International Labour Organization

APPENDICES

Improving OSH for Young Workers: A Self-Training Package

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

APPENDICES

Improving OSH for Young Workers: A Self-Training Package

First published 2019

Improving OSH for Young Workers: A Self-Training Package
ISBN: 978-92-2-133878-9 (print)
ISBN: 978-92-2-133879-6 (web pdf)

Funding is provided by the United States Department of Labor under cooperative agreement number IL-26690-14-75-K-11. One hundred per cent of the total costs of the project is financed with federal funds, for a total of 11,443,156 dollars. This material does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

This publication has been printed on recycled-content paper. Printed in Serbia.

Design: Future by Design
www.futurebydesign.studio

Table of Contents

Abbreviations 7
Appendix 1 International Labour Standards on OSH with Relevance to Young Workers 8
Appendix 2 Additional Information on a Gender-Responsive Approach 13
Appendix 3 ILO Tools to Improve OSH at the Workplace Level 22
Appendix 4 Risk Assessment Examples 27
Appendix 5 5x5 Risk Assessment Matrix 34
Appendix 6 Examples of Common Hazards Faced by Young Workers, by Sector 36
Appendix 7 Suggested Activities for the First Week of Work 42

Abbreviations

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

Credits

Page 8 © ILO
Page 13 © ILO
Page 22 Maxime Fossat © ILO
Page 27 © ILO
Page 34 Maxime Fossat © ILO
Page 36 © ILO
Page 42 © ILO

Appendix 1 International Labour Standards on OSH with Relevance to Young Workers

Core instruments

Instrument	No.	Relevance to Young Workers
Occupational Safety and Health Convention, 1981	No. 155	• Basic principles for national and enterprise level policy and strategy to promote OSH and to improve working conditions. • Definition of employers' responsibilities, rights of workers and their representatives and requirements regarding information, education, and training. • Protocol is on recording and notification of occupational accidents and diseases.
Recommendation, 1981	No. 164	
Protocol, 2002	No. 155	
Occupational Health Services Convention, 1985	No. 161	• Establishment of enterprise-level occupational health services.
Recommendation, 1985	No. 171	
Promotional Framework for Occupational Safety and Health Convention, 2006	No. 187	• Promotion of a preventative safety and health culture through the development and implementation of national policies, systems and programmes on OSH. • Recommendation highlights the need to provide appropriate measures for the protection of all workers, particularly workers in high-risk sectors, and vulnerable workers such as those in the informal economy and migrant and young workers.
Recommendation, 2006	No. 197	

Standards related to agriculture

Instrument	No.	Relevance to Young Workers
Safety and Health in Agriculture Convention, 2001	No. 184	Establishes 18 years as minimum age for assignment to activities in agriculture and on-board fishing vessels, which are likely to jeopardize the health and safety of young persons.
Safety and Health in Agriculture Recommendation, 2007	No. 192	Adoption of health surveillance measures for young workers.

Standards related to fishing and work at sea

Instrument	No.	Relevance to Young Workers
Work in Fishing Convention, 2007	No. 188	Establishes 18 years as minimum age for assignment to activities in agriculture and on-board fishing vessels, which are likely to jeopardize the health and safety of young persons.
Work in Fishing Recommendation, 2007	No. 199	Includes section on the protection of young persons, with provisions on training and working time.
Protection of Young Seafarers Recommendation, 1976	No. 153	Provisions for safeguarding of health, morals and safety, and promotion of general welfare of young persons under 18 employed in any capacity on board a seagoing ship.

Standards related to radiation, mining, underground work

Instrument	No.	Relevance to Young Workers
Radiation Protection Convention, 1960	No. 115	Fixes appropriate limits of permissible doses of ionising radiations for workers aged 18 and over and for those under the age of 18.
Asbestos Recommendation, 1986	No. 172	Devotes special attention to the employment of young persons under the age of 18.
Medical Examination of Young Persons (Underground Work) Convention, 1965	No. 124	• Requires a thorough medical examination and periodic re-examinations at intervals of not more than one year, for fitness for employment in mines of persons under 21 years of age. • Recommendation No 125 requires employers to inform young persons of risks of accident and hazards, protective measures, and safety regulation. • The recommendation calls OSH representatives, OSH committees, inspection services and all internal bodies concerned with OSH to give particular attention to measures designed to safeguard the life and health of young persons working underground in mines. • The recommendation includes specific provisions on training programmes and resting time for young workers employed in underground work.
Conditions of Employment of Young Persons (Underground Work) Recommendation, 1965	No. 125	

Additional standards

Instrument	No.	Relevance to Young Workers
Medical Examination of Young Persons (Industry) Convention, 1946	No. 77	• Standards focus on medical examinations of young workers. • No. 77 and No. 78 require pre-employment medical examinations for children and young persons under the age of 18 years • The Reccomendation suggests to extends medical examinations until at least twenty-one years for all young workers.
Medical Examination of Young Persons (Non-Industrial Occupations) Convention, 1946	No. 78	
Medical Examination of Young Persons Recommendation, 1946	No. 79	

Appendix 2 Additional Information on a Gender-Responsive Approach

Gender Analysis

The aim of gender analysis is to systematically identify and understand the needs and concerns of both women and men before developing policies, determining strategies or planning interventions. There are four steps in this analysis.

1. **Examine the division of labour for women and men.** This includes paid productive tasks (such as producing goods or services for market) and unpaid productive tasks (such as family members' work in agriculture or small family business) and unpaid reproductive tasks usually performed in the home (such as childcare, cooking and cleaning) and in the community (such as maintenance of community-owned resources, and social obligations such as preparing for marriages or burials).
2. **Identify both women's and men's access to – and control over – resources** (such as land, capital and information) and benefits (such as income, status and power).
3. **List the practical gender needs of both women and men,** which are based on socialized roles and usually related to daily survival needs (such as women and girls expected to prepare food, collect firewood and water). Then list strategic needs, which are needed to change unequal power relations between women and men (such as ensuring girls' equal access to education, obtaining women's legal land rights, and gender parity in decision-making).
4. Based on the above, **list constraints and opportunities for addressing the needs of women and men within the larger context** (such as poverty levels, institutional arrangements of government and civil society, prevailing norms and values such as religion and culture, legislation and national development policies, and the capacity of ILO

constituents and partner organizations to promote gender equality in the world of work).

Sex-Disaggregated Data

Sex-disaggregated data provide quantitative and qualitative information on women and on men for the identification of specific occupational hazards and risks and the recognition of specific injuries and diseases.

They are needed to perform a gender analysis on OSH conditions, aimed at assessing working conditions of women and men, and gender stereotypes; identifying priorities and most effective preventive OSH measures for women and for men; and allocating resources according to real needs in an equitable way, with the aim of achieving equality.

Gender-Responsive Monitoring and Evaluation Systems

Elements to Include in Gender-Responsive M&E Systems

1. Gender-responsive situation analysis: a gender analysis is necessary in order to monitor and assess how an intervention affects women, men, gender relations and gender equality. Such an analysis should address not only the policy and normative frameworks of the programme or project, but also carefully discern power

relationships and identify the structural causes of gender discrimination and inequalities in employment and occupation. The analysis should therefore identify: i) the division of labour between women and men; ii) information on both women's and men's access to and control over productive resources and benefits; iii) the practical and strategic needs of women and men; and iv) challenges, opportunities and capacity to promoting gender equality in respect of the capacities of government, workers' and employers' organizations and other relevant actors' ability to mainstream gender and promote gender equality.

2. Mixed methods approach: An appropriate mix of qualitative and quantitative methods need to be used to gather and analyse data. This includes, but is not limited to interviews, focus groups, surveys, etc.
3. Disaggregation of various stakeholder groups: monitoring data should be collected in a disaggregated manner (e.g. by sex, ethnicity, age, etc.).

Checklist of key questions for robust gender-responsive M&E Systems

M&E Step	Questions
Setting up the M&E system and deciding what to monitor	• Does the situation/baseline study capture the relevant gender concerns? • Are project indicators and milestones/targets gender-inclusive? Do they need to be revised/ refined to better capture the project's impact on gender relations? (both through qualitative and quantitative indicators) • Does the M&E plan require that all data be sex-disaggregated? • Which methods and tools are needed to collect gender-inclusive data? • Are special budget provisions for gathering gender-responsive information necessary?
Setting up the M&E system and deciding what to monitor	• Are sufficient capacities in place for gathering gender-responsive information and conducting gender analysis? (Is there someone in the team with the necessary expertise? If not, where can it be obtained? What kind of capacity building is needed? Can the regional gender specialist or the Gender, Equality and Diversity Branch provide guidance?) • Has the M&E plan been circulated for comments to the responsible gender specialist or gender focal point?
Gathering and managing information during implementation	• Is all data being collected in a sex-disaggregated manner? • Is information being collected and analysed to help assess the different effects of an intervention on both men and women?

Regularly analysing information and reflecting critically with the partners to improve action	• Are the effects of the intervention on gender relations and its contribution regularly analysed? Is someone specifically assigned to do this? • Are the following items being discussed with key project partners? - How does the intervention affect men and women? If there are differences, why? (Also compare with budget spent on men and women.) - What expected effects does the intervention have on gender relations? - What unexpected effects does the intervention have on gender relations?
Regularly analysing information and reflecting critically with the partners to improve action	- What are the possible long-term effects on gender equality? Is there sufficient information to assess that? - What can be learned from that? - How does the project strategy need to be adapted to increase the gender-responsiveness of the intervention?
Communicating and reporting results	• Are the effects of the intervention on women, men and gender relations part of every progress report? • Does the report explicitly address the gender-responsiveness and gender-related performance of the project? • Has the project established mechanisms to share knowledge related to gender equality?

Potential Challenges to Integrating Gender Equality in M&E Systems

- Conventional M&E systems that are gender-blind do not capture gender differences in access and impacts. This is often due to the assumed "gender neutrality" of M&E methods and processes. A particular area is sampling, which often under-represents women. For example, when household surveys are used, the "household head" – usually defined as a male – is often the only source of information.
- Staff preparing monitoring plans, evaluation terms of reference or conducting monitoring and evaluation may lack awareness of gender issues. Women are often under-represented in evaluation and interview teams, which may prevent some interviewed women from expressing themselves freely.
- Obtaining information from both women and men may increase the cost and time of data collection. This needs to be considered but is often neglected during the planning and budgeting of the M&E exercise.

Different OSH Risks for Women and Men

Job and task segregation by gender implies that women and men are generally exposed to different work-related hazards:

- In jobs where they are overrepresented (construction, mining and transport) men are exposed to risks such as falls, explosions, electrocutions, chemicals, noise,

vibration, heat and solar radiation. Women working in low-wage manufacturing, education, retail and health care are exposed to organizational risks such as monotony, high demands and limited authority (which have been linked to fatigue, depression, and unhealthy behaviours), biological and chemical hazards such as infections and solvents, and musculoskeletal and cardiovascular demands such as repetitive movements and awkward, static and standing postures.

- Being the majority of sex workers, women are disproportionately exposed to sexually transmitted diseases like HIV and HPV.
- Even when they perform the same tasks, women and men can face diverse risks, due to their sex-related differences (the biological and physiological differences between women and men).
- Women and men may be impacted differently by exposures such as chemicals, radiation, vibration and heat because of their different reproductive systems. Workplace exposures can affect reproductive health in various ways: sexual functioning, menstrual health, fertility (for women and men), pregnancy, breastfeeding, certain cancers (e.g. prostate, breast, cervix), menopause and children's development.
- Differences in shape and average body dimensions between the sexes mean that work equipment and tools that are designed for men's bodies can be unsuitable for women.
- Women and men experience different types of violence at work: across sectors, women are more likely to be

victims of psychological and sexual violence and men of physical assault.

For more information, see *WHO. 2011. Building healthy and equitable workplaces for women and men: a resource for employers and worker representatives. Protecting workers' health series, 11.*

Appendix 3 ILO Tools to Improve OSH at the Workplace Level

The following ILO tools provide guidance on improving OSH at the workplace level by types of hazards and in different sectors. Further guidance can be found by consulting ILO codes of practice (https://www.ilo.org/global/topics/safety-and-health-at-work/normative-instruments/code-of-practice/lang--en/nextRow--0/index.html).

By Hazard

- Ergonomic checkpoints: Practical and easy-to-implement solutions for improving safety, health and working conditions. Second edition. https://www.ilo.org/safework/info/instr/WCMS_178593/lang--en/index.html
- Fire Safety: Action Checklist. https://www.ilo.org/safework/info/publications/WCMS_194782/lang--en/index.html
- Stress prevention at work checkpoints: Practical improvements for stress prevention in the workplace. https://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS_168053/lang--en/index.html

By Sector

Agriculture

- Work Improvement in Neighbourhood Development (WIND) programme. https://www.ilo.org/travail/whatwedo/projects/WCMS_122334/lang--en/index.htm?ssSourceSiteId=safework
- Health, Safety and Environment: A Series of Trade Union Education Manuals for Agricultural Workers. https://www.ilo.org/safework/info/instr/WCMS_110199/lang--en/index.html
- Ergonomic checkpoints in agriculture: Practical and easy-to-implement solutions for improving safety, health and working conditions in agriculture. https://www.ilo.org/safework/info/instr/WCMS_176923/lang--en/index.

html

- Safety and health on the farm. https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/promotion/WCMS_409785/lang--en/index.html

Construction

- Prevention Through Pictures in Construction. https://www.ilo.org/safework/info/publications/WCMS_383797/lang--en/index.html
- Safety, health and welfare on construction sites: A training manual. https://www.ilo.org/safework/info/instr/WCMS_110237/lang--en/index.html

Health Sector

- HealthWISE - Work Improvement in Health Services. https://www.ilo.org/sector/Resources/training-materials/WCMS_250540/lang--en/index.html

Home Workers

- Work Improvement for Safe Home (WISH). https://www.ilo.org/asia/publications/WCMS_099070/lang--en/index.html

Motor vehicles

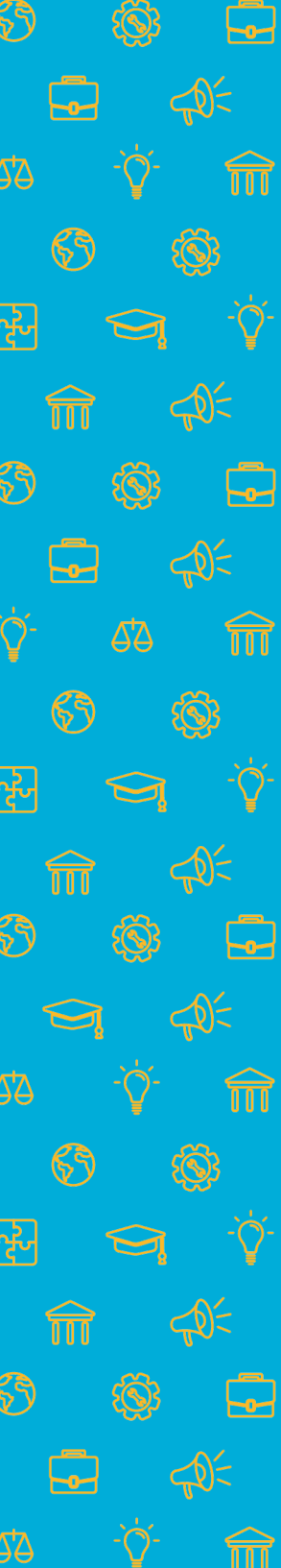
- Safety and health at the motor vehicle repair shop. https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/promotion/WCMS_409774/lang--en/index.html

Wood industry

- Safety and health at the wood workshop. https://www.ilo.org/safework/info/promo/WCMS_409788/lang--en/index.html

SMEs

- Work Improvements in Small Enterprises (WISE). https://www.ilo.org/travail/whatwedo/instructionmaterials/WCMS_152468/lang--en/index.html
- Work Improvements in Small Enterprises programme (WISE+). https://www.ilo.org/travail/whatwedo/projects/WCMS_119287/lang--en/index.html
- Global Manual for WISE - Work Improvements in Small Enterprises https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/training/WCMS_621054/lang--en/index.html



Appendix 4 Risk Assessment Examples

The following examples provide suggested responses to the first four steps of the 5-step risk assessment template.

Step 1: What are the hazards?
Step 2: Who might be harmed and how?
Step 3a: What is the risk level? (Low, Medium, High)
Step 3b: What is already being done to address the risk?
Step 4: What further action is necessary?
Step 5: Who must take the action and by when?

CONSTRUCTION

Step 1 What are the hazards?	Step 2 Who might be harmed and how?	Step 3 What is the risk level? (Low, Medium, High)	What is already being done to address the risk?
NOISE	Workers using noisy tools (e.g. jackhammers, dump trucks, cement mixers, cement cutters, electric saws, tamping machines and welding machines, as well as noise generated from hand tools such as sledgehammers and drills)	High risk (workers likely to suffer hearing loss if exposed to noisy environments (80-85 decibels for 8 hours/day)	Providing hearing protection, but not widely used by workers concerned
	Carpenters working in the vicinity, including some young workers	Medium-high risk (depending on how near they are and how often). Furthermore, noise can interfere with communications essential for safety purposes. Young workers, especially adolescents, are more susceptible than adults to hearing loss due to excessive noise.	Nothing

Step 5
Record findings, monitor and review, update if necessary

Step 4 What further action is necessary?	Who must take the action and by when?
Substitute tools with less noisy ones	Employer
Provide adequate breaks	Supervisors
Limit the hours each worker has to work with hazardous noise tools (e.g. by job rotation)	Managers
Provide a range of protectors so that employees can choose those which suit them	Employer
Properly use the PPE provided by the employer	Workers
Inform and train workers about hearing loss risk, including on the importance of wearing hear protection	OSH service, managers and OSH representatives
Organize annual hearing tests for workers routinely exposed to hazardous noise levels.	Employer & OSH service
Inform and train workers on hearing loss risk, including on the importance of wearing hear protection	OSH service, managers and OSH representatives
Organize yearly hearing tests for workers routinely exposed to hazardous noise levels	Employer & OSH service
Provide hearing protection when necessary and train workers in their use	Employer & OSH service
Properly use the PPE provided by the employer	Workers

MANUFACTURE 

Step 1 **What are the hazards?**	Step 2 **Who might be harmed and how?**	Step 3 **What is the risk level? (Low, Medium, High)**	**What is already being done to address the risk?**
MANUAL HANDLING OF LOADS	Workers repetitively stocking and moving packages, products and materials.	High risk Continuous lifting handling activities have high probability of causing gradual and cumulative deterioration of the musculoskeletal system (e.g. low back pain).	

Step 5
Record findings, monitor and review, update if necessary

Step 4 What further action is necessary?	Who must take the action and by when?
Provide conveyers, hoists and other mechanical means of transport to reduce manual handling of materials	Employer
Provide mechanical devices that can be easily operated by different workers, including young workers.	Employer
Train workers in safe procedures for using the mechanical means of transport	Employer / manager & OSH representatives
Train workers in how to lift packages and materials in a safe manner.	Supervisors

AGRICULTURE

Step 1 What are the hazards?	Step 2 Who might be harmed and how?	Step 3 What is the risk level? (Low, Medium, High)	What is already being done to address the risk?
USE OF CHEMICALS	Farmers using chemical pesticides (insecticides, fungicides, herbicides, etc.)	High risk In addition to a moderate risk of poisoning (an immediate or "acute" health effect), the repeated exposure to some pesticides has high probability of resulting in chronic diseases such as neuritis, chronic liver disorders, or cancer. Exposure to toxic chemicals when young can cause serious harm to reproductive systems and to the hormonal balance. Use of toxic pesticides can also be a health risk also for people living in the neighbourhood, including family members, especially children.	Provide protective mask

Step 5
Record findings, monitor and review, update if necessary

Step 4 What further action is necessary?	Who must take the action and by when?
Avoid (or minimize) the use of pesticides.	Employer
• Provide appropriate protective gloves, goggles, masks, shoes and clothing to be used when spraying pesticides. • Instructions on storage and washing PPE.	Employer
Provide correct shapes and sizes of PPE and ensure it fits the user well.	Employer
Train workers on the importance of using PPE, including on regularly checking of PPE's functioning and necessary maintenance	Employer / supervisors & OSH representatives
Ensure pesticides are safely stored, in appropriately locked containers, correctly labelled, and out of the reach of children.	Supervisors
• Only spraying in correct environmental conditions and ensuring application equipment is well maintained • Inform neighbours when spraying pesticides so that they can make any necessary arrangements, including protection from accidental exposure.	Employer

Appendix 5 5x5 Risk Assessment Matrix

Apart from the 3x3 risk assessment matrix presented in Module 3, other types of matrices exist. Presented below is a 5x5 matrix.

In order to assess the risks associated with the identified hazards, the following should be done:

1. Estimate the probability of each hazard according to its likelihood of occurrence and assign a quantitative value (e.g. 1 to 5, where 1 is not likely and 5 very likely)
2. Estimate the severity of each hazard according to its potential of the harm and assign a quantitative value (e.g. 1 to 5, where 1 is nil and 5 very high)
3. Multiply the two factors to obtain a risk rating and prioritize the implementation of risk control measures in accordance with the highest values.

Probability		Severity				
		Very high 5	High 4	Moderate 3	Slight 2	Nil 1
	Very likely 5	25	20	15	10	5
	Likely 4	20	16	12	8	4
	Quite possible 3	15	12	9	6	3
	Possible 2	10	8	6	4	2
	Not likely 1	5	4	3	2	1

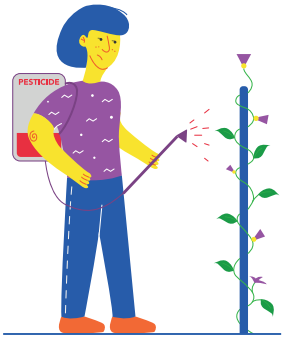
Score 1-3: Low risk situation. Tolerable. Workers should be warned about the hazards and associated risks. Frequent review and monitoring of hazards are required to ensure that the risk level assigned is accurate and does not increase over time.

Score 4-8: Medium risk situation. Consideration should be given to whether the risks can be lowered, where applicable, to a tolerable level. Control measures should be implemented within a defined time period.

Score 9-12: High risk situation. Unacceptable. Risk reduction measures should be implemented urgently. Consideration should be given to suspension or restriction of the activity, or the application of interim risk control measures, until permanent measures have been completed.

Score 15-25: Extreme risk situation. Totally unacceptable. Stop work immediately; resume only when controls have reduced the risk to tolerable levels (possibly below 8).

Appendix 6 Examples of Common Hazards Faced by Young Workers, by Sector



AGRICULTURE

- Use of dangerous equipment, machinery and tools (e.g. tractors, ladder, sharp objects, etc.)
- Use of agrochemicals (e.g. pesticides, fertilisers, etc.)
- Working outdoors (exposure to UV radiations, hot, cold or humid environments)
- Working with animals (exposure to bacteria, viruses and parasites)
- Handling waste and contaminated materials (exposure to viruses, endotoxins, etc.)
- Lifting and carrying heavy and/or unstable loads
- Steep, wet, slippery terrain
- Exposure to loud noise
- Long working days
- Lack of water and sanitation

MINING

- Use of dangerous equipment, machinery and tools
- Working in hot and humid environments
- Lifting and carrying heavy and/or awkward loads
- Exposure to chemicals, dust and toxic fumes (e.g. sulphur dioxide, nitrous oxide, nitric oxide, etc.)
- Exposure to loud noise
- Use of vibrating hand-held tools (e.g. pneumatic rock drills and pick-hammers)
- Exposure to collapse or fall of rock
- Working with explosives
- Working in remote areas (isolation, lack of social support)

MANUFACTURING

- Use of dangerous equipment, machinery and tools (e.g. sharp objects)
- Use of cleaning agents, natural rubber latex, reactive chemicals
- Working with electricity
- Exposure to loud noise
- Working in hot and humid environments (e.g. iron, steel, glass and rubber manufacturing)
- Slippery surfaces and untidy floors
- Repetitive tasks (production in line work) and intense pace of work
- Awkward working posture (sitting or standing too long/whole day)

CONSTRUCTION

- Working at height
- Working with electricity
- Use of vibrating hand-held tools (e.g. pneumatic jackhammers, drills, gas-powered chain saws, grinders, etc.)
- Working below ground or near excavations
- Exposure to chemicals, asbestos, silica, isocyanates, lead
- Lifting and carrying heavy and/or unstable loads
- Repeated movements, uncomfortable positions
- Slippery surfaces and untidy floors
- Working outdoors
- Exposure to loud noise

HOSPITALITY AND TOURISM

- Handling food (exposure to viruses such as Salmonella, Rotavirus, E. coli, Hepatitis A)
- Handling waste and contaminated materials
- Exposure to loud noise (pubs, discotheques or concert venues)
- Working in hot and humid environments
- Slippery surfaces and untidy floors
- Use of cleaning solutions and disinfectants
- Contact with people (exposure to violence and harassment)

HEALTH AND SOCIAL SERVICES

- Contact with people (exposure to parasites, bacteria and viruses; violence and harassment)
- Contact with blood and other bodily fluids (exposure to blood-borne pathogens such as HIV and hepatitis, needle stick injuries)
- Handling waste and contaminated materials
- Lifting and carrying heavy and/or unstable loads/patients
- Slippery surfaces and untidy floors
- Use of cleaning solutions, disinfectants and other chemicals

RETAIL

- Monotonous repetitive work
- Use of cleaning solutions and disinfectants
- Contact with customers (exposure to violence and harassment)
- Use of dangerous equipment (e.g. box crushers, meat slicers, etc.)
- Moving and storing goods (e.g. objects falling, unsafe ladders, etc.)
- Moving vehicles in delivery areas
- Unsocial working time

TRANSPORT

- Being struck by vehicles
- Regular exposure to shocks, low frequency whole-body vibration
- Heavy lifting (loading and unloading of vehicles)
- Repetitive movements
- Exposure to noise
- Exposure to dangerous substances
- Long working hours

DOMESTIC WORK

- Long working hours
- Work in isolation (exposure to violence, harassment and abuse)
- Excessive work demands
- Lifting and carrying heavy loads
- Use of household chemicals
- Physically strenuous work
- Poor ergonomic conditions
- Working with dangerous equipment and tools (e.g. electric appliances, sharp knives, fires and hot stoves)

Appendix 7 Suggested Activities for the First Week of Work

The following are examples of activities that could be organized for new workers/ young workers during the first week of work:

- the employer or manager clearly explains to the young workers the basics of the employment relationship (terms of the contract, leave, working time, rules, salary, work organization, structure and policy, rights and duties etc.);
- the employer or manager presents the OSH policy of the enterprise and provides, if possible, a copy to the young workers;

- the employer or manager, in collaboration with OSH representatives, provides key information on safety procedures, including first aid, emergency and fire safety;
- the employer or manager explains incident and accident reporting mechanisms;
- the employer or manager introduces the young workers to colleagues, supervisor(s), OSH manager, OSH representatives, etc. and outlines the role of each;
- OSH representatives or a supervisor organizes a tour of the workplace, to explain the work organization and OSH issues, stopping at key points within the workplace to highlight particular safety concerns;
- the supervisor clearly instructs the young workers on how perform the work, including safety procedures;
- the employer or the supervisor designates an experienced worker to coach the young workers; and
- workers' representatives organize information sessions during working hours to inform young workers about their OSH rights, specific hazards and risks in the workplace, and appropriate measures for elimination and control of hazards and risks.

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

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

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

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

LEARN MORE