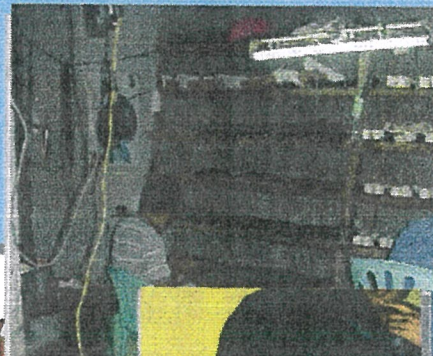


**Manual
on Training of Trainers on
Occupational Safety and
Health Approach for
Child Labor in the
Footwear Industry**



Occupational Safety and Health Center
Department of Labor and Employment
with Support from ILO-IPEC Program

November 2001

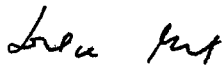
P R E F A C E

This Trainer's Training Manual is a contribution of the Occupational Safety and Health Center of the Philippines to the worldwide effort to implement ILO Convention 182 of the Worst Forms of Child Labor. The footwear industry has been included in the list of hazardous work to the health and safety of children. This work also underscores the important role played by advocacy – the trainers who were drawn from the community themselves are also effective speakers in the fight against child labor.

The manual shows that the OSH approach – i.e., emphasizing the harmful effects of child labor on the normal physical development of a child – could be an effective tool in convincing a community to exert its utmost efforts to address this problem. It is a welcome addition, as well as complement, to the multi-pronged approach, to the global problem of child labor.

We at the OSHC hope that others, faced with similar situations, would find this Manual useful in their own efforts.

We wish to thank the ILO – International Programme on the Elimination of Child Labour for the support provided so that this Manual can become a reality.



DR. DULCE P. ESTRELLA-GUST
Executive Director
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**Manual on Training of Trainers
on Occupational Safety and Health
and Child Labor for the Footwear Industry**

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Module 1

Opening Program and Introduction of Participants

Time Required: 30 minutes

PURPOSE: *This module intends to formally open the Training of Trainers on OSH and Child Labor for the Footwear Industry, to make participants and guests feel a warm welcome to the course.*

OBJECTIVES: By the end of the module, the participants will be able to:

- Relate and interact freely with each other

CLEAR POINTS

- Acknowledging participants' presence at the start of the program will stimulate their interest in the course and facilitate the development of an atmosphere conducive to learning.
- Building rapport is inherent in encouraging participation and lively discussion in any training.

ANNOTATED DESIGN OUTLINE

OPENING PROGRAM

Step 1
(2 minutes)

Invocation

An assigned participants or training staff leads the prayer.

Step 2
(2 minutes)

National Anthem

An assigned participants or training staff leads the singing of the National Anthem.

Step 3
(5 minutes)

Welcome Remarks

Official(s) of concerned agencies/cooperating agency greet and welcome the participants, guests, and staff of the training.

Step 4
(21 minutes)

Introduction of Participants and Training Staff

Participants and staff are introduced to each other through an exercise designed to establish rapport and camaraderie.

DETAILED INSTRUCTOR NOTES

- Step 1
(2 minutes) **Invocation**
Pre-designate the person to do the invocation. He/she can be a member of the training staff or one of the willing and able participants.
- Step 2
(2 minutes) **National Anthem**
Same as the invocation procedure
- Step 3
(5 minutes) **Welcome Remarks**
Provide a warm welcome to the participants, guests and training staff. Acknowledge the significance of their presence. Encourage the participants to be active and cooperative because the success of the program depends not only on the trainers, but on the participants themselves. Emphasize to them that OSHC believes that learning is a two-way process: that the participants learn from the trainers and the trainers learn from the participants.
- Step 4
(21 minutes) **Introduction of Participants and Training Staff**
Greet the participants. Do not introduce yourself, as this will defeat the purpose of this exercise. Explain the mechanics on how they will introduce themselves, including the training staff.

Mechanics:

1. Instruct participants to think of an adjective that will best describe them as a person, or characteristics that they possess which they can be proud of to the whole world. (Alternative: Instruct the participants to think of an adjective that starts with the first letter of their names that will best describe their personality.)
2. Give participants one minute to reflect.
3. After a minute you can give an example by introducing yourself (e.g., Ako si Lito, madalas malito sa nangyayari sa takbo ng panahon).
4. The introduction can be done in a clockwise or on a counterclockwise direction or on a voluntary basis.
5. After every participant's introduction, give him/her a warm applause in any style you want.
6. After all have introduced themselves, ask all the training staff/resource persons to do the same.
7. When everyone has finished, do not forget to thank the group for their cooperation and active participation.

TRAINING AIDS

Potential Problems/Actions

- Delayed arrival of officials for the "Welcome Remarks"

Action: Do not wait for officials to come (as this will delay the whole program). If they are not around at the time allotted for them, just make a brief but warm "Welcome" to the participants and proceed to the next activity.

When the officials do arrive, inform and explain to them what you have done and in what portion of the program you are in. Tell him/her/them when they will have their part and how long they should speak. As facilitator your duty is to ensure that the program runs as planned.

Module 2

- Surfacing/Levelling of Expectations
- Workshop Objectives/ Schedule

Time Required: 15 minutes

PURPOSE: The module aims to surface and level off the trainers' and participants' expectations about the training.

OBJECTIVES: After the module, the participants and the trainers will be able to:

- Surface participants' expectations/reservations in terms of the content and process of the training, and level these off with the course objectives and expectations of the trainers.

CLEAR POINTS

- Learning is facilitated when participants are clear as to what to expect from the course in terms of content and process. Learning is stimulated when their reservations are acknowledged and addressed whenever possible.

ANNOTATED DESIGN OUTLINE

There are two (2) options in conducting this portion

1. with only one facilitator
2. with two facilitators

Option 2 assumes that an Expectation/Reservation Form is filled up during registration. The said form must indicate trainees' expectation in terms of process, content, and other factors that may affect the effective implementation of the training.

(Option 1)

Step 1
(5 minutes)

EXPECTATION CHECK

The facilitator solicits expectations from the participants regarding the nature of training and writes them on the board or flipchart paper.

Step 2
(10 minutes)

• LEVELLING OF EXPECTATIONS

The facilitator goes through the list of expectations and indicates which ones can/cannot be met by the course.

• ORIENTATION

Using the capsulized and illustrated training design the facilitator orients the participants regarding the nature of the training in terms of general framework, objectives, and relevant house rules.

(Option 2)

Step 1
(15 minutes)

While one facilitator is doing the Introduction of Participants the other facilitator scans and tabulates the answers in the Expectation/Reservation Form. He/she prints it in the acetate/flipchart paper and gives it to the other facilitator.

The facilitator using the printed synthesized/tabulated Expectation/Reservation Form levels participants' expectations and simultaneously orients them about the course. He/she will also present/discuss Trainers' Expectation and basic House Rules.

DETAILED INSTRUCTOR NOTES**(Option 1)**Step 1
(6 minutes)**• Expectation Check**

Solicit from the participants or selected participants their expectations in attending the training. Ask them what they expect to learn, the training methodology they prefer, and hindering factors that may affect their learning activities. List down on the board in an organized manner the solicited expectation items. Synthesize and categorize respective items according to learnings, process/methodology, and hindering factors.

Step 2
(9 minutes)**• Levelling of Expectations**

Go through each item or synthesized item and explain which one can/cannot be met by the course.

• Orientation

With illustrations on transparencies, discuss the nature of the training design in terms of its framework, objectives, methodology, including house rules and trainers' expectations.

(Option 2)Step 1
(15 minutes)**• Levelling of Expectations**

In the light of the listed/tabulated expectation items explain to the participants what aspect can/cannot be met by the course.

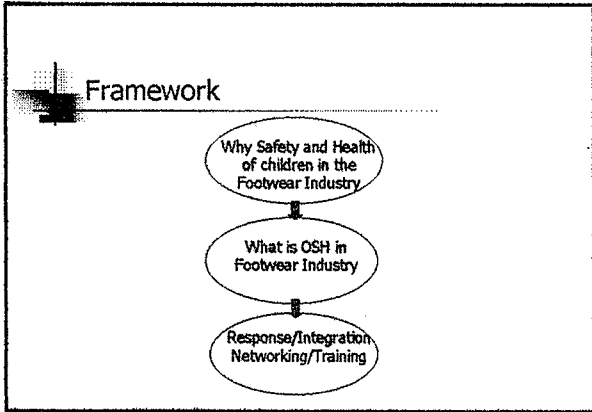
• Orientation

Subsequently discuss the nature of the training in terms of the aspects enumerated above (in Option 1).

TRAINING AIDS

- | | | |
|---|---|-----------------------------|
| 1. Expectation/Reservation Form | - | Handouts |
| 2. Capsulized/Illustrated Training Design | - | Transparencies and Handouts |
| 3. Trainers' Expectation (Do's and Don't) | - | Transparencies and Handouts |
| 4. House Rules | - | Transparencies and Handouts |

**TRAINING OF TRAINERS on
Occupational Safety and Health
and Child Labor
for the Footwear Industry**



- Program of Activities**
- AM** Registration
 - Opening Program and Introduction of Participants
 - Surfacing/Levelling of Expectations
 - WHY OSH?**
 - Break*
 - Living and Working Conditions in Footwear Industry
 - Presentation of Group Output
 - Lunch*

Program of Activities

PM Occupational Environment and Chemical Safety
Health Effects of Occupational Hazards on the
Workers of the Footwear Manufacturing Industry
Break
Housekeeping for the Prevention of Accidents
Networking/Linkages: Where to go for what?



Program of Activities

AM Review/Overview
Making Effective Presentations
Lunch

PM Understanding Trainee Behavior
Training as Advocacy on OSH
Commitment Setting: Re-entry Planning
Closing Activities

Specific Objectives

- Identify Potential/Existing Safety and Health Hazards
- Describe the effects of Occupational Safety and Health hazards to the human body, family, and community.



Specific Objectives

- Determine appropriate control measures to workplace hazards



Specific Objectives

- List and describe the benefits of an OSH friendly environment, the different GOs and NGOs, academe, and private institutions that can promote/regulate OSH and how to network with such organizations



Specific Objectives

- Describe trainee behaviors and how to make effective training presentations
- Describe the roles/functions of COSH/trainers in promoting OSH and come up with a re-entry plan



Trainer's Expectations

DO

- Ask a question when you have one
- Feel free to share
- Request an example if a point is not clear
- Search for ways in which you can apply a general principle or idea to your work
- Think of ways you can pass on ideas to your co-worker
- Be skeptical – don't buy everything you hear

Trainer's Expectations

DON'T

- Try to develop an extreme problem just to prove the leader doesn't have all the answers (the leader doesn't)
- Close your mind by saying, "This is all fine in theory, but..."
- Assume that all topics covered will be equally relevant to your needs
- Take extensive notes – the handouts will satisfy most of your needs

House Rules

- Be punctual.
- A Certificate of Completion will be awarded to those participants who have a complete attendance (2 days)
- Sign as you enter the room at the morning and afternoon attendance sheet.
- Smoking is not allowed inside the premises.
- As much as possible, avoid eating while session is going on.
- In case of emergency, or other urgent matter that you have to attend to/requires your presence, please DO inform the facilitator or any of the training staff before leaving
- If you have any administrative problems/concerns, feel free to approach any of the training staff.

Module 3

Why OSH? (OSH Situationer on Child Labor)

Time Required: 60 minutes

PURPOSE: The module aims to situate OSH in the range of measures for combating child labor in the footwear sector.

OBJECTIVES: At the end of the module, the participants would be able to:

- enumerate the reasons why children should not be involved in hazardous work;
- place the use of health and safety strategies among the measures to eliminate and to prevent child labor in hazardous work; and
- explain the rights of children which have impact on their health and safety, and development.

CLEAR POINTS:

- There are serious reasons why children in hazardous workplaces are at risk. Children differ from adults in their anatomic, physiological and psychological characteristics. They have lower resilience than adults, and have lower thresholds for temperature and noise and metabolism for chemicals.
- Many studies have shown that child laborers have poorer health status than others; are at a higher risk of contracting diseases and disability than others; that workplaces provide ample opportunity for acute and chronic poisoning; and that children are at risk for contracting acute and chronic lung diseases in dusty jobs.
- It is generally agreed that no child should be allowed to work under hazardous or unsafe conditions. Child labor in the footwear industry is included in the list of hazardous work; child laborers in this industry are part of the 250 million children working worldwide, and of the 3.7 million child laborers in the Philippines.
- Programs on health and safety can be integrated in many action programs to eliminate child labor through advocacy, health education and basic health care and rehabilitation measures. These programs are in support of children's rights to health, and the right to be protected from work that threatens health, education and development.

ANNOTATED DESIGN OUTLINE

STEP 1. (10 minutes)

INTRODUCTION

What is Child Labor, and why is it a problem in the Philippines?

1. There are about 250 M working children in the world (ILO 1998). Most of them perform light work under the supervision of their parents as part of growing up in a traditional setting. But there are those who are forced to work either for themselves or for their families. Child labor refers to work in clearly exploitative and hazardous conditions. In the Philippines there are 3.7 working children, 2.2 of whom are working in hazardous conditions.

Until recently, child labor was accepted as part of our social structure as a result of poverty. But now many people agree that child labor is unacceptable, that this is a problem of society and families which needs to be addressed and solved in the long run.

2. In 1998 and year 2000, the Philippines ratified two very important international conventions: ILO Conventions 138 and 182.

ILO Convention 138 prescribes a minimum age for work; that no child should work before age 15. ILO Convention 182 prohibits the employment of children in the worst forms of child labor, meaning hazardous work, drug-running, prostitution and involvement in armed conflict.

3. Child labor in the footwear industry is included in the list of hazardous work where children should not be found, as mandated by Department of Labor and Employment (D.O. No. 4).
4. In Binan, particularly in Barangay Dela Paz and Malabanan ; an ILO-IPEC program is currently being implemented. Out of 1,204 workshops visited by IPEC monitors, 617 had child workers. There were 1,211 child workers identified, with another 750 children likely to participate in shoemaking activities, while 562 (non-working) children below 5 year old were also seen; data worth noting as houses serve as both living and working places.

STEP 2.
(10 minutes)**WHY SHOULD CHILDREN BE TAKEN OUT OF HAZARDOUS WORK?**

Children are vulnerable when put in hazardous workplaces. They differ from adults in their anatomic, physiological and psychological characteristics.

1. Children are smaller in height and lower in weight and have lower resilience than adults. They have different thresholds for tolerance to temperature and noise, to chemicals and have immature tissues and organs.
2. Because malnutrition and tuberculosis are very common in our country, children may have a lower resistance to occupational diseases and illnesses prevalent in their home environment. This is particularly a concern for Binan, where the living and working conditions are fairly much in the same place.
3. Children are normally playful; they may play in dangerous workplaces because they do not yet appreciate danger. The limited physical capacity, short attention span and inexperience, combined with hazardous workplaces, put children at risk of accidents.

STEP 3.
(15 minutes)**HAZARDOUS WORK**

Hazardous work is found in many workplaces.

1. Findings of case studies show that hazardous processes, substances, and general poor working conditions are commonly found in several workplaces employing children.
2. In a 1998 study of some of Marikina's footwear workplaces, similar findings were seen with regards the footwear sector. This study included some workplaces and children in Binan, and was repeated in March 2001, this time with more children and more workplaces.

The objectives of the study were to:

- collect information on child labor in the footwear industry, focusing particularly on working conditions and the work environment
- analyze the nature and extent of the footwear industry and laws, policies and programs as concern child labor and footwear
- prepare for the ILO-IPEC an initial project report and draft document on the elimination of child labor in the footwear industry of the Philippines.

Though no signs of chronic exposure to hexane were observed, a long-term follow-up of children should be done in order to adequately assess the health consequence of their exposure.

Handout- Summary of Case Study in Child Labor in the Footwear Industry 1998, Asia Pacific Newsletter on Occupational Health and Safety 2000, pages 41-48.

STEP 4.
(15 minutes)

THE IMPLICATIONS OF HAZARDOUS WORK ON CHILDREN

1. Based on several studies, we see some general observations:
 - that the child laborers are more malnourished and are at a higher risk of contracting diseases and disability than others;
 - they lag behind in their psychosocial development;
 - that they are deprived of normal leisure and play;
 - that accidents, which occur tend to be severe;
 - that workplaces provide ample opportunity for acute and chronic poisoning; that children are at risk of contracting acute and chronic lung diseases in dusty jobs; and
 - that usual workplace equipment and tools are not ergonomically compatible with children.

2. The effect of exposure to hazardous work on children could be seen as a pyramid, its tip representing the number of work-related deaths, while disabling and non-fatal injuries, toxic exposures, impaired growth and development, and adverse outcomes in different systems of the body make up the base.

To illustrate the above situation, one case study is described.

STEP 5.
(10 minutes)

SUMMARY/SYNTHESIS

1. The above findings enable us to understand the predicament of children, especially when working under very hazardous working conditions. The findings also show a lack of appreciation and sometimes, a lack of respect, for the Convention on the Rights of the Child, e.g. the child's best interests, right to health, right to be protected from work that threatens health, education and development.

2. We suggest that this information on exposure to hazardous processes, substances, poor working and living conditions affecting child laborers and their families be used as a strong advocacy measure in future work here in Binan.
3. In the succeeding sessions, our resource persons will be discussing in detail how :
 - 1) programs on health and safety can be integrated in many action programs through basic health care, health education, and rehabilitation measures,
 - 2) health and safety can be used as an entry point to programs for communities in the fight against child labor.

We would also wish to point out that the OSHC's work here in Binan is a contribution to the National Program Against Child Labor (NPACL), an effort of our country's network of social partners aimed at pursuing partnerships with all concerned sectors to enable child laborers, their families and communities "to unleash their actual and potential power". For this to happen, children should first be healthy and far from hazardous workplaces.

The health and safety interventions are found in many of the strategic objectives of the NPACL. One such strategy is "to make the visible invisible". Case studies on the topic of child labor in hazardous work, specifically the case studies and audiovisual materials done by the Occupational Safety and Health Center (OSHC), have added to the advocacy materials against employing children in hazardous work.

The challenge we face now is that of improving quality of care giving and service delivery. This is another strategy of the NPACL and we find that many children and their families may need help in this direction. Programs on health and safety can be integrated in many action programs through basic health care, health education, and rehabilitation measures. The footwear project in Binan started from information building on the health and safety concerns of children in the sector. This is now carried further by building the capability of partners in the municipality in order to identify and prevent health and safety problems. Nothing much can happen without partnerships and networks. Thus, to address potential and current health problems, to install a sustainable primary health care (PHC) and to address work improvements, we emphasize the need for to implement training course on safety and health. By removing or reducing hazards in their workplaces we expect to make some impact in people's lives.

COMMONLY ASKED QUESTIONS AND SUGGESTED ANSWERS

- Q1:** Are all types of child labor prohibited?
A1: Child labor is a term which denotes exposure to hazardous work, poor working conditions, economic exploitation, and absence of education. Therefore all work which fit this category is prohibited.
- Q2:** What is the point of asking doctors for medical consultations when we cannot afford to buy medicines even if consultations are free.
A2: There is a lot to look forward to. By networking, we would be able to slowly see how part of resources (medicines and others) can be built up in your community. Later on our resource person could explain this further.
- Q3:** I was not aware that glue can be dangerous, but if my child has no symptoms, does it mean he's ok?
A3: No, the chemicals in glue known as "solvents" can produce cumulative effects which may show up much later. But I do not wish to pre-empt the resource person on this topic, so can we postpone your questions until Module is presented?

PROBLEMS THAT MAY BE ENCOUNTERED AND POSSIBLE RESPONSES

- Loss of concentration. In that case, the trainer should encourage 1 or 2 persons to give their own experiences, e.g. in identifying hazards in their workplaces; or to talk about their children's work or school.

DETAILED INSTRUCTIONAL NOTES

STEP 1.

(10 minutes)

INTRODUCTION

1. Discuss briefly what child labor is, how big the problem is in the Philippines. Link these findings with the situation of child labor in some parts of the world.

Support Materials:

Figure 1 (map of the Philippines with the different regions where child labor is found). Table 1: Child labor prevalence worldwide and in different continents.

(TP on Child Labor in the Philippines) There are about 250 M working children in the world (ILO 1998). Most of them perform light work under the supervision of their parents as part of growing up in a traditional setting. But there are those who are forced to work either for themselves or for their families. Child labor refers to work in clearly exploitative and hazardous conditions. In the Philippines there are 3.7 working children, 2.2 of whom are working in hazardous conditions

Until recently, child labor was accepted as part of our social structure as a result of poverty. But now many people agree that child labor is unacceptable, that this is a problem of society and families which needs to be addressed and solved in the long run.

2. *(TP on ILO Conventions in Child Labor)* In 1998 and year 2000, the Philippines ratified two very important international conventions: ILO Conventions 138 and 182.

(TP on Ratification) Introduce the participants to the concept of international laws, and mention some local laws. Describe in simple terms what ratification means. ILO Convention 138 prescribes a minimum age for work; that no child should work before age 15. ILO Convention 182 prohibits the employment of children in the worst forms of child labor, meaning hazardous work, drug-running, prostitution and involvement in armed conflict.

Emphasize that for the first time in the history of ILO, there was a universal support for this Convention, demonstrating how concerned the whole world is on the abolition of the worst forms of child labor.

3. Child labor in the footwear industry is included in the list of hazardous work where children should not be found, as mandated by the Department of Labor and Employment (Department Order No. 4).
4. In Binan, particularly in Barangay Dela Paz and Malabanan) ILO-IPEC program is currently being implemented. Out of 1,204 workshops visited by IPEC monitors, 617 had child workers. There were 1,211 child workers identified, with another 750 children likely to participate in shoemaking activities, while 562 (non-working) children below 5 year old were also seen; data worth noting as houses serve as both living and working places.

STEP 2.
(15 minutes)

WHY SHOULD CHILDREN BE TAKEN OUT OF HAZARDOUS WORK?

Children should be taken out of hazardous work because they are vulnerable and differ from adults in their anatomic, physiological and psychological characteristics.

I. Vulnerability of a working child

- 1.1. There are enough reasons why children are considered vulnerable particularly when put in hazardous workplaces. Here, emphasize the saying that "a child is not a little man". This saying of pediatricians is based on the idea that children have several variations in their physical constitution and functions, and in their psychosocial characteristics. During childhood, tremendous physical and psychological changes occur which make children extremely vulnerable to stress and hazards in the environment in which they live and work. These factors are listed below.

1.2 Physical Reasons

- a. Children's systems undergo rapid development. Growing tissues and organs are especially active during childhood and sensitive to toxic substances. For example, the thyroid organ, an organ which produces growth hormones, displays a characteristic instability during this period. *(Picture)*

- b. Children are smaller in height and lower in weight and have lower resilience than adults. They have different thresholds for tolerance to temperature, noise, and chemicals and have immature tissues and organs. Because of the prevalence of malnutrition and tuberculosis, they have a lower resistance to occupational diseases and illnesses prevalent in their home environment. This is particularly true for Binan, where the living and working conditions are fairly much in the same place.
- c. The nervous system is also highly susceptible to neurotoxins. Their small size increases the effect of toxins per kilogram of body weight. Starting work at an early age exposes children to cumulative hazards, increasing the probability of contracting chronic occupational diseases. Children tend to be very active and to expend a lot of physical energy; this means that they tend to breathe at a higher rate and more deeply than adults and thus take in larger quantities of dust or vapours through the airways. Their bone epiphyses are still growing. Exposed to an unhealthy environment; they could suffer growth retardation and skeletal deformities.
- d. Children have lower heat tolerance than adults, which places them at higher risk of heat stress at work. Maximum permitted heat levels for adults do not apply to children. Heat stress is greater in children because their sweat glands are still developing. Skin absorption of certain hazardous substances such as lead is higher due to the relatively thinner dermis and epidermis. In studies on noise exposure among young workers and adult workers, it has been found that young workers are more susceptible to induced hearing loss than adults. Noise exposure limits set for adults may therefore be too high for children.

1.3 *Psychological Reasons*

- a. Children are normally playful. They have limited physical capacity, short attention span and inexperience. These, combined with the danger in hazardous workplaces; would put children at risk of accidents and work-related illnesses.

- b. But play which is spontaneous and an expected form of behavior also gives a child practice for activities which will later be required of him/her in a work environment. However, working children go through a different pattern of behavior. They may play around dangerous workplaces because danger is not always properly appreciated. Or they may have a vague notion of danger but not the experience nor information to judge a situation.

1.4 In the broadest sense, an occupation is considered hazardous when it is a threat to the health and safety of a child and to his/her growth and general development. This definition is sometimes limited to tangible threats and immediate reaction to hazards, but it should also cover exposure to materials, agents and work situations which have a negative effect on health discernible only after a certain time. In applying this definition and criteria, one important aspect is sometimes overlooked: that a child's reaction to potentially or actually harmful work-related factors differs from an adult's.

STEP 3.
(10 minutes)

FACTORS RELATED TO WORK

Many studies have observed that child laborers are exposed to many hazards, in both their work and environment. This section will introduce the participants to the range of hazards in the workplace.

Work can be hazardous in many ways: for example, through the abundance of hazardous processes, substances, and general poor working conditions. What is currently known about hazardous work of children is based on descriptive studies and a few pilot research. Researches are on obviously hazardous occupations. However, children are employed in many different ways and in a variety of occupations where the risks and dangers are not too obvious but nevertheless affect the children's health and safety. The following broad classification lists typical hazards for working children with some examples given.

(As time may not allow a detailed discussion, this classification is given as a handout).

- Hazardous nature of work
 - scavenging*
 - working in makeshift underground mines*
 - prostitution*
 - children in armed conflict*
 - drug-running*

- Hazardous processes and/or tasks
 - firing ceramics*
 - drawing molten glass*
 - lifting heavy weight*
 - deep sea diving without any breathing apparatus*
- Exposure to hazardous substances and materials
 - chemical*
 - biological agent*
 - dangerous machines*
 - dangerous tools*
- Hazards in the physical environment
 - dust*
 - temperature of working environment*
 - illumination*
 - noise levels*
 - radiation exposure*
- General working conditions
 - long hours of work*
 - night shift*
 - none or low wages*
 - inadequate or no rest and leisure*
- Absence of health and safety measures
 - no information given on nature of work and processes*
 - personal protective equipment welfare and health facilities*
 - lack of ergonomic considerations*
 - no first aid*
 - no regular medical facilities or a system of referrals*
- Absence of environmental safety measures
 - safe water supply*
 - no toilets*
 - poor access to food*
- Type of work arrangements
 - bondage*
 - slavery*
 - separation from families*
 - living inside workplaces*

- Lack of legislative and administrative protection
in the informal sector
in subcontracted work
- Inadequate supervision, inadequate or lack of training

In a 1998 study of some of Marikina's footwear workplaces, similar findings were seen with regards the footwear sector. This study included some workplaces and children in Binan, and was repeated in March 2001, this time with more children and more workplaces.

The objectives of the study were to:

- collect information on child labor in the footwear industry, focusing particularly on working conditions and the work environment
- analyze the nature and extent of the footwear industry and laws, policies and programs concerning child labor and footwear
- prepare for the ILO-IPEC an initial project report and draft document on the elimination of child labor in the footwear industry of the Philippines.

At the end of this section, the trainer will refer to the workshop to identify hazards in their own workplaces that will be done in the context of Module X.

STEP 4.
(15 minutes)

THE IMPLICATIONS OF HAZARDOUS WORK ON CHILDREN

1. Link malnutrition of a child to the existence of work hazards in his/her work and home and make the following general observations:
 - Synergy between poor nutritional state and illness. Child laborers are more malnourished and are at a higher risk of contracting diseases and disability than others

Often coming from poor and large families, working children tend to suffer from malnutrition. This poor health state increases their vulnerability to health hazards. If exposed to hazards and stress, malnourished children suffer even greater health risks.

To support the findings, mention the following example:

In India they studied working children for 17 years. Comparing them with non-working children, the researchers found that those who worked for that duration showed lower heights and weights as compared with the children who did not work.

- In another study, also in India, the author showed that working children had poorer health status than others.

Working children were more often ill with infectious diseases and in general had more physical complaints than non-working children. Unhealthy sanitation, overcrowding, poor ventilation and extremes of temperatures in both work and living environment were in many instances sufficient for children to catch infectious diseases, endemic outbreaks, and other workplace-related problems common in the surroundings.

- Children who worked in slave-like and bonded situations showed the effects on the intellect and the development of children.

Show Case study No I. Rosie, the domestic helper

- Child laborers had more serious accidents than adults.

Despite the difficulty of obtaining information on accidents, it was observed that children and young workers tended to have more serious accidents than adults.

Give examples of accidents in Muro-ami fishing and in small scale mines.

- Workplaces provide ample opportunity for acute and chronic poisoning.

Child laborers are in contact with toxic substances in :

- the use of pesticides and fertilizers in agriculture,
- the use of solvents in construction and in manufacturing as in footwear,
- the use of acids like in manufacturing leather, textile,
- heavy metal exposure in mining.

Show Picture of a child/children in contact with toxic substances.

Refer to Module 6 (Effects of Occupational Health Hazards on the health of Workers in the Footwear Manufacturing Industry) which will discuss in detail how toxins enter the body and what the child's responses might be.

- That children are at risk of contracting acute and chronic lung diseases in dusty jobs

Refer to the health module for further explanation but give examples of dusty operations: as in farming, and manufacturing.

- That usual workplace equipment and tools are not ergonomically compatible with working children. Children's physical disposition, working capacity and limitations are not taken into consideration when designing work methods, tools, equipment and protective personal devices.
- The effect of exposure to hazardous work on children could be seen as a iceberg, its tip representing the number of work-related deaths, while disabling and non-fatal injuries, toxic exposures, impaired growth and development, and adverse outcomes in different systems of the body make up the base.

TP: The Iceberg Phenomenon.

Again repeat the importance of knowing that "a child is not a small man" and remind participants of differences earlier pointed out.

SUMMARY:
(10 minutes)

Link hazardous work of children to the Convention on the Rights of the Child (CRC)

Poverty is always identified as the most common reason for the continuous involvement of children in hazardous work. But besides poverty, reasons behind child labor include the absence of schooling or training opportunities, and the desire for an early entry to economic life. But we often wonder about how decisions are reached in a family or community to send or encourage children to work, especially where hazards and health risks are involved. Are parents (employers) unaware of the real dangers to the health of their children, or do they take a calculated risk because they depend on the children's additional earnings for survival? Are they unaware of the costs of exposing children to hazards; of depriving children of education; or of the additive burden of school and work to a child?

It seems clear that the preceding discussion has pointed out that many still lack the appreciation and sometimes respect for the CRC. These specific areas of the CRC refer to the child's best interests, right to health, right to be protected from work that threatens health, education and development

Emphasize the fact that school is the main alternative to child labor, that without education, child laborers would not be able to get out of the vicious cycle of poverty, skills deficit, limited access to employment.

The previous facts also add up to the understanding of a working child's predicament, especially those who work under hazardous conditions. Programs on health and safety can be integrated in many action programs through basic health care, health education, and rehabilitation measures. Information on exposure to hazardous processes, substances, poor working and living conditions affecting child laborers and their families can be used as a strong advocacy measure. Indeed, using health and safety can be an entry point to communities in the fight against child labor.

Draw the attention of the participants to the role of the National Program Against Child Labor (NPAAL), an effort of our country's network of social partners which aims to pursue partnerships with all concerned sectors to enable child laborers, their families and communities "to unleash their actual and potential power".

For this to happen, children should first be healthy and far from hazardous workplaces.

The health and safety interventions are found in many of the strategic objectives of the NPACL such as the strategy of making the visible invisible. Case studies on the topic of child labor in hazardous work, specifically the case studies and audiovisual materials done by the Occupational Safety and Health Center (OSHC), have added to the advocacy against employing children in hazardous work.

Another strategic objective of the NPACL is that of improving the quality of care giving and quality of service delivery. We find that many children and their families may need help in these directions. Programs on health and safety can be integrated in many action programs through basic health care, health education, and rehabilitation measures. The comprehensive approach of the footwear project in Binan which started from generating information on the health and safety concerns of children in the sector, could now be carried further. Building the capability of partners in the municipality is important in order to identify, and prevent health and safety problems. Through partnerships and establishing networks, we can then address potential and current health problems, develop a sustainable primary health care (PHC) program. Such PHC program is envisioned to address prevention, treatment and rehabilitation, as well as address work improvements, the latter by removing or reducing hazards at workplaces and improving everybody's knowledge on hazards and their potential impact on children and their families.

In the succeeding sessions, our resource persons will be discussing in detail how:

- programs on health and safety can be integrated in many action programmes thru basic health care, health education, and rehabilitation measures, and
- how health and safety can be used as an entry point to programs for communities in the fight against child labor.

Working children need a strong lobby to advocate for their rights and protect their well-being. This could come from representatives of government, or employers and workers; but also from parents, teachers, communities, the media and the health and safety professionals; all must be brought to acknowledge the presence of child work and related hazards in their midst, and make the necessary institutional arrangements to protect the children. The role of health and safety professionals is very important in arming these potential partners with information on the immediate and long-term consequences to health, safety and development of a working child.

Unless this information gap is filled, the families, communities, authorities, employers and workers will lack the hard facts about hazardous work, and preventive and corrective measures will be hampered.

This training program is a contribution to these efforts of awareness-raising and capability building.

VISUAL AND OTHER AIDS:

- Transparency 1 - Cover Page
- Transparency 2 - Objectives of Module
- Transparency 3 - Child Labor Prevalence Worldwide, Philippines
- Transparency 4 - Child Labor in the Philippines, OSHC studies
- Transparency 5 - Clear Points
- Transparency 6 - ILO Convention 138
- Transparency 7 - ILO Convention 182
- Transparency 8 and 9 - Ratification in Process
- Transparency 10 - Department Order No. 4
- Transparency 11 - Vulnerability of a Working Child
- Transparency 12 to 17 - Hazardous Work
- Transparency 18 and 19 - Implications of Hazardous Work on Children
- Transparency 20 - Tip of the Iceberg Phenomenon
- Transparency 21 to 23 - Summary

HAND-OUTS:

1. Department Order No. 4, s. of 1998
2. Classification of Hazards for Working Children
3. Case Study No. 1 - Child Labor in the Footwear Industry : Marikina
4. Case Study No. 2 - A Case History of Bonded Labour
(Rosie the Domestic Helper)

Republic of the Philippines
DEPARTMENT OF LABOR AND EMPLOYMENT
Intramuros, Manila

9914 '99 SEP 22 10:05

DEPARTMENT ORDER NO. 04
Series of 1999

REC. BY _____
CENTRAL SERVICES SECTION

**HAZARDOUS WORK AND ACTIVITIES TO PERSONS
BELOW 18 YEARS OF AGE**

Section 1. Basis. - This Guidelines is being Issued pursuant to Article 139(c), Book III of the Labor Code of the Philippines, as amended, and its implementing rules and regulations, and Republic Act No. 7658, An Act Prohibiting the Employment of Children Below 15 Years of Age in Public and Private Undertakings, Amending for this Purpose Section 12, Article VIII of Republic Act No. 7610 (otherwise known as the Special Protection of Children Against Child Abuse, Exploitation and Discrimination Act).

Section 2. Policy. - (a) The employment of a person below eighteen (18) years of age in an undertaking which is hazardous or deleterious in nature as identified in this Guidelines shall be prohibited.

(b) The employment of children below fifteen (15) years of age in any undertaking is likewise prohibited, except only in employment that would not endanger their life, safety, health and morals, or impair their normal development, and in any event subject to the requirements of Republic Act No. 7658.

Section 3. Coverage. - The following work and activities are hereby declared hazardous to persons below 18 years of age without prejudice to Section 14, Article VIII of Republic Act No 7610; to DOLE Memorandum Circular No. 2, Series of 1998 (Technical Guidelines for Classifying Hazardous and Non-Hazardous Establishments, Workplaces and Work Processes) and to other work and activities that may subsequently be declared as such:

1. Work which exposes children to physical, psychological or sexual abuse, such as in:

- lewd shows (stripteasers, burlesque dancers, and the like)
- cabarets
- bars (KTV, karaoke bars)
- dance halls
- bath houses and massage clinics
- escort service
- gambling halls and places

M

2. Work underground, under water, at dangerous heights or at unguarded heights of two meters and above, or in confined places, such as in:
 - mining
 - deep sea fishing/diving
 - installing and repairing of telephone, telegraph and electrical lines; cable fitters
 - painting buildings
 - window cleaning
 - fruit picking involving climbing

3. Work with dangerous machinery, equipment and tools, or which involves manual handling or transport of heavy loads, such as in:
 - logging
 - construction
 - quarrying
 - operating agricultural machinery in mechanized farming
 - metal work and welding
 - driving or operating heavy equipment such as payloaders, backhoes, bulldozers, cranes, pile driving equipment, trailers, road rollers, tractor lifting appliances, scaffold winches, hoists, excavators and loading machines
 - operating or setting motor-driven machines such as saws, presses and wood-working machines
 - operating power-driven tools such as drills and jack hammers
 - stevedoring
 - working in airport hangars
 - working in warehouses
 - working in docks

4. Work in an unhealthy environment which may expose children to hazardous processes, to temperatures, noise levels or vibrations damaging to their health, to toxic, corrosive, poisonous, noxious, explosive, flammable and combustible substances or composites, to harmful biological agents, or to other dangerous chemicals including pharmaceuticals, such as in:
 - manufacture or handling of pyrotechnics
 - tanning
 - pesticide spraying
 - blacksmithing, hammersmiths, forging
 - extracting lard and oil
 - tiling and greasing of heavy machinery
 - fiber and plastic preparing
 - bleaching, dyeing, and finishing of textiles using chemicals
 - embalming and as undertakers
 - painting or as finishers in metal craft industries

M

- applying of adhesive/solvent in footwear, handicraft and woodwork industries
- brewing and distilling of alcoholic beverages
- recycling of batteries and containers or materials used or contaminated with chemicals
- working in abattoirs or slaughterhouses
- garbage collecting
- handling of animal manure in poultry houses or as fertilizer (compost and other decaying matter included) in farming
- working in hospitals or other health care facilities
- assisting in laboratories and x-ray work
- welding
- working in furnaces or kilns
- working in discotheques
- working in video arcades

5. Work under particularly difficult conditions such as work for long hours or during the night, or work where the child is unreasonably confined to the premises of the employer.

Section 4. Applicability of this Guideline to Domestic or Household Service. - Persons between 15 and 18 years of age may be allowed to engage in domestic or household service, subject in all cases to the limitations prescribed in Nos. 1 to 5 of Section 3 herein.

Section 5. Enforcement. - The labor standards enforcement officers of the Department of Labor and Employment shall use this Guidelines in monitoring of compliance with labor standards and laws related to child labor which provides for only two exceptions allowing children below fifteen (15) years of age to be employed provided such employment would not endanger their life, safety, health and morals, nor impair their normal development.

Section 6. Separability Clause. - If any part or provision of this Guidelines is declared invalid or unconstitutional, the remaining provisions not affected thereby shall continue in full force and effect.

This Department Order shall take effect fifteen (15) days after its complete publication in two (2) newspapers of general circulation.

Accordingly, Department Order No. 4, approved on June 8, 1973, is hereby superseded.


RIENVENIDO E. LAGUESMA
Secretary

SEP 21 1993

CLASSIFICATION OF HAZARDS FOR WORKING CHILDREN

- Hazardous nature of work
*scavenging,
working in makeshift underground mines,
prostitution;*
- Hazardous processes and/or tasks
*firing ceramics,
drawing molten glass,
lifting heavy weight,.*
- Exposure to hazardous substances and materials
*chemicals, biological agents,
dangerous machines,
dangerous tools;*
- Hazards in the physical environment
*noise levels
radiation exposure
temperature of working environment
illumination
dust*
- General working conditions
*long hours of work, night shift none or low wages
inadequate or no rest and leisure.*
- Absence of health and safety measures
*personal protective equipment welfare and health facilities,
lack of ergonomic considerations, first aid,
no regular medical facilities or a system of referrals,*
- Absence of environmental safety measures
*safe water supply,
no toilets,
poor access to food,*
- Type of work arrangements
*bondage, slavery
separation from families
living inside workplaces*
- Lack of legislative and administrative protection
*in the informal sector
in subcontracted work;*
- Inadequate supervision, inadequate or lack of training.

Case Study 1

Summary of Findings Child Labor in the Footwear Industry: Marikina

The Occupational Safety and Health Center (OSHC) held Focus Group Discussions with representatives of the Marikina footwear industry (Marikina Footwear Federation, Inc.) in March and April of 1999. During these discussions, the representatives stated that some 40,000 families in Marikina worked for the entire footwear industry. They acknowledged the use of children workers in various aspects of footwear manufacture but they also stated their commitment to rectify this situation. They pointed out that there are fewer children working in the industry today than in the previous times.

During the OSHC's visit to Marikina, 30 respondents from the footwear industry were interviewed and examined. Though only six (6) of the respondents were below 18 years old, and therefore considered child laborers, all the rest had worked in the business since they were young, having started even before the age of 18 years.

On inspection of the home workplaces, it was found that the workers were unaware of certain practices of occupational safety such as good housekeeping. The workareas were generally cramped, with locations with poor lighting and ventilation. Electrical wiring was open, which posed the risk of electrocution and fire. Chemicals, usually adhesives, were stored in open containers and on several occasions the smell from the fumes was very noticeable. The workplaces were cluttered with materials and products lying on the floor in different places and there was no clear production process flow.

The workers' medical complaints were musculoskeletal aches and pains, notably in the neck and lower back; nasal irritation; feelings of light or heavy headedness and eyestrain. On physical examination, several workers had enlarged cervical lymph nodes and dental caries. One worker was six months pregnant. The laboratory examinations showed that the pregnant worker was anemic with low hemoglobin value and hematocrit. One subject (the youngest - 12/F) showed a markedly elevated alkaline phosphatase level.

The complaints of neck and lower back pain may be attributed to working for prolonged periods in positions which are ergonomically unsound. The complaints of nasal irritation and light/heavy headedness may be due to inhalation of the fumes of organic solvents present in the adhesives used. The anemia and the elevated alkaline phosphatase may all be attributed to nutritional deficiency while the enlarged cervical lymph nodes in the absence of any other pertinent clinical findings, suggest an ongoing viral infection.

The OSHC recommended that the proprietors of these workplaces and/or their managers be given instruction on basic occupational safety and health. Furthermore, attention must be given to the nutritional needs of the children who work in these workplaces as childhood is a phase in everyone's life which is marked by much physical, mental as well as emotional development.

Case Study 2

A Case History of Bonded Labour

Rosie comes from one of the southern provinces in the Philippines. At age 12, her parents "sold" or "gave her away" to a family in Manila. She did not know the details of the transaction. All she knew was that she was to be employed as a domestic worker in Manila, and that she was to attend school at the same time. The latter never materialized.

She described her sleeping arrangement as a little space on the floor, situated between the refrigerator and the hot stove. Food was usually leftovers and frequently inedible. Work started at dawn and finished at midnight. She assumed that her family must have been given money in exchange for her services as she received no wages during the duration of her employment.

This was her situation for two years. Subjected to much exploitation and cruelty, and with nobody to turn to for comfort, she started experiencing sleeplessness, loss of appetite and weight. She heard menacing "voices". She believed that people were out to kill her. These hallucinations drove her into violence in order to "defend herself from people who were out to harm her". She was brought to a psychiatric hospital and was diagnosed and treated for Schizophrenia. Her symptoms subsided after some time, and arrangements were made for her to return home. Her parents however refused to have her back. Left with no choice, she returned to the hospital.

Rosie at age 19 was referred for rehabilitation work, once again as a domestic help. She relapsed after three months and was brought back to the psychiatric hospital.

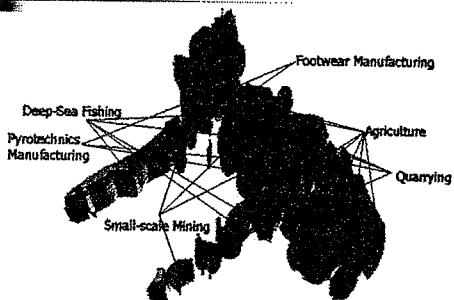
Why OSH?
(OSH Situationer on Child Labor)

What is Child Labor, and why is it a problem in the Philippines?

- 250 M working children in the world (ILO 1998)
- Philippines: 3.7 M working children
- 2.2 M in hazardous conditions



Child Labor in the Philippines
(OSHC Case Studies)



Clear Points

- Children differ from adults in their anatomic, physiological and psychological characteristics
- Many studies have shown that child laborers have poorer health status than others
- No child should be allowed to work under hazardous or unsafe conditions
- Programs on health and safety can be integrated in many action programs to eliminate child labor

International Conventions

ILO Convention 138

- Prescribes a minimum age for work



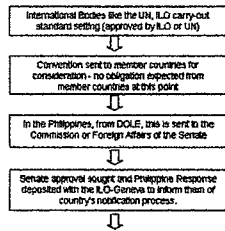
International Conventions

ILO Convention 182

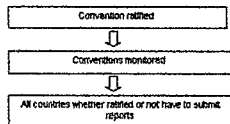
- Ratified by 37 countries as of September 2000
- Prohibits the employment of children in the worst forms of child labor



RATIFICATION PROCESS



RATIFICATION PROCESS



Ratification: International process of the country to adopt an international law.

Note: ILO made-up of member 174 countries

National Laws

DOLE Department Order No. 4

Child labor in the footwear industry is in the list of hazardous work



Why should children be taken out of hazardous work?

Vulnerability of a Working Child

- Smaller in height and lower in weight
- Different thresholds for tolerance to temperature and noise
- Lower resistance to diseases and illnesses
- Children are normally playful



Hazardous Work

Hazardous work is found in many workplaces

- scavenging
- small-scale mining
- prostitution
- children in armed conflict
- drug running



Hazardous Work

Hazardous processes/tasks

- Lifting heavy weight
- Deep-sea diving without breathing apparatus



Exposure to hazardous substances

- Chemicals
- Dangerous tools



Hazardous Work

Hazards in the physical environment

- Dust
- Temperature of working environment
- Illumination

General Working Conditions

- Long hours of work
- Inadequate or no rest and leisure



Hazardous Work

Absence of health and safety measures

- No information given on nature of work and processes
- No first aid
- No regular medical facilities or a system of referrals



Hazardous Work

Type of work arrangements

- Bondage
- Living inside workplaces



Hazardous Work

Lack of Legislative and Administrative Protection

- In the informal sector
- In subcontracted work

Inadequate supervision and training



The Implications of Hazardous Work on Children

General Observations

- They are malnourished and at higher risks of contracting diseases and disabilities
- They lag behind in their psychosocial development



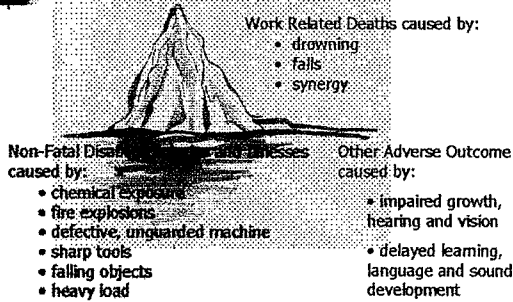
The Implications of Hazardous Work on Children

General Observations

- They are deprived of normal leisure and play
- That accidents, when they occur tend to be severe
- They are not ergonomically compatible with usual equipment and tools



Tip of the Iceberg Phenomenon



Summary

- Lack of appreciation sometimes respect for the Convention on the Rights of the Child (CRC)
 - Childs best interests
 - Right to health
 - Right to be protected from work that threatens health, education and development

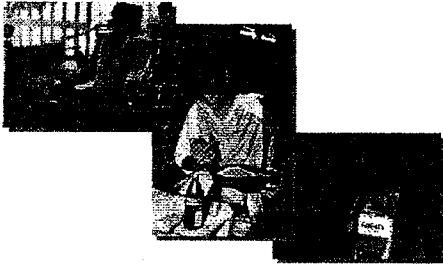
Summary

- School is the main alternative to Child Labor
- Previous facts also add up to the understanding of a working child's predicament, especially those who work under hazardous conditions
- Programs on health and safety can be integrated in many action programmes thru health care, health education and rehabilitation measures
- Information can be used as a strong advocacy measure

Summary

- Using health and safety as entry point to communities in the fight against child labor
- The role of the National Program Against Child Labor to pursue partnerships with all concerned sectors to enable child laborers, their own families and communities "to unleash their actual and potential power"
- For this to happen, children should first be healthy and far from hazardous workplaces

Faces of Child Labor in the Footwear Industry



Module 4

Living and Working Conditions in the Footwear Industry

Time Required: 1 hour and 30 minutes

PURPOSE: *This module is designed to describe living and working conditions in the footwear industry, with focus on issues of safety and health.*

OBJECTIVES: At the end of the session, the participants would be able to:

- Identify the occupational safety and health conditions prevailing in the footwear industry;
- Determine the effects of OSH conditions on the living conditions; and
- Discuss the linkage between improving OSH conditions and improved living conditions.

CLEAR POINTS:

1. Two sets of conditions have to be addressed among workplaces in the footwear industry – the living and working conditions.
2. Living conditions are affected by the status of OSH conditions. The workplaces and different parts of the home are essentially the same, thus the workplace and the home are exposed to the same set of hazards.
3. Improving OSH conditions will redound to improved living conditions.

ANNOTATED DESIGN OUTLINE

Step 1
(5 minutes)

INTRODUCTION

Discuss briefly the need to look at the conditions of work in small workplaces in the footwear industry as a combination of both living and working conditions. The work areas and parts of the household are the same places, hence, the hazards of the work extend to the home, affecting not only the working family members, including child workers in the workplaces. The other members of the family such as younger children and infants are inevitably exposed to various forms of hazards.

Step 2
(15 minutes)

OSH CONDITIONS OF FOOTWEAR WORKPLACES

Introduce the participants to the prevailing OSH conditions in footwear workplaces particularly in Binan, Laguna. Give reference to the situationer earlier presented. Ask the participants to identify the hazards and unsafe conditions common in their own workplaces and to which their children whether working with them or not are exposed to. List the various responses of participants.

Step 3
(20 minutes)

EFFECTS ON LIVING CONDITIONS

The workplace and the home are inseparable for most footwear enterprises in Binan. Cite specific examples and illustrations showing hazardous substances stored under make shift beds, and tools and materials placed near plates, cups and utensils used for food preparations. Ask the participants to identify other aspects of living conditions affected by the status of OSH conditions in the workplaces.

Ask participants to enumerate some health complaints and problems encountered by people and children working in the footwear industry. Explain that these problems are possible offshoots of exposure to various hazards in the work. Get the reactions of some participants.

Step 4
(5 minutes)

INTRODUCTION TO THE WORKSHOP

Spend about five minutes introducing and explaining the mechanics of the workshop. Explain that this workshop is designed to focus the attention of participants on the relationship of occupational safety and health and the living conditions of families and child workers engaged in footwear production in their respective homes. It helps to convince the participants that the seminar is structured around their own concerns. It also reinforces participants' involvement. Divide the participants into three or four groups.

Step 5
(25 minutes)

WORKSHOP PROPER

After explaining the mechanics of the workshop, ask the participants to break into groups. Instruct the groups to select a presenter. Provide blank transparency or easel sheets and pens to the groups. Emphasize that the time limit is 30 minutes. If there are no more questions, start the exercise.

Step 6
(15 minutes)

GROUP PRESENTATIONS AND DISCUSSION

Provide some basic guidelines for the group presentations. Each group is given three to four minutes to present. Lead the processing and discussion on the group presentations.

Step 7
(5 minutes)

SUMMARY/SYNTHESIS

Summarize/ synthesize the whole session in terms of the groups' efforts to link living and working conditions in footwear workplaces and to discuss the kinds of conditions affecting the family members and child workers. Conclude that it is now clear that improvement actions in safety and health can redound to an overall improvement in the living conditions of families and child workers involved in footwear manufacturing.

TRAINER'S AIDS

COMMONLY ASKED QUESTIONS AND THEIR ANSWERS:

- Q1:** It is inevitable that all family members will be exposed to hazards because our place is very small, much more, this is a family business. We cannot afford to make the situation any better. Is there really a solution to our problems?
- A1:** While it is true that potential exposure to various hazards will always be there, the situation is not hopeless at all. Improvements can start with a good layout, separating the place of work and the tools and materials being used from the different parts of the household. The layout can be supported by having specific containers with labels and storage racks for tools and materials. This could help prevent accidental leaks and spills of chemicals and contamination of household items. The use of walls can be maximized in storing materials. The designated work areas should be kept off limits to children and other members of the family not involved in the operations. These are actually practical improvements that will not entail costs.
- Q2:** There are specific operations that child workers can do very well, for example, application of adhesive on small work items considering the small hands of children and dexterity in using them. In this sense, don't you think that parents have more reasons than one to allow their children to take part in the operations?
- A2:** What the working children can contribute in the operations are still not sufficient for more productive work. Skilled child workers can definitely perform at certain levels of efficiency, but a skilled adult worker would oftentimes perform a lot better. For small workplaces, it always makes sense to be efficient, productive and cut down on wastage and additional expenses. In fact, one can always try to compare the quality and quantity of outputs of a skilled child worker and that of a skilled adult. The cost of hiring the adult worker could be justified by his/her output.

Problems that may be encountered and possible responses:

The parents will always insist that there is nothing wrong with their children working for them and they are thankful for that. They will be that last one to disregard the rights of their children and force these children to work in hazardous operations. As parents, they know fully well their duties and responsibilities for their family and children.

These are points of view that you should not dare contradict. In fact, use extra effort to convince them that you fully support their view, and that if put in a similar situation, you would feel exactly the same way. Explain that the training and technical inputs being provided are directed towards improving both the safety and health of workplaces and enriching that family as a basic institution in the society, including the roles of parents in rearing their children.

Detailed Instructor's Notes

Step 1
(5 minutes)

INTRODUCTION

Show slides or illustrations of workplaces visited in footwear enterprises. Ask the participants what the common characteristics of these workplaces are. Many participants will say that almost all illustrations show small workplaces, with problems in housekeeping, materials handling, dust, chemicals and other hazardous substances. From what they have mentioned, ask some participants to identify and explain how the lives of families, especially children, are affected by the situation. By way of reinforcing their answers, explain briefly the need to look at the conditions of work in these small workplaces as a combination of both living and working conditions.

Cite specific examples such as work areas and parts of the household either adjacent or being the same places. Emphasize that in this arrangement, the hazards of the work extend to the home, affecting not only the working family members including child workers in the workplaces, but also the other members of the family such as younger children and infants who are inevitably exposed to various forms of hazards.

Show the participants a better workplace where there are designated or separate work areas. Ask them if they believe this is a better situation.

Step 2
(15 minutes)

OSH CONDITIONS OF FOOTWEAR WORKPLACES

Show a transparency of a list of 10 OSH conditions with five blank boxes next to a condition. Tell the participants that these conditions were presented earlier in the situationer. Give the participants a few minutes to study the list presented. Then request for five participants to check (/) the box of a specific condition if this exists in their workplace and put (x) on the box of a specific condition if such is not present at all. Make sure that all 5 volunteers have marked all the 10 OSH conditions. Tabulate all the (/) and (x) marks. The results will show that 80 – 90% of the conditions presented are existing in the workplaces of five participants. Ask the rest of the participants if this is also true in their own workplaces.

Emphasize that these are hazards or unsafe conditions to which workers, including child workers and even non-working family members and children, are exposed to in footwear operations. Encourage the participants to contribute a few more items to the list. Write the various responses of participants on the board.

Step 3
(20 minutes)

EFFECTS ON LIVING CONDITIONS

Show slides or illustrations of hazardous substances stored under make shift beds, and tools and materials placed near plates, cups and utensils used for food preparations. Ask a few participants how they feel with what they have seen. Ask them also if these are common sites in their own workplaces. Majority of the participants would definitely say yes. Tell them the workplace and the home seems to be inseparable for most footwear enterprises.

Choose from the list of 10 OSH conditions presented earlier, the two most common or those with the most number of (/) marks. Ask participants to enumerate some health complaints and problems encountered by people and children working in the footwear industry in relation to these two OSH conditions. Request them also to identify what aspects of living conditions (e.g. safe drinking water, safe food preparations, etc.) are affected by these OSH conditions. List their answers beside the specific condition. Ask the participants to identify other aspects of living conditions affected by the status of OSH conditions in their workplaces.

Step 4
(5 minutes)

INTRODUCTION TO THE WORKSHOP

Emphasize to the participants that this is a participatory training and that their inputs and contributions are very valuable. Tell them that the next part is a workshop designed to focus their attention on the relationship of occupational safety and health and the living conditions of families and child workers engaged in footwear production in their respective homes. Emphasize further that the seminar is structured around their own concerns. Ask the participants to divide themselves into three groups (request them to countoff by 3 with those having the same number belonging to one group).

Step 5
(25 minutes)

WORKSHOP PROPER

Each group is tasked to draw a layout of a footwear workplace and different parts of the household, common among the members of the group. Then they would have to identify at least three operations or practices in their workplaces (as situated in their layout), especially those using hazardous substances or dangerous tools and work items. For each operation or practice, request them to identify the occupational hazards involved and the related aspects of living conditions affected (e.g., work-stations near water and food supply – risk of contamination of food and water supply leading to diarrhea and food poisoning). If possible, ask the groups to use new examples and not those extensively discussed earlier. Instruct the groups to select a presenter. Ensure that everyone understands the mechanics of the exercise. If there are no more questions, start the exercise. Provide blank transparency or flipchart paper and pens to the groups. Emphasize that the time limit is 30 minutes.

Step 6
(15 minutes)

GROUP PRESENTATIONS AND DISCUSSION

Provide some basic guidelines for the group presentations. Give each group 3 to 4 minutes to present. Each presenter will first explain the layout drawn by the group before discussing each operation or practice and the related occupational hazards and living conditions affected. After each presenter, enumerate the good points and important ideas raised in the presentation, then ask for additional comments or reactions from the participants. Thank each presenter/ group.

Step 7
(5 minutes)

SUMMARY/SYNTHESIS

Summarize/synthesize the session in terms of the groups' efforts to link living and working conditions in footwear workplaces and to discuss the kind of conditions affecting the family members and child workers. Show slides or examples of improved workplaces. Mention that there have been corresponding improvements in the lives of the families and children in these workplaces. Conclude that it is now clear that improvement actions in safety and health can redound to an overall improvement in the living conditions of families and child workers involved in footwear manufacturing.

VISUAL, AUDIO, AND OTHER AIDS

1. Slides or illustrations of footwear workplaces in Binan.
2. Transparency of List of 10 OSH Conditions
3. Slides or illustrations of before and after improvement situations of footwear workplaces in Binan.

LIVING AND WORKING CONDITIONS

Session objectives

- prevailing OSH conditions
- effects of OSH on the living and working conditions
- linkage between OSH and living conditions improvements

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Home-work Workshop

- Draw a layout of a footwear workplace
- Identify 3 operations/ practices, especially those using hazardous substances or dangerous tools/ work items
- Identify occupational hazards involved and related aspects of living conditions affected, and recommendations


e.g., workstations near water and food supply - diarrhea and food contamination - cover water/ food supply

- Select a group presenter
- Time limit - 30 minutes

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Summary

- Awareness on prevailing OSH conditions
- Linkage between living and working conditions
- Improvement actions in safety and health can redound to overall improvement in the living conditions

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Module 5

Chemical Safety

Time Required: 60 minutes

PURPOSE: *This module is designed to enable participants to identify chemical hazards and discuss appropriate control measures to eliminate them from the workplace.*

OBJECTIVES: At the end of the module, the participants would be able to:

1. identify and enumerate the kinds of chemicals used and the hazards they pose;
2. articulate the importance of adopting appropriate control measures against these hazards; and
3. describe how environmental control concepts, particularly industrial ventilation, can be applied as solutions to the most common chemical hazards.

CLEAR POINTS:

- Chemicals, if not handled correctly, can pose risks that can affect the workers' health.
- General ventilation is a very practical and beneficial approach in controlling chemical hazards.

ANNOTATED DESIGN OUTLINE

Step 1
(10 minutes)

INTRODUCTION

Explain the important contribution of chemicals to the footwear industry and introduce how the chemical substances can cause injury, disease or death. Describe the possible chemical hazards found in the footwear industry, explain the risks they pose and how they enter the body.

Step 2
(10 minutes)

IDENTIFICATION OF CHEMICAL HAZARDS

Outline the process for identifying, classifying and labeling of chemicals. Emphasize that the label is the basic tool for informing the user about the identification and classification, and the most important safety precautions about the chemical. Explain the properties of identified chemicals and the factors contributing to hazardous situations.

Step 3
(30 minutes)

CONTROL OF HAZARDS

Discuss and define three steps in regulating chemical hazards. First, focus on the importance of maximizing the use of natural ventilation as well as other form of engineering control measures. With enough air movement, the airborne chemicals present will be diluted to concentrations not harmful to men.

Second, explain the different methods available, proper handling and storage procedure to reduce the exposure to chemicals.

Emphasize the need to educate the workers on the importance of chemical safety. Lastly, using personal protective equipment (PPE) can reduce contact with chemicals.

Step 4
(10 minutes)

SUMMARY/SYNTHESIS

Recap and reiterate the hazards found in the workplace and how to apply appropriate control measures to reduce, if not eliminate, these.

TRAINER'S AIDS***Commonly asked questions and their answers:***

1. Q. What are the means of controlling the chemical hazards?
A. Discuss the 3 means of controlling these hazards.
2. Q. What do you think are the chemical hazards present in our workplaces?
A. Explain that there are 2 types of chemical hazards found in their workplaces and these are dusts and solvents and their properties contributing to the health risk resulting from exposure.

Problems that may be encountered and possible responses:

1. Questions in between session - know how to divert and explain that the questions will be entertained later.
2. Lack of Time - Be ready or flexible, plan ahead what topics can be shortened or eliminated in case of time constraint.

VISUAL, AUDIO AND OTHER AIDS:

1. Photos of solvents used.
2. Photos of some control measures.
3. Photos of means of work environment measurements.

DETAILED INSTRUCTOR'S NOTES

Step 1
(10 minutes)

INTRODUCTION

Start by asking the participants to identify the chemicals they use in their day to day living. Write these on the board as mentioned. It is significant to let them say their views and this will assure you that they are with you in your session. Say that chemicals have become part of our life, sustaining many of our activities, preventing and controlling diseases and increasing productivity. However, one cannot ignore that these chemicals may, especially if not properly used, endanger our health and poison our environment. Not only the worker handling chemicals is at risk. We may be exposed to chemical risks in our homes through misuse or by accidents.

Step 2
(10 minutes)

IDENTIFICATION OF CHEMICAL HAZARDS

Begin the discussion by asking the participants if they know that they are using and/or generating chemicals in working. Site that the first and most essential step leading to the safe use of chemicals is to know their identity, the hazards to health and the environment, and the are means for controlling them.

State that there are 2 chemicals present in their work environment: these are dust and solvents. Define dusts as solid harmful substances that are ground, cut or crushed by mechanical actions. Ask them what are the sources of this type of hazard. Then say that processes like grinding, cutting and material preparation generate dusts.

On the other hand, solvents are substances in liquid or solid state at ordinary temperature and pressure that volatilize or sublimate depending upon vapor pressure and become gas. Such processes include application of adhesives to shoe patterns.

Labeling/Marking

Explain that the basic tool informing them about the classification of chemicals is the label. Inform them that all chemicals, both substances and preparation, should have a clear marking/label to indicate their identity. The containers of chemicals should, in addition to marking, have a label with the required information which includes precautionary measures, health risk, product name, manufacturer's name, address and telephone number. The label should draw attention to the inherent danger to persons handling or using the chemical.

Step 3
(30 minutes)**CONTROL OF HAZARDS**

Ask the participants what they think is the best way of reducing the airborne concentration of these hazards. Then explain to them that maximizing the use of natural ventilation, and with adequate air movement, the airborne chemicals present will be diluted to concentrations not harmful to men. Give samples or situations on how this will take effect. Say that natural openings such as opening of windows and doors will allow fresh air to circulate into the workplace and in effect will dilute and reduce the chemical hazards present in it.

Emphasize also the importance of adopting wet methods in controlling dust propagation by installing wet sacks or cloths behind the grinding wheels to capture these particulates before they become airborne and reach the workers' breathing zone.

Emphasize also the need to educate the workers on the importance of chemical safety. This includes proper handling and storage of solvents. Inform participants that if not in use, containers with chemicals should be properly sealed and stored in areas where there is adequate ventilation and away from heat and fire because solvents in general are flammable. Inform them that these containers should also be properly labeled, with information on the effects of the particular chemical. Discuss also the importance of using personal protective equipment (PPE) to reduce contact with chemicals.

Examples:

- Eye protection in grinding operation to prevent dust particles from getting into their eyes.
- Rubber gloves should be used in applying adhesives to prevent skin contact.

Step 4
10 minutes**SUMMARY/SYNTHESIS**

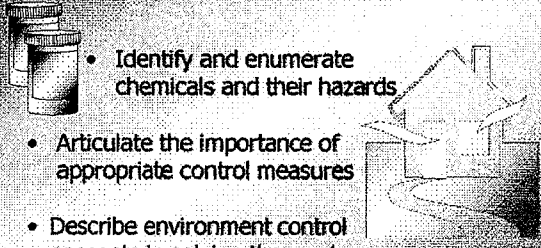
Give a recap of what you had just discussed by asking the participants questions on the topics reviewed. In this manner you will be assured that the participants understood your presentation and that they gained additional knowledge, especially regarding the safe use of chemicals.

Thank the participants for politely attending your presentation and for actively participating in the discussion.

Chemical Safety


Session Objective

- Identify and enumerate chemicals and their hazards
- Articulate the importance of appropriate control measures
- Describe environment control concepts in solving the most common chemical hazards.




Ways of Managing Chemical Hazards

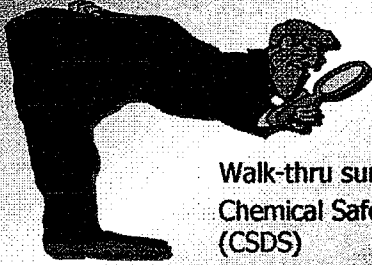
Identification of Hazards



Control of Hazards



Identification of Chemical Hazards

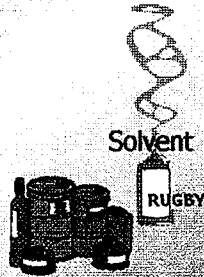


Walk-thru survey
Chemical Safety Data Sheet
(CSDS)
Product Label/Marking

Two Major Chemical Hazards



Dust



Solvent

RUGBY

Major Chemical Hazards

Dust

Material Preparation

Grinding
Cutting



Packaging



Major Chemical Hazards

Solvents

Application of rugby and contact cement



Use of primer and paint



Identifying Chemical Hazards



Control of Hazards

Natural Ventilation



Materials Handling and Storage



Use of Personal Protective Equipment (PPE)



Natural Ventilation

The process of supplying and removing air to and from any space

Make use of natural openings

doors



windows



Wet Method

Used of wet sacks or cloths behind grinding wheels to capture dust particles before it reaches the workers breathing zone



Materials Handling and Storage

Proper Labeling

label materials for quick and easy recognition



Materials Handling and Storage

Proper Handling

never use or handle chemicals until you have read and understood its label



ensure that the workplace is properly ventilated



Materials Handling and Storage

Proper Storage

allow appropriate storage space for flammable and waste materials



provide sufficient shelving. Chemicals or equipment should not be stored or placed on the floor



Personal Protective Equipment

Use of appropriate respiratory protective equipment



Use of gloves

never apply adhesives with your bare hands, they contain toxic chemicals



Use of eye protection



Remember:

Natural ventilation is the cheapest way of diluting chemicals to levels not harmful to human health

Remember this:

WORK is a source of living

not a source of **DEATH**

Module 6

Health Effects of Occupational Hazards on the Workers of the Footwear Manufacturing Industry

Time Required: 60 minutes

PURPOSE: *The purpose of this module is to acquaint trainers with the different occupational hazards in footwear manufacturing so that they will be able to discuss these hazards, and their effects on health, with persons involved in footwear manufacturing.*

OBJECTIVES: At the end of the module, the participants would be able to:

1. list down the health hazards found in manufacturing footwear in home workplaces;
2. describe the different effects these hazards have on human health using the results of the health survey, work environment measurement and safety audit conducted by the OSHC in Bifian in February 2001; and
3. propose measures by which to control occupation-related illnesses that result from these hazards.

CLEAR POINTS:

1. The manufacture of footwear at home has many hazards to health, which can cause illness to both children and adults in the short and long term. Children are prone to be more affected by these hazards because their systems are still in the process of development.
2. In footwear workplaces where the home and work environments are the same, preventing occupational illnesses is not only good for personal and family well-being, but can also lead to better workplace efficiency and productivity.

ANNOTATED DESIGN OUTLINE

Step 1
(10 minutes)

INTRODUCTION

Review the process of footwear manufacturing and then state that manufacturing footwear at home poses several hazards which can affect the health, not only of the workers themselves, but also of other family members. Then go over the purpose of the module and explain that promoting health and safety in the workplace can lead to a better, more productive life.

Step 2
(40 minutes)

DESCRIPTION OF OCCUPATIONAL HAZARDS AND THEIR EFFECTS ON HEALTH

Enumerate the different classes of workplace hazards and discuss each one found in footwear manufacturing, then ask the participants to identify or describe any workplace hazards they may notice in their own workplaces. Explain which occupational illness can arise from each hazard. Ask the participants to think of ways by which the occupational illness can be identified, controlled and monitored. List the responses on the board and correct any misconceptions.

Step 3
(10 minutes)

SUMMARY/SYNTHESIS

Recapitulate the different health hazards and explain that identification of most hazards involves observation by the workers and that control measures can often be implemented at minimal cost. Emphasize that exposure to occupational hazards can predispose individuals to community acquired illnesses. Show photographs or illustrations of simple workplace improvements that have been devised or implemented to address a particular hazard.

TRAINER'S AIDS***Commonly asked questions and their answers:***

- Q1 : What are the signs and symptoms of organic solvent exposure?
- A : Explain that organic solvents can produce a very wide array of symptoms. Enumerate the most common ones.
- Q2 : I've been working with organic solvents all my life but nothing has happened to me?
- A : Each person has individual characteristics that influence the severity of the effects organic solvents may have. Although a person may not yet experienced any harm, he/she should not remain complacent that no illness or harm will occur in the future. This are known long-term effects of solvent exposure.

Problems that may be encountered and possible responses:

1. The discussion can become too technical. The facilitators have to keep in mind the background of their audience and adjust their language and terminology accordingly.
2. The discussion can become a medical consultation if physicians are presenting. The facilitators have to be firm with time management and with sticking to the topics to be discussed. The facilitator may also clarify his/her role in this session and ask the participants to respect this.

VISUAL, AUDIO AND OTHER AIDS

1. Photos of physical and ergonomic hazards.
2. Slides of routes of entry.

DETAILED INSTRUCTOR'S NOTES

Step 1
(10 minutes)

INTRODUCTION

Introduce yourself and the topic to be discussed.

Begin the session by asking the participants to describe the steps involved in making footwear.

Ask participants to list down the hazards found in their workplace. Then classify the hazards into the 4 general types. You can later state that the discussion will cover hazards most likely encountered in home workplaces.

Before proceeding to the discussion, encourage the participants to feel free and ask questions about the topics at any time

Step 2
(10 minutes)

A. CHEMICAL HAZARDS

The facilitator should emphasize the following:

Chemicals are used in virtually all work processes and have become a part of our everyday lives.

More and more chemicals are introduced each year but little is known about the long-term effects these have on human health. Proper handling and storage reduce the dangers from chemical exposure.

In making footwear, organic solvents are the most commonly encountered class of chemicals.

Organic Solvents

This is a very large group of substances with a wide variety of work applications.

Examples of industries that use large quantities of organic solvents are: paint manufacturing, petrochemical refining, pharmaceuticals and printing.

In footwear manufacturing, they are found in adhesives, thinners and shoe polishes.

Organic solvents can enter the body through the mouth (ingestion), through the nose (inhalation) or through our skin (absorption).

Once inside the body, the chemical may directly exert a toxic effect on a

particular organ system, it may cause nothing or may be converted into toxic form by the body before being excreted.

Ask the audience if they have experienced any uncomfortable sensation while working with adhesives or shoe polish in the past.

Explain that there is a wide range of effects that depend on the amount of exposure and the length of time the person is exposed. This includes the “high” feeling experienced by people who work with organic solvents.

The acute or immediate effects may include:

Skin and lung irritation

Anesthesia

Narcosis - depressant action on the nervous system resulting to diminished consciousness or complete unconsciousness

Disturbances in heart rhythm.

The chronic or long-term effects include:

Nervous system disorders

Liver Damage

Renal failure

Blood disease

Reproductive system disorders

Ask for questions from the audience before proceeding.

Step 3
(10 minutes)

B. PHYSICAL HAZARDS

Review what physical hazards are.

Illumination

Explain that adequate lighting plays a very important role in productivity, workplace efficiency and accident avoidance. Ask the participants if they feel that this is a concern in their workplace.

Describe the range of symptoms a person can feel if he/she works in an area of inadequate lighting – headaches, blurring of vision, tearing.

Heat

Heat is often overlooked or not given enough attention but thermal comfort also plays a role in workplace productivity and to one’s health.

Heat-related illnesses can range from prickly heat (or bungang araw) to heat stroke, which is life-threatening.

Steps that workers can take to reduce the effects of heat are to have a nearby source of potable water and to take regular drinks to replace water loss.

Ask the participants if they need to be clarified on certain topics before proceeding.

Step 4
(10 minutes)

C. ERGONOMIC PRINCIPLES

Ergonomics is the science that promotes workplace efficiency and wellness by “fitting the task to the man.”

In footwear manufacturing, workers should be aware that working in awkward postures and performing repetitive movements increase one’s risk for musculoskeletal disorders.

Ask participants to give examples of common musculoskeletal disorders:

These include cramps, neck and shoulder pain, low back pain and tendonitis.

These disorders can be minimized by adjusting the workstation to conform with the normal range of movements of the body.

Ask for questions before proceeding.

Step 5
(10 minutes)

D. BIOLOGIC HAZARDS

Biologic hazards are factors of plant or animal origin present in the workplace that can cause illness in the workers. Emphasize that some are not a result of work but have implications on workplace efficiency.

Explain that for this module, certain illnesses may not be work-related or caused by work at all but are spread at the workplace and so deserve to be mentioned, such as:

Tuberculosis (TB)

TB is a chronic respiratory infection that is a very common illness among children and adults in the Philippines, and which can be disabling if left untreated.

Explain how TB is spread and how it takes hold in the body.

TB is spread through the air and is acquired by inhaling the TB organism.

This allows it to be spread among family members or among persons who live and/or work close together.

The organism is usually found in the lungs but it can spread to other parts of the body.

Persons with TB usually show weight loss, low-grade afternoon fever and cough, which may have blood-streaked phlegm. TB is further diagnosed by chest X-ray and by sputum examination.

TB is treated by taking appropriate antibiotics for minimum period of 6 months. TB found in sites other than the lungs require a longer time.

Tetanus

Tetanus is an illness characterized by stiffening of the jaw muscles and is caused by a poison produced by the tetanus organism.

Explain how a person can be infected with tetanus.

The microorganism for tetanus is very common in soil and feces of man and many animals. The tetanus organism form spores which gain access into the human body through any cuts and lacerations in the skin or mucous membranes.

Workers who are in contact with tools, constitute a group especially vulnerable to tetanus because of the injuries they sustain in the course of their work, especially if these are deep and penetrating and contaminated with soil.

Tetanus is usually acquired through cuts/laceration acquired in the work process that become infected with the tetanus organism, either through the implement causing the wound or through the soil.

There is no specific treatment for tetanus so stress that prevention is important.

Preventive measures include proper wound care and cleaning, as well as tetanus immunization.

Trainer should have the knowledge of the situation of the community to be able to discuss other concerns. They should be aware of the prevalent diseases in their community and include them in the discussion. (i.e., leptospirosis, dengue and parasitism).

Leptospirosis

Explain how Leptospirosis can be acquired.

Infections can occur either by direct contact with urine or tissue of an infected animal or indirectly through contaminated water, soil or vegetation and flood water. Leptospiras in most "urine spots" in soil retain infectivity for 6 to 48 hours.

Usual portals of entry in humans is through wading in flood water with abraded skin, particularly about the feet, and exposed mucous membranes.

Organs most prominently affected are:
skeletal muscles, kidneys, adrenals, liver, stomach, spleen and lungs.

Enumerate common symptoms experienced: headache (frontal), muscle ache, chills, recurring fever.

Dengue

Explain how dengue is transmitted.

Dengue is transmitted by the bite of the Aedes mosquito, a day biting mosquito, which thrives in water stored for drinking, or bathing or in rain water collected in any container.

Enumerate the common symptoms found in Dengue.

Dengue begins with a sudden onset of high fever, chilliness, and severe aching of the head, back and extremities, accompanied by sore throat, conjunctival redness and flushing or blotching of the skin.

Ask the audience if there is need for any clarification before proceeding.

In developing countries, the biological hazards in occupational situations are usually common. The diseases discussed above may be contracted in the course of an employment that puts the individual in contact with the microorganisms. These conditions are usually found in certain circumstances such as bad working conditions, poor diet and living conditions. Organisms that cause biological hazards usually thrive in contaminated areas such as sewers, puddles, streams and paddy fields.

SUMMARY
(10 minutes)

Recapitulate the topics discussed. State that the discussions have focused on hazards that are most likely found in home workplaces.

Emphasize that it is better to adopt a proactive and prevention-oriented mindset because these will save resources over the long term.

Emphasize further that the control of occupational hazards is best carried out by the people who work in a particular area as they intimately know the processes and hazards present and are in the best position to implement something that is feasible.

Interventions do not have to be fancy or expensive and can be simple, like adding stools or chairs to a workstation for worker comfort. Improvement of the standard of hygiene in the workplace as well as in the environment will greatly reduce the incidence of occupational diseases particularly brought by biological hazards. Workers should protect themselves from organisms by avoiding wading in contaminated waters such as floods and sewers. Workers should also clean their workplace to eradicate breeding places for organisms that cause biological hazards.

State that it is in the best interests of the children (and of the Philippines) that they are withdrawn from making footwear, and every effort must be made to enhance their physical, emotional, social and educational development.

Finally, reiterate the need to monitor the hazards in order that appropriate intervention be implemented. Encourage the workers to use practical methods in identifying and controlling the hazards. Examples of practical monitoring equipments:

- **EYES** to spot hazards and poor working conditions.
- **EARS** to listen to workers' complaints and suggestions for improvements.
- **MOUTH** to argue the workers' point of view and to talk to other union members about health and safety.
- **NOSE** to smell bad odors as an indication of hazards.
- **BRAIN** to be always thinking and learning about health and safety at work.
- **FEET** to regularly inspect the workplace.
- **WILL** to be strong enough to fight to get the hazards corrected and stop work if you see immediate danger.

Health Effects of Occupational Hazards on the Workers of Footwear Manufacturing

Purpose

To acquaint Trainers with the different occupational hazards found in footwear manufacturing, and their effects on health.

What are Health Hazards?

- 1. Working conditions that may be harmful to human health**
- 2. Exposure to dangerous substances or conditions**

Health Effects of Occupational Hazards on the Workers of Footwear Manufacturing

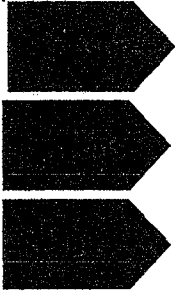
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To acquaint Trainers with the different occupational hazards found in footwear manufacturing, and their effects on health.

What are Health Hazards?

- 1. Working conditions that may be harmful to human health**
- 2. Exposure to dangerous substances or conditions**

Defense Mechanisms of the Body



Potentially harmful agents

Normal / altered body response

Homeostasis or disease

HEALTH HAZARDS

PHYSICAL AGENTS
noise, vibration,
radiation,
defective illumination,
temperature extremes



CHEMICAL AGENTS
dusts, gases, vapors,
fumes, mists, etc.



BIOLOGICAL AGENTS
viruses, bacteria, fungi,
parasites, insects, etc.



LACK OF ERGONOMIC PRINCIPLES
exhaustive physical exertions, excessive
standing, improper motions, lifting heavy
load, job monotony, etc.



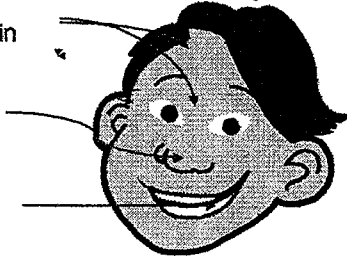
Chemical Hazards

Routes of Entry to the Body

Absorption
(through the skin
or eyes)

Inhalation
(breathing
)

Ingestion
(swallowing
)



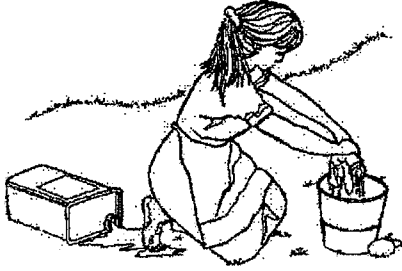
Routes of Entry into the Body



Routes of Entry into the Body



Routes of Entry into the Body

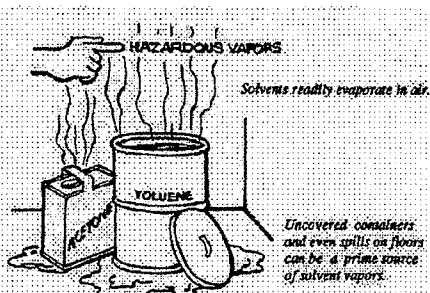


Organic Solvents

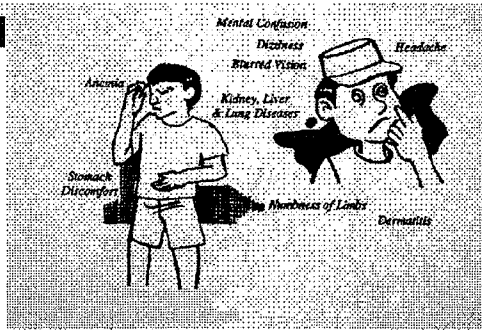
Occupational Exposure

- Paints
- Thinners
- Adhesives
- Cleaning Agents

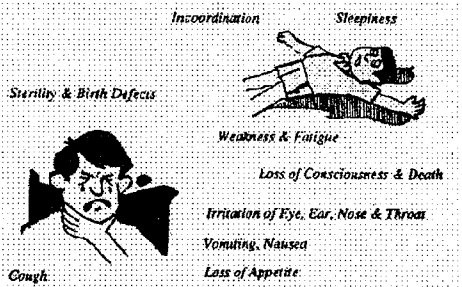
Organic Solvents



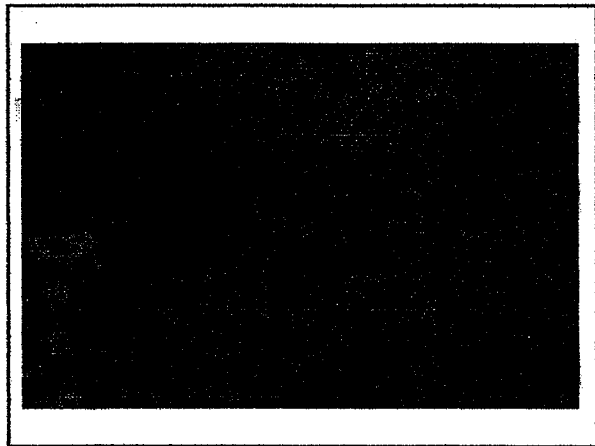
Effects of Organic Solvents



Effects of Organic Solvents



Physical Hazards



Inadequate Illumination

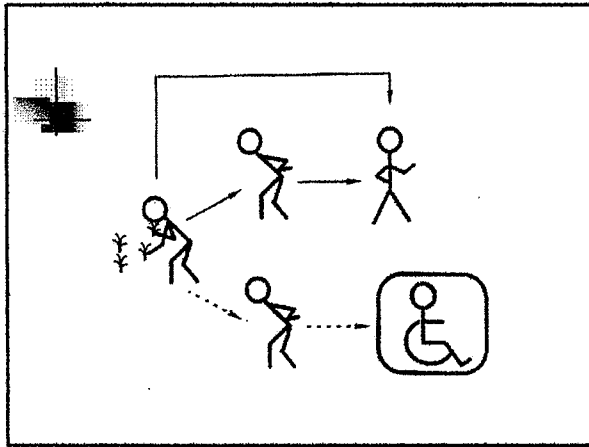
Usual Complaints:

- **Visual Fatigue**
- **Double Vision**
- **Headaches**
- **Irritation**
- **Lacrimation, Conjunctivitis**

Ergonomics

GOALS

- make work safe and humane
- increase human efficiency
- create human well-being



Ergonomic Stresses

POSTURE

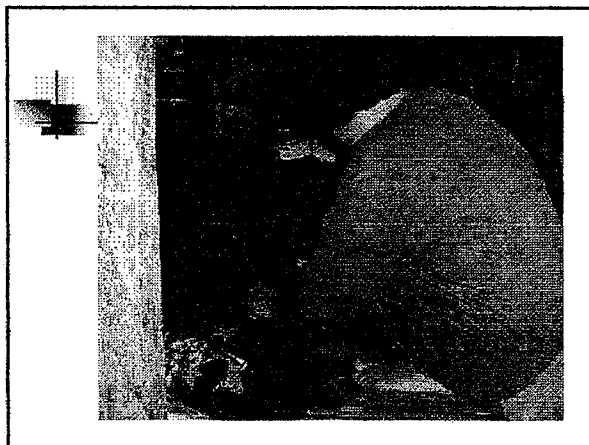
- Awkward posture
- Static posture



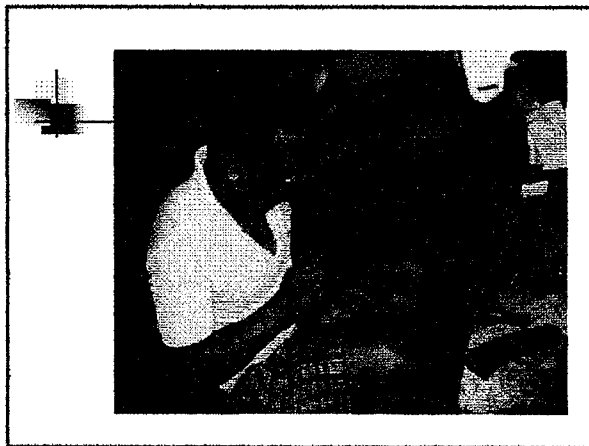
Ergonomic Stresses

MOVEMENT

- Extreme range of motion
twisting
bending
- Repetitive
same motion pattern
short cycle time







Injuries Due to Lack of Ergonomic Principles


- Osteo-arthritis
- Tension neck and shoulder
- Inflammation of Tendons of Fingers
- Low Back Pain

Workplace Biologic Hazards

TUBERCULOSIS

TRANSMISSION

Bacilli expelled during coughing, sneezing, and vocalizing



Symptoms include the following:

- a. weight loss
- b. low grade afternoon fever
- c. persistent cough
- d. blood-streaked sputum



TETANUS

SYMPTOMS

- 1. Lockjaw
- 2. Contraction of the facial muscles & back muscles

PREVENTION

- 1. Active immunization with tetanus toxoid
- 2. Careful wound management

YOUR MONITORING EQUIPMENT

EYES to spot hazards and poor working conditions

EARS to listen to workers' complaints and suggestions for improvements

MOUTH to argue the workers' point of view and to talk to other union members about health and safety

FEET to regularly inspect the workplace

BRAIN to be always thinking and learning about health and safety at work

NOSE to smell bad odors as an indication of hazards

WILL to be strong enough to fight to get the hazards corrected and to stop work if you see immediate danger

Module 7

Housekeeping for the Prevention of Accidents

Time Required: 1 hour 30 minutes

PURPOSE: *This module is intended to orient the participants on the importance of good housekeeping in preventing the most common accidents.*

OBJECTIVES: At the end of this module, the participants will be able to:

- explain the value of practicing good housekeeping;
- discuss housekeeping-related accidents including fire and electrocution;
- list good housekeeping activities; and
- discuss good housekeeping practices as low-cost methods to improve the workplace conditions.

CLEAR POINTS:

- Housekeeping is important because it lessens accidents and related injuries and illnesses; it therefore improves productivity.
- Poor housekeeping may lead to bigger accidents such as fire or electrocution.
- Housekeeping means there is a place for everything and everything in its place. It is everybody's business to observe it in the workplace.
- The 5S is a very practical, simple, low-cost and proven approach to improving housekeeping in the workplace.

ANNOTATED DESIGN OUTLINE

Step 1
(5 minutes)

INTRODUCTION

Ask for examples of what they know about housekeeping, what they think are good housekeeping activities and why they think so. Write the responses on flipchart paper or whiteboard.

Step 2
(5 minutes)

DEFINITIONS/OBJECTIVES

Explain the clear points of the module. Solicit ideas from the participants about the definition of good housekeeping. Write answers on the flipchart paper or whiteboard. Pick out the ideas that are related to good housekeeping.

Step 3
(3 minutes.)

SIGNS OF DISORDER/INDICATORS

Cite various situations of daily work that are encountered and which could possibly cause accidents. These situations will be associated practices that are observed from the working practices of the participants. Relate these indicators to accidents.

Step 4
(30 minutes)

ACCIDENTS RESULTING FROM POOR HOUSEKEEPING

Discuss common accidents that occur because of poor housekeeping. Ask the participants to share their experiences on the various accidents that they have encountered that may be caused by poor housekeeping. Discuss housekeeping in relation to the causes of fire and electrocution.

Step 5
(8 minutes.)

5S

Ask participants if they know of a systematic housekeeping technique. Introduce the systematic housekeeping practices adopted from the Japanese, in Japanese, English and Tagalog versions.

Step 6
(14 minutes)

IMPORTANCE OF 5S/GOOD HOUSEKEEPING

Explain the importance of each item. Give common examples to illustrate each of the items. Ask the participants what might be the results of systematic housekeeping in terms of safety, efficiency, productivity, quality and work improvement.

Step 7
(6 mins.)

STEPS IN ORGANIZING AND MAINTAINING GOOD HOUSEKEEPING

Enumerate the basic steps in organizing and maintaining good housekeeping, soliciting ideas from the participants as often as possible.

Step 8
(4 mins.)

SUMMARY AND CONCLUSION

Ask participants if there is anything that needs clarification with regards to housekeeping. Then summarize the module by giving all the clear points.

INSTRUCTOR'S DETAILED NOTES:

Step 1
(5 minutes)

INTRODUCTION

“This presentation discusses how we all could improve our work while at the same time prevent many accidents that may occur in our workplace.” Ask the participants what they know about housekeeping. Let participants give their ideas on what they perceive as good housekeeping practices.

Step 2
(5 minutes)

DEFINITIONS/OBJECTIVES

“Good housekeeping is a way of putting things in order. This means that everything is in its proper place and there is a place for everything.” Show them or list the clear points of good housekeeping. State each point and briefly explain each.

Clear Points:

- Housekeeping is important because it lessens accidents and related injuries and illnesses; it therefore improves productivity.
- Poor housekeeping may lead to bigger accidents such as fire or electrocution.
- Housekeeping means there is a place for everything and everything in its place. It is everybody's business to observe it in the workplace.
- The 5S is a very practical, simple and proven approach to improving housekeeping in the workplace.

Step 3
(3 minutes)

SIGNS OF DISORDER/INDICATORS OF POOR HOUSEKEEPING

“It is easy to find out if good housekeeping is being observed in the workplace. We see indicators everyday but somehow we take them for granted simply because we don’t realize the importance of orderliness and cleanliness.” Show participants a list of indicators:

- cluttered and poor storage areas
- untidy piling of materials
- piled-on materials damaging other materials
- items no longer needed but are still in the work area
- blocked walkways
- materials stuffed in corners
- materials getting rusty and dirty from non-use
- excessive quantities of unnecessary items
- overcrowded storage areas and shelves
- overflowing bins and containers
- broken containers and damaged materials

“Can you imagine your own workplace? Does the list correspond to anything familiar in our own work area?”

Step 4
(30 minutes)

ACCIDENTS RESULTING FROM POOR HOUSEKEEPING

Discuss common accidents that occur because of poor housekeeping. Discuss each accident and provide a brief explanation on how these things occur. Generate some examples from the participants. It would be better if examples are of accidents based on actual experience. Ask participants to share their experiences on various accidents that they have encountered that may be caused by poor housekeeping. Ask why they thought such accidents happened.

- Hit by falling objects
- Slips from slippery floors
- Trips by materials lying on the floor
- Bump objects not stored properly
- Cut or pierced by sharp objects, splinters or burrs
- Burnt by hot objects
- Fire resulting from improper storage of flammable or combustible materials
- Fire from electrical sources
- Electrocutation by poor electrical installation

Further discuss housekeeping in relation to the causes of fire and electrocution.

Fire Accidents. Further explanation is required. It is important to discuss how fire occurs, especially if it is caused by poor housekeeping. For better understanding, bring a small candle or a small kerosene lamp and a small pail with water. Bring some combustible materials such as small pieces of paper, cloth or any small combustible material from the workplace. Tell the participants that a small fire even smaller than candle fire can easily start a bigger fire. Candles or mini gas lamps can easily cause bigger fires once they get in contact with a combustible material. Light the candle/lamp (be sure that you don't burn yourself or cause fire in the process). One at a time, let the combustible material catch fire. Show the participants how each of the materials can catch fire. Drop the burning material into the pail of water to put the fire out. Discuss with them how these could happen in the workplace. Ask them how they could prevent these things from happening. In summary, the fire could be prevented:

- If you don't use the fire at all
- If you use fire properly
- Keep the materials away from fire or heat sources
- Store combustible materials in their proper storage
- Practice housekeeping to keep the work area clean.

Electricity-related accidents. Ask the participants about their experiences with electric shock. Electric shock usually occurs when we touch exposed wirings. Since electricity can also travel through water, we get shocked when we touch switches or outlets with wet hands. Oftentimes, we ignore the fact that the electrical devices we are using are defective and can cause electric shock. There is a big chance of avoiding electric shocks if we follow these simple ideas:

- repair defective wires and electrical devices.
- keep all electrical wires and devices in good condition.
- do not touch electrical wires and devices with wet hands. Wear slippers/shoes.
- as long as we avoid touching defective electrical devices, we avoid the accidents.

Aside from electric shock, electricity may lead to fire. Point out that most fires usually start with poor electrical wiring. The fire from electrical sources usually starts only as a spark. The fire spreads easily with the presence of combustible materials that the spark comes in contact with. The spark can cause a combustible material to start burning. It is therefore important to:

- Keep electrical wirings well away from the combustible materials.
- Avoid using improvised outlets and wiring connections as these may spark.
- Repair or replace damaged or defective electrical wirings and devices.
- If it is necessary to install temporary installations, do them properly.

Step 5
(8 mins.)

5S

Ask the participants if they know of a way to systematically do housekeeping. Ask participants if they have come across the word 5S. Welcome and briefly acknowledge responses. Because 5 'S' are words that were introduced by the Japanese, cite the original Japanese wordings... then Tagalog. The 5S system is clearly a good method of solving and maintaining housekeeping not only at the workplace but in everyday life. Discuss each S briefly and how this could be done in their own workplace

Seire or Sort – is the first S which means we have to identify things that are still needed or not needed. Suriin in Tagalog.

Seiton or Systematize – is the second S which means we need to organize things. Sinupin in Tagalog.

Seiso or Sweep – is the third S which means we have to sanitize or clean our workplace. Simutin in Tagalog.

Seiketsu or Standardize – is the fourth S which means we have to standardize what we are doing. Siguruhin in Tagalog.

Shitsuke or Self- Discipline is the fifth and last S which means we have to do this process without prodding. Sariling-kusa in Tagalog.

Step 6
(14 mins.)

IMPORTANCE OF 5S/GOOD HOUSEKEEPING

Ask a participant to name one importance of 5S. Properly acknowledge his/her ideas. Clearly it is always synonymous to being safe: Imagine a cluttered workplace where one can just wait for an accident to happen. Ask the participants to imagine their own workplaces. Can they now imagine any way of improving their own workplaces so that everything is orderly, clean and efficient? Ask participants if they think they could imagine a better workplace. Let them discuss how they could improve their workplace. Let them share their ideas and usual practices that are related to 5S.

Point out that good housekeeping can also contribute to productivity improvement. Good housekeeping results from better movement of workers and materials. Everything is easily located and materials are easily taken from designated areas.

When everything is clean and orderly, indeed everybody who works in the place feels good. Thus, morale of the workers is uplifted and workers are happier with their work. If the workplace is in order, it is easy for the people to do the job. Work improvement will surely be synonymous with easier job, less defects, continuous production and an orderly workplace.

Step 7
(6 minutes)

STEPS IN ORGANIZING AND MAINTAINING GOOD HOUSEKEEPING

Memorizing the 5S is only the start of maintaining a good housekeeping program. Basically, you should have goals to achieve in your workplace. For example, the first thing you may want is for your workplace to be clean. Perhaps after that, you want to be orderly. Constant practice is the key to good housekeeping. Continuously recall 5S to remind you of the things you need to do. As long as you follow a program of good housekeeping, everything is constantly clean and in order. Self-criticism is important to see if improvements have been achieved. Find out if you have achieved the goals you set for yourself." Ask them what they initially want to achieve. Let them share how they hope to accomplish these things.

Step 8
(4 minutes)

SUMMARY AND CONCLUSION

Ask participants if they have questions. Repeat to them and make them understand the importance of good housekeeping in relation to their work. In conclusion, it is easy to have a program of good housekeeping simply by memorizing by themselves 5 English/Tagalog words. Let the participants recite by themselves all the 5S words. With constant practice, the benefits of good housekeeping are gained:

- Cleanliness
- Orderliness
- Productivity
- Efficiency
- Good moral
- Less accidents

Housekeeping



What is Housekeeping?

- Putting things in order
- Everything is its proper place and there is a place for everything



Clear Points:

- Housekeeping is important because it lessens accidents and related injuries and illnesses; it therefore improves productivity.
- Poor housekeeping may lead to bigger accidents such as fire or electrocution.
- Housekeeping means there is a place for everything and everything in its place. It is everybody's business to observe it in the workplace.
- The 5S is a very practical, simple and proven approach to improving housekeeping in the workplace.







Poor Housekeeping Indicators

- * cluttered and poor storage areas
- * untidy piling of materials
- * piled-on materials damaging other materials
- * items no longer needed but are still in the work area
- * blocked walkways
- * materials stuffed in corners
- * materials getting rusty and dirty from non-use
- * excessive quantities of unnecessary items
- * overcrowded storage areas and shelves
- * overflowing bins and containers
- * broken containers and damaged materials

Accidents From Poor Housekeeping

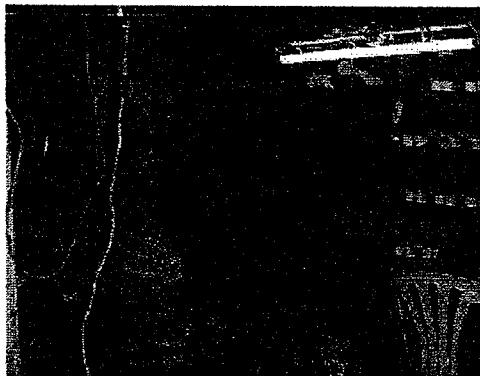
- * Hit by falling objects
- * Slips from slippery floors
- * Trips by materials lying on the floor
- * Bump objects not stored properly
- * Cut or pierced by sharp objects, splinters or burrs
- * Burnt by hot objects
- * Fire resulting from improper storage of flammable or combustible materials
- * Fire from electrical sources
- * Electrocution by poor electrical installation



Fire Prevention

- * If you don't use the fire at all.
- * If you use fire properly.
- * Keep the materials away from fire or heat sources.
- * Store combustible materials in their proper storage.
- * Practice housekeeping to keep the work area clean.





Avoiding Electric Shock:

- * Repair defective wires and electrical devices.
- * Keep all electrical wires and devices in good condition.
- * Do not touch electrical wires and devices with wet hands. Wear slippers/shoes.
- * As long as we avoid touching defective electrical devices, we avoid the accidents.

Most Fires Start With Poor Electrical Wiring.

- * The fire from electrical sources usually starts only as a spark.
- * The fire spreads easily with the presence of combustible materials that the spark comes in contact with.
- * The spark can cause a combustible material to start burning.



To Prevent Electrical Fire:

- * Keep electrical wirings well away from the combustible materials.
- * avoid using improvised outlets and wiring connections as these may spark.
- * repair or replace damaged or defective electrical wirings and devices.
- * if it is necessary to install temporary wirings, do them properly.

5S

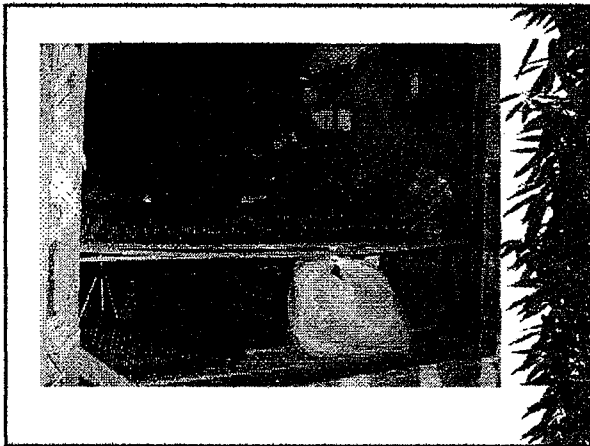
- * A way to systematically do housekeeping.
- * Introduced by the Japanese
- * Good method of solving disorder and maintaining housekeeping
- * A low-cost method to improve workplace

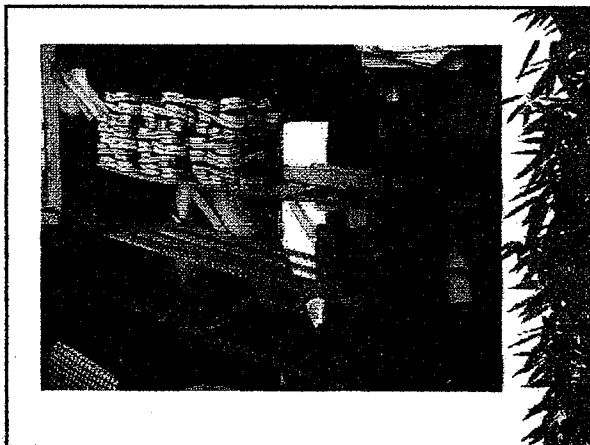
What is 5S?

- * Surlin
- * Sinupin
- * Simutin
- * Siguruhin
- * Sariling-kusa

Importance of 5S / Good Housekeeping

- * Productivity improvement.
- * Better movement of workers and materials.
- * Everything is easily located and materials are easily taken from designated areas.
- * Morale of the workers is uplifted and workers are happier with their work.
- * Less defects.
- * Continuous production.
- * Little or no cost to effect.





Organizing and Maintaining Good Housekeeping

- * Orderly workplace.
- * Memorizing only the 5S.
- * Have goals to achieve in your workplace.
- * Constant practice is the key to good housekeeping.
- * Recall 5S to remind you of the things you need to do.
- * Follow a program of good housekeeping.
- * Self-criticism to see if improvements have been achieved.



Recall 5 S?

- * Suriin
- * Sinupin
- * Simutin
- * Siguruhin
- * Sariling-kusa



5s / Good Housekeeping Benefits

- * Cleanliness
- * Orderliness
- * Productivity
- * Efficiency
- * Good morale
- * Less accidents



Module 8

Networking: Where to go for what?

Time Required: 30 minutes

PURPOSE: *This module is designed to enable community trainers to give information on the existing social protection services at the barangay and municipal levels in order that working children and their families can access the different services as needed*

OBJECTIVES: At the end of the module, the participants would be able to:

- describe and explain the importance of primary, secondary and tertiary prevention to address the safety and health concerns of working children and their families in Biñan;
- describe and explain the different Social Protection Programs in Biñan, specifically on occupational safety and health;
- identify the network and implementors, specifically the key persons of the different social protection programs;
- describe the referral system that may be accessed for various concerns involving health and environment, education, microfinance and livelihood; and
- link the health, safety and work environment concerns of children and their families in terms of information, training on OSH and OSH-related interventions, curative services, specialized services and a network of facilitators.

CLEAR POINTS:

- Working children and their families have special concerns on their health and safety.
- To ensure that illnesses and injuries are controlled or eliminated, understanding the different preventive strategies is important.
- Networking plays an important role in the community. There are existing social protection programs in the barangay and municipal levels which can properly address the above concerns and which are accessible to these children and their families.
- Knowledge of existing social protection programs allows children and their families to gain immediate access to other services such as education and microfinance given by PUNLA Foundation.

ANNOTATED DESIGN OUTLINE

3811

Step 1.
(10 minutes)

INTRODUCTION

Review the different health, safety and environment concerns as presented in the preceding sessions; then enumerate the different problems presented earlier. Ask participants to add other concerns to the list. The list will be categorized as follows: health, safety and environment; education; and microfinance. Focus on safety and health issues. Should additional problems be added which cannot be categorized as above, point out that this training can respond only to the above specific concerns.

Step 2.
(15 minutes)

THE REFERRAL SYSTEM FOR WORKING CHILDREN AND THEIR FAMILIES

At this point, present the different social protection programs at the barangay and municipal levels in Biñan. Discuss the objectives of the programs and link the concerns mentioned in Step 1 to the appropriate program and service provider. Give all necessary information about the program components, particularly contact persons, addresses and telephone numbers. Direct participants attention to the safety and health concerns. Point out the different aspects of safety and health; primary prevention, secondary prevention and tertiary prevention.

Step 3
(5 minutes)

SUMMARY/SYNTHESIS

Summarize the referral system through a flow chart, which will be presented to the participants. The flow chart will present typical problems and where to go for assistance.

Detailed Instructor's Notes:

Inform the participants that anyone can interrupt the session anytime should he/she want to ask any question or clarify some matters or unfamiliar medical terms.

Step 1
(10 minutes)

INTRODUCTION

Begin by reviewing the technical presentations made earlier. From these, pick out hazards and other problems identified and start a list. Ask for volunteers to add to the list. Write the answers on the whiteboard or flipchart paper using the participants' words. It is important to get people talking freely. You may have to ask one or two probing questions to help individuals open up. When a number of volunteers have answered, ask if there is anyone with a different idea from what has been said and written on the board. If there is none, categorize the concerns according to the following health and environment, education, microfinance and livelihood.

The list might look like this:

Problems/Concerns	Category
Wounds/cuts	Health and Environment
Cough and colds	Health and Environment
Pulmonary Tuberculosis	Health and Environment
Malnutrition	Health and Environment
Skin Lesions and Allergies	Health and Environment
Very small workplace	Work Improvement
No place to put chemicals and tools	Work Improvement
Flooding	Health and Environment
Difficulty in providing for educational needs	Education
Difficulty in providing food and other essentials	Livelihood & Microfinance
Difficulty in the production or marketing of footwear	Livelihood & Microfinance
No time to help out in children's homework	Parental support in education

If there are issues which could not be classified according to the above categories, say that this training will respond primarily to the health, safety and work environment problems of the family and the community; but will try to refer their particular concerns not covered by occupational safety and health to appropriate programs in the community.

After the list is drawn, ask participants if there are items they would still like to include. If none, proceed to Step 2.

Step 2
(15 minutes)

SOCIAL PROTECTION REFERRAL SYSTEM

Begin discussion by asking 1 or 2 participants to enumerate all offices or centers located within the barangay or municipality that they know of, which cater to children's needs and/or livelihood concerns of families. Write them on the board. You may ask them (the participants who answered) how they were able to know those offices and whether they have accessed their services. Ask other participants if they are also aware of those offices mentioned.

Then introduce the IPEC social protection referral system by showing the transparency indicating specific projects per types of services (health & environment, education, livelihood & microfinance, TP #1).

Point to the slide which shows occupational safety and health. Show TP #2 and discuss the different components of OSH services which footwear workers and their families may access. Explain the following:

a. Primary prevention is concerned with identifying risk factors in the work/home environment which must be managed so that an illness and injury will not occur. Proper and safe handling of chemicals, good housekeeping and providing adequate illumination are examples which may be done to avoid illnesses from chemical inhalation or injuries from tools/equipment in the workplace.

Examples of primary prevention activities are provision of information, education and communication materials. Training, education, and information dissemination are important strategies in making workers aware of the hazards they are exposed to and how they are able to protect themselves from such occupational agents. From the earlier presentations remind them of the different work hazards they encounter and the appropriate engineering controls and personnel protective equipment that were discussed.

Another important primary preventive strategy is implementing a health surveillance program. The components of the surveillance program are necessary medical and laboratory examinations which can adequately assess the child worker's health status. Whenever and wherever possible, complete and thorough physical examination is done together with neurologic tests since exposure to solvents may cause some nervous system changes. It is also important to check the nutritional status of these children. Examinations should be done periodically to determine whether the health condition of these children is improving or deteriorating so that the proper interventions can be done immediately.

b. Secondary prevention is important in managing illnesses to prevent future disability. Once a child is ill or when a disease or injury occurs, immediate medical management is instituted to mitigate the progression of the disease/injury. It is important that referrals to medical clinics or health centers and hospitals for proper treatment of an illness/injury is done.

At this point tell participants that a list of referral centers will be given to them. (Handout)

c. Tertiary prevention is defined as managing health complications which arise from an illness or injury. For illnesses which progressed into disabilities, rehabilitation is important. This is to ensure the continued functionality of the part affected.

For tertiary prevention, referrals to specialty health centers and hospitals are important.

For all the prevention components, it is important to state that there are mechanisms such as the Technical Advisory Group composed of League of Biñan Leaders, Biñan Medical Society, Samahan ng Anak ni Maria, the ILO-IPEC Biñan Footwear Program, the Perpetual Help Medical Center, Children's Medical Center and the Occupational Safety and Health Center which are important referral networks.

Proceed to the other social protection programs. Distribute the prepared list of social protection programs and services. Clarify with the participants that the list is arranged in such a way that there are services particularly focused for footwear families and their children, and services that can be accessed by the general public, or both. This list, called "Social Protection Programs and Services", contains the basic information of these services written in Filipino, which includes:

1. name of the implementing organization/agency and the type of sector to which it belongs;
2. address and contact numbers;
3. name of responsible officials and contact person/s; and,
4. description of services provided and the target beneficiaries.

Instruct the participants to read the list. Ask them to inform the group if they find any incorrect entry or if they know some new information to update the list. Show also the transparency of the prepared mapping of social protection sites. Ask them if they know how to get there, and help the participants to locate the sites should any one of them not know how. Distribute the hard copies of the social protection map.

As a take-off point for detailed discussion on social protection services, pose the following questions:

- In the list, which of the social protection services are you not familiar with?
- In the list, which of the organizations/implementors do you know of?

Focus the discussion on the least known social protection programs and services, and program implementors. For those that they are more familiar with, you may ask one or more participants to describe those services and the profile of implementing organizations.

Points to emphasize in the discussion are:

- Primary secondary and tertiary prevention are important strategies which must be understood by working children and their families to address safety and health concerns.
- Social protection services are there to help improve their living and working conditions and to prevent child labor.
- Participants are encouraged to spread information about those social protection services, and there are services that specifically focus on the footwear families and children.
- Utilize fully the services being provided because they exist precisely to address needs.
- Creation of the Technical Advisory Group for the Working Children in Biñan, Laguna. The TAG will advise the partner organization on capability building on the implementation of Occupational Safety and Health programs such as research and advocacy activities. The TAG will assist in the setting-up of the Safety and Health component in the multipurpose activity center. Likewise, it will ensure that a health-care referral system is established and strengthened. Finally, it will assist in identifying and securing appropriate linkages with partners to ensure the sustainability of the program.

Step 3
(5 minutes)

SUMMARY SYNTHESIS (TP)

Show a flow chart which details the referral system that may be utilized by child workers and their families. For example, those with health problems may immediately approach the multipurpose center or the barangay health center within the area. If additional diagnostic or hospital services are needed, refer to Sta. Rosa Community Hospital which is a government institution or the Perpetual Help Medical Center in Biñan through its indigent program. Referrals could also be made to the Fe Del Mundo Foundation through the Children's Medical Center, Banawe, Q.C. Assistance for expenses may be requested from the Municipal Social Welfare and Development Office.

Show the Community Site Map for the Different Social Programs and ask them to bring out their copies found in their kits. Go through this Map together and ask if there are questions or if they need clarifications. To check if they understand the social protection program and the services offered, you can name problems and ask participants to tell you where to go.

Finally, the facilitator may reinforce the importance of this session by emphasizing the value of networking, lobbying and familiarization with social protection services within their community.

VISUAL AIDS:

- Transparency 1: IPEC Social Protection Projects
- Transparency 2: Primary, Secondary and Tertiary Prevention.
- Handout: List of Social Protection Programs and Services

VISUALS TO BE PREPARED DURING THE PRESENTATION:

- List of problems at work and other child-work related issues

COMMONLY ASKED QUESTIONS AND THEIR ANSWERS

1. What may prevent families and their children from accessing social protection services in the community?

The facilitator may throw back this question for the group to answer. He/she may write all the responses in the board. In discussing the answers, the facilitator can point out that there are hindrances which can be changed, controlled, or positively transformed by those who access the services themselves, or if not within the capacity of the beneficiaries, by the program implementors through recommendations and lobbying by the beneficiaries. The facilitator classifies the nature of such limitations that may arise in the course of accessing the social protection services. Hindrances: those that arise from the beneficiaries themselves, and those that are caused by or are within the implementors' influence.

Limitations within the beneficiaries' capacity to influence:

- Parents' negative attitude towards the services, i.e., do not want to participate, uncooperative or are too busy.
- Parents' attitude towards the staff of social protection sites.
- Parents are too shy to seek assistance or ask questions about services.
- Perception that social protection sites are too far from the beneficiaries' residence, that they do not need the services.

Limitations within the implementors' capacity to influence:

- The staff are not accommodating and slow to act on the services.
- Resources are limited, which also limit the scope of services provided.
- Perceived biases of implementors towards specific beneficiaries.

The facilitator may provide detailed examples of those difficulties by citing real-life cases. Emphasize that they may be overcome if there are conscious efforts on the part of the beneficiaries to interact with those key persons of the network of services. He/she should restate that networking is important as a means of improving their welfare, particularly their children's.

2. Apparently the social protection services being implemented in Barangay De La Paz and Malaban are focused on footwear families and their children, specifically for child workers. Does this mean that you should have a child worker first before qualifying for social protection services?

Citing the IPEC-initiated community action programs as an example, the facilitator may emphasize that support is particularly focused on footwear families and their children, given the magnitude of the child labor problem and vulnerability of the footwear enterprises in the target areas.

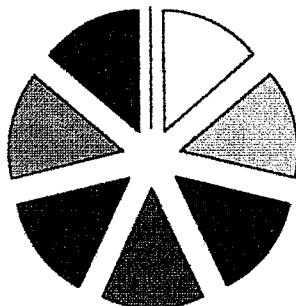
The priority target groups are really families and children in the footwear sector. By highlighting the fact that the families/children in this sector suffer from poor living and working conditions, organizational support and comprehensive programs are deliberately planned out and implemented for them. However, he/she must affirm that children of footwear families, whether or not involved in footwear production or trade, can participate in and actually gain access to IPEC social protection programs.

He/she may point out that IPEC projects are just one among the many networks of organizations/agencies that cater to children's welfare. He/she should stress that other more permanent services are instituted particularly through local government agencies and units, as well as through community-based non-government organizations.

The facilitator may also state that should there be families and children not involved in the footwear industry that seem in need of social protection services, the facilitator may advise the participants to refer them to other agencies, particularly those of the government or private groups.

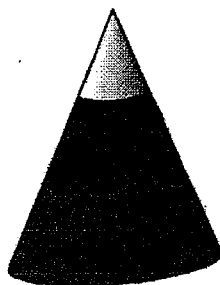
Finally, the facilitator may reinforce the importance of this session by emphasizing the value of networking, lobbying and familiarization with social protection services within their community.

Social Program of the Biñan Child Labor Project



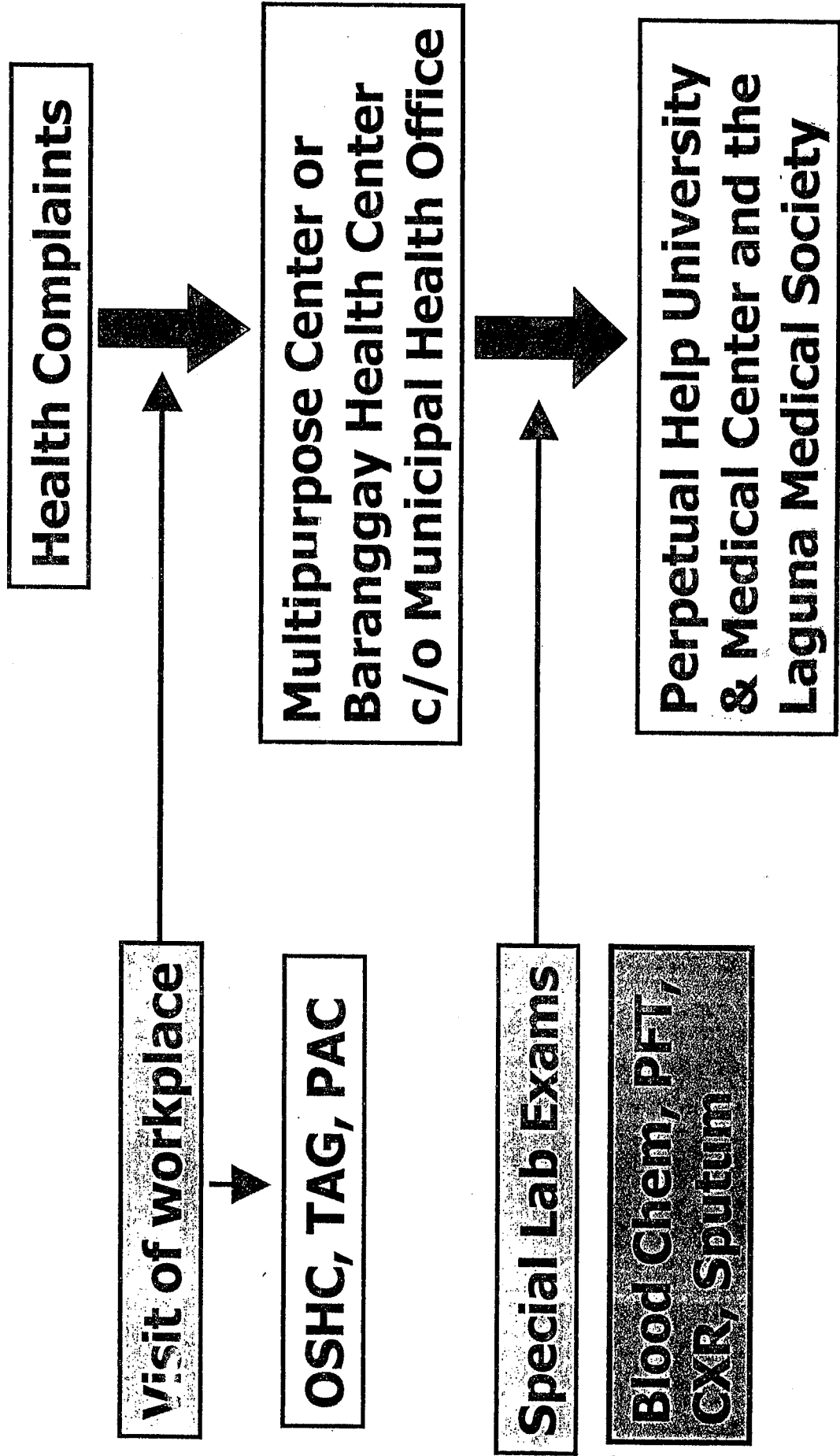
- | | |
|----------------------------------|------------------------|
| □ Occupational Safety and Health | □ Formal Education |
| ■ Non-formal Education | ■ Vocational Education |
| ■ Community Organization | ■ Multipurpose Center |
| ■ Microfinance | |

OSH Prevention



- Tertiary Prevention
- Secondary Prevention
- Primary Prevention

Flowchart for Health & Safety Services



MGA AHENSIYA/ORGANISASYON NA NAGTATAGUYOD NG MGA SERBISYO AT PROGRAMA PARA SA KAPAKANAN NG MGA PAMILYA AT BATA SA FOOTWEAR SECTOR

Pangalan ng ahensiya/organisasyon	Uri ng serbisyo	Sektor	Mga proyektong ipinapatupad sa Biñan	Sakop ng serbisyo	Address / Telepono	Tagapamahala
Municipal Health Office (MHO) • <i>Miyembro ng BCLC (Biñan Child Labor Committee)</i>	Kalusugan at proyektong pangkapaligiran	Ahensiya ng pamahalaan (LGU)	<ul style="list-style-type: none"> Libreng konsultasyon, bitamina at gamot sa mga karaniwang sakit at pagbubuntis Seminars/pagsasanay ukol sa kalusugan, kapaligiran at kalinisan Pag-oorganisa ng mga barangay health volunteers 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector pampubliko, lalo na sa mga mahihirap 	Rural Health Unit I (RHU I Center) Brgy. Sto. Domingo, Biñan, Laguna Phone (049) 511-8142 Rural Health Unit II (RHU II Center) Brgy. San Antonio, Biñan, Laguna Phone (049) 511-7918 De La Paz Health Center P. Paterno Street Brgy. De La Paz, Biñan Malaban Health Center P. Escueta St, Brgy. Malaban, Biñan	Dr. Mirabelle Benjamin <i>Municipal Health Officer I (assigned in De La Paz)</i> Dr. Lolita V. Macaraig <i>Municipal Health Officer II (assigned in Malaban)</i> Ms. Arceles Cantes <i>Midwife/ Health Worker-De La Paz</i> Ms. Magdalena Masangkay <i>Health Worker-Malaban</i> Mr. Vher Garcia <i>Project Coordinator</i> (Mr. Joel Asifio) vacant position, <i>Municipal Nutrition Officer</i>
Municipal Nutrition Council (MNC) • <i>Miyembro ng BCLC</i>	Kalusugan at nutrisyon	Ahensiya ng pamahalaan (LGU)	<ul style="list-style-type: none"> Supplemental feeding Operation Timbang Seminars/pagsasanay laban sa malnutrisyon Pag-oorganisa ng mga barangay nutrition scholars 	<ul style="list-style-type: none"> pampubliko lalo na sa mga mahihirap mga pamilya at bata sa footwear sector 	c/o DILG Office, Biñan Municipal Hall, Poblacion, Biñan, Laguna Phone (049) 511-4275	
League of Biñan Leaders (LBL) • <i>Miyembro ng BCLC</i> • <i>Miyembro ng Technical Advisory Group on Occupational Safety and Health (TAG-OSH)</i>	Kalusugan at proyektong pangkapaligiran	Pribadong organisasyon (socio-civic)	<ul style="list-style-type: none"> Buwanang medical-dental services sa De La Paz & Malaban PAP SMEAR, cholesterol check up Libreng konsultasyon ng mga ipesyalistang doctor Mga seminars/ pagsasanay sa kalusugan at kalinisan 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector mga pamilya at bata sa mga mahihirap na barangay 	c/o Biñan Doctors Hospital, Brgy. San Vicente, Biñan, Laguna Phone (049) 511-9159 Fax (049) 511-6167	Mr. Marcelino Sigue <i>President</i> Phone (049) 511-7546 Dr. Samuel Econ <i>Vice President</i> Phone (049) 411-3220
Biñan Dental Club (BDC) • <i>Miyembro ng LBL</i> • <i>Miyembro ng BCLC</i>	Kalusugan at proyektong pangkapaligiran	Pribadong organisasyon (socio-civic)	<ul style="list-style-type: none"> Dental services sa De La Paz & Malaban Mga seminars/ pagsasanay sa kalusugan at kalinisan 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector mga pamilya at bata sa mga mahihirap na barangay 	c/o LBL President's Office Phone (049) 511-7546	Dr. Catherine Barretto <i>President</i>

MGA AHENSIYA/ORGANISASYON NA NAGTATAGUYOD NG MGA SERBISYO AT PROGRAMA PARA SA KAPAKANAN NG MGA PAMILYA AT BATA SA FOOTWEAR SECTOR

Pangalan ng ahensiya/organisasyon	Uri ng serbisyo	Sektor	Mga proyektong ipinapatupad sa Biñan	Sakop ng serbisyo	Address / Telepono	Tagapamahala
Biñan Medical Society (BMS) ■ <i>Miyembro ng LBL</i> ■ <i>Miyembro ng BCLC</i>	Kalusugan at proyektong pangkapaligiran	Pribadong organisasyon (socio-civic)	<ul style="list-style-type: none"> Medical-dental services sa De La Paz & Malaban Libreng konsultasyon ng mga ispesyalistang doctor Mga seminars/pagasaanay ukol sa kalusugan at kalinisan 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector mga pamilya at bata sa mga mahihirap na barangay 	c/o LBL President's Office Phone (049) 511-7546	Dr. Rosaura Sta. Maria <i>President</i> Phone (049) 511-6052
Laguna Medical Society (LMS) ■ <i>Miyembro ng LBL</i>	Kalusugan at proyektong pangkapaligiran	Pribadong organisasyon (socio-civic)	<ul style="list-style-type: none"> Medical-dental services sa De La Paz & Malaban Libreng konsultasyon ng mga ispesyalistang doctor Mga seminars/pagasaanay ukol sa kalusugan at kalinisan 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector mga pamilya at bata sa mga mahihirap na barangay 	c/o LBL President's Office Phone (049) 511-7546	Dr. Jose Santiago <i>President</i> Dr. Bimbo Garcia <i>OIC, Biñan Chapter</i>
Perpetual Help University and Medical Center c/o Jonelta Foundation ■ <i>Miyembro ng LBL</i> ■ <i>Miyembro ng TAG-OSH</i>	Kalusugan at proyektong pangkapaligiran	Pribadong organisasyon (socio-civic)	<ul style="list-style-type: none"> Hospitalisasyon para sa mga mahihirap Libreng medical clinic Mga seminars/pagasaanay ukol sa kalusugan at kalinisan 	<ul style="list-style-type: none"> mga pamilya at bata sa mga mahihirap na barangay 	Jonelta Foundation, Perpetual Help Medical Center, Biñan, Laguna Phone (049) 511-8756	Dr. Manuel Po <i>Director, Department of Pediatrics</i> Mr. Divino Andal, <i>Medical Social Welfare Officer</i>
Children's Medical Center (CMC) c/o Fe Del Mundo Foundation ■ <i>Miyembro ng TAG-OSH</i>	Kalusugan	Pribadong organisasyon (socio-civic)	<ul style="list-style-type: none"> Libreng konsultasyon at hospitalisasyon ng mga batang may-sakit Mga pagasaanay ukol sa kalusugan Pagsubaybay ng kalusugan ng mga bata 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector 	Children's Medical Center Banawe, Quezon City Phone (02) 712-0845	Dr. Regina Caitao <i>Programme Consultant</i> Cell: 0917-4052980

MGA AHENSIYA/ORGANISASYON NA NAGTATAGUYOD NG MGA SERBISYO AT PROGRAMA PARA SA KAPAKANAN NG MGA PAMILYA AT BATA SA FOOTWEAR SECTO

Pangalan ng ahensiya/organisasyon	Uri ng serbisyo	Sektor	Mga proyektong ipinapatupad sa Binan	Sakop ng serbisyo	Address / Telepono	Tagapamahala
Occupational Safety and Health Center (OSHC) <ul style="list-style-type: none"> Miyembro ng IPEC Project Implementation Team (PIT) Pangunahing ahensiya ng TAG-OSH 	Kalusugan at kaligtasan sa pagawaan	Ahensiya ng pamahalaan (Department of Labor & Employment)	<ul style="list-style-type: none"> Intensibong pagususuri ng kalusugan ng mga manggagawa (bata at matanda) Mga pagsasanay/seminars ukol sa kalusugan at kaligtasan sa pagawaan Teknikal na pagususuri ng mga pook-pagawaan Pagbibigay ng mga impormasyon at panukala para sa pagpapahusay ng kalagayan sa paggawa Paglulunsad ng health service referral system sa komunidad 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector mga manggagawa at pagawaan sa iba't ibang industriya 	Occupational Safety and Health Center North Avenue corner Agham Road, Diliman, Quezon City 1104 Phone (632) 929-6036 local 104/ 928-6738 / 924-2414 Fax (632) 924-2418	Dr. Dulce P. Estrella-Gust, Executive Director Project Coordinators: Dr. Tess Cucuenco Ms. Ana Tubelonia
DOLE Regional Office IV <ul style="list-style-type: none"> Miyembro ng BCLC Miyembro ng TAG-OSH 	Kaligtasan sa pagawaan at kapakanan ng mga manggagawa sa industriya	Ahensiya ng pamahalaan (Department of Labor & Employment)	Labor Standards Enforcement Division (LSED) <ul style="list-style-type: none"> Teknikal na pagususuri ng mga pook-pagawaan Pagbibigay ng mga pagsasanay (WISE), impormasyon at panukala para sa pagpapahusay ng kalagayan sa paggawa Tagapagapatupad ng mga batas ukol sa sahod, kondisyon sa pagawaan Proyektong Sagip Batang Manggagawa Workers' Amelioration and Welfare Division (WAWD) <ul style="list-style-type: none"> Mga pagsasanay/seminars ukol sa paghahanapbuhay Tulong pampuhunan sa mga manggagawa (para sa displaced at unemployed workers) 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector mga manggagawa at pagawaan sa iba't ibang industriya 	DOLE Regional Office IV Andersen Bldg. II, Brgy. Parian,, Calamba, Laguna Phone (049) 545-7359 Fax (049) 545-7360	Dir. Ricardo S. Martinez Sr. <i>Regional Director, SESO III</i> Phone (049) 545-7358 Mr. Joy Sanqui, Jr., <i>LSED Division Chief</i> Phone (049) 545-7359 Ms. Noemi Limlengco <i>WAWD Division Chief</i> Phone (049) 545-7362 Ms. Grace Macarubbo Ms. Lita Alvaira <i>Child Labor Focal Persons</i>

MGA AHENSIYA/ORGANISASYON NA NAGTATAGUYOD NG MGA SERBISYO AT PROGRAMA PARA SA KAPAKANAN NG MGA PAMILYA AT BATA SA FOOTWEAR SECTOR

Pangalan ng ahensiya/organisasyon	Uri ng serbisyo	Sektor	Mga proyektong ipinapatupad sa Biñan	Sakop ng serbisyo	Address / Telepono	Tagapamahala
Municipal Social Welfare and Development Office (MSWDO) <ul style="list-style-type: none"> Miyembro ng BCLC Miyembro ng TAG-OSH 	Kalusugan, nutrisyon, tulong pangkabuhayan	Ahensiya ng pamahalaan (LGU)	<ul style="list-style-type: none"> Referral ng mga may-sakit at nasalanta ng kalamidad Tulong pampinansiyal sa mga pamilyang nasa krisis (namatayan, naaksidente, atbp.) Proyektong pagpapautang at pampuhunan sa negosyo/hanapbuhay Programang day care 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector mga pamilya at bata sa mga mahihirap na barangay 	MSWD Office, Biñan Municipal Hall, Poblacion, Biñan, Laguna Phone (049) 511-8756	Mr. Nilo Guarino, Municipal Social Welfare Officer Mr. Leopoldo Tolentino Project Coordinator
Municipal Agriculture Office <ul style="list-style-type: none"> Miyembro ng BCLC 	Pangkabuhayan	Ahensiya ng pamahalaan (LGU)	<ul style="list-style-type: none"> FAITH Garden Pagtatayo ng mga kooperatiba Seminars/pagsasanay sa pagtatayo ng altermatibong hanapbuhay 	<ul style="list-style-type: none"> mga pamilya at bata sa footwear sector mga pamilya at bata sa mga mahihirap na barangay 	c/o Mayor's Office Biñan Municipal Hall, Poblacion, Biñan, Laguna Phone (049) 511-3127	Mr. Rene Manabat, Municipal Agriculturist
Biñan Philippine National Police <ul style="list-style-type: none"> Miyembro ng BCLC 	Kapayapaan at kaligtasan ng pamayanan	Ahensiya ng pamahalaan (DILG)	<ul style="list-style-type: none"> KILL DROGA (Kilos Laban sa Droga) Seminars/pagsasanay laban sa krimen 	pampubliko	Emergency Phone: 166 Phone (049) 511-6111, 511-4969	Superintendent Coronel Station Commander SPO4 Rebecca Advincula Police Officer on Children & Women's Concerns
De La Paz Barangay Council & Sangguniang Kabataan <ul style="list-style-type: none"> Miyembro ng BCLC 	Tagasuporta ng lahat ng mga pumapasok na proyekto sa barangay; tagapagpatupad ng mga batas at ordinansa	LGU (DILG)	<ul style="list-style-type: none"> Tagasuporta at/o tagapanguna sa lahat ng gawain at pamproyektong pambarangay na may kinalaman sa kalusugan, kapaligiran, kapayapaan, edukasyon, hanapbuhay, atbp. Pagbubuo at pagpapatupad ng mga ordinansa 	<ul style="list-style-type: none"> mamamayan ng Brgy. De La Paz mga pamilya at bata sa footwear sector 	P. Paterno St., Brgy. De La Paz, Biñan, Laguna Phone (049) 511-8483	Chairman Alfredo Arcega Barangay Captain, De La Paz Mr. Rodrigo Zapata Brgy. Council's Focal Person on Children's Concerns Mr. Christopher Alba SK Chairman Phone (049) 511-7091 <i>Andres</i>
Malaban Barangay Council <ul style="list-style-type: none"> Miyembro ng BCLC 			<ul style="list-style-type: none"> Pagbubuo at pagpapatupad ng mga ordinansa 	<ul style="list-style-type: none"> mamamayan ng Brgy. Malaban mga pamilya at bata sa footwear sector 	P. Escueta St., Brgy. Malaban, Biñan, Laguna Phone (049) 511-8490	Chairman Ernesto Marfil Barangay Captain, Malaban Phone (049) 511-6059

MGA AHENSIYA/ORGANISASYON NA NAGTATAGUYOD NG MGA SERBISYO AT PROGRAMA PARA SA KAPAKANAN NG MGA PAMILYA AT BATA SA FOOTWEAR SECTOR

Pangalan ng ahensiya/organisasyon	Uri ng serbisyo	Sektor	Mga proyektong ipinapatupad sa Biñan	Sakop ng serbisyo	Address / Telepono	Tagapamahala
Offices of the Municipal and Provincial Administrators ▪ <i>Miyembro ng BCLC</i>	Tagasuporta at tagaplano ng mga proyektong pangkaunlaran	Ahensiya ng pamahalaan (LGU)	<ul style="list-style-type: none"> Suporta sa mga legal at rehistradong organisasyon na naglulunsad ng mga proyekto sa komunidad 	<ul style="list-style-type: none"> pampubliko, lalo na sa mga pamilya at bata sa mga mahihirap na barangay mga pamilya at bata sa footwear sector 	Office of the Municipal Administrator C/o Mayor's Office, Biñan Municipal Hall, Biñan Laguna Phone (049) 511-3127 Office of the Provincial Administrator C/o Provincial Governor's Office, Sta. Cruz, Laguna Phone (049) 808-1105	Mr. Rene Manabat, <i>Biñan Municipal Administrator</i> Mr. Gat Alatit, <i>Laguna Provincial Administrator</i> Phone (049) 511-8491
Department of Education and Culture & Sports (DECS District Office) ▪ <i>Miyembro ng BCLC</i>	Pang-edukasyon	Ahensiya ng pamahalaan (DECS)	<ul style="list-style-type: none"> PTA Pakikipag-ugnayan sa mga institusyon/orgmanisasyon ukol sa mga proyektong pangkabataan Pagsubaybay at pangangalaga ng mga batang nag-aaral Non-formal education 	<ul style="list-style-type: none"> Pampubliko, mga batang nag-aaral 	DECS District Office Brgy. Sto. Domingo Biñan, Laguna Phone (049) 511-6446 Biñan National High School Brgy. Sto.Domingo, Biñan, Laguna Phone (049) 511-7121 De La Paz Main Elementary School P. Paterno St.,Brgy. De La Paz, Biñan, Laguna De La Paz West Elementary School Almeda Subd.,Brgy.De La Paz, Biñan,Laguna Phone (049) 511-8439 Malaban Elementary School P. Escueta Street, Brgy.Malaban, Biñan, Laguna Phone (049) 511-8339	Ms. Romana Espinosa <i>Biñan District Supervisor</i> Ms. Vistacion Parati <i>DECS-NFE Coordinator</i> Ms. Teresita De La Cruz <i>Principal, BNHS</i> Ms. Norma Cerdeña <i>Principal, DLPMES</i> Ms. Mirasol Isabelo <i>Principal, DLPWES</i> Ms. Irlanda Morales <i>Principal, DLPMES</i>
Educational Research and Development Assistance Foundation, Inc. (ERDA) ▪ <i>Miyembro ng IPEC PIT</i>	Pang-edukasyon	Non-government organization (NGO)	<ul style="list-style-type: none"> Tulong sa pag-aaral ng mga batang manggagawa i.e., uniporme, allowance, school supplies Pagsubaybay at pagpapayo Pagsasanay sa pagpapaunlad ng kasanayan at talento ng mga bata 	<ul style="list-style-type: none"> mga batang manggagawa at magulang sa footwear sector (210 sa De La Paz, 90 sa Malaban) 	No. 66 Linaw St., Sta. Mesa Heights, Quezon City Phone (02) 741-30-14 or 712-4610 Fax (02) 732-31-98 or 732-7815 Email erda_program@yahoo.com	Ms. Dolor Cardenio <i>Executive Director</i> Ms. Ceterin Luaton <i>Programme Manager</i>

MGA AHIENSIYA/ORGANISASYON NA NAGTATAGUYOD NG MGA SERBIYO AT PROGRAMA PARA SA KAPAKANAN NG MGA PAMILYA AT BATA SA FOOTWEAR SECTOR

Pangalan ng ahensiya/organisasyon	Uri ng serbisyo	Sektor	Mga proyektong ipinapatupad sa Bilisan	Sakop ng serbisyo	Address / Telepono	Tagapamahala
Philippine NGO Council on Population, Health and Welfare, Inc. (PNGOC) Miyembro ng IPEC PIT	Pang-edukasyon	Non-government organization (NGO)	<ul style="list-style-type: none"> Functional Education & Literacy Program (FELP) Accreditation & Equivalency Program Tutorial lesions Psychosocial counseling 	<ul style="list-style-type: none"> mga bata sa footwear sector, di-nag-aaral o may suliranin sa pag-aaral (300 bata) 	38-A San Luis St., 1300 Pasay City Phone (02) 551-0330; 834-5007 Fax (632) 834-5008 E-mail pngoc@pacific.net.ph Learning Centers: Kapitana Maria, San Isidro, Gintong Silahis, Wawa Old Chapel	Ms. Eden Divinagracia Executive Director Ms. Katrina Rubrico Project Coordinator
Technical Education and Skills Development Authority (TESDA) Miyembro ng IPEC PIT	Pang-edukasyon	Ahensiya ng pamahalaan (Department of Labor & Employment)	<ul style="list-style-type: none"> Libreng pagsasanay sa kursong automotive at electrical Entrepreneurship training 	<ul style="list-style-type: none"> mga miyembro ng pamilya at batang manggagawa sa footwear sector, na nakatapos ng high school (100) 	TESDA Laguna Provincial Office, 2/F Hectan Penthouse, Barangay. Halang, Calamba, Laguna Phone (049) 545-23-03 Fax (049) 245-30-94 Email tesda@csi.com.ph	Ms. Yerma Saulon Provincial Director Mr. Nelson Mendoza Project Coordinator
Open Heart Worldwide Foundation (OPEN HEART) Miyembro ng BCLC	Pang-edukasyon	Non-government organization (NGO)	<ul style="list-style-type: none"> Programang Early Childhood Care and Development Libreng pagpapaaral, mga aklat at babasahing pambata 	<ul style="list-style-type: none"> Mga nakababatang kapatid ng mga batang manggagawa sa De La Paz at Malaban 	633 Remedios St., Malate Manila	Ms. Elnora Tabios Executive Director Ms. Cathy Giga Project Coordinator
Punla sa Tao Foundation (PUNLA) Miyembro ng IPEC PIT	Microfinance at pangkabuhayan	Non-government organization (NGO)	<ul style="list-style-type: none"> Pagbubuo ng community savings groups Family Welfare Protection and Community Insurance Scheme (pag-iimpok para sa kapakanan ng pamilya) Enterprise and Livelihood Financing Scheme (pag-iimpok, pagpapautang, paglunsad ng mga alternatibong hanapuhay, pagpapalakas ng negosyo sa footwear) 	<ul style="list-style-type: none"> 700 pamilya sa footwear sector (400 sa De La Paz, 300 sa Malaban) 	Unit 3-C Strata 2000 Bldg., Emerald Avenue, Ortigas Center, Pasig City 1605 Philippines Phone (02) 637-51-75 / (02) 632-10-01 to 03 Fax (02) 632-78-44	Ms. Marcia Feria-Miranda, Executive Director Ms. Diana Jan Tapispisan, Programme Coordinator Mr. Gerrus Guerra, Binan Area Officer

MGA AHENSIYA/ORGANISASYON NA NAGTATAGUYOD NG MGA SERBIYO AT PROGRAMA PARA SA KAPAKANAN NG MGA PAMILYA AT BATA SA FOOTWEAR SEKTOR

Pangalan ng ahensiya/organisyong	Uri ng serbisyo	Sektor	Mga proyektong ipinapatupad sa Biñan	Sakop ng serbisyo	Address / Telepono	Tagapamahala
Biñan Laguna Footwear Cooperative, Inc. <ul style="list-style-type: none"> Miyembro ng <i>BCLC</i> 	Pangkabuhayan	Pribadong organisasyon (kooperatiba)	<ul style="list-style-type: none"> Pag-organisa ng kooperatiba Seminars/pagsasanay sa pagpapaunlad ng negosyo sa footwear 	<ul style="list-style-type: none"> mga may pagawaan sa footwear sector 	Ligaya Theater, Poblacion, Biñan, Laguna Phone (049) 511-3406	Mr. Florencio Reyes <i>President</i> Mr. Casiano Pabalan <i>General Manager</i>
Samahan ng Anak ni Maria, Inc. (SAMAHAN) <ul style="list-style-type: none"> <i>Pangunahing ahensiya ng BCLC</i> <i>Miyembro ng IPEC PIT</i> <i>Miyembro ng LBL</i> <i>Miyembro ng TAG-OSH</i> 	Mga proyektong nauukol sa mga batang manggagawa at pamilya sa footwear sector, mga batang lansangan at biktima ng pang-aabuso	Non-government organization (NGO)	<ul style="list-style-type: none"> Pagtatayo at pamamahala ng BCLC Multi-purpose Center at iba't ibang proyekto nito sa edukasyon (normal, di-normal, ECCD), kalusugan (medical-dental clinic at referral), kapaligiran, pagsasanay at libangan na nauukol sa pagpapaunlad ng kakayahang mga bata, Programang pagsasanay sa hanapbuhay/negosyo Pagtatayo ng mga Samahan ng pamilya at kabataan sa footwear Pangangalap ng local na suporta at pondo para sa pagsustina ng programa sa child labor 	<ul style="list-style-type: none"> Mga batang manggagawa at pamilya sa footwear sector sa Malaban at De la Paz 	Main Office: Brgy. Soro-soro, Biñan, Laguna Phone (049) 511-9616 BCLC Multi-purpose Center 12 Honoria Subd., Brgy. De La Paz, Biñan, Laguna Phone (049) 411-3328 / 411-3354	Ms. Joseline Alesna <i>Executive Director</i> Ms. Emily Casbadillo <i>Project Coordinator, Social Protection Services</i> Ms. Malou Dayo, <i>Project Coordinator, Community Organizing</i> Ms. Josephine Nazareno <i>BCLC-MPC Social Worker</i>

Module 9

Review of Previous Day's Learnings/Overview of the Day's Activities

Time Required: 15 minutes

PURPOSE:

This module is intended to allow participants to recall highlights of the previous day's learnings. It is also a positive way of reinforcing the knowledge and skills imparted by the resource speakers. From a trainer's viewpoint, it is also a means of gauging the level of learning by the participants.

OBJECTIVES:

At the end of the module, the participants would be able to:

- enumerate highlights or major blocks of knowledge/ skills obtained by the participants,
- list significant learnings which they can immediately apply in their workplaces/living areas, and
- give an overview of the day's activities.

CLEAR POINTS:

There are practical applications of the course to the work/living place of the participants.

ANNOTATED DESIGN OUTLINE

PREPARATORY ACTIVITIES:

The facilitator should select 3 to 5 of the training materials used by the speakers which are likely to trigger off recall of significant blocks of learnings by the participants the next day.

Step 1
(10 minutes)

SUMMARY/SYNTHESIS OF REVIEW

Using inputs provided by the participants, point out the significant or core ideas which the resource speakers of the previous day had discussed.

Step 2
(5 minutes)

OVERVIEW OF THE DAY'S ACTIVITIES

There are other concerns that the participants must be made aware of if they are to train and inform the community that children should not be unnecessarily exposed to the hazards of the industry. Go over the activities lined up for the day. Point out that the previous day's activities are crucial to improving OSH and eliminating child labor in the footwear industry. Aside from the technical learnings, advocacy and training skills are also necessary to put messages across the concerned parents and other key persons in the community. Thus, the second day's topics will dwell on techniques and strategies to ensure that critical messages are put across and are listened to by the community enough to take the appropriate actions needed.

TRAINER'S AIDS

Problems that may be encountered and possible responses:

1. Participants may not be able to point out key learnings expected by the trainers.

It is a must that the facilitator be present in all the sessions of the previous day. This is to assist him/ her to direct participant's attention to the clear or significant points/ideas espoused by the technical resource speakers.

DETAILED INSTRUCTOR'S NOTES

Step 1

INTRODUCTION

Begin by saying that this is the second day of the training and as trainers, it would be good to take a look at learnings so far imparted by the technical resource speakers. As a start, ask 2-3 of the participants, the significant learnings which took place yesterday, giving them at least 2-3 minutes to think over their significant learnings.

Step 2

After the elapsed time, the facilitator will call on the 2-3 participants to explain their learnings. Remind them to go direct to the point because of the time constraints.

Write the answers of the participants in bullet form on flipchart paper.

Answers may range from the importance of housekeeping (it can add efficiency to the process), applicability of 5S principles in their working/living conditions (when everything is in their proper places, it would be easy to retrieve materials); chemical safety considerations (can prevent accidental poisoning of both adults and children), long-term aspects of solvent use to their children, and in general, the realization that OSH concerns affect their lives.

Should inputs from the participants lack 1 or 2 of the more significant aspects of the learnings, the facilitator should attempt to refresh the memory of the participants through questions like: "Yesterday, do you remember the resource speaker on (topic) talking about (core idea). What are your impressions about that?"

Step 3

SUMMARY/SYNTHESIS

With inputs from both the participants and the facilitator, summarize yesterday's learnings. Stress that living and working conditions in their workplaces cum homes can be improved with the application of OSH principles which would at the same time benefit their children and the community as a whole.

Module 10

Making Effective Presentations

Time Required: 1 hour and 30 minutes

PURPOSE: *This module aims to provide participants with the basics of making presentations in general, and presenting child labor, OSH, and related issues in particular.*

OBJECTIVES: At the end of the module, participants will be able to:

- discuss the concept of “students as the center of learning;”
- explain why it is important for trainers to plan their presentations and to practice delivering them;
- enumerate the characteristics of good content and process; and
- list and discuss trainer behaviors and practices that make presentations effective.

CLEAR POINTS:

1. Students are at the center of learning. It is learning, not teaching, that is of prime importance. Presentations should therefore be designed and delivered with student learning as the primary consideration.
2. Effective presentations do not happen by chance. Planning, practice, and a clear understanding of the goals and objectives of each presentation made, are the keys to effective presentations.
3. Trainers must strive to achieve a level of proficiency in both the content and process of their presentations. An understanding of both content and process, including crucial trainer behaviors and practices, are necessary to ensure effective presentations.

ANNOTATED DESIGN OUTLINE

Step 1
(2 minutes)

INTRODUCTION

Introduce the subject by stating that in advocating for OSH in the workplace, particularly in the footwear industry, making effective presentations is a critical area. Presentations must not only be clear, concise, and easy to understand; they must also be interesting so that participants will be able to hold their attention and maintain focus on the subject under discussion. It is the trainer who primarily determines the effectiveness or ineffectiveness of a presentation.

Step 2
(40 minutes)

WORKSHOP ON THE "BEST AND WORST PRESENTATION"

Build value for the workshop by telling participants that talking about their own experiences in listening to or delivering presentations will be most useful in learning about effective presentations.

Through this workshop, the class will together explore the various factors that make presentations effective by looking at effective trainer behavior practices and behaviors which they have observed in the past.

Step 3
(43 minutes)

**PROCESSING OF WORKSHOP OUTPUTS
(ELEMENTS OF GOOD CONTENT AND PROCESS)**

Bring out the key points in the discussion by categorizing effective trainer behaviors and practices as they relate to two areas of presentations: content and process.

Trainer behaviors and practices relating to content have to do with such factors as presentation objectives, organization, interest, relevance, simplicity, clarity, and brevity, among others.

Process-related trainer behaviors and practices include experiential approaches, conducive climate, shared purpose, challenge, appropriateness, interest, responsibility for learning, and interdependence.

Step 4
(5 minutes)

SUMMARY

Summarize clear points of the module: students as the center of learning; planning and practice as crucial elements of effective presentations; and the need for achieving a level of proficiency in both content and process.

Step 4
(5 minutes)

SUMMARY

Summarize the module by saying that there are two parts to a presentation: content and process. Each is as important as the other, and trainors must spend time to work on both. Certain trainer behaviors and practices contribute significantly to making presentations effective; these behaviors relate to both content and process. Emphasize the need to **PLAN** the presentation, and to **PRACTICE** delivering the presentation.

Repeat the clear points of the module.

COMMONLY ASKED QUESTIONS AND SUGGESTED ANSWERS

- Q1. Aren't trainors born? Some people really possess characteristics that make them good speakers or presentors.
- A1. Anyone can become an effective speaker. What is important is that you are aware of your strengths and weaknesses, and how to improve on them and use them to your best advantage. It is also important to plan and practice every presentation, treating each one with seriousness, and putting the interest of the learners first and foremost.
- Q2. If I have planned my presentation well, written it up, and prepared my visuals, there is no need to practice. Besides, who has time to practice?
- A2. Because effective presentations are dependent on both content and process, having a well-written presentation is only one-half of the story. Even the best written presentation fails if it is not received and understood by an audience as the trainer intended it to be received.

Another point is that practice is an investment whose benefits accumulate over time. The more practice you put into your presentation, the more proficient you become and the faster you reach the skills level you desire. The more skilled you are, the easier it will be for you to do future presentations.

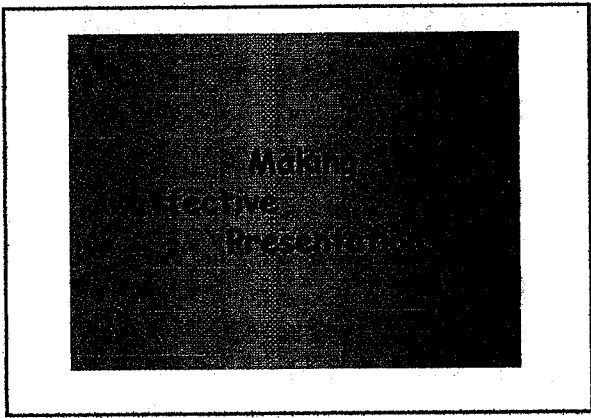
PROBLEMS THAT MAY BE ENCOUNTERED

Inability to stick to time allotment for the workshop – Manage the time well. Monitor the sharing of experiences because participants usually get carried away in their story-telling. Be sure you let participants know that you are conscious of keeping time. Then be sure to do as you say: stick to the time schedule yourself.

Participants may not generate enough ideas – During the workshop, go around encouraging lively interaction among group members. When processing the workshop, ask challenging questions to prod participants to stretch their imagination.

VISUAL AIDS

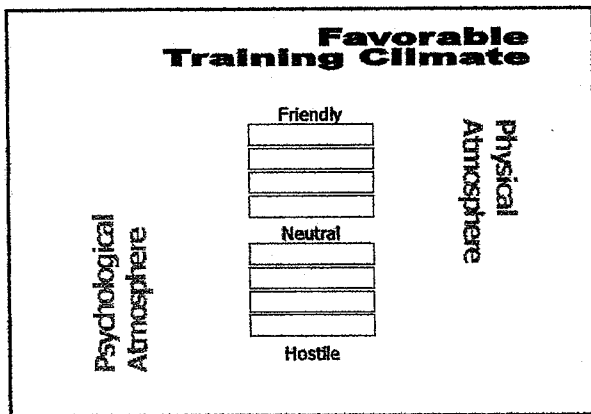
- Transparency 1: Making Effective Presentations
- Transparency 2: Objectives
- Transparency 3: Favorable Training Climate



Making Effective Presentations

Objectives

- Why plan and practice?
- good content and process
- effective trainer behaviors and practices



Module 11

Understanding Trainee Behavior

Time Required: 1 hour

PURPOSE: *This module aims to provide participants with key ideas on understanding the behavior of trainees in a learning situation so that they can be more effective in helping learners learn.*

OBJECTIVES: At the end of the module, participants will be able to:

- explain the importance of creating a conducive training climate, and the elements of a favorable training climate;
- discuss the levels of learning openness;
- general types of trainee behavior; and
- list common problem behaviors of trainees, and discuss appropriate techniques for handling them.

CLEAR POINTS:

1. Training climate is crucial to learning, and trainers must gain proficiency in creating a climate which encourages learning and the joy of discovery.
2. Understanding trainee behavior helps trainers to address specific learning needs of participants, thereby helping them learn.
3. A trainor must learn to recognize problem behaviors, and apply techniques to convert these behaviors into productive ones.

ANNOTATED DESIGN OUTLINE

Step 1
(2 minutes)

INTRODUCTION

Link this module to the preceding module on "Making Effective Presentations" by stating that even as trainers need to demonstrate content and process-related behaviors and practices, they also need to understand the behavior of trainees in a learning situation. A greater understanding of how trainees behave is crucial in helping trainers to adjust their strategies to suit individual and collective needs of trainees.

Step 2
(10 minutes)

FAVORABLE TRAINING CLIMATE

Explain the three stages of learning openness. Discuss the value of a favorable training climate in maximizing learning. Both physical and psychological factors are important in creating a conducive learning climate. Discuss also the three levels of openness which participants exhibit when they come to a training situation.

Step 3
(10 minutes)

TYPES OF TRAINEE BEHAVIORS

Discuss the four categories of behaviors: task, maintenance, self-centered, and complex. Be sure to be ready with several examples of each type.

Encourage trainees to participate by sharing their own examples of these types of behavior.

Step 4
(33 minutes)

WORKSHOP ON PROBLEM BEHAVIORS

Use this workshop to discuss common problem behaviors observed in a learning situation, and explore ways by which each of these behaviors can be handled. Elicit examples of problem behaviors from the participants, and ask their ideas on handling them.

Step 5
(5 minutes)

SUMMARY

Summarize clear points of the module: the need to create a favorable learning climate, understanding trainee behaviors, and addressing problem behaviors.

DETAILED INSTRUCTOR'S NOTES

Step 1
(2 minutes)

INTRODUCTION

Begin by saying that the previous module discussed how trainers can be effective by acquiring content and process-related presentation skills. In this module, the focus shifts from the trainers to the trainees.

Step 2:
(20 minutes)

FAVORABLE TRAINING CLIMATE

Discuss the importance of a favorable training climate in maximizing learning in a training situation.

Show the transparency entitled "Climate".

The three stages of learning openness.

Participants generally fall under one of three levels of openness when they come to a learning situation: hostile, neutral and friendly. Trainees who are on the hostile level may have real objections to the training situation, to the trainer(s), or to certain other things related to the training. Put simply, these trainees object to the idea of being in the training room for reasons that may be personal or professional. The intensity of their objections also varies. Neutral trainees are those who do not exhibit either positive or negative feelings about the training situation. They may exhibit a "wait and see" attitude before they can say whether they welcome or do not welcome the situation at hand. Friendly trainees come to the training situation with an eagerness to learn.

Emphasize that these levels are not necessarily good or bad in themselves. What is important is that trainers are aware that they exist, and that they evaluate the situation very early on. The idea is to bring the greater majority to the neutral level at the very least when the training starts, and then bring them to the friendly level as quickly as possible during the program.

Climate

Climate is critical in establishing a high level of learning in the training situation. Creating a favorable training climate is a must for every trainer because it is climate that determines how deeply new learnings will be felt, and how positive or negative the learning experience will be for each trainee.

Refer again to the transparency entitled "Favorable Training Climate".

Point out the two elements in a training climate: physical and psychological. A favorable physical climate is one which ensures freedom from distraction, physical comfort, and reasonable attention to physical needs. Physical factors include adequate lighting, space to move around in, sound level, comfortable seating facilities, room temperature, food and drink, etc.

On the other hand, a conducive psychological climate is one where trainees feel "psychologically safe" to pursue their discovery of meaning without ridicule or censure, to take risks, and to take responsibility for their own learning. Factors include allowance for making mistakes, freedom to share one's innermost thoughts and feelings, tolerance for differences of opinion, openness to new ideas, respect for one another, and open communication.

End this portion by encouraging participants to pay close attention to both physical and psychological factors in a training situation. Highlight the need to establish a favorable training climate.

Step 3:
(10 minutes)

TYPES OF TRAINEE BEHAVIORS

Distribute the handout "Trainee Behaviors". Discuss each type: task, maintenance, self-centered, and complex behaviors. Go through the description of each type of behavior, and discuss each of the behaviors listed in the right column. Ask participants to give examples based on what they have experienced before.

End by stressing the importance of being able to recognize these behaviors so that trainers can adjust accordingly. They can then use task and maintenance behaviors in trainees to help make learning meaningful, and to convert self-centered and complex behaviors into useful ones.

Step 5
(33 minutes)

WORKSHOP ON PROBLEM BEHAVIORS

Divide trainees into 4 or 5 groups, no more than 6 people to a group. Instruct participants to list down problem behaviors they have observed from their own experiences. Ask the groups to discuss the list they have drawn up and pick out the five most common ones, or the behaviors that they feel they most need to know how to handle. Ask them to write each behavior on a metacard using big letters that are readable from the far end of the room. Remember: there should be only one behavior per card.

Ask the groups to post their cards on the board. Go through each card and ask participants to describe the problem behavior. Ask for suggestions on how to handle each type. Maximize participation; give your own ideas only if you feel it is absolutely critical to do so.

Step 6
(5 minutes)

SUMMARY

Repeat the clear points of the module: the importance of a favorable training climate, understanding trainee behavior, and knowing how to address problem behaviors.

Emphasize that trainers are principally responsible for creating the climate in which meaningful learning takes place. Understanding how trainees behave is a critical factor in ensuring that learning is maximized for all participants.

COMMONLY ASKED QUESTIONS AND SUGGESTED ANSWERS

- Q1. How can we curb anger, impatience, and irritation when facing problem behaviors?
- A1. It would be good for trainers to always keep in mind that learners are at the center of learning. The question is not why trainees are exhibiting certain behaviors, but knowing that they do have these undesirable behaviors, what might be done to help shift their behaviors to more productive ones.

PROBLEMS THAT MAY BE ENCOUNTERED

Inability to stick to time allotment for the workshop – Manage the time well. Monitor the sharing of experiences because participants usually get carried away in their storytelling. Be sure you let participants know that you are conscious of keeping time. Then be sure to do as you say: stick to the time schedule yourself.

VISUAL AIDS:

- Handout – “Trainee Behaviors”
Transparency – “Favorable Training Climate”

Kinds of adoption behavior

There are various kinds of adoption behavior according to how easy they are to effect, and how preferred they are by the social marketer.

At the lowest level, people may adopt the behavior because of compliance. This is the easiest to do because it is not important to spend a lot of time analyzing and questioning the propriety of what one is being asked to do. The only task to do is to comply with what the marketer is espousing.

The second level has to do with identification. The target adopter is able to identify with the behavior sought, and adopts the behavior because he/she can see that it is something he/she can relate to.

On the third level, behavior is adopted because it seems to be founded on a reliable body of knowledge. When the target adopter is convinced that the behavior sought is knowledge-based, it seems all right to adopt it.

The least easy to do is internalization. At this level, the target adopter actually "owns" the behavior and makes it a part of his/her system. The behavior is done not out of compliance, identification, or knowledge, but because the target adopter sincerely feels that it is right to do. When internalization occurs, the behavior occurs simply as part and parcel of the person's whole being.

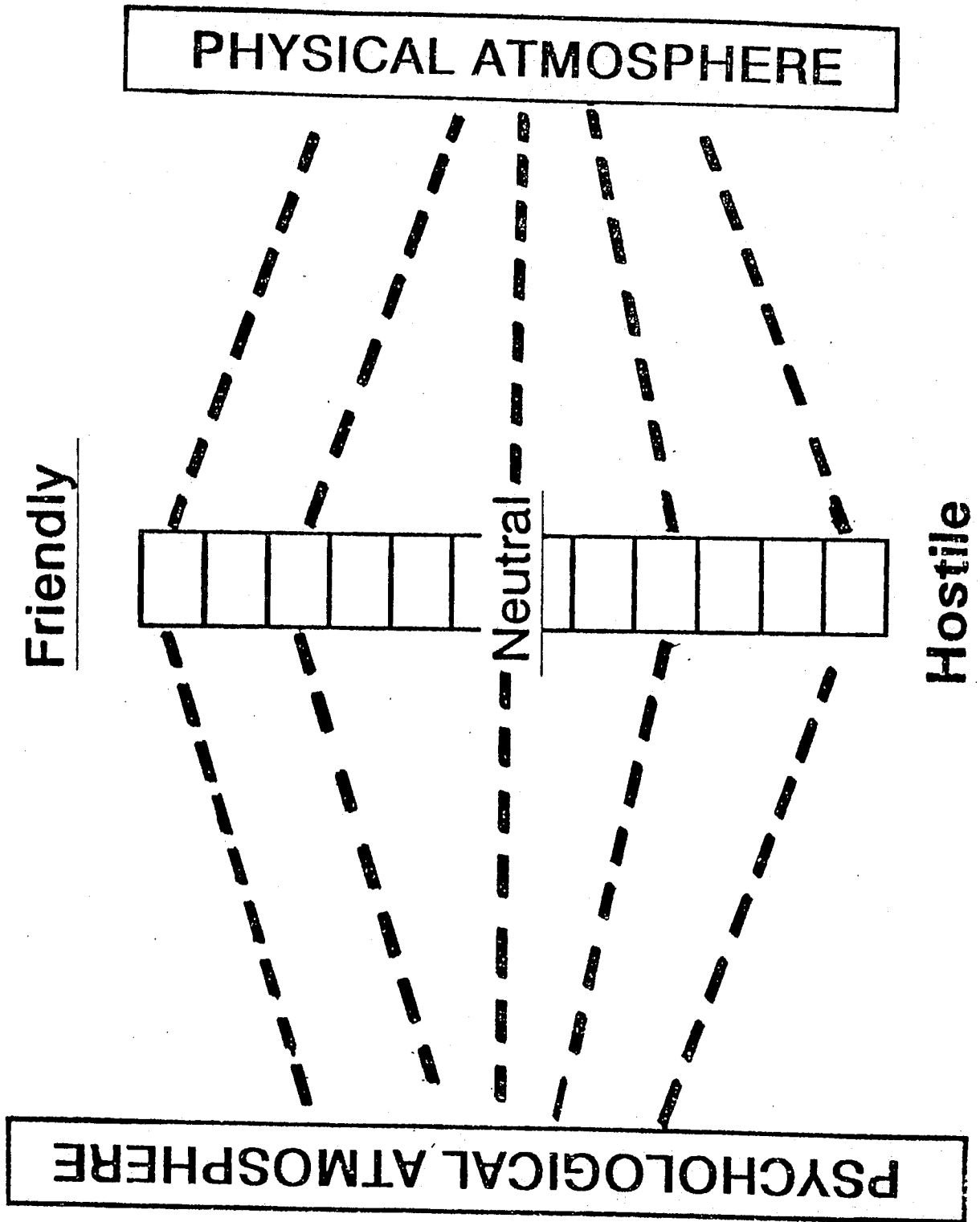
It should be pointed out, however, that the least easy to do for the target adopter is the most preferred by the social marketer. This means that the marketer least prefers that the adoption behavior be based on compliance although that is the easiest for the target adopter to do. The social marketer will, of course, prefer that the target adopter internalize the behavior but this is most difficult for the target adopter to do. The social marketer, however, must target internalization even though this is the most difficult because it has proven to be the most effective of all four types in effecting the behavior change that is targeted as a goal in social marketing efforts.

Written by Loree Cruz-Mante (from key ideas lifted from sundry sources)

** Most of the ideas on social marketing are from Social Marketing by Philip Kotler and Eduardo L. Roberto (The Free Press, New York, 1989)*

Taken from the Design, Management and Evaluation of Action Programs on Child Labor Training Manual by James S. Mante and Loree Cruz-Mante, Institute for Labor Studies and ILO-IPEC (Manila, 2001), p. 441.

CLIMATE



Effective Facilitating Behaviors
(Classroom Delivery)

Ratee: _____

Rater: _____

Practice Teach: _____

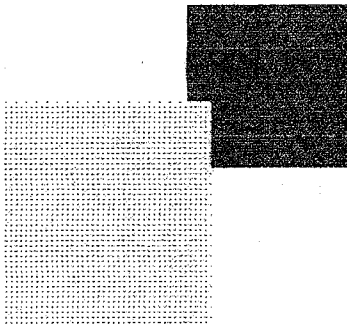
Date: _____

- _____ 1. Giving clear, organized, and coherent presentations
- _____ 2. Being clear, concise, and to the point
- _____ 3. Giving clear instructions
- _____ 4. Demonstrating knowledge about both the content and process of the course
- _____ 5. Listening actively to participants
- _____ 6. Using energy and enthusiasm to motivate participants
- _____ 7. Maximizing the use of facial expressions, gestures and voice modulation for effective delivery
- _____ 8. Relating program learnings to back-home situations
- _____ 9. Using effective body positioning to maintain control and focus
- _____ 10. Using reviews/previews to provide continuity and context for specific activities
- _____ 11. Speaking in simple, understandable language
- _____ 12. Explaining clearly the purpose and mechanics of exercises
- _____ 13. Maintaining good eye contact with the group and individual members

Comments and Observations:



Understanding Trainee Behavior



Understanding Trainee Behavior

Objectives

- /// creating a favorable training climate
- /// levels of learning openness
- /// general types of behaviors
- /// problem behaviors

Module 12

Training as Advocacy on OSH

Time Required: 45 minutes

PURPOSE: *This module aims to provide participants with key ideas on how to advocate on OSH, and to use training as a venue for advancing the cause of OSH, particularly in the footwear industry.*

OBJECTIVES: At the end of the module, participants will be able to:

- explain the importance of maximizing the opportunities in a training situation to advocate on OSH issues;
- discuss the role of change in advocacy efforts; and
- explain the aims and levels of advocacy

CLEAR POINTS:

1. Every training opportunity related to child labor and/or OSH must be utilized for advocacy purposes.
2. Understanding of change is crucial to successful advocacy.
3. Advocacy must aim for internalization of the cause being advocated, not just compliance, identification, or knowledge-based adoption.

ANNOTATED DESIGN OUTLINE

Step 1
(2 minutes)

INTRODUCTION

Link this module to all the preceding modules in the training program by stating that all the best efforts at understanding OSH, acquiring trainer skills, and understanding trainee behavior must have an advocacy bent. In other words, trainers should not merely train; they should also advocate.

Step 2
(10 minutes)

CHANGE

Explain the meaning of change as a movement from "an adverse idea or behavior to the adoption of new ideas and behaviors." List the traditions, beliefs, practices and issues on OSH in the footwear industry that need to be changed. Let the participants give their responses; do not give your own unless it is critical to do so. Encourage participants to think about what are the current ideas or behaviors in the footwear industry that, in their opinion, need to be changed.

Step 3
(18 minutes)

HIERARCHY OF MARKETEEER PREFERENCE

Explain the levels indicated in the hierarchy, asking participants to give examples for each one. Using the examples generated in the previous step (what traditions, beliefs, practices and issues currently prevalent in the footwear industry need to be changed?), determine which items fall in each of the levels in the hierarchy.

Step 4
(10 minutes)

HOW IMPORTANT IS CHANGE

Discuss the importance of effecting a change in the items noted above. Challenge participants to explore what could happen if change does not occur in the industry with regards to OSH issues. Generate as many opinions as possible.

Step 5
(5 minutes)

SUMMARY

Summarize the module by repeating the clear points: the need to use every training as advocacy; the role of change in advocacy efforts; and targetting internationalization of OSH principles as a primary goal.

Module 13

Re-Entry Planning and Commitment-Setting

Time Required: 45 minutes

PURPOSE: *This is to further concretize verbal commitments made by the participants to participate in the conduct of follow-up training and other advocacy activities upon completion of this Course.*

OBJECTIVES: At the end of this module, participants will be able to:

- develop a plan to deliver OSH Appreciation Courses to the Biñan footwear community;
- list down the specific topics to be delivered;
- identify respective roles of Biñan training team in the training implementation; and
- articulate and put in writing their commitments to the conduct of the course.

CLEAR POINTS:

1. The success of any training course will depend on the teamwork as well as the level of commitment of the members of the training team.
2. Each team member should have a clear idea of his/her respective role and contribution in the training activity.

ANNOTATED DESIGN OUTLINE

Step 1
(2 minutes)

INTRODUCTION

Begin by telling participants about the importance of planning for subsequent activities. For this module, the participants will develop a plan for the conduct of 4 appreciation courses.

Step 2
(3 minutes)

PRE-WORKSHOP ACTIVITIES

Group the participants into 4. Make sure that knowledgeable persons are well-distributed among the various groups. Distribute the "Re-entry Planning Sheet" (Handout) and give them time to read. Read the instructions aloud and ask them if they have understood the instructions very well. Clarify questions raised.

Step 3
(10 minutes)

WORKSHOP

All the participants will discuss the workshop concerns. Go around for clarification purposes and to monitor extent of work being done.

Step 4
(20 minutes)

PRESENTATION

Ask the participants to present their agreements. After presentation by each group, ask co-participants for comments on the plan. Clarify and comment on the plan, if necessary.

Step 5
(3 minutes)

SYNTHESIS

When all of the groups have presented their respective outputs, summarize all the participants' outputs. Point out the commonalities as well as desirable features of their plans.

Step 6
(5 minutes)

COMMITMENT-SETTING

As a concluding activity for this module, reinforce the participants for their seriousness as shown by the re-entry plans they have drawn up for using OSH issues to combat child labor.

Step 7
(2 minutes)

CLOSING STATEMENT

When all the re-entry plans have been collected, tell participants that these plans will be presented to the Department of Labor and Employment officials, as well as those from the ILO and ILO-IPEC for their information and guidance as an indicator of the commitment of the participants to the child labor efforts.

DETAILED INSTRUCTOR'S NOTES

Step 1
(2 minutes)

INTRODUCTION

Begin by telling participants that the things so far learned would not be meaningful unless these are translated into concerted action. For this module therefore, the participants will develop a plan for the conduct of 4 appreciation course for the Bifian footwear community.

Step 2
(3 minutes)

PRE-WORKSHOP ACTIVITIES

Group the participants into 4 according to the Appreciation Courses that they will conduct. In order to make sure that there are enough key people per group, there should at least be: a) one Workplace Monitor, b) one noted informal leader from the footwear operators, and c) one NGO/GO participant in each group.

Distribute the handout "Re-entry Planning Sheet" to the participants as soon as they have joined their respective groups. Allot 1 to 2 minutes for them to go over the material. Read the material aloud. Ask them if they still have questions/clarifications regarding the workshop.

Clarify the roles of the following:

- resource speaker – will discuss the topic assigned;
- training manager – plan, lead, coordinate, and generally supervise the training. Specifically, he/she will mobilize the community to participate in the training/information activity, plan and meet with the training team on aspects of the training, and generally ensure that the course proceeds according to the objectives set; and
- assistant training manager – he/she scout for venue, invite and follow-up potential participants, prepare training aids/materials needed, coordinate meal and other arrangements that may be needed.

Tell participants that they have 10 minutes for discussion. Ask them to designate a leader, a rapporteur and a secretary from among their ranks. Tell them that they will each be given 2-3 minutes to present their outputs.

Step 3
(10 minutes)

WORKSHOP

Allow the participants to discuss the workshop concerns. Go around to monitor their progress.

Step 4
(20 minutes)

PRESENTATION

Ask the groups to present their outputs. Ask for volunteers. If none, call on group 1 to be the first presentors. Then call on group 2, 3 and 4 in that order. Tell them that only 1-2 questions / comments will be entertained after presentations.

At the end of the presentations, ask the others for comments.

Step 5
(3 minutes)

SYNTHESIS

When all groups have made their presentations, make your own general comments.

Step 6
(5 minutes)

COMMITMENT SETTING

Now that the various groups have identified their respective roles and topics to be handled, they are now ready to conduct the 4 Appreciation Courses.

Step 7
(2 minutes)

CLOSING STATEMENT

As soon as all the materials have been collected, tell the participants that copies of the re-entry plans will be provided to DOLE and the ILO for their information and reference. The assistance and efforts provided by them and other partners have therefore been put in good use.

COMMONLY ASKED QUESTIONS AND SUGGESTED ANSWERS

- Q1. What activities will follow after the conduct of the Appreciation Courses?
- A1. The participants are expected to advocate first in their home/workplaces as well as in the community. Initially, they can assist ILO-IPEC in monitoring the OSH conditions in their respective workplaces. Medium and long-term plans will have to be made within the context of community efforts. Should assistance by any government or private organization be necessary, the community can tap its vast networking capabilities which is being built up and enhanced as part of the ILO-IPEC project.

VISUAL, AUDIO AND OTHER TRAINING AIDS

Handout No. 1 – Re-entry Planning Sheet

Group no. _____

OSH and Child Labor in the Footwear Industry
June 25-26, 2001
Occupational Safety and Health Center

Re-entry Planning

Tagubilin sa Bawat Grupo (Instructions to Each Group)

1. Mag-usap-usap at magkasundo kung sino ang magsasagawa ng mga sumusunod na gawain;
(Discuss and agree among yourselves who will do the following):
 - a) magtuturo ng mga sumusunod (dalawang tao bawat isang sesyon)
(resource speakers for the following topics:)
WHY S & H and Child Labor _____ at (and) _____
Living/working conditions _____ at (and) _____
Chemical Safety _____ at (and) _____
Health Effects _____ at (and) _____
Housekeeping _____ at (and) _____
Networking _____ at (and) _____
 - b) magiging punong tagapamahala (training manager) _____
 - c) magiging pangalawang punongtagapamahala (asst. training manager) _____
2. Petsa ng pagsasanay (Date of training) _____
3. Sakop ng pagsasanay o saang lugar nagmumula ang participants?
(Geographical scope of training) _____
4. Lugar ng pagsasanay (Venue of training) _____
5. Bukod sa Appreciation Course, ano pa ang maaaring gawin ng inyong grupo para lalong mapatibay ang loob ant hangarin ng inyong komunidad sa occupational safety and health at child labor? Sino ang mga tao o grupo na puwedeng makatulong sa inyo? Kailan ninyo gagawin ang mga ito?.

(Aside from Appreciation Course, what else can your group do to further strengthen community commitment on occupational safety and health and child labor? Who are the persons/groups who can help me? When do you do them?)

Module 14

Closing Activities

Time Required: 30 minutes

PURPOSE: This formally concludes the training activity. Representatives of the organizations which cooperated to ensure the conduct of the activity are invited to provide messages which can inspire the participants and the community to implement the learnings obtained in the training.

OBJECTIVES: At the end of the module, the participants would be able to:

- listen to messages of encouragement and support to the sponsoring and coordinating institutions;
- recall agencies and other institutions which can provide further support in their subsequent undertakings; and
- demonstrate greater commitment and resolve to do OSH practices.

CLEAR POINTS: Assistance and support can be provided by many sectors and social partners.

ANNOTATED DESIGN OUTLINE

PREPARATORY ACTIVITIES:

Ensure that the videotape "Blight in the Footwear Industry" and excerpts from the video-documentary "Minsan Lang Sila Bata" are ready and on cue for playing.

Ensure that invitations have been sent out to the representatives of donors and other cooperating agencies. The program for the Closing Activity should also be prepared for distribution during the actual ceremony.

Be aware of seating arrangements based on proper protocol. Designate the persons who have assignments in the program, such as leading the singing of the national anthem or serving as emcee. In most cases, the facilitator himself/herself also serves in that capacity.

Step 1
10 minutes

FILM SHOWING

While waiting for the invited guest speakers, ask the participants to sit down to view two videos: one featuring the "Blight in the Footwear Industry" and the other featuring excerpts from the video-documentary "Minsan Lang Sila Bata" (*They Will Only be Children Once*).

At film's end, say that we must always remember the face of child labor.

Step 2
2 minutes

INTRODUCTION

Invite the participants to stand up for the the singing of the national anthem and ask the person earlier designated to lead the singing.

Step 3
7 minutes

MESSAGE/S

Call on the invited speaker/s for their respective messages, including a designated representative of the participants to speak in their behalf.

Step 4
10 minutes

CLOSING REMARKS

Introduce and call on the main speaker (usually from the main donor institution) to deliver his/her closing message.

Close the ceremony by thanking everybody for their participation in the training activity.

TRAINER'S AIDS

Problems that may be encountered and possible responses:

Invited guest speaker/s may be late.

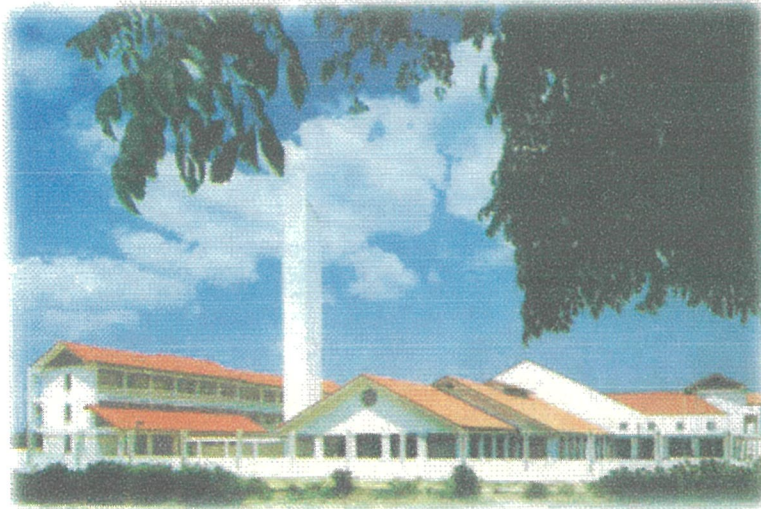
Facilitator should phone the offices of the invited speaker/s to confirm their attendance to the event in the morning and at least an hour before the ceremony. If possible, a copy of the message of the speaker should be earlier provided to the facilitator in case they are unable to come due to some unforeseen circumstances. Should this happen, the facilitator should proceed with the ceremony. If a copy of the speech is available, the facilitator can read the message.

LIST OF TRAINERS / MODULE AUTHORS

Module 1	- Opening Program and Introduction of Participants	- Mr. Angelito Bonifacio TPID – OSHC
Module 2	- • Surfacing / Levelling of Expectations • Workshop Objectives / Schedule	- Mr. Angelito Bonifacio TPID – OSHC
Module 3	- Why OSH? (OSH Situationer on Child Labor)	- Dr. Dulce Estrella-Gust Executive Director, OSHC
Module 4	- Living and Working Conditions in the Footwear Industry	- Engr. Jose Maria Batino SCD – OSHC
Module 5	- Chemical Safety	- Engr. George Sebastian ECD – OSHC
Module 6	- Health Effects of Occupational Hazards on the Workers of the Footwear Manufacturing Industry	- Dr. Regina Augusta Tan Dr. Joseph Andrew Jimenez HCD – OSHC
Module 7	- Housekeeping for the Prevention of Accidents	- Engr. George Gatchalian SCD – OSHC
Module 8	- Networking: Where to go for what?	- Dr. Teresita Cucueco HCD – OSHC Mr. Johannes Ortega ILO-IPEC
Module 9	- Review of Previous Day's Learnings / Overview of the Day's Activities	- Ms. Rosanna Tubelonia TPID – OSHC
Module 10	- Making Effective Presentations	- Ms. Loree Cruz-Mante Learnet Consulting, Inc.
Module 11	- Understanding Trainee Behavior	- Ms. Loree Cruz-Mante Learnet Consulting, Inc.
Module 12	- Training as Advocacy on OSH	- Ms. Loree Cruz-Mante Learnet Consulting, Inc.
Module 13	- Re-entry Planning and Commitment-Setting	- Ms. Rosanna Tubelonia TPID – OSHC
Module 14	- Closing Activities	- Ms. Rosanna Tubelonia TPID – OSHC

TPID - Training & Public Information Division
SCD - Safety Control Division
ECD - Environment Control Division
HCD - Health Control Division

About the OSHC...



The Occupational Safety and Health Center (OSHC) was established as the nationally recognized authority on safety and health research, training, information and technical expertise in the Philippines. The OSHC pursues in partnership with the public and private sectors the attainment of a healthy and safe working environment through responsive and sustainable OSH programs and policies. It also targets the effective delivery of quality services. The OSHC aims to increase productivity through better working environment, decrease in manpower and economic losses caused by occupational accidents and diseases, and to improve welfare of workers and their families.

To pursue such goals, the OSHC conducts several activities, including medical surveillance of occupational diseases and injuries; development and implementation of basic and specialized trainings; development and dissemination of appropriate information materials; and delivery of specialized technical services as work environment measurement (WEM), safety audits, testing of Personal Protective Equipment (PPEs) and specialized medical examinations.

For this programme on child labor with the ILO-IPEC, the OSHC utilized the full range of its services (medical mission, safety audit, WEM, and training) to develop this Training Manual.