



International
Labour
Office



YOUTH EMPLOYMENT PROGRAMME'S SAFE WORK

September 2009

International Programme on the Elimination
of Child Labour (IPEC)

Youth Employment Programme (YEP)

Programme on Safety and Health at Work
and the Environment (Safe Work)

International Labour Office

USER'S GUIDE

**HOW TO PREPARE THE
“SAFE WORK FOR YOUTH” MATERIALS
FOR LOCAL USE**

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IPEC

Safe Work for Youth kit / International Labour Office, International Programme on the Elimination of Child Labour (IPEC) - Geneva: ILO, 2009

ISBN: Web pdf: 978-92-2-123088-5

CD-ROM: 978-92-2-123136-3

International Labour Office

guide / youth employment / child labour / occupational health and safety / vocational education –
ILO Cataloguing in Publication Data

ILO Cataloguing in Publication Data

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CONTRIBUTORS

The **Safe Work for Youth** kit is the product of many people who share a concern that older children be protected from hazardous and inappropriate work. We are most grateful to all for their generous and thoughtful contributions and take the opportunity here to list some of those most directly involved.

The **Safe Work for Youth** project, under which the materials were produced, has been managed by Susan Gunn, Hazardous Child Labour Unit of the International Programme on the Elimination of Child Labour (IPEC) with support from the ILO departments of SafeWork, TRAVAIL, and the Youth Employment Programme; funding has been provided primarily through a grant from the Swedish International Development Authority (SIDA), INT/05/58P/SID. The original draft of the “*Employers’ Manual*” was prepared by Richard Rinehart and initial pilot-testing undertaken through a grant from the U.K. Department for International Development (DFID) INT/01/P55 UKM. Further pilot-testing of the materials was made possible by several country-level child labour projects supported by the U.S. Department of Labor. The kit and most of its materials were designed by Enzo Fortarezza and printed by the International Training Centre, Turin.

The Fact Sheets on Construction, Domestic service, Garment factories, Hotel cleaning, Repair shops, Restaurants, Retail sales, the *Five Ways* brochure, and the *Users’ Guide* were initially drafted by a team of specialists in young workers’ health and safety: Mary Miller, MN, RN, Department of Labor & Industries, Employment Standards, Olympia, Washington; Diane E. Bush, MPH, Coordinator of Public Programs, School of Public Health, Labor Occupational Health Program, University of California, Berkeley, California, and Christine Miara, MS, Director, Young Worker Safety Resource Center, Education Development Center, Boston, Massachusetts. The *What Girls Need to Know to Stay Safe at Work* brochure was produced by ILO-Gender under the direction of Leoncia Salakana and Geir Tonstol. The *Fact Sheet* on Woodworking was produced by Dr. Harjono, Chairperson, National Safety and Health Council, Indonesia. *Fact sheets* on Cocoa, Coffee, Grain & Oil seeds, Palm oil, Sugar, Tea, and Tobacco were produced by Dr. Pia Markonen and Dr. Gerry Eijkemans, WHO. Other materials in the kit are adapted from the ‘Safe Start’ campaign of the European Agency for Safety and Health at Work (EU-OSHA) which generously accorded permission to reproduce their fact sheets for teachers, parents, carrying weights, etc.

Valuable advice was provided during production and pilot-testing by a number of independent reviewers. The recommendations and advice from IPEC staff and partners who tested the materials in the following countries have been especially important in refining them and adjusting them to developing country needs: Bangladesh (Ronald Berghuys), Ghana (Patrick Asare-Nelson), India (Dr. Raul Iqbal), Indonesia (Abdul Hakim), Kenya (Pascal Wambiya), Lebanon (Nabil Watfa), Malawi (Miriam Gachago), Nepal (Uddhav Poudyal), Pakistan (Dr. Saeed Awan), Sri Lanka (Shyama Salgado), Tanzania (Leoncia Salakana), Thailand (Taneeya Runcharoen), and Uganda (Michael Matovu).

Although each of the above-mentioned persons, ILO departments, and agencies has added significantly to the kit or the creation process, neither they nor the ILO bear responsibility for any inadvertent errors or omissions nor should it be construed as necessarily reflecting the views or policies of the donor agencies (SIDA, USDOL, DFID).

CONTENTS

INTRODUCTION 1

STEPS FOR USING THE KIT 3

ADAPTING THE MATERIALS TO LOCAL CONDITIONS 5

DISSEMINATING THE MATERIALS 13

A COMPREHENSIVE PROGRAMME TO PROTECT YOUNG WORKERS 15

FURTHER INFORMATION 21

ANNEX A: ILO Conventions relevant to the protection of young workers 23

ANNEX B: Sample reference text for materials adaptation 25

ANNEX C: Young Worker Occupational Safety and Health Education Materials. 29

ANNEX D: How to conduct focus groups with young workers 33

ANNEX E: Contacts for additional information. 35

ANNEX F: Training Tools for Employers 36

INTRODUCTION

These materials are part of an ILO initiative to promote the safety of young people under age 18 who are engaged in legal employment, but who would otherwise be considered as child labour if their work poses notable risk to their health, safety or morals.

AUDIENCE

The *Safe Work for Youth* kit is designed for those who work with or on behalf of older children: programme planners, project managers, vocational training institutions, workers' representatives and partner agencies. It particularly encourages action on the part of trade unions and employers' associations by offering guidance and suggestions on how to avoid situations which might constitute child labour.

PURPOSE

The goal is to keep young people safe from exploitative and dangerous work. The kit has been designed with two aims in mind:

- a) to provide health and safety information of the highest possible standard so that project managers, especially those who have no specialized background, have some basic guidance on how to initiate work in this area,¹
- b) to promote the involvement of trade unions, employers organizations, and local agencies in child labour work by offering an easy-to-use activity they can conduct with their constituencies.

REMEMBER ...

IF CHILDREN ARE WORKING WHO ARE UNDER THE LEGAL AGE (14, 15, OR 16 DEPENDING ON NATIONAL LAW)

THEY ARE CHILD LABOUR!

IF YOUTH UNDER 18 ARE EXPOSED TO SUBSTANTIAL PHYSICAL OR PSYCHOLOGICAL RISK AT WORK ...

THEY ARE CHILD LABOUR!

¹ The content of the *Safe Work for Youth* materials was prepared by international health and safety professionals but as no document can cover all circumstances, the user must take responsibility for applying this information.

CONTENTS

The *Safe Work for Youth* kit is in three parts: a) reference materials for administrators, b) “Keep Them Safe” (materials for employers) and c) “Stay Safe” (materials for youth). The latter are best used as a training aid, whether in groups or one-on-one.

FORMAT

The pamphlets and fact sheets are in template form because — in order to be most effective — they need to be adapted to local conditions and translated into the language that people ordinarily use. This “Users’ Guide” was developed to help you make these adaptations.

MAIN PRINCIPLES

While the information needs to be tailored to different users and different situations, the four basic messages are the same for all:

- 1. All workplaces have hazards. Once recognized, their potential for harm can possibly be reduced or eliminated**
- 2. reducing risks to an acceptable level is the responsibility of the employer**
- 3. young workers have special vulnerabilities. They also have rights that protect their health and safety**
- 4. Young workers need to know how to recognize hazards and how to protect themselves**

STEPS FOR USING THE KIT

STEP 1: PLAN

This kit is an easy way to approach a number of goals. Use it strategically. For instance, people are concerned about the health and safety of children, even when they may not be entirely convinced that all children should be in school or that child labour is illegal. Therefore, including a health and safety component in other child labour work may help overcome resistance and encourage action. Occupational health and safety education should be a part of all programmes that have older children as part of their target group.

- ➡ **The first step is to decide how *Safe Work for Youth* can be used to support your goals.**

STEP 2: PARTNER

A trade union or employer organization is the ideal leader or partner for a *Safe Work for Youth* campaign. Even those having little connection with industries of the informal economy find it useful as a way to build support for their organizations or as an entry point for other activities, such as organizing or training. Government-affiliated or private vocational training facilities or skills training programmes are also excellent partners. Alternatively, an occupational health and safety institute or NGO may be chosen but the latter should have credentials in the area of health and safety in order to be credible.

- ➡ **The second step is to choose the partner that will oversee *Safe Work for Youth*.**

STEP 3: ADAPT

The materials have spaces marked where local information needs to be put in. The most important of these are local laws and regulations and contact information. To ensure a sense of ownership, it is the partner which sees to the preparation of the materials (translation, drawings, legal inputs, and cultural adaptation) and whose name will appear as author of the publication and as contact agency.

- ➡ **The third step is for the partner to prepare the materials in draft.**

STEP 4: FIELD-TEST

Young people (and their employers) may view the materials, their form, content, and purpose very differently from what was originally intended. Most important, they may identify some additional hazards. The field-test is best organized by the partner who is overseeing the production and can be simply and effectively done with a small group of young workers in a relaxed setting. Based on this, the materials can be revised and printed.

- ➡ **The fourth step is to use the field test experience to adapt the materials to fit the setting.**

STEP 5: CONDUCT CAMPAIGN / TRAINING

Add a *Safe Work for Youth* component to an existing training course or organize an outreach campaign to employers or others using the materials. It is helpful to have an occupational health and safety institution or medical facility with experience in occupational health to serve as a back-up when questions arise. Section IV describes a comprehensive programme for protection of young workers.

- ➔ **The fifth step is to put the *Safe Work for Youth* materials into action.**

ADAPTING THE MATERIALS TO LOCAL CONDITIONS

The *Safe Work for Youth* kit is in the form of a template (WORD document) which provides a basic structure, layout, and accepted content, but allows for local information to be added, and for the whole document to be translated into the users' language.

ESSENTIAL ADAPTATIONS FOR ALL MATERIALS

Adaptation is really, really important. It puts the information forward in a way that local people can understand most easily, and it gives the information legal grounding by gearing it closely to the laws and regulations of the country and the locality. Where the target group has poor or non-existent reading skills, adaptation means putting the concepts into picture form...or even audio.

So the adaptations that must be made are:

1. translation:

- put the text into the local language
- use terms and modes of expression that the readers commonly use, including slang
- check that the content is culturally appropriate

2. adding the laws:

- insert the legal minimum age for employment in the country (Note: it may be higher than 14. We use "14 and above" in conformity with C.138 which allows developing countries this flexibility)
- review the list of occupations, tasks, substances, and working conditions (e.g. night work) which are prohibited to young people under 18. Most countries have such a list somewhere in their laws which govern employment, health, or education, especially those which have ratified either of the child labour Conventions.

3. adding pictures:

- have a local artist add cartoons to illustrate key points
- for illiterate audiences, consider changing the format to a flipchart, posters, or multi-page brochures so that every point can be illustrated
- make sure the pictures and examples are culturally appropriate

4. adding contact information:

- include the telephone numbers of hotlines, or other resources that can be contacted for further information. Be sure that these are specific (not "ministry of labour") and that they are accessible and responsive to a young person

5. additional information:

- throughout the materials, certain areas are highlighted in yellow to show where specific information is to be inserted. Put in the information and remove the highlight.

ADAPTING “KEEP THEM SAFE” (PACKET FOR EMPLOYERS)

One of the basic principles underlying *Safe Work for Youth* is that the employer is responsible for occupational health and safety (including psychological stress) of her/his workers — and this includes the young workers! Sometimes young apprentices, trainees, and short-term employees are overlooked or miss out on the training cycle. The employer should try to create an atmosphere such that young workers feel comfortable in asking questions of elder workers and foremen at the workplace. A short, but regular, group discussion is also a good way for young workers to find solutions to the questions they invariably have.²

Another core message to employers is that an enterprise which is careful to protect its young workers is also an enterprise which tends to be more efficient and productive. This saves money. In addition, a workplace that has consciously been made safe for young workers becomes safe for adult workers as well. It is a win-win situation!

1. “Working with Youth: Tips for small business owners”

Working with Youth is designed for employers who have small businesses and workshops. It has four sections:

- General Guidelines. This section presents the basic rules and principles that concern young workers who are above the legal age for employment but under 18.
- Specific Suggestions. In this section are ten topics which describe the possible risks to young people and tips for what can be done to protect them. The topics are:
 - Work contracts
 - Times & hours
 - Harassment & violence
 - Stress
 - Materials storage & handling
 - Workshop design
 - Machines & tools
 - Hazardous substances
 - Light, noise & temperature
 - Welfare facilities
- Helpful Resources. This section lists where the employer should go for help in case s/he needs further information.

The following adaptations are recommended:

Cover:

- On the front of the cover, put the name of the country, state or province in the space provided so that the Handbook becomes as specific as possible.

2 from Kazutaka Kogi, Institute for Science of Labour, Kawasaki, Japan

- On the back of the cover, you may put your own copyright and ISBN number especially if the Handbook is being produced in a language other than English, French or Spanish.

page 3: Message to the Manager

- Fill in the country, state or province name

page 6: Four rules

- Rule #1. Insert country name
- Insert legal age for employment (usually 15, but for some countries it is 14 or 16)
- Insert legal age for apprenticeships and trainees.
- Insert any specific conditions in the national law that are especially important for young workers, such as night work regulations.

page 13: Work contracts

- Insert country name in the space provided
- Insert official name of the law(s) that pertain to young workers and child labour
- Insert any specific information in the law about contracts with young workers

page 43: Who can help

- Insert names of employers' organizations, if any, that are concerned with this area of business along with the name and number of a contact person in that organization
- Insert the name and number of a contact person in the labour department or ministry and in the labour inspectorate
- Insert the name and number of a contact person in the trade union or workers' organizations, if any, that are concerned with this area of business
- **Essential! Provide information on the closest medical unit including its emergency number and location**

2. Danger stickers

A sheet of adhesive stickers has been provided which the employer can place on equipment or chemical products or even rooms which should be 'off limits' to young workers because of their danger. It is a light-hearted way of providing a warning. A good activity to conduct with young workers new on the job is to do a walk-through of the workplace with the young worker and his/her direct supervisor, pointing out possible hazards and affixing the stickers.

3. Checklist

Checklists are a useful tool to help identify hazards. Although checklists are usually filled out by the manager, they are especially good when used in participatory way.

ADAPTING “STAY SAFE” (PACKET FOR YOUTH)

Providing information to youth is never the first or only component of a campaign to protect young workers, but it *is* an essential component. Many surveys in developed countries show that young workers are not receiving the training they need to be safe at work. They should be getting this information at school, in vocational training programmes, as well as on the job. The lack of training is even more of a problem in developing countries. By learning that certain practices and working conditions are not an acceptable part of a job, adolescents can begin to become empowered to take care of themselves. Occupational health professionals, trade union safety representatives, and employers provide safety information to adult workers; providing it to young workers is just as important!

Some worry that encouraging young workers to speak up on their own behalf could place them at risk of abuse, retaliation, or being fired. This is a genuine concern, which the materials address in several ways. The materials should be used as part of a broader campaign or training that includes support and guidance from adults. Additionally, the materials encourage young people to ask questions and express concerns in a way that is respectful and responsible, and provide them with options: speaking to a supervisor, for example, or discussing the problem with other co-workers or with other adults outside the workplace, including union representatives. Learning important safety and health information early in their working lives will help young people change the workplace culture in terms of health and safety issues. Well-informed workers will be more likely to expect better conditions and organize with others to seek improvements.

1. “Five Ways to Stay Safe” brochure

Five Ways is a general introduction on safety and health for youth. It is intended to be used along with the occupation-specific *Fact Sheets*. Because its underlying theme is young workers’ rights, it is important to have the content and language reviewed for cultural appropriateness.

The following adaptations are recommended:

Step 1: “Look for hazards” and “Step 3: Get safety training”

These contain vignettes, pictures of young workers engaged in various tasks, and text that refers to hazards and training needs in various workplaces. Although not essential, you may want to replace some of the text or pictures to reflect the jobs most common for the youth with whom you are working.

Step 2: “Know your rights”

This section lists tasks that are commonly prohibited for workers under 18 years old. The text is drawn from ILO child labour Conventions, Nos. 138 and 182.

Insert text from your national laws that protect young workers. If your laws are more restrictive and/or detailed than those listed in the brochure, remove the list in the brochure and insert your own laws. ANNEX B provides examples of how you might describe your laws simply yet accurately, without complex legal language. Many countries also have laws restricting the hours young people can work in a day and/or in a week, as well as during school days versus during non-school days.

Step 5: “Ask questions/Get help”

This section directs the reader to contact agencies and organizations for help or to get more information about child labour laws, occupational health and safety, handling various abuses in the workplace, and medical care for workplace injuries. To adapt this section for your country, you will need to identify agencies responsible for ...

- Enforcing child labour laws and enforcing general occupational safety and health ordinances and legislation
- Monitoring discrimination or harassment on the job (e.g. a gender bureau)
- Reporting injuries and overseeing benefits for injured workers

Insert in the space provided the appropriate names and contact information for hotlines, agencies, nongovernmental organizations, trade unions and other workers’ organizations, etc.

Look carefully at the recommended ways that young workers can gain protection and stay safe without losing their jobs. Think about the following:

- What is the best way for young people to ask questions about a potentially dangerous task or chemical?*
- In what way can they seek clarification about how to perform their jobs?*
- Who should they turn to for training?*
- What should they do when they are concerned about their health and safety?*
- Whom are they likely to feel comfortable turning to about a delicate subject such as sexual harassment?*

2. “Fact Sheets”

The *Fact Sheets* are designed as 2-page 2-colour flyers that are cheap to produce, easy to distribute and quick to read. Here are some considerations to keep in mind when you adapt them.

Page 1

The first paragraph describes some of the tasks that young people do when they are hired for this type of work. Are there additional tasks that they do in your country in this job? Include them. Are there some listed that are not important in your area? Omit them.

Top 4 dangers: Are these the major dangers in the way this work is done in your country? There are two good ways to find out:

- a) Discuss with a health professional the types of injuries and illnesses they see most often,
- b) Hold a focus group or just talk with some youth who are doing this job.

<p>Working Youth</p> <p>XXXXXXXXXX (paragraph 1) xxxxx XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>Top 4 dangers for youth</p> <p><input type="radio"/> 1. XXXXXXXXXXXXX</p> <p><input type="radio"/> 2. XXXXXXXXXXXXX</p> <p><input type="radio"/> 3. XXXXXXXXXXXXX</p> <p><input type="radio"/> 4. XXXXXXXXXXXXX</p>

Page 2

Get trained

Can young workers ask their employer for training? If not, then you must adapt the text to suggest how they are supposed to learn how to do their job properly and safely.

Know the law

This is extremely important as it indicates the line between child labour and proper youth employment. Refer to the list of hazardous work for your country: does it name this type of work or any of its tasks or conditions? If so, then under 18s cannot be employed. If the work itself is not listed, check to see if the chemicals commonly used in this work are listed. Put the stated tasks, chemicals, and conditions in the yellow box.

What you should to Safe Work for Youth...

Get trained (paragraph 1) xxxxx
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Know the law (paragraph 2) xxxxx
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Be careful... (paragraph 3) xxxxx
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Page 3

What your Employer should do...

This is important because the employer is responsible for providing a safe place to work. Add other responsibilities to the list that are relevant to the way the work is carried out in your country.

True Stories:

This is where you add local stories. A good place to get these is from young workers, trade unionists, non-governmental groups.

What your Employer should do...

- xxxxx
- XXXXXXXXXXXXXXXXXXXXXXXXXXXX
- XXXXXXXXXXXXXXXXXXXXXXXXXXXX

True Stories
xxxxx
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

xxxxx
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Some other dangers, what to do ...

The same job – construction, for example – may involve different tasks and different risks. Some common dangers are listed here, but may not include those specific to the way work is done in your area. Review it with a health professional, especially the actions recommended for reducing the risk that are appropriate for a young person.

If you need help, information ...

Two pieces of information are provided here: resource agencies and the sponsoring agency. For the first, include whatever is essential for reaching the resource agency. For example, a FAX number may not be necessary, whereas a mobile phone might be. For the second, it is ideal if they can be prepared and distributed by one of the ILO social partners:

- a local trade union affiliate
- an employers' group or company
- a government department
- an occupational health institute

Some other dangers & what to do

- XXXXXXXX XXXX
- XXXXXXXXXXXXXXXXXXXXXXXXXX
- XXXXXXXXXXXXXXXXXXXXXXXXXX
- XXXXXXXX XXXX
- XXXXXXXXXXXXXXXXXXXXXXXXXX
- XXXXXXXXXXXXXXXXXXXXXXXXXX
- XXXXXXXX XXXX
- XXXXXXXXXXXXXXXXXXXXXXXXXX

If you need help or information...-

Adding Fact Sheets for Other Occupations

Since there are many different jobs that young people do, you are encouraged to develop your own *Fact Sheets* using this same format. Here is one way to go about developing new ones:

- Identify situations where youth are working. Look at census data, child labour or labour force surveys, and (in developed countries) work permit information. Talk to employers and trade unions for information on where young people work.
- In selecting the focus for a *Fact Sheet*, do not try to cover a whole industry or occupation. The more job-specific you can be the better.
- To create the *Fact Sheet* for the selected job, we suggest using the same general format as the other *Fact Sheets*, inserting the health-related information relevant to this particular job. Accuracy is crucial here, so contact experts in your government's occupational safety and health agency, the relevant industry or union (they often have health and safety officers), medical people if no occupational health specialists are available, medical schools or universities. Ask them for the following information:
 - Statistics on injuries in that job or occupational sector
 - Steps the employer should take to ensure a safe workplace in that sector
 - Common workplace hazards and prevention strategies
 - Training needed
 - Rules and rights related to that workplace or type of job
 - Resources and contacts for help (these may be the same for all sectors)
- To make the *Fact Sheet* relevant to what the young people really do, conduct a focus group³ or other type of discussion with some young people who are or have recently been working in this job. If possible, talk to them outside the workplace so they are comfortable about speaking freely. Ask them for the following information:
 - Stories about girls and boys they know who have been hurt while working in that job
 - What they think are the most common hazards associated with this type of work
 - What they think are the most dangerous situations associated with the job
 - Steps that they think should be taken to address these situations
 - Suggestions they might have for how to talk to their employer

3 See ANNEX D for guidance on how to conduct a focus group discussion

DISSEMINATING THE MATERIALS

If trade unions or employers' associations are not already involved, this is the point at which they can easily join the *Safe Work for Youth* campaign. Use the materials as a way of introducing a discussion with employers about the needs of young workers. It is also a helpful way of entering a discussion with sectoral workers' organizations or trade union federations to explore the ways in which the workers' organization will represent, organize, or otherwise provide support to young workers.

Even though the packets are targeted to a specific group, as for example *Stay Safe* which is targeted to youth, it is likely that some of the information will be new to other groups as well. Also, by providing the whole kit to employers, educators, health and safety professionals, parents, and job-placement professionals and asking them to pass on relevant pieces to youth will have the added benefit of providing a wide range of adults with useful information about child labour laws, occupational health and safety, and contacts and resources. This also creates an important connection; it is essential that young people know they can turn to an adult for further information or assistance.

1. Provide copies of the kit to employers' associations.

- One of the most effective ways to get the information across is for employers to provide it to their workers. In this way they are part of the process, rather than feeling accused.
- The employers' associations can use them as part of training programmes for their members. Of particular interest to them is the *Keep them Safe* packet.

2. Distribute the kit to young people in schools or training.

- Distribute them to administrators, teachers, and trainers for use in schools, after-school programmes, job-readiness and vocational training programmes, and workplaces where apprentices are being trained.
- Arrange for dissemination at national level as well, for example through ministries of education, health, and labour. Medical associations and health provider groups who care for youth would be interested as well. Advertise the kit in newsletters and on the Web sites of these organizations.
- Have them available at conferences and meetings for teachers, job trainers, employers, etc.
- If your country requires work permits for young people, hand out the brochures at the same time as the permit.

3. Use them as part of an activity.

Young people will learn much more about the issues raised in the materials if they are used as part of an activity or lesson. For example:

- Job-placement professionals and employers can use the sector-specific *Fact Sheets* as checklists: go through the workplace with the youth to look for hazards identified in the *Fact Sheet* and implement the recommended prevention strategies.
- Teachers and staff of skills training programmes can use both the *Five Ways* brochure and sector-specific *Fact Sheets* as part of a class on job safety.
- Employers can go through the *Five Ways* brochure with new employees as part of orientation.

A COMPREHENSIVE PROGRAMME TO PROTECT YOUNG WORKERS

Paper seldom changes people. So it is preferable that the *Safe Work for Youth* kit be part of a broader strategy to protect young workers. A comprehensive programme could have the following five components:

- ➔ **Information-gathering**
- ➔ **Strengthening the legal base**
- ➔ **Awareness-raising**
- ➔ **Employer education**
- ➔ **Youth education**
- ➔ **Organizing youth safety teams**

INFORMATION-GATHERING.

Facts are the starting point for convincing people to take seriously the occupational health and safety of young persons. Gather whatever data you can about the nature and scope of occupational injuries among young workers in your region or country. Do this by:

- a. conducting your own study
- b. consulting clinic/hospital reports or ministry of health statistics
- c. asking trade union health and safety officers what they have observed
- d. asking young people for stories about injuries of themselves or their friends

STRENGTHENING THE LEGAL BASE.

Many people – even officials – do not know what the laws are that provide protection to young workers. Oftentimes there are gaps or inconsistencies between local laws and the international child labour standards. Strengthening and enforcing child labour and occupational health and safety laws gives the necessary foundation for later activities. Do this by:

- a. ensuring that regulations cover all main aspects of occupational health and safety relevant to youth including domestic service, psycho-social risks, night work, combined hours of work and schooling, and new threats such as HIV-AIDS.

- b. providing information to labour inspectors, police, and government officials on the special vulnerabilities and rights of young workers.
- c. comparing local regulations with the official hazardous child labour list in your country developed in accordance with requirements in ILO Conventions No. 138 and 182. Determine which child labour laws in your country may require updating. See Annex A for the relevant international standards, and Annex B for examples of child labour laws governing hazardous tasks and hours.
- d. evaluating how well existing laws are being enforced and whether enterprises that continue to employ young people under 18 in hazardous conditions are penalized.
- e. using data on workplace injuries and deaths of youth to calculate the cost to enterprises, an industry, or society as a whole as a way of getting the attention of key actors.

AWARENESS-RAISING.

Make employers, union representatives, teachers, parents, and job-training professionals conscious of their roles in protecting young workers. Do this by:

- a. carrying out a public information campaign, perhaps in connection with another event such as World Day Against Child Labour
- b. integrating youth protection into training courses and meetings organized around other topics
- c. producing and disseminating other educational materials. New materials are being developed all the time. See Annex C for materials from a range of countries. These can provide ideas for graphics, wording, and content. Formats other than brochures and pamphlets can help to reinforce your messages, such as bookmarks, book covers, calendars, stickers, water bottles, or radio or TV advertisements. See samples at <http://www.youngworkers.org/nation/Gallery-Home.html>.
- d. creating materials for parents and presenting them at parent-teacher meetings or distributing at workplaces where parents of youth are employed.
- e. giving health care providers information on workplace safety, along with a checklist of questions they can ask their young patients and referral information.
- f. providing teachers with training and curricula for their students.

EMPLOYER EDUCATION.

Identify a few concerned employers or contact the employers' association for a given occupational sector. Work with them to reach other employers who might be interested in creating safer workplaces for youth. Do this by:

- a. offering employers training that shows how to increase productivity by improving young workers' health and safety. The ILO programme entitled "WISE" (*Workplace Improvement for Small Enterprises*) is an excellent example and there are trainers all over the world. Ask the help of labour inspectors, health and safety professionals and/or

school- and community-based job-placement professionals to offer an employers' training course on conducting workplace assessments. The chart in the *Fact Sheets* can be used as a checklist for hazards and prevention strategies.

- b. offering on-site training to supervisors of young workers that highlights laws that protect youth and effective strategies for training and supervising young people. Provide them with "*Working with Youth: Tips for Small Business Owners*" from the **Keep them Safe** packet. Give supervisors activity sheets or exercises to use with their youth employees.
- c. making presentations to meetings of employers' groups, business associations, chambers of commerce, etc. Combine information about young workers with other information employers are interested in, such as new laws, health and safety regulations, new resources, international trade and commerce information for exported goods.
- d. identifying employers of youth (for example, a list of such employers would be available in countries which require youth to apply for a work permit) and providing them with posters of child labour laws to post in their workplaces and brochures, such as *Five Ways* to hand out to young workers.
- e. doing a walk-through risk assessment with supervisors and young workers to identify equipment, materials, processes and places which pose a risk; affixing a warning sticker.

YOUTH EDUCATION.

Reach out to young people, starting about age 11, to develop their awareness about workplace health and safety. Do this by:

- a. integrating the subject in school health classes. Provide schools with occupational health and safety curricula they can use to teach students, particularly in health classes. Appendix C lists several English-language curricula available for download. Most are targeted to secondary school students. They contain modules on workplace health and safety and child labour laws, apply to a range of workplaces, and use hands-on interactive activities.
- b. adapting the same curricula for use in vocational training and skills programmes and work-based learning situations.
- c. drawing on Web-based resources. Appendix C lists several sites with sector-specific interactive activities that provide youth with the opportunity to identify and address hazards. If your students don't have Internet access, consider downloading these activities onto CDs.
- d. providing the venue for peer-led workshops, training institutes, or drop-in centres where young people can come together, relax, learn about workplace health and safety, talk to someone about issues that concern them, and enable them to get their friends and co-workers on board. For an example of one institute, see <http://www.youngworkers.org/ywacademy/ywacademy.html>
- e. encouraging youth organizations to train youth as peer leaders on workplace health and safety. These young people can provide their peers with information about workplace health and safety through individual and group outreach, by creating educational materials, and by serving as content experts in their schools or communities. An example of such a programme is http://www.massyouth.org/masscosh_youth_lead_work

ORGANIZING YOUTH SAFETY TEAMS

Organizing a young worker safety team is a good way for young people, collectively or individually, to contribute to a comprehensive approach to young worker safety.

Do this by:

a. Identifying potential members.

The team can operate at the national, provincial, or local level. Depending on the level of the team, the following may be good partners:

- Ministry of labour—including staff responsible for workplace health and safety, child labour laws, and job-training programmes
- Ministry of education—including staff responsible for employment readiness, vocational education, and health education classes as well as teacher training
- Ministry of health—including staff responsible for collecting data on workplace injuries and adolescent health
- Departments of social and economic planning, especially those responsible for job-creation programmes and development of small-scale businesses
- Schools
- Job-training programmes
- University researchers with expertise in workplace issues
- Employer and business groups
- Worker organizations, worker representatives and trainers
- Youth groups, student groups and after-school programmes
- Parent groups
- Health care providers, especially those providing care to young people

b. Getting organized.

Establish a regular meeting schedule—for example, commit to quarterly or annual meetings. Begin by orienting partners on the issues and discuss how each organization can be affected by or involved with youth safety and what each has to offer in terms of expertise and resources.

Develop a common understanding of the scope of the problem. It's important that team members know where young people are most likely to be employed and where and how they are injured. Most countries do not have comprehensive data on these issues; use what you have. Your ministries of labour and health as well as university research partners may have access to workers' compensation records, hospitalization data, and information about employer health and safety violations. Labour unions as well as education, job-training, and youth-serving organizations may have surveys of youth, summaries of focus groups, and

anecdotal information. For a comprehensive description of workplace injury data sources and how to use them, see the document *Protecting Young Workers: A Guide for Building a State Surveillance System for Work-Related Injuries to Youth*, published by the Massachusetts Dept. of Public Health at <http://www.youngworkers.org/nation/protectyoungworkers.html>.

c. Starting with a manageable task.

Identify one activity of interest to the group. Examples are:

- create a fact sheet summarizing the issue of young worker safety;
- put together a presentation that team members can deliver to their colleagues;
- advocate for one piece of legislation protecting young workers that has a chance of passage;
- develop a brief workshop for employers, teachers, or youth.

The activity should be one that all members can contribute to and learn from, and that can be accomplished relatively quickly.

Consider supporting small community projects that will bring attention to the issue at the local level. For example, introduce a youth safety curriculum into one school; reach out to a specific employer or industry sector known to hire youth; or develop a fact sheet for parents on their role in protecting their youth. Document and share the experiences of these projects. (See <http://www.cdc.gov/niosh/docs/2005-134/> for ideas and examples of activities undertaken by young worker safety teams in the U.S.).

FURTHER INFORMATION

ANNEX A: ILO CONVENTIONS RELEVANT TO THE PROTECTION OF YOUNG WORKERS

Freedom of association, collective bargaining and industrial relations

- [Freedom of Association and Protection of the Right to Organise Convention, 1948 \(No. 87\)](#)
- [Right to Organise and Collective Bargaining Convention, 1949 \(No. 98\)](#)
- [Workers' Representatives Convention \(No. 135\), Recommendation 1971 \(No. 143\)](#)

Forced labour

- [Forced Labour Convention, 1930 \(No. 29\)](#)
- [Forced Labour \(Indirect Compulsion\) Recommendation, 1930 \(No. 35\)](#)
- [Abolition of Forced Labour Convention, 1957 \(No. 105\)](#)

Elimination of child labour and protection of children and young persons

- [Minimum Age Convention \(No. 138\) and Recommendation \(No. 146\), 1973](#)
- [Worst Forms of Child Labour Convention \(No. 182\), Recommendation \(No. 190\), 1999](#)
- [Medical Examination of Young Persons \(Industry\) Convention, 1946 \(No. 77\)](#)
- [Medical Examination of Young Persons \(Non-Industrial Occupations\) Convention, 1946 \(No. 78\)](#)
- [Medical Examination of Young Persons Recommendation, 1946 \(No. 79\)](#)

Equality of opportunity and treatment

- [Equal Remuneration Convention \(No. 100\), Recommendation 1951 \(No. 90\)](#)
- [Discrimination \(Employment and Occupation\) Convention \(No. 111\), Recommendation 1958 \(No. 111\)](#)

Labour inspection and administration

- [Labour Inspection Convention \(No. 81\) and Recommendation \(No. 81\), 1947](#)
- [Protocol of 1995 to the Labour Inspection Convention, 1947 \(No. 81\)](#)
- [Labour Inspection \(Agriculture\) Convention \(No. 129\) and Recommendation \(No. 133\), 1969](#)
- [Labour Administration Convention \(No. 150\) and Recommendation \(No. 158\), 1978](#)

Employment policy and promotion

- [Employment Policy Convention \(No. 122\) and Recommendation \(No. 122\), 1964](#)
- [Employment Policy \(Supplementary Provisions\) Recommendation \(No. 169\), 1984](#)
- [Vocational Rehabilitation and Employment \(Disabled Persons\) Convention \(No. 159\) and Recommendation \(No. 168\), 1983](#)
- [Private Employment Agencies Convention \(No. 181\) and Recommendation \(No. 188\), 1997](#)
- [Employment Service Convention \(No. 88\) and Recommendation \(No. 83\), 1948](#)
- [Job Creation in Small and Medium-Sized Enterprises Recommendation, 1998 \(No. 189\)](#)

- Promotion of Cooperatives Recommendation, 2002 (No. 193)

Vocational guidance and training

- Human Resources Development Convention, 1975 (No. 142)
- Human Resources Development Recommendation, 2004 (No. 195)

Wages

- Protection of Wages Convention (No. 95) and Recommendation (No. 85), 1949
- Minimum Wage Fixing Convention (No. 131) and Recommendation (No. 135), 1970
- Minimum Wage Fixing Convention, 1928 (No.26)
- Equal Remuneration Convention, 1951 (No. 100)

Working time

- Hours of Work (Industry) Convention, 1919 (No. 1)
- Hours of Work (Commerce and Offices) Convention, 1930 (No. 30)
- Night Work Convention (No. 171) and Recommendation (No. 178), 1990
- Part-Time Work Convention (No. 175) and Recommendation (No. 182), 1994
- Holidays with Pay Convention (Revised), 1970 (No.132)

Occupational safety and health

- Occupational Safety and Health Convention (No. 155) and Recommendation (No. 164), 1981
- Protocol of 2002 to the Occupational Safety and Health Convention, 1981 (No. 155)
- Safety and Health in Agriculture Convention (No. 184) and Recommendation (No. 192), 2001

Social security

- Social Security (Minimum Standards) Convention, 1952 (No. 102)
- Employment Promotion and Protection against Unemployment Convention (No. 168) and Recommendation (No. 176), 1988

Work/Family and Maternity protection

- Maternity Protection Convention (No. 183) and Recommendation (No. 191), 2000
- Workers with Family Responsibilities Convention, 1981 (No. 156)

Special groups: Migrant workers, Indigenous and tribal peoples

- Migration for Employment Convention (Revised) (No. 97) and Recommendation (Revised) (No. 86), 1949
- Migrant Workers (Supplementary Provisions) Convention, 1975 (No. 143)
- Migrant Workers Recommendation, 1975 (No. 151)
- Indigenous and Tribal Peoples Convention, 1989 (No. 169)

Other

- Protection of workers' personal data: An ILO code of practice (1997)
<http://www.ilo.org/public/english/protection/condtrav/pdf/wc-code-97.pdf>

ANNEX B: SAMPLE REFERENCE TEXT FOR MATERIALS ADAPTATION

This section is intended as a reference in those cases where countries either do not have an official list of hazardous child labour or whose list or legislation does not adequately cover the situations and sectors where child labour is found. It is provided as an example of both a relatively comprehensive list of protections and a way of describing laws in understandable language.

Prohibited work.

In filling in the sections of the *Fact Sheets* and *Five Ways* brochure and other materials where the local laws and regulations are to be cited—and there is no pertinent local legislation—the person preparing the materials should use Recommendation 190 as a primary reference, including the items which are relevant to the subject of the particular Factsheet being prepared, prefacing it with a phrase such as:

‘... ILO Conventions recommend that children below 18 should not be engaged in ...’

Recommendation 190

Section 2.

(c) (iv) hidden work situations, in which girls are at special risk;

Section 3.

- (a) work which exposes children to physical, psychological or sexual abuse;
- (b) work underground, under water, at dangerous heights or in confined spaces;
- (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
- (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
- (e) 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.

If additional detail is desired, the drafter may wish to include items from the following list which is drawn from existing hazardous child labour legislation in other countries. In the case of a *Fact Sheet*, the person preparing it should extract only those items that pertain to the specific occupation or industry which the factsheet is about. The extracts may be prefaced by the following phrase:

‘... some countries prohibit the following work to those under 18 years of age ...’

“Prohibited duties in restaurants and delicatessens and grocery stores

- Operating meat slicers or powered bakery equipment such as a Hobart mixer
- Regular driving of motor vehicles to make deliveries, such as pizza delivery (no driving at all allowed for those 16 or under)
- Driving a forklift

- Working at heights greater than 10 feet off the ground or floor level
- Loading, operating, or unloading of paper balers and compactors
- Work in freezers and meat coolers in processing facilities
- Slaughtering, meat-packing, or food processing.
- Working alone past 8 p.m. without supervision by someone 18 years or older who is on the premises at all times

Prohibited duties in construction-related activities

- Roofing: all work on or around a roof
- Working at heights greater than 10 feet off the ground
- Wrecking and demolition
- Elevators, hoists, and cranes
- Flagging
- Trenching or excavating
- Boilers or in engine rooms
- Power-driven woodworking machines
- Earth-moving machines
- Explosives
- Mining

Other prohibited job duties

- Firefighting
- Logging and sawmill work
- Selling candy, flowers, or other items to motorists on a public roadway
- Manufacturing of brick, tile, and similar products
- Jobs where exposures require the use of respiratory protection or hearing protection
- Work in saunas or massage parlors
- Nurses' aide or nurses' assistant, unless the minor is in a state-certified programme
- Jobs with possible exposure to bodily fluids, or radioactive and hazardous substances

Additional prohibited duties for minors under 16

- Driving an automobile (17-year-olds may drive only under very limited circumstances)
- House-to-house sales
- Cooking and baking
- Operating or cleaning meat slicers

- Operating food processors
- Any power-driven machinery
- Construction
- Manufacturing
- Processing operations
- Public messenger
- Amusement parks
- Loading or unloading trucks
- Transportation, warehouse, storage, and work around conveyors
- Ladders and scaffolds, including window washing
- Maintenance and repair in gas stations

Hours and days youth can work

The following chart is drawn from existing legislation of other countries. It may be used as reference if your country's laws or hazardous list do not provide guidance of this sort. The drafter can preface the information with a phrase such as the following:

'... Some countries provide the following restrictions concerning the working times for youth ...'

Hours and Schedules Minors are Permitted to Work in Non-Agricultural Jobs					
	Hours/day	Hours/Week	Days/Week	Start time	Ending time
14–15 year-olds					
School weeks	3 hours (8 hrs on Sat & Sun)	16 hours	6 days	7 a.m.	7 p.m.
Non-school weeks	8 hours	40 hours	6 days	7 a.m.	7 p.m.
16–17 year-olds					
School weeks	4 hours (8 hours Fri–Sun)	20 hours	6 days	7 a.m.	10 p.m. (Midnight Friday–Saturday)
School weeks with special permission	6 hours (8 hours Fri–Sun)	28 hours	6 days	7 a.m.	10 p.m. (Midnight Friday–Saturday)
Non-school weeks	8 hours	48 hours	6 days	5 a.m.	Midnight

Please remember: The above are examples of what some countries require; they are not ILO recommendations.

ANNEX C: YOUNG WORKER OCCUPATIONAL SAFETY AND HEALTH EDUCATION MATERIALS

Curricula and Computer-based Activities

Youth @ Work: Talking Safety, National Young Worker Safety Resource Center, U.S.

<http://www.cdc.gov/niosh/talkingsafety/>

This curriculum is designed to help teachers as well as school and community-based job-placement staff members give young people the basics of job health and safety in a fun and interesting way. The curriculum presents essential information and skills through a focus on six topic areas:

- “Young Worker Work Injuries” assesses students’ current knowledge of job safety and legal rights.
- “Finding Hazards” develops an understanding of the common health and safety hazards that youth may face on the job.
- “Finding Ways to Make the Job Safer” explains measures that can reduce or eliminate hazards on the job.
- “Emergencies at Work” introduces students to the various types of emergencies that may occur in a workplace, and how the employer and workers should respond to them.
- “Know Your Rights” focuses on the legal rights all workers have under health and safety laws, the special rights young workers have under child labour laws, and the government agencies and other resources that can help.
- “Taking Action” helps develop skills in speaking up effectively if a problem arises at work.

Health and Safety Awareness for Working Youth Curriculum, Washington State, U.S.

<http://www.uwworksafe.com/worksafe/request/>

This flexible five-unit curriculum for students in grades 9 through 12 provides youth with basic information about workplace health and safety for those who will be working in non-agricultural jobs. Composed of age-appropriate activities and lessons, the curriculum can be used in a wide range of career and technical education courses.

The SAFE Work Student Programme, Manitoba, Canada

<http://www.gov.mb.ca/labour/safety/youth/pdf/youthbinder.pdf>

This instructor’s guide focuses on young worker rights and responsibilities as well as principles of hazard recognition in the workplace. Modules consist of a detailed lesson and instructional aids such as videos, visuals, and student handouts. Additional instructional materials and resources assist in adapting the information for the type, ages, and varying experiences of classes.

Student WorkSafe Programme: Planning 10, British Columbia, Canada

http://www2.worksafebc.com/PDFs/YoungWorker/Plan_10/plan10.pdf

Web site <http://www.publications.gov.bc.ca>

The six-lesson 2007 version of this curriculum has been significantly updated to reflect new occupational safety and health regulations related to orientation and training of young workers. It also includes a brand new lesson on preventing violence in the workplace.

Rights and Responsibilities Programme, British Columbia, Canada

<http://www.raiseyourhand.com/DScourse/UDUTU%20-%20wcb%20rights%20and%20responsibilities%20course/Course393/Course393.html>

This self-paced, interactive, curriculum-based programme helps new and young workers understand their health and safety rights and responsibilities in the workplace. The programme builds on the work done in *Student WorkSafe Programme: Planning 10* and directly supports prescribed and elective curricula at the 11th- and 12th-grade levels. It's designed for three primary audiences:

- New workers, including student workers
- Teachers facilitating work experience programmes for students
- Employers and supervisors

Six Steps to a Safe and Healthy Workplace, New Zealand Council of Trade Unions, New Zealand

Download a Microsoft Word or PDF version here:

<http://www.osh.dol.govt.nz/kidz/ctu/images/ctukit.doc>

<http://www.osh.dol.govt.nz/kidz/ctu/images/ctukit.pdf>

The purpose of this student and teacher information kit is to empower young people to make their workplaces safer and healthier. It is suitable for young people between the ages of 15 to 25 who are either working part time after school and during the holidays, or are in their first jobs since leaving school. It is also useful for people of all ages who have little or no knowledge of health and safety in the workplace.

Worksafe Smart Move, Western Australia

<http://www.safetyline.wa.gov.au/pagebin/edcnwssm0095.htm>

For working high school students in grades 10, 11, and 12, this Internet resource is designed to help students understand occupational safety and health hazards and laws and provide practical solutions to some common safety and health problems. It also has ten industry-specific modules describing hazards in various common workplaces.

Youth Worker Safety in Restaurants, U.S. Department of Labour

<http://www.osha.gov/SLTC/youth/restaurant/index.html>

This illustrated, interactive Web-based training tool describes common hazards and potential safety solutions for young workers and employers in the restaurant industry.

Workplace Health and Safety's Interactive Café: The Hazards of Hospitality, Queensland, Australia

<http://www.whs.qld.gov.au/cafeonline/>

This Web site uses graphics and simple text to teach youth common hazards and prevention strategies in various aspects of restaurant work.

Woodshop Safety Web site, Washington State, U.S.

<http://uwworksafe.com/woodshop/default.shtml>

This Web site was developed to help students learn how to protect themselves from different hazards that they may encounter while working in the shop at their school. One section covers health and safety information that applies to wood shops; the other section covers how to work safely with different tools.

Booklets and Brochures for Youth about Workplace Safety, Rights, and Responsibilities

The developers of this kit reviewed the following brochures and booklets to find content, graphics, and text that might be useful to include in the *Five Ways* brochure and sector-specific *Fact Sheets*. You may want to use them in developing your own materials. All are available for download.

United States

- *Important Workplace Safety Guide for Young Workers*, American Society of Safety Engineers (ASSE), <http://www.asse.org>
- *It's Your Job... These Are Your Rights*, AFL-CIO, <http://www.workingforamerica.org>
- *Young workers: You Have a Right to a Safe and Healthy Workplace*, OSHA, <http://www.osha.gov/youth>
- *Are You a Working Youth? What You Should Know about Safety and Health on the Job*, National Institute for Occupational Safety and Health (NIOSH), <http://www.cdc.gov/niosh/homepage>
- *A Guide for Working Youth*, Maine Department of Labour, <http://www.safeyouth.org>
- *Guide to Safety and Health for Young workers*, Maryland Occupational Safety and Health, <http://dlr.state.md.us/labour/youthworkersguide.htm>
- *Do You Work? Protect Your Health, Know Your Rights: A Guide for Working Youth*, Massachusetts Department of Public Health, http://www.mass.gov/Eeohhs2/docs/dph/occupational_health/youth_guide.pdf
- *Under 18 and Hurt on the Job? Information on Workers' Compensation*, Massachusetts Department of Public Health, http://www.mass.gov/Eeohhs2/docs/dph/occupational_health/youth_work_comp.doc
- *Extreme Safety: Important Facts for Working Youth*, Michigan Occupational Safety and Health Administration, http://www.michigan.gov/documents/cis_wsh_cet0143_161156_7.htm
- *Safety at Work for Young Workers*, Missouri Division of Labour Standards, <http://www.dolir.mo.gov/lsl/>
- *Youth on the Job Fact Sheets*, New York Committee for Occupational Safety and Health (NYCOSH), http://www.nycosh.org/young_workers/youth-Fact_Sheets.html
- *North Carolina Working Youth: Protect Yourself and Know Your Rights*, UNC Injury Prevention Research Center, <http://www.iprc.unc.edu/pages/safety/NC%20youth%20safety%20education%20materials.pdf>
- *You've Got Your Whole Life Ahead of You... So Play it Safe on the Job*, Oregon Occupational Safety and Health Administration, <http://www.orosha.org/pdf/pubs/2413.pdf>
- *A Student's Guide to Health and Safety on the Job*, Institute for Labour Studies and Research (Rhode Island), <http://www.rilabourinstitute.org/healthsafety.html>
- *Youth at Work: Facts for Employers, Parents, and Youth*, Washington State Department of Labour and Industries, <http://www.lni.wa.gov/ipub/700-022-000.pdf>

Canada

- Young Workers Zone, Canadian Centre for Occupational Health and Safety, <http://www.ccohs.ca/youngworkers>
- *Heads Up. Work Smart. Work Safe.* Workers' Compensation Board, Alberta, http://www.wcb.ab.ca/workingsafely/heads_up_booklets.asp
- *Be a Survivor*, Workers' Compensation Board of British Columbia, http://www.worksafebc.com/publications/health_and_safety/by_topic/assets/pdf/be_surviv_or.pdf (also available in [Chinese](#), [Punjabi](#), [Spanish](#), and [Vietnamese](#))
- *Safe Workers of Tomorrow Student Resource Book*, Safe Workers of Tomorrow, Manitoba, <http://www.workersoftomorrow.com/lit/wotresourcebook.pdf>
- Stay Alive on the Job, Workplace Health, Safety and Compensation Commission of New Brunswick, http://job-one.ccohs.ca/en/new_workers.pdf
- Young Worker Awareness Programme: 7 Things You'd Better Know, Workplace Safety and Insurance Board, Ontario, <http://ywap.ca/english/seven.htm>
- WorkSmartOntario, Ontario Ministry of Labour, <http://www.WorkSmartOntario.gov.on.ca>
- Accueil-jeunes (information for youth), Commission de la santé et de la sécurité du travail, Quebec, <http://www.csst.qc.ca:80/asp/jeunes/INDEX.htm>

Australia/Europe

- *Do Young Workers Have Special Rights at Work?*, Office of the Workplace Ombudsman, <http://www.wo.gov.au/data/portal/00007407/content/75166001183342146636.pdf>
- *Starting Work? Know Your Legal Rights*, Department of Industrial Relations, New South Wales, http://www.workcover.nsw.gov.au/_data/page/1313/startingwork_knowrights.pdf
- Information Sheets, Young Workers Advisory Service, Queensland, <http://www.ywas.org/information sheets.htm>
- *Your Rights to Safe and Healthy Work: Advice for Young People; Looking Out for Work Hazards: Advice for Young People; and Protection for Young People in the Workplace*, European Agency for Safety and Health at Work, <http://ew2006.osha.eu.int>
- Young People at Work, Trades Union Congress (United Kingdom), http://www.tuc.org.uk/tuc/rights_young.cfm

Spanish Language (United States)

- *Antes de empezar a pizar, excavar, o escoger. ¿Pregúntese?* California Department of Industrial Relations, http://www.dir.ca.gov/YoungWorker/YouthLabourExhibit/labourcards/DIR_e card_portal/ag_worker_sp.html
- *Eres un joven que trabaja?* Labour Occupational Health Programme, University of California, Berkeley, <http://www.youngworkers.org/downloads/pdf/ywsp2008.pdf>
- *Eres un joven que trabaja en el campo?* Labour Occupational Health Programme, University of California, Berkeley, <http://www.youngworkers.org/downloads/pdf/agfactsp.pdf>
- *La escuela de por medio: Las adolescentes enfrentan tóxicos*, Labour Occupational Safety and Health Programme, University of California at Los Angeles, http://www.losch.ucla.edu/youth/pdf/school_middle_sp.pdf
- YouthRules! posters and bookmarks in Spanish, U.S. Department of Labour, <http://www.youthrules.dol.gov/postersspanish.htm>

ANNEX D: HOW TO CONDUCT FOCUS GROUPS WITH YOUNG WORKERS⁴

These guidelines may be helpful for you when conducting focus groups with young workers. Not all of the instructions may be relevant to your setting but, in general, these are the steps you will want to take:

1. **Develop the discussion guide.** The guide contains the questions you will ask the participants during the sessions. If you plan to have several groups, use the same guide for all as this makes it easier for whoever is analyzing the results of the discussion to compare the responses of the various groups. You should be prepared with approximately 10 to 15 questions. Keep in mind who you want to obtain information from, what type of information you need, and what type of information they will be able to give you. What is it that you do not know? Focus on that; avoid spending too much time on background information as the workers' time and tolerance may be limited.
2. **Reserve a time and place.** Make the necessary arrangements well in advance of the actual date of the discussion sessions. It is usually wise to contact the employers first to gain their agreement to release workers for the discussion or, at least, to help allay any concerns they might have about the intent of the discussion. Try to find a location that is convenient and accessible for all participants, but probably best not at the workplace itself. It should have some degree of privacy.
3. **Think of an incentive for participation.** Individuals taking part in a discussion session should leave with a feeling that their participation was useful and that they gained something from it. Various forms of compensation can be used, some tangible, some social. Some examples are: a cash payment to reimburse lost work time or travel costs, lunch, a notebook or pen, a scarf or Tshirt with a child labour motif. Providing snacks and beverages at the discussion can also help ease any tensions and make participants relax. When contacting potential participants, be sure to mention the incentive.
4. **Identify how many groups to have.** At the same time as you are developing the discussion guide you should be thinking about who the participants need to be. Should they be young people currently working? or those who are planning to start, or those in their 20's who have already been doing this work for some time and have a perspective on it. Should there be separate groups for boys and girls? Determining how many discussion groups to have may depend on the money and the number of potential participants available. A good size for a discussion group is 8 to 10 participants per session. However, the discussion can still take place if fewer show up.
5. **Establish a pool of potential participants.** Once you have decided how many participants you need, you can create a list or pool to draw from. One way to get this list is to contact people you know in the business; another is to distribute a short survey in the neighbourhood or to an employers' group. One of the best – particularly good with youth who work in home workshops or as domestic servants – is a “snowball” approach: having peers contact other young workers they know and invite them to participate. Since you

4 From “Guidelines for Conducting a Focus Group,” Appendix E in “An Evaluation of an Innovative Transit Pass Programme” by James Meyer and Edward Beimborn, Center for Urban Transportation Studies, University of Wisconsin-Milwaukee, March 1996. Accessed May 12 2008. <http://www.uwm.edu/Dept/CUTS/focus.htm>

have to assume that some participants will not show – they may forget, run into a scheduling conflict, or just decide not to take part – you should have a pool of at least 12 for every group.

6. **Contact potential participants.** When making contact with the potential participant, remind them of the topic and that they expressed interest in taking part in a focus group; ask if they are still interested in taking part. If they are still interested, then provide the date, time, and location of the session, and be sure to mention the incentive. You will need to remind participants again approximately a week to ten days before the session. The follow-up message should thank the person for agreeing to participate and briefly describe the purpose of the focus group. The message should also clearly identify the date, time, and place of the discussion. Participants should be reminded of the incentive and should be asked to contact you if they are unable to attend to allow time to find an alternate participant.
7. **Prepare for the discussion sessions.** If using a room for the discussion, it should be set up with tables and chairs and be ready when participants arrive. Refreshments should be placed on a separate table so as participants enter they can take them and seat themselves at the table. Name tags are helpful and can be made by folding large index cards in half and writing the participant's name large enough for the moderator to read. This will allow the moderator to address questions to specific individuals during the discussion. If the session is being held outside or sitting on the ground, give special attention to finding a place that has little noise and where the discussion cannot be easily overheard or disturbed by others.
8. **Moderate the sessions.** You will need one person to moderate the session and one person to take notes and then write up a report. It is helpful to have either someone who is an experienced focus group moderator or someone who is known to and has the confidence of the participants. Moderating the discussion is not always easy, because the moderator must draw information out of the participants and put them at ease. If it is not possible to find an experienced moderator, the following are a few key points that should be considered when moderating a discussion session.

Keep the conversation flowing. The moderator needs to keep control of the discussion session. If participants get off track or get ahead of the issue being discussed or start to argue at length over one point, the moderator must pull the group back together. The moderator should try to keep the discussion as informal as possible and should encourage all participants to speak whatever is on their mind. Bring a quiet participant into the discussion by asking her or his opinion directly. Make eye contact with all of the participants. Express appreciation for any contribution. Remember, the moderator is in charge of the discussion, and it is his or her duty to draw information from the participants.

Keep track of time. Discussion sessions vary from about a half hour (for workers who are under pressure) to, ideally, one and a half hours. The length of the sessions will depend on the amount of information participants have to share and their willingness to participate.

Be neutral. One of the benefits of having an outsider moderate the discussion is that the person can be neutral. Some people may not like the topic being discussed and should be allowed to voice their opinion, but a good moderator will encourage other views as well. The moderator should be careful not to get drawn into the discussion or to respond to questions. Remember, the purpose of conducting the discussion session is to gather information about how much the group knows and how they feel about the issue being discussed. The discussion should not be a place to inform people of a programme or to convince them of any point of view.

ANNEX E: CONTACTS FOR ADDITIONAL INFORMATION

- International Programme on the Elimination of Child Labour (IPEC), International Labour Organization, 4 Route des Morillons, 1211 Geneva, 22 Switzerland. Tel: +41 22 799-6111, Fax: +41 22 799-8774. <http://www.ilo.org/ipec/index.htm>
- Programme on Safety and Health at Work and the Environment (SAFework): International Labour Organization, 4 Route des Morillons, 1211 Geneva, 22 Switzerland. Tel: +41 22 799-8628, Fax: +41 22 799-6878. [www http://www.ilo.org/safework.htm](http://www.ilo.org/safework.htm)
- European Agency for Safety and Health at Work: http://osha.europa.eu/en/priority_groups/young_people
- U.S. National Institute for Occupational Safety and Health, Young Worker Safety and Health resources: <http://www.cdc.gov/niosh/topics/youth/>
- U.S. Occupational Safety and Health Administration, Young workers resources: <http://www.osha.gov/SLTC/youthworkers/index.html>
- U.S. National Young Worker Safety Resource Center: <http://www.youngworkers.org/nation/index.html>
- Washington State Department of Labour and Industries, Youth Job Safety Resources: <http://www.lni.wa.gov/WorkplaceRights/YouthWorkers/JobSafety/SafetyResources>
- Canadian Centre for Occupational Health and Safety, Young Workers Zone: <http://www.ccohs.ca/youngworkers/>
- National Institute of Safety and Hygiene at Work/Instituto Nacional de Seguridad e Higiene en el Trabajo (Spain's Ministry of Labour): <http://www.mtas.es/insht/>
- New South Wales Department of Health, Australia: <http://www.health.nsw.gov.au/topics/index.html>

ANNEX F: TRAINING TOOLS FOR EMPLOYERS

Dare to Care, Ontario Service Safety Alliance (OSSA)

<http://www.ossa.com/content/resources/darecare.cfm>

This set of videos and interactive training manuals provides new employees and their managers with information about health and safety in the workplace. Guides are available for the office, restaurant, retail, vehicle sales, and hospitality industries, and the materials emphasize how cost-effective a safe workplace can be. The training was developed through focus groups involving both youth and employers.

Safeyouth Employer Kit, Maine Department of Labour

<http://www.maine.gov/labour/bls/safeyouth/>

The *Safeyouth* kit was designed to help Maine employers and young workers understand the responsibilities and requirements of workplace safety. Materials were developed with the help of Maine employers and youth. The [Guide for Maine Employers of Youth](#) explains the rules and regulations related to employing youth. [Safetools](#) is filled with training exercises and activities to illustrate safe working procedures. The [Guide for Working Youth](#), the [poster](#), and the [wallet cards](#) are to be distributed to young workers.

Tools for Orienting Work Site Supervisors about Youth Health and Safety, Labour Occupational Health Programme, University of California at Berkeley

<http://www.youngworkers.org>

An information packet for work site supervisors, with four tools to use in job training programmes: (1) Checklist for Job Trainers and Job Developers, (2) Safety Training Agreement, (3) Safety Orientation Checklist, (4) Facts for Employers: Safe Jobs for Youth.

Youth at Work: Facts for Employers, Parents, and Youth, Washington State Department of Labour and Industries

<http://www.lni.wa.gov/ipub/700-022-000.pdf>

