



International
Labour
Organization

MODULE 2

Strategy and Actions for the Protection of Young Workers

*Improving OSH for
Young Workers:
A Self-Training Package*



SafeYouth@Work Project
Building a Generation of Safe and Healthy Workers



MODULE 2 ■

Strategy and Actions for the Protection of Young Workers

*Improving OSH
for Young Workers:
A Self-Training Package*

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Abbreviations

ILO	International Labour Organization
ILS	International Labour Standards
KAB	Knowledge, Attitude and Behaviour
NGO	Non-Governmental Organization
OSH	Occupational Safety and Health
PPE	Personal Protective Equipment
SME	Small and Medium-Sized Enterprises
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TVET	Technical and Vocational Education and Training

Credits

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Understanding the Icons Used in the Manual

The main types of learning tools are the following (Table 1), which are indicated by icons throughout the manual:

Table 1 Icons used in this manual

	Information boxes provide additional information or good practices on a topic presented in the manual.
	Learning questions help the reader reflect on specific content in the manual.
	Activities help the reader develop knowledge, strengthen skills, and shape attitudes in relation to OSH for young workers. Activities are in the Introduction and all three Modules. Most activities can be completed by the individual reader, while others are best completed as part of a group.
	Indicates the suggested amount of time to complete an activity.
	The group icon indicates that the activity is best completed as part of a group. For example, a young workers' organization or representatives of a trade union.



The individual icon indicates that the activity can be completed by an individual reader.



Indicates a term defined in the glossary.



Indicates a topic that addresses technical issues in depth.



Summaries at the end of each module to highlight the module's main learning points.



Checklists help the reader take stock of key information to assist them in strengthening OSH for young workers. Checklists are in the Action Guides at the end of each Module.



Worksheets help the reader identify practical ways to apply what they are learning from the manual. Worksheets are in the Action Guides at the end of each Module.

Overview

Module 1 presented the four main aspects of a national OSH framework: a national policy on OSH (unit 1.1), a national OSH system (unit 1.2), a national OSH profile (unit 1.3), and a national OSH programme (unit 1.4).

Module 2 focuses on assessing the OSH situation for young workers at the national level and exploring a range of strategies and actions that help promote OSH for young workers. The first unit of Module 2 describes the components of a national assessment for young workers and OSH, along with some basic analytical tools to help you identify priorities.

The second unit of Module 2 focuses on different types of strategies and actions that promote OSH for young workers, such as advocacy campaigns, research, and revision of OSH legislation.

Finally, the third unit of Module 2 examines how these strategies and actions can be evaluated in order to measure their impact.

By the end of this module, you will be better able to:

- Assess the national context of young workers' OSH;
- Adopt a gender-responsive approach to assessing young workers' OSH;
- Design strategies and actions for the protection of young workers;
- Apply strategies and actions for the protection of young workers;
- Monitor and evaluate strategies and actions for the protection of young workers;



2.1 Assessment of OSH for Young Workers and Identification of Priorities

The national OSH framework presented in Module 1 helps government officials, employers, workers and young workers develop a credible and accurate picture of the OSH context in the country. This is essential in order to further examine the strategies and actions that can improve OSH for young workers.

Based on the results of the national OSH profile, an assessment on youth and OSH helps to identify the strategies and actions that should be carried out in order



An assessment on youth and OSH is normally done by the OSH national tripartite body. However, it is important for everyone to know how the OSH framework can be strengthened in order to better address young workers' needs.



Worksheets 5 to 7 in this Module's Action Guide summarize the assessment findings and complete the gap analysis.

to improve OSH outcomes for young workers. This type of assessment can be commissioned and undertaken by the OSH national tripartite advisory body or the national OSH authority. If additional expertise is required for enabling the national authority to lead the assessment, OSH experts, universities or an OSH institute can be selected to this end.

The assessment covers five key areas, each of which is described below in unit 2.1.1.

Based on the findings of the assessment, a gap analysis can be performed to determine the strategy, priorities, and actions required for improving OSH conditions for young workers (see unit 2.1.2).

Table 6 Completing an Assessment of OSH for Young Workers

Step	Who Is Involved	What is Assessed
Conducting the Assessment	OSH national tripartite body or national OSH authority; may also be OSH experts, universities or an OSH institute.	• Socio-economic situation regarding young workers • Data and research on OSH and young workers • Legislation on OSH for young workers • Institutional framework addressing OSH for young workers • OSH education, information and awareness raising

Gap Analysis	• OSH national tripartite body • Government officials • Employers' organizations • Workers' organizations	• Current state: Analysis of assessment findings and SWOT analysis
	• Young workers' organizations (part of workers' organizations) • Representatives of institutions and organizations dealing with young workers	• Desired state: Identification of strategy and selection of priorities • Gap analysis

2.1.1 Conducting the Assessment

Socio-Economic Situation

It is critical to know where male and female young workers are concentrated: these data can then be compared with national OSH legislation and policies, to see if the legal framework effectively reaches the sectors with the highest percentages of youth and if these sectors are represented among national labour inspection priorities.

The following data should be collected for this purpose:

- youth population: data should be disaggregated by sex for youth aged 15-24, with sub groups for 15-17 (children) and 18-24 (young adults);
- youth unemployed (male/female);
- youth employed (male/female);



Labour inspection



Disaggregated



Temporary employment



Informal economy

- types and forms of employment (full-time and part-time workers; permanent, temporary and seasonal employees; apprentices, trainees and vocational education students; employees without contract; own-account workers, contributing family workers);
- sectors / economic activities (agriculture; mining and quarrying; manufacturing; construction; transport; education; services; etc.);
- formal / informal economy;
- occupations (high/semi/low skilled); and
- geographical distribution of young workers (e.g. urban/ rural).



Info Box: Gender analysis questions on the socio-economic environment

Collecting sex-disaggregated data is essential when assessing OSH for young workers. Doing so facilitates an analysis of gender-related factors in the employment of young workers. Potential questions to ask when conducting the assessment include the following:

- Are there any gender wage gaps in the different employment sectors?
- Are there differences in the type of work young women and young men undertake in the same sector?
- Are there gender-related factors in the reasons why young women and young men enter the workforce?
- Are there socio-economic, cultural or structural factors that shape the type of work young women and young men do?

- Are there specific barriers/challenges young women and young men face in different employment sectors?

For further information on gender issues in employment, see *Resource guide on gender issues in employment and labour market policies: working towards women's economic empowerment and gender equality*. Naoko Otobe; International Labour Office, Employment and Labour Market Policies Branch, Employment Policy Department. - Geneva: ILO, 2014.

Data and Research on OSH and Young Workers

The analysis of the safety and health situation of young workers will be facilitated if the national profile on OSH contains timely and accurate data disaggregated by sex and age on the following issues:

- fatal injuries;
- notified and compensated occupational injuries;
- transportation accidents¹ ;

¹ Traffic accidents, whether they occur during travel for work or during the trip between home and workplace, are a leading cause of occupational accidents. However, in many countries these types of accidents are only recorded in road traffic statistics but not as occupational accidents. This can cause an underestimation of fatal and non-fatal accidents, particularly in transportation and delivery services, where increasing number of young workers are employed.



If there are gaps in research on OSH and young workers, take note of them and consider making research a potential action later on in Unit 2.2.



Occupational injury



Occupational disease



Work-related disease

- serious occupational injuries (e.g. causing over 30 days of absence);
- notified and compensated occupational diseases;
- types of occupational injuries and diseases (e.g. repetitive strain injuries; noise-induced hearing loss; respiratory diseases; skin diseases); and
- other work-related diseases.

If the above-mentioned data are already available by sex and age, it will be a matter of focusing on the interpretation of the data and on the analysis of the specific aspects concerning young workers.



What if the data are incomplete?

The national OSH profile is the first place to check for relevant data for the assessment. However, if the OSH national profile lacks some of the data mentioned above, there are usually other sources of information that can help in the development of the assessment:

- The Ministry of Labour may have released information on its webpage or other publications containing information on OSH.
- Social security institutions, labour inspectorate, employment injury benefit bodies and sectoral bodies may have data on occupational accidents and diseases.
- Other institutions may have conducted research on OSH and young workers (such as insurance companies).
- Public health authorities may have important information on occupational injury and disease.
- Universities and non-governmental organizations (NGOs) may also have conducted research.



- Compiling all relevant information, along with relevant data from the ILO, should provide a fuller assessment and help counterbalance statistical shortcomings in any particular database.

Legislation on OSH for Young Workers

The national profile on OSH should contain information on the coverage of OSH legislation, including the sectors and forms of employment. If such data are available, the assessment can focus on youth.

A useful first step in this process is to analyse the hazardous work list, in line with Convention No. 182 and Recommendation No. 190, specifying work and occupations prohibited for young workers under 18.

Does every country have a hazardous work list?

The creation of a hazardous work list at the national level is required by ILO Convention No. 182 and Recommendation No. 190. Although not every country has a list of hazardous work, many of them develop a list as part of a national action plan on child labour. These lists provide useful information on key sectors of concern, and hazardous occupations in which national authorities seek to prohibit the employment of young workers under 18.

For example, in Sri Lanka the Hazardous Occupations Regulations, adopted in 2010, prohibit the employment



See the **Info Box:**
Types of Work that
Could Be Included as
Hazardous Work in
Unit 2.2 for examples
of hazardous work.

of young workers under 18 years of age in mines and quarries; clubs, liquor bars or casinos; ports and vessels; manufacture of bricks or tiles; and in a number of other occupations (e.g. related to the use of pesticides; the handling of substances such as lead, zinc, asbestos, cement, mercury, chromium, nickel or cadmium the production; transport and sale of alcohol and tobacco; the melting of metals and glass; etc.). These regulations also provide limitations on lifting, carrying or moving of loads, in terms of weight (8 kilograms for males and 5 kilograms for females), distances (50 metres) and duration (interval of at least 3 minutes every 10 minutes; not exceeding 4 hours in a day).



Occupational
exposure limits



Risk

Other important provisions to consult in national legislation on OSH are:

- work restrictions for persons under 18 (e.g. night work, work hours, overtime, etc.);
- special provisions for workers under 18 and extensions for workers under 21-24 (e.g. medical examination, as per ILO Conventions No. 77, 78 and 124 and ILO Recommendation No. 79);
- occupational exposure limits and extensions for workers under 18 and other age groups (e.g. noise level, radiation);
- specific responsibilities for employers with respect to young workers under 18 (e.g. providing training and supervision, assessing and controlling the risks young workers may face, etc.); and
- training requirements on OSH included in technical and vocational training and education (TVET).

Info Box: Imposing Responsibility on Employers to Protect Young Workers from Risks



In the UK the Management of Health and Safety at Work Regulations (1999) mandates that employers ensure that young people employed by them are not exposed to risk due to:

- Lack of experience
- Being unaware of existing or potential risks
- Lack of maturity

Such provisions clearly implicate responsibilities on the employer to provide relevant training and supervision.

Institutional Framework Addressing OSH for Young Workers

Ideally, a national profile on OSH should provide comprehensive information concerning: the authority responsible for OSH; the OSH tripartite council; the OSH national institute, if any; OSH training institutions; and the role of workers' and employers' organizations.

Having this general framework as a reference, the assessment can address specific aspects on OSH for youth, starting with whether the national OSH policy includes provisions relating specifically to young workers.

It is critical to identify the ministries and departments handling youth affairs (in particular youth employment, health and education), how they collaborate and if they

meaningfully address issues relating to OSH for young workers.



Employers' organization



Workers' organization



Youth organizations

The assessment should also consider whether:

- labour inspection includes young workers among its priority targets;
- young workers are represented by trade unions and how they participate in trade unions' decision-making processes;
- worker organizations have adopted policies and programmes to address young workers' needs, including on OSH;
- employers' organizations target young employers or workers in their OSH programmes;
- NGOs or other civil society institutions address the health and safety of young persons; and
- youth organizations are working with OSH, employment or public health matters.

Education, Information and Awareness Raising

Even in countries where there is a comprehensive regulatory framework, young workers are generally not aware of their OSH rights. The assessment should determine whether young people are informed and sensitized to the risk of occupational harm, including an examination of formal education in schools. To this end, the assessment should establish whether OSH is included in primary, secondary, vocational training and university curricula, and whether OSH or related skills training

is planned before students begin the school-to-work transition, for example when starting an internship or apprenticeship.

Sometimes OSH is not addressed during formal education, and it is only at the time of entry into the world of work (if at all) that the new employee receives information and training on OSH along with the task-related training required to perform the job. The assessment should also examine whether and to what extent OSH training is provided by the enterprise at the start of the job.

While a national profile on OSH should compile all relevant data on OSH programmes and actions delivered by government and by employers' and workers' organizations, the assessment can examine whether such programmes have a focus on young people, both in terms of the topics addressed and the communication strategies devised to enhance OSH knowledge and awareness.

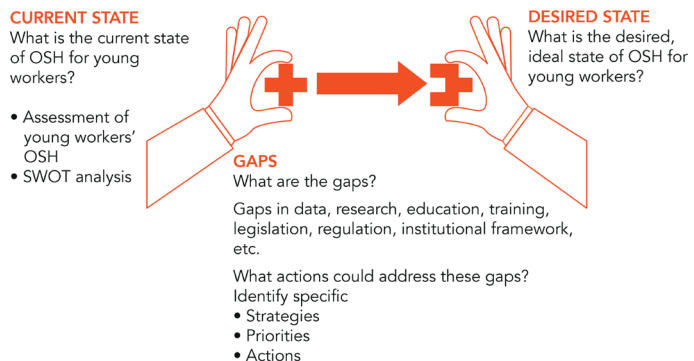
Finally, it is often quite helpful to understand what channels and platforms are used by young workers to obtain information and acquire behavioural models. Here, national communication authorities and media companies can be very helpful in providing such information.

2.1.2 Gap Analysis

Once the assessment is drafted, tripartite representatives – including young workers’ organizations – should have the opportunity to review and comment on the assessment. Validating the findings of the assessment helps develop a common understanding of the current state of OSH for young workers in the country.

Based on this common understanding of the current state of OSH for young workers, the tripartite representatives can perform what is typically called a “gap analysis.” In a gap analysis, the current state of the OSH system is compared to an ideal, desired state. The examination of the gaps between the current and desired states helps the formulation of specific strategies, priorities and actions to bridge the gap (see Figure 5).

Figure 5 Gap Analysis



This type of gap analysis is one of many tools that can be used to help identify the most appropriate actions to promote and improve OSH for young workers. Tripartite representatives should take the time to consider and develop consensus on the best way forward for design concrete and achievable actions, including the assignment of key roles and responsibilities, and the identification of resource requirements.

Current State: Analysis of the Assessment and Situation Analysis (SWOT)

The findings of the assessment should be discussed and analysed by the national stakeholders within the formal framework of the OSH national tripartite advisory body or in a specific committee. In addition to representatives of government and employers' and workers' organizations, representatives of institutions and associations concerned with young workers or youth should be involved. The main goal of this discussion should be to review and agree on the main findings of the assessment. Following this, the discussion can also address the situation analysis and gap analysis (presented below).

Once the assessment has been validated, a situation analysis can be conducted in order to determine the overall national context within which the assessment takes place. This is often done through a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). The components of a SWOT analysis are presented in the table below, along with potential questions to help in the analysis.



Worksheet 5 presents a format for tabulating findings of the assessment and identifying conclusions.



Worksheet 6 presents a template for completing a SWOT analysis.

Table 7 Understanding SWOT Analysis

Component	Examples of Questions to Ask
Strengths are aspects on which the OSH system is performing well, with a full inclusive approach to young workers and their needs. The actions needed for improvements in the implementation of the National OSH/Youth Programme can be built on these strengths.	• What are the strengths of the OSH system? • What are the strengths of the tripartite representatives? • What are the strengths of the young workers' organizations? • What are our assets? • What skills and experience do we have?
Weaknesses are aspects on which the OSH system is not performing well in relation to the protection of health and safety of young workers. Weaknesses need to be remedied, changed or stopped.	• What aspects of the OSH system are not working well, or could be improved? • What are the weaknesses of the tripartite representatives? What are the weaknesses of social dialogue and the appropriate consultation of all stakeholders? What are the weaknesses of the young workers' organizations? What expertise do we lack? • What resources are we missing to effectively improve OSH for young workers?
Opportunities are external conditions that are helpful for strengthening OSH for young workers.	• What external opportunities exist to improve OSH for young workers? • Which other stakeholders can assist us? • Are we making full use of new technologies?
Threats are external factors that could prevent or hinder efforts to strengthen OSH for young workers.	• What obstacles prevent us from improving OSH for young workers? • Are there any groups opposed to OSH for young workers? Which and why?

Table 8 Sample SWOT Analysis with a Focus on OSH for Young Workers

SWOT Analysis	
	POSITIVE/HELPFUL in strengthening OSH for young workers NEGATIVE/HARMFUL in strengthening OSH for young workers
INTERNAL origin	STRENGTHS • Comprehensive national policy on OSH. • Ratification of relevant ILO conventions on OSH and child labour. • Statistics (disaggregated by sex and age) on occupational accidents and diseases are published annually for all sectors. • Good governance, stable political climate and strong economy result in continuity of OSH programmes. • Joint inspections are conducted with social partners in sectors where a high number of young workers are employed. • Young workers' organizations are eager to participate in tripartite dialogue. WEAKNESSES • Young workers not specifically identified in OSH legislation. • Not all stakeholders see the value of OSH for young workers. • Shortage of trained labour inspectors. • Young workers' organizations not often represented in tripartite discussions. • No OSH research agenda. • Under-reporting of occupational accidents and diseases.
EXTERNAL origin	OPPORTUNITIES • International organizations (e.g. ILO) has released a large number of standards, rules, and guidelines on OSH for the member States to adopt. • Existence of networks for OSH activities and knowledge sharing. THREATS • Large informal economy outside the purview of the national recording and notification system. • New investors with poor or no commitment to OSH. • Gender, social and cultural stereotypes unfairly affect young female and male workers.

The SWOT analysis and the results of the assessment provide a complete picture of the current state of OSH for young workers in the country. They essentially answer the question: “Where are we now?”

Desired State

In order to determine the strategies and actions that can effectively improve OSH for young workers, it is important to ask the question “Where do we want to be?” This forward-thinking question helps stakeholders envision what an ideal situation will look like.

The best way to answer this question is by brainstorming what a better future could look like, one in which the following is a reality: the national OSH framework includes young workers as a priority; young workers’ organizations are active participants in ensuring OSH for young workers; workers (including young workers), employers and government officials are aware of the issues facing young workers and OSH; public awareness of the importance of assuring OSH for young workers is high; and much more. A useful technique for describing the desired state is to complete the sentence: “In a better future, OSH for young workers will be effectively addressed by...”.

Once the desired state has been developed, it can be compared with the current state in order to identify the gaps that need to be addressed.



Bridging the Gap

The final step in the gap analysis has three components:

- First, an overall strategy should be identified. A strategy offers direction towards achieving the desired state. In most cases, an overall strategy will aim for the improvement of OSH for young workers.
- Second, the gaps should be identified and steps taken to address the gaps. Gaps help identify the steps needed to move from the current state to the desired state. For example, a gap can be “Lack of OSH knowledge and skills among young workers,” while steps to address this gap can be “Implementing OSH education in schools” and “Designing awareness raising campaigns to inform youth.”
- Third, the priorities should be identified. The priorities narrow the list of manageable actions that can be undertaken by the stakeholders working on OSH for young workers. When considering the priorities, stakeholders need to take into account many factors, including the human, technical and financial resources available, the sectors to be prioritized, and the timeframe in which the work can be accomplished.



2.2 Design and Implement Effective Actions

This unit presents the different types of actions that can be taken to promote OSH for young workers, as well as a framework for structuring and coordinating these actions. The actions derive from the strategy and priorities identified by the stakeholders following their analysis of the assessment, as described in the previous unit (2.1). The format presented in this unit assumes that the strategy, priorities, and actions to promote OSH for young workers are integrated within and help support the national OSH programme. As for the national programme on OSH, the strategy shall be endorsed by the highest national authorities and shall adopt the same criteria for selecting priorities (see unit 1.4.).

To be effective and sustainable, a national strategy should adopt a systems approach, with different levels of actions (refer to Table 9).



Table 9 Sample Macro, Meso, and Micro Level Actions

Level		Sample Action
Macro Level	National level	Train labour inspectors to address needs of young workers and OSH.
Meso Level	Sector level	Develop a collective agreement to improve OSH for young workers in mining.
	Regional level	Integrate OSH into secondary school curricula.
Micro Level	Local level	Conduct a research project with a local university to identify the main OSH issues faced by young workers.
	Enterprise level	Develop a reporting system to record occupational health diseases and accidents.

Although the most widespread approach is to have national actions trickle down to regional and local levels, sometimes innovative methods, tools and procedures are developed by a local administration, validated, improved if necessary, shared with other bodies and eventually adopted at national level.

In coordination with national actions (the macro level), activities at regional decentralized level or in selected economic sectors (the meso level) could be envisaged; at the micro level, an enterprise, a school or local institutions could be targeted for a critical action in order to develop pilot practices to be later disseminated at the meso or macro levels. Having a vision of the different levels of action and ensuring an effective coordination mechanism will help maximize the impact of the strategy.



A systems approach is a way of examining how separate aspects of a system are related to each other. In the case of macro, meso, and micro actions, this implies that actions at different levels are all related to each other in some way.

The framework for structuring and coordinating the actions is presented in **Worksheet 12** in the Action Guide for Module 2. Before completing the framework, it is important to read through the different types of actions presented below (units 2.2.1 to 2.2.5, and 2.3) and to identify the most effective actions to undertake (using **Worksheets 8 to 11**).



What if my country does not have a national OSH strategy for young workers? Can I try the actions described in this unit?

The actions in this unit are ideally undertaken as part of a larger, nationwide strategy to promote OSH for young workers. However, there may be countries where a national-level strategy is not currently in place. In such situations, the actions listed below can still be adopted by specific enterprises or within different sectors. If this is the case, the results of these actions should be reported to the relevant OSH authority, in order to share good practices.

2.2.1 Considering the Socio-Economic Situation

The socio-economic situation of youth described in the assessment will provide information on the sectors and types of work with high presence of young workers, taking into account that there are often differences in the distribution of women and men in the labour market. In designing the strategy and plan of action, decision-



makers should decide which sector(s) will be targeted. To avoid spreading available resources too thinly, it is suggested that efforts be commenced in a few sectors with high prevalence of young workers. Based on the results achieved from those actions, other sectors can be targeted.

2.2.2 Improving Data and Research on Young Workers' Safety and Health

The national assessment may have detected gaps in available OSH data and in the interpretive studies reviewing the data collected. If this is the case, improving quantitative and qualitative data and research on OSH for young workers should therefore be a key element of the national strategy. This includes the effective collection and use of data on occupational accidents and diseases disaggregated by age, sex and sector of economic activity.

Enhancing the National System for Recording and Notification of Occupational Accidents and Diseases

Given that the ultimate goal of any OSH strategy (in general and for young workers) is to reduce accidents and diseases at work for all workers, it is essential to obtain accurate, timely and representative data. To do this, a comprehensive national system for recording



Worksheet 8 presents a framework for improving data and research.



Interpretive studies



Qualitative and quantitative data



Notification



Recording



Domestic work

and notification of workplace injuries and diseases is indispensable.

Such a system should cover all sectors, enterprises and workers, regardless of the workers' employment status. Young workers often work under transitional forms of labour such as contract workers, loan workers, self-employed workers, freelancers, interns, apprentices, mobile workers and teleworkers. New mechanisms are necessary to encourage these often-disorganized groups of workers to timely report workplace accidents and diseases to employers, health clinics, and national authorities. Two sectors most often excluded by the system are domestic work and agriculture, both of which employ large numbers of young workers. Improved coverage of accident and disability schemes gives workers a greater incentive to report occupational accidents and diseases, allowing better prevention measures to be put into place.



Info Box: Understanding Risks Faced by Domestic Workers – OSH Perceptions of Young Girls in Domestic Work in India

A recent study conducted in Delhi explored the experiences and perceptions of young female domestic workers about their health and wellbeing in relation to their work. The main health concerns reported by young female domestic workers were the following:

1. Food and water. Hunger and thirst could cause incidents and injuries when girls feel tired, exhausted



or depleted.

2. Body pain and injuries. For example, girls suffered neck pain from working on high surfaces; shoulder pain following repetitive heavy lifting; back pain after squatting and bending for long periods while washing clothes or mopping floors; leg and knee pain from kneeling while cleaning; arm, hand and finger pain from hand-washing clothes; and pain in feet and heels from standing or sitting for long hours while performing work tasks.
3. Dermatological and allergic reactions. Regular exposure to dust, harsh cleaning agents and chemicals often caused nausea, headache and difficulty to breathe.
4. Verbal, physical and sexual abuse. Employers frequently blame the girls verbally and inflict corporal punishment such as hitting or slapping in response to what the girls often perceived as trivial offences (e.g. arriving late, accidentally breaking something, etc.). Domestic workers reported sexual harassment and rape. Live-out workers, in particular, reported sexual harassment from community members during their commute to work.
5. Menstrual health. Young domestic workers worried about the stigma, as well as menstrual hygiene because of difficulties accessing hygiene products. Menstruation also made it more difficult and tiring to perform their tasks (in particular those requiring bending and squatting). Menstruation has been a relatively neglected health concern, even though it is



Additional resources
on Recording and
Notification of
Occupational Accidents
and Diseases

- Protocol of 2002 to the Occupational Safety and Health Convention, 1981 (No. 155).
- List of Occupational Diseases Recommendation, 2002 (No. 194).
- Code of Practice on Recording and Notification of Occupational Accidents and Diseases (1996).
- National system for recording and notification of occupational diseases. ILO Practical Guide (2013).
- Improvement of national reporting, data collection and analysis of occupational accidents and diseases (2012).

a significant (and regular) worry for young domestic workers.

Source: SWiFT Research Briefing Note (India Briefing Note No. 4 December 2018: Young Female Domestic Workers Perceptions of Health and Safety. Findings from: Svensson, J. (2018). Young Domestic Workers: A Qualitative Study on the Health and Wellbeing of Girls Working in Households in Delhi. PhD thesis, London School of Hygiene & Tropical Medicine.

The collection of data is not just a government responsibility; employers and workers have an important role to play. Employers are usually required by national legislation to accurately record workplace accidents and diseases and report them to the competent authorities. Workplace injury or disease reporting is the legal obligation of employers in the first instance. This improves our understanding of how all workers – including young workers – are affected by these occurrences and identifies the associated risks in order to develop appropriate and targeted prevention measures. Workers should report to their supervisor any occupational accidents and diseases; as well as any situation that they think presents a threat to their health or that of their fellow workers, or an imminent and serious danger to life. Employers' and workers' organizations can collect and share information and experience on workplace accidents, injuries, diseases, and incidents with employees, in particular young workers. Universities,

NGOs and youth organizations can also cooperate in data collection and analysis.

Employers and workers can use electronic reporting if available (through the internet, smartphone apps, etc.); this can be particularly effective for reaching young workers who are familiar in the use of technology and presents several advantages (e.g. fast, real-time data exchange; easier to apply and more economical than paper reporting; records can potentially be directly inserted into databases, etc.). If electronic reporting is used, there should be sufficient privacy measures to guarantee that workers' data are kept secure, private and confidential.

Based on the national context, a number of activities can be developed and implemented by the competent authority, in collaboration with social partners and the above-mentioned organizations – for example, developing simple and standardized forms and procedures, and avoiding the use of technical jargon which cannot be easily understood by users.



Reporting



Competent authority



Incident



Activity: Case Study – Developing an Online Work Accident Reporting System

This activity is mainly for government officials, workers' and employers' organizations, as well as young workers.

Statistics from your country indicate that young workers do not report work accidents as often as older workers. Workers' and employers' organizations meet with the Ministry of Labour, and together they agree to develop and pilot an online work accident reporting system. Using the table below, list different questions you would ask about the app, depending on whether you designed the app or used the app as a young worker.

As someone designing the app:

- Who would use the system? Would it apply to all sectors/industries, or only a few?
- What information does a user need to input?
- How would the success of the pilot be measured?
- What sex-disaggregated data would the app collect?

As a young worker using the app:

- How will my information remain confidential?
- How will my contribution make a difference?
- Will the app help me learn about OSH?

Other questions:

Note: This activity is based on a reporting system used in the Philippines that was developed by the Department of Labour and Employment and the Employees' Compensation Commission.



Specific awareness raising materials can be developed targeting young workers to address the problem of under-reporting of this group. Information on legal requirements for reporting, recording and notification of occupational accidents and diseases, and of workers' duties and rights in reporting should be included in the induction training for newly recruited staff, as well as for internship and apprenticeship.



Induction training

Sanctions for non- or under-reporting of workplace injuries and diseases should be imposed, as deficient reporting will limit the utility of the data, and adversely

affect the value of any policies based upon such incomplete and potentially misleading data. Incomplete accident and illness data thus negatively influence effective OSH prevention.



Designing and Conducting Surveys to Gather Data on Young Workers and OSH

Customized surveys can not only gather data on occupational accidents and diseases but also explore related OSH issues. Because the cost of conducting large-scale surveys is significant, it is possible to include OSH-related questions in national health or labour force surveys. These general surveys also record personal data that facilitate an analysis disaggregated by age and sex, and often contain other data (urban or rural, sector, location, immigration status, etc.) useful for analysing the situation of young workers and for detecting cross-sectional issues.



KAB study

In order to better understand the OSH situation faced by young workers in the country (or in a specific sector) a Knowledge, Attitude and Behaviour (KAB) survey on OSH could be carried out. This kind of survey may be useful for analysing the risks they face, identifying common knowledge gaps, attitudes and beliefs. It can also serve as baseline for evaluating changes in the knowledge, attitude and practices of the target groups, following the implementation of the strategy.



Info Box: Knowledge, Attitudes and Behaviour (KAB) Survey

Knowledge is respondents' awareness of OSH. This includes knowledge of OSH in general, OSH rights, their ability to identify hazards and ways of preventing exposure to them, national and enterprise-level OSH policies and programmes, and OSH enforcement and compliance.

Attitudes are the views and opinions of respondents about OSH, such as the importance of OSH compliance, susceptibility to OSH hazards, benefits from OSH compliance, barriers to compliance, and motivation to adhere to safe and healthy work practices. In this sense, attitudes are interlinked with respondents' knowledge, beliefs, emotions, and values, and may be positive, negative or neutral.

Behaviour is the actual OSH-related practices and actions of respondents, such as the decision to use personal protective equipment (PPE), machine guarding, or other precautionary measures.

Conducting OSH Research on Young Workers

Based on the knowledge gaps initially identified in the assessment, a potential action could be the conduct of targeted research on young workers' OSH vulnerability. The findings of the research should be shared widely and used to inform OSH policies and programmes.

Research can explore the relationship between increased OSH risks and youth, considering the multiple transitions



An increasing number of OSH agencies and institutions are studying young workers. According to an ILO 2017 survey of 78 OSH agencies, institutions, research centres and universities, 62.8% consider young workers to be a pertinent area for OSH research. Over 20% consider young workers a high priority for OSH research.

experienced by young people (e.g. from school to work, from youth to adulthood). Good research should adopt a multi-dimensional and comprehensive approach, examining young workers' unique risk factors and working conditions, work organization and workplace characteristics.

Another area for research is the social, emotional and motivational issues in a particular work context, in order to advance understanding of the relationship between age and the safety culture. Such research can show how OSH management systems and risk assessments can include the specific risk factors that young workers face.



Risk assessment

Studies showing evidence of the socio-economic costs attributable to occupational accidents and diseases of young workers could be useful in persuading governments and social partners to tackle the issue seriously and mobilize the necessary resources.



OSH management
system

Relevant OSH research may be presented at tripartite-plus workshops or consultations, to ensure dissemination to a wide audience and to capture a diverse set of perspectives.

Good Practice: Research on Injury Rate of Young Workers in Craft Villages in Viet Nam



With support from the SafeYouth@Work project, the Ministry of Health, in collaboration with the Ministry of Labour, Invalids and Social Affairs (MOLISA) and research institutes conducted two research studies: an Assessment of the Rate of OSH Injuries and Diseases for Young Workers and Other Groups in Selected Craft Villages in Hung Yen Province, Viet Nam, and an Analysis of Work Related Injuries among Young Workers.

The reports provide age-disaggregated data on the injury rate for young workers compared to other worker groups, highlight the current situation of OSH in craft villages, and provide insight on OSH knowledge, attitudes and behaviour of young workers in informal workplaces. The analysis significantly contributes to filling gaps in OSH data on young workers in the country, provides relevant ministries with evidence on youth injuries nationwide, and provides concrete recommendations to the government and relevant stakeholders for improved protection of young workers.

Disseminating OSH Statistics and Studies on Young Workers

Statistics on occupational accidents and diseases should be published annually. They should include the frequency rate, incidence rate and severity rate, calculated for major divisions of economic activity, occupation, age, sex and



Frequency rate



Incidence rate



Severity rate

other specific vulnerable groups (e.g. migration status). Data should be shared with the tripartite bodies and stakeholders and used for defining priorities, designing and implementing prevention measures, and assessing the impact of activities at all levels.

Data and research can be used for several purposes. For example, to draw the attention of the media to an issue, to build national partner commitment, to inform the general public and the youth population on the key challenges in OSH for young workers and to design training and education programmes for young workers.



2.2.3 Protecting Young Workers' Safety and Health through OSH Legislation



Worksheet 9 presents a framework for addressing OSH laws and regulations.

The assessment may likely have identified the need to strengthen laws and regulations to protect the safety and health of young workers.

The process of drafting or revising OSH laws and regulations should always involve workers' and employers' organizations. It is also important to ensure consistency with relevant international labour standards (see the Introduction) and ensure that laws are clear and unambiguous, well-organized, harmonized and enforceable.



Info Box: Good Practice – Improving OSH Data in Argentina



In Argentina, the Office of the Superintendent of Labour Risks (Superintendencia de Riesgos del Trabajo, SRT), is the national body in charge of:

- ensuring compliance with OSH regulations;
- guaranteeing that medical and healthcare benefits are established in case of occupational accident or disease; and
- promoting prevention to achieve safe and healthy work environments.

Since 2016, the SRT implemented several actions to improve OSH data, including:

1. Establishment of guiding principles for statistical production and adoption of a cooperation agreement with the national institute of statistics for the collaboration, technical assistance and training related to the collection, elaboration, exploitation, analysis and presentation of statistics on occupational accidents and diseases.
2. Publication of new statistical products on monthly, quarterly and annual basis.
3. Design of a microsite (hosted in the SRT website) for the publication of data on insurance coverage, prices and claims relating to occupational accidents and diseases.
4. Implementation of the second National Workers' Survey on Conditions of Employment, Work, Health and Safety (Encuesta Nacional a Trabajadores sobre

Condiciones de Empleo, Trabajo, Salud y Seguridad, ECETSS) in 2018. The survey included age and sex disaggregated data from employees, informal workers, self-employed and employers in different sectors.

OSH legislation should protect the physical and mental health of all workers, including the many young people working in the informal economy. Expanding OSH rights to workers in the informal economy is an important way of protecting young workers, as are strategies to promote the transition from informal to formal employment. When addressing these challenges, member States and social partners can be guided by the ILO Transition from the Informal to the Formal Economy Recommendation (No. 204), adopted in 2015.

Developing a List of Hazardous Works Prohibited for Young Workers under 18

All ILO member States should respect, promote and realize the fundamental principles and rights contained in the ILO Worst Forms of Child Labour Convention No. 182, which requires States to take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour. The convention requires that the national competent authority, in consultation with social partners, develop a hazardous work list, taking into consideration the criteria provided in Recommendation No. 190. The proper development of this list calls for the application of careful OSH expertise.



For more information on developing a hazardous child labour list, see https://www.ilo.org/ipec/Informationresources/WCMS_195334/.

This process calls for the application of OSH principles and methodology in determining hazardous sectors, occupations and agents.

Does my country have a hazardous child labour work list?

To find out whether or not your country has legislation that addresses hazardous child labour, visit this site: https://www.ilo.org/dyn/natlex/natlex4.listResults?p_lang=en&p_count=104830&p_classification=04.01&p_classcount=184.

For lists of common hazards faced by young workers in different sectors, refer to the factsheets in Appendix 6.

Including Special Provisions for Better Protection of Young Workers in OSH Laws and Regulations

Many OSH legal frameworks require that employers adopt OSH management systems aimed at preventing occupational accidents and diseases for all workers, through a range of activities (e.g. risk assessment and control, training and information, surveillance of workers' health, emergency planning, investigations into accidents, recording and notification of occupational accidents and diseases, etc.). If this is the case in your country, it is important to ensure that these activities target all workers effectively, regardless of the form of contract, and that this system is wide spread in all sectors.



Risk control



Workers' health surveillance



Info Box: Regulations on Working Conditions for Young Workers

In the European Union, Council Directive 94/33/EC (the directive on the protection of young people at work) includes provisions relating to:

- Employers' general obligations, such as:
- Protection of the health and safety of young people;
- Assessment of the risks to young people associated with their work;
- Assessment and monitoring of the health of young people;
- Information for young people and children's legal representatives on the possible risks to their health and safety;
- Types of employment that must not be carried out by young people, such as work which exceeds the mental or physical capacities of young people, or work involving harmful exposure to dangerous substances; and
- Working hours, night working, rest periods, annual leave and rest breaks.

In Chile, Decree no. 50 of 2007 addresses the protection of children and young persons. According to Article 5, the employer who hires an adolescent must strictly comply with the obligation to:

- Inform and train the adolescent worker on occupational risks,
- Control that the adolescent worker put in place the safe procedures, complying with the training received;



and

- Evaluate the job assigned to the adolescent worker before he/her start working and each time his/her working conditions change.

To ensure the health and safety of young workers are protected, special requirements for employers can be included in national OSH laws and regulations – for example, specific provisions regarding training and information on OSH that the employer must provide when hiring a new worker or an apprentice.

Based on up-to-date epidemiological data and scientific literature at national and international levels, specific occupational exposure limits for biological, chemical and physical hazards should be defined for young workers, in particular adolescent girls and boys, considering their physical stage of development. For example, according to the Radiation Protection Convention No. 115, appropriate levels should be fixed for workers under the age of 18 who are directly engaged in radiation work.

Another important provision for the protection of health and safety of young workers concerns the provision of medical examinations. In line with ILO standards the employment of young people under 18 should be subject to periodic medical examinations at intervals of not more than one year. However, the concern for the safety and health of young workers should not be limited to young people under the age of 18. Medical examination and



Epidemiologic study



Hazard

re-examinations for fitness for employment should be considered for extension to at least the age of 21 in those occupations which involve high health risks (e.g. mining, hospitals, etc.), as well as any occupation in which the nature of the hazards demonstrates a need for effective medical surveillance.



Info Box: The Andean Community's Occupational Safety and Health Instrument

This instrument requires that employers perform an assessment of the job before introducing children and adolescents into the workplace; determine the nature, degree and duration of exposure to risk; and adopt preventive measures that are necessary for addressing workplace risks. Employers must provide pre- and post-employment, as well as periodic, medical examinations for working children and adolescents. When young workers over the age of 18 but under the age of 21 perform work considered unhealthy or dangerous, annual medical examinations must be carried out until such workers reach the age of 21. An occupational health specialist should conduct such examinations and the results should be provided to the young worker's parents or guardian.



Informal economy

Special provisions aimed at better protecting the health, safety and morale of young workers can also focus on improving their working conditions through minimal requirements on the organization of working time, such as:



- prohibiting night work;
- limiting maximum working time;
- providing adequate daily, weekly and annual periods of rest; and
- ensuring that working time does not adversely affect the ability to benefit from education.

Promoting Compliance with OSH Legislation to Better Protect Young Workers

Compliance with OSH legislation implies that written laws are applied in practice. The strategy should therefore include actions to improve compliance with national laws and regulations. These actions can address different targets, including the judicial system, the labour inspectorate, employers and their associations, workers' organizations, young workers, youth associations, and the education system.

If the assessment identified a lack of knowledge about the existing provisions, the strategy can focus on this gap, and plan an information and awareness raising initiative using different media and channels according to the different targets (employers, workers organizations, young workers, schools, citizens). In order to be effective, the initiative should address national, regional, local and enterprise levels.

In the context of information and awareness raising about OSH legislation, a number of activities can be envisaged, for example:



For each of the activities listed on the left, a gender-responsive approach should take into consideration the impact of these activities on men, women, boys and girls.

- disseminating the information on legal provisions through campaigns, media, booklets and websites;
- developing tools and guidelines to inform employers on OSH for young workers;
- developing tools and guidelines to inform young workers about their rights at work, including those related to OSH;
- providing training and advisory services to employers on legal requirements and on how to comply with the law;
- providing training and tools to labour/OSH administration and relevant local government agencies to support the implementation of the OSH/youth regulations;
- providing training and guidance to labour inspectors on legal provisions concerning safety and health for young workers and on how to promote and control compliance; and,
- publicizing major violations of OSH requirements, highlighting the costs to worker safety and health, and the sanctions or penalties imposed.

In these efforts, it is important to emphasize that improving OSH compliance with the requirements to protect young workers will improve OSH for all workers.



Info Box: Australia's Fair Work Ombudsman guides on best practices with respect to young workers



- The **Employers' guide to employing young workers** explains what an employer should tell a young worker early on in the employment relationship, stresses the importance of health and safety for young workers, and underscores the importance of ensuring that there is no bullying in the workplace.
- The **Guide for young workers** focuses on young workers' rights, entitlements and responsibilities in the workplace.

2.2.4 Strengthening the Institutional Framework Addressing OSH for Young Workers

The national OSH profile (see Unit 1.3) and the assessment outline the general institutional framework as well as identifying any gaps in the system. Strengthening the institutional framework addressing OSH for young workers helps bridge those gaps.

If OSH for young workers is to be a national policy priority, adequate resources (human, financial and technical) should be allocated to key institutions to enable them to address the issue. Coordination between the different bodies should also be strengthened, with



Worksheet 10 presents actions to strengthen the institutional framework.

the lead role taken by the national authorities responsible for OSH along with the support of the OSH national tripartite body.

Building Capacity to Address Young Workers' OSH Needs

A common gap is the lack of knowledge and tools to address young workers' OSH needs more effectively. Therefore, strengthening the institutional capacity of the different bodies concerned is a first step to addressing this gap.

Procedures, tools, guidelines, and training on how to address OSH for young workers are beneficial for all the main institutions and bodies concerned, including the national authority responsible for OSH, the OSH institutions at national and sub-national levels, the OSH tripartite council and the OSH national institute. Additionally, labour inspectors, employers and their associations, workers and their organizations, NGOs and youth associations could also be targeted.



OSH culture of
prevention

Building new institutional capacity on OSH for young workers should ideally start with a shared vision. Through social dialogue and careful choices of policy priorities and entry points, a common vision for tackling OSH deficits can be built among key institutions to shift the narrative to an OSH culture of prevention and a focus on young and vulnerable workers.





Activity: Identifying Capacity-Building Needs

This activity is for government officials, employers, workers and young workers.



Suppose you are part of a young workers' organization and are interested in strengthening your capacity with respect to knowledge of OSH conditions for young workers. Identify what your capacity-building needs could be, and also consider how your organization could help strengthen the capacity of another organization or group.

What does your organization need?

For example: knowledge of OSH legislation and regulations, skills on raising awareness, skills on increasing young workers' participation in OSH issues, etc.

What can your organization offer?

For example: youth voices on OSH issues, a large network of young workers, etc.





Strengthening the Labour Inspection Role in Protecting Young Workers' Safety and Health

Labour inspection must be a central part of any national strategy for promoting OSH for young workers. Young workers should be identified as a priority target and labour inspectors should be equipped with the knowledge, competences, resources and authority to promote and ensure compliance.



As mentioned in unit 1.2., labour inspection has three functions: to secure the enforcement of the legal provisions, identify gaps in the legislation, and supply technical information and advice to employers and workers concerning the most effective means of complying with the legal provisions.

For example, the elimination of child labour is a routine part of the work of all labour inspectorates. During inspection visits, labour inspectors must be able to recognize and address any situations of child labour, including hazardous child labour. This approach assesses whether job risk is related to work circumstances and recommends measures to abate those conditions and make the job safe for young workers or ensure that young workers are not exposed to those risks.

Similarly, to promote OSH for young workers (including over age 18), a common approach is needed involving labour inspectors and officials from ministries of education, social services and health, as well as employers' and workers' organizations, teachers, NGOs, the community and parents. Labour inspectors should provide guidance on how to protect young workers from OSH hazards and risks to employers in sectors and contexts characterized by the employment of large numbers of young workers, and to young entrepreneurs.

To do so, they could show the positive link between OSH good practices and productivity emphasizing the economic and social costs of unsafe work and the business benefits of safe and healthy workplaces, specifically with respect to young workers. Many of the tools and approaches used to combat child labour are highly relevant to improving OSH for young workers.

Labour inspectors should also support the capacity of representative workers' organizations to better address safety and health issues, particularly of young and vulnerable workers, and promote dialogue and cooperation on these issues between the social partners.

To carry out these tasks, labour inspectors should know how to recognize specific risks that young workers may face and implement adequate control measures.

Info Box: Labour Inspectorate Good Practices in The Netherlands

Every year the Labour Inspectorate carries out a holiday work programme focusing on industries where many young people are employed. During the summer holidays, when many students do paid work, around 25 % of the Labour Inspectorate's available capacity is assigned to enforcing the legislation on work by young people. Between 1,500 and 2,000 organizations are inspected every year during this period.





Activity: Case Study – Strengthening the Labour Inspection Role in Protecting Young Workers’ OSH

This activity is mainly for government officials, employers, workers and young workers.

The country’s Labour Inspectorate carries out regular actions in relation to OSH for young workers. In the past, it has sent out information brochures on OSH to companies employing young workers, raised awareness of OSH laws and regulations with employers who hire young workers, and given information sessions on OSH for young workers at vocational training centres. Evaluations of past actions has shown an impact in raising awareness of OSH issues among employers, but a limited impact in raising awareness directly among young workers.

As a young worker, what ideas would you propose to the Labour Inspectorate to strengthen young workers’ knowledge of the institutional framework on OSH?



Promoting Youth Participation and Representation

Young workers themselves are a key stakeholder group to be involved in designing and implementing programmes affecting their safety, health and well-being.

Workers' organizations should review their strategy and operations in order to become a reference for young workers on OSH and protect their interests. They should develop targeted strategies on how to increase overall membership as well as to encourage active participation of young workers in trade unions – for example, establishing youth committees that have OSH as a clear priority, including youth representation in the governance of the trade union and giving them the necessary training to become effective advocates on OSH.

Info Box: Young workers in Trade Unions

Trade Unions are increasingly acknowledging the importance of affiliating young workers and of enabling them to be the organizers of campaigns and actions to promote their rights at work.

The International Trade Union Confederation (ITUC) recognizes the importance of organizing and empowering young workers within trade union movement. To better reflect the needs and expectations of young workers in its policies and activities, ITUC adopted in 2017 the Economic and Political Agenda for Young Workers, in which young



trade union members committed in organizing different activities, including building campaigns that address the specific issues of young workers.

This is further developed at regional and national levels, where youth committees are part of the organizational structure of trade unions as well as regional and national confederations that shape the direction of their respective organizations on various issues related to young workers, such as on OSH, skills, gender equality, organizing young workers or youth unemployment.

The Victorian Trades Hall Council in Australia created in 2016 the Young Workers Centre, a new unit to organize young workers and to empower them with the knowledge and skills needed to fight for safe and secure jobs. The Young Workers Centre also provides a space for young people to connect with others who experienced problematic situations in the workplace.

Governmental institutions should provide spaces and opportunities for youth to raise their concerns on OSH and advocate for their rights, and engage youth organizations and associations in the dialogue on OSH. Youth organizations and associations could be provided with awareness raising, information and guidance on the importance of OSH, in order to more effectively promote a culture of prevention.



Info Box: Youth Participation in Policy Dialogue on OSH

During Indonesia's 2018 World Day for Safety and Health at Work, Youth OSH Champions were received at the Ministry of Manpower by the Director General on Labour Inspection and OSH Development and the chairperson of the National Tripartite OSH Council (DK3N). Youth Champions presented their ideas on ways of improving youth involvement on OSH and advocated for establishing a Youth Task Force under the DK3N. The Director General welcomed the involvement of youth in the National OSH Council and the creation of a Youth Task Force, acknowledging the importance of awareness and participation among young people as critical to positive change in OSH.



2.2.5 Education, Information and Awareness Raising

The assessment may have identified areas where education, information and awareness raising can bridge gaps in different areas, such as the presence of OSH issues in school curricula at various levels, in vocational training and in initial training in the workplace. The assessment may also have identified the degree to which young worker's issues are addressed in OSH programmes and actions delivered by government, workers' and employers' organizations, along with the appropriateness of the communication channels used.



Worksheet 11 presents a framework for education, information and awareness raising.

Mainstream OSH into General Education and Vocational Training

ILO Convention No. 155 calls on member States to adopt measures to promote the inclusion of OSH education at all levels of education and training, including higher education.

Integrating OSH into general and vocational education is a highly effective way of building OSH awareness, knowledge and skills among young workers and young employers, promoting sustainable progress towards a culture of prevention on OSH. This requires adequate resources and strong coordination between the OSH national authority, the ministry of education, the social partners and the other stakeholders concerned.



Info Box: Promoting OSH to Young Workers and Future Young Workers in Singapore

In recent years, the Workplace Safety & Health Council (WSHC) of Singapore is focusing on promoting OSH to current and future young workers.

The strategy addresses three different target groups:

- 1.Children 7–16 years: introduce safety and health concepts through mainstream safety and health education in primary and secondary schools. Teaching and learning resources were developed and school-based activities (e.g. poster competitions) organized. Also, OSH training was provided to school staff (teachers, cleaners, operation managers, etc.).

2. Youth 17–24 years: influence mindsets and competencies on OSH by integrating OSH in Technical Education, polytechnics, and universities, by:
 - including of OSH in the curricula;
 - encouraging activities on OSH (e.g. celebrating the World OSH Day, creating OSH Club, organizing Video competition, including OSH cases in coursework); and
 - recognition for championing OSH (e.g. Invitations to WSHC events, National Youth Achievement Awards).
3. Workers 25–35 years: support young safety professionals and engage youth on OSH through networking and development opportunities, organization of OSH WSHC oriented youth activities, and support to Youth Champions activities (e.g. SafeJams).

Curricula should be revised, introducing OSH knowledge in a consistent way and integrating it with technical and job skills content. Awareness raising programmes on OSH should also be developed to build a widespread culture of prevention, based on the rights and responsibilities of workers and employers.

Effective OSH education enables young people to adopt prevention-oriented attitudes and behaviour; to develop the skills and abilities needed for the identification of hazards and risks; and to identify effective OSH solutions, whether these young people are in school, at work, or otherwise contributing to society.



Info Box: The European Union “Whole-School” Approach

In the European Union, OSH education is integrated into general education through the “whole-school” approach.

The EU-OSHA report Occupational safety and health and education: a whole-school approach (2013), describes this approach and contains several case studies.

A “whole-school” approach to OSH:

- combines risk education and the management of safety and health in schools, for both pupils and staff;
- brings together risk education, health education, safety management and the concept of the healthy school;
- actively involves staff and pupils in school safety management;
- trains and involves teachers in OSH management in their schools, improving their understanding of OSH and developing their practical skills. This makes them better able to provide risk education to pupils;
- develops students’ understanding of OSH and its importance through the use of examples;
- involves pupils in hazard spotting and in proposing solutions, developing their skills and giving them a sense of ownership with respect to their school’s safety rules; and
- integrates risk education and school safety and health into all the school’s activities and systems, so that



they become part of school life rather than something additional.

Vocational training must prepare future workers for the world of work, not only from the skills point of view but also on the risks and hazards of the working environment. Such training should include learning how to identify hazards and eliminate risks following the hierarchy of control, and to otherwise exercise OSH rights (see Module 3).

Does learning about OSH in schools make a difference?

Introducing OSH sessions in vocational training has been shown to make a significant difference in occupational accident rates.

A study conducted by the French National Research and Safety Institute for the Prevention of Occupational Accidents and Diseases (Institut National de Recherche et de Sécurité, INRS) found that young workers who had received OSH information at school had an occupational accident rate that was 50 per cent lower than that for young workers who had not received it (INRS, 2018).

Training and information material should be developed using engaging methods that can capture the interests of target audiences of different ages (from primary school to university level).





Info Box: Youth@Work—Talking Safety

The U.S. National Institute for Occupational Safety and Health (NIOSH) designed the Youth@Work—Talking Safety to teach young people OSH basics in a fun and interesting way. This free curriculum has been customized for each state in the United States to be consistent with the state's own rules and regulations. The activities described within it highlight OSH hazards and prevention strategies from a wide variety of workplaces at which young people are employed. Recently, an assessment tool was added; to measure students' understanding of workplace safety and health, and students receive a digital badge if they pass.

To be able to implement the above-mentioned strategy, teachers should be equipped with the necessary knowledge, tools and skills.



Info Box: Health + Safety Teaching Tools

The Canadian Centre for Occupational Health and Safety (CCOHS), developed the Health + Safety Teaching Tools to provide support to teachers who are educating their students about staying safe and healthy when they enter the workforce. The content is mainly geared towards middle and secondary school students, but can easily be adapted so that it works for a younger audience.

Young people and youth organizations have an important role to play in advocating for the integration of OSH into



education and training curricula and to suggest innovative and youth-friendly approaches.

Providing Training and Information at the Workplace

Following the provisions of ILO Convention No. 155, many countries include in their OSH legislation obligations for the employers to provide workers and their representatives with appropriate training on OSH, often with specific requirements for the initial training and supervision of young workers when starting work.

To be most effective, the training should:

- provide a balance between theory and practice;
- contain suitable practical learning resources and methods (for example with practical risk-assessment exercises in real workplaces);
- use appropriate content, methodology and vocabulary according to the capacities, educational level and language skills of the workers being trained;
- be offered at no cost for workers and during working hours;
- be facilitated by supervisors, mentors and trainers trained in their role and in OSH;
- represent a close link to working life; and
- benefit from the expertise of peers, including more experienced young workers, and the use of older, experienced workers as mentors.

OSH training should become an integral part of lifelong training and development and not just be a “one-off” occurrence when starting a new job. Moreover, training alone is not effective in reducing risks; workplace training should be an integral part of the overall OSH management system to prevent workplace risks.



Gender-responsive
approach

Employers should comply with requirements on OSH and youth education and training through practical, gender-responsive information and training materials, such as checklists and guidelines on hazard and risk assessment and control, with special attention to young workers.

Young people should be encouraged to promote peer-to-peer learning and support on OSH protection by sharing information and good practices, organizing regular meetings, and adopting buddy and support systems.



Info Box: Good Practice – “OSHnopoly” Board Game

OSHnopoly is an OSH awareness and educational board game to provide players with knowledge and experience on identifying workplace hazards in fun and creative ways.

The game has been developed by Beatriz A. Brondial, a Filipino Youth Champion who participated at the SafeYouth@Work Congress in Singapore in September 2017. She wanted to develop a peer-to-peer learning tool that could raise OSH awareness among students



and young workers in an unconventional way. Prototypes of the game were produced with the support of the OSH 4 Youth Project and the ILO Country Office for Jakarta and were tested positively during training and events.

Workers' OSH representatives also play an important role in organizing information sessions to inform young workers about their OSH rights, specific hazards and risks in the workplace, appropriate measures for elimination and control of hazards and risks. They can provide on the job training and facilitate experience sharing (with younger peers, older experienced workers, and drawing on good practices in other undertakings) and strengthen the capacity of young workers to promote a culture of prevention among their peers.

Awareness Raising Campaign

Awareness raising campaigns on OSH are vital to informing and sensitizing the public about young workers' rights and vulnerabilities. These campaigns can be initiated by any of the main stakeholders in co-operation with the OSH national authority, employers' and workers' organizations and youth associations. Such campaigns are at their most effective when they target specific knowledge and behaviour gaps. Here, the example of public health campaigns is helpful, in that a well-designed KAB study can help assure that public awareness campaigns wisely allocate resources to the highest needs and priorities.

The involvement of the media is crucial to influencing public opinion and to help foster a culture of prevention on OSH; to do so, journalists should be involved as partners in the general strategy and informed and sensitized on issues relating to OSH and young workers, so that they can in turn provide a strong and effective message to their readers.



Info Box: National Tripartite Campaign in Uruguay

From April to July 2018, a national awareness campaign on the OSH vulnerability of young workers was carried out in Uruguay.

The slogan of the campaign was “The first job mark you, accidents too. More prevention, less risks” (Los primeros trabajos te marcan, los accidentes también. Mas prevención menos riesgos). A website was developed for the campaign. Promotional materials including posters, brochures, fact sheets, stickers, audios and videos were made available online. The images and slogan of the campaign were also advertised on public transport in the metropolitan area. A series of radio and television pieces were also developed; several television channels and radio stations supported the campaign and a strong presence in social networks was organized under the hashtag #masprevencionmenosriesgos. Public personalities were involved in the campaign, telling about their first jobs and working experiences. Videos of these



testimonials are available in Spanish.

The National Council for Occupational Safety and Health (CONASSAT) as well as government institutions actively participated in the institutional dissemination, issuing key messages through their own websites. The campaign not only reached young workers but also their employers, informing them about the rights and obligations they have concerning OSH.

The campaign also had a broader effect on tripartite constituents and the general working population to focus attention on working conditions for young workers and raise awareness about work accidents and occupational diseases that affect young workers.

Young workers should become protagonists and not only beneficiaries of the strategy; they should be motivated and supported in developing their own initiatives and messages to raise awareness of the OSH prevention culture.



Activity: Case Study – Raising Awareness of OSH for Young Workers through Podcasts

This activity is mainly for young workers, government officials, workers and their representatives, and employers.



Worksheet 12 helps you summarize the actions you want to undertake as part of your strategy. Before completing the Worksheet, read through unit 2.3 on monitoring and evaluation.

The national OSH authority is working with the Ministry of Labour, employers' and workers' associations to develop short, 10-minute podcasts in local languages to raise awareness on OSH for young workers. After reviewing the national OSH profile and conducting an assessment, they identified the following challenges in raising awareness on OSH for young workers:

- young workers typically do not read information brochures on OSH that are given to all employees; sometimes the information is presented in a language they are unfamiliar with;
- young workers are not made aware of all the risks associated with their work; and
- young workers are unwilling to ask supervisors about occupational health and safety issues.

However, there were some strengths and opportunities identified in the assessment:

- young workers use social media on a regular basis; and
- young workers are used to listening to podcasts.

Based on this information, describe sample topics that could be developed for a series of four podcasts on OSH for young workers.

Topic	Why is this topic important to young workers?
Example: Interviews with “champion” young workers	Listeners can hear from young workers who are knowledgeable of OSH issues and can provide them with practical tips on staying safe in the workplace.



For a young person, a message from another young person with the same experience has more credibility; youth to youth campaigns including social media campaigns and media competitions can be very effective in encouraging young persons to adopt a culture of prevention on OSH.



Info Box: SafeJam – from Youth to Youth

In September 2017, the SafeYouth@Work Congress took place during the XXI World Congress on Safety and Health at Work, held in Singapore. The SafeYouth@Work Congress brought together 125 young workers, employers, unionists and students, to create a global network of Youth OSH champions. They shared their opinions about the obstacles to safety and health that young workers face and proposed their own solutions for promoting safety and health in the workplace.

Youth champions were invited to take action in improving OSH for young workers, as well as to enlarge the Youth Champions' network in their countries, through the organization of SafeJams (one-day aimed at increasing awareness about OSH for youth). The purpose of a SafeJam is to directly involve young people in developing new ways of influencing, products and services using a design thinking methodology to problem solving in a creative, experimental and collaborative spirit.

In 2018, ten SafeJams were carried out by Youth Champions in 7 different countries (Cambodia, Indonesia, Ivory Coast, Mexico, The Philippines, Singapore and Viet Nam).



2.3 Monitoring and Evaluation

The same concepts on monitoring and evaluation of a national OSH programme presented in Module 1 apply to monitoring and evaluation of the promotion of safety and health for young workers.

2.3.1 Monitoring

Monitoring is a systematic collection of data to track progress towards results, which then informs project planning, management and reporting.

There should be a monitoring mechanism in place from the start. The body in charge of the strategy (such as the national OSH authority) establishes a monitoring mechanism in order to track progress towards results, detects problems in delivery, their causes and identify the remedial actions needed.

The monitoring system, along with other management tools, should check the use of the human, material and financial resources, in order to achieve the expected results and keep the budget under control, avoid waste and reallocate resources if needed.

Monitoring is a continuous activity throughout the whole duration of a programme.

2.3.2 Evaluation

Evaluation is the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results, with the aim of determining its relevance, efficiency, effectiveness and sustainability.

The strategy should be evaluated throughout the implementation of actions and once all actions are completed. An effective evaluation measures progress in the following ways:

- The degree to which activities achieve expected results: this happens throughout the implementation process (formative evaluation to measure progress) and once the strategy/initiative is completed (summative evaluation);
- The extent to which the strategy is implemented as intended (process evaluation);
- Whether the strategy fulfils the national OSH goals (long-term impact evaluation).

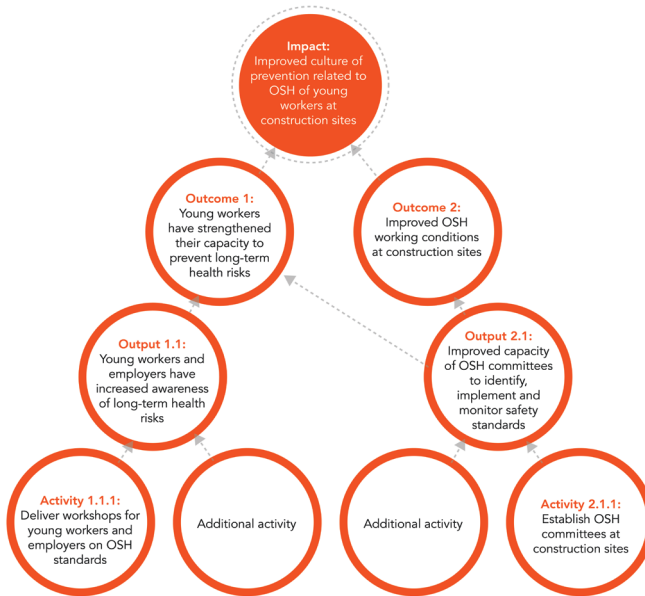


Results are usually categorized as either outputs, outcomes and impacts:

- Outputs are defined as the direct products generated immediately after implementing an action. They are designed to achieve the desired outcomes. They usually refer to changes in terms of awareness, access to services, or knowledge.
- Outcomes are directly related to the overall strategy and can be considered as mid-term results. They usually relate to a change of behaviour, practice or system. Outcomes are not seen immediately after the end of an action, but after some time, as they are the desired consequences that the strategy will eventually accomplish and demonstrate the change(s) or difference(s) generated in the OSH situation.
- Impacts are direct or indirect long-term effects of the outcomes. They relate to changes at high level (i.e. improved safety, improved health, reduced mortality, etc.). They can be positive or negative and reflect intended or unintended consequences of the overall strategy. Because they are long-term and can be influenced by many factors external to the strategy, it is difficult to establish the extent to which the strategy's actions contributed towards the impacts.

These different levels of results are organized in a results chain, or logical framework, which depicts the cause and effect relationship between each result level, as shown in Figure 6.

Figure 6 Sample Results Chain



You can now complete
Worksheet 12.

Results are measured using quantitative and qualitative indicators. These indicators measure changes from an initial set of conditions, or baseline. The assessment of OSH and young workers in the country (unit 2.1) provides the baseline data that can be used to measure progress of the strategy's actions and activities. Quantitative indicators describe objective numerical values; for example, accident rates among young workers. Qualitative indicators, on the other hand, describe the status of a change in qualitative terms or a perception; for example, a change in the perception of safety at workplace among for young workers or the quality of OSH training materials. It is important to note that it is the

objective or subjective character of the object measured that makes an indicator quantitative or qualitative, not the unit of measurement. Some examples are provided in Table 10.

Table 10 Qualitative and Quantitative Indicators

	Quantitative Indicators	Qualitative indicators
Input	Amount of funds available for the training	Level of commitment from donors to support the project
Output (products)	Number of labour inspectors trained	Quality of training material developed according to standards
Output (knowledge)	Number of teachers who can describe 3 OSH principles applying to young workers	Level of satisfaction of employers with the training received on OSH standards for young workers
Outcome	Percentage of young workers sharing that they have reported an OSH violation using a grievance mechanism since completing training	Percentage of young workers who feel safe at workplace
Impact	Percentage decrease in the number fatalities in the construction sector each year	Perception of tripartite constituents regarding the effectiveness of their collaboration to strengthen a culture of OSH prevention among young workers

Conclusion

This Module described the process for formulating a strategy and actions to address OSH for young workers. This process began with a national assessment of the situation of OSH for young workers. The assessment took into consideration the country's socio-economic situation, data and research on OSH and young workers, legislation on OSH for young workers, the institutional framework addressing OSH for young workers, and education, information and awareness raising.

Based on the findings of the assessment, a gap analysis helped define an overall strategy and priorities, which in turn are used to identify different actions that can be undertaken at the macro, meso, and micro levels in a country. These actions form the basis of the strategy to promote OSH for young workers in the country. The actions should be regularly monitored and evaluated to determine whether or not they achieve the expected outcomes of the strategy.



Summary



Unit 2.1

- An assessment on youth and OSH helps to identify what strategies and actions should be carried out in order to strengthen OSH for young workers. This type of assessment can be commissioned and done by the OSH national tripartite advisory body or the national OSH authority.
- The following type of information is examined during an assessment: the country's socio-economic situation, data and research on OSH and young workers, legislation on OSH for young workers, the institutional framework addressing OSH for young workers, and education, information and awareness raising.
- Socio-economic data should be disaggregated by sex, employment status, type of employment, sector/ economic activity, and occupation.
- Assessing data and research on OSH for young workers should include information on different types of accidents, injuries, and occupational diseases.
- Assessing legislation on OSH for young workers should include the existence of a hazardous work list, as well as other restrictions or special provisions related to young workers.
- Assessing the institutional framework should include the national policy on OSH, ministries and departments addressing youth affairs, and instances of collaboration

between organizations on youth issues.

- Assessing education, information and awareness raising includes an assessment of formal education systems (including vocational training), workplace training, and programmes and awareness raising campaigns on OSH for young workers.
- Once the assessment is complete, a gap analysis helps to identify gaps between the current state of OSH for young workers and the desired state. The “gaps” help inform the overall strategy and priorities that define the actions needed to improve OSH for young workers.

Unit 2.2

- The development of effective actions to promote OSH for young workers should be made after the formulation of a national strategy and identification of priorities.
- Actions are typically divided along three levels: macro (national), meso (sector or regional), and micro (local and enterprise). The levels are interlinked.
- Actions on improving data and research include enhancing the national system for recording and notification of occupational accidents and diseases, designing and conducting surveys, conducting OSH research on young workers, and disseminating OSH statistics and studies on young workers.
- Actions on OSH laws and regulations include developing a list of hazardous works to be prohibited for young workers under 18, the inclusion of special provisions to protect young workers, and promoting

compliance with OSH regulations.

- Actions to strengthen the institutional framework include building the capacity of stakeholders, strengthening the labour inspection role, and promoting youth participation and representation.
- Actions related to education, information and awareness raising include mainstreaming OSH into the education systems, providing training and information at the workplace, and conducting awareness raising campaigns.

Unit 2.3

- The body in charge of the strategy and actions should develop a monitoring and evaluation system. This system helps measure the progress made on the actions implemented, identifies problems or delays in process and implementation, and offers remedial measures to ensure that the expected outcomes will be achieved.
- Formative or summative evaluation are key elements in the planning cycle because they provide the key inputs for improving current or future programmes.

Quiz

1. Conducting an assessment on the national situation of OSH for young workers covers five areas. Match each of the examples below with the area it represents.

a) Statistics on occupational injuries and diseases that affect young workers.	1. Legislation on OSH for young workers
--	---

b) Training programmes to develop OSH awareness among young workers.	2. Data and research on OSH and young workers
--	---

c) Information on different sectors across the country (agriculture, manufacturing, mining, etc.).	3. Socio-economic situation
--	-----------------------------

d) Identification of the ministries and departments that address OSH for young workers.	4. Education, information and awareness raising
---	---

e) Legislation on the country's hazardous work list, specifying work and occupations prohibited for young workers under 18.	5. Institutional framework addressing OSH for young workers
---	---



2. Fill in the blanks using “external” or “internal”:

When analyzing the current state of OSH for young workers in the country, the SWOT analysis is a useful tool that examines a group’s _____ strengths and weaknesses and conditions and factors that are _____ opportunities and threats.

3. For each statement below, indicate if it is an example of an internal strength, internal weakness, external opportunity, or external threat.

- a) Young workers in the company are eager to participate in tripartite dialogues.
☐ Strength ☐ Weakness ☐ Opportunity ☐ Threat
- b) Societal gender stereotypes unfairly affect young men and women workers.
☐ Strength ☐ Weakness ☐ Opportunity ☐ Threat
- c) Advances in information and communication technology allows more accessibility to OSH information.
☐ Strength ☐ Weakness ☐ Opportunity ☐ Threat
- d) Not all employees in the organization see the value of OSH for young workers.
☐ Strength ☐ Weakness ☐ Opportunity ☐ Threat

4. Indicate if each following statement is an action at the macro (national), meso (sector or regional), or micro (local or enterprise) level.

- a) The creation of a new national programme to train labour inspectors on OSH for young workers.
☐ Macro ☐ Meso ☐ Micro

- b) OSH is piloted into technical and vocational colleges in one province of a country.
☐ Macro ☐ Meso ☐ Micro
 - c) A new survey is conducted in the agriculture sector on risks faced by young workers.
☐ Macro ☐ Meso ☐ Micro
 - d) The country ratifies labour standards and integrates them into legislation.
☐ Macro ☐ Meso ☐ Micro
 - e) An enterprise established a reporting system to record occupational injuries.
☐ Macro ☐ Meso ☐ Micro
5. Choose the correct answer: For OSH training to be effective, it should:
- a) Provide a balance between theory and practice.
 - b) Be conducted only after working hours.
 - c) Use the same methodology regardless of the different intended audiences.
 - d) Be facilitated by supervisors trained in OSH.
 - e) A and D.
6. True or false: Technologies such as smartphones, Internet, SMS, and apps can be used to improve data gathering on occupational injuries and hazards.
- ☐ True ☐ False

7. Name two reasons why it is important for there to be a monitoring and evaluation system in place for a national OSH programme.

8. Classify the following indicators as qualitative or quantitative:

f) Adequacy of training material developed according to standards.

☐ Qualitative ☐ Quantitative

g) b) Number of young workers participating in a tripartite dialogue.

☐ Qualitative ☐ Quantitative

h) c) Percentage of young workers able to identify OSH issues relevant to their workplace environment.

☐ Qualitative ☐ Quantitative

i) d) Level of satisfaction of employers with the training received on OSH standards for young workers.

☐ Qualitative ☐ Quantitative

j) e) Percentage of young female and male workers who feel safe at workplace.

☐ Qualitative ☐ Quantitative

See the answers on page 117.



This Worksheet refers
to Unit 2.1.

Action Guide

Worksheet 5: Assessment Summary – Young Workers and OSH

Use this worksheet to summarize the main findings and conclusions of your assessment.

Key Element of the Assessment	Information to Collect
Socio-economic situation	• Youth population • Youth unemployed • Youth employed • Type of employment • Sector / Economic activity • Occupation



Main Findings

Conclusions

Key Element of the Assessment	Information to Collect
Data and research on OSH and young workers	• Fatal accidents • Injury at work • Compensated workplace accidents • Commuting accidents • Serious work accidents causing disability of over 30 days • Notified occupational diseases • Compensated occupational diseases • Repetitive strain injuries • Workplace noise-induced hearing loss • Work-related respiratory diseases • Work-related skin diseases • Surveys on OSH and working conditions among youth and/or general (working) population • Available and ongoing studies and research on young workers and OSH

Main Findings

Conclusions

Key Element of the Assessment	Information to Collect
Legislation on OSH for young workers	• Coverage (sectors, occupations and type of employment) • Hazardous work list • Special restrictions for workers under 18 • Special provision for workers under 18 and extensions for workers under 21 (e.g. on medical examinations) • Specification of occupational exposure limits for under 18 • Employers' specific responsibilities for young workers under 18 • Requirement on OSH as part of vocational training and education

Main Findings

Conclusions

Key Element of the Assessment	Information to Collect
Institutional framework addressing OSH for young workers	• National OSH policy references to young workers • Ministries and departments handling youth affairs • Young workers are a priority target for labour inspectors • Young workers and trade unions: representation, participation, specific policies and programmes to address young workers' needs on OSH • Employers' organizations target young workers in OSH programmes and actions • NGOs addressing health and safety of young workers • Youth associations handling OSH matters

Main Findings

Conclusions

Key Element of the Assessment	Information to Collect
Education, information and awareness raising	• OSH is part of curricula in primary and/or secondary school, vocational training and university • OSH training takes place before sending the students to an internship • OSH training provided by enterprises before starting job • Government programmes pay particular attention to young people • Channels used by young workers to obtain information and to acquire behavioural models

Main Findings

Conclusions



This Worksheet refers
to Unit 2.1.

Worksheet 6: SWOT Analysis

Complete the SWOT analysis below. In this analysis, “internal” refers to the national OSH system and the stakeholders who help implement it. “External” refers to aspects that exist outside the OSH system (for example, ILO standards on OSH) or for other groups/organizations (for example, youth groups that have an interest in OSH).

SWOT Analysis		
	POSITIVE/HELPFUL in strengthening OSH for young workers	NEGATIVE/HARMFUL in strengthening OSH for young workers
INTERNAL origin	STRENGTHS	WEAKNESSES

Use the findings of the SWOT analysis to help formulate your strategy in Worksheet 7.



SWOT Analysis

POSITIVE/HELPFUL
in strengthening OSH
for young workers

NEGATIVE/HARMFUL
in strengthening OSH for
young workers

EXTERNAL origin

OPPORTUNITIES

THREATS



This Worksheet refers
to Unit 2.1.

Worksheet 7: Gap Analysis

To complete a gap analysis:

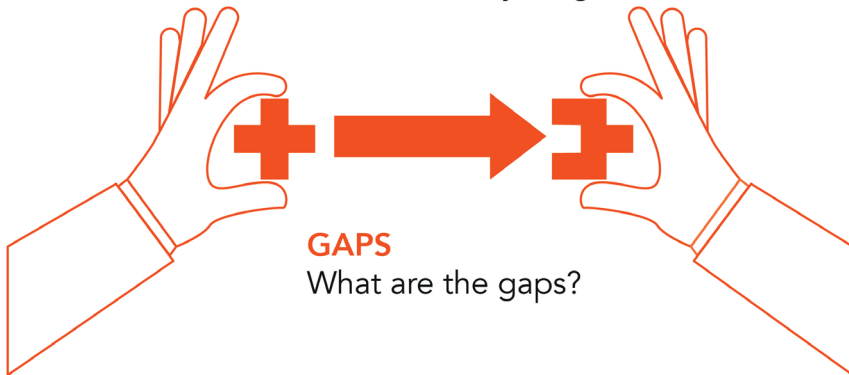
- 1) Summarize the findings of your assessment and SWOT analysis,
- 2) Describe the desired state of young workers and OSH,
- 3) Develop an overall strategy to address the gaps between the current and desired states,
- 4) Identify all the gaps, and
- 5) Explore what could be the priorities for potential actions (to be discussed in Worksheets 8-12).

CURRENT STATE

What is the current state of OSH for young workers?

DESIRED STATE

What is the desired, ideal state of OSH for young workers?



CURRENT STATE	1) What is the current state of OSH for young workers? • What are the main conclusions of the assessment? • What are the main findings of the SWOT analysis?
GAPS (Results from this gap analysis help identify the actions to take (see Worksheets 8-12).	3) What is the overall strategy that can help bridge the gaps between the current and desired states?
	4) What are the gaps?
	5) What are our priorities? <i>Take into consideration the SWOT analysis, financial and human resources, potential sectoral priorities, timeframe, etc.</i>
DESIRED STATE	2) What is the desired, ideal state of OSH for young workers?



Worksheet 8: Key Action – Improving Data and Research



This Worksheet refers
to Unit 2.2.

Based on the strategy and priorities, what actions can effectively promote OSH for young workers? (Choose only the ones you intend to undertake in the strategy.)

Type of Action

Level (macro,
meso, micro)

☐ Enhancing the national system for recording and notification of occupational accidents and diseases

☐ Designing and conducting surveys to gather data on young workers and OSH

☐ Conducting OSH research on young workers

☐ Disseminating OSH statistics

☐ Conducting OSH surveys on young workers:

☐ Other:



Description of the action
Specific areas/issues to address



This Worksheet refers
to Unit 2.2.

Worksheet 9: Key Action – Improving OSH Regulations and Compliance

Based on the strategy and priorities, what actions can effectively promote OSH for young workers? (Choose only the ones you intend to undertake in the strategy.)

Type of Action

Level (macro,
meso, micro)

- ☐ Developing a list of hazardous child labour
- ☐ Including special provisions for the protection of young workers in OSH laws and regulations (new laws/ regulations or revision of existing ones). Examples include training and information, medical, surveillance of workers' health
- ☐ Promoting compliance with OSH legislation to better protect young workers
- ☐ Other:



Description of the action
Specific areas/issues to address



This Worksheet refers
to Unit 2.2

Worksheet 10: Key Action – Improving the Institutional Framework

Based on the strategy and priorities, what actions can effectively promote OSH for young workers? (Choose only the ones you intend to undertake in the strategy.)

Type of Action

Level (macro,
meso, micro)

☐ Building capacity of stakeholders

☐ Strengthening labour inspection role

☐ Prioritising youth participation and representation

☐ Promoting social dialogue on OSH

☐ Other:

Description of the action
Specific areas/issues to address



This Worksheet refers
to Unit 2.2

Worksheet 11: Key Action – Improving Education and Raising Awareness

Based on the strategy and priorities, what are the most effective actions to promote OSH for young workers? (Choose only the ones you intend to undertake in the strategy.)

Type of Action

Level (macro,
meso, micro)

☐ Mainstream OSH into general education and vocational training

☐ Providing training at the workplace

☐ Awareness raising campaign

☐ Other:



Description of the action
Specific areas/issues to address



Worksheet 12: Summarizing Actions



This Worksheet refers
to Units 2.2 and 2.3

Summarize the actions listed in Worksheets 8 to 11 in the table below, identifying the actions at the macro, meso, or micro levels. All the actions combined should help meet the strategy and priorities identified in Worksheet 7. Briefly describe the action, the main stakeholders undertaking the action, the expected results and indicators of the action. When completing this table, take into consideration the results of the socio-economic situation of the country and how the actions at different levels are interlinked.

Strategy: (See Worksheet 7)

Level

Actions

At what level
is the action? What will be done?

Macro
(national
level)

Strategy: (See Worksheet 7)

Responsibility

Who will be doing the action?

Results

What will change as a result of the action?

Indicators

How will we know the change took place?

Strategy: (See Worksheet 7)

Level

Actions

At what level
is the action? What will be done?

Meso
(sectoral or
regional level)

Micro
(enterprise
level)

Strategy: (See Worksheet 7)

Responsibility

Who will be doing the action?

Results

What will change as a result of the action?

Indicators

How will we know the change took place?



Answers

Quiz:

1. a) 2, b) 4, c) 3, d) 5, e) 1.
2. Internal; external.
3. a) Strength, b) Threat, c) Opportunity, d) Weakness.
4. a) Macro, b) Meso, c) Meso, d) Macro, e) Micro.
5. e) A and D.
6. True.
7. A monitoring and evaluation system measures the progress made on the actions implemented, identifies and problems or delays in process and implementation, and offers remedial measures to ensure expected outcomes will be achieved.
8. a) Qualitative, b) Quantitative, c) Quantitative, d) Qualitative, e) Qualitative.

Learning Journal

This journal is a space in which you, the reader, can write down personal reflections on what you have learned throughout this self-training package. It is designed in the format of a “reflective journal,” which focuses on three types of questions:

What?

The “What?” question prompts you to write down anything new you have learned in the self-training package, or something you learned more about. Try as much as possible to identify things that are relevant to you and your work.

So What?

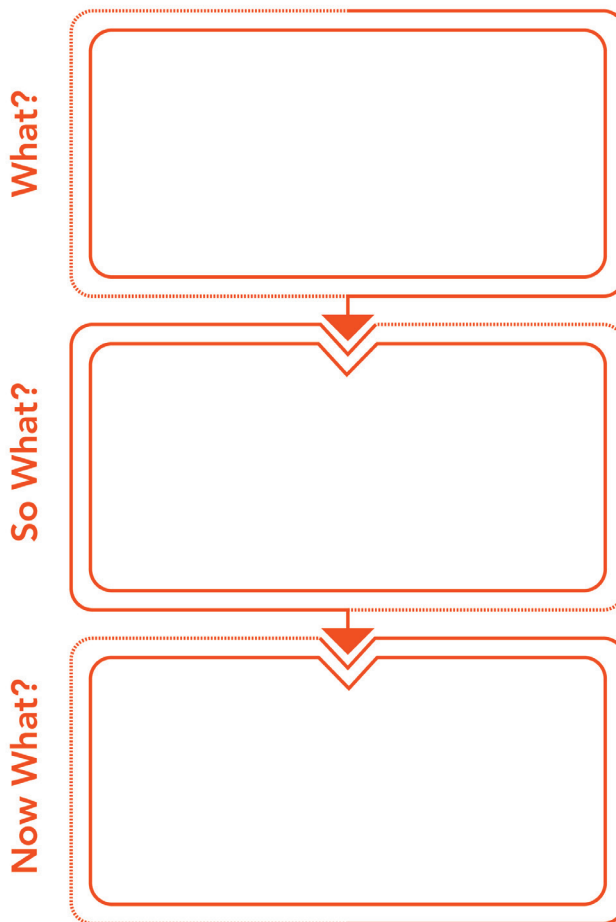
The “So What?” question asks you to reflect on the implications of what you learned. Based on your answer to the “What?” question, ask yourself “So what does this mean to me? What does this mean for my work?”

Now What?

The “Now What?” question asks you to reflect on practical ways you will apply what you have learned into your work. For example, you can ask yourself “Now that I know more about identifying risks and hazards, how will I better protect myself at work?”

Module 2: Strategy and Actions for the Protection of Young Workers

Reminder: How to make an assessment of OSH for young workers, conducting a gap analysis, designing and implementing effective actions, monitoring and evaluation



Glossary

A

Adoption

Formal act by which the form and content of a proposed treaty text are established.

B

Binding (or non-binding)

Imposing (or not) a legal obligation.

C

Child labour

Work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

Competent authority

A ministry, government department or other public authority with the power to issue regulations, orders or other instructions having the force of law. Under national laws or regulations, the

competent authorities may be appointed with responsibilities for specific activities, such as for implementation of national policy and procedures for reporting, recording and notification, workers' compensation, and the development of statistics.

Continual improvement

Iterative process of enhancing the OSH management system to achieve ongoing improvements in overall OSH performance.

Convention

Legally binding international treaty. Once a convention is adopted, member States may ratify it, committing themselves to applying the convention in national law and practice and to report on its application at regular intervals.

D

Dangerous occurrence

Readily identifiable event as defined under national laws and regulations, with potential



to cause an injury or disease to persons at work or the public.

Disaggregated (data)

Data are broken down in order to show differences between various components. For example, data can be disaggregated by sex, age, ethnicity, migration status, disability, geographic location, income level, sector and/or occupation, employment status, etc.

Domestic work

Work performed in or for a household or households. The work may include cleaning, cooking, washing and ironing, taking care of children, elderly or sick members of a family, as well as household pets, gardening, guarding the house and driving for the family.

E

Employer

Any physical or legal person that employs one or more workers.

Employers' organization

Institution set up to organize and advance the collective interests of employers.

Epidemiologic study

Study measuring or assessing the relationship of exposure with a disease or an outcome. It usually compares two groups of people who are alike except for one factor, such as exposure to a chemical or the presence of a health effect; the investigators try to determine if any factor is associated with the health effect.

Exposure

The process of being exposed to something that is in the environment; exposure can affect people in a number of different ways.

Exposure routes

The way people come into contact with a hazardous substance. There are three routes of exposure: inhalation (breathing in), ingestion (consuming) and dermal contact

(through the skin).

Exposure patterns

The frequency and duration people come into contact with the hazards, as well as the intensity of exposure.

F

Frequency rate

Indicates the number of new cases of injury occurring in relation to the amount of time during which workers in the reference group were “exposed to the risk” of being involved in an occupational accident.

G

Gender analysis

The process of systematically identifying and understanding the needs and concerns of both women and men before developing policies, determining strategies or planning interventions.

Gender-responsive approach

Gender norms, roles and

inequalities are considered and measures are taken to actively address them. Being gender-responsive means going beyond acknowledging gender gaps and really doing something to address the discrepancies.

H

Hazard

Any situation or agent with the potential to cause injury or damage to people’s health.

Hazard identification

Process in which the hazards of a workplace are identified within a system, procedure or equipment.

I

Incidence rate

Relates the number of new cases of occupational injury to the number of workers exposed to the risk of occupational injury.

Incident

An unsafe occurrence arising out of or in the course of work where no personal injury is caused.



Induction training

Training provided to new employees to help them become familiar with their new job task, work environment and the people working around them.

Informal economy

All economic activities by workers and economic units that are – in law or in practice – not covered or insufficiently covered by formal arrangements.

Informal employment

All remunerative work (i.e. both self-employment and wage employment) that is not registered, regulated or protected by existing legal or regulatory frameworks, as well as non-remunerative work undertaken in an income-producing enterprise. Informal workers do not have secure employment contracts, workers' benefits, social protection or workers' representation.

International Labour Standards (ILS)

International legal instruments drawn up by the ILO's tripartite constituents and adopted at the ILO's annual International Labour Conference. They set out basic principles and rights at work. They can be conventions, recommendations or protocols.

Interpretive study or interpretive research

Study or research that attempts to understand phenomena through accessing the meanings participants assign to them. Interpretive research focuses on analytically disclosing those meaning-making practices, while showing how those practices configure to generate observable outcomes.

K**Knowledge, Attitude and Behaviour (KAB) study**

Type of study that seeks to understand how participating individuals gained knowledge

on specific topics (for example, occupational safety and health), heightened their attitudes with respect to those topics, and the impact of knowledge and attitudes on their behavioural change.

L

Labour inspection

A government function carried out by specially appointed inspectors who regularly visit work sites in order to establish whether legislation, rules and regulations are being complied with.

M

Member States

Countries that belong to an international organization or federation.

N

Non-standard forms of employment

Different employment arrangements that deviate from standard employment. They include temporary employment;

part-time and on-call work; temporary agency work and other multiparty employment relationships; disguised employment; dependent self-employment.

Notification (of occupational accidents and diseases)

Procedure specified in national laws and regulations which establishes the ways in which: (i) the employer or self-employed person submits information concerning occupational accidents, commuting accidents, dangerous occurrences or incidents; or (ii) the employer, the self-employed person, the insurance institution or others directly concerned submit information concerning occupational diseases.

O

Obligation

Legal duty by which a person is bound to do or not a certain action. With respect to international standards in a

convention, ILO member States that have ratified the convention must fulfil obligations specified in the convention.

Occupational accident

An occurrence arising out of or in the course of work which results in fatal or non-fatal occupational injury.

Occupational disease

A disease contracted as a result of an exposure to risk factors arising from work activity.

Occupational exposure limits

Concentration in the air of a harmful substance which does not, as far as may be judged in the light of present scientific knowledge, cause adverse health effects in workers exposed for eight to ten hours a day and 40 hours a week. It is not an absolute dividing line between harmless and harmful concentrations but merely a guide for the prevention of hazards.

Occupational health services

Services entrusted with essentially preventative functions, responsible for advising the employer, the workers and their representatives in the workplace on: (i) the requirements for establishing and maintaining a safe and healthy working environment which will facilitate optimal physical and mental health in relation to work; and (ii) the adaptation of work to the capabilities of workers in the light of their state of physical and mental health.

Occupational injury

Death or any personal injury or disease resulting from an occupational accident.

Occupational Safety and Health (OSH)

The science of the anticipation, recognition, evaluation and control of hazards arising in or from the workplace that could impair the health and wellbeing of workers, taking into account

the possible impact on the surrounding communities and the general environment.

OSH committee

A committee with workers' OSH representatives and employer's representatives established and functioning at enterprise level according to national laws, regulations and practice.

OSH culture of prevention

A culture in which the right to a safe and healthy working environment is respected at all levels, where government, employers and workers actively participate in securing a safe and healthy working environment through a system of defined rights, responsibilities and duties, and where the principle of prevention is accorded the highest priority.

OSH management system

A set of interrelated or interacting elements to establish OSH policy and objectives, and to achieve those objectives.

P

Personal protective equipment (PPE)

Equipment a worker wears as a barrier between himself or herself and the hazardous agent(s).

Protocol

Legally binding legal instrument which adds new provisions to an existing convention.

Q

Qualitative data

Data consisting of words and narratives; information that approximates or characterizes but that cannot actually be measured.

Quantitative data

Numerical data; information that can be measured and verified and is amenable to statistical manipulation.

R

Ratification

International act whereby a member State indicates its consent to be bound to a treaty if



the parties intended to show their consent by such an act.

Recommendation

International legal instrument which serve as non-binding guidelines. Recommendations often supplement a convention by providing more detailed guidelines on how it could be applied, but can also be autonomous (i.e. not linked to any convention).

Recording (of occupational accidents and diseases)

Procedure specified in national laws and regulations which establish the means by which the employer or self-employed person ensures that information be maintained on: (a) occupational accidents; (b) occupational diseases; (c) commuting accidents; and (d) dangerous occurrences and incidents.

Reporting (of occupational accidents and diseases)

Procedure specified by the employer in accordance with national laws and regulations, and in accordance with the practice at the enterprise, for the submission by workers to their immediate supervisor, the competent person, or any other specified person or body, of information on: (a) any occupational accident or injury to health which arises in the course of or in connection with work; (b) suspected cases of occupational diseases; (c) commuting accidents; and (d) dangerous occurrences and incidents.

Risk

A combination of the likelihood of an occurrence of a hazardous event and the severity of injury or damage to the health of people caused by this event.

Risk assessment

Process of evaluating the risks to safety and health arising from hazards at work.

Risk control

Process of finding appropriate measures to eliminate or minimize an identified risk.

Risk management

Process of identification, assessment and control of risks, which aims at avoiding, minimizing or eliminating them.

S

Severity rate

Indicates the consequences of occupational injuries; it is measured as the amount of time lost in relation to the total amount of time worked.

T

Temporary employment

Workers are engaged only for a specific period of time; it includes fixed-term, project- or task-based contracts, as well as seasonal or casual work, including day labour.

Treaty

International agreement made by negotiation between two or more international actors (such as

sovereign states and international organizations).

Tripartite constituents (ILO tripartite constituents)

Government, employer, and worker representatives.

W

Worker

Any person who performs work, either regularly or temporarily, for an employer.

Workers' health surveillance

Procedures and investigations to assess workers' health in order to detect and identify any abnormality. The results of surveillance should be used to protect and promote the health of the individual, collective health at the workplace, and the health of the exposed working population. Health assessment procedures may include, but are not limited to, medical examinations, biological monitoring, radiological examinations, questionnaires or a review of health records.



Workers' OSH representative

Workers' representative elected or appointed in accordance with national laws, regulations and practice to represent workers' interests in OSH issues at the workplace.

Workers' organization (or trade union)

Democratic, self-organizing institution of working people wishing to advance their rights as workers and citizens.

Workers' representative

Any person who is recognized as such by national law or practice, whether they are trade union representatives (i.e. representatives designated or elected by trade unions or by members of such unions) or elected representatives (i.e. representatives who are freely elected by the workers of the enterprise).

Work-related disease

A disease with multiple causal agents which may include factors in the work environment.

Y**Young worker**

Worker between the minimum age for employment and 24 years of age.

Young workers' organization

Organization dedicated to improving working conditions for young workers.

Youth organizations

Organization established to provide activities and socialization for young people. A youth organization can be created and run by young people themselves or by interested adults. Boy scouts are an example of youth organizations operating at local, national and international level.

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- ILO. National profiles on occupational safety and health. Available at: https://www.ilo.org/safework/areasofwork/national-occupational-safety-and-health-systems-and-programmes/WCMS_187981/lang--en/index.htm

Workers of all ages have the right to a safe and healthy work environment. As active contributors of labour markets worldwide, young workers between the ages of 15 and 24 typically experience higher rates of work-related injuries than adult workers. Raising awareness of and ensuring compliance with occupational safety and health (OSH) standards for young workers can help reduce injuries and improve the working environment.

The ILO has prepared this self-training package in order to strengthen the capacity of governments, employers, workers (including young workers) and their organizations to improve OSH management for young workers through the assessment and implementation of strategies and actions through national OSH systems.

The Introduction	illustrates the OSH vulnerabilities faced by young workers and the International Labour Standards promoting OSH for young workers
Module 1	presents an overview of a national OSH framework (OSH policy, system, profile, and programme) and how such a framework can support OSH for young workers
Module 2	describes how to assess the national context and develop practical strategies and actions to improve OSH for young workers
Module 3	outlines a basic framework for identifying hazards and managing risks facing young workers in the workplace
The Appendices	contain additional information related to OSH for young workers

As a self-training package, the reader is encouraged to apply what they are learning through a range of activities, quizzes, a learning journal and action guides. All of these learning tools are designed to encourage the reader to develop and act on practical ways to improve OSH for young workers, and thereby ensuring safer and healthier work for all.



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