



International
Labour
Organization

Regional Training on Livelihoods and Child Labour

Amman, 8-11 June 2015

Workshop Report

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1. Introduction

The ILO project “Combating child labour through skills and livelihoods training for older children” is implementing training workshops in each of the project countries through a number of activities which will develop capacity of local partners. To this end, a new resource manual on skills and livelihoods training for older children has recently been produced. On the basis of this manual, a four-day regional training was offered in Amman, Jordan, to participants from several Arab countries, from 8 to 11 June of 2015.

2. Workshop objectives and expected result

The main objectives of the Workshop were to:

- (a) improve the quality of skills training being provided by project partners and other organisations, and
- (b) help in developing strategic links on the issue of skills and livelihoods training for older children.

The expected result was to determine clear recommendations for existing livelihoods programmes on how to contribute to the elimination of child labour and the achievement of decent work for youth.

3. Participants and facilitators

The Workshop involved 40 participants from the following countries:

- Jordan: 27
- Lebanon: 5
- Occupied Palestinian Territory: 4
- Egypt: 2
- Sudan: 2

The participants belonged to the following types of institutions:

- Ministry of Labour: 14
- Other Government Ministries / governmental organizations: 2
- ILO staff: 7
- Other international organizations / bilateral donors: 4
- Employers’ organizations: 3
- Workers’ organizations: 4
- NGOs: 6

4. Proceedings

Day 1

Welcome, introduction of seminar, and participants' expectations

Patrick Daru, ILO Senior Skills and Employability Specialist, welcomed the participants and highlighted the pertinence of the training workshop in the context of the complexity of eliminating child labour in the region, which has been further exacerbated in recent years by conflict and displacement. Introducing the workshop objectives, he expressed his hope that this workshop might help ensure that livelihood interventions do not contribute to child labour, and instead serve to protect children from child labour. At the same time, he added, this workshop represented the launch of the manual on skills and livelihoods training for older children in the region.

In his official opening of the workshop, the Secretary-General of the Ministry of Labour (MoL) in Jordan placed this event in the context of the World Day against Child Labour (12 June), emphasizing that Jordan was intensifying its efforts to eliminate child labour, which he characterized as “inacceptable”. Besides ensuring an effective framework against child labour, the MoL was currently seeking support for the expansions of Centres for Social Support for vulnerable children, the Secretary-General said.

The participants voiced the following expectations regarding the workshop:

- Develop a regional action plan
- Envisage a joint project for Jordan and Lebanon
- Avoid “beautification” of child labour
- Establish bold solutions regarding child labour
- Ensure decent work for children of minimum age
- Get to know ILO tools for skills development and elimination of child labour
- Study alternatives to child labour, namely livelihoods and education

Session 1: Child labour and skills development in the Arab region

Mr. Peter Matz, ITC-ILO External Collaborator, presented an **overview of child labour and skills development in the Arab region**. He placed the subject in the context of decent work, which rested on the following three pillars: core labour standards (including elimination of child labour), social protection, and social dialogue. Mr. Matz gave an overview of the minimum age provisions in ILO Convention No.138, and pointed out that ILO Convention No.182 included a provision to ensure “wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour” (Art. 7c).

Furthermore, Mr. Matz introduced available data on child labour in the Arab states (excerpted from a 2014 UCW report), which was characterized by a large share of work in the agricultural sector, long working hours, and poor school attendance and progression among child labourers. Moreover, he summarized global evidence on the negative impact of child labour on participation in education and training, leading to late entry into education or training, often at a lower grade level. He concluded by stating that (a) skills training was not a substitute for children’s right to education, (b) skills programmes should focus on adolescents aged 14 to 17, and (c) occupational safety and health (OSH) should be age-appropriate.

In the ensuing **discussion**, several participants challenged the data presented and expressed the need to further clarify the definition of child labour, as well as the role of the ILO. Hence, these issues were clarified by the facilitator at length.

During the same session, Ms. Rand Fathi Ala'raj, Labour Inspector (Ministry of Labour, Jordan) gave an overview of issues related to **occupational safety and health** in Jordan. She explained that the list of hazardous work had been updated in 2011 and was divided into eight categories of work: physical hazards; tasks with psychological and social hazards; tasks with moral hazards; tasks with chemical hazard; tasks with physiological hazards; work with biological hazards; tasks with ergonomic hazards; and other hazards. Ms. Ala'raj also noted that workers aged 16 or 17 were only allowed to work up to six hours per day, and not at all between 8pm and 6am or during holidays. In addition, she gave an overview of some of the potential negative impact of hazardous work for children.

Finally, the participants were asked to discuss the **reasons for child labour** in **working groups**. In the plenary, they mentioned poverty, poor quality of education, the social acceptance of engaging children in family-based craft, insufficient penalties, and disability. Moreover, there was agreement that displacement in the region had added different dynamics, such as the absence of a male breadwinner in many households. Responses to ameliorate the situation included acknowledgement of the problem, stronger penalties, improved school curricula, involvement of parents, awareness-raising of OSH risks, and provision of TVET, according to the participants.

In the **conclusion** of this session, Mr. Daru highlighted the complexity of the situation, emphasizing that specific answers were needed to respond to each child labour situation. At the same time, it was important to note that poverty did not automatically lead to child labour. He put forth that referral in the context of a functioning Child Labour Monitoring System was both crucial and possible, and that social protection was a large part of the solution – for example, through a comprehensive Social Protection Floor, which was in the making in Jordan. To this, Mr. Matz added the important role of quality education in the elimination of child labour.

As an introduction to the following sessions, Mr. Matz presented the **flowchart** underlying the structure of the Manual, which depicted the three stages (a) pre-training, (b) training, and (c) post-training issues. Sessions 2 to 4 were designed to cover pre-training issues, while Sessions 5 to 8 revolved around training issues. Post-training was to be covered in Sessions 9 and 10.

Session 2: Pre-training: Identification of skills and local employment opportunities¹

Mr. Daru presented the main considerations recommended for the **identification of needed skills**. First, he described skills identification as part of an empowerment process, which involved setting up a steering group that included participants that have both power and commitment to take action on decisions, but also provide space for participants with lower power to contribute to the process. He further characterized the process of identifying economic opportunities and consulting with stakeholders as an iterative one, used both for the identification of skills and for strengthening ownership. He also clarified the various

¹ The original content of Session 3, as laid out in the agenda, was integrated into this session.

purposes of having improved skills, which may include: to improve & differentiate products and services, to reduce costs and improve competitiveness, for business expansion (new markets), to replace retired workers, to catch-up with technological changes, and to comply with social and environmental standards. He underlined these categories were important to keep in mind as they are linked to various sources of data / information.

Third, he gave an overview of potential sources for skills identification, including labour force surveys, review of various administrative data, Establishment Skills Surveys, tracer studies of graduates and employers' satisfaction surveys, and value chain analyses. Fourth, he presented the ILO Training for Rural Economic Empowerment (TREE), containing the following survey and study tools:

- Community profile survey
- Consumer demand survey
- Market opportunity survey
- Feasibility study
- Training needs assessment

Following Mr. Daru's presentation, the participants were handed the five TREE survey tools, and asked to consider their usefulness for the region, as well as provide recommendations for adaptation, in the form of a group work assignment.

1. As per the **community profile survey**, the participants noted the need to adjust the age to the national legislation, to reflect on women's property rights more broadly, and to consider the summer holidays in the form.
2. Regarding the **consumer demand survey**, participants raised their concern that it included outdated products, such as coal.
3. The **market opportunity survey** was praised for being comprehensive; however, some sensitive questions might need to be rephrased (e.g. information about competitors). Moreover, the form should enquire about the volume and value of sales (rather than percentages, which might be difficult to come up with), and the needs of producers and traders should be assessed.
4. Finally, the **training needs assessment** was considered somewhat "vague", which was due to the fact that TREE was indeed a process, with this tool at the end, as Mr. Daru explained. In addition, the participants suggested that people with disabilities and both genders be appropriately reflected in the design of the tool.

Day 2

Session 3: Pre-training: Identification of partners and participants²

After a recap of the previous day, Mr. Matz spoke about the **identification of potential partners**. He drew attention to the fact that the selection of partners was important for a successful training programme. Therefore, skills training project managers should look for organizations that had proven capacity, previous experience working with children, were gender sensitive and had been functioning well. To this end, step 1 was to map local institutions and organizations providing services relevant to the skills training project, both public and private. Step 2 was to determine the criteria for partner selection, based on an

² In the agenda, the content of this session was designed as part of Session 2 (see Appendix 1).

analysis of their capacities to assist the project, knowledge about their ongoing and/or planned activities, and information about the legal and regulatory framework in which they operate. Finally, step 3 consisted in identifying capacity gaps, and addressing them appropriately, by conducting specific training activities.

Mr. Matz also provided an overview of the main considerations regarding the **identification of participants** in the skills training. He put forth that step 1 was to identify eligibility criteria for participation in the training. These included age (from the minimum age of employment and below 18 years) and gender (striving for an equal enrolment of boys and girls). Moreover, vulnerability to child labour should be adopted as a key criterion, Mr. Matz asserted. Associated factors could be poverty and/or economic shocks impacting the family, lack of access to quality education, family or cultural traditions and practices, disability, and discriminatory policies. Moreover, conflict, displacement, and migration also represented important factors contributing to vulnerability in the region (addressed in more detail in Session 7).

Step 2 was to list potential participants by engaging relevant stakeholders, Mr. Matz said. The purpose of step 3 – conducting verification and screening – was twofold, he explained: On the one hand, it served for the identification of eligible children, while on the other hand, this step was also essential to determine the children’s pre-skill level and interest in training. Useful selection criteria were motivation, level of education, support from parents and the community, and the existence of an initial employment or business idea.

Session 4: Vocational orientation and counselling

Mr. Matz introduced this session by explaining to the participants that **vocational orientation and counselling** was the process whereby you matched the participants’ initial vocational ideas with their capacities, and with locally available opportunities and support services. Hence, this session was intended to conclude the discussion of the pre-training phase.

Subsequently, Mr. Abd Ajawad Alnatsheh, Labour Inspector (Ministry of Labour, Jordan) related the experience of his Ministry in vocational orientation and counselling. He noted that many children in Jordan were not aware of the necessary qualifications and requirements linked to certain occupations and therefore tended to make bad choices, which created the need for career guidance based on individual analysis and occupational analysis. Common themes of career guidance offered through the MoL were stimulating self-awareness, identifying children’s interest, and offering information regarding various professions and occupations to children and parents alike.

Moreover, Mr. Alnatsheh highlighted the need to explore the characteristics of the labour market, including future trends. Mr. Alnatsheh also noted that all companies with more than 50 employees in Jordan were obliged to ensure that at least 4% of its employees were persons with disabilities, which had effectively led to better inclusion of PWDs in the labour market.

In the ensuing **discussion**, one participant complained that career counselling in the region tended to focus on adults, and that more efforts were needed to target adolescents at or (better even) before the minimum age. Mr. Daru re-emphasized that (a) vocational orientation and counselling (a) should be demand-driven, and that (b) should not pass on prejudices. This meant that if there were obstacles from the family or community (for

example, against girls choosing an occupation traditionally reserved for males), counsellors should acknowledge these obstacles and at the same time explore ways to overcome them.

Session 5: Training aspects and programmes

The session on training aspects and programmes was led jointly by Ms. Josée-Anne La Rue (ILO Beirut) and Mr. Yasser Ali (UNRWA Jordan). They presented the ILO's **integrated approach to training**, which combined vocational training with life skills and informal basic education, as well as entrepreneurship training. They emphasized the importance of flexible training arrangements that are also gender-responsive. Mr. Ali gave an overview of different types of **work-based learning**, which included traineeship, internship, and formal and informal apprenticeship, among several others. **Quality apprenticeship systems** had to rest upon four building blocks, defined by ILO: clear roles and responsibilities, social dialogue, legislation, and financing.

Mr. Ali went on to show a documentary video of a pilot project on **upgrading informal apprenticeships**, implemented by the ILO and the International Youth Foundation in Jordan. Subsequently, Ms. La Rue pointed out that the **financing aspects** of training that needed to be taken into consideration included training costs as well as participant costs. Regarding **certification**, the two presenters emphasized that the diploma received at the end of a successful training should allow for labour mobility of graduates and, second, for the possibility of further education.

Finally, they introduced the **Work Improvement in Small Enterprises (WISE)** training programme that empowers small and medium enterprises to take practical and low-cost action to improve working conditions.

http://www.ilo.org/travail/whatwedo/projects/WCMS_119287/lang--en/index.htm

After the presentation, Mr. Daru added that quality apprenticeships had demonstrated better employment outcomes than TVET in past studies. He also highlighted that for the best results for both employment and self-employment, it was important that skills training and entrepreneurship training be offered in a flexible, modular format.

For the **group work exercise**, the participants were instructed to draw a picture of a workplace, containing an outline of the physical layout of the work area as well as any hazards which existed, including labels and descriptions for each of the hazards. The drawings of the working groups revealed the following hazards and risks:

- **Agriculture**: dehydration, chemicals, dust, mechanical hazards, communicable diseases from animals, long hours, open wells, heavy loads, and lack of sanitation
- **Car mechanics**: inflammable substances, electrical cables and wires, heavy engines to lift, poor lighting, exhaust and fumes
- **Pharmaceuticals**: dust, explosives, toxic materials, lifting heavy loads, rotating machines, poor ventilation, and noise
- **Manufacturing**: heat, gases, sharp objects, fire, ergonomical hazards, lack of emergency exits, goods and packages that can fall

The ensuing **discussion** revealed that in all these settings, it was important to pay special attention to adolescent workers, as they may be more vulnerable to occupational hazards than adults, for several reasons such as lack of experience. Possible solutions that were

identified in the plenary included proper design, training and awareness-raising, removing the hazards, and finally (only at the end) protection of workers. For persons with disabilities, it was important to add special measures, such as visible fire alarms (for hearing-impaired workers), audible guidance to exits in case of emergency (for vision-impaired workers), and training in simplified ways (for mentally disabled workers).

Session 6: Inclusive training

Introducing the session on **inclusive training**, Mr. Matz explained that ILO Convention No.111 (Convention concerning Discrimination in Respect of Employment and Occupation, 1958) defined discrimination in terms of actions that have the “effect of nullifying or impairing equality of opportunity or treatment in employment or occupation”. In contrast, inclusive skills training for inclusive labour markets had to do not only with participation in the labour market, but also with the type and the quality of jobs that all categories of youth could access.

Moreover, Mr. Matz asserted, inclusion in the labour market was not only a question of rights but also of labour market efficiency. Therefore, with respect to training, inclusive training enabled disadvantaged populations contribute to the economy and to their societies.

Required changes for inclusion may include, among others:

- For girls: offering childcare facilities, allowing sufficient time to attend the training, and installing secure and separate sanitary facilities
- For persons with disabilities: changing attitudes, facilitating access, implementing ability tests, adapt training methods, and provide placement services as well as technical support to employers.

Subsequently, Mr. Adnan Alaboudy from the Higher Council for Persons with Disabilities in Jordan explained that his organization was a service provider for education, health, family empowerment, advocacy, and the prevention of violence and abuse. However, he explained that it did not provide skills training directly, as this was always carried out through the Ministry of Labour.

Session 7: Access to training for displaced populations and host communities

The session on access to training for **displaced populations and host communities** was held in a panel format, with the panellists Ms. Amy Schmidt (Save the Children) and Ms. Irene Omondi (UNHCR).

First, Ms. Schmidt addressed the topic **livelihoods and child labour** by presenting Save the Children’s Experience in Jordan. She asserted that a comprehensive approach was required, which simultaneously addressed symptoms (child labour, dropout) and causes (poverty, issues in the education system). Among the good practices she identified was a programme on the school-to-career transition, which included guidance and counselling for 15 to 17-year-old school children, as well as taking them to local employers and vocational training centres. Moreover, children were given the chance to meet business leaders who visited the school. Conversely, major challenges encountered in Save the Children’s livelihood

programmes were the difficulty of effectively matching children with employers and of getting girls to participate, many of whom were found to be idle (i.e. neither working nor studying).

Second, Ms. Omondi highlighted some of the issues surrounding the provision of **skills training for refugees**. She explained that UNHCR's relevant policy frameworks were the Third Refugee Response Plan and the Jordan Response Plan, which focussed on the following issues related to training provision (formal, non-formal, and informal): Post-basic education, life skills, and the capacity of service providers.

Among UNHCR's main achievements regarding livelihoods were the provision of knowledge and skills for self-protection, advocacy efforts for refugees' access to training, a scholarship programme (small scale), cash assistance and cash interventions, and the identification of vulnerabilities.

However, Ms. Omondi also pointed out a number of challenges, including the interruption of refugees' studies, the accreditation of their training, the absorption of trainees into the labour market, the location of training centres, the incidence of child labour, the high cost of training, funding limitations, and – last but not least – the lack of work permits.

In the subsequent **discussion** with the panellists, the issue of the right to work was reiterated as being arguably the most significant factor undermining efforts at skills training for displaced populations in Jordan and Lebanon.

In this regard, Mr. Daru and several participants emphasized that there was no empirical evidence for the widespread claim that refugees pushed local populations out of the labour market for all skills and occupation levels. While less skilled occupation levels may be more affected in terms of downward pressure on wages, higher level occupations were less so. In addition refugees worked already informally in retail and construction sector. Mr. Daru further quoted the National Employment Strategy that emphasizes the importance of the complementarity of the national and migrant labour forces rather than the replacement of migrant by nationals.

One of the challenges for development agencies consisted of involving the private sector to a satisfactory degree. Ms. Schmidt put forth that on the positive side, the refugee crisis had produced a flowering of civil society organizations, which had led to livelihood opportunities in the areas of services and goods, communication, and crafts and sweets. These opportunities should be seized, especially with regards to skills training.

Day 3

After a recap of the previous day, Mr. Matz presented the main findings from the new World Report on Child Labour, which confirmed the urgent necessity to step up efforts to eliminate hazardous child labour in the age group 15 to 17, thereby underscoring the relevance of the workshop.

Session 8: Entrepreneurship training and livelihood approaches

Mr. Matz introduced the session on **entrepreneurship training and livelihood approaches**. In particular, he focused on various ILO tools on the subject, namely:

- *SIYB programme*, whose focus is on starting and improving small businesses as a strategy for creating more and better employment in developing countries.

- *KAB programme* is a 80-120 hours training course on entrepreneurship for students in secondary education and trainees/students in vocational and technical training institutions.
- *GET Ahead* training package promotes enterprise development among low-income and low-literate women and their families involved in a small scale individual, family or group business.
- *My.COOP* is a training package and programme on the management of agricultural cooperatives.
- *My first business* is a training package prepared in the region, providing a start-up tool for youth.

Subsequently, Ms. Eman Ismail, CARE, presented **CARE's livelihood programmes in Jordan**, consisting of the following programmatic areas: Information provision and case management, cash assistance, psychosocial and safe spaces, and livelihood and vocational training programs. Ms. Ismail explained that in order to beneficiaries' coping and resilience mechanisms, dimensions of change that the programmes engaged in included vocational and life-skills training, home-based livelihood programmes, loans and saving programmes, conditional cash transfers, and partnerships and capacity building. Among the lessons learned regarding skills training was that clear selection criteria were needed in order to avoid dropout. Furthermore, she warned that challenges with the legal regime for refugees led to significant protection risks, including child labour.

In the following **discussion**, the need to monitor children's progress who had been enrolled in school emerged, as these children might still continue to work and also achieve unsatisfactory education outcomes.

Session 9: Post-training support

The main issues involved in **post-training support** were presented by Mr. Daru. He asserted that (a) vulnerable children required post-training support even more than adults, in order for training to lead to employment (b) employers should be involved at all stages of the programme – not only in the post-training phase. The WISE tool could be used to support employers, and also to help monitor working conditions and OSH, he added.

Different types of support were needed for employment and self-employment. For employment, young trainees needed:

- Encouragement and empowerment
- Job search skills and career guidance
- Mentoring and continued technical coaching
- Basic education and life skills
- Technical support to employers on OSH and for PWDs

Meanwhile, in terms of self-employment, the most important interventions centred around:

- Linkages to access start-up capital
- Advice on legal, regulatory and administrative procedures
- Information on markets, business opportunities, available resources and services

- Local business networks (suppliers, market and trade organizations, transport providers, financial institutions)
- Technical support
- Management skills

In response to the presentation, the participants engaged in **group work**, discussing the following questions:

1. What are the good practices of post training support in the region?
2. How are employers benefitting also from this support?
3. What are the main obstacles a young entrepreneur would meet?

The following results emerged from the working groups, among others:

1. Good practices (for each, a story was detailed)

- Linking graduated trainees with employers
- Establishing a database with all graduates' contacts
- Promoting computer literacy as an important element for fostering career ambitions
- Allowing a grace period for paying back loans
- Building capacity of recruitment and employment offices
- Upgrading skills in response to emerging trends, e.g. hybrid cars
- Attaching conditions on financial support
- Offering tools and equipment
- Linking university graduates with the private sector
- Establishing an incubator, i.e. combining individuals from similar occupations in an industrial complex
- Starting productive projects to employ trainees after the training, e.g. sewing workshop
- Offering continued vocational training and technical support, linked to labour market demands

3. Main obstacles for a young entrepreneur

- Lack of ideas about entrepreneurship
- Social values, lack of professional behaviour
- Lack of financial support
- Lack of skills for using the capital
- Competitiveness requires the initial protection of products
- Low return of income in the beginning
- Lack of knowledge about workers' rights
- Difficulty in creating customer networks
- Lack of adequate knowledge regarding labour market demands
- Tenuous political and security situation
- Lack of coordination among support organizations
- Lack of unemployment policies
- Lack of a holistic approach

Regarding the last point, Mr. Daru commented that indeed this was an important problem and that it was one of the tasks of trade unions to help ensure that young workers know about their rights and how to defend them. Labour inspectors present also mentioned they raise awareness about rights and entitlements during their inspections.

Session 10: Monitoring and evaluation

Essentially, **monitoring and evaluation** was about “getting the right information, to make the right decisions”, Mr. Daru asserted. He pointed out that **monitoring** was about tracking on-going progress in order to report on achievements, and enable corrective action. It also involved measuring progress at output and outcome levels, with indicators, targets, milestones, benchmarks. Mr. Daru added that assumptions and risks also had to be monitored, as changes in these categories might require changes in the way the project was implemented.

Mr. Daru gave an overview of the minimum OECD DAC criteria for **evaluation**, namely relevance, effectiveness, efficiency, impact, and sustainability. He emphasized that it was often insufficient to collect merely quantitative data for evaluation – we had to add qualitative aspects to get the full picture (for example, through focus group discussion).

Randomized control trials (that measure the net impact of interventions by comparing impact between treatment group and control group selected at random) were a method increasingly favoured by many donors. Evaluation results should be shared with participants in the project.

In the ensuing **group work**, participants were asked to come up with indicators and assumptions for the project “Enhancing the employability of engineering students and graduates in Gaza through better linkages with the private sector.”

Day 4

Session 11: Roadmap for joint action

In the final session, participants were grouped in **working groups** by country and asked to respond to the following questions:

1. What are your ten main learning points from the training?
2. What are three applications for your work?
3. What technical assistance would you request from the ILO to this end?

Among the main **learning points** that the participants identified were:

- Increased knowledge about the legal framework on child labour (especially minimum ages)
- Experience of other organizations, which will allow us to network with them in the future
- Increased knowledge on OSH, especially in the context of children and PWDs
- New view of child labour from a livelihoods perspective
- ILO survey tools to assess labour market needs
- Training on entrepreneurship
- How to match opportunities with beneficiaries’ aspirations

- How to set up a monitoring and evaluation plan
- How to identify vulnerable groups in need of inclusion, and mainstream them in training and career guidance
- The need to educate trainees on their rights
- The need to develop updated training materials
- The need to link trainees with post-training funding opportunities
- The need to provide financial incentives cautiously
- Conducting awareness raising and training for the parents to inform them that children need to be at school
- The need to ensure tri-partite communication regarding training provision
- Learning how to read a plan, develop indicators, and avoid risks
- Learning from Save the Children and UNHCR experience in training

In the meantime, participants pledged to undertake **follow-up action** after the training in response to question no. 2, in the following manner:

- Ministry of Labour, OPT: Conduct a briefing meeting for staff involved in developing a joint action plan to combat child labour
- Ministry of Labour, Jordan: Enhance actions to implement the National Framework on Child Labour, particularly related to apprenticeship systems
- Ministry of Labour, Egypt: Use the information to orient the implementation of the Action Plan against Child Labour (currently awaiting approval)
- Ministry of Labour, Sudan: Update statistics on child labour with a child labour survey, and provide technical training on establishing a child labour database (both to be conducted with the ILO)
- Chamber of Commerce, OPT: Conduct a workshop for employers, to raise their interests on the importance of skills for productivity
- Federation of Trade Union Workers, Jordan: Conduct a training workshop on skills (with ILO support)
- UNHCR, Jordan: Link the recommendations from the workshop to guide the forthcoming review of programmes on education and child labour
- JICA, Jordan: Start collaboration with ILO on skills training. Review programmes on microfinance, and activities in M&E
- Beyond (NGO), Lebanon: Use the information to orient a rapid assessment of small workshops employing Syrian refugees
- Sharek (NGO), OPT: Revise current project with university students, by ensuring that it is more inclusive and takes into account different models of entrepreneurship

Mr. Daru announced that in six months' time, the ILO would conduct a follow-up survey to review how these actions had been implemented.

Workshop closing

The closing ceremony was led by the Secretary-General. Following a word of thanks by Mr. Daru on behalf of the ILO, the Secretary-General reiterated his satisfaction about the opportunity to share experiences between countries and learn from each other. He thanked the ILO and in particular ILO-ITC for sponsoring the workshop. Moreover, he re-emphasized the need to enhance knowledge and awareness regarding child labour, particularly among

households and employers. In this regard, the Secretary-General expressed his hope that this training might promote the replication of pilot activities against child labour in the region.

At the end of the ceremony, the participants filled in the evaluation forms, and were handed their certificate of participation along with a USB key containing all the presentations and background documents for the training.

6. Summary of evaluation results

The final evaluation was returned by 27 participants. The results indicated that 96% of the participants were satisfied with the quality of the training activity. 89% of the participants indicated that it was either likely or certain that they would apply some of what they had learned, while 96% said that it was either likely or certain that their institution or employer would benefit from their participation in the training.

7. Final remarks

The author would like to thank all the participants for their high level and quality of participation, as well as the ILO Jordan team for their dedicated and outstanding administrative support before, during and after the training.

Appendix: Workshop programme

Time	Monday	Tuesday	Wednesday	Thursday
8:30–8:45	Registration	Summary of Day 1	Summary of Day 2	Summary of Day 3
8:45-10:00	Official Opening Remarks <ul style="list-style-type: none"> ▪ Minister of Labour ▪ ILO ROAS Director a.i. Introduction of seminar <i>P. Daru</i> <ul style="list-style-type: none"> ▪ Objectives and agenda ▪ Expectations from the seminar ▪ Introduction of participants 	S 4: Orientation and counselling, and matching the economic opportunity with the beneficiaries' aspirations <i>P. Matz / Ministry of Labour, Jordan</i> Group work & report in plenary	S 8: Entrepreneurship training and livelihood approaches <i>P. Matz / CARE International, Jordan</i> <ul style="list-style-type: none"> ▪ Competency areas of entrepreneurship training ▪ Available tools ▪ Programme implementation 	S 11: Roadmap for joint action Group work on areas of improvement
10:00 – 10:30	Coffee break			
10:30 – 13:00	S 1: Conceptual frameworks and data <i>P. Matz</i> <ul style="list-style-type: none"> ▪ Decent work ▪ What is and what is not child labour? ▪ Regional data on child labour and youth employment ▪ Effects of child labour on training participation <i>Ministry of Labour</i> <ul style="list-style-type: none"> ▪ Occupational Safety and Health 	S 5: Training aspects and programmes <i>J-A La Rue/ Y. Ali</i> <ul style="list-style-type: none"> ▪ Integrated approaches to training ▪ Flexible training arrangements ▪ Workplace / school based training ▪ Apprenticeship systems ▪ Financial aspects of training ▪ Certification ▪ Safe work: Ensuring the protection of young workers OSH group exercise	S 9: Post-training support <i>P. Daru</i> <ul style="list-style-type: none"> ▪ Job matching and placement ▪ Business development services ▪ Access to finance ▪ Wage subsidies ▪ Asset replacement Introduction to group work	Group work on the road map
13:00 – 14:00	Lunch			

14:00 – 15:45	S 2: Pre-training issues <i>P. Daru</i> <ul style="list-style-type: none"> ▪ Identification of skills needs ▪ Identification of training providers ▪ Recruitment of beneficiaries Introduction to group work	S 6: Inclusive training <i>P. Matz / High Commission for Persons with Disabilities, Jordan</i> <ul style="list-style-type: none"> ▪ Vulnerability targeting ▪ Gender and training Inclusion of Persons with Disabilities	S 10: Monitoring and evaluation <i>P. Matz</i> <ul style="list-style-type: none"> ▪ Key performance indicators ▪ Processes and tools ▪ Impact evaluation ▪ Methodologies 	Report in plenary Closing remarks Certificates Evaluation
15:45 – 16:00	Coffee break			
16:00 – 17:30	S 3: Identifying local economic opportunities Group work & report in plenary	S 7: Access to training and work for displaced populations <i>M. Kattaa / Save the Children / UNHCR</i> <ul style="list-style-type: none"> ▪ Current policy issues ▪ Host communities Achievements and challenges	Group work & report in plenary: Country experience regarding <ul style="list-style-type: none"> ▪ Skills training provision ▪ Entrepreneurship training ▪ Livelihood approaches 	

