



# Intra-Household Dialogue Guide

## Encouraging Dialogue about Child Protection, Business Safety and Health

Version: February 3, 2022

### Primary Audience

Frontline-level staff and/or participants, their spouses, and community members 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. Frontline-level staff include those working directly with women to help achieve WEE objectives. For use of this guide, frontline-level staff and/or other facilitators should be highly trained in facilitating complex community-level conversations. Participants refer to women receiving services provided by WEE Actors.

### Goal

Improve household communication and decision-making among WEE Actor participants, their families, and communities regarding harmful work for children (child labor) and adults.

### Objectives

Through the use of this guide, frontline-level staff and/or facilitators will have:

- Undertaken preparatory steps to set up a safe environment to conduct the dialogues.
- Facilitated intra-household dialogues with participants, their families, and other community members.

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 with household tasks and unpaid care work, many are turning to those closest in reach for help—their children.

Grameen Foundation, in partnership with the American Bar Association Rule of Law Initiative and funded by the U.S. Department of Labor, Office of Child Labor, Forced Labor and Human Trafficking (OCFT), launched the RICHES project with the 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

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

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

## BUILD THE STRUCTURE Phase 2

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

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

## ENGAGE PARTICIPANTS Phase 3

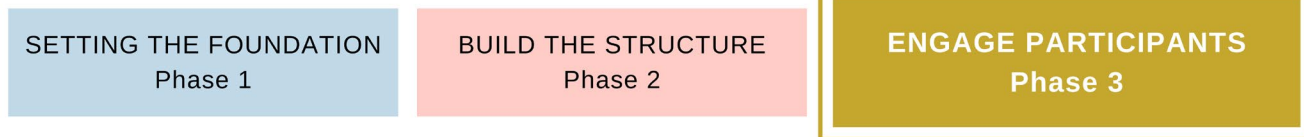
Use these tools to build **participant-level** awareness and support their needs.

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

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



## How to Use the Intra-Household Dialogue Guide



The Intra-Household Guide is designed to be part of **Phase 3: Engage Participants**.

**Process Description:** This Intra-Household Dialogue Guide aims to build the capacity of WEE Actors to engage households and communities in conversations about harmful work for children and adults, business risks, improving working conditions, decision-making, gender, and power as it relates to WEE Actor participants and their families. It consists of four interactive sessions that seek to engage families in talking about business and family resources, including the labor being used. At the end of each session, participants are encouraged to make decisions and action points towards ensuring safe and healthy business environments for everyone, including their children. Make sure to read the Key Steps in Organizing Dialogues carefully to understand what to do before, during, and after carrying out the dialogues.

### Materials Needed:

- Big seeds, beans, or cut-outs of seeds (2 per participant)
- Colored papers/meta cards
- 5-6 markers, art materials (crayons, pencils, scissors)
- Flipchart/manila paper
- Masking tape
- Pen for each participant
- Printed emoji faces for session evaluations
- Printed worksheets (1 per household)
- Printed pictures of 5 Risks

### Important Concepts to Note:

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

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

**Steps:** The Intra-Household Dialogue Guide was designed to complement other tools in the RICHES Toolkit. It is strongly recommended that target participants complete the [RICHES Risky Business Curriculum](#) first before undertaking the Intra-Household Dialogues. The dialogue sessions build on the topics introduced in the [RICHES Risky Business Curriculum](#) and can be used as a follow-up activity to further engage women entrepreneurs and their households to make concrete decisions towards making their



businesses safe and healthy.

Tool 2 of the [RICHES Business Diagnostics Guide](#) is embedded in Session 3 of this Guide. Tool 1: Emergency and External Support Contact List found in the [RICHES Linkages Guide](#) is referenced in Session 4 where local organizations and resources may need to be referenced as support structures for assisting households in overcoming barriers to achieving dreams for their children.

**Time Needed:** 90-120 minutes (1.5-2 hours) per session

### **Adaptations Needed:**

- *Time:* Dialogue schedules can be flexible depending on the availability and needs of the community. It can be facilitated every week for four weeks, two half-days, or, as a least preferred option, one full day. Consult and agree with participants about the best time to conduct the sessions to ensure that women clients, their spouses, and other household members will be able to attend.
- *Number of participants:* In light of COVID-19 restrictions, limit participants to a maximum of 4 households or 8 participants from the same neighborhood or village. Look for a conducive learning space within the neighborhood or village to prevent participants from traveling far to attend the dialogues and to allow for the necessary social distancing.
- *Activities:* The activities found in this guide have been designed with selected communities in the Philippines and El Salvador in mind and may need to be adapted before use in other countries, regions, or localities. A **Local Adaptation Guide** is included in the Annex to guide facilitators on what activities in each session should be considered for modification.

**Cost Drivers in Use of Guide:** The primary cost driver from the use of this guide is staff time and budget to conduct the dialogues. Budget considerations should include the following items:

- training of facilitators;
- transportation;
- venue for dialogues;
- materials needed for the activities, and,
- meals or snacks for participants, depending on the context.

**Risks to Consider:** Topics discussed in the dialogues are issues that do not always come up naturally in family conversations. In some cultures, it can be difficult for women to talk about these because of power dynamics defined by community norms, values, and practices. Since these dialogues broach sensitive topics, generate potential changes in power, and promote household decision-making, it is important to understand the Do No Harm Principles before facilitating the dialogues and that the trainer/facilitator is highly experienced or trained in these facilitation techniques. See Annex: **How to Apply DO NO HARM Principals in the Dialogues** to know more.

Hence, this is intended to facilitate a guided conversation in a safe space among family/community members. It encourages a “family harmony”<sup>1</sup> approach by guiding both men and women decision-makers towards making decisions and actions to make their businesses safe and healthy for everyone through

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<sup>1</sup> Mercy Corps. (2018). Household Dialogue Toolkit. Portland, OR: Mercy Corps.

[https://www.mercycorps.org/sites/default/files/2019-11/Household%20Dialogue%20Toolkit\\_EN.pdf](https://www.mercycorps.org/sites/default/files/2019-11/Household%20Dialogue%20Toolkit_EN.pdf)

## **RICHS Intra-Household Dialogue Guide**



structured activities and discussions. It is recommended that only experienced facilitators facilitate this guide and sessions.

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



## Phase 3: Engage Participants

### Key Steps in Organizing Intra-Household Dialogues

#### Before the Dialogue

##### Build a dialogue team

Household dialogues can be difficult to organize on your own. As such, organizing a dialogue team to organize and facilitate the sessions will help make it easier to carry out by distributing tasks. Also, involving community leaders and members in the dialogues foster buy-in and ownership of the project goal. The dialogue team can be composed of, but not limited to, those who have credibility with the group you are targeting to invite to the dialogues, such as:

- Representatives from the financial institution/organization
- Community/group leaders involved in the financial institution/organization
- Leaders of cooperatives/associations/community-based enterprises where women are members
- Village elders or officials
- Identified dialogue facilitator/s

Before the household dialogues, gather the dialogue team to discuss the purpose of the household dialogues and to set clear expectations and roles. The team can help with the following tasks:

- Selecting and inviting participants;
- Preparing logistical needs such as looking for conducive venues and materials;
- Acting as co-facilitators during the actual conduct of dialogues; and
- Supporting in monitoring the progress of participants' decision and action points.

Invite men and women in the dialogue team to ensure a balanced representation of gender, especially since topics covered in the dialogue delve into gendered roles in the household. **It is highly advised that the dialogue team include at least one woman and one man.**

Dialogue facilitators play a very crucial role in the success of intra-household dialogues. Because of the potentially controversial nature of these dialogues, they require advanced facilitation skills. Hence, facilitator selection is a particularly important step in the preparation stage.

Who should facilitate the dialogues? A facilitator who:

- Has experience designing and/or facilitating participatory workshops and consultations;
- Is knowledgeable in gender and development and/or women's economic empowerment;
- Is familiar with adult learning principles and conflict management techniques; and
- Is familiar with the local context and knows the local language.

Ensure a gender balance in the facilitators, especially since topics such as those related to gendered roles and traditions can be highly controversial. As a rule, there should be at least two facilitators – one male and one female – to conduct the dialogues. Having both a male and a female facilitator can help balance out the discussions. It is not recommended to conduct the dialogues if male and female facilitators are not available.

##### Determine the group of participants

Identify who you want to invite to the household dialogues. Knowing your audience will help you





understand their context and make necessary cultural adaptations to the session guides. Talk to community leaders to probe into the cultural norms, values, and practices of the community relative to issues of gender, household decision-making, businesses, and child protection. Ask about their literacy levels and types of businesses engaged in to help you tailor the sessions to their current situation. For example, participants who have limited literacy may not be comfortable writing their answers. As such, identify and assign co-facilitators from the dialogue team to help document group answers and outputs.

To maximize the time and quality of dialogues, it is best to limit the group to a maximum of 10 households (or 10 pairs of household members). Group size should also be further defined by the learning space available as well as any social distancing restrictions in the case of COVID-19 or other restrictions.

### **Define the date, time, and place of your dialogue**

Participation and completion of household dialogues will greatly depend on the participants' availability. Consult with the target group of participants on their most convenient days and time to encourage attendance. The household dialogues are flexible and can easily be adjusted depending on their availability.

Find a space that is accessible to participants and conducive to learning and dialogue. Design the physical set-up to facilitate group interaction. Arrange seats in a semi-circle or U-shape so participants are facing one another. Place tables and other furniture outside the circle to create an open space for group activities. Ensure that the learning space is comfortable, well-ventilated, well-lighted, and free from distractions.

### **Select and invite participants**

Participant selection is another vital element in the preparatory stage of the dialogues and can make or break the process. As emphasized earlier, only participants who have gone through the [RICHEs Risky Business Curriculum](#) should be considered to participate in the dialogues. Since many of the topics covered in the dialogues revolve around issues of gender and power dynamics within the household, they may cause disagreements or lead to further problems within the household such as gender-based violence. Hence, it is important to choose participants who have shown a good understanding and appreciation of the concepts in the [RICHEs Risky Business Curriculum](#) and are open and ready to level up discussions around protecting children and household members who are involved in or support the business from the workplace hazards and risks. It is best to coordinate with village officials, community leaders, and/or elders when selecting and inviting your target participants.

When inviting participants, be sure to clearly convey the objectives of the dialogues and their potential benefits to the target participants' families and businesses. Highlighting these will promote buy-in and participation in the dialogues. Use various means of communication to reach out to them such as house visits, calls, or social networking platforms. Send out formal invitation letters when necessary. It is important to mention in the invitations that participating in the dialogues is entirely voluntary and that they have the right to refuse participation.

It's a good idea to have a list of back-ups/alternates to the target households just in case some of them are not able to join. Remind participants one week before and one day before the scheduled session to increase the likelihood of attendance.

### **Prepare materials, sketches/presentations, and notes**

Before each dialogue session, facilitator/s should carefully read the session guide to acquaint themselves



with the topic, flow of activities, and the preparations needed to carry out the session. The information box at the beginning of each session guide provides a list of the session objectives, materials needed, and required time to complete the session. Be creative and use indigenous or recycled materials when applicable to cut costs for training materials.

Some sessions also require extra preparations such as role plays or picture stories. Each step in the dialogue process provides further instructions for facilitators on how to go about the suggested activities. Be sure to plan and make arrangements for such activities to ensure a smooth flow of the dialogue session.

Most of the dialogue sessions provide additional inputs, such as the definitions of concepts and laws/policies, to the participants to assist them in making sound decisions and action plans for their households. It is important for facilitators to understand these concepts well to address any doubts or clarifications from participants. Further details on how to adapt these to the local context can be found in the **Local Adaptation Guide** in the Annexes.

During the dialogues, some issues may arise that may need immediate action afterward. Fill out Tool 1: Emergency and External Support Contact List found in the [RICHEs Linkages Guide](#) beforehand to ensure that you have the contact details of authorities or organizations that you can contact for a referral. It is highly recommended that your organization prepare a referral system for these types of problems. This will also come in handy in case participants ask where or who they can get in touch with when they want to seek further support.

### **During the Dialogue**

#### **2.1. Introduce the dialogue**

Start each dialogue to break the ice and make participants feel comfortable. Welcome and thank them for attending the session.

The first session particularly focuses on building an environment of comfort, safety, and trust among participants and the dialogue team. It sets the tone for the next sessions by laying down the main purpose, setting expectations, and establishing guidelines or ground rules.

Successive sessions begin with a review of what has been discussed in the previous sessions. It then allows participants to share their most significant learning and any initial result of the decision and action points identified in the last session. This step also provides an avenue for them to ask for further clarifications to previous topics before proceeding to the next topic of discussion.

#### **2.2. Animate the dialogue**

The next step in the session is the primary section of the dialogue and is divided into three parts.

The first part introduces the topic through various types of exercises such as small group discussions, role plays, and stories.

The second part is the plenary or group discussion based on the topic presented. The session guides offer a set of semi-structured Guide Questions to help navigate the discussion with participants. They highlight the major items that should be covered in the dialogue. However, do not be confined by these questions. Feel free to ask additional questions or probe into participants' ideas if you think it is necessary for the decision and action points to be made. An example of this is discussion around barriers or challenges to practices. You can also skip some questions depending on the flow of the discussion. Sometimes participants address



several questions simultaneously so there is no need to ask related or probing questions. Be mindful of this so that participants do not have to repeat answers and discussions can be shortened.

The last part brings together the members of the same household to brainstorm, make decisions, and plan concrete next steps using a template for action planning. Give ample time for participants to complete this step as this is the most important output from the dialogues.

Regulating the flow of discussion is important. Encourage everyone to participate in the dialogue but do not force or pressure anyone to talk if they do not feel like talking. During small group discussions or activities, co-facilitators can help ensure that everyone is involved and that no one is excluded. Better ideas come when everybody is involved. Everyone needs to join in the discussion to increase the quality of dialogue and the quality of the solutions and decisions made. Be aware of the time spent on each question but ensure that participants are not left hanging from the discussion. As a facilitator, you may also want to use a “Parking Lot” or a large sheet of paper or flipchart where you take notes of any remaining questions or issues that come up in the dialogues.

During the dialogue, ask a member of the dialogue team to help with notetaking and documenting the process, discussion, and action points, including points of disagreement and consensus. Highlight quotes and stories from participants and take photos and videos, with their consent. These can serve as evidence of action and change in reports and can be used to further advocate for support to the household dialogues.

### **2.3. Conclude and ask participants to evaluate the dialogue**

Participant feedback is an important part of the household dialogues. Asking them to evaluate the dialogues, share their learnings, and identify any gaps in the process that can be improved in the next session helps to recalibrate the dialogues to adapt to the participants’ needs. At the end of each dialogue in Step 3, there are a series of evaluation questions to ask participants. You can also find these questions in Tool 10 of the [RICHES M&E Guide](#). It is also recommended that after the end of each dialogue, meet with members of the dialogue team present in the session to evaluate and debrief about the session and to make appropriate adjustments for the next one. Some example questions to ask the team could be:

- What went well about how we facilitated the dialogue?
- What should we improve upon next time?
- Did we observe any participant breakthroughs?
- Were there any moments of concern?

### **After the Dialogue**

The household dialogues do not end with the four sessions. A critical component of the dialogue is monitoring the progress of the implementation of household decision and action points set in each session. Follow-ups can be integrated into regular weekly or monthly meetings of members of the financial institutions/organizations. The dialogue team can also organize focus group discussions with participants who completed the dialogues either after 3 months or after 6 months to check on the changes they have made in their businesses and gather feedback on any challenges, lessons learned, and good practices they experienced. These can serve as additional input, impact, and examples to the dialogue process in the next rounds as part of a monitoring and evaluation process.



## **Understanding the Role of Facilitators in the Dialogues**

Facilitators play a crucial part in the success of the household dialogues. Their main focus is to guide participants through the whole dialogue process to ensure that the flow of discussion stays on track with the session objectives. A good dialogue facilitator:

- ensures that the dialogue objectives are clearly understood by participants;
- endeavors to know participants;
- does not control the content of the discussion;
- ensures meaningful participation of all participants;
- creates a safe environment for openness;
- speaks clearly, uses simple terms, and avoids jargon;
- listens actively and encourages participants to do the same;
- avoids negative comments;
- is flexible and knows how to make adjustments to schedules and dialogue processes when necessary;
- engages participants in a conversation to understand their insights; and
- encourages ownership and control of participants over their decisions and actions.

### **Tips for Dialogue Facilitators**

- Remember that the facilitator does not have all the answers. The participants come to the session with a great deal of experience and have many things to add. All participants (including the facilitator) must teach and learn.
- Physical set-up or structure is important. Preferably, organize participants in a semi-circle or U shape to ensure that everyone can see their co-participants during the dialogue. Discarding tables in the middle will help create a more open environment for the dialogue.
- At the start of the activity, break the ice and aim to build trust.
- Set clear ground rules based on the group's consensus. Review these rules when conflicts or disagreements arise.
- Know your audience. This will prepare you for asking the right questions.
- Look out for participants' verbal and non-verbal cues. Pay attention not only to those who actively participating but also to those who are not.
- Regulate the flow of discussion. Encourage everyone to participate in the dialogue but do not force or pressure anyone to talk if they do not feel like talking.
- During small group discussions or activities, co-facilitators can help ensure that everyone is involved and that no one is excluded. Better ideas come when everybody is involved. Getting everyone to join in the discussion increases the quality of dialogue and the quality of the solutions and decisions made.
- Learn strategies on how to handle participants who are disruptive or who dominate the conversations.
- Acknowledge and respect the insights of each participant. Appreciate the value of participants' knowledge and inputs.
- Probe and/or clarify points when needed, especially during disagreements.



- At the end of key discussion points, capture and summarize/synthesize key ideas/opinions from the group.
- Always remember the Do No Harm Framework (See Annex).



## Sessions

### Session 1: Introduction – Planting the Seeds for Our Children’s Future

#### Objectives

By the end of this activity, participants will have:

- Understood the objectives of the intra-household dialogue
- Described their dreams for their children’s future and the potential barriers in realizing these dreams
- Developed an action plan to overcome barriers and challenges to reaching their dreams for their children
- **Decision and Action Point:** Make plans to overcome barriers and ensure that children can go to school and complete their education

#### Materials

- Printed smiley faces (☺ ☹ ☹) for evaluation
- Printed copy of Worksheet 1 (available in the Annex)
- Big seeds, such as beans, or cut-outs of seeds (2 per participant)
- Colored paper/meta cards
- 5-6 markers
- Flipchart
- Masking tape
- Art materials (crayons, pencils)
- Nametags for facilitators and participants

**Time: 60 minutes**

#### Step 1: Welcome participants and introduce the intra-household dialogue (10 minutes)

Good morning/afternoon, everyone! Thank you for coming today. I would like to welcome you all to the Intra-Household Dialogue on Child Protection and Business Safety and Health. I am \_\_\_\_\_ from (state your position and organization), your facilitator for today’s session. (*Introduce dialogue team/co-facilitators as well*)

*Instruction: Ask everyone to introduce their names, how many children (how many boys and how many girls) they have in the household, and what business/livelihood they are involved in.*

*Say:* For the next few weeks/sessions, we will embark on a journey to learn about and make decisions about issues of business safety and health, and harmful child work through dialogue. The goal of these dialogues is to help micro-entrepreneur households like yours talk about harmful child and adult work and make decisions together as a family and/or as a community.

We hope that this activity will be a venue for us to safely talk about our business safety and health concerns, brainstorm solutions, and make decisions together to keep our businesses safe and healthy for everyone, including our children. Before we continue, we need to establish some ground rules to ensure that our activity will be respectful to everyone and that we will be able to achieve our objectives. What ground rules do you think should we adopt?

*Instructions: Write down participants’ suggestions on colored paper/meta cards and post them on the wall/flipchart. Ask the group’s consensus on the ground rules.)*



*Examples of ground rules:*

1. *Arrive on time.*
2. *Be present, avoid using cell phones.*
3. *Ask questions if in doubt or unclear.*
4. *Participate and contribute to the discussion.*
5. *Respect others' opinions and views even if you disagree with them.*
6. *Listen actively when others are speaking.*
7. *No side conversations.*
8. *Be open-minded!*

Do you have any questions for me before we continue? (If there are, take note of the questions and address them). If none, let's start!

### **Step 2: Talk about aspirations for children's future (40 minutes)**

#### **Activity 2.1 Small group sharing (10 minutes)**

*Instructions:*

1. *Break the participants into groups with 3-4 members of the same sex. Participants from the same household should not be in the same group.*
2. *Distribute the seeds (or seed cut-outs) to each group (2 seeds per participant).*
3. *Ask them to choose a secretary who can take notes for the group's answers and a reporter who will present their answers to the big group.*
4. *If the group has limited literacy or is not comfortable writing, ask a co-facilitator to sit down with each group to help in taking notes. Go around and make sure all participants can share their answers.*

*Say:*

We all have dreams or aspirations for our children's future. These dreams are the seeds of a brighter future for our children. In the next 20 minutes, discuss the following in your group. Make sure to allow time for each member to share.

- *Using the seeds, share your aspirations or dreams for your children/grandchildren ages 17 and below (1 seed/seed cut-out per dream)*
- *Any particular dreams for boy children*
- *Any particular dreams for girl children*
- *Challenges to realizing these dreams for boys and girls*

*Optional Activity: Ask each group to draw/illustrate the dreams they identified for boy children and girl children or children as a whole if there's no difference. Provide art materials to each group.*

#### **Activity 2.2. Plenary discussion (20 minutes)**

*Instructions:*

1. *After 10 minutes of small group discussions, ask participants to go back to the big circle for the plenary discussion.*
2. *Use the guide questions below to facilitate the plenary discussion.*

*Note the Facilitators: The Guide Questions provide an exhaustive list of questions to help you navigate the*





*discussion. You can ask all or skip the rest depending on the flow of the discussion. Sometimes participants address several questions simultaneously so there is no need to ask succeeding questions. Be mindful of this so that participants do not have to repeat answers and discussions can be shortened.*

*Say:*

Now that each of you has shared your dreams, challenges, and plans with your group, let's hear what your groups have talked about.

### ***Guide Questions for Plenary Discussion:***

- **What are your aspirations or dreams for your children?**
  - ***If the optional activity was conducted: Ask each group to present and briefly explain their drawing/illustration to the big group. Post their drawings on the wall after.***
- **Are there any differences in dreams for boy children and girl children? If yes, what are these and what are the reasons for these differences?**
- **Do you think education can help achieve your dreams for your children? Why or why not?**
- **What can education provide or do for your children?**
- **How can going to school help build your children's future?**
- **What are the barriers to realizing your dreams for them?**
- **What are the challenges in getting children to complete their education?**

*Instructions:*

1. *Collect the colored papers/meta cards for each question and arrange them accordingly on a flipchart or wall.*
2. *Group similar answers and separate unique answers for everyone to see.*
3. *Summarize the dreams for boys and girls, point out the main barriers, and highlight key plans shared.*

### **Activity 2.3. Household decision-making and action planning (10 minutes)**

*Instructions: After plenary discussion synthesis, ask participants to find their partner/co-household member to discuss the following:*

- **What dreams do you have for your children?**
- **What specific barriers do you see to achieving those dreams?**
- **What do you plan to do to overcome the barriers and challenges to your dreams for your children?**
- **What outside assistance or support might you need?**

*Instructions:*

1. *Hand out copies of Worksheet 1 or you can provide blank sheets of paper.*
2. *Propose that participants develop a table like the one below or organize a flip chat that mirrors the table below so that the couples have a reference to the questions they should discuss.*





3. *If the group has limited literacy, you may want to use pictures to remind them of the discussion points. Suggested pictures that could be drawn during the session are provided.*

*Close activity by saying:*

Do you have any questions or clarifications from your co-participants? (If there are, facilitate exchange quickly). Thank you everyone for sharing your thoughts and ideas. Pat your partner on the back and say, ‘good job!’

### **Step 3: Close and evaluate the session (10 minutes)**

*Say:*

I hope that you all learned something from today’s session. We were all reminded about our dreams for our children’s future and how important education is in helping them have a better future. We also saw that there are many obstacles for them to reach our dreams for them but we have identified some key plans to help us overcome the challenges.

When you go home, I want you to talk to your children and other members of your household about your dreams for them and the challenges you are facing to achieve these dreams. Ask them also what their dreams are and discuss plans to overcome these challenges together. Next week, we would like to hear about your experience on this. Please take some time to reflect or care for yourself after each dialog; that could be a walk, a moment to reflect over a beverage, or taking a few deep breaths.

### **Session Evaluation**

*Say:*

Before we end, I want to know how you feel about our first session. I have three emojis with me representing your possible feelings to our activity: 😊 😞 😐. I am going to place them in front and at the count of 3, line up on the emoji that best describes how you feel about what we discussed in the session.

*(Count to 3. When all participants have lined up, ask a volunteer from each line to explain why they chose the smiley.)*

#### ***Questions for session evaluation:***

- **Why did you choose this emoji face?**
- **What did you like most about our session? What did you like the least?**
- **What new idea did you learn? What are your realizations?**
- **What do you think should we improve in the next session?**




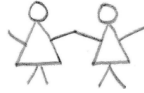
*Note to facilitators: You should take notes of what participants answer to these questions. After the session reflect and decide what you can do differently or incorporate in the next session.*

Thank you everyone for participating very actively. Let’s give ourselves 3 claps, 3 stomps, and together, let’s shout ‘Let’s keep our children in school!’

I hope to see you again next week (remind participants of the date, time, and venue)!



**Worksheet 1: My Dreams for My Children**

I dream for my children to...	However, there are challenges/barriers to realizing this dream...	To overcome the challenges/barriers, I plan to/I will...	To achieve this, I will need the following support/assistance...
			
1.			
2.			
3.			



## Session 2: Understanding Our Household Dynamics

### Objectives

By the end of this activity, participants will have:

- Examined the roles each family member plays in the home and the business/enterprise
- Illustrated decision-making practices in household and financial matters
- Prepared an action plan of changes to make in the household and business to make work and decision-making equitable and inclusive
- **Decision and Action Point:** Make household chores, work, and decision-making equitable and inclusive for everyone in the household

### Materials

- Printed copies of the 24-Hour Calendar Templates (Worksheets 2.1a and 2.1b, one copy per household)
- Printed copies of the Household Decision-making Plan (Worksheet 2.2, one copy per household)
- Flipcharts (draw 2 sets of Venn Diagrams)
- Printed emojis (☺ ☹ ☺) for evaluation
- Colored paper/meta card (print or write the 10 household matters for Venn Diagram Activity)
- Markers
- Masking tape

### Preparation:

- Talk to a community leader or volunteer to get an idea about the daily life and decision-making practices of participants.
- If needed, prepare 1-2 volunteers to share their experience of talking about their dreams, challenges, and plans with their family members.

**Time: 60 minutes**

### Step 1: Welcome participants and introduce the session (5 minutes)

Good morning/afternoon, everyone! Welcome to our 2<sup>nd</sup> Household Dialogue on Child Protection and Business Safety and Health. I am \_\_\_\_\_ from (state your position and organization), your main facilitator for today's session. (*Introduce co-facilitators as well.*)

In the last session, we discussed your dreams for your children, the challenges you are facing to achieve these dreams, and some initial plans to address these challenges.

We asked you to talk about these with your children and household members. Who would like to share their experience on this? (*Ask 1-2 volunteers.*)

Do you have any questions for me before we start? (If there are, take note of the questions and address them). If none, let's start!

### Step 2: Delving deeper into household dynamics (45 minutes)

#### Activity 2.1. 24-hour calendar (20 minutes)

Say:

Our session today will focus on understanding our household dynamics. We would like to look at how our







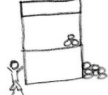
households go about our daily activities and how we make decisions at home and in our businesses.

*Instructions:*






1. *Divide participants into two groups – 1 for men and 1 for women. (In case of a large number of participants, limit the size of each group to 10 and create more groups).*
2. *After 10 minutes of work, bring the groups back together and have them present their output.*
3. *Hand out copies of the 24-hour calendar, one printed out for women and one printed out for men (blank copies are in the Annex).*
4. *Alternatively, for groups where literacy is low, you might hand out several pieces of colored paper where the group members can write words or draw pictures of the activities. To get them started, you may need to provide a picture that corresponds with the areas you want covered.*

For our first activity, think about how you spend your time daily. In your group, discuss and make a list of your activities every day starting from the time you wake up to the time you go to sleep. For women, also list the activities of girl children and other women in the household. For men, list the activities of boy children and other men in your household. You have 10 minutes to work on this. Choose someone from your group who will briefly present your output after.

**Worksheet 2.1a: 24-hour Calendar for Men**

Time of Day (24 hours)	Household activities done by adult males	Household activities done by boy children	Business activities done by adult males	Business activities done by boy children
				

**Worksheet 2.1b: 24-hour Calendar for Women**

Time of Day (24 hours)	Household activities done by adult females	Household activities done by girl children	Business activities done by adult females	Business activities done by girl children
				

*Say:*

Now that you’ve mapped out your 24-hour schedule in your family, let’s hear what your groups have talked about. Can each group briefly present their schedule?



### *Instructions:*

1. *After group presentation, ask participants to go back to the big circle for the plenary discussion.*
2. *Use the guide questions below to facilitate the plenary discussion.*

### **Guide Questions for Plenary Discussion:**

- **What can you observe about the activities that women, men, girls, and boys do? Is there a difference between the daily activities of men and women, girls and boys?**
- **What particular role does each family member (men, women, boys, and girls) play in the home? How do these roles affect their everyday life?**
- **What are the roles of family members in the business/enterprise? How do these roles affect their everyday lives?**
- **Are work at home and in the business divided equally between men and women? If not, who spends more time doing household activities? How about business activities?**

### *Note to facilitators:*

- *The Guide Questions above provide an exhaustive list of questions to help you navigate the discussion. You can ask all or skip the rest depending on the flow of the discussion. Sometimes participants address several questions simultaneously so there is no need to ask succeeding questions. Be mindful of this so that participants do not have to repeat answers and discussions can be shortened.*
- *Look out for gendered roles that may come out of the discussion.*
- *Highlight similarities and differences in tasks/activities among men and women and probe for reason/s.*
- *End by emphasizing how important it is to be conscious of the workloads of each family member and make purposeful adjustments to ensure that work is divided accordingly among everyone and that no one is working beyond his/her capacity.*

### **Activity 2.2. Decision-making Venn diagram (15 minutes)**

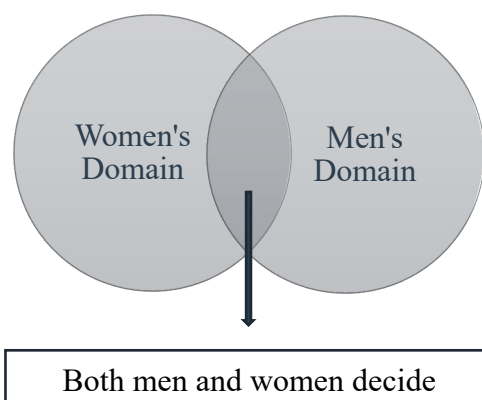
#### *Say:*

For our next activity, I would like us to delve deeper into the decision-making practices of your households. Understanding how your households make decisions can help you make better informed decisions, especially for your children.

#### *Instructions:*

1. *Ask participants to go back to their previous group.*
2. *Provide them with colored papers/metacards of household matters, masking tape and Venn Diagram drawing.*
3. *Ask them to choose a reporter who will present the group's output later.*

#### *Sample Venn Diagram:*



*Say:*

Thank you everyone for your inputs. Based on our Venn Diagram, there are decisions made primarily by women (highlight what’s written on the left side), and primarily by men (highlight what’s written on the right side). We also see that there are decisions made by both and women (highlight what’s written in the middle). We have also looked at the advantages and disadvantages of making joint decisions as well as consulting other household members before we make decisions on matters that also affect them.

**Activity 2.3. Household decision-making and action planning (10 minutes)**

*Instructions: After plenary discussion synthesis, ask participants to find their partner/co-household member to discuss the following and fill-up the worksheet:*

- **What 2-3 things can you do to make household chores/activities and work more equitably distributed among household members?**
- **What 2-3 things can you do to improve decision-making in your home and make it more inclusive?**

**Worksheet 2.2: Household Decision-Making Plan**

To make house chores more equitably distributed, we will...	To make business activities more equitably distributed, we will...	We will improve decision-making in our home by...

*Close activity by saying:*

Do you have any questions or clarifications from your co-participants? (If there are, facilitate exchange quickly). Thank you everyone for sharing your thoughts and ideas. Give your seatmate a pat on the back and say, ‘good job!’



### **Step 3: Close and evaluate the session (10 minutes)**

*Say:*

I hope that you all learned something from today's session. We looked at the roles each of our household members plays at home and saw that we can make further improvements on how we distribute workloads at home and in the business. We also delved deeper into how decisions are made and how these affect the household.

Do you have any more questions for me? If there are no questions, this completes our 2nd Household Dialogue.

#### ***Session Evaluation***

*Say:*

Before we end, I want to know how you feel about our second session. I have three emojis with me representing your possible feelings to our activity: 😊 😞 😐. I am going to place them in front and at the count of 3, line up on the emoji that best describes how you feel about what we discussed in the session.

*(Count to 3. When all participants have lined up, ask a volunteer from each line to explain why they chose the smiley.)*

#### ***Questions for session evaluation:***

- **Why did you choose this emoji?**
- **What did you like most about our session? What did you like the least?**
- **What new idea did you learn? What are your realizations?**
- **What do you think should we improve in the next session?**

*Note to facilitators: It is very important that you take notes of what participants answer to these questions. After the session reflect and decide what you can do differently or incorporate in the next session.*

Thank you everyone for participating very actively. Let's give ourselves 3 claps, 3 stomps and together, let's shout 'Let's make better decisions together!'

I hope to see you again next week (remind participants of date, time and venue)!



## Session 3: Keeping Our Businesses Safe and Healthy

### Objectives

By the end of this activity, participants will have:

- Identified business safety and health risks
- Generated solutions to minimize business safety and health risks
- Outlined an action plan of changes to make in the business to keep it safe and healthy for everyone
- **Decision and Action Point:** Make concrete changes to make businesses safe and healthy for everyone

### Materials

- Printed copies of Pictures 1-6 (in Annex) of the 5 Risks of Harmful Child Work and Business Safety and Health
- Printed smiley faces (☺ ☹ ☺) for evaluation
- Flipchart
- Colored paper/Metacards
- Markers
- Masking tape

### Preparation:

- Ask 2-3 community leaders or participants at least 2 days before the session to act in a role-play (provide scenario or script)

**Time: 60 minutes**

### Step 1: Welcome participants and introduce the session (5 minutes)

Good morning/afternoon, everyone! Welcome to our 3<sup>rd</sup> Household Dialogue on Child Protection and Business Safety and Health. I am \_\_\_\_\_ from (state your position and organization), your main facilitator for today's session. (*Introduce co-facilitators as well.*)

In the last session, we looked at the roles each of our household members play at home and saw that we can make further improvements on how we distribute workloads at home and in the business. We also delved deeper into how decisions are made and how these affect the household.

Who would like to share the most important learning or realization they gained from the last session's dialogue? (*Ask 1-2 volunteers.*)

Do you have any questions for me before we start? (If there are, take note of the questions and address them). If none, let's start!

### Step 2: Identifying business safety and health risks (45 minutes)

#### Activity 2.1. Role Play (20 minutes)

*Say:*

In our businesses, we may encounter hazards that can cause harm or danger to our health and safety. Business safety and health risks can come in the form of sharp tools, too much exposure to the sun, long hours of work, stress, and getting little to no time for rest or leisure. These hazards can pose various risks to our health and safety. Five of the most common business safety and health risks that we may face are (*give examples of each risk while showing Pictures 1-6 associated with each risk below*):





1. **Physical.** Illnesses or even death can be caused by accidents, carrying heavy loads, doing repetitive motions, strain, inadequate rest, or loud noises.
2. **Chemical.** Our health can be harmed by poisons that get inside our bodies as a result of exposure to harmful chemicals such as pesticides, dyes, cleaning solutions, animal waste, or garbage.
3. **Emotional.** Work can also harm us emotionally which can happen when one is subject to emotional or verbal abuse, stress from working long hours, not having time to spend with others, and fear of abusive persons at work.
4. **Growth and developmental.** When we are working, we need to protect our children from doing work that does not match their age and physique and may stop them from growing up or living a normal and healthy life.
5. **Educational.** Work may also prevent our children from attending and participating in school which can happen when they have inadequate rest, work long hours, have no time to study, or suffer from work-related injuries and illnesses.

*Say:*

Let's witness a short presentation from our volunteer actors. While watching the skit, I want you to pay close attention to what the characters are doing and imagine the environment they are in. Think about the hazards and risks they are exposed to in their businesses.

*Note to facilitators: Prior to the session, talk to a community leader to ask what the common types of businesses or livelihoods of households in the community. It would be good to prepare a scenario that mirrors their businesses so they can easily relate.*

### **Role Play:**

- **Scenario 1 (for rural areas):** Portray male and female laborers harvesting sugarcane or pineapple (adapt to major crop in the community). Risks include physical injury from using sharp tools, illness from being under the heat of the sun for long hours, emotional harm from having very little pay, chemical from using pesticides, and children become malnourished or stunted from carrying heavy loads.
  - Characters: 1 adult male, 1 adult female and 1 male child (can be acted by an adult male but with tag as child) sugarcane/pineapple laborers
  - Props: Tools, sugarcane/pineapple stalks, hat, gloves, sprayer
  - Scene: characters are harvesting sugarcane/pineapple.
    - adult female is wearing a hat, no gloves while cutting stalks, showing signs of physical exhaustion;
    - adult male is not wearing gloves while carrying cut stalks; and
    - child is spraying fertilizer without mask, gloves, scratching arms and legs.
  - Dialogue: none
- **Scenario 2 (for urban areas):** Portray a family who owns a small convenience store. Risks include working long hours every day (opens very early in the morning and closes store late at night),



*emotional harm from stress about getting enough income from the store, no time for leisure, sexual or physical assault while on the way to/from the supermarket buying store supplies, and child not going to school to man the store.*

- *Characters: 1 adult female and 1 girl child (can be acted by an adult female but with tag as child), 1 adult male buyer*
- *Props: A box or stand representing a business, big grocery bag, purse, play money, school bag*
- *Scene: characters are manning the store.*
  - *Adult female (mother) talks to girl child to skip school to run the store so she can go to the supermarket to buy additional store stocks. Inserts play money in purse, complains about small income, picks up large grocery bag and leaves.*
  - *Girl child drops school bag and runs the store. An adult male comes to buy cigarette or alcohol and asks why she is running the store.*

### **Guide questions for plenary discussion:**

- **What was the scenario about? What were the characters doing?**
- **What did you observe from the characters' work?**
- **What particular conditions of their work do you find dangerous to their safety and health (ask particular answers for each of the 5 risks, show illustration of risk)?**
- **What might happen if the character got harmed from the hazards in his/her business?**

### *Note to facilitators:*

- *The Guide Questions above provide an exhaustive list of questions to help you navigate the discussion. You can ask all or skip the rest depending on the flow of the discussion. Sometimes participants address several questions simultaneously so there is no need to ask succeeding questions. Be mindful of this so that participants do not have to repeat answers and discussions can be shortened.*
- *End by synthesizing participants' answers and emphasizing the importance of identifying the hazards and risks in the business to be able to make necessary adjustments/changes to improve business safety and health.*


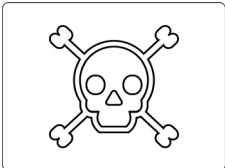
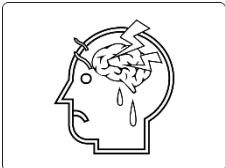
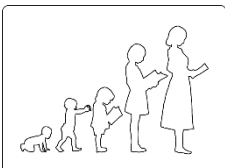
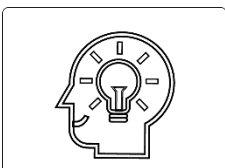
### **Activity 2.2. Business Safety and Health Assessment (15 minutes)**

*Say:*

Now, go back to your households and let us look at your own businesses. What hazards and risks might you find in your businesses? Using the [RICHES Business Diagnostics Guide](#) (See Tool 2: Business Safety & Health Risk Diagnostic for Entrepreneurs) or Worksheet 3 (in Annex; example provided below), identify and write down the types of risks in your business in the third column based on the 5 risks we discussed earlier. You have 10 minutes to complete this activity.



**Worksheet 3: Business Safety & Health Risk Diagnostic for Entrepreneurs**

Graphic	Type of Risk	Concerns What concerns do I see?	Possible Mitigation Strategies What possible actions can I take to reduce risk?	Priority (High, Medium, Low)	I will... What concrete steps do I plan to take? Remember WISE.
	Physical				
	Chemical				
	Emotional				
	Growth and Developmental				
	Educational				

*Instructions: After 10 minutes, ask participants to go back to the big group but sitting together with their household.*

**Guide Questions for Plenary Discussion:**

- **What hazards can you identify in your own businesses?**
- **What harm or risks might you get from these hazards?**
- **Why is it important to keep yourselves safe and healthy while at work?**
- **What do you usually do to keep yourself safe and healthy from the hazards and dangers in your businesses?**



### **Activity 2.3. Household decision-making and action planning (10 minutes)**

*Instructions: After plenary discussion synthesis, ask participants to discuss with their partner/co-household member the following questions and fill-up the remaining columns in the worksheet:*

- **What are possible solutions/mitigations that you can take to minimize identified business hazards and risks?**
- **What concrete changes should be made to ensure business safety and health for all?**

*Close activity by saying:*

Do you have any questions or clarifications from your co-participants? (If there are, facilitate exchange quickly). Thank you everyone for sharing your thoughts and ideas. Give your seatmate a pat on the back and say, ‘good job!’

### **Step 3: Close and evaluate the session (10 minutes)**

*Say:*

I hope that you all learned something from today’s session. We learned that there are hazards in our businesses that can pose various risks to our health and safety, which can consequently negatively affect our households and children. When this happens, we also risk the achievement of our dreams for our children. We saw how important it was to identify work hazards and risks so we can find ways to mitigate or decrease their effects.

### **Session Evaluation**

*Say:*

Before we end, I want to know how you feel about our third session. You already know the drill. I have three emojis with me representing your possible feelings to our activity: 😊 😞 😐. I am going to place them in front and at the count of 3, line up on the emoji that best describes how you feel about what we discussed in the session.

*(Count to 3. When all participants have lined up, ask a volunteer from each line to explain why they chose the emoji.)*

#### **Questions for session evaluation:**

- **Why did you choose this emoji?**
- **What did you like most about our session? What did you like the least?**
- **What new idea did you learn? What are your realizations?**
- **What do you think should we improve in the next session?**

*Note to facilitators:*

*It is very important that you take notes of what participants answer to these questions. After the session reflect and decide what you can do differently or incorporate in the next session.*

Thank you everyone for participating very actively. Let’s give ourselves 3 claps, 3 stomps and together, let’s shout ‘children should be in school!’

I hope to see you again next week (remind participants of date, time and venue)!



**Session 4: Ensuring Child-Friendly Businesses**

**Objectives**

By the end of this activity, participants will have:

- Differentiated child work vs harmful child work
- Categorized hazards and risks for working children
- Developed an action plan of changes to minimize business hazards and risks to children
- Identified the current programs, projects, and services in the community that support families and children

**Materials**

- Colored paper (prepare cut-outs of leaves in green and flowers in yellow)
- Scissors
- Colored paper/Metacards
- Markers
- Pen for each participant
- Flipcharts (draw a tree trunk with branches)
- Masking tape
- Printed copies of Worksheet 3 (also found in the [RICHS Business Diagnostics Guide](#); Tool 2)
- Printed picture for the story

**Preparation:**

- Talk to community leaders about traditions or cultural beliefs in the community about working children and engaging children in the business
- Review the [RICHS Linkages Guide](#)

**Time: 90 minutes**

**Step 1: Welcome participants and introduce the session (5 minutes)**

Good morning/afternoon, everyone! Welcome to our 4<sup>th</sup> and last Household Dialogue on Child Protection and Business Safety and Health. I am \_\_\_\_\_ from (state your position and organization), your main facilitator for today’s session. (*Introduce co-facilitators as well.*)

Last week, we looked at the hazards and risks in our businesses and how these can affect our households and the achievement of our dreams for our children. We also brainstormed on ways to mitigate or decrease the negative effects of these hazards.

Who would like to share the most important learning or realization you gained from our last session? (*Ask 1-2 volunteers.*)

Do you have any questions for me before we start? (If there are, take note of the questions and address them). If none, let’s start!

**Step 2: Keeping children safe and healthy in the business (60 minutes)**

**Activity 2.1. Knowing the difference between child work and harmful child work (30 minutes)**

*Say:*



Today, we will be talking about roles children play in our businesses. First, let us listen to the story of Lina.

Lina, a single mother of three, runs a small tailoring shop in her village. When the COVID-19 pandemic broke out, she was forced to close the shop. She decided to start a small business making sausages and selling rice cakes in banana leaves to help make ends meet for her family. Her two daughters ages 8 and 15 help with the tasks since school has not started yet. Fifteen-year old Kira often wakes up very early in the morning to help Lina in cutting and preparing the meat for the sausages and in cooking the rice cakes over charcoal in their backyard. Eight-year old Angela helps in preparing and mixing the ingredients for the rice cakes and sometimes helps with cooking the rice cakes. Kira also walks around the neighborhood in the morning to sell the rice cakes. On the other hand, while their mother is out delivering orders in the neighboring villages, Angela takes care of her younger sister at home, 5-year old Maria. During market days, Kira and Angela often wake up at 3am in the morning to help their mother prepare their products for delivery to the market.

*Note to Facilitators: The Guide Questions below provide an exhaustive list of questions to help you navigate the discussion. You can ask all or skip the rest depending on the flow of the discussion. Sometimes participants address several questions simultaneously so there is no need to ask succeeding questions. Be mindful of this so that participants do not have to repeat answers and discussions can be shortened.*

### **Guide Questions for Plenary Discussion:**

- **What happened to Lina’s family?**
- **Using the 5 types of risks we learned in Session 3, can you identify the risks Lina and her children are facing in their new food business?**
- **What are some of the reasons why children work in your community?**
- **What kinds of work are done by girl children in your community? How about boy children? What are the risks that come with these types of work?**
- **What do your culture and traditions say about engaging children in, or in support of, household businesses?**
- **Are you aware of any laws or regulations around children engaging in harmful child work? If yes, what do you know about it? (If yes, probe answers and correct misconceptions by introducing the law and its key provisions. If none, discuss briefly about the key provisions in law about harmful child work (child labor), particularly the working conditions. Use the table below to inform the answers and clarifications that you may be required to make.)**

Child Work	Harmful Child Work
1. Child work is age appropriate.	Harmful child work is work that 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.
2. Child work is work, assigned only a few hours a day, that does not affect a child’s time for study, play and rest.	Harmful child work is work that 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.



3. Child work will enhance a child’s physical, mental, and emotional development.

Harmful child work is work that causes harm to a child’s body, mind, or emotions such as work: on busy streets; using hazardous farm tools; involving pyrotechnics, or the handling of chemicals. These types of work may also prevent them from enrolling in school, force them to drop out prematurely, require them to skip school, or to combine school attendance with work.

**Global:** Before facilitating this session, investigate the minimum working age for children and any law around what types and hours of work are allowed. You can look at the following resources to learn more about this:

- [RICHEs Pre-Situational Analysis Report](#)
- Government Websites:
  - Philippines: <http://bwsc.dole.gov.ph/>
  - El Salvador: <http://www.conna.gob.sv>

**Philippines**

The minimum working age for children in the Philippines is age 15 and that child must have access to education.

*A child between the ages of 15 and 18 is not allowed to work for more than 8 hours a day and not more than 40 hours per week, nor at night between 10:00 pm to 6:00 am the following day and must have access to education. No child below the age of 18 can undertake hazardous tasks.*

*Children below the age of 15 may work when a child works directly under the sole responsibility of his/her parents or guardian, provided that his/her employment does not in any way interfere with schooling and that the work does not endanger his/her life, safety, health, and morals, nor impair his/her normal development. Children below 15 cannot work for more than 4 hours at any given day and not more than 20 hours per week. They cannot work at night between 8:00 pm and 6:00 am the following day. Also, the parent or legal guardian is obligated to provide the prescribed primary and/or secondary education.*

**El Salvador**

The minimum age for work in El Salvador is age 14. The work must not be at night, must not be harmful, and the child must be allowed to go to school.

If the child is under 16, they cannot work more than 6 hours per day, or 34 hours per week, and not more than 8 hours, or 44 hours per week if they are ages 16 to 18.

*In El Salvador, the minimum age for work is age 14. This means that children under the age of 14 and those aged 14 are permitted to work only if the work does not harm them or prevent them from going to school. Children must be at least 18 years of age to do hazardous work and at least aged 17 to do domestic service work. Children cannot work at night (7:00 p.m. to 6:00 a.m.) and are limited to working a certain number of hours per day (6 hours maximum under the age of 16, and 8 hours maximum from ages 16 to 18) and per week (34 hours maximum under the age of 16 and 44 (daytime) hours maximum from ages 16 to 18), based on their age. The law also says which types of work activities are hazardous and exploitive for children. The law also says that the work of children under*





*the age of 18 needs to be appropriate for their age, physical condition, and development.*

- **Based on these differences, what types of work are harmful for children? What types of work are good for children?**
- **Going back to Lina’s story, are the children’s tasks harmful to them? Who among the two faces more risks to their safety and health?**
- **What can Lina do to ensure that both her children are kept safe and healthy in their business?**

*Say:*

I hope you now understand better the difference between child work and harmful child work. Do you have any questions or clarifications before we continue? *(If there are, facilitate exchange quickly.)*

**Activity 2.2. Household decision-making and action planning (20 minutes)**

*Instructions: After plenary discussion synthesis, ask participants to discuss with their partner/co-household member the following questions and fill-up the remaining columns in **Worksheet 3: Business Safety & Health Risk Diagnostic for Entrepreneurs**.*

*Say:*

Now that we know more about child work and harmful child work, team up with your household member and do a quick assessment of your businesses using the same worksheet we used in the previous session, particularly looking at how your children are involved in the business and identifying business safety and health risks. Fill out this form together and decide on concrete steps that you will take to mitigate or lessen the risks identified.

This tool leverages a graphic that is designed to engage women entrepreneurs in an activity that helps them identify business hazards that fall into five key risk areas: threats to education, harm to growth and development, physical and emotional harm, and exposure to poisons. Women are encouraged to look at children’s involvement in the business and identify the business safety and health hazards and come up with a plan to mitigate the most concerning risks.

***Guide Questions for Household Discussion:***



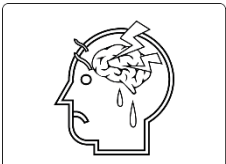
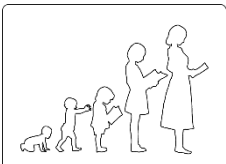
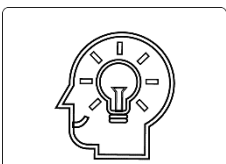
- **What business activities do your children usually take part in? How else are children supporting or helping your families’ businesses?**
- **How does your household determine what work activities children can or cannot do?**
- **What hazards and risks can children face while engaging in or supporting your business? (Review the 5 risks, plot in Column 2)**
- **Looking at what the law says about harmful child work, how do you ensure that your children are safe from the hazards and risks in your businesses? (Column 3)**
  - **When can they work?**
  - **Where can they work?**
  - **How long can they work?**
- **Which threats are the greatest priority or the ones you most want to address to increase safety? What is the biggest risk you identified for your children, what can you do about it? What support do you need to improve working conditions at your business? (Column 4)**





- **What concrete no-cost actions or changes will you take to keep your businesses child-friendly? (Column 5)**

**Worksheet 3: Business Safety & Health Risk Diagnostic for Entrepreneurs**

Graphic	Type of Risk	Concerns What concerns do I see?	Possible Mitigation Strategies What possible actions can I take to reduce risk?	Priority (High, Medium, Low)	I will... What concrete steps do I plan to take? Remember WISE.
	Physical				
	Chemical				
	Emotional				
	Growth and Developmental				
	Educational				

**Activity 2.3. Household decision-making and action planning (10 minutes)**

*Say:*

Now that you have identified no-cost action plans to make your businesses child-friendly, what further changes do you need to make your businesses safer for children? If these entail cost, are there current programs, projects and services in the community that support families and businesses can you avail of to help you in ensuring the safety and health of everyone involved in the business, including children? If yes, what are these?



*Note to facilitators: Refer to Tool 1: Emergency and External Support Contact List found in the [RICHES Linkages Guide](#) in exploring programs, projects, and services within and outside the community that support households and how they can avail of these.*

*Close activity by saying:*

Do you have any questions or clarifications from your co-participants? (If there are, facilitate exchange quickly). Thank you everyone for sharing your thoughts and ideas. Give your seatmate a pat on the back and say, ‘good job!’

### Step 3: Close and evaluate the session (15 minutes)

*Say:*

This ends our series of Household Dialogues. I hope that you all learned something from our household dialogues. Let’s recap the key learning’s and decisions we’ve made together in the four sessions.

- **Can anyone share the decisions and action plans that you’ve made and/or have started implementing?**

Session Title	At the end of each session, households should have:
Session 1: Charting the course for our children’s future	Made plans to ensure that children are able to go to school and complete their education
Session 2: Understanding our household dynamics	Made household chores, work, and decision-making equitable and consultative for men and women in the household
Session 3: Keeping our businesses safe and healthy for everyone	Made concrete changes to make businesses safe and healthy for everyone
Session 4: Ensuring safe and healthy businesses for children	Made concrete changes to make businesses child-friendly

### Session Evaluation

*Say:*

Before we wrap up, I want to know what you learned in our dialogues. First, think of a word or phrase that struck you the most during our discussions and why this is significant to you. Write this down on the leaf cut-out. Second, what do you promise to do to make your businesses safe and healthy for everyone? Write this down on the fruit cut-out.

*Instructions:*

1. Draw a tree trunk with branches on a flipchart and post it on a wall/board.
2. Prepare cut-outs of leaves and fruits.
3. Give each participant a leaf and a fruit cut-out.
4. If participants are able, ask them to write the most important word/phrase they gained from the dialogues on the leaf and their promise on the fruit.
5. Alternatively, participants can show these cut-outs as they share their learnings and promises to the big group.

*When everyone has completed the activity, say:*

## **RICHEs Intra-Household Dialogue Guide**



Let's form a big circle. Each one of you will briefly share what your most significant learning and your promise to the group is. After sharing, attach the leaf and fruit on our tree drawing.

*When everyone has shared, say:*

In our first session, we were each given seeds to represent our dreams for our children. The dreams we have cast have grown into this tree. From a bare tree earlier, it has now become a colorful tree. The brighter future that we want for our children is in our hands. I hope the lessons you gained and actions you will be taking will bear good fruit for your children's future.

Thank you everyone for participating very actively in all the dialogues. Let's give ourselves 3 claps, 3 stomps, and together, let's shout 'Let's keep our business safe and healthy for everyone!'



## Local Adaptation Guide

This is the local adaptation guide for the Intra-Household Dialogue Guide. Its purpose is to guide facilitators in ensuring that information conveyed to participants are appropriate and context sensitive.

Why is it important to make these modifications to the Intra-Household Dialogue sessions?

- Examples provided in the Guide, especially those that revolve around socio-cultural norms and traditions and gender, may not be culturally appropriate to a particular country, region, or locality and could lead to confusion or unintended conflict between and among participants.
- Concepts are easier to understand when stories and examples used reflect situations participants are familiar with.

The table below details the items in the dialogue sessions and steps that the facilitators should consider adapting to the local context, along with possible sources of information to help in making the modifications.

Session	Activity	Steps facilitators should consider adapting	Possible sources of information
Session 1	Act 1	Before participant introduction, use an ice-breaker song or game/activity commonly used in the community if relevant or appropriate	Community leaders, community members, staff of microfinance of self-help promoting institution
Session 3	Act 3.1	Scenario/Story (change the type of food to a local food; change the household business/ livelihood to one that is more common in the locality)	Community leaders, community members, staff of microfinance of self-help promoting institution
Session 4	Act 4.1	Lina and Kira (replace names with local names)  Consider making the child a boy if most of the children of participants are males (replace name with local name, replace tasks that boys commonly do in the business)	Community leaders, community members, staff of microfinance of self-help promoting institution
	Act 4.1	Laws about legal work for children including: <ul style="list-style-type: none"> <li>• Legal minimum working age</li> <li>• Number of hours</li> <li>• Time of day</li> <li>• Other laws governing working children</li> </ul>	<ul style="list-style-type: none"> <li>• National and local government labor agencies. (Ministry/Department of Labor, regional and municipal labor offices.</li> <li>• Child and youth protection agencies, commissions, and committees (Ministry/Department of Youth, National Child Labor</li> </ul>



Session	Activity	Steps facilitators should consider adapting	Possible sources of information
			<p>Committee, National Anti-Trafficking Task Force, Council on the Welfare of Children, etc.)</p> <ul style="list-style-type: none"> <li>• Criminal law enforcement agencies (Ministry/Department of Justice, Procurer General, anti-drug trafficking and border control agencies, municipal police offices).</li> <li>• International multilateral organizations with responsibilities for serving children and families or workers</li> </ul>



## Annexes

### Acronyms and Glossary of Terms

Acronym	Definition
<b>ABA ROLI</b>	American Bar Association - Rule of Law Initiative
<b>ILAB</b>	Bureau of International Labor Affairs (U.S. Department of Labor)
<b>UACW</b>	Unacceptable Conditions of Work, or Harmful Working Conditions
<b>UN</b>	United Nations
<b>USDOL</b>	U.S. Department of Labor
<b>WEE</b>	Women’s Economic Empowerment

Term	Definition
Children at Risk of Engaging in Harmful Child Work	A child at risk of engaging in harmful child work is one who meets one or more of the following conditions: <ol style="list-style-type: none"> <li>1) Living in an area where child labor is prevalent;</li> <li>2) Living in poverty (as defined by national standards);</li> <li>3) Of school age, but not attending school;</li> <li>4) Having one or more siblings engaged in child labor;</li> <li>5) Orphaned;</li> <li>6) The head of a household;</li> <li>7) Affected by a disability;</li> <li>8) Living in an area with low school enrollment or high dropout rates</li> </ol>
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.
Frontline-level Staff	Frontline-level staff refers to WEE Actor staff who work directly with women to help achieve WEE objectives and are primarily based at the field-level. Frontline-level staff may be trainers, community agents, credit officers, social workers, agricultural extension agents, among others.
Harmful Child Work (Child Labor)	<b>Harmful work for children, or child labor</b> , 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 <b>harmful child work</b> is also used interchangeably with <b>harmful work for children or child labor</b> . 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



	<p><b>informal sector</b>, where many female-run enterprises are run, <b>vulnerable work</b>, such as contract work and work in environments that lack or have limited legal protections, in <b>forced labor</b>, 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 <b>precarious work</b>, 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.</p>
<p>Light Work</p>	<p>Child work that is limited in hours, does not harm a child’s health, safety, or school attendance and achievement. Light work can be household chores that are age appropriate, such as making one’s bed, doing dishes, occasional babysitting, etc. According to international standards, the minimum age for light work is 12 or 13, depending on the country, as some developing countries have lower minimum ages for work.</p>



## Additional Resources

### The 10-As of Do No Harm

The following dimensions of Do No Harm are described below, along with examples of questions that need to be answered before using these dialogues. The full guide is found elsewhere.<sup>2</sup> Since these dialogues broach sensitive topics, can generate potential changes in power and promote household decision-making, it is important to reflect on these questions before facilitating the dialogues.

- **Actors:** Have you identified the key people who influence women’s access to and benefit of the services? (These can be husbands, community leaders, political parties, family members, etc.) Which people influence a woman’s life “connect” and/or “divide” and how? How will “connectors” and “dividers” be considered in the intervention? Are there risks to increasing household conflict or violence?
- **Awareness:** How/when are gatekeepers informed of the intervention? Are there reasons to raise awareness together/or separately? What are the risks of raising awareness and how will participants be safely invited?
- **Availability:** Will this intervention add to women’s time burden and responsibilities (or how will it improve them)? What times of the day can women be reached, interact with the intervention? What are the safety concerns that women may face that others may not? How could this intervention increase the likelihood of under unintended consequences, such as harmful child work?
- **Agents:** Who facilitates access to the intervention and how can their interaction be a positive or negative influence of a woman’s experience? For example, should you have both a man and a woman frontline-level worker?
- **Additional Services:** How will your intervention respond to critical needs that the intervention cannot directly address, such as through linkages to additional support services? What partnerships might be necessary?
- **Appropriateness:** How contextually appropriate is the intervention, particularly regarding any social norms that may be challenged through the design, implementation, and evaluation of the intervention?
- **Adoption:** What discriminatory practices may prohibit women’s participation? What processes/procedures or design features may reduce women’s participation and benefit? What negative consequences could result in the adoption and how can these be avoided or mitigated?
- **Agency:** What say or control over resources/information/the intervention will women have and what are the risks and how can these be mitigated, and agency improved?
- **durAbility:** What is the risk to women and their well-being when the project ends? What is the plan for continued and sustainable availability and access to services?
- **Assessment:** Is there an existing grievance redressal mechanism for various touchpoints with beneficiaries? How will data be used to monitor the potential for harm? Gender disaggregated data only? Monitoring assessments or evaluations?

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<sup>2</sup> Gray B and Grameen Gender Working Group. (2020). [\*Grameen "Do No Harm" and Safeguarding Framework\*](#). Washington, DC: Grameen Foundation.





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Mercy Corps. (2018). Household Dialogue Toolkit. Portland, OR: Mercy Corps.

[https://www.mercycorps.org/sites/default/files/2019-11/Household%20Dialogue%20Toolkit\\_EN.pdf](https://www.mercycorps.org/sites/default/files/2019-11/Household%20Dialogue%20Toolkit_EN.pdf)



Picture 1: 5 Risks of Harmful Child Work and Business Safety and Health



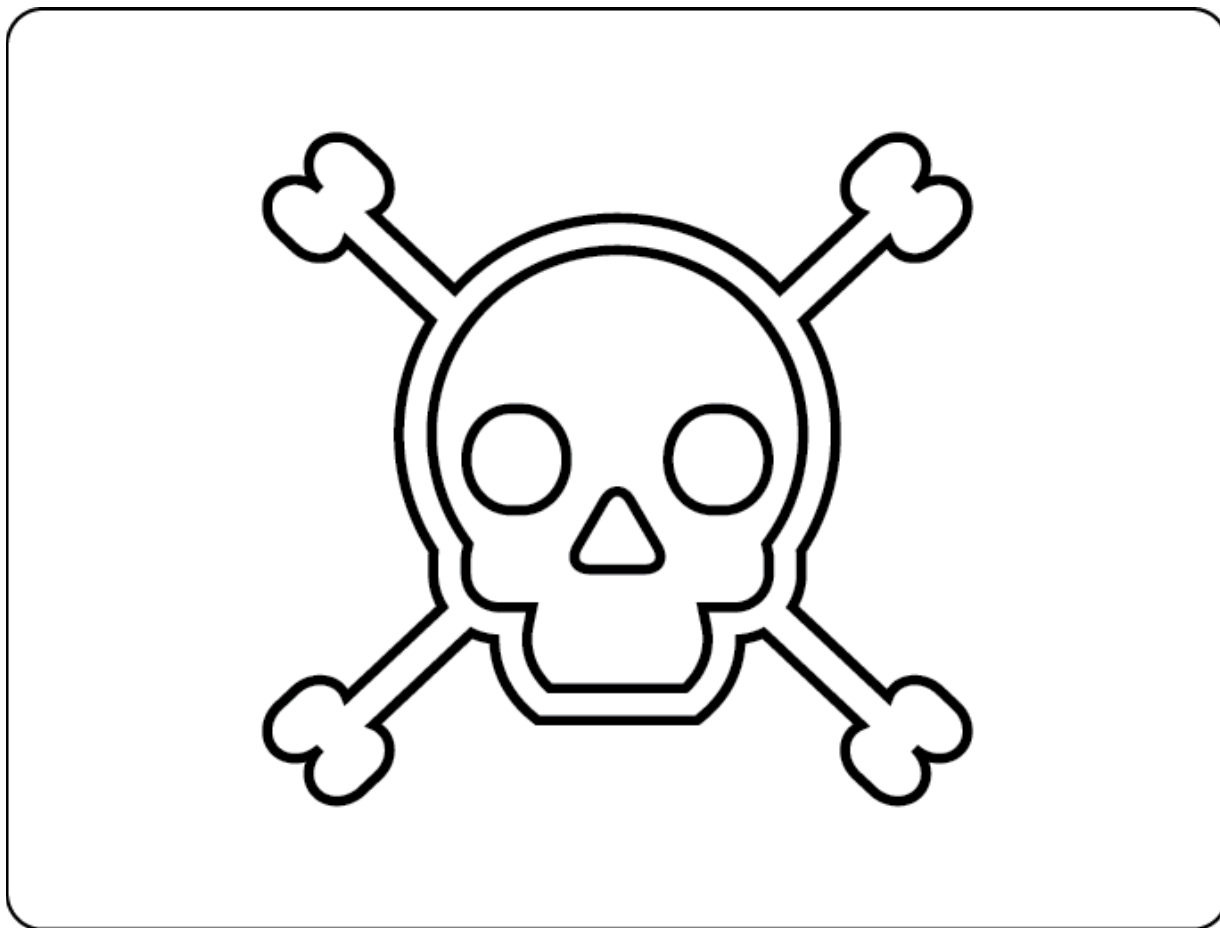


Picture 2: Physical





**Picture 3: Chemical**



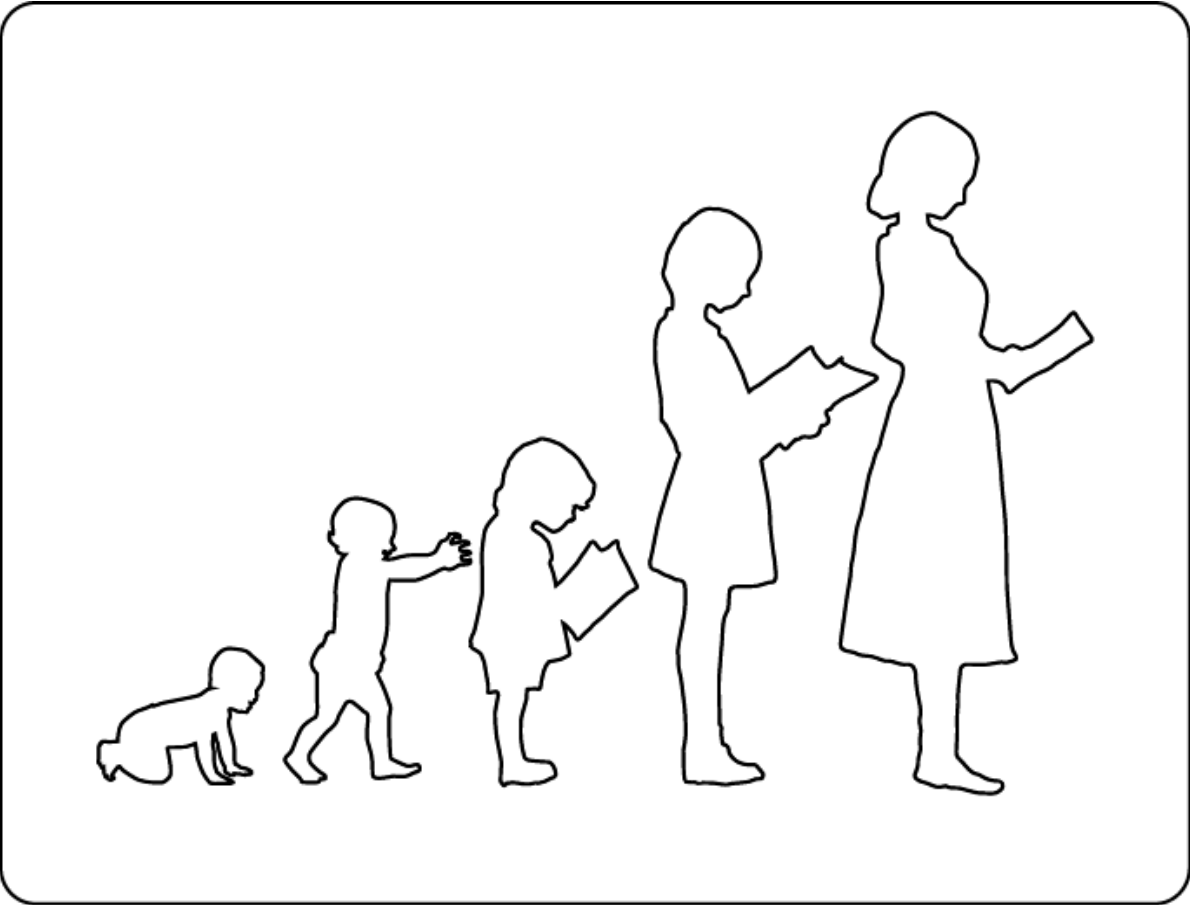


Picture 4: Emotional



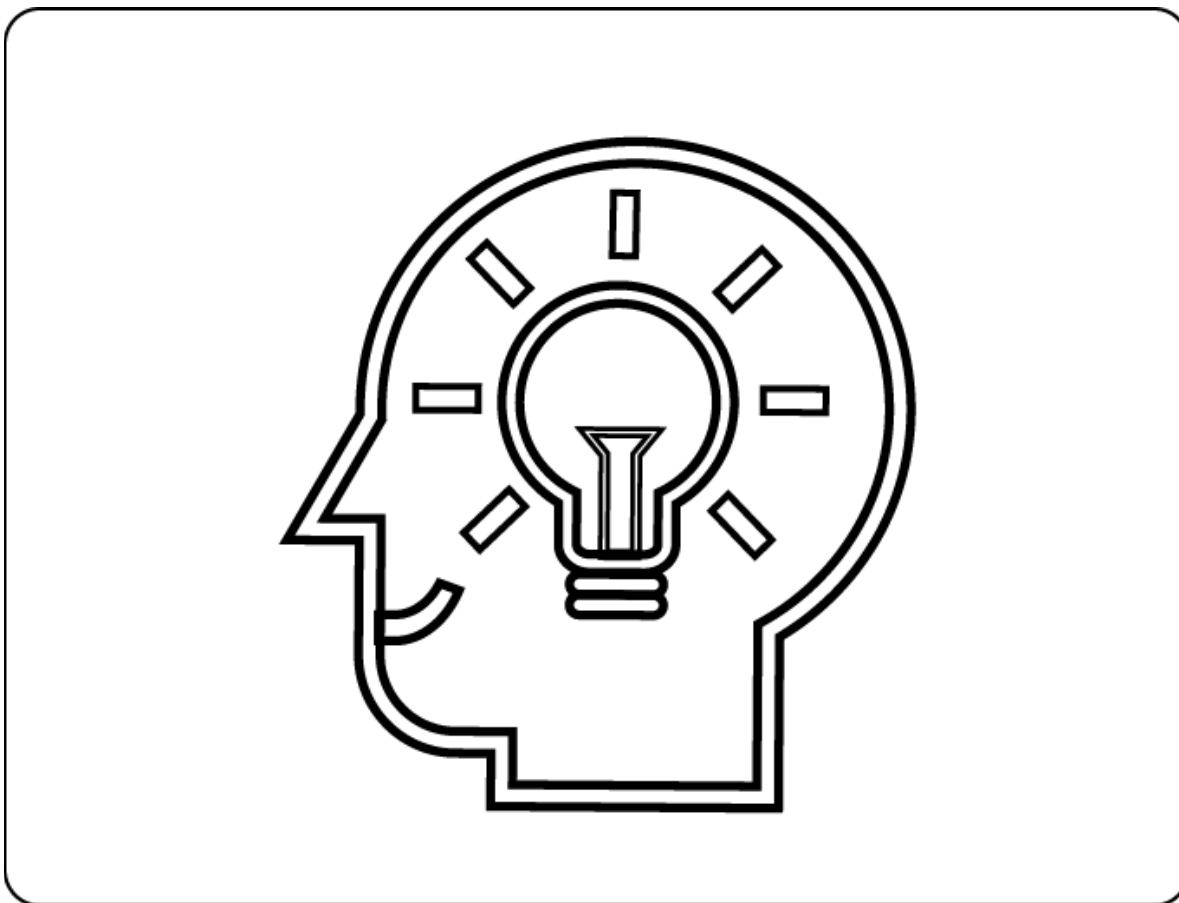


Picture 5: Growth and Developmental






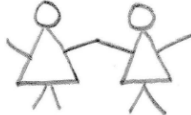


Picture 6: Educational





**Worksheet 1: My Dreams for My Children**

I dream for my children to...	However, there are challenges/barriers to realizing this dream...	To overcome the challenges/barriers, I plan to/I will...	To achieve this, I will need the following support/assistance...
			

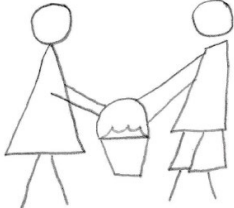
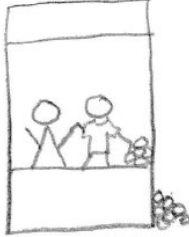
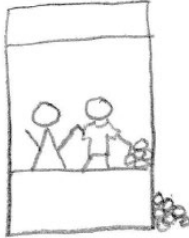






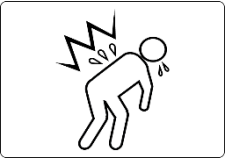

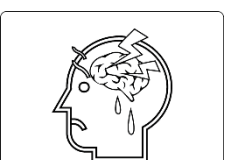

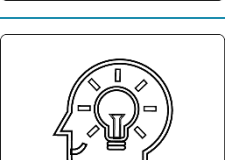


**Worksheet 2.2: Household Decision-Making Plan**

To make household chores more equitably distributed, we will...	To make business activities more equitably distributed, we will...	We will improve decision-making in our home by...
		



**Worksheet 3: Business Safety & Health Risk Diagnostic for Entrepreneurs**

Graphic	Type of Risk	Concerns What concerns do I see?	Possible Mitigation Strategies What possible actions can I take to reduce risk?	Priority (High, Medium, Low)	I will... What concrete steps do I plan to take? Remember WISE.
	Physical				
	Chemical				
	Emotional				
	Growth and Developmental				
	Educational				



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<https://grameenfoundation.org/riches/riches-toolkit/intra-household-dialogue-guide>

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