



RICHERS Design Workshop

Part 1: Facilitator's Guide

Version: February 3, 2022

Primary Audience

Frontline-level staff and management-level staff that design or implement programs or services for 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. Management-level staff include those who lead strategy, program development, and oversight. Frontline-level staff include those who work directly with women to help achieve WEE objectives.

Goal

Develop solutions to address the potential negative consequences that occur with WEE initiatives, including harmful work for children (child labor) and adults.

Objectives

Through the use of this guide, WEE Actors will be equipped to create programs that will:

- Translate market research into action by determining adjustments to products, services, or policies.
- Assist WEE Actors with defining and understanding key terms related to harmful work for children and adults.
- Assist WEE Actors in developing tools that integrate harmful work for children and adults and the promotion of safe and healthy working conditions into programming, products, policies, and/or services.

SETTING THE FOUNDATION
Phase 1

BUILD THE STRUCTURE
Phase 2

ENGAGE PARTICIPANTS
Phase 3



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



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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

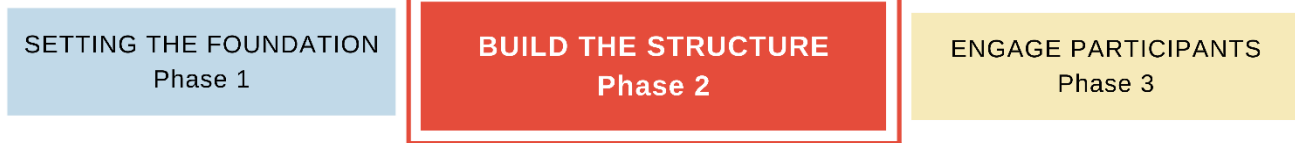
Use these tools to build **participant-level** awareness and support their needs.

- **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 Design Workshop Facilitator's Guide



Organizations need tools that can build awareness and influence behaviors to support women entrepreneurs in making decisions with optimal outcomes for children and workers. As such, the Design Workshop Facilitator's Guide was designed to be part of the package for frontline-level staff and is part of **Phase 2: Build the Structure**.

Process Description: The Design Workshop is designed to be used as a training to help organizations improve their programs in proactive support of child protection. The Design Workshop consists of two parts: Part 1 is a Facilitator's Guide and Part 2 is a PowerPoint Training Presentation. They should be used together along with facilitated activities. The activities are designed to be interactive, and to inform and generate discussion among staff (and stakeholders) as it relates to WEE programs. The activities will provide an opportunity for workshop participants to engage in discussion and brainstorm solutions. Prior to conducting the Design Workshop, a WEE Actor should conduct market research or assessment using the [Market Research Guide](#), [Risk Assessments](#) or [SPM Guide](#) to assess risks in the organization, identify key gaps, barriers, and/or challenges women face when starting or growing their business, which may put them at risk to harmful working conditions, including their employees and/or household members.

Materials Needed: The *Materials* section in the information box for each activity contains a list of items needed for that activity. Facilitators will need to have these materials ready before the session begins. The total list of materials needed is summarized here but can be further broken down by referring to the information box above each activity.

- Power Point Training Presentation (see **RICHES Design Workshop Part 2: PowerPoint Training**)
 - Computer, projector, and screen or blank wall
- Printed Agenda
- Blank flip charts (posterboard, extra-large post-its, or poster-sized paper approximately 25 x 30 inches)
- Markers, pens or pencils, highlighters
- Blank paper
- Medium sized post-It notes
- Colored stickers (three different colors) – see **Activity #5**

Time Needed: This facilitated Design Workshop as outlined will take an estimated 8.5 hours, including lunch and breaks. While all activities need to be completed thoroughly and, in the order specified, time can be adapted to the unique situation of participants depending on schedules and time available. Activity #2 can potentially be excluded as described under activity details below.



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 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).

Location: This workshop should be held in a place where the PowerPoint presentation can be projected and accessed, and where participants have plenty of space in which to move. It is important for the participants to have space to sit comfortably in pairs or small groups as well as convene in a larger group. An office conference space or open community space is the ideal place for this training to take place.

Languages: The tool is available in English, Spanish, Filipino, and French.

Risks to Consider: Participation in this training will take time – a valuable resource for busy entrepreneurs. Sensitivity (including gender sensitivity) should be used in the time of day the training is scheduled, costs those participants may incur traveling to the training, and the effort required to negotiate time away from family, employment, and household duties with other household members. 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.



Phase 2: Build the Structure

RICHES Design Workshop Facilitator's Guide

Instructions

Each facilitated activity begins with an information box that contains a summary of the training session's objectives, preparations, and time required. Review this information carefully. Additionally, understand the format as follows:

- The detailed steps for each activity are listed following the information box. Please conduct the session following the steps provided. Dialog is given, but you may also use your own words to explain each point, being careful to cover all the steps in order, if possible.
- The most important information to be conveyed is provided on the PowerPoint slides that guide the training; however, the facilitator notes provide additional explanations on the concepts presented in the slides.

Features of this Facilitator's Guide

- *Italics font* = instructions for the facilitator (Do not read this text to participants.)
- Regular font = specific information or instructions for the facilitator to read or closely paraphrase to the participants.
- (Parentheses) = additional instructions or information for the facilitator
- **Bold** = Questions for participants

Finally, the box below provides some important principles and practices of adult learning to keep in mind as you lead each session. Remember that you, the facilitator, do not have all the answers. The participants come to the training with a great deal of experience and have many things to add. It is important that all participants (including you) teach and learn.

Important Principles to Remember

- Create a **safe** learning environment.
- Give feedback to the participants and **praise** them for their efforts.
- Show **respect** by valuing the participants' knowledge and experience with the subject.
- Let the participants know that you are a **learner** with them.
- Ask **open (i.e., questions beginning with who/what/why/where/why or how)** – not closed (i.e., yes/no) – **questions** to promote discussion and interaction.
- Use **small groups** (as suggested in the Technical Learning Activities). Small groups help involve all participants, build a sense of teamwork, and create safety.



Pre-Workshop Preparation

Proposed Design Workshop Planning Document and Agenda

Who?	Facilitator: <i>Who will be facilitating the day's agenda and activities?</i> Participants: <i>Staff involved in the market research activities and representatives from various departments who will provide insights into designs, such as human resources, financial services staff, livelihoods staff, etc.</i>
Why?	<i>(Example purpose: To use market research findings to design products, services, program adaptations, policy changes or new offerings to respond to need to integrate child protection into current strategies and programs/products/services)</i>
When?	<i>(Determine day and time of workshop)</i>
Where?	<i>(Determine where the workshop will be held)</i>

Time	What?	What for? (By the end of this session, participants will have...)	How?	Materials Needed
<i>30 minutes (8:30-9:00)</i>	<i>Breakfast</i>			
<i>20 minutes (09:00-09:20)</i>	Activity 1: Welcome and Agenda	Been welcomed to the workshop and introduced to the workshop objectives, agenda, and the project	Presentation	-PPT -Printed agenda
<i>30 minutes (9:20-9:50)</i>	Activity 2: Defining Child Work & Harmful Child Work <i>(optional)</i>	Clarified the definitions of Harmful Child Work vs. Child Work, and Harmful Working Conditions		-PPT
<i>60 minutes (9:50-10:50)</i>	Activity 3: Market Research Findings	Analyzed the information and results from the market research.	Presentation and Group Activity	-PPT w/ personalized slides -Flip charts -Markers

RICHES Design Workshop Facilitator's Guide



<i>15 minutes (10:50-11:05)</i>	<i>Break</i>			
<i>80 minutes (11:05-12:15)</i>	Activity 4: Key Insights and How Might We?	Reviewed the summarized learnings from the market research through consolidated insights and “how might we” statements.	Presentation and Small Group Work	-PPT -Prepared Flip Charts -Printed Worksheets -Markers/Pens
<i>60 minutes (12:15-13:15)</i>	<i>Lunch</i>			
<i>1 hr 45 min (13:15-15:00)</i>	Activity 5 Part 1: Brainstorming and RICHES toolkit intro	Brainstormed ideas and solutions for the different ways to answer the question of “how might we” Presented ideas to the group and received feedback	Small Group Activity, Plenary discussion	-PPT -Blank flip charts (tape) -Markers, pens or pencils, highlighters -Post-It notes
	Activity 5 Part 2: Brainstorming and RICHES toolkit intro	Voted to narrow options by applying project criteria to the ideas Reviewed the tools in the RICHES toolkit that may help respond to brainstormed ideas	Group activity, Presentation	-Colored Stickers
<i>15 minutes 15:00-15:15</i>	<i>Break</i>			
<i>1 hr 15 min (15:15-16:30)</i>	Activity 6: Basic Viable Product	Sketched out structure and details around the basic viable prototype(s) chosen.	Small Group Work	-PPT -Blank paper -Blank Flip Charts -Pens/pencils and markers

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<i>60 minutes (16:30-17:30)</i>	Activity 7: Action plan and Next steps	Discussed the tools the organization has decided to prioritize implementing Mapped out an action plan with next steps and who is responsible	Group Discussion	
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Additional Preparation

There are several tools and trainings within the RICHES toolkit that provide a great background and primer information that all facilitators should become familiar with prior to conducting this workshop. You can find all the RICHES tools [here](#).

Prior to presenting this workshop, the facilitator(s) should:

- ✓ Complete the Intro Training within the [RICHES Understanding Harmful Work Training](#)
- ✓ Complete one or more of the following:
 - Conduct initial desk research to assess areas that might raise concern or will be important to address during this workshop. The [RICHES Understanding Harmful Work Training](#) walks through steps you can take to conduct preliminary research and assessments of your organizations products, policies, and services focused on WEE.
 - Review the [RICHES Risk Assessment](#) checklists for WEE Actors, and then conduct a business diagnostics using the [RICHES Business Diagnostics Guide](#). This will help you establish real examples of what issues are present and how you might be able to address them during the workshop.
- ✓ With your completed Market Research, work with your team to develop 3-5 **themes** that were persistent throughout and draft three concise sentences that explain why the theme identified describes a challenge for your participants or the community.
 - Revise these sentences—or insight statements—until you feel you have captured the most compelling points of each theme (see insight examples below developed by the RICHES project in the original designing of the toolkit).
 - You will now turn the **Insights** into questions that will help you create actual solutions. These questions will start with “**How might we...**” as a way to keep it open for exploration and input and eventually opportunities for designing products or services (“How might we...” examples are also included below).
- ✓ These statements and questions will be used in Activity #3 and are a key component of this workshop, so this preparation should not be done too hastily.
- ✓ *Optional:* Be familiar with Human-Centered Design (for further guidance and a free professional development course, see <https://www.acumenacademy.org/course/design-kit-human-centered-design>). It is important to have this background so you can put your participant’s needs in the center of your design.

“How Might We...” Examples

Theme: Awareness

- **Insight 1: Harmful child work awareness among staff is low.**

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How might we: raise awareness among management-level staff and field-level staff to influence creative thinking regarding harmful child work and the intersection with their work.

- **Insight 2: “Working children” is not always perceived as harmful child work.** Family members don't see child work as a negative experience. Some families recognize there is a tipping point where “working children” is recognized as an unacceptable sacrifice.

How might we: help women/households clearly identify when children are being put at risk of unacceptable working conditions?

Theme: Education

- **Insight 1: Children can be in school and working.**

How might we: address household knowledge gaps on the financial return of having an education?

How might we: improve HH knowledge on what is acceptable work?

- **Insight 2: The quality of education matters.** When families perceive their children are receiving poor quality education or are unsafe at school, they may be less motivated to invest in their children education or feel that they can learn more by working.

How might we: Help improve the quality of children's education?

Theme: Organizational practice

- **Insight 1: We need practical solutions that can align and don't appear to be tangential to our core mandate.**

How might we: influence or develop policies, practices, and participant protection principles at the organizational level?

Theme: Financial and business support services

- **Insight 1: Insurance, credit and other financial tools can both exacerbate or mitigate the risk of harmful child work.**

How might we: Design or influence the development of financial products and processes that help households smooth consumption and mitigate the effects of income shocks?

- **Insight 2: Women lack access to sufficient levels of support to build, grow, and sustain their businesses without resorting to harmful child work for filling a critical labor need.**

How might we: assist women entrepreneurs to develop business plans and growth strategies for their business while also reducing likelihood of children being exposed to harmful working conditions?

- **Insight 3: Mothers use mental mathematics to calculate their business profit-and-loss and how children's labor helps business sustainability.** Employees are unattainable or not always desirable for most microbusinesses.

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How might we: assist women entrepreneurs to overcome barriers to growth such that hiring employees is feasible?

Theme: Women's roles and social norms

- **Insight 1: Children work less when mothers have bargaining power.**

How might we: involve the community (particularly husband/wife couples) to facilitate communication regarding children's work and their safety?

- **Insight 2: Mothers draw on children to fill a gap in care-taking and domestic responsibilities at home.**

How might we: support entrepreneurs to engage their spouses to discuss care-taking burdens?



Activity # 1: Welcome & Agenda

Objectives
By the end of this activity, participants will have: <ul style="list-style-type: none"> • Been welcomed to the workshop and introduced to the workshop objectives and agenda.
Materials
<ul style="list-style-type: none"> • PPT Project Introduction • Agenda in Binder
Time: 20 minutes

Steps

1. Welcome the participants and conduct any introductions – 5 minutes

Say:

We would like to welcome everyone to the _____ Design Workshop. Today we are looking at the intersection between child protection and our products and services. As a service provider, we need to look at the positive as well as negative consequences of our products and services.

Your participation and expertise are key to the project’s next steps and outcomes. In today’s workshop, we will review findings from research conducted with our participants and staff, then we will brainstorm and develop potential solutions.

2. Our Design Challenge – 5 minutes

Say: This is our design challenge for today’s workshop.

Our Design Challenge

How might we integrate child protection or mitigation of harmful work for children and adults into our product/service offering?

Present PPT slide #3. Refine this design challenge as needed.

Our Design Challenge

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

Design Criteria:

WHO

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

WHY

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

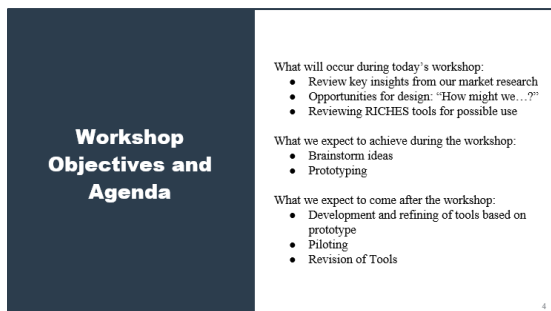
Explain Design criteria as listed on slide 3 (or as adapted to fit the needs of your organization).



3. Review the workshop agenda and any logistics – 10 minutes

Say: Now we will go through workshop objectives and the agenda for the day.

Present the PPT slide #4 and refer to the agenda. Please note this tool and its PowerPoint are adaptable, please adapt to your country, context and research conducted.



Workshop Objectives and Agenda

[ADAPT POWERPOINT SLIDE TO FIT OBJECTIVES AND AGENDA]

Example

- What will occur during today's workshop:
 - Review key insights from our market research
 - Opportunities for design: "How might we...?"
 - Reviewing RICHES tools for possible use
- What we expect to achieve during the workshop
 - Brainstorm ideas
 - Prototyping
- What we expect to come after the workshop
 - Development and refining of tools based on prototype
 - Piloting
 - Revision of Tools

Ask:

- ❓ What questions do you have about the plan for today?



Activity #2: Review Definitions of Harmful Child Work vs. Child Work and Harmful Business Practices

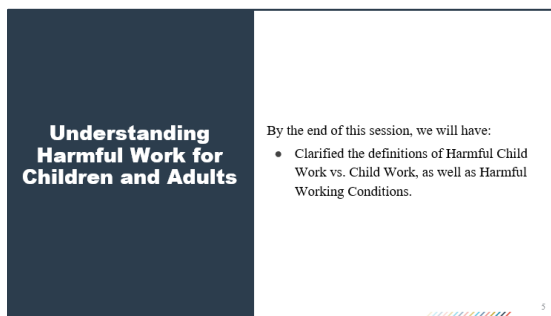
This activity is required if not all participants have completed the “[RICHES Understanding Harmful Work](#)” training or if it has been a significant amount of time since completion that you feel a review of the information would be beneficial.

Objectives
By the end of this activity, participants will have: <ul style="list-style-type: none"> • Clarified the definitions of Harmful Child Work vs. Child Work, as well as Harmful Working Conditions.
Materials
<ul style="list-style-type: none"> • PPT Presentation
Time: 30 minutes

Steps

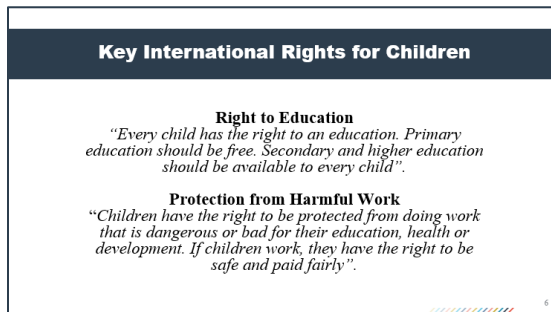
1. Defining Child Work vs Harmful Child Work – 15 min

Show PPT slide #5 to present purpose of this first activity, and say:



To work on solutions to these issues we will first review these definitions to make sure we are all on the same page.

Advance to PPT slide #6 to “Key International Rights for Children” and clarify the following:



The United Nations Convention on the Rights of the Child (UNCRC) spells out **two important** education and work-related rights for children:



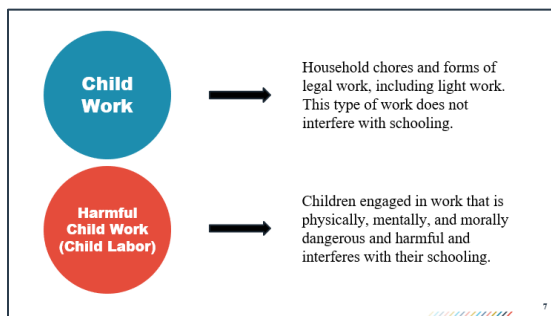
(1) the “right to education” and

(2) “protection from harmful work.”

(1) The “**Right to Education**” which includes “primary education should be free and secondary and higher education should be available to every child”.

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

Move to PPT slide #7 to define child work vs harmful child work.



Defining child work versus harmful child work:

Here we will discuss some important terms based on international standards.

Child work is work children do, such as “household chores, or other forms of legal work, that is age appropriate and enhances their development. It is work that is not hazardous and does not interfere with a child’s compulsory schooling”.

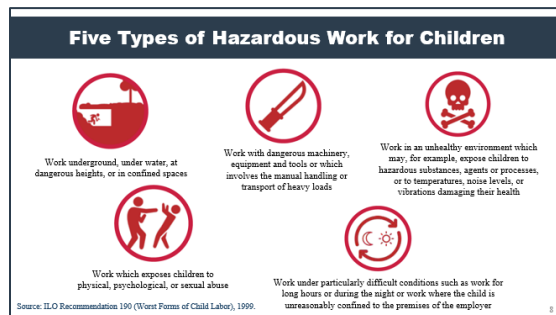
Harmful child work is different from child work. It is work that hinders a child’s development and work that is:

- a) physically, mentally, or morally dangerous and harmful for children; and
- b) work that interferes with a child's schooling.

The type of work that can be called harmful child work (child labor) depends on the child’s age, the type of work he or she performs, and the conditions and circumstances (such as work performed under the threat of force) under which it is performed. Furthermore, what constitutes harmful child work may vary by country and by sector.



Advance to PPT slide #8.



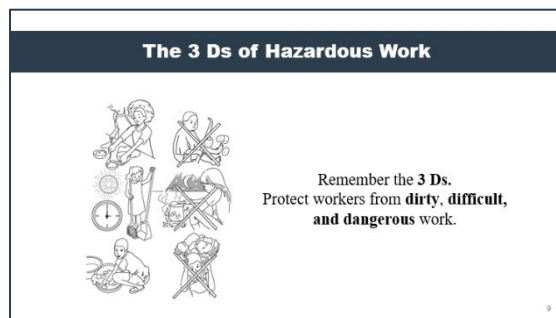
Read the “Five Types of Hazardous Work for Children” listed on the slide.

There are five types of hazardous work in which children can become engaged.

1. Work conducted underground, underwater, at dangerous heights and in confined spaces.
2. Work which exposes children to physical, psychological, or sexual abuse.
3. Work conducted with dangerous machinery, equipment, and/or tools, or which involves the manual handling or transport of heavy loads.
4. Work conducted in an unhealthy environment which may, for example, expose children to hazardous substances, agencies, or processes, or to temperatures, noise levels or vibrations that is damaging to their health.
5. Work conducted under particularly difficult conditions such as working for long hours (some countries/laws will specify min or max hours) or where the child is unreasonably confined to the premises by the employer.

It is important to remember that these five types of hazardous work for children cover not only work locations and types of work, but also working conditions, and they cover work that may cause children physical, mental, and social harm.

Advance to PPT slide #9.



To easily identify and remember what constitutes Hazardous Work, try to remember the 3 Ds. We want to protect workers from jobs that are **DIRTY, DIFFICULT, or DANGEROUS**.

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Ask participants to think about how hazardous work may be occurring in their area or amongst their participants.

Show and briefly discuss PPT slide #10, "How participants define harmful child work"



2. Gathering information through the Sweat and Toil App – 15 min

Ask the participants:

Please download [Sweat and Toil](#) from the U.S. Department of Labor to see what products in a country are listed as produced with Child Labor, Forced Labor or Forced Child Labor.



Sweat & Toil is a comprehensive resource developed by the U.S. Department of Labor (USDOL) documenting harmful child work and forced labor worldwide. Data and research in this app are taken from USDOL's three flagship reports: Findings on the Worst Forms of Child Labor; List of Goods Produced by Child Labor or Forced Labor; and List of Products Produced by Forced or Indentured Child Labor.

Give them some time to review the statistics in the app and then ask:

- ❓ **What surprised you about this list?**
- ❓ **In your day-to-day work what is your reflection on how prevalent these issues are with our participants and participants?**



Activity # 3: Analyze Market Research Findings

Objectives

By the end of this activity, participants will have:

- Analyzed the information and results from the market research.

Materials

- PPT Presentation
 - Prepared slides with organization’s research results
- 2 Blank flip charts with titles: Surprises and Implications
- Markers

Time: 60 minutes

30 minutes for market research presentation

30 minutes small group activity and discussion

Steps

1. Explain the Market Research - 5 minutes

Facilitator should be familiar with the market research conducted by the organization and able to adequately describe the process and answer questions.

Say: Our market research was guided by the following questions.

[Adapt PowerPoint slide to fit market research questions used by your organization. See example questions below]

Market Research Questions:

- What is the nature and incidence of harmful child work and acceptable working conditions in our context?
- Among our participants/participants, what is the level of awareness, existing practices and potential incentives to address harmful child work and harmful business practices?
- What is the incidence and nature of harmful work for children and adults in our women’s enterprises specifically?

Say:

To understand the nature of harmful child work and harmful business practices in context, we completed the following activities.



Show PPT slide #14 with your own structure and methodology.

Market Research Structure and Methodology

[Adapt based on what your organization did for market research. Indicate data sources consulted or interviews conducted, ex. # of focus group discussions, key informant interviews, etc.]

2. Present the Market Research Findings – 30 minutes

Say:

In the next section we would like to present the results and findings of our market research. We will go over what we learned from the market research from our participants/participants covering the following topics:

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

Present PPT slides #15-25 covering each of the topics above. The slides and market research categories have been generally suggested as an approach. Adapt as needed.

<p style="text-align: center;">Nature of Harmful Child Work and Harmful Business Practices</p> <p style="text-align: center;"><i>[Example findings might cover incidences of harmful child work within specific business types, reasons behind harmful child work (ex. education fees or lack of quality education, health shocks)]</i></p>
<p style="text-align: center;">Participant or Staff-level Understanding and Awareness of the Issues</p> <p style="text-align: center;"><i>[Example findings might cover interview findings with program participants or frontline-level staff]</i></p>
<p style="text-align: center;">Partner/Stakeholder Analysis</p> <p style="text-align: center;"><i>[Example findings might cover which national or local entities are providing support services related to harmful child work or business safety]</i></p>

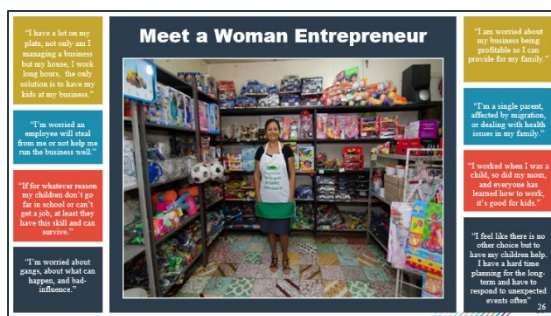


3. Present the Entrepreneur's Point of View – 5 minutes

Say:

To look at the research from another perspective, let us understand the women and inter-household dynamics. It is important to understand: What is her Point of View? What is at play when a family is making decisions about work? What are the complex factors at play within a household that contribute and deter harmful child work and harmful business practices?

Show PPT slide #26, “Meet a Woman Entrepreneur,” or create your own.



[You may present your own anecdotal evidence here, use the following example, or adapt it to be applicable].

Example Participant: Meet Guadalupe

She has a general store and sells food outside the store in the morning. She has 2 children and has been working at her business for 7 years. Her husband worked in construction, but his work and pay were inconsistent, so he came to help out at the store, everyone in the family helps. She uses loans to keep her inventory stocked and to help pay for business and unexpected home expenses.

Business Profitability: “I am worried about my business being profitable so I can provide for my family.”

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

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

Children’s security and staying out of danger: “I’m worried about their safety, about what can happen, and bad-influence.”

Lack of childcare and household responsibilities: “I have a lot on my plate, not only am I managing a business but my house, I work long hours and the only solution is to have my kids at my business.”

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

Tradition and inter-generational habits: “I worked when I was a child, so did my mom, and everyone has learned how to work, it’s good for kids.”

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Response to crisis, response mechanisms, lack of prevention options: “I feel like there is no other choice but to have my children help. I have a hard time planning for the long-term and have to respond to unexpected events often”

4. Complete Analysis Activity – 20 minutes

Say:

We would like to get your feedback and reaction to the Market Research findings.

- ❓ **Anything you would like to add or that we still need to look into before finalizing the report?**
- ❓ **What questions do you have so far about the results?**

To move the participants into a further reflection activity, go to PPT slide #27 and say:

Analysis Activity

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

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

Surprises	Implications
-----------	--------------

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Now we'll break into small groups to further process the market research results. We'd like you to discuss these two questions in your groups and then we will document your thoughts on the flip charts labeled “Surprises” and “Implications”.

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

Instructions: Split the participants into groups or into pairs and have them reflect on and discuss the two questions. Participants may write thoughts on the blank pages in their binder if they would like. Have a flip chart with each of the titles below ready to take notes when you reconvene as a group.

Surprises	Implications
------------------	---------------------

Ask participants to present their work and ensure that details and clarifications are presented. Take notes and pictures of the results.



Activity #4: Processing Key Insights and “How Might We...?”

Questions

Objectives

By the end of this activity, participants will have:

- Reviewed the summarized learnings from the market research through consolidated insights and “how might we” statements.

Materials

- PPT
- Printed flip charts of each of the insights and “how might we” questions
- Printed worksheet with each of the same printed at the top
- Markers

Time: 80 minutes

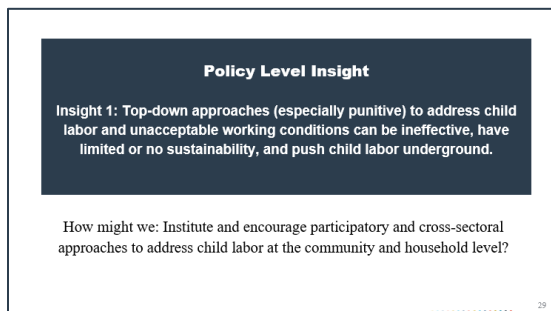
30 minutes presentation

50 minutes small group work (30 in small groups/20 minutes plenary)

Steps

1. Present the prepared Key Insights and “How Might We” statements based on your Market Research findings – 30 minutes

Show insight example PPT slide #29 and say:



For this workshop we are using a Human-Centered Design methodology that uses the key design insights as well as “How might we” questions as the starting point for a brainstorming session we will hold next. “How might we” questions are written in direct response to an insight. These questions feel optimistic and exciting and should help us think of new ideas quickly. In the following activity we would like to confirm with the group both the insights as well as “how might we’s” and see if they need any additional clarification, adjustment, or details.

We’ve posted the key insights and the “how might we” statements on flip charts around the room.

Let’s look at the insights.

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Read through each of the insights and “how might we” questions out loud. You may also have participants take turns reading them to the group. Ask the group if there are any questions or additional insights they want to add to each flip chart.

Example Flip Chart:

Insight 1: Insurance, credit and other financial tools can both exacerbate or mitigate the risk of harmful child work.

How might we: Design financial products and processes that help households smooth consumption and mitigate the effects of income shocks?

2. Activity to confirm and refine the insight and the “how might we” questions –30 minutes

Once the team has reviewed all insights and “how might we” questions, split the participants into groups of 2-4 persons. Divide the flip charts of the insights and “how might we’s” among the groups. Each group will have 3-4 flip charts (depending on the number of insights previously generated). Also, handout the worksheet that gives room to write confirmation for each insight.

Show PPT slide #30 and explain the Activity:

Insight and “How Might We” Activity

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

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In the small groups we would like you to use the flip charts to confirm where the insight is ample, accurate or needs to consider anything else for our organization. For each one, is this the correct “how might we” question and would you add any others? You may also find the need to refine or rewrite the question. Please write them down on the flip chart or rewrite them on a new one if many revisions are necessary. If during the conversation your group identifies another insight that has not been covered, you can also use this opportunity to propose a new insight along with the “how might we” question.

3. Share refined insights and “how might we” statements – 20 minutes

Ask the group to come back to plenary and ask:

Can each group present what they discussed and any modifications to the insight or how might we question?

After discussion, say:

Thank you for your input into these insights and “how might we’s,” as we move into the brainstorming and design activities, we will use these amplified and added statements.



Activity #5: Brainstorming Design Activity

Objectives

By the end of this activity, participants will have:

- Brainstormed ideas and solutions for the different ways to answer the question of “how might we.”
- Presented ideas to the group and received feedback on their brainstorming.
- Voted on ideas by applying project criteria to determine viability.
- Reviewed the tools in the RICHES toolkit that may help respond to ideas.

Materials

- Power Point Presentation
- Blank flip charts or posterboard (tape for hanging)
- Markers, pens or pencils, highlighters
- Medium sized Post-It notes
- Colored Stickers

Time: 1 hr and 45 minutes

Part 1

Steps

1. Teams Brainstorm Solutions to the How Might We Questions – 40 minutes

Show PPT slide #32 and explain how this activity will work - say:

Brainstorm Solutions Activity

1. Stay in assigned groups.
2. Pick a scribe.
3. For **each** “how might we” question, brainstorm approaches that you believe could effectively respond to the “how might we?” question.
4. Decide whether you want to break up into sub-teams or stay as one group.
5. Record ideas on a flip chart.
6. Time: 40 Minutes

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During this activity, we move into the brainstorming phase of the design to initiate possible prototypes or solutions for the different insights discussed earlier. At this point, the types of possible tools are open, and we should feel free in the concepts and design.

Ideas can be practical and simple or wild and crazy. All judgment is deferred during the brainstorm, as the goal is to come up with as many ideas as possible.

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Ensure that the environment is comfortable for everyone to be able to freely share ideas.

Say: As we begin this activity we would like to present and remind everyone of basic brainstorming protocol.

REMEMBER THE BRAINSTORMING RULES

1. Defer Judgement
2. Encourage Wild Ideas
3. Build on the Ideas of Others
4. Stay Focused on Topic
5. One Conversation at a Time
6. Be Visual
7. Go for Quantity

Split the participants up into the same groups as the previous “how might we” (or the groups can decide if they want to break up into smaller groups, depending on the number of flip charts each group has). Depending on the expertise in the room, experts on different topics may want to self-select into a particular group. For example, a financial services expert may need to join any groups that have financial services as a key insight area. Hand each team a several blank flip charts.

Show example PPT slide #35 for creating prototypes.

Example Brainstorm

The brainstorm should include all the groups' ideas, options, drawings, sketches and prototypes.

Let's Prototype: Be Creative!

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



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Give participants the time frame and allow them to discuss freely – writing, drawing or somehow documenting all their ideas.

After the original brainstorm, ask:

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Once you have finished your initial brainstorming, using arrows, draw any connections between elements and using the highlighter, highlight your most promising ideas.

2. Sharing of Ideas – 20 minutes

Have participants post their ideas (hang on the wall, lay out on tables, etc). Ask:

Please stand by your flip chart with your group. Let's have each group talk about their design ideas and explain any details, or to talk about your process and thinking within your group.

Ask everyone to walk around and view the brainstormed ideas.

Please walk around the room with a marker and mark with a star any ideas you agree with. While you are walking around, think about the following question:

- ❓ **What would you add or change to these ideas or designs?**
- ❓ **Is there anything we are forgetting or need to consider?**

We are handing everyone a pack of post-Its, please write down any ideas, questions, or concerns and place them on top of the posted brainstorm of ideas.

Instruct everyone to begin perusing the ideas and encourage them to try to get to each of them within the twenty minutes.

Come back together as a group and in the plenary ask:

- ❓ **Is there anything that stood out, what alarmed you, what excited you?**

Part 2

3. Prioritize under Criteria of a Basic Viable Product – 15 minutes

Describe the following to the group:

We would like to prioritize what is a “must have” versus “good to have” idea from the brainstormed groups. We need to determine what are the basic viable products or adaptations that could become a part of our programs, products and/or services. In this activity, we would like each group to apply the following criteria to each of the ideas.

Post the PPT slide #38.

Basic Viable Product Activity

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

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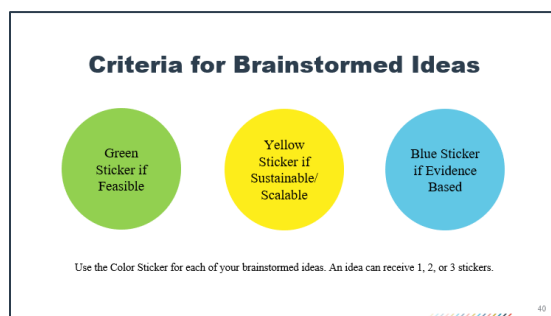
Criteria:

Feasible	<ul style="list-style-type: none"> ▪ Can we either do it ourselves or can we do it through partnering? ▪ Is there motivation or incentive to do it? ▪ Would our participants find the “tool/approach” useful/attractive?
Sustainable/ Scalable	<ul style="list-style-type: none"> ▪ Is there a potential business case? ▪ Can it be implemented at low or no cost or cross-subsidized with another idea? ▪ Is it simple enough to implement that it can be scaled or sustained with our current capabilities?
Evidence-Based	<ul style="list-style-type: none"> ▪ Is there enough evidence to suggest it would work?

Then Say:

We will use these colored stickers to determine which ideas can become a basic viable product. Apply one sticker for each criterion that you believe applies to the idea. You should repeat this for every idea that came up in your brainstorm.

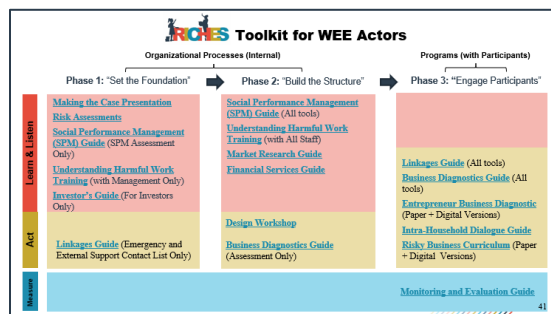
Read instructions from PPT slide #40. Re-post previous slide if necessary as participants evaluate each of the ideas.



4. Present the RICHES tools abbreviated descriptions – 15 minutes

(Facilitator may already have certain tools that they expect to be applicable – print out prior to the workshop any tools that you think may already be good candidates for adaptations or additions to your programs.)

Use PPT slide #41 (with links) to briefly go through the RICHES tools, focusing on ones that may be particularly applicable (with the option of leaving those out that clearly don’t apply or you have already used in your organization).



5. Discussion of possible RICHES tool use – 15 minutes

Open reflection discussion by asking:

- ❓ Are there any ideas out of our brainstorm that would be made more viable with the RICHES tools?
- ❓ Does this change any of our priorities?
- ❓ Is there anything that didn't seem feasible before that might be now?
- ❓ Which of these tools could fit a possible design idea?
- ❓ What ideas could we adapt or modify with the use of these tools?

Have participants indicate on posters which ideas could correlate with which specific RICHES tools.



Activity #6: Basic Viable Product

Objectives

By the end of this, participants will have:

- Sketched out structure and details around ideas previously chosen.

Materials

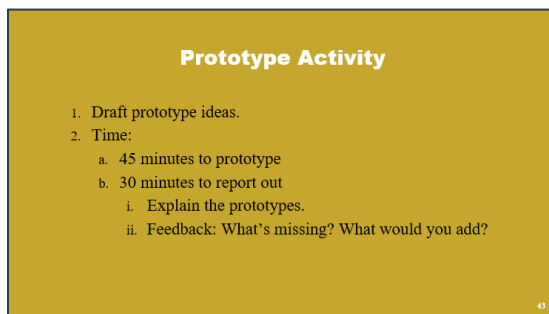
- PowerPoint presentation
- Blank sheets of paper to record responses and notes
- Flip chart paper
- Markers
- Pens or pencils

Time: 1 hr and 15 minutes

Steps

1. Sketch out a Design of a Basic Viable Prototype – 45 minutes

Move to PPT slide #43.



To initiate the activity, pass out flip charts and say:

In your small groups, look at the most viable options for products or services, primarily the ones with all three stickers. Choose one to three ideas to prototype, depending on the number of people present. Move the priority brainstormed ideas to a new flip chart.

In your small group, first ask yourselves: from our existing products, services, and programs, can we improve or adapt? Second, from the RICHES toolkit, are there any tools we might integrate and/or adapt? Third, what would we need to develop from scratch?

Once you’ve answered these questions, design the products, service, or program with as much detail as you can. Be creative, be specific. Using pictures and words, articulate and design the detail around prototypes. For example, if you identified a need to raise awareness among staff about harmful child work and harmful business practices, how might you draw on the RICHES toolkit to achieve this

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objective? Provide as much detail as necessary and make sure to include any specific traits necessary to create a minimum viable product. After you have completed the activity, you can hang your flip chart. At the end of the activity, we will present to the group your prototype for feedback and questions.

At the conclusion, have participants post their flip chart with product descriptions.

2. Present the minimum viable products in plenary - 30 minutes

Ask each group to explain their prototypes in 5 minutes.

With each presentation, ask the others:

- ❓ What questions do you have for the group? Is there anything they need to add or consider for their prototype?**

Say:

Thank you everyone for your great work in designing the prototypes and mapping a way forward for our organization.



Activity #7: What’s Next?

Objectives

By the end of this activity, participants will have:

- Discussed the tools the organization has decided to prioritize implementing.
- Mapped out an action plan with next steps and who is responsible.

Materials

- PowerPoint presentation
- Paper for taking notes

Time: 60 minutes

Steps

1. Reflect on priorities from minimum viable products and other product ideas not explored – 30 minutes

Say:

Based on the discussion we have had today and the products and services we have designed, let’s prioritize and make decisions on what we want to implement or change in our organization.

❓ What product, services or changes do we want to prioritize in our organization?

Give the group up to 20 minutes to discuss, the facilitator should take notes of the discussion and any decisions or conclusions that the group makes.

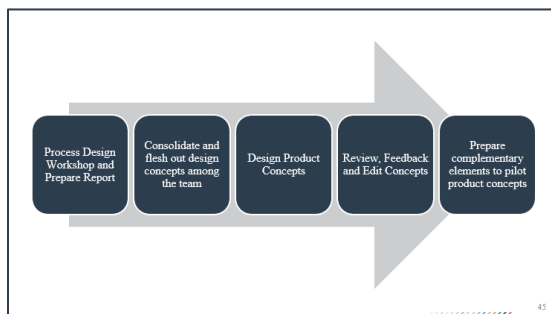
2. Create an Action Plan – 30 minutes

Say:

We just discussed and agreed to prioritize the following:

- *(Facilitator recaps from notes)*

Show PPT slide #45 for possible next steps to move forward.



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Advance to PPT slide #46 to blank table with “Action Plan Template” and start discussion saying:

Using the following PPT slide, let's map out the next steps, who will be responsible for each one and when this activity will be completed.

Assign someone to take notes as you discuss.

Action Plan Template			
Action	Who is responsible?	Who will support?	By when?
Short-term (in next 6 months)			
Long-term (6 Months +)			

Make sure everyone is clear on their personal responsibilities and on who will take oversight of each action.

Ask:

❓ Are there any questions about the next steps of the project?

We would like to thank everyone for their participation. Your expertise is invaluable to the design process and the outcomes of the project.



Annexes

Acronyms and Glossary of Terms

Acronym	Definition
ABA ROLI	American Bar Association - Rule of Law Initiative
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
RICHES	Reducing Incidences of Child Labor and Harmful Conditions of Work in Economic Strengthening Initiatives
UACW	Unacceptable Conditions of Work
UN	United Nations
USDOL	U.S. Department of Labor
WEE	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"> 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; 8) Living in an area with low school enrollment or high dropout rates
Child Work	Household chores and forms of legal work, including light work. This type of work does not interfere with schooling. According to international standards, the minimum age for work is 14 or 15, depending on the country, as some developing countries have lower minimum ages for work.
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)	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).



<p>Harmful Work for Adults (Unacceptable Conditions of Work or UACW)</p>	<p>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.</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>
<p>Management-level Staff</p>	<p>Management-level staff refers to WEE Actor staff who are primarily based at the headquarters level of the organization and lead strategy and program development and oversight.</p>
<p>Participants</p>	<p>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.</p>
<p>RICHS Toolkit</p>	<p>A collection of tools that seek to assess the risks of, raise awareness about, and mitigate the risks of harmful work for children and adults among women’s economic empowerment (WEE) actors and their participants. The RICHS toolkit includes: an online portal for accessing the toolkit, risk assessments and diagnostics for assessing risks of harmful child work, market research and monitoring and evaluation tools, paper-based and video-based dialogue-based curriculum, management and frontline staff training, guides for linking out to child protection organizations and facilitating intra-household and community dialogues.</p>
<p>Women’s Economic Empowerment (WEE)</p>	<p>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</p>



	<p>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.</p>
<p>Women’s Economic Empowerment (WEE) Actor or Initiatives</p>	<p>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.</p>



Acknowledgments

This tool was developed by Bobbi Gray with support from Amelia Kuklewicz of Grameen Foundation and Mindy Jensen. Graphics were designed by Lilli Beth Gelvezon, an independent consultant. Final editing was conducted by Jenna Smith of Grameen Foundation.

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

Finally, the team extends our deep gratitude to all those who helped organize and participate in pilot trainings and learning events, especially for their creative ideas, recommendations, and suggestions that helped guide the refinement of this tool. In particular, the team wishes to acknowledge the following individuals:

- Amelia Greenberg, Social Performance Task Force (SPTF)
- Johanna Ryan, Vision Fund International, UK
- Jennifer Denomy, Mennonite Economic Development Associates (MEDA)
- Brenda Estardo and Alvin Dacoroon, Community Economic Ventures, Inc. (CEVI), the Philippines
- Hans Kevin Madanguit, SPARK, Philippines
- CONAMUS, El Salvador
- CREDICAMPO, El Salvador
- Adetunji Afolabi, Nigerian Microfinance Platform
- Abel Oveneri, LAPO Microfinance Bank, Nigeria
- Kenneth Okakwu, LAPO Institute for Microfinance and Enterprise Development, Nigeria
- Edgar Aguilar Paucar and Patricia Richter, International Labour Organization (ILO)



“RICHES Design Workshop” by Bobbi Gray, Amelia Kuklewicz and Mindy Jensen of the RICHES project funded by the U.S. Department of Labor, led by grantee the Grameen Foundation USA in partnership with sub award the American Bar Association Rule of Law Initiative licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/). Through this Creative Commons license, you are encouraged to remix, transform, and build upon this material.

To cite this work, we suggest the following citation:

Gray, B. & Kuklewicz, A., Jensen M., (2020). RICHES Tool Template. Grameen Foundation and American Bar Association Rule of Law Initiative. <https://grameenfoundation.org/riches/riches-toolkit/design-workshop>.

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