

**BUILDING
A SAFE
AND
BRIGHTER
FUTURE
FOR OUR
CHILDREN**

Dedicated to

The parents and caregivers of working children who try their best to give their children the best future possible but who come face to face with hardship, strife and conflict. Your love and dedication carry your children farther than you know.

ACKNOWLEDGEMENTS

The idea to develop the Parenting Skills Curriculum, “Building a Safer and Brighter future for our Children” , catered to caregivers of children involved in Worst Forms of Child Labor (WFCL) was born out of a need to have guidance for frontline working supporting working children and their families. Whilst the parenting curriculums that IRC developed previously in parenting skills were piloted, and are being used globally, ***shls.rescue.org*** there was still a gap in material available to support caregivers of working children. The IRC curriculums parenting curriculums whilst important- aim to improve the psychosocial wellbeing of caregivers, build their skills in the use of positive discipline and ultimately decrease the use violence, they do not however address child labour. This curriculum was developed on the basis that caregivers are doing their best for their children and that under extreme circumstances caregivers are adopting negative coping mechanisms to survive, which include sending their children to work.

This curriculum was developed by an independent consultant Lauriane Pfeffer, a Clinical psychologist and International MHPSS consultant, with the input and ongoing support of the International Rescue Committee’s Child Protection Team in Lebanon and the support of the United Nations Children’s Fund in Lebanon.

With thanks to the IRC Child Protection staff in Lebanon who contributed their time to sharing ideas and reviewing.

With gratitude to UNICEF which supported the realization of this tool.

With immense respect for the working children around us who drive us to work harder to put an end to child labor.

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INTRODUCTION

A recent report dated in December 2016 shows that 71% of Syrian refugees are living in poverty; 53% living in extreme poverty. As a result a staggering 74% of households are resorting to emergency and crisis coping mechanisms to meet their basic needs such as: Child Labor, Begging, Withdrawal of Children from School, Child Marriage and accepting high risk jobs.

The worst forms of child labour (WFCL) have become widespread in Lebanon, with children facing exploitation in various informal labour markets including agriculture, construction, retail, hospitality, on the street amongst other sectors.

Addressing exploitation is complex; agencies and front liners delivering this material should acknowledge that in more cases than not Parents and caregivers throughout the country are faced with the painful decision of withdrawing their children from school to send them to work in order to survive as a family. These modules are designed to offer these parents and caregivers support, a safe space and guidance on how to best protect their working children.

As thousands of children continue to work long hours under exploitative and harmful conditions, there is an immediate need to remove children from these extreme conditions and reduce the risks they are exposed to when this is not possible.

¹ Lebanon Humanitarian INGO Forum, "making the Case for Strategic Resettlement", Dec 2016, page 7

² Lebanon Humanitarian INGO Forum, "making the Case for Strategic Resettlement", Dec 2016, page 7

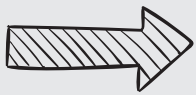
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INTRODUCTION

Welcome to the Parenting Skills Curriculum “Building a Safer and Brighter future for our Children” for caregivers of children involved in Worst Forms of Child Labor (WFCL). This resource is to be used by a facilitator to deliver the sessions to caregivers in the Safe Healing and Learning Space (SHLS).

The WFCL modules can be implemented within the Parenting Skills Curriculum or as standalones targeting especially caregivers of 6 to 18 years old working children.



General recommendations for facilitators

Child labor is a sensitive and difficult issue to address because it is linked directly to people's livelihood. For many families, it is a matter of survival. The following modules are focusing a lot on perceptions and caregivers' feelings. Thus, we recommend that you adopt a non-judgmental approach and to be especially sensitive and empathic. Ultimately your objective as a facilitator is to guide parents in understanding the impact of child labor on their children's lives and to create a safe place where they can be self-reflective. Avoid shaming-blaming or passive-aggressive messages that would make them feel guilty. Don't hesitate to recall frequently that you are not here to evaluate or judge them.



General note about illiterate parents

In your groups of participants, you might have illiterate parents. Certain exercises require writing down some words. Use discretion not to shame them or embarrass them in front of the rest of the group. Tactfully offer your help (propose to them to write for them) or get somebody from the group to volunteer in order to assist them.



General note about attendance

If some parents can't come without young children, try to organize a separate child care space with toys and volunteers so the parents can fully focus during the sessions. At the same time, record on the attendance sheets if parents come with a child.

Session 1:

PERCEPTIONS AND PERSPECTIVES

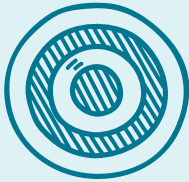
Parenting session summary

Duration: 2 hours

Objectives

By the end of this session parents will be able to:

- Share their perceptions regarding child labor and confront reality, hopes, and dreams
- Identify and explain their responsibilities towards their children
- Reflect critically on cultural and social norms and expectations (age and gender within work)
- Reflect on their perceptions regarding education and explain its importance



Materials Required

- WFCL Curriculum for parents
- Resource for facilitator Module 1
- Handout for parents Module 1
- Attendance form
- Flipchart and markers, if available (if not, paper and pens)
- Computer and video-projector if available (for video)



Preparation Required

- Read through all of the materials for this session.
- Print out “Parents are responsible for...” format A3 (1 per small group of 5 persons)
- Print out Table “Authority and feelings (1/person)
- Make copies of the handouts 1 and give one to each parent at the end of the session
- Arrange for a space that is conducive to learning and free of interruptions.
- Sit in a circle to encourage interaction with parents.



Attendance

The date and place of the session must be written on the Attendance Form. Each parent must sign the Attendance Form with name, age and sex. If caregivers don't know how to write, explain that a simple squiggle on the sheet will suffice as a signature. All parents are encouraged to attend all 5 sessions together, as parenting is a shared responsibility. Indicate if there is someone else attending with a parent or parents (such as a child or other family member).





Session Overview

In this session, the facilitators get to understand the perceptions and pre-conceived ideas that parents might have regarding their own responsibilities towards their children and regarding child labor in general. In order to do so, the facilitators will help the parents in confronting their own experiences when they were children to the reality they encounter today. The facilitators and parents all together will reflect on cultural norms, expectations and prejudices when it comes to child labor. The last part of the session will be dedicated to stress the importance of education. In order to do so, parents will also share their own opinions and experiences regarding school.

SESSION ACTIVITIES	TIME
1. Welcome, introduction and ice-breaker	15 min
2. Understanding roles and responsibilities of parents	15 min
3. From being responsible to becoming financially dependent	15 min
4. Energizer: creating the good vibe	5 min
5. Disrespect and problem of authority	10 min
6. The tree of Life: confronting reality and hopes	30 min
7. Cultural norms and expectations regarding work (age and gender)	20 min
8. Closing and home assignment	10 min
Closing the session and feedback	2 hours

Steps to Follow



WELCOME AND INTRODUCTION

Time: 15 minutes

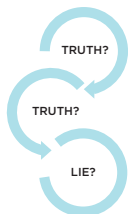
Arrangement: one group



TIP: The ice-breaker aims to know more about your attendees and to make them feel at ease within the group. Encourage them to be playful. Let's make it fun!

1. Welcome parents! Thank them for their participation and contribution to the well-being of the children.
2. Explain confidentiality rules ("everything said within this group will remain within the group"). Explain that these sessions are not meant to evaluate their skills as parents but are meant to provide a forum for caregivers to process, think and share all together. Explain that we will be adopting a non-judgmental and open-minded approach. Explain that this is a two-way process; we expect to learn from them equally as they will have thoughts, experiences and lessons to transmit to the group.
3. Introduce yourself and IRC. Present your role within the organization and your past experiences as a facilitator and as a parent (if you are a parent).

Ice-breaker - "2 truths, 1 lie"



You will tell 3 things about yourself to the rest of the group: two of them are true, one is a lie.

The others will have to guess which ones are true and which one is a lie.

Try to surprise the others!! And reflect with the group about first impression and prejudices :)

(Resource module 1 slide 3)

Ice-breaker: "Two truths, one lie" (Resource module 1 slide 3)

4. Each participant will have to tell to the rest the group:
 - His/her name
 - 2 true things about themselves and one lie
5. The other participants will have to guess what the 2 true things are and what the lie is.
6. After they state what was true and what was a lie, ask them about their own expectations and understanding about those modules.

Overview and process of the module

7. Briefly explain the general objectives and content of the five modules
8. Say:
 - In this first session we will be learning more about ourselves, our life experiences, and our hopes.
 - Before getting into the core of this training, we need to understand more about your reality and how you're coping as a



TIP: Encourage them to ask questions or share anecdotes at any time.



TIP: Recall that you're not here to judge them.

parent or caregiver on a daily basis. We also would love to hear about your dreams and ideals in life, both for yourself and for your children.

- We are not here to lecture you but we are here to think and reflect together in order to find the most appropriate responses and solutions for daily challenges we face.

9. Say:

- “Throughout these sessions, we will conduct exercises and ‘group work’ together.
- At the end of the sessions, you will receive a number of handouts. Encourage them to ask questions or share anecdotes at any time.
- There are no good or bad questions; we are here to listen and share. We want to learn from each other.
- We will respect all views expressed by listening and not interrupting each other.

2

ROLE AND RESPONSIBILITIES OF PARENTS

Time: 15 minutes

Arrangement: small groups (4/5 persons)

1. Divide parents into subgroups

Parents are responsible for...



As a parent,
I am responsible for my child's...

(Resource module 1 slide 4)

2. Distribute: the empty template in **(Resource module 1 slide 4)**
(“Parents are responsible for...”)

3. **Ask:** “First of all, we would like to hear about your perceptions and understanding of your role and responsibility as parents. As parents, we have a certain number of duties and obligations when we raise children.

- Can you think about those obligations and responsibilities?

4. Answers **(Resource 1 slide 5)**

Parent's responsibilities



(Resource module 1 slide 5)

5. **Explain:** “Sometimes (in crisis or war context for example), it becomes challenging to fulfil certain responsibilities, like providing shelter, clothing, and basic hygiene. Sometimes, the only way to survive is to send children to work to get an income”

3

FROM BEING RESPONSIBLE TO BECOMING FINANCIALLY DEPENDENT ON CHILDREN

Time: 15 minutes

Arrangement: one group



TIP: The facilitator can offer to write for illiterate

My feelings regarding my working child



(Resource module 1 slide 6)

1. Say: “Sometimes, children become responsible financially for their parents. For some parents, it can be hard to handle emotionally and for others it is ok. We would understand if you find it hard to talk about that openly with the group; that’s why we are going to do a short anonymous exercise”.

2. EXPLAIN:

- Write down 2 words on a piece of paper describing how you feel or would feel if you were financially dependent of your children.
- Put the notes in a jar.

3. Ask them if it’s ok to read the notes out loud. Words like guilty, bad, sad, proud, etc. might come up.

4. Use the **Tree in resource 1, slide 6 (“My feeling toward my working child”)**. Draw the tree on the flipchart and add the words/feelings brought by the parents in the bottom line. There are already some of the most common feelings, but add any other relevant Energizer.

4

ENERGIZER

Time: 5 minutes

Arrangement: whole group

1. Ask the parents to stand up, to form a circle, and hold each other’s hands

2. Say: “It is very important that we are open during these sessions together. So let’s make a promise to each other! We will make a promise or share a positive affirmation to somebody in the circle before throwing him/her the ball and pass on the good non-judgmental energy!”

- You have the ball
- Name a person in the circle
- Tell him/her your promise or a positive statement (I promise you that... “I am not going to judge you in any way. I will respect

you; I will not interrupt..." or "I know that you're a good person, you're trying your best, you love your children...")

- Throw the ball at this person, who will name another one and make a promise/positive affirmation

5

DISRESPECT AND THE PROBLEM OF AUTHORITY

Time: 10 minutes

Arrangement: small groups (4/5 persons)

1. Say: "When your children are working and you're not, your children might tend to think that they are no longer children and might refuse your authority, leading to some conflicts within the family"

2. Ask:

- Have some of you experienced a similar situation?
- How do you react/how does it make you feel when your children are confronting you/refusing your authority?
- How do you usually handle the situation?
- Which type of discipline do you use?

3. Say: "Right now, we are simply sharing our feelings. Later in the modules, we will discuss how they impact the relationships in the family.

4. Distribute: Table "Authority and feelings", Resource Module 1, slide 7

As a parent, I think that my responsibilities toward my child are...	...
I am/I feel (write the feelings) that my child has to work	...
When my child is not respecting my authority, I feel...	...

5. Say: "Please record what you said in the table below. We will use it later".

6

THE TREE OF LIFE ³

Time: 30 minutes

Arrangement: small groups (4/5 persons)

The tree of life



Draw your Tree of Life
The roots represent where you are from and who you were as a child: what were your duties, your dreams, the values that you believed in?

The trunk is your reality today as an adult and a parent: what does your daily life look like?

The branches, the leaves and the fruits are your future: some branches and fruits might not be good (they are your fears), but some others are beautiful and you want them to grow bigger (they are your hopes and your dreams).

<http://www.repsst.org/tree-of-life/>

(Resource module 1 slide 8)



TIP: Encourage parents to confront **REALITY** (their lives in the past when they were children, their lives today and what they have to do to survive) and **HOPES** (what they wished they had as children and now as adults, what they wish for their children)



TIP: Encourage them to be creative and free. There are no good or bad answers in this exercise

1. Say: “Now, we are going to do a nice and empowering exercise called the Tree of Life. The tree of Life represents us and our story, the reality and the hopes, the past, the present, and the future”. **(Check Resource Module 1, slide 8)**

2. Distribute: Large white sheets from the flipchart, along with colored felt-pens, and post-its.

3.Explain: “In order to share your story, you will now draw your Tree of Life. Use the sheet to draw a tree, with its roots, its trunk, its branches and leaves, maybe fruits. The Tree is You:

- The roots represent who you were as a child: what were your responsibilities in daily life, your dreams, the values that you believed in? Did you have to work as a child? Did you go to school? How did you feel about that?
- The trunk is your reality today as an adult and a parent: what do your daily life and your children’s lives look like? How do you feel about yourself, about your family? Choose some words that best describe your emotions and your life.
- The branches, the leaves and the fruits are your future: some branches and fruits might not be so good (they are your fears), but some others are beautiful and you want them to grow bigger (They are your hopes and your dreams).

4.Say: “Now think about what it is your tree needs to grow bigger and to give beautiful leaves and fruits (who is the sun, the gardener, the tools to garden). Add some elements that seem important for you, the things that will keep your hopes and dreams for yourself and your children alive”

5. Give them 15 minutes to draw their tree and take 10 minutes to let them present their work to the rest of the group

³ The Tree of Life is a well-known exercise commonly used in narrative therapy and family therapy. As a universal symbol, the tree can be used in different cultures and various contexts, making it a popular activity all around the world in psychotherapy, trauma treatment, and psychosocial support.

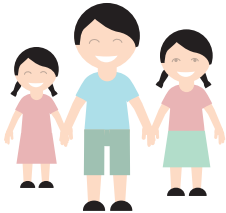
7

CULTURAL EXPECTATIONS ABOUT WORK, AGE AND GENDER: ROLE PLAY

Time: 20 minutes

Arrangement: 3 actors/role-play

Older sibling taking care of younger ones



(Resource module 1 slide 9)

Young Pregnant Girl



(Resource module 1 slide 10)

14. To be protected from harmful work which can affect my health or education



(Resource module 1 slide 11)

Child Playing with his friends



(Resource module 1 slide 12)

Who is a child? Who is no longer?

1. Show: [photo, pictures, or drawings => Use Resource Module 1 slide 9-10-11-12 1: an older sibling taking care of the younger ones – 2: a pregnant girl – obviously young – 3: a child working – 4: a child playing with friends in the street or at school]

2. Ask: “Among those pictures, can you tell whom you would call a child, and whom you wouldn’t? Explain why. Can you tell me more: in your culture, when do you consider that a child becomes an adult? What determines the threshold?”

3. Discuss In Plenary: Gather parents’ thoughts and opinions while writing key-words on the flipchart.

4. Explain: “In certain cultures, children are considered adults as soon as they get through puberty; in some others, it is submitted to some rites of passage. In Western countries, children go through adolescence before being considered as adults. And being born male or female can also be different in terms of expectations and perceptions. But international laws are also setting clear limits in terms of age, regarding who is legally a child and who is one no longer. It can be difficult to combine cultural and social standards with what is legal or not for a child. Child labor is one of those grey areas”.

5. Say: “Now we are going to make an experiment about the cultural expectations regarding your role in the family, your gender, and your age”.

Gender-role and expectations: role-plays

6. Select 3 parents and assign them roles. If you have males and females in your group: Women will play male roles and men will play women’s roles. If you don’t, assign some women to play male roles and other women to play female roles. Some parents will play children’s roles. You will do 2 role plays of 5 minutes each (depending on the time remaining).

Cultural expectations Role-plays scripts

Role play 1

1 woman acting a man's role
1 man acting a woman's role
1 adult acting a child's role

Scenario

You all are home, you're a family (parents and their child). The father (played by a woman) is complaining because the mother (played by a man) hasn't done what she was supposed to (clean, cook...). The mother is complaining because they don't have enough money to buy food and cleaning products. Parents argue over what the child should do: be a child (going to school, living his child's life) or contributing to the financial situation of the family.

(Resource module 1 slide 13)

Social expectations

Role play 2

1 woman acting a man's role
1 man acting a woman's role
1 adult acting a child's role

Scenario

You all are home, you're a family (parents and their child). The child has to work to contribute to the household. He is tired and complaining to his parents: he thinks it is not fair that he has to work while they don't. The parents are saying that it is ok to do this type of works because he is a child, but that it would be degrading for them as adults to do the same. They also tell him that he should be proud to contribute and that this experience will make him tougher.

(Resource module 1 slide 14)

Social Expectations



Man Should:

- Be the providers?
- Be respected by women and children?
- Be strong?
- ...



Woman Should:

- Take care of the household (cook, clean, raise children)?
- Not discuss the authority of the father?
- Be respected by their children?
- ...



Children Should:

- Respect the authority of their parents?
- Do what they are told to?
- Play, enjoy their childhood, learn go to school?
- Contribute to the household by doing any jobs?

(Resource module 1 slide 15)

7. Explain: “The objective of those role-plays is to break down stereotypes and to identify the expectations regarding your gender (whether you are male or female) and your age (whether you are an adult or a child) when it comes to working.

8. Use: Resource module 1 slide 13-14 (Role-play scripts)

ROLE-PLAY 1

- 1 woman acting a man's role
- 1 man acting a woman's role
- 1 adult acting a child's role

Scenario

“You all are home; you're a family (parents and their child). The father (played by a woman) is complaining because the mother (played by a man) hasn't done what she was supposed to (clean, cook...). The mother is complaining because they don't have enough money to buy food and cleaning products. Parents argue over what the child should do: be a child (going to school, living his child's life) or contributing to the financial situation of the family”.

ROLE-PLAY 2

- 1 woman acting a man's role
- 1 man acting a woman's role
- 1 adult acting a child's role

Scenario

“You all are home; you're a family (parents and their child). The child has to work to contribute to the household. He is tired and complaining to his parents: he thinks it is not fair that he has to work while they don't. The parents are saying that it is ok to do this type of works because he is a child, but that it would be degrading for them as adults to do the same. They also tell him that he should be proud to contribute and that this experience will make him tougher”.

9.Use: Social expectations (Resources Module 1, Slide 15).

Draw 3 columns on the flipchart: Men should, Women should and Children should. During each role-play, write down the stereotypes and social expectations assigned to men, women, and children that you can observe. For each family status, you might observe and find expectations such as:

- Men should...: “Be the providers? Be respected by women and children? Be strong? Be strict? Be emotionally distant? Not be involved in the education of the children?”
- Women should...: “Take care of the household (cook, clean, raise children)? Not discuss the authority of the father? Be respected by their children? Be the main source of comfort and reassurance of children?”
- Children should...: “Respect the authority of their parents? Do what they are told to? Play, enjoy their childhood, learn, go to school? Contribute to the household by doing any jobs?”

10. Ask : “What do you think about the words written on the flipchart? Do you think it should/could be different? Explain why”

11. Explain: “Sometimes, we think that things are normal or fair because this is what we are told to do (by family, by society, by culture, by habits). As soon as we find it normal, we stop questioning if it’s fair or good for us. And once we convince ourselves that something is good for us (even if it’s not), it stops us from being empathic and emotionally supportive to others”

12.Explain: “Also, difficult contexts and adversity sometimes put a family into situations where each family member has to contribute and help, including the children. However, if adults are somehow better “equipped” to face adversity, children might have a hard time understanding why they are suddenly deprived of their own innocence and childhood. Abruptly ending up with the responsibility of being a provider, being deprived of education and working extended hours can be extremely overwhelming and contribute to feelings of injustice and failure, in addition, the above not being suitable to the bio-psychosocial needs of children.

8

CLOSING AND HOME ASSIGNMENT

Time: 10 minutes

Arrangement: whole group

HOME ASSIGNMENT

1. Ask the parents to have an open conversation with their children and family about their dreams and hopes for the future, what they think about their life today, and what they wish for the future. Parents might have more ideas and opinions that they would like to share with their family and they might want to hear more about what their children think. Ask them to gather their family's opinions and thoughts.

FEEDBACK

2. Say: "Today's session is finishing and we would love to hear your thoughts".

3. Ask:

- What did you learn?
- How do you feel about it?
- What did you like the best?

4. Ask them if they have any other questions that they might not have had the opportunity to ask.

CLOSING AND PREPARATION FOR NEXT SESSION

5. Thank them warmly for their participation, and explain that their stories have an added value for the group sessions and are important.

6. Say:

"Next time, we will explore the worst forms of child labor, child rights, and parenting in more depth. We will talk about universal child rights, Lebanese Child Labor laws and regulations, and discuss together how you define the acceptable and the non-acceptable within your life's reality.



TIP: Ask parents to write down their ideas and thoughts on a piece of paper so we can discuss them next time or record their thoughts mentally (be sensitive to illiterate parents) using the handout of session 1

Session 2:

WHAT IS CHILD LABOR AND ITS FORMS

Parenting session summary

Duration: 2 hours



Objectives

By the end of this session parents will be able to:

- Identify and know universal child rights
- Understand National Lebanese Child Labor laws and regulation
- Identify the different forms of child labor



Materials Required

- WFCL Curriculum for parents
- Resource for facilitator Module 2
- Handout for parents Module 2
- Attendance form
- Flipchart and markers, if available (if not, paper and pens)
- A red rope or red ribbon (1 meter long)
- Post-its and water pens of different colors
- Inflatable balloons
- Computer and video-projector if available (for video)



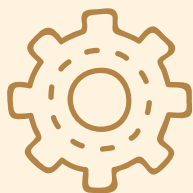
Preparation Required

- Read through all of the materials for this session.
- Print out “Pictures of Children’s rights” (UNICEF poster & images from Resource module 2: slide 26 to 44) and stick the posters up on the walls.
- Print out “Images of Child Labor” (Resource module 2, slides 45 to 56).
- Print out “Working hours exercise” (Resource Module 2, slide 22, 23) and cut all the hours to have them separately
- Make copies of handouts 2 and give one to each parent at the end of the session.
- Arrange for a space that is conducive to learning and free of interruptions.
- Encourage interaction with parents.



Attendance

The date and place of the session must be written on the Attendance Form. Each parent must sign the Attendance Form with his/her name, age and sex. If caregivers don’t know how to write, explain that a simple squiggle on the sheet will suffice as a signature. All parents are encouraged to attend all 5 sessions together, because parenting is a shared responsibility. Indicate if there is someone else attending with a parent or parents (such as a child or other family member).



Session Overview

During this session, the facilitator will explore the topic of Child Labor in more depth. Parents/caregivers will work with each other to complete exercises in order to understand the Universal Rights of Children and to identify child labor. They will develop an understanding of the existing laws and regulations in Lebanon related to child labor. The purpose is to aid parents/caregivers to reflect in more depth on their experience and to acknowledge the consequences of child labor that will be tackled in the 3rd session.

SESSION ACTIVITIES	TIME
1. Welcome and introduction	10 min
2. Learning about Universal Rights of Children	30 min
3. Energizer: juggling with our daily duties	10 min
4. Definition, laws and regulations	45 min
5. Closing the session	15 min
Closing the session and feedback	1 h 50 min

Steps to Follow

1

WELCOME AND INTRODUCTION

Time: 10 minutes

Arrangement: one group

1. Welcome parents back and thank them for participating to this 2nd session.

2. Ask them about the last session:

“what do you remember from the last session”?

3. Ask parents to share the home assignment (if they want to):

- Did you complete the home assignment with your children?
- Was it easy/hard to talk about their hopes and dreams with your families? Why?
- Did you learn something new from your children and close relatives about their feelings and hopes?

4. Say: “Today, we are going to talk about children’s rights and go deeper into our main topic: Child Labor. Again, we want to hear about your own experience and we will try to define and learn more about the different forms of child labor, along with the laws and regulations related to it”.

2

LEARNING ABOUT CHILDREN’S UNIVERSAL RIGHTS

Time: 30 minutes

Arrangement: one group

1. Ask the following questions

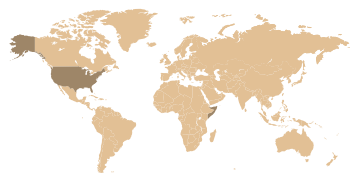
- What is a right?
- What rights do you think children have?
- Should these rights be different or the same as adult rights?

2. Write their answers (key-words) on the flipchart

Exercise: What rights are important to you? (20 minutes)

3. Say: “I displayed pictures all around this room. (Print and Stick pictures from **(Resource Module 2, slide 26 to slide 44)** They depict some fundamental rights that children have. Encourage participants to move around the room and look at them. Once you’ve taken a look at all the rights, stand next to the picture

Countries parties of the convention of the Rights of the Child



"The child is recognized, universally, as a human being who must be able to develop physically, mentally, socially, morally, and spiritually, with freedom and dignity."

Resource Module 2, slide 17

The Declaration of the Rights of the Child

1. The right to equality, without distinction on account of race, religion or national origin.
2. The right to special protection for the child's physical, mental and social development.
3. The right to a name and a nationality.
4. The right to adequate nutrition, housing and medical services.
5. The right to special education and treatment when a child is physically or mentally handicapped.
6. The right to understanding and love by parents and society.
7. The right to recreational activities and free education.
8. The right to be among the first to receive relief in all circumstances.
9. The right to protection against all forms of neglect, cruelty and exploitation.
10. The right to be brought up in a spirit of understanding, tolerance, friendship among peoples, and universal brotherhood.

Resource Module 2, slide 18

which shows the right that is the most important to you".

4. Engage parents in discussion around the following questions:

- Why did you choose this particular right?
- How did you feel about having to choose one right from all the others?
- Do you think that you should have to choose among rights?
- How would you feel if you were deprived of your rights?
- Do you think that all children across the world should have access to these rights?

5.Explain: "The indivisibility of rights means that rights cannot be 'ordered' or 'prioritized' and all rights are dependent on each other and that children should never have to choose between rights because they are all equally important and need to be respected".

On the map: it should read" countries party to etc.

6. Show: the map of countries that adopted the convention of the Rights of the Child, (**Resource Module 2, slide 17**)

7. Explain: "On 20 November 1959, the United Nations General Assembly adopted a Declaration of the Rights of the Child, with ten principles. An accompanying resolution called on governments to recognize these rights, strive for their acceptance, and publicize the document as widely as possible. This Declaration was followed in 1989 by the Convention on the Rights of the Child adopted by UN General Assembly on 2 September 1990. Currently, 196 countries are party to it". (**Resource Module 2, Slide 18**)

3

ENERGIZER: JUGGLING WITH OUR DAILY TASKS

Time: 10 minutes

Arrangement: small groups (4/5 persons)

1. Say: "How are you doing so far? The topics we are discussing are not so easy to discuss and can be a little sensitive. So here is a nice exercise to help us relax and have fun together"

2. Distribute 5/6 inflatable balloons to the parents.

3. Explain : ask them to write with permanent markers on the



TIP: Offer to write for caregivers who are illiterate (use your discretion and be discrete when offering this during this session).

balloons key-words describing daily tasks/chores/duties that they have to deal with every day. Once they are done, ask them to throw all their balloons in the air: they have to try to prevent the balloons from touching the floor!! Not easy with 5 or 6 balloons!

4. Ask: “So? It is not easy to juggle with all of our daily tasks at the same time when you have only 2 hands, right?”

5. Ask the parents which strategy they used to try to keep all the balloons in the air: Did they prioritize some balloons? Which ones did they sacrifice? Explain that in life it is the same. We can’t be dealing with everything at the same time; we have to make choices and define and prioritize.

4

DEFINITIONS, LAWS, REGULATIONS

Time: 45 minutes

Arrangement: small groups (4/5 persons)

EXERCISE - IMAGES OF CHILD LABOR

1. Divide participants into small groups (4/5 per group)
2. Distribute: one image from “Images of Child Labor”
(Resource Module 2, slides 45 to 56) to each group
3. Ask each group to discuss together and come up with answers to the following questions:
 - What type of work does the person do?
 - What do you think a typical day is like for that person at work?
 - What might be good or bad, interesting or fun about this job?
 - What age do you think a person working in the job should be, and why?
4. Ask each group to show the image they had to the rest of the group and share their answers.
5. **Ask:** “Why do you think children have to work? What do you think is safe work for children to do?”

EXERCISE - DEFINING THE “RED LINE”

6. **Ask :** “Can you tell me who among you have children working and which type of work they are doing? Do they still have time to play, go to school and do homework? We are not here to judge

but are adults trying to work together to consider alternatives and ways to decrease the risks our children are exposed to. We understand that many of you will feel forced to send your children to work”.

The Red Line



Resource Module 2, Slide 19



TIP: Make sure they understand each of the bullet points. Ask them if they do. Rephrase with simpler words if necessary.

What is child labor?

Child labor involves at least one of the following characteristics:

- Violates a nation's minimum age laws (they are too young to work legally)
- Threatens children's physical, mental, or emotional well-being
- Involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities
- Prevents children from going to school
- Uses children to undermine labor standards

Resource Module 2, Slide 20

7. Say: “Some jobs might seem more “acceptable” than others to you. Can you tell me: according to you, which job is acceptable for a child to do and which is not? Where is the red line for you?”

8. Hang the red ribbon on one of the walls and distribute some post-its (2 different colors) to the parents so they can write on them. **(Check Resource Module 2, Slide 19)**

9. Explain: “This is the red line: it defines the limits between what you consider as acceptable (show the left side from the ribbon) or not acceptable (show the right side from the ribbon). You have two different colors of post-its. Write the type of jobs that seem acceptable for a child using the [add color] post-it and the ones that are not on the [add color] post-it. Place them on each side of the red line”

NOTE FOR FACILITATORS

Make sure the parents add the following type of work:

- Street work (selling items in the street)
- Agriculture
- Working at night/not being able to go back home to sleep
- Mechanics
- Construction
- Jobs requiring handling motors, wearing protective gear, being exposed to chemical products or explosives
- Domestic work
- Working in restaurants

If they don't, encourage them by saying: “And what about (name the type of work)?”

Definition of the laws and regulations in Lebanon

10. Show (or write down on flipchart): What is child labor?
(resources module 2, slide 20)

11. Say: “Child labor involves at least one of the following characteristics:

- Violates a nation's minimum age laws
- Threatens children's physical, mental, or emotional well-being
- Involves intolerable abuse, such as child slavery, child



TIP: Some parents might justify the fact that they are sending children to work because they are not themselves allowed to work. Remind them, that according to international law, children are not allowed to work either. Try to remind them about the discussions you had in the past session about expectations and what is perceived as acceptable due to age (Some jobs are not decent enough for adults but ok for children to do...

trafficking, debt bondage, forced labor, or illicit activities

- Prevents children from going to school
- Uses children to undermine labor standards”

12. Explain: each of the points with simple words to make sure that parents understand each of the bullet points (For the last point, say: “Uses children to undermine labor standards” means that children are usually cheap labor (they are paid way less than adults). Therefore, it is easier and cheaper for employers to employ children. This results in unfair competition in terms of salaries. It redefines the notion of minimum wage and becomes both the cause and the consequence of social inequities reinforced by discrimination”.

13. Ask: “Do you know what the regulations are Lebanon?” Give them a short time to think.

14. Explain: “The Lebanese laws regarding child labor state that no children should work in the Worst Forms of Child Labor”.

15. Ask: “Do you know what the Worst Forms of Child Labor are?”

16. Go back to the wall where you did the “Red Line exercise”. Find the following post-its:

- Domestic work
- Street work
- Having to sleep outside of home
- Manipulating explosives
- Working in activities that require protection equipment
- Activities exposing them to chemicals.

17. Circle or highlight them with colors and move them (if they were not already) to the right part (“not acceptable”).

18. Show: “Working age under Lebanese law”

(Resource module 2, slide 21 & 25)

19. Say: “As you see here, according to the Lebanese legislation, WFCL is totally forbidden.

20. Ask: “Can you tell me what “Specific form of work” and “Light work” are?”

Working Age (under Lebanese law)

AGE	FORM OF WORK	LAW
NO	Worst Forms of Child Labour	Decree 2012 8987
16	Specific Forms of Work with protection & instruction / training	Decree 2012 8987
14	Minimum Age	
13	Light Work (not defined)	Labour Law 1946

Resource Module 2, Slide 21

Form of work by age

PROHIBITED:

- Domestic work, street / road work, sleeping/residing outside home
- Mines (coal), gambling/setting, funerals / burial
- Activities needing personal protective equipment
- Exposure to carcinogens, substances that may cause infertility/birth defect

AGE 16:

- Agriculture (inc. family farms) requiring operating tractors/machines; using pesticides; contact with poisonous plants, heights, sharp tools, > 4 hours work
- Building: Any work in building and the supply of electricity, gas and water.
- Mechanics and blacksmiths
- Factories manufacturing tiles, rocks etc.
- Production industries with >20 staff
- Hotels, restaurants, internet cafés and trade (exchange of currency)
- Transportation
- Cleaning and working with waste / sewage
- Night shifts between 7 pm and 7 am
- Working more than 6 hours a day

AGE 13: Light work (not defined)

Resource Module 2, Slide 25

Working hour exercise

1 am	2 am	3 am
4 am	5 am	6 am
7 am	8 am	9 am
10 am	11 am	12 am

Resource Module 2, Slide 22

Working hour exercise

1 pm	2 pm	3 pm
4 pm	5 pm	6 pm
7 pm	8 pm	9 pm
10 pm	11 pm	12 pm

Resource Module 2, Slide 23



TIP: For each answer, use the participant who represents the hour (if the group says "5am", show the participant holding the 5am sign, and so on...)

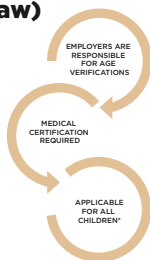


TIP: Make it fun and lively!

Working Hours (under Lebanese law)



*Labour Code 1946



Resource Module 2, Slide 24

21. Ask the parents to go back to the wall and circle or highlight with different colors what they consider as light work and specific work.

Exercise - working hours, Use Resource Module 2, slide 22, 23

22. Say: "Now the nature of the work is only part of the issue. Another one is the number of hours a child works."

23. Ask all the participants to stand up and give each of them one hour so that each parent represents an hour of the day (ideally you want to have 24 participants; if you have less, some participants can be 2 different hours). Ask them to hold a paper showing the hour of the day they represent (7am, 8am, 9am, etc.) and position them so they follow each other logically on a line.

24. Say: "You represent the 24 hours of a day. Now we are going to figure out how many hours a child is allowed to work in a day, regarding the Lebanese law"

- **Ask:** "What is the latest hour of the day a child is allowed to work?" (When you hear "7pm!", drag the "7pm" participant one step away from the line)

- **Ask:** "What is the earliest hour of the day a child is allowed to work?" (When you hear "7am!", drag the "7am" participant one step away from the line)

- **Say:** "All the hours in between 7pm and 7am, step out of the line! You're not allowed here!!" (Remove 8pm, 9pm, etc. until 6am. You should now have only 12 persons in the line: from 7am to 7pm)

- **Ask:** "How many hours a day a child is allowed to work (maximum)?" Let parents shout until you hear "6 hours!" Ask 6 participants (6 hours) to step out of the line.

- **Ask:** "Now, how many hours in a row can a child work?" Let parents shout until you hear "4 hours!"

- **Explain:** "Yes, 4 hours is the maximum number of hours a child is allowed to work straight (show the first 4 parents in the line). After 4 hours, the child should have a one hour-break" (drag one Participant/hour in between parents 1,2,3,4 and 5,6)

25. Show: "Working hours under Lebanese law" (**resource module 2, slide 24**) and summarize the points. Recall that those rules are applicable for all children and that employers have the responsibility to verify the age of the children (they can't pretend that they didn't know) and have to ask for a medical certificate.

5

CLOSING THE SESSION

Time: 15 minutes

Arrangement: small groups (4/5 persons)

FEEDBACK

1. Say: “Today’s session is finishing and we would love to hear your thoughts about the session”. Ask:

- What did you learn?
- How do you feel about what you learned?
- What did you like the best?
- Were there any worst forms of child labor that you felt should not be on the list? If so, why?

NOTE FOR FACILITATORS

You should be prepared to explain that whilst we have normalized certain activities for children, it’s important that we understand that the laws and regulations in place are there because of global research and studies which have proven the harmful impact on children’s health and wellbeing of child labor.”

2. Ask them if they have any other questions that they might not have had the opportunity to ask.

CLOSING AND PREPARATION FOR NEXT SESSION

3. Thank the parents warmly for their participation. Re-iterate that you value their stories and tell them how important those are in this training.

4. Briefly present the next session. Say: “Next time, we will talk about the impact and consequences of child labor on children’s development and lives”.

CLOSING THE SESSION WITH POETRY

5. Say: “To say good bye, I would like to read you a poem written by a French poet, Victor Hugo. He was living during the industrial revolution in France in the mid-19th century and was devastated by seeing children working. He wrote this poem. I would like you to close your eyes and listen to it, and maybe you can share your thoughts about it with me?”

Victor Hugo – Melancholia (1856)

Where are all those children going? None of them is laughing.

Those sweet pensive beings, depleted by fever?

Those 8 year-old girls wandering alone?

They are going working, 15 hours under the stacks,

They are going, from dawn to twilight, doing eternally

In the same jail, the same movement.

Crouching under a dark machine's teeth,

Hideous monster shewing who knows what in the shade,

Innocents in slavery, Angels in Hell,

They are working. Everything is iron.

They never stop, they never play.

And how pale they are! Ashes are on their cheeks.

The sun is not even up yet, they are already so tired.

They don't understand anything to their fate, Halas!

They seem to tell God: "We are so small,

Father, look at what Men are doing to us!"

Odious servitude imposed to children!

Rachitic! Work whose suffocating breathe

Undoes what God did; Work that kills

Beauty on the faces and thoughts in the hearts.

Bad work that takes the tender age in its claws,

That produces richness by creating misery.

Who uses a child as a tool?

Progress about whom we are asking: "where is it going?

What does it want?"

That breaks blossoming youth and gives, finally,

A soul to a machine and takes it away from men.

Session 3:

IMPACTS AND CONSEQUENCES OF CHILD LABOR ON CHILDREN'S LIVES

Parenting session summary

Duration: 2 hours



Objectives

By the end of this session parents will be able to:

- Identify and know universal child's rights
- Review laws and regulation regarding child labor in Lebanon
- Identify the different forms of child labor



Materials Required

- WFCL Curriculum for parents
- Resource for facilitator Module 3
- Handout for parents Module 3
- Attendance form
- Flipchart and markers, if available (if not, paper and pens)
- A red rope or red ribbon (1 meter long)
- Computer and video-projector if available (for video)
- Toys for parents to play with their children



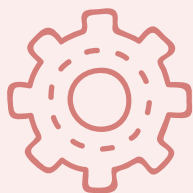
Preparation Required

- Read through all of the materials for this session.
- Print out pictures "Physical differences between children and adults (Resource module 3, slide 60-66). There are 2 pictures on each slide: try to have one on each side of the paper.
- Print out the body outline on large white sheets (1/subgroup.) (resource module 3, slide 69)
- Print out the 3 comics (Hiba, Fayrouz and Sabah.) (resource module 3, slide 71-76)
- Make copies of handouts 3 and give one to each parent at the end of the session.
- Arrange for a space that is conducive to learning and free of interruptions.
- Encourage interaction with parents.



Attendance

The date and place of the session must be written on the Attendance Form. Each parent must sign the Attendance Form with his/her name, age and sex. All parents are encouraged to attend all 5 sessions together because parenting is a shared responsibility. Indicate if there is someone else attending with a parent or parents (such as a child or other family member).



Session Overview

During this session, the facilitators will explore and the differences between adults and children physical and biological needs. They will then analyze the consequences of child labor on children's development, as well as the negative impacts on the emotional and cognitive skills. They will reflect on the risks street children and working children are exposed to. This session also aims to encourage parents to be self-reflective about their own feelings.

SESSION ACTIVITIES	TIME
1. Welcome and introduction	10 min
2. Is work that is safe for adults also safe for children?	30 min
3. Harmful effects of child work on the development and health	30 min
4. Energizer : a game from your childhood	10 min
5. Psychological and cognitive negative effects of child labor	30 min
6. Closing the session	10min
	2 hours

Steps to Follow

1

WELCOME AND INTRODUCTION

Time: 10 minutes

Arrangement: one group

1. Welcome parents back and thank them for participating to this 3rd session.

2. Ask them about the last session:

“what do you remember from the last session”?

3. Ask: Have you thought much about what we discussed during the last session? Have you discussed the issues we discussed during these sessions with your families? Do you have any new ideas or feelings regarding child labor? Only share your thoughts if you feel comfortable to do so!

4. Present briefly today’s objectives.

Say: “Today, we are going to talk about the implications and consequences of child labor on children’s development”.

2

IS WORK THAT IS SAFE FOR ADULTS ALSO SAFE FOR CHILDREN?

Time: 35 minutes

Arrangement: small groups (4/5 persons)

PHYSICAL DIFFERENCES BETWEEN ADULTS AND CHILDREN

1. Say: “We will start by a little exercise. You have 10 minutes to talk together and find some physical differences between adults and children. (You might find differences depending on the age of children – babies, young children, older children and teenagers, but also some common points.)”

2. Debrief in plenary and write key-words on the flipchart

3. Have ready the pictures “physical differences between children and adults” (**Resource module 3, slide 60-66**)

NOTE FOR FACILITATORS

In the resource Module 2, there are 2 pictures per page: one showing specific developmental needs of children, the 2nd one showing what happens when they are deprived from it (they show 2 aspects of the same topic). Try to print the 1st one on one

side of the paper and the 2nd one on the other side of the same page.

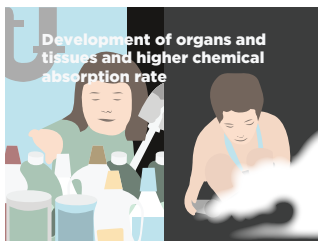
- Each time, you will present the 1st picture first (healthy kids) and ask “What do you see? Why could this be a difference between adults and children?”
- After parents answer, show the 2nd picture (on the other side) and give the explanations from the section below. It explains why the following factors are especially important when we are talking about child labor



Resource Module 3, Slide 60



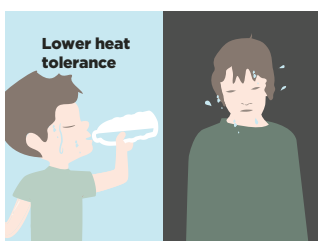
Resource Module 3, Slide 61



Resource Module 3, Slide 62



Resource Module 3, Slide 63



Resource Module 3, Slide 64

Greater Need for Food and Rest- Slide 60

Long hours of strenuous work pose a greater risk for children than for adults. They are vulnerable to malnutrition from inadequate food intake, and suffer fatigue more quickly. Fatigue, in turn, contributes to an increase in accidents and disease.

Now show them the picture on the other side to put it in the child labor context

Rapid Skeletal Growth- Slide 61

Due to rapid bone growth and development through adolescence, heavy lifting can be linked to skeletal damage, impaired growth, and increased risk of future injury.

Now show them the picture on the other side to put it in the child labor context

Development of Organs and Tissues and higher Chemical Absorption Rates- Slide 62

Studies suggest that when children and adults are exposed to similar doses of chemicals, a greater proportion of the chemical (relative to body weight) is likely to accumulate in the child's body, with a greater chemical concentration in the child's blood and tissues.

Now show them the picture on the other side to put it in the child labor context

Greater Risk of Hearing Loss- Slide 63

Studies on noise exposure among adult and young workers show that young workers are more susceptible to induced hearing loss. Workplace noise standards designed for adults may be inadequate for children.

Now show them the picture on the other side to put it in the child labor context

Lower Heat Tolerance- Slide 64

Young children have a lower heat tolerance than adults, in part because their sweat glands are developing. Workplace heat standards that are adequate for adults may cause heat stress in children. ***Now show them the picture on the other side to put it in the child labor context***



Resource Module 3, Slide 65



Resource Module 3, Slide 66

Why do Young Workers Have More Accidents than Adults?

• Surveys in 26 countries, by the International Labor Organization (ILO), found that almost one in four economically active children suffered injuries or illnesses while working.

• Studies in the United States find that working youth appear to have injury rates almost twice as high as adult workers. Among injured young workers in the U.S., 17-16 year old and adolescent males appear to suffer the highest number of work-related injuries.

Resource Module 3, Slide 67

Why do Young Workers Have More Accidents than Adults?

Intensive work, tiredness

Inadequate training and supervision

Exposition to chemicals

Inexperience

Poverty

Resource Module 3, Slide 68

Child's Size vs. Work Equipment- Slide 65

When work methods, tools, and equipment are designed without considering children's physical proportions, working children are at a greater risk of fatigue, injury, and accidents because of ill-fitting tools and safety equipment

Now show them the picture on the other side to put it in the child labor context

Developing Ability to Assess Risks- Slide 66

The ability to assess potential risks and make decisions about them increases through adolescence, with important transitional periods at about 11-12 years and again at 15-16 years of age. Combined with inexperience, this can be an important factor in injuries

Now show them the picture on the other side to put it in the child labor context

INJURIES AND FATALITIES AMONG CHILDREN WORKING

4. Ask: "Why do young workers have more accidents than adults?"

5. Write their answers with key-words on the flipchart.

6. Show: Slide "Why do young workers have more accidents than adults" (resources module 3, read slide 67, and show slide 68)

7. Explain: "Children do have more accidents and injuries or die more than adult workers because of:

- Inexperience
- Lack or absence of training and supervision
- Intensive work leading to tiredness, leading to fatal mistakes
- Children are often eager to please employers or parents and prove themselves and may force themselves into harmful situations

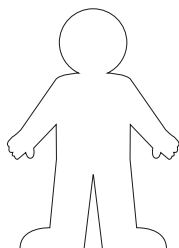
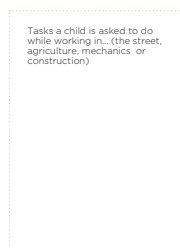
3

HARMFUL EFFECTS OF CHILD WORK ON THE DEVELOPMENT AND HEALTH

Time: 45 minutes

Arrangement: 3 groups

Physical risks of child labor



Resource Module 3, Slide 69

GETTING MORE SPECIFIC ABOUT 3 TYPES OF CHILD LABOR

1. Divide the participants into 3 groups: one for agriculture, one for mechanics and construction, and one for street work.

2. Distribute: the body outline format A3 (one per group) (Resource module 3, slide 69)

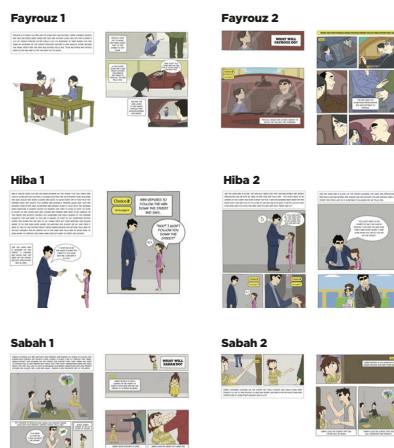
3. Say: “In Lebanon, many children are working in the agricultural field or as mechanics, or trying to make money by working in the street. Those activities present many risks for the children”.

4. Explain: each group will take 15 minutes to list all the tasks that children can be asked to do in the field of activity they’ve been assigned (street work, agriculture and construction/mechanics). Then they will use the body outline and write with key-words the type of dangers that those activities can have on the child’s physical health.

Physical risks of child labor (answers)

TYPE OF TASKS	DANGERS
AGRICULTURE <ul style="list-style-type: none"> Harvesting Preparing the ground for planting Cultivating Stone/package merchandise Driving tractors (operating machines) 	<ul style="list-style-type: none"> Use of pesticides and fertilizers containing high level of toxic chemicals (mixing, spraying) Handling poisonous plants (tobacco) Climbing tree or ladders Banding No safety precautions (masks, gloves) Heavy charges to lift Work in the heat <p>• Recall: “Agriculture is among the most hazardous occupations in the world (50% of fatal workplace accidents)”</p>
CONSTRUCTION /MECHANICS <ul style="list-style-type: none"> Repair mechanical work Car painting Metal work (aluminum, iron) Sanitary installation 	<ul style="list-style-type: none"> Industrial sites lacking adequate infrastructures Obsolete technology Unsafe tools Machinery Use of hazardous substances or material (inflammable, explosive) Long days of work leading to fatigue and increase mistakes, no appropriate training or protection equipment Lack of clean water, sanitary
STREET WORK <ul style="list-style-type: none"> Begging Selling items Shoe shining Garbage collection Pulling carts 	<ul style="list-style-type: none"> Aggressions - physical assaults Traffic accidents Food/beverage harassment Sexual violence

Resource Module 3, Slide 70



Resource module 3, slides 71-76

5. Help the parents during the exercise. Use the table “Physical risks of child labor” (**Resource module 3, slide 70**) to help you.

FOCUS ON: SEXUAL ASSAULTS AND VIOLENCE

6. Say: “As you might have noticed, working far away from home or in the street isolates children. They are away from their caregivers and it exposes them to many dangers. I want to talk now about very important dangers present in Lebanon: the risk of sexual assault and the risk of physical violence”

7. Distribute: the 3 cartoons (Hiba, Fayrouz and Sabah, (**Resource module 3, slides 71-76**) to the three groups

8. Ask the participants to look at the pictures and read the case they have. Ask them to answer the following questions:

- Explain what is happening. Is it an ok situation? Is it not? Why?
- What are the risks and dangers of the situation? What could be the consequences?
- Why do you think he/she doesn’t run away? Why can’t she protect herself?
- How does he/she feel?
- What else could he/she have done?
- How could his/her parents help her?

9. Ask the parents to present their case to the rest of group and debrief in plenary. Write down the main ideas on the flipchart.

10. Explain: “Those examples are among the main risks that children working in streets can face. Working in the street is also exhausting and can affect their development, and they are also more at risk of being injured by cars. But this is also a major

concern for all working children: working in shops, in workshops, in quarries, in the field... Employers or passersby can represent a real threat and children are especially exposed to risks of sexual assaults/abuse or physical violence. Can you tell me why children are especially vulnerable?"

11. Engage in the discussion. Make sure the following reasons are mentioned:

- Because they are isolated from their caregivers/work far away from home.
- Because they are more vulnerable than adults (less strong physically, more easily influenced).
- They are in a situation of need (need for money, for food...) and are ready to take more risks.

4

ENERGIZER: A GAME FROM YOUR CHILDHOOD

Time: 10 minutes

Arrangement: whole group

1. Say: "Time to relax and laugh a bit!"

2. Ask: "Can you now dive into your childhood and recall a game that you loved when you were a child? Tell the group what it was about and we are going to play it together!"

3. Let some participants propose games and choose two of them. Let the parents facilitate the game.

4. Say: "The games you choose are part of your culture and things you might want to transmit to your children. Don't hesitate sometimes to engage with your children and play those games with them. Playing with your children is very important for their development, as well as transmitting your cultural heritage"



TIP: Let the parents connect with their inner child!!

NOTE FOR FACILITATORS

Explain to the parents that that playing and interacting with their child supports brain development. It's an absolute necessity to create positive stimulations for the children to learn and enjoy learning. Science shows that our brains develop when we are loved and cared for and interact with our caregiver. For parents who attended the Parental skills modules, recall session 4 ("Child brain development: how it works").

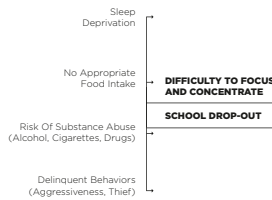
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PSYCHOLOGICAL AND COGNITIVE NEGATIVE EFFECTS OF CHILD LABOR

Time: 45 minutes

Arrangement: small groups (4/5 persons)

Consequences of high intensity work Over 20h/week



Resource Module 3, Slide 77

1. Say: “We’ve talked about the consequences and dangers that working children are exposed to physically. But besides the physical consequences, what could be the other consequences on the well-being of your child and also on the future of your child?”

2. Debate in plenary. Orient the discussion towards psychological well-being and write down key-words on the flipchart

3. Show: “Consequences of high intensity work over 20hours a week” **(Resources module 3, slide 77)**

4. Explain: “Scientific studies show that working over 20h/week can have negative consequences on the emotional well-being of children, as well as hampering their ability to concentrate, therefore to learn. That’s why tiredness can lead to school drop-outs and the toxic environment changes the behaviors of children”

5. Say: “Do you remember the body outline that you used earlier? Use it one more time and make a list on the head of all the modifications you noticed in your child’s behavior since he/she started to work. It can be things such as: more tired, more aggressive, less patient, sadder, less playful, less talkative...”

6. Let parents share and debate in plenary. Write down key-words on the flipchart

LETTING THE ANGER OUT

7. Say: “Now we are going to do a very short role-play exercise”. Ask the parents to pair-up and to stand up.

8.Explain: “One of you will act like a mean employer or an angry passerby, and the other one will be a child. The employer or the passerby will say something really mean or humiliating. Go ahead, one duo after the other”.

9. Ask: “For the ones who played the child: how do you feel? Are you hurt? Do you feel humiliated, embarrassed?”



TIP: some parents might find this funny because it’s a role play but some parents might find it difficult. Recall them that they are not obliged to do it, tell them being exposed to aggressiveness is always a hard experience.”

10. Explain: “Children who work sometimes experience that daily. They hear things such as ... (use the words parents said ... “you’re nothing, a piece of trash, you suck, Go away...”) all the time because they are not respected or seen as human beings. Scientific studies show that being humiliated or experiencing rejection or violence increases the risk of severe depression and in most cases impacts seriously the child’s self-esteem. If you hear all the time that you are nothing, you start believing that you’re nothing...”

11. Say: “Now, the ones who played the children: one by one, I want you to shout why you’re angry! Say: “I am angry because...” and share the main feeling in your head”.

6

CLOSING THE SESSION

Time: 40 minutes

Arrangement: One group

HOME ASSIGNMENT

1. Say “For next session, I’ll ask you to write down on post-its or white sheets some positive thoughts about your child, some statements you would like him or her to see every day. You can also draw them if your child doesn’t know how to read. Make 10 post-its (recall the positive thoughts they shouted during the circle) and stick them in your house, say them to your child out loud”.

FEEDBACK

2. Say: “Today’s session is finishing and you would love to hear about what you thought about it”. Ask:

- What did you learn?
- How do you feel about it?
- What did you like the best?
- Was there anything in today’s session which you found difficult?

3. Ask them if they have any other questions that they might not have had the opportunity to ask.

Closing and preparation for next session

4. Thank them warmly for their participation, value their stories, and tell them how important those are in this training.

5. Present the next session to them briefly. Say > “Next time we will discuss what we can do as adults in order to support children who have to work

Session 4

PREVENT, MITIGATE AND DECREASE THE RISKS OF CHILD LABOR

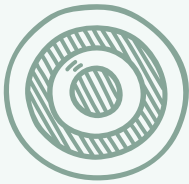
Parenting session summary

Duration: 2 hours

Objectives

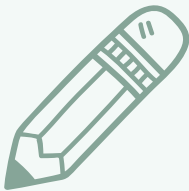
By the end of this session parents will be able to:

- Identify better their emotions as adults and being empathic towards children in order to better support them on a daily basis
- Learn how to practice positive thinking and loving-kindness meditation
- Identifying bad/good sleeping as well as eating habits and improving these habits for the well-being of the child
- Building a “resolution list” in order to increase quality time with children



Materials Required

- WFCL Curriculum for parents
- Resource for facilitator Module 4
- Handout for parents Module 4
- Attendance form
- Flipchart and markers, if available (if not, paper and pens), Sellotape
- Plastic plates and plastic cups
- Computer and video-projector if available (for video)
- Toys for parents to play with their children



Preparation Required

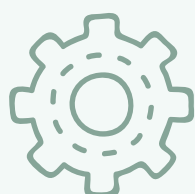
- Read through all of the materials for this session.
- Print out “My child’s sleeping habits” format A3. (Resource Module 4, Slide 84)
- Print out the cards and cut “My child’s sleeping habits” (enough for groups of 4/5 pers). (Resource Module 4, Slide 85, 86, 87)
- Print out table: Exercise Better sleep: Resource Module 4, slide 94)
- Print out and cut the cards “What’s in my children’s plate?” (at least 5 per group +1 facilitator) (Resource Module 4, Slide 88, 89, 90)
- Print out and cut “The essential components of a diet” (1 copy) and stick them on the wall or on a flipchart (same as above slides)
- Make copies of the handouts 4 and give one to each parent at the end of the session.
- Arrange for a space that is conducive to learning and free of interruptions.
- Encourage interaction with parents.





Attendance

The date and place of the session must be written on the Attendance Form. Each parent must sign the Attendance Form with his/her name, age and sex. All parents are encouraged to attend all 5 sessions together, because parenting is a shared responsibility. Indicate if there is someone else attending with a parent or parents (such as a child or other family member).



Session Overview

During this session, the facilitators will explore the domain of emotions with parents. Even if facilitators and parents have discussed emotions such as about empathy in the previous parental skills sessions, it is such an important topic that repeating and practicing again can only help. Parents will then be able to better understand how we sometimes project our bad feelings on people we love and how this feeds a vicious circle of emotions. We will then discuss how to transform this vicious circle into a virtuous circle, in order to be more supportive: by giving positive affirmations with their children, by helping them restoring healthy life habits, and by acknowledging the importance of connecting and sharing with them.

SESSION ACTIVITIES	TIME
1. Welcome and introduction	10 min
2. Supporting my child emotionally	30 min
3. Positive thinking	15 min
4. Energizer	10 min
5. Psycho-education tips about sleep and nutrition	25 min
6. Promoting quality time	20 min
7. Closing the session	10 min
	2 hours

Steps to Follow

1

WELCOME AND INTRODUCTION

Time: 10 minutes

Arrangement: one group

1. Welcome parents back and thank them for participating to this 4th session.

2. Ask them about the last session: “What do you remember from last session”?

3. Ask them about the home assignment: “Did you write the positive affirmations you wanted your child to see? Did you manage to tell them what you wanted them to hear? How did it go? Was it hard, easy? How did it feel?”

4. Present briefly today’s objectives.

Say: “Today, we are going to reflect and work together in order to identify and practice the best way to be emotionally supportive with our children. We have to keep in mind that working can be extremely hard for children, both physically and emotionally. So let’s figure out what are the best ways to support them on a daily basis”.

2

SUPPORTING MY CHILD EMOTIONALLY

Time: 30 minutes

Arrangement: small groups (4/5 persons)

RECALLING THE EXERCISE DONE DURING THE FIRST MODULE

1. Say: “During the first module, we did some exercises where you recorded your feelings regarding your responsibilities and how it made you feel that your child works, and the difficulties you might be facing if your child is not accepting your authority anymore Let’s take a look at the table we did and re-read it”.

As a parent, I think that my responsibilities toward my child are...	
I am/I feel (write the feelings) that my child has to work	
When my child is not respecting my authority, I feel...	

BEING SELF-AWARE OF OUR OWN EMOTIONS

2. Explain: “In order to be supportive and empathic, it is essential to be aware of how we feel as adults. Our emotional state determines our emotional responses. There is no shame in feeling the way we do, but it happens often that guilt, frustration, and anger can blind us and we then project on our loved ones. This can then lead to them feeling responsible and bad. This is what humans do sometimes to deflect their own bad feelings. Emotions can be channeled in a healthy way only if we are acknowledging them and not denying, dismissing, or pushing those feelings away. This process of accepting our feelings is called being mindful”

The vicious circle of interpersonal relationship



Resource Module 4, Slide 79

3. Show: “The vicious circle of interpersonal relationship”
(Resources Module 4, slide 79)

4. Explain the picture: “The problem is that frustration and anger feed frustration and anger. It’s a vicious circle. Because I feel frustrated/guilty/angry and project it on others, I feel frustrated and annoyed by them, so I tend to be harsh, aggressive, and sometimes authoritarian (I use strict discipline, dismissing the fact that the situation can be hard for them too). The reactions from others, especially in children and teenagers can be confrontation, rebellion, or a feeling of injustice (“I am the one working and providing, and in addition, my parents are giving me hard time, not recognizing that I am working hard and not very happy”). You might find yourself dealing with rebellious behaviors and having your authority questioned which can lead to more frustration and anger”.

ROLE PLAY (OPTIONAL)

Choose 2 parents. One will play a parent and the other will play a child.

Scenario: “The parent is tired because of the daily difficulties that the family encounters (daily struggle of finding enough money to eat, paying the rent, the bills and dealing with administrative difficulties). The child is coming back from outside, a little bit hyperactive and loud, making too much noise. The parent snaps back at the child, making harsh comments and telling him/her that he/she is creating only annoyance and he/she is not helping enough. The child finds the situation unfair because he/she is working a lot and doesn't have a lot of time to play or just rest. Parent and child start arguing. The parent ends up punishing the child for not participating enough and forbid him/her to go out again to play with his/her friends. Both end up really annoyed, upset and sad.

5. Ask: “But is there a way to change that vicious circle and be more supportive and empathic with our children?”

REMINDING WHAT EMPATHY IS

6. Say: “In the Parenting skills sessions, we have already talked about empathy”.

7. Ask: “Can anybody remember what Empathy means?” Let parents give their definition and recall for them this definition: “Empathy is the ability to understand and feel what another person is feeling”.

8. Ask : “What are the 4 steps of empathy?”

Let parents give their answers and recall them:

- Identifying how the other one is feeling
- Find/understand the reason for the feeling
- Honor (respect) the feeling
- Take actions

9. Show: “The virtuous circle of interpersonal relationship”

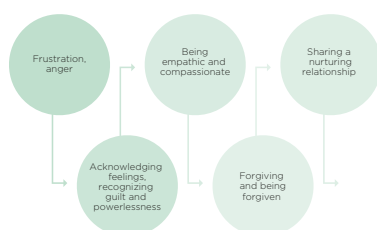
(Resources module 4, Slide 80)

10. Explain the picture: “As you might have understood by now, in order to support emotionally somebody (here, our children), we have first to acknowledge our own feelings, then to be able to understand what the others are feeling (to be empathic). By doing this, we can then be more compassionate (forgive and be forgiven), and not be afraid of saying that we care and love this person. This is how we build a nurturing relationship.



TIP: In between each step, give a little bit of time to parents so they can think

The virtuous cycle of interpersonal relationships



Resource Module 4, Slide 80

ROLE PLAY

Choose 2 parents. One will play a parent and the other will play a child.

Scenario: “The parent is tired because of the daily difficulties that the family encounters (daily struggle of finding enough money to eat, paying the rent, the bills and dealing with administrative difficulties). The child is coming back from outside, a little bit hyperactive and loud, making too much noise. He/she is asking to go out again to play more with his/her friends and is not willing to participate to the chore of the household as he/she should. Parent and child engage in a dialogue:

P: Can you come here for a second? Do you mind if we sit and talk for a second?

C: ... [Hesitant] ... No. Sure...

P: Ok so here is the situation. You just came back from outside, you're excited because you got to play with your friends, which is a good thing. But now what I am asking is a little bit of contribution from you, to help me dealing with your brothers and sisters, because I have a lot of things to do.

C: (complains) But I always take care of everybody. I work, work, work, or do boring things in the house! I can't even go to school! For once I just want to have fun and play with my friends!! You never understand me!

P: I do understand. I know we are asking a lot from you. And I understand how frustrating and tiring it can be for you, as you are already giving a lot for the family. And I thank you for that.

C: so can I go play outside?

P: What you also have to understand is that we are in a difficult situation. We need everybody to help. Do you think you can make a little extra effort today so I can focus on what I need to do?

C: yes, I think I can do that... (still not very happy)

P: I want you to know how much I love you and how proud I am for everything you're doing. Do know that we are trying our best here.

EXERCISE: LETTING GO OF ANGER THROUGH COMPASSION AND EMPATHY

11. Say: “We are now going to do a simple and short exercise that you can actually repeat on your own each time you feel annoyed, irritated, hurt, or frustrated by your family members and especially by your working children”

12. Follow the steps below:

a) Find a quiet place to sit. Relax for two minutes, breathing in



TIP: For some parents, this might still be a new and awkward experience. Encourage them to share those feelings even if they look weird to them

and out naturally. During each exhale, focus on the word “one.” Keep your arms, legs, and body still.

b) Identify a time in the past when your child hurt or offended you. Remember the episode.

c) Now think of your child’s bad behavior and how it annoyed you. But now, try to figure out if he/she had reasons to be angry, frustrated, tired, just the way you had your reasons sometimes to lose patience. Try to think about those reasons, the difficulties that your child may face every day.

d) Now try to genuinely wish that your child experiences something positive or healing. Even though it may be hard, focus your thoughts and feelings on giving a gift of mercy or compassion. Imagine that each time you feel angry or frustrated; you can replace this feeling by compassion and empathy, by feeling your child’s feeling and giving him love and attention instead.

13. Ask: “How do you feel now? Does anybody want to share his or her thoughts with the rest of the group?” Let the parents share their emotions with the group.

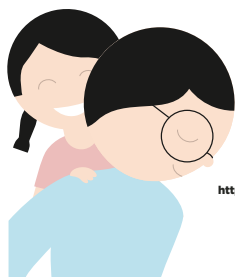
3

POSITIVE THINKING

Time: 15 minutes

Arrangement: whole group

The power of positive thinking



<https://youtu.be/pC4WTc3CT5w>

Resource Module 4, Slide 81

1. Show: the video “positive affirmations to your child” follow the link: <https://youtu.be/pC4WTc3CT5w>

(Resource Module 4, slide81)

2. Ask: “What do you think this father is doing with his daughter?” Ask the parents if they think it’s a good thing or if it can have a positive impact on his child.

3. Say: “Transforming harsh feelings into positive thinking is a powerful tool in supporting our loved ones. Every child needs to feel that adults are caring for and loving them. And sometimes, even if it’s obvious for you, they need to hear it from you. And if they hear it long enough, it starts to become a part of them”.

4. Ask the parents to stand up in circle and to hold each other’s hands.

5. Say: “Now, we are all going to shout, one after another, one positive thing that you want your child to hear from you. I can be “I love you”, it can be “you’re a beautiful person”, it can be “I

believe in you”, it can be “thank you for being in my life”. Shout it from the bottom of your heart!”

6. Let the parents shout their positive thoughts one after the other. Once the circle is done, clap all together and ask them to thank each other for this empowering moment.

4

PSYCHO-EDUCATION TIPS: SLEEPING AND EATING WELL

Time: 25 minutes

Arrangement: small groups (4/5 persons)

Matching game – sleeping needs



According to you, how many hours do children need to sleep, depending on their age? Link the appropriate answers

	
From 9 to 15 years old	12 to 15 hours a night
From 3 to 8 years old	7 to 8 hours a night
Between 0 and 3 years old	9 to 10 hours a night
Above 15 years old	10 to 12 hours a night

Resource Module 4, Slide 82

Matching game – sleeping needs

According to you, how many hours do children need to sleep, depending on their age? Link the appropriate answers

	
From 9 to 15 years old	12 to 15 hours a night
From 3 to 8 years old	7 to 8 hours a night
Between 0 and 3 years old	9 to 10 hours a night
Above 15 years old	10 to 12 hours a night

Resource Module 4, Slide 83

My child's sleeping habits

What are my child's habits before bed?	At what time is my child going to bed?	How does he sleep?	At what time does he wake up?	Average numbers of hours of sleep per night

Resource Module 4, Slide 84

GUIDELINE FOR BETTER SLEEP

1. Say: “Sleep is a very important factor in a child’s development. It’s determinant for well-being and intellectual functioning. Children having to work, as we said in the module 2, can get extremely tired because of a heavy work load. Therefore, an important thing you can do to support them, is to make sure they sleep enough and that the sleep quality is good”.

MATCHING GAME

2. Distribute: Matching game (Resources Module 4, slide 82,83)

3. Say: “Let’s start with a short game. It is a quiz to see how much you know about the amount of sleep a child needs. Connect the matching statements”.

4. Let the parents give their answers out loud and correct them if they are wrong.

5. Explain: “Children, especially young ones, need to sleep a lot! When a child is not getting enough sleep, the brain can’t develop properly (a lot of hormones are delivered during sleep and information is mainly processed by the brain during sleep). If he or she is too tired, the child can’t function intellectually or emotionally”.

EVALUATING MY CHILD’S SLEEPING HABITS

6. Hang on the wall: “My child’s sleeping habits” (resources module 4, slide 84) so the parents can see it and dispose the answers’ cards on it.

7. Say: “Now we are going to do a short exercise. You can see a table on the wall”.

My child's sleeping habits

 Playing with toys, playing with siblings, watching TV, etc.	 Reading books, listening to music, etc.	 Playing with a ball, playing with a dog, etc.	 Playing with a computer, playing with a tablet, etc.
19:00	20:00	22:00	23:00

Resource Module 4, Slide 85

My child's sleeping habits

 Sleeping light, not at all	 Sleeping soundly, not at all	 Sleeping soundly, not at all	 Sleeping soundly, not at all
4:00	5:00	6:00	7:00

Resource Module 4, Slide 86

My child's sleeping habits

 MORE THAN 10 HOURS	 8 TO 10 HOURS	 7 TO 8 HOURS	 LESS THAN 7 HOURS
------------------------	-------------------	------------------	-----------------------

Resource Module 4, Slide 87



TIP: Let the parents express their concerns or own difficulties (challenges in changing the habits, obligations...). Explain that this exercise aims to identify the patterns and to make them reflect about the importance of sleep and possible changes

My child's sleeping habits

 Sleeping light, not at all	 Sleeping soundly, not at all	 Sleeping soundly, not at all	 Sleeping soundly, not at all
4:00	5:00	6:00	7:00

Resource Module 4, Slide 94

What is in my child's plate?

 Water	 Juice	 Milk	 Soda
 Sandwich	 Pizza	 Burger	 Hot dog

Resource Module 4, Slide 88

What is in my child's plate?

 Soup	 Cereal	 Pasta	 Salad
 Rice	 Beans	 Lentils	 Quinoa

Resource Module 4, Slide 89

What is in my child's plate?

 Fruit	 Vegetables	 Grains	 Protein
 Dairy	 Nuts	 Seeds	 Herbs

Resource Module 4, Slide 90

8. Distribute the cards about “My child’s sleeping habits”.
(resource module 4, slide 85,86,87)

9. Say: “Now each of you will choose the cards showing best the type of sleeping habits of your child and put them on the board/wall” (where the answer table is displayed).

- The blue cards show the routine or habits before bed. (do they play with siblings/you, chill/cuddle, read, play with phones, computers, watch TV?)
- The orange cards show at what time they go to bed
- The green cards show the quality of their sleep. (do they sleep well, have a hard time falling asleep/have insomnia, nightmares, can’t sleep alone?)
- The turquoise cards show at what time they wake up.
- The red cards show your child’s average number of hours of sleep

10. Let the parents display the cards. Quickly you might see patterns appearing (similar cards).

11. Explain. Give the comments/facts/explanations to the parents depending on the patterns that appeared with the table
“Resource 4 – Exercise better Sleep, slide 94”.

A WORD ABOUT NUTRITION

12. Say: “We just saw how resting enough positively impacts your child’s well-being. Now, I wanted to add that scientific studies show more and more that what and how we eat is also very much linked to our emotions and well-being. Scientists call our digestive system “the 2nd brain”. Certain types of food are good for us, while others are bad or even harmful”.

13. Say: “We also discussed in the past modules that children need to eat regularly and in sufficient quantity in order to grow. But it’s not only the quantity that matters. Let’s first have a look at what your children eat”.

14. Distribute: “What is in my child’s plate?” (3 of each card per group), plastic plates and plastic cups (3 or 4 of each per group)
(resource Module 4, slides 88,89,90)

15. Explain: “You have plastic plates and cups in front of you and also some pictures of food. Use one plate per meal that your child eats in a day (for example one for breakfast, one for lunch,

on for dinner; or only 2 if he eats twice a day, or only one if he eats only once a day). In each plate, put the cards representing what he/she eats and in the cups, what they usually drink”

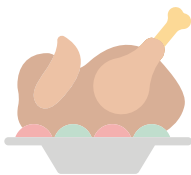
16. Give 5 minutes to the parents to complete the exercise.

17. Explain: “In everything we eat, there are some nutritional elements. On the principle, we need them all to have a balance diet: fat, sugar, protein, calcium, vitamins, fibers.... A balance diet help us to grow, to be and remain healthy (immune system), to think (our brain needs to eat too to function) and also to stay in a good mood!”

18. Put different plates in front of you, and you will place the following cards inside. Give explanations at the same time:



• **Fruits, vegetable,** fresh fruit juice, and salad: “they are essential to our diet. They are full of vitamins (to fuel our immune system so we don’t get sick) and fibers (help digest). We should eat at least 5 of them every day”.



• **Fish, chicken, meat cards:** “Those are important to get what we call Proteins. Proteins help building our body (muscles, organs). There are also a lot of proteins in eggs, and peas/beans [add cards]. When you can’t buy meat, chicken or fish, you can always compensate with eggs and beans.



• **Milk, yogurt, cheese cards:** Dairy products (products created out of milk) are very important for children because they are rich in Calcium. Calcium helps building bones and teeth and is important for breastfeeding women. If you can’t get cheese or yogurt, know that some vegetables are also very rich in calcium like spinach and cabbage.



• **Rice, pasta, bulgur, bread:** contain what we call carbohydrates. It’s basically sugar. Those types of sugar are good and necessary: they give us the energy that we need to function every day.



• **In the cup:** Water. An adult need to drink on average 1.5L of water daily. Know that soda or fruit juice doesn’t hydrate us as good as water, in addition of being full of sugar

19. Ask: “And what about chips, cookies, soda, chocolates, candy, pizza, burger and all the fast food? I see a lot of those in your children’s plates! Where do they fit and are they really that good?”

20. Explain: “You have to know that this type of food is full of bad sugar and bad fat: they don’t contain vitamins and, if they make us feel full, they actually don’t feed us properly. We say that they are not very nutrient: it means that they don’t cover our nutritional needs, they don’t bring enough energy to our body, causing fatigue and fragile immune system. In addition of not being very nutrient, scientific studies show that too much sugar in our diet impacts negatively our moods: it increases the risk of depressive feelings, mood swings and hyperactivity.

21. Conclude: “As much as you can, try to prevent your children to eat too much of these and try to give them alternative food: real fruits and vegetables, or more filling food (rice, bulgur). Try to ban soda, they are not of any use and incredibly full of chemicals and bad sugar”.

NOTE FOR FACILITATORS

Be sensitive about the reality of those parents’ lives. Most of them might have very limited budget to dedicate to food. An important message to give is that one doesn’t necessarily need a lot of money to eat well and balanced. Emphasize on the fact that processed food and industrial food cost actually more money than buying natural food that they can cook.

5

PROMOTING QUALITY TIME WITH YOUR CHILD

Time: 20 minutes

Arrangement: one group

1. Ask: “What is the common point shared by empathy, compassion, being emotionally supportive, and helping your child to restore good and healthy life habits?” Let parents give answers.

What your child needs



Connection



Communication
Asking & Sharing



Time and
Patience

Resource Module 4, Slide 91

2. Show: **Resources module 4 – slide 91** “What your child needs”. And say the words out loud, insisting on each of them: CONNECTION – COMMUNICATION – PATIENCE

3. Explain “Sometimes, we have a busy life, and your child might be busy as well, especially if he/she works. But what will make you a strong and supportive adult, what will help is the importance of connecting with him or her. And sometimes, we assume that living under the same roof is similar or sufficient. But it is not. Being physically present is different from being emotionally present.”

My resolutions

I would like to improve my relationship with my child(ren), my family by...	I would like to spend more quality time with my child(ren) by...	I would like to contribute to my child(ren)'s well-being by changing the following habits...

Resource Module 4, Slide 92

4. Ask them if they understand the difference and to share their thoughts (You can lead the conversation by asking, “do you think you spend enough quality time with your child? Do you feel that you often ask questions/have frequent conversations about how they are doing?”)

5. Distribute: “My resolutions” (Resource Module 4, slide 92) to the parents (one each)

6. Say: “This is our last exercise. With this table, you will make a quick list of the changes you would like to see happening in your relationship with your child, in the habits of the house in order to be more cohesive and more supportive with each other. It will be a sort of good resolutions/wish list.”

7. Give the parents enough time to think about their answers and encourage them to talk to each other. You can guide them with your own table containing some suggestions and examples.

6

CLOSING THE SESSION

Time: 25 minutes

Arrangement: small groups (4/5 persons)

A SHORT LOVING-KINDNESS MEDITATION

1. Say: “We are now about to finish this session. But before leaving, I wanted to do a short breathing exercise. It is what we call a “Loving-kindness meditation”. I will ask you to settle into a comfortable position and to relax. While keeping your eyes closed, you will follow my voice. Are you ready?”

Step1 “Take a deep breath and release. For a few moments, just focus on your breath and clear your mind of worries. Notice when you are breathing in and breathing out. Let yourself experience and be aware of the sensations of breathing. (Let them deeply breathe for a little while.)

Step2 “Now, picture someone who is close to you, someone towards whom you feel a great amount of love. Notice how this love feels in your heart. Perhaps you feel a sensation of warmth, openness, and tenderness.

Step3 “Continue breathing, and focus on these feelings as you visualize your loved one. As you breathe out, imagine that you are extending a golden light that holds your warm feelings from the center of your heart. Imagine that the golden light reaches out to your loved one, bringing him or her peace and happiness.

Step 4 “Now, repeat after me these phrases:

- May you have happiness (let them repeat).
- May you be free from suffering (let them repeat).
- May you experience joy and ease (let them repeat).
- May you have happiness (let them repeat).
- May you be free from suffering (let them repeat).
- May you experience joy and ease (let them repeat).

Step5 Refocus on your breathing and this warm light. Remember that you are always carrying this love and kindness with you”

FEEDBACK

2. Say that today’s session is finishing and you would love to hear about what they thought.

3. Ask:

- What did you learn?
- How do you feel about it?
- What did you like the best?

4. Ask them if they have any other questions that they might not have had the opportunity to ask.

Home assignment

5. Say: “Education is a powerful weapon to fight child labor.

Before we meet next time, I would like you to list all the difficulties that you, as parents, know about or are facing in schooling your child. It can be difficulties due to context, it can be difficulties inside school. Please think about all the factors that are not helping your child to go to school”.

Closing and preparation for next session

6. Thank them warmly for their participation, that you value their stories and tell them how important those are in this training.

7. Present them briefly the next session. Say: “Next time, we will discuss about how we can learn about the support available outside of the house and how to build community support for children who have to work”.

Session 5:

PROTECTING CHILDREN WITHIN THE COMMUNITY

Parenting session summary

Duration: 2 hours



Objectives

By the end of this session parents will be able to:

- Find ways to address the difficulties their child encounters at school or in accessing school (enrollment, bullying, language, attitude of the teachers...)
- Identify the resources around them – “Create my community mapping”
- Make a checklist to help parents assessing their child’s well being



Materials Required

- WFCL Curriculum for parents
- Resource for facilitator Module 5
- Handout for parents Module 5
- Attendance form
- Flipchart and colored permanent markers, if available
(if not, paper and pens), cello tape
- Inflatable balloons
- Some music on your phone or any device (Dabkeh) + ideally a sound system



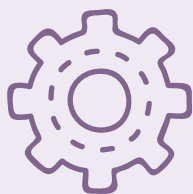
Preparation Required

- Read through all of the materials for this session.
- Print out “The way to school” empty board game format A3 (1/group).
Resource Module 5, slide 103
- Print out “The way to school cards”. Resource Module 5, slide 100,101
- Print out “community mapping cards”. Resource Module 5, slide 104-107
- Make copies of the handouts 5 and give one to each parent at the end of the session.
- Arrange for a space that is conducive to learning and free of interruptions.
- Encourage interaction with parents.



Attendance

The date and place of the session must be written on the Attendance Form. Each parent must sign the Attendance Form with his/her name, age and sex. If caregivers don’t know how to write, explain that a simple squiggle on the sheet will suffice as a signature. All parents are encouraged to attend all 5 sessions together, because parenting is a shared responsibility. Indicate if there is someone else attending with a parent or parents (such as a child or other family member).



Session Overview

During this session, the facilitators are going to help parents to identify and organize the different types of support they can get outside of the household. They will do their own community map.

SESSION ACTIVITIES	TIME
1. Welcome and introduction	10 min
2. My child and school	30 min
3. Energizer	10 min
4. Community mapping	30 min
5. Energizer	10 min
6. Assessing my child's well-being	20 min
7. Closing the session	10min
	2 hours

NOTE FOR FACILITATORS

For this session, you have to do your homework! The key to this session's success is to have a clear and ready service and community mapping. Before the session, make a list of services available regarding:

- Health /Mental Health Psychosocial services (PHCs, specialists, psychologists/ counselors, Community centers for youth, adults, children)
- Legal support + a quick summary of the administrative procedures they might need to do in order to access certain aid and support
- Basic needs, SNF, food, clothing, shelter...
- Access to education (education kits, after-school programs, tutoring)

The ideal would be to prepare a small leaflet for the parents, with the names, locations, and contacts of the organizations you listed.

Steps to Follow

1

WELCOME AND INTRODUCTION

Time: 10 minutes

Arrangement: one group

1. Welcome parents back and thank them for participating to this 5th session
2. Ask them about the last session > “What do you remember from last session”?
3. Present briefly today’s objectives. Say > “Today, we are going to discuss the support available outside of the house and how to build community support for children who have to work”.

NOTE FOR FACILITATORS

Don’t ask them yet about the home assignment. They will be using it during the first activity.

2

MY CHILD AND SCHOOL

Time: 30 minutes

Arrangement: 4 groups

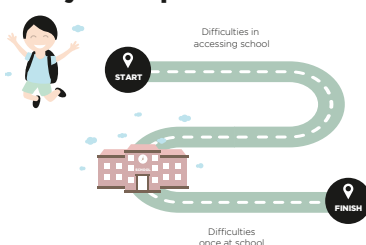
SHORT POLL

- 1. Ask :** “Among you, who has a child who...?”
- Is going to school on a regular basis?
 - Is going to school on a regular basis and having to work besides?
 - Would like to go to school but cannot?
 - Doesn’t want to go to school?

UNDERSTANDING THE PARENTS’ OPINION REGARDING SCHOOL

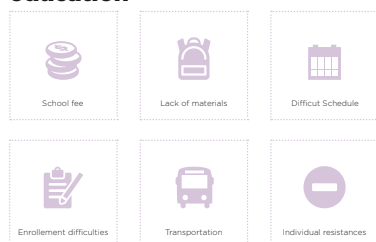
- 2. Ask:** “First we would like to have your personal opinion regarding school. Can you please tell us why, according to you, school is a good thing or why it is not”?
- 3.** Draw 2 columns on the flipchart (Pros/cons) and collect parents’ opinions.

Going to school: a way full of pitfalls



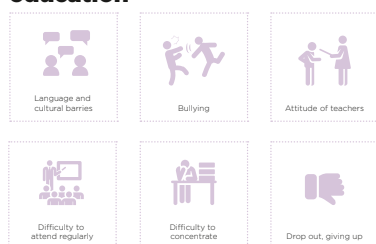
Resource Module 5, Slide 103

Cards: difficulties in accessing education



Resource Module 5, Slide 100

Cards: difficulties in accessing education



Resource Module 5, Slide 101

The Way to school

CHALLENGES	EXPLANATIONS
School fees	Difficulty to pay for registration fees
Lack of materials	Can't afford or don't have books, notebooks, pens, bags, or appropriate clothing
Difficult schedule	The school schedule doesn't match with the working hours. The child can't do both working and going to school and privileges an income-generating activity
Transportation	Can't afford paying for transportation to go to school, no transportation available
Individual resistances	The child doesn't show any interest/refuses to go to school, prefers being independent, fears failure or rejection from other children. Parents refuse to send the child to school because they want him/her to work, they don't see the interest of education
Language and cultural barriers	The child doesn't understand well the language spoken at school, there are cultural differences between the child and the classmates that are preventing or slowing down social integration
Bullying	The child is bullied at school by other children or often engages in aggressive behaviors, fights with others
Attitudes of teachers	The teachers are not making any efforts to integrate and help the child. They can be mean or can humiliate, segregate the child. Teachers are physically or verbally aggressive toward the child
Difficulty to attend regularly	The child has hard time going to school everyday (because of work or resistances from the family), slowing down his/her academic progression and social integration
Difficulty to concentrate	The child is too tired/tired and has hard time focusing, memorizing and concentrating during class. It makes the acquisitions difficult and difficulties to stick with the rest of the class
Drop-out, give up	The challenges are too high, too big, resulting in the child giving up and dropping out of school

Resource Module 5, Slide 102



TIP: Be well-prepared: research before the session all the actors, organizations, regulations, etc. that might be useful and relevant. You can even prepare a small leaflet.

4. Say: “We hear the positive and the negative arguments. And we also know that for children, getting enrolled or attending school can be challenging”.

GOING TO SCHOOL: A PATH FULL OF PITFALLS

5. Say: “Last session, I asked you to list all the difficulties that you, as parents, know about or are facing, in schooling your child (difficulties due to the context or inside school). Now we will do a small exercise, based on your findings.

6. Ask the parents to give the answers they found and write keywords on the flipchart.

7. Distribute: “empty sample of the board game A3 format (Resource Module 5, slide 103) and one set of cards per group (slides 100,101)

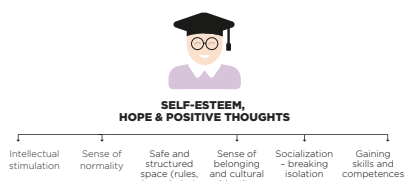
8. Explain: “Place the cards on the path. Some difficulties are encountered “on the way to school” (difficulties in accessing education) and some others are difficulties faced while being at school. Once placed on the board game, give details or specific examples for each card”. The facilitator can use the table in the resource “The pathway to school” to help the parents in finding examples. (Resource Module 5, slide 102)

ADDRESSING THE DIFFICULTIES THAT MY CHILD MIGHT ENCOUNTER IN ACCESSING EDUCATION

9. Say: “Now that we have identified some of the difficulties we face and have a better understanding, let’s start thinking together how we can possibly address each of them”. Allow parents extra time to share and think in small groups, about ways to address difficulties. They can write down their ideas on the other side of each card.

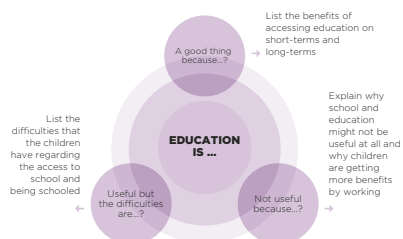
10. Debrief in plenary. Discuss all the ideas that they found and share useful information with them such as: regulations regarding access to education for refugees, the enrollment process, and organizations providing education kits or providing incentive for

What does education provide in crisis contexts?



Resource Module 5, Slide 97

Education: confronting opinions and reflecting...



Resource Module 5, Slide 96

Education is the most powerful weapon against...

- Physical Harm
- Separation From Families
- Alcohol And Drug Use
- Gender Based-violence
- Military Recruitment
- Child Labor - Exploitation

Resource Module 5, Slide 98

transportation, and organizations providing after-school tutoring programs.

RECALL: THE POWER OF EDUCATION

11. Ask: “Why do you think it is so important and why are we insisting so much about school? Can you tell us about the benefits of school for children?”

12. Debrief in plenary and write down key-words on the flipchart

13. Show: “What does education provide in crisis context (Resources module 4, slide 96, 97)?

14. Explain the picture and outline the benefits of education. Explain that while children are at school and developing their cognitive, social, and emotional abilities, they are also protected from the various threats that we have already talked about

15. Show: Education is the most powerful weapon against...”
(Resources module 4, slide 98)

3

ENERGIZER: BLIND COMMUNICATION

Time: 10 minutes

Arrangement: whole group

1. Say: “Time to relax and laugh a bit!”

2. Explain:

- Form lines of 5 or 6 people in single file. Everybody will close their eyes except the last person of the line who will be transmitting directions without words.
- Each leader with his team will have to find a non-verbal code to indicate the directions to follow. For example: the number of taps on the head indicates the number of footsteps, and the tap of the shoulders indicates the direction – left or right...Then each person of the line will have to transmit the information until the first one of the line (the one who is leading).
- Set a goal to reach in the room (the opposite door, a window, the flipchart) for each team. They have to avoid the obstacles in the room (chairs, tables). The first team reaching its target wins.

4

COMMUNITY MAPPING

Time: 30 minutes

Arrangement: small groups (5 persons)



TIP: Before starting this exercise, make sure that you have all the information you need



TIP: Make sure they understand the purpose and the definition. Encourage them to ask questions

1. Say: “Last time we discussed ways to be supportive to your child. Today we will reflect together on finding out how the community can be a great help as well. We are going to build your community map”.

2. Ask: “Do you know what a community mapping is and what is its purpose?” Let the parents give their answers; write down key-words

3. Explain: “A community map highlights people, physical structures, organizations, and institutions that can help you improve your quality of life and contribute to your well-being. While doing community mapping, you will identify the community assets. It basically answers the question: “who can help me to fix this specific problem?”.

4. Distribute: a large white sheet (from the flipchart) and the “Community mapping cards” (**Resources module 5, slides 104-107**) (each group will have several copies of each card; there might be several actors doing the same things

5. Explain the process

Step1 :Parents in small groups will draw their community map on the paper sheets. They will tape the first card “My home/my family” in the center of the paper adding on the other side of the card the composition of the family household and any relevant information concerning the members (age-range, specific issues –disabilities...).

Step2 : show them each card and explain what they represent. You can use the table of definition for the community mapping (it gives examples and samples of questions.)

Step3 : Ask them to draw their community map, and to place the different cards they received (they will use the ones that are relevant for them). They will be discussing and sharing information among their group. Ask them to try, for each card, to answer the “3Ws” (Who is doing What Where: the name, what they do and where they’re located). Go from table to table and

Community mapping



Resource Module 5, Slide 104

Community mapping

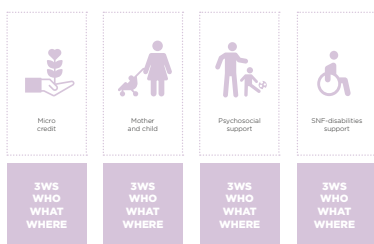


Resource Module 5, Slide 105

Community mapping



Resource Module 5, Slide 106



Resource Module 5, Slide 107

ask them if they need help.

Step4 : You will now gather the ideas and work from the different groups, as well as adding your own input and details by drawing a general community map. For each card you present, ask the different groups what they wrote, found out, and their comments, doubts, etc. You now have a comprehensive and complete community map that should be matching with the leaflet or document that you prepared beforehand, gathering all the relevant and useful actors/contacts. Tell them the leaflet/ document will be available in the handouts.

NOTE FOR FACILITATORS

Explain that community support is a network: movements going back and forth. It's alive, fragile in a way, and it has to be maintained and strengthened all the time. The relationships they have with their neighbors, relatives, friends, and acquaintances can be developed and strengthen all the time. Encourage them to talk, share ideas, create initiatives, engage, and meet for formal or informal gatherings. Encourage them to join FORCES!

6. Conclude and recall: "Knowing your rights and knowing the actors who can help you dealing with this crisis situation is essential in order to become more resilient and cope with the daily difficulties. Building a strong community network is also critical. Don't forget that you are not alone and that some people do care for you."

5

ENERGIZER: GET RID OF THE NEGATIVE

Time: 5 minutes

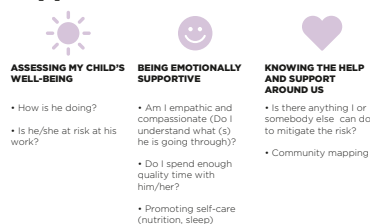
Arrangement: small groups (4/5 persons)



TIP: For illiterate parents: offer tactfully to write for them or propose them to draw what their ideas

- 1. Say:** "Let's relax and laugh a bit! I will now handout balloons and permanent markers. Blow up the balloons and write or draw on the balloons with the permanent markers the things, emotions, or habits that you would like to get rid of! Once you're done, give a little prayer, and pierce the balloons by saying "I want to get rid of...!" Then say out loud what you would like to replace them with".
- 2.** Let the parents stand up, be playful and encourage them to be a bit dramatic.

My child works: how can I be supportive?



Resource Module 5, Slide 109

together (identifying people and services who can help and support us), the Well-being scale (how is my child doing) and the risk scale (are there important things I should know about my child's working conditions).

Ask: "Can anybody summarize the 3 important things I can do to support my child?" Let the parents give answers.

9. Show: "My child works: how can I be supportive?" (**Resources Module 5, slide 109**)

10. Recall: "There are 3 important steps that you, as a parent, can do in order to support your child in the best way possible:

- **First - by assessing how your child is doing.** Ask yourself the following. Does my child look happy? What does my instinct as a parent say? Take a look at the well-being scale from time to time and ask yourself if what you are seeing at home is normal (or has become) normal?

- **Second - by being supportive emotionally** as much as possible. Ask yourself the following. Am I empathic and compassionate with my child, do I take the time to talk, connect, share, and listen to him enough? Does he sleep and eat enough?

- **Third - by keeping your community map updated** and sharing it with your family. Your children, spouse, and neighbors could all benefit from this information, so share it, talk about it, use it! And make sure to have updated information.



CLOSING THE SESSION

Time: 10 minutes

Arrangement: one group

FEEDBACK

1. Say: "Today's session is finishing and that it is also the end of our 5 modules together. I would love to hear your thoughts about the whole process".

2. Ask:

- "What did you think about the sessions in general?
- What did you learn?
- How do you feel about what you learned?

- What did you like the best?
- Do you have any other questions that you might have not had the opportunity to ask?

CLOSING WITH MUSIC

3. Thank them warmly for their participation, that you value their stories, and tell them how important those are in this training. Wish them the best things for the future, hopes and wish them great moments with their families. Remind them that, in difficult moments, family is often our first source of resilience.

4. Tell them that what they shared together as parents was intense, and that they need to continue dancing on the same music to keep the bond alive! Put some Dabkeh music on and initiate a dance with them, as a nice and lively closure!



**BUILDING
A SAFER
AND BRIGHTER
FUTURE FOR
OUR CHILDREN**

Handouts For Parents

Session 1:

PERCEPTIONS AND PERSPECTIVES

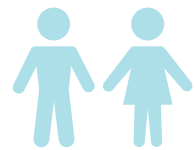
SESSION ACTIVITIES	TIME
1. Welcome, introduction and ice-breaker	15 min
2. Understanding roles and responsibilities of parents	15 min
3. From being responsible to becoming financially dependent	15 min
4. Energizer: creating the good vibe	5 min
5. Disrespect and problem of authority	10 min
6. The tree of Life: confronting reality and hopes	30 min
7. Cultural norms and expectations regarding work (age and gender)	20 min
8. Closing and home assignment	10 min
Closing the session and feedback	2 hours

Objectives

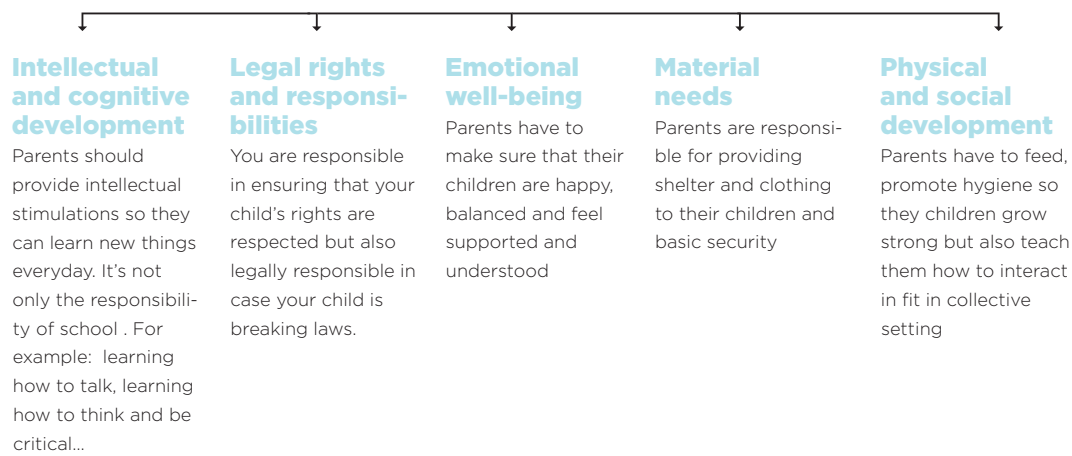
By the end of this session parents will be able to:

- Share their perceptions regarding child labor and confront reality, hopes, and dreams
- Identify and explain their responsibilities towards their children
- Reflect critically on cultural and social norms and expectations (age and gender within work)
- Reflect on their perceptions regarding education and explain its importance

YOUR ROLE AND RESPONSIBILITIES AS A PARENT



As a parent, I am responsible for my child's...



ACKNOWLEDGING MY FEELINGS

In this first module, we did an exercise where we asked you to choose 2 words describing how you feel or would feel if you were financially dependent of your children.

What were those 2 words?

We also complete a table. Please copy what you answered in the following table. We will use it in the following modules.

As a parent, I think that my responsibilities toward my child are...	...
I am/I feel (write the feelings) that my child has to work	...
When my child is not respecting my authority, I feel...	...

THE TREE OF LIFE



Draw your Tree of Life

The roots represent where you are from and who you were as a child: what were your duties, your dreams, the values that you believed in?

The trunk is your reality today as an adult and a parent: what does your daily life look like?

The branches, the leaves and the fruits are your future: some branches and fruits might not be good (they are your fears), but some others are beautiful and you want them to grow bigger (they are your hopes and your dreams)

<http://www.repssi.org/tree-of-life/>

(Resource module 1 slide 8)

CULTURAL EXPECTATIONS AND SOCIAL NORMS

Sometimes, we think that things are normal or fair because this is what we are told to do (by family, by society, by culture, by habits). As soon as we find it normal, we stop questioning if it's fair or good for us. And once we convince ourselves that something is good for us (even if it's not), it stops us to be empathic and to be emotionally supportive to others. During the session, we discussed together about the different types of expectations depending if you are a man, a woman or a child. You will find in the table below some of the prejudices and common social norms:



Man Should:

- Be the providers?
- Be respected by women and children?
- Be strong?
- ...



Woman Should:

- Take care of the household (cook, clean, raise children)?
- Not discuss the authority of the father?
- Be respected by their children?
- ...



Children Should:

- Respect the authority of their parents?
- Do what they are told to?
- Play, enjoy their childhood, learn go to school?
- Contribute to the household by doing any jobs?

(Resource module 1 slide 15)

HAVE YOU HAD MANY THOUGHTS ABOUT THE STATEMENTS ABOVE?

HOME ASSIGNMENT - BEFORE THE NEXT SESSION, I HAVE TO:

Session 2:

WHAT IS CHILD LABOR AND ITS FORMS

SESSION ACTIVITIES	TIME
1. Welcome and introduction	10 min
2. Learning about Universal Rights of Children	30 min
3. Energizer: juggling with our daily duties	10 min
4. Definition, laws and regulations	45 min
5. Closing the session	15 min
Closing the session and feedback	1 h 50 min

Objectives

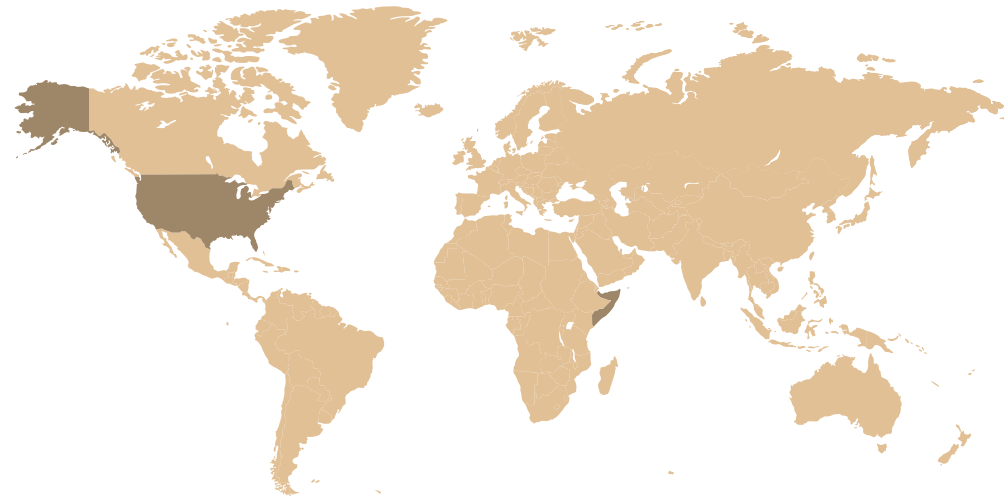
By the end of this session parents will be able to:

- Identify and know universal child rights
- Understand National Lebanese Child Labor laws and regulation
- Identify the different forms of child labor

LEARNING ABOUT CHILDREN'S UNIVERSAL RIGHTS

All children, all over the world are entitled to be protected from harm, listened to by their parents and government and provided with education, good health a safe home and time to play. These rights are all written in the United Nations Convention on the Rights of the Child (UNCRC) and each right is called an 'article'. Here are the countries parties of the convention. As you can see, almost all the countries in the world signed the convention. That's why we can talk about universal child rights.

Countries parties of the convention of the Rights of the Child



“The child is recognized, universally, as a human being who must be able to develop physically, mentally, socially, morally, and spiritually, with freedom and dignity.”

Resource Module 2, slide 17

The Declaration of the Rights of the Child

- 1.** The right to equality, without distinction on account of race, religion or national origin.
- 2.** The right to special protection for the child’s physical, mental and social development.
- 3.** The right to a name and a nationality.
- 4.** The right to adequate nutrition, housing and medical services.
- 5.** The right to special education and treatment when a child is physically or mentally handicapped.
- 6.** The right to understanding and love by parents and society.
- 7.** The right to recreational activities and free education.
- 8.** The right to be among the first to receive relief in all circumstances.
- 9.** The right to protection against all forms of neglect, cruelty and exploitation.
- 10.** The right to be brought up in a spirit of understanding, tolerance, friendship among peoples, and universal brotherhood.

Resource Module 2, slide 18

WHAT IS CHILD LABOR?

Child Labor Involves At Least One Of The Following Characteristics:

Violates a nation's minimum age laws

- It means that a country defines a minimum legal age to work. If children are younger than this defined age, they are not allowed to work. This legal age varies from one country to another.

Threatens children's physical, mental, or emotional well-being

- It means that children who have to work are more vulnerable than adults. Working can have a negative impact on their physical development, they can also be injured. Also children often do hard jobs or in difficult contexts and conditions, where they can be very unhappy.

Involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities

- It means that children who are working are more exposed to severe forms of exploitation. Sometimes they are not even paid for the hard work they do, or forced to pay back loans. Sometimes their jobs are related to illegal activities, like growing hashish for example.

Prevents children from going to school

- When a child works, he might not have time to attend school, or not regularly. When working is an obstacle to education, it compromises the chances a child has to build a better future for himself.

Uses children to undermine labor standards

- Almost all the time, children are paid less than adults for the same type of job. As a consequence, employers are more tempted to hire children. It also gives a wrong value to the work done and in the future adults are less likely to receive fair salaries.

WHAT IS LEGAL IN LEBANON AND WHAT IS IT NOT?

Type of work – under Lebanese law

PROHIBITED:

- **Domestic** work, **street / road** work, **sleeping/residing outside home**
- **Mines** (coal), **gambling/betting**, **funerals / burial**
- Activities needing **personal protective equipment**
- Exposure to **carcinogens**, substances that may cause infertility/birth defect

AGE 16:

- **Agriculture** (inc. family farms) requiring: operating tractors/machines; using pesticides, contact with poisonous plants, heights, sharp tools, > 4 hours work
- **Building:** Any work in building and the supply of electricity, gas and water.
- **Mechanics** and blacksmiths
- **Factories** manufacturing tiles, rocks etc.
- **Production industries** with +20 staff
- **Hotels, restaurants**, internet cafés and trade (exchange of currency)
- **Transportation**

- **Cleaning and working with waste** / sewage
- Night shifts between 7 pm and 7 am
- Working more than 6 hours a day

AGE 13: Light work (not defined)

Resource Module 2, Slide 25

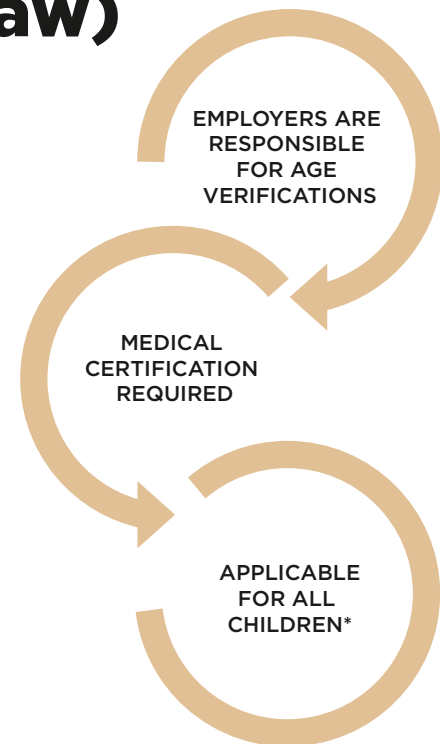
Working Hours (under Lebanese law)



No work between **7pm and 7am**

Maximum 6 hours in a row
with 1 hour rest after 4 hours

13 hours rest between
2 work periods



*Labour Code 1946

Resource Module 2, Slide 24

OUR POETIC END OF SESSION

Victor Hugo - Melancholia (1856)

Where are all those children going? None of them is laughing.
 Those sweet pensive beings, depleted by fever?
 Those 8 year-old girls wandering alone?
 They are going working, 15 hours under the stacks,
 They are going, from dawn to twilight, doing eternally
 In the same jail, the same movement.
 Crouching under a dark machine's teeth,
 Hideous monster shewing who knows what in the shade,
 Innocents in slavery, Angels in Hell,
 They are working. Everything is iron.
 They never stop, they never play.
 And how pale they are! Ashes are on their cheeks.
 The sun is not even up yet, they are already so tired.
 They don't understand anything to their fate, Halas!

They seem to tell God: "We are so small,
Father, look at what Men are doing to us!"
Odious servitude imposed to children!
Rachitic! Work whose suffocating breathe
Undoes what God did; Work that kills
Beauty on the faces and thoughts in the hearts.
Bad work that takes the tender age in its claws,
That produces richness by creating misery.
Who uses a child as a tool?
Progress about whom we are asking: "where is it going?
What does it want?"
That breaks blossoming youth and gives, finally,
A soul to a machine and takes it away from men.

MY PERSONAL THOUGHTS ABOUT SESSION 2

HOME ASSIGNMENT - BEFORE THE NEXT SESSION, I HAVE TO:

Session 3:

IMPACTS AND CONSEQUENCES OF CHILD LABOR ON CHILDREN'S LIVES

SESSION ACTIVITIES	TIME
1. Welcome and introduction	10 min
2. Is work that is safe for adults also safe for children?	30 min
3. Harmful effects of child work on the development and health	30 min
4. Energizer : a game from your childhood	10 min
5. Psychological and cognitive negative effects of child labor	30 min
6. Closing the session	10min
	2 hours

Objectives

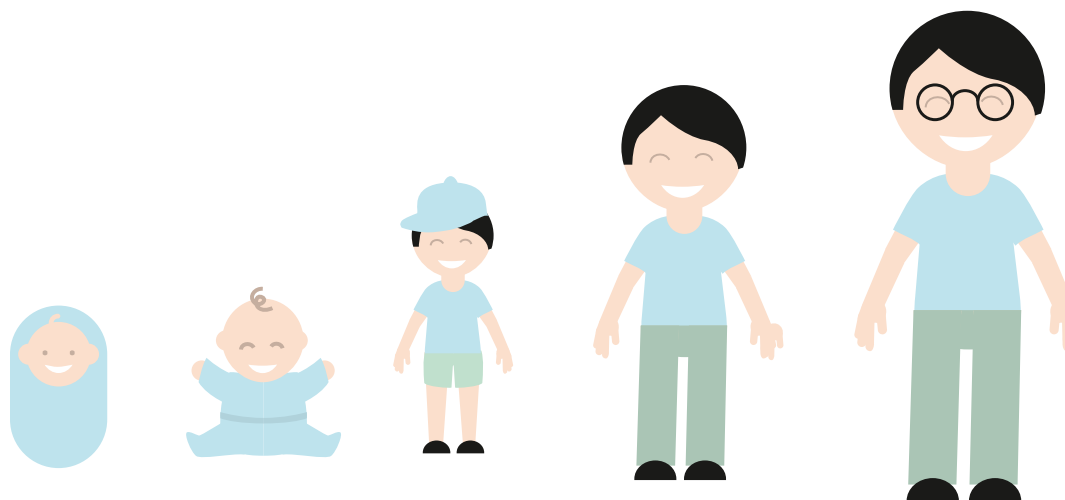
By the end of this session parents will be able to:

- Identify and know universal child's rights
- Review laws and regulation regarding child labor in Lebanon
- Identify the different forms of child labor

PHYSICAL DIFFERENCES BETWEEN ADULTS AND CHILDREN

As you understood during the session, children and adults are physically very different. Children are more vulnerable and are still in a phase of intense development. Working can then have a major and negative impact on the way they grow.

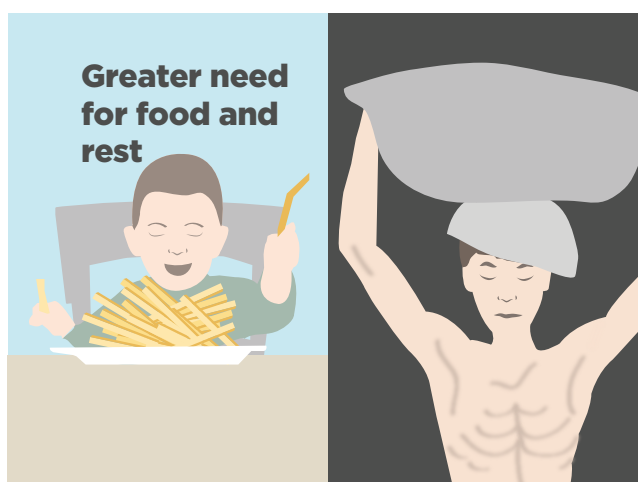
Below you will find reminders of the major differences and why it has an impact on their development.



Resource Module 3, Slide 58

CHILDREN'S NEEDS

WHY IT MIGHT BE A PROBLEM WHEN THEY WORK?



Resource Module 3, Slide 60

Greater Need for Food and Rest

Children need regular and healthy food intakes every day, as well as long hours of sleep (10 to 12 hours before the age of 10).

Long hours of strenuous work pose a greater risk for children than adults. They are vulnerable to malnutrition from inadequate food intake, and suffer fatigue more quickly. Fatigue, in turn, contributes to an increase in accidents and disease.



Resource Module 3, Slide 61

Rapid Skeletal Growth

Children double their size within a couple of years! Their skeleton and muscles grow incredibly rapidly until their puberty.

Due to rapid bone growth and development through adolescence, heavy lifting can be linked to skeletal damage, impaired growth, and increased risk of future injury.



Resource Module 3, Slide 62

Development of Organs and Tissues and higher Chemical Absorption Rates

Children and adults are both vulnerable to certain type of chemical products. But children are smaller and lighter and a greater proportion of the chemical is likely to accumulate in the child's body, with a greater chemical concentration in the blood and tissues.

Certain types of work expose directly the child to very harmful chemicals and toxic products. It is especially true in agriculture, when they have to spray fertilizers or in mechanics and construction, where they use paintings and other chemicals for engines. The work place might not be a very healthy and clean environment for children.

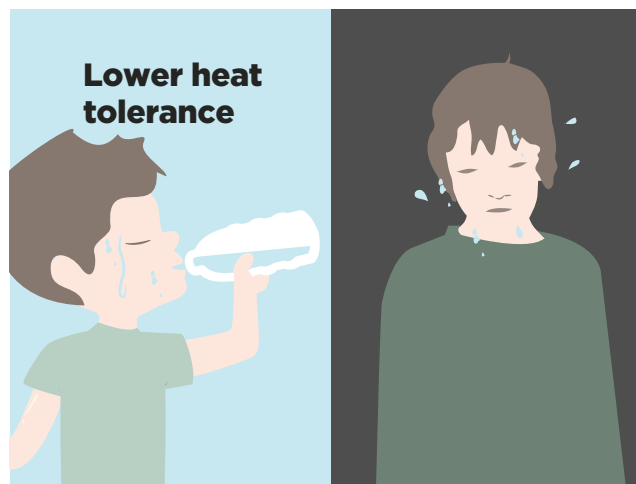


Resource Module 3, Slide 63

Greater Risk of Hearing Loss

Children ear drums are much more sensitive than adults'. And if they are damaged, it is irreversible (it means they don't heal).

Studies on noise exposure among adult and young workers show that young workers are more susceptible to induced hearing loss. Workplace noise standards designed for adults may be inadequate for children.



Resource Module 3, Slide 64

Lower Heat Tolerance

Children suffer more easily from temperature changes than adults. They need to drink water regularly to remain hydrate because their sweat glands are developing; and they need warm clothes in the cold because they don't stock warmth like adults do.

Workplace heat standards that are adequate for adults may cause temperature stress in children (hyper or hypothermia). For example, if is very hot, or if the child works outdoor during summer, he risks dehydration. Or working all day long outside when it's cold without proper clothes might lead to hypothermia.



Resource Module 3, Slide 65

Child's Size vs. Work Equipment

Children are obviously smaller in size than adults. We can easily find regular fitting clothes for them. But because children are not supposed to do certain jobs, it is impossible to find adequate protection gear for their size.

When work methods, tools, and equipment are designed, children's physical proportions are not considered. Too big equipment doesn't protect efficiently and might be more tiring to handle (large helmets, large gloves). so the risk of injuries because of ill-fitting tools and safety equipment is greater.



Resource Module 3, Slide 66

Developing Ability to Assess Risks

It's hard for children to judge if a situation is dangerous or harmful for them, because of a lack of experiences. While an adult learnt what may harm him, a child might simply not realize he is at risk. The ability to assess potential risks and make decisions about them increases through adolescence, with important transitional periods at about 11-12 years and again at 15-16 years of age. Combined with inexperience, this can be an important factor in injuries

WHY DO YOUNG WORKERS HAVE MORE ACCIDENTS THAN ADULTS?

- Surveys in 26 countries, by the International Labor Organization (ILO), found that almost one in four economically active children suffered injuries or illnesses while working.
- Studies in the United States find that working youth appear to have injury rates almost twice as high as adult workers. Among injured young workers in the U.S., 16-17 year olds and adolescent males appear to suffer the highest number of work-related injuries.

Below you will find the most common reasons of injuries among working children:

Intensive work, tiredness

Inadequate training and supervision

Exposition to chemicals

Inexperience

Poverty

Resource Module 3, Slide 68

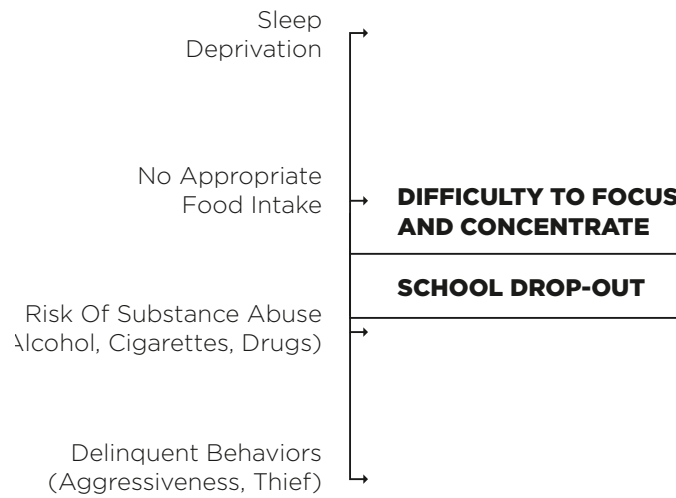
WHAT ARE THE MAIN RISKS THAT A CHILD WHO WORKS IS EXPOSED TO?

	TYPE OF TASKS	DANGERS
AGRICULTURE	<ul style="list-style-type: none">• Harvesting• Preparing the ground for planting• Cultivate• Store/package merchandise• Driving tractors /operating machines	<ul style="list-style-type: none">• Use of pesticides and fertilizers containing high level of toxic chemicals (mixing, spraying)• Handling poisonous plants (tobacco)• Climbing tree or ladders• Bending• No safety precautions (masks, gloves)• Heavy charges to lift• Work in the heat• Recall: "Agriculture is among the most hazardous occupations in the world (50% of fatal workplace accidents)"
CONSTRUCTION /MECHANICS	<ul style="list-style-type: none">• Repair, mechanical work• Car painting• Metal work (aluminum, iron)• Sanitary installation	<ul style="list-style-type: none">• Industrial sites lacking adequate infrastructures• Obsolete technology• Unsafe tools• Machineries• Use of hazardous substances or material (inflammable, explosive)• Long days of work leading to fatigue and increase mistakes, no appropriate training or protection equipment• Lack of clean water, sanitary
STREET WORK	<ul style="list-style-type: none">• Begging• Selling items• Shoe shining• Garbage collection• Pulling carts	<ul style="list-style-type: none">• Aggressions - physical assaults• Traffic accidents• Rapt/forced enrolment• Sexual violence

Resource Module 3, Slide 70

PSYCHOLOGICAL AND COGNITIVE NEGATIVE EFFECTS OF CHILD LABOR

The consequences of working for a child are not only physical. There are many harmful side effects that impact his emotions and his psychological well-being. Studies show that high intensity work over



Resource Module 3, Slide 77

As you can see, the risk of dropping school or developing aggressive and delinquent behaviors is increased significantly, as well as the risk of substance abuse

MY PERSONAL THOUGHTS ABOUT SESSION 3

HOME ASSIGNMENT - BEFORE THE NEXT SESSION, I HAVE TO:

Session 4

PREVENT, MITIGATE AND DECREASE THE RISKS OF CHILD LABOR

SESSION ACTIVITIES	TIME
1. Welcome and introduction	10 min
2. Supporting my child emotionally	30 min
3. Positive thinking	15 min
4. Energizer	10 min
5. Psycho-education tips about sleep and nutrition	25 min
6. Promoting quality time	20 min
7. Closing the session	10 min
	2 hours

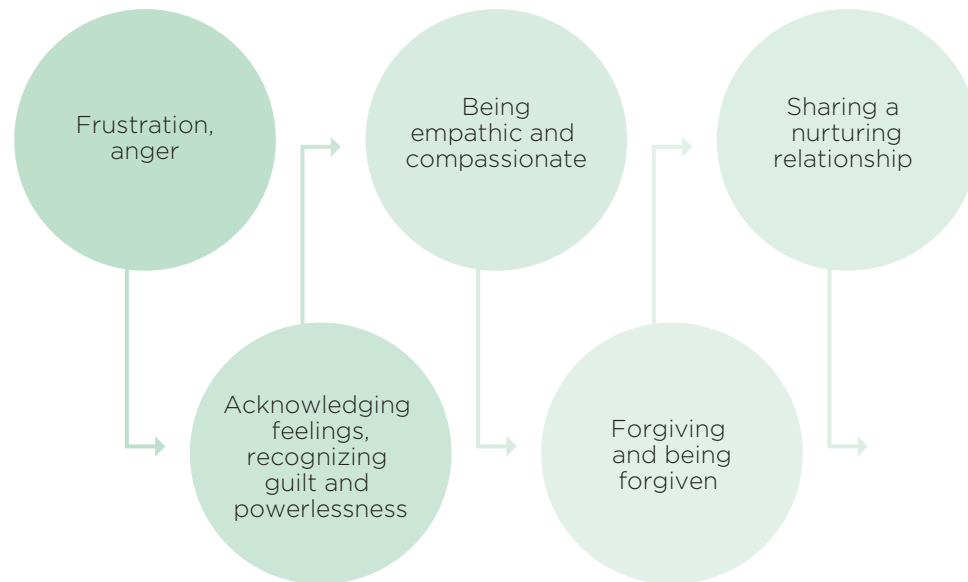
Objectives

By the end of this session parents will be able to:

- Identify better their emotions as adults and being empathic towards children in order to better support them on a daily basis
- Learn how to practice positive thinking and loving-kindness meditation
- Identifying bad/good sleeping as well as eating habits and improving these habits for the well-being of the child
- Building a “resolution list” in order to increase quality time with children

EMPATHY AND COMPASSION

In order to be supportive emotionally with our children, it is critical to be able to work on our harsh feelings. It is possible to transform frustration and anger into nurturing relationships if we take the time to pause and acknowledge our feelings as well as showing empathy and compassion.



Resource Module 4, Slide 80

The 4 steps of Empathy:

- 1) Identifying how the other one is feeling
- 2) Find/understand the reason for the feeling
- 3) Honor (respect) the feeling
- 4) Take actions

Definition of Empathy: Empathy is the ability to understand and feel what another person is feeling

Letting go of anger through compassion and empathy: a guided meditation

a) Find a quiet place to sit. Relax for two minutes, breathing in and out naturally. During each exhale, focus on the word “one.” Keep your arms, legs, and body still.

b) Identify a time in the past when your child hurt or offended you. Remember the episode.

c) Now think of your child’s bad behaviors and how it annoyed you. But now, try to figure out if he/she had reasons to be angry, frustrated, tired, just the way you had your reasons sometimes to lose patience. Try to about those reasons, the difficulties that your child may face every day.

d) Now try to genuinely wish that your child’s experiences are positive or healing. Even though it may be hard, focus your thoughts and feelings on giving a gift of mercy or compassion. Imagine that each time you feel angry or frustrated; you can replace this feeling by compassion and empathy, by feeling your child’s feeling and giving him love and attention instead.

A Loving-kindness meditation

STEP 1 “Take a deep breath and release. For a few moments, just focus on your breath and clear your mind of worries. Notice when you are breathing in and breathing out. Let yourself experience and be aware of the sensations of breathing. (Let them deeply breathe for a little while)

STEP 2 “Now, picture someone who is close to you, someone toward whom you feel a great amount of love. Notice how this love feels in your heart. Perhaps you feel a sensation of warmth, openness, and tenderness”.

STEP 3 “Continue breathing, and focus on these feelings as you visualize your loved one. As you breathe out, imagine that you are extending a golden light that holds your warm feelings from the center of your heart. Imagine that the golden light reaches out to your loved one, bringing him or her peace and happiness.

STEP 4 “Now, repeat after me these phrases:

- May you have happiness (let them repeat)
- May you be free from suffering (let them repeat)
- May you experience joy and ease (let them repeat)
- May you have happiness (let them repeat)
- May you be free from suffering (let them repeat)
- May you experience joy and ease (let them repeat)

STEP 5 Refocus on your breathing and this warm light. Remember that you are always caring this love and kindness with you.”

POSITIVE THINKING

Like your body needs to exercise to stay in shape, your mind needs to practice to remain sharp. It's called mind fitness! One thing that we are not used to do, very often because we are too busy or too preoccupied, is too focus on positive things. Very often, Negative emotions tend to scream out loud, while positive ones whisper. It's sometimes easy not to hear them. Positive emotions can then be experienced as “just neutral”, or not be seen at all. The state of well-being is summarized as “when-troubles-are-resting”.

So in order to be more attuned to positivity, it's our whole mindset that needs to be reset. We need to learn how to counteract negativity by becoming simply more familiar with the range of positive emotions.



3 Positive thinking exercises you can do with your child

1. The jar exercise

Take a jar and write everyday write with your child something positive that happened during the day. After 1 month, read them together. You will realize that we actually experience more positive events than we think...

2. Being grateful every day

Before going to bed, ask your child to name 5 things that he feels grateful for. It's

simple powerful reminder! It can be simple things like: “I feel thankful for having a roof above my head, I am grateful for having my mother by my side, etc.”

3. Morning empowerment

In front of the mirror, ask your child to say positive things about himself out loud. You can help him or her by saying what you find beautiful in him/her and ask him to repeat: “I am beautiful. I am smart. I am kind. I am a good person, etc...”

GUIDELINE FOR A BETTER SLEEP

During the session, we spoke about the importance of getting enough sleep in order to regulate our moods, because sleep does impact our well-being!

Between 0-3: 12 to 15 hours of sleep per day

Between 3-8: 10 to 12h/day

From 9-15: 9-10h/day

From 15 and above: Minimum 7-8h/day

Some tips for a better sleep

We understand that your child might have a heavy schedule due to his work. But is there any of the following points that you could try to do so he can get more sleep?



- **Nutrition:** avoid coffee and tea before sleeping, don't go to bed hungry



- **Stay away from screens (computer, phone, tablet, TV):** more and more studies show the negative impact of “blue lights” (LED light composing your screens) on the quality of sleep: screen reading at night makes your production of sleep hormones decrease by 55% and you're having less deep sleep cycles. After a certain hour, encourage your child to turn off his device.



- **Read instead, or tell a story!** Your child will greatly appreciate having this special moment with you and it's a calm and intellectually stimulating activity. It's only beneficial all at level!



- **Have regular bed time routine:** try to go to bed and wake up at the same time every day, do relaxing things in the evening. Before sleeping, you can include a nice positive thinking exercise with your child by asking: “tell me 2 good things that happened today” or “tell me one thing you feel grateful for today”



- **Make the bedroom as nice as possible:** your child will sleep better if he likes and feels safe in this space. Work with him on decorating and getting the place cozy (can you get pillows? nice nightlight?). Keep it clean and tidy!

NUTRITION AND WELL-BEING

Scientific studies show more and more that what and how we eat has an impact on our emotions and well-being. Scientists call our digestive system “the 2nd brain”. Certain types of food are good for us, while others are bad or even harmful. In everything we eat, there are some nutritional elements. On the principle, we need them all to have a balance diet: fat, sugar, protein, calcium, vitamins, fibers.... A balance diet help us to grow, to be and remain healthy (immune system), to think (our brain needs to eat too to function) and also to stay in a good mood!

WHAT DO WE NEED TO EAT EVERY DAY?



Fruits and vegetables

Essential to our diet. They are full of vitamins (to fuel our immune system so we don't get sick) and fibers (help digest). We should eat at least 5 of them every day



Dairy products

Very important for children because they are rich in Calcium (helps building bones and teeth and important for breastfeeding women). Some vegetables are also very rich in calcium like spinach and cabbage.



Proteins

Proteins help building our body (muscles, organs). There are also a lot of proteins in meat and fish but also in eggs, peas and beans



(Good) carbohydrates

Rice, pasta, bulgur, bread contain what we call carbohydrates. It's basically sugar. Those types of sugar are good and necessary: they give us the energy that we need to function every day

Beware with sugar!! Soda, candy bars, candies, chips...?

Those aliments are part of our every day-food but know that they are full of sugar and bad fat. They don't contain many vitamins and, if they make us feel full, they actually don't feed us properly. We say that they are not very nutrient: it means that they don't cover our nutritional needs, they don't bring enough energy to our body, causing fatigue and fragile immune system. In addition of not being very nutrient, scientific studies show that too much sugar in our diet impacts negatively our moods: it increases the risk of depressive feelings, mood swings and hyperactivity. TRY TO LIMIT THEM!

MY RESOLUTIONS TO SPEND MORE QUALITY TIME WITH MY CHILD

The last exercise of this session was about making a quick list of the changes you would like to see happening in your relationship with your child, in the habits of the house, in order to be more cohesive and more supportive with each other. You discuss and reflect on the good resolutions you want to make.
Report your ideas and decisions in the table below:

I would like to improve my relationship with my child(ren), my family by...	I would like to spend more quality time with my child(ren) by...	I would like to contribute to my child(ren)'s well-being by changing the following habits...

MY PERSONAL THOUGHTS ABOUT SESSION 4

HOME ASSIGNMENT - BEFORE THE NEXT SESSION, I HAVE TO:

Session 5:

PROTECTING CHILDREN WITHIN THE COMMUNITY

SESSION ACTIVITIES	TIME
1. Welcome and introduction	10 min
2. My child and school	30 min
3. Energizer	10 min
4. Community mapping	30 min
5. Energizer	10 min
6. Assessing my child's well-being	20 min
7. Closing the session	10min
	2 hours

Objectives

By the end of this session parents will be able to:

- Find ways to address the difficulties their child encounters at school or in accessing school (enrollment, bullying, language, attitude of the teachers...)
- Identify the resources around them - "Create my community mapping"
- Make a checklist to help parents assessing their child's well being

COMMUNITY MAPPING

Add here the information about:

- Health /Mental Health Psychosocial services (PHCs, specialists, psychologists/ counselors, Community centers for youth, adults, children)
- Legal support + a quick summary of the administrative procedures they might need to do in order to access certain aid and support
- Basic needs, SNF, food, clothing, shelter...
- Access to education (education kits, after-school programs, tutoring)

ASSESSING MY CHILD'S WELL-BEING

Here are 2 useful tools that I'm asking you to complete. These are 2 scales that nobody better than you can fill up, because nobody better than you know your child. The following scale, "My child's well-being", is a series of 15 questions about your child health conditions, emotional state, social abilities and cognitive abilities. You can answer by the questions by saying "never, rarely, sometimes or often".

Well being Scale

WELL-BEING SCALE	NEVER	RARELY	SOMETIMES	OFTEN
Material/physical				
Hygiene: Can my child shower, brush his teeth...?	4	3	2	1
Nutrition: Does have my child eat enough or well-enough (enough quantity or good quality food)?	4	3	2	1
Rest: Can my child sleep long enough?	4	3	2	1
Appearance: Does my child have clean and enough or suitable clothes to wear?	4	3	2	1
Emotional				
Does my child laugh?	4	3	2	1
Does my child seem lively and attentive/responsive?	4	3	2	1
Can my child control his temper or aggressiveness?	4	3	2	1
Is my child calm?	4	3	2	1
Is my child amenable to to discipline?	4	3	2	1
Social				
Does she/he seem able to enjoy activities or time with others children?	4	3	2	1
Does my child like spending quality time with us (his family)?	4	3	2	1
Does my child ask questions, show interest in other people's lives?	4	3	2	1
Can my child play like a child of his age?				
Cognitive				
Can she/he focus on a task; concentrate for long periods of time?	4	3	2	1
Can she/he remember things heard or seen?	4	3	2	1
Mini-Maxi: 60 - 15				

Score between **60-45 = Danger zone**
 Score between **45-30 = Watch out: a majority of preoccupying elements**
 Score between **30-20 = Minor preoccupying elements**
 Score between **20-15 = Green zone ☺**

Resource Module 5, Slide 110

The second tool is a risk scale for children who work. It aims to assess where you should wonder, where the question marks are regarding your child safety. You just answer by “Yes” or “No”

Risk Scale

RISK SCALE	YES	NO
Do I know exactly what my child does for work?		
Do I know where he works?		
Do I know my child’s employer?		
Do I know some people he works with who work at the same place?		
Do I know anybody my child can trust and go to in case help is needed at the work place (close enough, reachable)?		
Do I know if the way to go to work is safe?		
Do I know if my child has access to protection equipment for his work?		
Do I know if my child has breaks/time to rest during his/her shift?		
Do I know if my child has time to eat during a shift?		

I have between **6 and 9 “NO” = Danger zone: there are too many question marks around your child.**
I have between **3 and 5 “NO” = You need to figure out a couple of more things regarding your child’s life in order to be really sure of his or her safety.**
I have between **1 and 2 “NO” = Good, but better if you can lift the last doubts**

PARENTING SESSION ATTENDANCE LIST TEMPLATE

SESSION NUMBER:

FACILITATORS:

LOCATION:

	FIRST NAME	LAST NAME	DID A CHILD JOIN YOU TODAY?	DID ANYONE ELSE JOIN YOU TODAY (IF SO, WHO? E.G. FRIEND, HUSBAND, SISTER)	SIGNATURE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					



**WFCL -
SESSIONS
FOR PARENTS
PRE/POST SURVEY**
Consent Information Sheet

INTRODUCTION

Hello, my name is _____ and I work with the International Rescue Committee (IRC). The International Rescue Committee is a non-governmental organisation (NGO) implementing programs for refugees/IDP (select relevant programs) and host communities in _____. The International Rescue Committee would like to ask you questions about the parenting skills program that you have/will attend before and at the end of the program.

BACKGROUND AND AIMS OF THE SURVEY

The aim of the survey is to understand the results of the parenting skills training/ WFCL training (if used solely). The survey is being conducted before and after the training sessions with parents attending the training. We hope that this survey will help us understand the experiences of parents in _____, so that we can improve our programmes for other families like yours.

DO YOU HAVE TO TAKE PART?

It is completely your choice and the choice of your child whether or not to take part in the survey. You can ask any questions about the survey before deciding. You can decide not to take part or to withdraw from the survey at any time without giving any reason and without any negative consequences. You just have to tell me that you do not want to take part. Your decision will not affect any assistance or services that you may receive from the IRC or any other organisation.

WHAT WILL HAPPEN IN THE SURVEY?

The interview will last for about 30 min. We will ask you questions about [to complete]

WHAT HAPPENS TO THE DATA PROVIDED?

The data will be anonymous. This means that your name or other identifying information will not be used and no one will be able to find out who you are. Only the IRC Program Officers will have access to your data. When findings from the survey are presented or published, your name or other identifying information will not be used.

The data that you provide will be compiled and used to assess the result of the training. We will use the data to show to the donors what we do and to do a report. The data will not be shared with the parents who attended the training. If, during the course of your participation in the survey, we become worried about your safety, the safety of your children or of your family, we may have to inform our supervisor at the International Rescue Committee who can help. We will talk to you first if this happens.

WILL THE RESULTS BE PUBLISHED?

The results from the survey will be published in a regional report but no name or specific locations will be mentioned. Results from the survey will also be presented to IRC staff, in order to help us improve programmes for _____ families.

WHO CAN YOU CONTACT IF YOU HAVE A CONCERN ABOUT THE SURVEY OR YOU WISH TO COMPLAIN?

IRC has a child safeguarding policy that protects the children and their families from any harm that may result of the survey or of the parenting skills program. If you have a concern or feedback about any aspect of this project, please speak to the focal point _____ at the following number_____.

Do you agree to proceed with the survey?

<input type="checkbox"/> Yes , Permission Is Given <input type="checkbox"/> No , Permission Is Not Given → End Interview. Discuss This Result With Your Supervisor.	
HH. HOUSEHOLD INFORMATION PANEL	
HH1. Interviewee Number/code:	HH3. Interviewee Gender
HH2. Interviewer's name:	Female1 Male2
HH4. Day / Month / Year of interview: / / 2016	HH5. Location (To Contextualize):

RS. RELATIONSHIP STATUS	
RS1 how would you describe your status?	Married.....1 Widowed.....2 Not married.....3 Divorced.....4
RS2 Does Your Husband/Wife Or Partner Live Here With You Now?	Yes.....1 No.....2
CCD CAREGIVER AND CHILD DEMOGRAPHICS	
CCD1. What Is Your Age? (Total Years Completed)	
CCD2. How Many Children Below 18 Do You Have That Are Living With You Now?	
CCD3. Among Your Children, How Many Have To Work?	
CCD4. Among Your Children How Many Go To School?	
CCD5. How Old Are The Children Who Have To Work (Total Years Completed)	
CCD6. Do You Work Yourself?	Yes.....1 No.....2

CCD7. Does Your Spouse Work?	Yes.....1
	No.....2

ALTERNATIVE

	GENDER M/F	AGE	WORK? YES/NO	GO TO SCHOOL YES/NO
Me	<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
My spouse	<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Child1	<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Child2	<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Child3	<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Child4	<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Child5	<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Child6	<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

CCD8. What Type Of Work Do Your Children Do?	Agriculture.....1
	Selling items in the street.....2
	Mechanics.....3
	Construction.....4
	Work in quarries5
	Working in shop/restaurant.....6
	Domestic work7

<p>SAY: PLEASE CONSIDER THOSE OF YOUR CHILDREN WORKING (CCD3) WHEN ANSWERING ALL THE QUESTIONS IN THIS SURVEY</p>		
<p>OUTCOME 1: PERCEPTIONS AND PERSPECTIVES</p>		
<p>PP1. What do you think your responsibilities toward your children are?</p>	<p><input type="checkbox"/> Legal responsibility</p> <p><input type="checkbox"/> Responsibility to ensure the emotional well-being</p> <p><input type="checkbox"/> Responsibility to provide material needs</p> <p><input type="checkbox"/> Responsibility to ensure physical and social development</p> <p><input type="checkbox"/> Responsibility to provide intellectual stimulation</p>	<p>ADDITIONAL INDICATOR % of adults who positively changed their perceptions about child labour, education and social norms and expectations</p>
<p>PP2. Working as a child is</p>	<p>A very good thing so he can become stronger.....1</p> <p>Is normal2</p> <p>Both good and bad.....3</p> <p>Not so good but it's a matter of survival For the family.....4</p> <p>Not good at all and potentially harmful.....5</p>	
<p>PP 3. School is</p>	<p>A waste of time1</p> <p>Moderately useful and too difficult in the current context2</p> <p>A normal thing to do for a child.....3</p> <p>A good thing and a chance for my children to have a better future4</p> <p>The most important thing to protect and empower my child.....5</p>	

PP 4. Do you agree with the cultural expectations and social norms saying that:

	TOTALLY AGREE	AGREE	DON'T KNOW	DISAGREE	TOTALLY DISAGREE
Men should be providers					
Men should be unconditionally respected by both women and children					
In order to be respected by your child you need to use physical punishment					
Women have to take care of the household chores (cooking, cleaning, raising children)					
Women should not be involved or interfere with decisions that men make					
Women should stay home					
Children should unconditionally respect the authority of their parents					
Sending children to work makes them stronger and teaches them about the real world.					
Children are able to work in difficult jobs that adults couldn't work in, because they are young and learning, and it prepares them for real life.					

OUTCOME 2: KNOWLEDGE ABOUT CHILDREN'S RIGHTS, CHILD LABOUR REGULATIONS AND DIFFERENT FORMS OF CHILD LABOUR

Instructions for interviewer: the 5 next questions are open-ended questions. Do not read answer choices to the person you are interviewing. If any of the possible answers are given, mark that answer. Mark as many of the possible answers as are mentioned. If other behaviours or coping mechanisms are mentioned, please write them in.

<p>CL1. What are the rights that all children all around the world have?</p>	<p>The right to have a name and a nationality....1 The right to live with their parents.....2 The right to choose their own friends.....3 The right to be protected from abuse4 The right to have clean water and food.....5 The right to have a safe place to live.....6 The right to have clothes to wear.....7 The right to get help if i am poor.....8 The right to go to school/have education....9 The right to practice my religion, my culture and my language.....10 The right to play and rest.....11 The right to be protected from exploitation....12 The right to protected from cruelty and harmful punishment.....13 The right to access health care.....14 Other (write in).....15</p>	<p>ADDITIONAL INDICATOR % of caregivers participating in IRC WFCL programs improving their knowledge about the consequences of child labour on children's lives</p>
<p>CL2. What is the definition of child labour?</p>	<p>Violates a nation's minimum age law.....1 Threatens physical, mental or emotional well-being.....2 Involves Child trafficking.....3 Involves abuse.....4 Involves debt bonding.....5 Involves illicit activity.....6 Involves forced labour.....7 Prevents children to go to school.....8 being paid less than an adult.....9</p>	
<p>CL3. Which forms of child labour are forbidden in Lebanon?</p>	<p>Domestic work.....1 Street work.....2 Having to sleep outside of home.....3 Manipulating explosive.....4 Working in activities that require protection equipment.....5 Activities exposing to chemicals.....6</p>	
<p>CL4. According to Lebanese law, do you know what the minimum legal age to work is?</p>	<p>12 years old.....1 14 years old.....2 16 years old.....3 18 years old.....4</p>	
<p>CL5. According to Lebanese law, do you know how many hours a child is allowed to work daily?</p>	<p>More than 10 hours.....1 Between 8 and 10 hours.....2 Between 5 and 8 hours.....3 Less than 5 hours.....4</p>	

OUTCOME 3: IMPACTS AND CONSEQUENCES OF CHILD LABOUR ON CHILDREN'S LIVES

Instructions for interviewer: the 2 next questions are open-ended questions. Do not read answer choices to the person you are interviewing. If any of the possible answers are given, mark that answer. Mark as many of the possible answers as are mentioned. If other behaviors or coping mechanisms are mentioned, please write them in.

IC1. What are the physical needs and differences between adults and children?	Need more food and rest1 Rapid Growth.....2 More vulnerable to chemical exposure.....3 Greater risk of hearing loss.....4 Lower heat tolerance5 Lower ability to assess risk.....6 Other (WRITE IN).....7	ADDITIONAL INDICATOR
IC2. What are the risks and dangers for a child to work?	Being injured because of a lack of protection equipment1 Caring heavy weights.....2 Physical assaults.....3 Verbal abuse, humiliation.....4 Sexual abuse.....5 Being hit by a car.....6 Being robbed.....7 Not being able to eat or rest enough.....8 Exposure to chemicals.....9 Manipulating explosive.....10 Using machines or driving engines.....11 Work in heat or cold.....12 Rapt/forced enrolment.....13 Other (write in).....14	% of caregivers participating in IRC WFCL programs improving their knowledge about the consequences of child labour on children's lives

OUTCOME 4: PROVIDING EMOTIONAL SUPPORT TO OUR CHILDREN

In The Past Month:		
ES1. How often did you enjoy spending time with your child/ adolescent doing something fun or relaxing?	Very frequently....1 Frequently2 Occasionally.....3 Almost never4	ADDITIONAL INDICATOR
ES2. How often did you show intense emotions in front of your child like screaming or throwing things?	Very frequently....1 Frequently2 Occasionally.....3 Almost never4	
ES3. How often did you tell your child/adolescent that you care for them?	Very frequently....1 Frequently2 Occasionally.....3 Almost never4	
ES4. How often did you encourage or say something positive to your child?	Very frequently....1 Frequently2 Occasionally.....3 Almost never4	

ES5. How often did you get frustrated or angry because of your child?	Very frequently.....1 Frequently2 Occasionally.....3 Almost never4	ADDITIONAL INDICATOR % of caregivers participating in IRC WFCL programs self-report use of positive parenting strategies within the past month
ES6. How often do you discuss general daily life with your child/ adolescent?	Very frequently.....1 Frequently2 Occasionally.....3 Almost never4	
ES7. How often do you listen to what your child/adolescent have to say?	Very frequently.....1 Frequently2 Occasionally.....3 Almost never4	
ES8. How often were you understanding and empathic with your child?	Very frequently.....1 Frequently2 Occasionally.....3 Almost never4	
ES9. How many hours does your child sleep per night?	Very frequently.....1 Frequently2 Occasionally.....3 Almost never4	
ES10. Do you think that the quality and quantity of sleep impacts your child’s well-being?	Very frequently.....1 Frequently2 Occasionally.....3 Almost never4	
ES11. Do you think that the quality and quantity of food that your child eats everyday impacts his/her well-being?	Very frequently.....1 Frequently2 Occasionally.....3 Almost never4	
OUTCOME 5: FINDING SUPPORT WITHIN THE COMMUNITY - RISK MITIGATION		
Instructions for interviewer: the next questions are open-ended questions. Do not read answer choices to the person you are interviewing. If any of the possible answers are given, mark that answer. Mark as many of the possible answers as are mentioned. If other behaviours or coping mechanisms are mentioned, please write them in.		
CS1. Based on your knowledge of services in your community, who can advise you on where to access health services including mental health services?	Add a list of organization, governmental entities,associations, ngo, ingo, involved in access to health and mental health: consultations, sanitary mediations, etc...[]	
CS2. Based on your knowledge of services in your community, which agency provides legal support?	Add a list of organization, governmental entities,associations, ngo, ingo, involved in access to health and mental health: consultations, sanitary mediations, etc...[]	
CS3. Based on your knowledge of services in your community, who could help you or your children in accessing education, training, etc...?	Add a list of organization, governmental entities,associations, ngo, ingo, involved in access to health and mental health: consultations, sanitary mediations, etc...[]	

CS4. Based on your knowledge of services in your community, who provides services which meet peoples basic needs such as food, clothes and other non-food items?	add a list of organization, governmental entities, associations, ngo, ingo, involved in access to health and mental health: consultations, sanitary mediations, etc...]	
CS5. Based on your knowledge of services in your community, who could help you financially in case of an emergency?	add a list of organization, governmental entities, associations, ngo, ingo, involved in access to health and mental health: consultations, sanitary mediations, etc...]	
CS6. Based on your knowledge of services in your community, who could provide psychosocial support for you and your family?	add a list of organization, governmental entities, associations, ngo, ingo, involved in access to health and mental health: consultations, sanitary mediations, etc...]	

REFERRAL

Based on the answers of the caregiver, do you think this family requires follow up?

Yes 1

No 0

If yes, please fill the following form and inform your supervisor:

PERSONAL INFORMATION OF THE CAREGIVER		
Full Name:		Interviewee Number/Code:
Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Age:	Relationship To Children:
Address:		Phone Number:
Other Contact Information Of Caregiver		Is The Caregiver Aware Of The Referral?
		Yes <input type="checkbox"/> No <input type="checkbox"/>