

► WIND Instructor's Manual Work Improvement in Neighbourhood Development

Practical approaches for improving safety, health and working conditions in agriculture





► WIND Instructor's Manual Work Improvement in Neighbourhood Development



Manual adapted by Rodrigo Mogrovejo,
Chief Technical Adviser to the ILO's Vision
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External Collaborator

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WIND Instructor's Manual. Work Improvement in Neighbourhood Development: Practical approaches for improving safety, health and working conditions in agriculture

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► Preface

Everyone has the right to a secure work environment that does not put their safety and health at risk. However, 2.8 million workers die each year from work-related causes and another 374 million have accidents at work or suffer from occupational diseases. The human cost of this adversity is enormous and the economic burden of poor occupational safety and health (OSH) practices is estimated at 4.0 per cent of the world's gross domestic product each year.

The International Labour Organization (ILO) aims to raise global awareness of the dimensions and consequences of work-related accidents, injuries and diseases and to place safety and health on the international agenda to stimulate and support practical action at all levels. The ILO Centennial Declaration on the Future of Work is a notable example of this work.

There is no risk-free job. In that context, agriculture has been identified by the ILO as a priority sector for the task of awareness-raising, both due to the size of the sector in developing countries and because of its significant exposure to occupational risks and the high incidence of work-related injuries and diseases. An estimated 1.3 billion people worldwide work in agriculture, which is one of the sectors with the greatest opportunities for improvement in the area of OSH.

In addition, the international community, governments and public health authorities around the world are taking steps to curb the COVID-19 pandemic with the aim of reducing infection rates and providing a response to the economic and social impacts of the pandemic. Food supply is an essential and critical activity that must be guaranteed, especially in health emergencies. Just as many producers are developing and implementing plans to ensure business continuity, all of them, without exception, should focus their actions on protecting and preventing risks to all workers.

The ILO contributes to this important work with the aim of providing effective, efficient and practical proposals for prevention. In this regard, I am pleased to present a new adaptation of one of the ILO's most successful training programmes for the agricultural sector in the area of OSH: the Work Improvement in Neighbourhood Development (WIND) programme, which addresses health and safety risks in rural settings. This adaptation, the *WIND Instructor's Manual*, is specially designed to support instructors in the effective implementation of another WIND programme manual, the *WIND Training Manual*, which has also been adapted and updated, including a new section on the mitigation and prevention of biological risks such as COVID-19.

We hope that the practical guidance provided in this training package will continue to have a positive impact on the well-being of producers and workers in the most vulnerable link in the global agricultural supply chain.

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► 1. Introduction

Reflecting the growing awareness of the need to protect farmers, global progress has been made in safeguarding occupational safety and health in the agricultural sector. This has been reflected specifically in the continuous training of farmers, which helps to improve their safety, health and well-being despite the many challenges they face. Of particular significance are the recent experiences of participatory training and practices geared towards agriculture.

Recognizing the hazardous nature of agricultural work, the Safety and Health in Agriculture Convention, 2001 (No. 184) (ILO 2001) strongly emphasizes the importance of comprehensive risk management and the implementation of multifaceted preventive measures to protect workers from occupational injuries and illnesses.

In addition, the ILO's Code of Practice on Safety and Health in Agriculture, adopted in 2009, seeks to raise awareness of the dangers and risks in the sector and promote their effective management. The Code encourages governments, employers, workers and other stakeholders to cooperate in the prevention of work-related accidents and diseases and in promoting more positive attitudes and behaviour towards occupational safety and health (OSH) in the agricultural sector. Participatory training programmes are key tools for the implementation of these international standards and guidelines in the workplace (ILO, 2011).

The Work Improvement for Neighbourhood Development (WIND) training programme addresses health and safety risks in rural settings and is based on participatory and action-oriented training methods.

Thanks to the experience of the International Labour Organization (ILO) gained through the WISE (Work Improvements in Small Enterprises) programme, WIND was developed and implemented for the first time in Can Tho, Viet Nam, thanks to cooperation between the Centre for Occupational Health and Environment (Department of Health of Can Tho) and the Institute for the Science of Labour (Kawasaki, Japan). Subsequently, the ILO has facilitated the establishment of WIND programmes in Cambodia, Mongolia, the Philippines and Thailand, as well as in several countries in Africa, Central Asia, Eastern Europe and Latin America.

The WIND training programme has given farmers around the world an opportunity to improve their safety and health and has even been incorporated into national policies on OSH in many countries. This approach is especially suitable for training small-scale farmers to propose and make immediate improvements in their daily lives, focusing on low-cost and locally sustainable measures and materials. The programme places a special emphasis on local practices as examples to be followed and action-oriented tools. The combination of these two factors — participatory methods and the practical focus of proposed improvements — is undoubtedly the strength of the WIND programme and has accelerated its global dissemination.

Reports from countries where the WIND methodology has been implemented indicate the advantage of developing and using a training package adapted to local conditions. The good practices and lessons learned are used to formulate specific guidelines and are incorporated into the training materials.

In order to further promote the —programme, the ILO issued two publications in 2014: the *Global Manual for WIND* and the *Global Action Guide for WIND*. Based on those publications and in the framework of an ILO project on the global coffee value chain supported by the Vision Zero Fund, the present adaptation has been prepared as the WIND Instructor's Manual.

This instructor's manual is geared specifically to programme instructors and supports the effective implementation of the other programme manual, the *WIND Training Manual*, which has also been adapted and updated, including a new section on the mitigation and prevention of biological risks such as COVID-19. Therefore, this *WIND Instructor's Manual* contains the specific elements

and methods required to enable training on the WIND methodology, for use in a variety of agricultural environments. This material provides practical guidance as well as recommendations for the organization of WIND training workshops in rural areas, taking into account andragogy or adult education.

The manual reflects the extensive experience gained in many countries and the importance of ILO training materials.

This publication consists of six chapters, including an introduction; the background of the WIND programme; its achievements; an overview; its organization; and the detailed implementation of the *WIND Training Manual* modules.

► 2. Background, principles and strengths of the WIND approach

The agricultural sector plays a key role in the socio-economic development of every country, accounting for 28.5 per cent of the global workforce (FAO 2017). While the types of agricultural work vary considerably depending on local situations, agricultural workers are generally exposed to a wide range of occupational hazards and risks. In terms of deaths, injuries and poor health associated with work, the agricultural sector is one of the three most dangerous sectors, along with construction and mining. Millions of agricultural workers are seriously injured at work from accidents related to agricultural machinery or are poisoned by agrochemicals.

Usually agricultural work is, by its nature, physically demanding. The risk of accidents further increases with difficult terrain; poorly designed tools; exposure to extreme weather conditions; and the fatigue and poor general health associated with working and living in remote and rural communities. Small-scale farmers are vulnerable to these and other risks in their work. In addition, they have insufficient knowledge and limited access to resources and information on hazard identification and risk management and they are often outside the scope of labour and health inspections. It is therefore urgent to improve safety and health in agriculture, with a particular focus on small-scale farmers.

Practical action-oriented training is vitally important for achieving this goal. Practical advice and guidance should be provided to farmers on identifying various work-related hazards and taking preventive measures to effectively reduce risks. Such training should cover the broad range of risks to which farmers are daily exposed and suggest practical preventive measures they can take in a given situation.

Two important lessons may be drawn from recent experiences of training farmers in occupational safety and health. First, the use of local good practices that address multiple risks helps farmers to achieve practical goals by planning substantial improvements in the local context. Second, participatory steps should be taken that directly involve farmers in identifying and implementing these improvements.

The WIND training programme was designed to increase farmers' safety and health by implementing simple improvements that are readily available in each local situation. Participatory action-oriented steps are taken in training so that farmers can find practical solutions using the skills and materials available on site.

The approach is based on the ILO's WISE (Work Improvement in Small Enterprises) method, which aims to improve safety and health in small enterprises. The uniqueness of the WIND approach therefore lies in improving work and living conditions in rural areas through the active participation of farmers in the planning and implementation of feasible improvements.

Throughout the training process, the WIND programme applies the following six principles:

- 1. Build on local practices.
- 2. Focus on achievements.
- 3. Link working and living conditions to productivity and quality.
- 4. Use learning by doing.
- 5. Encourage the exchange of experiences.

- ▶ 6. Promote the active participation of farmers, both men and women.

These principles apply to all participatory action-oriented training programmes for small-scale workplaces: in manufacturing (WISE); construction (WISCON: Work Improvement for Small Construction Sites); and home workplaces and informal economy workplaces (WISH: Work Improvement for Safe Home). The key strengths of these programmes, which enable participants to take initiative in planning and implementing immediate improvements, are:

- ▶ They draw attention to good examples obtained locally in multiple technical areas.
- ▶ They present specific examples of low-cost improvements, such as feasible actions for reducing health and safety risks, while at the same time improving productivity and well-being.
- ▶ Discussion groups are organized to identify existing good practices and propose similar and feasible improvements that reflect the basic principles of ergonomics and occupational hygiene.
- ▶ Immediate action is taken on the basis of agreed action plans.
- ▶ The benefits of improvements are visible by following good practices.
- ▶ Participants are encouraged to implement the action plan and propose further improvements through follow-up activities.

In addition, the ILO's experience in WIND training in several countries has witnessed the following strengths of the programme:

- ▶ continuous improvements in working and living conditions in agriculture;
- ▶ promotion of an integrated approach to OSH;
- ▶ enrichment of national policies and programmes on OSH in agriculture; and
- ▶ positive impacts on other labour issues, such as an introduction to job training.

These strengths of the WIND approach are realized through the development and use of a comprehensive training package tailored to the national or regional situation. Each package includes local examples of good safety and health practices in agriculture; a checklist of actions linked to these good practices; and an action manual that explains in a simple and practical way, in the context of the workplace, the basic principles of ergonomics, safety and health in agricultural work. The use of this programme can help advance safety and health in agriculture at the national and local levels.

Experience shows that the enabling role of programme instructors and the actions taken by participants are the two key elements of successful WIND programmes. The process of learning from local examples of good practice and the planning and implementation of improvement actions are also important. Other elements, such as a series of group work sessions, locally adapted training tools and networking arrangements, also contribute to a good outcome.

► 3. Achievements of the WIND approach: A global perspective

WIND training was launched in the early 1990s in Vietnam's Mekong Delta, where 80 per cent of the labour force worked in agriculture. Its development was carried out by two institutes: the Institute for the Science of Labour, Kawasaki, Japan; and the Centre for Occupational Health and Environment, Can Tho, Viet Nam. Their objective was to create practical support measures to improve the working conditions of local farmers. The first pilot WIND training workshop was held in the Vietnamese province of Can Tho in 1995. Since then, the training programme and its materials have been continuously refined. From 2004, WIND received support from Vietnam's Ministry of Labour, Disability and Social Affairs and was implemented in numerous provinces under the supervision of the ILO, through the technical cooperation project. Between 2004 and 2007, 24 WIND training-of-trainer workshops were held and 7,922 farmers were trained, resulting in the implementation of 28,508 health and safety improvements in Viet Nam.

After those initial activities, WIND spread to other countries, first in South-East Asia and subsequently in Central Asia, Europe, Africa and Latin America (table 1). It should be noted that those countries implemented WIND as a component of their national OSH programmes in agriculture, with the technical support of the ILO. Table 1 also shows the number of WIND instructors and trained farmers.

Table 1 clearly illustrates the gradual expansion of the WIND approach, which began with a pilot

plan in a selected country and was then rolled out to other countries in the region. In Asia, where it originated, it spread from Viet Nam to Thailand, Cambodia and Mongolia (2003) and then to the Philippines (2004), the Republic of Korea (2008) and the Lao People's Democratic Republic (2009). This expansion was fostered by the active support of the ILO. In 2004, WIND was introduced to Central Asia, first in Kyrgyzstan (2004) and then in Uzbekistan (2005) and Tajikistan (2006). Successful implementation in those countries was followed by implementation in Kazakhstan and Azerbaijan (2009). In Eastern Europe, WIND was launched in the Republic of Moldova (2004). In Africa, WIND has been actively implemented in Senegal and Ethiopia since 2007. In Latin America, it started in Central America, first in Costa Rica (2007) and then in the Dominican Republic and Honduras (2009) and Uruguay (2010).

It is important to note that WIND has not always been offered as a comprehensive training programme; in some cases, only selected elements are used to meet specific local needs. In countries where extensive activities have been developed, WIND has had visible and significant impacts on OSH at both national and individual farmer/household levels. At the national level, it raised the awareness of the main organizations associated with OSH and helped them increase their capacity for WIND project management through coordinated efforts. At the farmer/household level, the WIND programme helped participants to plan and implement voluntary improvements to their health and safety.

► Table 1. WIND around the world

Region	Country	Year	Availability of local language materials	Number of instructors and participants
South-East Asia and East Asia	Cambodia	2003	Yes	39 instructors 836 participants
	Lao PDR	2009	Thai	
	Mongolia	2003	Yes	
	Philippines	2004	Yes	200 instructors 1,000 participants
	Republic of Korea	2008	Yes	30 instructors More than 200 participants
	Thailand	2003	Yes	32 instructors in 2006 380 participants
	Viet Nam	1995	Yes	240 instructors in 2004 2,136 participants
Central Asia	Azerbaijan	2009	Russian	
	Kazakhstan	2009	Russian	
	Kyrgyzstan	2004	Yes	109 instructors c. 12,000 participants
	Tajikistan	2006	Yes	10 coaches More than 100 participants
	Uzbekistan	2005	Russian	
Europe	Republic of Moldova	2004	Yes	27 coaches
Africa	Ethiopia	2007	English	20 coaches More than 30 participants
	Senegal	2007	French	c. 24 coaches 1,440 participants
Americas	Costa Rica	2007	Spanish	250 coaches 1,272 participants
	Dominican Republic	2009	Spanish	
	Honduras	2009	Spanish	
	Uruguay	2010	Spanish	

The impact of WIND training activities in these countries can be summarized as follows:

- ▶ strengthened voluntary initiatives of farmers to improve their working and living conditions through the application of good practices;
- ▶ changes in thinking about OSH and its process, starting with simple and low-cost measures, with a view to reducing risk and improving productivity;
- ▶ examination of multiple technical areas for the planning and implementation of practical, low-cost improvements;
- ▶ sustained efforts to improve working and living conditions, with active support and training provided by instructors and partner organizations;
- ▶ mobilization of government OSH infrastructures to provide broader coverage by incorporating WIND training into national

OSH policies and programmes through enhanced cooperation of the social partners, such as in Viet Nam and Kyrgyzstan;

- ▶ integration of a participatory approach to OSH in agriculture at the national level by incorporating WIND training through the Decent Work Country Programme; and
- ▶ resource mobilization and coordination with both ILO and other international programmes in the general promotion of OSH.

The use of locally adjusted training materials and training by competent instructors are the essential keys to success for the effective implementation of the WIND programme. Experiences in the above-mentioned countries show that the implementation of WIND in a country accelerates when a significant number of people are trained as instructors. Adequate resource mobilization, with the committed and sustained cooperation of partner organizations, is also important.

► 4. Overview of the WIND methodology

The goal of WIND training is to raise awareness among farmers about their own ability to improve their working and living conditions and facilitate the improvement process by focusing on practical, low-cost solutions. Two crucial factors in achieving this goal are: (i) training materials that include local examples of good practice; and (ii) well-trained instructors who encourage participation.

4.1. Elements of a WIND training workshop

Table 2 shows the four basic elements of WIND training.

A typical WIND training workshop consists of eight technical training sessions, each focusing on different technical areas, although the number

of sessions may vary depending on the local situation. Usually, after a brief opening session the workshop begins with a farm visit, during which the action checklist is used. A clear emphasis should be placed throughout the workshop on learning from local good practices and identifying locally feasible solutions. At a later stage, proposals are developed to improve safety and health in the farms and homes of each participant. Follow-up activities are organized to confirm the implementation of the proposed improvements and assess their achievements.

4.2. Delivery mechanism of a WIND training programme

In order to establish a functioning and sustainable delivery mechanism, three levels of training workshops are usually organized (table 3).

The three training levels include the four components shown in table 2.

► Table 2. Basic elements of WIND training

No.	Activity
1	Action checklist exercise, designed to give experience in applying the checklist at one or more farms or households and in the conducting group discussions and presentations.
2	Technical sessions for learning locally feasible improvements in multiple technical areas, through group discussions and presentations.
3	Planning of improvement proposals through group discussions and presentations.
4	Implementation of some of these proposals, with follow-up activities.

► Table 3. Training workshop levels

Level of training	Result
Training delivered to trainee instructors by WIND master instructors	WIND instructors
Training delivered to volunteer farmers and other local participants by WIND instructors.	Farmer instructors
Training provided to neighbourhood farmers by trained farmer instructors.	WIND participants

Level 1 is the training of instructors, which is usually organized in the early stage of a WIND national programme by OSH technical specialists. In addition to the four components listed in table 2, WIND programme instructors are required to have general knowledge and organizational skills. Instructor trainees also learn practical ways to encourage participants and facilitate group work on learning good practices and planning the next steps to take for action through self-help (see table 4).

Level 2 usually consists of the training components listed in table 2. Its purpose is to train volunteer farmers and other selected local participants in the use of training tools and in proposing feasible types of improvement that will have a real impact on reducing risk in local farming practices. Since the action checklist contains typical low-cost improvements in this sense, training is focused on the understanding and use of the action checklist and on good local examples of feasible low-cost improvements in selected technical areas (see table 4).

Each technical session consists of a brief presentation by the instructor on the basic principles of improvement and examples of good practices; a

group discussion; and a group presentation. The details of each session are described later in this manual.

Level 3 is targeted at farmers in the community and is usually conducted by volunteer farmers who have completed a level 2 WIND workshop. This level of training is typically developed as a mini WIND workshop and is conducted with a certain amount of flexibility, according to the situation in the neighbourhood of the farmer instructors. For example, a two-hour mini WIND workshop consists of an introduction to the WIND methodology; farm and house visits for the action checklist exercise; a group discussion on the checklist results; the presentation of local examples of good practice; and the development of action plans (see table 5). Such a short version of the workshop is extremely useful for farmers who have difficulty participating in a typical WIND workshop, which is held over an entire day or on consecutive days. However, participation in several mini WIND workshops at different technical sessions is equivalent to the completion of a two-day WIND workshop. It is important to note that a typical WIND workshop lasts two days and follows the format in table 4.

► Table 4. Example of a level 1 and 2 timetable

Day	Time	Activity/Item for discussion
1	(8:00-17:00)	Introduction and orientation (30 minutes)
		Farmer visit / checklist (180 to 240 minutes)
		Start of eight technical sessions (60 minutes minimum/120 minutes maximum)
		Session 1: Storing and manipulating materials
		Session 2: Workplaces and work tools
2	(8:00-17:00)	Session 3: Safety in the use of machinery
		Session 4: Work environment and control of hazardous materials
		Session 5: Wellness facilities
		Session 6: Organization of work and community cooperation.
		Session 7: Environmental protection
		Session 8: Biological risks
		Final proposals, workshop evaluation, acknowledgements

► Table 5. Example of a level 3 (mini WIND) timetable

Time	Activity/item for discussion
8:00-11:00	Visit to house and farm (complete action checklist)
	Introduction to WIND programme
	Group work on checklist results
	Break
	Presentation of local examples of good practices in a WIND technical area
	Preparation of action plans

4.3 Action-oriented, participatory nature of WIND training

Participatory steps are highlighted in training in order to build the initiative of local people for the planning and implementation of immediate improvements. These steps are realized by directly engaging participants in several group discussions and subsequent presentations of completed group work. The idea is to familiarize participants, through repeated group work, with locally feasible improvements based on local good practices.

This is particularly important in technical sessions, at which instructors present and provide guidance on how to make improvements in each technical area, showing local examples of good practice as a lead-up to the group discussion session. The assignment given to the group discussion is to

identify good practices and propose simple actions for improving the current conditions that participants have encountered during the farm and house visits. A combination of the technical session and group discussion helps participants to identify participants to identify, plan and implement feasible improvements that are appropriate to the local situation, on their own initiative.

The action-oriented vision of the WIND programme is formulated and enhanced by the implementation of these participatory steps in the training workshops. Throughout the training process, attention is drawn to the risk-reducing impact of the immediate improvements made by the farmer participants. The key elements that enhance the action-oriented and participatory nature of WIND workshops are summarized in table 6.

► Table 6. Key elements to improve the participatory orientation of the WIND programme

- (1) Attention is paid to local examples of good practice in multiple technical areas.
- (2) Specific examples of low-cost improvements are presented in different areas as feasible actions for reducing risks to safety and health and improving productivity and well-being.
- (3) Group discussions are organized to identify existing good practices and propose feasible actions that reflect the basic principles of ergonomics and occupational hygiene.
- (4) Plans are established with a view to implementing immediate improvement steps.
- (5) Technical sessions help participants clearly understand the benefits of proposed improvements.
- (6) Follow-up activities further encourage participants to implement the action plan and ensure its sustainability.
- (7) The equitable participation of women throughout the process is promoted.

It should be noted that the use of local examples of good practices used in WIND training are crucial for the successful planning and implementation of workshops, including mini-workshops. Therefore, the utmost care should be taken in collecting such examples, usually in the form of photographs, so that they represent the most common types of low-cost improvements in the selected technical areas and clearly indicate the benefits of improved working and living conditions, as well as their real impacts on risk reduction. Since the examples compiled are available in countries where WIND training has been successful, it is essential to transfer them to the countries where this training will be implemented in order to use them as models for the collection of further local examples. Experience shows that the collection of local examples is not difficult, because the basic principles of improvement for small-scale farmers are applicable in different countries.

4.4. Training tools and their application

Since WIND began to be implemented in the 1990s, similar sets of tools have been used to facilitate the action-oriented nature of the programme beyond the country and region. Commonly used training tools are listed in table 7.

The combined use of these tools effectively draws the attention of participants to locally feasible improvements and their benefits. In particular, the action checklist plays a key role in highlighting local good practices. The manual, if carefully adapted to national circumstances, provides specific guidance on how to plan and implement these practical improvements. In the level 1 training workshop, a separate manual for instructors is prepared, based on this *Instructor's Manual* (see section 6), including specific guidance on the preparation and organization of WIND training sessions and follow-up activities.

Additional ILO publications may be used as a reference to complete standard training — such as the *WIND Training Manual*, with its action checklist, and *Ergonomic Control Points in Agriculture: Practical and Easy-to-Implement Solutions to Improve Safety, Health and Work Conditions* (ILO 2014b). While these publications are readily available, they need to be adapted, not only by providing translation into the local language but also by adjusting the contents to reflect the local situation. Specific guidance on adaptation should be provided.

► Table 7. Training tools for the WIND programme

Training tools	Function
Local examples of good practices (photographs)	Draws attention to existing good practices
	Shows what improvements can be made
Action checklist with locally feasible improvement	Shows possible actions for improvement
	Helps find feasible improvements in a local context
Training manual on practical improvements and their benefits	Shows benefits and how to make changes
	Links better work with productivity and well-being
Action-planning sheets, report forms, promotional brochures, etc.	Facilitates group actions
	Promotes better understanding of methods used

4.5. Low-cost improvements

Over WIND's 20 years of implementation, a large number of improvements in the area of occupational safety and health. Simple, practical and low-cost, they have ranged widely and have covered many technical areas. Some typical examples of improvements made by WIND participants in each technical area are listed in table 8.

4.6. Follow-up activities

Follow-up activities, which are usually carried out jointly by WIND instructors and participants, are an integral part of the WIND approach. These activities:

- ▶ encourage participants to plan;
- ▶ implement immediate improvements;

▶ Table 8. Technical areas and examples of improvements

Technical area	Typical examples of improvements
Materials storage and handling	Clear passageways and multi-level storage
	Safe use of carts, trolleys, lifters and vehicles
Workplace ergonomics	Positioning of work at elbow level, with easy access to materials and work tools
	Use of safe and easy-to-use tools
	Easy-to-locate tools and switches and use of coding
Safety in the use of machinery	Use of proper safety guards and safe wiring
	Safe transport and use of agricultural machinery
Organization of work and community cooperation	Differences between work and private life
	Importance of sharing with other farmers
Work environment and control of hazardous materials	Isolation of hazardous sources and labelling of agrochemicals
	Safe handling of agrochemicals
	Proper use of personal protective equipment
Wellness facilities	Combined use of natural light and artificial lighting to improve visibility
	Clean drinking water and toilets
	Short breaks and good rest facilities
Environmental protection	Water conservation
	Waste management
Biological risk (new topic in WIND)	Identification of sources of transmission
	Taking due care at work
	Preventive mechanisms

- ▶ ensure that sustainability is ensured; and
- ▶ facilitate the evaluation process;

In addition, follow-up activities provide opportunities to gather information on improvements

made by participants, such as local examples of good practices that could be used at future WIND workshops. Table 9 shows typical follow-up activities and their results. Follow-up activities should be planned from an early stage as an essential part of the WIND programme.

▶ Table 9. Types of follow-up activities

Activity	Time/frequency	Key results
Follow-up visits	1, 3 or 6 months after event	Continued encouragement by instructor Transfer of how-to information
Follow-up meetings	3 to 6 months after event	Timely implementation encouraged Benefits of sustained action confirmed Formation of networks and/or working groups facilitated
Collection of information on improvements	Regularly	Positive experiences exchanged Programme achievements assessed Experience shared with others and applied

► 5. Planning and implementation of the WIND programme at national level

This chapter provides guidance on how best to design, implement, manage and promote an OSH programme that implements WIND at the national, regional and community levels, based on previous experiences in other countries.

As with any other programme and project, well-planned and coordinated measures should be taken when the WIND programme is introduced. In particular, the following actions are important:

- Understand the specific context (particularly the various agricultural activities) related to OSH in which WIND training will be carried out.
- A team should visit typical workplaces in the locality to collect local examples of good practices (photographs) and identify feasible priority areas for improvements, with reference to the action checklist and *Ergonomic Checkpoints in Agriculture* (ILO 2014b).
- Customize the action checklist and associated improvement manuals (redesign the standard action checklist by rearranging checklist items and adding relevant items from *Ergonomic Checkpoints in Agriculture* (ILO 2014b)).
- Plan training-of-instructor workshops to familiarize the instructors selected with the contents and use of the adapted action checklist and manuals.
- Organize one or more WIND pilot workshops to train farmers in target groups and complete the WIND training programme for use in the country.

In many cases, before the decision is made to introduce WIND at the national level, a pilot plan is conducted to demonstrate the potential impacts of WIND for improving the working and living conditions of farmers.

This phase includes several activities, such as identifying preliminary target groups; holding pilot and advanced WIND training workshops; finding examples of good practices; and assessing impacts. The WIND pilot plan serves to prepare for the roll-out of the WIND programme at the national level, such as in the collection of local models of good practice and adaptation of training materials.

The WIND planning and implementation process may differ from country to country and according to the local situation of target groups and such changes must be modified in the programme, as necessary.

5.1. Planning the WIND programme

This step is of vital importance to the whole process. The programme design includes the identification of the target groups and participants involved; outcome setting (immediate and long-term); the delivery mechanism; and the monitoring and evaluation system.

5.1.1. Identification of target groups and participants

Target groups should include all farmers (men and women) and families in the area or sector covered by the programme/project, in addition to training participants. Even when only one person in the family participates in WIND training, improvements must be made in collaboration with all family members and neighbours who are affected.

Partners include relevant ministries and government agencies, workers' and employers' organizations, farmers' associations, NGOs and institutions concerned with health and safety in agriculture. The active involvement of all stakeholders is essential to expand participation, reach a wide audience, enhance impacts and ensure long-term sustainability.

An essential element at this stage is the commitment and active participation of all participants in the planning of the programme. A steering committee is usually established, which should include representatives of partner organizations to ensure effective programme management. In addition, a focal point organization and programme manager should be designated to take the lead in programme management and provide logistical support to the steering committee.

The ability of partner organizations to participate in programme planning and implementation is crucial to the quality of the outcome. This also affects the need for external financing. It is important to ensure that steering committee members and all partners fully understand the WIND approach, including its characteristics and potential benefits.

5.1.2. Outcome setting

The expected outcomes of the programme, both long-term and short-term, should be clearly established, with appropriate indicators that reflect local needs and demands.

Short-term results may be presented, such as:

- ▶ shorter time scales
- ▶ fewer errors
- ▶ feeling of comfort and satisfaction
- ▶ increased leisure time
- ▶ decreased health problems and complaints
- ▶ reduced medical expenses

Expected outcomes may include fewer accidents and injuries, as well as increased productivity and income.

5.1.3. Delivery mechanism

To ensure effective self-help and sustainable action, WIND should be institutionalized through the creation of an implementation mechanism for training activities. A mechanism to support participants' collaborative efforts to achieve the objectives, including social dialogue, should also be clearly indicated.

It is suggested that the target number of training participants be set at this stage so that reasonable planning can be carried out. Capacity-building of, and resource mobilization with, the participants involved are also essential components of the strategy to sustain WIND activities autonomously.

5.1.4. Monitoring and evaluation

Measures to monitor and evaluate the programme should be defined and indicated in the project design. This includes indicators for the expected outcomes, as well as the impacts of the programme on national policies and programmes for decent work in rural areas.

5.2. Preparatory activities for the WIND programme

5.2.1. Planning activities

Based on the agreed design of the programme, a concrete plan is established for the programme. The plan should include the main activities to be carried out in the programme period; the time frames for those activities; the organizations or groups responsible for the different sets of activities; the resources allocated; and the reporting and review procedures. Since each of the partner organizations will have different capacities and play a different role, measures to coordinate their efforts should be discussed and identified at this stage.

The plan should include the following:

- ▶ locations where WIND activities will be carried out (including preparatory activities prior to the main phase);
- ▶ number of WIND instructors required (including support team and preliminary activities for conducting the training of instructors);

- ▶ identification of groups of farmers to be trained by WIND instructors;
- ▶ the person responsible for the implementation of planned activities;
- ▶ schedules for planned preparatory work and training events;
- ▶ the person responsible for follow-up and review activities; and
- ▶ identification of budgets and allocation of necessary resources.

The plan should be coordinated within the agreed time frames and the human and financial resources necessary for the implementation of the strategy.

5.2.2. Preparatory activities

Before starting training activities, it is necessary to adjust the programme at the local level well in advance in order to get it up and running.

That adjustment may take a few months, depending on the programme's strategy and planning, and should not be underestimated or arbitrarily reduced to meet unrealistic deadlines in a rush to achieve results.

During this period, the basic concept and main features of the WIND approach are better understood through awareness-raising activities and other promotional activities. Efforts are made to coordinate with partner agencies. Training materials are modified and adapted to the local situation (training level 1: first training of WIND instructors). In addition, incentives are needed to obtain support for the WIND programme. It may also be useful to look for synergies with other methodologies and approaches towards the common goal of achieving decent work in rural areas. Table 10 lists these preparatory activities, which are essential for launching the WIND programme with the full support and commitment of partner organizations based on their voluntary participation. Technical inputs from partner organizations should always be welcomed and considered. This is especially true in adapting the training modules.

5.3. Training of instructors and their roles

The WIND training programme aims to build farmers' initiative to voluntarily and autonomously plan and implement effective improvements. To enable this, WIND instructors should provide concrete guidance on adopting good practices that can have a real impact on farmers' working and living conditions. The role of instructors is essential in enabling group work to achieve a consensus on priorities.

The training of WIND instructors is therefore a crucial factor in the success of the programme. This begins with the careful selection of potential instructors and the identification and selection of a master WIND instructor who has demonstrated expertise in WIND training, i.e. international consultants, ILO officials or core instructors of the WIND programme in other countries.

Usually such master instructors are capable of training potential WIND instructors in different countries, using locally adapted WIND training materials.

WIND instructors can be nominated in two different ways – they are either designated by partner organizations or they are volunteers from farmers' organizations or related organizations.

The role of farmer WIND instructors is particularly important (training level 2), as they can effectively organize WIND training for a large number of their peers with the support of partner organizations. Also, joint efforts by these two types of WIND instructors with different backgrounds are quite useful in the practical implementation of the programme. Table 11 lists the essential roles of WIND instructors in enabling the voluntary actions of participants.

5.4. Organizing a WIND training workshop

WIND training workshops should be organized jointly, through the creation of an organizing team involving partner organizations and instructors. Its tasks include development training schedules, preparing training materials and facilities and planning follow-up and evaluation activities.

► Table 10. Essential preparation of activities

Promotional activities

- Spread the concept of WIND and its possible impacts.
- Organize awareness-raising events, with an emphasis on promoting social dialogue and potential benefits.
- Establish networks with relevant agencies and partner organizations.
- Demonstrate the uniqueness of the WIND training approach and engage relevant training organizations.
- Contact the press and other media.

Coordination with local organizations

- Get joint support from promotional activities.
- Build a consensus on programme strategy and plans.
- Take steps to provide the necessary technical guidance.
- Ensure support for programme management..

Modification of training materials

- Establish a working group to adapt WIND training materials (action checklist, *WIND Training Manual*, presentation slides, group discussion materials) to local needs, including translation when needed (training level 1: first training of WIND instructors).
- Collect local examples of good practices to be incorporated into training materials.
- Review prepared materials, taking into account local culture and gender approach.
- Test the training materials that were adapted.

Incentives and support

- Identify and implement ways to provide incentives for participation in the WIND programme.
- Explore and secure partner support for WIND programme implementation, including human and financial resources.

Introduction to the WIND approach

- Explore the potential to improve synergies with other programmes or tools that apply to the same target groups.
- Seek synergies with other initiatives to achieve decent work in rural areas, including the Decent Work Programme, by country, as well as programmes and projects implemented by other ILO technical units, international and national organizations and NGOs.

5.4.1. What to do in the planning phase

The plan for the workshop should include the dates, venue and reason for the training; a call for participants; different local examples of good practices; the selection of the site to be visited for the checklist exercise; and arrangements for training sessions. A complete package of training materials should be developed well in advance of the workshop.

During this period, it is useful to contact local organizations, such as NGOs, as well as community development organizations, enterprises and government organizations. It is also useful to select farmers' households and visit them with the dual purpose of sensitizing the local population and collecting local examples of good practices. The recruitment of training participants can be done by local organizations such as organized groups and members of community organizations.

► Table 11. Essential roles of WIND instructors

Empowering participants

- Draw attention to the risks of safety and health at home and at work.
- Show the benefits of improved work and living conditions.

Present real examples of good practice

- Select good examples of locally achieved improvements.
- Present feasible options in different technical areas so that participants can choose the options that are most useful to them.

Organize and manage group work

- Use an action checklist that lists a set of locally appropriate improvements.
- Use an action manual and demonstrate how to execute such improvements using local skills and materials.
- Use an action planning sheet, reporting sheet and other useful tools for group discussion.

Facilitate group discussion leading to immediate action by participants

- Provide guidance for active group discussion.
- Encourage participation.

Follow-up and sustainability of activities

- Encourage and support improvement actions.

It is important for the organizing team to verify that the training materials are well suited to the local situation and include examples of local good practices.

In preparing the workshop programme, care should be taken to:

- allocate sufficient time to group work; and
- allocate a reasonable amount of time to technical presentations by instructors.

Table 12 shows the necessary arrangements for a well-organized WIND training workshop. It can be useful to assign some management tasks to the selected participants. This can further motivate them and ensure the self-sustainability of the WIND programme.

5.4.2. Main of a WIND training workshop

As described in section 4.1, WIND training workshops have a common structure at every level and each components has a clear purpose. Table 13 provides the outline of a standard WIND training workshop. Though appropriate modifications of the training agenda are essential in accordance with the local situation and needs, these essential activities should not be skipped. Experience shows that it is imperative to carry out the farm and household visits and the action checklist exercise before the technical sessions. This helps participants identify local examples of good practices and, on their own initiative, identify practices to be improved.

► Table 12. Tips for good planning of a WIND training workshop

Dates and venue	A typical workshop lasts two days. Dates and venue should be set in consultation with partner organizations and other local groups.
Publicity and recruitment of participants	Visits to local organizations and farm households are useful for publicizing the workshop and recruiting participants. Recruitment should be carried out in close consultation with partner organizations and other local groups. Maintain a good balance between women and men.
Collection of local examples of good practice	Local examples of good practices in all technical areas should be supported by visits to farms and farmers' homes. Photographs and information about these best practices will be very useful and should cover background, processes and lessons learned.
Selection of site for the action checklist exercise	A few farms and households are usually selected for conducting the action checklist exercise. The local representative's home is usually a good option.
Preparation of training sessions	Training sessions include the opening, checklist exercise, technical sessions, action planning, and closing. Make sure that the necessary presentation slides and training tools are ready, in particular photographs of local examples of good practice. Sufficient time must be allocated to group work in each session.
Preparation of training tools	<i>All participants should have:</i> workshop timetable, action checklist, manual and action planning sheet. <i>For group work:</i> prepare flip charts or other presentation materials. IMPORTANT: give some thought to materials and activities to help break the ice with participants at the start of the workshop.
Administrative matters	Make arrangements for refreshments (in accordance with local practice).
Management of staff	Assign tasks to each team member (responsibility for session, secretarial work, etc.). Organize short team meetings as necessary. Establish the means of communication among team members.

5.4.3. A model programme

The standard duration for a WIND training workshop is two full days, as shown in table 14. However, the schedule should be flexible enough to accommodate the local situation and demand, such as by extending the programme over three days or reducing it to one-day technical sessions. Table 4 shows a typical two-day training schedule. If necessary, sessions can be held separately in different weeks, such as by holding four half-day workshops in four different weeks. As mentioned in section 4.2., a mini WIND workshop is often organized at the community level (table 5).

The opening of the workshop is important for a clear understanding of the workshop's objectives and sharing them with all participants. Representatives of partner organizations and local organizations should inform participants, in a brief welcome address, about the ongoing WIND programme and its relationship to the national policy of improving working and living conditions in rural areas. In a brief introduction by the lead instructor, action-oriented participation should be emphasized as the key principle of the workshop.

The objective of each group discussion is to identify three existing examples of good practices

► Table 13. Outline of a standard WIND training workshop

Activities		Purpose
1.	Visit farmers' homes and farms and conduct action checklist exercise.	Exposure to reality of working life. Detailed observation of working and living conditions. Observation of multiple areas at the same time. Establishing rapport.
2.	Eight technical sessions: ► instructor inputs, with slides; ► group discussions; and ► presentation of group results.	Showing good local practices. Prioritizing proposed actions. Sharing ideas for improvement.
3.	Planning actions	Setting up feasible and realistic plans. Ensuring ownership of the plan. Strengthening commitment to improvement actions.
4.	Follow-up visits	Guide and support for improvement actions. Encouraging participants to implement their action plans. Supporting continuous improvement actions. Making a compendium of good practices and sharing achievements.

found on farms and agricultural households visited, as well as three actions for improvements that the group wishes to propose. This is followed by the group presentation, at which participants share their findings with other groups. By repeating this process in all technical areas, participants become aware of the good examples that apply the basic principles presented in the technical sessions and strengthen their capacity to identify feasible technical actions to be taken to improve their own working and living conditions.

Small groups at the final session should be set up based on the choice of participants, such as in groups comprised of married couples, neighbours or local groups. Proposed actions should be practical and allow immediate low-implementation at low cost.

Throughout the workshop, training should be interactive and encourage the initiative of participants based on their own experiences. A friendly environment in the training classroom is key. Also, small groups should be set up carefully, paying attention to the number of people and gender balance, in order to ensure the

active participation of all participants in the discussion and presentation processes.

5.5. Follow-up to a WIND training workshop

Follow-up activity is a very important component of the WIND programme; it reaffirms the action plan and commitment of participants in the training workshop and encourages sustainable actions to improve working and living conditions. An initial follow-up meeting and a subsequent visit should be planned and announced during the training workshop.

Follow-up visits are usually made by WIND instructors or individuals assigned by the organizing team to check the implementation of the accompanying plan by participants, as well as to encourage their willingness to persevere in making additional improvements. The use of a simple form, with some photographs attached to it, helps participants report improvement actions and is an excellent way to record their progress.

Follow-up meetings should be organized to present and share the results of training workshops

► Table 14. Standard programme for a WIND training workshop

Sessions		Key activities	Purpose
1.	Opening and orientation	Welcome addresses Workshop orientation	Orientation on the WIND approach and objectives of training
2.	Action checklist exercise	Implementation of action checklist on a farm visit Group discussion and presentation of checklist results	Overview of practical actions for improving existing conditions and how to use the action checklist
3.	Eight technical sessions	Trainer inputs and group discussion on technical areas: ► Materials storage and handling ► Workplaces and work tools ► Safety in the use of machinery ► Wellness facilities ► Organization of work and community cooperation ► Work environment and control of hazardous materials ► Environmental protection ► Biological risks	Learning basic principles of improving working and living conditions in the agricultural setting, with a clear focus on low-cost improvements
4.	Action planning	Group discussion of action plans with clear deadlines Group presentation	Ensuring commitment of participants to immediate action
5.	Guidance on follow-up activities and closing	► Follow-up visits and reporting ► Workshop evaluation ► Closing remarks	Encouraging practical actions and sustained efforts

and review this process. These meetings often serve as a forum for discussing sustainability and an extension of the WIND programme through local initiative. In this regard, it is important to follow up trained farmers, as they often become volunteers to serve as instructors for other farmers and organize WIND training workshops for neighbouring farmers (see table 5, example of a level 3 mini WIND timetable). These voluntary actions by farmer instructors are the most important and effective key to a successful WIND programme in terms of sustainability and broad coverage.

5.6. Programme evaluation

The WIND programme should be evaluated from two perspectives:

- the planning and management of the programme as a whole; and
- the organization and achievements of WIND training activities.

In both cases, the evaluation should be based on the expected outcomes that were initially identified (see section 5.1).

Programme planning and management are evaluated for their validity and effectiveness. All possible constraints should be identified, discussed with all stakeholders and documented as lessons learned. The sustainability of the programme should always be considered. Also, any contribution of the programme to the development of policies and programmes – whether national or provincial – on decent work in rural areas should be included as part of the evaluation.

With regard to WIND training workshops, in addition to the number of training workshops held (outputs), their content should be evaluated,

including the capacity of instructors, the quality of presentation and the suitability of training materials. Feedback from workshop participants and the organizing team are the key sources of evaluation. Indicators should include the number of improvements made by participants and the sustainability of their actions.

Another important point to evaluate is the inter-relationship and joint efforts on the part of the programme's managers and instructors and their impact on the implementation of the programme, especially its sustainability and possible extension.

WIND is now a global programme under way in many countries and in different regions. It is important to share experiences and review results, including the lessons learned.

► 6. Implementation of WIND programme modules

The programme consists of an action checklist for agriculture and eight topics:

- 1. Materials storage and handling
- 2. Workplaces and work tools
- 3. Safety in the use of machinery
- 4. Wellness facilities
- 5. Organization of work and community cooperation
- 6. Work environment and control of hazardous materials
- 7. Environmental protection
- 8. Biological risks

Each of the topics will be developed in a workshop, at which the instructor will present basic concepts to the participants and train them in the use of the various tools that will allow them to be involved actively on topics. For the programme to achieve the best results, instructors must have in-depth familiarity with the *WIND Training Manual*, which will allow them to establish the relationships between the eight topics and to integrate them all into a whole.

If there are different instructors for individual topics, it is important for each of them to be familiar with all the topics so that they can support each other on what has already been covered in other sessions or what has yet to be covered. Therefore, the action checklist should also be well known to all instructors who will impart the methodology as that is where everything is integrated.

6.1. Methodology for the development of WIND modules

This section is intended to serve as a guide to facilitate the development of training workshops for instructors.

Instructions are provided below for instructors on each module or topic that comprises the programme; these will allow them to be more effective in organizing training activities, providing them with opportunities and tools to be able to do their job.

6.1.1. How should the instructor use this manual?

- 1. Study all the topics proposed in this manual so that before conducting the training you have a complete picture of how it should be implemented.
- 2. Conduct a self-assessment that allows you to decide, after studying the topics, whether any additional training is required to reinforce those topics that you consider not to be your strength.
- 3. After studying all the topics, find a representative workplace for a tour of its facilities; then apply the checklist individually and answer the checklist questions for yourself.
 - (a) If you have any doubts, investigate or research the case until they are fully resolved. *Do NOT apply the checklist with participants until you fully understand it.* Do not omit any item that you do not understand as that could expose farmers to risk.

- ▶ (b) Once you have applied the checklist, establish links between what has been checked and the topic in question. This material will help you to use the checklist later during training; it will also enable more meaningful relationships to be established and win the trust of farmers.
- ▶ (c) Do not forget to take note of the circumstances in which farmers live and work and take photographs that serve as evidence of the findings.
- ▶ (d) Develop your presentations using the material obtained on your visit.

Instructors may use this manual to:

- ▶ 1. Implement a methodology comprising the basic elements of safety and health in agriculture and follow up the changes implemented in farms. The participation of farmers is the basis for the success of the programme.
- ▶ 2. Develop different levels (see table 3) of training in order to be able to reach more farmers in different regions.
- ▶ 3. Choose the types of crops (vegetables, monocultures, fruit trees) that you want to have an impact on in terms of farmers' health and safety by applying the WIND methodology.
- ▶ 4. Have a guide that allows you to develop sessions according to the time needs of farmers.
- ▶ 5. Train many people to obtain a multiplier effect.
- ▶ 6. Propose follow-up community work programmes.
- ▶ 7. Develop local community strategies to bring all farmers together in common programmes focused on intervention.

6.2 Preparation of a WIND workshop

6.2.1. Selection of the training site

The instructor in charge of the programme should have a training space that accommodates the needs of the process. Training can be developed in the field or in a training room (according to the programme as defined).

The characteristics and conditions of the site where training will be delivered are essential to its success. The goal is to bring about a change in behavior and if participants experience excessive heat or cold or even hunger, it may not be possible to get all their attention. The following elements should therefore be considered:

- ▶ **Noise.** Noise from the outside, apart from producing an auditory distraction, distorts the message. Also, some people suffer from hearing loss, which can change the meaning of a sentence, either because they do not hear or do not understand the words of the instructor, so that the message to be conveyed may be distorted. In such situations, it is best for the instructor to anticipate by reviewing the conditions of the location where training will be conducted.
- ▶ **Lighting.** When training is conducted indoors, it should be noted that lighting may be another factor that distorts the message. When low (less than 150 lux), it tends to create an environment that can induce sleep, especially when participants are farmers who are up at 4 a.m. getting ready to go to work. Therefore, a properly lit training site is recommended.
- ▶ **Ventilation.** A sealed training site in which little air circulates and many people are gathered generates a natural temperature increase (which makes training uncomfortable for participants). Also, if participants remain in such conditions for a long time, the group's breathing produces a build-up of gases, such as carbon monoxide and carbon dioxide, both of which induce sleep.

- ▶ **Food.** Long-term training (4 hours or more) requires some kind of food to be provided. However, care should be taken with the volume of refreshments offered. Keep in mind that after eating, the body initiates the process of absorption of nutrients from food, a process known as the "alkaline tide". The higher the volume of intake, the greater the tendency towards sleep. Also, freshly processed foods should be provided to avoid any food risk situations.
- ▶ **Distribution of space in the training room.** The instructor should determine the optimal distribution of participants in the room, on the basis of either the techniques to be used in training or the activities planned. It is recommended to divide participants into groups. Special care should be taken when the presence of contagious diseases in the area generates health alerts that require social distancing.
- ▶ The risk of infection should also be considered. The implementation of health protocols in food services, ranging from the arrival of food to the disposal of waste, must be ensured.

6.3. Timetable of a WIND workshop

The WIND training workshop, as noted in sections 4.2 and 5.4, usually lasts for two days. That option works very well when it is the population to be trained that determines the timing, either because it is not growing season or because the scheduling has been done well in advance. Some alternative options for WIND mini-workshops that the instructor can evaluate are provided in section 6.4 below.

A very important issue is the reporting of training. For this purpose, someone should be in charge of collecting all the information submitted by the instructors so that a record can be kept of possible improvements for future courses (see Annexes, Log).

► Table 15. Detailed timetable of a WIND workshop

	Time	Activity/item
Day 1	8:00-8:30	Welcome, presentation of attendees, introduction, objectives and scope of the programme
	8:30-9:00	Learning how to use the action checklist
	9:00-9:30	Refreshments
	9:30-12:00	Visit to household and farm (complete checklist)
	11:30-12:00	Discussion of the findings of the visit
	12:00-1:00	Lunch
	1:00-2:30	Session 1: Materials storage and handling
	2:30-3:00	Refreshments
	3:00-4:30	Session 2: Workplaces and work tools
Day 2	8:00-9:00	Session 3: Safety in the use of machinery
	9:00-9:30	Refreshments
	9:30-11:30	Session 4: Work environment and control of hazardous materials
	11:30-12:30	Session 5: Wellness facilities
	12:30-1:30	Lunch
	1:30-2:30	Session 6: Organization of work and community cooperation
	2:30-3:15	Session 7: Environmental protection
	3:15-3:45	Refreshments
	3:45-4:45	Section 8: Biological risks
	4:45-5:00	Final proposals, workshop evaluation (form F-04), acknowledgements and closure

6.3.1. Objectives, method and pedagogical resources, by session

Day 1: Welcome, attendee presentation and introduction

Objective:

- ▶ Welcome participants and encourage them to play an active role and say what they think.
- ▶ Share expectations.

Duration: 30 mins

▶ Table 16. Welcome and presentation

Time	Content	Method	Resources or materials
10 min	Registration	At the time of arrival, each participant must complete registration on form F-01. They will be given a training form to fill out and a copy of the WIND Guide.	Participants will receive a folder with the following documentation: ▶ (1) Training manual ▶ (2) Form F-02 ▶ It should be communicated to participants that it is not mandatory to complete this form and they have the option not to sign their name. ▶ (3) Form F-03 ▶ The purpose of this form is to obtain feedback at the end of each technical session.
10 mins	Welcome. Introduction, workshop objectives.	Lecture. Presentation of the programme. Workshop rules. Define the role of participants.	PowerPoint presentation.
10 mins	Expectations.	Presentation. Each participant will make a presentation in which he/she indicates at a minimum: name, company, organization or place of origin; years of work; and expectations (if there are more than 30 participants, some should be selected).	Activity to break the ice. Make sure each participant is introduced and their name is placed on the flipchart, with their expectations noted next to it.

Day 1. Field visit: Learning how to use the action checklist

Objective:

- ▶ Implement the action checklist.
- ▶ Complete the form.
- ▶ Generate discussion group.

Duration: 210 mins

▶ Table 17. Learning how to use the action checklist

Time	Content	Method	Resources or materials
30 mins	Objective Learn to use the action checklist	Lecture	PowerPoint presentation Action checklist exercise
30 mins	Refreshments	Refreshments could coincide with the visit to the household or farm.	
120 mins	<i>(continued)</i> Visit to household and farm (complete action checklist)	Group visit. A site should be chosen for the visit. All trainees participate in an evaluation of the workplace selected. The full group is divided into smaller groups based on the number of topics discussed in the sessions. Each group is given a name and assigned a topic by the instructor. Each group designates a person to take note of findings established. If possible, photographs should be taken as well.	Group presentations
30 mins	<i>(continued)</i> Discussion of the findings of the visit.	After the visit, return to the training site, where each group will appoint a rapporteur who will make a 5-minute presentation on the group's findings on the subject.	Group presentations

Day 1. Session 1: Storing and manipulating materials

Objective:

- ▶ Train participants in the different approaches to handling materials.
- ▶ Identify issues related to materials handling (roads and road safety measures).
- ▶ Show the back problems that are caused by load handling.

Duration: 90 mins

▶ Table 18. Materials storage and handling

Time	Content	Method	Resources or materials
5 mins	Objectives of the session	Presentation.	PowerPoint presentation.
25 min	Road problems (bridges, sign posts and road types (dirt, gravel and paved) and road safety measures.	Guided analysis. Involve participants in analysis of the state of the roads they travel, sign posts, climate risks, safety features of vehicles, road characteristics and main risks of cargo transportation.	Flipchart. PowerPoint presentation.
25 mins	Materials handling.	Brainstorming. Identifying the risks of materials handling	Flipchart.
30 mins	The back and the musculoskeletal system.	Presentation and group analysis. Ask: Who has had back problems and what are its consequences?	PowerPoint presentation.
5 mins	Summary of what was learned.	Ask participants what was the most important thing learned about this topic. Allow feedback. Complete line 1 of form F-03.	Flipchart.

Day 1. Session 2: Workplaces and Work Tools

Objective:

- ▶ Learn to improve workplaces.
- ▶ Know the risks of a poorly designed job.

Duration: 60 mins

▶ Table 19. Workplaces and work tools

Time	Content	Method	Resources or materials
5 mins	Objectives of the session.	Lecture. Establish that physically we are all anthropometrically different.	PowerPoint presentation.
10 mins	Background of workplace design.	Lecture. Impact of individual physical growth.	Exercise: School desks.
20 mins	Anthropometry at work.	Presentation and guided analysis. Ask people what it means to be an average person.	
10 mins	Design of manual tools. Positions of the human body (90°).	Lecture. Discuss the size of various types of tools. Discuss the best body positions to reduce disease.	Exercise. Some hand tools are required.
10 mins	Mobile and fixed workplaces.	Debate. Discuss the difference between a fixed workplace and a mobile workplace.	Flipchart.
5 mins	Summary of what was learned.	Ask participants what was the most important thing learned about this topic. Allow feedback. Complete line 2 of form F-03.	Flipchart.

Day 2. Session 3: Safety in the use of machinery

Objective:

- Establish the principles of safety in the use of machinery.

Duration: 60 mins

► Table 20. Safety in the use of machinery

Time	Content	Method	Resources or materials
5 mins	Objectives of the session.	Lecture. Recognizing the different types of energy. Teaching protection mechanisms to prevent accidents.	PowerPoint presentation.
15 mins	Types of energy and their management.	Brainstorming. Identifying with participants what types of energy they know. Lecture. Identifying existing types of energy and the risks associated with them.	PowerPoint presentation.
20 mins	What is a safeguard and its advantages.	Brainstorming. Ask participants if they are aware of other control mechanisms to prevent the risks of injury. Analyse at the end of the brainstorming session how much a body part is worth versus the risk of removing a safeguard.	PowerPoint presentation. Flipchart. Exercise. Exercise: The machete and the leg.
15 mins	Importance of machinery maintenance.	Lecture. Debate. Discuss how often certain equipment should be serviced.	PowerPoint presentation. Flipchart.
5 mins	Summary of what was learned.	Ask participants what was the most important thing learned about this topic. Allow feedback. Complete line 3 of form F-03.	Flipchart.

Day 2. Session 4: Work environment and control of hazardous materials

Objective:

- ▶ Identify the hazardous materials present in the work environment.
- ▶ Recognize workplace hazards that are harmful to health and preventive methods.

Duration: 120 mins

▶ Table 21. Work environment and control of hazardous materials

Time	Content	Method	Resources or materials
10 mins	Objectives of the session.	Lecture. Present the key health issues in the agricultural environment.	PowerPoint presentation.
30 mins	Importance of thermal stress prevention.	Presentation. What is thermal stress? Its consequences and ways of preventing it.	PowerPoint presentation.
		Relationship between thermal stress and chronic kidney disease.	
		Guided analysis. Ask participants for their judgment on the topic and define the symptoms of thermal stress and how to prevent them (PPE, hydration).	Exercise.
75 mins	Safe handling of agrochemicals.	Presentation. Agrochemicals. Definitions. Pathways of entry of chemicals into the body versus symptomatology.	PowerPoint presentation. Cross-contamination exercise.
		Re-entry periods.	Exercise with incense burning.
		Medical examinations.	PowerPoint presentation.
		Importance of bathrooms, PPE, washing clothes.	Exercise with bucket of water.
	Material safety data sheets (16 items).	Presentation.	PowerPoint presentation.
	Waste.	Group exercise with guided analysis on the management of material safety data sheets (16 items).	Exercise
		Waste.	
5 mins	Summary of what was learned.	Ask participants what was the most important thing learned about this topic. Allow feedback Complete line 4 of form F-03.	Flipchart

Day 2. Session 5: Wellness facilities

Objective:

- ▶ Teach participants the importance of taking care of the resources that help meet our basic needs.

Duration: 60 mins

▶ Table 22. Wellness facilities

Time	Content	Method	Resources or materials
5 mins	Objectives.	Lecture. Emphasize the importance of self-protection.	PowerPoint presentation.
20 mins	Importance of drinking water versus communicable diseases (source, transfer and exit).	Lecture. Importance of knowing how to identify the risks in drinking water and what the reference values are. Guided analysis of health problems and their possible causes.	PowerPoint presentation.
10 min	Food. Preparation of food. Transport of food.	Brainstorming and debate. Discuss with participants the circumstances that cause food to decompose.	Exercise. (Formula: Energy in = energy out).
	Human waste management.		
20 min	Rest areas.	Debate.	Flipchart.
	Areas of work (disabilities). Pregnant women and children in the workplace.	Discuss whether or not it is important to take rest breaks and under what circumstances.	
5 mins	Summary of what was learned.	Ask participants what was the most important thing learned about this topic. Allow feedback. Complete line 5 of form F-03	Flipchart.

Day 2. Session 6: Organization of work and community cooperation

Objective:

- ▶ Educate participants on different ways to organize to improve their working conditions.

Duration: 60 mins

▶ **Table 23. Organization of work and community cooperation**

Time	Content	Method	Resources or materials
5 mins	Objectives of the session.	Lecture. Describe different forms of workplace cooperation. Explain the benefits of workplace cooperation. Identify elements for the success of workplace cooperation. Implement practical tools to improve workplace cooperation.	PowerPoint presentation.
20 mins	Importance of the community.	Lecture. The difference between work and private life. Importance of sharing common problems with other farmers.	PowerPoint presentation. Palm case study.
20 mins	Essential services.	Presentation Drinking water, toilets and hygienic sanitary facilities. Cross-contamination.	PowerPoint presentation.
10 mins	Rest periods.	Debate. Discuss whether breaks are necessary for rest.	Flipchart Exercise.
5 mins	Summary of what was learned.	Ask participants what was the most important thing learned about this topic. Allow feedback. Complete line 6 of Form F-03.	Flipchart.

Day 2. Session 7: Environmental protection

Objective:

- ▶ Educate participants on protecting the environment.

Duration: 45 mins

▶ Table 24. Environmental protection

Time	Content	Method	Resources or materials
5 mins	Objectives of the session.	Lecture. Identify and implement areas of environmental improvement. Debate: "How to clean up the world".	PowerPoint presentation. Discussion/Flipchart.
35 mins	The environment, its protection and how to take care of it.	Presentation. Ask participants to demonstrate how to do a waste separation. Ask participants if they know the risks of burning plastic.	PowerPoint presentation. Exercise on reducing, reusing and recycling waste.
5 mins	Summary of what was learned.	Ask participants what was the most important thing learned. Allow feedback. Complete line 7 of form F-03.	Flipchart.

Day 2. Session 8: Biological risks

Objective:

- ▶ Identify what the biological risks are and how to avoid them.
- ▶ Determine the forms of transmission of biological risks.

Duration: 60 mins

▶ Table 25. Biological risks

Time	Content	Method	Resources or materials
10 mins	Objectives of the session.	Lecture. Knowing what biological risks are and how to deal with them.	PowerPoint presentation.
60 mins	Biological risks.	Presentation. What are biological risks? Transmission routes: ▶ Direct transmission ▶ Cross-transmission Exponential transmission. Methods of spreading bacteria and viruses (Example: COVID-19). Snake bites and insect bites. Forms of prevention.	PowerPoint presentation. Cross-transmission exercises.
5 mins	Summary of what was learned.	Ask participants what was the most important thing learned about this topic. Allow feedback. Complete line 8 of form F-03.	Flipchart.

6.4. Mini WIND workshops

Holding mini WIND workshops is an excellent alternative when participants have limited time and it is difficult to conduct the intensive two-day training. This modality allows the instructor to develop the same theme as a WIND workshop, but the training is divided into as many days as the programme has modules. In this case there are eight technical sessions, each with the same objectives, content and methodology as a full WIND workshop.

This modality has some advantages:

- ▶ It can be spread over several days or weeks, addressing one specific topic at each session.
- ▶ More time can be dedicated to a particular priority topic.
- ▶ The order of the modules can be varied.
- ▶ Sessions can be held in different locations.
- ▶ Participants can get to know different risk scenarios and solve problems on site.
- ▶ Sessions can be held simultaneously, with small groups rotating to different modules.
- ▶ Each session has an instructor who develops one of the eight technical topics.
- ▶ In some cases, two topics can be addressed per day.

6.4.1. Detailed timetable for a mini WIND workshop

It is important for the first module to be the welcoming module, since it not only gives the opportunity to get to know participants personally but also its main element is the implementation of the action checklist, which is the starting point of the programme. Table 26 lists the topics of the mini WIND workshops, while tables 27 to 35 set out the timetables for each of them.

▶ **Table 26. Mini WIND workshop topics**

Day	Activity/item for discussion
1	Welcome, presentation of participants, introduction, objectives and scopes of the programme
	Learning how to use the action checklist
	Visit to household and farm (complete checklist)
	Discussion of the findings of the visit
2	Materials storage and handling
3	Workplaces and work tools
4	Safety in the use of machinery
5	Work environment and control of hazardous materials
6	Wellness facilities
7	Organization of work and community cooperation
8	Environmental protection
9	Biological risks

▶ **Table 27. Day 1: Welcome to mini WIND workshop**

Time	Activity/item for discussion
8:00	Visit to household and farm (complete action checklist)
8:10	Introduction to WIND programme
8:40	Group work on results of checklist exercise
9:00	Break
10:30	Presentation of local examples of good practices in one of the WIND technical areas
11:00	Develop action plans

► Table 28. Day 2: Materials storage and handling

Time	Activity/item for discussion
8:00	Road problems
8:30	Materials handling
9:00	Break
9:30	The back and musculoskeletal system

► Table 29. Day 3: Workplaces and work tools

Time	Activity/item for discussion
8:00	Overview of workplace design
8:30	Workplace anthropometry
9:00	Break
9:30	Design of manual tools; positions of the human body (90°)

► Table 30. Day 4: Safety in the use of machinery

Time	Activity/item for discussion
8:00	Types of energy and their use
8:30	What is a safeguard and what are its advantages?
9:00	Break
9:30	Importance of machinery maintenance

► Table 31. Day 5: Work environment and control of hazardous materials

Time	Activity/item for discussion
8:00	Importance of thermal stress prevention
8:30	Safe handling of agrochemicals
9:00	Break
9:30	Safe handling of agrochemicals (<i>continued</i>)
10:00	Material safety data sheets

► Table 32. Day 6: Wellness facilities

Time	Activity/item for discussion
8:00	Importance of drinking water versus communicable diseases (source, transfer and exit)
8:30	Food ► Nutritional balance ► Food Preparation ► Food transport
9:00	Break
9:30	Rest and work areas; pregnancies and disabilities

► Table 33. Day 7: Organization of work and community cooperation

Time	Activity/item for discussion
8:00	Importance of the community
8:30	Essential services and rest periods
9:00	Break
9:30	Essential services (<i>continued</i>)

► Table 34. Day 8: Environmental protection

Time	Activity/item for discussion
8:00	The environment, its protection and how to take care of it
9:00	Break
9:30	Waste management, recycling, reduction and recovery

► Table 35. Day 9: Biological risks

Time	Activity/item for discussion
8:00	What are biological risks?
8:30	Disease transmission pathways
9:00	Break
9:30	Disease prevention

▶ 7. Exercises

Session 2: Workplaces and tools.

Exercise: School desks.

Conduct an exercise to analyse children's growth from the time they begin their first class until they finish primary school. Then determine if the furniture they use from the very beginning can hurt them.

Session 3: Safety in the use of machinery.

Exercise: The machete and the leg.

See if any of the participants would be willing to put their leg on a moving machete. If the answer is no, ask participants to value a particular body part; emphasize that every part of the body is very valuable and the importance of using protective equipment.

Session 4: Work environment and control of hazardous materials.

Exercise: Cross-contamination.

Place a piece of tar in the palm of a group of ten people and ask them to shake hands with each other. Then check if the contamination moved from one hand to another.

Session 5: Wellness facilities

Formula: Energy in = energy out.

Ask a group of participants to assign a food value to different foods and try to determine what the healthiest balance between them should be. Provide food charts that illustrate nutritional values.

Session 8: Protection against biological risks.

Exercise: cross-transmission.

Organize the game "Sinking ship". Give a box of toothpicks to two people, one box each. Every time one of them joins a group, they must hand a toothpick to its participants.

To play "Sinking ship", the instructor announces that the ship is sinking and in order to save themselves they must come together in groups of 3, 4 or 8 people, depending on the number of workshop participants. The instructor repeats the exercise as many times as necessary until there are only two people left, who are the winners. This exercise shows how diseases are transmitted.

► Annexes

Log

Date: _____ Location of training course _____

Name of instructor _____ Signature _____

#	Session	Name of participant	Description of the problem or situation	Proposal for possible improvement
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Form F-01 – List of participants

Training of instructors

Date: _____ Location of training course _____

Name of instructor _____ Signature _____

#	Name	Signature	Day		Place of origin or residence	Email address or phone number
			1	2		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Form F-02 – Farmer information

Farmer information			
Full name (OPTIONAL).	Place of residence	Number of persons in your immediate family	If you would like more information, indicate how you would like to receive it
Indicate whether you have used any of the following tools/been exposed to any of the following risks. Check with an X in the appropriate box.			
Handling tools YES ____ NO ____	Chemical risks YES ____ NO ____	Prolonged exposure to the sun YES ____ NO ____	Work with wood YES ____ NO ____
Illnesses suffered from now or in the past: YES ____ NO ____ Specify: _____ ► (1) _____ ► (2) _____ ► (3) _____ ► (4) _____	Work with animals: YES ____ NO ____ Specify: _____ _____ _____ _____	Storage site with any of these: Machete _____ Mower _____ Grinder _____ Backpack sprayer _____ _____ Chemical or poison Specify: _____ _____ Other: _____	Use of machinery: Electric _____ Hydraulic _____ Mechanical _____

This form will allow instructors to understand different aspects of participants' safety and health, as well as the kinds of work done by farmers.

Form F-03 - Technical evaluation

Date ____ / ____ / ____ Location of training _____

Day / Month / Year

Instructor _____

#	Topic	What I liked	What I didn't like	How it could be improved
1	Materials handling and storage.			
2	Workplaces and work tools.			
3	Safety in the use of machinery.			
4	Work environment and control of hazardous materials.			
5	Wellness facilities.			
6	Organization of work and community cooperation.			
7	Environmental protection.			
8	Biological risks.			

Form F-04 - Workshop evaluation

	Item to be evaluated	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Instructor	1 The instructor demonstrated skill in the subject matter.	5	4	3	2	1
	2 The instructor responded adequately to questions.	5	4	3	2	1
	3 The activities helped me understand the issues.	5	4	3	2	1
	4 Documentation and exercises were well understood.	5	4	3	2	1
Content	5 The content was appropriate for my knowledge.	5	4	3	2	1
	6 The issues were properly addressed.	5	4	3	2	1
	7 Participants were motivated to get involved.	5	4	3	2	1
Motivation	8 Do you think what you learned will be useful in your everyday life?	Very useful _____ Useful _____ Not useful _____				
Organization of the workshop	9 The workshop location and facilities met my needs.	5	4	3	2	1
	10 Generally speaking, the organization, execution and focus of the training were well managed.	5	4	3	2	1
	11 The pace of the workshop was appropriate.	5	4	3	2	1
	12 The duration of the workshop was:	Too long _____ Just right _____ Too short _____				
	13 How would you rate the workshop overall?	Very good _____ Good _____ Satisfactory _____ Not useful _____				
	14 Do you have a suggestion for improving the content of the workshop or how it is managed?					

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