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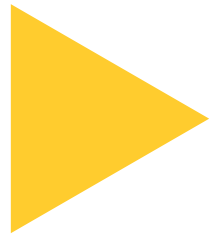
Work Wise Youth: A guide to youth rights at work

► Facilitator's guide and toolkit



Work Wise Youth: **A guide to youth rights at work**

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► Preface to the 2024 edition

As recent entrants into the labour market, young people find themselves navigating their way through a complex world of work characterised by both opportunities and challenges. With boundless ambition, energy and enthusiasm, they are keen to find their place in society, make meaningful contributions to it and advance their careers. It is in this formative period of their professional life that the foundations of lifelong careers are built. The awareness and advocacy of their rights at work are paramount in ensuring that these initial years, and those, thereafter, are not just productive but are also characterized by dignity and respect.

However, the aspirations of young workers for decent work and dignified lives may be jeopardised by their limited knowledge of the legal standards and norms governing workplace relations and conditions. This can expose young people to the risks of discrimination, exploitation and unsafe working conditions.

At the same time, more and more young people are finding themselves in situations of forced displacement owing to protracted conflicts, violence or other serious risks to their lives. Young people in forced displacement contexts, particularly young women, are among the most vulnerable groups of youth and face specific barriers to accessing decent work and equal rights at work. It is therefore key to ensure that they are aware of their rights at work, and promote their access to good working conditions and rights at work. This is a vital prerequisite to reducing vulnerabilities and enhancing resilience, both during and after displacement. It also empowers forcibly displaced youth to meaningfully participate and contribute to the economy and society in their host country and community, promoting social cohesion.

According to the ILO's Decent Work Agenda, every worker has the right to work in safety, freedom and dignity. The Resolution of the International Labour Conference "The youth employment crisis: A call for action", adopted in June 2012, called for ensuring that young people receive equal treatment and are afforded rights at work. It also requested governments to develop youth employment policies that take account of international labour standards. The Resolution also emphasized the need for increasing awareness about young workers' rights, including through the integration of rights at work modules in the curricula of education and training institutions.¹ The ILO's Youth Employment Action Plan (YEAP) 2020-2030 further stressed the importance of strengthening institutions' capacity to support inclusive labour markets and lifelong transitions to the future of work, including by protecting and disseminating knowledge about young people's rights at work.²

Against this backdrop, the ILO is launching "**Work Wise Youth: A guide to youth rights at work**", an updated and expanded version of the 2015 manual "Rights @ Work 4 Youth: decent jobs for young people" developed by Gianni Rosas and Valli Corbanese. The guide sheds light on young people's rights at work, including wages, working time, occupational safety and health, prevention of violence and harassment in the world of work, gender equality and non-discrimination, and access to social security. The content is tailored to the current and evolving shifts in the labour market – driven, among other things, by the polycrisis, technological advancements, climate change and globalization – and aims to promote equality, including gender equality, through a transformative agenda. It is intended for ILO constituents and other stakeholders involved in the development and implementation of initiatives aimed at raising young workers' awareness of their rights at work, in particular young people in forced displacement contexts.

This guide has been produced under the initiative, *Advancing Young People's Engagement and Meaningful Participation* in the Partnership for improving prospects for forcibly displaced persons and host communities (PROSPECTS), coordinated by ILO EMPLAB/YOUTH and with the support of the Government of the Kingdom of the Netherlands. PROSPECTS seeks to improve access to employment, education and protection for refugees and host communities and is implemented by the International Finance Corporation (IFC), the International Labour Organization (ILO), the United Nations High Commissioner for Refugees (UNHCR), the United Nations Children's Fund (UNICEF) and the World Bank.

¹ ILO, [Resolution and conclusions concerning the youth employment crisis: A call for action](#), International Labour Conference 101st session, June 2012.

² ILO, [Renewing commitment to youth employment by endorsing a follow-up plan of action on youth employment for the period 2020-30](#), GB.340/POL/2, 2020.

The successful integration of young people in their workplaces is not only crucial for their personal development, but is equally significant for the broader society and enterprises. Being aware of their rights and advocating for its protection enables youth to work in an environment characterised by freedom, dignity and security, and to have a voice at work. Such empowerment is instrumental in enhancing their work performance, boosting overall productivity of businesses and fostering better working conditions. Empowering young people to express their concerns, champion their rights, and participate in decisions that affect their lives contributes to advancing their engagement in the labour market, ending poverty, strengthening economies and paving the way for a sustainable and inclusive future for all.



Sangheon Lee,
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► Acknowledgment

The guide was prepared by Dalberg Global Development Advisors, under the guidance of Milagros Lazo Castro, Youth Employment and Participation Officer and Eesha Moitra, Project Officer, led by Susana Puerto Gonzalez, Senior Youth Employment Specialist at the ILO.

The guide is the result of a highly consultative process with more than 70 stakeholders, including ILO, UNICEF and UNHCR staff in Headquarters and field offices, implementing partners that have used the previous version of the Guide, youth representatives and young refugee advocates.

Valuable, extensive comments and feedback were received from the following ILO experts: Christina Behrendt and Clara Van Panhuys (Social Protection Department); Matias Espinosa (Bureau for Employers' Activities); Michael Mwasikakata and Patrick Daru (Employment Department); Ana Catalina Ramirez (Governance and Tripartism Department); Michael Watts (Bureau for Workers' Activities); and Felix Weidenkaff (Regional Office for Asia and the Pacific).

Thirty young representatives from global, regional and national youth-led organizations participated in a consultative workshop and provided valuable inputs on how to ensure the Guide responds to the needs of young workers. These organizations included: the Spanish Council of Young People, Action Contre la Faim, Young leaders for the SDGs, PROSPECTS East-Africa Regional Youth Network, Uganda ANCHOR, YSAT Uganda Agency for Community Empowerment, Tumaini for Refugee Women, Rwanga, Global Refugee Youth Network, Light to Progress Africa and PROSPECTS Ethiopia Youth Committee Network.

The guide was edited by Tina Weadick and designed by Jaime Flores.

► Introduction

What is the objective of this guide?

The objective of this guide is to provide a reference framework for facilitators to support them in designing and delivering in-person or virtual training sessions for young people who are entering the labour market or already working, particularly forcibly displaced youth and their host communities, to raise their awareness regarding their rights to access decent work, their social protection entitlements and fair conditions of work. While many insights are relevant to youth more generally, there is an emphasis on the specific considerations for forcibly displaced youth.

Facilitators can be representatives of trade unions; relevant government bodies in charge of employment promotion; employers' organizations; peer young workers in companies that provide training; education and training institutions; youth-led and other civil society organizations, including youth leaders and peers from host communities.

Facilitators should be familiar with the basic workplace rights applicable in the country and be willing to acquire additional information about labour and social security laws, and to ensure that the information used in the learning sessions is up to date. They need to be creative and have good facilitation and training skills. This is particularly important when tailoring the learning resources to the needs of young participants.

Who are the training sessions designed for?

The training sessions are designed to be delivered for young people – particularly those in contexts of forced displacement – between the ages of 15 and 29 who are about to enter, or have recently entered, the labour market.³

By participating in these training sessions, young people in general and forcibly displaced youth in particular will be better prepared to manage their work experiences and identify their role in contributing to, promoting and maintaining fair and productive workplaces – a key objective for the development of their communities.

Beyond focusing on improving young people's knowledge of their rights to decent work and at work, the activities suggested for the training sessions can enhance a set of core skills that help young people not only exercise their rights more effectively but also be more capable in life generally and in the workplace of the 21st century,⁴ so that they can go on to become leaders, organizers and advocates in their communities. More specifically, these activities help foster:

- **cognitive and metacognitive skills** by enhancing the ability to collect, organize, analyse and present information, to solve problems by using critical thinking and to apply self-reflection;
- **social and emotional skills** by practising communication, collaboration and teamwork, and by enhancing the ability to resolve conflicts and negotiate;
- **basic digital skills**, if the facilitator incorporates the use of digital tools in the learning sessions – for example, using an online survey for feedback, creating digital content that participants need to navigate, recording their answers on a computer.

³ Some countries extend the international definition of “youth” to encompass all young people up to 29 years of age. The definition of youth is country-dependent and covers those aged up to 35 years in some countries. Young people under 18 can also work but may be subject to specific conditions of work regarding, for example, the type and hours of work allowed.

⁴ ILO, *Global Framework on Core Skills for Life and Work in the 21st Century*, 2021.

Can the guide be adapted to national contexts?

The content of this guide has been developed to be globally relevant and does not include country or sector-specific information.

Before delivering the training sessions, the content of the guide needs to be adapted to ensure that the information provided to participants (for example, on rights to work for forcibly displaced young people or on entitlements and qualifying conditions for social security coverage) reflects the country's laws or practices and other, participant-specific context, such as social security coverage for young workers in a specific sector.

While individual facilitators planning to design and deliver learning sessions can (and should) adapt the content in terms of these specific aspects, it is highly recommended that this adaptation take place at the institutional level through a consultative process with governments, trade unions, employers' organizations and youth representatives, to ensure that young people are meaningfully engaged and that the voices of other relevant stakeholders are considered. Once localized, the guide then needs to be institutionalized by defining a clear dissemination pathway – for example, including the training sessions in the national school curricula, or in the programmes of organizations working with young people.⁵

This guide refers to a number of ILO Conventions and Recommendations.⁶ A list of these, organized by subject, can be found in Annex 1, which also contains a short summary of the provisions explicitly stated in these standards. If the country in which the training activity is taking place has ratified any of the labour standards presented in Annex 1, the relevant text should be available in the national language, either online, at the ministry in charge of labour and employment, or from the trade unions.

Annex 2 contains a list of further useful resources to support institutions or individual facilitators in creating a nationally adapted guide.

How is this guide structured?

This guide provides guidance on how to prepare, plan and facilitate the training sessions. It consists of:

- ▶ **a guide for facilitators** that includes facilitation techniques and other support material, suggested session plans, key definitions and international conventions, guidance on tailoring information to national contexts and examples of suggested learning activities;
- ▶ **a toolkit** that provides practical examples of workplace situations and detailed guidance for individual and group activities; and
- ▶ **other resources**, including a glossary of terms, an index of topics, a summary of key international labour standards and links to other relevant materials.

⁵ Beyond training sessions, the content of this guide can also be disseminated in a variety of other ways. The topics discussed can act as a foundation for developing digital resources (for example, knowledge repository websites, self-paced remote-learning programmes, apps, social media campaigns) that directly target young people, or that can be incorporated into other training or awareness-raising programmes and materials (for example, in national school curricula and other organizations' training courses aimed at young people).

⁶ International labour standards are legal instruments drawn up by the ILO's constituents (governments, employers and workers) and setting out basic principles and rights at work. They are either Conventions (or Protocols), which are legally binding international treaties that may be ratified by Member States, or Recommendations, which serve as non-binding guidelines. In many cases, a Convention lays down the basic principles to be implemented by ratifying countries, while a related Recommendation supplements the Convention by providing more detailed guidelines on how it could be applied.

The guide is organized around eight training sessions – totalling approximately 17 training hours. Session 2 focuses exclusively on the rights to work of forcibly displaced young people (facilitators working with a non-forcibly displaced audience may skip this session), while in other sessions, specific content relevant for forcibly displaced young people is highlighted in the form of “call-outs”. Sessions can be organized as follows:

Session 1

Young people and work

Session 2

Accessing work for forcibly displaced young people

Session 3

Equality, discrimination, violence and harassment in the world of work

Session 4

Entering an employment relationship

Session 5

Social security

Session 6

Conditions of work: hours of work, wages and leave

Session 7

Safe and healthy working environment

Session 8

Exercising rights and managing conflicts at work

The sessions can be split up, lengthened, or shortened to meet the objectives of the facilitator and their organization. Activities can be modified according to the participants’ profile, learning styles, the availability of class time and national laws and circumstances.

As an example, a facilitator working with a forcibly displaced audience may wish to expand the content and activities relating to rights to work, focus on the types of work that the audience can legally access, tailor the discussion on social security and social protection to the displacement status of their audience, or shorten the session on safety and health at work if the audience will predominantly work remotely.

► Designing and implementing training workshops: guidelines for facilitators

How to prepare and facilitate activities

Selecting and grouping participants

No specific knowledge is required by participants to attend the learning sessions. However, the suggested training support material and some of the activities require participants to have basic literacy and numeracy skills.

It is preferable to constitute a homogeneous group whose members can work at the same pace and help each other out. The selection of participants should be based on such criteria as age, geographical location and sector of employment, among others. The homogeneity of the group is important for the facilitator and the participants. It contributes to achieving the sessions' learning objectives, fosters exchange between participants about their experiences, facilitates group work, and enhances the motivation and active participation of the young people.

It is recommended to form groups of no more than 15 people per session. In larger groups, cohesion and exchange between participants become more difficult and the time allocated to each person is more limited. In groups of between eight and 15 people, the exchanges are varied and it is easier to discuss experiences and hear different points of view.

Understanding the audience

Understanding the nature and characteristics of participants is crucial to the success of a training workshop. With such understanding, facilitators will be able to deliver the workshop according to participants' needs and expectations. This can be done either by asking participants to state their expectations of the workshop before it starts, or by preparing a short questionnaire for them to complete, to identify their training needs. Facilitators should also be aware that the audience could include people with low literacy levels or those with disabilities. In these cases, they would need to tailor their presentation of the sessions would need to be tailored to their individual needs – for example, by including more oral as opposed to written activities.

When designing workshops for forcibly displaced young people, it would be beneficial to invite young representatives of the relevant host communities to participate also, to foster a common understanding of each group's challenges in accessing decent work and to promote mutual aid and social cohesion. Facilitators should be aware of any latent or open conflicts between the two groups (for example, host communities may see forcibly displaced young people as a threat to their job security) and adapt the facilitation style accordingly.

Planning training sessions

This guide sets out, for each session, the learning objectives, individual and group activities, and the approximate time needed for delivery. Also included are facilitators' notes on both rights at work and the learning process.

It is suggested that facilitators:

- go through the guide and the toolkit to review the topics and activities proposed, identifying which sections need to be adapted and preparing learning resources to be used during the workshop;
- gather the required information on national labour and social security legislation;
- develop a plan for each session, highlighting the objectives, content, activities and learning resources (a suggested session plan is included at the beginning of each session);
- review the Glossary of terms in Annex 3 to screen those that are most relevant for the learning workshop to be conducted.

The proposed activities are given as examples for facilitators. The toolkit contains further guidance on how to prepare and facilitate these activities, and includes templates, support material and illustrative case studies. Facilitators should endeavour to adapt the proposed examples and activities as closely as possible to the national and local context and, most importantly, to participants' learning needs and styles.

To complement and adapt the learning activities presented in this guide, facilitators should gather and organize information on the country's labour and other regulations relevant to the audience, such as conditions of work (minimum working age, working hours, minimum wage and social security arrangements) or safety and health rules.

This information can be summarized on easy-to-read **Rights@Work cards** to be distributed during the sessions. In addition, collecting examples of written employment contracts and payslips for distribution to participants will give them a better understanding of their entitlements.

—🕒 **Developing Rights@Work cards**

Before conducting this first set of activities, facilitators should create a set of **Rights@Work cards** summarizing the key labour standards that are in force in the country regarding minimum age for employment, hours of work, minimum wage, annual holidays, sick leave, equal pay, dismissal and so on. To do this, facilitators should check the following:

- the minimum employment age in force in the country;
- the occupations for which a higher minimum age applies;
- the maximum hours of work allowed per week, including overtime;
- the minimum wage in force and the categories of workers that are exempt;
- the rate of overtime pay in the national labour code and/or national collective agreement;
- the traditional benefits package available under social health insurance schemes.

Facilitators may want to provide information on both the legal provisions and actual practice in the local labour market – for example, on the legally stipulated and actual minimum wage.

Minimum age



▶ **15** years old

Hours of work



▶ **40** hours/week

Annual leave



▶ **20** days/year

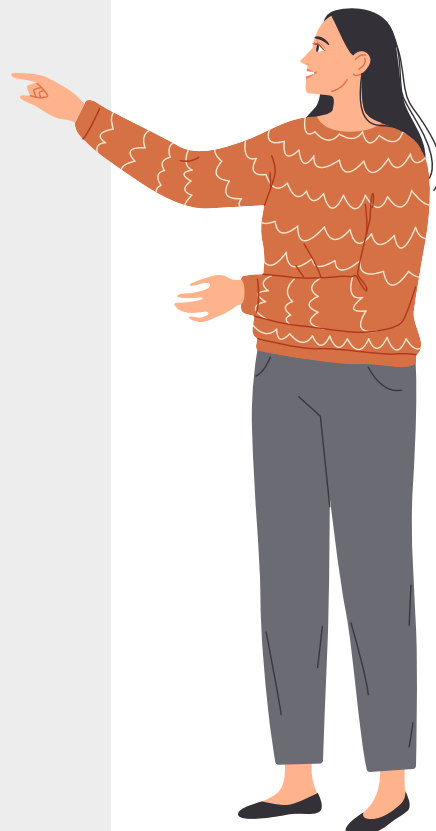
Minimum wage (gross)



▶ **100** units/hour

Examples of Rights@Work cards
(facilitators should note that the information below is purely illustrative and not indicative of national context).

In addition, facilitators should summarize, on coloured cards, the core international labour standards that are referenced in this guide. They can use these cards to support the activities in various sessions.



► Examples of coloured cards describing international labour standards

Freedom of association and the right to collective bargaining

These labour standards envisage the rights of all workers and employers to form and enjoy organizations of their own choosing, to protect themselves against anti-union discrimination and promote collective bargaining. Freedom of association standards provide that workers shall enjoy adequate protection against acts of anti-union discrimination, including requirements that a worker not join a union or that they relinquish trade union membership for employment, or dismissal of a worker because of union membership or participation in union activities. The right to organize and form employers' and workers' organizations is the prerequisite for sound collective bargaining and social dialogue. Collective bargaining practices ensure that employers and workers have an equal voice in negotiations and that the outcome will be fair and equitable.

[*ILO Freedom of Association and Protection of the Right to Organise Convention, 1948 \(No. 87\)*](#)
[*ILO Right to Organise and Collective Bargaining Convention, 1949 \(No. 98\)*](#)

Elimination of all forms of forced or compulsory labour

These standards prohibit the use of any form of forced or compulsory labour as a means of political coercion or education, punishment for the expression of political views, labour discipline, penalization for participation in strikes and discrimination. Exceptions are provided for work required by compulsory military service, by normal civic obligations, as a consequence of a conviction in a court of law (under certain conditions), in cases of emergency, and for minor communal services performed by the members of a community.

[*ILO Forced Labour Convention, 1930 \(No. 29\)*](#)
[*ILO Abolition of Forced Labour Convention, 1957 \(No. 105\)*](#)

Minimum working age and prohibition of child labour

The minimum-age standard stipulates that the general minimum age for admission to employment or work is 15 years old (13 for light work) and the minimum age for hazardous work is 18 years old (16 under certain strict conditions). There are specific provisions for the immediate elimination of the worst forms of child labour, including practices similar to slavery, such as the sale and trafficking of children; debt bondage and forced labour; the recruitment of children for prostitution, pornography, armed conflict or drug trafficking; and work that is harmful to their health, safety or morals.

[*ILO Minimum Age Convention, 1973 \(No. 138\)*](#)
[*ILO Worst Forms of Child Labour Convention, 1999 \(No. 182\)*](#)

Elimination of discrimination (employment and occupation)

This standard prohibits discrimination in access to employment, training and other conditions of employment on the grounds of race, colour, sex, religion, political opinion, national extraction or social origin. The objective is to promote equality of opportunity and treatment, and equal pay and benefits for work of equal value.

[*ILO Equal Remuneration Convention, 1951 \(No. 100\)*](#)
[*ILO Discrimination \(Employment and Occupation\) Convention, 1958 \(No. 111\)*](#)

—● *Developing learning objectives*

Learning objectives are statements that clearly describe what participants will be able to do by the end of the workshop. They describe the intended results of the training event.

These learning objectives help facilitators:

- decide what they want to accomplish in the workshop and how;
- shape the workshop according to the needs of the participants;
- understand whether participants find the workshop relevant and appropriate to their needs;
- determine the content and the activities; and
- measure the results achieved at the end.

—● *Identifying the workshop design criteria*

Once the learning objectives have been identified, facilitators can select and/or develop the training material and instructional techniques to be used during the workshop. They should have thorough knowledge of the material they include in their course. They must also be conversant with the main instructional methods.

The following guidelines may help facilitators choose what they want to include in the workshop and the instructional approaches to be used. This information should be included in the session plans (a sample session plan is provided at the beginning of each session).

- Define the objectives so that it is clear what is expected to be achieved by the end of the workshop.
- Prepare an overview of the workshop that outlines objectives and content.
- Present simple concepts, one at a time.
- Select the best instructional technique – such as role-playing, case studies and experience-sharing among the participants – for encouraging knowledge and skill-building, and provide alternative learning means, that is, a variety of instructional approaches. You are encouraged to make sessions interactive and engaging, and to consider using digital tools, such as videos, to deliver content.
- Give an adequate number of positive examples of the concepts.
- If possible, take examples from the participants' own experiences, ideas or environments to demonstrate a connection to real-life cases.
- Offer opportunities for participants to become involved in the sessions – for example, through group discussions, hands-on activities, question-and-answer sessions and problem-solving exercises.
- Allow sufficient time for participants' discussion and practice.
- Allow sufficient opportunity for feedback from or interaction with participants, in order to monitor learning progress.
- Provide enough exercises to promote the acquisition of knowledge or skill to the extent that it becomes automatic.
- Give a summary of each session and link it to the topic of the next session.
- Ensure a non-threatening, self-motivating environment.

► Tips for conducting the training

Learners have a specific purpose in attending the workshop, that is, to gain knowledge and acquire skills, and often have limited time at their disposal, so they expect facilitators to be skilled and knowledgeable and to be able to transmit their knowledge and skills effectively. It is therefore important that facilitators come to the training well-prepared.

When designing and delivering a training for forcibly displaced young people and their host communities, it is **highly encouraged to consider co-facilitation**, that is, between facilitators from both displaced and host communities, and to mix participants during group activities. This method could allow for a better understanding of the material and audience, increased empathy between participants and more engaging sessions. Facilitators are encouraged to start by getting to know as much as possible about the profile, situation and needs of participants, both forcibly displaced and from the host communities. This will help them collect the relevant information to be provided to participants later.

Facilitators should also **familiarize themselves with facilitation techniques suitable for the audience**. To this end, they may refer to the [Facilitator's manual for community workshops](#) developed by the Inter-Agency Network for Education in Emergencies; the International Republican Institute's [Social Cohesion and Displacement Toolkit](#) – specifically, Module 3: Conflict resolution and integration; and [UNHCR's Facilitator's guide](#) to strengthening protection for persons with disabilities in forced displacement.

Participants expect the training to provide knowledge and skills that they can directly and immediately apply. It is important that facilitators meet expectations by **conducting research in the “real world” and finding real-life applications of concepts**. They may also use resource persons who are experienced and knowledgeable in the specific field. The more relevant the workshop, the more participants will be able to relate to and learn from it, and thus consider it effective, useful and worthy of their attendance. Facilitators are encouraged to use interactive examples of real-world applications by, for example, bringing in external experts to engage with participants or allowing them to work with physical documents, such as payslips or work permits.

Facilitators should point out at the beginning of the training that the participants are in charge of their own learning and that most of the learning will occur through practical activities. **The purpose of each activity should be explained**, in terms of not only the information the participants will acquire but also the skills that the activity aims to build and their possible application to workplace situations.

Each group activity should conclude with a debriefing session, where participants are given the opportunity to share their experiences and impressions. During the workshop, participants' comments should be noted and used to prepare or adjust sessions and activities for future training. At the end of the training, facilitators should seek verbal or written feedback from participants with a view to improving the delivery of future training sessions. A template of a feedback questionnaire is included in Annex 5.

The learning sessions can be enhanced through **the presence of local experts** in different areas of employment. Trade union and employers' organization representatives, human resources managers from local companies, labour inspectors and young workers themselves, including, if relevant, forcibly displaced young workers and representatives of host communities, have valuable experiences to share. Securing their input and participation can make the workshop more relevant and enjoyable.

Facilitators should also **provide young workers with contact information of institutions and organizations that can offer information on workers' rights** and advice on how to ensure those rights are respected. These institutions include trade unions, social security institutions, labour inspectorates, equal opportunities commissions, labour dispute-settlement bodies and occupational safety and health authorities.

► Instruction methods: advantages and disadvantages

Method	Advantages	Disadvantages
<p>Lecture – Facilitators have full responsibility for presenting facts and principles orally. Formal lectures are mostly used when presenting information to large groups. Communication is virtually one-way (from instructor to students). Informal lectures include active student participation through the use of questions as an effective two-way communication process.</p>	<p>Allows facilitators to transmit information to a large group of participants in a short period. It also provides a good introduction and transition to other instructional techniques. For example, facilitators may use a lecture to introduce a case study, summarize the results and the knowledge gained from the case study, make a transition to the next topic and introduce the next activity.</p>	<p>Places the burden of ensuring learning on the instructor and limits the opportunities for participation and peer learning. There is limited scope for feedback on whether facilitators are getting information across or messages are understood by participants.</p>
<p>Questioning – With this method, facilitators impart knowledge and skills by asking questions. The knowledge and skills transfer can also take place by having participants direct questions to facilitators.</p>	<p>Encourages participants to become actively involved in the learning process. It allows scope for feedback on whether facilitators are getting the right messages across. With this method, facilitators may gauge the capacity of the participants to apply the concepts being discussed.</p>	<p>It can be time-consuming. Facilitators should ensure that the questioning process does not lead to irrelevant topics and that it contributes to the achievement of the objectives. Another disadvantage is that it can encourage a dominant few to answer questions and discourage the shyer types from participating.</p>
<p>Discussion – Through discussion, participants are prompted to participate in an open forum, where they can share ideas. The forum may imply a general group discussion or interaction within smaller groups. Discussions must be purposeful, focused and lead to the achievement of the workshop objectives.</p>	<p>Provides excellent peer-learning opportunities. Participants can exchange ideas, learn from others, compare knowledge and opinions, and collectively analyse the points of the discussion.</p>	<p>It can be time-consuming and may lead participants into off-track discussions. This is where effective facilitation skills are needed.</p>
<p>Demonstration – This method aims to provide a “clear picture” of what is to be learned. It is based on the principle that one learns best by doing. Participants learn physical or mental skills by performing tasks under supervision.</p>	<p>Allows participants to demonstrate their skills and get immediate feedback on whether the concepts were properly understood and correctly applied. It also enables them to develop skills and fosters self-confidence through practice.</p>	<p>It requires considerable preparation time and careful planning. Facilitators have to make sure that the demonstration and practice are closely linked to actual situations.</p>

Method	Advantages	Disadvantages
<p>Case study – A case study is a prepared presentation of facts and/or descriptions of realistic situations that may be based on actual events. Participants are asked to discuss these facts/situations together and devise the best course of action to take, or solution to be found.</p>	<p>Helps develop analytical, judgement, decision-making and problem-solving skills. It also enhances peer-group learning, because participants can observe how the case was perceived and approached by each group, thereby providing the entire class with alternative solutions to a given problem.</p>	<p>It requires time to develop a good case study. Some case studies over-simplify a problem vis-à-vis the actual situation, so that the solutions to these case studies are only partially effective, or even completely ineffective, in real-life situations.</p>
<p>Role-play – This is a method through which participants act out situations by assuming assigned roles. The knowledge and skills transfer takes place through simulations where participants are asked to play a role (alone or in small groups).</p>	<p>Helps participants identify with the points of view of others, their attitudes, beliefs and feelings. It allows for exploration of solutions and provides participants with an opportunity to practise new attitudes, behaviour and skills. Finally, it decreases self-consciousness and builds self-confidence in exhibiting new skills.</p>	<p>Some participants may not feel comfortable with this instructional method. To remove resistance to role-playing, facilitators need to explain the benefits of this method in the learning and practising of new behaviour or skills and stress that the exercise is not about acting abilities but about the proper application of what has been learned.</p>
<p>Brainstorming – This is an instructional method through which all participants are asked to contribute their ideas to solve a shared problem by considering a variety of possible solutions. Activities are tailored to the participants' needs, that is, they feature a situation that they would normally encounter in their everyday life.</p>	<p>Allows creative thinking for new ideas, encourages full participation, that is, all ideas are equally recorded, and draws on the group's knowledge and experience. It creates a spirit of cooperation among participants.</p>	<p>It can be unfocused. Participants may have difficulty getting away from lived reality. If not managed well, criticism and negative evaluation may occur. The value to participants depends, in part, on their level of maturity.</p>
<p>Resource person – It is also possible for facilitators to make use of resource persons, that is, someone who is experienced and knowledgeable and has a high degree of expertise in the field. They may have acquired this through years of experience or through higher levels of study or research in the field. There are different ways in which facilitators may use resource persons in their workshop.</p>	<p>It can personalize topics and break down the audience's preconceived ideas.</p>	<p>The resource person may not be a good speaker. In some cases, personalities may overshadow content.</p>

Starting the training

The way in which facilitators open the session will set the tone for what is to follow. They may use this opportunity not only to start off by giving a good impression of themselves and the training but also to establish the best kind of learning environment. Facilitators may have no control over the attitudes of the participants but they can certainly make their attitudes more positive by winning participants over right from the start.

First steps

- ▶ **Welcome participants:** the facilitator's welcome is the first activity to be carried out with the whole group. It should give participants a positive image of the facilitator. A straightforward, confident welcome is sufficient. For example, facilitators may simply say, "On behalf of the Ministry of Employment, I would like to welcome you to this workshop on rights at work for young people. I hope you will find it worthwhile and productive."
- ▶ **Introduce yourself:** facilitators should introduce themselves formally. This is the time to establish credibility. They may give some information about their background, relevant experience and qualifications relating to the training and, finally, add a few personal details to build rapport.
- ▶ **State the purpose of the training:** facilitators should explain the purpose of the training and give a short statement of what is expected of the participants. They should briefly describe the main objectives and ask participants what they hope to learn. This will help them identify the needs of the participants and which topics need more attention. These inputs can be recorded on a flipchart.
- ▶ **Outline the agenda:** facilitators should go through the agenda, that is, what will be done and when, how they plan to go through the sessions, activities, timing and breaks. Participants should be referred to the timetable of activities that was sent with the invitation letter or, if revisions have been made, hand out a revised timetable.
- ▶ **Provide practical information:** facilitators should briefly describe where the participants can find the main facilities, such as restrooms, telephones, eating and smoking areas.
- ▶ **Introduce participants:** facilitators may ask participants to introduce themselves or use an ice-breaking activity. The choice depends on whether facilitators to obtain information from participants or establish a particular atmosphere. If it's the former, they may ask each participant to state their name and their reasons for participating in the workshop. If they sense that participants feel uncomfortable about introducing themselves, they can think of another activity for the introductory session.

Breaking the ice

Ice-breaking activities, or warm-ups, can help facilitators create an informal atmosphere; make the participants feel more comfortable; establish a positive and collaborative environment; and create a climate of openness that facilitates interpersonal relations. Ice-breakers are particularly useful in moulding individuals into a group. They are appropriate if participants do not know each other or are feeling somewhat apprehensive about what is going to happen.

► Examples of ice-breaking activities

Below are several fun activities that have been successfully in a variety of group settings. Facilitators can adapt them to suit each group using some of the suggestions outlined below:

- **Interviews:** participants pair off. Each person then interviews his or her partner for a set time. When the group reconvenes, each person introduces their interviewee to the rest of the group.
- **Circle introduction:** participants stand in a circle. They have two minutes to find out as much as possible about the person on their left and some interesting facts about them. Each person will then introduce the person on their left to the whole group.
- **Ball toss:** participants and the facilitator form a circle and toss a soft ball around the circle. When a participant catches the ball, they state their own name and the name of the person who tossed it to them.
- **The little-known fact:** participants to share their name and what they do for a living, as well as one little-known fact about themselves. This fact becomes a humanizing element that can help break down differences between members of the group during subsequent interaction.
- **Two truths and a lie:** each participant confides two true statements and one false about themselves. The rest of the group has to guess which one is false.

Facilitators should point out at the beginning of the training that the participants are in charge of their own learning and that most of the learning will occur through practical activities. The purpose of each activity should be explained, in terms of not only the information the participants will acquire but also the skills that the activity aims to build and their possible application to workplace situations.

Each group activity should conclude with a debriefing session, where participants are given the opportunity to share their experiences and impressions. At the end of the training, facilitators should seek verbal or written feedback from participants with a view to improving the delivery of future training sessions. A template of a feedback questionnaire is included in Annex 5.

The learning sessions can be enhanced through the presence of local experts in different areas of employment. Trade union and employers' organization representatives, human resources managers from local companies, labour inspectors and young workers themselves, including, if relevant, forcibly displaced young workers and representatives of host communities, have valuable experiences to share. Securing their input and participation can make the workshop more relevant and enjoyable. During the workshop, participants' comments should be noted and used to prepare or adjust sessions and activities for future training.

Facilitators should also provide young workers with the postal address, telephone number, email and web addresses of institutions and organizations that can offer information on workers' rights and advice on how to ensure those rights are respected. These institutions include trade unions, social security institutions, labour inspectorates, equal opportunities commissions, labour dispute-settlement bodies and occupational safety and health authorities.

Building rapport

Establishing and maintaining rapport is critical to the success of the training. Good rapport results in more open interaction between facilitators and participants, and among participants themselves, which is especially important when working with an audience of both forcibly displaced young people and young members of their host community. There are several ways in which facilitators can build rapport. The following are just a few examples:

- Using individuals' names when addressing participants and answering their questions.
- Treating everyone with courtesy and dignity.
- Being open and accessible. State that participants are welcome to make their own contributions to the sessions.
- Practising active listening – for example, establish and keep eye contact, recap individuals' contributions by using their language, listen without judging or jumping to conclusions.
- Acknowledging various and potentially conflicting points of view, especially on potentially sensitive topics – such as discrimination and harassment, and integration of forcibly displaced young people into their host communities – and seeking to manage latent or open conflicts individually or as a group, depending on the issue.
- Handling mistakes sensitively and with tact.

Evaluating the training

Evaluation is an important aspect of the training process and should be included in the planning. It provides facilitators with very useful information and feedback on the effectiveness of the training. It ties up directly with the objectives set at the beginning of the planning process, as it will show whether or not they were achieved. There are four levels of evaluation; the level facilitators choose will depend on the type of information they want. Below are descriptions of the different levels of evaluation, which will guide facilitators in making their choice.

▶ Reaction evaluation

This type of evaluation aims to collect feedback from participants on: i) course content, including the clarity of the course objectives, the effectiveness of instructional methods and the length and pace of instruction; ii) skills and knowledge acquired; iii) course materials, including training material and visual aids; iv) facilitator(s) and resource person(s); and v) workshop facilities. A sample evaluation questionnaire can be found in Annex 5.

▶ Learning evaluation

The learning-level evaluation examines the knowledge and skills acquired by participants. It is content-specific and based on the performance of participants during training. The learning-level evaluation may be done through: i) participation in class; ii) ongoing participant evaluation throughout the activities (for example, the application of knowledge and skills during role-play or case studies); iii) short-answer tests; iv) essays; and v) in-class observations.

▶ Performance evaluation

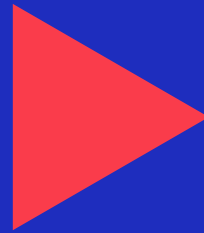
The performance-level evaluation examines the extent to which the knowledge gained and the skills acquired during the training have been transferred (or applied) to a real environment. The information for this level of evaluation may be gathered through: i) direct observation; ii) supervisors' interviews; iii) performance appraisals; and iv) participants' reports.

▶ Results evaluation

The results-level evaluation examines the impact the training has had on its ultimate target group. Put another way, it analyses whether the training produced the expected results – for example, whether it provided an effective response to the work-related rights problems faced by young people.

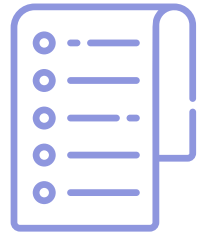
Session 1

Young people and work



Learning objectives

- ▶ By the end of this session participants will be able to:
- list the key features of their country's youth labour market;
 - identify fundamental principles and rights at work;
 - recognize the most common forms of informal employment at national level; and
 - define "decent work" and identify what types of jobs fall under the category of decent work.



Delivery time

- ▶ **120 minutes**



Introduction

- ▶ The aim of this first session is to introduce participants to the overall objectives of the training and help the facilitator "get a feel" for the audience. Examples of ice-breaking activities are provided in the toolkit. Participants will also be introduced to the learning sequence (the number and content of sessions and the expected learning outcomes) and to the strategy to be used, that is, "learning by doing".

The core part of this session focuses on the main barriers faced by young people entering the labour market and explains the fundamental principles and rights at work, including the concept of decent work and its implications for young labour-market entrants. This session also provides information on informal employment and other risk factors for young people, and on the platform economy as an area of work that is growing in popularity among young people.

Throughout this first session, the facilitator is expected to support the activities with substantive information on relevant national and international labour standards. Suggestions on content for **Rights@Work cards** are offered throughout this guide and in the accompanying toolkit.

Sample session plan



Learning objective	Agenda item and time	Content
Get to know each other and develop a good understanding of the objectives of the training	Introduction 🕒 10 minutes	<ul style="list-style-type: none"> Facilitator and participants introduce themselves; ice-breaker Purpose of the training Learning objectives of Session 1
Be familiar with key features of the country's youth labour market	Facts about young workers 🕒 15 minutes	<ul style="list-style-type: none"> Facts and trends relating to young people in the workplace <i>Activity 1.1. Fair workplaces</i>
	Flexibility and the changing labour market 🕒 20 minutes	<ul style="list-style-type: none"> Flexible employment and its place in the world of work Key terms relating to flexibility in the labour market
	Flexibility and new forms of work: the platform economy 🕒 20 minutes	<ul style="list-style-type: none"> Platform economy and the types of platform work Key risks and opportunities associated with working in the platform economy <i>Activity 1.2. Flexibility at work: pros and cons?</i>
Recognize the most common forms of informal employment at national level	Informal employment and other risk factors for young people 🕒 20 minutes	<ul style="list-style-type: none"> Different forms of informal employment Risks associated with informal employment Risks in the labour market <i>Activity 1.3. Two C's: exploring labour market disadvantages</i>
Identify fundamental principles and rights at work	International labour standards 🕒 10 minutes	<ul style="list-style-type: none"> International labour standards National labour laws and practices that may be relevant to young workers Fundamental principles and rights at work
Define "decent work" and identify what types of jobs are "decent"	Decent work 🕒 15 minutes	<ul style="list-style-type: none"> Decent work agenda and why it is relevant for youth Decent work overview <i>Activity 1.4. Decent work millionaire</i>
	Topics for review and group discussion 🕒 10 minutes	<ul style="list-style-type: none"> Summary of key lessons learned

Facts about young workers

When entering the labour market for the first time, young people, particularly the most vulnerable, such as forcibly displaced youth, young women and youth with disabilities, may face several difficulties. Once employed, young workers typically have less tenure than older workers. Young employment was particularly hard hit during the COVID-19 pandemic and its recovery remains far behind that of adults.⁷ As of 2023, young people aged 15 to 24 were 3.5 times more likely to be unemployed as compared to adults.⁸ Vulnerable youth bear the brunt of crises most acutely: in 2021, young women, for example, were almost 1.5 times less likely to be employed than young men.⁹ Young people often have to accept any job just to gain work experience and increase their chances of finding a better job at a later stage. Unfortunately, this can sometimes force them into a choice between working for very low wages in poor conditions or not working at all. Even when young workers are aware of their rights, they often fail to claim those rights for fear of being fired and/or stigmatized as troublemakers. Forcibly displaced youth may face even harsher difficulties in entering the labour market owing to prejudice, limited access to education and training, legal and administrative barriers, lack of recognition of prior skills or qualifications, and lack of accessible decent job opportunities. When it comes to refugees, 55 per cent live in countries that restrict their access to decent work through administrative barriers and other obstacles.¹⁰ Despite facing challenges when entering the workforce, young workers add significant value to the workplace. Young workers are generally more adaptable and agile than their older counterparts, have a more in-depth understanding of the latest technology and are able to bring new energy and a fresh perspective into the workplace.¹¹

In 2021,
young women
were almost
1.5 times less likely to
be employed than
young men

As of 2023,
young people
were **3.5** times more likely
to be unemployed as
compared to adults



55%
refugees live
in countries
that restrict
their access to
decent work

⁷ ILO, *Global Employment Trends for Youth 2022: Investing in transforming futures for young people*, 2022.

⁸ ILO, *World Economic and Social Outlook Trends 2024*, 2024.

⁹ ILO, *Global Employment Trends for Youth 2022: Investing in transforming futures for young people*, 2022.

¹⁰ Center for Global Development, *2022 Global Refugee Work Rights Report*, 2022.

¹¹ Jose Alba, "[6 Top Benefits of Hiring Young Talent](#)", UNICEF Thailand, 28 October 2019.

The facilitator should initiate a discussion on youth employment by listing the different situations that can be encountered by new entrants in both the national and local labour markets, making sure to emphasize the value that young people can add to the workplace. A non-exhaustive list of the information that needs to be collected for the purpose of this discussion is provided below.

- Proportion of young people (between 15 and 24 years of age, or according to the national definition)¹² in the total population.
- Proportion of young people in school, employed and unemployed (compared with adults).
- Distribution of youth in employment by economic sector (agriculture, industry and services) and occupation (managers, technicians, clerks, service workers and so on).
- Conditions of work (hours of work, part-time/full-time, permanent/temporary employment).
- Sectors that seek to specifically recruit/employ a large number of young workers.
- Proportion of young people working in the informal economy.

Such information can be found in the quarterly and/or annual labour force surveys that are usually conducted by the national labour statistics institute or agency. If the country does not conduct labour force surveys, the facilitator may refer to other statistical sources, such as census data or the labour market information collected by the public employment service. To the extent possible, the facilitator should also collect and present gender-disaggregated data and data on young people with disabilities.

Depending on the audience, the facilitator should also collect similar information on young people in contexts of forced displacement. To this end, they can use sources such as the Ministry of Immigration, Ministry of Labour, the Interior Ministry, or surveys conducted by the UNHCR or local non-governmental organizations (NGOs).

Information on the number of young people working in the informal economy is often scarce, unavailable, or simply non-existent. Nevertheless, the facilitator should make an effort to find at least some estimates on informal employment and provide participants with examples of informal work (for instance, working in the evening in a pub for cash, with no contract and no fixed hours of work, or having a regular employment contract that pays the minimum wage and getting cash under the counter). This information can also be used to identify some of the most disadvantaged groups of young workers in the labour market (see the section on informal employment later in this session).

Activity 1.1. Fair workplaces



This activity is designed to promote discussion about the fair treatment of workers and allow the facilitator to obtain a general idea of the audience's knowledge of their rights. Participants should be given the opportunity to reflect on what they already know about the labour market and rights at work by asking them to answer (in pairs or small groups) – based on their previous work experience (a summer job or an internship, for example) – the following question: “What is a fair workplace?” Those who have neither had a job nor looked for work can use the experience of a friend or a family member. A list of other questions that the facilitator can ask participants is provided in the toolkit (Session 1).

Rights@Work cards: before conducting the activity, the facilitator should create a set of *Rights@Work cards* summarizing the key labour provisions in force in the country.

¹² The definition of youth is country-dependent and can cover those aged up to 35 years in some countries. Young people under 18 can also work but may be subject to specific conditions of work regarding, for example, type of work and hours of worked allowed.

Flexibility and the changing labour market

Over the past few years, employment and conditions of work have changed considerably. Labour markets have become increasingly flexible, and this brings both advantages and disadvantages to employers and workers alike. On the one hand, increasingly flexible labour markets often enable enterprises to react faster to market requirements, provide workers with opportunities to better balance work with family and other responsibilities, and empower vulnerable workers, such as forcibly displaced youth, by facilitating access to employment with low barriers to entry. On the other hand, this flexibility may also bring less job security. Certain types of flexible working, like remote work, may also have a detrimental effect on mental health,¹³ as it may lead to isolation, depression and burnout.¹⁴ Young women and disabled young people are particularly vulnerable to these risks, as they may be more prone to choosing remote work to meet their needs for a flexible work schedule or an adapted work environment.¹⁵

The digital transformation of global economies and the COVID-19 pandemic accelerated existing trends in flexible working, including a shift towards more flexible working hours, remote work and new forms of work, such as work in the platform or gig economy. Jobs in banking and finance, accounting and real estate, education, information technology, and professional, scientific and technical services saw the largest shift towards teleworking.¹⁶ At the same time, transformative technologies that allow work to take place anywhere, at any time, blur the line between working time and private time and can contribute to extending working hours. While many workers continue to work excessive hours, others do not have enough work. For those without sufficient work, working hours can be very irregular and unpredictable, without a guaranteed number of paid working hours or income per week and with limited control over the timing of their work. Workers need greater time sovereignty and the choice to control their working hours.¹⁷ In the post-pandemic era, many employers in professions where work can be done remotely are seeking to incorporate aspects of the flexible remote-working culture into standard working life. If relevant to the audience, the facilitator could provide some examples of sectors in which jobs are becoming increasingly remote.

A flexible labour market has several defining characteristics:

- ▶ **Flexible employment patterns** – both in terms of flexible hours of work and flexible use of skills in the workplace. Workers in some sectors may also have the flexibility to work remotely, either from home or from another location.
- ▶ **Ease and cost of hiring and firing workers** – labour law reforms enable hiring and firing workers more easily. Although this reduces the costs to employers of increasing or decreasing the number of employees according to business activity and production requirements, it can also mean less job security for workers.
- ▶ **Switch to shorter-term employment contracts** – workers sign short-term and/or limited-duration contracts instead of permanent or unlimited-duration ones. Workers may also take up multiple short-term tasks in jobs such as writing, graphic design, website development, etc.
- ▶ **Greater flexibility in pay arrangements** – this means that part of the total pay package is linked to individual or enterprise performance (productivity and/or company profits). In some industries, the pay package may also reflect the differences in regional demand and supply of labour.

The facilitator can use the list above and the terms and definitions listed in Box 1.1 below to initiate a short discussion on the impact of changing labour markets on young workers. They can then introduce the subsequent activity, which covers the pros and cons of labour market flexibility.

¹³ For information on the mental-health impacts of flexible working, see: ILO, *Working Time and Work-life Balance Around the World*, 2022, section 4.

¹⁴ ILO and WHO, “*Healthy and Safe Telework*”, *Technical Brief*, 2022.

¹⁵ Manuela Tomei, “*Teleworking: A Curse or a Blessing for Gender Equality and Work-Life Balance?*”, *Intereconomics Review of European Economic Policy*, Vol.56, No.5, 2021; and Jeffrey Howard, “*The Benefits of Remote Work for People With Disabilities*”, *InclusionHub*, 22 March 2022.

¹⁶ WEF, “*Which Industries are now Teleworking and What are the Challenges?*”, *The Davos Agenda*, 28 January 2021.

¹⁷ ILO, *Work for a Brighter Future – Global Commission on the Future of Work*, 2019.

▶ Box 1.1. Flexibility terms

- **Annual-hours contracts:** a way for enterprises to reduce the amount they spend on overtime. People are employed for a fixed number of hours per year, that is, they are paid the same amount each month regardless of the number of hours worked. When production increases, employees work longer hours and when production decreases, their hours are reduced.
- **Compressed hours and flexible working weeks:** involves compressing the working week so that the same hours are worked over fewer working days (four days instead of five, for instance), and workers can enjoy a longer period of rest. This can help recruitment, reduce overtime and improve work-life balance, but it can also lead to fatigue if working days are too long.¹⁸
- **Fixed-term contract:** a contract of employment that starts and expires on specified dates.
- **Flexitime:** employees are free to vary their daily hours of work within a specific range, provided that they are on the premises during certain core hours (for instance, from 10 a.m. until 4 p.m.). This enables workers to arrive later on some days and work later in the evenings while respecting an agreed average per day or week. It is mostly used for office staff below managerial levels.
- **On-call work:** workers are called in to work only as and when they are needed, depending on the level of, and fluctuation in, the workload. The employment contract can stipulate the minimum and maximum hours of work, but in some countries, “zero hours” contracts can also be used that do not require setting a minimum number of hours of work.¹⁹
- **Remote work/teleworking:** workers can perform some or all aspects of their job from home or from another location that is not considered the standard workplace, with or without using technology. If remote workers use their personal electronic devices to perform work, they are considered teleworkers.²⁰ Some remote workers/teleworkers work from home exclusively, while others spend part of their working week at home and part in the office.²¹
- **Job-sharing:** a form of part-time work where two people share the same full-time job. There is often an agreement that if one person is sick or on holiday, the other will do that person’s share of the job as well.
- **Multi-skilling:** workers are trained to carry out a range of tasks. This increases flexibility within the workforce. If there is a need to increase the number of people working on particular processes, this can be easily done by moving other workers on to these tasks.
- **Part-time work:** any work performed for fewer hours than defined by a national threshold, often around 35 hours a week. Part-time workers enjoy the same rights as full-time workers in terms of pay (proportionate to the time worked) and working conditions.
- **Temporary work:** workers are employed for a specific period of time only; it may even include work performed on a month-to-month basis.
- **Task-based work:** workers are paid to perform specific tasks and their pay depends on how many tasks they have accomplished, not on the time they spent working. Many workers in the platform or gig economy are typically remunerated according to this scheme – for example, a food delivery worker is paid based on the number of meals delivered.

¹⁸ ILO, [Working Time and Work-Life Balance Around the World](#), 2022.

¹⁹ Akima Hamandia-Güldenber, [“On-call Work and ‘Zero Hours’ Contracts”](#), ILO Information Sheet WT-15, May 2004.

²⁰ ILO, [“Defining and Measuring Remote Work, Telework, Work at Home and Home-based Work”](#), ILO Technical Note, June 2020.

²¹ ILO, [“Making Work Arrangements More Family-friendly”](#), ILO Information Sheet WF-5, 2004.

Flexibility and new forms of work: platform economy

- The platform economy also has many implications for youth at work. It represents an opportunity for more job creation and flexible work for youth, particularly those who have been forcibly displaced, but also a challenge, in terms of protecting workers' rights to decent work and at work. The platform economy involves providing short-term services or freelance work through a digital infrastructure that enables interaction between two or more groups and positions itself as an intermediary.²² A general characteristic of the platform economy is the move away from the standard employment relationship and towards increased flexibility.

The platform economy is a collection of platforms that facilitate economic interactions. These digital platforms create spaces for individuals to sell their skills or services to businesses or individual consumers. These platforms could range from ride-hailing services, like Uber, to professional services, like Fiverr. Some of the main sectors in which platforms have emerged are accommodation, transport, financial services, qualified professional services, care, deliveries and basic services, audio-visual content, "marketplace" trading of new and second-hand products, food and catering.

Platforms can be separated into two categories:

- ▶ **web-based platforms**, where tasks are performed online and remotely by workers and are allocated to a crowd (on micro-task and competitive programming platforms) or to individuals (on freelance and contest-based platforms). Online web-based platform work can be completed from any country for companies that may cross geographical borders; and
- ▶ **location-based platforms**, where tasks are performed at a specified physical location by individuals, such as taxi drivers or delivery workers.

Despite recent growth, new jobs in the platform economy can present difficult conditions for young workers. Platform work is relatively new and platform workers rarely have traditional work contracts. For displaced workers who already face barriers in accessing social protection and exercising their right to freedom of association, working in the platform space – as opposed to more traditional forms of formal work – can further curtail their access to benefits.²³ However, platform work also offers a number of advantages, particularly for young workers starting their career. It can provide young workers with opportunities for human capital skills development and alternative income generation, which could be particularly important for forcibly displaced youth who face barriers in accessing traditional employment. Box 1.2. below outlines some of the challenges and benefits associated with platform work.

▶ Box 1.2. Potential challenges and benefits of the platform economy

Challenges ²⁴	Benefits ²⁵
<ul style="list-style-type: none">• Lack of available work: platform workers may have irregular flows of work and income, which means they may need to spend excessive time online to obtain more work and, in turn, more income.	<ul style="list-style-type: none">• Flexibility: platform workers are often able to decide their own hours and work autonomously.

²² ILO, "[Decent Work in the Platform Economy](#)", Reference document for the Meeting of experts on decent work in the platform economy, MEDWPE/2022, 2022.

²³ For more information on young people in forced displacement working in platform work, see Call-out 1.1.

²⁴ ILO, "[Decent Work in the Platform Economy](#)", Reference document for the Meeting of experts on decent work in the platform economy, MEDWPE/2022, 2022

²⁵ International Organisation of Employers and World Employment Confederation, [Diverse Forms of Work in the Platform Economy](#), 2022 and World Economic Forum, [The Promise of Platform Work: Understanding the Ecosystem](#), 2020.

- **Payment of fees:** platform workers may need to pay fees to access platform tasks or services, which reduces income and acts as a barrier for some people to taking on platform work.
- **OSH risks:** platform workers may be exposed to specific occupational safety and health risks. Online platform workers may experience physical inactivity, eye problems, technostress and cyber bullying. Location-based platform workers may work for a prolonged time, which leads to fatigue and stress. Both types of platforms may expose workers to anxiety and stress from the “rating system” by customers and to algorithmic decisions that determine their activities and income.
- **Opaque data use and algorithms:** platform workers may experience difficulties in relation to the portability of data between platforms, which hinders worker mobility and the transfer of rankings between platforms. These workers may also lack transparent information on the platforms’ use of algorithms and how they find services for workers, define time slots, or calculate rankings, which, in turn, decide worker performance.
- **Lack of social security:** generally, platform workers do not have traditional work contracts or employment relationships, which could result in them having limited access to social security unless facilitated by the worker themselves. (See Session 5 for more information on access to social security for platform workers.)
- **Lack of accessible dispute resolution mechanisms:** there are several situations in which platform workers may need to access dispute resolution mechanisms, such as for contesting incorrect poor performance evaluations, low ratings, work rejection (especially on micro-task platforms), and account deactivation. However, platform workers often do not have adequate access to effective dispute resolution mechanisms. For example, platform providers prefer arbitration over court proceedings in their terms of service agreements, meaning that workers are required to submit their dispute not to a court but to a private arbitrator according to a process unilaterally determined by the platform provider. This can discourage workers from seeking redressal for grievances.
- **Expanded employment opportunities:** platform work covers a variety of industries, providing platform workers with an array of employment opportunities.
- **Geographic diversity:** web-based platforms allow workers to work from anywhere in the world.
- **Few barriers to entry:** platform work is generally not very closely regulated and, thus, could provide workers (including those who are unable to work in the in-person formal market) with alternative employment opportunities.
- **Supplemental income:** the flexible nature of platform work means that workers can work in the platform economy to supplement their main income.
- **Human capital formation and skills development:** platform work does play a pivotal role in improving the employability and training of workers. In 2021, 65 per cent of new platform workers indicated that they had gained skills that would improve their future work prospects.²⁶
- **Pathway towards formalization:** in developing countries, platform work is performed for formal and physical enterprises. This results in increased formality of employment contracts and could facilitate access to better social security and income.

²⁶ Accenture, *Platforms Work: Research with Workers Using the Uber app During the First Year of the COVID-19 Pandemic*, 2021.

Low barriers to entry and an opportunity for flexible employment make the platform economy appealing to displaced young workers. Call-out 1.1 below outlines why youth in contexts of forced displacement may choose to work in the platform economy.



Call-out 1.1. Platform work expands opportunities for forcibly displaced youth

The strong demand for services and the availability of jobs are creating significant earning opportunities for displaced workers facing difficulties in accessing work or transitioning from informal to formal work. Generally, the lack of regulation in the platform economy gives displaced workers who may not have access to formal work in the local labour market the opportunity to access employment. Furthermore, forcibly displaced youth could use platform work to supplement their income in instances where their limited access to employment means they are unable to earn enough to meet their needs.²⁷

Before seeking work in the platform economy, young workers should consider the following five elements:

- ▶ **Sector/service type:** in which sector will the platform work be carried out, what kind of service would they be providing and who are the clients?
- ▶ **Task complexity/individual skill set:** how complex are the tasks and do they possess the required skills to perform these tasks?
- ▶ **Location of work:** if they intend to work in a location-based platform, do they live in the right area to perform these services?
- ▶ **Equipment required:** do they have the right equipment to perform this work?
- ▶ **Approach to pricing/payment and matching:** what is the platform's approach to pricing, how will they be paid and how will they be matched with work opportunities?

²⁷ IOE and WEC, *Diverse Forms of Work in the Platform Economy*, 2022.



Activity 1.2. Flexibility at work and new forms of work: pros and cons?

This activity is designed to introduce participants to the key features of a flexible labour market and new forms of work, as well as their advantages and disadvantages, particularly for young workers. Prior to the session, the facilitator should research the most common forms of flexible and non-standard forms of employment²⁸ among young workers in the country (for instance, part-time or temporary work, platform/gig work) and prepare **Rights@Work cards** that summarize the provisions of the labour code. An example of *Rights@Work card* content for part-time work can be found in Box 4.2 (Session 4).

Informal employment and other risk factors for young people

The term “informal economy” refers to all economic activities undertaken by workers and economic units that are not covered, or insufficiently covered – in law or in practice – by formal arrangements. Informal employment, therefore, includes the following categories of worker:²⁹

- ▶ **employees** – considered to be informal “if their employment relationship is, in law or in practice, not subject to national labour legislation, income taxation, social protection or entitlement to certain employment benefits” (such as maternity leave, paid annual or sick leave).³⁰ Generally, this is the case when an employee works for a formal enterprise but is not declared, or when they work for an informal enterprise;
- ▶ **independent workers** (own-account workers and employers) – considered to be informal when (i) the size of their economic unit is below a specified level (expressed in the number of workers engaged); (ii) the unit is not registered according to national legislation; and/or (iii) employees are not registered (for social security contribution purposes).

As of 2017, the latest year for which estimates are available, the youth informality rate stood at 78 per cent – far higher than that among adults (58 per cent).³¹ More than 60 per cent of the world’s employed population earn their livelihoods in the informal economy.³² The informal economy encompasses a wide range of jobs, none of which is regulated or protected by the State. Young people may end up working in the informal economy because they do not have the necessary skills and qualifications to secure formal employment, or because of the lack of other alternatives, the flexibility and entrepreneurial opportunities it provides, or to avoid paying taxes, social contributions and other costs that come with working in the formal space. As a result, however, they often have to endure poor working conditions, low wages and insufficient social protections. Because young people are typically more likely to be engaged in informal casual work, with weaker employee-employer relationships, the incidence of informal employment among young workers – and thus their inability to participate in social insurance schemes – tends to be higher than among adults.

²⁸ See the ILO website for more information on [non-standard forms of employment](#).

²⁹ Other categories of workers such as contributing family workers, own-account workers engaged in the production of goods for their household and members of informal cooperatives are also considered to be informally employed. See ILO, [Resolution on the measurement of employment in the informal sector](#), adopted by the Fifteenth International Conference of Labour Statisticians (ICLS), Geneva, 1993; and [Guidelines concerning a statistical definition of informal employment](#), adopted by the Seventeenth ICLS, Geneva, 2003.

³⁰ Verena Schmidt, Edward Webster, Siviwe Mhlana, and Kally Forrest, “[Negotiations by Workers in the Informal Economy](#)”, ILO Working Paper 86, January 2023.

³¹ ILO, [Global Employment Trends for Youth 2022: Investing in Transforming Futures for Young People](#), 2022.

³² ILO, [Women and Men in the Informal Economy: A Statistical Picture](#), 2018.

Some of the characteristic negative features or risks of informal employment are described in Box 1.3. below.

▶ **Box 1.3. Risks of informal employment**

- **Poor working conditions:** working long hours, working in an unsafe and unhealthy work environment (with little or no protective equipment, for example), etc.
- **Low earnings:** earning below a decent wage, enduring payment delays or missing payments could lead to poverty or inability to escape poverty.
- **Unpredictable lay-offs:** lack of job security, having one's employment terminated without notice or compensation.
- **Absence of social security benefits:** not having access to typical benefits available to formal workers, such as a pension, sick pay, health insurance, etc.

For more information on these topics, see the [ILO's Negotiations by Workers in the Informal Economy](#) and the [Resolution concerning decent work and the informal economy](#).

Many young workers gravitate towards the informal market because they have no other choice. They may lack the education or skills required for formal employment, they may not have formal employment opportunities in their region, or they may not have the right to work in their local labour market. This is particularly the case among vulnerable youth, including those who are forcibly displaced, women, or those with disabilities.

▶ **Box 1.4. Forcibly displaced youth in the informal market**

Forcibly displaced youth are more likely to work in the informal rather than the formal economy owing to significant obstacles that prevent them from being able to access formal work or embark on a process of formalization (see Session 2). Limitations on the legal right to work, difficulty obtaining a work permit, and limitations on freedom of movement lead forcibly displaced youth to engage in any livelihood-supporting work that is available to them. In the informal economy, forcibly displaced youth often enjoy fewer social protections than their national counterparts, as they are often not protected by national laws, may not have access to State-funded social protections and are less likely to have a social community to turn to for assistance.

There are significant benefits associated with formalization (for independent workers) and for securing formal employment (for employees). These include:

- access to social security and its associated health and income protections;
- higher wages or access to wider formal markets; and
- eligibility to open bank accounts or access other financial services.

The facilitator should stress to participants that, while informal work may sometimes be necessary, formal work offers more protection and is more closely associated with decent work. To learn more about formalization processes, see the Enterprise Formalization section of the ILO website or the ILO Thematic Brief Enterprise Formalization: Tailored Registration, Tax and Social Security Requirements for MSEs.

The facilitator should prepare some examples of common forms of informal employment that exist in the country where the training is being conducted – for instance, street vending, home-based working and unpaid family farming or casual work in the construction, tourism and personal services industries. The national trade unions, employers' organizations and labour inspectorate can provide figures and information on the economic sectors more likely to employ workers informally, which can be used as a basis to develop realistic examples.

At this point, the facilitator can broaden the discussion to cover other risk factors that young people may face in the labour market. The facilitator should remind participants that, although young people generally face more difficulties than adults in the labour market, there are some groups of young people who, owing to their personal characteristics and circumstances, are even more disadvantaged. Box 1.5. below offers some examples of factors that may place certain young people at greater risk than others.

▶ Box 1.5. Risk factors in the labour market

Risk factors in the labour market are normally categorized as external (general) factors and internal (individual) factors.

- **Household/family:** when household incomes are low, young people are less likely to attend and complete school, gain higher qualifications and join the workforce. Women who become mothers at a more mature age are more likely to raise children who receive more and better education, which, in turn, raises those children's employment prospects later on.
- **Education/school:** low education levels are strongly associated with social disadvantage and poverty – many young people with low educational attainment come from families characterized by poverty and disadvantage. Education has been shown to significantly raise labour market earnings and employment probabilities, and to significantly impact health and a range of other outcomes.³³
- **Geography:** the condition of the economy in the region/area of residence influences the probability of finding employment, with young workers in urban areas usually experiencing higher earnings and higher employment rates, compared with rural workers. However, the situation is the reverse in certain countries, where unemployment rates are much lower in rural areas owing to the prevalence of subsistence agriculture, and where large urban areas are more likely to expose young workers to unemployment, under-employment and marginalization.

³³ Stephen Machin, *Social Disadvantage and Education Experiences*, OECD Social, Employment and Migration Working Papers, No.32, 2006.

- **Labour market:** youth employment is particularly affected by the strength of the economy. Young people tend to experience more unemployment than other age groups in weak economies. Periods of long unemployment early in working life are often harbingers of future unemployment and earnings. For some young people, engagement in temporary and casual work early in life is associated with increased vulnerability, while for others, it represents a foot in the door of the labour market.
- **Individual:** behavioural problems and attention difficulties in school may herald later problems, such as early departure from school and failure to gain qualifications. Health problems (such as HIV/AIDS) make it more difficult to be steadily employed, although it is not clear how much of this is due to discrimination and how much is due to actual physical limitations. Young people with disabilities often have limited access to mainstream education and may, as a consequence, suffer lower employability. In addition, and depending on the type of impairment, young workers with disabilities may need workplace and/or equipment adaptation. If the costs of this are high, it may limit recruitment opportunities for these young workers. Teen pregnancy is strongly associated with leaving school early and a lack of qualifications, although gender may or may not have an impact on employment prospects. Other risk factors might stem from an individual worker's identification with an ethnic or linguistic minority, or their status as a migrant or forcibly displaced person. For forcibly displaced youth, the lack of quality education and training opportunities, the lack of recognition of skills and prior learning, legal and administrative barriers to formal work, and discrimination in the hiring process make it more difficult for them to find steady and decent work.



Activity 1.3. Two Cs: exploring labour market disadvantages

If there is time available, the facilitator should organize a group activity aimed at encouraging participants to summarize what they have learned about the factors that have a negative impact on employment prospects for young workers. The aim of this activity is to illustrate how a person's *characteristics* could influence the *challenges* they face in the local labour market. It also aims to encourage empathy between participants. An example of how to design this kind of group activity is provided in the toolkit.

If the facilitator is working with an audience that is more likely to work in the informal economy, such as forcibly displaced youth, then they can tailor this activity to focus on challenges faced in the informal economy.

International labour standards

- International labour standards – adopted by the ILO’s constituents (governments, employers and workers) during the annual International Labour Conference – take the form of conventions and recommendations and set out basic principles and rights at work. International labour conventions are international treaties and subject to ratification by ILO Member States. Recommendations are non-binding instruments that set out guidelines to help orient national policy and action.

Countries that ratify conventions are required to adapt national legislation according to the provisions of these international labour standards. National labour law may go beyond the standards set by ratified ILO Conventions but cannot confer less protection. Accordingly, these standards establish guarantees about how young people enter the workforce and their conditions of employment (for example, minimum age of employment, pay, working time, night work and medical examinations, occupational safety and health, and labour inspection).³⁴

Whether a country has ratified a particular ILO Convention or not, the standard provides guidance for the operation of national labour institutions and establishes good labour and employment practices. Thus, international labour standards have an impact on both national laws and practices that goes well beyond simply adapting legislation to the requirements of a ratified Convention. Usually, ratified Conventions are transposed into national law (they may be found in the constitution, labour law, social security code and workplace safety regulations).

▶ Box 1.6. Fundamental principles and rights at work

Ten ILO Conventions in five areas have been identified as the cornerstone of the ILO’s Declaration on Fundamental Principles and Rights at Work, adopted by its Member States in 1998. The Declaration enshrines the commitment of governments, employers and workers to respect, promote and realize the principles and rights attached to these Conventions in the areas of freedom of association, forced labour, minimum age for work, employment discrimination, and a safe and healthy working environment. Unlike Conventions, the Declaration does not need to be ratified by individual countries but instead applies automatically to all the Member States of the ILO.

Rights@work cards: The facilitator should summarize these fundamental principles and rights at work on *Rights@Work cards* to be posted on walls or on flipcharts.³⁵

Despite the fact that the fundamental principles and rights at work enshrine certain rights for all workers, these rights are not always upheld at the local level. In some countries, forcibly displaced young workers may not be guaranteed freedom of association and, therefore, are unable to join trade unions or easily seek assistance when their rights are violated. Similarly, forced labour and human trafficking are not uncommon, particularly in countries with high levels of informality. Forced labour refers to situations where a person is forced to work through threats of violence or manipulation.³⁶ This could include retention of identity papers, threats of being reported to immigration authorities/police or threats of physical harm. Forcibly displaced youth³⁷ tend to be particularly vulnerable to forced labour.

³⁴ ILO, [Rules of the Game: An Introduction to the Standards-related Work of the International Labour Organization](#), Centenary edition, 2019; see also the [Conventions and Recommendations section of the ILO website](#).

³⁵ See the section of the ILO website on the [“Declaration on Fundamental Principles and Rights at Work”](#).

³⁶ See the section of the ILO website on [“What is forced labour, modern slavery and human trafficking”](#).

³⁷ See the section of the UNHCR website on [“Trafficking in persons”](#).

Thus, in addition to understanding what rights they have access to, workers need to understand what a violation of their fundamental rights could look like. Session 7 outlines what a safe working environment should look like, while Session 3 explains the different ways in which employment discrimination can be experienced. A simple way the facilitator could emphasize the importance of fundamental principles and rights at work is to initiate a discussion on what rights the audience may or may not have access to in the local context, paying special attention to whether specific groups may have difficulty in accessing their fundamental rights. The facilitator should also outline common violations of fundamental rights that may occur at the local level, and existing avenues to address and report these violations.

Decent work

The youth employment challenge is a growing concern worldwide. Young people are, on average, three times more likely to be unemployed than adults.³⁸ When they are employed, young people are disproportionately represented in low-paid work, that is, work that pays less than two thirds of the median wage of their country. The COVID-19 pandemic has been particularly difficult for youth, amplifying their vulnerabilities as first-time job-seekers and new graduates. In 2020, young people between the ages of 15 and 24 experienced a much higher percentage of employment loss than adults.³⁹ Furthermore, more than one in five young people were not in employment, education or training (NEET) in 2022.⁴⁰ Young women are more likely to be in a NEET situation than young men. Moreover, young women continue to exhibit a lower employment-to-population ratio than their male counterparts. In 2022, only 27.4 per cent of young women were estimated to be employed, while 40.3 per cent of men were projected to be in employment.⁴¹

Compared with adults, young workers are more likely to be on temporary (or fixed-term) contracts, which may hinder their access to benefits afforded to employees with longer periods of contribution, such as unemployment benefits. When a young person is exposed to prolonged periods of temporary contracts, their contributory position and their capacity to plan for the future are reduced (the ILO Social Security (Minimum Standards) Convention, 1952 (No. 102) and the Maintenance of Social Security Rights Convention, 1982 (No. 157)). Fixed-term contracts also increase the pressure on employees to prove themselves to be above average in order to have their contracts renewed.

The ILO promotes the concept of *decent work* as an opportunity for people to obtain productive work in conditions of freedom, equity, security and dignity. Decent work includes opportunities for productive work and delivers a fair income, security in the workplace and social protection, better prospects for personal development and social integration, freedom for people to express their concerns, to organize and participate in the decisions that affect their lives, and equality of opportunity and treatment for all.⁴²

In 2022...

more than **1 in 5**
young people were not
in employment, education
or training (NEET)

40.3%
men were projected
to be in employment

27.4%
young women were
estimated to be
employed



³⁸ ILO, *Global Employment Trends for Youth 2020: Technology and the Future of Jobs*, 2020.

³⁹ ILO, "Recovery in Youth Employment is Still Lagging, says ILO", press release, 11 August 2022.

⁴⁰ Niall O'Higgins and Sara Elder, "Has youth employment recovered?", ILO Technical brief, 2023.

⁴¹ ILO, "Recovery in Youth Employment is Still Lagging, says ILO", press release, 11 August 2022.

⁴² For more information, see the "Decent work" section on the ILO website.

▶ Box 1.7. Decent work for all

Work is central to people's well-being. In addition to providing income, work can pave the way for broader social and economic advancement, strengthening individuals, their families and communities. Such progress, however, relies on decent work. Decent work sums up people's aspirations in their working lives.

The Decent Work concept was formulated by the ILO's constituents – governments, employers and workers – as a means of identifying the Organization's major priorities. It is based on the understanding that work is a source of personal dignity, family stability and peace in the community, democracies that deliver for people, and economic growth that expands opportunities for productive jobs and enterprise development.

Putting the Decent Work Agenda into practice means implementing the ILO's four strategic objectives, with gender equality as a cross-cutting objective:

- **Creating jobs** – an economy that generates opportunities for investment, entrepreneurship, skills development, job creation and sustainable livelihoods.
- **Guaranteeing rights at work** – to obtain recognition and respect for the rights of workers. All workers, and particularly disadvantaged or poor workers, need representation, participation and laws that uphold their interests.
- **Extending social protection** – to promote both inclusion and productivity by ensuring that women and men enjoy working conditions that are safe, allow adequate free time and rest, take into account family and social values, provide for adequate compensation in case of lost or reduced income, and permit access to adequate healthcare.
- **Promoting social dialogue** – involving strong and independent workers' and employers' organizations is central to increasing productivity, avoiding disputes at work and building cohesive societies.

Activity 1.4. Decent work millionaire



This activity aims to enable participants to recognize decent work. Participants should be divided into teams. Each team should receive an equal amount of money and are asked to select a spokesperson. The facilitator should ask the teams a series of questions relating to scenarios of work that is decent and not decent, to which the spokespersons must provide their teams' answers. Teams win or lose a specified amount of money for each right or wrong answer. The first team to make one million currency units wins the game. A list of questions is available in the toolkit.

To decide whether the work depicted in the scenarios is decent or not, participants should draw on their prior or current work experience, such as an internship, summer or regular jobs, or on the experience of friends, acquaintances or family members.

To make the activity more relevant to national circumstances, the facilitator should research the most common issues relating to decent work, and the lack thereof, encountered by young workers in the country and adjust the questions to be put to participants accordingly. This activity may also be used in Sessions 4 and 6 when discussing conditions of work. The decent work examples may also be expanded by drawing on Activity 3.1. *Say no to discrimination.*

Topics for review and group discussion



- ▶ • What are the broader implications of decent work when it comes to economic development and social progress? For instance, how can the advancement of decent work in a community or country improve living standards and business conditions? What specific elements of the Decent Work Agenda do you think apply especially to young workers like yourselves?
- What value do young people add to the workplace? Are there specific sectors where this value is most sought after?
- What are the five key areas addressed by the ILO's Declaration on Fundamental Principles and Rights at Work? Why do you think these areas are emphasized by the international community? Which of the areas do you think are most relevant to young people, and why?
- Of the international labour standards we have discussed today, are there any that you think are not being applied as they should be (here or in any other region of the world)?
- What do you think are the best arguments in favour of more flexibility in the labour market? What is the best argument for reducing flexibility? Do you think that young workers are more vulnerable to any downsides of increasing flexibility than the rest of the working-age population? And is that a bad thing? Do you think there are ways to adjust flexibility schemes so that employers get the benefits they are seeking while workers are adequately protected?
- What are the characteristics of non-standard forms of employment such as work from home, part-time and on-call work that generally make them appealing for young people?
- What are the challenges versus the benefits of working in the platform economy?
- Do you think there can be conflicts in providing a fair workplace for young people while also maintaining fairness for older workers? If so, how might they arise? And how can they be addressed?

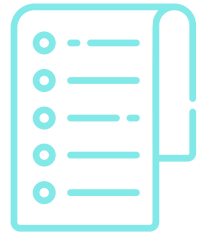
Session 2

Accessing work for forcibly displaced young people



Learning objectives

- ▶ By the end of this session participants will be able to:
- understand the concept/definition of forcibly displaced youth and the work entitlements associated with different categories of forcibly displaced youth;
 - understand legal protections for forcibly displaced persons;
 - navigate how to apply for a work permit if needed/ possible; and
 - identify the potential obstacles to accessing employment and how to navigate them.



Delivery time

- ▶ **120 minutes**



Introduction

- ▶ This session provides guidance on the legal and practical challenges forcibly displaced youth and host communities may face in accessing work, and equips them with the knowledge required to access decent work and navigate the obstacles that may prevent them from working in the formal economy. The first part of the session introduces participants to the concept of the legal right to work (***de jure right to work***), examining specifically who has the right to work in the local labour market according to displacement status. The second part of this session examines the barriers that forcibly displaced youth may face in accessing decent work even if they have the legal right to work (***de facto right to work***). Although this session focuses mainly on forcibly displaced youth who are not yet in formal employment, especially young refugees, who may face stricter barriers to accessing decent work, the information contained in it could also be relevant to others who face similar vulnerabilities.

In the final part of the session, the facilitator should provide information on relevant in-country organizations that may be able to assist forcibly displaced youth in navigating the obstacles associated with being hired in the formal economy. For more information on the risks associated with informal work, see Session 1.

Sample session plan



Learning objective	Agenda item and time	Content
	Introduction 🕒 10 minutes	<ul style="list-style-type: none"> Learning objectives of Session 2 Concept of rights to work for forcibly displaced youth
Understand the concept/ definition of forcibly displaced youth	Defining forcibly displaced youth 🕒 20 minutes	<ul style="list-style-type: none"> Who falls under the umbrella of “forcibly displaced youth”? Categories of forcibly displaced youth
Understand legal protections for forcibly displaced persons	Normative policy frameworks 🕒 10 minutes	<ul style="list-style-type: none"> International ILO standards on access to decent work for forcibly displaced youth National labour laws and practices that determine access to decent work for displaced youth Non-ILO standards, including the 1951 Refugee Convention
Understand the work entitlements associated with different categories of forcibly displaced youth	Forcibly displaced youth and the Decent Work Agenda 🕒 20 minutes	<ul style="list-style-type: none"> Importance of decent work for forcibly displaced youth at an individual, community and societal level Challenges in accessing decent work for forcibly displaced youth and host communities Concept of the legal right to work In-country guidelines on the legal right to work <i>Activity 2.1. Accessing decent work</i>
Navigate how to apply for a work permit that would grant the right to work if needed/possible	Work permits 🕒 10 minutes	<ul style="list-style-type: none"> Work permits definition Who is required to have a work permit to legally work in the local labour market Process of applying for a work permit
Identify the potential obstacles to accessing formal work and how to navigate them	Requirements for accessing the local labour market 🕒 40 minutes	<ul style="list-style-type: none"> Practical obstacles that could prevent forcibly displaced youth and young people in host communities from accessing decent work Tips on how to navigate these obstacles <i>Activity 2.2. Navigating obstacles</i>
	Topics for review and group discussion 🕒 10 minutes	<ul style="list-style-type: none"> Summary of key lessons learned

Defining forcibly displaced youth

- The term “forcibly displaced youth” refers to young people who have been forced or obliged to flee or leave their homes or places of habitual residence owing to persecution, generalized violence, natural disasters or human rights abuses.⁴³ Globally, situations of forced displacement as a result of conflict or human rights violations can last for years or even decades. This creates considerable challenges for those displaced and for their host communities.⁴⁴ To familiarize participants with the different categories of forcibly displaced youth and the rights associated with each category, facilitators should clarify terms such as “forcibly displaced youth”, “refugee” and “internally displaced person”. The definitions of these terms can generally be found in local UNHCR or International Organization for Migration guidelines.

Forcibly displaced young people face specific barriers to accessing decent work and equal rights at work. These barriers are often linked to their displacement classification. Each type of displacement is associated with a set of corresponding legal rights and obligations, which can either enable a person to access decent work or prevent them from doing so.

There are various categories of forcibly displaced persons, including:

- ▶ **refugees** – people who have fled war, violence, conflict, or persecution and have crossed an international border and been granted official refugee status in another country;⁴⁵ and
- ▶ **internally displaced persons** – those who are displaced within the borders of their home country/country of nationality.⁴⁶

Facilitators should determine which is the most prominent category of forcibly displaced youth present in the country in which the training is being conducted, looking at where most young people on the move originate from, what languages they speak and whether or not there are existing communities from the same country of origin who can support job-seekers in their efforts to find decent work.

Normative and policy frameworks

- In 2016, the ILO adopted a set of voluntary non-binding principles rooted in its international labour standards and global human rights instruments. These guiding principles on the access of refugees and other forcibly displaced persons to the labour market emphasize the importance of the economic integration of displaced persons into their local labour market.⁴⁷ Further, they stress that facilitating access to decent work for displaced persons is a vital part of managing protracted refugee crises and empowering refugees to meaningfully participate and contribute to the economy and society in their host country and community. The ILO’s guiding principles, combined with international conventions, such as the 1951 Refugee Convention,⁴⁸ and international labour standards, such as the ILO’s Employment and Decent Work for Peace and Resilience Recommendation, 2017 (No. 205), reinforce the notion that national policies should promote access to decent work and protect rights at work for all. Further, the 2018 Global Compact on Refugees emphasizes that sustainable solutions to protracted refugee crises lie in, among other factors, enhancing refugee self-reliance and easing the pressure on host communities.⁴⁹

⁴³ UNHCR, “[Forced and Unlawful Displacement](#)”, Action Sheet 1 in Part V of the *Handbook for the Protection of Internally Displaced Persons*, 2010.

⁴⁴ ILO, *Guiding Principles: Access of Refugees and Other Forcibly Displaced Persons to the Labour Market*, 2016.

⁴⁵ UNHCR, “[What is a refugee?](#)” 2023.

⁴⁶ OHCHR, “[About internally displaced persons](#)”, 2023.

⁴⁷ ILO, *Guiding Principles: Access of Refugees and Other Forcibly Displaced Persons to the Labour Market*, 2016.

⁴⁸ The [1951 Convention Relating to the Status of Refugees and its 1967 Protocol](#) outlines the rights of refugees and the legal obligations of the State to protect them. Under labour legislation, the Convention specifically states: “Contracting States shall accord to refugees lawfully staying in their territory the same treatment as is accorded to nationals ...”.

⁴⁹ UNHCR, “[The Global Compact on Refugees](#)”.

The ILO's principles provide guidance for the operation of national labour institutions and support the establishment of good labour and employment practices. Unfortunately, some countries may need further support from the ILO and the rest of the international community in designing and implementing national policies and in-country practices that seek to protect and promote the rights of refugees and other forcibly displaced youth. In fact, almost 70 per cent of refugees live in countries that place some form of restriction on their right to work.⁵⁰

Facilitators should be able to provide information about the national laws in the host country as they relate to the right to work for forcibly displaced youth. In this section, the information provided to the participants can be relatively general, as an introduction to the case-specific information that will need to be provided in the next session. However, it should answer the following questions:

- Do forcibly displaced youth generally have the right to work in their host country?
- Does this right to work depend on the country of nationality, ethnic origin, language, religion, gender, or any other status?

Forcibly displaced youth and the Decent Work Agenda

- When entering the labour market for the first time, forcibly displaced youth may face a series of obstacles, including limitations on their right to work, move and thrive in their host countries and beyond. These obstacles include socio-economic conditions in the host country, legislation and policies around the protection of refugees and the right to work, as well as other practical issues, such as language and administrative barriers.⁵¹

Unfortunately, these obstacles can sometimes push displaced workers into informal employment, which is characterized by a high incidence of poverty and decent-work deficits, such as lower wages, irregular hours, poor social protection and fewer opportunities to progress in employment. The majority of refugees, regardless of their right to work in their host country, are employed in the informal economy.⁵² Practical barriers to employment, such as an inability to travel to employment hubs, also affects members of host communities who live outside of metropolitan hubs and may not have access to transport. This can push them towards work in the informal sector, though at a lower rate and with better protections than forcibly displaced youth.

Access to decent work for forcibly displaced youth and host communities is becoming increasingly important in contexts of protracted displacement, where forcibly displaced youth are living in their host countries for long periods, often without an indication of when/if a return home will be possible. For forcibly displaced youth, access to formal employment and decent work is fundamental in reducing vulnerability and enhancing resilience, both during and after displacement. Often, the host communities in which forcibly displaced youth live are poor and under-served, with young members of the communities facing similar challenges in accessing employment as their displaced counterparts. Efforts to promote access to decent work, therefore, need to include both forcibly displaced young people and young members of the host community to foster the economic empowerment of the whole community and promote social cohesion.

The facilitator should initiate a discussion on access to decent work for forcibly displaced youth by examining the specific types of jobs or sectors in which they work. A non-exhaustive list of the information that needs to be collected for the purpose of this discussion is provided below. Such information is often available from national or local authorities for refugees or humanitarian and development organizations like the ILO, the UNHCR, or any PROSPECTS partner.

⁵⁰ Zara Sarzin, *The Impact of Forced Migration on the Labour Market Outcomes and Welfare of Host Communities*, World Bank, 2021.

⁵¹ ILO, *Guiding Principles: Access of Refugees and Other Forcibly Displaced Persons to the Labour Market*, 2016.

⁵² Roger Zetter and Héloïse Ruadel, *Refugees' Right to Work and Access to Labor Markets – An Assessment*, KNOMAD, 2016.

- Proportion of forcibly displaced youth or displaced person aged between 15 and 24 years, or according to the national definition⁵³ in the total population.
- Proportion of employed forcibly displaced youth compared with the general population of young people.
- Forcibly displaced youth in the major economic sectors (agriculture, manufacturing, services) and occupations (managers, technicians, clerks, service workers and so on).⁵⁴
- Proportion of forcibly displaced youth working in the informal economy.

Information on forcibly displaced youth and host communities is often scarce, unavailable, or simply non-existent. The facilitator should make an effort to find at least some estimates of employment rates among forcibly displaced youth and provide participants with examples of the types and conditions of work available to displaced workers in the local labour market (for instance, working in the hospitality sector, or in the digital/gig economy). Note that the facilitator should provide examples from both the formal and informal labour markets.

Despite the global policy framework supporting the right to work for forcibly displaced youth, the right to work in the local labour market is dependent on the status of the individual and the laws that govern people of that status.

Forcibly displaced youth can fall into several different categories (see “Defining forcibly displaced youth” above), each of which has different rights and entitlements associated with it. The facilitator should research what specific right-to-work entitlements forcibly displaced youth have in their host country and whether or not these are contingent on their residence status.

Examples of right-to-work entitlements:

- ▶ **Refugees:** 62 per cent of refugees⁵⁵ live in countries where they do have a legal right to work that is contingent on their legal status as refugees. For those in other countries, refugee status alone may not guarantee an unrestricted right to work.⁵⁶
- ▶ **Internally displaced persons:** IDPs generally hold the passport of the country in which they are living, granting them an unrestricted right to work in that country. This should be checked against in-country laws.

In addition to impacting the legal right to work, displacement status can also determine whether there are any limitations on a young person’s right to work – for example, regarding the number of hours. The facilitator should initiate a discussion on the legal right to work according to category of displacement by examining what the specific right-to-work entitlements are for forcibly displaced youth and what the potential limitations of these rights are. A non-exhaustive list of the information to be collected for the purpose of this discussion is provided below. Such information can often be found in national laws, or provided by legal experts on refugee and migration law (for example, within national and local authorities, the UNHCR, the ILO, or any PROSPECTS partners).

- What right-to-work entitlements are associated with different types of displacement status? Are these entitlements contingent upon anything – for example, nationality or ethnicity of the refugee, how long they have been in the country, or their education level?
- Are there any limitations on the right to work – for example, in terms of hours or sectors?

⁵³ Some countries extend the international definition of “youth” to encompass all young people up to 29 years of age.

⁵⁴ See the ILO’s “[International Standard Classification of Occupations](#)” (ISCO) for more information.

⁵⁵ According to a study conducted in 51 countries that were collectively hosting 87 per cent of the world’s refugee population at the end of 2021 – see: Ginn et al., [2022 Global Refugee Work Rights Report](#), Center for Global Development, 2022.

⁵⁶ Ginn et al., [2022 Global Refugee Work Rights Report](#), 2022.



Activity 2.1. Accessing decent work

This activity is designed to promote a discussion about the various situations forcibly displaced youth may experience in attempting to access work. Participants should be allowed to reflect on what they already know about the labour market and their access to different aspects of the local labour market. The facilitator should divide the participants into small groups and ask them to answer – based on their previous attempts to enter the workforce (whether successful or otherwise) – questions regarding jobs they have applied for in the past and the obstacles they encountered in doing so. Those who have neither had a job nor looked for work can use the experience of a friend or a family member.

Work permits

- In some countries, refugee status automatically enables forcibly displaced youth to work in their host country. However, in other countries, the ability to exercise this right to work is contingent on successful application for a work permit.⁵⁷ A work permit is an official, government or State-issued document that grants a displaced person permission to take up a job in a country. Work permits may come with several restrictions, including who the forcibly displaced young person can work for, how many hours they can work or how many months they are allowed to work for before having to apply for a new work permit. Some countries allow refugees to maintain their refugee status while holding a work permit; in others, refugees are required to give up their refugee status and become economic migrants if their work-permit application is successful.



⁵⁷ ILO, *Review of National Policy, Legislative and Regulatory Frameworks and Practice: A Baseline Study on the Right to Work and Rights at Work for Refugees*, 2023.

Most countries have legal frameworks and existing processes in place to govern the access of forcibly displaced youth to employment and work permits. Unfortunately, the process to obtain a work permit can be difficult for forcibly displaced youth, as it often involves administrative challenges relating to costs, time and the documentation required.⁵⁸ The facilitator should outline other avenues for applying for and securing a work permit. The facilitator should also be able to provide the answers to the following questions:

- What are the legal and practical requirements with regard to applying for a work permit – for example, is an identity document or a sponsor required?
- What are the prerequisites for applying – for example, can you apply for the permit with the host country? Is a valid diploma, certificate, or other qualification required? What status must a forcibly displaced young person hold in order to apply?
- What is the application process and are there organizations that can help with it?
- Is it possible to obtain a work permit through an employer? What are the requirements to do so?

Information on work permits could be sourced from the national or local authority on refugees, the local UNHCR office, or local refugee organizations. Alternatively, the facilitator could consult national laws, bearing in mind that what happens in practice may differ from the written law.

Requirements for accessing the local labour market

- For forcibly displaced young people there remains a strong disconnect between having a legal right to work and being able to access decent work in practice. Most countries around the world have practical barriers to accessing formal wage employment over and above legal barriers like the right to work. For example, at least 55 per cent of refugees live in a country that significantly restricts their rights to work in practice.⁵⁹ Forcibly displaced youth are most acutely affected by these challenges. Barriers to accessing wage employment can consist of everything from restrictions on freedom of movement that prevent forcibly displaced youth from accessing metropolitan areas, through requiring the provision of identity documents that these young people may not have, to exclusion from social protection mechanisms that can provide young people with support while job-searching (unemployment benefits, for example). To facilitate practical (actual) access to the labour market, forcibly displaced youth need to be able to navigate/circumvent these barriers effectively.

The facilitator should point out that, while forcibly displaced youth in general may be more harshly affected by the obstacles outlined below, the young women or people with disabilities among them may be even further marginalized by these challenges. For example, restrictions on freedom of movement can hamper efforts to access decent work. In countries with limited accessible public transport or that restrict women's movements, the freedom of movement of forcibly displaced youth with disabilities and young women is further limited. The facilitator should keep this in mind when outlining the barriers below and be able to provide local examples, when needed. They should also aim to only present barriers to which there are solutions that young people can employ in order to find work.

⁵⁸ ILO, *Review of National Policy, Legislative and Regulatory Frameworks and Practice: A Baseline Study on the Right to Work and Rights at Work for Refugees*, 2023.

⁵⁹ Ginn et al., *2022 Global Refugee Work Rights Report*, 2022.

Insufficient documentation to access formal employment

Forcibly displaced youth who are fleeing violence or persecution may not have had the opportunity to bring all required documentation with them. For IDPs who are in their country of birth/residence, it may be possible to apply for new documents. Refugees, however, may have a more difficult time procuring new copies of their documents. Sufficient access to documentation is one of the most fundamental aspects of ensuring access to rights⁶⁰ (be they rights to work or rights in the workplace).⁶¹

The box below outlines the types of necessary documents to which forcibly displaced youth may not have access. This list is non-exhaustive and may need to be tailored to the local context.

▶ Box 2.1. Types of documents to which forcibly displaced youth may not have access

- **Proof of identity** (for example, identity documents, travel documents) is often needed to apply/be hired for formal wage employment, or to open a bank account.
- **Proof of having a bank account:** formal employment often requires a bank account into which wages will be paid (as opposed to paying in cash). Forcibly displaced youth may not be able to open bank accounts owing to a lack of identification or other administrative limitations, like lack of a national identification number or proof of income.
- **Certification and professional degree transcripts:** high-school, technical-education, or higher-education transcripts/certificates may be needed to access certain jobs. Forcibly displaced youth may not be able to provide these, because they weren't able to bring them with them and they are not available online. In other instances, their degrees may not be accepted if they are from a university, school or technical institution that is not recognized in their host country or if their transcripts are not in a language spoken in the host country.
- **Driver's licence:** even though they may be able to drive, forcibly displaced youth may not have brought their licence with them or may have a licence that is not recognized in their host country. Applying for a licence can be an administratively complex and expensive process that requires documentation that these young people may not have (a passport, for example).

It should be noted that, following the 1951 Refugee Convention, host countries are required to assist refugees who cannot access their required documents. According to the Convention, Contracting States are required to issue travel documents and identity papers to refugees who are living lawfully within their borders.⁶² For assistance in applying for travel papers or other forms of identification, forcibly displaced youth can seek out their local UNHCR or International Organization for Migration offices. The facilitator could also research local organizations that are able to help forcibly displaced young people apply for travel documents and identity papers.

⁶⁰ According to a survey by the Refugee Self-Reliance Initiative, the "overwhelming majority" of refugee respondents ranked documentation as the most important barrier to their self-reliance – see: [Refugee Self-Reliance and the Global Compact on Refugees: Unpacking Barriers and Opportunities for Success](#), December 2021.

⁶¹ Ginn et al., [2022 Global Refugee Work Rights Report](#), 2022.

⁶² UNHCR, "[Identity Documents for Refugees \(EC/SCP/33\)](#)", 1984.

Limited access to education and skills

Forcibly displaced youth face challenges both in accessing education and skills training and in demonstrating educational achievement and skills acquired. Barriers to accessing education can be due to limited resources in host communities, lack of documentation and protracted displacement, which could last an entire education cycle. Globally, 24 per cent of refugees attend school at the secondary level compared with 84 per cent of secondary-age children worldwide.⁶³ Poor quality of education provision is also a problem for young people in host communities, as are poverty and inaccessible schools.

Forcibly displaced youth with foreign qualifications may also encounter problems if they cannot provide proof of their qualifications, or their host country does not recognize them. In the latter case, refugees may be able to undergo a recognition of prior learning (RPL) process to acquire a formal, recognized qualification that matches their knowledge and skills.⁶⁴

The facilitator should provide information on the certification requirements in sectors that are of interest to the training participants. They should also outline the in-country recognition of prior learning process (if a national process exists). Other important information should be included, such as how the likely cost of the process and who forcibly displaced youth need to contact to start the process.

Language barriers

Depending on the job, sector and country of employment, some jobs will require a minimum level of proficiency in the/a national language. If this is not their native language, employees may be asked to prove proficiency in the required language(s) by taking a language proficiency test. This test could be State-/government-administered or conducted by the employer before/during the interview process.

The facilitator should be able to outline what languages are needed to access the local labour market in general, or focus on specific sectors. They should also advise participants whether any of the languages they speak could be useful in the local labour market. If language proficiency tests are commonly conducted to prove language proficiency, they should provide information on how these tests are administered, who administers them and where forcibly displaced youth can go for more information on what to study for these tests.

Legal and physical constraints to access employment

To access employment (both in person or online), employees need to be able to legally and, if there is a specific place of work, physically access their place of employment. To ensure legal access to in-person jobs, young people need to enjoy freedom of movement, that is, be able to leave their place of residence/camp/settlement. An estimated 60 per cent of countries impose some restrictions on freedom of movement for refugees and asylum-seekers within their borders.⁶⁵ To legally access online jobs, forcibly displaced young people need to enjoy legal access to the internet and computers, as well as some form of financial inclusion to be able to access banks and other financial services.

In addition to legal access, forcibly displaced youth and youth in host communities need practical or physical access to their place of work. To physically access in-person jobs, young people need to have the practical and monetary means to travel to their place of work. In other words, they need to be close to their place of work or be able to access affordable and safe transport to get there. Having practical access to online work means, for example, being connected to the electricity grid and having Wi-Fi capabilities. For forcibly displaced youth and youth in host communities, this can sometimes be a challenge owing to the location of the community and the monetary cost associated with both.

⁶³ UNHCR, *Access to Education for Refugees*, Model UN Refugee Challenge background guide, 2018.

⁶⁴ Ginn et al., *2022 Global Refugee Work Rights Report*, 2022; and ILO, *Review of national policy, legislative and regulatory frameworks and practice: A Baseline Study on the Rights to Work and Rights at Work for Refugees*, 2023.

⁶⁵ Ginn et al., *2022 Global Refugee Work Rights Report*, 2022.

The facilitator should note whether their audience enjoys practical access to freedom of movement or activity in their host country. They should know, for example, where refugee camps are located, whether refugees can travel from the camps to their jobs, whether there are opportunities for forcibly displaced youth and youth in host communities in their vicinity, and whether displaced communities are connected to the electricity supply and transport routes in general. This information can be gleaned by speaking to members of the community who have been living and working in the host country for some time, either as a displaced person or a member of a host community.

The facilitator should consider the challenges face by forcibly displaced youth in the country and, where possible, provide information on how to overcome these challenges. For instance, they could provide the names of and contact information for local organizations, job or youth centres where they can access computers and internet services. They could also provide guidance on where to look for work opportunities and programmes implemented by local or international organizations.

For forcibly displaced youth and youth in host communities, insufficient access to employment services can be a significant obstacle to accessing decent work. Employment services are fundamental when it comes to integrating displaced and marginalized youth into the local labour market. Agencies that offer employment services could help connect displaced and vulnerable youth with potential employers. Employment services in many countries accommodating forcibly displaced youth are often weak and significantly under-funded,⁶⁶ making them difficult to access for citizens and almost impossible to access for forcibly displaced youth.⁶⁷ The facilitator should inform participants about the practical advantages to seeking out employment services organizations and potential ways of doing so.

Activity 2.2. Navigating obstacles



Participants should be divided into four groups and assigned a scenario in which a forcibly displaced young person encounters an obstacle while searching for work. Participants should discuss the scenario to come up with a possible way of navigating this obstacle and then prepare a set of key action points. The toolkit offers sample cases that may be considered. However, the facilitator needs to check the groups' proposed solutions with in-country laws and practices. At the end of the activity, the facilitator should ask each group to present its solution to the others and to respond to questions and/or offer counterarguments. After each group presentation, the facilitator may also ask the other participants what they would do in a similar situation.

Tips for navigating obstacles

- Integrating forcibly displaced youth and youth in host communities into the labour market is necessary to support livelihoods at an individual level and economic empowerment at community level. Several national and international organizations support forcibly displaced youth and youth in host communities in accessing decent work.

⁶⁶ Ginn et al., *2022 Global Refugee Work Rights Report*, 2022.

⁶⁷ ILO, *Review of national policy, legislative and regulatory frameworks and practice: a baseline study on the rights to work and rights at work for refugees*, 2023.

Tips for navigating obstacles

Integrating forcibly displaced youth and youth in host communities into the labour market is necessary to support livelihoods at an individual level and economic empowerment at community level. Several national and international organizations support forcibly displaced youth and youth in host communities in accessing decent work. Programmes that could help forcibly displaced youth navigate obstacles to employment include:

- employment intensive investment programmes;
- skills development and technical and vocational training;
- employability, core skills and recognition of prior learning support programmes;
- entrepreneurship, enterprise and cooperative support services;
- support (from, for example, the UNHCR or the national government) in applying for a work permit or identity documents.

The facilitator should provide examples of programmes such as those mentioned above. If possible, they should also provide examples of programmes that could help forcibly displaced youth and youth in host communities navigate all the obstacles mentioned in this session.

Topics for review and group discussion



- ▶ • What are the potential implications of a status of displacement for the right to work? How does what the international community says about the right to work for forcibly displaced youth compare to national laws and practices?
- In addition to better livelihoods, why else is it important for forcibly displaced and host-community youth to have access to decent work in the host countries?
- If displaced workers are not legally allowed to work in the formal market in their host countries, what other options are open to them? How can these options be accessed? Are there in-country organizations that will support forcibly displaced youth in their search for decent work?
- What are the key obstacles that forcibly displaced youth may face in trying to access decent work, over and above their legal right to work? How could these differ for women or young people with disabilities?

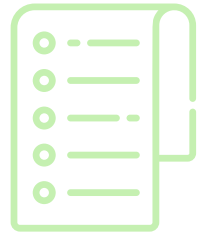
Session 3

Equality, discrimination, violence and harassment in the world of work



Learning objectives

- ▶ By the end of this session participants will be able to:
- understand the importance of equality in the workplace;
 - understand the different types of discrimination; and
 - identify harassment in the workplace and feel empowered to report it.



Delivery time

- ▶ **120 minutes**



Introduction

- ▶ Discrimination and harassment in the workplace can happen to anyone and in all types of working environments. According to the ILO's Discrimination (Employment and Occupation) Convention, 1958 (No. 111), discrimination is "any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation". Millions of people around the world suffer from discrimination in the workplace. This wastes human talent, hampers economic progress, increases inequalities and can create social tensions. A fundamental aspect of the promotion of decent work is working to combat discrimination in all its forms.⁶⁸

In the first part of this session, participants are introduced to the overall objectives of the session and the facilitator gets a feel for how comfortable the audience is with this topic. The facilitator need to bear in mind that this is a very sensitive topic with which participants may be uncomfortable, because of personal experiences of discrimination, violence or harassment, making this a difficult subject to discuss. Examples of activities that could slowly introduce audiences to this topic are included in the toolkit. The facilitator is encouraged to create a safe space for participants to share their experiences and opinions, and to lay down rules at the beginning of the session that foster mutual respect among participants.

The main part of this session is spent discussing the types of discrimination that may prevent young people from entering the labour market, or that they may encounter at work, and at empowering them to understand what violence and harassment look like and what they should do if they experience them. Throughout this session, the facilitator should be able to provide information about the relevant national laws and common practices to support the activities conducted. They may also want to consider inviting potential employers to participate in this session, to provide information on the anti-discriminatory practices they have in their workplace and how the responsibility to uphold a safe, equal working environment lies with both workers and employers.

⁶⁸ ILO, "[Equality and discrimination](#)", 2023

Sample session plan



Learning objective	Agenda item and time	Content
	Introduction 🕒 10 minutes	<ul style="list-style-type: none"> Learning objectives of Session 3 Concepts of equality, discrimination, violence and harassment
Understand the importance of equality in the workplace	The importance of equality in the workplace 🕒 10 minutes	<ul style="list-style-type: none"> Equality in the workplace Why equality is important for individuals, organizations and society at large
	Defining discrimination in the workplace 🕒 20 minutes	<ul style="list-style-type: none"> Discrimination in the workplace Protected characteristics that could form the basis for discrimination
	International standards that protect against discrimination 🕒 15 minutes	<ul style="list-style-type: none"> International standards that protect against discrimination National labour laws and practices that protect against discrimination Instances where these standards may not be upheld
	Types of discrimination 🕒 20 minutes	<ul style="list-style-type: none"> Types of discrimination at the societal, company and individual levels <i>Activity 3.1. Say no to discrimination!</i>
	Discrimination in the employment life cycle 🕒 20 minutes	<ul style="list-style-type: none"> Discrimination in the employment life cycle Forms of discrimination that can occur in the hiring process and how to protect against them <i>Activity 3.2. The mock interview</i>
Identify the potential obstacles to accessing formal work and how to navigate them	Violence and harassment in the workplace 🕒 15 minutes	<ul style="list-style-type: none"> Violence and harassment in the workplace Forms that they can take Tips on what to do if faced with violence or harassment in the workplace <i>Activity 3.3. Norms around harassment and violence</i>
	Topics for review and group discussion 🕒 10 minutes	<ul style="list-style-type: none"> Summary of key lessons learned

Importance of equality in the workplace

- Equality – or the state of being equal – in the workplace is a fundamental aspect of decent work. Freedom from discrimination is a fundamental human right to which everyone, regardless of nationality, race, sex, religion, skin colour or creed,⁶⁹ should have access. It empowers workers to be able to choose their company, sector and place of employment freely and maximize their economic and personal rewards in the workplace based on their individual skills.

Equality in the workplace also has significant economic benefits for employers, workers and society at large, including:⁷⁰

- access to a larger workforce for employers, allowing them to hire the most suitable employees for the job;
- higher wages and access to similar resources at work for workers;
- fairer distribution of profits among the members of society.

The facilitator should initiate a discussion with participants on what equality means to them and why it is important to enjoy and practise equality-promoting behaviours in the workplace.

Defining discrimination in the workplace

- Discrimination is present when a worker, in spite of their ability to fulfil the requirements of the job, receives less favourable treatment because of a protected characteristic, such as their sex, age, race, ethnic origin, sexual orientation, disability or religion. Discrimination places a person in a situation of disadvantage compared to others, restricting their access to employment and career opportunities, as well as to equality of treatment in the workplace.⁷¹ The vulnerability of each protected characteristic varies by country and region. The facilitator should research to determine which protected characteristics entail the greatest degree of vulnerability in the country in which the training is being conducted. The facilitator should note that participants are likely aware of their vulnerabilities, so this subject should be handled carefully.

Box 3.1. outlines a range of protected characteristics that are often used as the basis for discriminatory behaviour at work. The list is not exhaustive and will depend on the country and context. When adapting this session, it is important to include characteristics that are relevant to the local context. The facilitator should initiate a discussion on how the characteristics listed below could influence a person's access to decent work in the local labour market.

▶ Box 3.1. Protected characteristics

- **Age:** age discrimination or ageism particularly affects younger or older workers. Young workers, for example, could be excluded from promotions, because they are considered too young to handle the additional workload, or they may be the first to be laid off, because they are the least experienced, or because employers assume that they do not have a family to support.

⁶⁹ Please note that this list is not exhaustive.

⁷⁰ ILO, "[International Labour Standards on Equality of Opportunity and Treatment](#)", 2023.

⁷¹ Equality and Human Rights Commission, "[Protected Characteristics](#)", 2023 and ILO, "[Business, Non-discrimination and Equality](#)", 2023.

- **Disability:** disability discrimination at work remains a prominent problem for the estimated 1 billion people in the world with a disability, most of whom are of working age.⁷² According to the ILO, persons with a disability are “individuals whose prospects of securing, returning to, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical, sensory, intellectual or mental impairment”. Unemployment among individuals with a disability is disproportionately high and such individuals continue to face discrimination once hired.⁷³
- **Gender:** discrimination on the basis of gender – particularly discrimination against women – is perhaps the most common form of discrimination around the world. In 86 countries, women face some form of job restriction, while in 95 countries, they are not guaranteed pay equal to that of their male counterparts.⁷⁴
- **Race:** like gender, race is an obvious characteristic and thus a very common ground for discrimination. Discrimination on the basis of race can lead to animosity, tension or violence in the workplace.
- **Religion:** discrimination on the basis of religion includes everything from not hiring someone because they do not conform to a given religion, through not allowing employees time to pray alone, to forcing people to pray as part of a religion they do not practise.
- **Sexual orientation:** differential treatment on the basis of sexual orientation can be a one-off action or part of policies enforced at work. In some countries, homosexuality is either outlawed or frowned upon, which has effects on the day-to-day lives of people who consider themselves to be members of the LGBTQ+ community. LGBTQ+ people could also face discrimination based on gender identity or expression in the world of work and beyond.
- **Pregnancy:** international law protects pregnant women from having their employment terminated because of their pregnancy, and the ILO’s Maternity Protection Convention, 2000 (No. 183) indicates that all pregnant women should be given six weeks of maternity leave without fear of employment termination. However, in 38 countries, women can still be fired for being pregnant.⁷⁵ In addition to employment termination, pregnancy discrimination can include a reduction in responsibilities or pay once the pregnancy is announced, or hesitancy to promote someone who is pregnant.
- **Displacement status:** forcibly displaced youth face significant barriers to obtaining and receiving equal treatment at work. Despite the fact that the ILO’s Migrant Workers⁷⁶ (Supplementary Provisions) Convention, 1975 (No. 143) and Employment and Decent Work for Peace and Resilience Recommendation, 2017 (No. 205) affirm that forcibly displaced youth should be protected from discrimination in the workplace, this does not always translate into national laws or practices. This kind of discrimination based on displacement status is called xenophobia and can affect young people in the hiring process and beyond. Discrimination could prevent forcibly displaced youth from being hired for jobs, or act as an obstacle to their progression through the workforce. In addition, forcibly displaced youth are also more vulnerable to harassment and violence in the workplace because of inferior social and legal protections in the host country.

⁷² ILO, “[New ILO Database Highlights Labour Market Challenges of Persons with Disabilities](#)”, ILOSTAT database update, 13 June 2022.

⁷³ ILO, “[Disability Discrimination at Work](#)”, ILO factsheet, n.d.

⁷⁴ World Bank, “[Nearly 2.4 Billion Women Globally Don’t Have Same Economic Rights as Men](#)”, press release, 1 March 2022.

⁷⁵ Olena Mykhalchenko and Isabel Santagostino Recavarren, “[In 38 Countries, Women can Still be Fired for Being Pregnant](#)”, World Bank Blogs (blog), 13 May 2021.

⁷⁶ According to the ILO, forcibly displaced persons who are employed outside their countries are considered migrant workers and are covered by the ILO’s Migrant Workers Conventions Nos. 97 and 143. For more information, see Annex 1 and also ILO, “[Access to Labour Markets for Refugees and Forcibly Displaced Persons](#)”, 2023.

Although employees may face discrimination based on just one of the above factors, discrimination is also intersectional and could occur based on multiple characteristics at the same time. As an example, displaced young women are generally more vulnerable to discrimination than non-displaced women or displaced men.

Different treatment does not necessarily indicate a violation of labour standards. For instance, differences based on the actual requirements of a job are not considered discrimination. The sex of the person, for instance, may be a legitimate requirement for certain jobs in the performing arts, in the military in certain countries, in sports, or elsewhere. Differences in remuneration that reflect the level of education attained or prior work experience are also legitimate. The facilitator will need to distinguish between discrimination and legitimate differentiation between workers/ potential workers. For example, differentiation between workers based on skill (education level, for example) and effort is legitimate.⁷⁷ Legitimate forms of differentiation will differ on a country-by-country and occupation-by-occupation basis.

International standards that protect against discrimination

- Freedom from discrimination in respect of employment and occupation is one of the fundamental principles at work. The ILO Declaration on Fundamental Principles and Rights at Work, 1998⁷⁸ calls on Member States to affirm and protect the right to freedom from discrimination in the workplace within the confines of their national borders. This Declaration is supported by other ILO instruments that seek to protect workers from discrimination, including: the Equal Remuneration Convention, 1951 (No. 100),⁷⁹ which affirms that men and women should be paid equally for work of equal value; the Discrimination (Employment and Occupation) Convention, 1958 (No. 111), which emphasizes the importance of equality of opportunity and treatment in the world of work; and the Right to Organise and Collective Bargaining Convention, 1949 (No. 98), which seeks to protect workers against anti-union discrimination and affirms their right to collective bargaining.

These international Conventions seek both to protect the rights of workers and provide workers with the opportunity to protect themselves and their communities from discrimination. In bolstering freedom of association, for example, these Conventions seek to protect workers who choose to join trade unions to protect their rights at work. Similarly, affirming the right to equal pay aims to promote equality of treatment in the world of work. The existence of these international Conventions and standards, however, does not always translate into national laws and practices available to all groups of people. For example, freedom of association and equal pay are not guaranteed by all countries worldwide. Furthermore, even when these rights do exist, some countries impose limitations on who has access to these rights. For example, in some countries, freedom of association is not guaranteed for forcibly displaced persons and migrant workers, thus limiting their capacity to advocate for their rights.

You should examine what the in-country legal protections from discrimination at work are, paying careful attention to whether these protections have any limitations. The facilitator should note that there are often differences between the law and practice, so while workers may have legal protections against discrimination, these may not translate into practical protections on the ground. To source this information, the facilitator may speak to local employers, representatives of employment services organizations, representatives from the Ministry of Labour or the ILO's country offices.

⁷⁷ ILO, [“Q&As on Business, Discrimination and Equality”](#), 2023.

⁷⁸ ILO, [“Declaration on Fundamental Principles and Rights at Work”](#), 2023.

⁷⁹ ILO, [Equal Remuneration Convention, 1951 \(No. 100\)](#).

Types of discrimination

- Discrimination can take a variety of forms, each of which impacts the life of the victim in different ways. In the world of work, discrimination can be structural, company-level or individual-level. Each form of discrimination can have negative consequences for the worker, the company and society at large. Box 3.2. below provides examples of how discrimination can affect a potential employee's recruitment or progression in the workplace.⁸⁰ The facilitator should initiate a discussion with participants about the different types of discrimination, what they can look like and how they may affect individuals in their search for decent work. They can use this discussion to introduce Activity 3.1., which will allow participants to engage with the concept of discrimination even if they do not feel comfortable sharing their own experiences.

▶ Box 3.2. Types of discrimination that could affect workers

— national level —

- **Structural discrimination:** this refers to legal national restrictions that determine what rights a person has access to and what sectors they can work in. For example, in some countries, forcibly displaced persons may not have access to freedom of association and lack legal protections, while in others, women may not be able to work in the same fields as men. These forms of structural discrimination, where segments of the workforce are not protected by the law, often leave victims vulnerable to abuse and exploitation in the workplace.

— company level —

- **Indirect discrimination:** this includes workplace-specific decisions, acts or policies that are not intended to discriminate but do result in unfair treatment. This could include such policies as requiring workers to have a driving licence when driving is not part of their responsibility, which could unfairly affect workers with disabilities, or employers requiring in-country references during the hiring process, which specifically disadvantages forcibly displaced youth. While indirect, this form of discrimination could prevent qualified employees from being hired or progressing through the company/organization.

— individual level —

- **Direct discrimination:** this type of discrimination occurs when someone is treated less favourably because of a protected characteristic, such as their race, sex, displacement status or religion. It could include not receiving a promotion because the person is of a certain religion, or being excluded from meetings and decisions because the person is a woman. This form of discrimination also covers differences in treatment because of an association with someone having a protected characteristic. Direct discrimination is generally not violent in nature but could be harmful to a person's ability to be hired or to progress at work.
- **Violence and harassment:** these forms of discrimination refer to unwanted conduct that could violate the victim's dignity or create a hostile or humiliating environment. Specifically, violence and harassment can include unacceptable behaviours, practices or threats that aim to cause, result in, or that are likely to result in physical, psychological, sexual or economic harm to the victim, including gender-based violence and harassment. This form of discrimination is covered in more detail later in this session.
- **Victimization:** victimization can result when an employee is discriminated against for reporting a potentially discriminatory action or for filing a complaint against someone they work with. This form of discrimination can include being denied a promotion because of having made a complaint, or being excluded from social gatherings with colleagues for the same reason.

⁸⁰ ILO, "[Workplace Discrimination, A Picture of Hope and Concern](#)", 2023 and Martin Searle Solicitors, "[Employee Discrimination & Harassment Advice](#)", 2023.

Activity 3.1. Say no to discrimination!



To raise awareness of discriminatory practices, the facilitator should group the participants into pairs and ask them to review several real-life situations to determine whether there is discrimination and, if so, why. During the activity, the facilitator should encourage participants to mention any additional examples of discrimination in recruitment and/or employment that they are aware of or have experienced. The activity should be concluded by posting on the wall, or a flipchart, the **Rights@Work card** listing the forms of discrimination that are prohibited by national legislation. The facilitator should also provide information on the institutions that are responsible for enforcing equality legislation (for example, the labour inspectorate, or the civil rights or equal opportunities commission).



Discrimination in the employment life cycle

- Discrimination can happen at any point in the employment life cycle, that is, during hiring, day-to-day working, progression and termination. The impacts of discrimination at various stages of the employment life cycle can be very different. Discrimination in the hiring process has the potential to harm candidates who may not be considered for jobs for which they are qualified. In day-to-day working life, discrimination can affect whether an employee is considered for promotion, or a raise, or whether they feel included in office life. Discrimination could create situations of unlawful termination, where someone is let go because of a protected characteristic and not as a result of their job performance.

At its core, discrimination at any point in the employment life cycle can:⁸¹

- affect an individual's mental and physical well-being and their performance both in the workplace and beyond;
- affect employment opportunities and hiring potential;
- decrease engagement and satisfaction at work; and
- decrease fairness and equality in the office.

Discrimination in the hiring process

Discrimination in the hiring process is a particularly pertinent problem and could prevent young people, particularly those most vulnerable, such as young women and forcibly displaced youth, from accessing decent work. Discrimination in the hiring process could include being asked unfair or irrelevant questions during the interview process. For example, asking female candidates if they are pregnant or are planning to get pregnant; asking a candidate what their religion is; or asking a candidate their HIV/AIDS status. Candidates need to understand what questions they are and are not required to answer in the hiring process and what documents they do and do not need to provide.

Participants can take steps to protect themselves from discrimination in the hiring process to some extent. While these steps may not guarantee that the candidate's experience remains free from discrimination, they could limit the potential avenues for discrimination. The following is a non-exhaustive list of steps that participants can take to minimize the discrimination they could face in the hiring process. The facilitator should adapt this list to the local context, adding or removing examples as necessary.

- Do not include photos of yourself on your CV (unless required).
- Do not indicate your race, ethnicity, religion or marital status on your CV or in your cover letter.
- Politely refuse to answer questions about your marital status, partner, or family.

⁸¹ Elyn Maese and Camille Lloyd, "[Understanding the Effects of Discrimination in the Workplace](#)", Gallup, 2021.



Activity 3.2. The mock interview

This activity aims to familiarize participants with what questions should and should not be asked during an interview. It will also allow them the opportunity to navigate difficult questions. Participants will be broken up into groups of two or three (with two being the ideal group size). Each group will be handed a set of six cards containing potential interview questions, from which each member takes two to three cards. The group members then take turns being the interviewer, asking the other member(s) the questions on their set of cards. For each question they are asked, the group member being interviewed will need to decide whether it is appropriate or not. If they decide that the question is not appropriate, the group member should outline how they would navigate responding to the question. Examples of questions and suggested responses are available in the Session 3 toolkit.

Violence and harassment in the workplace

- Violence and harassment in the workplace are common threats to the health and safety of workers. Violence and harassment in the workplace include “a range of unacceptable behaviours, practices or threats thereof, whether a single occurrence or repeated, that aim at, result in, or are likely to result in physical, psychological, sexual or economic harm” (ILO Violence and Harassment Convention, 2019 (No. 190)).⁸²

▶ Box 3.3. Examples of harassment and violence in the workplace⁸³

There are different types of harassment and violence in the workplace:

- sexual (for example, sexual assaults, sexual blackmail, sexual advances, sex-based comments, disparaging remarks about the sex of the target, innuendo, the display of sexually suggestive or explicit material);
- physical (for example, physical attacks, beating, kicking, slapping, stabbing, shooting, pushing, biting);
- psychological (for example, verbal abuse, mobbing, bullying, cyber bullying).

Harassment and violence in the workplace can take place through different methods:

- verbally (for example, offensive language);
- physically (for example, offensive gestures, inappropriate touching);
- in writing (for example, inappropriate emails, text messages, or images).

⁸² ILO, [Violence and Harassment Convention, 2019 \(No. 190\)](#).

⁸³ ILO, [Safe and Healthy Working Environments Free from Violence and Harassment](#), n.d.

Harassment and violence in the workplace can be perpetrated in the following ways:

- horizontally (for example, between co-workers);
- vertically (for example, between supervisors and subordinates, in both directions);
- by a third party (for example, customers, patients, or vendors).

Among the different types of harassment and violence at work, sexual harassment and violence are the most prevalent. Sexual harassment and violence can affect both women and men, although women are more exposed to both; young women are almost twice as likely to face sexual violence and harassment in the workplace as young men.⁸⁴ Sexual harassment particularly affects young women entering the workforce. Recent trends around workplace harassment, like the “Me Too” movement, are making it more visible and helping to raise awareness of the issue.

Activity 3.3. Norms around violence and harassment



This activity is geared towards enabling participants to understand their rights and responsibilities relating to violence and harassment. This activity helps participants recognize harassment against themselves or others, while also helping them to understand if they have participated in harassing behaviour. The facilitator should divide participants into groups of three or more and provide each group with a set of cards depicting their rights at work as they relate to harassment and violence. Then they should ask the participants to outline the responsibilities they have that correspond to these rights and the responsibilities of their employer to uphold them.



⁸⁴ ILO, “[Violence and Harassment at Work has Affected More Than One in Five People](#)”, press release, 5 December 2022.

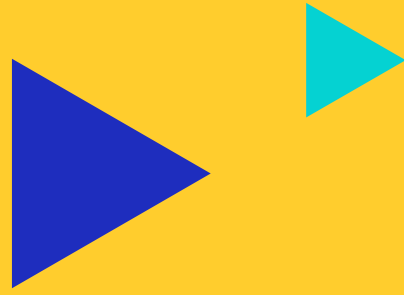
Topics for review and group discussion



- ▶ • How does discrimination affect society as a whole? What effects do you think it has on the economy and the social framework of your country? What do you think would be the benefits to your community (or country) if discrimination could be significantly reduced or eliminated? (Alternatively, what benefits have we seen from a reduction in discrimination?)
- Name a few ways in which discriminatory practices may limit a worker's access to decent work. How could this affect their overall livelihood?
- What are the different forms that discrimination can take?
- How might discrimination in the workplace be tackled? What particular concerns and interests do workers have regarding reporting discrimination in the workplace?
- What are the benefits of successfully addressing discrimination in the workplace?
- What are the consequences of harassment in the workplace?

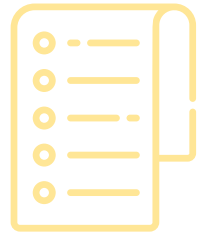
Session 4

Entering an employment relationship



Learning objectives

- ▶ By the end of this session participants will be able to:
- define an employment relationship, including in non-standard forms of employment;
 - understand freedom of association and collective bargaining;
 - list rights and obligations of employees and employers; and
 - identify the minimum requirements of an employment contract.



Delivery time

- ▶ **120 minutes**



Introduction

- ▶ The aim of this session is to familiarize participants with the concept of an employment relationship and explore the different types of employment relationship that exist, including those in non-standard forms of employment, such as agency work, part-time work and digital work, among others. It also looks at the international labour standards that regulate employment relationships. The session then covers the key features of the employment contract and the different forms it may take. Participants are also introduced to the questions to be asked when negotiating the terms and conditions of a job, and methods to deal with illegitimate demands. The session concludes with a snapshot of the rights and duties of employees and employers in an employment relationship. While most of this session focuses on formal employment, the facilitator should also acknowledge the possibility for young people to work in the informal economy. Therefore, if the facilitator is working with an audience that is more likely to work in the informal economy, they can focus the discussion more on informal employment content.

Sample session plan



Learning objective	Agenda item and time	Content
	Introduction 🕒 10 minutes	<ul style="list-style-type: none"> Outline learning objectives of Session 4 Concept of an employment relationship
Define employment relationship	Employment relationship 🕒 20 minutes	<ul style="list-style-type: none"> Employment relationship Variations in employment relationships by type of employment
Define employment relationship; understand freedom of association and collective bargaining	International labour standards for employment relationships 🕒 20 minutes	<ul style="list-style-type: none"> Background information on employment relationships based on ILO standards National labour laws and practices relating to employment relationships Importance of employers' and workers' organizations <i>Activity 4.1. Search-and-rescue mission: better conditions of work</i>
List rights and obligations of employees and employers	Rights and responsibilities 🕒 20 minutes	<ul style="list-style-type: none"> Rights and responsibilities of employees in the employment relationship <i>Activity 4.2. Wanted: rights... but not without responsibilities</i> <i>Activity 4.3. You have more rights than you think</i>
Identify the minimum requirements of an employment contract	Contract of employment 🕒 30 minutes	<ul style="list-style-type: none"> Contract of employment <i>Activity 4.4. (a) Understanding an employment contract</i> <i>Activity 4.4. (b) What I would like to know about this job...</i> <i>Activity 4.5. Chief, just one last question... negotiating working time and pay</i>
	Termination of employment 🕒 10 minutes	<ul style="list-style-type: none"> Different ways in which an employment contract can be terminated Requirements for an employment contract to be terminated
	Topics for review and group discussion 🕒 10 minutes	<ul style="list-style-type: none"> Summary of key lessons learned

Employment relationship

- The employment relationship is a link between employers and employees that exists when a person (the employee) performs work or services in return for remuneration from the employer. For workers in the formal economy, this link is grounded in a legal relationship, which is generally not the case for workers in the informal economy. Laws governing the traditional employment relationship were formed around “standard” forms of employment.

Types of employment relationships

- ▶ **Traditional employment relationship:** in traditional wage employment, the employment relationship exists between a dependent employee and their employer. This relationship is governed by reciprocal rights and obligations that are created between the employee and the employer.⁸⁵ Traditional employment is characterized as employment that is continuous, full-time and with a direct relationship between employer and employee.⁸⁶
- ▶ **Employment relationship in non-standard forms of employment:** employment is considered to be non-standard if its characteristics differ from those associated with standard employment. The employment relationships in non-standard forms of employment, which can include working on digital labour platforms, remote work, temporary employment, part-time and on-call employment, multi-party employment⁸⁷ and disguised employment, are complicated and can be difficult to define.⁸⁸ For example, though part-time workers may have a clearly defined employer, their employer may not be under any obligation to provide them with a certain number of hours of work. For more information on employment relationships associated with non-standard employment, see Box 4.1. below.
- ▶ **Employment relationships in the informal economy:** informal workers and their employers generally do not have a formal employment contract and their employment relationship is governed by an informal agreement between the two parties. Generally, workers in the informal economy receive little to no protection from their employment relationship.

▶ Box 4.1. Non-standard forms of employment (NSE)⁸⁹

There are four broad categories of NSE: (1) temporary employment; (2) part-time work; (3) temporary agency work and other forms of employment involving multiple parties; and (4) disguised employment relationships and dependent self-employment.

- **Temporary employment:** where workers are engaged for a specific period of time. It includes fixed-term, project- or task-based contracts, as well as seasonal or casual work, including day labour. In the majority of countries, fixed-term contracts are regulated by specific legal provisions regarding the maximum length, the number of renewals and valid reasons for recourse. Casual work is the engagement of workers on a very short term or on an occasional and intermittent basis, often for a specific number of hours, days or weeks, in return for a wage set by the terms of the daily or periodic work agreement. Casual work is a prominent feature of informal wage employment in low-income developing countries, but it has also emerged more recently in industrialized economies, particularly in jobs associated with the “on-demand”, “platform” or “gig” economy.

⁸⁵ ILO, “[Employment Relationship](#)”, 2023.

⁸⁶ ILO, “[The Rising Tide of Non-Standard Employment](#)”, ILO info-story, May 2017.

⁸⁷ ILO, [Resolution concerning statistics on work relationships](#), International Conference of Labour Statisticians, 2018.

⁸⁸ ILO, “[The Rising Tide of Non-Standard Employment](#)”, ILO info-story, May 2017.

⁸⁹ For more information, see: [ILO, “Non-standard forms of employment”](#).

- **In part-time employment**, the normal hours of work are fewer than those of comparable full-time workers. Many countries have specific legal thresholds that define part-time versus full-time work. For statistical purposes, part-time work is usually considered as working fewer than 35 hours, or 30 hours, per week. In some instances, working arrangements may involve very short hours or no predictable fixed hours, and the employer has no obligation to provide a set number of hours of work. These arrangements, known as “on-call work”, come under different contractual forms, depending on the country, and include so-called “zero-hours” contracts.
- When workers are not directly employed by the company to which they provide their services, they form part of **contractual arrangements involving multiple parties**, such as when a worker is deployed and paid by a temporary work agency but the work is performed for a user firm. In most countries, an employment contract or relationship normally exists between the agency and the worker, whereas a commercial contract binds the agency and the user firm. Generally, no employment relationship is considered to exist between the temporary agency worker and the user firm; nonetheless, certain jurisdictions impose legal obligations on the user firm vis-à-vis the temporary agency worker, especially with respect to health and safety.
- According to the ILO, **disguised employment** lends “an appearance that is different from the underlying reality, with the intention of nullifying or attenuating the protection afforded by law”. It can involve masking the identity of the employer by hiring the workers through a third party, or by engaging the worker in a commercial or cooperative contract instead of an employment contract and, at the same time, directing and monitoring the working activity in a way that is incompatible with the independent status of the worker. In addition, some employment relationships can be ambiguous when the respective rights and obligations of the parties concerned are not clear, or when inadequacies or gaps exist in the legislation, including regarding the interpretation of legal provisions or their application.
- One area sometimes lacking legal clarity is **dependent self-employment**, where workers perform services for a business under a commercial contract but depend on one or a few clients for their income or receive direct instructions with respect to how the work is to be carried out. These workers are typically not covered by the provisions of labour law or employment-based social security, although a few countries have adopted specific provisions to extend some protections to dependent self-employed workers.



▶ **Box 4.2. Rights at work of part-time workers**

Part-time workers are those whose normal hours are less than those of comparable full-time workers. This means that they have the same type of employment relationship and are engaged in the same or a similar type of work or occupation as other workers in the enterprise. Part-time workers have the same rights as full-time workers with regard to:

- the right to organize and bargain collectively;
- occupational health and safety;
- discrimination in employment and occupation.

They are also entitled to conditions equivalent to those of full-time workers in the fields of:

- social security;
- maternity protection;
- termination of employment;
- paid annual leave, public holidays and sick leave.

The entitlements may be determined in proportion to the hours of work or earnings, as compared to full-time workers.

▶ **Box 4.3. The employment relationship for agency workers**

If a young worker is getting work through an agency, they may be considered an employee of the agency, self-employed, or employed by the organization that the agency has placed the young worker with. For temporary agency workers, generally, no employment relationship is considered to exist between the worker and the user company. However, the user company may have legal obligations towards the agency worker, particularly in relation to their health and safety.

Each country has its own rules regarding multi-party employment and the status of agency workers (employees or self-employed) and their tax and national insurance payments. The facilitator should research how this form of employment operates at the national level and advise young workers in this situation whom to contact if they have any queries.

▶ Box 4.4. The employment relationship for digital workers

Digital labour platforms include web-based platforms, where work is available to workers across the world, and location-based applications, which allow workers to physically perform local tasks (driving, for example). Depending on domestic legislation, digital workers are generally considered to be own-account or independent contract workers. However, in some countries, national courts have found that the digital employment relationship sometimes constitutes “disguised employment” or “dependent self-employment”, because, even though digital workers are considered to be independent contractors, their work is supervised and their pay is provided by a specific platform. Workers in disguised employment may not benefit from social security protections available to employees. Depending on domestic norms, for digital workers working in the gig economy, particularly in app work, their employment relationship can be developed with the involvement of multiple parties. This multi-party working relationship developed between a service-providing independent contractor, an intermediary platform firm and the beneficiary of the service could create confusion with regard to the type of employment relationship if the proper framework is not established.

For information on digital work specifically related to the platform economy, see Session 1.

At this point, it is useful to clarify terms such as “employer”, “employee”, “independent worker”, “contributing family worker” and “apprentice” to familiarize participants with the different types of employment relationships young people may be engaged in, and the rights and responsibilities they entail. The official definitions of these terms can be found in the Resolution concerning statistics on work relationships adopted at the 20th International Conference of Labour Statisticians in 2018.⁹⁰ National definitions can normally be found in the national labour code. The facilitator may wish to prepare **Rights@Work cards** with the relevant definitions taken from the relevant national labour code and encourage participants to discuss the differences between the types of work young people may do. The facilitator should bear in mind that the information relating to traditional, legal employment relationships may not be relevant to workers in the informal economy.

- ▶ **Employers** are those who engage one or more people to work for them on a regular basis as “employee(s)”. Their own remuneration is usually dependent on the profits made from the sale of goods and services produced by the enterprise.
- ▶ **Independent workers without employees (“own-account workers”)** are managing owners of an economic unit who, in contrast to employers, do not have employees on a regular basis. This does not mean, however, that they carry out their work solely on their own. They can still run their businesses with other partners and contributing family workers.
- ▶ **Dependent contractors** may seem like a contradiction in terms. Contractors are typically understood as workers with commercial agreements who are usually classified as independent. However, owing to growing labour-market flexibilization, grey areas have expanded, leading to situations where workers in self-employment arrangements work in a hierarchical relationship of dependency towards a client, creating dependent contractors. Dependent contractors are defined as (1) having contractual arrangements of a commercial nature; (2) being paid via commercial transactions; (3) in employment for profit; (4) not having an incorporated enterprise; and (5) not employing one or more persons as an employee. These five characteristics are all shared with independent workers. But in addition, dependent contractors are (6) operationally and/or economically dependent on another entity that exercises control over their productive activities and directly benefits from the work they perform – a characteristic they share with dependent workers and, most notably, employees. This dependency can, for example, be in relation to a main client, a client intermediary, or a single supplier.

⁹⁰ ILO, [Resolution concerning statistics on work relationships](#), International Conference of Labour Statisticians, 2018.

- ▶ **Employees (full-time and part-time)** are workers who hold a “paid employment job” (they are also called wage employees or wage workers). They can be formally or informally employed and receive (or be expected to receive) remuneration in return for time worked or for each good or service produced. The salary paid to employees – unlike in the case of own-account workers and employers – does not depend on the day-to-day revenue of the enterprise. In a formal employment relationship, the employer and employee are responsible for paying the relevant taxes and social security contributions calculated on the remuneration of the employee. The employer also sets the guidelines according to which the employee must perform the tasks assigned (generally called a job description). Remote workers who are employed directly by a company are generally also considered to be employees, as are worker-members of cooperatives who are paid for time worked and informally employed workers without a commercial contract who are paid for time worked, among others. Employees may work full-time (normally eight hours per day, 40 hours per week) or part-time – that is, for a number of hours that is lower than the hours established for full-time work. Working part-time does not mean that the employee has fewer rights than a full-time worker. To avoid misconceptions about part-time work and part-time workers’ rights, the facilitator may call participants’ attention to the part-time **Rights@Work card** developed for Activity 1.2. Flexibility at work: pros and cons. Box 4.2. below provides a summary of the rights that are generally afforded to part-time workers.
- ▶ **Apprentices** are involved in a structured education programme or training with both on-the-job and off-the-job learning that is governed by an apprenticeship agreement, and whereby they acquire competencies for a qualification that leads to an identified occupation – see the [Quality Apprenticeship Recommendation, 2023 \(208\)](#) for the internationally recognized definition of apprenticeships.

The [Quality Apprenticeship Recommendation, 2023 \(208\)](#) is the first international instrument that enshrines the rights of apprentices. It confirms that Fundamental Principles and Rights at Work apply to apprentices – i.e. there should be no apprentices below 14 years of age and under 18 years of age for dangerous occupations; there should be no forced labour extracted from apprentices under the threat of a penalty. Apprentices have the right to form or join the Worker’s Organization of their choice to defend their rights and interests, and apprentices should be protected from Occupational Safety and Health hazards. Measures should be in place to ensure there is no discrimination in accessing and benefiting from apprenticeships. In addition, apprentices are entitled to a number of benefits (remuneration, leave, rest etc.).

- ▶ **Trainees and interns** perform tasks at a workplace in order to acquire labour market experience. There is no international labour standard or definition for trainees or interns. They may be paid or unpaid, with or without in-kind support. The work experience may or may not have also direct links with the competency based programme the trainee or intern is otherwise involved in, and the skills acquired may or may not be validated by the end certificate they are aiming at. Actually, some trainees benefit from an internship after their graduation.

- ▶ **Contributing family workers** are people who assist a family member or a relative (generally living in the same household) in a market-oriented enterprise operated by the family or household member, or in a job in which the assisted family or household member is an employee or dependent contractor. They do not receive regular payments, such as a wage or salary, but may benefit in kind or receive irregular payments in cash. Almost two-thirds (63 per cent) of contributing family workers are women.⁹¹
- ▶ **Rights@Work cards:** the rules governing these forms of work differ from country to country, and they are particularly relevant to young workers, since they are the ones who tend to fill these categories. You may wish to prepare *Rights@Work cards* with the relevant definitions taken from the national labour code and encourage participants to discuss the differences between the types of work young people may do.

The principle of an employment relationship is that it is founded on the mutual consent of the contracting parties. This means that both parties may leave the work relationship at any moment, subject to giving reasonable notice in accordance with national law or a collective agreement. If the worker cannot withdraw their consent without fear or suffering a penalty, then the work may be considered to be forced labour.⁹² See Box 4.5. below for an overview of the indicators of forced labour. The facilitator should initiate a discussion with participants on the indicators of forced labour and provide guidance on who participants can speak to, should they find themselves in a situation of forced labour.

▶ Box 4.5. Understanding forced labour

In 2021, 49.6 million people were living in modern slavery, including commercial sexual exploitation and forced labour.⁹³ According to the ILO Forced Labour Convention, 1930 (No. 29), forced or compulsory labour means “all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily”.⁹⁴ There are several indicators of forced labour – in some cases, the presence of even a single indicator can imply a situation of forced labour (debt bondage, for example), while in others, the presence of several indicators is necessary (such as excessive overtime, isolation, deception). Indicators of forced labour include:

- abuse of vulnerability;
- deception;
- restriction of movement;
- isolation;
- physical and sexual violence;
- intimidation and threats;
- retention of identity documents;
- withholding of wages;
- debt bondage;
- abusive working and living conditions; and
- excessive overtime.

Generally, persons in forced labour are not provided with an enforceable work contract. Forced labourers may be lied to about their wages, hours, or leave entitlements. It is important for participants to be able to recognize the key indicators of forced labour and to seek help if they believe they are being coerced into forced labour. The facilitator should outline what the most common types of forced labour are in the local labour market and how to avoid being trapped in modern slavery. You should also encourage participants to speak to the police or local NGOs working to combat trafficking if they feel they are in danger.

⁹¹ ILO, [Defining informality for contributing family workers](#), Room document to support the discussions at the Meeting of Experts on Labour Statistics in Preparation for the 21st International Conference of Labour Statisticians, 2022.

⁹² ILO, [“Q&As on Business and Forced Labour”](#), 2023.

⁹³ ILO, [“What is Forced Labour, Modern Slavery and Human Trafficking”](#), 2023.

⁹⁴ International Labour Office, [ILO Indicators of Forced Labour](#), 2012.

International labour standards for employment relationships

The body of laws and national rules governing the employer-employee relationship – including individual employment contracts, the right to organize and negotiate collective bargaining agreements, protection from discrimination, wages, hours of work, and health and safety – constitutes the *labour law* of a country. As already mentioned, the Conventions of the ILO establish a minimum floor of entitlements for workers. If a country ratifies a Convention, its provisions need to be translated into national labour law. The national labour law may go beyond the standards set by the ratified ILO Conventions, but it cannot grant less.

In addition to the provisions of the labour law, in many countries, the terms of workplace relationships are established in collective bargaining agreements that are based on negotiations (collective bargaining) carried out between one or more employers (or an organization of employers) on the one hand, and workers (represented by one or more trade unions) on the other (see Box 4.6). These agreements bind the signatories and those workers on whose behalf the agreement is concluded.

Collective bargaining agreements can specify working conditions that go beyond the labour law. This means that working conditions in certain economic sectors or industries may be better than the standards established by labour law. Collective agreements also address the rights and responsibilities of the parties, thus ensuring harmonious and productive industries and workplaces.

▶ Box 4.6. Employers' and workers' organizations⁹⁵

Employers' organizations are institutions set up to organize and advance the collective interests of employers. They are crucial to ensuring that the working environment is conducive to competitive and sustainable enterprises that can contribute to economic and social development. Employers' organizations are a critical component of any social dialogue process, which can help guarantee that national, social and economic objectives are properly and effectively formulated and enjoy the support of the business community they represent.

Trade unions are organizations based on membership of workers in various trades, occupations and professions, whose major focus is the representation of their members at the workplace and in wider society. Trade unions seek to advance workers' interests through the process of rule-making and collective bargaining. Trade unions generally represent formal workers, although there are also sector- and country-specific examples of trade unions that represent informal workers.

Partnerships between trade unions and social and solidarity economy (SSE) organizations: informal workers have the right to identity and dignity as workers, the right to associate and the right to representation in relevant policy-making processes.⁹⁶ However, depending on the national context, they may not always have access to traditional workers' representative organizations. In those contexts, SSE organizations in partnership with trade unions may also be available to advocate for and support informal workers. SSEs encompass enterprises, organizations and other entities that are engaged in economic, social and environmental activities to serve the collective and/or general interest. SSEs are based on the principles of voluntary cooperation and mutual aid, democratic and/or participatory governance, autonomy and independence, and the primacy of people and social purpose over capital in the distribution and use of surpluses and/or profits as well as assets.⁹⁷ A common example of organizations that represent informal workers at the community level is cooperatives – autonomous associations of people united voluntarily to meet their common economic, social and cultural needs, and aspirations through a jointly owned and democratically controlled enterprise.⁹⁸

⁹⁵ For more information see: ILO, "[How the ILO works](#)".

⁹⁶ This was acknowledged in the ILO [Resolution concerning decent work and the informal economy](#), General Conference of the ILO, 2002 and the ILO [Transition from the Informal to the Formal Economy Recommendation](#), 2015 (No. 204).

⁹⁷ ILO, "[The definition of the social and solidarity economy adopted at the International Labour Conference, receives international accolades](#)".

⁹⁸ ILO, "[Cooperatives](#)".



Call-out 4.1. Representative organizations for forcibly displaced workers

Forcibly displaced youth may not always be able to access employers' and workers' organizations. To determine what rights forcibly displaced youth have access to in the country in which the training is being conducted, facilitators could speak to the local UNHCR office, or a representative from the department of labour. These representatives may be able to provide the facilitator with examples of institutional representation, such as government institutions, or other representation mechanisms, such as cooperatives, that forcibly displaced youth can join, so they can be part of a community of peers and be represented up to the national level.

▶ Box 4.7. Freedom of association and the effective recognition of the right to collective bargaining⁹⁹

The freedoms to associate and to bargain collectively are part of the fundamental principles and rights at work of the ILO mentioned in Session 1 (Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87); and Right to Organise and Collective Bargaining Convention, 1949 (No. 98)). Collective bargaining is a voluntary process through which employers and workers discuss and negotiate terms and conditions of employment.

Collective bargaining aims to settle issues through dialogue and consensus, rather than through conflict and confrontation. It promotes peaceful, inclusive and democratic participation of representative workers' and employers' organizations. The right of workers and employers to establish their independent organizations is the basic prerequisite for collective bargaining and social dialogue.

Collective bargaining can only function effectively if it is conducted freely and in good faith by all parties. This implies:

- autonomy of the negotiation parties;
- carrying out genuine and constructive negotiations;
- avoiding unjustified delays;
- respecting the agreements concluded and applying them in good faith; and
- giving sufficient time for the parties to discuss and settle collective disputes.

⁹⁹ For more information on the right of workers to collective bargaining, see: ILO, "[Business and Collective Bargaining](#)".



Call-out 4.2. Freedom of association for forcibly displaced youth

Freedom of association is affirmed by international standards (ILO Freedom of Association and Protection of the Right to Organise Convention, 1948 (No.87), the Right to Organise and Collective Bargaining Convention, 1949 (No. 98), the Employment and Decent Work for Peace and Resilience Recommendation, 2017 (No. 205)¹⁰⁰ and Article 15 of the 1951 Refugee Convention, which affirms the right of association for refugees). However, at the national level, in some countries, forcibly displaced youth are not always allowed to join a union. In instances where national law neither affirms nor restricts freedom of association for forcibly displaced youth, they are left in a legal “grey area”, which often leads to practical limitations on freedom of association. Restrictions on freedom of association are a particularly prominent problem for forcibly displaced youth who work informally, leaving them with few opportunities to organize and bargain collectively.¹⁰¹

Facilitators should be prepared to explain whether or not forcibly displaced youth enjoy unrestricted freedom of association in their local labour market. If they do not, the facilitator is encouraged to provide them with alternative organizations that support their right to organize, such as cooperatives.



¹⁰⁰ [Recommendation No. 205](#) provides a clear role for the ILO in matters of employment and decent work in situations of conflict and disaster. In addition, it outlines available tools and windows of opportunity for employer and business member organizations and workers’ organizations to intervene in the context of conflicts and disasters.

¹⁰¹ ILO, [Review of national policy, legislative and regulatory frameworks and practice: A Baseline Study on the Right to Work and Rights at Work for Refugees](#), 2023.

The facilitator should emphasize that collective bargaining is a fundamental right and one of the means through which employers and workers can establish fair wages and working conditions. Research some examples of sectors where collective bargaining has granted workers better working conditions and terms of employment. This kind of research can be used to develop an activity (or assignment) where participants are asked to find out whether, in the area of work they have chosen, there are collective bargaining agreements granting better employment and working conditions compared with the labour standards set at national level (Activity 4.1.).

The facilitator can point out that some groups, such as platform workers, may lack the right to organize and collectively bargain, depending on the workers' classification. Platform workers classified as self-employed may face legal limitations because of competition law.



Activity 4.1. Search-and-rescue mission: good conditions of work

This exercise is aimed at allowing participants to engage in advocating for good conditions of work. It may be organized as a group activity or as an individual assignment outside of the workshop. The facilitator should prepare **Rights@Work cards** in advance, summarizing the basic provisions of the labour law on minimum wage, hours of work, overtime pay, annual leave and rest periods. They can reference information provided in Session 6 or conduct the activity in Session 6, if they prefer.

Rights and responsibilities

- In accessing decent work, youth are entitled to decent wages, hours and leave in accordance with the standards set out in their country. These rights are, however, connected with responsibilities that lie with workers in the workplace. In addition to outlining the responsibilities of the employer, the work contract outlines the expectations or responsibilities of the worker when in their place of employment. Workers are required to perform as per the standards set out in their work contracts.¹⁰²

While at work, workers are also required to behave in accordance with national and company standards, and professional ethics/ standards. Ethics in the workplace can be defined as the moral code that governs or ought to govern how employees decide what is right and wrong in the workplace, while professional behaviour requires that people adhere to professional norms in the specific cultural context. Ethical or professional decision-making seeks to take into account the best interests of the individual, their colleagues and the wider organization when making decisions.¹⁰³ This can include not participating in discriminatory behaviour, striving to perform to the best of one's abilities, keeping open communication with colleagues, respecting working hours, keeping trade secrets and acting in a respectful way towards co-workers, superiors, clients and other parties.

The facilitator should enter into an open discussion with participants regarding what ethical behaviour in the workplace can look like and why they believe ethical behaviour is an important aspect of working life. The facilitator should keep in mind that perceptions of what is "ethical" differ from country to country; therefore, they should seek to correct any misinterpretations of what is considered to be ethical behaviour in the local labour market.

¹⁰² If relevant, facilitators can reference the app "[Houkouki fi Al 3amal](#)" ("Rights and responsibilities at work") developed by the ILO and partners in Lebanon.

¹⁰³ Work Institute, "[How to Define Ethical Behavior & Why It's Important in the Workplace](#)", blog, 2023.

Being aware of, and understanding, the basic labour standards that govern the relationship between workers and employers allows you to recognize whether an employer's request (either during the recruitment process or on the job) is legitimate or not. In many cases, what the employer can and cannot ask for is easy to spot (such as making the recruitment of a young woman conditional on her promise not to get pregnant, or requiring young workers to work more hours than foreseen in the employment contract, without any form of compensation). In other cases, it is more difficult. For instance, can the employer deduct money spent on purchasing a work uniform from the worker's wages? Or can the employer avoid paying overtime by compensating workers with paid days off instead? The facilitator needs to provide participants with some suggestions on how and where to find the information they need (for instance, by contacting the trade unions or the public employment service) when they have doubts about the legitimacy of what they are asked to do at work.

To review the rights and responsibilities of employers and workers, the facilitator can propose the following activities:



Activity 4.2. Wanted: rights... but not without responsibilities

This activity aims to help participants recognize the difference between the rights and responsibilities of workers and those of employers. The facilitator can begin this activity by using the examples available in the toolkit on the rights and responsibilities of both workers and employers. In this activity, participants should be divided into three groups, each with its own set of coloured cards (red, yellow and blue). On each set of cards, the facilitator will have written examples of the rights and responsibilities of both employers and workers (for example: "Receive instructions on job tasks"). Participants need to decide whether what is written on each card expresses a right or a responsibility and whether this is an employer's or worker's right/responsibility. The team should then place the card in the appropriate column (right or responsibility) on the flipcharts labelled "employer" and "worker". The facilitator can supplement this activity by giving participants 10-15 minutes to come up with additional examples of rights and responsibilities for both workers and employers. This will encourage the participants to think creatively and to confirm their ideas with the facilitator and the broader group..



Activity 4.3. You have more rights than you think

This activity emphasizes the wide array of rights that workers have in the workplace. It aims to further familiarize workers with availing of these rights for their protection in the world of work. Participants should be divided into four groups to discuss the case assigned to them, propose a possible solution and prepare key points for discussing with the employer. The toolkit offers sample cases that may be considered. However, the facilitator will need to check the suggested answers to the cases proposed against the provisions of the national labour law. At the end of the activity, the teams should present their case to the other participants and respond to questions and/or give counterarguments. After each group presentation, the facilitator may ask the other participants what they would do in a similar situation.

Contract of employment

- An employment contract exists when a dependent¹⁰⁴ employee and an employer agree to the terms and conditions of employment. **Employment contracts do not necessarily need to be in writing unless the national labour law requires it.** the facilitator should note that the employee and employer may never have explicitly agreed on a contract as such, but the nature of their relationship is such that the existence of an employment contract is implied. National labour law typically specifies when the key features of the employment relationship need to be put in writing and signed by both the employer and the employee. In cases where a written contract does exist, an employee should always ask for and keep a copy, as this might help avoid disagreements on terms and conditions of work.

Generally speaking, the employment contract should contain, at a minimum, the following:

- employer's name and address;
- employee's name;
- employee's job title and job description;
- place of work
(or note that the employee is expected to work at different places);
- pay (amount, composition and terms of payment);
- hours of work;
- start date of the contract
(and date of expiry for fixed-term contracts);
- holiday entitlement, including how many days off workers are entitled to and what their holiday pay will be, if any;
- how much warning (notice) workers are entitled to if they are dismissed and how much warning they must give the employer if they want to leave the job.



If the facilitator chooses to focus on informal rather than formal employment, they can mention that informal employees could still agree with their employer on a list of minimum work conditions, despite the lack of a formal contract. Young employees should be encouraged to ask their employers for as much information as possible before starting a job. Participants can practise this in Activity 4.4. (b): What I would like to know about this job.

The employment contract may contain special provisions, especially if they differ from those envisaged by the basic labour standards in force in the country. Such provisions might affect annual leave, sick pay, maternity leave, paid national holidays and weekends, overtime pay, notice period in case of termination, pensions and health insurance rights. If the written contract does not specify these terms and conditions, this is because the labour standards set by the labour law and/or collective bargaining agreement apply.

¹⁰⁴ Dependent work is defined as work carried out by an employee for an employer in accordance with the employer's instructions in exchange for a wage. For more information, see: lawinsider.com, "[Dependent work definition](#)".

An employment contract gives both employers and workers certain rights and obligations. These rights and obligations are called contractual terms. The rights that workers have under their contracts of employment are in addition to the rights they have under the law. The facilitator should point out that young people have the right to negotiate the terms and conditions (for example, working hours, mandatory entitlements) of their employment contract with their employer before signing the employment contract. When there are terms negotiated between the employer and the employee that diverge from the labour law, these should be stated in the written employment contract. In any case, the terms and conditions of work cannot be inferior to those granted by the labour law or collective agreement. For instance, the employer cannot grant fewer days of annual leave than those established in labour law, if this is not foreseen by the law.



Call-out 4.3. Forcibly displaced youth and work contracts

Receiving a formal contract may be more difficult for some workers than for others. Displaced workers who do not have full access to the local labour market may be provided with verbal rather than written contracts, because they lack the prerequisites (such as identity documents) for a written contract. The facilitator should encourage youth who may not be able to get written contracts to try to verbally agree on the nature of their employment and what this entails, focusing specifically on the hours that they will be working, their pay and how leave requests should be managed.

The facilitator should be ready to provide guidance on what type of information should be available in a verbal contract and provide support for forcibly displaced youth on how to advocate for themselves within the country context.

To better explain the basic requirements of an employment contract – and to clarify the rights and responsibilities that go with it – the facilitator should collect different examples of employment contracts available in various industries/economic sectors to be used during the training. Each country has its own standards and clauses for employment contracts, governed by the provisions of labour law. It is also useful for learners to see an example of the job description that usually accompanies the contract, to better understand the relationship between the worker and the employer.



Call-out 4.4. Forced labour and forcibly displaced youth

Forcibly displaced youth are particularly vulnerable to forced labour in places where the State and their community are either unable or unwilling to protect them. Limited access to traditional family and community structures, curtailed access to legal employment, lack of legal protection and limited social protection leaves forcibly displaced youth vulnerable to exploitation and without access to assistance. In situations of exploitation, forcibly displaced youth may have their travel or identity documents taken or may be victims of threats (of deportation, for example).¹⁰⁵

The facilitator should be ready to provide forcibly displaced youth with the information to identify forced labour and the channels through which to raise rights violations. These could include the UNHCR or other local refugee support organizations. Many countries have organizations with helplines specifically for refugees experiencing exploitation.



Activity 4.4. (a) Understanding an employment contract

This activity aims to familiarize participants with the terms and conditions normally included in an employment contract. Participants should be given the opportunity to read a real example of an employment contract used in the country to understand what should be included and how it is set out. The toolkit provides an example to be used for training purposes, if a real sample is not available. Organize the participants in pairs or small groups to go through the sample employment contract and identify its key terms and conditions.

¹⁰⁵ UNHCR, "[Trafficking in Persons](#)", 2023.



Activity 4.4. (b) What I would like to know about this job

This activity aims to provide participants with practice in asking about wages, hours of work and pay deductions. The facilitator may also wish to develop another activity by enabling the participants to practise ways of obtaining information during a job interview. For instance, they can ask participants to formulate questions they would ask a prospective employer about wages, hours of work and pay deductions (an example is provided in the toolkit). Based on the questions formulated by participants, the facilitator should list, on a flipchart, the relevant terms and conditions of the contract. These can then be checked with those contained in the sample employment contract provided in the toolkit to accompany Activity 4.4. (a).

While processing the results of the exercise, the facilitator should remind participants that an employment contract does not need to list *all* the terms and conditions that apply to the employment relationship. For example, issues such as the probation period, dismissal and severance pay are usually mentioned in the provisions of the labour code and the collective agreement.

Rights@Work cards: the facilitator can summarize the terms and conditions not explicitly governed by the employment contract on *Rights@Work cards*. Box 4.8. below provides an example of this.

► Box 4.8. Special clauses and terms

- **Probation period:** during this trial period, both the employer and the employee have the right to end the employment contract without complying with the notice period. Usually, the probation period does not exceed three months and no reason needs to be given for dismissal during this period. During the probation period, workers may not have the same rights as regular employees. For example, they may not take paid annual leave.
- **Period of notice and dismissal:** both employers and employees, when wishing to end an employment relationship, have to observe a period of notice. The notice period may vary according to the length of service. Employees have the right to receive a written statement of the reasons for dismissal (normally within two weeks). Many countries also require redundancy payments when enterprises have to dismiss workers owing to loss of production or restructuring. Redundancy payments are lump sums that vary from worker to worker, depending on the length of service and average salary.
- **Changes in the terms of the contract:** the worker must be informed (often in writing) when changes are made to the terms and conditions of the employment contract. Often, such changes only come into effect when the worker agrees to them.

In theory, an employer can only change a term in the contract with the agreement of the employee (such as a change in the type of work performed by the employee, a change to the place of work, or a reduction in salary). In practice, the employee may be faced with the choice of accepting the change or losing their job. The facilitator should be prepared to advise participants on what to do in such cases and whom to contact if they have any queries.

The facilitator should also remind participants that potential employees can try to negotiate terms and conditions before entering into an employment agreement. To the extent allowed by the national laws, potential employees can negotiate aspects of their work contract, so young people should come prepared to negotiate their salary, working time, flexibility of place of work and other potential entitlements.

Termination of employment

For workers in formal employment with a defined work contract, a contract of employment can be terminated in one of three ways:

- Termination could occur when a fixed-term contract expires and is not renewed.
- An employee can choose to leave their place of employment and terminate their contract.
- The employer may choose to terminate an employee's contract.

When a contract of employment is terminated by an employee, a reason for termination is not always required. Employees do, however, have to respect the notice period stipulated in their contract and national labour laws. Employees could negotiate a shorter notice period, but this remains at the discretion of the employer.

When a contract of employment is terminated by the employer, the expressions commonly used to describe this situation include: "let go", "discharged", "dismissed", "fired" and "permanently laid off". In most cases, employment is terminated if the employer:

- dismisses the employee;
- refuses to continue or is unable to continue employing someone (even when this is due to the employer's bankruptcy or insolvency);
- constructively dismisses an employee and the employee resigns in response within a reasonable period of time;
- lays an employee off for a period longer than a temporary layoff.

Usually, if an employer wants to end someone's employment contract, they must provide the employee with a written termination notice or termination pay in lieu (instead) of the notice. Termination pay is a lump-sum payment at least equal to the regular wages for a regular work week that the worker would otherwise have earned during the notice period to which they were entitled.

According to Articles 4 and 5 of the ILO Termination of Employment Convention, 1982 (No. 158), the employer must provide valid reasons and justification for termination of employment, as well as a reasonable period of notice or compensation in lieu thereof.

For example, an employer cannot end someone's employment, or penalize them in any other way, if the reason for the termination of employment is based on the employee asking questions about social insurance contributions or joining a trade union, or taking pregnancy, parental, family medical or emergency leave.

Rights@Work cards: the facilitator should prepare in advance *Rights@Work cards* summarizing the basic provisions of the labour law on termination notice and pay.

Some ILO Conventions, such as the Termination of Employment Convention, 1982 (No. 158), may only protect workers in formal employment. Informal employees may have other protections available when their employment agreement is terminated. The facilitator should determine whether country-specific representation organizations can provide guidance on the termination of informal employment and assistance if norms or regulations are breached.

Topics for review and group discussion



- ▶ • If you were excited about being offered a job, but then had concerns about specific provisions in the contract, how would you handle it? What measures, if any, would you take to address the situation? Is there a point at which “just having a job” outweighs all other concerns?
- What would you do if you realized that your employer was not honouring specific provisions of your employment contract?
- What basic guarantees an intern or trainee has in terms of their relationship with the employer? Do they have certain rights in the workplace?
- What are some of the issues and concerns that might arise for workers who are contributing members of a family business? How might they be addressed?

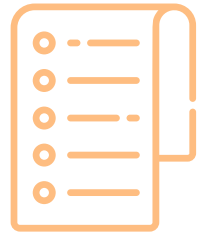
Session 5

Social security



Learning objectives

- ▶ By the end of this session participants will be able to:
- understand the importance of social protection and social security;
 - understand what social security benefits individuals may have access to; and
 - list the main features of the national social security system.



Delivery time

▶ **120 minutes**



Introduction

▶ This session is aimed at familiarizing participants with the main features of national social protection systems and the key elements of social security systems. It introduces participants to the rationale for social protection schemes, as well as the range of benefits to which workers are entitled. As social protection and security schemes vary widely from country to country, the facilitator needs to research national provisions to prepare **Rights@Work cards** that summarize key features of the national system, the contingencies covered, eligibility criteria, and the levels and amounts of benefits. The most reliable source of information in this area will be the national social security institute, employers' organizations and trade unions.

The first part of this session examines the importance of social protection and security in the Decent Work Agenda. The second part explains the key features of the social security system and provides guidance on social security and social protection for informal and forcibly displaced workers.

Sample session plan



Learning objective	Agenda item and time	Content
	Introduction 🕒 10 minutes	<ul style="list-style-type: none"> • Learning objectives of Session 5 • Introduce participants to concept of social security
<p>Understand the importance of social protection and social security</p> <p>Understand what social security benefits individuals may have access to</p>	<p>Social protection and social security in the Decent Work Agenda</p> <p>🕒 45 minutes</p>	<ul style="list-style-type: none"> • Importance of social security/social protection • How social security/social protection fit into the Decent Work Agenda • Key branches of social security systems
List the main features of the national social security system	<p>Key features of the social security system</p> <p>🕒 45 minutes</p>	<ul style="list-style-type: none"> • Benefits that fall under the social security umbrella • How social security and social protection can meet the needs of informal workers • <i>Activity 5.1. Life scenario: hoping for the best, preparing for the worst</i>
	<p>Topics for review and group discussion</p> <p>🕒 20 minutes</p>	<ul style="list-style-type: none"> • Summary of key lessons learned

Social security in the ILO's Decent Work Agenda

- Social security, or social protection, is a human right and is defined by the ILO as a “set of policies and programmes designed to reduce and prevent poverty, vulnerability and social exclusion” throughout a person’s life.¹⁰⁶ As a human right, access to social protection is enshrined in a number of international human rights instruments, including the Universal Declaration of Human Rights (1948) and the International Covenant on Economic, Social and Cultural Rights (1966). Unfortunately, as of 2022, less than 50 per cent of the world’s population was covered by one or more social protection benefits.¹⁰⁷ The facilitator should note that the definition of social security can differ from country to country.

Social security and social protection are core components of the ILO’s Decent Work Agenda. The ILO actively promotes policies and supports countries to help extend adequate levels of social protection to all members of society.

Ensuring access to social protection is important for all workers, including young workers. If they can count on effective access to healthcare in case of illness without having to pay the cost of treatment out of their own pocket, it will have a significant impact on preserving and improving their health and that of their families. If workers can count on at least a minimum level of income security in case of illness, injury, disability and maternity, and during old age, they can better plan for the future and are better able to seize economic opportunities.

The international normative framework for social security includes, first and foremost, the ILO’s Social Security (Minimum Standards) Convention, 1952 (No. 102), which provides guidance on principles and the range of benefits that form the core of social security. It lays down minimum requirements regarding coverage of the population and the content and level of benefits, and covers the protection of the rights of contributors and beneficiaries, as well as ancillary matters of administration. In addition, other Conventions and Recommendations provide guidance on specific branches of social security and on the coverage of migrant workers, including: the Equality of Treatment (Social Security) Convention, 1962 (No. 118), concerning equality of treatment of nationals and non-nationals; the Employment Injury Benefits Convention, 1964 (No. 121); the Invalidity, Old-Age and Survivors’ Benefits Convention, 1967 (No. 128); the Medical Care and Sickness Benefits Convention, 1969 (No. 130); the Maintenance of Social Security Rights Convention, 1982 (No. 157); the Employment Promotion and Protection against Unemployment Convention, 1988 (No. 168); and the Maternity Protection Convention, 2000 (No. 183).¹⁰⁸

In a globalizing world in which people are increasingly exposed to global economic and health risks, there is growing consciousness of the fact that a broad-based national social protection policy can provide a strong buffer against many of the negative social effects of crises, particularly for the most vulnerable in society, including informal workers, disabled or forcibly displaced youth. For these reasons, in 2012, the International Labour Conference adopted an important new instrument, the Social Protection Floors Recommendation, 2012 (No. 202). This Recommendation provides guidance to Member States on building comprehensive social protection systems and extending social protection coverage by prioritizing the establishment of national floors of social protection accessible to all. This Recommendation complements the existing Conventions and Recommendations. In particular, it assists Member States in covering the unprotected, the poor and the most vulnerable people. It thereby aims to ensure that all members of society enjoy at least a basic level of social protection throughout their lives, including access to sufficient health and income protection.

¹⁰⁶ ILO, *World Social Protection Report 2020–22*, 2021.

¹⁰⁷ Excluding healthcare and sickness benefits – see: ILO, *World Social Protection Report 2020–22*, 2021.

¹⁰⁸ ILO, “[Toolkit on ILO Social Security Standards](#)” and ILO, *Building Social Protection Systems: International standards and Human Rights Instruments*, 2021.

▶ Box 5.1. Main elements of social security systems¹⁰⁹

- **Social insurance** differs from country to country. Most schemes, however: i) are financed by the contributions of workers and employers (either in equal share or with employers contributing more than workers and, sometimes, with the participation of the State) and increasingly also include self-employed workers; ii) require compulsory participation as set out in national social security legislation; iii) use collective financing mechanisms that allow for risk-sharing, thereby reducing risks for individuals; and iv) guarantee benefits to each participant upon meeting the eligibility criteria, irrespective of their income or wealth. Generally, membership requires the payment of earnings-related contributions, paid by employers in the case of employees or paid directly by self-employed workers. The social insurance scheme provides earnings-related or flat-rate benefits – according to the rules set out in national legislation – to contributing members (or the members’ families) when circumstances such as illness, maternity, disability, unemployment, retirement or death occur. In many cases, where benefits are earnings-related, national legislation often guarantees at least a minimum level of benefits to those who have contributed for some time.

For salaried and wage workers, the main attraction of social insurance schemes is their value: although workers pay a part of their wage to the scheme, the amount is matched, at least, by the amount paid by the employer (the State may also add a supplement). Own-account workers have to meet the cost of the full contribution themselves, yet there might be mechanisms in place to facilitate coverage for vulnerable categories of workers. The value of social insurance coverage goes beyond the monetary value of benefits received (including healthcare received in the case of social health insurance); it also provides the peace of mind of being protected in case something happens, thereby preventing poverty and reducing inequality.

- **Social assistance** schemes are a set of public health and economic measures that protect members of society against poverty, destitution and vulnerability.¹¹⁰ Social assistance schemes provide benefits to vulnerable groups, particularly to households living in poverty. Most social assistance schemes are means-tested.¹¹¹ Many countries that have social insurance schemes also have social assistance schemes for those who fall outside the scope of social insurance, or whose social insurance benefits are insufficient to meet basic needs. In social assistance programmes, the right to benefits hinges on being a member of a community. The community provides – through national taxes – the funds that are then disbursed, in the form of benefits, to individuals or families in need. Social assistance generally includes assistance such as cash transfers for people in poverty, food subsidies and fee waivers for education. In addition, these schemes strive to ensure that everyone, regardless of employment status, has access to basic healthcare. These programmes can be particularly helpful for young workers, as they could provide support and assistance during periods of job-searching or in the pursuit of education and training.

¹⁰⁹ ILO, *Social Security Manual Vol. 1 – Social Security Principles*, 1998.

¹¹⁰ International Labour Office, *Social Protection Matters*, 2004; and GSDRC, “Types of Social Protection”, 2019.

¹¹¹ Means testing is used to determine if a person is eligible for certain benefits based on whether or not they can do without the assistance.

Key features of social security systems

- At this point of the session, the facilitator should introduce the range of benefits to which the national insurance system subscribes (type, eligibility criteria, and amount of contributions and benefits). They may wish to organize this information into a handout for participants. An example, based on international labour standards, can be found in Box 5.2.

▶ Box 5.2. Social security benefits¹¹²

- Medical care:** these benefits usually cover preventive healthcare, doctor's care (general practitioners and specialists) and hospital services. Sometimes, they also include dental care and medical rehabilitation. In some cases, a minimum period of contributions to health insurance is required before medical-care benefits can be provided. Some countries require a co-payment for medical services and have a maximum duration for benefits. (Social Security (Minimum Standards) Convention, 1952 (No. 102); Medical Care and Sickness Benefits Convention, 1969 (No. 130)).
- Sickness benefit:** beneficiaries who are suffering from an illness or disease which prevents them from working, that is, for which they have a medical certificate, are provided with income security while on sick leave. While social insurance plays a strong role in the provision of sickness benefits, in many countries, the employer is required to continue to pay wages (or a percentage thereof) for a certain period of time after the onset of the illness and during the absence from work. The ILO Social Security (Minimum Standards) Convention, 1952 (No. 102) envisages that sickness benefits should amount to at least 45 per cent of the reference wage, while the Medical Care and Sickness Benefits Convention, 1969 (No. 130) envisages 60 per cent of the reference wage.
- Maternity and paternity benefits:** these benefits are provided either by the social insurance system or by other public funds. Paternity benefits are available to fathers in several countries but are generally more limited and variable than maternity benefits. The level of maternity benefit varies from country to country (the international standard envisages a benefit of at least two thirds of previous earnings). The benefits include medical care, including hospitalization when necessary. At least 14 weeks of maternity leave (with a minimum of six weeks after the birth) should be the norm. The mother should also be guaranteed reinstatement in her job after her return to work, plus daily breaks to nurse the baby during working hours. (Social Security (Minimum Standards) Convention 1952 (No. 102); Maternity Protection Convention, 2000 (No. 183)).
- Unemployment benefit** is paid to those who, through no fault of their own, have become unemployed and who, as a result, have lost their income. This benefit is usually paid until the worker has found a new job, up to a maximum number of months, depending on the period of contributions paid. A minimum number of months of contributions is usually required for entitlement to unemployment insurance benefits, complemented in some countries by unemployment assistance. Unemployment benefits usually cover only salaried employees, yet some countries also include some categories of self-employed workers. The amount of the benefit may depend on the wage level the worker was at while employed, or be expressed as a percentage of the reference wage. The ILO Social Security (Minimum Standards) Convention, 1952 (No. 102) envisages a minimum of 45 per cent of the reference wage, while the Employment Promotion and Protection against Unemployment Convention, 1988 (No. 168) prescribes at least 50 per cent of the reference wage in the initial period of unemployment. The unemployment benefit is generally conditional on registration with the Public Employment Service (PES) and active job search.

¹¹² ILO, *Social Security Manual Vol. 1 – Social Security Principles*, 1998; ILO, *Rules of the Game: An Introduction to the Standards-related Work of the International Labour Organization*, Centenary edition, 2019; and ILO, *World Social Protection Report 2020–22, 2021*.

- **Employment injury benefit:** the levels and duration of compensation for employment injury and occupational disease vary from country to country. The ILO Social Security (Minimum Standards) Convention, 1952 (No. 102) envisages at least 50 per cent of the reference wage, while the Employment Injury Benefits Convention, 1964 (No. 121) prescribes 60 per cent of the reference wage in case of incapacity to work or invalidity. Generally, five elements are included in this benefit: 1) medical care and hospital treatment; 2) benefits in respect of temporary incapacity; 3) a lump sum for permanent and total incapacity; 4) a percentage lump sum (or grant) for a permanent but partial incapacity; and 5) a lump sum if the insured person dies (paid to members of the family). What constitutes a “work accident” or “occupational disease” is usually defined by national law.
- **Disability benefit:** contributory disability benefits are paid to insured persons who are incapacitated and unable to work. Countries often specify a minimum contribution period to become entitled to this benefit. The ILO Social Security (Minimum Standards) Convention, 1952 (No. 102) prescribes payments equal to at least 40 per cent of the reference wage, while the Invalidity, Old-Age and Survivors’ Benefits Convention, 1967 (No. 128) envisages at least 50 per cent of the reference wage, with rates being revised periodically. In addition, many countries provide non-contributory disability benefits to certain categories of persons with disabilities.
- **Old-age pensions:** these benefits aim to prevent the impoverishment of old people and allow them to maintain their living standards in old age. Workers contribute to a social insurance pension fund and, in many countries, tax-funded basic old-age pensions are also available. Many countries have a maximum working age (typically 65 years of age or higher). Often, the amount of the benefit depends on the duration of employment and the level of contributions paid. The ILO Social Security (Minimum Standards) Convention, 1952 (No. 102) envisages payments equal to 40 per cent of the reference wage, with adjustments based on the cost of living, while the Invalidity, Old-Age and Survivors’ Benefits Convention, 1967 (No. 128) prescribes a payment of 45 per cent of the reference wage, with periodic revision of rates.
- **Child and family benefit:** these benefits aim to address financial barriers to the realization of children’s rights and are generally provided either by in-country social assistance schemes or by other public funds. The type and amount of assistance differ from country to country; however, assistance is generally provided to the dependent child’s¹¹³ primary caregiver. The ILO Social Security (Minimum Standards) Convention, 1952 (No. 102) outlines the minimum provision of child and family benefits in the form of cash benefits, benefits in kind (such as food, clothing, housing) or a combination of the two.

The facilitator should note that, in addition to the above, many countries also have broader social protections to which workers have access. These could include such social assistance as cash transfers or food subsidies. These forms of social protection can help support young workers while they are searching for or in between jobs.

¹¹³ Under the age of 18.

In several countries, aspects of social security are limited to certain types of workers, as some categories of workers may not be included under the national social security legislation. This can apply to workers in certain sectors of the economy (for example, agriculture¹¹⁴), certain occupations (for example, domestic workers¹¹⁵) or certain types of work (for example, temporary workers with employment contracts below a certain minimum duration, or part-time workers with few working hours). In many countries, some or all self-employed workers are also excluded from legal coverage or relegated to voluntary mechanisms that often do not meet their needs and do not lead to adequate levels of protection. The growing number of “dependent” workers, in whose case the employment relationship is unclear, ambiguous, or hidden, is another category excluded from social insurance coverage. In addition, some labour and social security legislation does not cover workers in small enterprises whose number of employees remains under a certain threshold, thereby leaving these workers unprotected by statutory social insurance. In developing countries, workers in the informal sector, that is, those who are not in formal enterprises, are usually not covered by social insurance. This includes self-employed workers (employers, own-account workers and contributing family members), who often represent a large proportion of informal-economy actors, as well as wage workers in informal enterprises. In other cases, even where workers are included in the legal framework, the law is not applied, with de facto workers being excluded from their labour and social security rights. This is the case, for example, for wage workers without contracts in formal enterprises (undeclared workers), who represent a relatively high share of total informal employment in middle-income countries.



¹¹⁴ ILO, “[Extending Social Security to Agricultural Workers](#)”, ILO Social Protection platform; and FAO and ILO, [Extending Social Protection to Rural Populations: Perspectives for a Common FAO and ILO Approach](#), 2021.

¹¹⁵ ILO, [Making the Right to Social Security a Reality for Domestic Workers: A Global Review of Policy Trends, Statistics and Extension Strategies](#), 2022.

In recent years, many countries have made efforts to extend social security to those who are not yet protected through a combination of measures. In addition to extending legal coverage, many countries have sought to reduce the administrative complexity of social insurance schemes, including by making use of digital technology, to facilitate access for workers and reduce administrative burdens on employers. It is therefore easier to make contributions to a social security scheme and ensure that details of employment records, wages and contributions paid are up to date, so that when a claim is made, all necessary information is available and accurate (especially for benefits such as old-age and invalidity pensions, which may be paid over several decades).

Most countries' social security systems have two dominant arms: one that provides social insurance and other benefits to workers and their families, and another that provides "poverty-targeted" social assistance to people who live in poverty. Informal workers are generally excluded from both forms of coverage. This lack of basic income security and of health protection is a critical source of vulnerability for workers working outside of the formal economy.¹¹⁶ In some countries, efforts are being made to extend social security frameworks to informal workers and thereby also facilitate their transition to the formal economy. These can include, for example, simplified mechanisms that are adapted to these workers' situation and needs, to facilitate social insurance coverage for self-employed workers and workers in microenterprises to access benefits like health insurance, maternity benefits, sickness benefits and pensions. The facilitator should examine what (if any) social security protections are available for workers in the local labour market and prepare information on what workers are required to do to access these systems. In researching this topic, it would be valuable to examine the full range of benefits available in the national social security system.



¹¹⁶ ILO, *Extending Social Security to Workers in the Informal Economy: Lessons from International Experience*, 2021.



Call-out 5.1. Access to social security protection for displaced workers

Displaced workers may not be able to enjoy access to all forms of social security, depending on national laws. This could depend on the displaced worker's country of origin, their gender, the time they have spent in their host country, or the category of displacement that they fall into. For displaced workers who can access social security benefits in their host country, it is important to note that these benefits may not carry over if and when they return to their country of origin, unless there are effective bilateral or multilateral social security agreements in place.

To facilitate access to social security and benefits, humanitarian organizations like the UNHCR often provide access to certain social security benefits through their local country offices.¹¹⁷ This can include health, maternity, or old-age benefits. These benefits can also include cash-based interventions to support forcibly displaced youth in their search for decent work. The requirements for these benefits differ from country to country and depend on the range of existing social protections available to forcibly displaced youth in-country.¹¹⁸

You should (1) examine whether forcibly displaced youth have access to the national social security system and what the requirements are for them to access benefits; and (2) provide a short overview of what alternative forms of social protection exist in the country that are specifically geared towards forcibly displaced youth.

After reviewing the key features of the national social insurance system, the facilitator should emphasize the importance for young workers of participating in such a scheme. The facilitator should make participants aware that such benefits are generally more readily available to formal workers, which is why working in the formal economy is encouraged if and when possible.

The facilitator should emphasize the importance for young workers to ensure that the employer pays their social insurance contributions. One way they can do so is by checking their payslips. Employers are legally obliged to supply workers with a payslip with every payment of wages. This payslip should show the gross wage and the nature and amount of each deduction, including employer and employee contributions to social insurance. For more information on how to read a payslip, see Session 6. The facilitator should also make participants aware of local social assistance programmes that could support them as they search for jobs or pursue education and training.

¹¹⁷ ILO and UNHCR, *Handbook on Social Health Protection for Refugees: Approaches, Lessons Learned and Practical Tools to Assess Coverage Options*, 2020.

¹¹⁸ ILO, *Extending Social Protection to Migrant Workers, Refugees and their Families: A Guide for Policymakers and Practitioners*, 2021.



Activity 5.1. Life scenario: hoping for the best, preparing for the worst

This activity aims to help participants understand the importance of social security in preparing for chance occurrences in life and work. Young people generally have limited experience of life and work and, therefore, of the consequences they may face if they fall sick, are injured and unable to work. Many young workers, in fact, may not recognize the importance of social security, and may therefore be inclined to avoid relinquishing a small sum to insure against something that, as they see it, might never occur (such as illness or disability). The facilitator can conduct a group activity that requires participants to develop various scenarios to help a young worker make an informed decision about contributing to the national social security scheme.

Participants should be divided into two teams and asked to read a story about a young worker. They must then develop two scenarios – one in which all goes well, and one in which all goes wrong. Next, they need to explore the advantages and disadvantages of participating in the insurance system, referring to each of the two scenarios. At the end, each team should be invited to give its opinion. They should keep in mind that all deductions made from a worker's wages (see Session 6 for some examples) need to be as close as possible to the national practice.



Topics for review and group discussion



- ▶ • What are the general characteristics of the social security system in your country? Do you think the system itself is adequate to provide basic social protection for workers? Can you suggest any improvements that could be made to render social security better and more effective?
- In what ways does social security contribute to economic and social progress in the country?
- Why is social insurance important for young workers?
- Which groups of workers are most vulnerable to limitations in their social security coverage? What are the factors that determine whether these workers will be able to access social security coverage in the country in which this training is being conducted?
- In addition to income protection, what other forms of social protection exist in the local labour market? How can they be accessed?
- How might informal-economy workers be able to move towards formal employment and therefore have better access to social security?
- Do you have any plans for how you will live once you have retired? How much money do you think it will take and where do you expect that money to come from? What measures do you anticipate taking to ensure that you are able to live comfortably after retirement?

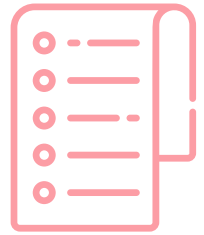
Session 6

Conditions of work: hours of work, wages and leave



Learning objectives

- ▶ By the end of this session participants will be able to:
- list national rules on working time, leave and pay;
 - explain typical wage deductions; and
 - identify the minimum requirements for a payslip.



Delivery time

- ▶ 120 minutes

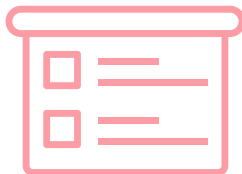


Introduction

- ▶ This session focuses on key concepts relating to hours of work, wages, annual leave and rest periods. It aims to consolidate and expand participants' knowledge of relevant national labour standards. The last part of the session deals with wages, payslips and deductions. Most of the standards set out in this session relate specifically to workers in formal employment; however, these standards may provide informal workers with an idea of what decent work looks like so that they can further advocate for themselves in their place of employment. Where possible, facilitators should inform participants which pieces of information are relevant to workers in the informal economy.

This session should be based around the labour standards in force in the country where the training is being conducted. The facilitator should prepare relevant **Rights@Work cards** that will help remind participants of the minimum protections guaranteed by the national labour law. Relevant international labour standards are also referred to in this session. The facilitator should remind participants that if their government has ratified the relevant ILO Convention, this establishes the minimum entitlements for workers in their country.

Sample session plan



Learning objective	Agenda item and time	Content
	Introduction ⌚ 10 minutes	<ul style="list-style-type: none"> • Learning objectives of Session 6 • Concepts of wages, leave and hours of work
List national rules on working time, leave and pay	Hours of work ⌚ 40 minutes	<ul style="list-style-type: none"> • Information on decent working time • What is decent working time and why is it important • <i>Activity 6.1. Flash the labour standards!</i>
List national rules, leave and pay Understand typical wage deductions	Wages ⌚ 35 minutes	<ul style="list-style-type: none"> • Minimum wage and fair wages • Gender pay gap • <i>Activity 6.2. My payslip</i> • <i>Activity 6.3. Speed advising</i>
Recognize typical wage deductions Identify the minimum requirements for a payslip	Reading a payslip ⌚ 25 minutes	<ul style="list-style-type: none"> • How to read a payslip • Deductions an employer can make
	Topics for review and group discussion ⌚ 10 minutes	<ul style="list-style-type: none"> • Summary of key lessons learned

Hours of work

- When they start working, young people find themselves in an unfamiliar situation, performing work for an employer. Besides the difficulties associated with the change of lifestyle caused by the transition from school to work, young people – particularly those still in their teens – generally require additional protection due to the fact that they have not reached full adulthood. To accommodate these needs, many countries adopt special regulations on conditions of work for young people. Normally, these include lower maximum working hours (daily and weekly), together with a prohibition on taking on night work and certain other special provisions that allow young people to combine education and work. If the facilitator is delivering this training to young people between the ages of 15 and 18, they should tailor the information to their age group, based on the national laws. According to the ILO, the minimum age for admission to employment should be 15, and for admission into hazardous work, 18.¹¹⁹

The regulation of working time is one of the oldest concerns of labour legislation. The very first ILO Convention, adopted in 1919 – Hours of Work (Industry) Convention, 1919 (No. 1) – limited hours of work and provided for adequate rest periods for workers. Today, ILO standards on working time provide the framework for regulated hours of work, daily and weekly rest periods, and annual holidays (Weekly Rest (Industry) Convention, 1921 (No. 14); Holidays with Pay Convention (Revised), 1970 (No. 132); Night Work Convention, 1990 (No. 171)). These instruments ensure high productivity while safeguarding workers' physical and mental health. Standards on part-time work – such as the Part-time Work Convention, 1994 (No. 175) – have become increasingly important instruments for addressing such issues as job creation and promoting equality between men and women. The facilitator should remind participants of the basic provisions of the labour law on hours of work, overtime work, night work, part-time work, annual leave and rest periods already covered in Session 4. An example is provided in the toolkit.

Decent working time¹²⁰

The enhancement of working time is an important step in the ILO's quest for decent work. Working-time issues need to be tackled on multiple levels in order to close the different types of "gaps" between workers' actual and preferred hours of work, as well as to advance the competitiveness of enterprises. These situations include those workers who are working "excessively" long hours regularly, who are working part-time and would prefer to work more hours to raise their earnings, and whose primary concern is not the number of hours they are working, but rather the arrangement of those hours, such as working at night, at weekends, and on irregular or rotating shift schedules. Recent estimates show that around one third of workers around the world regularly work more than 48 hours per week, while one fifth of the global workforce are working short or part-time hours of fewer than 35 hours per week.¹²¹

Taking steps to address these situations and thus promote decent work can benefit businesses in several different ways, such as through increased productivity; positive impacts on physical and mental health of workers; reduced rates of absenteeism and staff turnover; and improved employee attitudes and morale, which in turn, can translate into a better "bottom line". The ILO's Conditions of Work and Employment Programme (TRAVAIL) has identified the following five significant aspects of decent work relating to working time, or "decent working time". Working time arrangements should:

- ▶ **promote health and safety:** regular long working hours not only negatively affect the health and safety of workers but also decrease the productivity of enterprises;
- ▶ **be "family-friendly":** working time benefits workers and their families, as well as society as a whole;
- ▶ **promote gender equality:** working time policies must enable women to be on an equal footing with men in employment and allow both partners to combine paid work, family responsibilities and lifelong learning;
- ▶ **advance the productivity and competitiveness of enterprises:** there is longstanding evidence that links reductions in working hours to increased productivity; and

¹¹⁹ ILO, "[Young Workers in Hazardous Occupations](#)", Thematic Priority 8 of the Global Initiative on Decent Jobs for Youth, 2022.

¹²⁰ ILO, [Decent Working Time. New Trends, New Issues](#), 2006.

¹²¹ ILO, [Working Time and Work-Life Balance Around the World](#), 2023.

- ▶ **facilitate worker choice and influence over their hours of work:** workers appreciate flexibility in handling their working hours and consider it an important means to improve work-life balance.

Decent working time can be mutually beneficial for workers and employers, as it creates win-win situations. This is because it not only allows workers to balance their personal lives with paid work but also increases enterprise competitiveness.¹²²

The number of weekly working hours, and the way those hours are organized, can significantly affect the quality of work and life. Work may affect a person's health, especially when the hours are long, irregular, or worked at night or on weekends. Young people who had difficulties in finding a job may feel they should exceed standard working hours, even if this is not required, to prove their willingness and ability to do the job. They may also fear losing their job if they do not spend additional time at work.

The facilitator should point out to participants the possible long-term consequences of working excessive hours. For example, a joint ILO-WHO study estimated that, in 2016, some 398,000 people around the world died from stroke and 347,000 from heart disease associated with long working hours.¹²³ The review found sufficient evidence that there is a higher risk of both ischaemic heart disease and stroke associated with working at least 55 hours per week, compared with working 35–40 hours a week. Employees working irregular hours often report difficulties with sleeping and concentration, and working at night may increase the risk of health disorders.



Activity 6.1. At work: flash the labour standards!



This is a brainstorming exercise aimed at getting participants to think about, and discuss, hours of work, overtime, night work and rest periods. It builds on the **Rights@Work cards** that summarize the minimum standards in these areas. After the facilitator has introduced the relevant national standard on the **Rights@Work card**, get one of the participants to list, on the flipchart, the answers provided by the other participants regarding the advantages and disadvantages for both workers and employers. Activity 6.1. in the toolkit provides some examples of pros and cons of shift and night work, which the facilitator can use to guide the discussion. Examples of **Rights@Work cards** based on international labour standards are also provided in the toolkit (Session 6).

¹²² ILO, *Decent Working Time. New Trends, New Issues*, 2006.

¹²³ WHO and ILO, "[Long working hours increasing deaths from heart disease and stroke](#)", joint news release, 17 May 2021.

Wages

- The salary may well be the most important element when deciding to take up a job. It is, therefore, especially important for young people to understand how their pay is calculated, which deductions are made and for what purpose, as well as what the minimum requirements set by national labour law are.

Wages are considered remuneration, expressed in monetary terms, paid by an employer to an employed person for work done or services rendered. They are fixed either through mutual agreement between the worker and the employer or by national law. Wages have to be paid regularly, and deductions are permitted only to the extent prescribed by national law or by collective bargaining agreements.

Many countries have a *minimum wage*, which, at a national level, sets a minimum amount of remuneration for workers and is aimed at covering their minimum needs, and those of their dependants, in relation to the country's economic and social conditions. Neither a collective bargaining agreement nor an agreement between the employer and the worker can reduce the minimum wage.

International labour standards related to wages address the questions of regular payment of wages, fixing of minimum wage levels, and the settlement of unpaid wages in case of employer insolvency. The ILO Minimum Wage Fixing Convention, 1970 (No. 131) requires ratifying States to establish mechanisms for fixing a minimum wage and periodically reviewing and adjusting it. The objective of the Protection of Wages Convention, 1949 (No. 95) is to guarantee the payment of wages in full and in a timely manner, and applies to all persons to whom wages are paid or payable (Article 2(1)). The Protection of Wages Recommendation, 1949 (No. 85) contains specific protections relating to payment periodicity for work done on a piece-work basis. ILO standards on wages can help ensure that wages remain equitable in times of economic change.

The facilitator should remind participants of the basic provisions of the labour law in the country on minimum wage. Some countries also have two different scales of the minimum wage: one that applies to adult workers and one that applies to young people. If the country in which the training is being conducted applies a sub-minimum wage for young workers, the facilitator may wish to discuss with participants the reasons for such a practice, time permitting. For instance, some argue that a lower minimum wage would provide an incentive for enterprises to recruit more young workers; others maintain that the application of a unique minimum wage could provide an incentive for young people to leave school early to get a job.¹²⁴

The Hours of Work (Industry) Convention, 1919 (No. 1) guarantees workers extra compensation for overtime work (minimally, the basic hourly wage plus all additional benefits to which workers are entitled). Furthermore, the Weekly Rest (Industry) Convention, 1921 (No. 14), the Holidays with Pay Convention, 1936 (No. 52), the Weekly Rest (Commerce and Offices) Convention, 1957 (No. 106) and the Holidays with Pay Convention (Revised), 1970 (No. 132) envisage that young workers should be entitled to compensation if they have to work during national and officially recognized religious holidays. The facilitator should inform young workers about what the national labour law says regarding overtime pay and payment for working on a public holiday.

International labour standards also affirm the right to equal pay. The Equal Remuneration Convention, 1951 (No. 100) affirms the right to fair and equal remuneration for both men and women for work of equal value.¹²⁵ This does not always translate into access to equal pay in practice. On average, women still earn 20 per cent less than their male counterparts,¹²⁶ while women with disabilities earn even less. The facilitator should inform young workers about whether there are domestic laws in place that affirm their right to equal pay for equal work, outline if these laws hold up in practice and suggest mechanisms young women can use to report violations of these laws and other support mechanisms.

In general, laws governing minimum wage exclusively apply to formal work. However, the ILO Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204) encourages countries to extend minimum-wage protections to workers in the informal economy through a formalization process. The extent to which these protections are already in place differs from country to country.¹²⁷

¹²⁴ For additional information, see: ILO, "[Sub-minimum wages for young people and apprentices](#)"; and Damian Grimshaw, "[At Work but Earning Less: Trends in Decent Pay and Minimum Wages for Young People](#)", ILO Employment Policy Working Paper No. 162, 2014.

¹²⁵ ILO, [Equal Remuneration Convention, 1951 \(No. 100\)](#), 1951.

¹²⁶ ILO, "[International Equal Pay Day 2022: Can Pay Transparency Measures Help Reduce the Gender Pay Gap?](#)", ILO virtual event, 16 September 2022.

¹²⁷ ILO, "[Informal economy workers](#)", 2015.

The facilitator need to gather information on the specifics mentioned above, most notably the minimum wage in the local labour market, variations in minimum wage for youth versus for adults, wage equality between men and women, and norms surrounding compensation for overtime or holidays. The facilitator should stress that wages and norms may differ across industries and open a discussion about wages in industries that are of interest to participants.

Reading a payslip

All employees working in formal employment are entitled to an individual written payslip, at or before the time they are paid. The payslip must show:

- gross pay (pay before any tax or national insurance has been taken off);
- the amounts of deductions – for example, tax and national insurance – and what the deductions are for; and
- the total amount of take-home pay after deductions.

By law, an employer is only entitled to make certain deductions from an employee's pay. In most cases, an employer can only lawfully make a deduction from an employee's pay if the deduction is:¹²⁸

- required to be made by law – for example, employers are required to deduct tax and social/national insurance from their employees' pay by law; or
- allowed for by the employee's contract. This means that there must be a specific clause in the contract which allows for that particular deduction to be made. The deduction can then only be made lawfully if the employee is given a written copy of that term in the contract before any deduction is made under it. This would cover deductions such as union dues or payments to a pension scheme; or
- the deduction has been agreed to in writing by the employee before it is deducted.

The facilitator should explain to young workers how to read a payslip by discussing each of the deductions an employer can make according to national law, and provide tips and suggestions on how to check whether the employer is paying all the dues (taxes and social security contributions). The facilitator needs to research how this information can be obtained (for instance, certain social security schemes give people the possibility to check their status on the internet; in other instances, the person needs to contact the social security agency themselves to find out their contributory status). Activity 6.2. can be used for this purpose.

Activity 6.2. My payslip



This activity emphasizes the wide array of rights that workers have in the This activity aims to give participants practice in reading and understanding a payslip. Reading a payslip might not be the most appealing part of a job, but being able to do so will help participants understand why the money they receive in their paychecks is less than the gross amount that was agreed upon. The deductions made from workers' wages vary in kind and percentage as per the applicable national social security scheme (see Session 5). To familiarize participants with payslips, the facilitator should obtain a copy of a payslip from the participants' country (ensuring the employee's name and any identification numbers are NOT included) and explain to participants the concepts of gross wage, deductions and net pay (take-home pay). Should this not be possible, a model payslip is included in the toolkit.

¹²⁸ Adapted from Government of Ontario, "[My employment standards at work](#)".

Activity 6.3. Speed advising



This activity focuses on testing participants' knowledge of the information they have learned in this session by getting them to advise their peers on how to navigate problems related to wages, hours of work and pay. To conclude the session, the facilitator should organize a role-playing exercise aimed at practising the knowledge acquired on hours of work, wages and annual leave. For this activity, the facilitator should divide the participants into two equal groups – one of young workers who are having problems in their job, and the other of "counsellors" who provide advice on how to solve these problems. Each participant in the group of young workers picks up a card summarizing a real-life situation (an example is provided in the toolkit). They report the situation to one of the counsellors who, in two or three minutes, should provide advice on how to sort out the problem. Every five minutes or so, the facilitator should swap the counsellors, so that the young workers get to report their problem to at least two different counsellors. The facilitator may run the activity twice, so that participants get to play the role of both worker and counsellor.

As a debriefing, the facilitator should go through the problems that were discussed with the counsellors and ask the young workers to share the advice they received. The young workers should also indicate what advice they considered to be the best.

Leave

There are many types of leave to which workers may be entitled. Several ILO Conventions and Recommendations cover employees' rights concerning these types of leave. The facilitator should provide the participants with country-specific information related to the types of leave stipulated in the national law, the exact number of days and the conditions to access them.

- ▶ **Annual leave:** the period during which workers take time away from their work while continuing to receive an income and to be entitled to social protection. Workers can take a specified number of working days or weeks of leave, with the aim of allowing them the opportunity for extended rest and recreation. The Holidays with Pay Convention (Revised), 1970 (No. 132) entitles workers to a right to take three weeks' paid leave each year. Those who have been employed with an employer for less than one year but longer than six months have a right to a proportional period of paid leave. In addition, Convention No. 132 specifies that it should be possible for an employee to take two weeks of annual leave in one block without interruption. The Convention also provides that the timing of the leave period should, in principle, be determined by the employer, in consultation with the employee or his or her representatives.
- ▶ **Sick leave:** the ILO Social Security (Minimum Standards) Convention, 1952 (No. 102), Article 13, affirms that workers are entitled to sickness benefits, including paid sick leave. The concept of paid sick leave consists of two components:
 - leave from work owing to sickness; and
 - cash benefits that replace the wage during the time of leave owing to sickness.

This concept is reflected in the definition of paid sick leave as compensated working days lost owing to sickness of workers. Paid sick leave is intended to protect the worker's status and income during the period of illness or injury through health and financial protection. The key rationale for paid sick leave is that work should not threaten health and ill health should not lead to loss of income and work. Paid sick leave allows workers to:

- access prompt medical care and the opportunity to undergo treatment;
- recuperate more quickly;
- reduce the health impact on day-to-day functioning;
- prevent more serious illnesses from developing;
- reduce the spread of diseases to the workplace and community.

Therefore, paid sick leave aims to improve health outcomes and productivity thanks to faster recoveries. It also addresses income security and avoids sickness-induced financial hardship. By providing continued job and income security, paid sick leave is a prerequisite for accessing healthcare services and a tool against discrimination at the workplace.

- ▶ **Maternity leave:** the mother's right to a period of rest during and after childbirth is a crucial means of protecting the health of the mother and her child. The Maternity Protection Convention, 2000 (No. 183) extends the period of leave from 12 weeks, as foreseen in the earlier Conventions, to a minimum of 14 weeks, six of which must be taken following the confinement. Maternity Protection Recommendation, 2000 (No. 191) suggests that this period be at least 18 weeks. Convention No. 183 also establishes a right to additional leave in case of illness, complications or risks of complications arising out of pregnancy. An essential part of maternity leave is the right to return to the same job, or one with the same pay, upon return from the leave (Articles 4 and 5). Convention No. 183, like its predecessors, provides for compulsory leave of six weeks after the birth of the child, during which the mother must not be allowed to work. This is intended to protect the woman from being pressured to return to work when it could be detrimental to her health and that of her child.
- **Public holidays:** workers are entitled to paid holidays during national and officially recognized public holidays. Public and customary holidays, whether or not they fall during the annual holiday, shall not be counted as part of the minimum annual holiday with pay prescribed in Article 3, paragraph 3 of the Holidays with Pay Convention (Revised), 1970 (No. 132). During such holiday periods, workers shall receive at least their normal or average remuneration.
- **Paternity leave:** some countries provide specifically for paternity leave by granting new fathers a short period of leave around the time of childbirth. No international standards exist concerning paternity leave, but it is becoming increasingly common in national law and enterprise practice. The growing frequency of this leave, particularly in collective bargaining agreements, is an indicator of the increasing importance attached to the presence of the father around the time of childbirth. The duration of paternity leave differs both across and within countries, ranging from around two days to more than 18 weeks. In several countries, there is no specific paternity leave, but there is a more general emergency leave or family leave, which can be used by new fathers.
- **Parental leave:** refers to relatively long-term leave available to either parent on the birth or adoption of a child, to allow them to take care of an infant or young child over a period of time, usually following the maternity- or paternity-leave period. As provided in the Workers with Family Responsibilities Recommendation, 1981 (No. 165), both the mother and the father should have a right to take parental leave. The dispositions concerning parental leave are highly variable. For example, the EU Directive on work-life balance for parents and carers (EU) 2019/1158 stipulates that it should be available to both parents of children under the age of eight as an individual entitlement. The duration of parental leave should be a minimum of four months and workers must have the right to return to work in the same or a similar job. Workers taking parental leave may or may not be entitled to social security coverage or full payment of their salary, depending on national regulations.

Topics for review and group discussion



- ▶ • What do you think might be some of the effects on employees who have to work excessive or highly irregular working hours? What kind of impact could these situations have on mental or physical health, home and family life? And what impact could these situations have on the workplace as a whole in terms of safety, quality and efficiency?
- What kind of job are you aiming for, and what would you consider to be an appropriate starting take-home salary that would include all necessary deductions?
- Do you know what the minimum wage is in your country? What is the average wage in the sector in which you would like to work? How could you find out?
- What do you feel are the most important elements of a work arrangement, beyond the wage that is received? Rank them in order of importance and provide your reasoning.

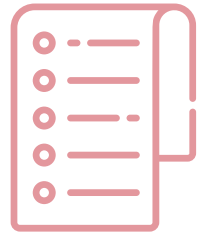
Session 7

Safe and healthy working environment



Learning objectives

- ▶ By the end of this session participants will be able to:
- identify health and safety risks at work and suggest measures to minimize them; and
 - list employers' and workers' rights and responsibilities with respect to ensuring safe and healthy working environments.



Delivery time

▶ **120 minutes**

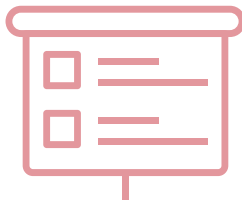


Introduction

▶ A safe and healthy working environment is fundamental to decent work. In 2022, the ILO Governing Body amended paragraph 2 of the ILO Declaration on Fundamental Principles and Rights at Work (1998) to include a safe and healthy working environment as a fundamental principle and right at work. This fundamental principle and right at work promotes the prevention of injury and disease while prioritizing the well-being of the workers in the workplace. The inclusion of a safe and healthy working environment as a fundamental principle promotes the incorporation of an occupational health and safety (OSH) culture in the workplace. OSH is primarily focused on eliminating hazards and preventing risks to which workers may be exposed. In addition, other OSH topics are growing in relevance, including mental health. All these topics are covered further in this session.

This session aims to equip participants with knowledge of safety and health risks at the workplace and methods to identify them. It also familiarizes them with the rights and responsibilities of workers and employers regarding safe and healthy work environments. The last part of this session focuses on actions young workers can take to control safety and health risks in the workplace.

Sample session plan



Learning objective	Agenda item and time	Content
	Introduction 🕒 10 minutes	<ul style="list-style-type: none"> • Learning objectives of Session 7 • Concepts of a safe and healthy working environment
Identify health and safety risks at work and suggest measures to minimize them	Identifying safety and health risks in the workplace 🕒 50 minutes	<ul style="list-style-type: none"> • The importance of safe and healthy workplaces • Why young people are disproportionately at risk of workplace accidents • The importance of mental health and an outline of psychosocial risks in the workplace • Main types of hazards that can exist in workplaces • <i>Activity 7.1. Hunt the hazard!</i>
List employers' and workers' rights and responsibilities with respect to ensuring safe and healthy working environments	Safety and health: rights and responsibilities in the workplace 🕒 45 minutes	<ul style="list-style-type: none"> • Rights and responsibilities of workers and employers associated with a safe and healthy working environment • <i>Activity 7.2. Safety pyramid</i>
	Topics for review and group discussion 🕒 15 minutes	<ul style="list-style-type: none"> • Summary of key lessons learned

In conducting this session, the facilitator should note that displaced workers and workers in the informal economy face the same types of health and safety risks as formal workers. However, they may be exposed to these risks to a greater degree owing to the lack of regulation in the sectors in which they work. Furthermore, forcibly displaced and informal workers may have limited access to social security and other protections, which could worsen the social, economic and health impacts of a workplace injury or illness.

The importance of safe and healthy workplaces

- A safe and healthy working environment promotes “the prevention of work-related injuries and diseases, as well as the protection and promotion of the health of workers”.¹²⁹ This principle emphasizes the importance of improving both working conditions and working environments. The role of a safe and healthy working environment is critical in the labour market; it impacts the quality of employment and is linked to economic performance and productivity.¹³⁰

▶ Box 7.1. Occupational health and safety in the world today¹³¹

The International Labour Office estimates that, globally, 2.4 million people die annually from work-related accidents and diseases. And occupationally related deaths appear to be on the rise. Moreover, each year, there are an estimated 340 million non-fatal work-related accidents, as well as 160 million new cases of work-related disease.¹³²

Accidents and diseases at work often have several contributory causes; organizational, physical and human factors can all play a part. Some industries entail a wide range of risks. For example, in mining, workers may operate fast-moving equipment in poorly lit environments, they may often be exposed to hazardous specks of dust and fumes, and may face risks of explosion or fire.

Work-related accidents and ill health place heavy human and economic burdens on workers and their families, as well as on enterprises and society as a whole. Conversely, there is clear evidence that healthy workforces both enhance business productivity and benefit enterprises and national economies by reducing the number of accidents and incidence of disease, and lowering the number of insurance and compensation claims.

Young workers are especially at risk of suffering from occupational injuries. This may be because they are trying to make a good impression by working too hard and/or too fast. Owing to their lack of experience, younger workers may be less able to accurately assess risks, may be more susceptible to social pressure and may have a more limited understanding of how to perform their jobs safely.¹³³ Often, they are unaware of the dangers posed by the equipment they are working with or are unfamiliar with the workplace. An eagerness to show that they can do the job may increase the probability of injuries. As new recruits, they do not want to “make trouble” and may hesitate to report unsafe working conditions.

Young workers may feel the impact of occupational injuries or diseases more acutely than their older colleagues. Owing to their stage of physical development, exposure to hazards could have a long-term impact on the physical development of their brain and body.¹³⁴ Young workers are also particularly vulnerable to poor mental health in the workplace, as defined in Box 7.2. below.

¹²⁹ ILO, *Technical and Ethical Guidelines for Workers' Health Surveillance*, OSH Series No. 72, 1998.

¹³⁰ ILO, *Quick Guide on Sources and Uses of Statistics on Occupational Safety and Health*, 2020.

¹³¹ ILO, *My Life, My Work, My Safe Work. Managing Risk in the Work Environment*, 2008; and ILO, *Safety and Health at Work: A Vision for Sustainable Prevention*, 2014.

¹³² ILO, “The Enormous Burden of Poor Working Conditions”, 2023.

¹³³ ILO, *Improving the Safety and Health of Young Workers*, 2018.

¹³⁴ ILO, *Improving the Safety and Health of Young Workers*, 2018.

▶ Box 7.2. Mental health

Protecting mental health is a fundamental cornerstone of decent work. According to the ILO Occupational Safety and Health Convention, 1981 (No. 155) health and safety in the workplace includes “the physical and mental elements affecting health which are directly related to safety and hygiene at work”. A safe and healthy working environment strives to support mental health, while an unsafe working environment can degrade mental health. The responsibility to promote and protect mental health at work rests on both employers and workers themselves.

Insufficient mental-health support can lead to inefficiencies and lack of productivity, lower enjoyment and absence from work. An estimated 15 per cent of working-age adults live with some form of mental-health disorder.¹³⁵ Access to decent work has positive impacts on mental health. Women, persons with disabilities and people who are HIV positive (for example) are more susceptible to discrimination and harassment in the workplace and, thus, at higher risk of poor mental health.

Sustained income, relationships with colleagues, respectful environments and structured routines and expectations improve workers’ self-esteem, social functioning, productivity and performance.

Unsafe working conditions or “psychosocial risks”¹³⁶ could affect the mental health of employees. Psychosocial risk factors are present across sectors; however, certain sectors and certain workers are more vulnerable to them. Informal workers, for example, may be more vulnerable to psychosocial risks owing to the lack of regulatory safety protection and structured social support.

The following are examples of actions that could support the mental health of employees:¹³⁷

- preventing work-related mental-health degradation by managing psychosocial risks;
- promoting awareness of the importance of mental health at work; and
- supporting workers who have mental-health conditions by providing them with the necessary accommodations.

The responsibility to uphold these three pillars of mental-health protection falls on workers, employers and governments.

Cross-cutting factors like gender, disability and displacement status further affect vulnerability to occupational risks, including to psychosocial risks at work, and injuries and poor mental health. Women, for example, are more likely to work in poorly paid forms of informal employment, leading to feelings of insecurity due to unpredictable income and lack of job stability. Youth with disabilities face an increased risk of being stigmatized or marginalized in the workplace, leading to poor mental health. Forcibly displaced youth may not have access to sufficient health protections if they are injured in the workplace and may work in informal spaces with high exposure to psychosocial risks.

To protect children from hazards associated with the workplace, the ILO’s Minimum Age Convention, 1973 (No. 138) and the Worst Forms of Child Labour Convention, 1999 (No. 182) seek to ensure that children under the age of 18 are not engaged in hazardous child labour. This includes, but is not limited to, work that exposes children to physical, emotional, or sexual abuse; work that occurs underground; or work that requires the use of dangerous machinery.

¹³⁵ WHO, “[Mental Health at Work](#)”, factsheet, 2022.

¹³⁶ Psychosocial risks are defined by the ILO as “interactions between and among work environment, job content, organizational conditions and workers’ capacities, needs, culture, personal extra-job considerations that may, through perceptions and experience, influence health, work performance and job satisfaction”. For more information, see ILO, “[Workplace Stress: A Collective Challenge](#)”, PowerPoint presentation, April 2016.

¹³⁷ ILO and WHO, “[Mental Health at Work: Policy Brief](#)”, 2022.

Identifying safety and health risks in the workplace

When thinking about risks in the workplace, many people immediately imagine especially dangerous occupations, like mining or construction. Few people think about the dangers that are present in occupations like office work or service-sector jobs. It is, therefore, necessary to raise participants' awareness of the fact that occupational hazards can exist in *any* workplace. "Hazard" is defined as any activity, situation or substance that can cause harm, either physically or mentally. Several different types of hazards can be identified. Box 7.3. below provides a definition of these terms.

▶ Box 7.3. Main types of hazards¹³⁸

- **Safety hazards:** these include, for example, working at height; using dangerous machinery, equipment or tools; driving, riding or working near vehicles; digging trenches; walking on slippery surfaces and untidy floors; and working with or close to flammable or explosive materials or substances. Young workers may be particularly vulnerable to safety hazards because of their limited work experience, poor skills training, lack of information or instruction on safety hazards and procedures, and lack of supervision.
- **Physical hazards:** these include exposure to a range of different physical agents that can be harmful to health, such as noise, vibration, certain kinds of lighting, extreme temperatures (both heat and cold) and radiation (including exposure to ultraviolet radiation from the sun and from welding). Workers exposed to UV radiation when they are young have an increased risk of developing skin cancer during their adult life, owing to their long-term exposure (as the exposure starts at an early age). Young workers are also more susceptible than adults to hearing loss due to excessive noise.
- **Biological hazards:** these include exposure to bacteria, parasites, viruses and dangerous animals, insects and plants. They can result in many different types of disease, such as skin, intestinal and respiratory diseases. Biological hazards are common in sectors of the economy in which large numbers of young people work, such as agriculture (contact with animals), food processing and restaurants (handling food), healthcare (contact with people, blood and other bodily fluids) and garbage/waste management.
- **Chemical hazards:** these include gases, dusts, fumes, vapours and liquids. Chemicals are used in most workplaces, and in all sectors. The toxic effects of a substance depend on the concentration of the chemical and the frequency and duration of the exposure, as well as on other contributing factors, such as individual sensitivity and characteristics (for example, gender and age). Exposure to chemical hazards when young can cause serious harm to reproductive systems and hormonal balance.
- **Ergonomic hazards:** these hazards include carrying heavy loads; fast or repetitive movements; and poorly designed machines, equipment and work processes that cause workers to adopt awkward positions. Musculoskeletal disorders (MSDs), such as back pain, tendonitis, herniated discs and carpal tunnel syndrome are typical outcomes of exposure to ergonomic hazards. Adolescents carrying heavy loads are at higher risk of skeletal damage and impaired growth, because their bodies are still growing and developing. Furthermore, work methods, tools and equipment are typically designed for adults, meaning that young workers whose bodies are not yet fully developed are at higher risk of fatigue, injury and MSDs.

¹³⁸ ILO, "[Improving OSH for Young Workers: A Self-training Package](#)", 2019.

- **Psychosocial hazards:** these are the result of the design and management of work and its social and organizational contexts, all of which can cause psychological or physical harm. A common response to psychosocial hazards is stress. Work-related stress can cause momentary distraction, errors of judgement, or failure in the performance of normal activities, increasing the risk of workplace accidents. It can contribute to the development of mental disorders (burnout and depression) and other physical problems (cardiovascular diseases and MSDs), as well as negative coping behaviours (alcohol abuse or smoking). Because young people continue to develop into their mid-twenties, mentally, emotionally and socially, their exposure to psychosocial hazards can be especially harmful.



Activity 7.1. Hunt the hazard!



This activity is geared towards building participants' ability to identify safety and health hazards. The facilitator should divide the participants into groups of four or five people and ask each group to identify the hazards in the workplaces shown in the photos (fast-food kitchen, grocery store, office and petrol station) and then list related occupational illnesses and injuries that may occur in each workplace.

During this activity, the facilitator can help participants categorize hazards by type (chemical, biological, physical, ergonomic, psychosocial and so on) and emphasize that some hazards may have an immediate impact (safety hazard), as well as long-term consequences (health hazard). The facilitator should aim to incorporate psychosocial risks into the conversation also, prompting participants to discuss why mental health is important in the workplace and what they could do to manage psychosocial risks to protect their own mental health as well as that of their colleagues.¹³⁹

If the training is being conducted for young people who are still in school, the facilitator can organize a Classroom Hazard Hunt (Activity 7.1. (b)) to help participants understand that classrooms, much like workplaces, can have their own kinds of hazards that should be identified and reported. Again, the facilitator can organize the participants in small groups, to observe their classroom (floors, walls, lighting, ventilation, noise, temperature) and list possible hazards. During this activity, the facilitator help participants categorize hazards by type (chemical, biological, physical, ergonomic and so on), emphasizing that some hazards may have an immediate impact (safety hazard), as well as long-term consequences (health hazard).

¹³⁹ For more information on mental health, see ILO, "[Improving OSH for Young Workers: A Self-training Package](#)", 2019; ILO and WHO, "[Mental Health at Work: Policy Brief](#)", 2022; or ILO, "[COVID-19 Disrupts Education of More Than 70 per cent of Youth](#)", press release, 11 August 2020.

Safety and health: rights and responsibilities in the workplace

- Many occupational accidents can be avoided when workers are aware of the risks and know how to eliminate or minimize them. Workers have specified rights in the case of safety and health risks at work, but they are also responsible for protecting themselves and keeping the workplace safe. A person who does not clean up spilled liquids and causes a fellow worker to slip, or a person who thinks it is possible to carry out a certain task alone and sustains injuries as a result, are just two examples of this.

The facilitator should encourage participants to think of the responsibilities they have to minimize any safety and health hazards at their own places of work. The responsibility for healthy and safe workplaces lies with everyone in the workplace, to the extent that each person has the authority and ability to exercise that responsibility. Employers have the greatest control over the workplace and have legal responsibility for health and safety. However, workers, too, need to identify risks and propose measures to eliminate or minimize them effectively. The responsibilities of employers and workers should be seen as complementary and mutually reinforcing in the common task of promoting occupational safety and health to the greatest extent possible within the constraints of national conditions and practice.

The facilitator should summarize employers' and workers' responsibilities in ensuring health and safety in the workplace.¹⁴⁰ Some examples are provided in Box 7.4.

Box 7.4. Responsibilities of employers and workers

Employers	Worker
<ul style="list-style-type: none"> Providing a safe and healthy workplace. Providing the information and training needed to protect the health and safety of workers. Arranging for the regular inspection of the workplace, tools and equipment to ensure safety. Ensuring that tools, machinery and equipment are properly maintained. Promptly correcting unsafe conditions and activities reported by supervisors or workers. Knowing and complying with health and safety requirements. 	<ul style="list-style-type: none"> Taking responsible care to protect their safety and health and that of other workers. Cooperating with employers on occupational safety and health (OSH) issues. Using safe work procedures and safeguards. Reporting hazards (such as unsafe situations and activities) immediately. Participating in safety and health training. Knowing and complying with safety and health requirements. Informing the employer if personal protective equipment (PPE) is not adequate and using PPE correctly.

¹⁴⁰ Adapted from: Saskatchewan, "[Module 8. Fairness works: Employment standards](#)" in *Ready for Work*, 2018, 11-13.

These responsibilities are reflected in three basic workers' rights:¹⁴¹

- ▶ **The right to be informed** about workplace hazards and how to deal with them. Since employers have the responsibility to provide a safe and healthy workplace, they have to inform and train workers on how to deal with hazards. Training for new workers could include: safety procedures and practices that are specific to the industry or type of work; information about any hazards in the workplace and the procedures developed to minimize risks; use of labels and signs to identify hazardous materials and the precautions to be taken when working with these; procedures in the event of a fire or other emergencies; identification of prohibited or restricted areas; personal protective equipment; and procedures for reporting hazards and accidents.
- ▶ **The right to participate** in health and safety activities in the workplace. This includes the right of workers to join or be represented on occupational health committees established to provide advice on the improvement of health and safety in the workplace. These committees may be mandatory under certain conditions (for instance, in enterprises with a minimum number of workers).
- ▶ **The right to stop work** if there is a reasonable justification to believe that it presents an imminent and serious danger to life. Employers cannot require workers to return to a work situation where there is continuing imminent and serious danger to life or health until they have taken the necessary remedial action. The worker who refuses to carry out work that they consider dangerous needs to inform the supervisor of their refusal and be protected accordingly from discriminatory action (such as unjustified dismissal).

Workers, as well as employers, must guarantee that these rights are protected and must strive to establish and maintain decent working conditions and a decent environment. This means specifically that:

- work should take place in a safe and healthy working environment;
- conditions of work should be consistent with workers' well-being and human dignity; and
- work should offer real possibilities for personal achievement, self-fulfilment and meaningful contributions to society.

The preamble of the ILO Constitution specifically provides that "the protection of the worker against sickness, disease and injury arising out of employment" is a fundamental element of social justice and has been reaffirmed ever since. The ILO has adopted more than 40 standards specifically dealing with occupational safety and health, as well as more than 40 codes of practice. Nearly half of ILO instruments deal directly or indirectly with occupational safety and health issues. The Occupational Safety and Health Convention, 1981 (No. 155) and the Promotional Framework for Occupational Safety and Health Convention, 2006 (No. 187) were identified as the two fundamental conventions in the area of occupational safety and health. Furthermore, in 2023, the ILO adopted a revised global strategy on Occupational Safety and Health 2024-2030 and a plan of action for its implementation. The strategy aims at bolstering support for ILO constituents in expediting progress towards promoting, respecting, and progressively realizing the fundamental right to a safe and healthy working environment worldwide. This strategy aims to contribute to a global reduction in occupational fatalities, injuries, and diseases, as well as to diminish the associated socio-economic costs.¹⁴²

Rights@Work cards: the facilitator can prepare *Rights@Work cards* with the relevant information taken from the national labour code.

¹⁴¹ Text based on: Saskatchewan, "[Module 3. Safety works: Occupational health & safety](#)" in *Ready for Work*, 2018, 51-87.

¹⁴² ILO, [Global strategy on occupational safety and health 2024-2030 and plan of action for its implementation](#), GB.349/INS/8.

Controlling hazards in the workplace

During the group activity on hazard hunting, the facilitator will have the opportunity to discuss the means and methods that can be used to minimize risks:

- ▶ **Remove the hazard:** the best measure is to remove the hazard from the workplace altogether or to keep it isolated. For instance, put guards around sources of a spill, install slip-resistant flooring, and use physical safeguards to protect users from moving parts of equipment and blades. In this way, the workplace becomes safer and the responsibility does not fall exclusively on individual workers.
- ▶ **Improve work policies and procedures:** this method applies when it is not possible to eliminate the hazard or keep it isolated. Good safety and health policies can reduce the workers' exposure to dangerous equipment or liquids (for instance, putting up "caution" signs and cleaning up spills immediately), or the risk of burnout (for example, ensuring that workers are working manageable hours and are able to take leave when needed).
- ▶ **Use protective clothing and equipment:** personal protective equipment (PPE) does not eliminate the hazard itself and is therefore the least effective hazard-control mechanism. Even when uncomfortable and cumbersome, workers must use it, if required. An example is wearing slip-resistant shoes, or a rigid helmet or "hard hat" to protect the head. Everyone is entitled to protective equipment that fits them. Ill-fitting PPE can have physical and psychological impacts on workers, leaving them feeling unprotected or vulnerable to hazards. As most PPE is designed for men, women tend to be most likely to receive ill-fitting PPE.

Every worker has the right to know about workplace hazards and how to deal with them. It is the employer's responsibility to train new workers on hazards or risks. As new workers, young people might not feel comfortable asking a lot of questions. But if they do not ask the questions and the employer does not train them to work safely, they will never be aware of the hazards and will be more likely to have an accident. The facilitator should make clear to participants that if they do not know or understand something, they should **always** ask. Box 7.5. lists some questions that may serve as a guide for participants to discuss safety and health issues with their employer.

▶ Box 7.5. Questions to ask your employer about a safe and healthy working environment

1. When will I receive job safety training and orientation?
2. What are the hazards or risks I should be aware of?
3. Who do I talk to if I have questions about how to carry out a task safely?
4. If I notice something wrong, to whom should I report it?
5. What health and safety procedures do I need to follow?
6. What safety equipment do I need to do the job?
7. Will I receive training on the use of personal protective equipment (PPE)?
8. What should I do in case of an emergency? Who do I need to inform if I get hurt?
9. Where do I find fire extinguishers, first aid kits and emergency assistance?
10. What are my responsibilities regarding health and safety?
11. (In case of remote work) What are the company policies in terms of guaranteeing safety and health when working remotely?

If, after reporting a hazard, the worker still doesn't feel safe, they should talk to the employer and ask for a full explanation (using the questions above as a guide), so that all their questions are answered. If an employer does not provide an answer, if their answers are insufficient, or their response does not align with the promotion of a safe and healthy working environment, workers can also contact the worker member of the Health and Safety Committee (which usually exists in workplaces where there are 20 or more workers, other than a construction project) or the worker Health and Safety Representative (where there are between six and 19 workers). Also, some companies have a health and safety department (many large companies do), where workers can contact one of their health and safety professionals. It is part of their job to answer questions and give advice. The facilitator should provide young workers with a list of the persons they can contact, if necessary.

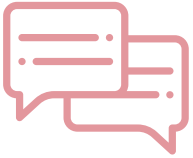
Activity 7.2. Safety pyramid



This activity aims to strengthen participants' ability to manage hazards in the workplace. The activity is built on a pyramid drawn on a flipchart and divided into three parts. Each part lists one of the three methods for managing hazards (remove the hazard, improve workplace policies and procedures, wear protective equipment), each of which is worth a certain number of points. Participants should be divided into small teams of three or four. One person on the team will act as writer and another as runner. Each team has its own set of coloured cards, so that points can be awarded to each team at the end of the exercise. The teams have three minutes to read the storyboard that accompanies each picture, then write, on their cards, their solution to preventing each accident from reoccurring, before sending the runner to post their card on the corresponding part of the pyramid. The facilitator can organize as many rounds as there are pictures/storyboards or decide a winning score. They should guide the activity by offering alternatives – if available – to the answers provided by participants.



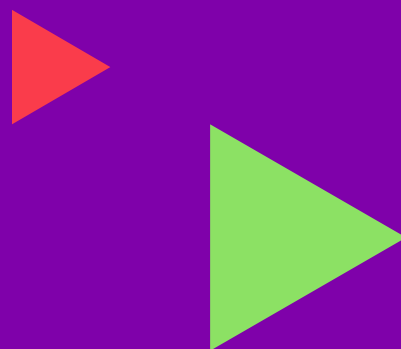
Topics for review and group discussion



- ▶ • Identify ways in which both employers' and workers' interests are similar with regard to maintaining a safe and healthy workplace. What are the key areas in which they can collaborate to achieve health and safety goals? What can the employer do to ensure that the workers participate fully? What are the workers' responsibilities?
- How best can young workers come to understand the critical importance of having a safe and healthy workplace? What particular concerns and interests do they have that might offer a clear connection to health and safety goals at the workplace?
- Name some specific health and safety hazards that might not be readily apparent but could cause serious health problems later in a worker's life. Name some ways in which workers and employers can become better informed about the effects of these hazards and the need to address them.
- What are the main economic and societal benefits of successfully addressing safety and health concerns at the workplace?

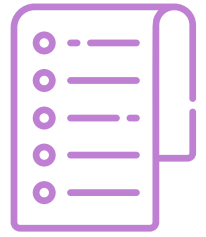
Session 8

Exercising rights and managing conflicts at work



Learning objectives

- ▶ By the end of this session participants will be able to:
 - apply strategies to address problems caused by unfair workplace practices, including through collective bargaining; and
 - manage disputes with employers.



Delivery time

- ▶ **180 minutes**

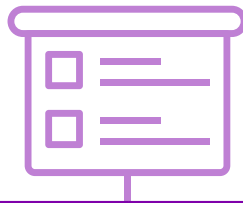


Introduction

- ▶ This final session of the training workshop focuses on strategies to help young people protect their rights. It is important for young people to identify people, organizations and institutions that can support them in addressing a dispute in the workplace, and to know the available avenues for reporting and resolving disputes or violations of their rights. In addition, this session presents different strategies for young people to manage conflict in the workplace by identifying the conflict resolution strategy that most suits their needs.

This session provides an overview of what the course of action could be when young people's rights are violated, examining who to speak to, what to do and how to do it. The first half of this session focuses on how to report rights violations in the workplace. The second half focuses on explaining to participants how to manage conflicts in the workplace.

At this stage of the training, it is recommended that the facilitator invite a human resources manager, trade union or workers' representative to share some real-life experiences with the participants and discuss their fears and hesitations when a problem occurs at the workplace.



Sample session plan

Learning objective	Agenda item and time	Content
	Introduction 🕒 10 minutes	<ul style="list-style-type: none"> Learning objectives of Session 8 How to report rights violations
Apply strategies to address problems caused by unfair workplace practices (including using unions' collective bargaining power to defend workers' rights and interests)	Exercising your rights through worker representative organizations 🕒 25 minutes	<ul style="list-style-type: none"> Roles and responsibilities of worker representative organizations and trade unions Representation for informal workers
	Reporting conflicts at work 🕒 30 minutes	<ul style="list-style-type: none"> Avenues for reporting conflicts at work <i>Activity 8.1. Mechanisms for raising problems at work</i>
Manage disputes with employers	Identifying conflict resolution strategies and raising issues constructively 🕒 45 minutes	<ul style="list-style-type: none"> Conflict resolution strategies <i>Activity 8.2. Managing conflict in the workplace: So you're upset...</i> <i>Activity 8.3. What's your style?</i> <i>Activity 8.4. ...and we haven't heard the last of it!</i>
	Topics for review and group discussion 🕒 30 minutes	<ul style="list-style-type: none"> Summary of key lessons learned

Resolving conflicts at work

Knowing about one's rights at work is important, but that, in itself, is not sufficient to ensure that these rights are respected. In the workplace, as in most other settings, it is possible for problems to arise and develop into conflict. This can be uncomfortable and upsetting for the people involved and for the people around the conflict. In order to resolve conflicts in the workplace, it is important that young people are able to advocate for themselves in a respectful and thoughtful manner. In general, in formal employment, there are support structures to help young people handle conflict in the workplace.

Generally speaking, workers may address their concerns about labour standards in the following ways:

- ▶ **Talk to the employer.** Workers should start by talking to their employer about any unfair or unsafe working conditions. It is important to emphasize that most employers want the opportunity to address any problems before external intervention. It is important for young people to approach their employers based on facts, regulations and contractual obligations, and to demonstrate an attitude of fairness, showing that the young workers also understand the other side of the argument. Many factors could affect the outcome of the discussion(s) with the employer. For example, employers may not be aware of the law, or they may not know how the law specifically affects the particular situation. If possible, it is important for the employee and employer to take the time to "discuss" the matter and seek advice and information, as needed. Employers should be open to discussing working conditions and/or receiving information or suggestions. However, the discussion could result in actions that the worker may see as unfair, disciplinary, or retributive. The manner in which the employee initiates the discussion can decide its outcome, so a good way to start would be to ask for information or clarification on the issue at hand. Young people should inform themselves on internal resources available, such as human resources managers or employee representatives in the same workplace who could help mediate conflicts.
- ▶ **Early resolution.** If workers prefer not to approach the employers first, they may want to seek the assistance of labour authorities. If the labour law has been disregarded, these institutions can, with the worker's consent, call the employer on the worker's behalf to discuss the issue. It is important to note that most employers tend to respond quickly to complaints made about working conditions in their workplaces.
- ▶ **Formal complaint.** If the employer does not respond to attempts to address the problem amicably (through negotiation, mediation, or conciliation), the worker could make a formal complaint. The problem will need to be explained (normally in writing) and the workers will need to provide any records they may have. A formal complaint triggers an investigation. If the employer is found to have infringed labour rights, there are established procedures for correcting the situation (ranging from mediation between the parties to arbitration and court proceedings).
- ▶ **Waiting it out.** Workers may opt not to pursue their complaint immediately. For instance, they may decide to wait and file a complaint once they have left the workplace. However, any worker who wants to file a complaint should know that there are specific time limits within which complaints can be filed.
- ▶ **Anonymous tips.** In some countries, labour authorities will accept and investigate anonymous or third-party complaints where there is specific evidence to suggest non-compliance with the labour law.

Note that marginalized groups or groups who are often discriminated against in the local community (for example, women, ethnic minorities, people with disabilities, refugees) may be more hesitant to report a dispute owing to fear of repercussions, or as a result of structural power imbalances. You could emphasize which reporting steps might be more suitable for them (anonymous avenues, for example), or provide them with information about local organizations that may be able to support them through the conflict.

Each country has its own system of labour dispute resolution. The facilitator should research the mechanisms in force in the country in which the training is taking place to provide suggestions (see Box 8.1.) and give some examples of local or national organizations where workers could file their complaints. Examples of reporting channels could include contacting labour inspectors whose job it is to examine how labour standards are applied and enforced in the workplace and to provide both workers and employers with advice on how to improve the application of national law in the workplace. Labour inspectors can support workers in navigating how national labour standards should be applied to areas like working time, wages, safety and health in the workplace, and child labour.

It is important to note that conflicts in the workplace can go both ways and employers can also initiate a dispute resolution mechanism against one of their workers, if that person does not act according to the required instructions or has committed a fault.

▶ Box 8.1. National mechanism to settle labour disputes¹⁴³

Conflict can happen in employment relations. The ideal situation is for parties to negotiate voluntarily without third-party intervention. Where negotiations fail, there are usually mechanisms that can be used by the aggrieved parties.¹⁴⁴ In the context of labour dispute resolution, “alternative dispute resolution” (ADR) mechanisms are increasingly being used. This term describes a wide variety of mechanisms – from facilitated settlement negotiations, in which the parties are encouraged to negotiate directly, to arbitration systems or mini-trials that look very much like a courtroom procedure. ADR systems are generally categorized into negotiation, conciliation/mediation, or arbitration systems.

- **Negotiation** encourages and facilitates direct negotiation between parties in a dispute, without the intervention of a third party.
- **Mediation and conciliation** systems are very similar, but they include a third party between the disputants, either to mediate a specific dispute or to reconcile their relationship. Mediators and conciliators may simply facilitate communication, or may help structure a settlement, but they do not have the authority to decide on a settlement.
- **Arbitration** systems authorize a third party to decide how a dispute should be resolved.

¹⁴³ Aristeia Koukiadaki, *Individual and collective labour dispute settlement systems - a comparative review* (ILO, 2020).

¹⁴⁴ The ILO [Examination of Grievances Recommendation, 1967 \(No. 130\)](#) supports the right of workers to lodge grievances where the employer’s actions are contrary to either relevant legislation, the employment contract, or the collective bargaining agreement. The [Collective Bargaining Convention, 1981 \(No. 154\)](#) provides that bodies and procedures for the settlement of labour disputes should be effective and their method of operation autonomous, accessible, informal, expeditious and consensual.



Activity 8.1. Mechanisms for raising problems at work

This activity is designed to help participants identify the available mechanisms for dealing with problems at work. It should help young participants become more aware of all the possible mechanisms available to them. The facilitator should be prepared to answer any questions from participants and reinforce the importance of young people using the appropriate mechanisms when needed.

Participants should be divided into teams, each with its own case of a workforce problem. Each team is required to read the case, identify the problem and determine what order of actions they would follow if they were facing the problem. The teams' answers are then shared and discussed in a wrap-up session. The facilitator can use a sample of workforce problem cases provided in the toolkit. They should remind participants that there could be multiple avenues for tackling the same problem.

Identifying conflict resolution strategies and raising issues constructively¹⁴⁵

For many new employees in an enterprise, it is difficult to find a balance between fulfilling expectations, proving themselves to be valuable employees and claiming their rights at work. Young recruits might find it difficult to exercise their rights, especially if they feel pressured not to cause trouble or give a negative impression.

Anger is usually the first reaction of workers who know, or feel, their rights have been violated. The first impulse may be to confront the supervisor/employer. However, although anger is a natural reaction, it is important to step back and channel it in a constructive way.

There are always consequences to giving in to anger, such as losing credibility with colleagues. Also, most employers will not tolerate a worker who uses aggression to address workplace problems. Here are some general rules for managing anger in the workplace in a constructive manner:

- ▶ **Recognize and admit the anger.** Anger is a natural human emotion. Denying or rejecting anger, feeling guilty or apologetic for being angry, or re-living the incident over and over are just counter-productive and energy-draining.
- ▶ **Try to understand the other person's perspective and/or what they intended.** It is important for all parties not to jump to conclusions about the other person's intentions and to try to see the issue from another point of view, as well as getting all the facts.
- ▶ **Decide what to do with the anger.** Consider the risks and benefits of expressing anger directly to the other party, or indirectly (for example, to a friend), or not expressing it at all. The decision to act immediately, later, or not at all will depend on several factors. In coming to a decision, the young worker needs to think about how the other person could react. For example, is it better to talk directly to the person involved, or perhaps blow off steam in another way?

¹⁴⁵ Saskatchewan, "[Module 8. Fairness works: Employment standards](#)" in *Ready for Work*, 2018, 31-32

- ▶ **Express the anger directly, if appropriate.** Timing may be a significant factor. It is important to wait until there is enough time to discuss the problem in private and without interruption. The manner in which the discussion is started and handled may also determine its success. Note: it is important to express anger in a productive and constructive manner; destructive anger will only harm the cause.
- ▶ **Express the anger indirectly when it is inappropriate to express it directly.** If expressing the anger directly is inappropriate, participants should try some indirect way. This may include talking privately to a trusted person or blowing off steam elsewhere.






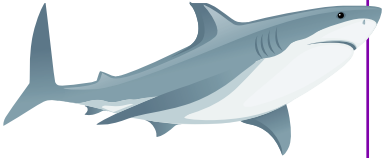

Activity 8.2. Managing conflict in the workplace: so you're upset...

This activity is designed to help participants identify and practise strategies for dealing with workplace problems and the anger that may result from unfair treatment. The facilitator should divide participants into two teams, each with its own case. Each team is required to read the dialogue between the employee and employer, identify the problem, determine the rights and responsibilities of both parties, and decide what the worker should say and do. The teams' answers are then shared and discussed in a wrap-up session. At the end of the activity, the facilitator should distribute a handout that provides examples of things to say and do for each of the steps. A sample of this handout is provided in the toolkit.



Strategies for handling conflict in the workplace

There are several strategies for handling conflict with a supervisor, employer, or colleague. A significant factor in determining the best conflict-management strategy is the worker's approach to conflict. Some workers find conflict difficult and will try to avoid it. Others may be determined to win at all costs. There are greater probabilities of successfully addressing conflict if workers/employers are aware of their own (and each other's) personal style. When deciding upon a conflict-management approach, workers need to weigh the importance of both their goals and their relationship with the employer/supervisor/colleague. If achieving goals is more important than relationships, the strategies will need to focus on reaching the goals. On the other hand, if the relationship is important, the strategy will need to be geared towards preserving the relationship. Generally, there are five personal conflict management styles:

Style	Importance of goals	Importance of relationship	Strategy
Teddy bear 	Unimportant	Very important	Smoothing These people consider that achieving their goal is not important, while preserving the relationship is. They will often let the other person have their own way, in order to maintain the relationship.
Turtle 	Unimportant	Unimportant	Withdrawing These people often consider both the goal and the relationship as unimportant. They will often avoid the issue entirely by just walking away.
Fox 	Moderately important	Moderately important	Compromising These people consider both the goal and the relationship as moderately important. The Fox will often give up part of the goal and part of the relationship to reach an agreement.
Shark 	Very important	Unimportant	Forcing These people usually engage in total win/lose negotiating, as they consider the goal to be very important and the relationship to be unimportant. They will try to force or persuade others to meet their own needs.
Owl 	Very important	Very important	Problem-solving/negotiating These people consider both the goal and the relationship very important. They look for solutions that allow both parties to fully achieve their goals, while still maintaining a good relationship.

Adapted from: Lilan Thegiere, Dealing with conflict at work, Washington, The difference press, 2014.



Activity 8.3. What's your style?

The aim of this activity is to help participants become familiar with different conflict management strategies. Participants should be organized into teams and asked them to read through the case, then rank each of the five given conflict-management strategies from best (1) to worst (5). They should then discuss their choice with the other members of the team.

Improving working conditions

- Ensuring fairness in the workplace and decent work requires the involvement of governments, employers' organizations and workers' organizations. Governments, as legislative bodies, set the framework for ensuring decent working conditions through the labour law. Employers' organizations and workers' organizations represent and protect the interests of their members. Often, they have different views, but both types of organization have an interest in ensuring decent work. Working conditions and productivity are interdependent: employees are more likely to be productive if they are treated fairly and are safe at their workplace. To resolve any conflict, workers and employers will sometimes need to negotiate their way to a solution.



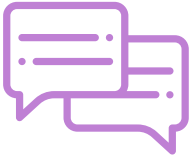
Activity 8.4. ...and we haven't heard the last of it!

This activity is designed to allow participants to practise their negotiation skills. It features a multi-layered role-play, based on a campaign for a living wage¹⁴⁶ (as opposed to a national minimum wage) that was conducted in London's Docklands in the 1990s. Role-play addresses the issues of low-paid work, inequality, workers' representation and the benefits of group campaigns to defend one's rights.

The facilitator may wish to prepare a role-play that is based on national circumstances. If so, they may use media coverage of a recent discussion between employers' and workers' organizations regarding wages, hours of work, collective bargaining and occupational safety and health for designing the scenario and the roles. This activity should engage participants on a specific issue, while placing them in unfamiliar roles, to encourage them to communicate with other groups more effectively.

¹⁴⁶ According to the ILO, a living wage is "a wage sufficient to maintain a reasonable standard of life, having regard to the circumstances of time and place". See: Emmanuel Reynaud, "[The International Labour Organization and the Living Wage: A Historical Perspective](#)", ILO Conditions of Work and Employment Series, No. 90, 2017.

Topics for review and group discussion



- ▶ • How would you describe your personal conflict-management style? What methods can be used to determine or evaluate the personal style of others, as well as to decide how to approach someone in a conflict or disagreement?
- What are some well-known incidents or situations from history where individuals entered into conflict after previous attempts to work out a resolution to their differences failed? Why did these attempts fail? And what else, if anything, could have been done to avoid the conflict?
- As a worker, what are your options for dealing with an employer who shows no willingness to compromise or understand your side of the story?
- Are there cases where two sides in a dispute can “agree to disagree” and then move on in a positive manner from there? How might that happen? Construct a scenario in which a positive result could be achieved without a complete settlement of differences.

Concluding the training



- ▶ At the end of the training, the facilitator should give participants some time to organize the information provided, ask any additional questions, ensure that they have all the contacts they may need and are able to share their contact details with one another. A good end-of-workshop activity would be a question-and-answer session with representatives of a worker organization and an employer organization on the role of such organizations.

At the end of the training, the facilitator should ask participants to evaluate their learning experience (a sample feedback questionnaire is available in Annex 5). The results of this exercise will help the facilitator improve future training and other learning events.



International
Labour
Organization

Work Wise Youth: A guide to youth rights at work

► Toolkit



Toolkit 1

Young people and work



Activity 1.1. Fair workplaces¹



Rights@Work cards: before conducting the activity, create a set of *Rights@Work cards* summarizing the key labour provisions in force in the country in which the training is being conducted. An example of how to prepare *Rights@Work cards* is shown in the **Facilitator's guide**. These cards can be posted on the wall of the workshop room or on flipcharts as the learning activity progresses, so that they are on hand for participants when discussing rights at work during the sessions. The information to be summarized follows the content of the guide (for example, the minimum age for employment, hours of work, minimum wage, annual holiday). This information can be found in the national labour law, in the occupational health and safety regulations and/or in collective agreements. Consider contacting trade unions, which may have information material (such as booklets, brochures and leaflets) on workers' rights.

Young workers should be given the opportunity to reflect on what they already know about the labour market and rights at work. This activity is designed to promote discussion about the fair treatment of workers and give you, the facilitator, a general idea of the participants' knowledge of their rights. Ask them to answer (in pairs or small groups) – based on their previous work experiences (a summer job or an internship, for example) – the following question: “What is a fair workplace?” Those who have neither had a job nor looked for work can use the experience of a friend or a family member. Participants should list what they consider “fair workplaces”. A list of other questions that can be asked to participants is provided below. Each pair/group has 10 minutes to answer a list of questions and discuss in their pair/group.

¹ Adapted from: Saskatchewan, [“Module 7. Fairness works: An introduction” in Ready for Work](#), 2018, 7-8.

Sample questions for participants

1. At what age did you (or one of your friends) enter paid work? _____
2. What was the job title? _____
3. How many hours did you (or your friend) work per week? _____
4. How much were you (or your friend) paid? _____
5. If you (or your friend) worked overtime, how much did you (or your friend) earn in overtime pay? _____

Be ready to note the participants' comments, which can be used to prepare or adjust the sessions and activities. For example, participants might mention schedule conflicts or concerns; odd or industry-specific workplace issues; topics they would like included or omitted; and people they know who might benefit from joining the sessions.



Activity 1.2. Flexibility at work and new forms of work: pros and cons?

Divide the participants into two groups, instructing each to discuss the pros and cons of each specific form of employment for both workers and employers. Participants should record their answers on two separate flipchart sheets (one for workers and one for employers), each of which is divided into "pros" and "cons" columns. Participants should be given 10 minutes for their discussion.

This activity can be used to encourage participants to think of the types of young people who would particularly benefit from flexible work arrangements or new forms of work. For example, remote work could particularly benefit people with disabilities. At the end of the activity, mention the rules governing the forms of flexible employment discussed and post the relevant **Rights@Work cards** on the wall or on a flipchart.

Examples and sample answers

▶ Part-time work

Part-time work is all work performed for fewer hours than full-time employment, which is normally 40 hours per week. Usually, a part-time worker is someone who works less than 35 hours per week.

◎ Example 1

Employers	
Pros	Cons
<ul style="list-style-type: none"> • Better ability to respond to production changes • More flexible work-planning <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> • Higher costs incurred to coordinate the work of the extra employees • Lower cap on number of hours employees can work per week

Workers	
Pros	Cons
<ul style="list-style-type: none"> • More free time and a better balance of work, family and leisure • Entry point into the labour market for young workers • More workers employed (number) <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> • Lower wages owing to shorter hours of work • Lower social security benefits (for example, maternity cover) • Reduced career opportunities • More intensive work (in cases where a full-time workload has to be completed part-time) • Probability of irregular working hours <p>.....</p> <p>.....</p>

► Temporary work

Temporary work is defined as employment for a limited period of time only (it can range from one to twelve months or more). Usually, a temporary contract can only be renewed a limited number of times for the same person.

Temporary workers are sometimes employed on fixed-term contracts. These are fixed for a specific, limited amount of time, set in advance. The employment ends when the contract expires, and no notice needs to be given by the employer.

◎ Example 2

Employers	
Pros	Cons
<ul style="list-style-type: none"> Encourages greater flexibility, as the number of workers needed varies in accordance with production demands (recruiting when demand is expanding, not renewing temporary contracts during a downturn) More flexible work-planning, as temporary workers may provide cover for permanent staff on holiday, maternity or sick leave Opens the door to the recruitment of specialists to carry out specific projects Can be used as a screening tool to select workers for permanent contracts <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> Higher costs for coordinating work Temporary workers may lack the motivation and commitment of permanent workers Increased training costs for temporary employees <p>.....</p> <p>.....</p>

Workers	
Pros	Cons
<ul style="list-style-type: none"> Entry point into the labour market for young people More workers employed Potential to try different jobs before choosing a career path <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> Less security in terms of tenure and wages Unemployment spells between jobs can be long Fewer career opportunities Need to learn different tasks Little or no access to those benefits that require a minimum period of continuous employment Often need to work harder to demonstrate ability to perform the job Possible irregular working hours Limited bargaining power to campaign for accessibility accommodations, when needed

In addition to the two examples above – part-time work and temporary work – a third example of flexible work can be included, such as remote work or work in the platform economy, which is becoming more popular.

▶ **Remote work**

Remote work is defined as the practice of employees working from home or performing their jobs from a location other than the central offices of their employer.

Remote workers can have part-time or full-time work contracts.

◎ **Example 3**

Employers	
Pros	Cons
<ul style="list-style-type: none"> • Less need for office space • Reduced staff turnover <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> • Reduced teamwork • Less immediate communication <p>.....</p> <p>.....</p>

Workers	
Pros	Cons
<ul style="list-style-type: none"> • Flexible working hours • Improved work-life balance <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> • Lower costs associated with commuting and less time spent commuting • Access to increased number of job opportunities <p>.....</p> <p>.....</p>



Activity 1.3. Two Cs: exploring labour market disadvantages

Divide participants into two teams. Two participants will act as referees and one as timekeeper. One group is assigned a flipchart labelled Challenges and the other, a flipchart labelled Characters, as shown in the table below.

- “Challenges” are certain labour market situations – for example, work in the formal economy, discrimination, low-paid work.
- “Characters” refer to the individual characteristics that make certain young workers more at risk of experiencing a specific labour market outcome – for example, young workers with disabilities often face discrimination at work; minority-language workers are often perceived as not having the necessary skills and are paid low wages.

Each team has five minutes to plan how to gather responses from the other participants on the “C” assigned to them. The teams should use this time to formulate the questions to ask, decide who will interview whom and how to record questions. At the end of the five minutes (as decided by the timekeeper), the team members will have a further five minutes to go around the room and interview the members of the other team to collect information. Traffic is regulated by the two referees, who also act as “traffic wardens”. Each team will then have a final five minutes to place the information gathered on its flipchart. At the end of the activity, the two teams agree which “character” faces the most “challenges”.

At the end of the teams’ presentations, the facilitator should discuss with participants common themes, differences, surprises and missing items, and then draw links between the two flipcharts.

● Example

Challenges	Characters
1. Work in the informal economy	A. Migrant workers
2. Discrimination based on health status, low employment, high inactivity	B. Workers with HIV/AIDS
3. Low-paid jobs, without social protection	C. Workers with low skill levels
4. Discrimination based on family responsibilities and on gender. Barriers to taking up full-time work	D. Single mothers
5. Hazardous and unsafe work	E. Workers with disabilities



Activity 1.4. Decent work millionaire

Divide participants into two teams. Each team should be given an equal amount of currency units and asked to select a spokesperson, who will respond to questions asked by the facilitator regarding whether a type of work is decent or not. Teams have 15 seconds to respond. If they answer correctly, the team wins 200,000 currency units (CU). If they answer incorrectly, the team loses 200,000 CU. Each team starts with a bonus of 300,000 CU. The first team to accumulate one million CU wins.

To decide whether a work practice is decent or not, participants are asked to draw on their prior or current work experiences, such as an internship, summer or regular job, or on the experience of friends, acquaintances or family members.

To better adjust the activity to national circumstances, you should research the most common issues relating to decent work, and lack thereof, that affect young workers in the country and adjust the questions to be put to participants accordingly. This activity may also be used in Sessions 4 and 6 when discussing conditions of work. The decent work examples may also be expanded by drawing on Activity 3.1 *Say no to discrimination* in Session 3 to include specific examples relating to discrimination and harassment in the workplace.

Example questions and answers

	Question	Answer
1	Marko is a janitor who normally works 15 hours of overtime every week. He does not get overtime pay, but he does get an extra paid day off every three weeks.	NOT DECENT Generally, the labour code specifies how many overtime hours per week/month an employee can work and the methods used to calculate overtime pay. The same section of the code also states the exceptions to the general rule (for instance, managers are not usually entitled to overtime pay) and whether overtime can be compensated by additional (paid) time off. <i>References: ILO Conventions Nos. 1, 30 and 153</i>
2	Dimah has been working part-time in a shoe factory for the last year, but she was told that she is not entitled to maternity leave.	NOT DECENT Part-time workers have the same entitlements as full-time workers. <i>Reference: ILO Convention No. 175</i>
3	Tamara is a student who works in a restaurant in the evenings. She is paid 20 per cent less than the minimum wage, because the restaurant is owned by her uncle.	NOT DECENT The labour code specifies the categories of workers that are excluded from the provisions of the minimum wage. These categories generally include farm workers and casual babysitters, but not relatives of the employer. <i>Reference: ILO Convention No. 131</i>

	Question	Answer
4	James works in a software company, where he gets a one-hour unpaid meal break.	DECENT The length of unpaid meal breaks during a working day is specified in the labour code or in the collective agreement. Unpaid meal breaks normally range from 30 minutes to one hour.
5	Erika is a 16-year-old student who works in a convenience store after school hours. She is paid the minimum wage.	DECENT Normally, young people over 15 years of age can be employed in light work, provided that it does not jeopardize school attendance. <i>Reference: ILO Convention No. 138</i>
6	Sam, who is 18 years old, has found work on a construction crew. His employer tells him that he has to pay for his own protective equipment (boots and helmet).	NOT DECENT The employer is obliged to provide and maintain protective equipment. <i>Reference: ILO Convention No. 167</i>
7	Alexander, 17, found a job in a diamond mine (underground pit). His supervisor tells him that the policy of the company is to do strip searches at the end of the shift to detect theft.	NOT DECENT Work in an underground mine is considered hazardous work and it is prohibited for persons under 18 years of age. Strip-searching goes against the dignity of workers and is illegal. <i>References: ILO Conventions Nos. 138, 182 and 176</i>
8	Marianne worked for two years in a brewery. When the company started to lose business, she was fired without notice or compensation.	NOT DECENT The length of notice is regulated by the labour code and depends on the length of employment. The employer may compensate the worker in lieu of notice. <i>Reference: ILO Convention No. 158</i>
9	Valentina would like to work as a hairdresser. She finds an opportunity in a shop in the centre of town, but she is told that she has to undergo a 15-day trial period.	DECENT Trial periods are generally allowed by the labour code.
10	Vincent is 23 and has applied for a job that requires at least two years of work experience. He has only 15 months of work experience. He does not get hired.	DECENT The employer has the right to select workers on the basis of their work experience and the requirements of the job.
11	Tai has been working under a temporary contract for three months. She was promised a contract of unlimited duration, but she ends up receiving another three-month contract at the end of the period.	DECENT Generally, temporary work contracts can be renewed. The number of times they can be renewed and the total length of the period of temporary work allowed is established by the labour code.
12	Sanja has been working part-time for the last three years. Now, she would like to work full-time, since her children are in kindergarten. Her employer tells her that there is no full-time position for her.	DECENT The employer has no obligation to transform part-time into full-time employment. <i>Reference: ILO Convention No. 175</i>
13	Tiana has been working as an intern on a temporary contract. She would like to be a full-time employee. Her boss tells her that she will be made full time if she agrees to go on a date with him.	NOT DECENT The employer has no right to request sexual/romantic favours in return for employment. <i>Reference: ILO Convention No. 190</i>



Toolkit 2

Accessing work for forcibly displaced young people



Activity 2.1. Accessing decent work



Divide participants into groups of three to five people. Each participant in each group will have 10 minutes to answer the following questions and to share their answers with the group.

Sample questions for participants

1. What types of jobs have you applied for in the past?
2. Were these jobs in the formal or informal market?
3. Did you experience any obstacles in applying for the job? If yes, what were they?
4. Were you able to successfully navigate these obstacles? If yes, how?
5. What would you do differently next time?

This activity is aimed at providing participants with an understanding of the real-life experiences of the people around them. It seeks to (1) create empathy between participants and (2) provide participants with an understanding that there are many avenues to accessing work.



Activity 2.2. Navigating obstacles

Divide participants into four groups and assign each group a specific scenario in which a forcibly displaced young person encounters an obstacle while trying to find work. Participants should use pen and paper to sketch out the next steps that can be taken to navigate these obstacles.

Sample scenarios

● Scenario 1: Anjani's story

Anjani is a refugee from Sudan. She has been living in the host country for five years with her family, who fled Sudan with her. In their haste to leave the country, Anjani and her family left all their documents behind, including her birth certificate and travel documents. Anjani speaks several languages fluently and has been interviewing for a job as an interpreter in a refugee camp, but they require that she provide proof of identity to employ her. What options does Anjani have?

● Scenario 2: Dumi's story

Dumi is a refugee from a neighbouring country. He has been granted a temporary work permit to work in [host country]. Dumi has a statistics qualification from his home country. Unfortunately, degrees from his home country are not automatically recognized in [host country]. How can Dumi go about certifying the validity of his degree?

● Scenario 3: Tim's story

Tim is from Venezuela and has been living in [host country] for three months. Tim speaks English fluently, but he completed his education in Spanish. Most jobs that he has applied for in [host country] require proven proficiency in English or a native language, and because Tim's education was conducted in Spanish, employers assume that he does not meet the language requirements. How might Tim go about proving his language proficiency?

● Scenario 4: Sasha's story

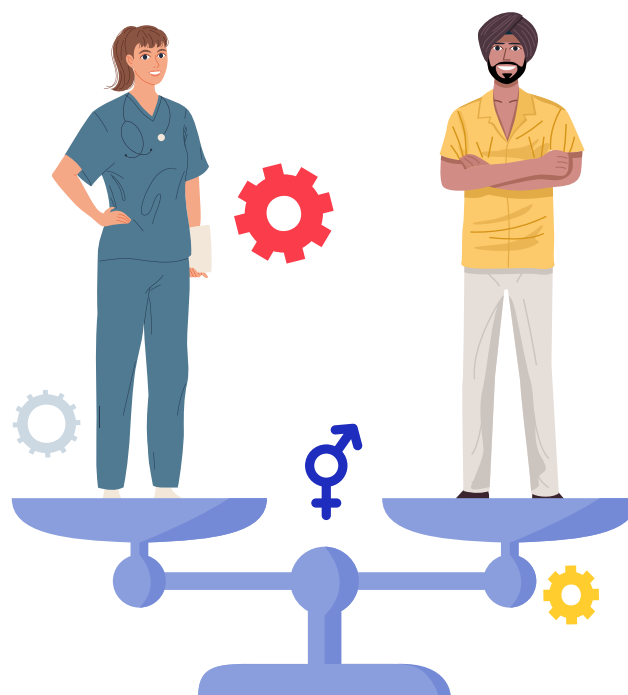
Sasha is an IDP/refugee [pick relevant option] who lives in a camp just outside of the city. Though there are no legal limitations on her freedom of movement, public transport between the camp and the city is limited and Sasha cannot drive. She would like to work but finds it difficult to navigate the limitations on her movements. What options does Sasha have to access decent work?

Note to facilitators:

These scenarios are general and illustrative. Facilitators should adapt the scenarios to the local context when/if necessary. It is important to note that all the scenarios presented by the facilitator should have a possible solution. If the scenarios described above do not have a solution in the local context, the facilitator should modify them or find others that do have a solution.

Toolkit 3

Equality, discrimination, violence and harassment in the world of work



Activity 3.1. Say no to discrimination!



To raise awareness of discriminatory practices and show young workers how to identify discriminatory practices, group the participants into pairs and ask them to review several real-life situations to determine whether there is discrimination and, if so, why. During the activity, encourage participants to mention any additional examples of discrimination in recruitment and/or employment that they are aware of or have experienced. The stories below are illustrative of the kinds of stories that could be used when conducting this exercise. Facilitators should ensure that stories are adapted to be relatable and relevant to the local context.

Sample stories

● Ana's story

Ana applied for a summer job at a large department store. The store said that it was not hiring anyone for summer positions. A few weeks later, Ana, who is of Roma origin, noticed that one of her school friends was working at the store. Her friend said that she was hired a few days earlier to help during the busy summer months.

Possible grounds: race/ethnicity. Ana was discriminated against if the store did not hire her because she is of Roma origin.

● Sanjana's story

Sanjana is a refugee who has been in her host country for more than 10 years. She works for a small insurance company and was recently promoted to manager, overseeing a team of three people. Since her promotion, she has noticed that one of her team members has become increasingly hostile and that they often make jokes about her "stealing the promotion" away from someone who "is actually from this country".

Possible grounds: displacement status/country of origin. Sanjana is being treated with hostility owing to her displacement status or country of origin.

● Maria's story

Maria applied for a job with a local company that routinely hires high-school students to work on construction crews. The manager, however, tells Maria that there is no vacancy available in construction, but there is a secretarial position open at the company's headquarters. Maria applies and gets the job. After a few weeks, she hears the manager tell a co-worker that he did Maria a favour employing her as a secretary, since working in construction is a man's job.

Possible grounds: sex/gender. Maria was discriminated against if the manager did not hire her for a crew position because she is a woman.

● Abel's story

Abel has just started working part-time at a popular clothing store. He is one of 50 telephone operators responsible for taking phoned-in orders. All the operators work at small workstations in one large room. Employees are not assigned a specific workstation; they choose their own workstations on a first-come, first-served basis. Abel is in a wheelchair and has difficulty moving up and down the narrow aisles. Even though he arrives 30 minutes early every day, he cannot always find an available workstation near the entrance before his scheduled shift starts. Abel tells his manager about his problem and asks to be assigned to a workstation close to the door. The manager tells Abel that the company does not give special treatment to anyone and suggests he come to work earlier.

Possible grounds: disability. The clothing store discriminated against Abel when it refused his request for a reasonable workplace change that he needed because of his disability.

● Cho's story

The new manager of a software firm believes that she can boost sales by hiring a mature graphic designer, despite the fact that Cho, the company's in-house designer, who is 23, has attracted many new clients during his six-month stint with the firm. The new manager does not renew the limited-duration contract that Cho had and replaces him with Cheyenne, a 40-year-old marketing expert.

Possible grounds: age. The manager discriminated against Cho if the reason for the non-renewal of his contract is age. If, however, the job description for the position was changed and included more work experience – which Cho does not have – there is no discrimination.

To conclude the activity, provide information on the institutions that are responsible for enforcing equality legislation (for example, the labour inspectorate, the civil rights or equal opportunities commission).



Activity 3.2. The mock Interview

Divide participants into groups of two, with the members taking turns to act as interviewer and interviewee. Hand each group a set of six cards – three per member. Each card contains an interview question. For the first round, participant A asks participant B each of their assigned questions. Participant B will have to decide whether or not each question is appropriate and, in the case of inappropriate questions, provide a brief overview of how they would respond to it. After participant A has asked all their questions, it is participant B's turn to ask their questions.

Sample questions

● Example 1

Question: how many years have you been working in this industry?

Response: this is a reasonable question and can be expected in the interview process.

● Example 2

Question: Are you pregnant or planning to get pregnant in the next year?

Response: this is not a reasonable question and should not be asked during a job interview. To avoid answering this question, you could say: "Is my understanding correct that you are trying to determine whether I would be committed to this job? In that case, I can assure you that I would be deeply committed to this job, because..." and then explain your motivation for wanting to work at the company.

● Example 3

Question: outside of public holidays, are there any other leave days that you are planning on taking in the coming year?

Response: this question is tricky. On the one hand, the interviewer may be trying to make sure that the interviewee would be available during rush periods. On the other, they may be trying to find out if the interviewee would be taking specific religious holidays off (perhaps for a religion that is not the dominant religion in the country). The interviewee could provide a vague response to the question, which highlights their availability without being specific enough to indicate their religion (if applicable). They could say something like: "I am not sure but, at the moment, I don't foresee myself taking extended leave in the rush period in June or July."

● Example 4

Question: how do you handle working in a team and collaborating with colleagues?

Response: this is a reasonable question and can be expected in the interview process. It evaluates the candidate's interpersonal skills and their ability to work effectively with others.

● Example 5

Question: what is your religion?

Response: this is not a reasonable question and should not be asked during a job interview. To avoid answering this question, you could say: "It is my understanding that my dedication to the job and my ability to contribute effectively are what matter most. I'm committed to maintaining a professional environment and excelling at my tasks."

Note to facilitators:

The examples above are purely illustrative. Please ensure that sample questions are not overly sensitive in nature and that they allow for a respectful conversation.



Activity 3.3. Norms around harassment and violence

Divide participants into groups of three or four, aiming for a gender mix, where possible. Provide each team with five cards, each of which contains one sentence – for example: “The right to work in a climate of respect”. Each group will use pen and paper to write down (1) what their corresponding responsibilities are as a worker and (2) what the responsibility of their employer is to uphold their rights as workers. If potential employers are invited to help deliver this training, it could be helpful for them to participate in this exercise and provide some examples of what they feel are their responsibilities and those of the workers.

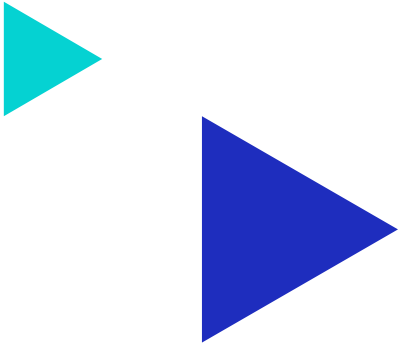
● Example 1

Right	Responsibility of worker	Responsibility of employer
The right to work in a climate of respect	Treating others with respect regardless of sex, race, nationality, colour, or any other protected characteristic	Sending a clear message that inappropriate behaviour is not tolerated and ensuring that management treats employees with dignity and respect

● Example 2

Right	Responsibility of worker	Responsibility of employer
The right to be promoted because of talent or ability and not in exchange for sexual favours	Acting professionally in the workplace and creating an environment free from violence and sexual harassment	Ensuring that employees are protected from sexual harassment and that promotion decisions are made ethically and fairly

This activity is geared towards helping participants understand that the responsibility for a respectful workplace, free from violence and harassment, lies both with them and their employers. While the participants in the workshop may be victims of violence and harassment, they may also be perpetrators (perhaps unwittingly). It is important for participants to understand what is considered harassment in the local labour market, as this differs from country to country.



Toolkit 4

Entering an employment relationship



Activity 4.1. Search-and-rescue mission: good conditions of work

The facilitator should prepare, in advance, **Rights@Work cards** summarizing the basic provisions of the labour law on minimum wage, hours of work, overtime pay, annual leave and rest periods.

If the exercise is organized as a classroom-based activity, find copies of collective agreements recently concluded in various industries (national and branch-level trade unions can help in this regard). If these are not easily available, the facilitator can write short articles (such as those that might appear in a newspaper) about the negotiations between enterprises and workers on conditions of work (examples are provided at the end of this activity). The participants' task is to "search" for those industries, or branches of industries, where negotiation/collective bargaining agreements between the social partners provided better conditions of work than those granted by the labour law.

If the activity is organized as an external assignment, provide participants with the names of contacts in national/branch-level trade unions and get them to search for information on the collective agreements that apply to the economic sector, industry or occupation in which they have chosen to work (or in which they are already working). The conditions of work for which participants have to "search and rescue" are those relating to wages, hours of work, overtime pay, rest periods and paid annual leave.

Classroom-based exercise

Divide participants into two teams and give each team 20 minutes to carry out a search-and-rescue mission for better conditions of work.

▶ Task 1

The “search” part of the mission requires each team to screen the collective agreements (or the newspaper reports) that have been provided and find the provisions for wages, hours of work, overtime pay, rest periods and paid annual leave.

▶ Task 2

The second part of the mission consists of “rescuing” those industries/branches of industries where negotiation/collective agreements gave workers better conditions of work compared with those granted by the labour law. These are summarized in the **Rights@Work cards** entitled “minimum wages”, “hours of work”, “overtime”, “rest periods” and “annual leave” posted on the walls.

External assignment

Give each team a list of contacts at national/sector trade unions, as well as copies of the **Rights@Work cards** summarizing the provisions of the national labour law on wages, hours of work, overtime pay, rest periods and paid annual leave.

▶ Task 1

Each team must contact a trade union to obtain copies of the collective bargaining agreements of the industry/sector in which they would like to work, or in which they are already working. The “search” part of the mission requires them to screen the collective agreement to find the relevant provisions.

▶ Task 2

The second part of the mission consists of “rescuing” those provisions that grant better conditions of work to workers in the industry in which they are interested, compared with those granted by the general labour law.

Additional instructions for the facilitator:

This activity requires facilitators to summarize, on **Rights@Work cards**, the national standards presently in force on wages, hours of work, overtime pay, rest periods and paid annual leave.

If it is not possible to get copies of the collective agreements in a number of industries or sectors, the search-and-rescue mission can be based either on newspaper articles reporting the results of collective bargaining in specific industries or firms, or by developing a number of fictional news reports, some positive and some negative, containing information on conditions of work. Examples of news reports of instances in which better conditions prevail, or were granted, are provided below. Reports in which negotiations failed and conditions of work remained unchanged can also be included.

BuiltZeigt, Monday 27 September

Better hours for construction workers at Getwellsoon Construction

The Free Organization of Construction Workers signed an agreement last Friday with the management of construction giant Getwellsoon that will change workers' hours from the beginning of next year. Currently, construction workers are often scheduled to work up to 13 hours a day. Overtime is paid at the same rate as regular wages.

The new agreement envisages shorter shifts, with overtime compensated

at \$1 more per hour. The same agreement also stipulates that work on public holidays will be paid at double the basic hourly rate.

The New Telegraph

22 May

/ News / Politics / Opinion / Sport / Culture / Lifestyle / Finance / Travel /

School-teachers to get an additional week's holiday!

The Free Union of Teachers signed an agreement with the Ministry of Education this morning granting teachers with more than two years' tenure

an additional five days of paid holiday. From 1 January, teachers will enjoy 15 working days of holiday with pay, as opposed to the present 10 days.

Gossip Today, 3 October

Working week reduced at leading car manufacturer

Productivity at Tayata is increasing, so the leading car manufacturer negotiated with workers' representatives to reduce the working week from 40 to 38 hours.

In the last six months, productivity at this leading car manufacturer has gone up by 8 per cent. This is partly the result of workers' training programmes that have been organized by the enterprise in the last year. Given the increase in productivity, the workers' organization has been negotiating for the last two months for an increase in the hourly wage of \$3. However, since car sales are showing signs of slowing down, it was decided by both workers and management that a reduction in the weekly working hours from 40 to 38 would maintain production at the same level and provide workers with the same wage for fewer hours of work.

Therefore, starting next Monday, Tayata workers will work 9.5 hours per day, Monday to Thursday.

TIMES

29 JUNE

MINERS GET A BETTER DEAL FOR UNDERGROUND WORK

The Miners' Trade Union will sign an agreement tomorrow to reduce the hours of work in underground mines from seven to six hours per day. The agreement has been in the making for the last six months and it envisages that

miners working in underground pits will work six hours (with a one-hour break overground). In addition, given the dangerous nature of the job, underground miners will receive an increase of \$2 in their hourly wage.



Activity 4.2. Wanted: rights... but not without responsibilities

Divide participants into three groups and provide each group with four cards of the same colour (red, yellow or blue). On each set of cards, there is a sentence – for example: “Receive instructions on job tasks”. Each team must decide whether the sentence on the card is a right or a responsibility and whether it is an employer’s or a worker’s right/ responsibility.

● Example 1

Employers	
Rights	Responsibilities
To have work tasks performed as required	To pay wages
To ask that company rules be followed	To give rest periods and days off
To give instructions	To pay overtime
To terminate an employment relationship for just cause	To pay social security contributions

● Example 2

Workers	
Rights	Responsibilities
To receive wages	To be punctual
To have rest periods and days off	To use tools and equipment safely and with care
To have established working hours	To follow supervisors’ instructions
To join a representative organization	To do required work to the best of their ability



Activity 4.3. You have more rights than you think

Divide participants into four groups and assign each group a sample situation from the situations below. Participants then discuss the assigned situation to decide whether the employer's request is legitimate and suggest how the employee should act/respond to the employer's counterarguments. At the end of the activity, the team's spokesperson presents the case and its strategy to resolve the dispute. Teams may be called upon to field questions/arguments from other participants.

Sample situations

● Situation 1

Alysia, 19 years old, has successfully applied for an apprenticeship to become a cook in a hotel. When she meets the personnel manager to sign her apprentice contract, he tells her that she will not be allowed to become pregnant during the two-year apprenticeship. Alysia does not plan to start a family yet, although she plans to get married soon.

● Situation 2

Juan, 16 years old, just graduated from high school and found a job in a bakery, where he is required to wear gloves to protect him from burns when putting bread in the oven or taking it out. He is also required to wear a baker's apron and cap. The employer tells Juan that he has to buy all of these with his own money, or, alternatively, have the amount deducted from his first paycheck.

● Situation 3

Andres, 22 years old, started working as a secretary in a big office. He is familiar with most of the equipment he needs to use and can solve minor problems, such as paper jams in the printer or copier. His supervisor asked him to staple some very thick documents with an automatic (pneumatic) stapler he has never used before.

● Situation 4

Ndumiso, 25 years old, works as a cashier at a small grocery store. He was recently in a car accident, in which he injured his leg. Though he can walk short distances, he has trouble standing for a long time. His employer says that if he wants to sit while at work, he will need to bring a chair from home.

Suggested answers to the above situations

1. The employer cannot make such requests. Even if Alysia agrees, she retains the right to full maternity protection, including maternity leave and protection against dismissal (see ILO Conventions Nos. 3 and 183).
2. The employer has to provide all protective equipment at their own expense (see ILO Convention No. 155). If the employer requires staff to wear special uniforms, these are generally provided.
3. Workers have to be trained on every machine they are required to use at work. Andres should ask to be trained or shown how to operate the equipment safely (see ILO Convention No. 155).
4. Workers have the right to adaptations and modifications provided by their employer that would facilitate their equal access to work (see ILO Recommendation No. 168).



Activity 4.4. (a) Understanding an employment contract

Organize participants in pairs or small groups and give them 15 minutes to read the following example of an employment contract and then make a list of the details they think should always be included in a contract. If they are not sure about the meaning of certain terms, they can ask you for clarification.

Employment contract²

Name of employer:	Holgate Bike Service
Employer’s address:	Sunny Hill Estate, Curved Road 8, Magso, EC3N 4AB, Arcadia, Tel.+11 1111 1111
<hr/>	
Name of employee:	Rabo Nitza
Job title:	Bicycle Mechanic

1. Commencement of employment

Your employment with Holgate Bike Service begins on 29 May of the current year.

2. Job description

The Bicycle Mechanic will work in the repair shop repairing and servicing bikes. The job involves diagnosing problems, repairing and servicing wheel hubs, mechanical and hydraulic braking systems, steering, suspension and drive-train systems. It will also involve designing, building and repairing wheels and frames, and removing and fitting accessories. The Bicycle Mechanic will also be responsible for certain customer-related activities, such as cash and credit transactions, and promoting services to clients.

3. Job location

The place of work is: Sunny Hill Estate, Curved Road 8, Magso, EC3N 4AB, Arcadia.

4. Pay

The rate of pay is 813.20 Arcadian dollars gross per month. This will be paid monthly in arrears.

5. Hours of work

You are employed to work full time, that is, 38 hours per week, Monday to Friday. Working hours are 8 a.m. to 5 p.m.

6. Holidays

You are entitled to 15 days of holiday per year. This excludes public holidays, during which you will not be required to work. Your holiday year begins on 1 May. Unused holiday entitlement (maximum five days) may be carried forward to the next year.

7. Sick leave

If you cannot work because you are ill, you must inform your employer as soon as possible on the first day, and then each subsequent day. Self-certification is allowed for a maximum of two days, after which a doctor’s certificate must be provided. You are entitled to contractual sick pay at your normal rate of pay for a maximum of five days, and a maximum of 15 days’ sick pay in any one year. This is subject to your notifying your employer and providing the necessary evidence of incapacity. Thereafter, you are entitled to statutory sick pay.

8. End of employment

This is a permanent contract, subject to each party’s right to terminate it in accordance with the terms specified. If you wish to leave, you must give three weeks’ notice. If the employer wishes to terminate the contract, three weeks’ notice will be provided.

9. I acknowledge receipt of the particulars of employment

Signature:

Date:

² Adapted from Business Link, “[Practical Advice for Business. Create a Written Statement of Employment](#)”, UK Government, 2008.



Activity 4.4. (b) What I would like to know about this job

▶ Task 1

Organize the participants in pairs and give them the following scenario to consider: You recently applied for a job in a large sporting goods store that opened in your town. The General Manager's secretary called to schedule a job interview. The newspaper advertisement you replied to did not provide any information about the terms and conditions of employment. You have asked a friend to help you make a list of the questions you need to ask during the interview.

The participant pairs have 15 minutes to make a list of the ten most important questions the job applicant needs to ask. They may use the format provided at the end of this activity to record them.

▶ Task 2

Ask participants to read the sample employment contract in Activity 4.4. (a) *Understanding an employment contract* and check whether the questions on their lists are answered by the terms and conditions laid out in the contract. At the end of the activity, ask them to list the questions that were not addressed in the employment contract.

10 most important questions		Answered in the contract?	
		YES	NO
	Example: When will I start work?		
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Toolkit 5

Social security



Activity 5.1. Life scenario: hoping for the best, preparing for the worst

Rights@Work cards: before running the activity in this session, the facilitator should prepare *Rights@Work cards* summarizing the key aspects of social protection that are relevant to young workers, such as the sickness benefit replacement rate, unemployment benefit, maternity benefit, or the benefits package available under social health insurance.

Group participants into two teams. Give each team 15 minutes to read Rose's story and then help her weigh the advantages and disadvantages of participating in the national social security system. Based on Rose's plans, teams should identify and list as many assumptions as possible regarding what is likely to happen if everything goes well (optimistic scenario) and what will happen if everything goes wrong (pessimistic scenario). On the basis of the list prepared, each team will advise Rose.

Examples of pessimistic and optimistic scenarios are provided at the end of Rose's story. These are extreme examples, unlikely to happen in their entirety.

At the end of this activity, remind participants that life events can rarely be predicted and that real-life experiences are likely to fall somewhere between the best- and worst-case scenarios, with the majority of workers needing to access some form of social protection benefits at least once in their life. Further, the facilitator should stress that social protection is valuable in and of itself – even if a worker thinks they will never access the associated benefits – because it provides peace of mind and security.

● Rose's story

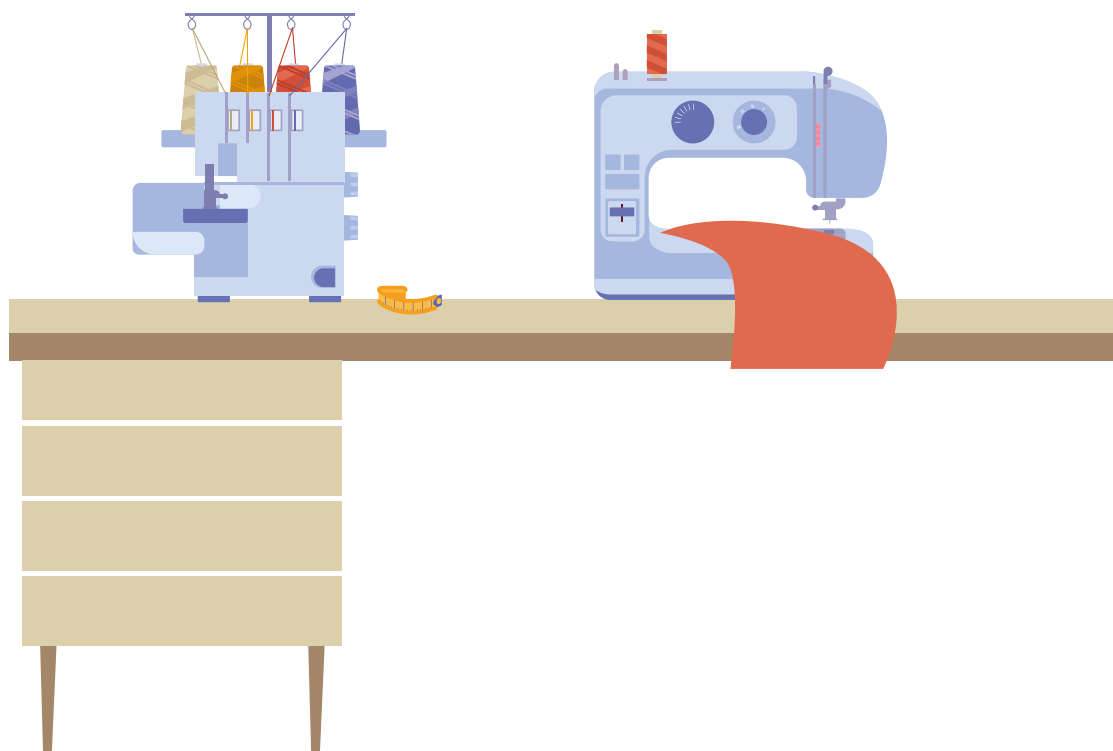
Rose is 22 years old and is about to start working in a small textile firm (making women's wear). Her tasks include cutting and sewing shirts using industrial equipment. The firm has a reasonable record of health and safety: in the last five years, there were only two accidents, both non-fatal. In one, a worker lost her right hand; in the second, the worker lost an eye.

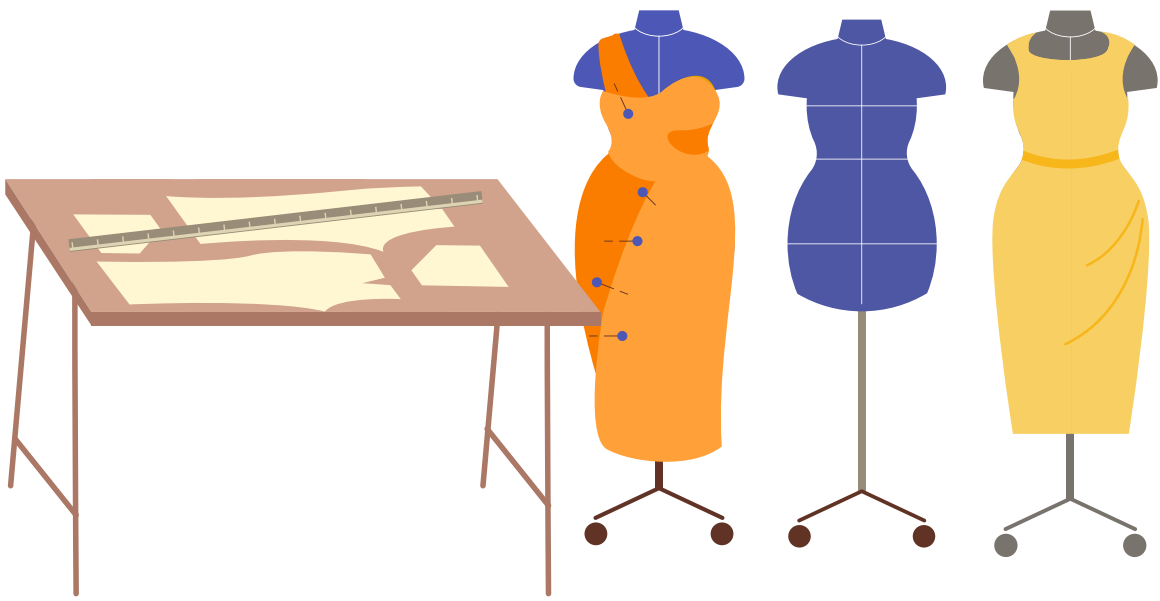
The textile industry is experiencing a slow, but progressive, decline in production, as clothing imported from neighbouring countries is cheaper, albeit of lower quality. The economy, however, is quite strong and good-quality clothing is still in high demand.

Rose is engaged to be married to a young man who works in the local copper mine. This occupation is in one of the highest-risk industries in the country, with high rates of fatal accidents and permanent lung diseases. The work, however, pays well, involves short shifts (six hours a day, five days a week) and has a good range of benefits (healthcare for the individual and dependants, survivor's benefit and performance annuities). Rose plans to marry in two years and to have at least two children. Rose plans to buy a house with a large garden. Her income combined with that of her future husband will allow her to borrow money to buy it.

Rose has a passion for flowers and gardening. She plans to leave her job when she turns 60 to devote herself to gardening, since Tony earns a good wage and can support the family. The garden can also become an income-generating activity.

Rose's future employer made her understand that there is a way to avoid large deductions from her monthly wages. The employer will officially pay Rose the minimum wage established by the collective agreement. The amounts due for social security contributions (medical care, sickness, maternity and disability insurance, employment injury protection, unemployment insurance and old-age pension) will be calculated on that basis and given to Rose in cash. The employer will not contribute to Rose's social security benefits. Alternatively, Rose can opt for full contributions. In this scenario, she would be covered by the comprehensive range of social protection benefits but would receive a comparatively lower amount in wages each month.





Examples of assumptions

Pessimistic scenarios	Optimistic scenarios
Rose has an accident, rendering her unfit for work. If she is not insured, she will have no protection to pursue her life plans.	Rose never has an accident at work. She will therefore never use the accident benefit.
The employer closes the company and Rose loses her job. As she has opted for no deductions, Rose will not receive unemployment insurance.	The demand for domestically produced clothing remains strong and Rose will keep her job until she retires. She will never need to take advantage of unemployment benefits.
Rose develops cancer. She has no medical insurance and must use her savings for medical care. If the state of her health affects her ability to work, she will have no access to a disability pension. She might be forced to work when sick, owing to the cost of medical care.	Rose will not develop cancer and will remain healthy throughout her working life. She will never use the benefits stemming from the monthly amounts she pays for medical care and illness insurance.
Rose develops another illness. See above.	Rose does not develop any life-threatening illness. See above.
Rose will have a child but will be unable to take advantage of maternity benefits and will not earn any income while she is recovering from her pregnancy. She does not have another child, because she realizes that she cannot afford to.	Rose will have two children. She will take advantage of maternity benefits both times and will have her income assured during her two pregnancies. In addition, her job will be secure during her pregnancy.
Rose's husband has an accident at work and dies. Rose cannot stop working when she turns 60, as the survivor's benefit is not enough to support her and her family. As she chose to not contribute to a pension through salary deductions, she will get no money when she retires.	Rose's husband retires on a maximum pension. Rose can stop working when she turns 60, to work in her garden. She will have more money to invest in her children and garden when she retires.
.....

Note for the facilitator:

Note that the employer is not compliant with legislation if they do not provide full social security coverage for Rose. This is a critical point of consideration in the advice teams will offer to Rose.



Toolkit 6

Conditions of work: hours of work, wages and leave

The exercises in this session will make use of **Rights@Works cards** on working hours, night work, rest periods and annual leave. Examples of these cards are available below. Facilitators should use these examples as a guide and adapt them to national legislation.

Rights@Work card: Maximum and standard working hours

Most countries have legislation that limits maximum working hours on a daily and/or weekly basis. The maximum number of working hours usually includes the allowed overtime for a total of up to 10 hours per day, but total weekly hours should not exceed 48. Standard hours of work are usually eight hours per day or 40 hours per week. The threshold may be set lower for workers under 18 years of age – lower still for school-age workers, who are often limited to weekend and/or holiday work.

[*ILO Hours of Work \(Industry\) Convention, 1919 \(No. 1\)*](#)

[*ILO Hours of Work \(Commerce and Offices\) Convention, 1930 \(No. 30\)*](#)

Rights@Work card: Overtime

Overtime refers to all hours worked in excess of normal hours, as specified in national legislation (usually 40 hours per week). Overtime can be worked up to the maximum working hours per day and/or week. Permanent overtime might have a negative impact on the health and safety of the employee (for example, fatigue, stress, increased probability of accidents) and on productivity. The rules that employers have to follow on overtime vary considerably from country to country. In some countries, there are no restrictions on the amount of overtime that can be requested of employees, while, in others, it is necessary to justify overtime (for instance, during periods that generate exceptional workloads).

[*ILO Hours of Work \(Industry\) Convention, 1919 \(No. 1\)*](#)

[*ILO Hours of Work \(Commerce and Offices\) Convention, 1930 \(No. 30\)*](#)

Rights@Work card: Night work

Night work is any work performed during a period of not less than seven consecutive hours from midnight to 5 a.m. A night worker is an employed person whose work requires the performance of a substantial number of hours of night work that exceeds a specified limit. Both elements (the period and the specified limit) are determined in national labour legislation. Many countries limit night work for young people, especially when they are still attending school. This often means that people under 18 years of age are not allowed to work between 10 p.m. and 5 a.m. There might be exceptions for certain occupations, where workers aged 16 and over are allowed to work night shifts.

[*ILO Night Work Convention, 1990 \(No. 171\)*](#)

Rights@Work card: Rest periods

Rest periods are granted to workers to preserve their safety, health and well-being. Normally, national labour law prescribes the minimum weekly rest period to which workers are entitled (for instance, at least 24 consecutive hours in every work period of seven days). Labour legislation usually grants one break during the working day when a certain minimum threshold is exceeded (for example, six hours of consecutive work). The length of the break varies considerably (it can range from 30 minutes to two hours). During this time, the presence of the employee at the workplace is not required and the rest period is not included in the working time. The employer might grant additional short breaks, included in the working time. Regular rest periods are to the advantage of both employers and workers, as they have a positive impact on safety in the workplace and on labour productivity.

[*ILO Weekly Rest \(Industry\) Convention, 1921 \(No. 14\)*](#)

[*ILO Weekly Rest \(Commerce and Offices\) Convention, 1957 \(No. 106\)*](#)

Rights@Work card: Annual leave

Paid leave is the annual period during which workers take time away from work while continuing to receive income and social protection. Workers can take a specified number of working days or weeks of leave, with the aim of allowing them to take holidays or just rest. Paid annual leave preserves workers' health and well-being. Annual leave is also considered one of the factors that reduces absenteeism while enhancing motivation and, consequently, productivity and efficiency. The facilitator should summarize the national rules on minimum days/weeks of paid annual leave, regulations for uninterrupted blocks of leave, advance payment and extra holiday pay, responsibilities concerning scheduling the worker's leave and special regulations for temporary employment.

[*ILO Holidays with Pay Convention \(Revised\), 1970 \(No. 132\)*](#)

Activity 6.1. At work: flash the labour standards!



Allow participants to work individually. Ask them to cite all the advantages and disadvantages of international labour standards (hours of work, overtime, night work, break periods), and in what way they can influence both employers and workers. Summarize these standards on coloured cards and post them on the walls. Get one of the participants to record the ideas on a flipchart.

● **Example 1: Night shifts**

Pros	Cons
Employers	
More intensive use of facilities and equipment	Additional administrative and personnel costs
Increased production to cope with higher demand	Potential extra costs from providing adequate supervision during night shifts
Effective operation of continuous and semi-continuous production processes	Potentially negative effects on workplace safety and health
	Additional stress may reduce productivity
Employees	
Higher total earnings if workers receive extra pay for working at night	Disrupted sleep patterns, which can lead to temporary sleep disturbances
Longer periods of free time, if paid time off is granted in addition to night-shift payments	Potentially serious health problems
	Negative effects on work performance
	Lower quality of family and social life

● **Example 2: Shift work**

Pros	Cons
Employers	
More intensive use of facilities and equipment owing to extended operating time	Additional administrative costs owing to hiring and paying more workers (because more shifts are in operation)
Increases in production to cope with higher demand	More complex work organization to ensure adequate supervision, especially at night
Effective operation of continuous and semi-continuous production processes	Higher labour costs owing to payment of shifts
Optimal use of energy or other resources during the night or other slack periods	Potentially negative effects on workplace safety and health, especially where night shifts are concerned
Employees	
Higher total earnings for workers through additional pay for certain shifts (such as night work)	Potentially negative effects on workers' health and safety, especially during night work
Longer periods of free time, if paid time off is granted in addition to night-work payments	Disruption of workers' family and social life, due to the "unsocial" and irregular hours of work
May potentially save existing jobs and/or reduce "precarious" employment	Potential transport difficulties for night workers



Activity 6.2. My payslip

Allow participants to work individually. Provide each participant with a payslip that is adapted to the national context – an example of a payslip to share with participants can be found below – then ask them to answer a set of questions.

Sample questions

1. How many hours per week did Rabo work? (Answer: 40.5).
2. Is the overtime pay rate the same as the normal hourly rate? (Answer: no, it is \$3 higher).
3. What do deductions for social insurance and superannuation correspond to? (Answer: money paid for health insurance, illness, unemployment, disability and pension).
4. How much tax is paid and who pays it? (Answer: 11 per cent of the gross pay paid by the employer on behalf of the worker).

Name of employer: Holgate Bike Service
 Employer's address: Sunny Hill Estate, Curved Road 8,
 Magso, EC3N 4AB, Arcadia

Payslip

Employee's name	Rabo Nitza	Pay date	30 June 2008			
Employee's personnel number	10000456	Pay period	06/2008			
Employee's tax number	673/U1					
Payments						
Number of hours	152	Hourly rate	5.35	Subtotal	813.20	
Overtime (hours)	10	Hourly rate	8.03	Subtotal	80.30	
					<i>Gross pay</i>	893.50
Deductions						
Tax paid (11 per cent of gross pay)					98.29	
Contribution to social insurance (6 per cent of gross pay)					53.61	
Superannuation (2.4 per cent of gross pay)					21.44	
					<i>Total deductions</i>	173.34
Net pay						
Payments minus deductions					720.16	



Activity 6.3. Speed advising

Divide participants into two teams. The first team represents a group of young workers in search of advice. The second team represents a group of counsellors. Ask the group of workers to choose a card that outlines a situation in which they might find themselves at work. Not knowing what to do, they must seek advice from the counsellors to help them decide the best course of action. They have three to five minutes with each counsellor. The counsellors' role is to listen to the young workers' problems and give them the best advice they can, based on what they have learned so far. They have to think quickly and provide an answer fast, as they will have only three to five minutes for each young worker.

Role cards for young workers

● Situation 1

You are working as a nurse in a refugee camp. Every Wednesday, you are required to collect a delivery of medical supplies before your morning shift. You do not get paid for the one hour it takes you to pick up the supplies, because it is before your scheduled shift time. You would like to speak to your supervisor about the issue.

● Situation 2

You work at a music store after school. You find it hard to plan your evenings out with your friends, because you never know what hours you will be working. You would like to have a clearly defined work schedule. Your boss says that part-time workers do not receive work schedules, because they need to cover tasks as needed in a flexible manner. You would like to know whether your employer is right and how you can talk to your boss about the issue.

● Situation 3

You started your new job as a sales clerk on 1 December and work a regular schedule of eight hours a day, three days a week (Tuesday, Thursday and Saturday). You did not work on Christmas Day, which was a Thursday, as the store was closed. Your friends tell you that you should get holiday pay for that day. You would like to know whether you are entitled to this and how you can talk to your boss about it.

● Situation 4

You work as a parking attendant after school and on weekends. You work three-hour shifts on Monday afternoon, Thursday evening and Saturday morning. A public holiday falls on a Saturday this year. You think you should earn more for working on a public holiday. You would like to know whether you are entitled to additional pay and how you can talk to your boss about the issue.

● Situation 5

You are in a wheelchair, and you work as one of three secretaries for a large accounting company. From speaking to your colleagues, you learn that the other two secretaries make 30 per cent more money than you, even though you have been working for the company for a longer period of time. You would like to know what the reason for the difference in pay is and how you could speak to your boss about it.

Possible solutions³

◎ Solution 1

If attendance is required, the worker should be paid, as it is working time. Special regulations regarding a “minimum call-out” might apply (see ILO Convention No. 30).

◎ Solution 2

All workers, regardless of the number of hours they work, are entitled to receive work schedules. Employers must give workers notice:

- regarding when their work begins and ends over a period of at least one week;
- in writing and posted in a place where it can easily be seen by employees; and
- one week in advance of a change in the schedule.

Where an emergency or unusual circumstance arises, the employer can change the employee’s work schedule without notice. Employers can also apply for permits to vary the requirement for a work schedule (see ILO Convention No. 30).

◎ Solution 3

Most employees get public-holiday pay no matter what their days of work are. In this case, the worker is entitled to public-holiday pay for Christmas Day, even if they did not work that day. National regulations specify the amount of holiday pay (see ILO Convention No. 132).

◎ Solution 4

Most employees who work public holidays get paid “premium pay”, which is usually 1.5 times their regular wages for all hours worked. They will also receive public-holiday pay. National regulations might prescribe different amounts (see ILO Convention No. 132).

◎ Solution 5

The worker is entitled to equal remuneration for work of equal value regardless of sex, race, colour, religion or disability (see ILO Conventions Nos. 111 and 100).

³ Situations 3 and 4 adapted from: Saskatchewan, [“Module 8. Fairness works: Employment standards” in Ready for Work](#), 2018, 17-18.

Toolkit 7

Safe and healthy working environment



Activity 7.1. (a) Hunt the hazard!⁴



Divide participants into groups of four or five people. Ask each team to identify the hazards in the workplaces shown in the photos (fast-food kitchen, grocery store, office and petrol station) and list related occupational illnesses and injuries that may occur in each workplace. If the training is being conducted for young people who are still in school, you can organize a *Classroom hazard hunt* – see Activity 7.1 (b). Encourage participants to identify potential psychosocial hazards also, which, compared with other hazards, may be less obvious at first glance.

If time is limited, you may merge this activity with the *Safety pyramid* exercise that follows. In this case, display one or two photos only, then ask participants to identify the hazard, together with ways to control it.

During this activity, help the participants categorize hazards by type (chemical, biological, physical, ergonomic, psychosocial and so on) and stress that some hazards may have an immediate impact (safety hazard), as well as long-term consequences (health hazard).

Aim to incorporate psychosocial risks into the conversation, prompting audience members to discuss why mental health is important in the workplace and what the participants could do to manage psychosocial risks to protect the mental health of themselves and their colleagues. Be aware that mental-health concerns may not be a concept that audience members are familiar with, or the topic may be taboo, so manage the discussion carefully.

⁴ Activity adapted from: National Institute for Occupational Safety and Health, *Youth @ Work - Talking Safety. A Safety & Health Curriculum for Young Workers*, Alabama Edition, 2014, 63-80.

Picture 1: Fast-food kitchen



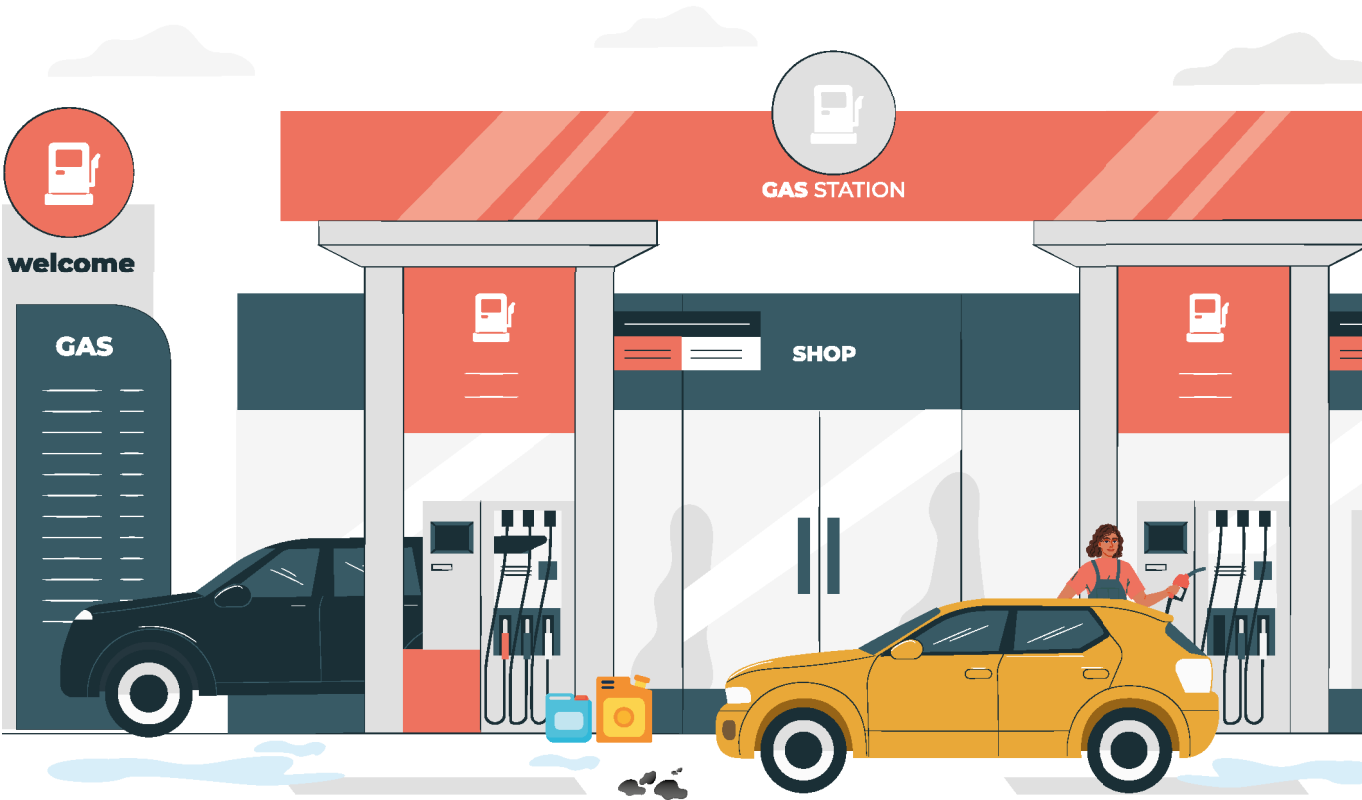
Picture 2: Grocery store



Picture 3: Office



Picture 4: Petrol station



Fast-food kitchen

Health hazards	Safety hazards
Pressure to work fast (stress)	Hot grill, oven and steam (burns)
Stress	Slippery floor (injuries including sprained joints, broken bones)
	Knives (cuts)
	Hot cooking grease (burns)
Heavy lifting	
Ergonomic hazards: risk of back injury, restricted movement, nerve damage, weakness, proneness to re-injury	Pulled ligaments, pulled muscles, sprained joints, broken bones
Chemicals may cause cancer, as well as harm or irritate the liver, kidneys, skin, lungs (bronchitis) and brain (loss of memory, coordination or cognition)	Irritated nose, throat and lungs, causing coughing, wheezing and/or shortness of breath; "narcotic effect" that causes light-headedness, dizziness, fatigue, nausea and headache; irritation and burning of the skin and eyes, with possible eye damage

Grocery store

Health hazards	Safety hazards
Standing a lot (ergonomic hazard causing pain, restricted movement, nerve damage, weakness, proneness to re-injury)	Box-cutter (cuts)
	Meat-slicer (cuts, serious injury, lost fingers, etc)
Heavy lifting, bending, or reaching	
Ergonomic hazard causing back pain, restricted movement, nerve damage, weakness, proneness to re-injury	Pulled ligaments, pulled muscles, sprained joints, broken bones
Repetitive motion	
Ergonomic hazard causing carpal tunnel syndrome (CTS), decreased joint motion, inflamed joints, prolonged ache, pain, numbness, tingling, or burning sensations	Pain, numbness or tingling, redness and swelling
Cleaning chemicals	
Chemical hazards may affect the brain, causing memory loss, poor coordination and reduced thinking ability; liver and kidney damage; bronchitis; long-term skin problems; may cause cancer	Irritated nose, throat and lungs, causing coughing, wheezing, and/or shortness of breath; "narcotic effect" that causes light-headedness, dizziness, fatigue, nausea and headache; irritation and burning of the skin and eyes, with possible eye damage
Psychosocial hazard: pressure to work quickly, unhappiness, inequality in safety equipment provided	Stress, fatigue, dizziness, depression, isolation, loneliness

Office

Health hazards	Safety hazards
Repetitive use of keyboard, awkward posture	
Chemicals for the copier and other office equipment	
Chemical hazards may affect the brain, causing memory loss, poor coordination and reduced thinking ability; liver and kidney damage; bronchitis; long-term skin problems; may cause cancer	Irritated nose, throat and lungs, causing coughing, wheezing, and/or shortness of breath; "narcotic effect" that causes light-headedness, dizziness, fatigue, nausea and headache; irritation and burning of the skin and eyes, with possible eye damage

Petrol station

Health hazards	Safety hazards
Psychosocial hazard: violence (stress, permanent injury, death, post-traumatic stress)	Heat or cold (heat stroke, frostbite, loss of consciousness)
	Tools and equipment (injuries such as cuts, contusions)
	Slippery floor (injuries including sprained joints, broken bones)
Petrol and other chemicals	
Chemical hazards may affect the brain, causing memory loss, poor coordination and reduced thinking ability; liver and kidney damage; bronchitis; long-term skin problems; may cause cancer	Irritated nose, throat and lungs, causing coughing, wheezing and/or shortness of breath; "narcotic effect" that causes light-headedness, dizziness, fatigue, nausea and headache; irritation and burning of the skin and eyes, with possible eye damage



Activity 7.1. (b) Classroom hazard hunt

Organize participants into teams of between two and four people. Ask them to think about possible – specific – hazards in the classroom that could fall into the categories listed in *Handout 1* below. Using the detailed checklist provided in *Handout 2*, they must carry out an assessment of their classroom and suggest improvements, that is, how each hazard could be eliminated or reduced. They have 20 minutes to complete the task.

Handout 1

Some areas of your classroom may feature hazards. In your group, identify items in each category that could be hazardous to health or safety. List as many things as you can in the time available.

Physical areas and items:

- Floors
- Walls
- Ceilings
- Doors
- Windows
- Furniture
- Fixtures

Environment:

- Lighting
- Ventilation
- Noise
- Electrical

Handout 2

Classroom hazard conditions

1. Classroom (general)

- Is the housekeeping good?
- Is the lighting adequate?
- Is the floor in good condition?
- Are exits clearly identified?
- Is the classroom furniture in good repair and positioned safely?
- Are all cupboards, blackboards and display units secure and stable?

2. Walls

- Are all signs, bulletin boards and fixtures firmly attached?

3. Floors

- Are the floors in good condition and free of trip hazards?
- Are the floors clean and free of slippery areas?

4. Doors and windows

- Do the doors have loose or broken hinges?
- Are the glass panes in windows and doors intact (not broken) and not cracked?
- Do all the windows open and close properly?
- Are the fasteners of the windows intact?

5. Lighting

- Are all the lights working?
- Are all light fixtures and switches securely mounted, in good working order (not loose, cracked or broken) and clean?

6. Power cords and cables

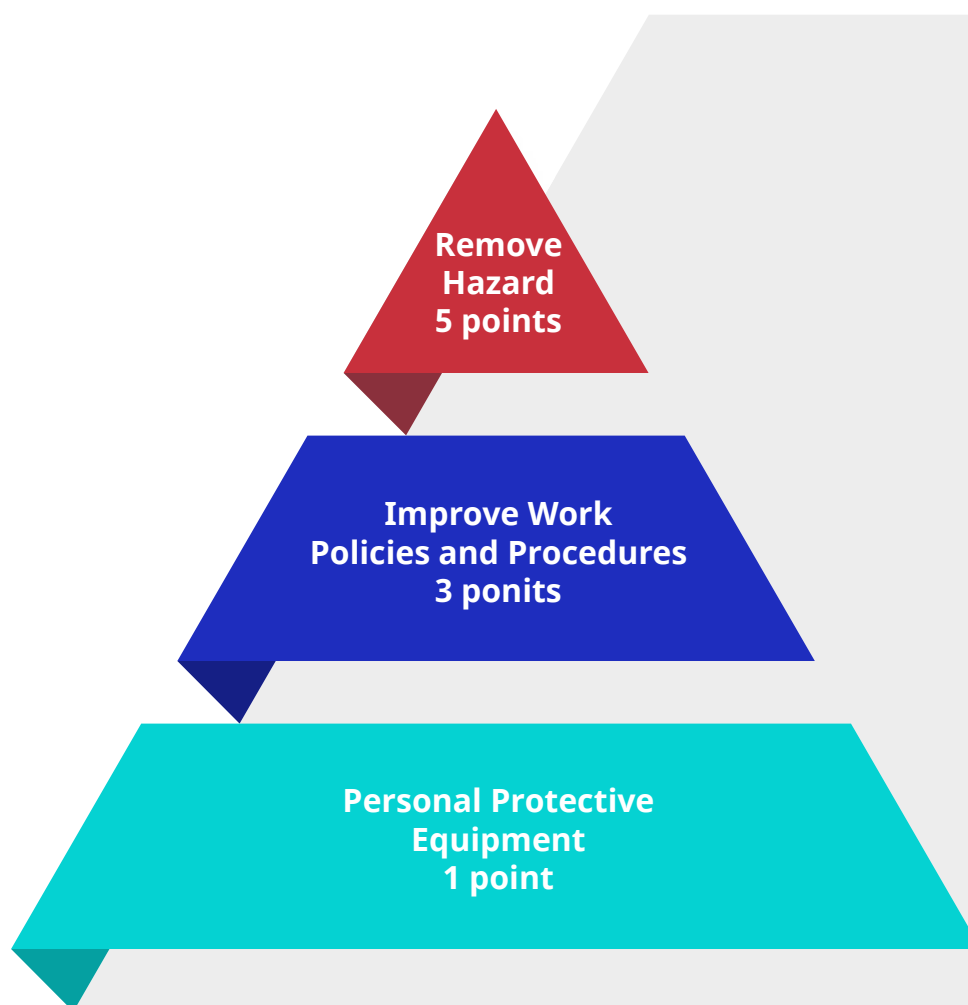
- Are all cords in good condition (no fraying or exposed wires)?
- Are all plugs in good condition (no cracks or broken pieces) and firmly attached to cords?
- Are cords placed to avoid a tripping hazard?



Activity 7.2. Safety pyramid⁵

The activity is built on a pyramid drawn on a flipchart and divided into three parts. Each part lists one of the three methods for managing hazards (remove the hazard, improve workplace policies and procedures, wear protective equipment), each of which is worth a certain number of points. Divide the participants into small teams of three or four, each with its own set of coloured cards. Each team needs to appoint a “writer” and a “runner”. Provide each team with the same real-life health and safety at work situation and give them three minutes for the writer to record the solution the team thinks might prevent the accident from happening again. The runner then posts the team’s card on the safety pyramid in the category listing the method for controlling the hazard the team has chosen: remove the hazard (5 points), improve workplace policies and procedures (3 points), wear protective equipment (1 point).

You can organize as many rounds as there are pictures/storyboards, or decide on a winning score. Guide the activity by offering alternatives – if available – to the answers provided by participants.



⁵ Activity adapted from: National Institute for Occupational Safety and Health, *Youth @ Work - Talking Safety. A Safety & Health Curriculum for Young Workers*, Alabama Edition, 2014, 63-80.

● Situation 1

Abdul is a 17-year-old dishwasher in a hospital kitchen. To clean cooking pans, he soaks them in a powerful chemical solution. He uses long gloves to protect his hands and arms. One day, as he is lifting three large pans out of the sink at once, they slip out of his hands and back into the sink. The cleaning solution splashed all over the side of his face and got into his right eye. He was blind in that eye for two weeks.

Suggested answers include:

Remove the hazard	<ul style="list-style-type: none">• Substitute for a safer cleaning product• Use disposable pans• Use a dishwashing machine
Work policies	<ul style="list-style-type: none">• Have workers clean one pan at a time• Give workers training in how to protect themselves from chemicals
Personal protective equipment	<ul style="list-style-type: none">• Goggles

● Situation 2

Tatjana is a 16-year-old who works in a fast-food restaurant. One day, Tatjana slips on the floor made slippery by the grease splashing on to it from the fryer. To break her fall, she tries to grab a bar near the grill. She misses it and her hand touches the hot grill instead. She suffers second-degree burns on the palm of her hand.

Suggested answers include:

Remove the hazard	<ul style="list-style-type: none">• Design the grill so the bar is not close to it• Cover the floor with a non-skid mat• Install non-skid flooring• Put a shield on the grill when not in use to prevent people from accidentally touching it• Put a cover on the fryer so that grease does not splatter out
Work policies	<ul style="list-style-type: none">• Have workers immediately clean up spilled grease• Design the traffic flow so workers do not walk past the grill
Personal protective equipment	<ul style="list-style-type: none">• Non-skid shoes• Gloves

● Situation 3

Akiko is a 16-year-old who works in the deli department at a grocery store. Her supervisor asks her to clean the meat-slicer, although she has never done this before and has never been trained to do it. She thinks the meat-slicer is turned off before she begins cleaning it. Just as she starts to clean the blades, however, the machine starts up. The blade cuts a finger on Akiko’s left hand all the way to the bone.

Suggested answers include:

Remove the hazard	<ul style="list-style-type: none"> Put a guard on the machine to protect fingers from the blade Put an automatic shut-off on the machine
Work policies	<ul style="list-style-type: none"> Create a rule that the machine must be unplugged before cleaning Enforce/follow any child labour laws that prohibit people under 18 years of age from using, cleaning, or maintaining meat-slicers. If there are no such laws, create and enforce a similar company policy Create and enforce relevant training policies
Personal protective equipment	<ul style="list-style-type: none"> Cut-resistant gloves

● Situation 4

Vidal works for a city public works department. One afternoon, the temperature outside reaches 35 degrees Celsius. While Vidal is shovelling dirt in a vacant lot, he starts to feel dizzy and disoriented. He faints owing to the heat.

Suggested answers include:

Remove the hazard	<ul style="list-style-type: none"> Not possible
Work policies	<ul style="list-style-type: none"> Limit outdoor work on very hot days Have a cool place to go for frequent breaks Have plenty of water available Provide training on the symptoms of heat stress and how to keep from getting overheated Work in teams so co-workers can watch one another for symptoms of overheating (such as disorientation and dizziness)
Personal protective equipment	<ul style="list-style-type: none"> A hat to provide shade A cooling vest

● Situation 5

Alex is a 16-year-old who works in a busy pizza shop. His job is to pat pizza dough into pans. He prepares several pans per minute. Lately, he has noticed that his hands, shoulders and back are hurting from the repetitive motion and standing for long periods of time.

Suggested answers include:

Remove the hazard	<ul style="list-style-type: none">• Provide a chair or stool for sitting while performing this task• Provide a rubber mat to cover hard floors
Work policies	<ul style="list-style-type: none">• Vary the job so no one has to make the same movements over and over• Provide regular breaks
Personal protective equipment	<ul style="list-style-type: none">• Wrist wraps or other methods of addressing repetitive motion injuries

● Situation 6

Sarah works as a nursing aide at a local hospital. She is expected to clean bedpans and sometimes change sheets, which requires lifting patients. Lately, she has been feeling twinges in her back when bending over or lifting. She knows she is supposed to get help when lifting a patient, but everyone in the unit is so busy that she is reluctant to ask. At home, as she is going to sleep, she often feels shooting pains in her back, neck and shoulders. These pains seem to be getting worse every day.

Suggested answers include:

Remove the hazard	<ul style="list-style-type: none">• Lift patients only when other people are available to help• Use a mechanical lifting device
Work policies	<ul style="list-style-type: none">• Make sure workers who have already been injured are not required to lift• Create a policy that workers may lift patients only in teams or when using a lifting device• Train workers in safe lifting methods
Personal protective equipment	<ul style="list-style-type: none">• Require workers who lift heavy objects to wear a back brace




Toolkit 8

Exercising rights and managing conflicts at work



Activity 8.1. Mechanisms for raising problems at work

Divide participants into teams, each with its own case of a workforce problem. Each team is required to read the case, identify the problem and determine what order of actions they would follow if they were facing the problem. The teams' answers are then shared and discussed in a wrap-up session.

Encourage participants to select from the list of mechanisms described in the **Facilitator's guide**, including:

- talking to the employer;
- early resolution;
- formal complaint;
- waiting it out;
- anonymous tips.

Try to ask the participants supporting questions, including the ones below:

- Why do you think this is the right approach?
- Which of the steps would you feel more hesitant about?
- Which of the steps are you more sceptical about in terms of their effectiveness?

Sample scenarios

● Costin

Costin has been making pizzas in a pizza shop for three years. In the last few weeks, the shop has been getting a lot of complaints about the pizza. Costin's manager feels that it is Costin's fault they have received so many complaints and has put Costin on probation. However, the shop recently started using a new cheese supplier, around the same time the complaints started. Costin feels like this is the real reason there has been so many complaints.

● Jonas

Jonas likes to bring lunch into work every day. One day, when he goes to eat his lunch, he notices that half of it is gone. He knows that it was probably somebody he works with, but he is not sure who. Later that week, he overhears one of his colleagues talking about taking his lunch, because they had forgotten theirs.

● Tandi

Tandi works for a big computer company. She was recently asked to work on a large project with one of the company's biggest clients. Many people in her office wanted this position and feel quite jealous of her. Tandi has found out that a few of her colleagues have been bad-mouthing her behind her back, saying that she did not deserve to work on this project.

● Mobeen

Mobeen works as a hairdresser. He is new to the job, but he is very skilled and has many clients. He has recently realized that the salon where he works has been paying him less per client than they had agreed when he first started.

● Kya

Kya works as a domestic worker for a woman and her family. In her work contract, Kya is supposed to be provided with food while at work. However, the family often forgets to leave food for her when they go out for the day, forcing Kya to go hungry or walk to the shop, which is 20 minutes away.



Activity 8.2. Managing conflict in the workplace: so you're upset...⁶

Divide the participants into two teams, each with its own case. Each team is required to read the dialogue between the employee and employer, identify the problem, determine the rights and responsibilities of both parties, and decide what the worker should say and do. The teams' answers are then shared and discussed in a wrap-up session. At the end of the activity, distribute a handout that provides examples of things to say and do for each of the steps. A sample of this handout is provided below.

⁶ Adapted from: Saskatchewan, "[Module 8. Fairness works: Employment standards](#)" in *Ready for Work*, 2018, 38-42.

Case 1

Employer: I wanted to talk to you about the dishes you broke last week.

Employee: Oh yes, that wasn't my fault. Tom came out the "in door" and he hit me while I was carrying a large tray of dirty dishes from Table 7. There had been a large number of people there, so it was really loaded.

Employer: I don't know what Tom did, but I know it was you who dropped the tray full of dishes. It will cost me a lot of money to replace them. And you know we have a policy that you have to pay for what you break.

Employee: But it wasn't my fault.

Employer: I don't care whose fault it was. I need to buy more dishes, and that will cost me. So, I have deducted 122.93 from your wages this month.

Employee: But that means I'll only take home 50.00! I'm supposed to get my car repaired and it will cost me more than 50.00. This isn't fair!

Employer: Well, there isn't anything I can do about it. If you think it was Tom's fault, why don't you try collecting it from Tom?

Employee: Tom won't pay me for it. Why should he, when the money is already coming out of my paycheck? So, you mean I'm stuck with paying for someone else's mistake?

Employer: Well, I don't know if I would put it that way. But I do know that I have a lot of broken dishes, and I didn't break them, so I'm not paying for them. Besides, I think it's time you got back to work. You have a lot of customers in your area.

1. State the problem:

2. What are the employer's and employee's rights and responsibilities in the situation?

Generally, employers cannot deduct money for broken dishes from the employee's wages. The employer has the right to go to court to try to recover the money for the broken dishes. If the court finds in the employer's favour, then they have the right to recover the money from the employee's bank account or paycheck.

3. Things to do and say:

Case 2

Employer: That's not the right way to clean rooms. You have to have a system.

Employee: But that's how Ana taught me to do them.

Employer: I can't believe Ana would tell you to make a bed like that. She was really good at this job.

Employee: Well, she did!

Employer: Well, it's wrong. You better learn it the right way, because you're taking far too long to do this work.

Employee: If you show me how, I'm sure I can speed up. But I need someone to teach me the right way.

Employer: What's the matter with you? Are you stupid or something? Everyone knows how to make a bed. Didn't your mother teach you anything? I guess a little kid like you wouldn't know how to do important things like make a bed. I suppose you'll have to get a college degree to know how to do that.

Employee: Of course my mother taught me how to make a bed. But it looks like you want it made differently.

Employer: I'll get my wife to show you, if she has time. You'd think when you hire women to do housekeeping duties, they'd know a little bit about them. Don't mothers teach their kids anything nowadays? Get back to work. At least you can scrub the floors until she has time to come and show you. Or are you too young to even know how to do that?

1. State the problem:

2. What are the employer's and employee's rights and responsibilities in the situation?

This situation may be harassment of the employee on the basis of age. The employer has the responsibility to not harass their employee and to ensure the employee is adequately trained to perform their duties. The employer has the right to expect the job will be performed adequately once the employee has been trained and coached in the proper way to perform the tasks associated with the job. The employee has the responsibility to perform the job adequately as trained.

3. Things to do and say:

© Handout 1: Managing anger constructively

Steps	Do	Don't	Examples of things to say
Recognize and admit that you are angry	<ul style="list-style-type: none"> Tell yourself that anger is a normal human feeling and that it is okay to become angry. 	<ul style="list-style-type: none"> Fear, deny or reject your anger, feel guilty or apologize for it. “Re-live” the incident over and over again. Become aggressive. 	<p><u>Say to yourself:</u></p> <p>“It’s okay for me to feel angry sometimes. It’s not okay to get violent or abusive.”</p>
Try to understand the other person’s perspective and/or what they intended	<ul style="list-style-type: none"> Try to stay calm and non-threatening. Tell the other person how their behaviour makes you feel. Show you are listening and trying to understand. Try to decide if the other person is deliberately trying to make you angry. 	<ul style="list-style-type: none"> Jump to conclusions about what you think the other person wanted. React until you have all the facts. Make less, or more, of the incident until you have as much information as possible. Ignore the other person’s needs. 	<p><u>Say to the other person:</u></p> <p>“When you told me yesterday that I didn’t understand your point, I felt like you were suggesting I didn’t know what I was talking about. Is that how you feel?”</p>
Decide what to do with your anger	<ul style="list-style-type: none"> Consider the risks and advantages of expressing your anger directly to the other person. Determine the bad or good results that might occur if you speak up. Consider the risks and advantages of expressing your anger indirectly, to a friend, for example. Consider the risk of not expressing it at all. 	<ul style="list-style-type: none"> Forget to consider both short-term and long-term consequences. Forget to reflect on how much power the other person has over your job security or satisfaction. Forget to consider the consequences for your physical and mental health. 	<p><u>Say to yourself:</u></p> <p>“How reasonable is this person? Can they make my life miserable if they don’t like what I have to say?”</p> <p>“Is it better to talk directly or blow off steam some other way? Is it healthy to keep my anger to myself? Will it get worse?”</p>
If appropriate, express your anger directly	<ul style="list-style-type: none"> Wait until there is enough time to discuss the problem; speak to the person in private. Describe the other person’s behaviour and describe your feelings of anger. Be assertive (not aggressive) and try suggesting a solution that respects both parties’ needs. Ask the other person to tell you how they feel about the situation. Show you want to let go of the anger and maintain a good relationship. 	<ul style="list-style-type: none"> Complain about the other person behind their back; verbally attack their character or intelligence; or get aggressive to others. Try to discuss the problem when the other person is busy or preoccupied and/or in front of other people. Make less, or more of, what you are actually feeling and/or ignore the other person’s needs and feelings. Make it seem like you will hold a grudge. 	<p><u>Say to the other person:</u></p> <p>“Do you have a couple of minutes to talk to me in private? This morning, you asked if I could work some overtime. When I said no, you indicated that you seem to be getting all the workload. I am concerned about the suggestion that I’m not doing my fair share. I work hard, and I work overtime when I’m asked. But why don’t we discuss this at the next staff meeting? Maybe we could set up a system for taking turns. How does that sound to you?”</p>



Activity 8.3. What's your style?

Divide participants into two teams, each with a case study. Ask the team members to read through the case and then rank each of the five given conflict-management strategies from best (1) to worst (5). They should then discuss their choice with the other members of the team. At the end, the teams will review the suggested strategies, determine the advantages and disadvantages of each, and record the results on a "Pros and Cons" chart. The facilitator should emphasize that there is no "right" answer to these case studies: any, all, or a combination of the strategies presented could be used to successfully manage the problem at hand.

During this activity, discuss various strategies for facing up to different situations:

1. In relationships, it is almost always better to deal with the conflict rather than withdraw from it. Forcing, persuading, threatening or manipulating others into giving in may cause them to seek redress at a later point.
2. Workers must consider whether or not the relationship is important to them. They cannot always be certain they will not have to deal with the person at a later date.
3. It is important for workers not to give up any goals they really wish to achieve. Giving up a goal may lead to frustration and anger, which could surface again at a later point in time.
4. Not all problems or conflicts can be addressed or solved immediately. Some may require a long-term strategy that unfolds over a period of time. If there is time, problem-solving negotiations are often the best choice for addressing problems constructively.
5. Not all problems or conflicts can be solved. Accept that the problem may not go away. The relationship may need to be ended. It is possible that, at some point, the person may feel that quitting, being transferred to a different team or department, or moving on to a new job may be a more feasible option.

Give participants 20 minutes to complete the two tasks.






► Task 1

Read each case study individually and rank the five courses of action shown below from 1 (most beneficial) to 5 (no results whatsoever). Remember that there are no "right" answers to these case studies.

► Task 2

Review the strategies for the case study with the other members of your team and determine the advantages and disadvantages of using each strategy. Please use the "Pros and Cons" chart to complete this task.

Pros and Cons chart⁷

Style	Conflict-resolution strategy	Pros (advantages)	Cons (Disadvantages)
<p>Teddy bear</p> 	<p>Smoothing</p> <p>Give up your goals and let the other person have their way in order to maintain a good relationship</p>		
<p>Turtle</p> 	<p>Withdrawing</p> <p>Avoid the issue and the other person by "walking away"</p>		
<p>Fox</p> 	<p>Compromising</p> <p>Give up part of your goals and sacrifice part of the relationship in order to reach an agreement</p>		
<p>Shark</p> 	<p>Forcing</p> <p>Try to force or persuade the other person to meet your needs at the expense of their needs</p>		
<p>Owl</p> 	<p>Problem-solving</p> <p>Look for a solution that allows you and the other person to fully achieve your goals and maintain a good relationship</p>		

⁷ Daniel W. Johnson, *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, 11th Edition, Pearson, 2012.

Case study 1

You work part-time in a men's clothing store as a salesperson. Your boss is a highly emotional person, with whom you have a very formal relationship. He calls you by your first name, but you call him Mr Brown. When he gets upset, he becomes angry and abusive. He makes insulting remarks and judgements about you and your co-workers. These episodes happen about once a week. The rest of the time, he rarely speaks to you. He will not tolerate any "back talk" from any of the staff.

So far, the staff, including you, has stayed silent during these outbursts. Jobs of this kind are scarce, and you really need the paycheck, as you are saving money for university next year. However, you do not like what Mr Brown says when he is angry, and the situation is starting to get on your nerves.

You just got your paycheck for the last month. You worked 10 hours a day for three days in a row. You think you should have been paid overtime for those three days. You have checked with the trade union and it has confirmed that you should have received overtime pay. This has happened before, and you are really mad about it. You need the money. Besides, you earned it, so you should be paid for it. What do you do next?

- ▶ **I try to avoid Mr Brown.** I am silent whenever we are together. I show a lack of interest when we speak. I want nothing to do with him for the time being. I try to cool down and stay away from him. I try never to mention anything that might get him angry – especially the fact that he owes me for some overtime.
- ▶ **I tell Mr Brown I am fed up with his abuse.** I tell him he is unfair and that I want my money for the overtime I have worked not only in the last week but also for the past year. I tell him he needs to control his feelings and what he says to me, because I am not going to be insulted by him anymore. I am going to make him stop, or else I will quit. That will show him. I will lodge a formal complaint to get my overtime money.
- ▶ **I bite my tongue.** I keep my feelings to myself. I hope that he will find out how his actions are hurting our department without telling him. Other staff members have also worked overtime and have not been paid either. They are mad, too. I am frightened by my anger towards him, so I try to be nice to him. If I tried to tell him how I feel and that I should be paid overtime, he would only get angry and abuse me more. I might even lose my job. I might ask somebody to make an anonymous call to the labour dispute council. That might shake him up a bit. But he might find out who made the complaint and then things might get worse.
- ▶ **I try to bargain with him.** I tell him that if he stops abusing me, I will increase my sales effort, and I will work more overtime and not complain. I try to seek a compromise that will stop him from yelling at me. I try to think of what I can do for him that will be worth it to him, so he will change his behaviour. I tell him that the other members of staff are also upset by his actions. I try to persuade him to agree to stop abusing me in return for something I can do.
- ▶ **I call attention to the conflict** between us about the overtime issue and the abuse. I describe how I see his actions. I describe my feelings of anger and my upset feelings. I try to begin a discussion in which we can look at ways to reduce his rage and my resentment, so I can get paid for my overtime hours. I try to see things from his viewpoint. I seek a solution that allows him to blow off steam without being abusive to me or the rest of the staff.

Case study 2

You are the kitchen supervisor in a fast-food restaurant. You supervise five employees. These employees do various jobs relating to the preparation of food, including chopping vegetables, cooking, packing food and washing dishes.

Your immediate supervisor floats between the kitchen and the lounge. For some reason, your supervisor seems to dislike you and everything about the job you do. Whenever you interact with her, you can feel her resentment. She never says anything to you directly, but your staff has told you that she has been making rude comments about you behind your back. You think you have seen her mimicking you behind your back in front of your staff. This has undermined your relationship with your staff, and it is starting to get on your nerves.

This morning, she has come into your area and interrupted the work of the staff by stopping to chat with them. You are behind in your orders, and there have been some complaints. You are reluctant to ask her to go away, because she is the boss and because you have asked for permission to leave the premises over the lunch hour. You are concerned that she will withdraw it if you make her angry. The work is piling up and you know that the customers will start complaining soon and you will get the blame.

Just as you are about to say something to her, she tells you that you can forget about getting time off. She tells you that you obviously do not know how to manage your area, as your staff is always standing around and talking, and the customers are complaining. You have had enough, so you approach her to tell her that she is obliged to let you leave the premises for your break. As you turn your back to walk away, you see the staff smirking. You know she is standing behind you, mimicking you.

- ▶ **I ignore her and go back to my workstation.** I try to avoid any contact with her. When she comes into the kitchen area, I go to my office or out front. I try to avoid any situation that could lead to further confrontation with her and hope that she sees what is happening and changes as a result.
- ▶ **I turn around and catch her in the act.** I tell her that I am fed up with her attitude and that it seems it is time for her to grow up and quit what she is doing. If she does not change her behaviour, I will have to talk to the employer about her. I also will go to the Labour Council and find out what the law says about breaks, and she will look like a fool in front of our employer. I do not care if she is my boss; she just has to smarten up. By being firm, I hope she will change her behaviour and stop treating me this way.
- ▶ **I ignore my boss** for the present, as I still think I can win her over to my side. Later, I will engage her in a friendly conversation and get to know a bit about her. Maybe I can establish some friendly feelings between us. I won't worry about not getting my break.
- ▶ **I talk to her immediately** and try to make a deal. If she will give me the break and if she will stop making fun of me, I will work a double shift on Sunday. We always have trouble getting staff on weekends. I will continue doing trade-offs like that, so she will change her behaviour.
- ▶ **I ask her to step into my office.** I call attention to the conflict between us by describing how I saw her behaviour and tell her it makes me angry. I explain the problems from my perspective – how it made me look in front of my staff, how under the law I was owed that break – and suggest that maybe we could find a way to work together that would be better for both of us. I ask her what she thinks is going on and how she feels about it. I tell her I would like to set up a time when we could discuss this in greater detail and find a way to work with one another.



Activity 8.4. ... and we haven't heard the last of it!⁸

Divide the participants into eight teams, each with its own role to play. In order to prepare well for this session, the facilitator should arrange tables and chairs for the groups in such a way that allows the participants to see the sign indicating the role that each team has to play. Teams have ten minutes to prepare their negotiating strategy. Then, they have one minute to briefly introduce themselves and make a short statement of intent to the other teams. The role-playing starts with the writing of a message as indicated on each team's role card. Once a team receives a message from another, they are free to send as many replies as they wish. They might also simulate bilateral meetings with other teams. The role-playing at this stage will take on a life of its own, with groups sending/receiving messages and reacting to other groups' statements and actions. If necessary, the facilitator can call for a "final action/message" to conclude the activity. The debriefing session that follows should encourage participants to respond to the following questions.

1. To whom did you decide to write and why? Were their responses satisfactory?
2. Did you manage to achieve what you wanted?
3. What is most likely to happen to the workers in the situation that developed during the role-play?
4. Reflecting on the actions taken by the various players, what could your team have done differently?

The scenario is a business complex in the Docklands. Many leading financial companies have their head offices there. The bankers and brokers that work there are among the highest-paid people in the country. At night, another army of workers takes over – security staff and cleaners. Security staff are mainly male and cleaning staff are mostly female and belong to ethnic minorities. They are employed by private contractors, and they have low pay and poor working conditions. Most earn only the minimum wage, do not receive additional pay for working "unsocial" hours, and many have a second job to make ends meet. The Ministry of Labour has recently recognized that there is a gap between the national minimum wage (\$5.50 per hour) and the wage necessary to lead a "socially included" life (around \$6.70 per hour). However, the discussion on increasing the minimum wage won't likely begin for eight months.

► Task 1

You have ten minutes to read your role card and prepare a negotiating strategy with the members of your team. Each team will have one minute to present itself to the other groups and give a statement of its intent.

► Task 2

As indicated on your role card, prepare a message for the party indicated at the bottom of your role card. After receiving/sending an initial message, you are free to write as many messages/replies as you wish. You may also decide to enter into bilateral consultations (for example, a face-to-face discussion with the members of another team, if you feel it is necessary). Your aim is to achieve the best possible solution for your team.

⁸ Activity adapted from: *Trades Union Congress, A Better Way to Work*. Unit 1: Trade Unions at Work, 2006, 24–29.

Sample scenarios

◎ SKS Bank

You are senior managers in a large bank, which employs 400 staff. Your security contract is with Jamison Security Services, the lowest bidder for the contract. They do a satisfactory job of patrolling the premises and checking CCTV screens during the evenings and nights. WeClean has the cleaning contract and, again, there are no complaints. They are cheap and efficient. You are not too worried about what they pay their staff, as long as your costs are kept down. But you are concerned about any bad publicity. Both contracts are up for renewal next month and you have to decide what to do.

You know that *The Docklands Informer* is running an investigation into the conditions of work and wages paid by large financial institutions to subcontractors for cleaning and security services. Also, they have started asking questions about the salaries and benefits bank managers are getting.

Write your first message to: The Docklands Informer.

◎ Jamison Security Services

You are on the board of Jamison Security Services. The contract with SKS Bank is worth \$250,000 a year to your business. Workers are paid just above the \$5.50/hour minimum wage. You do not recognize a trade union. Any bad publicity might affect the renewal of your contract, which runs out at the end of next month. There are rules about not talking on duty, as security staff is paid to keep watch and not to be distracted. Any increase in wages would cut into your profits. How will you keep the contract?

Write your first message to: your workers in Jamison Security Services.

◎ WeClean

You are a group of senior managers with WeClean, a large contract cleaning business. You employ a small army of mostly women workers, many of whom are recent immigrants from West Africa. You pay them just below the minimum wage of \$5.50/hour. Many of your employees work part-time and you are aware that many have other jobs. You do not recognize any trade union, but you are aware that a trade union is trying to recruit your workers. You are keen to keep the contract, which earns you \$300,000 per year. Any increase in pay will eat into the company's profits. The contract ends next month and you want it renewed. How can you make sure it is renewed?

Write your first message to: your workers in WeClean.

◎ Justice Cleaning & Security

You represent the management of a newly formed company that offers workers a share of the profits. You aim to pay cleaning and security workers a living wage and a share of any profits made. There will also be payments for anti-social hours. A trade union, UNISEC, has been recognized and you negotiate with its representatives to make sure working conditions are good. You want to compete with Jamison Security Services and WeClean for contracts at the SKS Bank. The contracts are up for renewal soon. How can you make sure the contracts are put to tender? How can you win the contracts?

Write your first message to: SKS Bank.

◎ UNISEC

You are the local officials of the UNISEC trade union. Your union is a general trade union for workers in a range of low-paid, unskilled jobs. There is a campaign against low pay and bad conditions faced by workers employed to clean and provide security in wealthy businesses (as in the financial services sector). You are also not officially recognized by private contract companies. You are targeting WeClean and Jamison Security Services by handing out leaflets to the workers, urging them to join your union. How can you improve the lives of these low-paid workers? How can you get them to join the union? What action could you take?

Write your first message to: WeClean.

◎ WeClean workers

You are employed by WeClean, a contract cleaning company, which provides workers to clean the SKS Bank offices in the Docklands. Your working hours are 7 p.m. to 11 p.m. and 5 a.m. to 7.30 a.m. on weekdays. You are paid \$5.35 per hour and many of you have other jobs to make ends meet. Most of the time, you are tired and you see little of your family. You are interested in the trade union leaflet from UNISEC. But you are scared that you may lose your job if you ask for more money or join the union. What can you do to improve your life? What action can you take?

Write your first message to: UNISEC.

◎ Jamison Security Services workers

You are employed by the company to patrol the premises of SKS Bank, a large office block in Docklands. You are paid \$5.50 per hour and you work from 6 p.m. to 6 a.m. four nights a week. The main problem with the job is the unsocial hours, which stop you from seeing your family. You are interested in what the UNISEC trade union and Justice Cleaning & Security might be able to do for you. There is a rule about not talking to other security staff while on duty, but you usually ignore this. What would you like to do to improve your working life? What action can you take?

Profile of the Docklands workers (Jamison Security Services workers and WeClean workers)
Security staff is mostly male and cleaning staff is mostly female; many are from ethnic minorities. They are employed by private contractors and they have low pay and poor working conditions. Problems they face include:

- no additional pay for working anti-social hours;
- having to have more than one job;
- no lockers to store their belongings;
- no rest rooms or leisure facilities for breaks;
- not being allowed to talk to fellow workers during working hours.

Write your first message to: Justice Cleaning & Security.

◎ The Docklands Informer

You are a group of journalists on the local newspaper. You are interested in reporting a story contrasting the very high salaries of people working at the SKS Bank and other Docklands companies with those of low-paid night workers. Local churches you have spoken to say “unsocial” working conditions and low pay can lead to family breakdown and domestic violence. How will you gather information and support for your campaign? How will you apply pressure?

Write your first message to: Jamison Security Services.

Message Form

Message from: _____

To: _____

Signature: _____

Reply Form

Message from: _____

To: _____

Signature: _____



International
Labour
Organization

Work Wise Youth: **A guide to youth rights at work**

► **Annexes**



Annex 1

ILO Conventions¹ and Recommendations

Freedom of association, collective bargaining and industrial relations

- [Right of Association \(Agriculture\) Convention, 1921 \(No. 11\)](#)
- [Right of Association \(Non-Metropolitan Territories\) Convention, 1947 \(No. 84\)](#)
- [Freedom of Association and Protection of the Right to Organise Convention, 1948 \(No. 87\)](#)
- [Employment Service Convention, 1948 \(No. 88\)](#)
- [Right to Organise and Collective Bargaining Convention, 1949 \(No. 98\)](#)
- [Workers' Representatives Convention, 1971 \(No. 135\)](#) and [Workers' Representatives Recommendation, 1971 \(No. 143\)](#)
- [Rural Workers' Organisations Convention, 1975 \(No. 141\)](#) and [Rural Workers' Organisations Recommendation, 1975 \(No. 149\)](#)
- [Labour Relations \(Public Service\) Convention, 1978 \(No. 151\)](#)
- [Collective Bargaining Convention, 1981 \(No. 154\)](#) and [Collective Bargaining Recommendation, 1981 \(No. 163\)](#)

The standards enshrined in **Convention No. 87** and **Convention No. 98** envisage the right of all workers and employers to form and enjoy organizations of their own choosing, protect against anti-union discrimination and promote collective bargaining.

Forced labour

- [Forced Labour Convention, 1930 \(No. 29\)](#) and [Forced Labour \(Indirect Compulsion\) Recommendation, 1930 \(No. 35\)](#)
- [Abolition of Forced Labour Convention, 1957 \(No. 105\)](#)
- [Forced Labour \(Supplementary Measures\) Recommendation, 2014 \(No. 203\)](#)

These standards prohibit the use of any form of forced or compulsory labour as a means of political coercion or education, punishment for the expression of political views, labour discipline, punishment for participation in strikes and discrimination.

¹ For complete up-to-date information on the status of ratifications and non-ratified Conventions by country, please see the [Normlex information system on the ILO website](#).

Elimination of child labour and protection of children and young persons

[Minimum Age \(Industry\) Convention, 1919 \(No. 5\)](#)

[Night Work of Young Persons \(Industry\) Convention, 1919 \(No. 6\)](#)

[Minimum Age \(Agriculture\) Convention, 1921 \(No. 10\)](#)

[Minimum Age \(Non-Industrial Employment\) Convention, 1932 \(No. 33\)](#)

[Minimum Age \(Industry\) Convention \(Revised\), 1937 \(No. 59\)](#)

[Medical Examination of Young Persons \(Industry\) Convention, 1946 \(No. 77\)](#) and [Medical Examination of Young Persons Recommendation, 1946 \(No. 79\)](#)

[Medical Examination of Young Persons \(Non-Industrial Occupations\) Convention, 1946 \(No. 78\)](#)

[Night Work of Young Persons \(Non-Industrial Occupations\) Convention, 1946 \(No. 79\)](#) and [Night Work of Young Persons \(Non-Industrial Occupations\) Recommendation, 1946 \(No. 80\)](#)

[Night Work of Young Persons \(Industry\) Convention \(Revised\), 1948 \(No. 90\)](#)

[Minimum Age \(Underground Work\) Convention, 1965 \(No. 123\)](#) and [Conditions of Employment of Young Persons \(Underground Work\) Recommendation, 1965 \(No. 125\)](#)

[Medical Examination of Young Persons \(Underground Work\) Convention, 1965 \(No. 124\)](#)

[Minimum Age Convention, 1973 \(No. 138\)](#)

[Worst Forms of Child Labour Convention, 1999 \(No. 182\)](#)

[Minimum Age Recommendation, 1973 \(No. 146\)](#)

[Night Work of Children and Young Persons \(Agriculture\) Recommendation, 1921 \(No. 14\)](#)

The minimum age for admission to employment shall not be less than the age of completion of compulsory schooling. There are specific provisions for the immediate elimination of the worst forms of child labour (for example, slavery, prostitution, trafficking). Such prohibition applies to all children under the age of 18 according to the **Worst Forms of Child Labour Convention, 1999 (No. 182)**.

Equality of opportunity and treatment

[Equal Remuneration Convention, 1951 \(No. 100\)](#) and [Equal Remuneration Recommendation, 1951 \(No. 90\)](#)

[Discrimination \(Employment and Occupation\) Convention, 1958 \(No. 111\)](#) and [Discrimination \(Employment and Occupation\) Recommendation, 1958 \(No. 111\)](#)

[Workers with Family Responsibilities Convention, 1981 \(No. 156\)](#) and [Workers with Family Responsibilities Recommendation, 1981 \(No. 165\)](#)

[Violence and Harassment Convention, 2019 \(No. 190\)](#) and [Violence and Harassment Recommendation, 2019 \(No. 206\)](#)

Convention No. 100 and **Convention No. 111** prohibit discrimination in access to employment, training and other conditions of employment on grounds of race, colour, sex, religion, political opinion, national extraction or social origin. The objective is to promote equality of opportunity and treatment, and equal pay and benefits for work of equal value. **Convention No. 190** protects workers² in the formal and informal economy from violence and harassment in the world of work.

² And other persons in the world of work, including employers, part-time workers and interns.

Vocational guidance and training

[Paid Educational Leave Convention, 1974 \(No. 140\)](#) and [Paid Educational Leave Recommendation, 1974 \(No. 148\)](#)

[Human Resources Development Convention, 1975 \(No. 142\)](#) and [Human Resources Development Recommendation, 2004 \(No. 195\)](#)

[Special Youth Schemes Recommendation, 1970 \(No. 136\)](#)

Convention No. 142 requires ratifying countries to develop comprehensive policies and programmes of vocational guidance and training aimed at enabling all persons, on an equal basis and without any discrimination, to develop and use their capabilities for work in their own best interests and in accordance with their own aspirations.

Employment security

[Termination of Employment Convention, 1982 \(No. 158\)](#) and [Termination of Employment Recommendation, 1982 \(No. 166\)](#)

This standard prescribes that the employment of a worker shall not be terminated without valid reason. Trade union membership, race, colour, sex, marital status, family responsibilities, pregnancy, religion, political opinion, national extraction or social origin, or absence from work due to illness or injury are not valid grounds for termination. Workers whose employment is to be terminated are entitled to (a) a reasonable period of notice (or compensation in lieu thereof); (b) a severance allowance or other separation benefits; (c) benefits from unemployment insurance or assistance, or other forms of social security.

Wages

[Minimum Wage-Fixing Machinery Convention, 1928 \(No. 26\)](#)

[Labour Clauses \(Public Contracts\) Convention, 1949 \(No. 94\)](#)

[Protection of Wages Convention, 1949 \(No. 95\)](#) and [Protection of Wages Recommendation, 1949 \(No. 85\)](#)

[Minimum Wage Fixing Machinery \(Agriculture\) Convention, 1951 \(No. 99\)](#)

[Minimum Wage Fixing Convention, 1970 \(No. 131\)](#) and [Minimum Wage Fixing Recommendation, 1970 \(No. 135\)](#)

[Protection of Workers' Claims \(Employer's Insolvency\) Convention, 1992 \(No. 173\)](#)

Convention No. 95 establishes that wages are to be paid regularly. Deductions are permitted only under the conditions and to the extent prescribed by national laws or regulations or fixed by collective agreement or arbitration award. Workers have the right to be informed about the deductions made to their pay. In the event of bankruptcy or judicial liquidation, the workers are treated as privileged creditors. ILO **Convention No. 131** obliges ratifying countries to establish a system of minimum wages. In determining the level of minimum wages, the following need to be considered: (a) the needs of workers and their families; and (b) economic factors, including the requirements of economic development, productivity and the maintenance of a high level of employment.

Working time

[Hours of Work \(Industry\) Convention, 1919 \(No. 1\)](#)

[Weekly Rest \(Industry\) Convention, 1921 \(No. 14\)](#)

[Hours of Work \(Commerce and Offices\) Convention, 1930 \(No. 30\)](#)

[Forty-Hour Week Convention, 1935 \(No. 47\)](#)

[Night Work \(Women\) Convention \(Revised\), 1948 \(No. 89\)](#)

[Holidays with Pay \(Agriculture\) Convention, 1952 \(No. 101\)](#)

[Weekly Rest \(Commerce and Offices\) Convention, 1957 \(No. 106\)](#) and [Weekly Rest \(Commerce and Offices\) Recommendation, 1957 \(No. 103\)](#)

[Holidays with Pay Convention \(Revised\), 1970 \(No. 132\)](#)

[Hours of Work and Rest Periods \(Road Transport\) Convention, 1979 \(No. 153\)](#)

[Night Work Convention, 1990 \(No. 171\)](#) and [Night Work Recommendation, 1990 \(No. 178\)](#)

[Protocol of 1990 to the Night Work \(Women\) Convention \(Revised\), 1948 \(No. 89\)](#)

[Part-Time Work Convention, 1994 \(No. 175\)](#)

[Reduction of Hours of Work Recommendation, 1962 \(No. 116\)](#)

Convention No. 14 and **Convention No. 106** prescribe that workers shall enjoy a period of rest comprising at least 24 consecutive hours in every period of seven days. **Convention No. 30** prescribes that the hours of work in commerce and offices shall not exceed 48 hours in the week and eight hours in the day. The increase in hours of work in the day shall not exceed one hour and the hours of work in the day shall not exceed ten. **Convention No. 132** entitles workers to an annual paid holiday period. Although the length of the holiday with pay period is specified by national authorities, this cannot be less than three working weeks for one year of service. A minimum period of service may be required for a worker to be entitled to annual holiday with pay. Public holidays are not counted as part of the minimum annual holiday with pay. During such holiday period, workers shall receive at least their normal or average remuneration. **Convention No. 171** defines night work as any work performed during a period of not less than seven consecutive hours, including the interval from midnight to 5 a.m. A country may, in consultation with employers and workers, exclude wholly or partly from the scope of the Convention limited categories of workers. The Convention also prescribes the adoption of measures to ensure that an alternative to night work is available to women workers: (a) before and after childbirth, for a period of at least sixteen weeks; (b) for additional periods when this is necessary for the health of the mother or child; and (c) during pregnancy. **Convention No. 175** prescribes that part-time workers shall receive the same protection as that accorded to comparable full-time workers in respect of: (a) the right to organize, bargain collectively and act as workers' representatives; (b) occupational safety and health; and (c) discrimination in employment and occupation. In addition, statutory social security schemes shall be adapted so that part-time workers enjoy conditions equivalent to those of comparable full-time workers in the fields of: (a) maternity protection; (b) termination of employment; (c) paid annual leave and public holidays; and (d) sick leave.

Safe and healthy working environment

[White Lead \(Painting\) Convention, 1921 \(No. 13\)](#)

[Underground Work \(Women\) Convention, 1935 \(No. 45\)](#)

[Safety Provisions \(Building\) Convention, 1937 \(No. 62\)](#)

[Radiation Protection Convention, 1960 \(No. 115\)](#)

[Guarding of Machinery Convention, 1963 \(No. 119\)](#)

[Hygiene \(Commerce and Offices\) Convention, 1964 \(No. 120\)](#)

[Maximum Weight Convention, 1967 \(No. 127\)](#)

[Benzene Convention, 1971 \(No. 136\)](#)

[Occupational Cancer Convention, 1974 \(No. 139\)](#)

[Working Environment \(Air Pollution, Noise and Vibration\) Convention, 1977 \(No. 148\)](#)

[Occupational Safety and Health Convention, 1981 \(No. 155\)](#) and [Occupational Safety and Health Recommendation, 1981 \(No. 164\)](#)

[Occupational Health Services Convention, 1985 \(No. 161\)](#)

[Asbestos Convention, 1986 \(No. 162\)](#)

[Safety and Health in Construction Convention, 1988 \(No. 167\)](#)

[Chemicals Convention, 1990 \(No. 170\)](#)

[Prevention of Major Industrial Accidents Convention, 1993 \(No. 174\)](#)

[Safety and Health in Mines Convention, 1995 \(No. 176\)](#)

[Safety and Health in Agriculture Convention, 2001 \(No. 184\)](#)

[Protocol of 2002 to the Occupational Safety and Health Convention, 1981 \(Protocol No. 155\)](#)

[Promotional Framework for Occupational Safety and Health Convention, 2006 \(No. 187\)](#) and

[Promotional Framework for Occupational Safety and Health Recommendation, 2006 \(No. 197\)](#)

[Protection of Workers' Health Recommendation, 1953 \(No. 97\)](#)

[Welfare Facilities Recommendation, 1956 \(No. 102\)](#)

[List of Occupational Diseases Recommendation, 2002 \(No. 194\)](#)

Convention No. 155 obliges ratifying countries – in consultation with employers' and workers' organizations – to formulate, implement and periodically review a national policy on occupational safety, occupational health and the working environment. The aim of this policy shall be to prevent accidents and injury, by minimizing the causes of hazards inherent in the working environment.

Social security/social protection

[Workmen's Compensation \(Agriculture\) Convention, 1921 \(No. 12\)](#)

[Social Security \(Minimum Standards\) Convention, 1952 \(No. 102\)](#)

[Equality of Treatment \(Social Security\) Convention, 1962 \(No. 118\)](#)

[Employment Injury Benefits Convention, 1964 \(No. 121\)](#)

[Invalidity, Old-Age and Survivors' Benefits Convention, 1967 \(No. 128\)](#) and [Invalidity, Old-Age and Survivors' Benefits Recommendation, 1967 \(No. 131\)](#)

[Medical Care and Sickness Benefits Convention, 1969 \(No. 130\)](#) and [Medical Care and Sickness Benefits Recommendation, 1969 \(No. 134\)](#)

[Maintenance of Social Security Rights Convention, 1982 \(No. 157\)](#)

[Employment Promotion and Protection against Unemployment Convention, 1988 \(No. 168\)](#) and

[Social Security \(Armed Forces\) Recommendation, 1944 \(No. 68\)](#)

[Income Security Recommendation, 1944 \(No. 67\)](#)

[Social Protection Floors Recommendation, 2012 \(No. 202\)](#)

Countries ratifying **Convention No. 102** have an obligation to secure to the persons protected the provision of adequate social security benefits across the nine contingencies (noting that countries need to specify which branches they ratify), including medical care, sickness, maternity, disability, unemployment, old-age benefits, as well as family and child benefits. The Convention also specifies the persons entitled, the contingency covered, the minimum period of coverage and payment arrangements. **Convention No. 128** covers – among others – the provision of invalidity benefits for persons who are incapable of engaging in any gainful activity on a permanent basis.

Maternity protection

[Maternity Protection Convention, 1919 \(No. 3\)](#)

[Maternity Protection Convention, 2000 \(No. 183\)](#) and [Maternity Protection Recommendation, 2000 \(No. 191\)](#)

Convention No. 183 applies to all employed women, including those in atypical forms of dependent work. Ratifying countries have the obligation to adopt measures to ensure that pregnant or breastfeeding women are not obliged to perform work that is prejudicial to the health of the mother or the child. Women are entitled to a period of maternity leave of not less than 14 weeks (or longer in case of illness, complications or risk of complications arising out of pregnancy or childbirth). Women who are absent from work on maternity leave shall be provided with cash benefits of such a level that ensures that the woman can maintain herself and her child. An employer cannot terminate the employment of a woman during her pregnancy or absence on maternity leave or during a period following her return to work, except on grounds unrelated to the pregnancy or birth of the child and its consequences or nursing. The burden of proof is on the employer. A woman is guaranteed the right to return to the same position or an equivalent position paid at the same rate at the end of her maternity leave. A woman shall be provided with the right to one or more daily breaks or a daily reduction of hours of work to breastfeed her child.

Specific categories of workers

[Labour Standards \(Non-Metropolitan Territories\) Convention, 1947 \(No. 83\)](#)

[Plantations Convention, 1958 \(No. 110\)](#) and [Plantations Recommendation, 1958 \(No. 110\)](#)

[Nursing Personnel Convention, 1977 \(No. 149\)](#) and [Nursing Personnel Recommendation, 1977 \(No. 157\)](#)

[Working Conditions \(Hotels and Restaurants\) Convention, 1991 \(No. 172\)](#) and [Working Conditions \(Hotels and Restaurants\) Recommendation, 1991 \(No. 179\)](#)

[Protocol of 1982 to the Plantations Convention, 1958 \(Protocol No. 110\)](#)

[Vocational Rehabilitation and Employment \(Disabled Persons\) Convention, 1983 \(No. 159\)](#)

[Home Work Convention, 1996 \(No. 177\)](#) and [Home Work Recommendation, 1996 \(No. 184\)](#)

[Domestic Workers Convention, 2011 \(No. 189\)](#) and [Domestic Workers Recommendation, 2011 \(No. 201\)](#)

[Transition from the Informal to the Formal Economy Recommendation, 2015 \(No. 204\)](#)

Convention No. 172 prescribes that workers in hotels and restaurants shall be entitled to: (a) reasonable normal hours of work and overtime provisions with reasonable minimum daily and weekly rest periods; (b) sufficient advance notice of working schedules; (c) be compensated in time or remuneration if required to work on public holidays; (d) annual leave with pay; and (e) a basic remuneration that is paid at regular intervals (regardless of tips). **Convention No. 159** calls on Member States to (a) ensure appropriate vocational rehabilitation measures are available to disabled persons, and (b) promote employment opportunities for disabled persons. **Convention No. 177** ensures equality of treatment between home-workers and other wage-earners, in particular, in relation to: (a) the right to establish or join organizations of their own choosing; (b) protection against discrimination in employment and occupation; (c) occupational safety and health; (d) remuneration; (e) statutory social security protection; (f) access to training; (g) minimum age for admission to employment or work; and (h) maternity protection. **Convention No. 189** prescribes that Member States take measures to ensure the effective promotion and protection of the human rights of all domestic workers (including migrant workers employed in domestic work).

Forcibly displaced workers³

[Equality of Treatment \(Accident Compensation\) Convention, 1925 \(No. 19\)](#)

[Maintenance of Migrants' Pension Rights Convention, 1935 \(No. 48\)](#)

[Migration for Employment Convention \(Revised\), 1949 \(No. 97\)](#) and [Migration for Employment Recommendation \(Revised\), 1949 \(No. 86\)](#)

[Equality of Treatment \(Social Security\) Convention, 1962 \(No. 118\)](#)

[Migrant Workers \(Supplementary Provisions\) Convention, 1975 \(No. 143\)](#) and [Migrant Workers Recommendation, 1975 \(No. 151\)](#)

[Maintenance of Social Security Rights Convention, 1982 \(No. 157\)](#) and [Maintenance of Social Security Rights Recommendation, 1983 \(No. 167\)](#)

[Private Employment Agencies Convention, 1997 \(No. 181\)](#)

[Protection of Migrant Workers \(Underdeveloped Countries\) Recommendation, 1955 \(No. 100\)](#)

[Employment and Decent Work for Peace and Resilience Recommendation, 2017 \(No. 205\)](#)

Convention No. 19 affirms that foreign workers who suffer personal injury due to industrial accidents shall be granted equality of treatment with respect to workmen's compensation. **Convention No. 48** outlines an international mechanism for maintaining and recognizing access to invalidity, old-age, and widows' and orphans' insurance. **Convention No. 97** requests that Member States maintain free services to assist "migrants for employment" and to provide them with accurate information about the national policies and laws of the country, while **Convention No. 157** provides for the maintenance of migrants' social security rights and promotes the development of social services to assist migrants in dealing with authorities and institutions involved with the maintenance of their rights. **Convention No. 181**, among other things, calls on Members to prevent abuse of migrant workers recruited by private agencies in its territories. **Recommendation No. 205** provides guidance to Members on the measures to be taken to generate employment and decent work for the purposes of prevention, recovery, peace and resilience with respect to crisis situations arising from conflicts and disasters.

³ When displaced persons (for example, refugees) are employed outside of their country of origin they are considered to be migrant workers and are covered under the ILO's migrant workers Conventions.

Annex 2

Further resources for adaptation

The sources of information listed below can be used to adapt the content of the learning sessions to individual country contexts. This list is not exhaustive and facilitators are highly encouraged to find additional national/regional sources of information related to the legislation and support organizations for youth employment and employment of forcibly displaced young people.

Sources of information for the training sessions

- International Labour Organization: www.ilo.org
- Information on ILO Conventions and Recommendations can be found at: <https://www.ilo.org/global/standards/introduction-to-international-labour-standards/conventions-and-recommendations/lang--en/index.htm>
- ILOSTAT is a comprehensive database of country-level data in areas such as *labour supply* (for example, labour force, employment, unemployment), *working conditions* (for example, wages, working time, safety and health at work), *poverty and inequality* (for example, informal economy, social protection), *competitiveness* (for example, labour costs, labour productivity) and *industrial relations* (for example, union membership), as well as statistics on *vulnerable groups* (for example, youth, migrant workers, women). Accessible at: <https://ilostat.ilo.org/>
- The ILO Employment Policy Gateway is a global reference on national employment policies and country strategies to promote youth employment. Accessible at: <https://www.ilo.org/empolgateway/>
- National labour ministry's regional or local office.
- Trade union offices or local labour councils. For a list of International Trade Union Confederation affiliates, see: <https://www.ituc-csi.org/about-us?page=abook>
- National or local business organizations. For contacts of national affiliates of the International Organisation of Employers, see: <https://www.ioe-emp.org/members-regions>

Further sources of information are provided below, organized by session and by topic.

Session 1 topics	Further resources for adaptation
Facts on young workers	<ul style="list-style-type: none"> • Global Employment Trends for Youth 2022, ILO • The Youth Employment Crisis: A Call for Action, ILO
Flexible employment	<ul style="list-style-type: none"> • “Non-standard Forms of Employment”, ILO • Agba et al., “COVID-19 and the World of Work Dynamics: A Critical Review”, Journal of Educational and Social Research, Vol. 10, No. 5, 2020 • “Which Industries are now Teleworking and What are the Challenges?”, World Economic Forum
Platform economy	<ul style="list-style-type: none"> • World Employment and Social Outlook: The Role of Digital Labour Platforms in Transforming the World of Work, ILO • Platform Work and the Employment Relationship Recommendation, 2006 (No. 198), ILO • Decent Work in the Platform Economy, ILO • Towards Decent Work for Young Refugees and Host Communities in the Digital Platform Economy in Africa: Kenya, Uganda, Egypt, ILO • The Promise of Platform Work: Understanding the Ecosystem, WEF • Connecting with Confidence: Managing Digital Risks to Refugee Connectivity, UNHCR • Displaced & Disconnected, UNHCR
Informal employment	<ul style="list-style-type: none"> • Women and Men in the Informal Economy: A Statistical Picture, International Labour Office • Resolution concerning decent work and the informal economy, ILO • The Youth Transition to Formality, ILO • Promoting Transition to Formality for Peace and Resilience, ILO • “Social Health Protection”, ILO; “More than 60 per cent of the World’s Employed Population are in the Informal Economy”, press release, ILO • Diagnosis on Informality in Targeted Intervention Areas of the PROSPECTS Programme in Uganda, ILO • “How Dialogue can help Address Challenges to Informality for Refugees and Host Communities in Kenya”, ILO • “Challenges Related to Informality and Formalization in Turkana County, Kenya”, ILO • Social Protection for the Informal Economy: Operational Lessons for Developing Countries in Africa and Beyond, World Bank
Forced labour	<ul style="list-style-type: none"> • “What is Forced Labour, Modern Slavery and Human Trafficking?” ILO • Global Estimates of Modern Slavery: Forced Labour and Forced Marriage, ILO, Walk Free and the International Organization for Migration • ILO Indicators of Forced Labour, ILO • “Q&As on Business and Forced Labour”, ILO • “Global Guidelines on the Prevention of Forced Labour Through Lifelong Learning and Skills Development Approaches”, ILO • “Global Guidelines on the Economic Reintegration of Victims of Forced Labour Through Lifelong Learning and Skills Development Approaches”, ILO • Migrants and their Vulnerability to Human Trafficking, Modern Slavery and Forced Labour, IOM

Decent work	<ul style="list-style-type: none"> • Recovery in Youth Employment is Still Lagging, says ILO, press release, ILO • Global Employment Trends for Youth 2022, ILO • “Mainstreaming Decent Work”, ILO • Further ILO resources on decent work • Agba et al., “COVID-19 and the World of Work Dynamics: A Critical Review”, <i>Journal of Educational and Social Research</i>, Vol. 10, No. 5, 2020
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Session 2 topics	Further resources for adaptation
Background on forcibly displaced youth	<ul style="list-style-type: none"> • Guiding principles, Access of Refugees and Other Forcibly Displaced Persons to the Labour Market, ILO • Employment and Decent Work for Peace and Resilience recommendation, 2017 (No. 205), ILO • “What is a Refugee”, UNHCR • “About Internally Displaced Persons”, OCHA • 1951 Refugee Convention, UNHCR • Zara Sarzom, “The Impact of Forced Migration on the Labor Market Outcomes and Welfare of Host Communities”, World Bank • Global Compact on Refugees, UNHCR • Forcibly Displaced: Toward a Development Approach Supporting Refugees, the Internally Displaced, and their Hosts, World Bank Group
Decent work and legal employment	<ul style="list-style-type: none"> • ILO PROSPECTS publications
Requirements for accessing the local labour market	<ul style="list-style-type: none"> • Digital Refugee Livelihoods and Decent Work: Towards Inclusion in a Fairer Digital Economy, ILO • Review of National Policy, Legislative and Regulatory Frameworks and Practice: A Baseline Study on the Right to Work and Rights at Work for Refugees, ILO PROSPECTS • Identity Documents for Refugees EC/SCP/33, UNHCR • Review of National Policy, Legislative and Regulatory Frameworks and Practice in Egypt, ILO • Ginn et al., 2022 Global Refugee Work Rights Report, Center for Global Development

Session 3 topics	Further resources for adaptation
Equality in the workplace	<ul style="list-style-type: none"> • “Equality and Discrimination”, ILO • “International Labour Standards on Equality of Opportunity and Treatment”, ILO; “Fundamental Principles and Rights at Work Branch (FUNDAMENTALS)”, ILO • Time for Equality at Work, International Labour Office
Discrimination in the workplace	<ul style="list-style-type: none"> • “Equality and discrimination”, ILO • Disability Discrimination at Work, factsheet, ILO • “Q&As on Business, Discrimination and Equality”, ILO • “Fundamental Principles and Rights at Work Branch (FUNDAMENTALS)”, ILO • Understanding Patterns of Structural Discrimination Against Migrant and Other Workers in Some Countries of South and West Asia, ILO
Harassment and violence in the workplace	<ul style="list-style-type: none"> • Violence and Harassment Convention, 2019 (No. 190), ILO • Safe and Healthy Working Environments Free From Violence and Harassment, ILO • C190 campaign toolkit, ILO

Session 4 topics ⁴	Further resources for adaptation
Employment relationship	<ul style="list-style-type: none"> • Quality Apprenticeships: Addressing Skills Mismatch and Youth Unemployment, policy brief, ILO • “Non-standard Forms of Employment”, ILO • “Employment Relationship”, ILO • The Scope of the Employment Relationship, report, International Labour Conference 2003 • “The Rising Tide of Non-standard Employment”, InfoStories, ILO • Organization, Representation and Dialogue, International Labour Office • “Platform Work and the Employment Relationship”, ILO • Realizing the Opportunities of the Platform Economy Through Freedom of Association and Collective Bargaining, ILO • The Promise of Platform Work: Understanding the Ecosystem, WEF
Rights and responsibilities	<ul style="list-style-type: none"> • Dr Thomas Maham, “How to Define Ethical Behaviour & Why It’s Important in the Workplace”, blog, Work Institute
Contract of employment	<ul style="list-style-type: none"> • The Employment Relationship: An Annotated Guide to ILO Recommendation No. 198, ILO • Resolution concerning decent work and the informal economy, ILO • “The Rising Tide of Non-standard Employment”, InfoStories, ILO • “Employment Relationship”, ILO
Termination of employment	<ul style="list-style-type: none"> • The Regulatory Framework and the Informal Economy, International Labour Office

⁴ For sources relating to forced labour, see Session 1 topics.

Session 5 topics	Further resources for adaptation
Social security systems	<ul style="list-style-type: none"> • Extending Social Security Coverage to Workers in the Informal Economy: Lessons from International Experience, ILO; related policy resource package • Extending Social Protection Coverage to Informal Economy Workers: What Workers' Organizations Need to Know, policy brief, ILO • Handbook on Social Health Protection for Refugees: Approaches, Lessons Learned and Practical Tools to Assess Coverage Options, ILO PROSPECTS • "Universal Social Protection", an edX MOOC • "Work and Employment for a Sustainable Future (SDG 8)", an SDG Academy MOOC
Social security and social protection in the decent work agenda	<ul style="list-style-type: none"> • World Social Protection Report 2020–22, ILO • Disability-inclusive Social Protection Response to COVID-19 Crisis, ILO • Handbook on Social Health Protection for Refugees: Approaches, Lessons Learned and Practical Tools to Assess Coverage Options, ILO • "Are Cash Transfers a Means to Promote 'Meaningful' Independent Living for Persons with Disabilities?", Social Protection and Human Rights • Extending Social Security Coverage to Workers in the Informal Economy: Lessons from International Experience, ILO; related policy resource package • Extending Social Protection to Migrant Workers, Refugees and Their Families: A Guide for Policymakers and Practitioners, ILO, ISSA and ITC • "Extending Social Security to Workers in the Platform Economy", Social Protection platform module content, ILO • Making the Right to Social Security a Reality for Domestic Workers: A Global Review of Policy Trends, Statistics and Extension Strategies, ILO • "Extending Social Security to Agricultural Workers", Social Protection platform module content, ILO • Extending Social Protection to Rural Populations: Perspectives for a Common FAO and ILO Approach, ILO and FAO • Toolkit on ILO Social Security Standards, ILO • "Building Social Protection Systems: International Standards and Human Rights Instruments Excluding Healthcare and Sickness Benefits", ILO • Additional ILO PROSPECTS resources on social protection for refugees

Session 6 topics	Further resources for adaptation
Hours of work and leave	<ul style="list-style-type: none"> • Working Time and Work-Life Balance Around the World, ILO • Decent Working Time. New Trends, New Issues, International Labour Office
Wages	<ul style="list-style-type: none"> • "Equal Remuneration for Work of Equal Value", ILO • "Nearly 2.4 Billion Women Globally Don't Have Same Economic Rights as Men", press release, World Bank

Session 7 topics	Further resources for adaptation
Risks in the workplace	<ul style="list-style-type: none"> • Improving the Safety and Health of Young Workers, ILO • “A Safe and Healthy Working Environment is a Fundamental Principle and Right at Work”, ILO
Rights and responsibilities in the workplace	<ul style="list-style-type: none"> • “Improving OSH for Young Workers: A Self-Training Package”, ILO • “Occupational Safety and Health (K3) for Young People”, ILO • OSH Management at the Workplace: Addressing Young Workers’ Needs, ILO • “International Labour Standards on Child Labour”, ILO • Improving the Safety and Health of Young Workers, ILO; “Women Put at Risk by Ill-fitting Safety Gear”, press release, International Workplace
Mental health	<ul style="list-style-type: none"> • Mental Health at Work, joint policy brief, ILO and WHO • Youth and COVID-19, ILO • Improving the Safety and Health of Young Workers, ILO
Controlling hazards in the workplace	<ul style="list-style-type: none"> • Improving the Safety and Health of Young Workers, ILO • “Women Put at Risk by Ill-fitting Safety Gear”, press release, International Workplace

Session 8 topics	Further resources for adaptation
Worker representation organisations	<ul style="list-style-type: none"> • ILO Declaration on Fundamental Principles and Rights at Work, ILO • Organization, Representation and Dialogue, International Labour Office • Promotion of Cooperatives Recommendation, 2002 (No. 193), ILO
Reporting conflicts at work	<ul style="list-style-type: none"> • Organization, Representation and Dialogue, International Labour Office



Annex 3

Glossary of terms

A.

Annual leave (or paid leave):

The annual period during which workers take time away from their work while continuing to receive an income and to be entitled to social protection. Workers can take a specified number of working days or weeks of leave, with the aim of allowing them the opportunity for extended rest and recreation.

C.

Child:

A person under 18 years of age.

Collective bargaining:

All negotiations that take place between an employer, a group of employers, or one or more employers' organizations on the one hand, and one or more workers' organizations on the other, for:

- determining working conditions and terms of employment;
- regulating relations between employers and workers; and
- regulating relations between employers or their organizations and one or more workers' organizations.

Collective bargaining agreements:

Agreements – stipulated in writing – on working conditions and terms of employment concluded between an employer, a group of employers, or one or more employers' organizations on the one hand, and one or more workers' organizations on the other. These agreements bind the signatories and those on whose behalf the agreement is concluded.

D.

Decent work:

Work that:

- is productive and delivers a fair income;
- provides security in the workplace and social protection for workers and their families;
- offers better prospects for personal development and social integration;
- grants freedom for people to express their concerns, organize and participate in decisions that affect their lives; and
- ensures equality of opportunity and treatment for all women and men.

Discrimination:

Any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin that has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation.

E.**Employee:**

Workers who hold a “paid employment job”. This means that employees have a (formal or informal) employment contract, which outlines their basic remuneration, typically in the form of wages and salaries. Contrary to the self-employed and employers, this remuneration is generally not directly dependent upon the revenue of the enterprise (although this may not always be the case in the informal economy). In formal employment, the employer is responsible for payment of relevant taxes and social security contributions.

Employer:

Self-employed persons who engage/employ one or more persons in their business on a continuous basis. This relationship can be formal and include an official employment contract or be informal in nature. Employers’ remuneration in both the formal and informal economy is dependent upon the profits derived from the goods and services produced.

Employers’ organizations:

Membership-based organizations that lobby for and represent the interests of employers.

F.**Forced labour:**

Work or service becomes forced labour when it is extracted from a person through force, threat of penalty, coercion, or under false pretences. Generally, a person in forced labour has not provided free and informed consent to take a job and is unable to leave the position.

Forcibly displaced person:

Persons who are forced to flee within or across international borders in fear of armed conflict, persecution, natural disasters, climate change, or violation of their human rights. Forcibly displaced people can include refugees, internally displaced persons and stateless persons, among others.

H.**Hazard:**

Any activity, situation, or substance that can cause harm either physically or mentally.

Hazardous work:

Any type of work which, by its nature, or the circumstances in which it is carried out, is likely to jeopardize the health or safety of the worker.

Home work:

Work carried out by a person in the home or in other premises of his or her choice (other than the workplace of the employer) for remuneration, which results in a product or service as specified by the employer, unless this person has the degree of autonomy and economic independence necessary to be considered an independent worker.

Host community:

The country of asylum and the local and national social, government and economic structures within which displaced persons live. These structures can include the persons residing within the host community.

I.**ILO (International Labour Organization):**

The United Nations (UN) specialized agency that is devoted to reducing poverty, achieving fair globalization, and advancing opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. As a tripartite organization, the ILO works with governments, employers' and workers' organizations.

Informal employment:

Work (performed by both self-employed persons and employees) that is not registered, regulated, or protected by existing legal or regulatory frameworks. Informal workers generally do not have access to protections such as traditional forms of social security and traditional employment contracts.

IOM (International Organization for Migration):

The United Nations (UN) specialized agency that provides support to migrants, internally displaced persons, refugees and migrant workers.

L.**Living wage:**

A wage determined by taking into account the actual cost of living, which may vary drastically among different regions of a country – for example, between rural and urban areas. The living-wage approach takes into account these differences, together with the costs of living, as it aims to establish a flexible minimum remuneration that guarantees workers can earn at least a minimal livelihood.

M.**Mental health:**

Mental health refers to a person's psychological and emotional well-being. Job stresses (due to, for example, low wages, long hours, discrimination) can have negative impacts on psychological and emotional well-being.

Minimum wage:

The minimum sum payable to a worker for work performed or services rendered, within a given period. This is guaranteed by law, it may not be reduced either by individual or collective agreement and it is fixed in such a way as to cover the minimum needs of a worker and their dependents.

N.

Night work:

All work that is performed during a period of not less than seven consecutive hours, and includes the period from midnight to 5 a.m.

O.

Own-account worker:

Own-account workers' remuneration is dependent upon the profits derived from the goods and services produced. Own-account workers make the operational decisions affecting their business. They do not engage employees on a continuous basis. They might run the business with other partners.

Overtime:

All hours worked in excess of the normal hours. Overtime can be carried out until the maximum number of working hours either per day or per week is reached.

P.

Paid sick leave:

Consists of leave from work due to sickness and cash benefits that replace the wage during the time of leave due to sickness.

Part-time workers:

Employed persons whose normal hours are less than those of comparable full-time workers.

Period of notice and dismissal:

Employers and employees wishing to end an employment relationship have to observe the period of notice, which specifies for how long the employment relationship has to be maintained until the notice takes effect.

Platform worker:

A worker who uses an online platform to sell products or services to organizations or individuals in exchange for payment. Platform work can be web-based (for example, Fiverr) or can be location-specific in the physical space (for example, Uber).

Probation period:

A set number of working days during which both sides, employers and employees, have the right to end the employment contract with a limited or no notice period.

PROSPECTS Partnership:

A partnership between the International Labour Organization (ILO), International Finance Corporation (IFC), the UN Refugee Agency (UNHCR), the UN Children's Fund (UNICEF) and the World Bank, funded by the Government of the Netherlands, that aims to improve the access of host communities and forcibly displaced people to employment and livelihood opportunities by focusing on durable solutions backed by dignified, inclusive and comprehensive programmes.

R.

Remuneration:

The ordinary, basic wage or salary and any additional emoluments payable directly or indirectly, whether in cash or in kind, by the employer to the worker and arising out of the worker's employment.

Rest periods:

Periods of free time away from work provided to workers in order to preserve their safety, health and well-being.

S.

Self-employed:

See own-account worker.

Shift work:

A method of organizing working time whereby workers succeed one another at the workplace, so that the establishment can operate longer than the hours of work of individual workers at different day and night hours.

Social dialogue:

Includes any form of negotiation or exchange of information between representatives of governments, workers and employers on issues relating to economic and social policy.

Social protection/security:

A human right that is defined by the ILO as "a set of policies and programmes designed to reduce and prevent poverty, vulnerability, and social exclusion" throughout a person's life. The terms "social security" and "social protection" are often used interchangeably; however, in some countries, social protection is considered to be broader than (and inclusive of) social security.

T.

Temporary layoff:

An employee is on temporary layoff when an employer cuts back or stops the employee's work without ending his or her employment (for example, laying someone off at times when there is not enough work to do).

Trade unions:

Membership-based organizations of employees, normally extending beyond the confines of one enterprise, established to protect or improve, through collective action, the economic and social situation of workers.

U.

UNHCR (United Nations High Commissioner for Refugees):

The United Nations (UN) specialized agency that provides aid to and protects displaced communities (including refugees and stateless people) and assists in their local integration. The UNHCR also provides voluntary repatriation or resettlement to a third country.

UNICEF (United Nations Children's Fund):

The United Nations (UN) specialized agency that is responsible for providing humanitarian and developmental aid to children across the world.

V.

Violence and harassment:

A set of behaviours, practices and threats that are likely to result in physical, psychological, sexual or economic harm to the victim. Sexual violence and harassment include gender-based violence (violence and harassment based on gender).

W.

Wage:

Remunerations or earnings expressed in terms of money and fixed by mutual agreement, or by national laws or regulations, payable by an employer to an employed person for work done or for services rendered.

Workers' representatives:

Persons who, while recognized as such under national law or practice, are either representatives designated or elected by trade unions or their members or representatives who are freely elected by the workers in the enterprise.

Work permit:

An official or State-issued document that grants a foreigner the right to work in a country for as long as the permit is valid.

Y.

Youth/young person:

The period of life between childhood and adulthood. The internationally agreed definition encompasses all people aged 15 to 24 years. The exact definition may vary from country to country.

Annex 4

Sample feedback questionnaire

The facilitator may wish to administer this questionnaire in printed form, or use digital survey tools, such as Menti©, SurveyMonkey©, Google Forms© or Microsoft Forms©, among others.

Feedback questionnaire

Training: Work Wise Youth: a guide to youth rights at work youth

Venue:

Dates:

Please respond to the questions listed below. Rate aspects of the training according to the criteria indicated in each question. Please be candid in your responses. This questionnaire is anonymous, and the results will be shared only in an aggregated form. Your feedback is sincerely appreciated. Thank you.

	Yes	Mostly	More or less	Party	No
1. Were the objectives, content and method of the training clarified before its start?					
2. Having completed this training, I think:	Fully	Mostly	More or less	Party	No
The training activity was well structured and well organized					
The facilitation was very professional					
The training activity focused on key issues					
The facilitator/resource persons took into account participants' feedback					
The content delivered was appropriate and interesting					
The group of participants contributed to my learning					
The learning methods were appropriate					
The venue was suited to participants' needs					

3. Having completed this training, I think:	Yes	Mostly	More or less	Partly	No
The objectives of the workshop have been achieved					
What I have learned will have a positive impact on my work					

	Highly relevant	Relevant	More or less relevant	Not particularly relevant	Irrelevant
4. Overall, I consider this training to be:					

5. How would you improve this training activity? (Check all that apply)	
<input type="radio"/> Provide better information before the training activity	<input type="radio"/> Clarify the objectives of the training activity
<input type="radio"/> Reduce content covered	<input type="radio"/> Increase content covered
<input type="radio"/> Update content covered	<input type="radio"/> Improve the instructional methods
<input type="radio"/> Make the activities more stimulating	<input type="radio"/> Improve the organization
<input type="radio"/> Make the training activity less difficult	<input type="radio"/> Make the training activity more difficult
<input type="radio"/> Slow down the pace	<input type="radio"/> Speed up the pace
<input type="radio"/> A lot more time for the training activity	<input type="radio"/> Reduce the time for the training activity

6. Having completed this training, how relevant do you think the following topics are for you?	Very relevant	Relevant	More or less relevant	Not particularly relevant	Irrelevant
Fundamental rights at work					
Decent work					
Flexible labour market					
Platform economy					
Informal economy					
Right to work					
Obstacles to obtaining work					
Basic requirements of an employment contract					
Hours of work, wages and leave					
Pay and deductions					

	Very relevant	Relevant	More or less relevant	Not particularly relevant	Irrelevant
Your rights and responsibilities regarding safety and health at work					
Mental health in the workplace					
Identification and control of hazards					
Exercising your rights at work					
Your responsibilities at work					

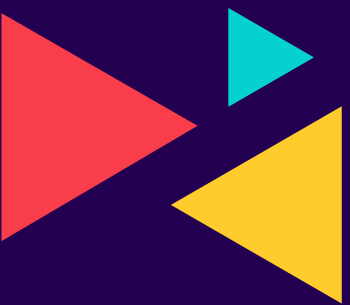
7. Once you go back to your work or start working, what else do you think you will require to successfully put into practice what you learned?

8. Which parts of the training were the most useful and why?

9. Which parts of the training were the least useful and why?

10. Which parts of the training did you enjoy most?

11. Any additional comments about this training?



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