-210. https://doi.org/10.1086/648188

29. Manacorda M. Child Labor and the Labor Supply of Other Household Members: Evidence from 1920 America. *American Economic Review*. 2006;96(5):1788-1801. https://doi.org/10.1257/aer.96.5.1788

30. Maldonado J, Gonzalez-Vega C. Impact of Microfinance on Schooling: Evidence from Poor Rural Households in Bolivia. *World Development*. 2008;36(11):2440-2455.

31. School Improvement Loans Linked to Increased Learning Outcomes In Uganda; *EduFinance*; 2020.

32. Interview with Scott Sheridan from Opportunity EduFinance. *Grameen Foundation*; 2021.

33. Interview with Abel Ovenseri from LAPO Microfinance Bank Limited. *Grameen Foundation*; 2020.

34. Dammert A, de Hoop J, Myukiyehe E, Rosati F. The Effects of Public Policy on Child Labor: Current Knowledge, Gaps, and Implications for Program Design; *World Development*; 2017; https://doi.org/10.1016/j.worlddev.2018.05.001

35. Barrera-Osorio F, Bertrand M, Linden LL, Perez-Calle F. Improving the Design of Conditional Transfer Programs: Evidence from a Randomized Education Experiment in Colombia. *American Economic Journal: Applied Economics*. 2011;3(2):167-195. https://doi.org/10.1257/app.3.2.167

36. Sinclair MR, Diener O, Rutherford D. Why Measuring Child-Level Impacts Can Help Achieve Lasting Economic Change; FHI 360 and Women's Refuge Commission; 2013.

37. Baland JM, Demont T, Somanathan R. Child Labor and Schooling Decisions among Self-Help Group Members in Rural India. *Economic Development and Cultural Change*. 2020;69(1):73-105. https://doi.org/10.1086/703046

38. Savings Groups Brief #2: Savings Groups for Child Wellbeing - the Risks; *FHI 360*; 2015.

39. Edmonds E, Theoharides C. The Short-Term Impacts of a Productive Asset Transfer in Families with Child Labor: Experimental Evidence from the Philippines. *Journal of Development Economics*; 2020;146. https://doi.org/10.3386/w26190

40. Banerjee A, Duflo E, Goldberg N, et al. A Multifaceted Program Causes Lasting Progress for the Very Poor: Evidence from Six Countries. 2015;348(6236). https://doi.org/10.1126/science.1260799

41. Del Carpio X. Does Child Labor Always Decrease With Income? An Evaluation In The Context Of A Development Program In Nicaragua. *The World Bank*; 2008. https://doi.org/10.1596/1813-9450-4694

42. De Hoop J, Premand P, Rosati F, Vakis R. Women's economic capacity and children's human capital accumulation. *Journal of Population Economics*. 2018;31(2):453-481. https://doi.org/10.1007/s00148-017-0656-x

43. The Role of Agriculture in the Development of Least-Developed Countries and Their Integration into the World Economy; *FAO*; 2001.

44. Ravetti C. The Effects of Income Changes on Child Labour: A Review of Evidence from Smallholder Agriculture; *International Cocoa Initiative;* 2020.

45. Barooah B, Kaushish B, Puri J, Leach B. Understanding Financial Agricultural Risk for Smallholder Farmers in Developing Countries: What Do We Know and Not Know?; *International Initiative for Impact Evaluation*; 2017.

46. Beegle K, Dehejia RH, Gatti R. Child labor and agricultural shocks. *Journal of Development Economics*. 2006;81(1):80-96. https://doi.org/10.1016/j.jdeveco.2005.05.003

47. Sagbo NSM. Effects of Agricultural Loans in Developing Countries - Benin Case Study. *Theses and Dissertations-Agricultural Economics*; 2019.

48. Reducing Child Labour in Agriculture through Good Agricultural Practices: FAO Experiences; *FAO*; 2012.

49. Gomez y Paloma S, Riesgo L, Louhichi K. The Role of Smallholder Farms in Food and Nutrition Security. Springer International Publishing; 2020. https://doi.org/10.1007/978-3-030-42148-9

50. Karlan D, Darko Osei R, Osei-Akoto I, Udry C. Agricultural Decisions after Relaxing Credit and Risk Constraints; *The Quarterly Journal of Economics;* 2014;129(2):597–652. https://doi.org/10.1093/qje/qju002

51. William J, Suri T. Risk Sharing and Transactions Costs: Evidence from Kenya's Mobile Money Revolution. *American Economic Review*. 2014;104(1):183-223.

52. Matul M, Dalal A, de Bock O, Gelade W. Why People Do Not Buy Microinsurance and What We Can Do about It; *ILO*; 2013.

53. Berman P, Ajuba R, Bhandari L. The Impoverishing Effect of Healthcare Payments in India: New Methodology and Findings. *Economic and Political Weekly*. 2010;45:65-71.

54. Chakrabarty S. Does Microcredit Increase Child Labour in Absence of Microinsurance?; *Microinsurance Innovation Facility and ILO*; 2012.

55. Magnoni B, Zimmerman E, Chandani T. MLK Brief #2: Doing the Math in Karnataka, India; Microinsurance Center; 2012.

56. Pott J, Holtz J. Value-added Services in Health Microinsurance. *Microinsurance Innovation Facility;* 2013.

57. Raithatha R, Naghavi N. Spotlight on Mobile-Enabled Insurance Services; *GSMA*; 2018.

58. Chandani T, Garand D. Lessons Learned and Good Practices in Health Microinsurance: A Guide for Practitioners; *Microinsurance Network*; 2013.

59. Gray B, Bardsley A, Kuklewicz A, Loupeda C. Developing Next Generation Health Financing Instruments for Households: Drawing on Lessons Learned; *Grameen Foundation*; 2019.

60. Landmann A, Frölich M. Can health-insurance help prevent child labor? An impact evaluation from Pakistan. *Journal of Health Economics*. 2015;39:51-59. https://doi.org/10.1016/j.jhealeco.2014.10.003

61. Ratha D, Ju Kim E, Plaza S, Seshan G. Migration and Development Brief 34: Resilience: COVID-19 Crisis through a Migration Lens; *Knomad*; 2021.

62. Acosta P. School Attendance, Child Labour, and Remittances from International Migration in El Salvador. *Journal of Development Studies*. 2011;47(6):913-936. https://doi.org/10.1080/00220388.2011.563298

63. Coon M. Remittances and child labor in Bolivia. *IZA Journal of Migration*. 2016;5(1):1. https://doi.org/10.1186/s40176-016-0050-6

64. Azam M, Rodgers Y, Stewart-Evans M, von Hase I. Migrant Women and Remittances: Exploring the Data from Selected Countries; *UN Women*; 2020.

65. Katakam A, Gravesteijn R. Remittances and Financial Inclusion: "Sending Money Home" in the COVID Era; *Center for Financial Inclusion*; 2020.

66. Sil M, Guha S. Remittances and Microfinance in India Opportunities and Challenges for Development Finance; *MPRA*; 2010.

67. Bargain O, Boutin D. Remittances and Child Labor in Africa: Evidence from Burkina Faso. *Institute of Labor Economics*; 2014.

68. Joseph G, Plaza S. Impact of Remittances on Child Labor in Ghana. *The World Bank*; 2010.

69. Sicat G. OFWs: Who They Are, Where They Work, and What They Do. *The Philippine Star*; 2016.

70. Binci M. The Impacts of Remittances on Child Labor and Schooling. *International Migration Review*; 2018.

71. Moore D, Niazi Z, Rouse R, Kramer B. Building Resilience through Financial Inclusion A Review of Existing Evidence and Knowledge Gaps; *Innovations for Poverty Action*; 2019.

72. Brody C, de Hoop T, Vojtkova M, et al. Economic Self-Help Group Programmes for Improving Women's Empowerment: A Systematic Review; 2016. https://doi.org/10.4073/csr.2015.19

73. Allen H. Impact and Programme Evaluation of Plan and UHIKI's Joint VSL Programme in Tanzania; Germany; *VSL Associates*; 2009.

74. Boyle P. Evaluation of Impact of the Touguri Pilot Project and Establishment of Baseline Data for Phase II; *SEEP Network*; 2009.

75. Cameron S, Ananga E. Savings Groups and Educational Investments; *Plan UK*; 2013.

76. Karlan D, Savonitto B, Thuysbaert B, Udry C. Impact of savings groups on the lives of the poor. *Proceedings of the National Academy of Sciences*. 2017;114(12):3079-3084. https://doi.org/10.1073/pnas.1611520114

77. Gash M, Gray B. The Role of Financial Services in Building Household Resilience; *CGAP*; 2016.

78. Rickard K, Johnsson A. Women's Empowerment and Savings Groups: What Do We Know?; *SEEP Network*; 2019.

79. Karlan D, Ratan AL, Zinman J. Savings by and for the Poor: A Research Review and Agenda. *Review of Income and Wealth*. 2014;60(1):36-78. https://doi.org/10.1111/roiw.12101

80. Berry J, Karlan D, Pradhan M. The Impact of Financial Education for Youth in Ghana; *National Bureau of Economic Research*; 2015. https://doi.org/10.3386/w21068

81. Chaffin J, Rhoads N. Children and Economic Strengthening Programs: Maximizing Benefits and Minimizing Harm; *CPC Learning Network*; 2013.

82. 2010 Annual Report; *Aflatoun*; 2010.

83. Allen B. Savings Groups and the Dynamics of Inclusion; *SEEP Network*; 2018.

84. Understanding Youth and Their Financial Needs; *SEEP Network*; 2013.

85. Minniti M, Naude W. What Do We Know about the Patterns and Determinants of Female Entrepreneurship across Countries? *European Journal of Development Research*. 2010;22:277-293. https://doi.org/10.1057/ejdr.2010.17

86. Carranza E, Dhakal C, Love I. Female Entrepreneurs: How and Why Are They Different?; *World Bank*; 2018. License: CC BY 3.0 IGO.

87. Bardasi E, Sabarwal S, Terrell K. How Do Female entrepreneurs perform? Evidence from three developing regions. *Small Business Economics*. 2011;37(4):417-441. https://doi.org/10.1007/s11187-011-9374-z

88. Hallward-Driemeier M. Enterprising Women: Expanding Economic Opportunities in Africa; *World Bank*; 2013.

89. Smith J, Crookston B, Gray B, et al. Evidence Review on the Role of Male Engagement in Women's Economic Empowerment Programs; *Grameen Foundation*; 2021.

90. Mastercard Index of Women Entrepreneurs; *Mastercard*; 2018.

91. Sievers M, Vandenberg P. Synergies through Linkages: Who Benefits from Linking Micro-Finance and Business Development Services? *World Development*. 2007;35(8):1341-1358. https://doi.org/10.1016/j.worlddev.2007.04.002

92. Dunford C. Building Better Lives: Sustainable Linkage of Microcredit and Education in Health, Family Planning and HIV/AIDS Prevention for the Poorest Entrepreneurs; *Journal of Microfinance*; 2001.

93. Gupta J, Falb KL, Lehmann H, et al. Gender norms and economic empowerment intervention to reduce intimate partner violence against women in rural Côte d'Ivoire: a randomized controlled pilot study. *BMC International Health and Human Rights*. 2013;13(1):46. https://doi.org/10.1186/1472-698X-13-46

94. Lorenzetti L, Leatherman S, Flax V. Evaluating the effect of integrated microfinance and health interventions: an updated review of the evidence. *Health Policy Plan*. 2017;32(5):732-756. https://doi.org/10.1093/heapol/czw170

95. Lensink R, Mersland R, Vu NTH, Zamore S. Do Microfinance Institutions Benefit from Integrating Financial and Nonfinancial Services? *Applied Economics*. 2018;50(21):2386-2401. https://doi.org/10.1080/00036846.2017.1397852

96. Abramsky T, Devries KM, Michau L, et al. Ecological Pathways to Prevention: How Does the SASA! Community Mobilisation Model Work to Prevent Physical Intimate Partner Violence Against Women? *BMC Public Health*. 2016;16(1):339. https://doi.org/10.1186/s12889-016-3018-9

97. Ellsberg M, Arango DJ, Morton M, et al. Prevention of Violence Against Women and Girls: What Does the Evidence Say? *The Lancet*. 2015;385:1555-1566. https://doi.org/10.1016/S0140-6736(14)61703-7

98. Wegs C, Creanga AA, Galavotti C, Wamalwa E. Community Dialogue to Shift Social Norms and Enable Family Planning: An Evaluation of the Family Planning Results

Initiative in Kenya. *PLOS ONE*. 2016;11(4):e0153907. https://doi.org/10.1371/journal.pone.0153907

99. Figueroa ME, Poppe P, Carrasco M, et al. Effectiveness of Community Dialogue in Changing Gender and Sexual Norms for HIV Prevention: Evaluation of the Tchova Tchova Program in Mozambique. *Journal of Health Communication*. 2016;21(5):554-563. https://doi.org/10.1080/10810730.2015.1114050

Acronyms and Glossary of Terms

Acronym	Definition
ABA ROLI	American Bar Association - Rule of Law Initiative
ACW	Acceptable Conditions of Work
FSP	Financial Service Provider
ILO	International Labour Organization
NGO	Non-Governmental Organization
UACW	Unacceptable Conditions of Work
UN	United Nations
USDOL	U.S. Department of Labor
WEE	Women's Economic Empowerment

Term	Definition
Asset Transfer (AT)	Often consist of providing a productive asset, such as livestock or business tools such as sewing machines, solar water pumps, or an information asset, such as a mobile phone, to a participant.
Children at Risk of Engaging in Harmful Child Work (Child Labor)	A child "at risk of engaging in harmful child work" is one who meets one or more of the following conditions: 1) Living in an area where harmful child work is prevalent; 2) Living in poverty (as defined by national standards); 3) Of school age, but not attending school; 4) Having one or more siblings engaged in harmful child work; 5) Orphaned; 6) The head of a household; 7) Affected by a disability; and 8) Living in an area with low school enrollment or high dropout rates.
Child Work	Household chores and forms of legal work, including light work. This type of work does not interfere with schooling. According to international standards, the minimum age for work is 14 or 15, depending on the country, as some developing countries have lower minimum ages for work.
Cash Transfer	Direct transfers of money to an eligible person (often based on gender, age, poverty or other vulnerability characteristics), can be either unconditional cash transfers or conditional cash transfers. Normally made by governments, but can also be provided by NGOs and other private donors.
Conditional Cash Transfer	Cash transfers made to a person once they meet certain criteria, such as children staying enrolled in school, or women completing prenatal care visits.
Frontline-level Staff	Frontline-level staff refers to WEE Actor staff who work directly with women to help achieve WEE objectives and are primarily based at the field-level. Frontline-level staff may be trainers, community agents, credit officers, social workers, agricultural extension agents, among others.
Harmful Child	**Harmful work for children,** or **child labor,** is any work that hinders a child's

Work (Child Labor)	development and work that is: a) physically, mentally, or morally dangerous and harmful for children; and b) interfering with a child's schooling. The term **harmful child work** is also used interchangeably with **harmful work for children** or **child labor**. The RICHES Toolkit also identifies harmful child work as any child work that is Difficult, Dangerous, or Dirty (also known as the 3 Ds).
Harmful Work for Adults (Unacceptable Conditions of Work or UACW)	Any conditions of work that are considered to be detrimental, such as wages that do not provide for a decent living for workers and their families, hours of work that exceed eight hours a day/48 hours per week, and poor occupational health and safety conditions. Harmful working conditions are most present in the **informal sector,** where many female-run enterprises are run**, vulnerable work,** such as contract work and work in environments that lack or have limited legal protections, in **forced labor,** which is the most egregious form of work and is particularly common in domestic work, construction, and manufacturing, agriculture, horticulture, and in the hospitality and sex industries, or **precarious work**, which includes unstable work situations such as temporary and/or informal work such as the domestic care work sector, the cleaning sector, kitchen work, market work, and manufacturing.
Light Work	Child work that is limited in hours, does not harm a child's health, safety, or school attendance and achievement. Light work can be household chores that are age appropriate, such as making one's bed, doing dishes, occasional babysitting, etc. According to international standards, the minimum age for light work is 12 or 13, depending on the country, as some developing countries have lower minimum ages for work.
Low-Cost Private Schools (LCPSs)	Non-state schools run by entrepreneurs to serve low-income populations. These can consist of daycares and pre-schools, as well as primary and secondary-level education centers.
Management-level Staff	Management-level staff refers to WEE Actor staff who are primarily based at the headquarters level of the organization and lead strategy and program development and oversight.
Non-Financial Services (NFSs)	Development services such as business, health, financial, agricultural education, community-based dialogues, to name a few. Often referred to generally by NGOs as program activities; however, are referred to as NFSs by financial service providers, when they directly or through partnership provide services that are not core to their financial services mission.
Participants	Participants refer to women receiving services provided by WEE Actors. Participants can be women living in developing economies that own businesses, engage in livelihood activities, are clients of financial service providers, or participate in trainings to increase their access to economic opportunities. Depending on the WEE Actor, they can also be referred to as clients, beneficiaries, or members.

RICHES Toolkit	A collection of tools that seek to assess the risks of, raise awareness about, and mitigate the risks of harmful work for children and adults among WEE Actors and their participants. The RICHES toolkit includes: an online portal for accessing the toolkit, risk assessments and diagnostics for assessing risks of harmful child work, market research and monitoring and evaluation tools, paper-based and video-based dialogue-based curriculum, management and frontline staff training, and guides for linking out to child protection organizations and facilitating intra-household and community dialogues.
Unconditional Cash Transfer	Cash transfers made to a person *without* having to meet certain criteria, such as children staying enrolled in school, or women completing prenatal care visits. Cash can be spent however the recipient desires.
Women's Economic Empowerment (WEE)	Women's economic empowerment is a process by which women increase their power to succeed as equal and active participants in the economy. This includes women's enhanced access to and control of human, economic, and social resources (power over); individual agency to make independent decisions that benefit themselves, their families, communities, and nations (power to); personal assets, including knowledge, skills, self-confidence, resilience, and ability to take and manage risk (power within); and collective assets, such as support services and networks (power with). Women's economic empowerment is critical to achieving gender equality, poverty reduction, economic growth, and other sustainable development goals.
Women's Economic Empowerment (WEE) Actor or Initiatives	Broadly refers to 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. WEE Actors can be microfinance institutions, savings group support organizations, non-governmental organizations, donors, investors, or government programs.

Acknowledgments

This tool was developed by Bobbi Gray with support from Jenna Smith and Amelia Kuklewicz of Grameen Foundation and Chris Camillo and Deepa Ramesh of the American Bar Association Rule of Law Initiative (ABA ROLI). Graphics were designed by Lilli Beth Gelvezon, an independent consultant and Jenna Smith of Grameen Foundation. Final editing was conducted by Jenna Smith.

The team is grateful to Sarah Sunderlin Simpson of the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) for her direction, editing, design input, and support during the development of this tool. The team also thanks the many OCFT staff who took time to review drafts and provide design and editing support, including Kristen Pancio, Alexander Billings, and Tanya Shugar.

Finally, the team extends our deep gratitude to the following people who provided early feedback on this guide:

- Amelia Greenberg, Social Performance Task Force
- Johanna Ryan, Vision Fund International
- Abel Ovenseri, LAPO
- Benjamin Crookston, Brigham Young University, School of Global Health

"RICHES Financial Services Guide" by Bobbi Gray, Jenna Smith, Amelia Kuklewicz, Chris Camillo, and Deepa Ramesh of the RICHES project funded by the U.S. Department of Labor, led by grantee the Grameen Foundation USA in partnership with sub award the American Bar Association Rule of Law Initiative licensed under CC BY 4.0. Through this Creative Commons license, you are encouraged to remix, transform and build upon this material.

To cite this work, we suggest the following citation:

Gray B, Smith J, Kuklewicz A, Camillo C, Ramesh D. (2022). RICHES Financial Services Guide. Grameen Foundation and American Bar Association Rule of Law Initiative. https://grameenfoundation.org/riches/riches-toolkit/financial-services-guide

If this work is adapted for private or commercial use, we encourage the following acknowledgment:

This work, "[*NAME OF YOUR DERIVATIVE/ADAPTATION*]" is a derivative of "RICHES Financial Services Guide" licensed under CC BY 4.0 developed by Bobbi Gray, Amelia Kuklewicz, Chris Camillo and Deepa Ramesh of the RICHES project funded by the U.S. Department of Labor, Office of Child Labor, Forced Labor and Human Trafficking, led by grantee the Grameen Foundation USA in partnership with sub award the American Bar Association Rule of Law Initiative. This material does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government. Neither does this material suggest endorsement by Grameen Foundation USA or the American Bar Association Rule of Law Initiative.