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Training Workshop to Develop Skills and Livelihood Training Programmes for Older Children in Child Labour or At-Risk in the Pacific

27 – 31 July 2015
Nadi (Fiji)

Tackling Child Labour through Education (TACKLE) Project

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1 BACKGROUND

Since 2008, Fiji and PNG have benefitted from the European Commission funded and ILO implemented child labour project called TACKLE – Tackling Child Labour through Education, implemented in 12 countries (including eight countries in Africa, two in the Caribbean and Fiji and Papua New Guinea in the Pacific). In the Pacific, the TACKLE project strengthened the capacity of the Fiji and PNG governments, social partners and civil society groups to implement policies and strategies to address child labour issues, including conducting research and structured technical training, implementing legislative reviews, coordinating resource sharing platforms, raising awareness and advocacy with tri-partite partners, establishing child labour inspections, and implementing direct actions with children in child labour, children at risk, families, schools and communities.

In 2014, TACKLE began extending technical support to Solomon Islands, Kiribati and Samoa to formulate and implement strategies and programmes to combat child labour, to conduct child labour rapid assessments and national actions to eliminate the worst forms of child labour, including determining the hazardous child labour lists. Rapid assessments in Fiji, PNG, Solomon Islands, Kiribati, Tuvalu and Samoa found that most children in child labour were 15-17 year olds in the worst forms of child labour, majority school dropouts, and many expressing a desire for skills training and better jobs.

A significant gap identified by stakeholders in the Pacific through the National Child Labour Forums conducted by TACKLE is the lack of education and skills training opportunities provided to older out of-school children in child labour or at risk.

2 TRAINING PURPOSE

Technical training on the development of appropriate training and livelihoods programmes for older children in child labour or at risk is crucial as many of the Pacific Island Countries are faced with a growing problem of out of school older children in child labour, and youth unemployment, and therefore have placed priorities on initiating skills and development programmes for this target group.

The Workshop on Developing Skills and Livelihoods Training for older children in child labour or at risk provides the opportunity for practitioners and policy makers in Pacific Island Countries to be trained on how to design and implement skills and livelihoods training programs for out of school older children in or at risk or at child labour.

The training workshop was held at the Tanoa International Hotel, facilitated by the EU funded Fiji TACKLE project in collaboration with the ILOs International Training Centre. It introduced participants to the core content of a new resource material on skills and livelihoods for older children, which will be the core resource for the national 3 level training. The aim of the workshop was to:

- (a) have a better understanding of the key issues that require attention in the planning and delivery of skills and livelihoods training programmes for older out of school in or at risk of child labour;
- (b) be aware of the various skills and livelihood training programmes, best practices and lessons learnt from other parts of the world through the sharing of practical case studies and processes;
- (c) Strengthen similar training programmes in their own context.

3 TARGET GROUP

The course was designed for a specific audience, those who are closely involved in policies, planning or implementation of skills training for older children, who may contribute meaningful experience to the discussions, and because of the collaborative links they already have with the ILO will allow for the establishment of concrete follow-up actions. Those that attended the training were representatives from the Ministries of Labour, Ministries of Youth, Ministries of Education and social partners from Kiribati, Papua New Guinea, Samoa, Solomon Islands, Vanuatu, Tuvalu and Fiji.

The participants list is attached as Annex 2 at the end of this report.

4 TRAINING OUTCOMES

At the end of the training workshop, the participants from the seven countries identified some of the following as their key expected outcomes:

- Acquire a better understanding of the key issues that require attention in the planning and delivery of skills and livelihoods training programmes for older out of school in or at risk of child labour to enable them to acquire decent work.
- Improved knowledge of conducting pre-training assessments, vocational orientation, of designing and planning various training options and post- training support for older out of school children in or at risk of child labour.
- Sharing of knowledge and resources on skills and livelihood training programmes for young people and children including best practices and lessons learnt through practical case studies and processes from Pacific country participants and international advisers
- Avenues identified to strengthen skills and livelihood programmes for older out of school children in or at risk of child labour, and youth training programmes in individual country contexts.

5 TRAINING PROCESS

The course was organised on a participatory basis to encourage active involvement and the exchange of views and experience among the participants. Concrete case studies were presented to stakeholders to promote practical learning based on lessons learnt from other agencies who have implemented skills and livelihood programmes for older out-of-school children in child labour in other countries.

The core resource material which supported the training programme was the *Skills and livelihoods training for older children: A guide for partners in child labour projects*. Upon completion of the training activity, participants received a memory stick which included the most relevant learning content as well as presentations and background documents used during the training.

The training covered the following topics:

- *Introduction to the policy issues and frameworks*
 - International labour standards and decent work agenda, including regional and national frameworks
- *Pre training requirements including labour market assessment*
 - Identification of beneficiaries
 - Vocational orientation and counselling
- *Training options, including in rural areas*
 - Life skills and informal basic education
 - Vocational and livelihood training
 - Entrepreneurship training
- *Post training support*
 - Access to Finance and financial education
 - Support services for wage employment
 - Support services for new entrepreneurs
 - Innovative ways of starting up and sustaining small business projects for youths
- *Cross cutting issues such as:*
 - Gender and disability issues in design of programmes
 - Occupational safety and health
 - Protecting young workers
 - Monitoring and evaluation

The full programme for the training workshop can be found in Annex 3.

6 KEY NOTE REMARKS

The ILO's Specialist on Strategies for Decent Work and Officer in Charge for the ILO Office for Pacific Islands Countries, Mr. Satoshi Sasaki welcomed participants to the training and also thanked the chief guest, Hon. Jioji Konrote, Minister for Employment, Productivity and Industrial Relations for his presence. Mr. Sasaki highlighted the ILO's World Report on Child Labour that was recently launched in June 2015 which made clear the need for accelerated global action targeting child labour and the lack of decent work opportunities for youth. *"The Skills and Livelihood Training programme is a new course offered at ILO International Training Centre in Turin and this is the first time to offer this course in the Pacific for our constituents".*

The Minister for Employment, Hon. Jioji Konrote agreed that there is an urgent need for the government and all stakeholders to address the critical and interlinked areas of education, unemployment and under-employment, and poverty. Mr. Konrote highlighted that *"Poverty, education systems focused on white-collar employment skills, stagnating economies that do not provide enough employment opportunities, and rural/urban inequalities are still the most significant underlying causes of youth problems. With limited skills and knowledge to improve their livelihoods, early school leavers make up a large proportion of the unemployed and subsequently some get engaged in criminal and risky activities in most urban centres. Targeted interventions which provide skills training and employment opportunities for young school leavers and early school drop outs are essential. Government, donor and stakeholder re-investment in education for all is critical".*



He added that *"Pacific island governments have invested heavily in children's access to education and health services. The need now is to continue investments in young people's development into their second and third decade of life. This includes improving access to opportunities for upper secondary, vocational and tertiary education; dedicating resources directed to improving learning outcomes at all levels of education and creating pathways to decent work. More importantly, addressing the challenges of child labour, youth unemployment and decent work, requires a special focus on a group of children often forgotten in development planning- out of school children and youths".*

7 SUMMARY OF THE DAILY TRAINING SESSIONS

Day One: Global & Regional Overview

SESSION 1: WORKSHOP OVERVIEW AND INTRODUCTION OF PARTICIPANTS

Senior Programme Officer, ITC ILO – Ms. Giselle Mitton and Project Coordinator for the TACKLE project, Ms. Marie Fatiaki provided the overview for training which is to build understanding on the key issues that need to be considered in the planning and delivery of skills and livelihood training programs for older children in child labour or at-risk. The session also sought to share information and tools that are required to plan or strengthen similar capacity building training in a given national contexts. **The full objectives can of the training workshop can be found in Annex 4.**

An introduction of participants followed.

SESSION 2: CHILD LABOUR AND SKILLS DEVELOPMENT: GLOBAL OVERVIEW

Ms. Giselle Mitton provided a global overview of child labour and skills development with the aim that by the end of the session, participants would have been informed of some of the main legal and policy frameworks at the global level that have guided this training. **(the course overview can be found in Annex 6)**

ILO Conventions on Child Labour, OSH and Youth (un)employment were mentioned as well as the Skills Paradox. In defining decent work, she explained that it is the work performed in conditions of freedom, equity, security and human dignity. She added that guaranteeing fundamental rights at work illustrates that workers need representation, participation, and legal frameworks that guard against exploitation. The ILO's child labour Convention is an essential element of fundamental rights at work.

Extending social protection also ensures that women and men enjoy working conditions that are safe with a framework of social protection to provide for adequate support in case of reduced income and access to healthcare. Social dialogue is promoted by involving workers' and employers' organizations.

The minimum age for employment shall not be less than 15 years. However in countries whose economy and educational facilities are insufficiently developed can initially specify a



Ms. Giselle Mitton from the ITC in Turin during the opening of the training workshop

minimum age of 14 years. Children between the ages of 13-15 years (or 12-14 years in some countries) may perform light work provided this does not undermine their development, their school attendance and their capacity to benefit from school.

Occupational Safety and Health

Ms. Mitton emphasised that all workers need to be protected from occupational safety and health (OSH) risks and hazards. Children can be more vulnerable to these risks than adults when placed in the same situation. Children are not simply 'little adults' and the work hazards and risks that affect adult workers often affect children more strongly.

Therefore when designing skills and livelihood training programmes, one needs to ensure that children are not exposed to hazardous work conditions or engage in hazardous work during the skilling process (ILO C.138 & C.182: No child below the age of 18 years should be engaged in hazardous work).

Youth (un)employment and Skills Paradox

One in eight people is unemployed. One in five young people in developing countries has not completed primary school. At the same time as the world struggles with youth unemployment, paradoxically, it is experiencing a skills shortage. There are 72% of employers that reported life skills are very important and in most demand by employers today.

Urban Youth in the Pacific – more findings

Nearly all the respondents consulted from those who were already successfully contributing to society, to those who were in prison, had bright dreams to become scientists, doctors, farmers, carpenters, traders, social workers, engineers, mechanics and more, but had no opportunity to follow this dream.

Human Resources Development

Key issues for Programming

- Only market relevant skills can lead to employment
- Skills training is not a substitute for the right of the children to basic education
- Skills programmes should focus on those between 14-17 years
- Children are not 'little adults' and OSH should be age appropriated

Questions, Comments and Answers

A Solomon island participant commented that in his country, they have the community education initiative where they hope that nobody is left behind. However they lack the capacity and there are still financial constraints. The question then was how do they prioritise? Ms. Mitton replied that they need to tailor their response to the needs of the child as it is not a case of one size fits all.

SESSION 3 (A): CHILD LABOUR AND YOUTH EMPLOYMENT TRENDS

Mr. Satoshi Sasaki, Specialist on Strategies for Decent Work and Officer in Charge with ILO Office for Pacific Island Countries presented an overview of youth employment issues in the Pacific. Reporting on the global youth unemployment trend, Mr. Sasaki highlighted that the situation is reaching its crisis peak and there is a generation at risk with a 13.1 % unemployment rate (ILO, 2014). In terms of ILO youth unemployment trends, 73.4 million people were expected to be out of work in 2013 or 12.6%, 6.4 million have opted out of the labour market due to the crisis and some went back to education but others joined the NEET (not in employment, education or training) group. **(The full presentation can be found in Annex 7)**



*ILO Specialist on Strategies for Decent Work
Mr. Satoshi Sasaki during the opening of the
training workshop*

In 2012, the ILO youth unemployment rate was 12.7% and youth are globally 2.7 times more likely than adults to be found unemployed and youth part-time employment is growing faster than adults. Young people are more likely to work as temporary employees, especially in developed economies where they tend to be overrepresented in unpaid family work.

Mr. Sasaki added that in the Pacific, the youth unemployment rate is 23% with slow economic growth in the last three decades. In addition, there are low capacities within national governments to develop evidence based economic and employment policies, and demand driven national programmes/action plans. Young people are 4.5 - 6 times less likely to secure jobs relative to older workers. A steadily increasing youth population is not in education, employment or training and there is a high age dependency ratio. This places an enormous strain on the relatively small economically active population and on limited national resources.

The Pacific Youth Development Framework (2014-23), Mr. Sasaki explained, is a 10 year framework for youth development in the Pacific with a specific focus on rural & urban YP, YP with disabilities, NEET, YET, SOGI, young women. The 4 Foundation Pillars are (i) Capacity Building, (ii) Strengthening the evidence, (iii) Funding & Policy and (iv) Youth Participation.

Mr. Sasaki highlighted that more young people have secured decent employment and access to relevant education. There are now more young people involved in entrepreneurship and more young people are now connected to employment opportunities through the establishment of youth employment services.

In conclusion, Mr. Sasaki offered some solutions to address youth unemployment

- Labor Demand side
- Collection and analysis of LMI – employment policy development
- Sectoral approach
- Focus on YE opportunities in emerging/growing sectors
- Public works for direct employment creation
- Enhancing productivity in agriculture
- Promoting decent work in migration

Questions, Comments and Answers

There was a question for the ILO regarding why there is no system for youth unemployment in Samoa. Mr. Sasaki confirmed that Samoa is the only country in the Pacific to have carried out a School to Work Transition survey and this would provide the necessary information.

In Tuvalu, there is no skills programme for youths. Those that drop out of schools do not have any other learning opportunities. Ms. Mitton again reiterated that they should tailor a programme to suit the needs of these children.

A Solomon Island participant commented that in most countries, parents want their children to work for the government because it is considered stable. There isn't much emphasis on entrepreneurship which could increase job opportunities.

SESSION 3 (B): CHILD LABOUR AND YOUTH EMPLOYMENT ISSUES IN THE PACIFIC

Ms. Fatiaki highlighted that the Asia-Pacific region has almost half the world's unemployed youth population with youths more than three times likely to be unemployed than adults and up to 6 times in South-east Asia and the Pacific. Although global trends indicate that child labour is declining, from 246 million (2000) to 168 million children (2012) the Asia-Pacific region still has the largest number of child labourers (77 million) and millions between 15-17 years old in the worst forms of child labour. *(The full presentation can be found in Annex 8)*

Surveys that have been carried out in Papua New Guinea, Fiji, Kiribati, Samoa and Solomon Islands revealed that child labour exists in those countries, however, in the case of Vanuatu and Tuvalu, there is limited evidence of child labour in agriculture and fishing.



TACKLE Project Coordinator Ms. Marie Jane Fatiaki discuss concepts with participants during the workshop

Most of the common child labour issues in the Pacific include:

- Children working on the streets
- Children working below the minimum age of employment
 - Out of school
 - In school and working/ miss school/ work nights
- Children in hazardous work
 - Agriculture, Fishing & Informal Sector
 - Handling chemicals, machinery, construction, garages, service stations, traffic, supermarkets, scavenging, heavy loads, long hours, abuse, nights
- Children in the worst forms of CL
 - Commercial sexual exploitation- Prostitution, pornography, trafficking
 - Illicit activities- begging, drug trafficking, criminal activities

Majority of these children working in the worst forms child labour fall between the ages of 15 – 17 years. However, generally most child labourers are still in primary school. The main causes of child labour are:

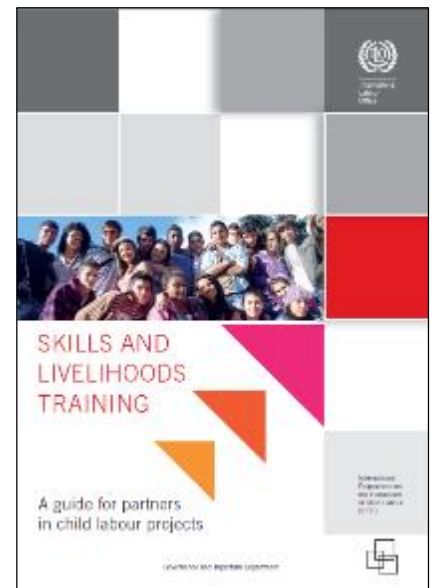
- Poverty – financial difficulties, pay for school
- Large family size
- Children living with relatives – sent from rural to urban areas
 - Need to provide for their families and meet basic daily needs.
 - Work and subsidize the family income or to look after younger siblings and do domestic work while the adults engage earning an income.

The impacts of child labour can be both social and psychological – through work such as begging, selling and/or trafficking drugs, petty crime, commercial sexual exploitation as well as health implications – lifting heavy loads, using hazardous chemicals, working in confined spaces, operating dangerous machinery, no OSH. Children who leave school at the primary level have only a basic understanding of literacy and numeracy, do not have any sort of qualification or certification– e.g. Fiji, many employers now require minimum qualification of up to year 12 education. A lot of children have little or no access to skills training or other education services (formal or non-formal).

According to a world report on child labour, young people with prior involvement in child labour were more likely to be in unpaid family work or in low-paying jobs as adults, while those who had left school at or below the general minimum working age of 15 were at greater risk of remaining outside the world of work altogether.

SESSION 4: OVERVIEW OF THE TECHNICAL FRAMEWORK AND GUIDE

Ms. Giselle Mitton presented an overview of the *Training Guide for Skills and Livelihoods*. She explained that from past experiences with ILO/IPEC, children are taught based on the existing content of the training programs being offered rather than on their individual needs. There is little or no counselling or career guidance to help children choose which skills to acquire based on their interests, aptitudes or job aspirations. There is a need to provide children with skills that are actually in demand but there needs to be some pre-training activities or vocational orientation. After having trained the children, there is a need for some post training activities that will help them actually access work. **(The full presentation can be found in Annex 9 & 10)**



During pre-training, there is a need to identify local economic opportunities through surveys of potential market opportunities, discussing the results of such surveys with stakeholders, conducting feasibility studies and ensuring that identified opportunities are decent and non-hazardous. The identification and assessment of potential partners can be carried out through the mapping of institutions and organizations that provide services relevant to your project. It is important to agree on the criteria for partner selection and to identify and address gaps in capacities.

The identification of training participants includes such important steps as identifying eligibility criteria for participation in training, conducting the verification and screening and the final registration and of the participants.

The vocational orientation and counselling process includes the identification and training of vocational counsellors, vocational assessment of individual capacities and constraints, presenting local employment options to children, exploring expectations/life projects of beneficiaries, achieving coherence between the child's initial project idea and the viable local opportunities, drafting of a synthesis report and preparing the individual monitoring form.

When building the capacity of partners, it is important to map the partners according to their training needs, conduct introductory training as well as specific training. There are some practical issues that need to be taken on board during the training period and this includes gender and children with disabilities

As part of the post training support, assistance should be provided with job placement and linkages with employers, continued project support during initial wage employment period and monitoring, follow-up, evaluation and impact assessments.

SESSION 5: GROUP WORK EXERCISE

Each group was required to analyse the contents of the guide in view of their country context with 2 groups to review and discuss the chapter on pre-training, 2 groups to review and discuss the chapter on training options and 2 groups to review post training support for wage employment and new entrepreneurs

Each group was then required to briefly summarize the main topics covered, identify 2-3 key points per topic, identify 3 lessons that may be useful for their own programmes and identify 3 challenging areas and explain why.

Most groups highlighted that it is important to develop personal skills and behavior that are essential in life such as the skills required in employment or self-employment. As such, there is a need to identify life-skills training and decide on training modules, identify trainers and deliver training and monitoring, follow up and evaluation.

(The full discussion can be found in Table 2 at the end of this report)



Participants engage in group work discussions during the workshop



Day Two: Country Contexts, Pre training Assessments & Services

SESSION 1: COUNTRY CONTEXTS

Ms. Marie Fatiaki, provided an overview of the day's proceedings on country contexts and emphasized that the country presentations will assist participants to understand and appreciate the different country contexts as it will give a better idea of the programmes that exist in each country and the target groups. **(The full presentation can be found in Annex 11)**

She added that the pre-training assessment session will identify the skills and local employment opportunities and training needs assessment whilst the Youth at Work programme in Solomon Islands and the Vanuatu Youth Challenge programme will share their experiences on providing employment services to out of school children/youths.

She also noted that out of all the countries that are represented at this training, Vanuatu and Tuvalu have not ratified convention 138 whilst only Tuvalu have not ratified convention 182. The minimum age varies for the countries from 14 years to 18 years and with the exception of Fiji, the rest of the countries do not have a Hazardous Child Labour List (HCL).

SESSION 2 (A): COUNTRY PRESENTATIONS

Vanuatu

Ms Lerrain Loughman presented the Vanuatu country context explaining that it is a country of more than 80 islands with a total area of 12, 300 square kilometres and with 80% of the people living in rural areas. It is highly vulnerable to natural disasters.

The recent devastation by Cyclone Pam caused damages to physical assets and also loss of income and livelihood. Income for most locals have been 100% affected in the three provinces hit by the cyclone.



Ms. Lerrain Loughman presents the Vanuatu context

Ms Loughman confirmed that there are no forms of child labour in Vanuatu and the Employment Act is in place to protect the right of workers that may relate to child labour. In terms of youth unemployment, the 2009 census showed that around 50% of young people under 30 are unemployed with government prioritising youth in its national priorities with regards to quality services.

Lack of education was cited as one of the top reasons for both child labour and youth unemployment whilst having a large family size and poverty contribute to child labour as well.

There is also a lack of employment opportunities for youths and most of them are just plain lazy to look for work. Through organizations like Employment Service Vanuatu, Youth Challenge Vanuatu and Vanuatu Chamber of Commerce, many opportunities are available to try and tackle child labour and youth unemployment. [\(The full presentation can be found in Annex 12 - 1\)](#)

Solomon Islands

The country context for Solomon Islands was co presented by Ms Philma Zaku and Harry Olikwailafa. Solomon Islands has a population between 320, 000 – 520, 000 made up of 93% Melanesian, 4% Polynesian, and 1.5% Micronesian.

There is clear evidence that children in Solomon Islands are susceptible to the worst form of child labour and trafficking and are engaged in exploited hazardous work (agriculture, scrap metal scavenging and construction), commercial sexual exploitation, and illicit activities such as drug trafficking, begging and pick pocketing.



Ms. Philma Zaku presents the country context for the Solomon Islands

The Solomon Islands Government has not established a mechanism to coordinate efforts to combat child labour, however there are a number of laws and policies in place to try and combat child labour. In terms of Youth Unemployment, the Education policies are not responding to the skills required in the job market meaning that there is a mismatch in the training provided and the skills required for the job. There is also lack of coherent policy framework within which appropriate services are planned and delivered to young people as they move from school to work. However, there are a number of policies in place to combat youth unemployment.

Some of the opportunities to address child labour and youth unemployment can be provided by organisations like Rapid Employment Project, Youth at Work Program and the SICCI Young Entrepreneurship Programme.

During the question and answer time, a Fiji participant raised the issue that the hazardous work that exposes children are in the forestry, agriculture and mining sector. He questioned how the different agencies (Ministry of Labour, Social Welfare and Education) track child labour activities. In response, the Solomon Island group clarified that it is a challenge that their government is facing right now as most of the industries are in remote areas where law enforcement and the monitoring systems are very weak. [\(The full presentation can be found in Annex 12 - 2\)](#)

Papua New Guinea

Mr Kornet Sapulai presented the Papua New Guinea country context confirming that during the last census in 2011, the population stood at 7.5 million with about 85% mostly engaged in informal or subsistence economy.

Surveys and studies undertaken in PNG shows that child labour is rife and predominant both in urban and rural areas (fishing, logging, mining, agricultural sector). A number of legislations already cover the prohibition of child labour and underage employment, minimum and light work.



Mr. Kornet Sapulai presents the country context for PNG

As for youth unemployment, there are already some government policies in place to try and combat it. Various reasons have been identified as to why child labour exist and this includes high cost of living, rural to urban drift, poverty and ineffective government regulatory framework.

Youth unemployment exists because of the skills mismatch, not enough jobs and higher entry requirements. However, there are already initiatives that addresses both child labour and youth unemployment and these are offered by both Australia and New Zealand through the seasonal workers programme, but also KAB and SYOB. [\(The full presentation can be found in Annex 12 - 3\)](#)

Tuvalu

Ms Savali presented Tuvalu's country context and highlighted that Tuvalu is still classified as a Least Developed country (LDC) with a population of more than 12,000. It relies heavily on international assistance and she also confirmed that Taiwan funds 50% of the national budget. She believes that child labour exists in Tuvalu but is not actually recognized as there hasn't been any survey so far. There is a likelihood that the Employment Act will be revised soon and there are also various policies and strategic plans that have covered youth unemployment.



A question was raised by a Samoan participant on why in the case of compulsory education are students who fail in Form 4 not able to continue with their education. In response, compulsory education is offered only up to Form 4 level and most of those that fail move to Fiji to finish their education. There are only two secondary schools in Tuvalu so they cannot keep accepting students who fail. [\(The full presentation can be found in Annex 12 - 4\)](#)

[found in Annex 12 - 4\)](#)

Samoa

Ms Maria Bernard presented on behalf of the Samoa participants. She highlighted that the economy of Samoa has traditionally been dependent on development aid, family remittances from overseas, agriculture and fishing.

Initial compulsory education spot checks carried out earlier revealed 31 students engaged in street vending. A follow up pilot study on Rapid Assessment carried out by ILO in 2014 showed an increase to 106 cases of street vending. However, there are now laws and policies that govern both child labour and youth unemployment. There have been numerous national priorities that have been supported by development partners like ILO, UNESCO, AusAID and NZAID.



Ms. Maria Bernard during the training workshop in Nadi

It was also highlighted that one of the top reasons that child labour exists in Samoa is because of competing family priorities, where families are putting more emphasis on money and putting food on the table as opposed to the rights of the child. As for youth unemployment, one of the top reasons why it exists is the lack of job opportunities in both the public and private sector.

In replying to a question from a Fiji participant about the incubation period for Star Your Own Business (SYOB), the Samoa group confirmed that there are six phases under SYOB. When asked why child labour still persists in Samoa, the presenter highlighted that it is more of a behavior and attitude problem and that time is needed to change people's perceptions. **(The full presentation can be found in Annex 12 – 5)**

SESSION 2 (B): COUNTRY PRESENTATIONS

Kiribati

Members of the Kiribati delegation made a group presentation and shared that the widely scattered nation of Kiribati has a population of 103,100. Economic development is constrained by a shortage of skilled workers, weak infrastructure, and remoteness from international markets. Remittances from seamen on merchant ships abroad account for more than \$5 million each year.



Child labour in Kiribati involves street vending and the commercial sexual exploitation of children mainly through foreign fishing boats. There are awareness programmes to try and avoid drop out both in elementary and secondary schools.

As for Youth Unemployment, more than 2,000 school leavers join pool of job seekers annually and only less than 500 are employed by government or the private sector. However, there are now policies to try and combat youth unemployment.

One of the top reasons that child labour exist is poverty or financial difficulty within the family, for reasons of low income or parents are not working. In terms of youth unemployment, students who drop out lack qualifications and skills. (The full presentation can be found in Annex 12 – 6)

Fiji

Ms. Seraseini Betei from the Ministry of Education presented on behalf of the Fiji group. With a population of 900,000, Fiji's major economic contribution comes from the Tourism sector, however, 31% of the population still live below the poverty line.

In 2015, there have been a few reported cases of child labour and the minimum age for employment is 15 years with laws embedded in the Employment Relation Promulgation 2007 and other policy documents.

In Fiji, Youth Unemployment is highest among the 25 – 29 age group as per the database kept by the National Employment Center who are able to arrange for placements for these jobseekers. It was found that one of the top reasons child labour exists is the negligence of parents and their failure to support their children. In terms of Youth Unemployment, one of the top reasons it exists is that the skills acquired by the person do not match with what is needed by the labour market.

During the Q & A session, a participant from Kiribati indicated his intention to learn from the Fiji experience and wanting to work with someone from the Education Department during the break. Fiji responded that as of last month, a strategic plan was developed by the Ministry of Finance and officials have been travelling around the country seeking the views of citizens. One of the main issues of discussion was the relevancy of courses offered to be carried out in the rural areas. (The full presentation can be found in Annex 12 – 7)

Opportunities to address child labour and youth unemployment

1 minute

• Free tuition grant by Ministry of Education

➢ Years 1-13 & Vocational students

• Creation of lifelong skills

➢ Technical College

➢ Vocational centres

➢ Life skills course provide by Ministry of Youth



SESSION 3 (A): IDENTIFICATION OF SKILLS AND LOCAL EMPLOYMENT OPPORTUNITIES

Ms. Giselle Mitton provided an overview of pre training key issues and emphasized that before you start the training, you need to have a solid understanding about the local labour market, beneficiaries and training partners. It is also important to identify economic opportunities within your target area as well as map the local training institutions (potential partners), their capacities and training needs. There will be a need to identify the training participants and link each of the participating children to identified training opportunities. In order for training to lead to employment in decent work, there will be a need to carry out a labour market assessment. The required steps for this process are highlighted in the table below.

TABLE 1: Identifying Local Employment Opportunities

Steps	Community Profile (CP):	Consumer Demand Surveys (CDS):	Market Opportunity Survey (MOS):
STEP 1: Identify potential market opportunities	Supports mapping of the local community and economy, resources which new business activities may be able to use, if there is room for expansion of businesses or if new businesses could be developed Assesses availability of infrastructure, community and commercial services local raw materials The key informants include village leaders, local shop owners, entrepreneurs, NGOs, traditional leaders, school officials, and the target groups themselves.	The purpose of this survey is to find out from consumers which goods and services they want. It tries to identify goods and services that are in short supply, or are of unacceptable quality.	The MOS tries to find out from local artisans, producers, employers, traders, and target beneficiaries, why products and services identified by the Consumer Demand Survey are not available It can also explore if local materials can be taken advantage of for the creation of employment, the potential for expanding local production, new products and services, and suggestions for employment opportunities
STEP 2: Discuss results of survey with stakeholders	The results of the surveys should be discussed with local stakeholders and potential participants.	The objective of these discussions is to select priority activities from among those identified by the surveys; i.e. the ones that hold the greatest potential for providing successful and sustainable job opportunities. The local stakeholders can often identify potential problems and provide valuable advice and guidance.	

STEP 3: Conduct feasibility studies	The objective is to assess the viability and sustainability of the identified and pre-selected activities	A feasibility study compares the costs involved with producing a specific good or service, with prices at which they are expected to be sold	
STEP 4: Ensure decent work	When designing programmes you need to ensure that children are not entering work that is hazardous. Identify the tasks that the young person is likely to perform after the training and the conditions s/he is likely to work in	Identify any hazards in the likely future work and assess the risk that children will be exposed to such hazards Reduce the risk by removing the hazards from the risky situation, or change the focus of the training	Monitor the workplace where graduates will be working

Ms Mitton added that the selection of partners is very important for a successful training programme. Look for organizations that have proven capacity, previous experience working with children, are gender sensitive and have been functioning well. It might be difficult to find partner institutions that have the complete set of capacities that you are looking for and capacity building support may be required. The process for this is highlighted in the table below.

Step 1: Map institutions and organisations	• Map local institutions and organizations providing services relevant to your project, both public and private. These can include: • Local and district authorities, education and vocational training providers • Employment services • Formal and informal apprenticeship providers • Business development service providers • Workers' and employers' organizations • Cooperatives, self-help groups • International agencies and their projects
Step 2: Agree on the idea for partner selection	The list established in step 1 is only a first step and needs to be accompanied by: • An analysis of their capacities (or lack of) to assist your project • Knowledge about their ongoing and/or planned activities • Information about the legal and regulatory framework in which they operate
Suggested criteria for selection of partner organizations	• Partner organizations should have a good track record in market-oriented skills training and the promotion of employment. • Have demonstrated technical experience and sustainable results in training and employment promotion for disadvantaged groups, particularly youth • Be using officially recognized certification systems. • Have capacity to identify and adjust training curricula to new trades and occupations that are developing or could be developed • Have the personnel/staff with the technical skills and experience, infrastructure, and administrative and logistical support • Have the capacity to reach your target group in the specified programme area, within the required timeframe. • Have an active presence in the area, good knowledge of the local socio-economic situation and good rapport with local communities.

	• A good understanding of the markets for products and services that the target group/trainees are likely to produce for, possibly including markets for less traditional products and services. • Good linkages and relationships with government and non-government institutions focusing on vocational training and employment promotion, • Experience in providing post-training support including technical assistance and follow up, linkages with markets, industries, credit, business counseling • Understanding of out of school youth (15-17) and an inclusive approach • Have practical experience in, and the capacity to address gender issues/dimensions in training and employment. • Financial reliability and accountability with an established and effective system of accounts/audit.
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SESSION 3 (B): IDENTIFICATION OF SKILLS AND LOCAL EMPLOYMENT OPPORTUNITIES; TRAINING NEEDS ASSESSMENT

The Integrated Human Resource Development programme (IHRDP) was developed through extensive consultations involving International Labour Organization (ILO), Government (endorsed in 2000), Private sector and Civil Society Organizations (CSOs). **(The full presentation can be found in Annex 13)**

In his presentation, Mr Marika Naiyaga, Director at IHRDP confirmed that the programme was designed to:

- address unemployment and improve livelihoods in semirural and rural communities
- empower communities to achieve decent and productive work
- communities include groups like unemployed youths, women groups and the marginalized like minority ethnic groups and people living with disabilities.

There are 6 sub programmes that are hosted in various Ministries:

- Small business development – Department of Cooperatives
- Small & Micro Enterprise Development – Ministry of Trade and Commerce
- Eco-tourism dev. – Ministry of Tourism
- Labour administration productivity improvement – Ministry of Youth/Labour
- Human Resource Development for hotel & tourism industry – Ministry of Tourism
- Advance vocational training - Ministry of Education

However, the policy and coordination unit is the Ministry of Strategic Planning, National Development & Statistics. Cabinet endorsed the integrated rural development framework with the transfer of 4 IHRDP divisional managers to work with the 4 divisional commissioners to identify and implement IGPS that will create decent work. Divisional managers implement projects through IRD teams using readily available interagency data. The programme still uses

some of the adopted ILO approaches through the use of training for rural & economic empowerment (TREE) tool and the local economic development (LED) approach.

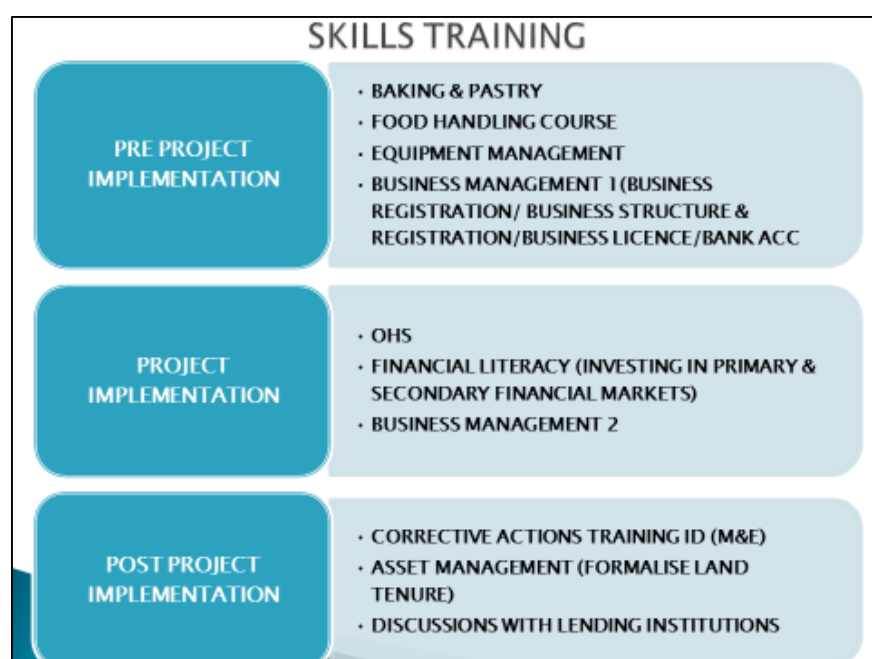
The IHRDP works with both *tikina* and village clusters to produce some commodities or service in large volumes which will create an impact and yield high returns on investment. One of the examples that was shared with participants concerns the Waimaro ginger project. It involved 11 villages and 2 settlements, 71 farmers and 33.9 acres of land. The output of this project yielded 332.411 tonnes of ginger worth \$315, 790 providing employment to 678 people.

The Lawaki project involved the development of a project paper and a business plan but prior to project implementation, training in the following field was provided:

- baking & pastry
- food handling course
- equipment management
- business management 1(business registration/ business structure & registration/business license/bank account

During project implementation, training that was provided included OHS, financial literacy (investing in primary & secondary financial markets) and business management. Market research was also carried out to gauge the demand for bread per week and the public's expectation on price and quality. In terms of decent work, there was an endeavor to try and get gender balance in terms of recruiting the bakers and wages offered were in line with the national wage guideline. FNPF deductions were also effected.

For all IHRDP projects, there is a 2 years hand holding period and skills training is provided to create employment within the locality and elsewhere. The Lawaki project will be weaned off in December 2015 if it is felt that it can sustain operations. However, IHRDP & IRDF team will continue to monitor and evaluate. The programme still faces some challenges and this includes compliance with regulatory framework with the Fiji National Provident Fund, FIRCA and the Ministry of Labour.



Mr. Naiyaga was asked if there were challenges in terms of lending money to members of the group. He confirmed that the groups will have to decide whether they want to form a cooperative, a trust or company and they manage themselves whilst IHRDP empower and inspire them. He was also asked that in terms of sustainability, how they comply with regulations. He offered that during the 2 years holding period, IHRDP ensures that compliance with regulatory framework, OSH etc.

On a health note, a Fiji participant voiced his concern about the copycat fashion around the Pacific. There will be a lot of bakeries being set up in most villages and most families will end up having tea with bread, butter, jam and peanut butter which contributes to non-communicable diseases such as diabetes.

SESSION 4 (A): PROVIDING EMPLOYMENT SERVICES TO OUT OF SCHOOL CHILDREN/YOUTHS (YOUTH AT WORK – SOLOMON ISLANDS)

The Youth@Work programme in the Solomon Islands is a national initiative for unemployed youths (17-27 years) who are school leavers or graduates to be mentored in basic skills & values as well as being given practical job experience. This also includes those with disabilities and recently released from prison, to equip them with the necessary skills and experience to find work through employability training and internship placements. (The full presentation can be found in Annex 14)



Youth@Work is a combined effort of the Secretariat of the Pacific Community (SPC), the Ministry of National Unity, Peace and Reconciliation, the Ministry of Commerce, Industries, Labour and Immigration; the Ministry of Women Youth, children and family Affairs, and the Ministry of Culture and Tourism. Funding is provided by Australian Aid, with some help from their partner ministries. The programme began in 2012 and has worked with over 1600 youths and is now in its 7th Phase.

The Components include a 20 week apprenticeship training, cross trainings, mentoring, resource centre, soft skills, free up skill trainings, business, youth market, young entrepreneurship program (YEP) and social entrepreneurship - Fruit@Work.

The Apprenticeship programme usually runs for 15-20 weeks for different sectors (Private, Gov't, NGO). Around 180 – 250 graduates completed the

programme within 6 months. There were also training on CV Writing, Job Interview, Financial Literacy, Identity Classes, Cross Training in Climate Change, Food Security, Gender & Democracy Resource Centre Training, Soft Skills (communication etc.). Mentoring is carried out between peers as well as in a group. Youth market provides youth with a space to sell products & services. It is a place where youths meet, express their talents, get information and be inspired.

APPRENTICESHIP



- ▶ 15–20 Weeks apprenticeship
- ▶ At different sectors (Private, Gov't, NGO) , wide range of Jobs
- ▶ 180 – 250 youths for 6 months




Young entrepreneurs are able to access Basic Business training for youths using the SYB training guide and can be assisted in setting up their business by providing materials. A monitoring system is also devised. Carried out in partnership with ILO for interested youths who are willing to start their own business, YM is also a place where youths can showcase their business and sell their products & services. A total of 38 students graduated from the first training.

Social entrepreneurship is a component of the Fruit@Work business stall and it's all about Business & changing of lifestyle. The warriors are fighting against NCD's in the country and are raising awareness programs, to schools and communities.

Some of the achievements that have been seen so far includes the growth and recognition of the Y@W Program, the retention of 40% of interns in permanent jobs. Yyouths are also empowered, motivated & involved.

Some of the challenges include over subscription of youths as there is limited space, resource constraints, many other youths needs are not fully addressed, the need for a Youth Centre, not all youth businesses are successful in the long run and youth literacy.

Some of the lessons learnt included the need to empower informal job sectors, meet aspiration of youths, importance of more training (variety), importance of information/link information (Information book) and addressing the low literacy levels.

SESSION 4 (B): PROVIDING EMPLOYMENT SERVICES TO OUT OF SCHOOL CHILDREN/YOUTHS (VANUATU YOUTH CHALLENGE)

Ms Shirley Abraham, Director of Vanuatu Youth Challenge, an organisation that empowers young people to reach and realize their potential through community development, leadership, business and employment programs and services shared their experiences on working with young people in Vanuatu. Funding support is provided by OXFAM. (The full presentation can be found in Annex 15)

In Vanuatu there exists a large subsistence sector and growing informal economy which is characterized by a lack of job, income and social security, and harsh working conditions. Vanuatu's population is expanding rapidly and a majority of the population is under 30 years of age. This puts considerable stress on the subsistence sector leading to high rural-urban migration.



Director for Vanuatu Youth Challenge
Ms. Shirley Abraham addresses the
workshop during her presentation

The effects of youth unemployment and underemployment can lead to increased youth crime, increased young women experiencing unwanted pregnancies, increased squatter settlements, decreased self-esteem in youth and persistent gender inequality.

Future Leaders Programme is a training program which focuses on skills development and rural capacity building. The young people on the program look at youth issues, disseminate and collect information, undergo training and participate in community development projects. Offered twice a year with 15 Ni-Vanuatu youth participants in each intake, at least 50% of the participants are female. Participants also undergo training in leadership.

A six month ready for work course is designed to prepare youth for entry into the workforce and complete a ten week work experience program. A total of 15 participants are selected per year to participate in the program with at least 50% female. The program includes life skills, computer and first steps to business training. Participants complete an 8 week internship placement with a workplace in Port Vila. Host organizations include private, government and non-government organizations.

The VYTAL Centre supplies resources, information and trainings to Drop-in youth, current and past participants. The Centre post job vacancies for interested youth, provides assistance in composing CVs and information about any programs supported by Youth Challenge.

In late 2009, an Employment Services program was piloted with a small amount of funding and large support from the International Labour Organization (ILO). With this funding and support YCV created the successful *Wok i Kik* job vacancy website; within a six month period over 1000 subscribers signed up to receive a twice weekly email listing job vacancies in Vanuatu taken from newspapers, other online job sites, local newsletters and directly from employers.



Various trainings offered include Life skills and Leadership Training – YCV, Gender Training – YCV, First Aid – Pro medical, First Step to Business – Chamber of Commerce/ Department of Cooperative, Financial Literacy – Westpac Vanuatu, Facilitation Training – YCV, Computer Training – Edward Computers Foundation, Job Readiness Training – YCV, Career Counseling and Referrals – YCV VYTAL Center.

Some of the programme highlights include over 500 Alumni participants since 2004, up to 1000 youth drop in annually to access the VYTAL center, over 60 per cent of youth were employed in different public and private sectors in the areas Business, Administration, Finance, Tourism and many more. Youth are awarded with a reference for apprenticeship and certificate from Training providers. YCV owns one of the most successful job advertisement website in the region and the program is inclusive.

Some of the challenges include high demands from youth interested to join the program, youth migration, lack of skills to fit the employers' expectation/ job market, lack of literacy, lack of sustainable business operation in an urban area due to high level of family demands/needs, no support from the Government and facilities to accommodate people with disability.

Some of the key lessons learnt include;

- the need for continuous follow up of unsuccessful participants.
- increase mentoring support to entrepreneurs
- organizing forums for motivation speakers for young entrepreneurs
- upgrade of short course training
- utilizing the *Wok i kik* Website – High skill Jobs advertised on the website

Research also showed that the 25 – 30 year age bracket were the group most likely to obtain employment.

SESSION 5: GROUP WORK AND PLENARY (PRE TRAINING ASSESSMENTS)

VOCATIONAL ORIENTATION AND COUNSELLING

Vocational orientation and counselling is the process in which you match the participant's initial vocational ideas with their capacities and, with locally available opportunities and support services. (The full presentations can be found in Annex 16, 17, 18 & 19)

The final output of the vocational orientation and counselling process is an employment project that is coherent with capacities, personal constraints and assets, realistic employment opportunities, as well as locally available support services.

The groups were required to carry out three tasks. The first task required participants to describe the process that would need to be followed to identify real employment opportunities in the community. The second task is an orientation strategy to review the case profile of some children. The third task required the participants to fill in the matrix. This exercise enabled the participants to assess a particular situation and look at the child's dreams and aspirations. Carrying out a survey is important to inform the participants of the type of intervention to be carried out. It also analyses the challenges and capacities and constraints for the child that is to be assisted.

GROUP WORK

In this exercise participants proposed the content of the training blocks on vocational and livelihood training. The different groups were required to discuss and agree on the elements of vocational/livelihood training that should be included in the training programme for their child. They also had to choose the format and blocks (vocational training, apprenticeship training etc.) of the curricula and using a matrix, choose what they believe would be the best modality to deliver the vocational/livelihood training to the child in their case study. The full summary of the groupwork can be found in table 2 at the end of this document

Participants were able to identify elements of vocational training like facilities that currently exist, existing initiatives and proper certification. The timeframe for the training also had to be planned and issues like gender and disability had to be taken into account as well. Hazards were also identified and solutions drawn up to counter any risk.



Day Three: Skills Development

RECAP

Akuila Sovanivalu from the Fiji Ministry of Education recapped on the lessons learnt from Youth at Work and Youth Challenge whom are the legs and hands on the ground.

Satyendra Singh of the Ministry of Education reminded participants that for out of school children in Fiji, the agencies just try and put them back into vocational training without considering the needs of the community and the students capabilities. The curriculum should be tailor made to their needs



Mr Akuila Sovanivalu
recaps during the training

SESSION 1: VOCATIONAL, LIVELIHOODS, APPRENTICESHIPS AND SKILLS TRAINING

Ms Giselle Mitton provided an overview of what was expected during the day's proceedings which included being sensitized about how to address key issues in training provision, be further informed about certain issues to consider in the selection of appropriate partners, and understand the different types of skills provision and assess the strengths and weaknesses of different approaches. **(The full presentation can be found in Annex 20)**

She emphasized that as older children may lack basic education skills the approach of ILO is to promote the use of an integrated approach combining vocational skills training with life skills and literacy/numeracy support. There is an emphasis on core work skills followed by support to assist participant's transition to decent work (post training support). Ready made training curricula may be too general to address the specific needs of the target group; therefore it should be delivered in modular form: basic education and life skills, vocational training, and entrepreneurship training and support to start or work in a small enterprise.

There will be a need to look at the needs of the trainees in terms of hours of training, venue to maximise participation and special consideration if training will be held in the rural areas. There is a need to ensure that the specific needs of girls are properly catered for throughout the training process because they face certain cultural problems. The needs of disabled children also need to be look at in terms of accessibility and accommodation.

Work based learning refers to training that occurs when people do real work. This work can be paid, unpaid, but it must be real work that leads to the production of real good and services. There are different types of training which include traineeship, workplace training, internship and joint training. It is important that certification received at the end of a successful training should allow for mobility of graduates and, second, the possibility of further education; trade testing and certification should be ensured by the appropriate public authority.

It is important that partner organizations are selected carefully. They should have a good track record in market-oriented skills training and the promotion of employment. It is also important that they have demonstrated technical experience and sustainable results in training and employment promotion for disadvantaged groups, particularly youth and have the staff with the technical skills and experience to carry out the training. It would also be beneficial to have a good knowledge of the local situation and a good rapport with local communities.

SESSION 2: (A) SHARING OF EXPERIENCES (MARIST CHAMPAGNAT INSTITUTE)

The Principal of Marist Champagnat, Mr Francis Varea presented on the experiences from his school confirming that the founders of the school saw a great need for secondary non-academic training, with a practical vocational emphasis. (The full presentation can be found in Annex 21 – 1)

The school was first established in 2000 with 12 students and a staffing of 3 Brothers and 6 volunteers. Funding was provided by AUSAID, Canada Fund, Fiji Government, FMS Solidarity, NZ Government, Government of Japan and the EU. Two reviews have been carried out in 2008 and 2014 respectively. The mission of the school is to build and maintain a Marist educational environment (buildings, staff, and curriculum) for marginalized young people, within a family atmosphere of mutual respect, cooperation and empowerment with the following curriculum:

- Language- Literacy
- Maths- Numeracy
- Science- Family Life
- Social Science- Society
- Industrial Arts- Basic Drawing, wood work, Metal work
- Home Economics- Tailoring, Cooking, Nutrition
- Commerce- Fin Ed
- Agriculture
- PEMAC
- Counselling
- Religious Education, Computer remedial, Therapy
- Child Care - Tertiary



Mr. Francis Varea shares the Marist Champagnat Institute experience working with former child labourers

The processes involves assessment of students before enrolment, appropriate placement of students, bus fare assistance, free tuition, monitoring and reporting and agreement contracts.

Some of the challenges faced are students with short attention span, poverty and family breakdowns, behaviour patterns and many students need encouragement and affirmation considering that most come from broken homes. For transition to higher studies, an academic ability and achievement assessment is carried out through Standardized Diagnostic Tests of Literacy (English Language) and Numeracy.

A four week program is held to prepare children for 2012 educational programs – primary, secondary or vocational. A two hours personalized tutorial each day, from 3pm to 5pm is arranged with great emphasis on Literacy with some number/calculation work.

The School programme can be utilized for older out of school children in Child Labour and some of the training may include:

- Child Care – Certificate IV , HEC
- Bridging programme mainly for Numeracy and Literacy and Fin Ed
- TVET framework for employable skills – HEC A flexible delivery mechanism and competency based.
- Core generic skills for employability- Problem solving, ,X cultural, Team, Enterprise, Manage self
- Life skills –Lit & Num, Health, Finances, RE
- Transitions – to go to higher institution like USP

SESSION 2: (A) SHARING OF EXPERIENCES (FRIEND)

The Associate Director at FRIEND, Mr. Jone Hawea shared some experiences from FRIEND which was founded in 2001 with the aim to alleviate poverty in rural and marginalized communities through social, health and economic empowerment. The organization runs Youth Development Programmes like fun filled participatory workshops using art, music & theatre concentrating on:

- Dreams, Values & Attitudes
- Governance Training
- Financial Literacy
- Peacebuilding & Trauma Healing



Mr. Jone Hawea from FRIEND Fiji shares the experiences of the organisation in working with disadvantaged youths

The Youth Employment Network was initiated in 2005 as a 2 week training program with 2 months of work attachments in Lautoka areas. FRIEND was working with groups of 15-20 students two times a year. EU funding in 2012 allowed FRIEND to form a partnership with

University of the South Pacific and expand the program to other areas with added components. During week 1 under this programme, participants are required to do teambuilding and familiarization with YEN.

From week 2 to week 9, USP training is provided on soft skills which deals with the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. IT skills is also offered and each student is provided with a laptop for the duration of the course to build confidence on its operation, care, internet research, word processing and data bases and drafting of applications and CV's.

Participants are required to do 32 volunteer hours to be completed in 8 weeks and in the 10th week a workshop is organized to cover the following:

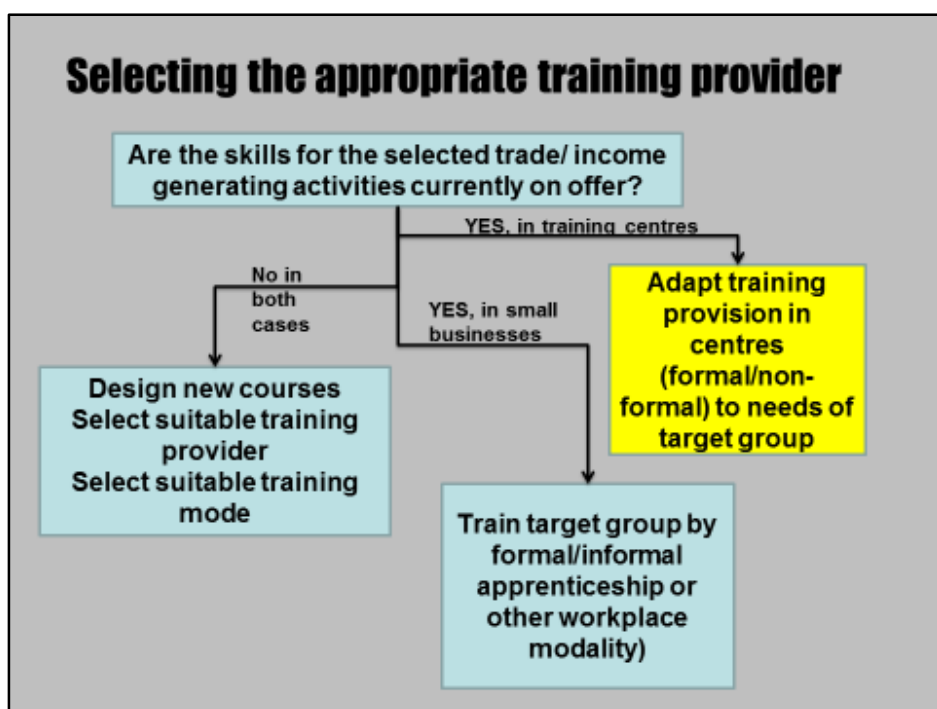
- Mock interviews/Feedback
- Revisiting Dreams, Values & Attitudes
- Budgeting Plans
- Collection of Volunteer Files

(The full presentation can be found in Annex 21 – 2)

SESSION 3: DEFINING VOCATIONAL, LIVELIHOODS AND SKILLS TRAINING

Ms. Giselle Mitton presented on this topic and highlighted that when choosing the training modality, one may have to look for an existing vocational training centre to combine existing vocational training program with skills acquisition training in a small business. A good training content matches labour market needs with adequate training methodology where core and business skills are integrated. There needs to be a good quality trainer with certification recognition.

Common Vocational and livelihood training modalities include formal vocational training centres run by the government (TVET),



formal vocational training centres run by NGOs or other private entities (e.g. employers), non formal vocational training programs run by NGOs, community-based training programmes in rural areas, mobile training programs offered in rural areas (via outreach activities of public sector training centres, specialized public agencies, NGOs, etc.), formal apprenticeship training, informal apprenticeship training, workplace learning/on-the-job training.

Some of the key messages include training content has to meet labour market needs, train the trainers, combine workplace and institution-based training, involve business associations, workers organizations and the community in planning, design and testing, integrate core skills and business skills training into vocational training, monitor training relevance and quality.

The community based and mobile skills training may be an option when faced with such challenges as having to deliver training in remote areas, the trainees have special needs (e.g. mobility restrictions of girls/women) which have to be taken into account, and there is a lack of appropriate vocational training infrastructure. The specific requirements of skills training linked to agriculture may require the adoption of community-based and/or mobile training approaches. [\(The full presentation can be found in Annex 22\)](#)

SESSION 4 & 5: GROUP WORK

The final two sessions of the day involved group work activities to develop a comprehensive and individualized vocational and livelihood training programme for out of school children. The working groups remained as before as the exercise followed on from work that had been done the previous day. Members were required to discuss and agree on the elements, format and blocks (vocational, apprenticeship training, etc) that needed to be included in the training programme. Other elements that groups needed to address were gender, disability and exclusion issues, hazards associated with the project and risk mitigating factors that could be utilized.

[The summary of the groupwork can be found in table 3 at the end of this document.](#)

Day Four: Enterprise and Entrepreneurship Development

RECAP

The day began with a prayer from Ms. Makalesi Driu before the programme proper started. Following this, the recap of the day was conducted by FTUC rep at the Training, Mr. Rouhit Singh who presented the recap on behalf of all the trade unions present at the Training. Mr. Singh. Highlighted some main points from the previous day which included:

- Different training options which are available – however, the importance of an integrated approach was emphasized.
 - Particular attention should be paid to the following; pre-conditions, time and location, knowing the child's situation, type of training to be provided to the child, what the child's interests are, the type of tools used to provide the training for the child, etc.
- Also of importance is to provide the child with suitable skills according their area of interest to be economically viable for the child to follow.
- Work based learning was also emphasized as people learn by doing
- Also important for organizations to forge partnerships with other organizations as we may not have the resources to provide the whole training on your own.
 - When choosing partners, important to know the background of the organization. Also of importance is that the service provider also provides the post training support for continuity purposes.
- Training modalities chosen must not be fixed. Programmes should be flexible to ensure the child is comfortable doing the programme.

SESSION 1: ENTREPRENEURSHIP

Two types of training emphasized:

- Skills training
 - The “what and the how” of starting and running a business
 - Generating your business idea, developing the business plan, costing, estimating, marketing plan, calculating profits, deciding the legal form of your business, registration, taxes etc. (p59)
- Entrepreneurial attitudes
 - Boosting entrepreneurial attitudes and behaviours, time management, goal setting, risk taking, ranking, negotiation skills, decision making, developing your business idea etc.

In delivering the trainings highlighted above, there are tools available from the ILO to assist with this. There are many tools available but the choice remains on picking the best tool to suite the target audience.

Financial literacy training needs were also discussed as an important component of Entrepreneurial training and in regards to this *financial education* is a way to increase financial literacy. It is also important to identify “teachable moments”. Although there are many training tools available, it is the prerogative of the programme to pick the best package to suit your target audience.



The provision of entrepreneurship training was discussed according to the key steps highlighted in the figure above; (The key steps are also given on p 60 of the guide and it is important to note that market research is extremely important in the process)

In regards to step one, for sustainability, if entrepreneurship training is to be a main part of the programmes, then one should invest in getting 1-2 accredited, experienced entrepreneurship trainers into your organization.

- Partners must have enterprise training expertise.
- They must have a proven expertise in enterprise development. Not general economic development or social services experience.
- If these criteria are not available the project may have to develop the capacity of a partner in identified training competencies.

Gender considerations are also important when designing training programmes. Men and women have the right to equal, fair chances in life and at work. Entrepreneurship training is a powerful tool for helping women and men out of poverty. Girls and boys are raised differently and therefore face different opportunities and challenges. Vocational and skills training has a key role to promote attitudinal change.

When discussing current gender trends, it was highlighted that there were two types of entrepreneurs; (1) Career (growth) entrepreneurs and (2) Subsistence entrepreneurs (Important poverty dimension). Women entrepreneurs were higher in the latter category. The responsibility of any programme designed is to conduct a thorough assessment and provide the child with options that are well and carefully researched and proposed. Do not make assumptions and be careful of your own gender bias. **(The full presentation can be found in Annex 23)**

SESSION 2 (A): VANUATU CHAMBER OF COMMERCE AND INDUSTRY (VCCI)

Mr. Mark Saleloui from the Vanuatu Chamber of Commerce and Industry (VCCI) presented on behalf of the Chamber on the activities that it had carried out in relation to combating child labour and assisting young people. Mr Saleloui also highlighted the business development services offered by the VCCI, the Enterprise and Entrepreneurship Development for out – of school older children or youth and the Workplace Attachment Program (which has been delayed by cyclone Pam). He also noted the accredited training programmes that were also available. VCCI is registered under Vanuatu Qualification Authority (VQA) and provides the following two accredited courses:

- NFEF40110 Higher Vocational Certificate I in Business Finance
 - Financial Management
 - ▶ Accounting - MYOB Level 1 & 2
- NFEM301 Vocational Foundation Certificate in Business Management
 - General Business Management
 - Retail Business Management
 - Generate Business Idea
 - Start your Business (Business Plan)



Mr. Mark Saleloui from the VCCI addresses participants during his presentation

(The full presentation can be found in Annex 24 – 1)

SESSION 2 (B): KIRIBATI CHAMBER OF COMMERCE AND INDUSTRY (KCCI)

The CEO for the KCCI highlighted the training programmes provided by the Chamber. KCCI as a social partner encourages its members to help in combating child labour by means of observing legal labour practices and streamlining its programmes targeting unemployment and child labour. The training programme for young couples as a response to breaking the cycle of child labour was elaborated on and highlighted that these couples were still engaged in this activity which was a positive for the programme. He also highlighted that 3 times a year the chamber had a trade fair which encouraged young entrepreneurs to come in to showcase their products or services. Highlights from the training included: *(training details provided on slide 8)*

- Young couples are more serious about starting businesses.
- have become SYIB certified - have started their own business.
- Seed funding was provided to 4 couples after the training
- E.g. of business – products are bought in the capital and sent to the outer islands for re-sale. Then they buy products from the outer islands and sell it in the market in Tarawa

(The full presentation can be found in Annex 24 – 2)



Mr Ierivita Bititi from KCCI during the forum

SESSION 2 (c): TECHNICAL EDUCATION SKILLS TRAINING (TEST)

The Director for the TEST unit at the Ministry of Education (MOE), Mrs. Alumeci Tuisawau highlighted the development of the TEST unit within the Ministry throughout the development phases and how the need for entrepreneurial education came about. ILO technical assistance enabled the development of the KAB and SYOB programmes within TEST using a modality approach. **(The full presentation can be found in Annex 24 – 3)**

Mrs. Tuisawau also highlighted the challenges faced by the department when trying to implement the programme which included;

- Staff turnover
- confidence of Vocational teachers -which resulted in only few vocational schools offering SYOB – more training needed. Some teachers have not had training and those that have, have indicated that 1 week training on SYOB is not enough.
- partnership with the financial institutions
- Monitoring & evaluation



Mrs. Alumeci Tuisawau from MOE-TEST during the discussion portion of her presentation

Achievement & Lesson learnt

- Second year students have formed and registered their businesses, open their business bank account and are currently running their business while still in school. Businesses are now ordering from these students and this is a good confidence booster for them.
- The officer that developed the whole SYOB package has resigned and started her own business – CBD – Suva
- Change in attitude and behaviour
- Business minded – the will to start their own business

Way Forward

- Introduce Know About Business in Vocational Year 1 and SYOB in Year 2 – compulsory
- Mainstream SYOB & KAB
- Train more teachers
- Development of short courses on SYOB & KAB
- Strengthen monitoring and evaluation
- Business Ideas – competition –
- Strengthen networking with other partners – financial institution, industries etc.
- Sharing with other training providers
- Review

SESSION 4 (A): DEFINING ENTERPRISE AND ENTREPRENEURSHIP PROGRAMMES

Ms. Giselle Mitton introduced this session to participants to assist them with the next group exercise. She emphasized that becoming a good entrepreneur requires quiet specific skills, and not everyone has the set of skills that are needed to become a successful entrepreneur. She outlined the various steps involved in the provision of entrepreneurship training listed below:

Step 1:

In selecting implementing partners and trainers, it is important to ensure that they have the following attributes:

- Experience in entrepreneurship training and follow-up of small-scale enterprise start-ups
- Provides their graduates opportunity to test for nationally recognized certificates
- Familiar with the local economic context
- Willing to work with children

If entrepreneurship training is to be a main part of your programmes, then you should invest in getting 1-2 accredited, experienced entrepreneurship trainers into your organization who possess the following:

- enterprise training expertise.
- a proven expertise in enterprise development. Not general economic development or social services experience.
- If these criteria are not available the project may have to develop the capacity of a partner in identified training competencies.

Step 2:

When selecting the content & method, it is important to include the following:

- Stand-alone enterprise training
- Combining enterprise training with other vocational training
- Provide training & follow up

Step 3:

It is also important to follow up support, monitor and evaluate and keeping in mind the following:

- Different follow up strategies needed for wage employment and self-employment
- Link trainees to business incubation units/ established business development services

Men and women have the right to equal, fair chances in life and at work. Entrepreneurship training is a powerful tool for helping women and men out of poverty. Girls and boys are raised differently and therefore face different opportunities and challenges. Vocational and skills training has a key role to promote attitudinal change

It is our responsibility to conduct a thorough assessment and provide the child with options that are well and carefully researched and proposed. It is important that we do not make assumptions and be careful of our own gender bias.

SESSION 3: GROUP EXERCISE ON ENTREPRENEURSHIP

In this exercise, groups used the content of the training block on Entrepreneurship Training. They continued to work in the same groups as before and with the same child. They were also required to review the conclusions from the preceding working groups.

During their discussions, they were required to agree if elements of entrepreneurship training and post training support (linked to entrepreneurship as well as wage employment) should be included in the training curricula for their child, and if so, what these should be.

Part A

1. What would be the content of the entrepreneurship training to be provided?
2. What would be the time frame for the training, e.g. how long the training should last (in hours, days, weeks or months)
3. What tools would be used to design and deliver the training?
4. What type of post training entrepreneurial support would you recommend?
5. What key barriers are at work restricting access to needed financial services for your child? Discuss how you can address these barriers. (PPT 15, 17)
6. What would be the best modality (ie means) to deliver entrepreneurship and post training entrepreneurial support to the child?
7. For both entrepreneurship training and post training support to entrepreneurs, show explicitly how you have addressed gender and other exclusion issues identified previously.

Part B

1. If your child is to pursue wage employment following the training what type of post training support would you recommend?
2. What would be the content of the post training?
3. What would be the best modality (i.e. means) to deliver post training support to the child?
4. How in practice should it be delivered ?
5. Do you think it would be useful to provide entrepreneurship training to the child?
6. If yes what should be included in the training curricula?
7. What would be the time frame for the training, e.g. how long the training should last (in hours, days, weeks or months)
8. Indicate how you have addressed gender and other exclusion issues identified previously.

Group 6 reported that Alfred would need counselling, mentorship and career path guidance for post training support. In terms of the type of training the group felt that he should undertake further technical coaching, and basic career skills training (how to write application letters and preparation towards job interviews, writing CV's). This training could be carried out at the para medical vocational school, Employment Centre or the Careers Section. Since he is physically impaired, trainers should be sensitised on how to train such persons.

Group 7 and 8 looked at Mesake's case and reported that he has the qualities of a business man:

- Honest- he admitted he stole
- Independent- can live on the streets
- Determined- stole for school commitment
- Individualistic- can survive
- Has negotiation skills- can ask for money
- Energetic- worked for 11 hours
- Hard working-
- He has the will to achieve

The types training recommended for him include:

- Success of Success [SOS] - 12 principles for motivational and empowerment for Mesake
- (1 week)
- Know About Business [KAB] - 9 modules to understand business (9 weeks)
- Technical Skills - Enhance his technical skills and talents (3 months)
- SYOB – 6 modules (1 week)

In the case of Alfred, the group felt that post training for him should include understanding and drafting a business plan:

- Understanding and drafting a marketing strategy
- Estimating the amount of sales
- Costing goods and services
- Planning production and purchases
- Understanding and deciding on investments
- Calculating profits
- Payment of taxes
- Deciding about the legal form of the business, including a cooperative structure
- Understanding and acquiring needed permits
- Assessing the environmental impact of the planned business
- Forecasting finances, including the use of basic accounting tools
- Assessing and preventing OSH risks, including improvement of workplace environment and productivity

- Separating family affairs and business
- Planning staff needs
- Rights of women entrepreneurs to equal access to property, financial and business support, and business opportunities

Jeff's group felt that he should also undergo the same post training as Alfred but the following training content was proposed for him:

- SYOB (MOE, MOY)
- IHRDP (MOF & strategic planning)
- Crop production module (MOA)
- Micro Finance Management & Business Training (FCOSS-MFU)
- Agro Marketing Authority (AMA)

SESSION 4: GLOBAL CASE STUDIES AND BEST PRACTICES ON SKILLS AND LIVELIHOODS

Ms. Mitton shared a few case studies from around the world and best practices on skills and livelihoods. In Cambodia, the ILO-IPEC project aimed at tackling child labour focusing on the 3 economic sectors where children are more likely to be engaged in exploitative and hazardous activities: salt production, rubber plantations, and fishing/shrimp processing (FSP). Overall, the project included the following strategies:

- policy/program planning,
- research and documentation,
- capacity building,
- targeted social protection,
- community empowerment,
- community-based child labour monitoring

The action was vocational training in motorcycle repair, sewing, hairdressing, car and boat engine repair. Vocational skills training out sourced in two ways:

- In formal government-operated vocational training centres (VTCs) (up to 20 students for every trainer)
- Apprenticeship with a qualified master craftsperson (up to 5 students per craftsperson)

In both instances, the children were placed in a vocational training centre and with the owner of the workshops where the children are apprenticed for a period of 6 – 12 months. During the training children earn money (3-4000 R. per day) which is enough to meet their personal expenses. Some girl children who preferred to go home every day were provided with a bicycle.

Some of the achievements recorded were:

- The outsourcing approach enabled good linkages with local businesses and workshops and provincial level vocational training schools.
- Most children who found employment – in garment factories, with their trainers, and on their own by starting a small business
- Due to the observed success of graduates who find work and gain earnings and because of interactions among children in training and with children in the community, interest rose significantly among other children in the target communities to attend VTCs.

In another example from Kenya, Ms. Mitton spoke about the findings of a follow up study on former child labourers trained on entrepreneurship and apprenticeship in the cities of Kisumu and Nairobi. The initiative consisted of:

- **Apprenticeship based training** for children withdrawn from child labour
- **Entrepreneurship training** for 100 children (50 girls and 50 boys) using ILO tools such as Start/Improve Your Business (SIYB) and Generate a Business Idea.
- **Business start up kits** provided to half of the trainees after the training.



- **Apprenticeship based training** for children withdrawn from child labour
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- **Business start up kits** provided to half of the trainees after the training.

Some of the lessons learnt from this programme included the following:

- Inclusion of entrepreneurship training in apprenticeship skills training enhances the sustainability of prevention and elimination interventions on child labour;
- Combining apprenticeship, entrepreneurship and business start-up support demonstrated the highest impact and sustainability;
- Positive impact on levels of confidence on those who got post skills training;
- Skills training is the foundation for self-actualization for ex-child labourers while entrepreneurship and business start-up support is an enabler for the youth to be able to sustainably support themselves;
- Return on investment goes up with increased support and empowerment of beneficiaries and the subsequent cascading effects has the potential to result in a reduction in child labour as the society is better informed and the successful youth serve as role models and ambassadors against child labour;
- The findings from the follow-up (tracer) study provide practical evidence to justify future investments of ILO-IPEC in combining skills training with entrepreneurship training.

In an example from the Democratic Republic of Congo, Ms. Mitton spoke about the case of a former child soldier and the programme for the prevention of child recruitment and reintegration of children associated with armed forces and groups.

An ILO study on the use of children in armed conflict in central Africa analyzed the reasons why children took the personal decision to join an armed force or group. About 34% of children justified their choice for material reasons, either for immediate survival or as a long term strategy for earning a livelihood. About 45% of the children interviewed were separated from their parents at the time of recruitment. They were in a situation of economic distress, having to fend for themselves for food and shelter. The research also indicated that children who enrolled came from families in which the head of household had less job security.

For many children released from armed forces and armed groups, going back to school is not an option. Their needs and aspirations are instead to acquire new skills in view of earning a livelihood. This is particularly true for those with dependents, including girls. The importance of providing these young people with long lasting employment opportunities is increasingly recognized as a key strategy to ensure their sustainable reintegration. It does not only **help them meet their needs and achieve personal goals**, but it also contributes to peace, stability and growth in their community.

These children face **specific labour market disadvantages** and for these reasons, the **design of reintegration programmes for children has proven to be more complex than those for adults**. A number of actions were organised for these children:

- Organization of jobs and career fair for children released from armed forces and groups as part of vocational guidance activities
- These activities exposed children to select trades and occupations on which training can be made available
- Professionals were invited to present trades and occupations and tours were organized to visit workplaces

Some of the achievements recorded were:

- Exposure of children/youth to selected trades and occupations increased
- More informed and realistic decision-making achieved by children/youth for their economic reintegration
- Gender barriers related to trades and occupations traditionally reserved for males or females were broken (e.g. young women actually chose to become mechanics and carpenters)
- More knowledge among professionals about the advantages of offering internships and apprenticeships to programme participants

(The full presentation can be found in Annex 25)

Day Five: Post Training & Innovation

SESSION 1 – POST TRAINING SUPPORT

Ms. Giselle Mitton highlighted that post training support is critical to ensure that training leads to employment. Vulnerable children require intensive guidance, encouragement and mentoring after completing the training – more than adults. (The full presentation can be found in Annex 26)

Some of the key steps in supporting access to secure wage employment is getting access to wage employment, project support during wage employment and monitoring, follow up, evaluation and impact assessment. The process of searching for jobs starts well ahead of graduating from the training. It begins at the mapping of potential partners.

It is important that all actors who may have information on or may provide wage employment opportunities be involved from the start:

- public and private employment agencies, or, in their absence, with public administrations in charge of ppp, of running employment programmes for specific groups,
- ministries of labour,
- international aid agencies
- employers' organizations and potential employers themselves

New graduates need to be given publicity (ceremony with potential employers) and provided encouragement and empowerment, job search skills need to be taught (e.g. how to write an application letter and how to behave in an interview situation) and career guidance, mentoring and continued technical coaching to be provided. Project support during initial wage employment period would warrant giving the new employee access to certain project services:

- Mentoring
- Continued technical coaching
- Basic education and life skills



The duration, frequency and nature of this support should be specified in the employment contract. During the initial period you should monitor the conditions (including OSH conditions) to make sure they remain acceptable. The monitoring visits (frequency and responsible persons) should be taken into account at the design stage.

When identifying partners, it is important for the sake of consistency, to use the same partner for entrepreneurship training and for post training support. Knowledge of the local context is very important. If an agency with the required competencies is not available locally, consider training a local agency so that it's able to fill in these requirements.

Don't assume that a child who receives training will automatically access (self) employment – the post training phase is critical and needs to be built in at design stage. Post training support should be specialized, regular and provided over a sufficiently long period. Supporting a child to start and consolidate a business entails much more than providing start up capital.

SESSION 2 (A) – INNOVATIVE APPROACHES TO MICRO FINANCE PROVISION (FIJI COUNCIL OF SOCIAL SERVICES)

Mr Neil Maharaj, Vodafone Youth Coordinator, presented on innovative approaches to micro finance provision and informed participants that Youth Crisis raises awareness on Vodafone mYouth *929# Program to improve platform for young people in Fiji. *(The full presentation can be found in Annex 27 – 1)*

ILO Reported that 74.8 million youth between 15 and 24 years were unemployed in 2011, an increase of more than 4 million since 2007. The rate of youth unemployment rose globally from 11.7 per cent in 2007 to 12.7 percent in 2011 and an estimated 6.4 million young people have given up hope of finding a job and have dropped out of the labor market altogether.

The 2007 Population Census reached 308,411 which is equivalent to 36.8% of the total population. A growing number of young people are adopting technology as one their 'basic needs'. With the use of technologies, individuals and groups can make their messages heard far more swiftly and effectively than they could ever before.



Mr. Neil Maharaj discusses solutions currently used by the organization

The mYouth programme is a not for profit mobile for good programme that seeks to ENGAGING YOUTHS TO CREATE IMPROVED FUTURE and it aims to reach a larger youth population on daily basis. The importance of using mobile technology is mainly due to the following reasons:

- a. 95% penetration in Fiji
- b. Most accessible technology engaging people of Fiji
- c. Cost Effective
- d. Simple and solution based
- e. User friendly and innovative approach
- f. Sustainable Programme

mYouth is beginning to address the following issues as well:

- Unemployment
- Materialism
- sexual assault
- teen pregnancy
- violence & abuse
- bullying
- suicide
- Education disparity
- Stress
- Reproductive health
- Poverty
- Leadership
- drug & substance abuse

SESSION 2 (B): FIJI COUNCIL OF SOCIAL SERVICES (FCOSS)

Ms Lavenia Baro from the Fiji Council of Social Services (FCOSS) co-presented on innovative approaches to micro finance provision. FCOSS promotes and empowers the community through entrepreneurial initiatives, capacity enhancement and microfinance services for sustainable livelihood. FCOSS administers microfinance and it is a range of financial services for low income earners and their enterprises. It aims to make banking available to the UNBANKED communities. It focusses on the establishment and support of income generating activities and to encourage self-employment and build capacity through training to improve business practices. **(The full presentation can be found in Annex 27 – 2)**

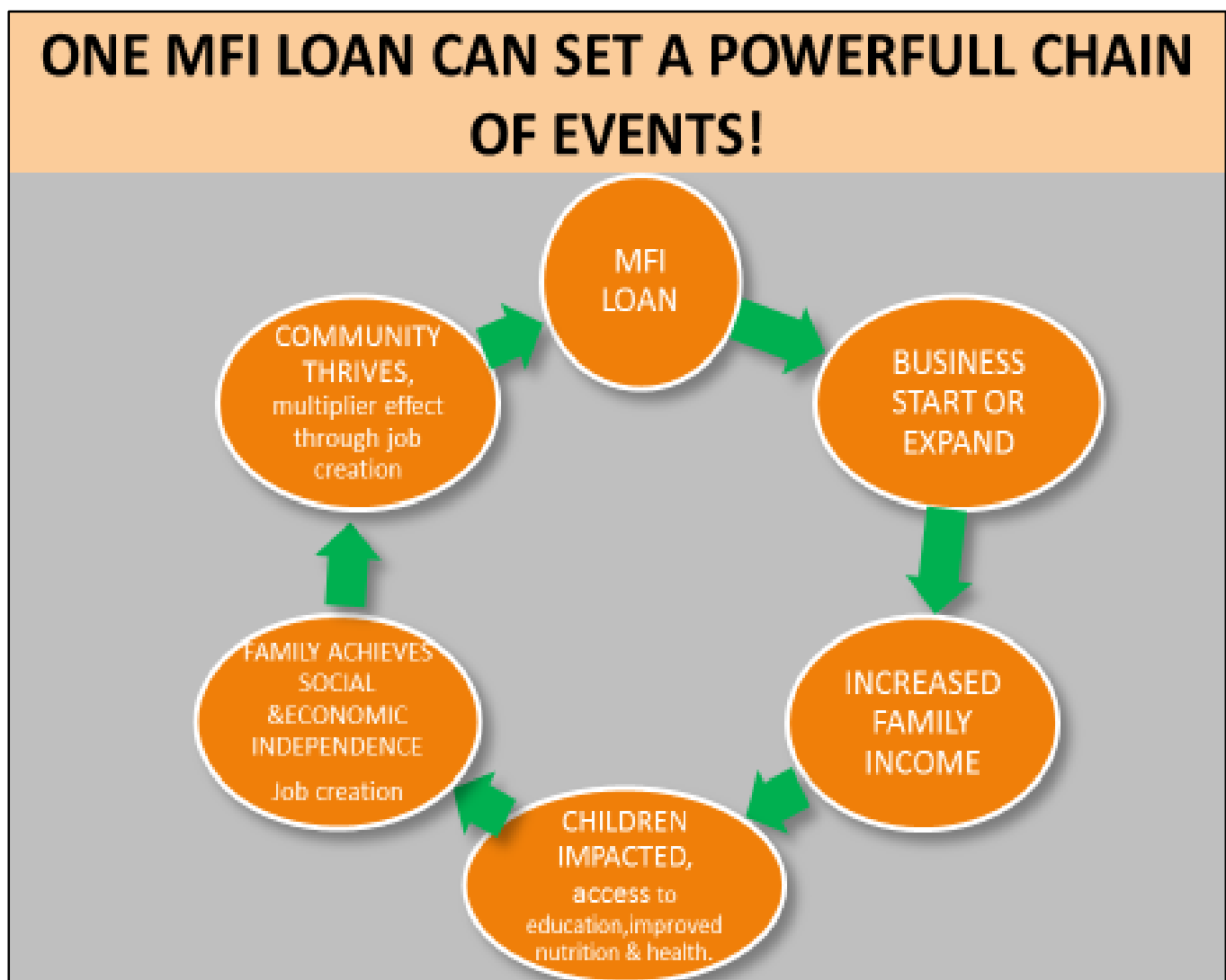


Figure 1Ms. Lavenia Baro stresses a point during her presentation

Microfinance is a simple but powerful tool proven to empower the entrepreneurial poor to lift themselves out of poverty. Making small loans to the working poor who are unable to acquire loans from traditional lending institutions due to their lack of collateral and credit history and loans are used by the borrowers to start or expand their own business.

Some of the services provided include savings schemes, loan schemes, non-financial services, financial literacy training, basic business skills training, capacity building & consistent empowerment through weekly visitations. It also builds self-esteem and confidence. The target groups are underserved communities, low income earners, Un-established workers and factory workers.

FCOSS serves exceptional women and men who have skills, motivation and an enterprising spirit. They target the low income entrepreneurs, unestablished workers and factory workers who are unable to access traditional financial institutions. Many of their clients run home based business retails, others engage in food parcels, market vendors, handicrafts, sewing, hair salons, and others work in the service sector and factory outlets.



8 CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations were made by the participants at the end of the training workshop;

a. Ways to improve delivery to provide access to skills and livelihood training programmes.

- Improve coordination between government agencies and other service providers (e.g. NGOs, other government agencies, employer organisations and worker organisations) with respect to Child Labour.
- Align the different government and sectoral policies and legislations that deal with Children including at risk children.
- Accommodate the Child Labour issue into mainstream government plans and policies (consistent with Vision 2050)
- ***Strengthen PPP Partnership***
- share information, avoid duplication, streamline efforts, gaps identification, baselines & targets, coordination of efforts, formalize training through FHEC, competency frameworks, review and alignment of Regulatory requirements (OHS, minimum wage, financial institutional requirements), national platforms (for above issues)
- Monitoring & Evaluation (information management- interoperability)
- Coordinated by IRDF under Ministry Rural & Maritime Development & Disaster Management
- ***Access***
 - local gatekeepers (TNK, NGO community networks, town councils, provincial council, advisory councils)
- ***Delivery***
 - prerequisites
 - Formal certification of training (alignment to Higher Learning Institutions)
 - Need based & Demand (wage, goods & services, import substitution) driven market curriculum
- Improve on Information sharing – promote training programs (technology & financial constraints to delivery of trainings)
- Location/selection of training venue – easy access to trainings or mobilize the training programs (moving into other provinces)
- Recognize and regulate the private trainers – standardize trainers/certified trainers
- Capacity building on Training of Trainers – Trainers both at the Formal (Teachers at JSS) and Informal Training Providers (MWYSA, KCCI, MCIC, MELAD, MFMRD)

- Provision of training materials/resources – Formal Training Providers and Informal Training Providers
- Assessing of Programmes to Monitor and Evaluate their training program in that way they will be able to fill in the gaps – Service Program

b. Country recommendations for technical follow up;

- **PNG** – ILO Turin and ILO SUVA to programme similar training at the country level in PNG to get many stakeholders including NGOs, FBOs, CBOs, other employers and employer organisations, and other workers organisations.
- **Fiji** – Technical support for entrepreneurship training
- **Kiribati** – A similar workshop to be conducted in Tarawa to:
 - increase awareness to the general public, service providers, community and stakeholders concerned
 - to allow the community and stakeholders to see the reality of child labour and youth unemployment and to be supportive to the Decent Work Programme
 - this can form part of the key policy area if the government see the reality and issues related to child labour and the increasing youth unemployment.
- **Solomon Islands** – country training – take this training to our country, so that our relevant partners (coordinate youth workers, organization working with youth, policy makers) can be trained in this skills & livelihood Training.

c. Participant recommendations for technical follow-up

In addition to the recommendations made above, participants also highlighted the following areas for attention:

- Look at the practical interventions for decent work i.e. discuss in detail how local resources can be used for exports and import substitutes whilst at the same time create livelihoods for beneficiaries
- The training was quite intensive and more time should be allocated given the load of information to be absorbed.
- Further in-depth training needed on the issue with more involvement by countries for a longer duration (2 weeks)
- Further support needed to focus on strengthening institutional support to address children's needs
- More local (Pacific) examples should be used and success stories of key individuals should be showcased in such forums to enhance the training experience

The ITC-ILO and the ILO Office for Pacific Island Countries wish to thank all participants for a successful workshop!

9 GROUP WORK SESSIONS – SUMMARY

Day 1 Group Work

Table 2: Analysis of technical framework by country

Group	Summary of Topics	Key Points	Lessons	Challenges
Group 1	- Identify the local economic opportunities within your target area - Identify the local economic opportunities within your target area - Identify training participants - Link each participating children to identified training opportunities - Build Capacities of your Partners	- Ensuring that labour market analysis has been done properly - Conducting & Discussing Surveys - Identifying & Prioritising Activities	- Eligibility Criteria for training participants - Doing the Market Survey from the start - Labour Market Survey to identify employment opportunities	- Trusting other stakeholder with your Survey result - Financial Capabilities - Conducting the Survey itself can be a challenge
Group 2	- Identify local economic opportunity – (a) partnership and (b) participation - local markets (potential) - discuss survey with stakeholders - conduct visibility studies - ensure identified opportunities are decent and non-hazardous - Map the local training institutions, their capabilities and their needs through 3 key areas: - Mapping institutions and organisations - Criteria for selection - Identifying gaps in capacities - Identify the training participants	All included in summary of topics		

	a. (4 key steps) - Eligibility - List potential - Verification and screening - Registration and profiling b. time, attention and transparency 4. Link each of the participating children to the identified opportunities - Matching participants - Ideas and capacity - With opportunities and services 5. Build capacity of partners - Map partners with their training needs - Conduct intro training - Conduct specific training			
Group 3	1) Identify the local economic opportunities within the target area • Consumer demand surveys • Market opportunity Survey • Discus results of survey • Conduct feasibility studies 2) Map the local training Institutions (potential partners), their capacities and training needs • Agree on the criteria for partner selection • Identify gaps in capacities 3) Identify training participants • Identify eligibility criteria for participation in training	• Included in the summary of topics	• Strict adherence to steps to avoid conflicts • Selection of participants be transparent-avoid conflict • Gender balance- Equal opportunity • Inclusion- to be acceptable	Getting the interest of providers • Appropriate trainers • The inclusion of all.- teacher aid & assistive technology

	- List potential participants - Conduct verification and screening - Registration 4) Link each of the participants to identified training opportunities - Identification and training of vocational counsellors - Vocational assessment of individual capacities and constraints - Present local employment options 5) Build capacity of your partners - Map the partners according to their training needs - Conduct introductory training - Conduct specific training			
Group 4	<i>Life skills and informal basic education</i> - Life skills including financial education - Functional literacy and numeracy skills <i>Vocational and livelihood training</i> - Vocational training in urban areas – centre based - Vocational and livelihood training in rural areas – community based, mobile and outreach training approaches - Formal and informal apprenticeship <i>Entrepreneurship training</i>	4.2 Vocational and livelihood training ✓ Local economic opportunities ✓ Assessments of the local training providers ✓ Training needs for your beneficiaries <i>Vocational training in urban areas – centre based</i> ✓ Key steps in provision of centre-based vocational training a. Determine the vocational training needs and agree in	- understanding the importance of informal & formal apprenticeship - understanding good practices in delivery of skills and livelihood training characteristics of livelihood activities	

		the course content with providers b. Ensure implementation of the training c. Monitoring, follow up and evaluation 4.2.1 <i>Vocational and livelihood training in rural areas – community based, mobile and outreach training approaches</i> ✓ Key steps in provision of community based and mobile training a. Identify existing rural employment options and training facilities b. Plan the training and agree on the course content with providers c. Monitoring, follow up and evaluation 4.2.2 <i>Formal and informal apprenticeship</i> ✓ Key steps in provision of apprenticeship a. Identify qualified apprenticeship opportunities		
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		b. Plan and negotiate the terms of the apprenticeship and ensure implementation c. Monitoring, follow up and evaluation		
Group 5	- Key resources that the ILO has developed - Key steps in provision of entrepreneurship training	- implementing agency/trainer – knowledge - training content/methodology/delivery - monitoring, follow-up and evaluation	- SYIB – link the skills to business training (vocational – Fiji) - KAB – Generates interest (mainstream – Fiji) - Linking the child to relevant agencies	- Monitoring and follow-up i.e. in terms of resources and how to find students once they leave the system - Lack of exposure – business ideas - Motivation and ownership – Vanuatu example - Cultural norms – not risk takers
Group 6	<u>4.1 Life Skills and Informal basic education</u> 4.1.1 Life Skills including financial education Aim: to develop personal skills & behaviour that are essential in life; incorporating skills required in employment or self-employment • Identify needs life-skills training and decide on training modules • Identify trainers and deliver training • Monitoring, follow up and evaluation 4.1.2 Functional literacy and numeracy Aim: support beneficiaries functional literacy and numeracy skills		• Integrated training that deals with basic life skills • We should be mindful of the social context and the rights & responsibilities of children • Follow up the programme effectiveness through M&E -	• The follow up and the sustainability • Lack of funding and financial institutions • Lack of resources • Poor/no implementation plan • Lack of ownership • Lack of inspiration and motivation due to non-adherence of terms and conditions

	- Identify and assess agencies competent in functional literacy and numeracy skills training - Agree on the details of the training programme - Monitoring, follow up and evaluation			Part time & voluntary work
Group 7	Accord training and provide post training support which include linking trainees with potential Employers, assisting them access funding and monitoring their employment progress.	Engaging and continuous dialogue with potential employers -Raising awareness with the trainees on employment and statutory requirements and -Providing continuous support	- Scanning for potential funding support - Making the training program suit the trainees - Preparing trainees to fit into the workplace	- Capacity to provide supports may be lacking - funding may be withdrawn - changes in the focus on the program - revoking of short term project defeat the opportunities for expansion.
Group 8	Definition - Is the bridge between the world of training and world of work. The actual vocational and entrepreneurship training. - Require much more guidance after completing the training as well as encouragement and mentoring. The TREE Manual - The TREE Manual indicates that post-training support may include the following :- - o Job placement and linkages with employer - o Support to small businesses start-up.	The Tree Manual - it indicates that post training support includes numerous areas. - holistic approach – formal, informal and non-formal. - Three steps –wage employment - Support from various projects in different sectors towards the labour market opportunities. - Three steps – new entrepreneurs	- Government protocol will and commitment to support the post training and new entrepreneurs. - Existing regulatory frameworks that stumbling blocks to programmes such ILO programme. - Collaborative approach.	- Financing - commitment - Political Influence

	○ Support for accessing credit. ○ Business development services. ○ Support for SMEs ○ Monitoring graduates ○ Business sustainability ○ Mainstreaming. The Three Steps –Wage employment - Three steps –support services for wage employment. ○ Getting access to wage employment ○ Project support during initial wage employment period. ○ Monitoring, follow-up, evaluation and Impact assessment. The Three Steps – New Entrepreneurs. - Three steps for new entrepreneurs. ○ Identification and coordination of partners ○ Installation of the new business. - Monitoring, follow-up and evaluation	- Establishment of consolidated business the meet the need of new entrepreneurs (TVET)		
Group 9	2 types of training support a.) Support services for Wage Employment Step I.) Getting Access to Wage Employment - Mapping of potential partners - Marketing and labour market opportunities - Resources used - Involvement of initial actors of the training program - Creation of new partnerships during the training application proper		- The need for proper monitoring and evaluation and the consistent follow ups to discourage and failure in future. - Importance of mapping out potential partners and the keeping of permanent partners.	- Govt. regulations that might choke these enterprises. Due to failure in the first step of the process businesses are not registered properly due to lack of awareness and information support. - Start up Capital – lack of financial opportunities

	Step (II) Project Support during initial wage employment period - access to mentoring and coaching basic education and life skills specified in the contract. Step (III) Monitoring Follow Up Evaluation and Impact Assessment - registering the employment search and summarize results obtained in step (1) and (II) b.) Support Services for new Entrepreneurs - Important for the success for any business - Involves designing training modules for would be entrepreneurs. - Key to this is the capital involved in starting the enterprises esp. to children who find difficulty in obtaining this. Steps (i) Identification and coordination of partners. - Contracting partners for the provision of responsible services in training and post training support for entrepreneurs. - Training these businesses to engage with partner markets. Step (ii) Installation of the Business - Who to run an effective and efficient administration of the new enterprise - Search for rent and utilities - Legal obligations of the business (regulatory and administrative)			available to would-be entrepreneurs.
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	- Organization of enabling environments such as trade fairs and expos to encourage partnerships. Step (iii) Monitoring Follow Up and Evaluation - Rigorous monitoring business development services - Monitoring of regular visits to the offices by regulators. - Register outcomes of the new business and the benefits obtained - Post project evaluations and impact assessments.			
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Day 2 Group Work

Table 3: Assessing child's capabilities and possible opportunities

Name of child	Child's Capacities	Child's Constraints	Child's future aspirations	Potential employment opportunities	In line with decent work, and non-hazardous employment option?	Conclusion: i.e. final employment project
Jasmine	- Left School at Year 10 - Literate enough to tell time and keep appointment. - Positive Character reference - Becoming 18 years soon	- Home situation - Financially unstable	Hairdresser and an entrepreneur	- Sales girl - cashier - Waitress - Cleaner	- Yes	- Certification - Decent work - Living wages
Rosi	- Household work - Class 8 (literacy and numeracy basic skills)	- Lack parental support - Lack social and health - Minimal education level - Social problems (smoking and drinking)	Hope for a Decent job	- Hotel Industries - Care giver - Crafts work	- yes	Needs empowerment and counseling from relevant ministries/organisations - Partner working with kids at risk needs to have the capacity to deliver relevant/appropriate programmes.

Asenaca, (age - 15 years old)	- Smart and intelligent - Job Offer on the table - Family owns farming land - Employment Age	- Father died (main bread winner) Family obligation to become bread winner - Cannot continue education - Very young and vulnerable (only 15 years old) - Too young to weigh her options based on available employment options	- Wants to learn English - Wants Study Computers	- Shop Assistant - Workshop - Receptionist - School Typist	Decent Work	Part Time Employment & Continue Study - Link with Vegetable Market
Jeff	Sales	Illiteracy and numeracy	Wants to go back to school	Vocational Carpentry & Joinery Vegetable Gardening (organic)	Yes – DW	Empowerment Close Monitoring
Julie	Willingness to learn a skill Child rearing	Lack of formal education	Support and educate her child	Supermarket Restaurant Drapery Business (sales & waitress)	Yes – DW	Empowerment Close Monitoring
Alfred	- Confident - Appreciated - Walk short distances - cheerful - has a dream - his father can fish - his mother can cook	- sick; disability - right leg paralyzed - left school early - poor family - dependent on family - poor neighborhood	be a doctor	- Wheelchair & cane maintenance - Mentors to other disabled - Community Health Worker - Restaurant OR Canteen OR Keep Fish	Yes	- need training; enough customers; enough funding or profit; might be great need - He will need soft skills; does it offer enough money - his education is too low - needs of community; if dad dies then we can go to other fisherman

Day 3: Group Work

Group 1 & 2 – Alfred

WHO IS ALFRED?

- Alfred who is 16 years old dropped out of 3rd grade due to a polio infection that made him handicapped on the right leg.
- His movements are limited to walking a short distance only.
- He now lives with his parents in a poor neighbourhood.
- The local community appreciates him as a person.
- Alfred dreams of becoming a medical doctor.

Q1. Introduction

- Training of Alfred will focus on achieving the following main Objectives
 - *Alfred will pursue his dream as a doctor. We will get him to become a community health worker.*

Q2. Elements

- Conduct a BRIGANCE Assessment (Literacy and numeracy)
- Using the result of the literacy and numeracy assessment we establish his baseline level so that we tailor the training to his needs and capabilities.
- Give him One (1) Year for Literacy and Numeracy Training at Champagnat or equivalent Institution

Q3. Training Program- Create a Training Curriculum specifically designed for Alfred

- This will be a 3-year Para-Med vocational program after the 1-year bridging programme.

Year 1	YEAR 2	Year 3
40 weeks	40 weeks	40 weeks
Basic Academic Skills (20 Wks) - Reading - Writing - Oral Communication - Numeracy - Basic Sciences	Basic Academic Skills (20 Wks) - Basic Health sciences - Mathematics /English (year 10/11equivalent) - Basic IT	Basic Academic Skills (20 Wks) - Foundation health sciences - Mathematics/English (year 12/13 equivalent) - Health oriented IT
Personal Life Skills(Qualities) <u>(10 weeks)</u> Responsible Self confidence - Honesty/Integrity etc. Critical Thinking Skills - Learning - Thinking critically - Decision making - Problem solving - Planning	Personal Life Skills(Qualities) <u>(10 weeks)</u> - Self Directed - Self control - Cooperative - Good work attitude Critical Thinking Skills - Thinking critically - Decision making - Problem solving - Planning	Personal Life Skills(Qualities) <u>(10 weeks)</u> - Adaptable/flexibility - Punctuality, efficiency - Team Spirit/Grooming Critical Thinking Skills - Thinking critically - Decision making - Problem solving - Planning/ Organising Financial Literacy Value / Virtue Education

Attachments as Medical Orderlies – 10 weeks Attachment to local health facility	Attachment – medical orderlies II - 10 weeks	Attachment – ward assistants – 12 weeks Graduation
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Q4. Strengths and Weaknesses

	Design New Courses (CBT, Mobile, etc.)- utilize the existing Vocational
Strengths	- Free Vocational Training - Role Model to other Disabled persons - Employment for Science Graduates (Work experience) - Alternative career pathway - Labour Market need - Quality trainers - Inclusive education Policy - Utilisation of existing vocational facilities - Opportunities for partnership with other donors and Government agencies
Weaknesses	- Cost (infrastructure) - New - resistance - Infrastructure – special needs - Quality Assurance

Q5. Policies –

- Inclusive education
- Child Protection
- Enrolment
- OHS

Q6. Hazards associated with the employment project

- infection risks – infection control mechanism in place
- heavy work – lifting etc. – discussion with the supervisor

Q7. Financial Literacy, Value & Virtue Education

Group 3 & 4 - Jasmine

Q1. Elements of vocational TRAINING

- Facilities that exist - Technical College Fiji (TCF)-
- Initiatives – Bus fare - Financial sponsors (Save The Children)
- Certification – TCF – Certificate of Participation (Accreditation)

Q2. FORMAT AND BLOCKS (VOC Training)

- **Vocational training (2 hours / day / 2 weeks**
 - 40 hours of Attachment and then do a new course
- **Vocational training (2 hours / day / 2 weeks**
 - 40 hours of Attachment and then do a new course
 - *(The above training will enable her to do Basics in Manicure, Pedicure, Hairdressing and Beauty techniques)*
- **3rd Training – Intense Training on Hairdressing**
 - Vocational training (3 hours / day / 3 weeks

- 40 hours of Attachment

Q3. Matrix: Strength and Weaknesses

	Adopt existing training provision	Use informal apprenticeships system	Design new courses (CBT, Mobile etc.
Strengths	Technical College (TCF) -- short courses on Hairdressing and beauty Certification Off the Shelf – Already there	Hands on Training Mentors available Character reference available	it will be tailor made for the skill.
Weakness	Clients –Stigma Access to transport to the training center	Certification not provided Finding the right trainer Capacity for training	Mobile training in the community - Accreditation Availability of trainees Availability of time Costly to run

Q4. Time frame for the training

- 2 hours / day / 2 weeks – it is a part time – *Manicure & Pedicure – to be completed in two weeks and a Certificate of Participation is awarded,*
- Attachment for 2 weeks (*Basic allowance is given*)
- 2 hrs / day /2 weeks : - *Basic Hairdressing – Certificate of Participation is awarded.*
- Attachment for 2 weeks (*Basic allowance is given*) - *Longer hours may become boring for the trainee.*

Q5. How to address gender, disability and other exclusion areas

- Creating awareness of CSEC to stakeholders
- Sensitization
- Confidentiality
- Child protection Policy
- Enrollment Policy
- Disability Friendly facilities

Q6. hazards associated with the employer

- **Hazardous Issues** : use of chemicals, electrical appliances (Hairdryers, Straighteners, Blowers) and appliances such as scissors, razor blades
- **Solutions:** - OHS Training, Close supervision and Standard Operating Procedures (SOP).
- Step by step instructions.

Q7. informal basic education /& life skills

- Healthy and well
- Financial literacy
- Budgeting

Group 4 & 5 – Jeff

Q1. Elements

- Time management
- Punctuality/consistency
- Self-Discipline
- Patience
- Effective communication skills
- Basic agriculture skills

Q2. Format and blocks of the curricula

- Agriculture cash crop production (2 weeks apprenticeship attachment with the local farmer)

Duration	Topic	# of contact hours/day
2 weeks	Variety of crops, soil types, maturity duration	1 hour per day (9 hours)
2 weeks	Literacy & Numeracy	1 hour per day (9 hours)
3 weeks	Financial literacy	1 hour per day (15 hours)
1 week	Knowledge on weeded pest control	1 hour per day (5 hours)
3 days	Identify and know how to use and maintain Agriculture tools	1 hour per day (3 hours)
2 weeks	Farming methods & OHS	1 hour per day (10 hours)
3 days	Harvesting and quality control	1 hour per day (3 hours)
Part time training: • New concept • No education • Only 14 • Not to overload Jeff with too much information		54 hours 3 hours per day for 18 days

Q3. Modality Matrix: Strength and Weaknesses

	ADAPT EXISTING TRAINING PROVISIONS	USE WORK PLACE BASED LEARNING	DESIGN NEW COURSES (CBT, MOBILE, ETC)
	Non formal training provided by Ministry of Youth	Work attachment with a farmer	Community Based Training
Strengths	• Available • Convenient • cheap	• On the job training • Cheap • Allowance	• Cheap • Contextualized • Meets the demand
Weaknesses	Not suitable for Jeff	• Tendency to lose interest due to farmers attitude • Might be hazardous (working in sun)	• M&E • Community distractions •

Q6. Hazards associated:

- Exposure to climatic conditions
- Machinery and sharp farm tools

Elimination of risks:

- Education and awareness

Q7. Elements of Informal basic education that should be included in the education circular:

ELEMENTS	TRAINER	DURATION
Financial Education	Commercial teacher	1 hr/wk (3 weeks)
Illiteracy	English teacher	1 hr/wk (3 weeks)
Attitudes and Values such as discussed in Q1	Church minister within the community	1 hr/wk (3 weeks)
Time management	Shop owner	1 hr/wk (3 weeks)
Punctuality/consistency	Shop owner	1 hr/wk (3 weeks)
Self-Discipline	Church minister	1 hr/wk (3 weeks)
Patience	Church minister	1 hr/wk (3 weeks)
Effective communication skills	English teacher	1 hr/wk (3 weeks)
Basic agriculture skills	farmer	1 hr/wk (3 weeks)

Group 7 & 8 – Mesake

Assuming Mesake is in Suva, Mahafi Boys Home & Chevalier Home are possible places for him to live with the support of the government.

Q1. Potential Employment

- Cashier (steal again)
- Packing boys (hazardous)
- Sales assistance of Shop (steal again)
- Transport Checker
- Tour-guide (understands the street)
- Hair Dresser
- Bar Tender
- Taxi/Wheelbarrow Boy
- Supermarket Row Boys/Stackers
- In your group discuss and agree on the elements of vocational/livelihood training that should be included in the training programme for your child.
- Elements of vocational/livelihood training for Mesake:-
 - Basic Literacy/Numeracy skills
 - Basic Financial Education
 - Soft Skills
 - Basic Health & Safety Skills
 - Book Keeping

(Assess Mesake's capabilities)

Q2. What would be the format and blocks

1. Literacy

- Advance Literacy
- Communication Skills
- Report writing
- Letter writing

2. Financial Literacy

- Budgeting
- Book Keeping
- Business Planning
- Marketing
- Record Keeping
- Basic Management

3. Social and Health

- Soft Skills
- Ethical behaviour
- Public Relation Skills
- Problem Solving
- Basic Health & Safety Skills
- Hygiene
- Health and safety
- Personal Grooming
- First Aid

Q3. Strength and Weaknesses

Compare for your target area the strengths and weaknesses of the three different approaches			
	Adapt existing training provision	Work Place learning	Design new course (CBT, Mobile, etc)
	1. Technical College 2. Youth at work 3. National Employment Centre	Supermarket	
Strengths	1. It offers the most of the applicable courses – Courses offers in the evening 2. Free – Offers most course were looking for 3. Flexible training according to the need of the trainee – free.		
Weaknesses	1. Expensive 2. Youth at work only have afternoon classes.		

Q4. Time frame

Phase 1 – 6 weeks/ 3 Months

Part Time

Q5. addressing gender, disability and other exclusion issues

- Embedded in the curricula under Social and Health Component.
- Counselling
- What are the hazards associated with the employment project and what can be done to eliminate risks

Q6. Hazards

- Load
- Long hours of work
- Dealing with angry customers

Q7.

- Ensure that the Company has Policy and regulation in place that safeguard the employee.
- Contract between the employee and the employer which in detail provide conditions of employment.
- If time permits indicate if elements of informal basic education and/or skills should be included in the training curricula for your child, and if so, what these should be.
- Yes already in the curricula.
 - First Aid
 - Inter personal communication.
 - Ethical
 - Moral
 - Computer skills

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