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Youth employment model for children of legal working age

Final report

International
Programme on
the Elimination
of Child Labour
(IPEC)

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Acronyms

BECE	Basic Education Certificate Examination
COTVET	Council for Technical and Vocational Education and Training
CSO	Civil Society Organizations
GAWU	General Agricultural Worker Union
GEA	Ghana Employers Association
GSGDA	Ghana Shared Growth and Development Agenda
GYEEDA	Ghana Youth Employment and Entrepreneurial Development Agency
HAF	Hazardous Activity Framework
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
LEC	Legally employable children
MDAs	Metropolitan District Assemblies
MELR	Minister of Employment and Labour Relations
MMDA	Metropolitan, Municipal District Assemblies
NPA	National Plan of Action
NSCCL	National Steering Committee on Child Labour
NYEP	National Youth Employment Programme
OHS	Occupational Health and Safety
PPE	Personal Protective Equipment
SSCE	Senior Education Certificate Examination
TUC	Trades Union Congress
TVET	Technical and Vocational Education and Training
WFCL	Worst Forms of Child Labour
YESDEC	Youth Enterprises and Skills Development Centre

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Introduction

Child labour is a pervasive problem in Ghana and a major contributing factor in the perpetuation of inter-generational poverty. Working children are the objects of extreme exploitation – works for long hours with minimal pay. They work under severe working conditions and are often not provided with the stimulation for proper physical and mental development. This menace not only jeopardizes the wellbeing of these children but also their families and communities. To break this cycle, this report evaluates the Ghana Youth Employment and Entrepreneurial Agency Programmes with view to identifying the opportunities for LEC. It also presents a core model dubbed Smiling Youth Initiative to address the problem of youth unemployment for disadvantaged children (aged 15-17). The model seeks to contribute to reducing unemployment, poverty and promoting economic wellbeing of legally employable children.

The proposed model

The Smiling Youth Model addresses existing gaps in the institutional arrangements for enhancing access to safe, non-hazardous work among disadvantaged LEC. This core model (which could be applied in many employment sectors, albeit with little variations) envisions a tripartite framework comprising government, private sector employers, and TVET institutions to comprehensively address the challenge of unemployment and worst forms of child labour among LEC by enhancing their employability. In particular, the government is tasked under this model to take responsibility for the cost of formal training of beneficiary LEC and stipends for the duration of the apprenticeship. Government is also expected to work out an attractive incentive package for private sector employers willing to participate in the initiative. Private sector employers, for their part, are expected to engage disadvantaged LEC, provide them with apprenticeship or on the job training as agreed in the memorandum of understanding. This action is expected to be seen as part of their strategic corporate social responsibility as private sector firms as proposed by the NPA. In respect of the TVET institutions, they are expected to develop specific training programmes informed by comprehensive skills needs assessment with employers in targeted economic sectors (namely agriculture, mining and fishing etc.). This will ensure harmony between the practical/on-the-job training experience, and formal skills/vocational training to be delivered by accredited TVET institutions.

Once agreement among the key stakeholders regarding role, responsibilities and benefits is reached and defined in a Memorandum of Understanding, the next step is to sensitize disadvantaged LEC on the benefits, and structure of the programme as well as the mode of registration for enrolment. As far as possible, the registration should be district-based and free of charge to ensure that the enrolment of disadvantage LEC is not hindered either by distance or income poverty. It is proposed that registration be coordinated by the departments of Community Development and Social Welfare in each District Assembly or the District Labour Offices. The district offices of the National Board for Small Scale Industry (NBSSI) could also play complimentary role in operationalizing this model.

Subject to the total intake capacity of private sector employers willing to engage and offer apprenticeship job, the actual placement of registered disadvantaged young people is made by the Ministry of Employment and Labour Relations or a body designated for such placement by the Ministry. As far as possible, placement should prioritize, among others, factors such as distance to the workplace, career interest of the disadvantage LEC as well the core business focus of the employer. It is recommended that the programme steering or management committee come up with detailed criteria to guide placement of interested disadvantaged LEC as apprentices/trainees.

Prior to placement, all eligible legally employable children would be given general life skills training to orient them into the world of work and assist them to identify/shape their carrier paths. After this phase and in the course of their training, additional support in terms of career development skills would be provided.

Subsequent to the placement, the LEC are expected to be engaged by reputable employers or industry players in the various sectors of the economy at the district and national levels. It is however acknowledged that some districts may have fewer reputable private sector employers who could offer apprenticeship opportunities to these LEC. Notwithstanding, proper mapping by the district and occupational health and safety assessment and support could help bring more informal sector players on board to offer apprenticeship space for these youth. Once placed, these LEC will be given on-the-job training by their assigned employers as well as monthly stipend/allowances for twelve months.

After learning on the job for about a year, the LEC under a structured arrangement will be enrolled in a TVET institution (on part time basis) to earn a professional qualification (certificate) for the future. During the period of the TVET training, the LEC will still be engaged by the assigned employer but on part-time-basis until the completion of the training.

After completion of the TVET training, the LEC is expected to be engaged by the employer for additional 1 year during which they will be provided with career guidance support to secure permanent employment or be prepared (trained) for self-employment by enrolling in the Young Entrepreneurs Training Programme.

Thus, the formal skills training (toward vocational qualification) together with the work experience arrangement would enhance faster on-the-job learning by LEC and address the problem of skills mismatch within the labour market. Since the youth have been trained on the job and polished up by TVET institutions, their productivity will be enhanced and will therefore be attractive (marketable) if their assigned employer is unable to keep them on permanent basis. The results model for the Smiling South Initiative is presented in the next section.

There is indeed hope in addressing the problem of youth unemployment and the involvement of disadvantaged children in hazardous activities. While the component of the Smiling Youth Model has been described in detail in this report, the following recommendations is worth considering in implementing the model.

Recommendations

To operationalizing the Model:

- Prepare a comprehensive Project Implementation Manual to guide operationalization of the model. Project Implementation Manual (PIM) would sets forth all the operational and procedural steps for project implementation including detailed description of the roles and responsibilities of implementing partners, assessment and approval of designated employers, beneficiary eligibility criteria, flow of funds as well as operational and financial reporting arrangements, procurement and disbursement processes, standard formats for quarterly and annual reporting and amendment procedures and assessment tools etc.
- Pilot the model in about 5-6 selected districts representing the various socio-economic characteristics of Ghana for a period of 3-4 years. During this inception phase, undertake regular review and feed in the lessons learnt into the model to ensure a robust model before nationwide rollout.
- Consider other contextual and OSH issues in every employment sector when adapting this model to ensure adequate protection of LEC. Thus the model represents a core model and as such detailed sector specific assessment is necessary before roll-out to bring out the OHS challenges.
- The Smiling Youth Initiative is not a substitute for adult labour and as such mechanism must be included in any structured engagement contract with employers to ensure that adult labour is protected while offering space to LEC in a non-exploitative setting.
- Conduct district specific mapping of employers to identify potential employers, assess OSH issues and hazards to ensure a fit of the model to district specific setting or local economic opportunities. Ensure that identified district opportunities are decent and non-hazardous and do not include any of the worst forms of child labour as defined in the Ghana Hazardous Activity Framework.
- Conduct institutional assessment to properly select a host for the Smiling Youth Initiative. This should be conducted based on the assessment of each institutional strength and weaknesses including existing capacity and physical presence at the districts. As much as practicable, existing institutions with administrative structures and human resources should be identified to implement the programme. State institutions to be considered may include the Department of Social Welfare, Labour Department, Department of Community Development and District Offices of the NBSSI.

To address the employment needs of LEC within the existing GYEEDA Modules:

- Review the eligibility criteria of the GYEEDA to include children of fifteen years and older.
- Conduct module specific risk assessment using the Hazardous Child Labour Activity Framework for Ghana to avert the placement of children in hazardous activities. Also institute measures to remove any hazards from the particular model prior to placement.
- Once placed, ensure regular OSH visits by experts to ensure the safety of LEC at all times.

1. Project context and rationale

1.1 Project context

Child labour remains a challenge to development and attainment of national and international goals, especially those related to extreme poverty, education for all and gender parity. According to ILO estimates, more than 200 million children are engaged in child labour worldwide. Of this, 115 million are engaged in child labour work. One out of every four children aged 15-17 years, in sub-Saharan Africa, is engaged in hazardous work. In the case of Ghana, estimates from the Ghana Statistical Service indicate that more than two hundred thousand children are involved in hazardous work.¹ This certainly violates international conventions (United Nations Convention on the Rights of the Child, Article 32, ILO Convention No. 138, 1973, ILO Convention No. 182, 1999) and the 1992 Constitution of Ghana. Hazardous work as defined by international conventions is “work which by its nature or the circumstances in which it is carried out is, likely to harm the health, safety or morals of children.” Thus, hazardous work is classified a worst form of child labour. As stipulated in the 1992 Ghanaian Constitution, every child has the right to be protected from work that constitutes a threat to his/her health, education and development. The Children’s Act, 1998 (Act 562) is clear that hazardous work by children is not acceptable in Ghana. This notwithstanding, the engagement of children in hazardous work cuts across all economic sectors: agriculture, industry and services.

To give impetus to the various national legislations and international conventions, the Ministry of Employment and Labour Relations in partnership with its social partners, namely, the Trades Union Congress (TUC) of Ghana and the Ghana Employers Association (GEA) and other key partners, with support from International Programme on the Elimination of Child Labour (ILO-IPEC) have developed a National Plan of Action for the elimination of the Worst Forms of Child Labour (WFCL) in Ghana by 2015. The Plan is an integrated framework for tackling the child labour problem in a more co-ordinated and sustainable manner geared towards the achievement of the international goal by 2016.

The NPA particularly tasks the Ministry of Employment and Social Welfare with other relevant MDAs, employers and organisations of industry, organized labour, firms, civil society organisations and other stakeholders to formulate and support a scheme for channelling corporate social responsibility initiatives into WFCL prevention programmes. The NPA further tasks these bodies to formulate and support schemes that provide appropriate alternatives to child labour in areas affected by specific WFCL, such as the areas of mining and quarrying, fishing, sending areas of *kayayei*, etc. Also, the NPA enjoins stakeholders, such as Labour Department, the Department of Factory Inspectorate, the Ministry of Health and the Ghana Health Service (GHS), to develop measures for protecting working children in permitted activities (i.e. those not on the list of hazardous work). This includes extensive Organizational Health and Safety (OHS) outreach programmes targeting selected sectors where children are known to be involved in hazardous activities.

¹ All estimates used in this section, the definition and the analysis of the prevalence of child labour are taken from the ILO Terms of Reference for the assignment *Technical support for the development of non-hazardous (safe work) youth employment model of intervention for children of legal working age*.

1.2 Rationale

A significant proportion of out-of-school and unemployed children between the legal working ages of 15-17 years are disadvantaged for various reasons. The sources of their disadvantage range from economic determinants such as income poverty, dearth of functional exposure, lack of qualifications and skills set relevant to the needs of employers, poor appreciation of career development and job attainment competencies among others. Besides, these disadvantaged legally employable children (LEC) often suffer exclusion by virtue of other social factors like gender, ethnicity, and geographical inequality, especially access to education, training and job opportunities. These limitations conspire not only to undermine their current but also future employability. The low employable skills among such disadvantaged LEC adversely affect their ability to become competitive and attract high-wage employment even as adults. In consequence, such children are often consigned to poverty with limited exit opportunities due to their lack of functional capacity resulting from ill-preparation and inadequate avenues for skills development during their formative years.

The immediate and distant implications associated with the problem of out-of-school and unemployed LEC often extend beyond the individual to their households and the nation in general. Disadvantaged LEC readily fall prey to all forms of exploitation, risks and social exclusion in the absence of effective institutional arrangements to protect their interests. Those LEC who are lucky enough to have jobs are often faced with one form of abuse or the other.

The situation is even worse for disadvantaged LEC without jobs. Such disadvantaged children become handy instruments in the hands of employers with little respect for children's rights. Also, given that young persons who face significant period of unemployment are more likely to experience future unemployment, currently unemployed disadvantaged LEC may find it difficult to secure high-wage employment in future as adults. Following the established assertion that unemployed adults have a high likelihood of not being able to meaningfully provide for the needs of their families, especially their children; it is difficult not to accept that youth unemployment has implications on the perpetuation of inter-generational poverty.

To break this vicious cycle requires that government spends scarce resources on social protection initiatives to alleviate the cost of living of such households and also invests in programmes that seek to enhance the employability of disadvantaged youth. To this end, government and its partners initiated several social protection interventions and also started the implementation of the National Youth Employment Programme (NYEP), now the Ghana Youth Employment and Entrepreneurial Development Agency (GYEEDA). GYEEDA has indeed filled an employment gap as an avenue for viable employment for the youth. Nonetheless, a thorough assessment of all the GYEEDA modules shows that in spite of their inherently significant opportunities for LEC, almost all the 12 operational modules of GYEEDA do not explicitly cater for the practical needs of such disadvantaged LEC.

In response to this gap that the Smiling Youth Employment Model is being proposed for consideration by the Ministry of Employment and Social Relations as well as its partners. The model is exclusive to legally employable children and elaborated to ensure that such disadvantaged children do not only have access to safe work, but also skills training

and formal qualification, functional exposure and mentoring as well as career development and job attainment competencies to prepare them for the future. A detailed overview of the Smiling Youth Employment Initiative is presented in the next section.

1.3 Terms of reference

The terms of reference addresses the following specific issues:

- Review the Youth Employment Modules (YEM) under the National Youth Employment Programme (NYEP) with view to identifying provision made for Legally Employable Children (LEC).
- Collect and analyse field data and use the findings to make recommendations for promoting safe work for LEC, by proposing to the GYEEDA measures to mitigate the risk of exposure to the hazardous activities identified by the national comprehensive HAF on agriculture/cocoa, fishing (in-land) and mining (small scale mining).
- Develop comprehensive youth employment models that promote safe work for LEC and include risk assessment, employment training, work place improvement, apprenticeships, vocational training, and counselling and income generating activities.

1.4 Structure of report

The rest of the report is structured as follows: section two presents the method of consultation and field assessments. Here, the approach and design, tools, method of data collection and analysis are discussed. The third section reviews the GYEEDA modules with view to identifying the provisions and opportunities available for LEC while section four present the outcome of field assessment and consultation with key stakeholders on the proposed model. The fifth section presents and discusses the model, its objectives, institutional home, results frameworks, assumptions and preconditions, etc. The sixth section ends with some concluding remarks and recommendations.

2. Approach and methodology

2.1 Project design

The design for executing this assignment involved the use of a number of qualitative and quantitative methodologies including desk review, field observation, individual interviews/consultations with key stakeholders, technical review meetings with stakeholders to discuss progress and outcomes, etc. The subsequent sections elaborate on the process and specific methods that were employed at each stage of the assignment.

2.2 Desk review

The team first collected and studied background information on the subject matter including the National Youth Policy, GYEEDA Modules, and National Hazardous Activity Framework (HAF); the National Plan of Action for the Elimination of WFCL, ILO Convention No. 138, No. 182 and Convention No. 184 (safety and health in agriculture). A policy analysis grid was used to assess the various youth employment modules against key indicators such as stated provision and opportunity for LEC, existence of capacity building arrangement for LEC including girls, challenges to employing LEC (including girls) as well as gaps in the various modules relating to LEC.

2.3 Field assessment and consultations

Field assessment was conducted in six (6) communities in three districts, namely: Adadientem and Ahwenease in the East Akyem District of the Eastern region (representing small scale mining communities); Ada and Ada Foa in Ada East; Greater Accra region (inland fishing community along the Volta Lake), and Okorase and Amenase in Suhum Municipality (cocoa communities). In total, 213 youth in/out of school, unemployed and working and youth, who are not looking for jobs were reached with individual interviews. In addition, 36 employers in the three districts were interviewed to ascertain their perspective on the occupational and health and safety issues exposed by working children and options for providing safe work for children in this age bracket.

Other stakeholders including GYEEDA, Minerals Commission, Ministry of Fisheries, MMDA, CSOs were also interviewed. In addition a series of stakeholder consultation with the Project technical committees and National Steering Committee on Child Labour. Annex 2 presents the list of stakeholder's interviewed.

A number of tools were developed for the field assessment. This included semi-structured interview guide for institutional stakeholder and informal sector employers in the targeted sectors and quantitative survey questionnaire and risk assessment guide for the youth and employers. These tools were used in addition to observation by the field teams. For details of the tools deployed, see Annex 2.

3. The GYEEDA modules and prospects for children of legal working age

3.1 Overview of GYEEDA

Formerly known as the National Youth Employment Programme (NYEP), the Ghana Youth Employment and Entrepreneurship Development Agency (GYEEDA) was established in October 2006 with the broad objectives of empowering young people to contribute meaningfully to the socio-economic and sustainable development of the nation. The programme seeks to support the youth between the ages of 15 to 35 years through job creation and placement in various economic ventures and social services throughout the country to transit from a situation of unemployment to that of employment.

Specifically GYEEDA seeks to:

- identify projects with economic potential that could generate employment for as many youth as possible;
- check the drift of the youth from the rural to urban communities in search of jobs, by creating those opportunities in the rural areas;
- harness the innate talents and energies of the youth towards productive and rewarding self-employment to enable them to contribute to national development; and,
- inculcate in the youth, a sense of patriotism, self-discipline and hard work so as to promote good morals and to help reduce deviance and poverty in the Ghanaian society.

3.2 Programme description and activities

At inception in 2006, the GYEEDA programme had three main features namely: self-employment opportunities, wage-earning jobs and voluntary service activities. The programme at that inception focused on the provision of essential social services that promotes good governance through the maintenance of law and order, environmental cleanliness and access to good education and health services; the provision of commission/fee-earning commercial activities.

Another key feature was the formation of cooperative groups to enable members gain synergy from activities of the groups. Members of the groups would then develop themselves to be financially-independent individuals, gainfully employed and capable of supporting/employing other members of the community.

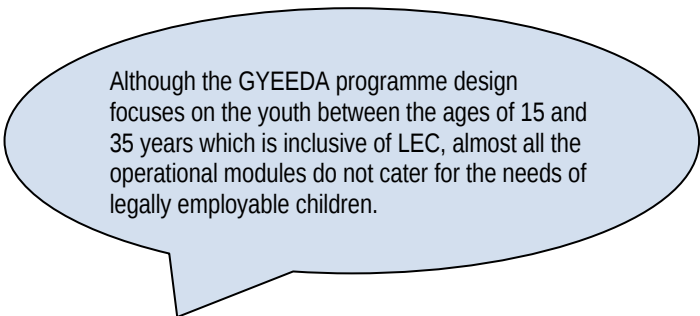
The programme was developed in two phases with the first phase focusing on short-term activities that engaged the youth in various gainful ventures for a period of 24 months.² Covering a wide spectrum of economic ventures and social service activities in various communities, each district was expected to choose a combination of such activities or modules, based on the relative comparative advantages possessed in the particular locality.

The second phase of the programme was to take a longer view of employment issues within the context of the then Growth and Poverty Reduction Strategy (GPRS II) framework. Young people recruited were, accordingly, expected to exit after two (2) years into permanent jobs in appropriate sectors of the economy, or to proceed for further education.

3.3 Key guiding principles of GYEEDA

As contained in its operational guidelines, GYEEDA programme had the following key guiding principles:

- provision of agreed stipend/allowances to beneficiaries for the period of their engagement, or until such time that their products/produce or services could be sold;
- implementation of the programme is to be guided by international labour standards (e.g. ILO Conventions No. 138, and No.182);
- respect for gender equality, non-discrimination against social and political groups and decentralization, partnership and decent work concerns;
- all districts are to commit and ensure the successful implementation of the Programme. Success was to be measured by the jobs created and self-employment opportunities generated for the youth in the districts; The beneficiaries would belong to registered co-operatives or other forms of associations and operate as members of these groups, and not as individuals;
- beneficiaries reside within the communities or localities in which the jobs or self-employment opportunities are to be set up to ensure that they benefited these communities;
- both the direct and support service costs of the Programme would be administered centrally, and would not be re-paid by the beneficiaries.



Although the GYEEDA programme design focuses on the youth between the ages of 15 and 35 years which is inclusive of LEC, almost all the operational modules do not cater for the needs of legally employable children.

² YEIG (2006). *Youth Employment Implementation Guidelines, Ghana Youth Job Corps 2006*, Ministry of Manpower, Youth and Employment.

To ensure sustainability, GYEEDA changed its policy focus in 2009 from the traditional modules which have pay roll implications to the self-employment modules such as Trades and Vocation modules through public private partnership so as to reduce the burden on payment of stipend for the Paid Internship Module. This has attracted International acclaim, with the BBC ranking GYEEDA as the best Youth Employment Programme in Africa in 2011.³

Available records indicate that as at December, 2012, over six hundred thousand, (600,000) beneficiaries were recruited by the GYEEDA. New modules were introduced and some of the existing modules such as the Youth in Security Services and Trades and Vocation were reviewed and expanded to meet the growing demand for youth employment in the country.

3.4 Description of GYEEDA modules

Presently GYEEDA has about twelve modules which focus on short-term activities that engage the youth in various gainful ventures for a period of twenty four (24) months (see Table 1 below). The finding of the review shows that the current GYEEDA modules focus on many sectors of the Ghanaian economy.

These include agriculture, health, education, security/community protection, environment (sanitation) and construction and services sectors. Although the programme design focuses on the youth between the ages of 15 and 35 years (which is inclusive of LEC), almost all the operational modules do not cater for the employment needs of LEC.

Table 1: GYEEDA modules by sector of operations

Name of module	Description of YEM	Sector of Focus
Youth in waste and sanitation	Youth between the ages of 18-35 years are recruited and given appropriate equipment and working gear to undertake the sweeping of the ceremonial and major streets of our towns and cities as well as de-silting of drains. Government does the recruitment and provides allowances to the youth.	Sanitation and environment
Health extension workers module	Youth between the ages of 18 to 35 years are engaged to assist with delivery of basic support services (e.g. cleaning, ward duties) at health institutions including clinics and health posts especially in rural areas.	Health
Graduate paid internship, vacation jobs, rapid revenue teams, volunteers programme	The module seeks to formalize internship and industrial attachments among in-and-out of school youth. This module is open mostly to tertiary graduates. Target the youth aged 18-35 years.	Service sectors
Community education teaching assistance	This module engages youth with at least second cycle level education to assist with delivering pre and basic school services in the rural areas. Target the youth aged 18-35 years.	Health and education
Youth in security & community protection + airport security + districts task force	Under this module, the youth are engaged to support the law enforcement agencies in maintaining law and order and keeping the peace. Target the youth aged 18-35 years.	Security
Agri-business + afforestation project	Under these modules, youth are engaged to set up sustainable agriculture related and afforestation ventures.	Agriculture

³ YEIG (2006). Youth Employment Implementation Guidelines, Ghana Youth Job Corps 2006: Ministry of Manpower, Youth and Employment.

Name of module	Description of YEM	Sector of Focus
Skill training/business setups & mentoring projects (ICT repairs, YESDEC, film production, artisanal projects etc.)	These modules engage the youth in economically viable ventures such as ICT, photography etc. Target the youth aged 18-35 years.	Varied sectors (small scale industrial sectors)
Youth in trade and vocations	Youth are engaged and set up in productive business ventures under this module. activities include iron monitoring & metal works; tailoring, fashion & design-making, batik tie & die; block-making, prefabricated and concrete work; construction-related artisan services (e.g. masonry, tiling etc.); aluminium/glass window & doors fabrication ; beautician and hair-dressing, barbering ; tools fabrication and machine shop services, and ; carpentry and woodworks. Target the youth aged 18-35 years.	Varied sectors (small scale industrial sectors)
Youth in construction/youth in housing and construction	Youth with artisan skills such as plumbers, painter, steel benders and carpenters are attached to registered construction groups. Target the youth aged 18-35 years.	Construction sector
Youth in eco-brigade	Youth groups are engaged in oil spillage recovery and other environmental conservation activities. Target the youth aged 18-35 years.	Environment & sanitation
Youth in mining/oil exploration	This module provides for engaging youth in modernized and regularized mining operations. However, it is yet to be fully operational. Target the youth aged 18-35 years.	Mining oil and Gas

3.5 Opportunities for LEC including girls

Almost all the current GYEEDA modules have profound opportunities for LEC. This includes the Skill Training/Business Setups and Mentoring Programmes (ICT Repairs, YESDEC, Film Production, artisanal projects etc.); Youth in Trade and Vocations; Youth in Construction/Youth in housing and construction and Eco-brigade etc. (See Table 2).

Also significant number of the GYEEDA modules such as skills training and business setups and mentoring programmes, and the Youth in Trade and Vocation, if implemented effectively have greater potential to contribute meaningfully to the productive sectors of the Ghanaian economy. This is because; these modules seek to build the entrepreneurial capacity of the youth to be productive in many sectors of the economy. It also provides start up tools and equipment as well as technical support including training and mentoring to these youth. Clearly, if well targeted and implemented, these modules could unleash the entrepreneurial potential of the youth including older children.

Almost all the current GYEEDA modules have profound opportunities for legally employable children.

Significant numbers of the GYEEDA modules such as skills training and business setups and mentoring programmes, and the Youth in Trade and Vocation, if implemented effectively have greater potential to contribute meaningfully to the productive sectors of the Ghanaian economy.

Table 2: GYEEDA modules and opportunities for LEC including girls

Name of YEM	Opportunity for LECs including girls
Youth in waste and sanitation	Targets youth 18-35 years. Provide placement services for you to be engaged in sanitation and waste collection. The youth are mainly engaged in activities such as sanitation guards, a forestation, and waste collectors. When health and safety safeguards are put in place, LEC may be engaged under this module.
Health extension workers module	Generally, GYEEDA targets youth between the ages of 15 to 35 years of age who are out-of-school for at least a year, without employment, and who have a minimum of BECE. In practice no space has been created for LECs under this module. Opportunity however exists for LEC through the apprenticeship mechanism. The module place emphasis on sound working environment and occupational health and safety principles which makes it attractive to LEC.
Graduate paid internship, vacation jobs, rapid revenue teams, volunteers programme	Beneficiaries within 15 – 17 years of age are not eligible for employment under this module.
Community education teaching assistance	There is an opportunity for engaging some LECs with the SSCE qualification under this module. However, eligibility for engaging youth in the formal sector internship (apprenticeship) is limited to those 18 although the legal minimum age for work in Ghana is 15 years.
Youth in security & community protection + airport security + districts task force	There is a possibility that LECs with the SSCE qualification could be engaged under this module. However, eligibility for engaging youth in the formal sector internship is limited to those 18 years and older, per the operational module.
Agri-business + afforestation project	There are clear opportunities for engaging LECs under this module, as most agricultural activities take place within the ambit of the informal sector. However, this has not been made explicit in the policy document.
Skill training/business setups & mentoring projects (ICT repairs, YESDEC, film production, artisanal projects etc.)	There are many opportunities for engaging LECs under these modules as most of them are in the informal sector and they do not require high educational qualifications to be functional.
Youth in trade and vocations	There are opportunities for engaging LECs as a number of apprenticeship arrangement could be deployed for them.
Youth in construction	Module meant for youth with skills of which most LEC may be excluded.
Youth in eco-brigade	Whiles LEC may be included in this module, issues of hazards need to be addressed as defined in the national hazardous activity framework.
Youth in mining/oil exploration	Apprenticeship opportunities may exist for youth. However clear guidelines may need to be in place to address issues of hazards, occupational health and safety issues.

3.6 Existence of capacity building arrangements for LECs

As shown in Table 3, most of the current GYEEDA modules have no provision for apprenticeship. Only the Skill Training/Business Setups & Mentoring module (i.e. ICT Repairs, YESDEC, Film Production, artisanal projects etc.) have some form of apprenticeship component. Three of the modules have vocational training components which may be improved to include LEC. These modules are Skill Training/Business Setups & Mentoring; Agri-Business and Afforestation; and Youth in Security and Community Protection components.

The data also reveal that 5 out of the 12 modules have income generation activity components. This includes Youth in skills training and business set up; Agri-business etc. (See Table 3).

The results so far show that fewer modules have provision for apprenticeship, vocational training and income generation activities. To comprehensively address the needs of LEC, these modules would have to be improved with these elements as children within this aged 15-17 years do not have the requisite skills to perform effectively on the job without some form of training or apprenticeship.

Table 3: GYEEDA modules and existence of capacity building arrangements for LEC

Name of module	Existence of capacity building arrangements for LECs including girls		
	Apprenticeship	Vocational training	Income generating activities (IGA)
Youth in waste and sanitation	No provision for apprenticeship under the module.	No vocation training for LECs under this module.	Youth provided with allowances/stipends.
Health extension workers module	No provision for apprenticeship under the module.	No vocation training for LECs under this module.	Youth provided with allowances/stipends.
Graduate paid internship, vacation jobs, rapid revenue teams, volunteers programme	No provision for apprenticeship under the module.	No vocation training for LECs under this module.	Youth provided with allowances/stipends.
Community education teaching assistance	No provision for apprenticeship under the module.	General life skills and training is provided to youth but excludes LEC.	Youth groups are set up in ventures to enable them make an income from their activities.
Youth in security & community protection + airport security + districts task force	No provision for apprenticeship under the module.	Some form of vocational training arrangement exists but not for LEC under this module.	IGA opportunities exist under module.
Agri-business + afforestation project	No provision for apprenticeship under the module.	There is basic life skills and vocational training under module.	Youth engaged under this module are set up in a business after completion of training.
Skill training/business setups & mentoring projects (ICT repairs, YESDEC, film production, artisanal projects etc.)	Provision for apprenticeship exists under module.	Some forms of vocational training arrangement exist under module.	Youth engaged under module are to benefit from basic tools and technical support to enable them bid for contracts from their District Assemblies.
Youth in trade and vocations	No provision for apprenticeship under the module.	This module does not include vocational training.	Youth may earn income from activity.
Youth in construction/youth in housing and construction	No provision for apprenticeship under the module.	There are no specific arrangements made for LECs under this module.	Youth provided with allowances/stipends.

3.7 Challenges to employing LEC

Major barriers that prevent the inclusion of LEC within the current GYEEDA modules include: lack of basic skills of LEC in meeting the eligibility requirement of some of the modules. In addition, most of the modules have a minimum age requirement of 18 years which automatically exclude the employment of LEC.

Table 4: Challenges to employing LEC

Name of module	Challenges to employing LEC including girls
Youth in waste and sanitation	Module is targeted mainly at tertiary students.
Health extension workers module	LECs are legally disqualified from being engaged under this module.
Graduate paid internship, vacation jobs, rapid revenue teams, volunteers programme	LECs are legally disqualified from being engaged under this module.
Community education teaching assistance	The policy makes no specific provisions for engaging LECs although opportunities exist.
Youth in security & community protection + airport security + districts task force	There are no clear challenges to engaging LECs under this module.
Agri-business + afforestation project	There are no clear challenges to engaging LECs under this module. But occupational health and safety procedures need to be enforced and implemented.
Skill training/business setups & mentoring projects (ICT repairs, YESDEC, film production, artisanal projects etc.)	The starting age for all GYEEDA operational module (18 years) exclude LEC.
Youth in trade and vocations	There are no clear challenges to engaging LECs under this module.
Youth in construction/youth in housing and construction	LECs are legally disqualified from being engaged under this module.

3.8 Summary of major gaps and key issues

From the review of the modules, while opportunities exist in the current modules for LEC, they are excluded in practice from participating since the starting age requirement is 18 years. Few of the modules particularly those with vocational training, apprenticeship components may suit the needs of LEC if occupational health and safety issues are addressed.

To make informed decision about the practical suitability of the existing modules for LEC, risk assessment is necessary at GYEEDA work sights. The risk assessment should outline practical measures that need to be put in place to allow the enrolment of LEC into the current modules. However, GYEEDA is presently undergoing some restructuring which has rendered almost all its modules inactive. Field observation is therefore not feasible.

Further, the current GYEEDA operational modules do not cover the in-land fishing, cocoa and the small scale mining sectors. These are however one of the key sectors where child labour activities are prevalent. Field assessment is therefore necessary in these sectors in coming out with a model of youth employment for older children. The results of the assessment could provide some useful guidance on the form of the proposed model for LEC which could be super imposed on the current GYEEDA models to address the occupational health and safety issues in those modules.

4. Outcome of field assessment and consultations

4.1 Introduction

The field assessment sought to achieve the following outcomes:

- Assess the risk and Occupational Safety and Health (OSH) issues in the three key sectors namely: inland fishing, small scale mining and agriculture/cocoa sector.
- Understand the key needs of the youth in these sectors in relation to employment and their perspectives on the form of any employment model that seeks to address their needs.
- Solicit the views of employers in the three sectors on how the employment needs of LEC can be addressed while mitigating risk of exposure to hazardous activities.

4.2 Key findings from field study

4.2.1 Demographics of legally employable children

Table 5 provides important characteristics of the youth met during field assessment by gender, education and employment status. As presented in Table 5, two-thirds of respondents were boys while girls formed one-third of the youth interviewed. Respondents that have never attended school and those that have dropped out of school formed one-tenth (11 per cent) each of the sample.

Dominant reasons for LEC dropping out of school includes desire to work (37 per cent) and other economic reasons (25 per cent). This suggests that the youth are more likely to patronize employment models that provide decent work and income opportunities. That is either paid work or self-employment.

In relation to employment history, the results show about two-thirds of the youth are only schooling while one-fifth are in 'work only'. Those combining school and work are less than one-tenth of the sample. The data show that little over one-fourth (26 per cent) of the youth are into some form of work.

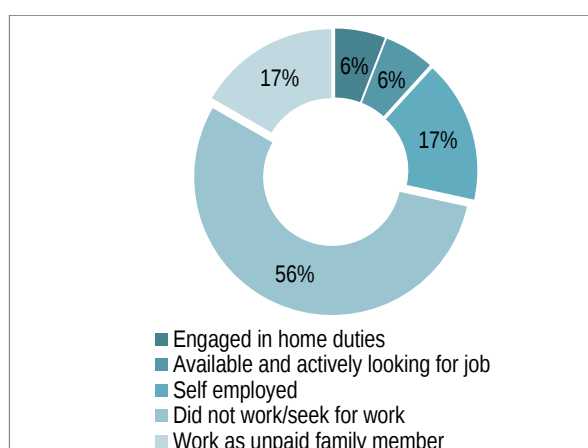
Table 5: Demographic characteristics of youth

Characteristics	Overall		Age of respondents		
	Freq.	Percent.	15 years	16 years	17 years
Sex (n=213)					
Male	136	63.8	5.2	16.0	42.6
Female	77	36.2	6.1	18.3	11.7
Educational achievement					
Currently in basic school	123	57.7	26.8	14.1	16.9
Currently in secondary school	12	5.6	1.4	0	4.2
Completed basic school (JHS)	30	14.1	-	7.0	7.0
No schooling	24	11.3	1.4	4.2	5.6

	Overall		Age of respondents		
Drop out at basic school	24	11.3	2.8	4.2	4.2
	213	100	32.4	29.6	38.0
Reasons for dropping out of school (n=24)					
Wanted to start working	9	37.5	-	-	37.5
Economic reasons	6	25.0	12.5	12.5	-
Failed examinations	3	12.5	12.5	-	-
Did not enjoy schooling	3	12.5	-	12.5	-
Relocation	3	12.5	-	12.5	-
Employment status (n=213)					
Only in school	135	63.4	35.2	14.1	14.1
Only in work	42	19.7	1.4	7.0	11.3
Combining school and work	15	7.0	0	0	7.0
Neither in school nor work	21	9.9	2.8	2.8	4.2

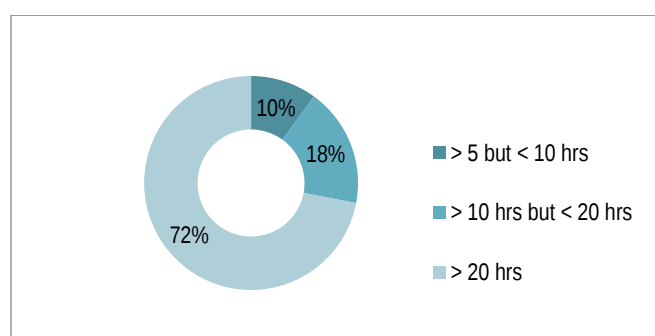
4.2.2 Activity history of youth

Figure 1: Activity history of youth



Youth respondents (15-17 years) were asked what they have been doing immediately after completing their school. This was to afford the team to understand their job seeking behaviour and subsequent development of the model. The results indicate that few respondents have made transition into employment immediately after school as self-employed individuals (17 per cent). Similar proportion of the youth has also been working as unpaid family member. In the majority of cases (56 per cent), the youth have not been seeking for work.

Figure 2: Hours worked/week



Employed youth were found to be working of more than 20 hours per week.

The primary motivation of youth working and schooling at the same time is to earn money/income. This implies that any youth employment model that does not consider income aspirations of vulnerable youth may be less likely to be successful.

4.3 Opinion and aspirations of youth

The survey asked the youth to give their opinion on the most useful qualities in finding a good job. Most youth respondents chose appropriate training course (62 per cent) followed by good general education and then knowledge of the business world. The results thus underscore the premium the youth place on training.

The results also show that most youth prefer to start their own business 55 per cent followed by working for the government (28 per cent) and work on own/family farm (7 per cent). This suggests that any model that supports entrepreneurship ventures would be welcomed.

Any youth employment model that does not include the income aspirations of the youth is less likely to be successful.

Figure 3: Preferred type of work

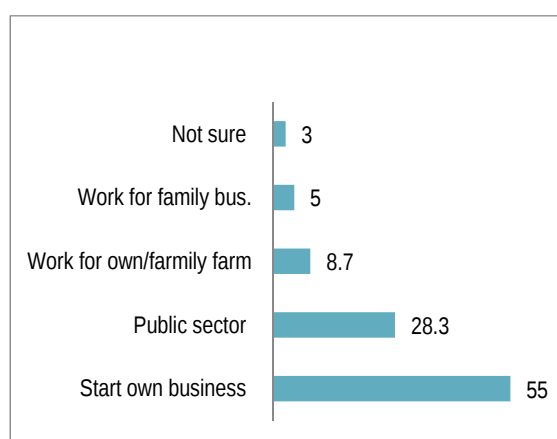


Figure 4: Most useful qualities in finding a job

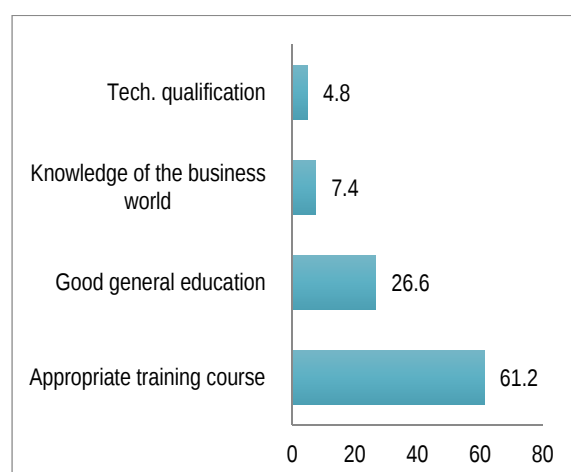
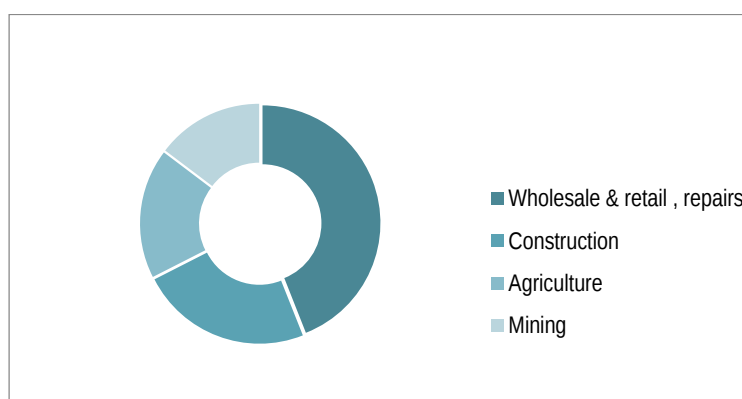


Figure 5: Preferred sector to work



To further get a sense of the sector of preference for youths, respondents were asked which sector they would ideally love to work. Close to half (44 per cent) prefer wholesale and retail trade, followed by construction sector (23.5 per cent) and then mining (17.8 per cent).

4.4 Training/apprenticeship history

None of the employed youth have ever received any form of training relating to what they do be it apprenticeship, mentoring, training in new technologies, business development, etc. In fact, the youth were all working in the informal sector without any form of structured employment. This was corroborated by informal sector employers interviewed who confirmed that no training has been provided to their young workers in the past 12 months. Further discussion with them revealed most of the young workers are casual workers. As one small scale miner put it:

"Most of the [young] workers come here for [casual work] 'by day'...we have no permanent workers here. Our job is such that it is difficult to know how much you will get from a concession. Sometimes you will get gold after digging, sometimes nothing! So we don't even think about training. And let me be honest, I don't think it is appropriate to train my young workers...We train them, they get the experience, then they run away...they get their own concession and start competing with you."

Employer, Adiantam.

4.5 Factors considered by employers in recruiting young people

Employers consider a number of factors in the recruitment and employment of young people. We find that the nature of job informed the criteria or factors they considered before employing young people. Whether it is manual job in fishing, mining or cocoa farming sector, the sex and job experience of the job seeker is highly considered. For instance, 35 per cent of employers in the production sector interviewed considered job experience (35 per cent) when recruiting young people; followed by sex (30 per cent).

However, employers indicated that they target people with good education background, job experience, and past training when recruiting job seekers to do

administrative work (See Table 2). In all, job experience is highly considered in both manual and professional or administrative work. As fishing canoe owner in Ada Foah put it:

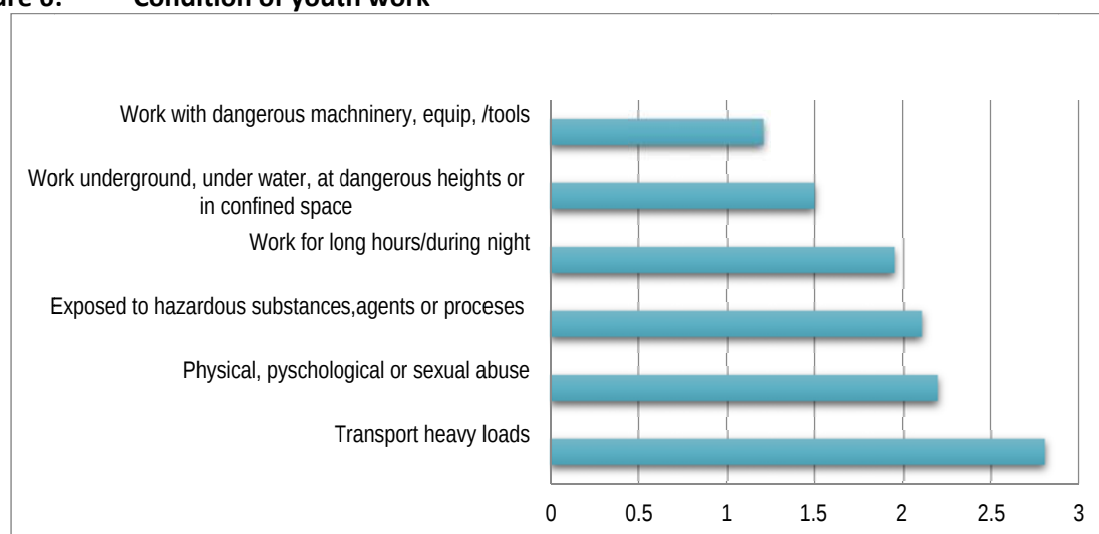
“As for me when you want to join us, I check whether you have done the job before...In fact you must know how to swim, direct the canoe during fishing and how to position the net for good harvest.”

Amanartey, Ada Foah.

Table 6: Factors considered by employers in hiring

Factors	Administration/professional worker		Manual/production worker	
	No	%	No.	%
Sex	2	5	10	27.8
Age	2	10		0.0
Education	12	30	4	11.1
Marital status	2	0	2	5.6
Previously trained	8	20	2	5.6
Job experience	10	25	12	33.3
Ethnic belonging	2	5	2	5.6
Other	1	5	4	11.1
	36	100	36	100

Figure 6: Condition of youth work



4.6 Risk and OSH assessment findings

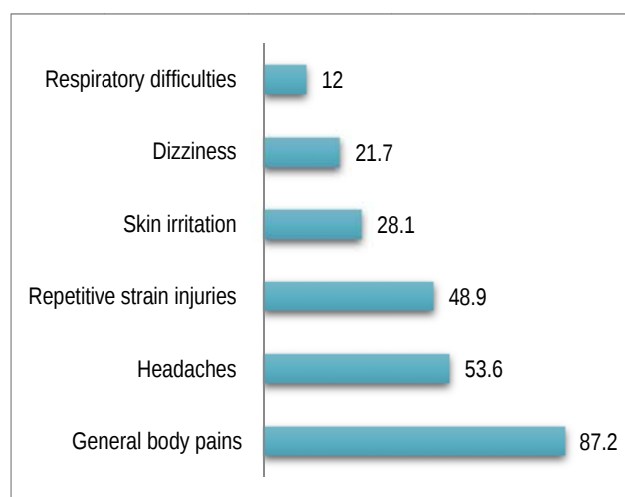
Using the hazardous activity framework for Ghana as a benchmark; and other occupational health and safety assessment tools, the extent of exposure of the youth to hazardous activities was documented across the three sectors.

4.6.1 Youth exposure to hazards

Generally, the youth were found to be exposed to a number of occupational hazards which per the national hazardous activity framework (for the various sectors) can be

considered as prohibited activities. These activities include the transportation of heavy loads, exposure to hazardous substances or chemicals injurious to their health; working for long hours and sometimes during the nights etc. Also, significant numbers of working youth were found to be exposed to physical, psychological and sexual abuse (See Figure 6). It was further noted that most youth have no knowledge or unable to recognize a hazardous situation. Some youth particularly in the cocoa sector reported using sharp farm tools (cutlasses, hoes, etc.) under no supervision by adults.

Figure 7: Most prominent injuries



4.6.2 Most prominent injuries/acute hazards

The most prominent injury or acute hazards reported include: general body pain and/or injury to the neck, shoulders, back, lower back, and waist. This was followed closely by repetitive strain injuries/injuries⁴ to muscles when they are over used. Other reported injuries included headaches, dizziness, respiratory difficulties, skin irritation (See Figure 7). The reported injury was more common among the youth working in small scale mining sites than cocoa and fishing.

Below are some qualitative insights on injuries experienced by youth.

"I feel tiredness throughout my body after work every day."

A 16 year old youth involved in Galamsey, Adladientem, East Akim.

"Sometimes I feel sharp pain in my waist and neck shoulders after weeding on the farm or when I carry cocoa pods to the breaking site."

A 17 year old boy, Okrase, Suhum.

"I sometimes feel severe pain in my arms and waist when I return from fishing."

A 15 year old teenage boy, Ada Foa.

⁴ Repetitive strain injuries are injuries to muscles when they are overused or used for a long time in doing an activity, especially if a lot of force is applied. Injuries of this type mainly affect the arms, fingers, and shoulders.

When asked whether youth were aware of the kind and cause of their injury, it was found that almost all the youth particularly in the small scale mining sector have no knowledge about the kind of injury they were experiencing. Neither do they have any knowledge on the causes and effect of such injuries.

4.6.3 Use of personal protective equipment

Use of personal protective equipment was found to be unavailable to about 92 per cent of the youth interviewed. Some youth observed on sights were found to be using bare hands in their *galamsey* operations. Some youth were without any footwear. In the cocoa sector for example, different type of PPE including boots, gloves, goggles, respirators, and hats, are recommended for different tasks. Youth interviewed mentioned not using any of these PPEs. Similarly within the fishing sector, the use of life jacket is a key PPE but unavailable to almost all the youth interviewed. This underscore the dangers the youth in these sectors are exposed to.

4.6.4 General hygiene and sanitation

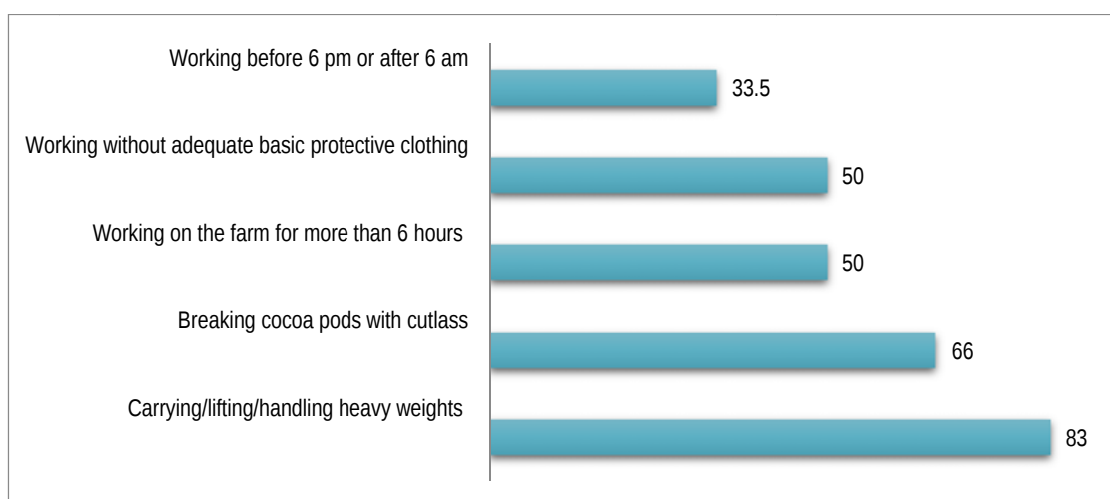
General hygiene and sanitation conditions were also assessed to be very poor particularly among youth engaged in small scale mining activities and cocoa. Youth in small scale mining are even exposed to more serious environmental hygiene conditions. They drink water contaminated with heavy and poisonous metals, work in muddy waters and exposed to dust and polluted air resulting from the use of mercury and other chemicals.

4.7. Summary of hazardous activities in three sectors

Agriculture/cocoa sector

The most recurring prohibited activities engaged by children in the cocoa sector are carrying, lifting and handling heavy weights. This was closely followed by breaking cocoa pods with cutlass. It was noted that children do not put on any gloves when engaging in this activity neither have they been trained in the use of this hazardous tools. Working on the farm for more than six hours was also reported by the youth interviewed. This practice was reportedly more common during school vacation and farming season (see Figure 8).

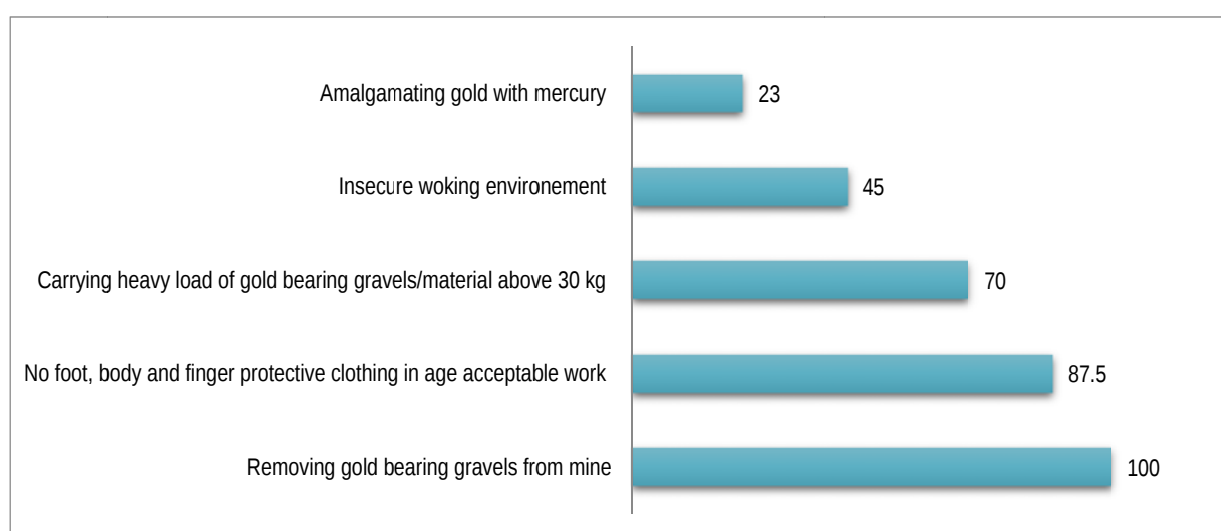
Figure 8: Prohibited work in cocoa



Small scale mining

Within the small scale mining sector, it was observed that the youth were directly involved in the removal of gold bearing gravels from mine; and works without adequate foot, body and finger protective clothing (Figure 9). Also significant, were youth found to be carrying heavy loads while others were involved in the use of mercury to extract gold. Another safety issue observed within the small scale mining communities is security. Because of the clamp down on the activities of illegal mining in the country, *galamsey* operators including the youths are regularly chased out by the police cum military personnel thus exposing them to various forms of violence including physical abuse.

Figure 9: Prohibited activities in small scale mining



Inland fishing

Prohibited activities engaged by the children in fishing communities included diving into deep waters to disentangle nets from the stumps or other purpose, scooping water from the canoe on water and going on long fishing expedition (See Figure 10). The youth

were found to carry out youth these activities without the use of any life jackets thus exposing them to the danger of being drowned.

"Sometime, it is dangerous under water especially when you have your net stuck by stumps under the river and you have to go and remove it."

Youth fisherman, Ada.

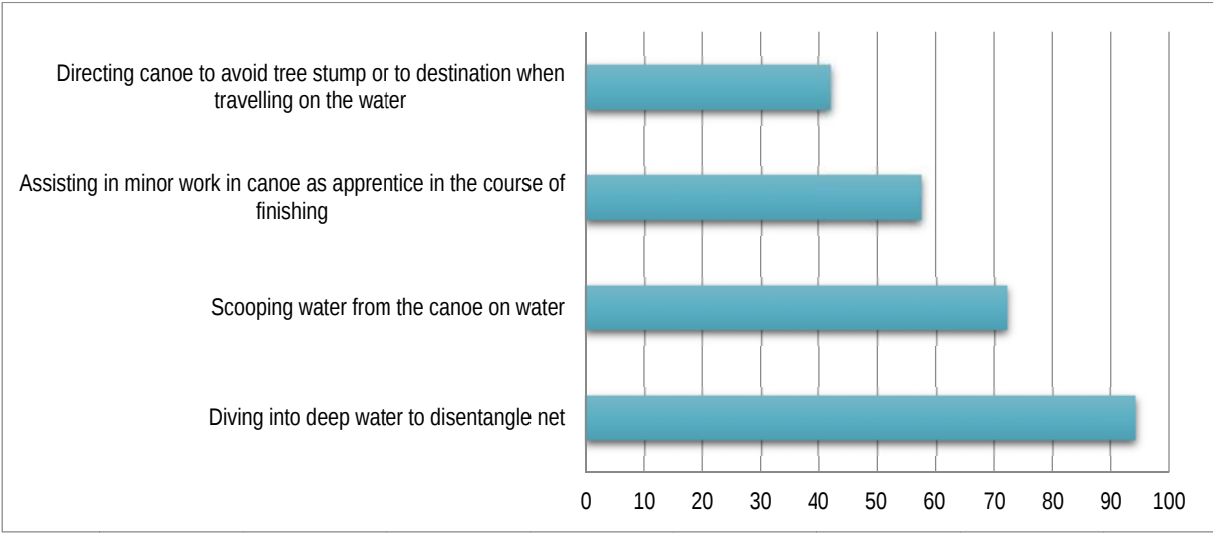
"I normally get too tired [after fishing] especially if the night was a busy night. You will need to work through out to support the team."

Youth fisherman, Ada.

"I do thing like taking water out of the canoe, organizing the catch fish, net etc."

Youth fisherman, Ada Foa.

Figure 10: Prohibited activities in inland fishing



4.8 Perspective of stakeholders on promoting safe work for LEC

4.8.1 The youth (15-17 years)

The perspective of the children was sought as to how to promote safe working environment for LEC. Creating of a decent enabling environment was topical among the suggestions made by children. Others also suggested training and awareness creation on the risks of engaging in hazardous activities. This was summed up by one child worker in Adadientem.

"We can reduce the number of hours we work. We can reduce using dangerous substances, tools or equipment if we can get some sort of training."

A small scale miner, Adadientem.

To promote safe work, some children suggested that expanding access and completion of formal schooling or pre-vocational training would be critical for them to enter the labour market with some skills. Those who have weak qualification to enter into formal

education and training suggested that apprenticeships system can help them acquire some skills suitable to progress in their career. According to them, the apprenticeship system would create opportunity to build up economic networks that will facilitate the establishment and running of their own businesses.

Child workers in the mining sector believe that improving their work environment would go a long way to promote safe work for them:

"Everybody working here needs protection because the work here is dangerous! The people who give us jobs should make sure they have appropriate tools to protect everyone working here. We the young ones normally suffer accidents or illness as a result of our work."

A child miner, Adadientem.

"In some days, you have to skip work because; your whole body is paining you. But what can you do? You have to come the next day before you are replaced!"

A child miner. Ahwenease.

4.8.2 Informal sector employers

It is on record that employers play the most critical role in protecting young workers on the job.⁵ Employers interviewed believe they are responsible for ensuring that the working environment is safe by making sure that they follow the safety rules or procedure at work, put on the right personal protective equipment (PPEs) as required by law.

"It is our duty to ensure that the work place is safe by providing the necessary protective equipment ... I always advise my sharecroppers to put on gloves, mask and follow the necessary protection guidelines when spraying the [cocoa] farms and applying fertilizer."

Farm owner, Okorase.

"We always make sure everyone is safe. We let them know about the dos and don'ts governing our work. I think this is the role we can play as employers to ensure safe work for our young workers."

Kaateh, Ada Foah, a fishing community.

Employers were further asked about their *motivation* for promoting safe work for young people. The recurring view was that they want to prevent accident, sickness, and absenteeism. They believe strongly that these affect productivity so it is in their own interest to make the working environment safe.

"My brother, it is always good to prevent accident at work place if you have the means to do that otherwise you will lose as employer. If the people get serious injury he or she will not be available to work. May be that [person] is the most experience worker. So it is better to promote safe working place to avoid accident, sickness and anything that will cause your workers to stay home."

Cocoa farm owner, Amenase.

⁵ See: https://www.osha.gov/dte/grant_materials/fy10/sh-20864-10/youth_employers.pdf.

5. Proposed model for employment of children of legal working age

5.1 Description of the model

The Smiling Youth Model is in response to existing gaps in the institutional arrangements for enhancing access to safe, non-hazardous employment (paid work/job) among disadvantaged LEC. The model is also in line with the Government of Ghana development priority on employment which is succinctly phrased in the Ghana Shared Growth and Development Agenda, thus: “...accelerated employment creation and income generation for poverty reduction.” The overarching and sub objectives of this model are elaborated below.

5.1.1 Long term objective of Smiling Youth Initiative

The long term objective of this initiative is to contribute to reducing unemployment, poverty and promoting economic wellbeing of legally employable children. With this overarching objective, the emphasis will not only be on getting disadvantaged LEC employed but also ensuring that the work is safe as well as rewarding and carried out in an un-hazardous workplace. As such, in addition to the provision of technical skills training and apprenticeship opportunities, young people will be oriented on personal skills competencies, among others, to enable them eke out a reasonable quality of life. It is expected that the provision of technical skills training, apprenticeship and other personal as well as career development competencies will positively enhance the current and future employability of beneficiaries. In this way, the model will be contributing to enhancing the prospects of beneficiaries to attract high-wage jobs on completion of their training and in future as adults. By this, the model will thus facilitate the breaking of the inter-generational poverty cycle in the long term.

Another direct benefit expected from the implementation of this model in the intermediate term is the reduction in the current level of mismatch between the skills set of newly trained graduates and the skills requirements of employers. As per the Smiling Youth Model, beneficiaries will receive formal training from TVET institutions while working at the same time under the mentorship of an experienced industry player both in the formal and informal sectors under a structured arrangement. This model will ensure that industry players and TVET instructors, through regular feedback mechanism, tailor their training services not only to respond to the needs of employers but also the learning capacities of beneficiary LEC. The sub objectives to be realized for the attainment of the above-stated overarching objective are provided below.

5.1.2 Sub-objectives of the Smiling Youth Initiative

- To facilitate the completion of the functional formation of LEC through general life skills competencies, apprenticeship and formal training opportunities.
- To provide LEC access to safe work, mentoring and career guidance support to enhance their employability.

- To enhance the suitability of LEC for the practical demands of the job market and self-employment.

The actual operation of the Smiling Youth Model is presented in the next section.

5.2 Smiling Youth Model in action

The Smiling Youth Model envisions a tripartite framework comprising government (Ministry of Employment and Social Relations), private sector employers, and TVET institutions teaming up to comprehensively address the challenge of unemployment and worst forms of child labour among legally employable children by enhancing their employability. To kick start the process, it is vital for government through the Ministry of Employment and Labour Relations not only to lead but to own the process and ensure that all other stakeholders fully understand their expected roles and responsibilities. It is crucial for the Ministry to sensitise other key stakeholders on the benefits available for them in the package.

Through effective stakeholder engagement and suasion, it is expected that the relevant stakeholders will accept to support or participate in the initiative. To ensure shared understanding and predictability of expectations in respect of roles, responsibilities and benefits, it is proposed that the tripartite arrangement between government, and individual employers and TVET institutions interested in the initiative is set in a Memorandum of Understanding (MoU). The MoU shall include binding pronouncement on occupational health and safety to ensure that the youth are not exploited.

The model envisions the following core roles and responsibilities for the key stakeholders in the effective implementation of the initiative. It is expected that government takes responsibility for the cost of formal training of beneficiary LEC and stipends for the duration of the apprenticeship. In addition, government is expected to work out an attractive incentive package for private sector employers willing to participate in the initiative. This could take the form of tax incentives, or any other measures.

The respective private sector employers, for their part, are expected to engage disadvantaged LEC, provide them with apprenticeship or on the job training as agreed in the memorandum of understanding. This action is expected to be seen as part of their strategic corporate social responsibility as private sector firms as proposed by the NPA. In respect of the TVET institutions, they are expected to develop specific training programmes informed by comprehensive skills needs assessment with employers in targeted economic sectors (namely agriculture, mining and fishing etc.). This will ensure harmony between the practical/on-the-job training experience, and formal skills/vocational training to be delivered by accredited TVET institutions. The fees for the TVET training and stipends as already explained are expected to be borne by the government. The government can reduce the cost of training by accrediting specific training institutions and also organizing the training in batches. The government may also enter into specific arrangement with employers to take some percentage of the stipends once the youth have received training from accredited TVET institution. This is because, the youth at this stage, would be more productive on the job to merit the employer paying for his/her stipends. The details of the expected roles and responsibilities of key stakeholders need to be further elaborated based on feedback received during the stakeholder engagements at the initial stages of the operationalization of the model.

Once agreement among the key stakeholders regarding role, responsibilities and benefits is reached and defined in a Memorandum of Understanding, the next step is to sensitize disadvantaged LEC on the benefits, and structure of the programme as well as the mode of registration for enrolment. As far as possible, the registration should be district-based and free of charge to ensure that the enrolment of disadvantage LEC is not hindered either by distance or income poverty. It is proposed that registration be coordinated by the departments of Community Development and Social Welfare in each District Assembly or the District Labour Offices. The district offices of the National Board for Small Scale Industry (NBSSI) could also play complimentary role in operationalizing this model.

Subject to the total intake capacity of private sector employers willing to engage and offer apprenticeship job, the actual placement of registered disadvantaged young people is made by the Ministry of Employment and Labour Relations or a body designated for such placement by the Ministry. As far as possible, placement should prioritize, among others, factors such as distance to the workplace, career interest of the disadvantage LEC as well the core business focus of the employer. It is recommended that the programme steering or management committee come up with detailed criteria to guide placement of interested disadvantaged LEC as apprentices/trainees.

Prior to placement, all eligible legally employable children would be given general life skills training to orient them into the world of work and assist them to identify/shape their carrier paths. After this phase and in the course of their training, additional support in terms of career development skills would be provided.

Subsequent to the placement, the LEC are expected to be engaged by reputable employers or industry players in the various sectors of the economy at the district and national levels. It is however acknowledged that some districts may have fewer reputable private sector employers who could offer apprenticeship opportunities to these LEC. Notwithstanding, proper mapping by the district and occupational health and safety assessment and support could help bring more informal sector players on board to offer apprenticeship space for these youth. Once placed, these LEC will be given on-the-job training by their assigned employers as well as monthly stipend/allowances for twelve months.

After learning on the job for about a year, the LEC under a structured arrangement will be enrolled in a TVET institution (on part time basis) to earn a professional qualification (certificate) for the future. During the period of the TVET training, the LEC will still be engaged by the assigned employer but on part-time-basis until the completion of the training.

After completion of the TVET training, the LEC is expected to be engaged by the employer for additional 1 year during which they will be provided with career guidance support to secure permanent employment or be prepared (trained) for self-employment by enrolling in the Young Entrepreneurs Training Programme.

Thus, the formal skills training (toward vocational qualification) together with the work experience arrangement would enhance faster on-the-job learning by LEC and address the problem of skills mismatch within the labour market. Since the youth have been trained

on the job and polished up by TVET institutions, their productivity will be enhanced and will therefore be attractive (marketable) if their assigned employer is unable to keep them on permanent basis. The results model for the Smiling Youth Initiative is presented in the next section.

5.3 Results model of the Smiling Youth Initiative

A schematic description of the Smiling Youth Employment Model is presented in Figure 1. The schema provides an overview of all the projected milestones to be achieved upon the successful completion of each three-year cycle of the initiative. Next to the schema is Table 1 which shows the results matrix for the initiative. In the table, the relationship between the expected results, the intermediate as well as the immediate objectives are mapped with their corresponding indicators, baseline and targets specified.

Figure 11: Schema of proposed Smiling Youth Model

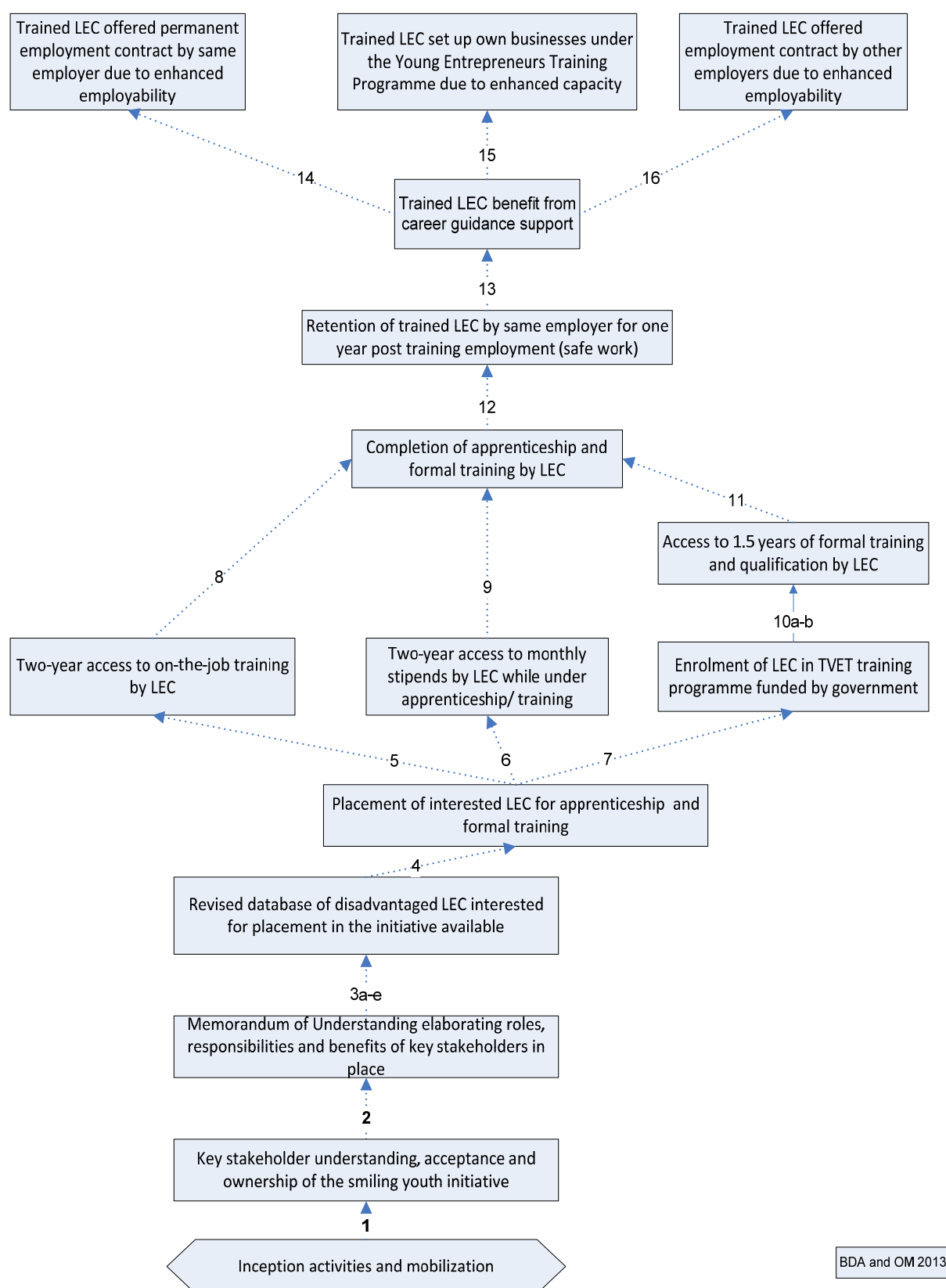


Table 7: Result matrix for Smiling Youth Initiative

Objectives		Results		Indicator	2014 baseline	2017 target
Intermediate objectives	To enhance the suitability of LEC for the practical demands of the job market and self-employment.	Intermediate outcomes	Trained LEC offered permanent employment contract by same employer due to enhanced employability.	% and # of trained LEC offered permanent employment contract by same employer.	tbd	tbd
			Trained LEC set up own businesses under the Young Entrepreneurs Training Programme due to enhanced capacity.	% and # of trained LEC who set up own businesses after exiting programme.	tbd	tbd
			Trained LEC offered employment contract by other employers due to enhanced employability.	% and # of trained LEC offered employment contract by other employers.	tbd	tbd
	To provide LEC access to safe work, mentoring and career guidance support to enhance their employability.		Trained LEC benefit from career guidance support.	Type/form of career guidance support provided.	tbd	tbd
	Retention of trained LEC by same employer for one year post training employment (safe work).		% and # of trained LEC retained by same employer for one year post training employment.	tbd	tbd	
Immediate objective	To facilitate the completion of the functional formation of LEC through apprenticeship and formal training opportunities.	Immediate outcomes	Completion of apprenticeship and formal training by LEC.	% and # of LEC successfully completing apprenticeship and formal training.	tbd	tbd
			Access to 1.5 years of formal training and qualification by LEC.	Nature of formal qualification.	tbd	tbd
			Enrolment of LEC in TVET training programme funded by government.	% and # of LEC enrolled in TVET training programme.	tbd	tbd
			Two-year access to on-the-job training by LEC.	% and # of LEC receiving on-the-job training.	tbd	tbd
			Two-year access to monthly stipends by LEC. while under apprenticeship/training.	Amount of monthly stipend given to # and % of LEC.	tbd	tbd
		Outputs	Placement of interested LEC for apprenticeship and formal training.	# and % of LEC successfully placed in apprenticeship.	tbd	tbd
			Revised database of disadvantaged LEC interested for placement in the initiative available.	# of persons on database of disadvantaged LEC.	tbd	tbd
			Memorandum of Understanding elaborating roles, responsibilities and benefits of key stakeholders in place.	# of MoU signed.	tbd	tbd
			Key stakeholder understanding, acceptance and ownership of the Smiling Youth Initiative.	# of key stakeholders engaged on the initiative.		

5.4 Main tasks or actions

The dotted numbered lines in Figure 1 (Schema of the Smiling Youth Model) represent the main tasks or actions needed to be undertaken as preconditions for the achievement of each of the projected results of the Smiling Youth Initiative. These tasks are specified in Table 4.

Table 8: Main tasks needed as preconditions to specific results

Dotted line	Main Tasks
1	Inception meetings and mobilization including organization of stakeholder sensitization meetings.
2	Negotiate and agree on terms of engagement among key stakeholders.
3a	Develop and sign Memorandum of Understanding between Government and respective key stakeholders.
3b	Conduct scoping study on private sector employment opportunities in each participating district with occupational health and safety lens. Compile a database of LEC intake capacities of respective employers participating in the initiative.
3c	Develop and validate training curricula and arrangement for formal training of LEC by TVET.
3d	Organize public awareness campaigns on the initiative.
3e	Undertake registration of disadvantaged LEC interested to participate in the initiative.
4	Carry out general life skills training for selected LEC prior to placement. Undertake placement of interested LEC in workplaces.
5	Provide on-the-job training for LEC.
6	Pay monthly stipends of LEC engaged in apprenticeship and training programme.
7	Facilitate the enrolment of LEC in TVET programme.
8-10a	Monitor, assess and provide feedback on the progress of LEC in the various strands of the training programme.
10b	Pay TVET institutions for training services.
11	Undertake end of training appraisal of LEC.
12	Discuss and offer LEC one year post training employment contract.
13	Provide regular career guidance support to employed LEC.
14	Support and recommend trained LEC for employment within organization based on performance.
15	Support trained LEC through the provision of advice to set up own businesses.
16	Support and recommend trained LEC for employment outside the organization based on performance.
17	End of cycle evaluation of the initiative.

5.5 Main assumptions and preconditions

One of the main assumptions and preconditions before, during and after the implementation phase of this initiative is that government and for that matter the Ministry of Employment and Labour Relations will remain committed to its priority of achieving accelerated employment creation and income generation for poverty reduction as stipulated in the Ghana shared Growth and Development Agenda (GSGDA). This assumption is

premised on the consistent inclination of government in the prioritisation of employment creation as evident in previous development plans starting from the Ghana Poverty Reduction Strategy (GPRS I), the Growth and Poverty Reduction Strategy (GPRS II) and the GSGDA. It is believed that government will always appreciate the important relationship between employment, poverty reduction and economic development and thus consider expenditures aimed at boosting access to safe, sustainable and high wage work as investment with high rate of return. The continuous commitment of government to employment creation will therefore inspire the needed political, institutional and financial support from relevant government Ministries, Departments and Agencies (MDAs) as well as Metropolitan, Municipal and District Assemblies (MMDAs) for the implementation of this initiative. They will show keen interest in the initiative, own it and champion its effective implementation by getting all other key stakeholders including private employers and TVET institutions on board through suasion and engagements. Also funds expected from government for the implementation of the initiative will be disbursed on time. At the district level, the commitment of the leadership and the staff especially the Social Welfare and Community Development and NBSSI department is expected to facilitate or support the registration of LEC interested in the initiative. In addition, it is assumed that Government will provide LEC monthly stipends to enable them eke out a living while undergoing apprenticeship.

With respect to employers, it is believed that the bottom line for private sector firms is profit maximization. This notwithstanding, it is common knowledge that the growing trend among forward looking business entities is to directly contribute to economic development in ways that promote their core business interest through strategic corporate social responsibility. It is assumed that private firms will readily see the benefits and the importance of contributing to training LEC to fit the needs of their respective businesses while having the privilege of first refusal to keeping the best. It is assumed that private sector employers will take keen interest in the initiative as a means to contributing to reducing the problem of mismatch between the skills set of newly trained persons and the demands of the job markets. However, given the increasing cost of doing business in Ghana, it is expected that government will inspire a positive decision from the private employers through the provision of an attractive incentive package. It is envisaged that private firms will devote attention to properly train LEC assigned them to become relevant in the workplace while ensuring that their safety is not compromised.

It is also assumed that private sector firms exists at the district level and have or can be supported to develop the requisite capacity to offer employment space for LEC. However there would be the need to map out private sector companies in various sectors at the district levels prior to placement.

In respect of the training service providers, it is assumed that the TVET institutions and by extension the Council for Technical and Vocational Education and Training (COTVET) will remain committed to their overall goal of ensuring that the “unemployed, particularly youth, are given competitive, employable and entrepreneurial skills within the formal and informal sectors, and that graduates coming out of formal, informal and non-formal TVET institutions are endowed with employable and entrepreneurial skills.” COTVET and TVET institutions are therefore expected to embrace the initiative and come up with curriculum that will suit the learning capacities of LEC as well as the needs of employers.

For the LEC beneficiaries and their immediate families, it is assumed that the initiative will be seen as a means to putting their career back on track. It is expected that LEC will show high level of enthusiasm and approach the apprenticeship and formal training with all seriousness.

5.6 Risks analysis and mitigation measures

Table 9: Risk analysis and mitigation measures

Risks	Expected Likelihood	Expected Severity	Mitigation Measure
1. Monthly Stipend provided disadvantaged LEC attracts their in-school colleagues out of school.	Medium	Medium	In deciding the size of monthly stipend by stakeholders, all relevant factors will be considered to ensure that it does not create perverse incentive.
2. Non-disadvantaged LEC get enrolled on to the initiative instead of the disadvantaged ones.	Medium	High	1. Key Stakeholders collectively agree on criteria or precondition for enrolment. This is closely adhered to during placement. 2. The employers and trainers will also validate the true status of LEC before and during the apprenticeship period. 3. The MELR and project stakeholders will discourage such practices during the public awareness campaigns organized prior to the commencement of the initiative.
3. LEC collect monthly stipends but fail to attend formal training sessions provided by TVET institutions.	Medium	High	Modalities for the prevention of abuse of the system will be collectively discussed and enforced by stakeholders. For instance, it could be agreed that payment of stipends is subject to the number of apprenticeship and formal training hours successfully completed.
4. Government fails to disburse its share of funding for the initiative on time.	High	High	MELR, Ministry of Finance and Ministry of Education and COTVET prior to implementation of initiative must agree on an alternative plan to pre-finance areas of implementation expected to be funded by government for later reimbursement.
5. Government fail to pay monthly stipends on time.	Medium	High	The government prior to implementation of programme must commit to ensure timely payment of stipends.
6. The risk of employers using the scheme to replace adult labour.	Medium	High	Monitoring mechanisms must be put in place during operationalization to ensure that employers do not exploit the scheme to replace adult labour at the work place.
7. The risk of the youth being subjected to hazardous work.	Medium	High	Labour officers and OSH officers should be adequately involved during implementation to ensure that LEC are not exposed to hazards at the work place.

5.7 Sustainability

5.7.1 Financial sustainability

The funding requirement for the implementation of the initiative is expected to be fully borne by government and private sector employers in a co-sharing arrangement. To ensure financial sustainability, it is expected that they will create a budget line for this initiative which can be traced to the national budget. Given the explicit government commitment to accelerate employment creation, there should be the political will and incentive to achieve this objective. With respect to employers, the recognition and appreciation from government for standing out as a socially responsible corporate entity in

the area of youth development and employment creation in itself is a motivation for their continuous participation and financing.

5.7.2 Institutional sustainability

The leadership of the in the formulation and implementation of this initiative will ensure its institutional sustainability as it is the central government ministry with the requisite mandate to address unemployment issues. The Ministry is mandated among others to ensure that children within the legal working age (15-17 years) are not engaged in hazardous work but rather have access to safe work. The initiative is also in sync with the National Plan of Action (NPA) for the elimination of WFCL which stipulates, thus, “the Labour department in collaboration with the Department of Factory Inspectorate, the Ministry of Health and the Ghana Health Service (GHS) will organize the development of measures for protecting working children in permitted activities (i.e. those not on the list of hazardous work).”

5.7.3 Policy level sustainability

The implementation of this initiative will certainly deepen the significance of the government priority to accelerating employment creation and income generation for poverty reduction as stipulated in the GSGDA. In addition, the implementation of the initiative will make operational sections of such legislations as the Children’s Act, 1998 (Act 562) and the 1992 Constitution of the Republic of Ghana. In addition, the initiative is in agreement with such international conventions as the United Nations Convention on the Rights of the Child, Article 32, ILO Convention No. 138, 1973, and the ILO Convention No. 182, 1999.

5.8 Institutional coordination and stakeholder responsibilities

The MELR will be the institutional home for the further elaboration, implementation and management of the Smiling Youth Initiative. To facilitate effective management of implementation, a steering committee is proposed comprising all the key stakeholders: MELR, COTVET, and Ghana Employers Association. In addition, TUC, GYEEDA and international partners such as ILO should be included. The responsibilities of stakeholders are indicated in Table 6.

Table 10: Responsibility for main tasks

Main tasks	Responsibility
Inception meetings and mobilization including organization of stakeholder sensitization meetings.	MELR
Negotiate and agree on terms of engagement among key stakeholders.	MELR
Develop and sign Memorandum of Understanding between Government and respective key stakeholders.	MELR
Compile a database of LEC intake capacities of respective employers participating in the initiative.	MELR
Develop and validate training curricula and arrangement for formal training of LEC by TVET.	COTVET, TVET
Organize public awareness campaigns on the initiative.	MELR
Undertake registration of disadvantaged LEC interested to participate in the initiative.	MELR
Undertake placement of interested LEC in workplaces.	MELR

Main tasks	Responsibility
Provide on-the-job training for LEC.	GEA, Respective Employers
Pay monthly stipends of LEC engaged in apprenticeship and training programme.	GEA, Respective Employers
Facilitate the enrolment of LEC in TVET programme.	COTVET
Monitor, assess and provide feedback on the progress of LEC in the various strands of the training programme.	MELR, ILO
Pay TVET institutions for training services.	MELR,
Undertake end of training appraisal of LEC.	MELR, ILO
Discuss and offer LEC one year post training employment contract.	GEA, TUC, Respective of Employers
Provide regular career guidance support to employed LEC.	GEA, TUC, Respective of Employers
Support and recommend trained LEC for employment within organization based on performance.	GEA, TUC, Respective of Employers
Support trained LEC to set up own businesses by providing advice.	GEA, TUC, Respective of Employers
Support and recommend trained LEC for employment outside the organization based on performance.	GEA, TUC, Respective of Employers
End of cycle evaluation of the initiative.	MELR, ILO

6. Conclusions and recommendations

6.1 Conclusions

Child labour is a pervasive problem in Ghana and a major contributing factor in the perpetuation of inter-generational poverty. Working children are the objects of extreme exploitation – works for long hours with minimal pay. They work under severe working conditions and are often not provided with the stimulation for proper physical and mental development. This menace not only jeopardizes the wellbeing of these children but also their families and communities. To break this cycle, this report evaluates the Ghana Youth Employment and Entrepreneurial Agency Programmes with view to identifying the opportunities for LEC. It also presents a core model to address the problem of youth unemployment for disadvantaged children (aged 15-17).

While there are profound opportunities in the current GYEEDA modules for LEC, they are excluded in practice since GYEEDA has pegged the minimum qualifying age at 18 years. In particular the report shows that significant numbers of the GYEEDA modules (e.g. skills training, business setups and mentoring programmes, and the Youth in Trade and Vocation), if implemented effectively have greater potential to contribute meaningfully to youth employment and the productive sectors of the Ghanaian economy.

However were GYEEDA to allow children to participate in its programme, there would be the need for risk assessment to address occupational health and safety issues prior to the placement of LEC. The report also reveals that small number of the GYEEDA modules particularly those with vocational training and apprenticeship components could readily address needs of LEC once occupational health and safety issues are addressed.

The Smiling Youth Model addresses existing gaps in the institutional arrangements for enhancing access to safe, non-hazardous work among disadvantaged LEC. This core model (which could be applied in many employment sectors, albeit with little variations) envisions a tripartite framework comprising government, private sector employers, and TVET institutions to comprehensively address the challenge of unemployment and worst forms of child labour among LEC by enhancing their employability. In particular, the government is tasked under this model to take responsibility for the cost of formal training of beneficiary LEC and stipends for the duration of the apprenticeship. Government is also expected to work out an attractive incentive package for private sector employers willing to participate in the initiative. Private sector employers, for their part, are expected to engage disadvantaged LEC, provide them with apprenticeship or on the job training as agreed in the memorandum of understanding. This action is expected to be seen as part of their strategic corporate social responsibility as private sector firms as proposed by the NPA. In respect of the TVET institutions, they are expected to develop specific training programmes informed by comprehensive skills needs assessment with employers in targeted economic sectors (namely agriculture, mining and fishing etc.). This will ensure harmony between the practical/on-the-job training experience, and formal skills/vocational training to be delivered by accredited TVET institutions.

There is indeed hope in addressing the problem of youth unemployment and the involvement of disadvantaged children in hazardous activities. While the component of the

Smiling Youth Model has been described in detail in this report, the following recommendations is worth considering in implementing the model.

6.2 Recommendations

To operationalize the model:

- Prepare a comprehensive Project Implementation Manual to guide operationalization of the model. Project Implementation Manual (PIM) would sets forth all the operational and procedural steps for project implementation including detailed description of the roles and responsibilities of implementing partners, assessment and approval of designated employers, beneficiary eligibility criteria, flow of funds as well as operational and financial reporting arrangements, procurement and disbursement processes, standard formats for quarterly and annual reporting and amendment procedures and assessment tools etc.
- Pilot the model in about 5-6 selected districts representing the various socio-economic characteristics of Ghana for a period of 3-4 years. During this inception phase, undertake regular review and feed in the lessons learnt into the model to ensure a robust model before nationwide rollout.
- Consider other contextual and OSH issues in every employment sector when adapting this model to ensure adequate protection of LEC. Thus the model represents a core model and as such detailed sector specific assessment is necessary before roll-out to bring out the OHS challenges.
- The Smiling Youth Initiative is not a substitute for adult labour and as such mechanism must be included in any structured engagement contract with employers to ensure that adult labour is protected while offering space to LEC in a non-exploitative setting.
- Conduct district specific mapping of employers to identify potential employers, assess OSH issues and hazards to ensure a fit of the model to district specific setting or local economic opportunities. Ensure that identified district opportunities are decent and non-hazardous and do not include any of the worst forms of child labour as defined in the Ghana Hazardous Activity Framework.
- Conduct institutional assessment to properly select a host for the Smiling Youth Initiative. This should be conducted based on the assessment of each institutional strength and weaknesses including existing capacity and physical presence at the districts. As much as practicable, existing institutions with administrative structures and human resources should be identified to implement the programme. State institutions to be considered may include the Department of Social Welfare, Labour Department, Department of Community Development and District Offices of the NBSSI.

To address the employment needs of LEC within the existing GYEEDA Modules:

- Review the eligibility criteria of the GYEEDA to include children of fifteen years and older.
- Conduct module specific risk assessment using the Hazardous Child Labour Activity Framework for Ghana to avert the placement of children in hazardous activities. Also institute measures to remove any hazards from the particular model prior to placement.
- Once placed, ensure regular OSH visits by experts to ensure the safety of LEC at all times.

Terms of reference

International Programme on the Elimination of Child Labour (IPEC)

TERMS OF REFERENCE

Technical support for the development of non-hazardous (safe work) youth employment model of intervention for children of legal working age

Project Title:

‘Eliminating the Worst Forms of Child Labour in West Africa and Strengthening Sub-Regional Cooperation through ECOWAS’-ECOWAS 2

Project Number: Project RAF/10/53/US

1. Context

All across the world more than 200 million children are engaged in child labour. Of this, 115 million are in hazardous work. According to the ILO Global estimates on child labour, one out of every four children aged 15-17 years, in sub-Saharan Africa, is engaged in hazardous work. In Ghana, the Statistical Service reported that more than two-hundred thousand children were doing hazardous work. Hazardous work as defined by international conventions is, “work which by its nature or the circumstances in which it is carried out is, likely to harm the health, safety or morals of children.” Thus, hazardous work is classified a worst form of child labour. According to the 1992 Ghanaian Constitution, every child has the right to be protected from work that constitutes a threat to his/her health, education and development. The children’s Act, 1998 (Act 562) is clear that hazardous work by children is not acceptable in Ghana. The engagement of children in hazardous work cuts across all economic sectors: agriculture, manufacturing and services.

Although many children have reached the minimum age for admission to employment and can thus be legally employed, it is not permissible for them to do hazardous work including tasks which expose them to physical, psychological and sexual abuse; work underground, under water, at dangerous heights or in confined spaces; work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads; work in 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; and 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.

The Ministry of Employment and Labour Relations (MELR) has the mandate to ensure that children within the legal working age (15-17 years) are not engaged in hazardous work but rather have access to safe work. The National Plan of Action (NPA) for the elimination of WFCL stipulates: “the Labour department in collaboration with the Department of Factory Inspectorate, the Ministry of Health and the Ghana Health Service (GHS) will organize the development of measures for protecting working children in

permitted activities (i.e. those not on the list of hazardous work). This will include extensive OSH outreach programme targeting selected sectors where children are known to be involved in hazardous activities.”

Social partners, Trades Union Congress (TUC) of Ghana and the Ghana Employers Association (GEA) are active advocates for safe work for legally employable children. The TUC has a focal point for OSH and has been involved in the development of safe-work manuals and the list of hazardous work.

The National Youth Employment Programme (NYEP) provides a platform that models various options for providing viable employment opportunities for the youth. In collaboration with key stakeholders this opportunity, among others, makes it possible to explore the development of a comprehensive safe work model for 15-17 year olds. This model will take into consideration risk assessment, employment training, work place improvement, apprenticeships, vocational training, and counselling and income generating activities.

2. *Purpose and objective*

The purpose of this assignment is to support the MESW, NYEP, TUC, GEA and other key stakeholders to develop a comprehensive safe work/youth employment model for legally employable children in the cocoa, mining, fishing and other relevant sectors. This model should include risk assessment, employment training, work place improvement, apprenticeships, vocational training, and counselling and income generating activities. The specific objectives of the assignment are:

- To review the Youth Employment Modules (YEM) under the National Youth Employment Programme (NYEP) and a view to identify provision made for Legally Employable Children (LEC).
- To collect and analyse field data and use the findings to make recommendations for promoting safe work for LEC, by proposing to the NYEP measures to mitigate the risk of exposure to the hazardous activities identified by the national comprehensive HAF on agriculture/cocoa, fishing (in-land) and mining (small scale mining).
- Develop comprehensive youth employment models that promote safe work for LEC and include risk assessment, employment training, work place improvement, apprenticeships, vocational training, and counselling and income generating activities.

3. *Scope of work*

The present assignment will seek to complement the manual developed by the CCP and PPP Projects, entitled “Eliminating hazardous child labour and OSH risks manual for agents of change in cocoa communities in Ghana”, by defining and enhancing identified linkages between the two.

In reviewing the YEM under the NYEP, the assignment will seek to identify provisions and opportunities for the employment of LEC (i.e. children between 15-17 years of age who have completed basic education), especially in the agriculture (especially cocoa), fishing (particularly inland fishing) and mining (small scale, including galamsey) sectors. It will explore what the current NYEP modules provide for post-basic school leavers, including girls, in terms of available capacity building arrangements that empower LEC with employable knowledge and skills; while assessing the gaps and challenges affecting the employability of LEC. The review of the YEM of the NYEP should also explore provisions for apprenticeship, vocational training and income generating activities viable for LEC.

The assignment will also cover the work place hazards to which LEC are exposed to in the three (agriculture/cocoa, inland fishing and small-scale mining) sectors, and the extent to which these hazards are managed to ensure minimum risk for LEC.

To this end, the contractor will carry out field visits to selected relevant work places to observe assess and review arrangements that enhance the safety and health of LEC engaged in these work places, as well as have consultations on how to make work safe for LEC. The assignment will be informed by the Hazardous Activity Framework (HAF) developed by the Ministry of Employment and Labour Relations as well as the “Eliminating hazardous child labour and OSH risks manual for agents of change in cocoa communities in Ghana” developed by the CCP and PPP project of ILO.

The knowledge mobilized in the process will be used to develop comprehensive youth employment models on safe work for LEC in the agriculture (cocoa), inland fishing and small scale mining sectors and include risk assessment, employment training, work place improvement, apprenticeships, vocational training, and counselling and income generating activities.

4. *Expected outputs*

- A review document of the Youth Employment Modules (YEM) under the NYEP.
- A report, including recommendations, on the assessment of observations made from the field visits.
- Comprehensive youth employment models that promotes safe work for LEC in the agriculture/cocoa, inland fishing and small-scale mining sectors and include risk assessment, employment training, work place improvement, apprenticeships, vocational training, and counselling and income generating activities. The Models must be practical in application and oriented towards interventions that are effective, efficient, sustainable and replicable.

5. *Main activities*

- Development of methodology and work plan for the assignment.
- Desk review of the NYEP, including the various employment modules for young people/LEC.

- Consultations with relevant government ministries, department and agencies (e.g. fisheries, mineral's commission, local government/MMDAs, MESW).
- Development of data gathering tools for field visits.
- Field visits, including consultations on how to make work safe for LEC.
- Writing the report on observations and assessment from field visits.
- Production of comprehensive document on youth employment and safe work models for LEC in the agriculture/cocoa, inland fishing and small-scale mining sectors.

6. *Required qualifications and competencies*

- A senior consultant: with a Master's degree and at least 8 years of experience; with a first degree and 10 years of experience.
- Proven knowledge in child labour and youth employment.
- Very good research skills, including development of effective methodologies and field approaches.
- Very good analytical and report writing skills.

Field assessment tools

Questionnaire for youth sample (15-17 years of age)

A Reference details

A1 ID number of questionnaire

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A2 Full name of interviewer.....

A3 Date of interview (day/month/year):/...../.....

A4 Starting time of interview.....

A5 Ending time of interview.....

B Personal, family and household information

B1 Full name of respondent.....

B2 Birth date (day/month/year)...../...../..... [If YOB is before than 1996, TERMINATE]

B3 Sex

Female.....1

Male.....2

B4 District of respondent.....

B5 Phone number of respondent.....

B6 What is the number of persons in the household where you live? (Include yourself).....

B7 How many persons in the household work for a salary/wage?.....

B8 How many persons are in the household who are without work and actively looking for work?.....

C Education, activity history and aspirations

C1 Most recent educational activity

I have never studied..... 1 [GO TO C14]

I left before graduation..... 2 [GO TO C2]

I have completed my education..... 3 [GO TO C3]

I am currently studying:

at elementary level (primary)..... 4 [GO TO C9]

at junior high/secondary level..... 5 [GO TO C9]

at vocational school..... 6 [GO TO C9]

at senior high/secondary level..... 7 [GO TO C9]

at tertiary education level..... 8 [GO TO C9]

at post-graduate, post-doctoral level..... 9 [GO TO C9]

C2 What was the main reason for stopping your education?

Finished course 1

Failed examinations 2

Did not enjoy schooling 3

Wanted to start working 4

To get married. 5

Parents did not want you to continue schooling . . 6

Economic reasons (could not afford/too poor/needed

to earn money to support family) 7

Other (specify). 99

C3 What is your highest level of completed education?

Elementary level (primary)..... 1

Junior high/secondary level..... 2

Vocational school..... 3

Senior high/secondary level.....	4
Tertiary education level.....	5
Post-graduate, post-doctoral level...	6

C4 Please approximate when you finished with your studies:

ENTER DATE: ____ Month ____ Year

INTRO (READ OUT)

I'd like to ask you a few questions now about what you might have been doing since you finished your studies with respect to paid work, unemployment or other activities such as time spent at home or looking after your family. As we need to get as complete a picture as possible, I'd like you to tell me about any spells you may have had in or out of paid employment, even if they were just a few days when you were waiting to take up another job. I'll start by asking about what you were doing immediately after finishing your education (Column C5b in the table below). In addition to what you did immediately after your education, kindly describe how you used the intervening period with respect to work/unemployment prior to your current job by completing columns C5c, C5d, C5e where applicable.

C5a: Which of the following activities best corresponds to what you were doing following your studies and/or during various intervening spells prior to current job.	C5b: Immediately after studies	C5c: 2nd intervening spell Start date:Month.....Year End date:Month.....Year Current Job []	C5d: Third intervening spell Start date:Month.....Year End date:Month.....Year Current Job []	C5e: NthIntervening spell
Work for wage/salary with an employer (full- or part-time).	[1]	[1]	[1]	[1]
Self-employed/own-account worker.	[2]	[2]	[2]	[2]
Work as unpaid family member (work for family gain).	[3]	[3]	[3]	[3]
Available and actively looking for work.	[4]	[4]	[4]	[4]
Engaged in training.	[5]	[5]	[5]	[5]
Engaged in home duties (including child care).	[6]	[6]	[6]	[6]
Did not work or seek work for other reasons (disability, etc.)	[7]	[7]	[7]	[7]

[IF DO NOT KNOW MONTH, ENTER 98 AND CODE YEAR. IF DO NOT KNOW YEAR, ENTER 9998.]

Is there a large gap (of more than 6 months/1 year) between the end dates reported at C5c and C5d start dates?

ASK RESPONDENT FOR CLARIFICATIONS, IF UNCLEAR]

[C5 COND1: IFC5b/C5c/C5d or C5e = 1 OR 2 OR 3 ASK Questions C6-C8 (EMPLOYMENT DETAILS), THEN GO TO C9.]

Specify intervening spell (WRITE IN)	TRANSFER DETAILS FOR RELEVANT SPELL WITH DATE ENDED (MONTH/YEAR)	C6 In this job, what kind of employment contract did you have?	C7 To what extent were you satisfied with the job?	C8 Which of the following best describes why you stopped that job?
Job 1	MONTH: ____ YEAR: ____	I did not have one 1 I had an oral contract of unlimited duration (permanent) 2 I had an oral contract of limited duration between 12 and 36 months (temporary). 3 I had an oral contract of limited duration under 12 months (temporary). 4 I had a written contract of unlimited duration (permanent) 5 I had a written contract between 12 and 36 months (temporary) 6 I had a written contract of limited duration under 12 months (temporary). 7 Do not know 8	Satisfied 1 Unsatisfied 2	Left for better job. . . 1 Made redundant . . . 2 Dismissed/let go . . . 3 Temporary job ended 4 Health reasons 5 Left to have baby. . . 6 Look after family. . . 7 Moved area 8 Started education/training programme 9 Other reason 99
Job 2				
Job 3				

Work/study combination

C9 Did you work while you studied (or do you work while you study)?

Yes 1

No 2 [GO TO C14]

C10 Please describe the work experience:

Internship/apprenticeship in private company	1
Internship/apprenticeship in public sector	2
Internship/apprenticeship in non-profit organization	3
Work in family business	4
Work on farm	5
Work in private company	6
Work in public sector	7
Community volunteer work	8
Work in the informal ("black") economy	9
Other	99

C11 Was the work

paid?	1
unpaid?	2

C12 How many hours per week did (do) you work?

Less than 1	1
More than 1 and less than 5	2
More than 5 and less than 10	3
More than 10 and less than 20	4
More than 20	5

C13 What was (is) your primary motivation in working while studying?

To earn money	1
To gain work experience/build up a curriculum vitae	2
To make connections that could lead to future employment	3
Other (specify)	99

Opinions and aspirations

C14 In your opinion, a person needs at least what level of education/training to get a decent job these days?

Elementary level (primary).....	1
Junior high/secondary level.....	2
Vocational school.....	3
Senior high/secondary level.....	4
Tertiary education level.....	5
Post-graduate, post-doctoral level...	6
Other.....	99

C15 Which of the following qualities do you think is the most useful in finding a good job? (select one)

Information technology skills	1
Scientific or technical qualifications	2
Command of languages	3
Knowledge of the business world	4
Communication skills	5
Teamwork skills	6
Good general education	7
Good appearance	8
Ambition	9
Having completed an apprenticeship or	

an appropriate training course	10
Other	99
C16 Ideally, which of the following type of work would you prefer?	
Start your own business	1
Work for the government/public sector	2
Work for a multinational corporation	3
Work for a private company	4
Work for a non-profit organization	5
Work for own/family farm	6
Work for someone else's farm	7
Work for family business	8
Not sure	9
Do not wish to work	10
Happy with current type of business/ would not change	11
Other (specify)	99
C17 Ideally, in which sector do you want to work?	
Agriculture, hunting, forestry and fishing	1
Mining	2
Manufacturing	3
Electricity, gas and water supply	4
Construction	5
Wholesale and retail trade, repair	6
Hotels and restaurants	7
Transport, storage and communications	8
Finance/insurance	9
Real estate, renting and business activities	10
Public administration and defence	11
Education	12
Health and social work	13
Other community, social and personal services	14
Private household service	15
Happy with current sector/would not change	16
Not sure	17
Do not wish to work	18
Other	99
C18 Where do you get most of your money/income from?	
My regular job	1
Training allowance or educational grant	2
My parents and/or family	3
My partner	4
Menial jobs	5
Other	99
C19 In the last week, what was your main activity?	
Attend education/training	1 [GO TO D1]
Unemployed - without work	2 [GO TO E1]
Work for pay, profit or family gain for at least one hour	3 [GO TO F4]
Have a job, but temporarily absent from work	4 [GO TO F1]
Engaged in home duties (including child care)	5 [GO TO G1]

Did not work or seek work for other reasons (than home duties)	6 [GO TO G1]
Recently finished school and plan to look for work in near future	7 [GO TO E1]
Recently finished school and have plans to start work in near future	8 [GO TO F1]

[IF RESPONDENT IS CONFUSED AS TO WHETHER OR NOT THEY WORKED, YOU CAN ASK THE FOLLOWING: DID YOU ENGAGE IN ANY ECONOMIC ACTIVITY ON THE FOLLOWING LIST DURING THE LAST WEEK?]

D Youth in education

D1 What do you plan to do after completing your current education/training programme?

Look for a job	1
Stay at home	2
Immediately go for further education/training	3
Do not know	4
Other	99

D2 Have you already started looking for a job?

Yes	1
No	2 [GO TO D4]

D3 How are you looking for a job?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST USED JOB SEARCH METHOD AND A 2 BY THE SECOND MOST USED]

Through education/training institution	1
Attending job fairs	2
Registration at a public employment office	3
Registration at a private employment office.	4
Direct application for employers, participation in a competition	5
Checking at worksites, farms, factory gates, markets or other assembly places	6
Placing newspaper advertisements	7
Answering advertisements (newspaper, internet, etc.)	8
Seeking assistance of friends, relatives, colleagues, unions, etc.	9
Looking for land, building, machinery, equipment to establish own enterprise	10
Other	99

D4 Did you ever stop your education to work or look for work full-time and then re-enter school at a later date?

Yes	1
No	2 [GO TO D6]

D5 Why did you choose to re-enter the education system?

Could not find suitable work	1
Needed different education or training in order to change my career	2
Was not sure what I wanted to do yet	3

Finally had sufficient money to pay for education . .	4
Not ready to face the “working” world yet	5
Other	99

D6 What is the highest level of education/training you expect to complete?

Elementary education	1
Vocational education	2
Secondary education	3[END OF INTERVIEW]
University	4[END OF INTERVIEW]
Post-graduate studies	5[END OF INTERVIEW]
Other	99

D7 In what ways can government and its social partners help young people especially basic school graduates to find safe and rewarding jobs in future?

- END OF INTERVIEW –

E Unemployed youth

Desire for work

E1 Are you looking for work or trying to establish your own business?

Yes	1
No	2 [GO TO G1]

Seeking work criteria

E2 During the last four weeks, have you taken any steps to find work or to establish your own business?

Yes	1
No	2 [GO TO E4]

E3 What steps did you take to seek work during the past four weeks?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST USED JOB SEARCH METHOD AND A 2 BY THE SECOND MOST USED]

Through education/training institution	1 [GO TO E6]
Attending job fairs	2 [GO TO E6]
Registration at a public employment office	3 [GO TO E6]
Registration at a private employment office	4[GO TO E6]
Direct application to employers, participation in a competition	5 [GO TO E6]
Checking at worksites, farms, factory gates, markets or other assembly places	6 [GO TO E6]
Placing newspaper advertisements	7 [GO TO E6]
Answering advertisements (newspaper, internet, etc.)	8 [GO TO E6]
Seeking assistance of friends, relatives, colleagues, unions, etc.	9 [GO TO E6]
Looking for land, building, machinery, equipment to establish own enterprise	10 [GO TO E6]
Arranging for financial resources	11 [GO TO E6]
Applying for permits, licences	12 [GO TO E6]
Nothing	13 [GO TO E4]
Other	99 [GO TO E6]

E4 Did you want to work during the past week?

- Yes 1
- No 2 [GO TO G2]

E5 What is the main reason you did not seek work during the last week?

- Already found work to start later 1
- Already made arrangements for self-employment
to start later 2
- Awaiting recall to former job (without formal
job attachment) 3
- Own illness, injury, pregnancy 4 [GO TO G2]
- Personal family responsibilities 5 [GO TO G2]
- Education leave or training 6 [GO TO G2]
- Believe no suitable work available (in area of
relevance to one's skills, capacities) 7 [GO TO G2]
- Lack employers' requirements (qualifications,
training, experience, age, etc.) 8 [GO TO G2]
- Could not find suitable work 9 [GO TO G2]
- Do not know how or where to seek work 10 [GO TO G2]
- Not yet started to seek work 11 [GO TO G2]
- No reason given 12 [GO TO G2]
- Other 99 [GO TO G2]

Availability criteria**E6 If opportunity to work had existed (over the last 7 days) would you have been able to start work?**

- Yes 1
- No 2 [GO TO G2]

Length of job search**E7 How long have you been available for work and actively looking for a job?**

- Less than a week 1
- 1-4 weeks 2
- 1-2 months 3
- 3-6 months 4
- 6 months-1 year 5
- More than 1 year 6

Details of job search**E8 What sort of job are you looking for (occupation)?**

- Manual job 1
- Technical job 2
- Administrative job 3
- Managerial job 4
- Other 99

E9 Have you ever refused a job that was offered to you?

- Yes 1
- No 2 [GO TO E11]

E10 Why did you refuse? (Select the main reason)

- Wages offered were too low 1
- Work was not interesting 2
- Location was not convenient 3
- Work would not match my level of qualifications . . . 4

Work would require too few hours	5
Work would require too many hours	6
Waiting for a better job offer	7
There was no contract length offered or contract length was too short	8
Saw no possibilities for advancement	9
Other	99
E11 Would you be more likely to...	
Accept any job, whatever the conditions	1
Accept any job, provided it was stable	2
Accept any job, provided it was well paid	3
Accept any job, provided it was appropriate to my level of qualification	4
Accept a job only if it was stable, well paid and if it was appropriate to my level of qualification	5
Other	99
E12 Is there a minimum level of income per month below which you would not accept a job?	
Yes	1
How much?	
No	2
E13 What has been the main obstacle in finding a good job?	
No education	1
Unsuitable general education	2
Unsuitable vocational education	3
No suitable training opportunities	4
Mismatch between education requirements and that received	5
No work experience	6
Not enough jobs available	7
Considered too young	8
Being male/female	9
Discriminatory prejudices (for example, disability, religion, race, appearance, etc.)	10
Low wages in available jobs	11
Poor working conditions in available jobs	12
Other	99
E19 Do you feel the education/training you received in the past is useful in getting a job?	
Very useful	1
Somewhat useful	2
Not useful	3
Do not know	4
E20 What kind of training do you think would be most helpful in finding a job?	
Completion of vocational training	1
Completion of secondary education	2
Completion of university	3
Apprenticeship with an employer	4
Entrepreneurship training to start own business . . .	5
Computer and IT training	6

Professional training	7
Other	99

E21 Do you plan to continue your education/training at a later stage?

Yes	1
When? (month, year)	
No	2
Do not know yet	3

E22 What is the highest level of education/training you expect to attain?

Elementary education	1
Vocational education	2
Secondary education	3
University	4
Post-graduate studies	5
Other	99

E23 In what ways can government and its social partners help young people who are currently unemployed to find safe and rewarding jobs or become competitive on the job market?

.....

.....

.....

- END OF INTERVIEW -

F Young employees, GYEEDA beneficiaries and own-account workers

Temporarily absent from work

F1 Even though you were not working, did you have a job, business or a land holding to which you will return to work?

Yes	1 [GO TO F3]
No	2

F2 Are you looking for work or trying to establish your own business?

Yes	1 [GO TO E2]
No	2 [GO TO G1]

F3 Why did you not work last week?

Own illness, injury	1
Holiday, vacation	2
Personal, family responsibilities	3
Education leave or training (outside the place of work)	4
Starting work in the future	5
Strike	6
Temporary lay-off (with formal job attachment)	7
Lock-out	8
Slack period, off season	9
Reduction in economic activity	10
Temporary disorganization, suspension of work (bad weather, mechanical, electrical breakdown, shortage of raw materials, fuel, etc.)	11
Other involuntary (economic) reason	12

Details of business or place of work

F4 What is the name of the enterprise/organization that you work for?

Name:	1
Self-employed or running own business	2
Working for family gain	3
Do not know/prefer not to say	4

F6 Is this enterprise/organization registered?

Yes	1
No	2

Personal work details

F8 Which occupational class best describes your current job?

Manual work	1
Technical work	2
Administrative work	3
Managerial work	4
Other	99

F9 What kind of employment contract are you currently working under?

I do not have one	1
I have an oral contract of unlimited duration (permanent)	2
I have an oral contract of limited duration between 12 and 36 months (temporary)	3
I have an oral contract of limited duration under 12 months (temporary)	4
I have a written contract of unlimited duration (permanent)	5
I have a written contract of unlimited duration between 12 and 36 months (temporary)	6
I have a written contract of limited duration under 12 months (temporary)	7
Do not know	8

F10 Please select which of the following best describes your perception of the contract arrangement (select one only):

I am satisfied with my contract situation because:

It gives me the job security I need	1
It gives me the flexibility that I need	2
The wage is high enough that I do not care about the terms of the contract	3
Other reason	4

I am not satisfied with my contract situation because:

It does not give me the job security that I need ..	5
It does not give me the flexibility that I need ...	6
I do not get the same benefits as other employees...	7
Other reason	8

F11 How many hours per week do you usually work at your main job?

F12 Last week, how many hours did you actually work at your main job (including meal breaks, overtime, travel time, etc.)?

[“0” IF DID NOT WORK LAST WEEK DUE TO TEMPORARY ABSENCE.]

F13 Given the choice, would you opt for:

- | | |
|---------------------------------------|---|
| More income and more hours | 1 |
| Less income and fewer hours | 2 |
| The same income and hours | 3 |

F14 Were your hours worked last week less than the normal hours worked per week?

- | | |
|---------------|---------------|
| Yes | 1 |
| No | 2 [GO TO F16] |

Voluntary or involuntary nature of hours worked

F15 What was the reason for working less than the normal hours last week?

- | | |
|--|----|
| Own illness, injury | 1 |
| Holiday, vacation | 2 |
| Personal, family responsibilities | 3 |
| Education leave or training (outside
the place of work) | 4 |
| Did not want more hours | 5 |
| Job start/ended within the reference period | 6 |
| Strike | 7 |
| Other voluntary (non-economic) reason | 8 |
| Lock-out | 9 |
| Slack period, off season | 10 |
| Reduction in economic activity (no work available,
lack of raw materials, clients, orders, etc.) | 11 |
| Temporary disorganization, suspension of work
(bad weather, mechanical, electrical breakdown,
shortage of raw materials, fuel, etc.) | 12 |
| Could not find more work or full-time work | 13 |
| Other involuntary (economic) reason | 14 |

F16 On average, what is your total income from work per month?

F17 Do you hope to change your main job in the future?

- | | |
|--------------------|---------------|
| Yes | 1 |
| No | 2 [GO TO F19] |
| Not sure | 3 [GO TO F19] |

F18 What is the most important reason for wanting to change your job?

- | | |
|---|----|
| To get higher pay | 1 |
| To have better working conditions | 2 |
| To have better career prospects | 3 |
| To be able to better combine work with family
responsibilities | 4 |
| Other | 99 |

F19 Thinking about the next 12 months, how likely do you believe it is that you will be able to keep your main job if you want to?

- | | |
|-----------------------------------|---|
| Very likely | 1 |
| Likely, but not certain | 2 |
| Not likely | 3 |
| Do not know | 4 |

F20 Would you consider moving to find other work?

- | | |
|--------------|---|
| No | 1 |
|--------------|---|

- Would move to capital city 2
- Would move to a town/city (other than capital city) 3
- Would move to a rural area 4
- Would move to another country 5
- No opinion 6
- F21** Do you plan to continue your education/training in the future?
- Yes 1
- When? (month, year)
- No 2 [GO TO F23]
- Do not know yet 3 [GO TO F23]
- F22** What is the highest level of education/training you expect to attain?
- Elementary education 1
- Vocational education 2
- Secondary education 3
- University 4
- Post-graduate studies 5
- Other 99
- F23** Did you receive any training for your current activity?
- Yes 1
- No 2 [GO TO F28]
- F24** What was the main type of training? (choose the main one)
- Apprenticeship training 1
- Mentoring (on-the-job training with other staff) 2
- Training in new technologies 3
- Business development/entrepreneurship training 4
- Foreign language training 5
- Accounting/book-keeping 6
- Other 99
- F25** Who provided the training?
- Your employer 1
- A private sector training institution 2
- A government training institution 3
- Private contractor 4
- Other 99
- F26** How long was the training?
- Less than a week 1
- 1-4 weeks 2
- 1-3 months 3
- 3-6 months 4
- 6 months-1 year 5
- More than 1 year 6
- F27** Who paid for the training?
- Yourself/your family 1
- Your employer 2
- Government 3
- International organization 4
- Other 99

The job search

F28 Have you ever refused a job that was offered to you?

- | | |
|-----------|---------------|
| Yes | 1 |
| No | 2 [GO TO F30] |

F29 Why did you refuse? (select the main reason)

- | | |
|--|----|
| Wages offered were too low | 1 |
| Work was not interesting | 2 |
| Location was not convenient | 3 |
| Work would not match my level of qualifications . . . | 4 |
| Work would require too few hours | 5 |
| Work would require too many hours | 6 |
| Waiting for a better job offer | 7 |
| There was no contract length offered
or contract length was too short | 8 |
| Saw no possibilities for advancement | 9 |
| Other | 99 |

F30 In your job-search period, were you more likely to...

- | | |
|---|----|
| Accept any job, whatever the conditions | 1 |
| Accept any job, provided it was stable | 2 |
| Accept any job, provided it was well paid | 3 |
| Accept any job, provided it was appropriate
to my level of education | 4 |
| Accept a job only if it was stable, well paid and if it was
appropriate to my level of qualification | 5 |
| Other | 99 |

F31 Was there a minimum level of income per month below which you would not accept a job?

- | | |
|-----------|---|
| Yes | 1 |
| How much? | |
| No | 2 |

F32 How long were you available and actively looking for work before finding your current job (or establishing your current business)?

- | | |
|------------------------|---|
| Less than a week | 1 |
| 1-4 weeks | 2 |
| 1-2 months | 3 |
| 3-6 months | 4 |
| 6 months-1 year... .. | 5 |
| More than 1 year | 6 |

F33 What would you say was the main obstacle in finding a job?

- | | |
|--|----|
| No education | 1 |
| Unsuitable general education | 2 |
| Unsuitable vocational education | 3 |
| No suitable training opportunities | 4 |
| Requirements for job higher than education/
training received | 5 |
| No work experience | 6 |
| Not enough jobs available | 7 |
| Considered too young | 8 |
| Being male/female | 9 |
| Discriminatory prejudices | 10 |

Low wages in available jobs	11
Poor working conditions in available jobs	12
Other	99

F34 Do you feel the education/training you received in the past was useful in getting your present job (or establishing your current business)?

Very useful	1
Somewhat useful	2
Not useful	3
Do not know	4

Safe work or Non Hazardous work

F35 Does the following statements relate to the conditions of your current work

Description of Work	Agree	Disagree	Don't know
The Work exposes you to physical, psychological or sexual abuse	1	2	3
You work underground, under water, at dangerous heights or in confined spaces;	1	2	3
You work with dangerous machinery, equipment and tools,	1	2	3
The work entails transport of heavy loads	1	2	3
The work exposes you to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to your health	1	2	3
You work for long hours or during the night	1	2	3

F36 In what ways can government and its social partners help young people who are currently unemployed to find safe and rewarding jobs or become competitive on the job market?

.....
.....
.....

Employment status

F37 In your job, business or farm, do you usually work:

For someone else with pay?	1
For someone else without pay?	2
For family gain?	3
In own business with or without employees?	4 [GO TO F38]
In own land-holding with or without employees?	5 [GO TO F38]
As a member of a cooperative?	6 [GO TO F38]
Other	99

- END OF INTERVIEW -

Self-employed workers

F38 Why did you choose to be self-employed or an own-account worker rather than to work for someone else (as a wage & salaried worker)?

Could not find a wage or salary job	1
Greater independence as self-employed/ own-account worker	2
More flexible hours of work	3
Higher income level	4
Other	99

F39 From where did you get the money to start your current business?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST IMPORTANT FUNDING SOURCES AND A 2 BY THE SECOND MOST IMPORTANT]

No money needed	1
Own savings	2
Savings of other family members	3
Loan from family or friends	4
Loan from bank or commercial institution	5
Loan from private money lender	6
Loan/assistance from government institution	7
Loan/assistance from NGO, donor project, etc.	8
Funds from savings and credit/group	9
Credit from customer/middleman/agent/supplier	10
Other sources	99

F40 What are the two most important problems you face in running your business?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST IMPORTANT PROBLEM AND A 2 BY THE SECOND MOST IMPORTANT]

Business information	1
Marketing services	2
Financial services...	3
Accounting	4
Legal services	5
Counselling/advice	6
Business training	7
Language training	8
Skills training	9
Internet services	10
Access to technology	11
Product development	12
Other	99

- END OF INTERVIEW –

G Youth not in the labour force

G1 What is your main reason for not working or looking for work?

Own illness, injury, pregnancy	1
Personal family responsibilities	2
Education leave or training	3
Already found work to start later	4 GO TO E6
Already made arrangements for self-employment to start later	5 GO TO E6
Awaiting recall to former job (without formal job attachment)	6 GO TO E6
Awaiting busy season	7
Believe no suitable work available (in area of relevance to one's skills, capacities)	8
Lack employers' requirements (qualifications, training, experience, age, etc.)	9
Could not find suitable work	10
Do not know how or where to seek work	11

Not yet started to seek work	12
No reason given	13
Other	99
G2 Did you ever work?	
Yes	1
No	2
G3 Do you want to work in the future?	
Yes	1
No	2
G4 Do you want to continue your education/training in the future?	
Yes	1
No	2 [END OF INTERVIEW]
Do not know yet	3 [END OF INTERVIEW]
G5 What is the highest level of education/training you expect to attain?	
Elementary education	1
Vocational education	2
Secondary education	3
University	4
Post-graduate studies	5
Other	99

G6 In what ways can government and its social partners help young people who are currently unemployed to find safe and rewarding jobs or become competitive on the job market?

- END OF INTERVIEW -

Basic questionnaire for employers

A Reference details

- A1** ID number of questionnaire.....
- A2** Full name of interviewer.....
- A3** Date of interview (day/month/year).....
- A4** Starting time of interview.....
- A5** Ending time of interview.....

B Characteristics of the enterprise

- B1** Full name of respondent.....
- B2** Sex of respondent
 - Female 1
 - Male 2
- B3** Job title of respondent.....
- B4** Name of the enterprise.....
- B5** Address of the enterprise.....
- B6** Phone number of respondent.....
- B7** How long has the enterprise/business been in existence? In years
- B8** What would best describe the enterprise/business?
 - Family business 1
 - Government/public sector enterprise 2
 - Branch of a foreign enterprise/company 3
 - Private company 4
 - Joint venture 5

Non-profit organization	6
Other	99

B9 In which industry does this enterprise/organization operate?

Agriculture, hunting, forestry and fishing	1
Mining	2
Manufacturing	3
Electricity, gas and water supply	4
Construction	5
Wholesale and retail trade, repair	6
Hotels and restaurants	7
Transport, storage and communications	8
Finance/insurance	9
Real estate, renting and business activities	10
Public administration and defence	11
Education...	12
Health and social work	13
Other community, social and personal services . .	14
Other	99

B10 What are the two most important problems the management faces in running this enterprise?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST IMPORTANT PROBLEM AND A 2 BY THE SECOND MOST IMPORTANT]

Business information	1
Marketing services	2
Financial services	3
Legal regulations	4
Competition in domestic market	5
Competition in export market	6
Quality of labour force	7
Labour shortages	8
Political uncertainties	9
Productivity	10
Access to technology	11
Product development	12
Labour costs	13
Costs of production material, energy	14
Other	99

C Recruitment and employment of young people

C1 How many persons in total do you employ (are working with you)?

	Men	Women
Partner(s)1		
Paid employees 2		
Paid family members3		
Unpaid family members 4		
Others (specify)5		

C2 That means altogether there are how many persons are currently working with you.....

C3 How many persons in total did you employ (were working with you) one year ago at this time?.....

C4 Out of the total number of persons employed in your workplace, roughly what percentages are:

Age Category	Total number of Persons employed
18 years and above	
Between 15-17 years	
Below 15 years	

C6 Have you faced problems recruiting the kinds of workers you require for your enterprise or business?

Yes... 1
No ... 2

C7 How many vacancies do you presently have IF 0, GO TO C10

.....

C8 Please list the current job vacancies (title, position):

.....
.....
.....

C9 How are vacancies being filled?

[INTERVIEWER – ASK THE RESPONDANT TO SELECT THE MOST FREQUENTLY USED METHOD FOR BOTH ADMINISTRATION/PROFESSIONAL JOBS AND MANUAL/ PRODUCTION JOBS]

	(A) Administration/professional Worker	(B) Manual/production worker
Advertisements	1	1
From education/training institutions	2	2
Through relatives or friends	3	3
Promoting from within (employees already in the enterprise)	4	4
Other	99	99

C10 For your kind of business/enterprise, if you had to hire someone, would you prefer to hire:

[INTERVIEWER – ASK RESPONDENT TO APPLY EACH CRITERION FOR BOTH ADMINISTRATION/PROFESSIONAL POSTS AND MANUAL/PRODUCTION POSTS]

		(A) Administration/professional worker	(B) Manual/production worker
Age	Workers < 15 years of age	A1	A1
	Workers between 15 and 17 years	A2	A2
	Workers > 17 years of age	A3	A3
	No preference	A4	A4
Sex	Female workers	S1	S1
	Male workers	S2	S2
	No preference	S3	S3
Marital status	Unmarried workers	M1	M1
	Married workers	M2	M2

	No preference	M3	M3
Education	Completed elementary education	E1	E1
	Completed vocational training	E2	E2
	Completed secondary education	E3	E3
	Completed university	E4	E4
	Completed post-graduate studies	E5	E5
	No preference	E6	E6

C11 In your opinion, what are the two most important aspects that young people look for when applying for a job?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST IMPORTANT ASPECT AND A 2 BY THE SECOND MOST IMPORTANT]

Interesting job to do	1
Job that people regard highly/status of the job . . .	2
Earn a lot of money	3
Good promotion prospects/clear career path	4
Job that uses skills and abilities...	5
Steady job/job security	6
Having a role in decision-making	7
Having lots of vacation time	8
Having an easy pace of work	9
Being able to work independently, without supervision	10
Job that is family-friendly...	11
Other	99

C12 In hiring administrative/professional workers and manual/production workers, what is the most important characteristic you look for in the worker?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO SELECT ONE ANSWER FOR BOTH ADMINISTRATION/PROFESSIONAL JOBS AND MANUAL/PRODUCTION JOBS]

	(A) Administration/professional Worker	(B) Manual/production worker
Sex	1	1
Age	2	2
Education	3	3
Marital status	4	4
Past training	5	5
Job experience	6	6
7Ethnic belonging	7	7
Other	99	99

D Education and training of workers

D1 During the last 12 months, how many young workers were provided training by the enterprise?IF 0, GO TO D7

D2 What was the main type of education/training?

Job-related education/training	1
Non-job-related education/training	2

D3 Where did the education/training take place?

On-the-job, informal	1
Classroom, on premises.	2
Classroom, off premises.	3
Other	99

D4 Who provided the training?

Your enterprise	1
A private sector training institution	2
A government training institution	3
Other	99

D5 How long did the training last?

Less than a week	1
1 week to 1 month	2
1 to 3 months.	3
3 to 6 months.	4
6 months to 1 year	5
More than 1 year.	6

D6 For the most part, who paid for the training?

The enterprise	1
Workers	2
Government	3
International organization	4
Other	99

D7 Has your enterprise participated in any work experience/internship programme with an educational or training institution?

Yes	1
No.	2

Corporate social responsibility and incentives

E1 In what ways does your enterprise give back to society by way of corporate social interventions?

.....

E2 What motivated the corporate social responsibility interventions of your enterprise?

.....

E3 Since the inception of your corporate social responsibility interventions, what can you name as the key benefits to society/country?

.....

E4 Youth unemployment is on the rise in this country. What do you think can be done by employers including your enterprise to assist government to reverse this trend?

.....

E5 What will it take for employers including your enterprise to employ young people between the ages of 15 – 17 years with an objective of training them on the job on part-time basis for a period of two years?

.....

FIELD ASSESSMENT GUIDE

OCCUPATIONAL HEALTH AND HAZARDS

- 1) What activities are considered hazardous work?
- 2) What is the involvement of children in the use of agrochemicals?
- 3) What are the prominent injuries or other acute hazards observed?
- 4) Where do children go for treatment when they are injured? (traditional healers, health clinics, etc.)?
- 5) Is personal protective equipment available?
- 6) What are the general hygiene and sanitation conditions in the assessed sectors?
- 7) To what existing social programmes or services related to OSH do children, families, adult workers, or employers have access?
- 8) Do these programmes or services present useful knowledge? Do they use them?
- 9) What regulatory environments are mentioned?
- 10) Are regulations enforced and/or effective?