



Workplace Safety

Bangladesh Action Research Group 2

June 2024

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CLARISSA (Child Labour: Action-Research-Innovation in South and South-Eastern Asia) is a large-scale research programme on the worst forms of child labour. It aims to identify, evidence, and promote effective multi-stakeholder action to tackle the drivers of the worst forms of child labour in selected supply chains in Nepal and Bangladesh.

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1. About the Action Research Group

Table 1.1: Key details

Action Research Group (ARG) name	Children’s group
Theme of ARG (issue being worked on)	Workplace safety
Start date	13 March 2022
End date	26 September 2023
Starting participants (N=total)	Males = 12 Females = 0 People with disabilities = 0 Children who are currently working = 12
Ending participants (N=total)	Males = 12 Females = 0 People with disabilities = 0 Children who are currently working = 12

Source: Author’s own.

1.1 Background/introduction

The Child Labour: Action-Research-Innovation in South and South-Eastern Asia (CLARISSA) programme uses Action Research (AR) to understand the dynamics which drive the worst forms of child labour (WFCL), and to generate participatory innovations which help to shift these underlying dynamics and mitigate their worst effects.

Through 13 Action Research Groups (ARGs) in Bangladesh and 12 groups in Nepal, the programme is generating a rich understanding – particularly through children’s lived experiences – of the complex underlying drivers of harmful work and working children and their employers are themselves defining, piloting and evaluating their own innovative actions that aim to increase children’s options to avoid WFCL.

2. The story of the ARG

Figure 2.1: River of life



Source: Author's own.

2.1 Creation of the ARG

2.1.1 From life stories to a big system map

In Bangladesh, a total of 405 life stories were collected from children engaged in different forms of child labour. 199 of these life stories were collected from children engaged in the leather supply chain in Hazaribagh, Lalbagh, Posta, Hemayetpur, and Bhairab in a process managed by CLARISSA partner Grambangla Unnayan Committee (GUC) (206 stories were collected in a process managed by the other CLARISSA partner in Bangladesh, Tdh).

199 life stories were then (via a GUC-managed process) analysed by working children in Hazaribagh, Hemayetpur, and Bhairab during a small system maps development and big system maps development process (workshops). In the small maps development workshops, 27 children developed 199 small maps (one for each story) depicting inter-linkages among different factors and drawing out the major issues which had pushed the children towards child labour. During the big system map development process (workshop), 15 child participants accumulated all the information gathered from small map analysis, developed a big system map, and drew out the most prominent causal relationships into a big system map. Based on the most prominent causal relationships shown in the big system map and a lot of discussion, the children identified 11 potential issues (or issues) to work on through Action Research processes (groups). The themes, or issues, identified were as follows; long working hours, health hazards in workplace, physical and mental abuse at work, lack of workplace safety, parental pressure on children to work, the pressure of debt, drug addiction, child marriage, corporal punishment at school, inability to afford the costs of education, and inability to afford the costs of health treatment.

2.1.2 Recruiting group members

This geographical location comprises mainly men and boys working in the leather sector, therefore this group comprised only boys.

In order to form the group, CLARISSA team members tried to approach children who had been involved in previous CLARISSA processes like story collection and analysis, but in this location it was very tough to recruit children for the group because workers here mainly come from outside of the community and child workers travel from different districts of Bangladesh in search of work then after a while many of them return to their villages. Children also come for seasonal work, such as in the lead up to Eid-ul-Adha, then leave again. As such it is difficult to find the same child workers all the time – they are a transient population.

Only one child was found who was involved both in CLARISSA storytelling and CLARISSA analysis processes. This child was interested in being in the group and also helped recruit other members through his friendship and co-worker groups. As such 12 children were recruited to his group. 12 children were gathered to form the ARG.

The basic criteria for selecting ARG members to this group were that members had to be children aged less than 18 and had to be currently working.

2.1.3 Parents' meeting and formation of group

The safeguarding focal point for CLARISSA Bangladesh led this process, which was intended to inform children and their guardians of:

- What the children would do;
- Where and with whom they would work;
- The objective of the group;
- The time the children would need to give;
- The benefits of participation;
- Safeguarding measures to protect the children;
- The limitations (explaining what could and could not be expected from the CLARISSA programme and team).

In this location however, the above scenario did not play out as it had in other children's ARGs, for example in Hazaribagh and Bhairab. In the other two project areas parents or other relatives were typically present at the parents' meeting. But in this location, out of 12 children, only 7 brought guardians and none of these guardians were their parents. One child brought their factory manager, other children brought adults who shared their lodgings with them (their 'mess'),¹ or older friends or community members who were not related to them. All of those participants acted as the local guardians of these children and gave time in the meeting and also gave verbal and written consent, but they were not as concerned about the process and ensuring the child's wellbeing as the (family) guardians of the children of Hazaribagh and Bhairab were.

In the meeting, the facilitator explained the involvement of children and compensation they would receive for attending meetings; and the safeguarding focal point informed the local guardians about measures for ensuring the safety of the children. All guardians were given her phone number. The children and their local guardians gave verbal and written consent and after that the Children's ARG was officially formed.

¹ A mess is a house or room where lots of people from different families stay together and share the house rent and food costs.

2.1.4 Rapport- and trust-building



ARG members are spending leisure time together.
Credit: Rasel Khan © CLARISSA

This location is distinct from other leather industry locations in that most people work in a ‘freelance’ capacity. The children in this group were in and out of work and were quite transient. As such, their availability was not guaranteed, and the group was very volatile. After two months many of the members left the group due to work pressure and migration. The children also seemed ficker in their attitude to the group than in other CLARISSA groups and were unreliable due to the nature of their work lifestyle. It was hard to establish a sense of the group’s objectives and future actions, many members struggled to invest time and interest in the group and many left. Before leaving the group however, some of these children helped the team find other children who were interested and had less work pressure.

A parallel CLARISSA research activity (work shadowing) helped to build rapport with some of the group members. Through the work shadowing, CLARISSA research noted one member of the team spent four consecutive days in a particular small factory. He built rapport with the children working there and a good relationship was formed. At this point, the group (which comprised some children from this factory) became more stable.

Due to the nature of their work, it was very difficult for the children in this group to give much time to the group. It was not possible for the CLARISSA team to spend time playing games with the children or to take them on picnics. The group facilitator and documenter did try to ensure the ARG members’ comfort by holding the meetings at times preferable to the children (mostly in the evening), keeping the meetings short, giving the children freedom to choose their action strategies, etc. The group members were also encouraged to spend leisure time with each other to build an informal friendly relationship. Whenever they got time, two or three or more members used to spend time together and still they are continuing with that.

Initially, the ARG members were divided into two different groups, according to the district they lived in. In the beginning there were some conflicts between the two groups, they did not want to support each other, but as time passed, they spent time together, shared their feelings, planned actions and became friends. Sometimes the children become frustrated with their employers and during the meetings, cursed the employers and shared their feelings. group members never talked about those things outside the group however. This confidentiality in the group built trustworthy relationships between the team members.

Before the group, we used to know each other. But now, we have become good friends. When I first joined the group, I used to not talk that much; but now, I participate in the decision-making process. Initially, we had two groups within this one group; Noakhali group and other district group. But now, we are the members of one group. Now, we take collective decisions and share our views openly.

(Participant 2)

2.1.5 Common identities of group members that helped with the forming and performance of the group

- Geographical area
- All male
- All working in leather processing factories
- All with common experience of hazardous work environments

2.2 Evidence gathering and preparing for actions

After finishing the formation stage, the group moved towards evidence gathering and issue selection. Since the formation of group, the facilitator emphasised that the selection of the issue must be evidence based; as such the following steps were followed to finalise the issue of the group.

2.2.1 Revisiting the small system maps

12 members of this ARG reanalysed 21 small system maps depicting the stories of working children in the leather industry and other professions and input the data in a prescribed format (depicting the number of small system maps, causes, and consequences in three columns).



নীত-কর্মসূচী
৫২-৩
হাজিঙ্গা

সিস্টেমের সংখ্যা	কারণ	ফলাফল
১১১ ১১১ ১১১ ১১১ ১১১ ১১১ ১১১ ১১ ১১	আবকা ওয়াশিং, চাকার প্রয়োগ, হেলিকোপ্টার চালানোর সময়, ভাড়া, চাকার ভাড়া, কাম কাজ করা, খেল, খুব কা- ঠোঁড় অসুস্থ, কাজ কাজের জন্যে সময় নাওয়া, হেলি চাকার চালানোর সময় সুস্থতার হারা, চাকার খাওয়ার- খাব, খাওয়ার- চাকার, যা পরিষ্কার- কাম করা, কাম- কাজ করা, পরিষ্কার- কামের জন্যে খাব করা	কাজে পারতাম, খাব, খাব চাকার, ওয়াশিং মেশিন কাজে পারতাম, খাব কাজে পারতাম, খাব কাজে পারতাম, খাব কাজে পারতাম, খাব কাজে পারতাম, খাব কাজে পারতাম, খাব

Revisiting the small system maps.
Credit: Rasel Khan © CLARISSA

After the completion of reanalysis tasks, the facilitator and documenter accumulated all the findings and developed a report summarising the findings.

Revisiting the small system maps meant that group members who were involved in the previous processes could remember the processes and logic behind the identified issues and the children who were new to CLARISSA could understand the processes and logics.

2.2.2 Group discussions

After developing the brief report on the findings from small system maps revisits, group discussion took place, with the facilitator sharing the findings against each issue one by one and asking for participants' opinions.

From detailed discussions, it emerged that the children were mainly confused between two issues to select as their group's issue: 'long working hours' (evident in 105 maps), and 'lack of safety in the workplace' (evident in 51 small system maps). Later, they decided that 'health hazards in the workplace' (evident in 68 small maps) and 'lack of safety in the workplace' were strongly interrelated. They merged these to finalise 'workplace safety' as their group's issue.

Some of the group members were strongly in favour of selecting 'long working hours' as their issue but other members felt they should not speak out against long working hours as they were themselves paid by production and if they themselves had to reduce their working hours they would not be able to cover their family expenses. As such they did not find it practical to choose that as their group's issue.

Participant 2: *I think, "long working hours" is the most suitable issue for us. We have to work from morning to night. If we could solve this problem, that would be better for us.*

Participant 9: *I also agree with him. Working for long working hours is the main problem in our life.*

Facilitator: *Why do you have to do that?*

Participant 9: *Because we work on a production basis. That's why we need to work for a long time. Sometimes, we start working at 6:00 a.m. and work until 7:00 p.m.*

Facilitator: *Why do you work for a long time? Cannot you work for a short time?*

Participant 9: *If we work for less time, we'll not be able to bear our daily expenses. If we work just for eight hours like other offices, we'll get a very poor salary. The contractor gets commissions at a piece rate from the clients. From that commission, they pay us. Our wage rate is so poor that we cannot run our daily life with that wage.*

Participant 10: *In this area, only the workers of big tanneries like Apex, Bay, etc. work for eight hours a day. They start at 8:00 a.m. and work until 5:00 p.m. The workers of the rest of the small factories work for a long time.*

Facilitator: *Okay! Then what can you do to solve this problem?*

Participant 2: *In reality, we cannot do anything about this.*

Participant 11: *Still, I think "long working hours" is the main problem in our life. So, we should work on this issue.*

Participant 12: *Yes. I also agree with him. We should work on "the long working hours" issue. Almost in every factory, workers are bound to work for a long time. There is no timetable. We are bound to work during the day and at night. If someone is bound to work for this long, it is obvious that he will become sick.*

Participant 2: *You are absolutely right but if we do not work for a long time, our income will be decreased and we'll not be able to send money to our home. We'll be in trouble. It's better to work on "Lack of safety in the workplace" or "Health Hazards". Those are also our problems. We are also suffering from those. Our companies are not taking care of these issues. So, we should work on these. If we work on these issues, our income will not decrease.*

During these discussions on issue, the children also talked about potential actions.

We can work on workplace safety. If we can ensure safety in the workplace, then the health hazards will be reduced. There are some practices like, if we use hand gloves while handling chemicals or use boots while working, the risks will be reduced.

(Participant 2)

I think we can inform our friends and co-workers about this. We can request our factory owners to provide us with hand gloves, masks, boots, etc. At least we can start discussing these issues.

(Participant 1)

The children were not interested in working on 'child marriage', 'drug addiction', 'inability to bear the costs of education' or 'costs of health treatment' as their issue because they did not see these as directly relevant to them.

I think, we can work on workplace safety. The rest of the issues are not that suitable for us. For example, 'child marriage' is not applicable to us; in this area, most of the workers are males and it is not possible for us to marry at an early age. In this area, most of us are coming from other areas; there is no school in this area from where the children are being dropped out and start working in tanneries. We also cannot work on drug addiction because that is a personal choice. The people who have started taking drugs, will not listen to us. Moreover, we have not observed many incidents of drug addiction in this area.

(Participant 11)

2.2.3 Validation of selected issue

The children of this ARG are transient and are not part of a stable community. They come to the area to earn money and do not have large numbers of people with whom they have friendly relationships with. The group members were also very short of time. As such they did not validate their selected issue. However as all of the members are themselves working in leather processing factories, they have direct experience of the hazards.

2.2.4 Planning for actions

After the finalisation of the group issue, group members started planning for actions. They decided that at first, they would start using proper occupational safety equipment themselves while working and would try to establish themselves as role models in their factories. They had the idea that the other workers would show an interest in also using them. Then, they could be provided with occupational safety equipment also.



Lost fingers in an accident while working in factory & hands are full of dark patches.

Credit: Rasel Khan © CLARISSA

Although the group members and their coworkers suffer a lot due to health hazards due to dealing with harmful chemicals and sharp objects, employers do not provide occupational safety equipment and workers do not buy it for themselves. Most of the workers earn so little money that it is not possible for them to bear the expenses. As such the group members asked for financial support from CLARISSA to use and distribute occupational safety equipment among leather sector workers.

We can start with small tasks first. Nowadays, factories are being inquired from Bangladesh Small and Cottage Industries Corporation (BSCIC) for environmental compliance. So, it can be assumed that the environment will be fine. But the issues regarding safety will remain the same. So, we can start with occupational safety in factories which are ignored here.

(Participant 9)

We always work with liquid chemicals that are scattered around factories. In that case, there always remains the possibility of being damaged by liquid chemicals. Workers who

exclusively work with chemicals suffer from chronic itching in the legs. That's why the shoe is needed. When we hang leather for drying, iron rust falls from the ceiling. Then they enter into the eyes. A few days ago, a worker got rust in his eyes while hanging leather for drying. He visited different hospitals in Dhaka to get it treated. That's why it's better to have goggles (white glass).

(Participant 9)

White sunglasses or goggles are mainly used by big factories. Small factories like ours don't avail for us. But these are very necessary in a factory like ours. Small factories need more than large factories. Because, the iron rusts of the ceiling are exposed due to the chemical action. Big factories are regularly renovated. But small factories don't have that capability or mentality to renovate the ceiling frequently. If you make arrangements for a few days, then maybe the owners can buy us from their factories after seeing the benefits of using them. But if you tell them now, they will laugh.

(Participant 2)

Look, what is the condition of his hand! He has been taking medicine for some time but the pain in his hand does not go away. I have been doing this for a long time and I also had a similar situation. If you don't wear hand gloves, you can't avoid this problem. If you cut anywhere on the hands and feet, it becomes infected. It stays for many days. If you take medicine, it gets better. But if you stop taking some medicine, the same thing happens again. People with allergies cannot work without gloves. Chemicals are allergic to some workers. Many have quit their jobs.

(Participant 2)

We are asking safety equipment to the owners again and again. But they say, "You buy yourself, if you need." Is this ever possible? It's hard to live on what they pay us.

(Participant 5)

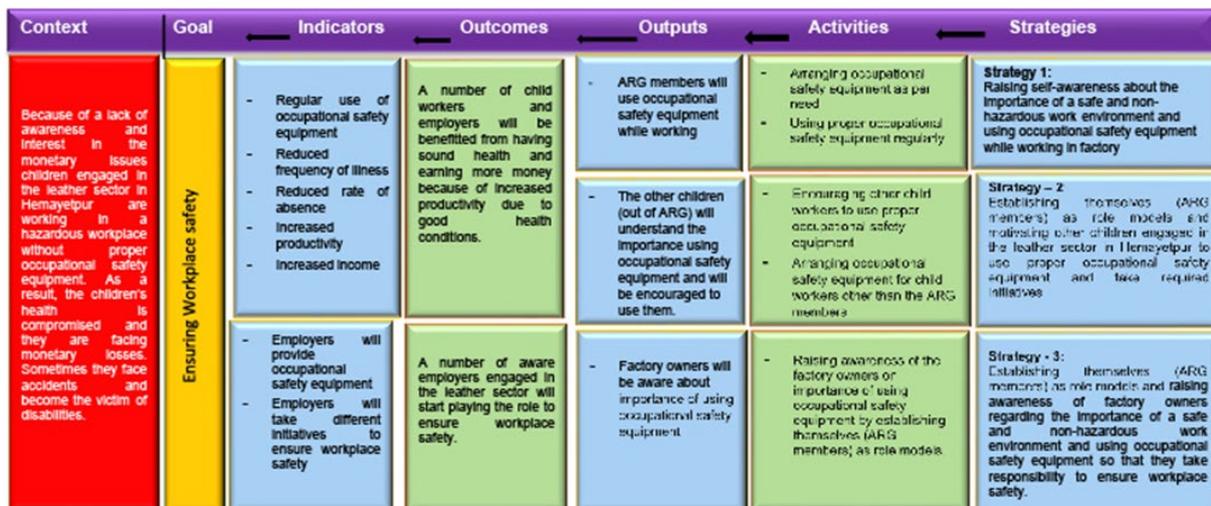
When we start wearing it, they will see that our hands and feet are not getting wet like before. We can work pretty well. Meanwhile, we will also explain to them that the way we work is actually risky.

(Participant 4)

2.2.5 Theory of Change (ToC) development

Based on children's reflections in meeting-7 and some other meetings, the facilitator developed a Theory of Change (ToC) for the group.

Figure 2.1: Theory of Change: Actions of this ARG



Source: Authors' own.

2.2.6 Problem Statement

Because of a lack of awareness and interest in monetary issues, the children are working in a hazardous workplace without proper occupational safety equipment. As a result, the children's health is compromised and they are facing monetary losses.

2.2.7 Goal

Ensuring workplace safety.

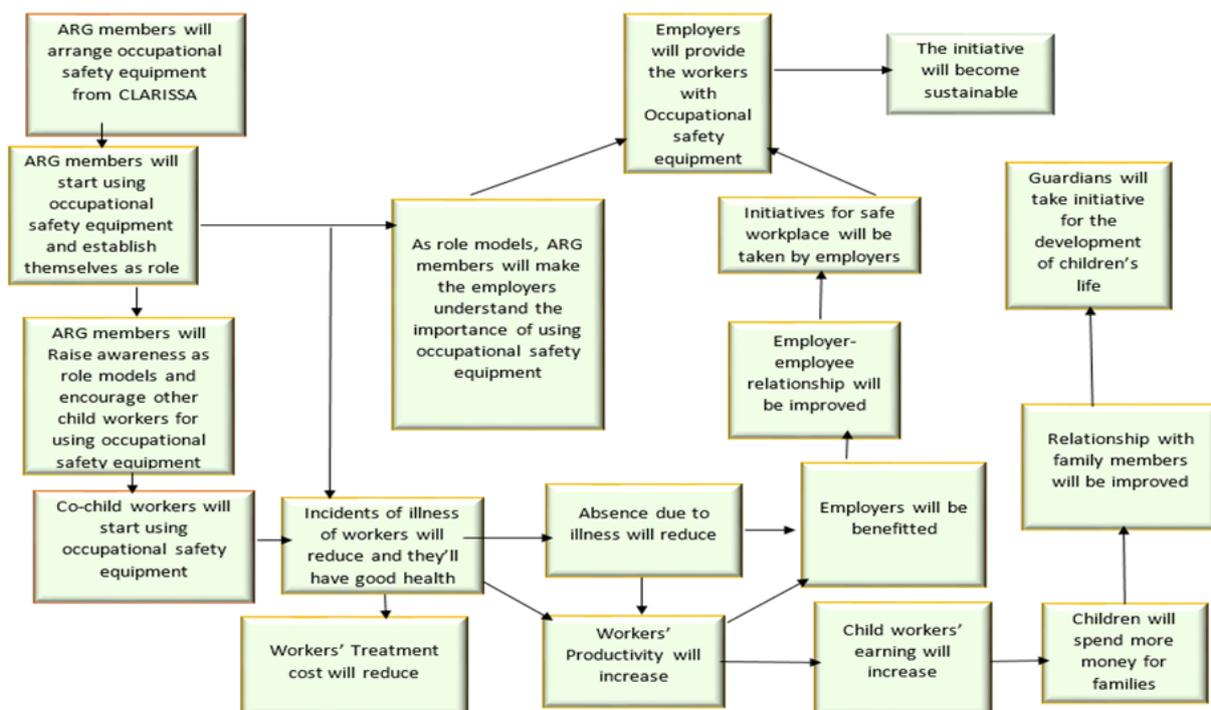
2.2.8 Strategies

- Raising self-awareness about the importance of a safe and non-hazardous work environment and using occupational safety equipment while working in the factory.
- Establishing themselves (ARG members) as role models and motivating other children engaged in the leather sector to use proper occupational safety equipment.
- Establishing themselves (ARG members) as role models and raising awareness of factory owners regarding the importance of a safe and non-hazardous work environment and using occupational safety equipment so that they take responsibility to ensure workplace safety.

2.2.9 Expected changes

The planned interventions aimed to make child workers and their employers aware of the importance of ensuring workplace safety, the next aim then being that workers and employers start using occupational safety equipment and start playing the role of the actors to make a change. By positioning themselves as role models the group hoped that other child workers would follow them and start using occupational safety equipment properly, and in the future, that employers would provide their workers with occupational safety equipment. As a result, their initiative will become sustainable and an improvement in the child workers' health, productivity, and income will be observed.

Figure 2.2: Expected changes due to actions



Source: Authors' own.

2.3 Actions

2.3.1 Listing of necessary occupational safety equipment and purchasing

The members of the group sat together and listed the names of necessary occupational safety equipment as per their types of work. After that, with the documenters, they went to the shops and bought safety equipment as per their need.

2.3.2 Using occupational safety equipment and establishing themselves as role models

After purchasing the occupational safety equipment, the children started using them regularly while working and tried to establish themselves as role models. During the planning, the children thought that other workers would understand the necessity of using safety equipment by seeing them and would be interested in using them. However, in reality, initially, some workers made fun of the group members and none of the children's colleagues seemed to worker show interest in using them. As a result, the children became disheartened. After time, however a manager in one factory encouraged them in their use of safety equipment while working and told them to inform him when their safety equipment became worn or damaged. Later, this manager distributed hand gloves amongst five staff members of his factory.



Role models. From left to right: Processing leather whilst wearing gloves and apron; Hanging leather whilst wearing gloves and goggles; Tanning leather whilst wearing gloves, aprons and boots.

Credit: Rasel Khan © CLARISSA

Initially, during the regular group reflection sessions, the children shared their frustration as they were not able to motivate other workers to use occupational safety equipment. After discussions however they calmed down and decided to build patience and persevere.

2.3.3 Raising awareness and distributing occupational safety equipment among other workers

After around two months, when the other workers observed the benefits of using occupational equipment, they started showing an interest, asking the children of the group from where they got their equipment; what benefits they are getting etc. The children answered their questions, explained how to use and preserve the equipment and assured them that if they wanted it, they too could be provided with safety equipment.

In this location, child labourers live with constant fear of losing their job. If workers discuss amongst themselves the employers think that the workers are forming a union against them. As such the children in this group never organised any formal awareness raising meetings. Rather, when any individual worker showed an interest in occupational safety equipment, they explained it one-to-one with them.

Moreover, if some workers sit together and talk about something unusual rather than gossiping, the employers become suspicious. In other factories, some workers lost their jobs as the employer thought that those workers were the members of trade union.

(Participant 5)

The children distributed to 32 other interested workers hand gloves, goggles, boots, masks, helmet, bamboo hats etc. as per their need.

Initially, when we started using occupational safety equipment, some people used to make fun of us. They used to say that we have become “Shaheb” (modish). We had a fear that our employers may misunderstand us that maybe we have become members of any anti-employer group. These were some of the challenges. But gradually, as people could see our health benefits and see that we were not doing something which is harmful for the employers, then the problems were solved.

(Participant 2)

2.3.4 Monitoring

The group decided to monitor the progress of all workers to whom they had distributed the safety equipment, including themselves. E.g were workers using the safety equipment properly, were they getting any health benefits was the safety equipment having an impact on their productivity, income, or relationship with their employer, were employers taking any initiatives inf distributing occupational safety equipment or not etc. While doing the self-monitoring, they observed improvement in their own health.

It was found that most workers and ARG members with occupational safety equipment were using it more or less regularly but that when the temperature was very high (for example above 40 celsius) people were reluctant to use boots, gloves, aprons and masks. As a result, one of the ARG members suffered cuts on his foot.

During the Ramadan, I faced an accident. Since when I got the safety equipment, I use them properly. But on that day, it was very hot. It was so uncomfortable to wear shoes in such a hot weather. My legs were sweating. That’s why, I put off my shoes and started working. After a while, my leg was cut with a sharp object so badly. I suffered due to serious pain. The pain was so severe that I could not go to village. That was the first time when I could not enjoy my Eid holidays with my parents in the village. Then I realized, if there were shoes on my legs, that would not been happened.

(Participant 2)

Initially some workers were not comfortable working whilst wearing safety equipment but as time passed, they became used to it.

The children observed health benefits both in themselves and in other workers. They experienced less incidents of cuts and wounds, their hands were free from dark patches and itching, their old sores were getting better, they had less sickness and as a result, their treatment costs were reduced.



Hands are free from cuts, wounds, and dark patches.

Credit: Rasel Khan © CLARISS

Directly, we are getting health benefits. Our hands, feet, eyes, body everything are getting protection from cuts and wounds, rusts, harmful chemical mixed water. Our hands used to become filled with dark patches and rough. But see, our hands are clean now. Frequency of visiting doctors has been reduced. As a result, the treatment cost has been reduced.

(Participant 5)

One manager distributed protective gloves among five workers in his factory and some other employers started showing interest in distributing safety equipment among their workers. Initially, some of the employers who knew about the children's involvement in the ARG activities observed the children with suspicion but when they saw that no harm was being caused to them, and that the children were doing a good thing by distributing occupational safety equipment among their workers, they started to respond well to the ARG members.

Look, we are talking with our coworkers and factory owners or managers or supervisors regarding the importance of occupational safety. Slowly, we are getting some results. My supervisor has distributed hand gloves among other workers of our factory. We told the manager to keep a first aid box in our factory premises, the manager also agreed with us but still we have not got that.

(Participant 4)

Some of the employers are showing their interests to provide occupational safety equipment among the workers. Like us, if they can become the role models of this tannery area, I hope the other factories will also follow them.

(Participant 2)

Initially, when we started using occupational safety equipment while working, some workers including the employer used to observe us with suspicion that from where we are getting these? Are we involved with any union? But later, we told them that we are not part of any union; we are getting these things from CLARISSA project and if they want, we can also provide them. Using these are beneficial for health. Then they showed their interest. After that, when we distributed the safety equipment among them, then they started believing us. In some factories, employers have started monitoring; if any worker who got safety equipment does not use that, the employer asks for justification of not using them.

(Participant 5)

During the short period of their actions, the children could observe health improvements and reduction of treatment costs, but they could not observe the impact of safety equipment on production, earnings, and family relationships.

2.3.5 Group's learnings and results from actions

From their actions the group learnt the importance of using occupational safety equipment to protect themselves. They also gained understanding of the importance of collective actions; because of their collective actions they could bring some changes in their community.

Because of their actions, 12 ARG members have become role models in their factories. They have become protected from health hazards themselves and 32 other workers have become aware about the importance of using safety equipment, are using it, and are observing health improvements. The frequency of getting sick has reduced and as a result treatment costs have been reduced. The initial doubts of some employers about the groups' activities were allayed. One manager has distributed gloves amongst workers in his factory and some other employers have shown interest. Some managers and supervisors are monitoring whether their workers are using safety equipment while working or not.

2.3.6 Transitioning beyond CLARISSA

Because of the nature of work and the transient nature of their lives children were not hopeful about continuing their activities as a group but they believe that in future, they'll play the role of leaders. They'll never forget the knowledge they gathered from CLARISSA. They'll also always use occupational safety equipment while working and will motivate others to do so.

3. Reflections from the facilitator/documenter

3.1 Capacity development

Through the entire process, the facilitator and documenter learnt how to manage a difficult and unstable group as well as how to engage new members in group activities without disrupting the group.

3.2 Challenges and mitigations

Facilitating a group in this location was very challenging. Frequent dropout of group members was a problem. The children had to work for a long time in their factories and had little time for meetings in the daytime. It was also very challenging for the facilitator and documenter to work at night in an area outside of Dhaka. Moreover, it was difficult to retain the children's concentration in the meetings as they were exhausted and some of them had to get back to the factory after the meeting. Some of the workers used to come to the meetings very frustrated by their hard work and bad employers / managers / supervisors.

To mitigate the challenge of drop out and increase the number of group members again, the facilitator and the documenter took help from the drop out members and existing members to find new members. Meetings were held at members' preferred times (evenings). The facilitator allowed time for sharing of personal feelings, anger, or anxiety and kept the meeting time short.

3.3 Proud moments

Despite all obstacles, the ARG members successfully became role models and distributed occupational safety equipment among 32 other workers and motivated one manager to distribute safety equipment himself. The team members felt very proud.

4. Reflections from the children

In this project, there were two types of reflection sessions with the children. One was continuous reflection (after every activity performed by children) and the other was the final reflection session.

The objective of the continuous reflection session was to gain an instant idea about what was going well and not going well; what challenges the children were facing; what type of changes were needed to bring an effective change etc.

The final reflection session was conducted to capture the group members' final and complete impression of thoughts, emotions, and learnings throughout the journey in terms of trust, ownership, and turning points. In this session, the children discussed openly how they started trusting each-other, why they felt they owned the group, what challenges they faced while performing the actions and how they mitigated these challenges.

4.1 Trust tool

The trust tool exercise was done twice with the group. During the 6th meeting this exercise was done for the first time. During that time the group was divided into 'Noakhali' and 'Rest of the district' groups. During that time the children were comfortable with their own group members and not comfortable with other group members. With their own group members, they were at level 5, but with other group members they were at level 3 or level 4.

From my side, I am in level 5 and with the members who work on production. For the rest of the members, I am in level 3. Because I know them from my childhood. In the factory, if they need any help, I always stand by them. The same way they stand by me. But for others with whom we met here for the first time were not known to me. Now, they are also my friends but we didn't have the opportunity to help each other. Maybe we can help each other in the future. For me, trust is building gradually day by day.

(Participant 10)

I am also in level 5 for my old friends, and for the newer friends, it is level 3. Our interaction has started but that is not as good as what we have with our old friends.

(Participant 3)

During the last 'trust tool' exercise, all the 12 participants were at level 5. As most of the participants passed a considerably long time together, planned their actions and performed the actions, shared their personal feelings and reflections comfortably, a good, trusted relationship was developed among them.

I am in level 5. Initially when we formed the group, we did not know each other well; but as the time passed on, we came to know each other and became friends. Now, we take collective decisions and perform the activities together. Gradually, trust has been grown among us.

(Participant 2)

I am also in level 5. Whenever I call any group member over the phone for meeting or any other activity, they respond positively. If we did not have trust among us, it wouldn't be happened.

(Participant 5)

4.2 Equity & ownership tool

An equity and ownership tool exercise was also done twice with the group. The equity and ownership tool had four indicators, i.e., feeling heard in the group, feeling part of the group, respect within the group, ability to see and make changes.

First time, when the equity and ownership tool was used, under 'feeling heard' indicator, out of 10 participants, 7 children were at level 3 and the rest of the three children were at level 4. As, it was at initial stage, most of the children were not sure whether all the time they were heard or not.

I am in level 3. I am listening to others but I am not sure whether my other friends listening to me or not.

(Participant 10)

Under the indicators 'feeling part of the group' nine were at level 4 and one was at level 3.

Under 'respect within the group', all the members were at level 4.

Under the indicator 'ability to see and make changes', 7 children were at level 4 and 3 children were at level 3.

I think I am in level 4. I have some plans and I am working on it. I steadily believe I will be successful one day.

(Participant 2)

I am also in level 3. I am not much confident that whether I will be able to gain success or not. I have to earn and bear all the family expenditures by myself. So, I can't think outside the tannery. Although there are lots of opportunities, I am not confident to switch to somewhere else for a better future.

(Participant 7)

During the last exercise with the equity and ownership tool, under 'feeling heard' indicator, out of 12 participants, 9 children were at level 4 and the rest of the three children were at level 3.

All the 12 children were at the tertiary level (level 4) on the indicators like, feeling part of the group and respect within the group.

Under the indicator 'ability to see and make changes', 8 children were at level 3, 3 children were at level 2, and 1 child was in level 1. It was found that no child was confident enough to bring change in future. Because bringing change not only depends on their own power but also on some other factors which are not in their hands.

I think I am in level 3. Previously, I could earn very little money. I have changed my job and getting a better salary. My skill has been improved. With my experience, I believe that I'll be more skilled and will be able to do something better. So, I have achieved some success in my life and more has to be achieved. And I hope that one day, I'll be able to do that.

(Participant 5)

I am in level 2. I want to establish my own tannery business but I have a fear that whether I'll be able to do that or not.

(Participant 11)

I think, I am in level 1. I know what changes have to be brought in my life but my situation is not permitting to do anything. I am earning less money, spending most of the time in the factory, I have financial crisis in family.

(Participant 7)

4.3 Turning point

Establishing themselves as role models using occupational safety equipment in the factories was the turning point for the members of the group. After that, the other workers showed interest in using occupational safety equipment, one manager distributed safety equipment among his factory workers, and some employers/ managers started monitoring whether their workers were using safety equipment or not while working; and they observed health improvements.

When I see my coworkers of my own factory and other neighbouring factories are using occupational safety equipment while working, I feel proud. I feel that because of me, those people have become motivated'

(Participant 1)