

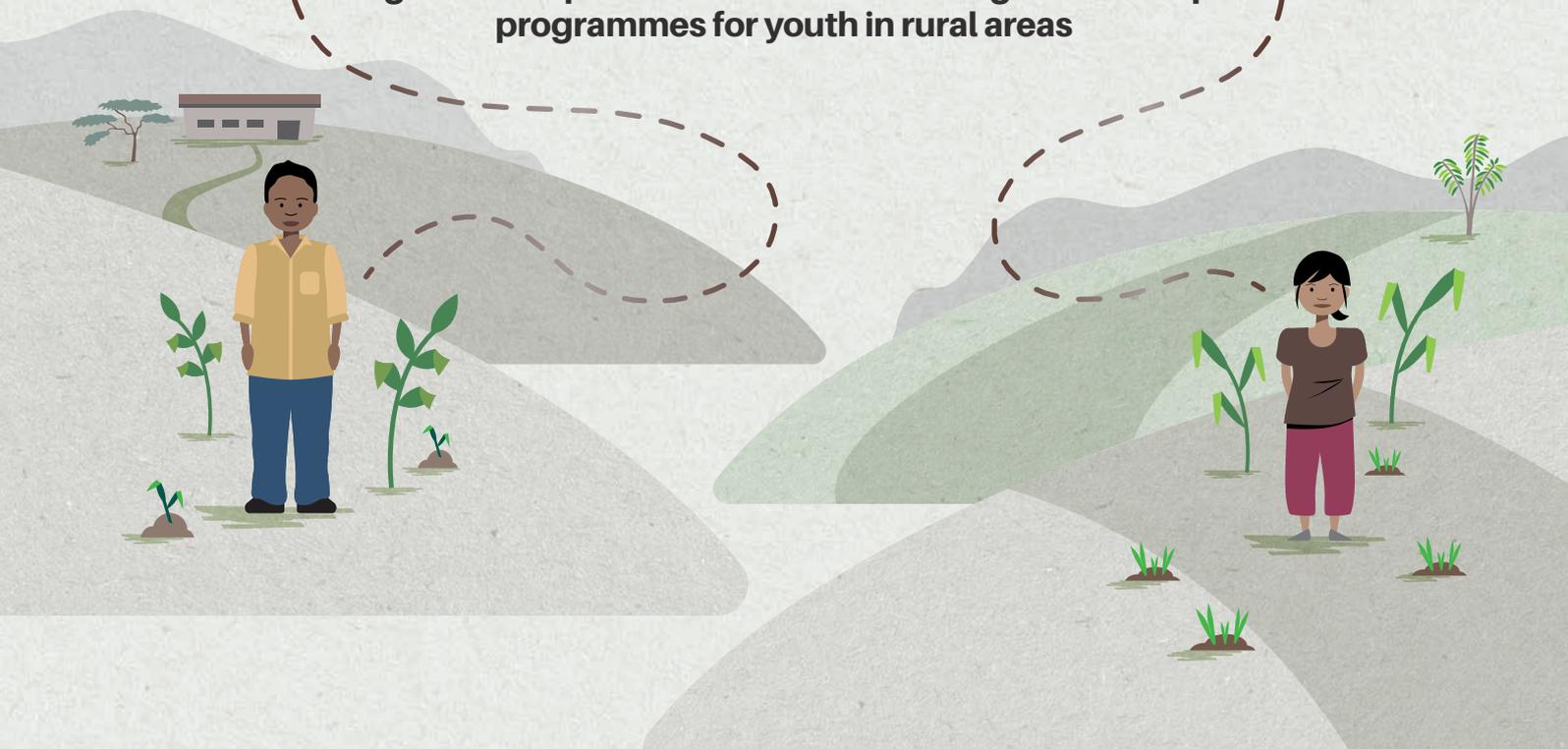


THE

# La Máquina

YOUTH EMPLOYMENT MODEL™

A guide to implement vocational training & internship programmes for youth in rural areas





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# About the ECLT Foundation

The ECLT Foundation is committed to collaborative solutions for children and their families that combat the root causes of child labour in rural communities where tobacco is grown.

We advocate for strong policies, share best practices to multiply our impact, and engage rural families so they can benefit from farming while ensuring that their children are healthy, educated, and encouraged to reach their full potential.

Founded as an independent Swiss foundation in 2000 to bring together key stakeholders against child labour in the tobacco-growing supply chain, the ECLT Foundation is based in Geneva, Switzerland.

**The ECLT Foundation works toward a world with thriving agricultural communities, where children are free from child labour so they can go to school and develop in a safe environment. We believe that supporting local capacities and building lasting partnerships for sustainable solutions are the best ways to address the root causes of child labour and promote rural development.**



## What we do

Guided by the Sustainable Development Goals (SDGs), ECLT strategically invests in local capacities and builds partnerships to advance economic and social development in line with UN Human Rights and ILO standards.

## Our work

To bring effective and long-lasting change in the fight against child labour, our work focuses on three key strategic areas:

- 1** High impact programmes for children and communities
- 2** Advocacy for collaborative solutions and policy change
- 3** Support for the implementation of the ECLT Members' Pledge of Commitment



By engaging policy makers, other agricultural sectors, and organisations working on the ground, ECLT supports the development and implementation of strong policies that go beyond our project areas and benefit all children and families in the countries where we work.

The ECLT Foundation remains committed to a programme approach which is comprehensive, data driven, and which addresses the root causes of child labour in rural communities where tobacco is grown. ECLT recognises that stopping displacement is the key to successfully eliminating child labour.

**To bring effective and sustainable change and accelerate progress towards SDG 8.7 to eliminate all child labour by 2025, creating equal opportunities for youth within the legal working age to move away from hazardous work and into decent employment plays a critical role in closing the gap.**

**Read our Strategic Plan Overview at [www.eclt.org/publications](http://www.eclt.org/publications)**



# Foreword

**Mike Ligon**  
President  
ECLT Foundation



On behalf of the ECLT Foundation, I welcome you to discover **The La Máquina Youth Employment Model™**, which proudly takes its name from the rural community in western Guatemala, where it was piloted. In San José La Máquina, students, teachers, families, community leaders, and government representatives, joined together with the local businesses, to develop a model that has been identified as a global best practice and yielded concrete results in the fight against child labour, including the introduction of 'market-driven' secondary school classes with a 97.5% retention rate and the first ever professional internship programme for youth in the area.

Guided by the 2030 Agenda for Sustainable Development, and specifically SDG target 8.7, the model is based on the principle that training young people with relevant skills opens doors to job markets and decent work opportunities. When done in a strategic and inclusive way, job skills training becomes an essential tool to address hazardous child labour and promote sustainable economic development in rural economies.

The model shows the strength of public-private partnerships and the need for coordinated efforts and investments. By connecting businesses and community leaders to teachers, students and parents, the La Máquina Model allows communities to understand how education and labor markets complement each other. Joint action ensures that young people can acquire the job skills they need to build careers in growing and high-demand markets, while ensuring that businesses have access to the skills they need to remain competitive both today and in guiding the development of the future workforce.

During these challenging times, ILO estimates show that there are some 38 million youth engaged in hazardous child labour globally and the organization warns that these numbers may increase. Collaboration is needed more than ever to scale-up efforts which support education and decent work for these young people. This guide introduces a proven model to address these issues and I invite all stakeholders - from companies, governments, and investors to families, communities, and NGOs - to get involved. The ECLT Foundation is ready to provide leadership, coordination, and technical assistance for stakeholders looking to implement **The La Máquina Youth Employment Model™**.

Our shared accountability can become shared progress when we make commitments and take action together.



# Acknowledgement

The **La Máquina Youth Employment Model™** was developed in Guatemala by the **ECLT Foundation** as part of its strategy to fight child labour across commodities in agriculture. The ECLT Foundation would like to acknowledge and thank all of the stakeholders who contributed to making the model a reality.

We would like to thank the **Government of Guatemala** for the opportunity to develop the model in Guatemala and for its continued commitment to prevent and eliminate child labour and to protect young workers.

The model came into existence through collaboration and shared accountability by a wide range of stakeholders spanning from national, provincial and local authorities to the private sector and local actors from the communities of the Municipality of San José, La Máquina, Guatemala. Children and young people played a crucial role in the development and success of the model.

We wish to recognise the vital role of parents, community leaders, and local actors, who supported the development and consolidation of the model with their commitment and leadership.

The collaboration with the tobacco companies, **Universal (Casa Export Ltd) and Alliance One**, was vital in shaping the programme. They contributed with key information to the research and design phase, and played a significant role as members of the local Advisory Committee.

We want to thank Defensa de Niñas y Niños Internacional - DNI Costa Rica for their expertise and leadership on the ground, which was fundamental to launching and developing the model. Thanks also to the technical team and to the management team for their continued dedication to advancing the development of the model. And a special thanks to the President of DNI Costa Rica Virginia Murillo for her guidance and contribution to both the guide and the e-learning course.

We recognise the great value of the strategic partnerships built with the **Ministry of Labour and Social Welfare (MINTRAB)**, the **Ministry of Education (MINEDUC)**, the **Department of Education of Suchitepéquez** and the **Municipality of San José La Máquina**. Their technical and political support and outstanding participation were essential to ensure the advancement, quality, and sustainability of the model.

The success of the model relies on the engagement of the aforementioned stakeholders. Thanks to the continuous involvement of local actors, the model has been validated throughout the community and has generated positive impact in the lives of its children and young people. Our sincere thanks to everyone for working together in creating better conditions and opportunities for children and young people in agricultural areas in Guatemala in the effort to prevent, reduce, and eliminate child labour and ultimately protect young workers.



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# User guide

The La Máquina Youth Employment Model™ is used as part of the ECLT strategy to combat the root causes of child labour in rural areas. It focuses on preventing and mitigating hazardous work for youth in the legal working age of 15 -17 years.

Through locally tailored Vocational Training and Internship Programmes (VTIP) the model offers young people from rural communities the opportunity to build marketable skills in order to increase their chances of accessing a decent job or continuing their education. The model addresses barriers for youth to enroll in and continue education, ensuring high completion rates.

**By improving the employability of youth and addressing existing skills gaps in the job market, The La Máquina Youth Employment Model™ serves as an economic development strategy for job creation and the eradication of poverty.**

This guide has been developed for:

- State representatives
- The private sector
- International organisations
- Civil society
- Practitioners

who are looking for ways to address existing skills-gaps and employment challenges facing youth living in rural areas. The guide provides technical information on the different elements of the model and demonstrates how to develop and implement timely, cost-efficient, relevant, and sustainable VTIPs that can be replicated and integrated into child protection programmes and economic development strategies.

The model is aligned with international standards and conventions. It builds on a human rights based approach, including the **Convention on the Rights of the Child** and the **International Bill of Human Rights**, and draws on relevant ILO conventions such as **convention 138 on minimum age** and **convention 182 on the worst forms of child labour**.

**ECLT will be able to lead** and coordinate the implementation of the model, and provide technical assistance on the individual components of the model.

## Online training course

To complement the publication the Foundation has developed an online course with additional technical aspects of the model. The course gives some answers as to how this model can be relevant for different stakeholders and provides guidance on key considerations in relation to implementation.

Access the e-learning course:  
[www.eclt.org/skills4youth](http://www.eclt.org/skills4youth)



## Abbreviations

**CSR:** Corporate Social Responsibility

**DNI:** Defensa de Niñas y Niños Internacional

**ECLT:** Eliminating Child Labour in Tobacco-Growing Foundation

**FAO:** The Food and Agriculture Organization

**GDP:** Gross Domestic Product

**ILO:** International Labour Organization

**MOU:** Memorandum of Understanding

**NGO:** Non-Governmental Organisations

**OECD:** Organization for Economic Cooperation and Development

**PPPs:** Public Private Partnerships

**SDG:** Sustainable Development Goals

**ToR:** Terms of Reference

**UN:** The United Nations

**VTIP:** Vocational Training and Subsidised Internship Programme

# The La Máquina Model™

The following are the four implementation phases:

## Phase I

### Preparation



**Knowing the issue:** The intervention area is identified and a baseline study to document the issue is carried out. Findings and recommendations from the baseline study are shared with relevant stakeholders and next steps are defined in collaboration with the stakeholders.

## Phase II

### Sustainable framework



**Building the structure:** All the necessary conditions and agreements are established to ensure the validity and the continuation of the model. A local Advisory Committee is established to provide oversight of the model. The design of a training curriculum is developed, appropriate training providers are identified, and the selection criteria for future enrolment of students is established.

#### ← MONITORING & EVALUATION



\$28,000

IDENTIFY



STUDY



LOCAL CONSULTATIONS



**BASELINE TO  
MEASURE CHANGE**



SUPPORT

I

**PREPARATION**

\$66,000



COMMITMENTS



LOCAL  
COMMITTEE



CURRICULA



II

**SUSTAINABLE FRAMEWORK**

## Phase III Training & internships

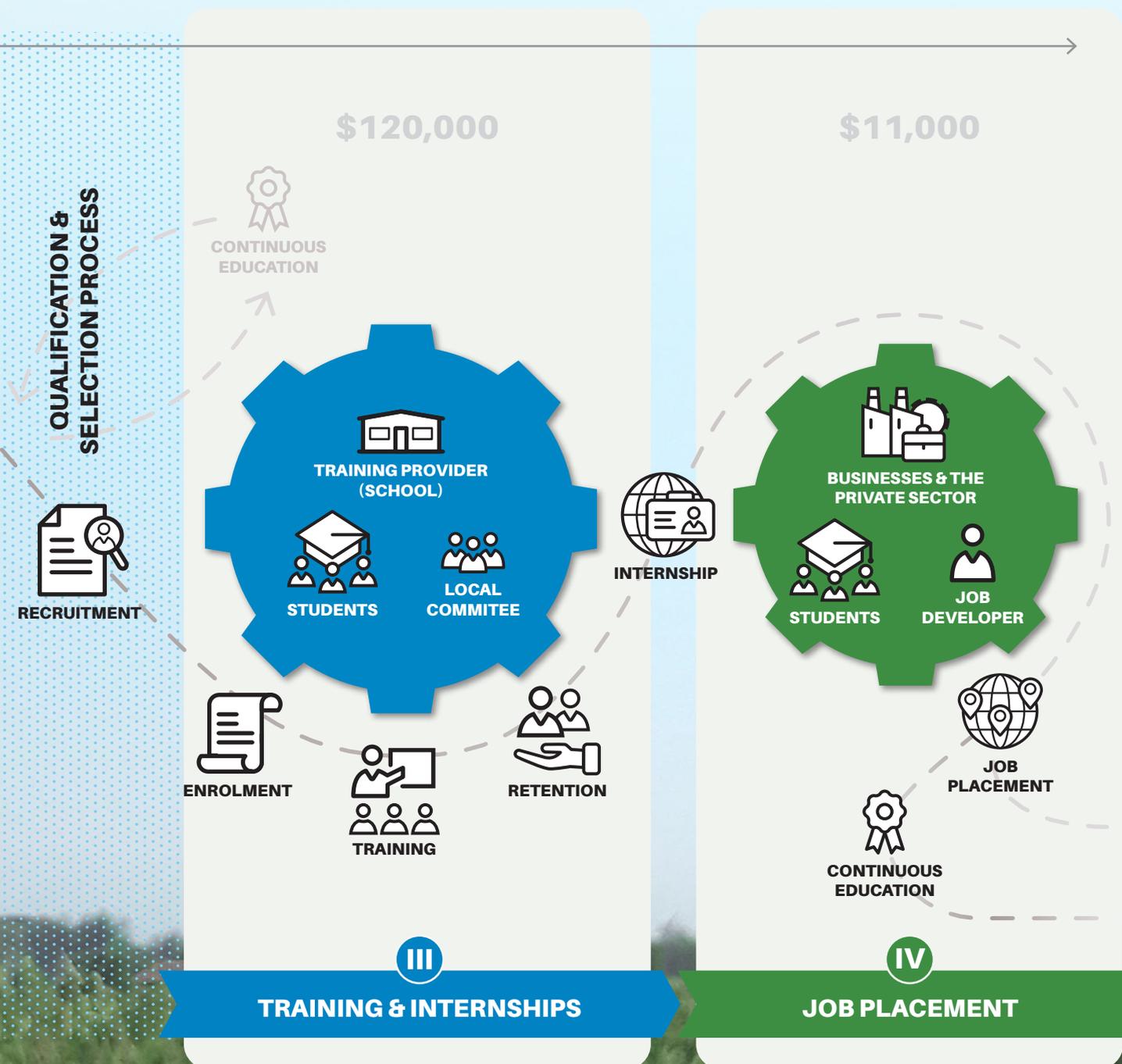


**Implementing the programme:** Concrete training activities are organised and facilitated. This requires the enrolment of students into the training and the facilitation of activities that support retention and completion. Internships within the local job market are identified for future placements.

## Phase IV Job placement



**Supporting youth:** Focus is on creating supportive mechanisms that help graduates to transition from school to labour market and securing permanent placement or supporting continued education towards decent employment.



*\*Predicated on costs of 1875 USD per student based on a total of 120 youth served.*

## The reality in San José La Máquina, Guatemala



Children up to age 18  
**WORKING** in 2014

IN THE PROJECT AREA:



STUDENTS ENROLLED  
in secondary school in 2013

**75%**

DROP-OUT RATE  
after primary school  
in 2014



### The challenges for youth



HIGH drop-out rates  
LOW retention rates



LOW literacy & numeracy skills



LIMITED ACCESS to further education & decent work opportunities

### What labour skills were in demand?

#### SKILLS IN DEMAND

Business Administration

Mathematics

Communications

Computers



INTERNSHIPS AVAILABLE  
in 2014

#### JOB IN DEMAND

Agricultural Technicians

Accountants

Sales People

Administrative Staff

# Before

## What changed with the La Máquina Model?



Children up to age 18  
**NOT WORKING** in 2020

IN THE PROJECT AREA:



**STUDENTS ENROLLED**  
in the programme in 2020

**97.5%**

**RETENTION RATE**  
in programme  
in 2020



### Improved opportunities for youth



**LOW**  
drop-out  
rates

**HIGH**  
retention  
rates



**FOCUS ON**  
literacy & numeracy  
skills



**INCREASED SKILLS**  
for further education &  
decent work opportunities

### How do we bridge the skills gap?

By offering courses:

**COURSES**

- Business & Marketing
- Entrepreneurship
- English & Communications
- Computer Science



**INTERNSHIPS COMPLETED**  
by 2020

Where did interns go?

**BUSINESSES**

- Ministry of Agriculture
- Caja Rural
- Axioma Business Center
- District Department of Education

**After**

# How The La Máquina Youth Employment Model™ promotes the SDGs

## Results achieved in Guatemala:



**23 families** trained for income generating activities to sustain livelihood and ensure retention of students

**80 students** placed in temporary decent jobs through internships



**197 students** enrolled in vocational training in 2020

**136 children** received after school support in 2019



**48% of students** enrolled in the programme were girls

**56% of the internships** were carried out by girls





**8** DECENT WORK AND  
ECONOMIC GROWTH



**44 professionals**  
trained on child labour  
prevention, decent work for  
youth, and children's rights

**10** REDUCED  
INEQUALITIES



**400 children**  
received educational  
support in 2020

**17** PARTNERSHIPS  
FOR THE GOALS



**14 businesses**  
participated in the  
subsidised internship  
programme in 2019

only **8% of children**  
in the area were working  
in 2018, compared to 50%  
in 2014



**2 critical  
agreements** were  
made with the Ministry  
of Education and the  
Ministry of Labour to  
sustain the programme



1 NO POVERTY



4 QUALITY EDUCATION

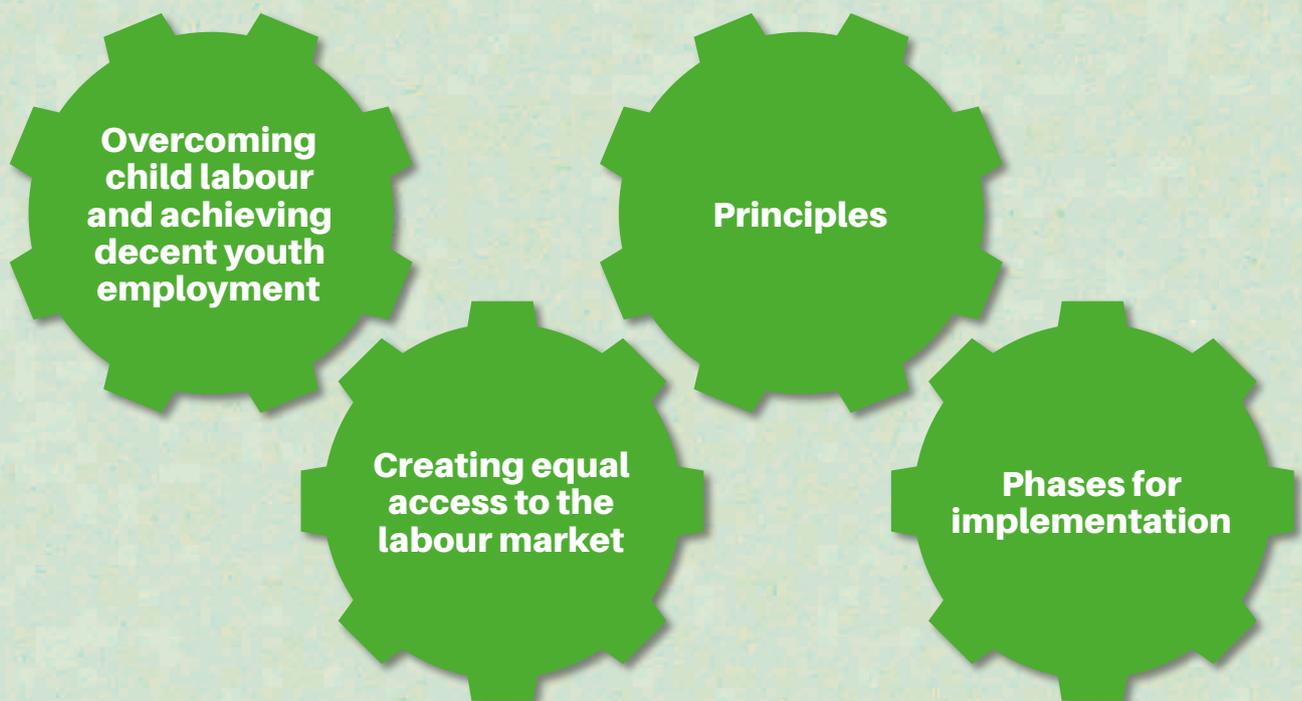


# Overview

## The La Máquina model™

**Eliminating child labour in agriculture means creating equal opportunities for young people in rural communities to access quality education, and to contribute to society based on their individual talents and potential.**

This chapter provides an overview of the model.



# Overcoming child labour and achieving decent youth employment

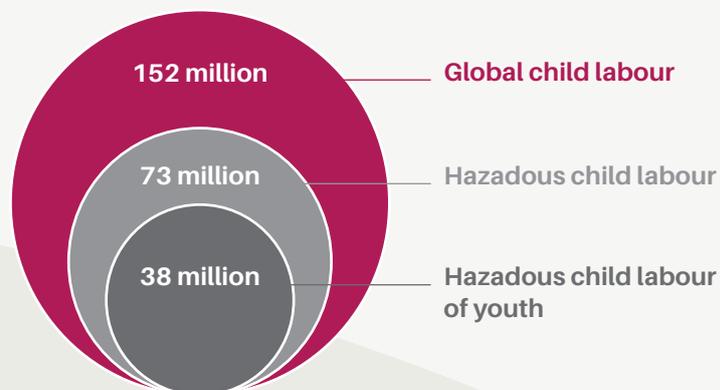
**“In the future I imagine myself as a great systems’ engineer, being able to explore all the things there are to see in the world.”**

Like any other teenager, Oliver dreams of a brighter future where he follows his passion of becoming a systems’ engineer. Though he lives in a remote agricultural area in Guatemala, he has the right to equal opportunities in acquiring a decent job, where he can use his talents and earn a livelihood. Many children and young people in rural areas are not presented with these types of opportunities; children such as Oliver are prevented from exercising their rights to decent and productive employment.

## ILO global figures

**123 million of youth in developing economies live in poverty, despite having a job<sup>2</sup>**

**71% of all child labour happens in agriculture<sup>3</sup>**



According to the **United Nations Department of Economic and Social Affairs**, many young people in low-income countries are either unemployed or only able to find work in either the informal sector, or in poor quality and unskilled jobs with little job security and low wages.<sup>1</sup> Many of these jobs are hazardous in nature or circumstances. In particular, children and youth working in the agricultural sector are at risk of performing hazardous work.

When children above the legal working age perform work which is hazardous, such as working with pesticides or handling dangerous tools, it is considered one of the worst forms of child labour. Besides putting their health and safety at risk, young

people engaged in hazardous work are more likely to drop out of school than other employed 15-17 year-olds. Often, youth living in poverty do not have access to quality education past primary school and drop out of school in order to help their family fill the income gaps and cover basic needs. Dropping out of school has lasting consequences for both young people and the local economy; it increases the risk of both economic marginalization and social exclusion.

**The Food and Agriculture Organization (FAO)** highlights that the specific needs of youth in hazardous child labour are often missed by child labour prevention efforts and youth employment programmes.<sup>4</sup>



## ILO definitions of child labour:

### Child labour

Child labour refers to work done under the minimum working age (in most countries age 15) and that is mentally, physically, socially or morally dangerous and harmful to children and interferes with their education. If a child between the age of 15 and 17 is doing work which is hazardous, for example working in an unsafe and unhealthy environment, this is also considered to be child labour.

### Hazardous work

According to the ILO, hazardous work is “work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children”. Work which is dangerous and unsafe is inappropriate for children under 18 years-old regardless of the conditions or the safety equipment.

### Decent work

Light work for children aged 13–15 (for limited hours and not harming their health, safety or school attendance and achievement), or for those aged 12–14 if the minimum age is set at 14 or 15, can be permitted. Light work, however, should not be for more than 14 hours per week. Children above the minimum working age (age 15–17 in most countries) can work full time if they are not doing work which is considered a Worst Form of Child Labour<sup>5</sup>, including hazardous work.

**This model aims to get youth out of hazardous child labour and into decent employment.**

**Creating equal opportunities for youth in rural communities to access quality education and decent jobs is one way to prevent child labour and foster economic development.**

### Youth

The United Nations defines youth as people between the ages of 15 and 24.

<sup>1</sup> [www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/12/WorldYouthReport-2030Agenda.pdf](http://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/12/WorldYouthReport-2030Agenda.pdf)

<sup>2</sup> [www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_513739.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_513739.pdf)

<sup>3</sup> [www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_575499.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_575499.pdf)

<sup>4</sup> <http://www.fao.org/3/ca9502en/CA9502EN.pdf> (programmes)

<sup>5</sup> <https://www.ilo.org/ipec/facts/lang-en/index.htm>

# Creating equal access to the labour market

Addressing the root causes of child labour requires developing inclusive economic development strategies that stimulate job creation for youth in rural areas.

**An essential task is to address barriers that prevent young people in rural areas from accessing the labour market.**

Putting the talent and skills of youth to productive use benefits both the individual and society as a whole, since earning a livelihood reduces economic inequalities and eliminates poverty. For youth to be able to contribute to the economy, they need to be provided with the the right skills and opportunities for finding decent work .

The Organization for Economic Cooperation and Development (OECD) states that stimulating stronger productivity growth and reducing inequalities requires that people with less means are provided with opportunities and equipped with skills to fulfill their productive potential.

Creating inclusive labour markets and inclusive economic growth calls for effective education and skills policies to better match training with labour market demands, and to provide businesses with the supply of skills they need.

## Securing a well-functioning labour market and economic stability

The World Economic Forum identifies necessary reforms and policies on the following areas:

1. Labour market policies that focus on training and job search activities
2. Education reforms that ensure equal access to quality education to decrease under- and unemployment rates
3. Policies that support the transition from school to work





### Internships

An opportunity to learn in a workplace, usually covering specific aspects of a job, but not all skills needed for it. These programmes do not follow a curriculum or lead to qualifications based on an assessment of skills. Usually internships are offered to young people who have finished their studies or are still studying.

### Vocational training

Job-specific technical training focused on practical applications of skills. This training establishes a link between education and the working world and is usually provided either at the high school level or in a post-secondary school. A large part of the curriculum is hands-on training. The objective is to prepare students for the job market and help them complete their high school education.

## Investing in skills development through Public Private Partnerships (PPPs)

A key challenge ahead is to bridge the skills-gap and address existing barriers to moving young people from unskilled, hazardous, and poorly paid jobs and into decent jobs. Public Private Partnerships represent an opportunity to turn policies and reforms into concrete solutions, where educational offers meet the demands of the market.

### Why PPPs?

- Enable authorities to better understand the needs of the market and align educational offers with existing demands
- Give businesses an opportunity to influence educational offers and access talents
- Reinforce coordination between educational institutions, public authorities, unions, and the private sector

### Why vocational trainings and internships?

- Continuously meet the skills in demand in a changing labour-market
- Offer cost-efficient training solutions
- Promote private sector development
- Smoothen transition from school to job market

Appropriate training and internship programmes are recognised as effective means by which to reduce the skills-gap and promote social inclusion by governments, trade unions, employers' associations, and international organisations<sup>6</sup>. As these programmes equip individuals with the skills needed to succeed in today's labour markets, they promise to have high return both economically and socially.

The La Máquina Youth Employment Model™ provides one solution to implement sustainable Vocational Training and Internship Programmes in rural areas.

<sup>6</sup> [www.ilo.org/wcmsp5/groups/public/--ed\\_emp/documents/publication/wcms\\_710173.pdf](http://www.ilo.org/wcmsp5/groups/public/--ed_emp/documents/publication/wcms_710173.pdf)

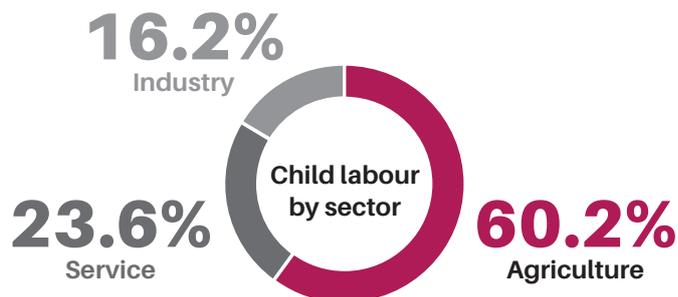
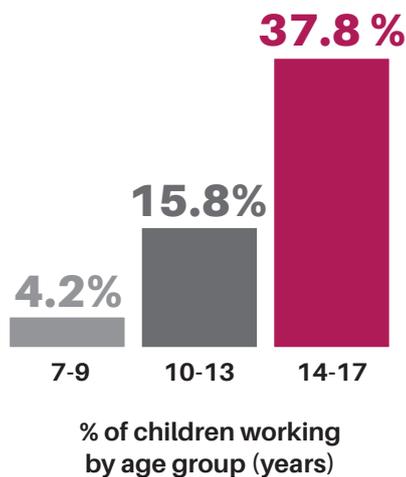
# A call to action

## A snapshot of San José La Máquina in 2013



In 2013, 20.3 % of children in Guatemala were working, amounting to a total of

**850,937** children up to age 18.



“For a long time we have been yearning for giving our young people better opportunities in life and giving them the chance to continue their studies within the community.”



Francisco Chama, Community Leader



**2/3** of children working lived in rural areas



Only **1/4** of children completed sixth grade

### Programme area

San José La Máquina is situated in the department of Suchitepéquez in South East Guatemala. The main income source is agriculture and the region has one of the highest poverty rates in the country. More than 50% of children work in agriculture. There is a lack of access to further education and decent job opportunities as well as limited awareness on the negative impacts of child labour within the community.

### National roadmap

- Prevent and erraditate child labour by children under 14 years of age
- Protect the well-being and the rights of young workers aged 15-17 years
- Prevent and fight the worst forms of child labour



**“It is an honour for the municipality to have this type of education. It was an area completely abandoned and today the community has managed to move forward.”**

Ronal Aldana Chilin,  
Mayor of San José La Máquina

Since 2013, the ECLT Foundation has worked with its partner Defensa de Niñas y Niños Internacional DNI Costa Rica, the private sector, local and national authorities, educational institutions and the local community in San Jose, La Máquina to fight child labour in rural Guatemala, targeting youth aged 15-17 years. A locally tailored Vocational Training and Internship Programme (VTIP) was established within the community to give young people an opportunity to improve their employability, and access the local and global labor markets.

**Keys to success**

The model establishes the framework, conditions, and mechanisms for a vocational training and internship programme to thrive in a rural setting. To ensure the long-term sustainability, the model is based on a participatory approach that aligns with local and national priorities and requires authorities and the local community to assume responsibility for the training programme. Close collaboration with local businesses ensures that the training programme is market-driven and adjusts to the skills in-demand. Child participation is an integrated part of the model as well, ensuring that the needs of the students are met and their voices are heard.



**“Yes I believe that the La Máquina Model has helped the young people to find work and given them the opportunity to know different types of work, for example in a company.”**

Parent, Zuly Arilda Barrientos Flores

**“I stopped school after primary, since my family didn’t have the resources to fund my education. I was out of school for more than 8 years, working in the fields. If it wasn’t for this programme, I would have continued working.”**

Kimberly Alexandra Álvarez Flores, Student





## Target group

The La Máquina Youth Employment Model™ targets youth in rural areas and agricultural communities. The primary target group are youth in hazardous child labour aged 15-17 years. To leave no one behind and due to the reality faced by youth in many rural communities, older youth can benefit from the model. In certain contexts, where the legal working age is lower, younger children should also be taken into account.

# Principles

## Create equal opportunities for youth in rural areas



- 1 Youth have a right to adequate standards of living, that ensures their basic needs are met.
- 2 Youth have a right to equal opportunities and to access quality education.
- 3 Youth have a right to access decent employment, where they can use their talents and skills to build a better future for themselves and their families.
- 4 Youth have the right to participate and to be heard. This means involving youth in the creation of training programmes that support their successes in employment.

## Fight child labour



- 12 Rural development disincentivises youth to be engaged in child labour, since better employment opportunities arise.
- 13 Commitment by local businesses to work with the local government, training providers, and civil society in order to create opportunities for youth results in increased livelihood opportunities and decreased incidents of child labour.
- 14 Internships and on-the-job training are critical to developing a future workforce and curbing child labour.

## Invest in a qualified workforce & create access to the job market



- 5 Investing in skills development of youth improves their employability.
- 6 Curricula and job training programmes must reflect in-demand skills. Inputs from the private sector are critical to ensure curricula are relevant, timely, and preparing youth for jobs that are "in-demand."
- 7 Access to both traditional and global job markets broadens the scope of possibilities for employment. Assessing both local and regional labour markets helps inform targeted training efforts and focus development on "in-demand" skills.
- 8 Engagement with key stakeholders ensures alignment with local priorities and the long-term sustainability of training offers.

## Promote rural development



- 9 Investing in a qualified workforce improves business performance and generates business opportunities and growth.
- 10 Business growth attracts further investments and promotes rural development and job creation.
- 11 Job creation at the local, regional, and national level creates livelihood opportunities and curbs migration.

## Realising dreams

Students are saying:

**"I like to learn about communications and mathematics."**

**"I would like to help my parents and break free from poverty."**

**"My dream is to become a police officer"**

**"I would like to continue studying and become a doctor."**

**"I want to become a teacher."**

**"I would like to become a dressmaker."**

**My dream is to become an inventor, study chemistry, reach my goals and help my parents."**

**"I like elector mechanics and learning IT skills."**

**"I would like to study fashion design."**



# Follow the story

Here are Marta and Olman. Throughout the guide we will follow their story and see how the model helps break down barriers for these two young people to go to school and attain marketable skills and hands-on working experience in order to improve their chances of getting a decent job and achieving their full potential.



This is Olman. He lives with his family in San José La Máquina, a small agricultural community.

**“Due to limited resources from the age of 8 I have been doing agricultural work such as cleaning up on the corn plantations. I was cutting and carrying corn. When I was 11 years old, I started working on the tobacco fields, fumigating, sowing, cutting, carrying and I also did all the work related to drying tobacco. For that reason, I missed out on school and got bad grades.”**



Here is Marta. She lives with her mother and younger siblings in a small village in a rural area. In the village, most people are working in agriculture. Marta stopped school after primary age.

**“When I was 12 years old I started working at a local farm mostly helping with sowing. I worked from 6 in the morning till 11 and again from 14.00 until 17.00 after my work at the farm I helped my mum at home.”**





Career plans for these two young people seem far away, since numerous barriers prevent them from going to school and accessing the labour market. Their current circumstances limit possibilities to break free from poverty and child labour.



How do we create equal opportunities for youth and how do we best support them in using their full potential and accessing a decent job where they can earn a livelihood?

**“We want our young people to be capable of doing all kinds of work and studies. We will continue working until we reach the dreams we have for our community.”**

Francisco Chama,  
Community Leader, San José La Máquina,  
Guatemala

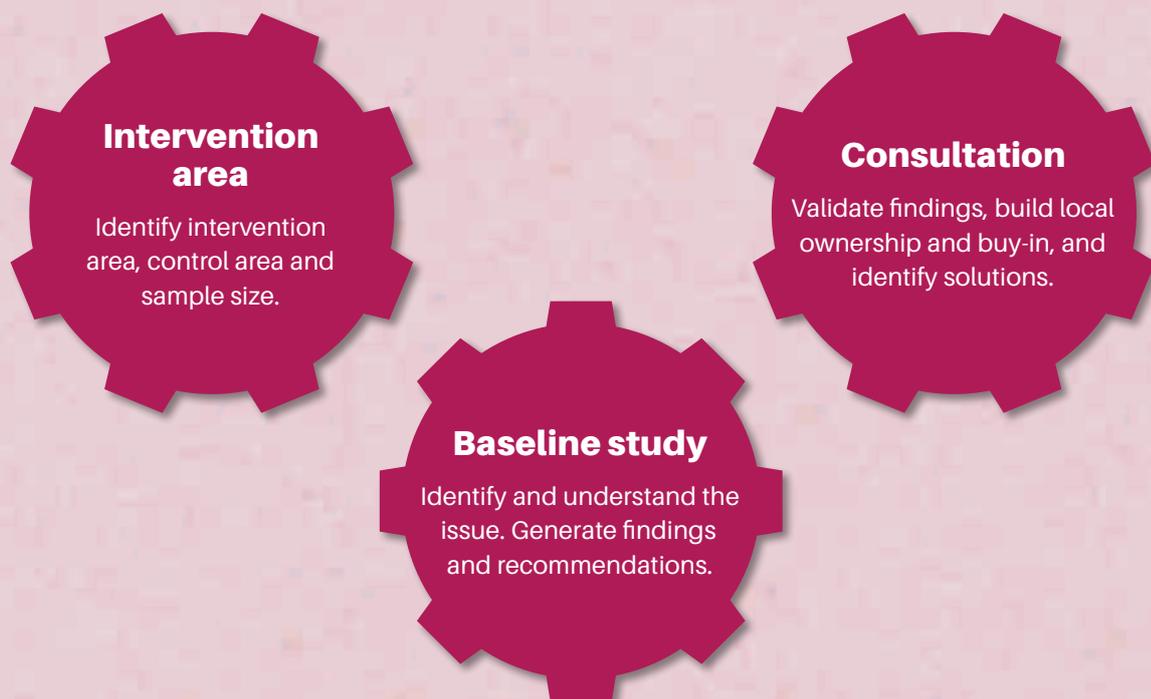




# Phase I Preparation

**To create long-lasting change, the root causes of child labour within the local context have to be identified and understood.**

Preparations are made and relevant stakeholders are identified to design a targeted intervention.



By following this path throughout the phase you support the SDGs:



# Phase I Preparation

In this initial phase different activities are launched to understand the local context and the nature and circumstances of child labour. Gaps and opportunities are identified to adjust the model to local circumstances, to qualify decision-making processes, and to address the specific barriers young people face in accessing the labour market.

## 1. Identification of intervention area

The first step is to identify potential communities, where the model could be implemented, and to get a broader understanding of the composition of the population in the area. This data will help document changes over time. To be able to measure impacts of the model an intervention area and a control area need to be selected. No activities are to be launched in this control area. A careful assessment of the two areas is required to ensure that no external activities influence the population, since this could compromise the validity of the final impact assessment.

How often have you been going to school the last week?

I haven't. I needed to help my dad in the fields to support my family.

### Check list

- ✓ Identify enumeration area
- ✓ Collect secondary data from the governmental department responsible for statistics
- ✓ If accessible, include data provided through the MIRTI methodology
- ✓ Engage with local NGOs and local businesses for decision-making
- ✓ Define population and its general characteristics
- ✓ Define sample size and the level of accuracy desired

### Output

A defined intervention area and control area are selected, including general knowledge about the composition of the population such as employment rate, economic activities, number of children in the household, number of children in school, and income levels.

**28,000 USD**

Approximate anticipated costs:  
Assessment and consultations.

*\*Predicated on costs of 1875 USD per student based on a total of 120 youth served*

## 2. Baseline study

### To end child labour and promote decent job opportunities for youth, the root causes must first be uncovered.

A baseline study is carried out to identify the scale and the ramifications of child labour. Specific attention is paid to the nature and the circumstances of hazardous work by young workers above the legal working age.

The aim is to understand the drivers of child labour, the characteristics of the target group, the labour market, and the social, cultural, political and economic context in which the VTIP will be implemented. This initial research also serves as a starting point for building partnerships and helps inform decision-making processes.

#### Check list

- ✓ Identify and contract partners
- ✓ Conduct desktop and field reviews including analysis of relevant policies and frameworks
- ✓ Develop and disseminate household questionnaires
- ✓ Organise and facilitate focus group interviews
- ✓ Establish ongoing data collection, feeding into project design

#### Output

Creation of a ToR, including findings, recommendations, and indicators. The baseline will, at a minimum, cover the following aspects:

- Assessment of international standards and frameworks
- Review of relevant national legal frameworks
- Identification of existing initiatives and good practices to avoid duplication and to strengthen cooperative efforts
- Specific characteristics of children and families in the intervention area
- Specific characteristics of child labour in the area
- A list of stakeholders and a mobilization strategy

#### Lessons learned

- To ensure the validity and impartiality of the study, consider getting an independent party to carry out the baseline study
- To get the best results from the study, contract a local provider. It could be a research institute, the University, or the Bureau of Statistics
- Combine primary and secondary sources of data in the study



[Read the Guatemala story p33](#)

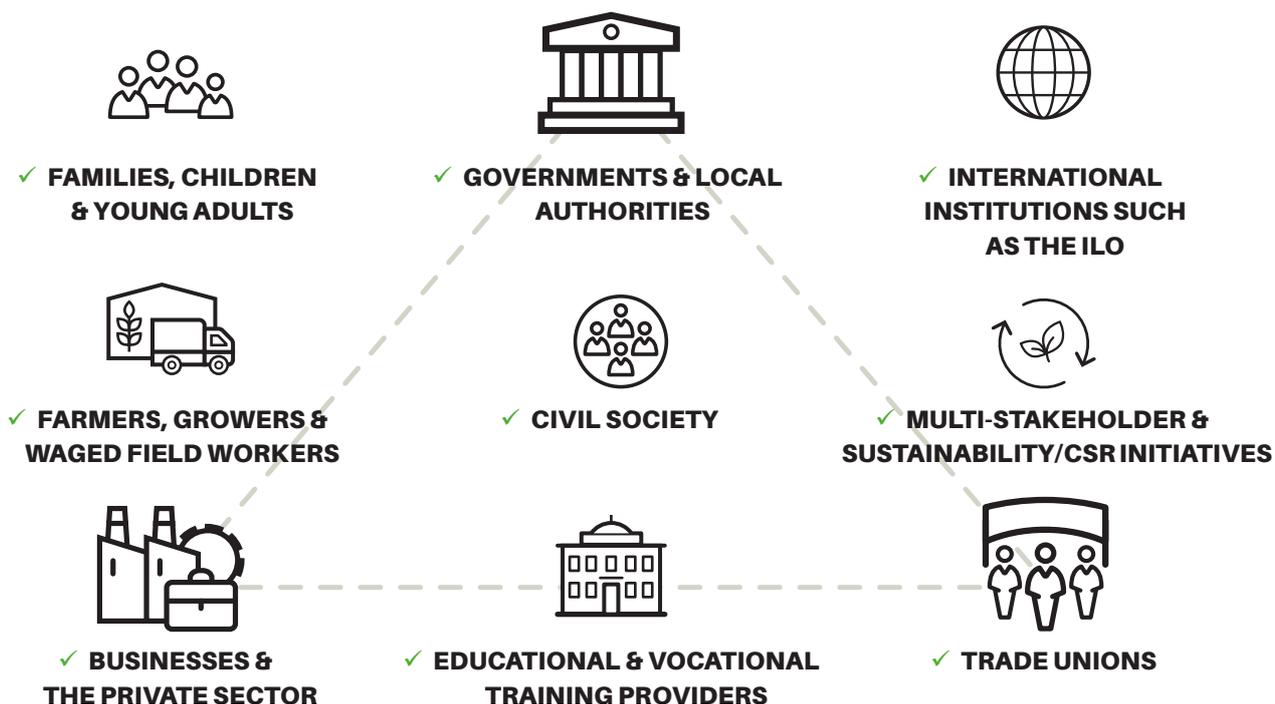
### 3. Stakeholder consultation

Stakeholder consultations are facilitated to present and validate findings and recommendations from the baseline study. This inclusive process is meant to legitimise the process and ensure that key stakeholders become part of the programme and take ownership. In collaboration with stakeholders, identify potential solutions and next steps.

**Check list**

- ✓ Identify relevant stakeholders
- ✓ Organise and facilitate consultations
- ✓ Develop an action plan based on outcomes from consultation

#### Critical stakeholders



#### Output

A list of potential solutions and an action plan, including defined roles and responsibilities for local actors.

#### Lessons learned

ECLT suggests the following actions:

- Involve stakeholders as early as possible in the process to foster support for and ownership of the programme

What solutions could we come up with to address the problem?



 [Read the Guatemala story p33](#)



## The San José La Máquina example

**“It would be good to see a programme that establishes higher levels of education, creates business development and rural development to build a more effective economy and generate more jobs, which is what we need the most in this area.”**

**Isaias Sacreño, local committee member**

In San José La Máquina, an agricultural community in Guatemala, the local community, the tobacco sector, and local and national authorities recognised that to eliminate child labour and to protect young workers in the area, its root causes - such as poverty, limited decent job opportunities, lack of access to quality education, and awareness on child labour - had to be addressed. Finding the right solution that would change these circumstances and create real opportunities for young people in the community to find a decent job required a collaborative approach, and a commitment from all stakeholders involved to make this a priority. In this initial phase, the businesses played a crucial role in providing insights into industry-specific challenges and opportunities related to child labour and decent youth employment. To ensure the sustainability of the programme, local and national authorities guided the programme team on national and local priorities and standards.

A man in a dark suit and patterned tie is speaking at a podium. He is looking slightly to his left. The podium has a microphone and a blue banner with social media icons. The background is a plain wall with a faint floral graphic on the left.

**“La Máquina Youth Employment Model is a proof that the public-private partnership is important, if we want to obtain positive impacts. Together we work towards eliminating child labour and the model is a great example of what we can achieve together. Now we want to incorporate more businesses to open the doors for the young people to access the labour market.”**

Former Minister of Labour and Social Welfare of Guatemala, Gabriel Aguilera Bolanos



# Phase II

## Sustainable framework

### Structural changes and economic development require Public-Private Partnerships

The framework of the model is established to ensure the long-term continuation of the VTIP.



By following this path throughout the phase you support the SDGs:



**66,000 USD**

Approximate anticipated costs:  
Consultations, MOU process, coordination, endorsed curriculum, and recruitment.

*\*Predicated on costs of 1875 USD per student based on a total of 120 youth served*

# Phase III Sustainable framework

Building sustainable VTIPs means establishing solid partnerships, frameworks, and collaboration mechanisms. This sustainability component requires contributions from all stakeholders. Roles and responsibilities need to be defined and agreed upon to promote shared accountability. Establishing, reinforcing, and sustaining collaboration mechanisms between different actors - both private and public - are crucial for the long-term success of the model and are therefore the main points of focus of this phase. The constant involvement of key stakeholders will ensure alignment with the local context and priorities to build feelings of ownership and encourage lasting change.

## 1. Agreements with public authorities

**Building partnerships with authorities creates opportunities for aligning with national priorities and creating a sustainable programme.**

Part of the initial work is to align the design of the VTIP with national and local priorities, frameworks and activities to leverage resources, reinforce synergies and to allow authorities to assume responsibility for the Programme. A way to achieve alignment is through agreements with national, regional and local authorities. Agreements will focus on defining and agreeing upon future roles and responsibilities of the authorities. The agreements are formulated through Memorandum of Understandings (MOUs) with relevant authorities such as Ministry of Education, Ministry of Labour etc.. These agreements are established throughout the design and implementation phases. The long-term sustainability of the model will depend on the quality of the agreements made.

### National Government



- Ministry of Labour, Ministry of Agriculture, Ministry of Education
- National steering committee on Child Labour
- Alignment with National Action Plan on Child Labour

### Provincial Government



- Department of Child Labour Protection Systems
- Department of Education
- Alignment with regional development plans

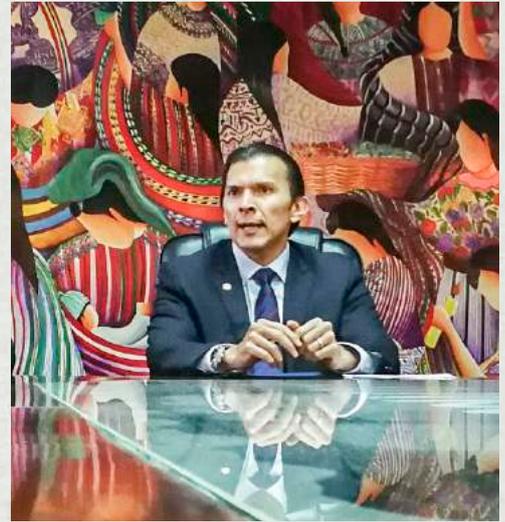
### Local Government



- Office for child protection and social services
- Local Child Labour Committees
- Educational institutions and teachers
- Alignment with local development plans

**“The Ministry of Education and the Ministry of Labour and Social Welfare have signed MOUs with the Foundation which gives the collaboration a legal foundation. I believe this has been fundamental for the project to function.”**

Gabriel Aguilera Bolanos,  
Former Minister of Labour and Social Welfare of Guatemala



### Check list

Engagement on the following topics may be of relevance:

#### Ministry of Education:

- ✓ Provision of infrastructure, personnel, funding, resources and quality education
- ✓ Arrangement of official validation of the VTIP to align with national standards
- ✓ Potential scholarships

#### Ministry of Labour:

- ✓ Identification of existing regulatory frameworks to oversee the Internship Programme, to ensure that the interns are protected by law
- ✓ Identification of mechanisms ensuring that in-demand skills from the private sector are reflected in educational offers
- ✓ Mechanisms to strengthen the connections between workforce and employers

#### Local authorities:

- ✓ Authorizations including license to facilitate trainings etc.
- ✓ Development of accreditation system and certification documents
- ✓ Provision of resources and infrastructure
- ✓ Liaison with the private sector at a local level

### Output

MOUs signed at national, regional and local levels to guarantee that the required resources, infrastructure, and mechanisms are in place to ensure the long-term continuation of the Programme.

### Lessons learned

ECLT suggests the following actions:

- Start to engage with authorities as early as possible and identify ways for the respective authorities to take on functions that are within their mandate
- Revisit agreements made on an on-going basis to guarantee commitment of new administrations



[Read the Guatemala story p45](#)



## 2. Local advisory committee

### Local ownership is key to lasting change.

A sustainable and relevant VTIP has to be rooted within the local community and supply the private sector with the skills in demand. Therefore, a local Advisory Committee is established, consisting of a broad range of local stakeholders, including drivers of the local economy. The private sector should account for a majority of seats in the Committee. The local Advisory Committee is intended to inform the development of the VTIP and ensure it is updated and improved upon regularly to secure its long-term sustainability and relevance to the labour market. In collaboration with the implementing partner, the Committee identifies risks, needs and improvements of the model. The Committee may also perform different types of outreach activities to promote the model to students, parents, the private sector, and local authorities.



**“Community leaders, the students, parents, the municipality and Ministry of Education and the Ministry of Labour and businesses have all been part of the programme. Their support to the programme has contributed to the great results we have achieved.”**

Olman Waldermar Mendozaat, student



### Critical committee members





**“The truth is that I am satisfied with the programme’s achievements so far. We have seen a population increase, since the students now have the option to continue their studies without emigrating. The model is well implemented.”**



Jose Arturo Aguirre, committee member

### Check list

- ✓ Identify and recruit members of the Committee
- ✓ Formulate MOUs, signed by members of the Committee to formalise and substantiate roles and responsibilities
- ✓ Strengthen the capacities of committee members

### Output

A functioning independent local Advisory Committee, recognised as a formal and legal instrument. The Advisory Committee will provide support as required such as updating and improving the curriculum on a regular basis, identifying and recruiting young people to the programme, engaging with public authorities, and reaching out to employers and parents.

### Lessons learned

ECLT suggests the following actions:

- For the committee to be successful, ensure representation of the private sector and unions
- Constant involvement of local actors, allowing activities to be adjusted to the local context
- Involve students in the work of the Committee and give them an opportunity to build additional life skills within the programme



[Read the Guatemala story p45](#)



### 3. Training curricula

## A timely and relevant curriculum has to reflect private sector demands.

Now is the time to convert findings and recommendations from previous activities into a concrete training solution. Aligned with good practice, a market-driven curriculum is developed that is endorsed by the authorities and provides students with a certification. To address gaps, opportunities, and overall trends in the labour market the design of the curricula will rely on findings from a labour market assessment. The private sector must be in the driving seat of the design process to align the curriculum with local and national demands. Also, the involvement of youth is important to develop trainings that are attractive to youth and which correspond to their needs and interests.

**Market-driven curriculum**  
A curriculum that is constantly adapted to the skills needed by businesses.

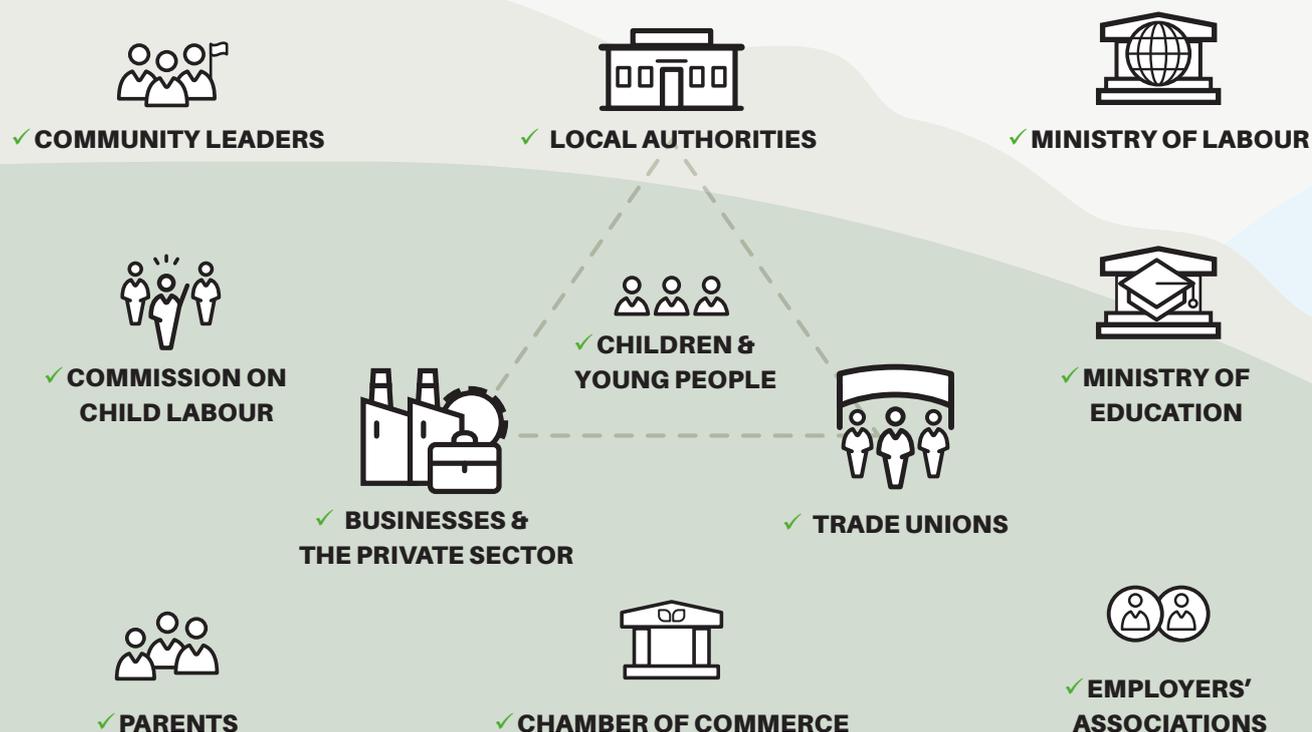


**“The model resulted in a turning point in our education. We focus on entrepreneurship, for students to build their own business, computer skills and textile skills.”**

Ruben Guzman, Teacher, San José La Máquina



## Consultations & interviews with critical stakeholders



## Check list

In collaboration with mandated authorities conduct a Labour Market Assessment, covering the following areas:

- ✓ Existing systems and stakeholders
- ✓ Relevant policies influencing the labour market
- ✓ Supply of skills: identify educational levels, skills levels, and educational offers
- ✓ Economic context analysis: identify which sectors absorb labour - at present and in the future
- ✓ Identify in-demand skills
- ✓ Identify how alignment between demand and supply can be improved
- ✓ Arrange individual interviews/consultations with key stakeholders
- ✓ Identify teaching material and methodology
- ✓ Arrange final consultation for validation of the curriculum
- ✓ Develop a long-term sustainability plan and certification process
- ✓ Ensure formal recognition of the curriculum by local and national authorities
- ✓ Preliminary identification of infrastructure, trainers, marketing strategy and target group

## Output

Locally endorsed training curriculum developed, including the following components:

- A training plan
- Methodology (incl. subjects, teaching material, approach to apply skills in practice)
- Training providers / teachers
- Facilities, infrastructure, costs
- Requirements for enrolment and completion
- Certification

## Lessons learned

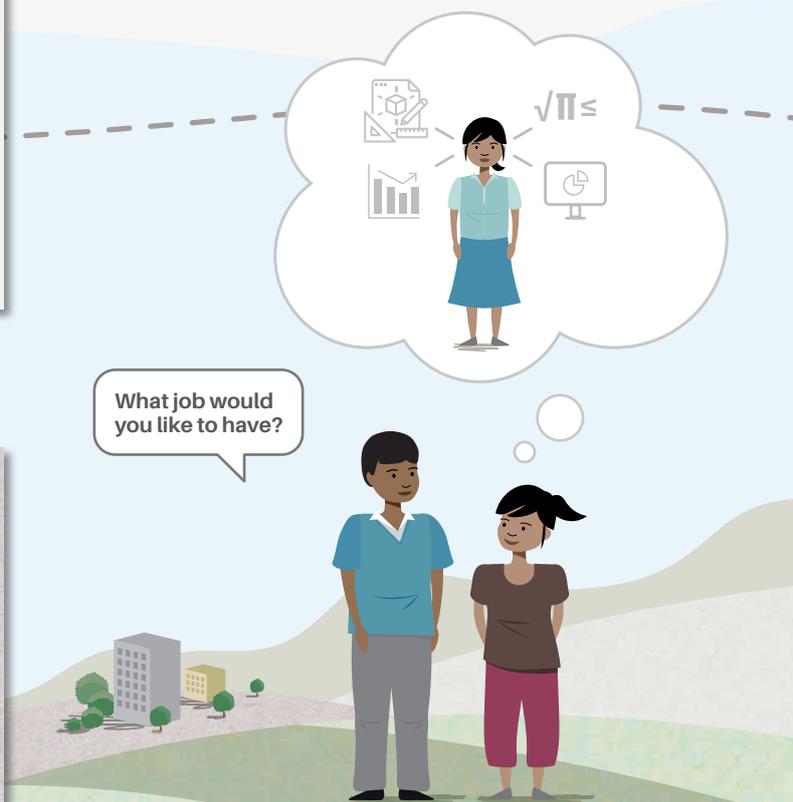
ECLT suggests the following actions:

- Reflect local demands of the private sector in the curriculum
- Engagement with relevant authorities and ministries to align the training curriculum with national criteria and standards

 [Read the Guatemala example p45](#)

## Alignment of curriculum with Suchitepéquez local development plan

**Objective:** Improve technical training of the population, that promotes entrepreneurship or insertion into the labour market.



## 4. Recruitment

### Barriers to enrolment and retention need to be addressed in order to promote equal opportunities for young people to access the training and internship programme.

The final but essential part of phase II is recruitment. Giving youth in rural areas equal opportunities to choose a career path and to earn a livelihood means removing barriers to accessing quality education and decent employment. Targeted interventions that address existing barriers will ensure that as many young people as possible are able to enrol in the VTIP. Long-term, these interventions will generate steady enrolment and retention rates that will sustain the programme.

#### Child labour prevention

As part of the child labour prevention strategy, a key activity is to reach out to youth of legal working age who have dropped out of school and may be involved in hazardous work. The individual reasons for dropouts are uncovered and strategies to support these young people’s reenrolment and continuation in school are developed.

Due to a lack of educational offers and/or poor quality of existing education, basic education may need to be strengthened. Overall improvement of educational skills will motivate students to enter the VTIP and increase their chances of completion.



“I am grateful this programme started because I don’t need to travel to the nearest secondary school, which is very far. I did not have the funds to cover the transport and it helps a lot to receive scholastic material.”



Olman Waldermar Mendozaat, student



## Check list

- ✓ Identify and facilitate activities to prepare and motivate potential students for enrolment in the Programme.
  - » Conduct an assessment of barriers to enrolment and identify interventions to support students to return to and to stay in school
  - » Based on a skills-assessment, develop targeted measures to raise the educational level of students
  - » Carry out career guidance activities
- ✓ **Child labour prevention:** Launch capacity-building and awareness-raising activities on child labour and the importance of education. Target group: teachers, parents, community leaders, the private sector.

## Output

Establishment of on-going activities related to awareness-raising and support, ensuring steady enrolment and retention rates.

## Lessons learned

ECLT suggests the following actions:

- Involve parents and community leaders in recruiting students
- Inform students and parents about the added value of learning concrete technical skills and gaining hands-on working experience from internships
- Demonstrate different career opportunities to motivate students



[Read the Guatemala story p45](#)



# BIENVENIDOS A CLASES

Acido desoxirribonucleico o ADN

Potenciación

5to Ejercicio de potencia  
12-02-2011

1) $7^1 =$	6 + 6
2) $5^2 =$	12 + 12
3) $6^3 =$	24 + 24
4) $8^4 =$	14 + 14
5) $4^5 =$	17 + 17
6) $9^6 =$	21 + 21
7) $7^7 =$	62 + 62
8) $2^8 =$	91 + 91
9) $3^9 =$	17 + 17
10) $9^6 =$	27 + 27
	69 + 69

**"In the beginning, I was so nervous, since I had been out of school for more than seven years. I was afraid I would not be able to follow the class."**

Marta Lidia Lima González, student





## The San José La Máquina example

**“The Ministry of Labour and Social Welfare is committed to provide technical and financial support to the La Máquina Model due to its impacts and its replicability in other regions in Guatemala.”**

Claudia Peneleu, Unit for the protection of adolescent workers, Ministry of Labour and Social Welfare (Mintrab)

Early on, outreach to national and local authorities was initiated to better understand how the model could reinforce existing strategies on child labour prevention and youth employment in rural areas. The Government of Guatemala, the Ministry of Education, the Ministry of Labour and Social Welfare, as well as local authorities showed commitment by leading discussions on how to best close the gaps, and how to gradually assume responsibility over the programme.

**“The Ministry of Education has made a big effort to assume the responsibility of parts of the programme.”**

Maria Sonia Ayala, Director of the Department of Education Suchitepequez (MINEDUC)

Local businesses played a critical role in designing the training curriculum to ensure that it reflected the skills needed in the local labour market.

**“We wanted the population to grow and move beyond the basic level of education, to move ahead by having a diversity of career paths such as business administrations or agricultural technicians.”**

Jose Antonio Dardon, business owner and local Advisory Committee member.

Throughout the years collaboration among authorities, local businesses, and the local Advisory Committee has been fundamental to the success and the sustainability of the model

**“We have done many different tasks ranging from depositing money to making flyers and distributing them. We lacked some computer skills, but we managed to learn a lot. When we were asked to make the flyer we were afraid to fail, but everything went well. It was worth it because we learned a lot.”**

Student interning at Plaza Américas





# Phase III

## Training & internships

**Businesses have a critical role to play in promoting inclusive growth through training opportunities and the creation of jobs for youth.**

**This phase covers the organisation and facilitation of the VTIP.**



By following this path throughout the phase you support the SDGs:





## Phase III Training & internships

Concrete opportunities are created for youth to prepare themselves for better employment and leave behind unskilled, hazardous, and poorly paid jobs. Students start to build practical marketable skills and gain concrete working experience that will help them adapt to the world of work. Long-term these efforts will help build a qualified workforce, close existing skill gaps and drive economic development in the programme area.

### 1. Enrolment

#### Keeping track of students allows for continued improvement.

The numbers of enrolled students will depend on the success of the recruitment process, the number of students available in the intervention area, and how well the identified barriers have been addressed. To keep track of retention rates and to understand and address dropouts throughout the programme cycle, a monitoring system needs to be established.



**120,000 USD**

Approximate anticipated costs:  
Facilitation and coordination of training and internships.

*\*Predicated on costs of 1875 USD per student based on a total of 120 youth served*

**Check list**

- ✓ Development of a data protection compliant roster including but not limited to name, age, sex, place of residency, etc. for all students who have been successfully enrolled.
- ✓ Pre-assessment of individual skill levels and interests of the students

**Output**

A database with relevant information on all students enrolled.

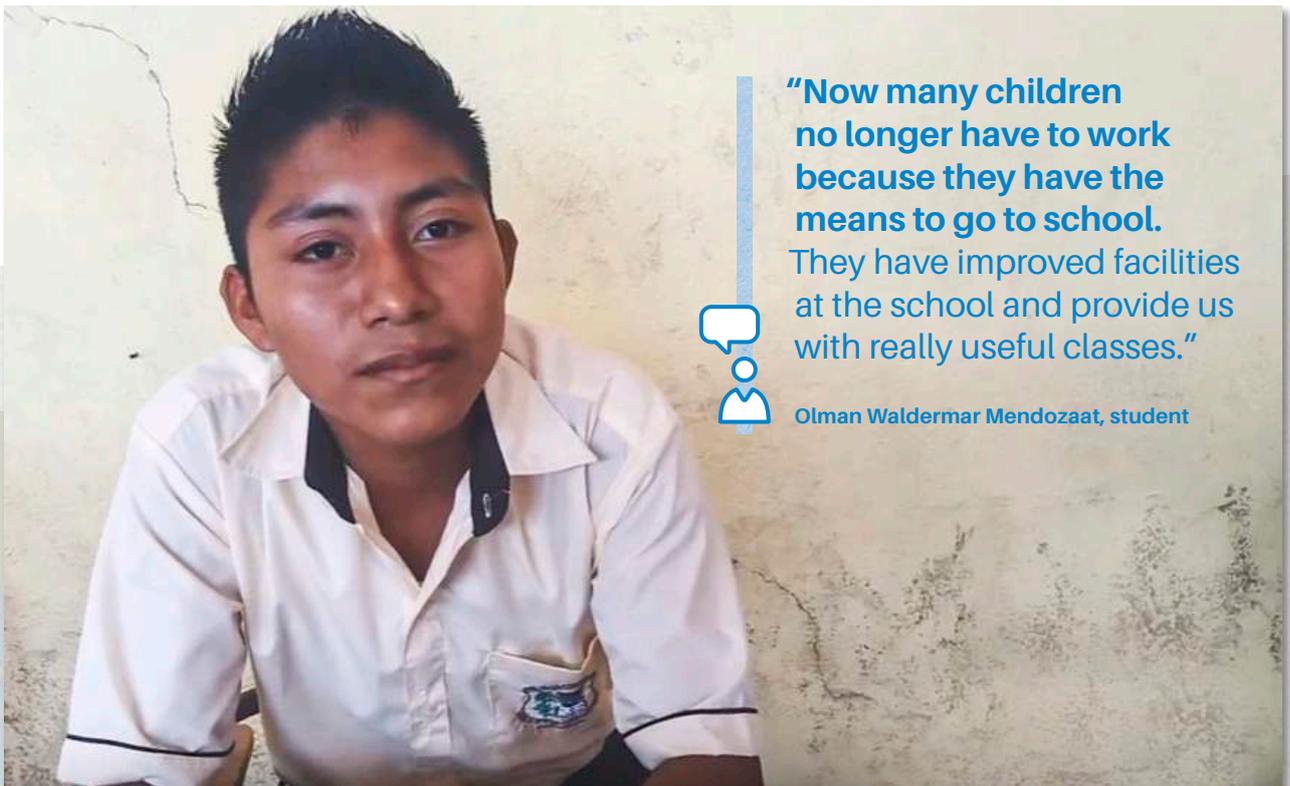
**Lessons learned**

ECLT suggests the following actions:

- Identify facilities with possibility of expanding. Enrolment rates may increase considerably over time due to increased interest from surrounding communities, where youth don't have access to the same kind of market-driven training.



**Read the Guatemala story p57**



**“Now many children no longer have to work because they have the means to go to school. They have improved facilities at the school and provide us with really useful classes.”**



**Olman Waldermar Mendozaat, student**

## 2. Vocational training

### Investing in vocational training means investing in a qualified workforce.

At the heart of the model is the Vocational Training, which is typically designed as a complementary component to formal education in secondary school. Since many students drop out after primary school and engage in hazardous work, providing students above the legal working age with concrete skills that will help them get a better job is key to ensure students remain in school.



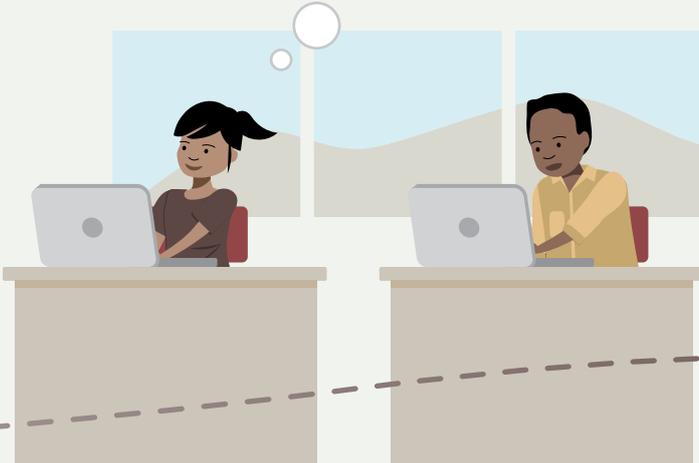
**“There is no work, because in the countryside we don’t have the same opportunities to access knowledge as they have in the city. In the city students learn about new technologies. Here we only have access to books, notebooks and pencils. The programme provided us with equal access to new forms of knowledge.”**



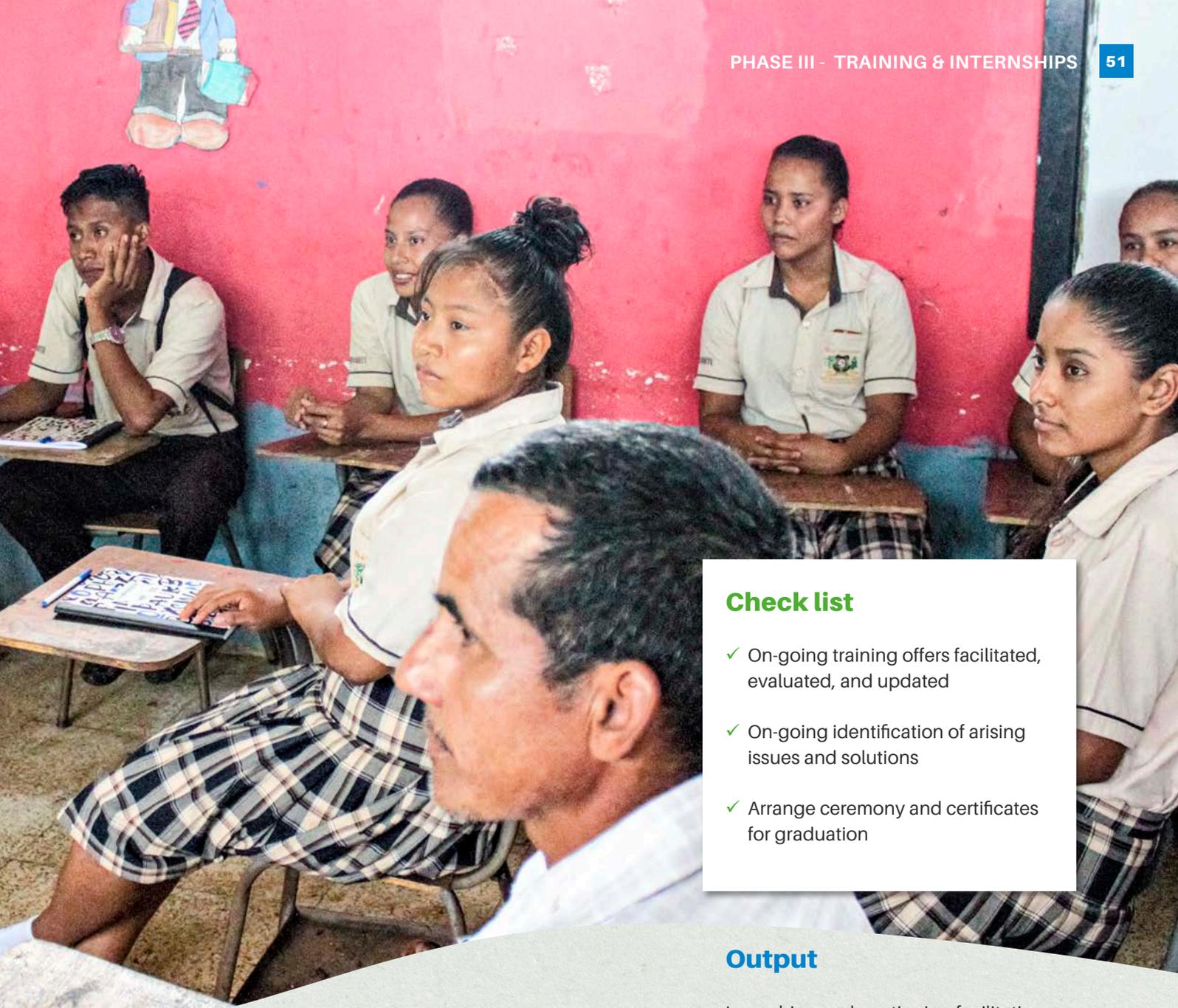
Marta Lidia Lima González, student



How do I best promote this product?  
What is the key message?



The Vocational Training is designed in alignment with the official school year and daily calendar. The specific course will vary, depending on the demands of the local market. The learning objectives include a focus on developing practical skills-sets that are in-demand in the local job market.



### Check list

- ✓ On-going training offers facilitated, evaluated, and updated
- ✓ On-going identification of arising issues and solutions
- ✓ Arrange ceremony and certificates for graduation

### Output

Launching and continuing facilitation of the Vocational Training.

### Lessons learned

ECLT suggests the following actions:

- Consider whether certain classes require additional investment into equipment
- To create a strong link between the classroom and the labour market, invite local businesses to teach sections of the course. It may be beneficial to include external training providers, if the students can obtain certifications that are of value to the employer

**“The computer class I took during my Vocational Training, combined with an additional course I completed, helped me complete one of my tasks during my internship at the HR department of the District Department for Education. I passed the minutes of the minute book to the computer in Word.”**



Gilda Natividad Pablo, student



Read the Guatemala story p57

### 3. Retention

#### Providing targeted support to students results in inclusive training programmes.

To elevate completion rates, targeted retention activities are rolled out. Retention efforts concentrate on supporting individual students to overcome challenges and seize opportunities during the Programme. Retention activities are typically organised after school and during school holidays. This work is part of the child labour prevention strategy.



#### Check list

- ✓ Identify skilled teachers
- ✓ Continuously evaluate progress and development of the students and adjust activities accordingly
- ✓ Facilitate an individual guidance process to maintain attendance, participation, and performance
- ✓ Child labour prevention: Identify children and young people at risk and provide support and counselling options

#### Output

Attendance and completion records of enrolled students are analysed to continuously track retention rates. Throughout the programme, students at risk of dropping out and who are in need of support are identified and approached. On-going alignment of the educational offers is done based on the needs of the students.

#### Lessons learned

ECLT suggests the following actions:

- Provide individual support to motivate students to continue studying.



[Read the Guatemala story p57](#)





“Definitely, through these experiences, students gain new perspectives related to work. They see that there are more options than working in the field. The interns helped us with various tasks such as office jobs, running errands and delivering products to producers.”



Jaime Callen, Employer, Casa Export

### 4. Subsidised internships

**Gaining work experience through internships generates possibilities for youth to develop soft skills required in the workplace and improves professional performance.**

Subsidised internships play a critical role in increasing the students' chances to find decent employment. Evidence shows that students who have some work experience, in particular experience gained through apprenticeships and internships, perform better on the labour market.<sup>6</sup>



**“My internship at the District Department for Education was very important. I never thought studying was an option, but now I want to go to the University and study agronomy.”**



Edilcar González, intern

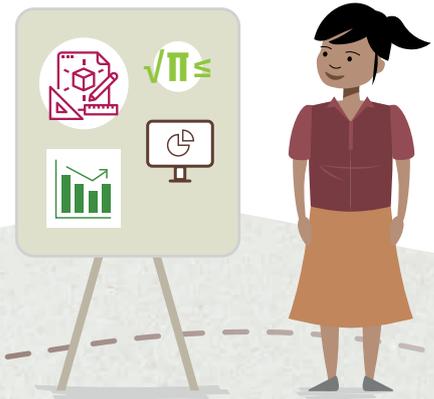
To get as many students and employers as possible to participate in the programme, and to ensure that the most marginalised youth are able to participate, the internships are subsidised. This arrangement helps employers and students cover potential costs related to the internship. In addition, transport to and from the internships is arranged.

Establishing a sustainable internship programme requires collaboration with several stakeholders including the private sector, the Municipality, as well as the Ministry of Labour, the Ministry of Education and its regional and local administration.

**“I had three students, and the experience has been very good and interesting. The students have a good preparation. They are very quick at learning how to do things. We are working with a program called QGIS, to calculate the annual cultivation areas and forest areas of the Municipality’s territory. This year the students collaborated in this task. They learned very quickly how the program works.”**



Rofael Ramos, Coordinator, Department of Agricultural Development, Ministry of Agriculture



## The added value of internships

✓ **EXPERIENCE WITH A PROFESSIONAL HIRING PROCESS**

✓ **BUILD SOFT SKILLS & PROFESSIONAL WORKPLACE SKILLS**

✓ **EXPOSURE TO DIFFERENT EMPLOYERS, TASKS & WORKING ENVIRONMENTS**



**PRACTICAL WORK EXPERIENCE INTERNSHIPS**

✓ **DEVELOP A BROAD RANGE OF COMPETENCES**

✓ **BUILD A PROFESSIONAL PROFILE & SELF-ESTEEM**

✓ **ACQUIRE JOB-RELEVANT KNOWLEDGE**

**“The internships are a great initiative. They provide opportunities for students who would normally not have access to this kind of experience. Edilcar adapted very well to his internship. He has been successful with everything we have given him. He has definitely helped us; it is a very good experience for everyone. We hope it will continue.”**

Allan Gaitán and Erica Barrios, Human Resources,  
District Department for Education



## Check list

- ✓ Obtain required authorizations by the Ministry of Labour and the Ministry of Education
- ✓ Map out existing employers in the area
- ✓ Develop protocols for both students and businesses, aligned with national law and ILO conventions
- ✓ Develop criteria for eligibility of employers to ensure the quality of the internships
- ✓ Recruit a pool of employers willing to receive interns
- ✓ Train employers on the topic of child labour and decent work of youth (aged 15-17 years) above the minimum age of employment
- ✓ Sign agreements, ensuring that the interns are covered by insurance, receive a minimum wage, and work under decent conditions
- ✓ Define learning objectives to maximise the output of internships
- ✓ Assign a person to supervise the interns and the internship programme
- ✓ Define how students are evaluated at the end of the internship
- ✓ Identify how employers can be recognised for participating in the Internship Programme
- ✓ Arrange possibilities for employers and students to meet and explore internship opportunities

## Output

Subsidised Internship Programme ToR and methodology developed. Agreements are made with employers to receive interns and the Internship Programme is launched.

## Lessons learned

ECLT suggests the following actions:

- To motivate potential employers to join the programme, find ways to officially recognise participating businesses
- Identify a financial model to subsidise the internships and arrange transportation to increase the number of students and employers able to participate in the programme



**Read the Guatemala story p57**



**“We were all very nervous about our first internship, but step by step I became more confident.”**



Kimberly Alexandra Álvarez Flores, student



## The San José La Máquina example

**“The business course taught us about finance, marketing, customer care, how to start a small business and much more.”**

*José Luis Tista Puac, student*

Through the VTIP the students discover new opportunities for building a professional career, where they can use their talent and potential.

Being able to obtain marketable skills and hands-on working experience has increased enrolment rates in San José La Máquina. After-school activities have kept students away from work and supported them in follow-through with their studies, resulting in high retention rates. In 2019, 136 students were supported through the afterschool activities and almost 200 students have been enrolled in the programme.

**“Private companies are very different from public institutions.**

With us students face a more competitive world. I liked that the group of students took care of each other. Unity and teamwork is very important.”

*Sergio Reyes, Auditor at Multiprojects*

Local and regional authorities in San José La Máquina and its private sector have showed leadership in creating opportunities for students to carry out internships. In 2019, 57 students were interning in 14 different organisations. The interns were given the national minimum salary, and transport to and from the employer was arranged.



**“I believe that the network I created during my Vocational Training and internships will help me in my future job search. The employer of my previous internship told me that their doors would always be open to me.”**

Kimberly Alexandra Álvarez Flores, student

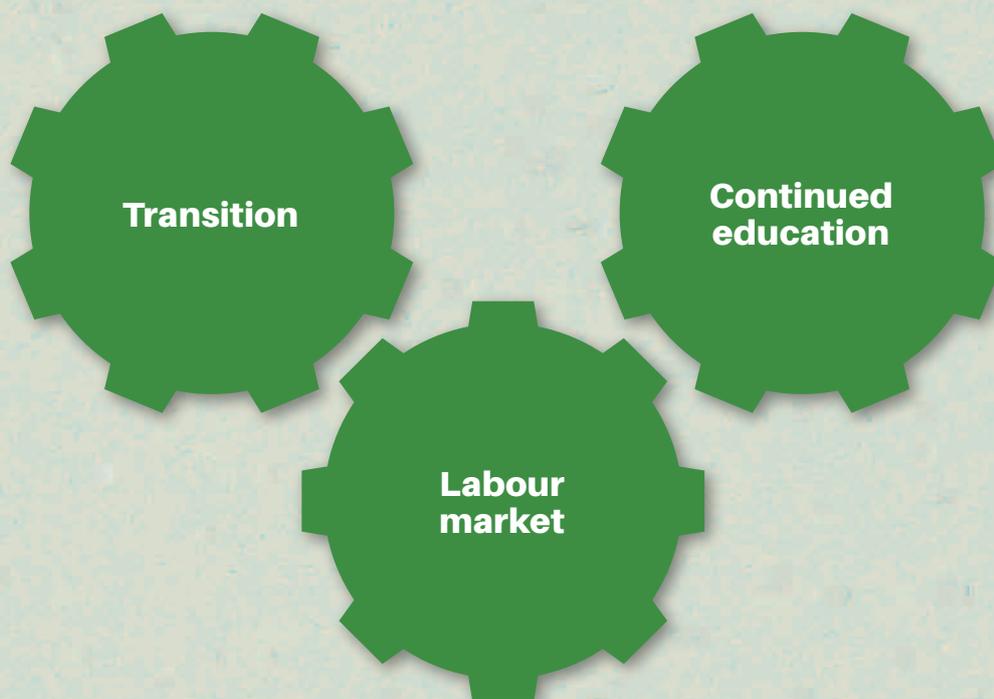


# Phase IV

## Job placement

**Creating inclusive labour markets help fight both poverty and child labour.**

In this chapter, activities are initiated to support youth transition from school to the job market.



By following this path throughout the phase you support the SDGs:



**11,000 USD**

Approximate anticipated costs:  
Direct costs and coordination of sustainability mechanisms including job-placement services.

*\*Predicated on costs of 1875 USD per student based on a total of 120 youth served*

# Transition from school to job

**By this stage, youth have been given the possibility to attain marketable skills and working experience, and they have received a recognised certification which states the quality and the relevance of their newly attained skills. Next step is to address the challenges youth face in the transition from school to labour market and support them in getting their first professional job.**

A lack of working experience and limited professional references are some of the barriers preventing youth from obtaining decent employment. This phase is about creating services that help youth connect to potential employers and promote the added value they can bring to the organisation. Depending on the local context, this service can be designed in various ways. One way to connect youth to the local and

global labour market is through a job developer, who can guide graduates on existing job opportunities and connect them with businesses.

This person also assists students who wish to continue their studies or want to start a business on their own. To build sustainable service solutions, commitments from local authorities and the local school are required.

## Check list

- ✓ Through the MoU process, ensure that a full-time job developer is at the school or the local youth employment office
- ✓ Reach out to local authorities and the Ministry of Labour to identify service solutions
- ✓ Identify existing providers or a person/organisation who could provide the identified service
- ✓ Develop a ToR and define roles, resources, and responsibilities
- ✓ Engage with authorities to make a sustainability plan that aligns with the local context

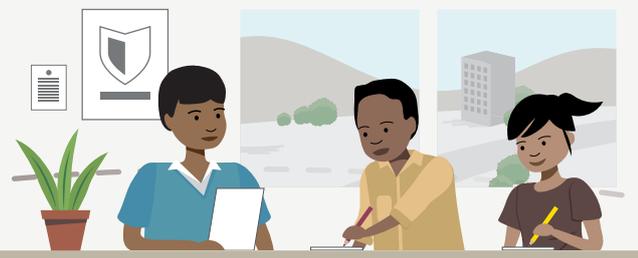
## Output

A ToR for a full-time job-developer guiding graduates on their future career path and connecting them to potential employers and the labour market, or to educational institutions.

## Lessons learned

### Example of a ToR of a job-developer:

1. Inform students about different career paths and opportunities for continued education. Advise them on required job-skill and social skill. Provide support during the application and placement processes.
2. Gain and maintain up-to-date knowledge on evolving local and global job markets including occupational profiles and qualifications.
3. Network with businesses and the private sector to connect graduates and employers; advocate for the added value of the model and the skills attained through training and internship programme.



**WORKSHOP WITH JOB DEVELOPER**

Job opportunities

Job positions

Recruitment support from coach

Businesses needing my skills:

- AZÚCAR CAÑA REAL
- BANK COMPARTAMOS

**MY SKILLS:**

- Proficiency in spoken and written English
- Proficiency with MS Office
- Marketing & business administration skills
- Customer service skills
- Excellent writing & communications skills
- Entrepreneurship
- Ability to problem solve, take initiative
- Ability to meet deadlines and adapt
- Team player and can-do attitude

**DEMAND POSITIONS AVAILABLE**

**AZÚCAR CAÑA REAL** is hiring an employee to manage our warehouse. We are looking for a person with an advanced level of proficiency in Microsoft Office, especially excel.

**COMERCIO MYORISTA INTERMEDICA DIST** is looking for an Event Coordinator with past working experience organising events, strong communication skills and business administration skills.

**\* CALL NOW \***

**VXI GLOBAL SOLUTIONS NOW HIRING**

Customer Service Coordinator:  
 • Excellent verbal and written English communication skills  
 • Customer service oriented  
 • Flexible to take on multiple roles

**BANK COMPARTAMOS CREDIT ADVISOR ROLE**

- Knowledge of promoting products or services
- Strong negotiation and communication skills
- Customer service oriented
- Numerical ability & results orientation
- Good knowledge of Microsoft Windows

\*\*\*\*\*  
**SUPPLY**

**JOB COACH**

CONNECTING GRADUATES & EMPLOYERS

**\* EMPLOYERS \***

Are you having difficulties finding people with the right skill-sets? Reach out to our **JOB COACH** to find a good match.

**\* GRADUATES \***

If it is challenging for you to get your first professional job, reach out to our **JOB COACH** who can connect you to potential employers in your area.

**GET IN TOUCH TODAY**

\*\*\*\*\*

**LA Máquina**

**WORK IN PROGRESS:**

- Partnerships
- 
- Infrastructure
- 
- Economic Development
- 
- Job creation

## A way forward

**The changes that the community, the private sector, the authorities, and project partners have been able to bring about in the community of San José La Máquina have caught the attention of the entire region.**

During the first ever Sub-Regional Forum on 'Strategies for the Prevention and Eradication of Child Labour and Protection of the Adolescent Workers in the Agricultural Sector' held in Antigua, Guatemala in 2019, the Government of Guatemala recognised The La Máquina Youth Employment Model™ as a best practice. Both public and private sectors throughout the region called for the replication of the programme as a long-term solution to fight child labour across communities and to promote decent work for youth.



**“The State of Guatemala reiterates, once again, its political will to promote strategies for the prevention and eradication of child labor, and we are taking firm steps to protect adolescent workers in the agricultural sector, because the State must guarantee our children a childhood of quality, hand in hand with quality education and good health.”**

Jimmy Morales, former President of Guatemala

Central America



**“The impact that the Model has had on the community is a spark that should be lighted at a national level.”**



Maria Sonia Ayala, Director of the Department of Education  
Suchitepéquez MINEDUC Guatemala



# Creating opportunities for youth

Olman and Marta's experience of leaving behind the fields and building marketable skills through the VTIP to increase their chances of getting a decent job brought them to the United Nations' Business and Human Rights Forum in Geneva, Switzerland in 2018. The two students were invited to share their experiences participating in the VTIP. They shared their stories: how they managed to overcome barriers to the continuation of their studies and follow their dreams.



**“The major challenge is lack of a well functioning economy. When someone finishes their studies, oftentimes they don't find work.”**

**Olman Waldermar Mendozaat, student**

The impact in San José La Máquina showed that the right investments in skills development can create equal opportunities for young people in agricultural communities to prepare for the in-demand jobs and serve as a long-term strategy to eliminate child labour.





**“Due to the VTIP more young people are now enrolled in secondary education. The quality of the training is high, and we develop greater capacities and get access to more tools that enable us to get a better job. This will help improve the community’s economy.”**



**Olman Waldermar Mendozaat, student**

Barriers have been removed for young people in rural Guatemala to best prepare themselves for the labour market, but there are still barriers to their labour market. The next step is to support actions which build an inclusive labour market, where graduates are supported in the transition from school to the world of work. The ultimate goal of the model is for the graduates to get decent jobs, where they are able to contribute to the economy and earn a livelihood that enables them to leave poverty behind.

**“It is important to support this new generation so that we have equal opportunities and are able to move forward.”**



**Marta Lidia Lima González, student**



# Why get involved?

✓ **Build the future workforce and support business development** ...



**Anabella Rosales Toledo, Vice President and business owner**  
The Chamber of Commerce, Suchitepéquez

“The training of young people is of utmost importance as it contributes to personal and professional development, offering great benefits to companies. To enable the workforce to continuously meet the demands of businesses, trainings should be adjusted to the needs of businesses.”

✓ **Develop job-ready young people** ...



**Natalia Elizabeth Chavaloc Chay, Director**  
Department of Suchitepéquez, The Ministry of Labour and Social Welfare

“The La Máquina Youth Employment Model has allowed for a comprehensive training of young people in San José La Máquina, preparing them for the labour market and for the businesses in Suchitepéquez.”



# Login today

## ✓ Online training course



Explore key elements of this good practice youth employment model

Discover what businesses can do to fight child labour

Learn from local stakeholders how to succeed with the model

Gain technical skills on the model

See concrete actions to fight child labour within your supply chain

**To further explore the different components of The La Máquina Youth Employment Model™, access our online training course.**

In the course we will take you through some of the critical components of the model to best prepare you for the work that lies ahead in implementing a successful and sustainable training programme. We give you practical examples of what a programme could look like. You will learn from local stakeholders and their experience.

Access the e-learning course:  
[www.eclt.org/skills4youth](http://www.eclt.org/skills4youth)







# What can YOU do?

Fight child labour and promote decent work for youth in rural communities

Ask questions → Take action → Be part of the change

**How can child labour be prevented** and mitigated in agricultural supply chains?

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**How can education** promote decent work for rural youth?

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**What are some concrete steps** to take to advance the SDGs?

**Understand and raise awareness** on the barriers that rural youth face in accessing decent work

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**Engage with local and national stakeholders** to develop solutions

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**Promote sustainability** through public-private partnerships

**Invest in education and skills training** as part of your long-term CSR strategy

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**Scale up skills training** within rural areas throughout the country

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**Advocate for access to education** and skills training at a national level

## Get in touch

Email: [advocacy@eclt.org](mailto:advocacy@eclt.org)

## The ECLT Foundation

The ECLT Foundation is committed to collaborative solutions for children and their families that combat the root causes of child labour in areas where tobacco is grown.

We advocate for strong policies, share best practices to multiply our impact, and engage rural families so they can benefit from farming while ensuring that their children are healthy, educated, and encouraged to reach their full potential.

**Transparency**  
**Accountability**  
**Integrity**  
**Sustainability**

