Risky Business: Making Businesses Safe for Everyone

Part 1: Training of Trainer's Guide

Version: January 27, 2022

Primary Audience

Experienced trainers and frontline-level staff of Women's Economic Empowerment (WEE) Actors. 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. Experienced trainers may be management-level staff that lead strategy and program development for WEE Actors, or independent actors or partners who will conduct the training of trainers (TOT). Frontline-level staff include those working directly with women to help achieve WEE objectives, including staff who facilitate education and group-based learning.

Goal

Equip WEE Actor trainers to effectively prepare WEE Actor frontline-level staff and/or community-based facilitators to deliver the Risky Business Curriculum to WEE Actor participants.

Objectives

Through the use of this guide, a WEE Actor trainer will have:
- Implemented a training plan.
- Conducted a Training of Trainers of the Risky Business Curriculum with WEE Actor frontline-level staff and/or community-based facilitators.
- Evaluated the content of the RICHES training to improve the training experience of future facilitators.

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

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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 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

Toolkit for WEE Actors

SETTING THE FOUNDATION Phase 1	BUILD THE STRUCTURE Phase 2	ENGAGE PARTICIPANTS Phase 3
Start here: Use these tools to build **management-level** awareness and understanding of organizational and program risks of harmful work for children and adults.	Use these tools to build **frontline staff-level** awareness and prioritize new or improved products and services.	Use these tools to build **participant-level** awareness and support their needs.

|		
• **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)	• **Social Performance Management (SPM) Guide** (All tools) • **Understanding Harmful Work Training** (with All Staff) • **Market Research Guide** • **Financial Services Guide** • **Design Workshop**	• **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 Risky Business TOT Guide

SETTING THE FOUNDATION Phase 1	BUILD THE STRUCTURE Phase 2	ENGAGE PARTICIPANTS Phase 3
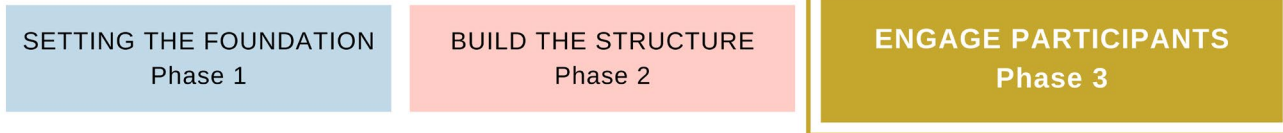
The Risky Business TOT Guide is designed to be part of **Phase 3: Engage Participants.**

This TOT Guide is designed to be used by experienced trainers to prepare frontline-level staff or other community-based facilitators of or engaged by WEE Actors to facilitate Technical Learning Conversations (TLCs) with women entrepreneurs. 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. To use this TOT Guide, it is recommended that the trainer prepares by reviewing and practicing each of the sessions as well as the technical content. This TOT Guide requires the trainer to also use **RICHES Risky Business – Part 2: Facilitator's Guide** and **RICHES Risky Business – Part 3: Picture Packet**. This TOT Guide also includes a pre- and post-test to measure short-term knowledge change, as well as a workshop evaluation.

This TOT Guide contains several activities and materials specifically designed to build a foundation of knowledge about harmful work for children (child labor) and adults (harmful working conditions) and develop skills for conducting adult learning training on these topics.

> **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. For the purposes of the RICHES project, **t**he term **harmful child work** is also used interchangeably with **harmful work for children** or **child labor**.
>
> For the purposes of the RICHES project, the term **harmful working conditions** is used interchangeably with **harmful work for adults**, **unacceptable conditions of work** or **UACW,** and refers to any work that is 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).

Process Description: Before using this guide and depending on the experience of the trainer in the risks of harmful work for children and adults, it is advised that the trainer begins by reviewing the RICHES Understanding Harmful Work Training found in Phase 1 of the Toolkit. This is a foundational tool that will help the trainer strengthen their understanding of definitions, scenarios, and relevant statistics. This

training guides WEE Actors in the benefits of becoming involved in combating harmful work for children and adults. More tools in the RICHES Toolkit, including full descriptions, can be found in the Annex of this TOT Guide, as well as in the RICHES Toolkit Index.

This TOT Guide provides a set of workshop activities to prepare facilitators to conduct the Risky Business TLCs found in **RICHES Risky Business – Part 2: Facilitator's Guide** with groups of women entrepreneurs. It is designed to provide trainees with an opportunity to practice facilitating each TLC, as well as to explore in more depth some of the concepts and information related to promoting safe and healthy working conditions.

There are a variety of features written into the text of the **RICHES Risky Business – Part 1: TOT Guide** and embedded in the format of each activity. The intention is to give the trainer written signals that make the delivery of the activity easier. Many of the same features in the workshop activities are found in **RICHES Risky Business – Part 2: Facilitator's Guide**. The following table is a list of the features:

Additional Features of the TOT Guide
Italics font = instructions for the trainer (Do not read this text to the trainees.)
Regular font = specific information or instructions for the trainer to read or closely paraphrase to the trainees
❓ = specific open questions for the trainer to ask the facilitators (deliver this text as it is written.)
(Parenthesis) = additional instructions or information for the trainer
[Brackets] = example answers
⮑ = special notes to the trainer

Materials Needed:
- General:
    - Several flipcharts, markers, tape, and sticky notes
    - 10 sheets of writing paper
    - One copy of **RICHES Risky Business – Part 3: Picture Packet**
    - A bag or basket
    - One copy of **RICHES Risky Business – Part 2: Facilitator's Guide** TLC #5 cut into its four steps
    - "Human Trafficking Hotline Website or Phone Number" from **RICHES Risky Business – Part 2: Facilitator's Guide**
    - Handouts from this guide:
        - Four copies of "Is it Child Work or Harmful Child Work?"
        - Four copies of "Four Adult Learning Principles"
        - One copy of "Risk Factors for Harmful Child Work in Women's Enterprises"
        - Four copies of "Marta, a 16-year-old girl's story"
- Per trainee:
    - Blank name tag
    - 2 sheets of writing paper

- o Pencil
- o 3 leaves, pieces of paper, stones, or beans
- o One copy of **RICHES Risky Business – Part 2: Facilitator's Guide**
- o Handouts from this guide:
  - ▪ One copy of "Pre-test," "Post-test," and "Answer Key" Handouts
  - ▪ One copy of "Workshop Logistics" Handout
  - ▪ One copy of "Workshop Agenda" Handout
  - ▪ One copy of "Workshop Evaluation" Handout

Time Needed: Three eight-hour days.

Adaptations:

1. As adaptations may be required to modify the TLCs, such as changing the names and currencies to fit the local context, to ensure that the information is suitable for the local needs of the trainees, the **RICHES Risky Business – Part 2: Facilitator's Guide** contains an Adaptation Guide in the Annex. It is important to note that there are two optional TLCs in the Annex of the **RICHES Risky Business – Part 2: Facilitator's Guide** on the value of education for local circumstances where this is a concern.

2. The TOT 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.

3. 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 guide 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 to adjust the font size if printing out for your specific use.

Cost Drivers in Use of Tool: The primary cost drivers in the use of this guide are staff time, lunches and snacks, accommodations, and transportation (if required), as well as the cost of a meeting space if the organization decides to hold the workshop in a location outside of the office. Other costs include the printing of materials listed in the "materials needed" section above. All these items may be printed in black and white.

Risks to Consider: Participation in this training will take time – a valuable resource for busy entrepreneurs. Every effort should be made to provide a safe learning environment where learners can share freely without risk of judgement or punitive action and be provided resources of where to get help.

Since the COVID 19 pandemic, the way we interact socially has changed. Internationally, some COVID 19 prevention measures have been established for spaces of social interaction, which are:
- Maintain 1.5 meters distance between people who interact.
- Wash your hands frequently with soap and water or use 70% alcohol-based solutions.

- Cover your nose and mouth when coughing or sneezing, with a tissue or the inner corner of your elbow. Dispose of the waste in the non-recyclable and sanitary inorganic waste can. Wash hands with soap and water after disposal.
- Avoid hand contact with the face as much as possible, especially the nose, mouth, and eyes.
- Clean and disinfect commonly used surfaces and objects.
- Avoid sharing objects of personal use between people, such as cell phones.

Make sure to adhere to these measures in the training space. This could involve training smaller groups, among other changes. In addition, before delivering this training, familiarize yourself with the regulations of the health ministry in your country regarding the prevention of COVID 19 as measures to avoid transmission may change depending on the severity of the case for each country, territory, and city.

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

Phase 3: Engage Participants

Activities

Activity 1: Introduction of the Objectives and Trainees

Objectives
By the end of this activity, trainees will have: 1. Read the activity objectives and topics of the Technical Learning Conversations (TLCs). 2. Named each trainee and the organization they represent.
Materials
Step 1: • **RICHES Risky Business – Part 2: Facilitator's Guide** (1 copy for demonstration) • 8-10 sheets of writing paper (6-8 sheets with the title of each TLC – one title per sheet; 1 sheet with the word "skills;" 1 sheet with the word "information" written in large letters) Step 2: • Blank flip-chart paper, markers, and tape (will be needed for all workshop activities) • Blank name tags (1 per trainee)
Preparation
• Have the flip chart with the activity objectives in Step 1 posted at the front of the room before the activity begins. Have the "Information" and "Skills" sheets of writing paper posted on either side of the flip chart. *Note: Do not write the title on the flip chart until you introduce the flip chart in Step 1.* • Have the sheets of writing paper with the title of each TLC posted on the walls around the room, with equal space between each, before the activity begins.
Time: 30 minutes

Steps:

1. Introduce activity objectives and topics of the TLCs – 10 minutes

Say:
Welcome to this 3-day workshop, Risky Business: Making Businesses Safe for Everyone.

Hold up a copy of the Risky Business Facilitator's Guide and say:

This is the guide that will be used to facilitate the training. It contains 6 simple sessions and two optional sessions that focus on helping women entrepreneurs identify problems and solutions related to occupational safety and health for themselves and their children. These "sessions" are called **Technical Learning Conversations** or TLCs. We hope that if trainees attend all of these TLCs, they will be able to *(stand by the flip chart and read it aloud):*

- Raise awareness and promote discussion regarding keeping working children safe and in school.
- Help business owners identify problems and solutions related to occupational safety and health.
- Develop strategies that protect children from harm. This includes some kinds of work that may involve but that do not deprive children of the advantages and benefits those other kinds of safe, legal work may offer.
- Learn ways to anticipate, cope and recover from shocks without resorting to harmful work for children and adults.

This is the purpose of the **Risky Business: Making Businesses Safe for Everyone** activity. Another word for purpose is objective.

Write the title, "Activity Objectives" at the top of the flip chart. Then say:

Your role is to support the participants in achieving these objectives by guiding them through the 6 TLCs. The topic of each TLC is posted on the walls around this room *(point to the sheets of paper with the title of each TLC and give trainees a minute to read them)*. Each topic is necessary to achieve the objectives. You must deliver every TLC in the order in which they appear.

To train others in these TLCs, you will need *(point to the Information sheet of paper)* additional information about the topic and you will need *(point to the Skills sheet of paper)* to learn and practice skills to implement the TLCs effectively.

So, in this workshop, you will participate in activities to increase your knowledge about the topic and your skills as a facilitator. You will also observe a demonstration of all of the TLCs and practice facilitating one yourself.

Note: Keep the "Activity Objectives" flip chart and the sheets of paper with the title of each TLC posted throughout the workshop.

2. Introduce trainees to each other – 20 minutes

Say:

But, before we begin, let us get to know each other by learning each other's names and places of work, and sharing experiences with the topic. I am going to divide you into pairs and give you 3 questions to ask each other. You will have 5 minutes to talk.

Place the trainees in pairs and write the following questions on a flip chart:

- **What is your name?**
- **What is the name of your organization?**
- **What do you do for your organization?**
- **In your opinion, what is something a woman entrepreneur needs to do to improve safety and health in her business for herself and her children?**

After 5 minutes, say:

Please introduce your partner to the rest of the group. Tell us his/her name, the organization he/she works for, and what is something a woman entrepreneur needs to do to improve safety and health in her business for herself and her children. You have 2 minutes.

After all the trainees are introduced, say:

You will continue to work with each other in pairs and small groups throughout the workshop. I am distributing name tags. Please write your name on it and wear it for the next 3 (*adapt timeline as needed*) days.

Distribute blank name tags and markers to the trainees.

Activity 2: Review of Logistics

Objectives

By the end of this activity, trainees will have:
 	
    1.   Clarified workshop logistics.
    2.   Listed group standards.

Materials

Step 1:
    • Flip chart with the title "Group Standards"
Step 2:
    • Handout "Workshop Logistics" (1 per trainee)

Preparation
Add the necessary information to complete the Workshop Logistics handout.
Time: 10 minutes

Steps:

1. **Discuss workshop logistics and group standards – 10 minutes**

Distribute the Workshop Logistics handout to each trainee and say:

Here is important information about the workshop.

Review the workshop logistics aloud with the trainees. Then ask:

❷ **What questions do you have about the logistics?**

Respond to questions. Then say:

It is my responsibility to make sure that we do all the activities on the workshop's agenda and to provide a comfortable learning environment. I will turn off my cell phone and use it only during scheduled breaks and lunch hours so I will not be distracted from fulfilling my responsibilities. I am asking you to do the same.

Post the flip chart.

Group Standards
1. Turn off your cell phone

Say:
Many of you have participated in workshops before.

❷ **What other standards help a workshop run smoothly?**

*As a trainee makes a suggestion, ask if others agree and, if they agree, add it to the Group Standards flip chart. **Note:** Keep the Group Standards flip chart posted throughout the workshop.*

WORKSHOP LOGISTICS

Day begins: 9:00 a.m.

Lunch: Around 12:00 noon to 1:00 p.m. (1-hour lunch)

Day ends: Between 5:00 and 5:30 p.m.

- Toilets are located: _____ *(location)*

- Smoking is only allowed:_____ *(location)*

- Transportation _____ *(will or will not)* be provided to and from the training site.

  - (*If applicable*) Transportation details:

    Pick-up:_____ *(time)* and _____ *(location)* _____

    Drop-off:_____ *(time)* and_____ *(location)* _____

- *(If applicable)* Hotel bills, receipts and per diems will be resolved by _____ *(when and how they will be resolved)*.

Activity 3: Review of Agenda, Trainee Learning Needs and Pre-test

Objectives
By the end of this activity, trainees will have:
1. Listed what they want to learn about a Technical Learning Conversation.
2. Reconciled their expectations of the workshop with the proposed agenda.
3. Completed the Pre-test.

Materials
Step 1:
• Blank sticky notes (3 per trainee)
• Sheets of paper with the title of each TLC (posted in the activity "Introduction of the Objectives and Trainees")
Step 2:
• Workshop Agenda Handout (1 per trainee)
Step 3:
• TLC Sign-up Sheet
Step 4:
• **Risky Business TOT Guide** Pre-Test (1 per trainee)

Preparation
Number the ***Risky Business: Making Businesses Safe for Everyone*** Pre-test handouts from 1 to x (x = the number of trainees taking the test) in the upper-right corner so that they can be matched with the Post-Tests at the end of the workshop.

Time: 45 minutes

Steps:

1. **Distribute sticky notes for listing trainee learning needs – 15 minutes**

Distribute 3 blank sticky notes to each trainee and say:

Let us talk a bit about what most interests you about the topic of *Risky Business: Making Businesses Safe for Everyone* and what you hope to learn in the next 3 days. The sheets of paper on the wall list the title of each of the Technical Learning Conversations. Read each of them and stand by the title that most interests you. Please bring the sticky notes and a pen with you.

When each trainee is standing by the title that most interests him/her, say:

Please write up to 3 questions you have about the topic of the TLC you chose on your sticky notes—1 question per note. Post your questions near the title. Then review all the questions for that TLC with others standing with you. Remove any sticky notes duplicating questions so that the remaining questions are different from each other. You have 5 minutes.

After 5 minutes, say:

Circulate the room and read everyone's questions.

After trainees circulate and read all questions, say:

We will revisit your questions in the closing activity of this workshop and see if they were answered.

Note: Keep the sticky notes posted by the title of each TLC throughout the workshop.

2. **Introduce the workshop agenda – 10 minutes**

Distribute the Workshop Agenda handout to each trainee. *Then say:*

These are all the workshop's activities. As I mentioned earlier, the TLCs will both be demonstrated by me, the trainer, and practiced by you, the trainees. They are listed on the agenda as Demonstrating Technical Learning Conversations 1, 2, 3, etc., and Practicing the Technical Learning Conversations. Some activities are designed to enhance your skills. They are: Recognizing the Value of Learning by Doing; Four Components of a Technical Learning Conversation and the Purpose of Each Component; Four Adult Learning Principles; Presentation Skills: Telling Stories Effectively; Facilitation Skills: Open Questions; and Facilitation Skills: Summarizing.

➢ **What questions do you have about the agenda?**

Respond to questions.

3. **Post the Technical Learning Conversation Sign-up Sheet – 5 minutes**

Post the flip chart.

Technical Learning Conversation Sign-up Sheet (continued)	
Title	**Practice Group**
1. Identifying 5 workplace safety risks	
2. Identifying harmful work using the 3 Ds	
3. Using WISE solutions to address harmful work	
4. Preparing and Coping with Shocks	
5. Know before you/they go	
6. Concluding Risky Business: Keeping Businesses Safe for Everyone	

Say:

Now is your chance to choose the TLC that you want to practice. There are not enough TLCs for each person to practice alone in front of the full group, so you will work in small groups of _____

(calculate number of trainees for each small group by dividing the total number of trainees by the number of TLCs). Write your name beside the TLC you chose.

After all trainees sign up, say:

All of you will help prepare the TLC and practice it in your small group. But only 1 person will practice it in front of all of us. Please decide who that will be once you begin your preparations.

Note: *Keep the TLC Sign-up Sheet flip chart posted throughout the Practicing the TLC activity.*

4. Administer the Pre-Test – 20 minutes

Turn the pre-numbered copies of the **Risky Business: Making Businesses Safe for Everyone** *Pre-Test handout face down and allow trainees to select any copy. Then say:*

We ask that you take this Pre-Test at the start of the workshop, and a Post-Test at the end. This is a test of the trainer, not of you. It also helps us know whether the activities used during this workshop help you learn enough to facilitate the **Risky Business: Making Businesses Safe for Everyone** TLCs.

Do not be concerned if you do not know all of the answers. All of the information on the Pre-Test is going to be covered in the workshop.

Notice the number written in the top right corner of your Pre-Test. Please remember your number so that you can write the same number on your Post-Test at the end of the workshop. The numbers allow us to compare test results without knowing whose test it is. Test results will not be shared with anyone unless you want to discuss your results with others.

You will have 15 minutes to take the Pre-Test. Feel free to ask for more information to clarify the questions or the methods used in the test questions.

❷ **What questions do you have about the Pre-Test instructions?**

Respond to any questions. Then give trainees 15 minutes to complete the Pre-Test. Do not answer or correct the test questions for the trainees, since the correct answers will be provided during the workshop. Before collecting the Pre-Tests, remind trainees again to make note of the number at the top of their Pre-Test.

WORKSHOP AGENDA

Day 1

- Introduction of the Objectives and Trainees
- Review of Logistics
- Review of Agenda, Trainee Learning Needs and Pre-Test
- An Introduction to the Nature and Incidence of Harmful Child Work on a Global Level
- Common Beliefs and Causes of Harmful Child Work
- Demonstrating Technical Learning Conversation 1
- Four Components of a Technical Learning Conversation and The Purpose of Each Component
- Demonstrating Technical Learning Conversation 2 and Recognizing the Value of Learning by Doing

Day 2

- Four Adult Learning Principles
- Harmful Work for Children and Adults Related to Women's Enterprises
- Demonstrating Technical Learning Conversation 3
- Presentation Skills: Telling Stories Effectively
- Facilitation Skills: Open Questions
- Demonstrating Technical Learning Conversation 5
- Facilitation Skills: Summarizing
- Preparing to Practice the Technical Learning Conversations
- Characteristic of Effective Feedback
- Practicing Technical Learning Conversation 1

Day 3

- Practicing Technical Learning Conversation 2
- Practicing Technical Learning Conversation 3
- Practicing Technical Learning Conversation 4
- Practicing Technical Learning Conversation 5
- Practicing Technical Learning Conversation 6
- Review of Trainee Learning Needs, Test Results and Workshop Evaluation
- Final Affirmation

HANDOUT

Risky Business: Making Businesses Safe for Everyone
Pre-Test

Statements	Answers
It is more important that boys finish school than girls. *(Circle the correct answer.)*	True OR False
Education is a human right. *(Circle the correct answer.)*	True OR False
The 5 types of risk for business dangers are Physical, Chemical, Emotional, Growth and Developmental, and Educational. *(Circle the correct answer.)*	True OR False
Household chores are a form of harmful child work. *(Circle the correct answer.)*	True OR False
Child work is work that is mentally, physically, socially, or morally dangerous and harmful for a child such as work that causes them to experience fatigue, injuries, illnesses, stress, isolation, or humiliation. *(Circle the correct answer.)*	True OR False
Child work is age-appropriate. Child work is work, assigned only a few hours a day, that does not affect a child's time for study, play, and rest. *(Circle the correct answer.)*	True OR False
Children are more vulnerable to toxic substances than adults. *(Circle the correct answer.)*	True OR False

Children are capable of judging risks that could harm their emotional and physical health. *(Circle the correct answer.)*	True OR False
If your family is experiencing financial hardships, it is okay to remove your child from school so that they can assist with the family business. *(Circle the correct answer.)*	True OR False
By saving money and planning ahead, we can help prepare our families to cope with future shocks. *(Circle the correct answer.)*	True OR False
Human trafficking is a rare occurrence and is easy to prevent. *(Circle the correct answer.)*	True OR False

Activity 4: An Introduction to the Nature and Incidence of Harmful Child Work on a Global Level

| Objectives |
|---|
| By the end of this activity, trainees will have:

    1. Identified the differences between harmful child work and child work.
    2. Drawn a picture of a child engaged in harmful child work and the child's working environment. |
| **Materials** |
| Step 1:
  • Flip Chart "Harmful Child Work"
  • Flip Chart with Harmful Child Work with international definition listed
  • Flip Chart with 3 Ds listed
Step 2:
  • Handout "Is it harmful child work or child work?" (One copy for 4 groups).
Step 3:
  • 2 sheets of flip chart paper for 4 groups
  • Several colors of markers for 4 groups |
| **Time: 1 hour and 5 minutes** |

Steps:

1. Introduce harmful child work and child work – 15 minutes

Say:

During this training, we will prepare to facilitate the **Risky Business: Making Businesses Safe for Everyone** training for women entrepreneurs, but first, we are going to learn about the problems that this training seeks to address on a global level namely, harmful work for children and adults.

Post the flip chart with the title "Harmful Child Work (Child Labor)."

Harmful Child Work (Child Labor)
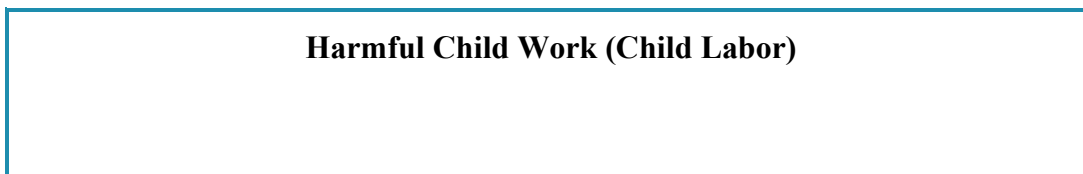
❷ **What words or images come to mind when you hear the term "harmful child work"?**

Record all participant responses on the flip chart labeled "harmful child work." Note any similarities in responses, as well as differences (allow participants to brainstorm, but do not make a judgement about their responses).

Thank the participants for their answers, then say:

To get a better understanding of what "harmful child work (child labor)" means as the term is used around

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the world, we'll start by defining what another related term means – "child work."

Not all work that children do is bad. Child work, according to international standards, is work that children do, such as household chores, or other forms of legal work, that enhances their development. It is work that is not hazardous and does not interfere with a child's ability to complete compulsory schooling.

There are international standards that say what the appropriate ages are for children to participate in different types of work. The minimum age to do light work (for example, babysitting) is 12 or 13, depending on the country. The minimum age for "non-hazardous work" (for example, serving food in a restaurant) is 14 or 15, depending on the country. The minimum age for "hazardous work" (for example, working with machinery) is 18, regardless of the country.

Now let's learn what the term "harmful child work" means.

Post the flip chart with the international definition of harmful child work and read it aloud.

Harmful Child Work (Child Labor)

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

Note: *Keep the international definition of harmful child work posted throughout the workshop.*

Since it is sometimes hard to understand the difference between child work and harmful child work, let's review some commonly asked questions about the terms.

❷ **What are household chores considered to be, generally?**

Allow for answers and then say:

Household chores include work that is in the child's home, under reasonable conditions and the supervision of close family members.

❷ **What kind of work can benefit children?**

Allow for answers and then say:

Work can be beneficial for children if it is age-appropriate, doesn't negatively affect a child's time to study, play, or rest, and contributes to or enhances their normal development.

❷ **Who determines what is considered legal work and illegal work?**

Allow for answers and then say:

These types of work are determined by individual countries. The International Labor Organization (ILO) provides guidelines to countries on which types of work should be included in each category.

It is important to remember that the goal of each country's harmful child work (child labor) laws is not to restrict children's opportunities to earn income or acquire work skills, but to protect them from harm, and ensure that any work that they do does not interfere with their schooling and normal development.

2. Is it child work or harmful child work? Activity – 20 min

Post a flip chart on the wall that has the 3 Ds—Dirty, Difficult, Dangerous—written on it.

<table>
<tr><td>

Remember the 3 Ds to identify harmful child work:

Dirty

Difficult

Dangerous
</td></tr>
</table>

Recognizing harmful child work can be more easily identified if we remember the 3 Ds. We want to protect workers from jobs that are: **Dirty, Difficult, and Dangerous.**

I am going to organize you into 3 groups. Each group will read two scenarios on a handout and will discuss as a group if it represents child work or harmful child work. See if you can use the 3 Ds to help you identify hazardous work. Remember that not going to school or limited school can also signal harmful child work. After a few minutes each group will choose a presenter to read the scenario to the group, identify the 3 Ds, and share your answer.

(Distribute the handout to each group telling them which scenarios they will discuss.)

After the groups have time to read and discuss the scenario (about 5 minutes) ask each group to read their scenario and give their answer. After the group gives their answer, share the additional information on the answer sheet:

Is it harmful child work or child work?

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.

ANSWER KEY

Is it harmful child work or child work?

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

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, or dangerous. She works for a small number of hours and is performing childcare duties as household chores that are age appropriate. Her work is not interfering with her schooling.

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. David's work is described as **dirty, difficult, and dangerous**. He is under the legal working age, is laboring more than 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.

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 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.

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.

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.
Answer: Yes. 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.

Thank participants for their answers and ask them to stay in their groups.

3. Draw a picture of harmful child work - 30 min

Pass out 2 pieces of flip chart paper and 4 or 5 colored markers to each group.

Now it is your turn to come up with your own scenario of harmful child work that we will reflect on throughout the training. On your piece of paper, draw a child that is in a harmful child work situation. Think about his or her gender and age.

- What are the tasks that this child is doing?
- What time of day or number of hours is this child working?
- Where is this child working – at home? On the street? In a business?
- What are the working conditions?
- What are the risks that this child is exposed to?
- Is the child of school age?
- Why is this child working?

Try to draw the answers to these questions in pictures but you can use words if needed to label your drawing.

You have 15 minutes to draw your picture then tape it on the wall. A presenter from your group will tell us about the child in your picture and his/her household, work, and education situation.

❷ **Do you have any questions about the activity?**

You may now begin.

After 15 minutes ask the groups to finish their drawings and tape them to the wall. Invite everyone to stand and gather around each picture as each group presenter describes it to the trainees.

Thank you for your creativity and hard work! Your drawings will stay posted throughout the workshop, and we will be referring to them in our next session.

Activity 5: Common Beliefs and Causes of Harmful Child Work

Objectives
By the end of this activity, trainees will have: 1. Reviewed common beliefs about harmful child work and how this problem is perceived in trainees' communities. 2. Identified the causes of harmful child work, and barriers to education, both globally and in trainees' communities. 3. Identified the relationship between harmful child work and education on a global level.
Materials

Step 1:
    • Flip Chart "Common Beliefs about Harmful Child Work" (List common beliefs only, not the facts)
Step 2:
    • Flip Chart "Causes of Harmful Child Work"
Step 3:
    • Flip Chart "Barriers to Education"

Time: 1 hour and 5 minutes

Steps:

1. Common Beliefs About Harmful Child Work and the Facts – 15 min

Show the Common Beliefs about Harmful Child Work flip chart.

Common Beliefs about Harmful Child Work
• Harmful child work helps children gain useful skills. • Children working on weekends and holidays are not at risk of harmful child work. • Harmful child work is part of the culture/traditions. • The family will not be able to survive without the child's salary. • Harmful child work keeps children occupied and out of trouble.

Say:

Now we are going to spend some time discussing common beliefs about harmful child work. As I read each belief, I will share facts that relate to these statements. After I read the belief and the fact, think if you agree or disagree with each statement. I will ask if any of you have thoughts to share. At this point, we are just sharing opinions so that we can come to a deeper understanding of this issue and not make judgements about each other's opinions.

Read each bullet giving time for the group to share thoughts after each one. Listen to the participants' opinions without indicating they are correct or incorrect.

Common Beliefs about Harmful Child Work

- Harmful child work helps children gain useful skills.
    - > FACT: Harmful child work is a work situation that exposes children to dangers and may interfere with their education. There are other ways to train children to acquire the skills they need for future work.
- Children working on weekends and holidays are not at risk of harmful child work.
    - >FACT Children can suffer the negative physical, mental, and emotional risks of engaging in dangerous labor, even if they are attending school regularly.
- Harmful child work is part of the culture.
    - >FACT Whether harmful child work is for a cultural tradition or not, it is still against the law. Parents may decide to weigh their cultural traditions against the law and determine which one will lead their children to healthy, productive lives in the future. Child work can be a positive aspect of cultural traditions if it is age appropriate and not dirty, difficult, or dangerous.
- The family will not be able to survive without the child's salary.
    - >FACT Child workers are not as productive as adults and are often paid no or low wages for their work; thus they can only contribute a minimal amount to family income.
- Harmful child work keeps children occupied and out of trouble.
    - >FACT Children do not have the skills or life experience to anticipate and manage the dangers they may encounter in work; thus harmful child work is not a safe way to occupy children's time.
- Children are expected to help on the farm or family business as part of their responsibilities within the family.
    - Even if a child isn't receiving a salary it can be harmful child work. Especially in farmwork children are exposed to the 3 Ds, dangerous, dirty, and dangerous work ranging from farm equipment, chemicals, dangers from animals, and long working hours. Children are often pulled out of school for the harvest season and this can be considered harmful child work.

❓ **What are some of the common beliefs about harmful child work in the communities in which you work?**

Thank you for sharing!

2. **Causes of Harmful Child Work – 15 minutes**

As we've discussed, there are many different beliefs about children's work; some of which drive decisions related to harmful child work.

Show the flip chart with the title "Causes of Harmful Child Work."

Causes of Harmful Child Work

Think back to the pictures of children that you drew in our last session.

❓ **What are some of the reasons that these children might be in a harmful child work situation?**

As the participants share their answers, write them on the flip chart with the title "Causes of Harmful Child Work."

Talk through all of the following causes of harmful child work and list the bolded words below on the flip chart if they haven't already been mentioned:

Poverty:
Research has found that **poverty** is the key cause of harmful child work. Parents with low incomes often feel they have to engage their children in harmful child work to have sufficient income for their families.

Barriers to education:
A second major cause of harmful child work is **barriers to education**. Harmful child work can inhibit a child's ability to attend or complete compulsory schooling. Barriers to education can also contribute to the incidence of harmful child work. We'll go into more detail about specific barriers to education in a few minutes, but this term is generally understood to mean factors that prevent children from enrolling in, attending, achieving in, or completing compulsory schooling.

Lack of access to financial services:
The next factor is **a lack of access to financial services.** Without access to savings, micro insurance, or the ability to borrow money, families rely on children to help them cover basic expenses and buffer economic shocks. In some places, bonded labor, one of the Worst Forms of Harmful Child Work, is used by families to respond to such needs. For example, what happens if the family or women owns a goat farm, and the goats all die? Without ways to borrow money or diversify their income, families are vulnerable to poverty.

Lack of sufficient adult labor:
A lack of sufficient adult labor is yet another reason why harmful child work may occur. This problem may occur when a large amount of work is needed on a seasonal basis (i.e., during an agricultural harvest), and when households are involved in **supply chain work** and face pressures to use their children's labor to help meet the demands of the supplier agreements.

Viewed as no/low-cost labor:
Children are also engaged in or used to perform work by family members or others because they are viewed as a **source of compliant, trustworthy, and/or no or low-cost labor.**

Parental preferences for children to work:
Some children may work because their parents place a **low value on formal education** and because of **parental preferences** for children to acquire work experience or to contribute to their households to prepare them for the future.

Parents not aware of children's rights:
Some **parents may also not be aware that their children have the right to education and protection**

from harmful work under the law. Or their children may be vulnerable to harmful child work due to the **ineffective institutional frameworks to address harmful child work**. This means that harmful child work (child labor) laws, enforcement, and penalties are weak or that the process for children of legal working age to obtain the necessary work permits is difficult or cumbersome.

No access to decent work:
Some children become involved in harmful child work because they are of legal working age, but **cannot access decent work**, due to **discrimination based on personal characteristics,** or a shortage of jobs that provide a decent wage, regular hours, and health and safety protections; so they undertake work that is not appropriate or legal for their age.

Crises and Emergencies:
Crises, disasters, and emergencies such as armed conflict, political instability, pandemics, and natural disasters are also common drivers of harmful child work. These situations can destabilize families and communities, raising the risk of poverty and other vulnerabilities such as child soldiers, forced labor, the loss of caretakers, school closures, minimal access to markets, and a higher demand to conduct hazardous tasks that can leave children vulnerable to some of the worst forms of harmful child work.

Lack of social protection:
Finally, **a lack of social protections** such as health care, child and elder care, food, and housing support, social security systems, etc., frequently increases the risk of harmful child work.

❷ **What do you think are the main reasons and contributing factors causing harmful child work in your communities?** *(As participants list factors that are on the flip chart, put a checkmark next to the cause).*

After several participants have responded say:

Thank you for sharing.

Now, let's spend a few minutes discussing barriers to education because it is one of the biggest causes of harmful child work.

3. Barriers to Education – 15 minutes

To start our discussion on the relationship between education and harmful child work, we must talk about compulsory education, and how this relates to the minimum age for working children.

❷ **What are the ages for compulsory education in your area?**
The ages for compulsory education should span the first year the child is required to attend until the last year (for example 6-17).

❷ **Does the minimum age for work in your area coincide with the requirement for compulsory education?**
The ILO recommends that the minimum age for work not be below the age at which compulsory education ends.

Research has shown that as global schooling rates have increased over the past two decades, harmful child work rates have decreased. However, since 2016 there has been a greater number of children combining

work with school, e.g., working before or after school.

❷ **If we know that education is an important intervention for reducing harmful child work, why aren't some children in enrolled schools?**

Thank you for your answers.

Post the flip chart with the title "Barriers to Education"

Barriers to Education

As participants share their answers, write them on the flip chart with the title "Barriers to Education."

If the following answers are not given, list them on the flip chart.

Answers may include:

Poverty; the cost of school/uniforms/supplies/transportation; crises and emergencies, such as natural disasters, pandemics, wars, and other disruptive events that can close or destroy schools or prevent or interrupt a child's access to schooling; discrimination which might be due to a physical, mental, or social disability, a pregnancy, gender, religious affiliation, nationality, or ethnicity; or other factors.

Parents may place a low value on education due to poor quality schools or because they believe that their children should learn the skills that come with working.

Poor school infrastructure such as lack of restrooms – especially for girls, as it affects their attendance and eventual dropout and inflexible formal education systems that lack special needs, services, or other non-traditional programs.

Thank the participants for sharing and say:

Harmful child work is a complex problem! It can be caused by many different factors and these factors can vary significantly on a regional, country, community, or household level. Before we can address this problem, we must be able to identify the factor or factors that are causing it within the specific context where it is occurring.

4. Consequences of Harmful Child Work – 20 minutes

Now we will discuss the negative consequences of harmful work for children. One the biggest consequences of harmful child work is the negative effects it can have on a child's physical and mental health and development. It can also have a negative impact on adults, such as lower wages and result in lower economic growth in communities.

We are going to gather in the same groups you were in when you drew the picture of your child in a harmful child work situation. In your groups, brainstorm what the negative health effects of harmful child work might be for the child in your picture. Also discuss what consequences could result for the child's household and community. Write your ideas on your poster and then we will share as a group.

❷ **What questions do you have about the activity?**

You have 10 minutes, and you may now begin.

After 10 minutes ask the groups to return to their seats.

❷ **What are some of the negative health effects of harmful child work on children that your group came up with?**

If the following answers are not given, share them with the group.

(Answers may include: burns, cuts, bruises, damage to hearing and eyesight, back pain, falls, frostbite, drowning, strains, rashes, poisoning, carpel tunnel syndrome, damage to reproductive systems, skeletal damage, impaired growth, stress injuries, sexual, physical, and mental abuse, stress, neurological damage, respiratory problems, inability to concentrate, nausea, learning disabilities, etc.)

Thank you for your answers!

What is key to remember is that children can be affected by harmful work differently than adults.

For example, young workers are **more** vulnerable to safety hazards, because they don't know how to properly judge and manage hazards, they lack the knowledge and skills to safely handle equipment and machinery, and they sometimes work without adequate supervision.

Regarding physical hazards, young people are even **more** at risk than adults of hearing loss from excessive noise and are at risk of skin damage and diseases from excessive sun exposure at a young age.

Additionally, chemical hazards can be **more** harmful for children, since they absorb toxins more rapidly than adults and the exposure can not only cause injuries and illness in the short term but can also impair their normal development.

Other ergonomic hazards, such as carrying heavy loads, can not only cause children fatigue and other immediate injuries, but also damage their skeletal systems and permanently impede their overall growth.

In short, children need **more protection, guidance, and supervision** to make sure that they do not become ill, injured, or otherwise harmed from work. It is also important to remember to protect ourselves as business owners as well as our employees. This is occupational health and safety—designed to protect workers from harmful situations. We can encourage women entrepreneurs to think about developing their own occupational health and safety criteria they would like to adopt for their business. Make a list and post it where the work is conducted so everyone can read it and remember. For ideas, reference the RICHES Business Diagnostics Guide.

In addition to having negative health effects, harmful child work can also have negative effects on a child's education. Additionally, this problem has wide ranging impacts beyond just the individual child or household. Harmful child work can perpetuate a cycle of poverty and instability within families and can cause negative effects for communities, such as under education in adults, competition between children and adults which leads to lower adult wages, and weak economic growth and prosperity in communities.

Activity 6: Demonstrating TLC 1 - Identifying 5 workplace safety risks

Objectives
By the end of this activity, trainees will have: 1. Participated in the demonstration of the first TLC, playing the role of self-help group members.

Materials
• **RICHES Risky Business – Part 3: Picture Packet** Picture 1 (Large picture of adult hand with 5 types of risk on the fingers). • **RICHES Risky Business – Part 3: Picture Packet** Pictures 2-6 (5 large pictures of 5 types of risk). • **RICHES Risky Business – Part 3: Picture Packet** Picture 7 or 8 (picture 7 if working in a rural setting and picture 11 if working in an urban setting). • Tape

Time: 40 minutes

Steps:

1. Explain roles and re-arrange the trainees in a circle for demonstration sessions – 5 minutes

Say:

Now that we have discussed harmful child work, child work and barriers to education, I am going to demonstrate a session of the **Risky Business: Making Businesses Safe for Everyone** Technical Learning Conversations, called **"Identifying 5 Workplace Safety Risks."**

During the demonstration, I am going to play the role of the facilitator: the role you will play when you facilitate the training to women entrepreneurs and self-help group members. I invite you to play the role of a self-help group member. Act like them, answer questions like them, and ask the types of questions they might ask when you deliver the TLCs to them. This is my demonstration to show you how to do it, so I encourage you to participate actively and stay focused because later in the workshop and when you return to the field, you are going to facilitate these sessions yourselves.

❷ **What questions do you have about your roles and my role during the demonstration?**

Answer the questions and say:
Before I start, I invite you to join me and form a circle. A circle or a half-circle is a good way to arrange the trainees during the meetings so they can see each other and talk with each other easily.

Help them form the circle and encourage them to do the same during the meeting with their youth groups.

2. Facilitate Technical Learning Conversation 1: Identifying 5 Workplace Safety Risks – 30 minutes

Demonstrate TLC 1 using the Facilitator's Guide.

Say:

Thank you for participating in TLC 1.

❷   What questions or concerns do you have?

Answer the trainees' questions. If there are questions about anything that you are going to cover in other sessions, make a note of them and let the trainees know that you will get back to their questions later during the workshop.

Activity 7: Four Components of a TLC and the Purpose of Each Component

Objectives
By the end of this activity, trainees will have:

1. Organized, correctly, the 4 components of a TLC.
2. Recognized the purpose of the formatting features of a TLC.

Materials

- Flip chart "Four components of a Technical Learning Conversation" (Only the text in bold in step 1)
- Flip Chart "Types of Print"
- Copies of TLC 4 ("Preparing for and Coping with Shocks") cut into its 4 steps—1 step per piece (1 copy per group). *Note: Remove the number beside each step and place the steps in random order.*
- **Risky Business Facilitator's Guide** (1 per trainee)

Time: 45 minutes

Steps:

1. Present the components of a Technical Learning Conversation – 5 minutes

Say:

Let us examine the structure of a Technical Learning Conversation. Each TLC has the same components.

Post the flip chart and explain the components of a Technical Learning Conversation:

Four Components of a Technical Learning Conversation

1. Trainees **review information, a skill and/or a commitment** from the previous TLC. In the first component, the facilitator helps trainees review what was learned and/or the results of a commitment made in the previous TLC, and introduces the topic of the new TLC.
2. Trainees **receive new information or observe a demonstration of a new skill**. In the second component, the facilitator shares new information or a new skill with the trainees.
3. Trainees **apply or check understanding of the new information or practice the new skill**. In the third component, the facilitator helps trainees apply or remember the new information or practice the new skill.
4. Trainees **commit to using the new information or skill at home**. In the final component, the facilitator encourages trainees to discuss how they will apply the new information or skill in their own lives.

Say:

It is important to understand these components and we will continue to refer to them throughout the workshop. Now, let us see how this applies to an actual TLC.

2. **Distribute copies of a** **Risky Business Facilitator's Guide** **TLC #4 cut into its 4 components – 30 minutes**

Divide the trainees into 4 groups. Distribute a copy of TLC 6 cut into its 4 components to each group (Note: make sure the step numbers are removed and the components are in random order). Say:

This is a **Risky Business: Making Businesses Safe for Everyone** TLC. The conversation is called "Preparing and Coping with Shocks." Each piece of paper represents 1 component in the TLC. Read each piece of paper and try to put the components in the correct order. Use the Four Components of a TLC flip chart to guide your decision-making. Be prepared to present your work and to explain why you chose to order the components as you did. You have 10 minutes.

❷ **What questions do you have about the activity?**

After 10 minutes, ask for 1 volunteer from each group to present and explain why his/her group chose the order it did. If there are differences of opinion, help the groups reach agreement by saying:

Let us compare the steps to the 4 components of a TLC.

❷ **How does this step help trainees review information, a skill or a commitment (component 1), receive new information or observe a new skill (component 2), apply or check understanding of the new information or practice the new skill (component 3) or commit to using the new information or skill at home (component 4)?**

[Component 1: Review the previous session]
[Component 2: Understanding how our hopes and dreams for our children may be negatively affected by unexpected expenses]
[Component 3: Protecting our hopes and dreams for our chlidren by saving for difficult times]
[Component 4: Invite trainees to talk with their households about how to prepare for unexpected expenses.]

Thank the trainees for their ideas and ask:

❷ **What questions do you have about the sequence of the 4 components?**

Respond to questions, and then ask:

❷ **What would happen if you did the components in a different order?**
  ▪ *[Trainees cannot receive new information or observe a new skill in component 2 if they have not reviewed what they learned in the previous TLC in component 1.*
  ▪ *Trainees cannot apply or check for understanding of new information or practice a new skill in component 3 if they have not been introduced to it in component 2.*

> ▪ *Trainees cannot make a commitment to use new information or a new skill at home in component 4 if they have not been given the chance to apply, practice or check for understanding of it in component 3.]*
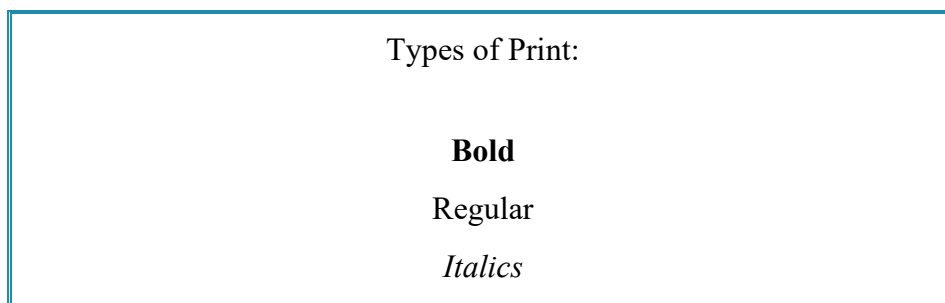
Finally, distribute a **Risky Business: Making Businesses Safe for Everyone Facilitator's Guide** *to each trainee.*

3. Describe the format of a Technical Learning Conversation – 10 minutes

Say:

The TLCs use different types of print to help you implement them.

Post the flip chart (or write the following types of print on the white/blackboard).

Types of Print:

Bold

Regular

Italics

Say:

Look at the TLC you just discussed and decide why some sentences are in bold typeface and preceded by an arrow, why some sentences are in regular typeface and why some are in italics typeface. You have 5 minutes.

After 5 minutes, invite volunteers to share their answers. As volunteers share their answers, ask them to read an example from the TLC. Make sure they mention that direct questions to trainees are bold typeface and preceded by a question mark in a circle; script (what the facilitator says to the trainees) is regular typeface; and instructions to the facilitator are italic typeface.

Say:

At the top of the TLC, you will find the title, the objectives and what you need to do to prepare for the TLC. This information will not only help you prepare but also keep the group discussion focused on the topic.

❓ **What questions or comments do you have about the format of the TLC?**

Respond to any questions, and then ask:

❓ **How will the format, including the information box, be helpful when you are facilitating a Technical Learning Conversation?**

> *[The information box helps the facilitator be clear about the objectives of the TLC and what to prepare in advance. The bold, regular and italic typeface helps the facilitator know exactly how to implement all the steps, including which questions to ask and when to ask them.]*

Thank the trainees for their ideas.

Activity 8: Demonstrating TLC 2 - Identifying Harmful Work Using the 3 Ds and the Value of Learning by Doing

Objectives

By the end of this activity, trainees will have:
 	
    1. Participated in the demonstration of TLC 2, playing the role of a woman entrepreneur.
    2. Shared their concerns and asked questions about TLC 2.
    3. Recognized how changing the methodology of a TLC may affect learning.

Materials
• **RICHES Risky Business Picture Packet** Pictures 2-6 (large pictures of 5 types of risks). • **RICHES Risky Business Picture Packet** Picture 9 (adult hand with 5 risks on the fingers with child hand inside the adult hand). • **RICHES Risky Business Picture Packet** Picture 10 (child work vs. harmful child work). • Flipchart paper, marker, and tape. • Flip chart " We Did…"

Time: 1 hour and 5 minutes

Steps:

1. Introduce mime to demonstrate examples of learning by doing – 20 minutes

Say:

During this activity, we are going to explore the relationship between methods used in the TLCs and learning.

Divide the trainees into groups of 3 and then say:

Discuss simple tasks you do in your everyday life that you learned by doing them. As a group, choose 1 of the tasks you discussed and be prepared to mime it for all the trainees. You will have 10 minutes to discuss and prepare. Then, the other groups will try to guess what you are miming. The group that correctly guesses, first, will win a point.

Let me give you an example of a task I do every day that I learned by doing it.

Mime washing dishes and have the trainees guess what you are doing.

After 10 minutes, invite the groups—1 at a time—to mime their chosen task and have the other groups guess. Award the first group to correctly guess a mime 1 point. After all the mimes, have the groups add and announce their points. Congratulate the winning group.

Next ask:

❓ **What would happen if you were expected to learn these tasks only by watching and listening to someone?**
[You would not do the tasks correctly.]

2. **Demonstrate and debrief the Technical Learning Conversation – 45 minutes**

Say:

I am going to demonstrate TLC #2 and I want you to remember all the things that you "do" during this TLC.

Demonstrate the TLC 2 "The Value of Education"

After the demonstration, post the flip chart.

<div style="border:1px solid #000; padding:20px; text-align:center">

We Did…

</div>

Ask:

❷ **What were all the things you did during this Technical Learning Conversation?**

Write trainees' responses on the flip chart. Then ask:

❷ **What did you learn about workplace safety and how to identify harmful child work by doing these things?**

After all activities in the TLC are discussed, ask:

❷ **If you replaced these methods with "talking" or "lecturing," what might happen?**

[Trainees may not learn the information. Trainees may not be able to put the information into practice.]

After at least 2 trainees respond, say:

It is sometimes tempting to just tell trainees information. As you can see from your own experience, this may not be an interesting or effective way for people to learn. Try your best to implement the TLC as written or at least try to use other participatory methods.

After each TLC is practiced by you, I will again ask what you learned by doing.

Note: *Keep the We Did… flip chart posted through the Practicing the TLC activity.*

Activity 9: Four Adult Learning Principles

Objectives
By the end of this activity, trainees will have: 1. Compared 4 adult learning principles to their experience as learners. 2. Identified ways to demonstrate these principles as facilitators.

| Materials |
| --- |
| Step 1:
• Flip chart with a large square
• Flip chart "Students Are Expected To:"
• Flip chart "Teachers Are Expected To:"
• Flip chart "Student-Teacher Relationship"
Step 2:
• Flip chart "Adults Learn By…"
• Handout "Four Adult Learning Principles" (1 per group – 4 groups) |

Time: 50 minutes

Steps:

1. **Draw a typical classroom and ask questions – 20 minutes**

On a blank flip chart or white/blackboard, draw a large square:
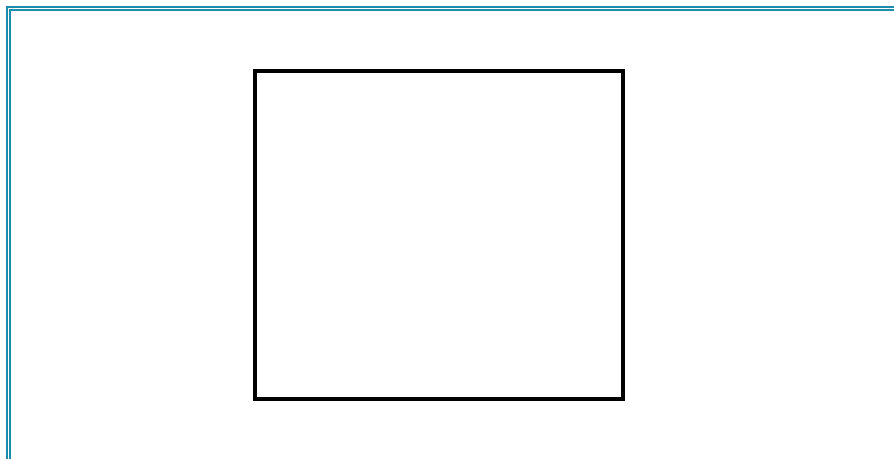
Say:

Think about your school days and imagine this square represents the classroom.

❓ **How was the room arranged?**
❓ **Where were the teacher and students located in the classroom?**

Draw the room's arrangements, specifically the teacher's location and students' location, within the square as indicated by the trainees.

Then post the flip chart (or write "Students Are Expected To:" on the white/blackboard).

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<div style="border:1px solid">

Students Are Expected To:

</div>

Ask:

❷ **What are 3 things that were expected of you as students?**

List trainees' responses on the Students Are Expected To: flip chart or white/blackboard. Next, ask:

❷ **How did you feel about these expectations?**

Add trainees' responses to the Students Are Expected To: flip chart or white/blackboard.

Then post the flip chart (or write "Teachers Are Expected To:" on the white/blackboard).

<div style="border:1px solid">

Teachers Are Expected To:

</div>

Ask:

❷ **What was the teacher's role?**

List trainees' responses on the Teachers Are Expected To: flip chart or white/blackboard.

Next post the flip chart (or write "Student-Teacher Relationship" on the white/blackboard).

<div style="border:1px solid">

Student-Teacher Relationship

</div>

Say:

Review your lists about teachers and students.

❷ **What are your thoughts and feelings about this relationship?**

List trainees' feelings and thoughts on the Student-Teacher Relationship flip chart or white/blackboard, and thank trainees for sharing.

2. **Discuss how to demonstrate adult learning principles – 30 minutes**

Divide the trainees into 4 groups and distribute the Four Adult Learning Principles handout to each group. Then say:

This handout has 4 adult learning principles that we follow when designing and training people in TLCs. I will assign 1 principle to each group.

After you assign each group a different principle, say:

Read your principle and tell me if there are any words you do not understand.

Answer any questions. Then say:

On the bottom of the handout, you will find these 3 questions to answer in your small group:

- **How does your principle compare to how you felt and thought about yourself as a student and how you felt and thought about your teachers?**
- **What do you like about the principle?**
- **What can you do as a facilitator to demonstrate this principle?**

Note that your observations about the roles and relationships of students and teachers will help you discuss the first question. You have 15 minutes to answer all the questions.

After 15 minutes, post the flip chart.

<div style="border:1px solid #000; text-align:center; padding:1em;">

Adults Learn By…

</div>

Ask each group to read its principle and share its answers to the questions. Write the groups' answers to the last question on the flip chart.

Then say:

At the end of this workshop, you will have another opportunity to discuss what contributed to your learning during this workshop. Exploring how you, yourself, learned will help you understand how to practice these principles to help your groups to learn as well.

HANDOUT

<div align="center">

Four Adult Learning Principles

</div>

1. Respect

Learners deserve to be respected for:

- their life experience;
- their ability to solve their own problems; and their ability to make their own decisions or arrive at their own conclusions.

2. Useful Content

Learners want to:

- learn skills and information they can use immediately in their daily life;
- address problems that they are experiencing in their life; and
- recognize their needs, their hopes and their problems in the methods and materials that are used.

3. Participation

Learners want to:

- dialogue with others and learn from each other's experiences and
- practice using the new information or skills.

4. Affirmation

Learners want to:

- be recognized for their efforts, such as sharing and putting in a good effort, not just for getting the answer "right" and
- see their suggestions and ideas written down and referred to.

Answer the following questions in your group:

- **How does your principle compare to how you felt and thought about yourself as a student, and how you felt and thought about your teachers?**

- **What do you like about the principle?**

- **What can you do as a facilitator to demonstrate this principle?**

Activity 10: Harmful Work for Children and Adults Related to Women's Enterprises

Objectives
By the end of this activity, trainees will have:

1. Reviewed the nature and incidence of harmful work for children (child labor) and adults (harmful working conditions) within women's enterprises and identified risk factors for harmful work for children and adults related to women's businesses specifically.
2. Discussed the key causes of harmful work for children and adults related to women's enterprises both generally and occurring in their communities.
3. Increased awareness of business and non-business-related causes contributing to harmful work for children and adults, and how harmful child work occurs within the cycle of women's businesses and its consequences.

Materials

Step 1:
- Flip chart "Harmful Working Conditions"

Step 2:
- Flip chart "Ways harmful child work occurs in women's enterprises"

Step 3:
- Handout "Risk Factors for Harmful Child Work in Women's Enterprises" (1 per group of 2)

Step 4:
- Flip chart "Reasons for harmful work for children and adults in local communities"

Time: 50 minutes

Steps:

1. **Introduce the concept of harmful working conditions – 15 minutes**

In this session, we are going to discuss how harmful work for children (harmful child work) and for adults (harmful working conditions) intersect with women's enterprises. It will be important for you to have this background information to effectively facilitate the training to your self-help group members.

First, let's define "Harmful Working Conditions." The goal of the **Risky Business: Making Businesses Safe for Everyone** Technical Learning Conversations is to improve occupational safety and health of workers of all ages in women's micro, small, and medium enterprises in low-income countries.

Harmful working conditions have been increasing worldwide due to the number of self-employed workers and family members working to contribute to their household's income.

Post the flip chart with the title "Harmful Working Conditions" and the 5 labeled bullets.

Harmful Working Conditions

Work that is…	Examples in your community…
1. Jeopardizing worker's health 2. Risking worker's lives 3. Threatening worker's security and freedom 4. Diminishing worker's human dignity 5. Keeping households in poverty	

Let's discuss these harmful working conditions together and share examples of what you might have seen in your community.

Read the first bullet then ask:

❷ **What is an example of work in your community that could be jeopardizing a worker's health?**

Write the answers on the flipchart. Continue reading through all the bullets, asking for examples as you record them on the flipchart.

Thank you for your answers!

Harmful Working Conditions

Harmful working conditions are more likely to occur in precarious work, or work that is unstable or temporary, and in sectors with weak health, safety, and legal protections such as domestic and domestic care work, the cleaning sector, kitchen work, market work, manufacturing, agriculture, horticulture, and in the hospitality and sex industries.

❷ **What do you think are the causes of harmful working conditions?**
(Poverty, lack of decent work, absence of laws, lack of awareness of rights, gender roles, excessive legal restrictions on workers, especially women)

Thank you for your answers!

❷ **What do you think the consequences of harmful working conditions?**
(Poverty – both a cause and consequence, harmful child work, poor mental and physical health, weak economic growth and productivity because of lack of training, instability in households, social and economic inequalities. Migration for work can also make workers vulnerable to exploitation.)

Thank you for your answers!

Let's discuss how harmful work for children and adults intersect with women's enterprises.

2. STEP 2: Two Types of Harmful Child Work related to Women's Enterprises – 10 minutes

Recent research has shown that investments in women's enterprises can help increase income generation opportunities for women but may also have the reverse effect of increasing harmful child work or negatively affect working conditions. See RICHES PSA. This occurs when women entrepreneurs struggle to manage the additional labor burden of bigger businesses alongside household tasks and unpaid care work and turn for help to those closest in reach – their children. As their enterprises expand, women entrepreneurs and their household and community members may also be exposed to working conditions that endanger their health or safety.

Display the flip chart with the title "Ways harmful child work may occur in women's enterprises"

Ways harmful child work may occur in women's enterprises

1. **When children conduct unsafe work for their mothers' or family members' business**

2. **When children are engaged in domestic work to support their entrepreneurial mothers**

---

❷ **What are some examples of how harmful child work can occur when children work for their mother's businesses?**
(List answers on the flip chart. Example answers include growing, manufacturing, and selling goods, providing services on the streets and in places such as restaurants, bakeries, and clothing shops).

❷ **What are some examples of how harmful child work can occur when children are engaged in domestic work to support their entrepreneurial mothers?**
(Work such as cooking, cleaning, caring for animals, and providing care for other family members that poses safety and health risks for children, interferes with their compulsory schooling, or leaves them insufficient time to rest or play).

❷ **What are some of the risks that children may face in performing these types of work?**
(Children may be exposed to harmful conditions such as: night work; work for long hours; extreme temperatures; heights; deep water; vehicular traffic; the use of hazardous tools and equipment; and contact with abusive customers or co-workers, among others).

3. Risk Factors for Harmful Child Work in Women's Enterprises – 15 minutes

There are certain factors that present higher risks for harmful work for children and adults in women's enterprises. I am going to pass out a list of risk factors and your job is to find a partner and determine whether the higher risk for harmful work for children and adults in women's enterprises is in Column A or in B and think about why. Circle your answer and be prepared to discuss as a group.

Pass out one copy of Risk Factors for Harmful Child Work in Women's Enterprises handout to each pair.

HANDOUT

Risk Factors for Harmful Child Work in Women's Enterprises

Select A or B: Which presents the higher risk for harmful work for children and adults in WEE initiatives?

Risk Factor A	Risk Factor B
1. An established business	1. A brand new business
2. A small business	2. A medium-sized or large business
3. A formal sector business	3. An informal sector business
4. Business is in a low-income household	4. Business is in a high-income household
5. Business within a single parent household	5. Business within a two-parent household
6. Working child is older than age 10	6. Working child is younger than age 10
7. Working child with younger siblings	7. Working child with no younger siblings
8. Working boy child	8. Working girl child

Say:

Let's go over the answers to the activity

Risk Factor 1

Harmful child work is more likely to occur in a woman's business when it is in the beginning stages.

Risk Factor 2

Harmful child work is more likely to occur in a woman's business when production is small.

Risk Factor 3

Most women in low-income countries operate their small businesses in the informal sector, and this is where most harmful work for children and adults occur.

Risk Factor 4

Harmful child work in women's businesses tends to be higher when household incomes are low, and it typically drops when these incomes rise, and the business' production becomes more specialized and shifts outside the home.

Risk Factor 5

Women in single-parent households are often under more pressure to earn income from their businesses than women in two-parent households. Since they cannot get help from a second parent to earn income or cover their unpaid domestic responsibilities, they are more likely to turn to their children to help, thus increasing the risk of harmful child work.

Risk Factors 6 and 7

Older age children, particularly those with younger siblings, are more likely to get involved in business or care-related activities to help their mothers, than younger children or children without younger siblings.

Risk Factor 8

For cultural reasons, girls are more likely than boys to help their mothers with their work.

4. The Key Reasons for Harmful Work for Children and Adults in Women's Businesses Generally and in your Area – 15 minutes

Let's discuss the general causes of harmful work for children and adults that are unique to women's enterprises in addition to the business-related causes.

As you all are aware, women entrepreneurs around the world, particularly those in the informal sector in developing economies, face a multitude of challenges when starting and maintaining businesses.

Post the flip chart with the title "Reasons for harmful work for children and adults in local communities"

> **Reasons for harmful work for children and adults in local communities**
> General reasons…
>
>
>
>
> Business related reasons…

❷ **What are the reasons why harmful work for children and adults may occur in women's enterprises in your communities?**

Write responses on the flip chart then say:

The first major factor driving the problems of harmful work for children and adults in women's enterprises is **poverty** (i.e., the need for children to work to help generate income).

If the following reasons were not mentioned share them with the group

- *Lack of affordable, reliable childcare to keep children safe*
- *Lack of alternative activities to keep children occupied and out of delinquency*
- *Women's need for trustworthy and no/low-cost labor related to their businesses*
- *A parents' desire for children to learn skills for future work*
- *A lack of decent work (for youth and adults)*
- *Value chain problems*
- *Barriers to education that impede children access to schooling*

Say:

In addition to the more general causes of harmful work for children and adults, there are other more business-related causes that are unique to women's enterprises.

As you all are aware, women entrepreneurs around the world, particularly those in the informal sector in developing economies, face a multitude of challenges when starting and maintaining businesses.

If the following reasons were not mentioned share them with the group

- *A lack of business resources—i.e., a lack of access to financial products and services that meet their needs as small business owners (such as low interest loans with flexible payment terms); capital, human resources, education, training, and development (mentoring); and a lack of access to markets and technology for their businesses, which make it difficult for them to operate profitable, growth-oriented businesses.*

- *Overall gender bias related to their suitability to operate businesses (which sometimes includes legal barriers that prevent them from entering or succeeding in entrepreneurship, such as laws prohibiting women's travel, ability to own or operate a business, or access to credit).*

- *Cultural expectations that women work in certain sectors and carry out the household's domestic responsibilities, coupled with a lack of social protections and supports (such as the availability of harmful child work and health insurance) for women entrepreneurs, their families, and other workers in their businesses.*

- *When women are under pressure to make loan payments, or when their revenues are threatened due to illness, market conditions, a lack of employees, or other reasons, they may turn to their children for help and the businesses may operate under unsafe and unhealthy conditions.*

As mentioned earlier in this training, harmful work for children and adults are complex problems that can vary significantly by context, so it's important to take the time to consider what may be root causes of these problems as they occur in local areas.

Activity 11: Demonstrating TLC 3 - Using WISE Solutions to Address Harmful Work

Objectives
By the end of this activity, trainees will have: 1. Participated in the demonstration of TLC 3, playing the role of self-help group members. 2. Shared their concerns and asked questions about TLC 3.

Materials
• **RICHES Risky Business Picture Packet** Pictures 9 (adult hand with 5 types of risks and a child's hand in center), and 11-14 • A small piece of paper for each member of the group. • A pencil or pen for each member of the group. • A bag or a basket. • Flip chart paper, marker, and tape.

Time: 35 minutes

Steps:

1. Facilitate TLC 3 – 30 minutes

I am now going to demonstrate Technical Learning Conversation 3 Titled "Using WISE solutions to address harmful work."

Demonstrate TLC 3 using the Facilitator's Guide.

2. Answer trainees' questions about TLC 3 – 5 minutes

Say:

Thank you for your participation in TLC 3.

Answer trainees' questions. If there are questions about anything that you are going to cover in other sessions, let them know that you will get back to their questions later during the workshop.

Activity 12: Presentation Skills - Telling Stories Effectively

Objectives
By the end of this activity, trainees will have:
1. Reached consensus on how to tell a good story.
Materials
Step 2:
▪ Flip chart "Good Storytellers"
▪ Handout "Marta, a 16-year-old girl's story" (1 copy for 4 groups)
Time: 45 minutes

Steps:

1. Ask trainees to recall a good storyteller – 5 minutes

Say:

One method used in the Technical Learning Conversations is storytelling. The stories contain useful information but it is the way the stories are told that makes the information memorable. In this activity, we are going to explore how to tell a story.

Think of someone you know who is a good storyteller. Write down on a piece of paper what makes this person a good storyteller. You have 5 minutes.

Allow trainees 5 minutes to think and write.

2. Have small groups demonstrate good storytelling – 40 minutes

Divide trainees into groups of 4 or 5 and say:

In your groups, share your lists with each other. Write down any characteristic that shows up on 2 or more group member's lists on a separate list. You have 5 minutes.

After 5 minutes, confirm that each group created 1 list and say:

Each group will be assigned a part of Marta's story, a 16-year-old girl engaged in harmful child work. Her story illustrates how one girl can be involved in or affected by harmful work at various stages in her childhood. Choose a representative from your group who will tell a part of Marta's story. While telling the story, the representative must demonstrate the characteristics or techniques that were written down on the group list. You have 10 minutes to choose a representative and to practice.

❷ **What questions to you have about the activity?**

Pass out Marta's story to each group and assign each group one section of the story.

<div align="center">

Marta, a 16-year-old girl's story
Central America
</div>

Marta at the age of 10 – Living with her grandmother in a rural community

Marta started working at the age of 10, after her parents took her out of school and sent her to live with her grandmother in a village. While she was living with her grandmother, she attended school, but also had to help her grandmother earn money selling vegetables, grown in a garden plot behind their house. This is when Marta first started working. During a typical day, Marta would help her grandmother with household chores, attend school for 5 hours a day and go back and forth to a street stall to sell her grandmother's vegetables in the early morning and evening. She was never paid a wage for her work and her busy schedule didn't leave her much time to study; so before long, she fell behind in school, until she eventually dropped out. Shortly thereafter, Marta was sent back to live with her mom and dad.

Marta at the age of 13 – Living with her parents in an urban community

When Marta got back to her parents' home, she tried to re-enroll in school, but they would not let her, since she had failed her courses at the village school. Her parents were initially disappointed that Marta would not be able to study again, but then decided to take advantage of the situation by having her devote extra time to household chores and do unpaid work in her mom's sand business.

Marta at the age of 14 – Living on her own

After a year, Marta's mom's business was not generating enough money to cover the family's needs, so Marta decided to move out of her parents' house to find a job in a big city, with the hope that she could earn money to give to her parents. For the next two years, she worked as a domestic servant for 10 hours a day, 7 days a week, in exchange for a small wage and room and board. Her mom would come and visit her at the end of every month to collect the money that Marta earned. Then, one day, Marta was accused of having stolen money from her employer. She tried to prove her innocence, but her employer did not believe her and fired Marta immediately.

Marta at the age of 16 – Moving back home and then leaving to live on her own.

Marta had no choice but to go back to her parents' house to live with them. Her father was by then sick and could not work anymore. He passed away a few months later. Her mom needed her support again, so she decided to look for new job opportunities. But she was worried she would not find a decent job, because she had never finished school.

After 10 minutes, invite each group representative 1 by 1 to present his/her story.

After all the presentations say:

Let's continue our discussion of what makes a good storyteller:

Post the flip chart with the title "Good Storytellers" at the top.

<div style="border:1px solid">

Good Storytellers

</div>

Ask:

❷ **How were the storytellers' techniques similar?**

*List trainees' responses on the flip chart. Make sure that responses focus on how the story was told rather than on the content of the story itself. Present the characteristics/techniques in the following box **if they are not mentioned** and add them to the flip chart.*

<div style="border:1px solid">

Characteristics/Techniques of Good Storytellers

- The voice is not too high or too low.
- The tone of the voice goes up and down to show emotions: sadness, excitement, or confusion, whatever a character is feeling.
- The voice is not too quiet or too loud.
- The words are said clearly and not too quickly or slowly.
- The storyteller shows that he/she is interested in the characters and the characters' situation and makes the trainees care about them, too.

</div>

Ask:

❷ **What questions or comments do you have about being a good storyteller?**

After answering any questions and addressing any comments, say:

Thank you for your participation. These techniques can serve as a guide when you practice telling the stories in the TLCs.

Activity 13: Facilitation Skills - Open Questions

Objectives
By the end of this activity, trainees will have: 1. Summarized the difference between open and closed questions.   2. Practiced creating open questions.
Materials
Step 1:   • Half-sheets of blank flip-chart paper (at least 6, plus a few extra)   Step 2:   • Flip chart "Definitions"   Step 3:   • Sheets of paper with the title of each TLC (posted in the Introduction of the Objectives and Trainees activity) with the sticky-note questions trainees wrote (posted in the Review of Agenda, Trainee Learning Needs and Pre-Test activity)   • Blank sticky notes (5 per group)
Time: 40 minutes

Steps

1. Invite trainees to ask the trainer questions – 10 minutes

Sit in a chair in the center of the room so that the trainees are surrounding you, and ask:

What questions do you have about me (or this workshop)?

As trainees ask questions, write each question on a half-sheet of flip-chart paper—1 question per paper—but do not answer the question. Stop after you have 3 open questions and 3 closed questions, or after 5 minutes.

Post the open questions on the wall in 1 cluster and the closed questions on the wall in another cluster. First, answer all the closed questions and then answer all the open questions.

2. Present a comparison of types of questions – 10 minutes

Say:
I put these questions into 2 different categories because they are 2 different types of questions.

Category 1 is called "open questions" and category 2 is called "closed questions."

Why are these questions "open" and the others "closed" *(point to each cluster of questions)*?

[Open questions take longer to answer and have many answers, and closed questions have a short answer or a "yes" or "no" answer.]

Post the flip chart, and use it to further confirm or correct trainees' responses.

Definitions

Closed Questions. Closed questions can be answered with either "yes" or "no." An example is, "Do you save any money?"

Open Questions. Open questions are likely to receive long answers. They cannot easily be answered with "yes" or "no." An example is, "What do you do with your earnings?"

Ask:

❷ **What do most of the open questions start with?**

Make sure trainees mention the following: which, what, when, where, why, how. Then ask:

❷ **Which category of questions is best for encouraging a dialogue among trainees?**
   [Open questions]

Then say:

Although the Facilitator's Guide recommends which open questions to ask, it is important to know how to spontaneously create open questions in order to stimulate dialogue and draw out information trainees already know about the topic. You are going to practice doing this for the next 20 minutes.

Note: Keep the Definitions flip chart posted through the Practicing the TLC activity.

2. Divide trainees into Practice Groups to create open questions – 20 minutes

Say:
Meet with your Practice Group at the sheet of paper on the wall with the title of your Technical Learning Coversation.

Once all the groups are by the title of their TLC, say:

Take 5 minutes to answer these questions in your group:

- **Which of the questions on the sticky notes are open questions?**
- **How do you know they are open questions?**

After 5 minutes, listen to 1 example from each group (Note: Rewrite any closed questions so they become open questions).

Distribute 5 sticky notes to each group and say:

On these sticky notes, please write down your answers to this question:

- **What are some other open questions you could ask to encourage a dialogue among trainees about the topic of your TLC?**

Post the new questions around the title of your TLC. You have 10 minutes.

After 10 minutes, have the groups circulate around the room looking at all the sticky notes. Then bring trainees back to the full group and ask:

❷ **Which examples of open questions need clarification?**

Clarify any confusing questions.

Activity 14: Demonstrating TLC 5 - Know Before You/They Go

Objectives
By the end of this activity, trainees will have:
1. Participated in the demonstration of TLC 5, playing the role of self-help group members.
2. Shared their concerns and asked questions about TLC 5.
Materials
• Handout with the human trafficking hotline website or phone number.
Time: 35 minutes

Steps

1. **Facilitate TLC 5 – 30 minutes**

Demonstrate TLC 5 using the Facilitator's Guide.

2. **Answer trainees' questions about TLC 5 – 5 minutes**

Say:

Thank you for your participation in Technical Learning Conversation 5.

Answer trainees' questions. If there are questions about anything that you are going to cover in other sessions, let them know that you will get back to their questions later during the workshop.

Activity 15: Facilitation Skills - Summarizing

Objectives
By the end of this activity, trainees will have:

1. Practiced summarizing a discussion.

Time: 40 minutes

Steps:

1. Initiate a discussion to demonstrate summarizing – 10 minutes

Say:

We talked previously about how to start a discussion using open questions. Now, let us talk about how to end a discussion.

❷ **What was particularly useful about the training so far?**

After you receive 4 or 5 responses from the trainees, summarize their responses by saying:

I heard you say that _____ *(repeat the trainees' responses)* were particularly useful.

❷ **What did I just do?**

After 2 or 3 responses, say:

I repeated the main ideas. This technique is called "summarizing."

❷ **Why do you need to summarize discussions?**
[To capture everyone's responses, to reassure trainees that their ideas were heard, to remind the group of the most important issues or feelings they raised, to make a decision or agreement made by the group clear to everyone, to end the group's discussion]

2. Have small groups practice summarizing – 30 minutes

Divide trainees into 4 small groups. Have 2 of the groups sit in 2 separate circles. Have the remaining 2 groups sit in a circle around each of the already-seated groups. Both circles are facing the center not each other. Then write the following question on a flip chart:

▪ **What do you like about Technical Learning Conversations?**

Say to the 2 groups forming the inner circles:

Discuss how to answer this question. The group in the outer circle will listen and summarize your discussion. You have 5 minutes for this discussion.

After 5 minutes, stop the discussions and ask a volunteer from each outer circle to summarize each inner group's discussion. Check with other members of each outer circle to determine if the volunteer forgot any information.

Then change the circles so that each inner circle is outside, and each outer circle is inside. Then write the following question on the flip chart:

- ▪ **How does this workshop compare with other workshops you have attended?**

Say to the 2 groups forming the inner circles:

Discuss how to answer this question. The group in the outer circle will listen and summarize. You have 5 minutes for this discussion.

After 5 minutes, stop the discussions and ask a volunteer from each outer circle to summarize each inner group's discussion. Check with other members of each outer circle to determine if the volunteer forgot any information.

Then ask:

- ❓ **What is challenging about summarizing?**
- ❓ **What will you remember to do when you have to summarize a discussion?**

Summarize trainees' responses to the second question and conclude by saying:

When you are preparing to practice your TLC, identify where you may have opportunities to summarize.

Activity 16: Preparing to Practice the TLCs

Objectives
By the end of this activity, trainees will have:
1. Prepared to practice the TLCs.

Materials
Step 1:
• Flip chart "TLC Sign-up Sheet" (posted in the Review of Agenda, Trainee Learning Needs and Pre-Test activity)
• **Risky Business Facilitator's Guide** (distributed in the Four Components of a TLC and the Purpose of Each Component activity)

Time: 60 minutes

Steps:

1. Give trainees time to prepare to practice the TLCs – 60 minutes

Say:

Now you are going to prepare to practice the Technical Learning Conversation that you signed up for *(point to the flip chart)*.

Technical Learning Conversation Sign-up Sheet (continued)	
Title	**Practice Group**
1. Identifying 5 workplace safety risks	
2. Identifying harmful work using the 3 Ds	
3. Using WISE solutions to address harmful work	
4. Preparing and Coping with Shocks	
5. Know before you/they go	
6. Concluding Risky Business: Keeping Businesses Safe for Everyone	

Everyone in your group will help prepare and practice the TLC. But only 1 person will practice it in front of all of us. Please decide who that will be once you begin your preparations.

When you practice the TLC, practice it as though you are delivering it to a group of your trainees. So, be sure to prepare all the materials for your TLC.

Please feel free to ask me any questions during your preparations. You will have 60 minutes to prepare.

Note: *Practice Groups may require more than 60 minutes to prepare. If they need more than 60 minutes, you can provide them with additional time or tell them to continue their preparations in the evening.*

Provide assistance to practice groups, as needed. After 60 minutes, say:

Before beginning to practice the TLCs, we are going to discuss effective feedback.

Activity 17: Characteristics of Effective Feedback

Objectives
By the end of this activity, trainees will have:
1.   Recognized the characteristics of effective feedback.

Materials
Step 1:
• Flip chart with 2 signs
Step 2:
• Flip chart "Feedback Examples 1–3"
○ *Note: Write <u>only</u> examples of the Feedback Principle on the flip charts.*
• Flip chart "Feedback Principles and Guidelines"
• Blank sheets of flip-chart paper (1 per group)

Time: 35 minutes

Steps:

1. **Introduce kinds and purpose of feedback – 5 minutes**

Say:

As you drive through the streets of a city or large town, you will notice 2 kinds of signs.

On a blank flip chart or the white/blackboard, draw the following 2 signs:

Your Destination

6 Miles

(draw a sign that indicates the number of miles until the next exit or town)

Ask:
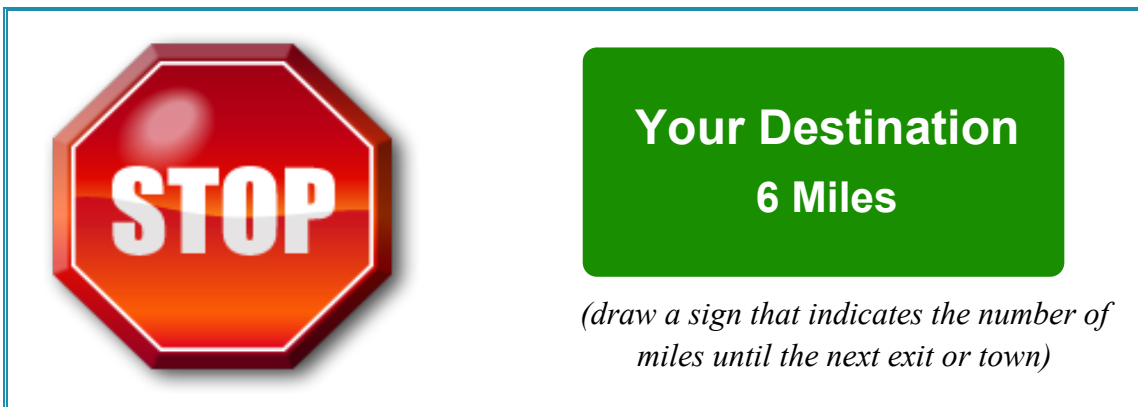
❷ **What information does each kind of sign provide to drivers?**
[Some signs give information to caution or correct drivers, such as a STOP sign, while other signs inform drivers that they are moving in the right direction.]

Then say:

After you, or your fellow Practice Group member, practice a Technical Learning Conversation, you will receive comments and suggestions. These comments and suggestions are called "feedback." Like the signs, there are 2 kinds of feedback. There is feedback that cautions you to stop doing something, such as a STOP sign. And there is feedback that affirms what you are doing so you know to continue, such as this sign *(point to second sign)*. After you practice your TLC in front of the full group, you will give yourself feedback and then I and the rest of the trainees will give you feedback as well.

It is important to know how to give feedback. Let us look at that now.

2. Post contrasting feedback options for discussion – 30 minutes

Divide the trainees into 3 groups and give each group a blank sheet of flip-chart paper. Then say:

Imagine that a training expert was asked to observe your facilitation skills and provide feedback. The expert has a number of suggestions to make.

Post the 2 flip charts for Feedback Example 1 on opposite walls.

<div align="center">

Feedback Example 1:

(Feedback Principle: Be specific and provide suggestions for improvement)

</div>

Option A:	**Option B:**
When you told the story, some of the trainees could not hear you.	When you told the story, some of the trainees could not hear you. Next time, arrange the trainees into a circle and sit with them so they are closer to you.

Say:

Group 1, you are going to receive feedback on your storytelling skills. The expert has a choice in terms of how to phrase the feedback. You see the expert's 2 options posted on the walls. Read each option and stand under the feedback that you would prefer to hear.

After the members of Group 1 are standing under their preferred feedback option, remove both flip charts from the wall, hand them to Group 1 and say:

Discuss why you chose the feedback you did and write your reasons on your blank flip chart. Be prepared to explain your choice to the full group. You have 10 minutes.

Repeat the process for Group 2, which will receive feedback on general facilitation skills, with Feedback Example 2. Then repeat the process for Group 3, which will receive feedback on following a TLC's steps, with Feedback Example 3.

Feedback Example 2

(Feedback Principle: Discuss examples of what went well,
not just what needs to be improved)

Option A: Let me tell you what skills you need to improve…	**Option B:** You demonstrated some good facilitation skills. Let us talk about them so you can remember to keep doing them and then talk about skills that you could improve.

Feedback Example 3

(Feedback Principle: Understand the reasons for his/her actions)

Option A: You should follow the steps as they are written in the activity.	Option B: What was your reason for leaving out the last 2 steps in the activity?

After 10 minutes, invite the groups to share their results. Summarize their comments. Then post the flip chart.

Feedback Principles and Guidelines

Principles

- Be specific and provide suggestions for improvement.
- Discuss examples of what went well, not just what needs to be improved.
- Understand the reasons for his/her actions.

Guidelines

1. The trainee who practiced the TLC says what he/she liked about his/her facilitation and what he/she will change the next time he/she facilitates.

2. The trainer provides feedback in any 3 of the following areas:
   - Implementing the 4 components of the TLC in order.
   - Accurately presenting all key technical information.
   - Using open questions.
   - Sumarizing.
   - Telling stories.
3. Other trainees add any comments they have in the areas listed under Guideline 2, which were not already mentioned, or ask questions. Feedback is limited to 3 trainees.

Say:

When you give or receive feedback, try to follow the 3 principles of feedback, which were demonstrated by the feedback examples you saw, as closely as possible *(read the Principles aloud)*.

Now listen to this brief explanation of the guidelines we will use for the feedback process *(read the Guidelines aloud)*.

What are your questions?

Respond to questions.
Note: Keep the Feedback Principles and Guidelines flip chart posted through the Practicing the TLC activity.

Activity 18: Practicing the Technical Learning Conversations

Objectives
By the end of this activity, trainees will have:

1. Practiced a TLC.
2. Provided or received feedback on TLC.

Materials
Step 1:

- Flip chart "TLC Sign-up Sheet" (posted in the Review of Agenda, Trainee Learning Needs and Pre-Test activity)

Step 3:

- Flip chart "Feedback Principles and Guidelines" (posted in the Characteristics of Effective Feedback activity)

Time: Approximately 50 minutes for each activity, including feedback

Steps:

1. Introduce the Practice Group – 5 minutes

Check the TLC Sign-up Sheet for the Practice Group signed up for the TLC.

Technical Learning Conversation Sign-up Sheet (continued)	
Title	**Practice Group**
1. Identifying 5 workplace safety risks	
2. Identifying harmful work using the 3 D's	
3. Using WISE solutions to address harmful work	
4. Preparing and Coping with Shocks	
5. Know before you/they go	
6. Concluding Risky Business: Keeping Businesses Safe for Everyone	

Ask which group member will practice the TLC in front of the full group.

Call for the attention of the full group. Introduce the trainee who will practice the TLC, and his/her fellow Practice Group members, and announce which TLC the trainee will practice. Then say:

During the TLC, I may take notes to be able to give you feedback afterwards.

2. Observe the TLC – 30 minutes

Invite the trainee to practice the TLC.

3. Guide the feedback process – 10 minutes

Say:

The feedback we give should be based on the skills and information introduced during this workshop. Here again are the principles and guidelines we will follow for giving feedback *(point to the flip chart and review it aloud)*:

Feedback Principles and Guidelines

Principles
- Be specific and provide suggestions for improvement.
- Discuss examples of what went well, not just what needs to be improved.
- Understand the reasons for his/her actions.

Guidelines
1. The trainee who practiced the Technical Learning Conversation says what he/she liked about his/her facilitation and what he/she will change the next time he/she facilitates.
2. The trainer provides feedback in any 3 of the following areas:
   - Implementing the 4 components of the TLC in order.
   - Accurately presenting all key technical information.
   - Using open questions.
   - Sumarizing.
   - Telling stories.
3. Other trainees add any comments they have in the areas listed under Guideline 2, which were not already mentioned, or ask questions. Feedback is limited to 3 trainees.

Facilitate the feedback process, following the guidelines on the flip chart.

Finally, ask:

❷ **What were all the things you did during this TLC?**

❷ **What did you learn about _____ *(topic of the TLC)* by doing these things?**

Activity 19: Review of Trainee Learning Needs, Test Results and Workshop Evaluation

Objectives
By the end of this activity, trainees will have: 1. Confirmed whether their learning needs were addressed during the workshop. 2. Completed the Post-Test and Workshop Evaluation.
Materials
Step 1: • Sheets of paper with the title of each TLC (posted in the Introduction of the Objectives and Trainees activity) with the sticky-note questions trainees wrote (posted in the Review of Agenda, Trainee Learning Needs and Pre-Test activity) Step 2: • Handout "Risky Business Post-Test" (1 per trainee) • Handout "Risky Business Pre-Test" (completed in the Review of Agenda, Trainee Learning Needs and Pre-Test activity) • Handout "Risky Business Pre- Post-Test Answer Key (1 per trainee) Step 3: • Risky Business "Workshop Evaluation" (1 per trainee)
Time: 55 minutes

Steps:

1. Review and answer sticky-note questions – 15 minutes

Say:

At the beginning of this workshop, I asked you what questions you had about the topics of the TLCs. Please look at the sticky-note questions you put by the title of a TLC. Decide whether your questions were answered. If so, place a checkmark beside each question that was answered, if there is no checkmark there already. You have 10 minutes.

After 10 minutes, ask:

❓ **What questions are unchecked?**

For each question a trainee says is unchecked—that is, not yet answered—ask:

❓ **Who has an answer?**

Confirm or correct trainees' responses and answer any questions for which they do not have a response. If you cannot answer a question, commit to getting the answer and providing it to the trainees.

2. Distribute and review the results of the Post-Test – 25 minutes

Say:

At the beginning of this workshop, you completed the Risky Business Pre-Test. I am distributing the same test again so you can measure your own progress. The purpose of this test is to help you see how much you learned in the past 3 days. It will also show me whether I need to improve how I present the most important content in each activity. You will have 15 minutes.

Distribute the Risky Business Post-Test handout to each trainee. Ask the trainees to write their designated number in the upper right-hand corner of the page. Allow trainees 15 minutes to complete the test.

After 15 minutes, return the Risky Business completed Pre-Tests to the trainees—so that each trainee has a Pre-Test and Post-Test with the same designated number. Then distribute the Risky Business Pre- Post-Test—Answer Key handout to each trainee, and have the trainees mark their Pre- and Post-Tests. Invite trainees to share their results if they wish.

Ask:
❷ **Which answers are still unclear for you?**

After clarifying any answers, collect all Pre- and Post-Tests from the trainees.

3. **Distribute the Workshop Evaluation – 15 minutes**

Distribute the Risky Business Workshop Evaluation handout to each trainee and say:

I am distributing a workshop evaluation to get feedback on what worked well during this workshop and what needs improvement. I will collect them in 15 minutes.

After 15 minutes, collect the Workshop Evaluations and introduce the final activity.

HANDOUT

Risky Business: Making Businesses Safe for Everyone
Post-test

Statements	Answers
It is more important that boys go to school than girls. *(Circle the correct answer.)*	True OR False
Education is a human right. *(Circle the correct answer.)*	True OR False
The 5 types of risk for business dangers are: Physical, Chemical, Emotional, Growth & Developmental, and Education. *(Circle the correct answer.)*	True OR False
Household chores are a form of harmful child work. *(Circle the correct answer.)*	True OR False
Child work is work that is mentally, physically, socially, or morally dangerous and harmful for a child such as work that causes them to experience fatigue, injuries, illnesses, stress, isolation, or humiliation. *(Circle the correct answer.)*	True OR False
Child work is age appropriate. Child work is work, assigned only a few hours a day, that does not affect a child's time for study, play, and rest. *(Circle the correct answer.)*	True OR False

Children are more vulnerable to toxic substances, than adults. *(Circle the correct answer.)*	True OR False
Children are capable of judging risks that could harm their emotional and physical health. *(Circle the correct answer.)*	True OR False
If your family is experiencing financial hardships, it is okay to remove your child from school so that they can assist with the family business. *(Circle the correct answer.)*	True OR False
By saving money and planning ahead, we can help prepare our families to cope with future shocks. *(Circle the correct answer.)*	True OR False
Human trafficking is a rare occurrence and is easy to prevent. *(Circle the correct answer.)*	True OR False

ANSWER KEY

Risky Business: Making Businesses Safe for Everyone

Statements	Answers
It is more important that boys go to school than girls. *(Circle the correct answer.)*	**False!** It is important that both boys and girls go to school. Women with more education are much more likely to be able to make their own decisions such as who they marry, earn more money, how many children they have, what they will do to earn money and making important household decisions.
Education is a human right. *(Circle the correct answer.)*	**True!** Every person in the world regardless of class, nationality, race, religion, ethnicity, or gender has rights. Rights are things we need to live a healthy and happy life. For example, we all have the right to be safe, the right to work in safe and healthy environments, and the right to education. Children also have rights and require extra protection because of their dependence on adults.
The 5 types of risk for business dangers are: Physical, Chemical, Emotional, Growth & Developmental, and Education. *(Circle the correct answer.)*	**True!**
Household chores are a form of harmful child work. *(Circle the correct answer.)*	**False, child work!** Household chores in a child's home, under safe conditions, under the supervision of close family members, and that do not interfere with their education, is not considered harmful child work by law. *However*, excessive hours of household chores that interfere with education would be considered harmful child work. In addition, instances of early marriage for the purpose of performing household chores would also be considered harmful child work.
Child work is work that is mentally, physically, socially, or morally dangerous and harmful for a child such as work that causes them to experience fatigue, injuries,	**False, harmful child work!** Harmful child work is work that is dangerous or bad for our children's education, health, or development. Harmful child work prevents a child from having the time or opportunity to study, play

	or rest. Work such as this includes work during school hours, work for long hours any day of the week, or work between the hours after dark and sunrise and hazardous work, including exposure to chemicals or use of dangerous equipment.
Child work is age appropriate. Child work is work, assigned only a few hours a day, that does not affect a child's time for study, play, and rest. *(Circle the correct answer.)*	**True!** Child work will enhance a child's physical, mental, and emotional development.
Children are more vulnerable to toxic substances than adults. *(Circle the correct answer.)*	**True!** Children are at greater risk in absorbing toxins through their skin and in breathing toxic substances such as chemicals or pesticides. Breathing in toxic substances can cause permanent harm to a child's brain. This is also especially important for pregnant mothers whose fetus might be harmed if the mother is exposed to toxic chemicals or pesticides.
Children are capable of judging risks that could harm their emotional and physical health. *(Circle the correct answer.)*	**False!** Because of peer pressure, or even pressure from adults, children may be willing to do tasks that could hurt their growing bodies. Because they are growing, children need more rest and sleep than adults and need time with other children to play, grow, study, and develop into healthy adults. Children want to please adults yet are dependent on them for their care and safety. Their vulnerability makes them an easy target for abuse, neglect, and intimidation. Children are also more vulnerable to physical and sexual abuse.
The worst forms of harmful child work include all forms of slavery, commercial sexual exploitation, illicit (i.e., illegal) activities, and work that is hazardous to the health, safety and morals of the child.	**True!** The types of harmful child work include: 1. All forms of slavery including forced or indentured labor, child trafficking, and participating in armed conflicts. 2. Commercial sexual exploitation which includes child prostitution and pornography.

(Circle the correct answer.)	3. Using children in any type of illicit (i.e., illegal activity), including selling or trafficking drugs. 4. Work that is hazardous to the health, safety, or morals of children. This can include working for very long hours, under dangerous conditions, or work that prevents the child from attending school.
If your family is experiencing financial hardships, it is okay to remove your child from school so that they can assist with the family business. *(Circle the correct answer.)*	**False!** A child should never be removed from their education and placed in an environment of harmful child work. Regular attendance and the completion of school can help our dreams for our children come true. School attendance is associated with less risky behavior in teens and higher incomes as adults. Education is crucial when we are younger and especially important for girls.
By saving money and planning ahead, we can help prepare our families to cope with future shocks. *(Circle the correct answer.)*	**True!** Preparing ahead of time for unexpected expenses can reduce suffering and can help us keep our children fed and in school even during difficult times.
Human trafficking is a rare occurrence and is easy to prevent. *(Circle the correct answer.)*	**False!** Sometimes children and even adults are lured into one of the worst forms of work by someone promising a better life – good work, high pay, a chance to live somewhere new and promises of sending money home to the family. Usually the promises seem "too good to be true." Children and adults can be lured away from their families and home with these promises, especially when they are going through difficult times. Rather than finding a better life with the new job, they find that they are trapped and forced to work in horrible and dangerous circumstances.

HANDOUT

Workshop Evaluation

Please provide feedback on the workshop so that we can improve it for you and others in the future. This evaluation focuses on the content and logistics of the workshop as well as the trainer's performance.

For each statement, place a checkmark in 1 of the boxes to indicate whether you "strongly agree," "agree," "disagree" or "strongly disagree."

TRAINER

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The trainer of the workshop was well-prepared.				
2. The trainer was knowledgeable about the topics presented.				
3. The trainer presented the information and activities clearly.				
4. The trainer introduced and summarized each activity.				
5. The trainer was effective in encouraging participation from the trainees.				
6. The trainer's behavior during this workshop demonstrated the 4 adult learning principles for Technical Learning Conversations.				
7. The trainer encouraged us to apply our own experience and knowledge to the topics presented in the workshop.				
8. The activities the trainer used during this workshop helped us to absorb new information and practice skills.				
9. The trainer managed the time well.				

❷ **How could the trainer have been more effective?**

_____

_____

_____

_____

WORKSHOP CONTENT

This workshop was successful in improving my ability to:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Place in correct order the 4 components of a Technical Learning Conversation and recognize the purpose of each component.				
2. Facilitate the Technical Learning Conversations as written and answer questions confidently and accurately.				
3. Understand the impact of demonstrating respect, useful content, participation, and affirmation in Technical Learning Conversations.				
4. Recognize the difference between open and closed questions.				
5. Use the tone, volume and pace of my voice to tell a good story.				
6. Summarize important information from a story.				

If you disagreed or strongly disagreed with any of the above items, please suggest what we could do differently.

_____

_____

_____

_____

_____

LOGISTICS AND MATERIALS

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The training site was conveniently located to transportation, lodging and food.				
2. I could easily see and hear the trainer and visual aids.				
3. The training room had enough space to comfortably carry out the activities.				
4. The training room had the supplies and equipment required for the activities.				
5. The handouts were useful for the topics discussed.				
6. Accurate information about the workshop (e.g., dates, location, and requirements) was provided early enough for me to make adequate preparations.				
7. The workshop lasted the appropriate amount of time for the topics discussed.				
8. The workshop started and ended on time each day.				
9. Sufficient time was provided for breaks and lunch.				

❓ **How could we have improved the logistics of the training?**

_____

_____

_____

_____

_____

OPEN QUESTIONS

1. **In general, what did you like most about this workshop and why?**

_____

_____

_____

_____

2. **What did you like least about the workshop and why?**

_____

_____

_____

_____

Thank you!

Activity 20: Final Affirmation

Objectives
By the end of this activity, trainees will have:
1. Given examples of how to affirm participants.

Materials
Step 1:
• Handout "Workshop Agenda" (distributed in the Review of Agenda, Trainee Learning Needs and Pre-Test activity).
• Sheets of writing paper (2 per trainee)

Time: 30 minutes

Steps:

1. **Ask questions about contributions to the workshop – 30 minutes**

Say:
Take a few minutes to review the Workshop Agenda. Think about what happened during each activity and what you learned as a result.

After a few minutes, distribute 2 sheets of writing paper to each trainee and say:

On the first sheet of paper, draw a symbol that expresses how you contributed to the success of this workshop.

After everyone is finished, say:

On the second sheet of paper, draw a symbol that expresses how this group contributed to your learning.

After everyone is finished, ask each trainee to explain their symbols and post them together on the wall.

Afterwards, ask:

❷ **How does it feel to affirm yours and others' contributions?**
❷ **What are other examples of affirmation that were given during this or other workshops?**
❷ **How will you affirm the participants with whom you work?**

Affirm trainees' ideas. Thank the trainees and say goodbye.

Activity 21: Optional Session/Information on Digital Content

To reach a wider audience and in light of not always being able to conduct in-person training, RICHES created Risky Business Digital Sessions of similar information provided in this guide.

Materials Needed: You can access these sessions through an application provided by 7taps, which is a micro-learning application, by smartphone, tablet or computer using the QR codes or links below. These digital sessions can be given directly to WEE Actor participants to use or to frontline-level staff to use with participants. To use these sessions, access to the internet is necessary.

	English Version	**French Version**	**Spanish Version**	**Filipino Version**
Title	Managing Risks in the Business	Gérer les risques dans l'entreprise	Manejando los riesgos en el negocio	Pangagasiwa ng mga Panganib sa Negosyo
QR Code				
Link	https://app.7taps.com/rkqEURyQfj	https://app.7taps.com/jBv4TjxLsMO	https://app.7taps.com/5QRZcbrVug	https://app.7taps.com/Q9eVtZ85i7

Steps:

- **Step 1:** Share the link to digital curriculum with each frontline-level staff person or participant.
- **Step 2:** The first screen they should see is an introductory slide introducing the curriculum. Use the forward and backward arrows (if accessing on a computer) or simply swipe right or left on a mobile phone to progress to the next slide.
- **Step 3:** Each session will include a brief introductory explanation, followed by simple pre-test questions. A green check will indicate the answer provided is correct, or a gray X will indicate the answer provided is incorrect.
- **Step 4:** To view the video, the user will have to click the link which will take the user to a YouTube video. Once the video has been completed, the user may have to back-click to return to the application to progress to the next slide.
- **Step 5:** After certain slides, the user will also be asked if they would like to conduct a Business Safety and Health Diagnostic (same application provided in the RICHES Business Diagnostics Guide on their business. This also takes the user to an external link. Similarly, if this option is selected, the user may have to back-click to return to the application to progress to the next slide.

Time Needed: Each session takes 10-15 minutes to complete and there are 6 sessions in the digital version of Risky Business. Each session includes test questions, a short video, reflection questions and a link to the Business Diagnostic.

Adaptations Needed: No adaptations are possible given these are pre-recorded videos.

Cost Drivers in Use of Tool: The primary cost driver to use this tool is in its sharing (costs for sending via SMS or other digital means) and the data costs incurred by the user to access.

Annexes

Acronyms and Glossary of Terms

Acronym	Definition
ABA ROLI	American Bar Association - Rule of Law Initiative
ILAB	Bureau of International Labor Affairs (U.S. Department of Labor)
ILO	International Labor Organization
NGO	Non-Governmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
RICHES	Reducing Incidence of Child Labor and Harmful Conditions of Work in Economic Strengthening Initiatives
TLC	Technical Learning Conversation
UACW	Unacceptable Conditions of Work
USDOL	U.S. Department of Labor
WEE	Women's Economic Empowerment
WFCL	Worst Forms of Child Labor
WISE	Warn, Isolate, Substitute, Eliminate

Term	Definition
Children at Risk of Engaging in Harmful Child Work (Child Labor)	A child "at risk of engaging in child labor" is one who meets one or more of the following conditions: 1) Living in an area where child labor 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 child labor; 5) Orphaned; 6) The head of a household; 7) Affected by a disability; 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.
Facilitator	A frontline-level staff person who engages directly with participants to facilitate and lead Technical Learning Conversations.
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 facilitators, community agents, credit officers, social workers,

	agricultural extension agents, among others.
Harmful Child Work (Child Labor)	**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**. 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.
Management-level Staff	Management refers to WEE Actor staff who are primarily based at the headquarters level of the organization and lead strategy and program development and oversight.
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 child labor and harmful working practices among women's economic empowerment (WEE) Actors and their participants. The RICHES toolkit includes: an online portal for accessing the toolkit, risk assessments and diagnostics for assessing risks of child labor and harmful business practices, market research and monitoring and evaluation tools, paper-based and video-based dialogue-based curriculum, management and frontline-level staff training, guides for linking out to child protection organizations and facilitating intra-household and community dialogues.

Trainer	A WEE Actor management-level staff person or an external expert who trains frontline-level staff facilitators on how to conduct Technical Learning Conversations.
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.
Worst Forms of Harmful Child Work (WFCL)	The four categories of WFCL are as follows: a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict; b) the use, procuring or offering of a child for prostitution, the production of pornography or for pornographic performances; c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and d) work which, by its nature or by the conditions in which it is carried out is likely to harm the health, safety or morals of children.

Additional Resources

Resources on child rights used in this guide:

- UN Convention on the Rights of the Child (UNCRC)
- Book 1: Child Labor teacher's kit, book 1: Children's tights and education, ILO

Resources on the benefits of education used in this guide:

- Global Partnership for Education, Benefits of Education
- UNICEF Education and Equity

Additional resources on harmful child work:

- The International Labour Organization's Safe work for youth - Packet for employers "Keep them safe!" - Tips for small business owners; Healthy beginnings: Guidance on safe maternity at work manual; and The tripartite process of determining hazardous child labour - Guide for facilitators.
- The Promoting and Protection the Interests of Children who Work (PPIC-Work) project's Hazard Assessment and Mitigation in the Workplace manual
- Findings on the Worst Forms of Child Labor – Annual Global Report published by the U.S. Department of Labor, Bureau of International Labor Affairs, Office of Child Labor, Forced Labor, and Human Trafficking. Website: https://www.dol.gov/agencies/ilab/resources/reports/child-labor

Where can you find more information on Harmful Child Work and Available Programs?

- National and local government labor agencies. (Ministry/Department of Labor, regional and municipal labor offices.
- Child and youth protection agencies, commissions, and committees (Ministry/Department of Youth, National Child Labor Committee, National Anti-Trafficking Task Force, Council on the Welfare of Children, etc.)
- Criminal law enforcement agencies (Ministry/Department of Justice, Procurer General, anti-drug trafficking and border control agencies, municipal police offices).
- International multilateral organizations with responsibilities for serving children and families or workers.

Additional resources on occupational safety and health:

- The United States Department of Labor, Occupational Safety and Health Administration's publication on Workplace Hazards for Young Workers.
- The World Health Organization publication on Healthy workplaces: a model for action: for employers, workers, policymakers and practitioners.

Resources on human trafficking:

- Archived Department of State Global Hotline List
- UN.GIFT.HUB The United Nations Global Initiative to Fight Human Trafficking (UN.GIFT) was conceived to promote the global fight on human trafficking, on the basis of international agreements reached at the UN.

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