

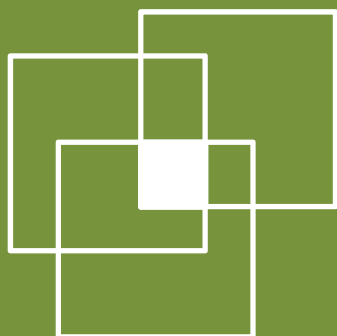


International  
Labour  
Office

# SKILLS AND LIVELIHOODS TRAINING FOR OLDER CHILDREN

A summary of a project  
knowledge sharing workshop

Turin, 26-30 May 2014



International  
Programme on  
the Elimination  
of Child Labour  
(IPEC)

Copyright © International Labour Organization 2014

First published 2014

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: [pubdroit@ilo.org](mailto:pubdroit@ilo.org). The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with reproduction rights organizations may make copies in accordance with the licences issued to them for this purpose. Visit [www.ifrro.org](http://www.ifrro.org) to find the reproduction rights organization in your country.

---

ILO-IPEC

*Skills and livelihoods training for older children - A summary of a project knowledge sharing workshop /* International Labour Office, International Programme on the Elimination of Child Labour (IPEC) - Geneva: ILO, 2014

ISBN: 978-92-2-128980-7 (Web PDF)

International Labour Office; ILO International Programme on the Elimination of Child Labour

*ILO Cataloguing in Publication Data*

## ACKNOWLEDGEMENTS

This report is an outcome of a five day workshop conducted as a strategic component for knowledge sharing under the IPEC project “Combatting Child Labour Through Education”.

Funding for this ILO publication was provided by The Netherlands Government (Project INT/10/07/NET).

This publication does not necessarily reflect the views or policies of The Netherlands Government, nor does mention of trade names, commercial products, or organizations imply endorsement by The Netherlands Government.

---

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications and electronic products can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: [pubvente@ilo.org](mailto:pubvente@ilo.org) or visit our website: [www.ilo.org/publns](http://www.ilo.org/publns).

Visit our website: [www.ilo.org/ipec](http://www.ilo.org/ipec)

Photos: © International Labour Organization

Available in PDF version

Photocomposed by IPEC Geneva

## Table of contents

<b>1. Background .....</b>	<b>1</b>
<b>2. Policy issues and frameworks .....</b>	<b>3</b>
<b>3. Skills development in rural contexts .....</b>	<b>4</b>
<b>4. Pre training .....</b>	<b>7</b>
<b>5. Vocational orientation and counselling.....</b>	<b>9</b>
<b>6. Training options .....</b>	<b>11</b>
<b>7. Entrepreneurship training-experience from the Youth Entrepreneurship Facility (YEF). 15</b>	
<b>8. Post training.....</b>	<b>17</b>
<b>9. Mainstreaming/cross-cutting issues.....</b>	<b>19</b>
9.1 Access to finance and financial education.....	19
9.2 Gender and disability issues in design of programmes.....	19
9.3 Occupational safety and health.....	20
9.4 Monitoring and evaluation .....	20
<b>10. Group Work – Case studies on Mega and Kofi .....</b>	<b>21</b>
<b>11. New phase of project work .....</b>	<b>23</b>
<b>12. Conclusion .....</b>	<b>25</b>
<b>Annex 1: List of participants.....</b>	<b>27</b>
<b>Annex 2: Agenda of the training .....</b>	<b>33</b>
<b>Annex 3: Case profiles.....</b>	<b>35</b>
<b>Annex 4: Group work activities .....</b>	<b>37</b>

## Boxes

Box 1: Case study: Indonesia- potential for linking training of adolescents with social protection programme.....	3
Box 2: Murhula – DRC .....	9
Box 3: Vocational, livelihoods and Apprenticeship based Training – case study Uganda .....	12
Box 4: Vocational, livelihoods and Apprenticeship based Training – case study Uganda .....	12
Box 5: Vocational, livelihoods and Apprenticeship based Training – case study Kenya .....	13

## Figures

Figure 1: Training process.....	5
---------------------------------	---



## 1. Background

The ILO's International Programme on the Elimination of Child Labour, with the support of the Netherlands' Ministry of Foreign Affairs, has been implementing a project aimed at **combating child labour through education**. The main objective of the project is to strengthen the policy level linkages between work on child labour and education, leading to action which will improve the opportunities for those either in, or vulnerable to child labour, to benefit from education.

The project has included a component on design of skills and livelihoods training programmes for out of school youth. These children have often dropped out of education at an early age and for many of them returning to school is not an option. At the same time, they may lack both vocational and life skills (including literacy or numeric skills), that could help them access decent work.

In its work with such children, IPEC promotes an approach that seeks to combine skills training with occupational health and safety awareness-raising, basic literacy/numeracy education, and as may be required, job counselling and/or entrepreneurship training-all situated within a larger labour market strategy and an integrated area based approach. However, since IPEC is often working in areas in which there are few formal training institutions and limited opportunities for employment, there can be a challenge in ensuring that training provided by partners is of good quality and leads to positive labour market outcomes.

To support on-going work with older children the project has developed a new resource package to support those concerned with developing skills programmes for older out of school children, "Skills and livelihoods training: a guide for partners in child labour projects."<sup>1</sup>

The Turin workshop acted as a knowledge sharing event, facilitating exchange of experience between the participating countries and with the following objectives:

- Provide basic guidance to participants on how to prepare and deliver skills and livelihoods training to older age children at risk or removed from child labour.
- Discuss practical concerns and issues as they relate to pre training processes, the delivery of training programmes, the provision of post training support and the monitoring and evaluation of training outcomes.
- Familiarize participants with the practical use of model tools that can be used during key steps in the preparation and delivery of training and post training support.
- Guide participants on the use of available the resource material, particularly the guide on skills and livelihoods training for partners of child labour projects.

---

<sup>1</sup> See: [http://www.ilo.org/ipec/Informationresources/WCMS\\_IPEC\\_PUB\\_23995/lang-en/index.htm](http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_23995/lang-en/index.htm)



*Photo of workshop participants*

## 2. Policy issues and frameworks

The opening session of the workshop considered the ILOs Decent Work agenda, which includes a focus on both fundamental rights at work and employment promotion. The ILOs child labour conventions contain specific references to the importance of education and training in tackling child labour. The Minimum Age Convention (Convention No. 138) states that the minimum age shall not be less than the age of completion of compulsory schooling thereby supporting the case for all children to remain in basic education at least through to the minimum age of employment (generally 15 though in some cases 14). The ILO Convention No 182 on the Elimination of the worst forms of child labour calls on member States to “Ensure access to free basic education, and wherever possible and appropriate vocational training, for all children removed from the worst forms of child labour.”

At the policy level there is often a gap in addressing the needs of out of school adolescents. Usually the Ministry of Education is responsible for pre vocational training (in schools), for technical schools and sometimes for basic non formal education (e.g. literacy) for out of school children. The Ministry of Labour usually leads on child labour and sometimes on vocational training for adults. However the out of school group aged 14-17 can often find themselves in a policy “vacuum” with no Ministry providing support for their skills needs.

A short overview was also provided on broader ILO instruments concerning skills development. The Human Resources Development Convention (No. 142) provides guidance to constituents on how to strengthen and adapt vocational training systems. The ILO Recommendation No. 195 provides guidance on skills and employment policies. It was developed based on the recognition that education, training and lifelong learning contribute significantly to promoting the interests of individuals, enterprises, the economy and society as a whole. The 2008 Conclusions on skills for improved productivity, employment growth and development is a tool for the implementation of the ILO Recommendation No. 195.

The ILOs work on child labour and skills development also links closely with broader efforts to promote decent work for youth, tackling the global challenge of youth unemployment and supporting effective policies for school to work transition.

In discussion the importance of mainstreaming any skills training programmes for older children into the national/local policy agenda and when doing so involving the relevant ministries was emphasised.

---

### **Box 1:** Case study: Indonesia- potential for linking training of adolescents with social protection programme

The participants from Indonesia explained that as part of a major social protection programme being implemented by the government, the Ministry of Manpower was implementing a programme which sought to identify children at risk of child labour, and to provide support through a one month programme with the aim of helping to keep children in education and out of child labour. For older children who had reached the minimum age of employment and who participated in the programme it would be interesting to seek to develop a follow up programme which could provide them with access to skills training. In this way the action would link well with and support the government's broader policy efforts.

---

### 3. Skills development in rural contexts

There was a discussion and sharing of experience on particular issues to be addressed in rural contexts. Workers in rural areas may have low levels of basic education, as a result of lack of access to formal education. Employment in rural areas is overwhelmingly in agriculture and related services and is often marked by low levels of income and limited wage employment. Much agricultural production is small holder and family based. Non agriculture activities tend to be small scale and with a high prevalence of informality. Livelihood activities often involve self-employment ventures that require few skills and limited capital. These various factors can impact on types of training which are relevant in rural markets.

The capacity for development of training is also affected by poor coverage of key institutions in rural areas: basic education, vocational training, financial institutions and business development services. There are few existing public vocational training centres and where they do exist curriculum may be out dated, facilities may be non-functional and there may be a lack of capacity to provide tailor made training. Private training centres tend to be run by NGOs and projects. The overall situation is that in most rural contexts the available pool of skills/ training capacity and expertise may be limited.

Some of the main areas which have been the focus of skills training efforts in rural areas have been:

- farming practices including use of technologies;
- use, upkeep and repair of farming equipment;
- animal husbandry;
- vegetable gardening;
- traditional handicrafts;
- home based trading;
- use, upkeep and repair of traditional technologies (share example of well building from Mali).

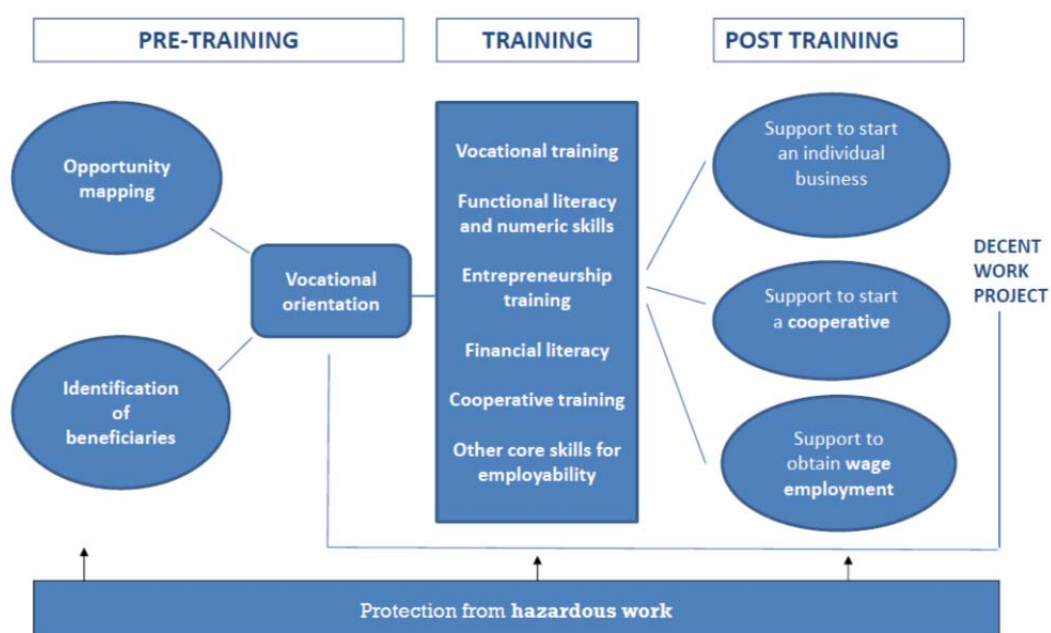
It was said that despite the difficult overall socio-economic context there are also opportunities.

- presence of micro and small enterprises operating in the informal economy could then be an opportunity to include apprenticeships as part of the offer of training;
- informal apprenticeships in small scale trade workshops are a very common vehicle to transfer skills (although there are strengths and weaknesses with this approach);
- there is interest in rural communities in accessing new technology- potential for “green jobs”.

In moving into the main programme discussion the participants considered an overview of issues relating to pre training, training, and post training support as illustrated in the matrix below.



**Figure 1: Training process**





## 4. Pre training

An introduction was provided on the content of the new training resource guidance on Pre-training. This concerns the steps required in advance of training to ensure that programmes meet the objective of reaching children vulnerable to child labour and providing training that can help them move towards decent work. Key elements include:

- Identification of economic opportunities within the target area to ensure that training is relevant to the local labour market (a labour market assessment).
- Mapping of the local training institutions (potential partners), their capacities and training needs, and where required building local capacity.
- Identifying trainees and linking each trainee to identified training opportunities.

The new resource draws on other ILO resource material concerned with local economic development and suggests that a *Community Profile* be established mapping the local community and economy, resources which new business activities may be able to use, whether there is room for expansion of businesses or if new businesses could be developed.

A *Consumer Demand Survey* can help to find out from consumers which goods and services they want but cannot presently access easily. A *Market Opportunity Survey* tries to find out from local artisans, producers, employers, traders, and target beneficiaries, why products and services identified are not available. It can also explore if local materials can be taken advantage of for the creation of employment, the potential for expanding local production, new products and services, and suggestions for employment opportunities.

It was said that the results of such surveys should be discussed with local stakeholders and potential participants. The objective of these discussions is to select priority activities from among those identified by the surveys; i.e. the ones that hold the greatest potential for providing successful and sustainable job opportunities.

Training should target children from the minimum age of employment and below 18 years and efforts should be made to ensure equal enrolment of girls and boys.



## 5. Vocational orientation and counselling

The resource guide explains that vocational orientation and counselling is a process in which a participant's initial vocational ideas are matched with their capacities and with locally available opportunities and support services. The final output of the vocational orientation and counselling process should be an employment project that is coherent with capacities, personal constraints and assets, realistic employment opportunities, as well as locally available support services.

The first part of this process needs to be supported by vocational counsellors. It is best to identify several counsellors, paying attention to the professional and personal qualities and where required providing them with training.

The second step involves evaluating individual capacities of each participant (including educational level, prior vocational training, prior work experience, employable skills, social skills, personality, physical abilities, impairments / disabilities). It is also useful to explore individual constraints (household chores, childcare obligations or care for other family members).

Local employment opportunities should be presented to help beneficiaries make an informed decision. This should also lead to an understanding of the choice that will have to be made concerning the status in employment (self-employment, apprenticeship, formal wage employment, member of a cooperative).

To explore expectations and ideas for future employment group sessions /individual sessions can be organised during which the counsellor listens carefully to the expectations of the participants. In cases where girls stick to traditional female occupations, the counsellors can challenge such stereotypes encouraging girls to choose non-traditional jobs.

---

### Box 2: Murhula – DRC

Participants were introduced to the case of Murhula, a former child soldier from Bukavu, DRC. He participated in a job fair and a guided tour to different workplaces organized by an ILO child labour project. He visited the workshop of a master craftsman, who produces guitars, and was attracted to this occupation. Murhula became an apprentice in the same workshop and learned how to make electric and acoustic guitars. At the end of his apprenticeship, he stayed in the workshop and is now a business partner of the master craftsman who trained him. His activity is lucrative; he sells several guitars a week.

---



## 6. Training options

The approach to training options outlined in the new resource material was introduced and participants discussed a range of issues and undertook group work on training options. It was explained that child labour projects often pursue an integrated approach supporting access to basic education where required by trainees and delivering in modular form life skills along with vocational and entrepreneurship training.

The approach seeks to be beneficiary focused recognising that not one size fits all and that ready-made training curricula may be too general to address the needs of the target group. On various practical issues related to organisation of training it was said that the duration of training will depend on individual needs, the level of pre-training skill and complexity of skills to learn.

The timing and location of training can be important factors. Training should take place at hours convenient for the trainees. There may be a need for some flexibility: girls may face special constraints; training may need to take place in the afternoons, evenings or on weekends. The venue should be chosen to maximize the participation of trainees and training should if possible place near the homes of the trainees.

The importance of having effective trainers was emphasised, and the success of the training may depend on the quality of the trainer. Trainers need good teaching skills, strong technical knowledge and to be able to positively influence the attitudes and behaviours of the trainees.

The new resource material covered three areas of training options, life skills and informal basic education (including financial education, literacy and numeracy), vocational and livelihood training (including centre based training, formal and informal apprenticeships) and entrepreneurship training. Discussion took place around country experience in these areas. An introduction was also given to recent ILO work on the importance of core work skills, which can boost employability of young people.<sup>2</sup> These skills could be classed in four areas:

- **Learning to learn** covers the knowledge, skills, attitudes and aptitudes which enable individuals to set, plan and reach their own learning goals and become independent autonomous learners.
- **Communication** covers the abilities to gain understanding from others – by listening, reading and observation, using both, formal and informal, oral and written means – and to put across ideas clearly and effectively.
- **Teamwork** covers the abilities necessary to operate smoothly and efficiently within a group, including those related to both cooperation and leadership.
- **Problem-solving** covers the analytical skills required to evaluate information or situations and decide on the most appropriate ways of addressing problems.

---

<sup>2</sup> See: [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/--ifp\\_skills/documents/publication/wcms\\_213452.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/--ifp_skills/documents/publication/wcms_213452.pdf)

---

**Box 3: Vocational, livelihoods and Apprenticeship based Training – case study Uganda**

It was said that in Uganda, large numbers of young people - particularly those in marginalized rural and urban-slum communities – are forced either to drop-out-of or to graduate from the school system lacking the practical skills necessary for securing viable employment and livelihoods. Vocational, livelihood & apprenticeship based skills training is a feasible learning opportunity that can nurture empowerment and socioeconomic inclusion but the system and reach needs to be strengthened.

Informal apprenticeship is a widespread source of skills training. It involves youth working alongside a master craftsperson or local artisan who transmits to apprentices all skills relevant to master a trade and to be employable.

The Government's initiative Skilling Uganda is promoting an increased focus on training in both formal and non-formal settings. A number of civil society organizations that have previously worked with the ILO are playing a role within non formal training programmes and networks. There are however many challenges facing the promotion of the skills agenda, including lack of funding, negative attitudes towards vocational skills training, too much emphasis on "traditional" skills at the expense of new skills, lack of linkage with labour market demand, and discrimination against girls.

---

---

**Box 4: Vocational, livelihoods and Apprenticeship based Training – case study Uganda**

It was said that in Uganda, large numbers of young people - particularly those in marginalized rural and urban-slum communities – are forced either to drop-out-of or to graduate from the school system lacking the practical skills necessary for securing viable employment and livelihoods. Vocational, livelihood & apprenticeship based skills training is a feasible learning opportunity that can nurture empowerment and socioeconomic inclusion but the system and reach needs to be strengthened.

Informal apprenticeship is a widespread source of skills training. It involves youth working alongside a master craftsperson or local artisan who transmits to apprentices all skills relevant to master a trade and to be employable.

The Government's initiative Skilling Uganda is promoting an increased focus on training in both formal and non-formal settings. A number of civil society organizations that have previously worked with the ILO are playing a role within non formal training programmes and networks. There are however many challenges facing the promotion of the skills agenda, including lack of funding, negative attitudes towards vocational skills training, too much emphasis on "traditional" skills at the expense of new skills, lack of linkage with labour market demand, and discrimination against girls.

---





*Participants in Uganda in a training programme supported by an ILO partner.*

#### **Box 5: Vocational, livelihoods and Apprenticeship based Training – case study Kenya**

An overview was provided on skills challenges and developments in Kenya. Of Kenya's population of 43 million, 59 per cent are less than 20 years old. Recent estimates put the youth unemployment rate at 25 per cent and the vast majority of these lack employable skills. The rapidly growing and young population puts great pressure on education, training and employment. Additionally, it poses serious socio economic challenges to the country. There are various modalities for providing skills training and ILO has been exploring how these can be used to support older children vulnerable to child labour.

- *Youth Polytechnics have artisan programmes that qualify for the National Vocational Certificate in Education (NVCET).*
- *Non-Formal Education (NFE) programme for out of school children and youth- include; academic, technical subjects and entrepreneurship.*
- *A Life Skills Education (LSE) programme – has three categories of life skills; skills of living with oneself, skills of living with others and skills of effective decision making.*

The ILO has worked with the community based youth polytechnics and with programmes on informal apprenticeship. Short courses have been supported on a range of technical skills. Courses with Youth Polytechnics have required negotiation for shorter training duration, flexible to trainees' demands.

A recent follow up study to an informal apprenticeship programme contained the question: "did inclusion of entrepreneurship training in apprenticeship skills training for children withdrawn from child labour enhance sustainability of the intervention on prevention and elimination of child labour?" The findings suggested that sustainability was enhanced and that a combination of apprenticeship, entrepreneurship and business start-up support demonstrated the highest impact and sustainability.

There were however challenges. Skills training (institutional and apprentice based) can be expensive. If start up kits are provided this significantly increases the costs. Another factor is that children do not qualify for business

---

start-up support because they are under the age of 18 required by the National Industrial Training Act 2011. Under the Basic Education Act 2013 age of completion of basic education is 18 years although the reality is that only a minority of children remain in education until that age.

Despite these challenges there are also opportunities. Reforms are underway in the education, skills and vocational training approach spearheaded by government which has recognized that youth unemployment is a potential time bomb. An upcoming curriculum review provides opportunity for better integration of the needs of older children.

---

## 7. Entrepreneurship training-experience from the Youth Entrepreneurship Facility (YEF)

Mr Jealous Chirove, Chief Technical Adviser of an ILO YEF project provided an overview of its activities in Kenya, Tanzania and Uganda. This programme targets youth from the age of 16, so there is some overlap with the target group for work to address child labour. Work involves both work in schools (Know about Business) and work using other tools on Starting and Improving Your Business (SYB).

In introducing the various ILO tools, it was said that when thinking about entrepreneurship there were often misconceptions. In Tanzania only 74 per cent of business owners have completed primary education and only 7 per cent have secondary or higher education. Almost three quarters have received no training in how to run a business. It was therefore apparent that training could both assist new business start-ups and help existing businesses to expand. It was also interesting to note that 91 per cent of owners did not take a loan to start their business.

In its activities to date the project had trained 40,000 youth. 56 per cent had started up businesses and an average 2.4 jobs per start-up had been created. Jealous gave an example of cooperation between ILO-IPEC and the YEF project in Kenya, and there could be possibilities of similar cooperation in the future.

It was explained that the ILO has several tools designed to support entrepreneurship. In particular reference was made to:

- KAB: Know About Business;
- GET Ahead for Women in Enterprise;
- SIYB: Start and Improve Your Business;

Some of the competency areas covered in the various materials are:

- business planning;
- marketing strategy;
- estimating sales;
- costing goods and services;
- planning production and purchases;
- calculating profits;
- payment of taxes;
- deciding about the legal form of the business;
- understanding and acquiring the needed permits ;

In identifying partners to work with on entrepreneurship it was important to have:

- experience in training and follow-up of small-scale enterprise start-ups;

- ability to ensure entrepreneurship training and follow-up activities of small-scale entrepreneurs;
- financial and organizational sustainability;
- provide graduates an opportunity to test for nationally recognized certificates;
- credibility in the eyes of the community.

The final output of entrepreneurship training should be a basic individual business plan for all potential small scale entrepreneurs. It will be the basis for follow up support during start up and consolidation of the new businesses.

In the discussion that followed, experiences were shared on modalities to provide entrepreneurship training to beneficiaries, e.g. calling upon an SYIB master trainer (from another country if necessary) to train the staff of implementing agencies.



*ILO Director General visiting a training programme*

## 8. Post training

This session introduced the contents of the new guide concerning post training support. It was said that children often require intensive guidance, encouragement and mentoring after completing the training. The resource guide provides advice both in relation to wage employment and self-employment. Post training support may include:

- assistance with job placement and links with employers;
- support for business start-up;
- access to business development services;
- support to formalisation of informal micro enterprises and cooperatives;
- links with local economic development programmes;
- follow up monitoring visits.

Key messages of the session were that it should not be assumed that a child who receives training will automatically access (self) employment – the post training phase is critical and needs to be built in at design stage. Post training support should be regular and provided over a sufficiently long period.

In discussion it was noted that it is important to engage the private sector, through public-private partnerships, to provide post-training support including mentorship. Interesting experiences were shared on ways to facilitate access to wage employment, e.g. through apprenticeship (Bolivia) or through the organization of job fairs during which potential employers could observe the skills of the graduates (Uganda).



## 9. Mainstreaming/cross-cutting issues

### 9.1 Access to finance and financial education

In this session participants were introduced to various ILO training tools on microfinance and social finance, considering how youth can make best use of services provided, but also challenges inherent in serving youth with financial products. It was explained that over recent years discourse has shifted from “microcredit” to “microfinance” and now focused on “financial inclusion”, looking at how financial services can be made available to all, including poor and rural populations.

It was said that there are a broad range of services that can help promote youth entrepreneurship and self-employment. These include Education and apprenticeship loans, start-up loan, working capital loan, savings, insurance and grants. However there were also often age and ID restrictions which sometimes acted as barriers which needed to be addressed through reforms in the legal and regulatory environments.

Some important actions which could be taken in the design of training programmes were discussed including the need to include financial education and a focus on savings in projects activities and to give youth access to mentors who could provide sound advice and guidance.

### 9.2 Gender and disability issues in design of programmes

Issues of addressing gender needs in the design and implementation of training, and particular needs of disabled young people are identified in the new training resource material. Several of the activities on which participants worked through the week also considered the need to tackle exclusion. In this session of the workshop there was a focussed discussion on some of the issues.

In relation to gender issues it was said that girls face additional socio-economic and cultural problems and that specific needs of girls need to be properly catered through gender responsive training. This can involve looking at issues including:

- childcare facilities;
- time to attend the training;
- location;
- secure and separate sanitary facilities;
- encouraging girls and boys to look for “non-traditional” skills and to tackle gender stereotypes in choice of training options;
- using female trainers;
- identifying Equal employment opportunities to girls and boys;
- monitoring.

On disability it was explained that levels and needs in technical support may differ according to the nature of the disability. It was important to screen potential partners/training providers to ensure that they were able to provide the required training in the right environment, provide extra support when required, and have flexible activities.

### **9.3 Occupational safety and health**

Issues of occupational safety and health, and the need to ensure that training was held in a safe environment, was also a theme that was echoed throughout the workshop. In a session looking specifically at OSH issues attention was drawn to ILO Recommendation No. 190, which is annexed to ILO Convention No. 182, and which draws attention to the following types of labour:

- 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.

It was said that it was not only the risk of accidents that needed to be safeguarded against. The working conditions of young workers need to be appropriate to their age. Issues of working hours, employment contracts; and measures to safeguard welfare both at the workplace and when travelling to and from work were all important.

### **9.4 Monitoring and evaluation**

In a session on monitoring and evaluation there was a focus both on monitoring to be undertaken during the training programme, and subsequent monitoring to identify the labour market outcome of training- whether the participants were able to access decent work.

In discussion the importance of capturing the quality of training for future evaluation purposes was referred to as well as the need to act on monitoring visits, identifying weaknesses in training programmes and seeking to tackle any such weaknesses.



## 10. Group Work – Case studies on Mega and Kofi

During the week the participants undertook a series of working group activities. These included activities which sought to apply and consider various aspects of the programme in relation to two case studies, one involving a girl and one a boy (see Annex 3).

Based on group work country reports were provided at the conclusion of the workshop which identified the nature of the target area, sources of income in the community, how a labour market assessment could be made, how beneficiaries would be identified and how training would be matched with their aspirations, type of training to be provided, possible entrepreneurship training, post training support, and monitoring and evaluation.



## 11. New phase of project work

Towards the conclusion of the workshop there was a discussion on plans for a new phase of project work which would focus on skills and livelihoods training. The development objective of this project is to contribute to eliminating child labour by enhancing access to decent work for children who have reached the minimum age of employment. The project will focus mainly on rural areas.

The first objective of the project will aim to enhance access to skills and livelihoods training for children aged 14-17 through the development and implementation of training programmes by partners. This will involve assessments of training needs linked to labour market options in communities, delivery of training activities and monitoring so that there can be a report on labour market outcomes of participants at the end of training.

The second objective will aim to build the capacity of partners/training providers in the target countries including through follow up national training using the Turin training course as a model.

The third objective is that by the end of the project there is an improved knowledge base on child labour, skills and youth employment issues in rural areas. The project will aim to stimulate policy level discussion on training needs of older children.

It was also said that wherever possible steps would be taken to ensure close cooperation with other ILO programme work focussed on food security, rural development, skills and youth employment.

In discussion participants said that the short duration of the new project- expected to be 12-15 months, could present some challenges although in most cases partners could work within this duration.



## 12. Conclusion

In conclusion participants were thanked for their contributions during the week, which had involved extensive group work linked to the main themes of discussion. It was hoped that in the next phase of project work it would be possible to organise similar training for a broader group of partners at national level, and there would be opportunities to involve participants from the Turin training to support delivery of the national activities.



## Annex 1: List of participants

A907242	<p>Training of Trainers: Skills and livelihood training for out of school adolescents</p> <p>Formation des formateurs sur les compétences et moyens de subsistances pour les jeunes adolescents exclus du système scolaire</p> <p>Formación de formadores en las competencias y medios de subsistencia para adolescentes jóvenes con ninguna escolarización o con bajos niveles de escolarización</p> <p>26/05/2014 – 30/05/2014</p>
---------	--

### BOLIVIA (PLURINATIONAL STATE OF)

<b>Full Name:</b>	<b>Mr. Federico Iván ESCOBAR LOZA</b>	1
Institution:	Centro de Multiservicios Educativos - CEMSE	
Position:	Director Nacional, La Paz	
Address:	Pichincha No. 750; sin código; LA PAZ; BOLIVIA (PLURINATIONAL STATE OF)	
Tel.:	591 2 2280183 / 591 77227400	
Fax:	591 2 2280800	
Web:		
E-mail:	federicoe@cemse.org.bo, federico@escobar.com.bo	
<b>Full Name:</b>	<b>Ms. Cristina SEJAS RIVERO DE MENACHO</b>	2
Institution:	Dirección Distrital de Educación	
Position:	Directora Distrital de Educación, C. M Henniecke, Riberalta	
Address:	c.M Henniecke,; PO Box: -.-; 591-3; RIBERALTA, BENI; BOLIVIA (PLURINATIONAL STATE OF)	
Tel. / Mobile:	591 3 38523014 / 591 72849099	
Fax:	591 3 38523014	
Web:		
E-mail:	direcciondistritalriberalta@hotmail.com, menachoarmando32@gmail.com	
<b>Full Name:</b>	<b>Mr. Victor Hugo VARGAS MANCILLA</b>	3
Institution:	Ministerio de Trabajo Empleo y Previsión Social	
Position:	SubComisionado CEPTI, Jefatura Regional de Trabajo Riberalta Beni	
Address:	Av. Beni Mamore; PO Box: 0000; 591-3; RIBERALTA, BENI; BOLIVIA (PLURINATIONAL STATE OF)	
Tel. / Mobile:	3852-4086 / 77822777	
Fax:	3852-4086	
Web:		
E-mail:	victorinvargas@hotmail.com, erckamarquez25@hotmail.com	
<b>Full Name:</b>	<b>Ms. Ana Rouzena ZUAZO DE FERNANDEZ</b>	4
Institution:	O.I.T.	
Position:	Coordinadora Proyecto Combating Child Labor through Education, IPEC La Paz, Bolivia	
Address:	Av. 6 de Agosto, Ed. Las Dos Torres Piso 2; PO Box: 8436; 591; LA PAZ; BOLIVIA (PLURINATIONAL STATE OF)	
Tel. / Mobile:	591 2 2116906 / 591 72001643	
Fax:	591 2 2000451	
Web:		
E-mail:	zuazo@ilo.org, rouzelan@yahoo.com	

## INDONESIA

<b>Full Name:</b>	<b>Mr. Irfan AFANDI</b>	5
Institution:	ILO Jakarta	
Position:	Province Coordinator for East Java, IPEC (promote project) Address:	
Tel. / Mobile:	031 8433760 / 081319068557	
Fax:	031 8433760	
Web:		
E-mail:	irfan@ilo.org, afandi.irfan@gmail.com	
<b>Full Name:</b>	<b>Mr. Robertus BRAMANTYO</b>	6
Institution:	Ministry of manpower and transmigration	
Position:	Staff, directorate of norm women and child	
Address:	Jl gatot subroto kav. 51; 12950; JAKARTA SELATAN; INDONESIA	
Tel. / Mobile:	+62 21 5228441 / +62 81325193300	
Fax:	+62 21 5228441	
Web:		
E-mail:	amantyo@gmail.com, amantyo@yahoo.com	
<b>Full Name:</b>	<b>Ms. Tresye Widiastuty PAIDI</b>	7
Institution:	Ministry Of Man Power and Transmigration Republic of Indonesia	
Position:	Directorate Of Norm woman and Child, Directorate General of overseas	
Employment Development		
Address:	Jl. Gatot Soebroto Kav 51 South Jakarta; 12950; SOUTH JAKARTA; INDONESIA	
Tel. / Mobile:	+6221 5255733 ext 604; 398 / +62818 197564; +6281293116299	
Fax:	+6221 5279365, 5276687, 5228441	
Web:		
E-mail:	kenzie_iwa@yahoo.co.id, twcleopatra@gmail.com	
<b>Full Name:</b>	<b>Ms. Winarti SUKAESIH</b>	8
Institution:	The Indonesian Child Welfare Foundation (ICWF)	
Position:	Executive Director, Social	
Address:	Jalan Penghulu no. 18, Bidaracina, Jatinegara; 13330; EAST JAKARTA; INDONESIA	
Tel. / Mobile:	+622198282905 / +628118117945	
Fax:	+62218190451	
Web:		
E-mail:	icwfhq@yahoo.com, wowong2009@gmail.com	
<b>Full Name:</b>	<b>Mr. Heri SUTANTO</b>	9
Institution:	Ministry of education and culture of Indonesia	
Position:	Head of evaluation training and course section, directorate of training and course development	
Address:	Jenderal sudirman, senayan - Jakarta Street; 10013; JAKARTA; INDONESIA	
Tel. / Mobile:	+62215725041 / +628122837637	
Fax:	+62215725041	
Web:		
E-mail:	eri_ckdh@yahoo.co.id, ditbinsus@yahoo.co.id	

## KENYA

<b>Full Name:</b>	<b>Mr. Charles Mwambia ANAMPIU</b>	10
Institution:	Kenya Institute of Curriculum Development	
Position:	Chief Curriculum Development Officer, Basic Education	
Address:	30231; PO Box: 30231; 00100; NAIROBI; KENYA	
Tel. / Mobile:	+254721262191	
Fax:	254 020 3639130	



## KENYA

Web:		
E-mail:	charlesmwambia@yahoo.com, mpiuanacm@gmail.com	
<b>Full Name:</b>	<b>Ms. Janet Syombua MUMO</b>	<b>11</b>
Institution:	KDC	
Position:	Programme coordinator, child protection officer	
Address:	Kitui; PO Box: 901; 90200; KITUI; KENYA	
Tel. / Mobile:	+254722229238	
Fax: Web:		
E-mail:	janetsyombua@gmail.com	
<b>Full Name:</b>	<b>Mr. James Ndegwa NDIHO</b>	<b>12</b>
Institution:	Ministry of Labour, Social Security and Services	
Position:	Assistant Labour Commissioner,	
Address:	PO Box: 40326; 00100; NAIROBI; KENYA	
Tel. / Mobile:		
Fax:	2726497	
Web:		
E-mail:	ndiho.james@yahoo.com, snyambari@yahoo.com	
<b>Full Name:</b>	<b>Ms. Lina Ayako OTWOMA</b>	<b>13</b>
Institution:	Ministry of education science and technology	
Position:	Principal youth training officer, youth training	
Address:	Harambee; PO Box: 30040; 00100; NAIROBI; KENYA Tel. / Mobile:	
Fax: Web:		
E-mail:	layako22@yahoo.com, ayakolina@gmail.com	

## MALI

<b>Full Name:</b>	<b>Ms. Mariam BAGUIYA</b>	<b>14</b>
Institution:	Gouvernement	
Position:	Chef de Bureau Etudes, Suivi et Evaluation, Cellule Nationale de Lutte contre le Travail des Enfants	
Address:	Bamako Torokorbougou Rue 306 Porte 158; PO Box: 2969; RAS; BAMAKO; MALI	
Tel. / Mobile:	0022320284755 / 0022376029399/6612347	
Fax:	RAS Web:	
E-mail:	maramoubaguiya@hotmail.fr, mariam.baguiya@gmail.com	
<b>Full Name:</b>	<b>Mr. Hamidou CISSE</b>	<b>15</b>
Institution:	ILO	
Position:	National Project Manager, IPEC Address:	
Fax: Web:		
E-mail:	cisseh@ilo.org, papacisse_2004@yahoo.fr	
<b>Full Name:</b>	<b>Mr. Fousseni DEMBELE</b>	<b>16</b>
Institution:	Groupe de Recherches d'Actions et d'Assistances Pour le Développement Communautaire/GRAADECOM	
Position:	Directeur executif, Secrétariat Général	
Address:	Mamassoni -Sikasso- Rue 633 Porte 212; PO Box: BP:481; Néant; SIKASSO; MALI	
Tel. / Mobile:	(00223)21621790 / (00223)76072203	
Fax: Web:		
E-mail:	dembele_fousseni@yahoo.fr, graadecom09@gmail.com	

## UGANDA

<b>Full Name:</b>	<b>Ms. Elizabeth KATEME</b>	17
Institution:	Ministry of education and sports (MOES)	
Position:	Senior education officer, BTVET-Business, Technical, Vocational	
Education and Training		
Address:	Ministry of education and sports, P.BOX 7063, KAMPALA, UGANDA; PO Box: 7063, KAMPALA; UGANDA	
Tel. / Mobile:	+256 752610934 / +256 752610934	
Fax: Web:		
E-mail:	elikates@yahoo.com, elikates@gmail.com	
<b>Full Name:</b>	<b>Mr. Christopher KIWANUKA</b>	18
Institution:	Huys Link Community Initiative (HUYSLINCI)	
Position:	Projects Coordinator,	
Address:	P.O. Box 399, Entebbe; PO Box: 399, ENTEBBE; UGANDA	
Fax:	N/A	
Web:	www.huyslink.org	
E-mail:	c_kiwanuka@huyslinci.org, kichris2002@yahoo.com	
<b>Full Name:</b>	<b>Mr. Mujuni Benard MAKUBA</b>	19
Institution:	Ministry of gender, labour and social development	
Position:	Assistant commissioner labour inspectorate, labour industrial relations and productivity	
Address:	George Street; PO Box: 7136; +256; KAMPALA; UGANDA	
Fax:	+256 414 256 374	
Web:	www.mglsd.gov.ug	
E-mail:	benardmujuni@gmail.com, ps@mglsd.go.ug	
<b>Full Name:</b>	<b>Ms. Nabirye Suzan liz TABURA</b>	20
Institution:	Rubaga Youth Development Association	
Position:	Principal of RYDA- vocational Institute, skills and livelihood training for out of school adolescents	
Address:	Buloba; PO Box: 21167- KAMAPALA; UGANDA	
Fax:	N/A	
Web:	www.blackdouglas.org	
E-mail:	liz.suzan0@gmail.com, ryda.steven@gmail.com	

## ILO

<b>Full Name:</b>	<b>Ms. Jacqueline Acayo BANYA ADONGAKULU</b>	
Institution:	ILO	
Position:	National programme officer, international programme on the elimination of labour under fprw	
Address:	Plot 4 luthuli close, bugolobi; PO Box: 7184; +256; KAMPALA; UGANDA	
Tel. / Mobile:	+256 414 251053 / +256 772 503618	
Fax:	+256 414 251054	
Web:		
E-mail:	jbanya@ilo.org, jabaado@gmail.com	
<b>Full Name</b>	<b>Mr. Jealous CHIROVE</b>	
Institution	ILO	
Position:	CO-Dar es Salaam	
Address:	Kazi Hpuse, Maktaba Street; PO Box: 9212; 255; DAR ES SALAAM; TANZANIA, UNITED REPUBLIC OF	
Tel. / Mobile:	+255 222 196 714 / +255 787 369269	
Fax: Web:		
E-mail:	chirove@ilo.org	

## ILO

<b>Full Name:</b>	<b>Ms. Sophie Liliane DECONINCK</b>
Institution:	ILO
Position:	Senior technical specialist, FPRW
Address:	Route des Morillons; PO Box: 4; 1211; Geneva; SWITZERLAND Tel. / Mobile:
Fax:	0041227998771
Web:	
E-mail:	deconinck@ilo.org, deconinck_sophie@yahoo.fr
<b>Full Name:</b>	<b>Mr. Njue Bernard KIURA</b>
Institution:	ILO
Position:	National Project Coordinator, IPEC
Address:	ILO Kenya, UN Compound Block P, Level I, UN Avenue; PO Box: 40513; 00100; NAIROBI; KENYA
Tel. / Mobile:	+254 20 7625652 / +254 722 726106
Fax:	
Web:	
E-mail:	bkiura@ilo.org, bernardkiura@yahoo.com
<b>Full Name:</b>	<b>Ms. Rukia LUKANZA</b>
Institution:	ILO
Position:	National Project Officer, TC
Address:	Kazi Hpuse, Maktaba Street; PO Box: 9212; 255; DAR ES SALAAM; TANZANIA, UNITED REPUBLIC OF
Tel. / Mobile:	+255 222 196 714 / +255 787 369269
Fax:	
Web:	
E-mail:	lukanza@ilo.org, chirove@ilo.org
<b>Full Name:</b>	<b>Mr. Minoru OGASAWARA</b>
Institution:	ILO
Position:	Child Labour Specialist, IPEC
Address:	ILO; PO Box: 40513; 00100; NAIROBI; KENYA
Tel. / Mobile:	
Fax:	
Web:	
E-mail:	ogasawara@ilo.org
<b>Full Name:</b>	<b>Mr. Patrick QUINN</b>
Institution:	ILO
Position:	Senior Technical Specialist, FPRW
Address:	4 rue de morillions; CH 1211; GENEVA; SWITZERLAND
Tel. / Mobile:	+41 226996164
Fax:	
Web:	
E-mail:	quinn@ilo.org, quinnandprince@gmail.com
<b>Full Name:</b>	<b>Mr. Gurchaten SANDHU</b>
Institution:	ILO
Position:	Programme and Operations Officer, Governance - FPRW
Address:	4 rue de morillions; CH 1211; GENEVA; SWITZERLAND
Fax:	
Web:	
E-mail:	sandhu@ilo.org

## ITC-ILO

**Full Name:** Ms Giselle MITTON

**Institution:** International Training Centre of the ILO

**Position:** Senior Programme Officer, ILSGEN Programme

**Tel. / Mobile:**

**E-mail:** g.mitton@itcilo.org

**Full Name:** Ms Margarita LALAYAN

**Institution:** International Training Centre of the ILO

**Position:** Enterprise, Microfinance and Local Development Programme (EMLD)

**Tel. / Mobile:**

**E-mail:** m.lalayan@itcilo.org

**Full Name:** Ms Laura BISCARO

**Institution:** International Training Centre of the ILO

**Position:** Secretary, ILSGEN Programme

**Tel. / Mobile:**

**E-mail:** ils-clflt@itcilo.org

## Annex 2: Agenda of the training

Block	Monday	Tuesday	Wednesday	Thursday	Friday
<b>A</b>	<b>Session 1</b> <b>8.45-10.15</b> Opening remarks Overview of Training Introduction of participants  Laura Biscaro, Giselle Mitton and Gurchaten Sandhu	<b>Session 5</b> <b>9.00-9.45</b> Group Work 1 report back  <b>9.45-10.30</b> Pre-training – part 2 Vocational orientation and counselling Sophie De Coninck	<b>Session 9</b> <b>9.00-10.30</b> Training Options – part 2 Vocational, Livelihoods and Apprenticeship based training  Jackie Banya, Bernard Kiura and Giselle Mitton	<b>Session 13</b> <b>9.00-9.30</b> Safe work: ensuring the protection of young workers  <b>9.30-10.30</b> Group Work 6: Defining suitable entrepreneurship training	<b>Session 17</b> <b>9.00-9.45</b> Group Work 8 Report back  <b>9.45-11.00</b> Dutch Education Project Reporting and Planning for a new phase of the project  Quinn and Sandhu
	<b>Coffee break</b>				
<b>B</b>	<b>Session 2</b> <b>10.45-11.30</b> Policy Issues and Frameworks: Decent Work Agenda, Child Labour, Youth Employment, OSH and Skills Development Minoru Ogasawara  <b>11.30-12.30</b> Challenges of skills development in rural contexts Overview of Training Guide Giselle Mitton	<b>Session 6</b> <b>11.00-13.00</b> Group Work 2: Matching employment options with beneficiary aspirations  Group Work 2 report back	<b>Session 10</b> <b>11.00-12.30</b> Training options – part 3 Support for New Entrepreneurs: Training +post training services Experience from the Youth Employment Facility  Sophie De Coninck, Jealous Chirove and Rukia Lukanza	<b>Session 14</b> <b>11.00-12.30</b> Post training support – part 4 Access to Finance and Financial Education  Margarita Lalayan	<b>11.30-12.30</b> Continuation - Dutch Education Project
	<b>Lunch</b>				
<b>C</b>	<b>Session 3</b> <b>14.00-15.00</b> Pre-training – part 1 Identifying local		<b>Session 7</b> <b>14.15-15.30</b> Training options – part 1 Integrated approach to skills	<b>Session 11</b> <b>14.00-15.15</b> Group Work 4: Defining modalities for the delivery of	<b>Session 15</b> <b>14.00-15.45</b> Group Work 7: Post Training Support Services

Block	Monday	Tuesday	Wednesday	Thursday	Friday
	opportunities, potential partners and training participants Sophie De Coninck		and livelihoods training  Giselle Mitton, Gurchaten Sandhu and Minoru Ogasawara	vocational/livelihood training 15.15-15.45 Addressing specific needs Sandhu	Report back Group Work 3,4, 6 and 7
Coffee Break					
D	<b>Session 4</b> <b>15.00-17.00</b> Group Work 1: Identifying Local Economic Opportunities		<b>Session 8</b> <b>16.00-17.15</b> Group Work 3: Developing a comprehensive and individualized training programme	<b>Session 12</b> <b>16.15-17.15</b> Group Work 5: Partnering arrangements	<b>Session 16</b> <b>16.15-17.00</b> Monitoring and Evaluation Gurchaten Sandhu <b>17.00-17.45</b>  Group Work 8: Defining and tracking outcomes

## Annex 3: Case profiles

### *Case Profiles*

#### **Profile 1: Mega**

Mega is a 15-years old girl. 9 month ago she graduated from primary 7 with top grades. Her family lives in a rural area 3 km outside a district capital city. Her father was employed full time as a welder in a workshop. The family also sell some produce from the 0.5 acres of land that the family owns.

Six month ago, Mega's father died in a traffic accident. This impacted the economic situation of the household tremendously as he was the main breadwinner. Mega's mother now support the family by accepting laundry and cleaning jobs where she can find them, in addition to the work on the farm.

Despite her promising school performance, Mega had to drop out of school to help her mum look after her two younger brothers (8 and 4 years old) and is now considering to accept an offer to work as a waitress in a small hotel in the district capital.

Mega used to be a happy and easy going girl with many friends, but due to the loss of her father and the impact it has had on her family, she is dispirited and sees little hope for her future. Mega does not know what she wants to be when she grows up, but she would like to learn English and computers.

#### **Profile 2: Kofi**

Kofi is a 16 years old boy that dropped out of year 3 when his parents could no longer afford to send him to school. Kofi lives with his mother, father and three siblings in a poor neighbourhood just outside the capital city of his country.

When he was a child he fell sick in polio and his right leg was paralyzed. He can walk short distances with the support of a cane. Kofi's father is a fisherman and his mother cooks some of the catch and sells in the local market with a low profit.

Kofi spends most of his time idle but does occasionally help his mother cleaning and cooking the fish when she needs extra help.

Even with his handicap he is confident and an appreciated member of the local community due to his enthusiasm and cheerfulness. Kofi dreams about being a doctor when he grows up.





## Annex 4: Group work activities

### GROUP WORK

#### Labour market opportunities

Keep in mind the profile of one community you are going to work in:

1. Identify real employment opportunities in the community

Look for:

- Wage/self-employment opportunities
- Decent work / non-hazardous work
- Innovative / attractive opportunities for children
- Existing AND potential opportunities
- Unmet consumers' needs
- Viable and sustainable opportunities

2. How will you proceed to identify labour market opportunities in the community?  
Who? When? How?

3.

4. How would you proceed to select the beneficiaries of a skills and livelihoods programme?

#### Group Work – Matching employment options with beneficiary aspirations

**Tasks:**

You will be divided in five (5) groups. Groups 1, 3 and 5 will be working with Mega, and groups 2 and 4 will be working with Kofi. Review the case profile of Mega/Kofi and use the table provided below to indicate the answers to the following questions:

1. Select an area that the members in your group are familiar with, and that are typical to the area where Mega/ Kofi live. Based on your knowledge on the selected geographical area, identify 2-3 potential local employment options for Mega/Kofi (column 5).
2. Based on the information in the case profile, list Kofi/Mega's capacities, constraints and future aspirations (column 2, 3 and 4).

- Review each of the 2-3 potential employment options and discuss if it is in line with the requirements for decent work, whether it is hazardous and under what conditions it would be an acceptable employment option for Kofi/Mega (column 6).
- Imagine that you are counselling Mega/Kofi on his/her alternative employment projects. Based on the information in all the columns, agree in our group on the employment project that is best suited for your Kofi/Mega (column 7).

	Child's capacities	Child's constraints	Child's future aspirations	Potential emp. opportunities	In line with decent work, and non-hazardous employment option?	Conclusion: i.e. final employment project
Name of child				1.		
				2.		
				3.		

### Group Work – Matching employment options with beneficiary aspirations

#### **Tasks:**

You will be divided in five (5) groups. Groups 1, 3 and 5 will be working with Mega, and groups 2 and 4 will be working with Kofi. Review the case profile of Mega/Kofi and use the table provided below to indicate the answers to the following questions:

- Select an area that the members in your group are familiar with, and that are typical to the area where Mega/ Kofi live. Based on your knowledge on the selected geographical area, identify 2-3 potential local employment options for Mega/Kofi (column 5).
- Based on the information in the case profile, list Kofi/Mega's capacities, constraints and future aspirations (column 2, 3 and 4).
- Review each of the 2-3 potential employment options and discuss if it is in line with the requirements for decent work, whether it is hazardous and under what conditions it would be an acceptable employment option for Kofi/Mega (column 6).
- Imagine that you are counselling Mega/Kofi on his/her alternative employment projects. Based on the information in all the columns, agree in our group on the

employment project that is best suited for your Kofi/Mega (column 7).

	Child's capacities	Child's constraints	Child's future aspirations	Potential emp. opportunities	In line with decent work, and non-hazardous employment option?	Conclusion: i.e. final employment project
Name of child				1.		
				2.		
				3.		

### Group Work – Developing a comprehensive and individualized training programme (informal basic education and life skills)

#### **Tasks:**

In this exercise you will propose the content of a comprehensive and individualized training programme for Mega/Kofi based on the employment project you identified in the previous group work.

You will continue to work in the same groups as before and with the same child. Review the conclusions from group work 2 on the final employment project for the child you are responsible for, i.e. either Mega or Kofi, and his/her capabilities and constraints.

Please answer the following questions:

1. In your group, discuss what would be the format and blocks (informal basic education and life skills, vocational training, apprenticeship training, entrepreneurship training, etc.) of the curricula.
2. Discuss and agree on the time frame for the training, e.g. how long the training should be (in hours, days, weeks or month), and whether it will be full time or part time. Why?
3. In your group, discuss and agree if elements of informal basic education and/or life skills should be included in the training curricula for your child, and if so, what these should be.
4. What would be the best modality to deliver the training to Kofi/Mega?

You will present the outcomes of this exercise during Session 15

### Group Work – Developing a comprehensive and individualized training programme (vocational and livelihood training)

#### **Tasks:**

In this exercise you will propose the content of the training blocks on vocational and livelihood training agreed to during group work 3.

In the session on Training Options – part 2 we discussed the following:

- (a) vocational training including PPPs, trade testing and certification and cooperatives
- (b) centre-based vocational training
- (c) community based, mobile and outreach vocational and livelihood training; and
- (d) formal and informal apprenticeship training

You will continue to work in the same groups as before and with the same child. Review the conclusions from group work 3.

Please answer the following questions:

1. Based on what you learned during session 9, in your group discuss and agree on the elements of vocational/livelihood training that should be included in the training curricula for your child
2. What would be the best modality to deliver the vocational/livelihood training (i.e. formal or non-formal vocational training centres run by the public sector/NGO; community based training, out-reach/mobile training; or formal/informal apprenticeship) to Kofi/Mega.
3. What are the hazards associated with the employment project and what can be done to eliminate risks (see pages 14-15 of guide; Step 4, Section 3.1).

You will present the outcomes of this exercise during Session 15.

### Group Work – Defining Entrepreneurship Training

#### **Tasks:**

In this exercise you will propose the content of the training block on Entrepreneurship Training.

You will continue to work in the same groups as before and with the same child. Review the

conclusions from the preceding working groups. Please also carefully review pages 57-61 of the guide.

In your group:

1. Discuss and agree if elements of entrepreneurship training should be included in the training curricula for your child, and if so, what these should be.
2. Discuss what are the hazards associated with the employment project and what can be done to eliminate risks (see pages 14-15 of guide; Step 4, Section 3.1).

What would be the best modality to deliver the training to Kofi/Mega?

You will present the outcomes of this exercise during Session 15.

### Group Work – Post training support for wage employment and new entrepreneurs

#### **Tasks:**

In this exercise you will continue to work in the same groups as before and with the same child. Please answer the following questions:

1. Discuss and agree on a package of post-training services that will help Kofi/Mega find safe and decent employment for the employment project that he/she was trained (in exercise 2).
2. Based on your experiences from working in geographical areas similar to those where Mega and Kofi live, what potential partners might be available to provide these services? What would be the strength and weaknesses of the available partners?

Keep in mind the conclusions from Working Group 6 (Defining entrepreneurship training)



