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. RICHES aims to promote the benefits of Women’s Economic Empowerment (WEE) Actors—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—becoming involved in child protection and combating harmful work and the steps they can take to address these issues.

To this end, RICHES proposes a minimum set of practices and tools that all WEE Actors can implement at the organizational level to promote child protection. The minimum set of practices include:

1. Being aware of the risks to doing harm when supporting women’s enterprises,
2. Assessing the risks and identifying situations of harmful work for children and adults,
3. Linking out to appropriate support services, and
4. Committing to Do No Harm.

Complementary to the minimum practices, RICHES has also developed both service provider- and participant-level tools for those who want to take a more comprehensive approach to child protection, such as market research, training, product development and monitoring and evaluation.

For access to the full toolkit, please consult https://grameenfoundation.org/riches. RICHES is a multi-sectoral capacity building project, led by Grameen Foundation, an expert in women’s economic empowerment and financial inclusion and the American Bar Association Rule of Law Initiative (ABA ROLI), an expert in child labor and rule of law.
Our Design Challenge

How might we integrate awareness or mitigation strategies for harmful work for children and adults into their product/service offering?

Design Criteria:

WHO

1. Our organization as implementers
2. Women entrepreneurs, children and families as beneficiaries
3. Other organizations and policymakers as partners

WHY

To use our market research findings to design products, services, program adaptations, policy changes or new offerings to respond to need to integrate child protection into current strategies and programs/products/services
Workshop Objectives and Agenda

What will occur during today’s workshop:
- Review key insights from our market research
- Opportunities for design: “How might we…?”
- Reviewing RICHES tools for possible use

What we expect to achieve during the workshop:
- Brainstorm ideas
- Prototyping

What we expect to come after the workshop:
- Development and refining of tools based on prototype
- Piloting
- Revision of Tools
By the end of this session, we will have:

- Clarified the definitions of Harmful Child Work vs. Child Work, as well as Harmful Working Conditions.
Key International Rights for Children

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

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

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

Child Work

Household chores and forms of legal work, including light work. This type of work does not interfere with schooling.
Five Types of Hazardous Work for Children

1. Work underground, under water, at dangerous heights, or in confined spaces
2. Work with dangerous machinery, equipment, and tools or which involves the manual handling or transport of heavy loads
3. 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
4. Work which exposes children to physical, psychological, or sexual abuse
5. 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.
Remember the 3 Ds. Protect workers from dirty, difficult, and dangerous work.
How participants define Harmful Child Work?

**By Age**
“when they are under the age of 12,” “at an early age,” “when they are small”

“When they are working without the parents’ knowledge”

“Child begging”

**By Location**
“outside the house,” “alone on the streets,” “far from home”

**By Hazards**
“in the mountains where they get animal bites--snake bites,” “on the street where they can get hit by cars”

“When it is forced”

**By Activity**
“heavy work,” “handling machetes,” “spraying chemicals,” “day labor,” “cooking on a stove”

**By Work Hours**
“long hours”
Sweat & Toil App
By the end of this session, we will have:

- Analyzed the information and results from the Market Research and/or Risk Assessments conducted by our organization
1. What is the nature and incidence of child labor and acceptable working conditions in our context?

2. Among our clients/beneficiaries, what is the level of awareness, existing practices and potential incentives to address child labor and harmful business practices?

3. What is the incidence and nature of child labor and working conditions in our women’s enterprises specifically?
Market Research Structure and Methodology

- Participant or Staff-level Understanding and Awareness
- Nature of Harmful Child Work and Harmful Practices among our participants
- Partner/Stakeholder Analysis
Market Research Review

Nature & Incidence of Harmful Child Work

152 Million Children in Harmful Child Work Worldwide

Harmful Labor

CRISES:
Conflict, natural disasters, and health emergencies

Industry/Hazardous Labor

Agriculture
Informal work -- 2 billion of the world’s workforce is most prevalent in developing countries.

Vulnerable work -- contract work and work in environments that lack or have limited legal protections, poor working conditions or no/limited benefits—involves an estimated 1.4 billion.

Precarious work -- Hundreds of millions of workers; includes temporary work, which typically occurs in sectors with weak health and safety protections such as domestic care work, the cleaning sector, kitchen work, retail and supermarkets, and construction.

Forced labor -- affects 40 million people globally.

Workers in Poverty

300 million workers in emerging and developing countries were living in extreme poverty, on US$1.90 (PPP) per day.

430 million in these same countries in moderate working poverty: between US$1.90 and US$3.10 per day (PPP).

Women

Children
Market Research Review
Causes & Consequences of Harmful Child Work

- Poverty
- Lack of access to financial services
- Labor shortages and preferences
- Parental preferences for children to work
- Lack of decent work for adults
- Lack of awareness of rights and risks
- Ineffective institutional frameworks for addressing harmful child work
- Lack of support & social protections for families
- Value chain problems
- Crises & emergencies
- Discrimination based on various factors

Factors that influence consequences:
- Child’s age/gender/education status
- Household size (and # of siblings)
- Parents’ income/work/education status

- Risks to physical development
- Risks to psychosocial & emotional development
- Negative impact on education: absenteeism, repetition, dropout
- Undereducated workers in the long-run
Market Research Review
Causes & Consequences of Harmful Working Conditions (UACW)

Lack of social protections and supports for families
Ineffectiveness of institutional frameworks for addressing UACW
Excessive legal restrictions on workers, especially women
Entrenched gender roles and harassment of women
Value chain problems

Harmful Working Conditions

Perpetuation of poverty
Poor physical and mental health for workers
Harmful Child Work
Instability within households
Social and economic inequalities in the community
Weak economic growth and prosperity for communities
What exists:

Gaps and Issues:
What exists:

Gaps and Issues:
What exists:

Gaps and Issues:
Market Research Review

Challenges in our Programs and Services

- Availability of care
- Social/Cultural norms
- Gender bias
- Legal barriers
- Tendency towards informal sector
- Non-growth aspirations
- Lower entrepreneurial ability
- Lack of business resources
- Lack of access to markets
- Inadequate access to/control over resources
- Lack of access to collateral (esp. land)
Factors Affecting Harmful Child Work within our Programs and Services
**What Exists:** Stakeholders at the various levels are working to address issues such as child labor, education, women’s entrepreneurship, working conditions, gender issues, poverty, etc.

**Gaps:** Connections among stakeholders addressing the intersection of CL and UACW need to be made, followed by communication and collaboration.
Meet a Woman Entrepreneur

“I have a lot on my plate, not only am I managing a business but my house. I work long hours, the only solution is to have my kids at my business.”

“I’m worried an employee will steal from me or not help me run the business well.”

“If for whatever reason my children don’t go far in school or can’t get a job, at least they have this skill and can survive.”

“I’m worried about gangs, about what can happen, and bad influence.”

“I feel like there is no other choice but to have my children help. I have a hard time planning for the long-term and have to respond to unexpected events often.”

“I’m worried about my business being profitable so I can provide for my family.”

“I’m a single parent, affected by migration, or dealing with health issues in my family.”

“I worked when I was a child, so did my mom, and everyone has learned how to work, it’s good for kids.”
Analysis Activity

Split into even groups.
On flip chart, draw table below.
Pick a scribe.
Discuss and document responses to the 2 questions.
Time: 15 minutes

What did you learn from the market research that was new to you or surprised you?
What implications do these results suggest for our organization?

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<th>Surprises</th>
<th>Implications</th>
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27
By the end of this session, we will have:

- Reviewed and summarized learnings from the market research through consolidated insights and “how might we” questions.
Policy Level Insight

Insight 1: Top-down approaches (especially punitive) to address child labor and unacceptable working conditions can be ineffective, have limited or no sustainability, and push child labor underground.

How might we: Institute and encourage participatory and cross-sectoral approaches to address child labor at the community and household level?
Insight and “How Might We” Activity

1. Get into groups of 2-4 persons.
2. Pick a scribe.
3. Divide flip charts between groups
4. Confirm/revise insight and “how might we” question – use paper and/or flipchart as necessary
5. Time:
   a. 30 minutes in small group
   b. 20 plenary discussion
By the end of this session, we will have:

- Brainstormed ideas and solutions for the different ways to answer the questions of “how might we”
- Presented ideas to the group and received feedback on brainstorming
Brainstorm Solutions Activity

1. Stay in assigned groups.
2. Pick a scribe.
3. For each “how might we” question, brainstorm approaches that you believe could effectively respond to the “how might we?” question.
4. Decide whether you want to break up into sub-teams or stay as one group.
5. Record ideas on a flip chart.
6. Time: 40 Minutes
1. Defer Judgement
2. Encourage Wild Ideas
3. Build on the Ideas of Others
4. Stay Focused on Topic
5. One Conversation at a Time
6. Be Visual
7. Go for Quantity
Let’s Prototype!

- Move from problem to solution.
- Consider how you might bundle ideas.
- Create at least 1-2 concepts.
- Visualize your concept(s).
- Make your idea tangible.
- Idea should be rough and only as accurate as needed to get feedback from others.

- Iterate! Iterate! Iterate!
Let’s Prototype: Be Creative!

- Model/sketch/mock-ups
- Diagrams
- Role plays
- Stories
- Advertisement
- Design to get answers!
Sharing of Ideas Activity

1. Gallery Walk!
   a. Review each flip chart on insights, design questions, and brainstormed ideas.
   b. With Post-its, add other ideas, questions, considerations for the group.

2. Time: 20 minutes
By the end of this session, we will have:

- Voted on ideas by applying project criteria to determine viability
- Reviewed the tools in the RICHES toolkit that may help respond to ideas
Basic Viable Product Activity

1. Consider feedback on Brainstormed Ideas
2. Evaluate each brainstormed idea using three different colored dots (next slide)
3. Time: 15 minutes
## Criteria for Prioritizing Ideas

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<th>Criteria</th>
<th>Description</th>
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| Feasible          | Can a WEE actor (think financial services provider) either do it or can do it through partnering?  
|                   | Is there motivation/incentive to do it?  
|                   | Would women entrepreneurs find the “tool/approach” useful/attractive? |
| Sustainable/Scalable | Is there a potential business case?  
|                   | Can it be implemented at low or no cost or cross subsidized with another idea?  
|                   | Is it simple enough to implement that it can be scaled easily? |
| Evidence-Based    | Is there enough evidence to suggest it would work?  
|                   | Can the WEE Actor build evidence base or business case? |
Criteria for Brainstormed Ideas

- **Green Sticker** if Feasible
- **Yellow Sticker** if Sustainable/Scalable
- **Blue Sticker** if Evidence Based

Use the Color Sticker for each of your brainstormed ideas. An idea can receive 1, 2, or 3 stickers.
By the end of this session, we will have:

- Sketched out structure of details on selected ideas.
Prototype Activity

1. Draft prototype ideas.

2. Time:
   a. 45 minutes to prototype
   b. 30 minutes to report out
      i. Explain the prototypes.
      ii. Feedback: What’s missing? What would you add?
By the end of this session, we will have:

- Discussed tools the organization has decided to prioritize implementing
- Mapped out an action plan with next steps and who is responsible
Process Design Workshop and Prepare Report
Consolidate and flesh out design concepts among the team
Design Product Concepts
Review, Feedback and Edit Concepts
Prepare complementary elements to pilot product concepts
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<th>Action</th>
<th>Who is responsible?</th>
<th>Who will support?</th>
<th>By when?</th>
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<td><strong>Long-term (6 months +)</strong></td>
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Thank you!