

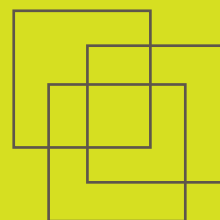


International  
Labour  
Organization



## Developing the WIND training programme in Asia

Participatory approaches to improving safety,  
health and working conditions of farmers



Tsuyoshi Kawakami, Ton That Khai, Kazutaka Kogi



Supported by the ILO/Japan Multilateral Programme



# Developing the WIND training programme in Asia

Participatory approaches to improving safety, health and working conditions of farmers

Tsuyoshi Kawakami, Ton That Khai, Kazutaka Kogi

ILO Subregional Office for East Asia, Bangkok, Thailand  
Cantho Medical College, Cantho, Vietnam  
Institute for Science of Labour, Kawasaki, Japan

Copyright © International Labour Organization 2009  
First published 2009

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: [pubdroit@ilo.org](mailto:pubdroit@ilo.org). The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with reproduction rights organizations may make copies in accordance with the licences issued to them for this purpose. Visit [www.ifrro.org](http://www.ifrro.org) to find the reproduction rights organization in your country.

---

Kawakami, Tsuyoshi; Khai, Ton That; Kogi, Kazutaka

Developing the WIND training programme in Asia : participatory approaches to improving safety, health and working conditions of farmers / Tsuyoshi Kawakami, Ton That Khai and Kazutaka Kogi ; International Labour Organization ; ILO Subregional Office for East Asia. - Bangkok: ILO, 2009  
117 p.

ISBN: 9789221230236; 9789221230243 (web pdf)

International Labour Organization; ILO Subregional Office for East Asia

occupational health / occupational safety / safety training / working conditions / agriculture / farmer / Cambodia / Mongolia / Thailand / Viet Nam

13.04.2

*ILO Cataloguing in Publication Data*

---

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland, or ILO Subregional Office for East Asia, 10th Floor, United Nations Building, Rajdamnern Nok Avenue, Bangkok 10200, Thailand, email: [BANGKOK@ilo.org](mailto:BANGKOK@ilo.org). Catalogues or lists of new publications are available free of charge from the above address, or by email: [pubvente@ilo.org](mailto:pubvente@ilo.org). Visit our website: [www.ilo.org/publns](http://www.ilo.org/publns)

---

Layout by Sync Design Co. Ltd. Thailand  
Printed in Thailand

## Preface

The very first WIND (Work Improvement in Neighbourhood Development) training workshop to improve the safety, health and working conditions of local farmers was held in 1995 in My Tan village in the commune of Hoa Luu (Cantho province) in Viet Nam. Both women and men farmers actively participated in the training. Since then, the WIND training programme has steadily expanded into many other provinces in Viet Nam. Now the WIND programme is widely applied within the framework of the First National Occupational Safety and Health (OSH) Programme of Viet Nam as a practical methodology to improve the quality of working lives of farmers. Inspired by the achievements in Viet Nam, the WIND programme has spread further into neighbouring countries like Cambodia and Thailand, and even further to Central Asia, Africa, Eastern Europe and Latin America.

This book documents the course of the development of the WIND training programme in Viet Nam, and also the efforts of other countries in Asia. The three authors of this book, Dr Tsuyoshi Kawakami, Dr Ton That Khai and Dr Kazutaka Kogi have long been working together in the development and implementation of the WIND programme in cooperation with many local farmers, national and international collaborators. The authors have paid particular attention to the usefulness of participatory training methodologies and how much the WIND programme has respected and supported the self-help initiative of local farmers.

Nowadays, the ILO receives many inquiries about the WIND programme and I understand that many people need a book that can describe the methodologies and details of the WIND programme in a succinct manner. This book will give an insight into participatory approaches for those who plan to apply the WIND programme and also for those who are interested in achieving local developments in a participatory manner.

I would like to express my sincere appreciation to the ILO/Japan Multilateral Programme that has long supported the development and implementation of the WIND training programme in Viet Nam and other countries in Asia. The Programme funded the editing and printing of this book.

I am hoping that many people will read this book and widen their collaborative actions with more and more farmers.

Bill Salter  
Director  
ILO Subregional Office for East Asia

# Contents

|                                                                                                                                                |    |
|------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Abbreviations                                                                                                                                  | 6  |
| Introduction                                                                                                                                   | 7  |
| Chapter 1. What is the WIND training programme?                                                                                                | 9  |
| 1-1. Introduction                                                                                                                              | 10 |
| 1-2. How a WIND training workshop is organized and carried out                                                                                 | 12 |
| 1-3. Participatory approaches adopted in the WIND training programme                                                                           | 19 |
| 1-4. Conclusions                                                                                                                               | 20 |
| Chapter 2. Learning from the real working lives of local farmers and sugarcane processing workers in the Mekong Delta area in Viet Nam         | 21 |
| 2-1. Understanding the real conditions of farmers' work                                                                                        | 23 |
| 2-2. Story of a local sugarcane factory                                                                                                        | 27 |
| 2-3. Conclusions                                                                                                                               | 32 |
| Chapter 3. Birth of the WIND programme                                                                                                         | 33 |
| 3-1. Preparing the WIND programme                                                                                                              | 35 |
| 3-2. First WIND training workshop                                                                                                              | 38 |
| 3-3. Evaluating the first WIND training                                                                                                        | 42 |
| 3-4. Conclusions                                                                                                                               | 46 |
| Chapter 4. Developing the WIND farmer volunteer system – Initiatives in Cantho                                                                 | 47 |
| 4-1. Farmers train farmers - Birth of the WIND farmer volunteers                                                                               | 49 |
| 4-2. Mini WIND workshops by WIND farmer volunteers                                                                                             | 50 |
| 4-3. Maintaining the WIND farmer volunteer system                                                                                              | 53 |
| 4-4. Extending the Cantho WIND farmer volunteer system to other provinces                                                                      | 54 |
| 4-5. Conclusions                                                                                                                               | 58 |
| Chapter 5. National policy support for the WIND training programme – Extending WIND farmer volunteer system through the National OSH Programme | 59 |
| 5-1. Promoting national policy support for improving OSH of farmers                                                                            | 61 |
| 5-2. Provincial support committees helping WIND farmer volunteers                                                                              | 62 |
| 5-3. Impact of the WIND farmer volunteer system with PSC support                                                                               | 65 |

|                                                                                                                                |         |
|--------------------------------------------------------------------------------------------------------------------------------|---------|
| 5-4. Integrating WIND programme into the First National OSH Programme of Viet Nam . . . . .                                    | 70      |
| 5-5. Conclusions . . . . .                                                                                                     | 72      |
| <br>Chapter 6. WIND training programme in Cambodia, Mongolia and Thailand . . . . .                                            | <br>73  |
| 6-1. Sharing the WIND training experiences of Viet Nam with neighbouring countries . . . . .                                   | 75      |
| 6-2. Mobilizing people's grassroots networks – Experiences in Cambodia . . . . .                                               | 76      |
| 6-3. Inter-ministerial collaboration reaching more farmers – Approaches taken in Thailand . . . .                              | 82      |
| 6-4. Spread to other Asian countries . . . . .                                                                                 | 85      |
| 6-5. WIND programmes in other parts of the world . . . . .                                                                     | 88      |
| 6-6. Conclusions . . . . .                                                                                                     | 90      |
| <br>Chapter 7. Factors in the success of the WIND training in Viet Nam –<br>Promoting farmers' self-help initiatives . . . . . | <br>91  |
| 7-1. Responding to farmers' immediate needs. . . . .                                                                           | 92      |
| 7-2. Active participation of women and men . . . . .                                                                           | 94      |
| 7-3. Participatory approaches . . . . .                                                                                        | 95      |
| 7-4. Practical training tools . . . . .                                                                                        | 96      |
| 7-5. WIND farmer volunteers and mini WIND workshops. . . . .                                                                   | 98      |
| 7-6. National policy support . . . . .                                                                                         | 99      |
| 7-7. International cooperation to support local initiatives . . . . .                                                          | 99      |
| 7-8. Conclusions . . . . .                                                                                                     | 102     |
| <br>Chapter 8. Recommendations for future developments of the WIND programme . . . . .                                         | <br>103 |
| 8-1. Recommendation 1. Reach more farmers and extend WIND training activities . . . . .                                        | 105     |
| 8-2. Recommendation 2. Continue to upgrade participatory training tools and methodologies. . .                                 | 106     |
| 8-3. Recommendation 3. Share participatory training methodologies for wider impact. . . . .                                    | 106     |
| 8-4. Recommendation 4. Promote national policy support for scale and impact . . . . .                                          | 110     |
| 8-5. Recommendation 5. Strengthen international cooperation that can support local initiatives . . . .                         | 110     |
| <br>Conclusions . . . . .                                                                                                      | <br>113 |
| Annex: Useful publications and web sites relating to the WIND programme . . . . .                                              | 114     |

## Abbreviations

|          |                                                                      |
|----------|----------------------------------------------------------------------|
| BSW      | Bureau of SafeWork                                                   |
| CMTU     | Confederation of Mongolian Trade Unions                              |
| ECHO     | Centre for Occupational Health and Environment                       |
| ILO      | International Labour Organization                                    |
| MOARD    | Ministry of Agriculture and Rural Development                        |
| MOH      | Ministry of Health                                                   |
| MOLISA   | The Ministry of Labour, Invalids, and Social Affairs                 |
| OSH      | Occupational Safety and Health                                       |
| PCU      | Primary Care Unit                                                    |
| POSITIVE | Participation-Oriented Safety Improvements by Trade Union Initiative |
| PSC      | Provincial Support Committees                                        |
| TOT      | Training-of-Trainers                                                 |
| WIN      | Work Improvement Network                                             |
| WIND     | Work Improvement in Neighbourhood Development                        |
| WISCON   | Work Improvement for Small Construction Sites                        |
| WISE     | Work Improvement in Small Enterprises                                |

# Introduction

The WIND training programme was born out of active participation of farmers in My Tan village in the Mekong Delta area of Viet Nam in 1995. The farmers' everyday experiences and wisdom in their real work and life have been a rich source in the course of the development of the WIND programme.

The three authors of this publication have been fortunate in being deeply involved in the development of the WIND programme since its inception. We have worked with many farmers and their collaborators, and shared a number of exciting moments with them to evolve the WIND programme. We have also faced difficulties and constraints and have been able to identify solutions with the encouragement of local farmers.

There are many stories and sincere efforts of participating farmers and their collaborators behind the present growth of the WIND programme. We believe that these stories will be useful for WIND collaborators in various parts of the world. Those who are working at grassroots level towards local development will also benefit from the stories of local farmers in the Mekong Delta and other areas.

This publication documents and analyses the development of the WIND programme in Viet Nam and other countries in Asia and comprises the following eight chapters:

- Chapter 1. "What is the WIND training programme?", briefly introduces to readers the programme and implementation of a WIND training workshop;
- Chapter 2. "Learning from the real working lives of local farmers", tells readers the reality of farmers' work before developing the WIND programme;
- Chapter 3. "Birth of the WIND programme", describes how the first WIND training programme was devised and implemented learning from the real work and life of local farmers;
- Chapter 4. "Developing the WIND farmer volunteer system", tells how farmers can be the best trainers for other farmers and expand the training coverage;
- Chapter 5. "National policy support to the WIND training programme", is a story on how the Vietnamese government has adopted the WIND programme for wider impact and coverage;
- Chapter 6. "WIND training programme in Cambodia, Mongolia and Thailand", documents the interaction of the WIND programme with neighbouring countries;
- Chapter 7. "Factors in the success of the WIND training in Viet Nam", analyses the reasons the WIND programme has been widely accepted and applied; and
- Chapter 8. "Recommendations for future developments of the WIND programme", discusses challenges and perspectives for further development of the WIND programme.

We would like to express our sincere appreciation to all the farmers, collaborators and supporters in different countries who have been developing the WIND programme together. We cannot mention all their names and organizations. However, we would like to convey our sincere thanks to Dr Nguyen Cong Thien, the former Director of the Department of Health, Cantho province, who passed away in 2002. He devoted himself to the health development of farmers in the Mekong Delta area. Without his support, the WIND programme would not have been shaped as it exists now.



# CHAPTER 1

What is the WIND training programme?



## 1-1. Introduction

Interest is growing in participatory programmes for improving working conditions and occupational safety and health in many countries. Recent experiences show these programmes result in a number of improvements that can reduce safety and health risks at work in industry and in agriculture. It is encouraging that participatory steps relying on the initiative of local people and focusing on practical improvements are leading to concrete results in rural areas and in agriculture.

The WIND (Work Improvement in Neighbourhood Development) training programme, designed for improving the safety and health of farmers, is becoming popular in many countries in Asia and other parts of the world. The authors increasingly receive inquiries on the WIND training programme, especially on its participatory approaches and low-cost improvement methodologies. This chapter provides readers with an outline of the WIND training programme content and effective ways to organize the WIND training.

The WIND programme trains farmers through participatory training methods in a systematic manner. These methods include farm visits combined with the checklist exercise (Fig 1-1) and group discussions by farmers (Fig 1-2). WIND trainers show participating farmers many photos of good local examples and facilitate farmers' own discussions to find practical solutions that they can implement using locally available materials and





skills. Usually this is done in a short-term workshop of 1-2 days or in a series of mini-workshops. Participatory training tools, such as illustrated action-checklists and good example photo sheets, assist farmers in understanding their safety and health risks and finding practical low-cost solutions.



Fig 1-1. WIND training: Action-checklist exercise to find improvement points in farms (left) and also their houses (right).

Participating farmers complete four main activities in a WIND training programme:

- (1) They visit a farm or a rice field and conduct the checklist exercise;
- (2) They have five technical sessions that include group discussions;
- (3) They develop improvement proposals for their own farms; and
- (4) They implement priority improvements and organize follow-up activities.



Fig 1-2. Participating husbands and wives jointly make their proposals to improve safety and health (right) and present their proposals (left).

Participatory steps are stressed throughout the training to increase participants' "sense of ownership" in safety and health improvements.

## 1-2. How a WIND training workshop is organized and carried out

A standard WIND training workshop is conducted over two days. A typical two-day programme for the WIND training is shown in Table 1-1. Experienced WIND trainers organize effective follow-up activities after the initial workshop and continue to support participating farmers. Each WIND training workshop includes the following four steps. (Figure 1-3)

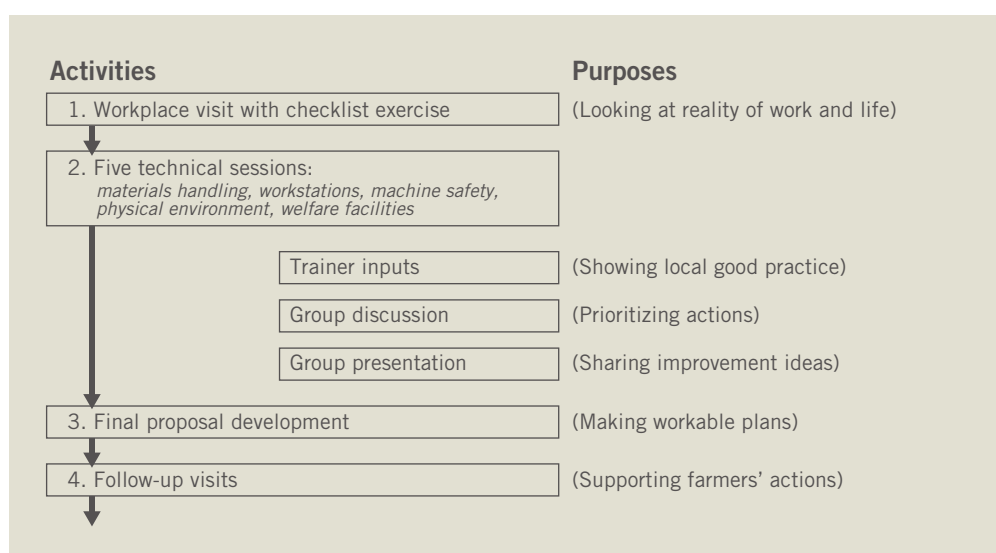


Figure 1-3. Structure of a WIND training workshop

**Table 1-1. A typical two-day programme for the WIND training****Day 1**

|               |                                                               |
|---------------|---------------------------------------------------------------|
| 07.30 – 08.00 | Registration                                                  |
| 08.00 – 08.30 | Opening ceremony                                              |
| 08.30 – 09.00 | Orientation to the training                                   |
| 09.00 – 09.20 | Short break                                                   |
|               | 09.20 – 10.50 A farm visit with the action checklist exercise |
|               | 09.20 – 09.50 Transport to the workplace                      |
| 09.50 – 10.50 | Checklist exercise by walk-through                            |
| 10.50 – 11.20 | Transport back to the training venue                          |
| 11.20 – 12.00 | Group discussion                                              |
| 12.00 – 13.00 | Lunch                                                         |
| 13.00 – 14.50 | Session 1. Materials handling and storage                     |
|               | 13.00 – 13.40 Trainer presentation                            |
|               | 13.40 – 14.20 Group discussion                                |
|               | 14.20 – 14.50 Group presentation and general discussion       |
| 14.50 – 15.10 | Short break                                                   |
| 15.10 – 17.00 | Session 2. Machine safety                                     |
|               | 15.00 – 15.40 Trainer presentation on Physical environment    |
|               | 15.40 – 16.20 Group discussion                                |
|               | 16.20 – 17.00 Group presentation and general discussion       |

**Day 2**

|               |                                                                 |
|---------------|-----------------------------------------------------------------|
| 08.00 – 09.40 | Session 3. Workstations and work tools                          |
|               | 08.00 – 08.40 Trainer presentation                              |
|               | 08.40 – 09.10 Group discussion                                  |
|               | 09.10 – 09.40 Group presentation and general discussion         |
| 09.40 – 10.00 | Short break                                                     |
| 10.00 – 12.00 | Session 4. Work environment and control of hazardous substances |
|               | 10.00 – 10.40 Trainer presentation                              |
|               | 10.40 – 11.10 Group discussion                                  |
|               | 11.10 – 12.00 Group presentation and general discussion         |
| 12.00 – 13.00 | Lunch                                                           |
| 13.00 – 14.40 | Session 5. Welfare facilities                                   |
|               | 13.00 – 13.40 Trainer presentation                              |
|               | 13.40 – 14.10 Group discussion                                  |
|               | 14.10 – 14.40 Group presentation                                |
| 14.40 – 15.00 | Short break                                                     |
| 15.00 – 17.00 | Session 6. Final proposal development                           |
|               | 15.00 – 15.40 Implementation of improvements                    |
|               | 15.40 – 16.20 Group discussion                                  |
|               | 16.20 – 17.00 Group presentation and general discussion         |

### 1-2-1. Visiting a farm with the checklist exercise

All participants visit a farm or a rice field when conducting the checklist exercise at the beginning of the training. The workshop organizer selects a typical farmer family in the target community for this initial workplace visit. The family should be neither too rich nor too poor, and the farm or rice field should have both good examples and points to be improved in safety and health.

Each participant, by observing the conditions of the farm, completes the checklist based on his or her own experiences. The checklist items help participants to identify key safety and health points and to find corresponding practical solutions. A part of the checklist is shown as Figure 1-4.

|                                                                                                                                                                                                                                                                                                                      |                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p><b>9. Adjust the work height so that work is done at elbow level or slightly lower than elbow level.</b></p> <p>Do you propose action ?<br/> <input type="checkbox"/> No      <input type="checkbox"/> Yes      <input type="checkbox"/> Priority</p> <p>Remarks: .....</p> <p>.....</p>                          |    |
| <p><b>10. Provide stable chairs or benches with sturdy backrests.</b></p> <p>Do you propose action ?<br/> <input type="checkbox"/> No      <input type="checkbox"/> Yes      <input type="checkbox"/> Priority</p> <p>Remarks: .....</p> <p>.....</p>                                                                |   |
| <p><b>11. Choose work methods to alternate standing and sitting and to avoid bending and squatting postures as much as possible.</b></p> <p>Do you propose action ?<br/> <input type="checkbox"/> No      <input type="checkbox"/> Yes      <input type="checkbox"/> Priority</p> <p>Remarks: .....</p> <p>.....</p> |  |

Figure 1-4. Example of the WIND checklist with illustrations

The latest WIND checklist (Fig 1-4) consists of 42 items (Table 1-2) covering the five technical areas of the WIND training programme. These are “materials storage and handling”, “work posture”, “machine safety”, “work environment and control

of hazardous agents”, and “welfare facilities and work organization”. Illustrations are attached to these items to assist participating farmers in easily understanding the points. The checklist requires the participants to answer the question, “Do you propose action?” for each of the items listed. The participants can choose an option from “no”, “yes”, or “priority” to identify priority action areas.

The WIND checklist exercise encourages participants to learn from the existing good practices of other farmers' work and to find workable safety and health improvement ideas. Technical presentations by trainers are made only after the checklist exercise. This is to ensure that safety and health activities start with farmers' own knowledge instead of waiting for outsiders' assistance and to promote farmers' sense of ownership of the subsequent improvement activities.

**Table 1-2. 42 items included in WIND action-checklist**

**I- MATERIALS STORAGE AND HANDLING**

1. Keep passageways clear and in good condition for the movement of people and materials.
2. Eliminate sudden height differences and holes on transport routes.
3. Construct wide and stable bridges over canals or over ditches.
4. Use multi-level shelves or racks near the work area for storing materials, tools or products.
5. Provide containers or baskets of appropriate sizes and with good grips to carry materials and farm products.
6. Use carts, hand trucks, vehicles, boats or animals to carry heavy materials.
7. Attach large wheels to carts and hand trucks to work effectively on field routes.
8. Use roller conveyors or other mechanical means for moving or lifting heavy materials.

**II- WORK POSTURE**

9. Adjust the work height so that work is done at elbow level or slightly lower than elbow level.
10. Provide stable chairs or benches with sturdy backrests.
11. Choose work methods to alternate standing and sitting and to avoid bending and squatting postures as much as possible.
12. Put frequently used tools, switches and materials within easy reach of farmers.
13. Choose tools that can be operated with minimum force.
14. Provide a home for each tool.
15. Use jigs, clamps or others fixtures to hold items while work is done.

**III- MACHINE SAFETY**

16. Purchase safe machines and maintain them properly.
17. Attach proper guards to dangerous moving parts of machines.
18. Use appropriate feeding devices to avoid danger and increase production.

19. Make the emergency controls clearly visible and attach local language labels to the controls or switches.
20. Ensure safe use of electricity for machines and equipment.

#### **IV- WORK ENVIRONMENT AND CONTROL OF HAZARDOUS AGENTS**

21. Increase the use of natural ventilation to improve the indoor climate.
22. Use daylight and bright walls for lighting up the workplace.
23. Avoid continuous exposure to excessive heat or cold.
24. Select safer pesticides and use the minimum amount.
25. Keep pesticides, agro-chemicals and spraying devices in a safe and designated place.
26. Put labels on pesticides and agro-chemicals.
27. Establish safe methods to store bottles and cans of used pesticides and chemicals.
28. Collect safety and health information such as the safe use of agro-chemicals and disseminate the information to the community.
29. Be aware of animals, insects or worms that may harm farmers.

#### **V- WELFARE FACILITIES AND WORK ORGANIZATION**

30. Provide adequate supply of drinking water and refreshment at the farm.
31. Ensure regular timing of meals and have a variety of nutritious foodstuffs.
32. Build clean, hygienic toilets and washing facilities.
33. Provide resting corners and facilities for recovery from fatigue.
34. Use proper protective devices such as clothes, gloves, boots, shoes, hats, helmets to protect from injuries or contact with hazardous substances.
35. Provide first aid equipment.
36. Take special care of pregnant women and farmers with disabilities.
37. Keep children safe to prevent them from having accidents or diseases.
38. Organize a better work layout to reduce the distance for carrying materials.
39. Insert frequent short breaks.
40. Take regular weekly holidays.
41. Perform community jobs together.
42. Share family responsibilities to avoid overburdening a particular family member.





### 1-2-2. Organizing five technical sessions and group work for prioritizing actions

After returning from the farm visit with their checklists, the participants attend five technical sessions and discuss good points and points to be improved on the farm they visited. The five technical areas of the WIND training programme are directly related to farmers' everyday work. In each of these technical areas, there are many low-cost ways to improve safety and health using the farmers' own ideas.

Each of the five technical sessions comprises “trainer input”, “group discussion” and “group presentation”. In trainer input, WIND trainers show practical guides to improve safety and health in the five technical areas. These guides are to stimulate the farmers' interest in improving safety and health, and are not intended to provide a complete improvement rule. WIND trainers explain the guides by showing easy-to-understand illustrations as well as photos of good local examples to make it easier for participants to understand them. The trainers do not show bad examples or examples from other countries. Good WIND trainers make the effort to find many good local examples and corresponding photos for these presentations.

In each technical session, a group discussion is conducted after the trainer input. Participants are divided into small groups of 5 or 6 farmers. Women and men farmers are normally in the same group. Each group discusses and identifies three good points and three points to be improved on the farm they just visited. They are encouraged to discuss the strong points of the farm first and not its weaknesses. Farmers might have many ideas for improvements, but they are advised to prioritize

three practical actions that can be implemented using local materials and skills.

### 1-2-3. Developing improvement proposals

Participating farmers develop proposals to improve safety and health in their own farms and rice fields by referring to the practical guides and local good examples shown in the five technical sessions. They identify and present three short-term improvement points which can be done within one month or so, and two long-term improvement points which need up to around 6 months to implement.

### 1-2-4. Organizing follow-up activities

After conducting the workshop, WIND trainers visit the farmer participants to follow up their planned improvement actions. The follow-up visits are carried out within a few months after the WIND training. Farmers usually complete the first set of improvements in one to three months after attending the WIND training. The farmers are proud to show their improvements to WIND trainers. It is important for WIND trainers to keep in regular contact with these farmers to support their long-term safety and health improvement efforts. The initial WIND training workshop itself is only a start to long-lasting improvement actions by trained farmers.

Regular follow-up visits to the previous WIND training participants provide good opportunities to look at the farmers' improvement actions and discuss further improvement plans. Another effective follow-up action is to organize an achievement workshop where farmers present their improvements, exchange



experiences and ideas for further improvements and discuss future collaborative actions. WIND trainers regularly carry out these follow-up visits and meetings in order to maintain and expand the networks among trained farmers. Chapter 4 of this book provides more details on effective follow-up activities carried out by WIND farmer volunteers.

### 1-3. Participatory approaches adopted in the WIND training programme

The WIND training programme takes a set of practical measures to promote the active participation of farmers in improving safety and health. The following points are keys.

#### 1-3-1. Promoting the facilitator role of WIND trainers

WIND trainers need to play a facilitator role for the successful organization of the WIND training. They place participating farmers at the centre of the training and pay special attention to activating farmers' own improvement ideas and discussions. Farmer participants are the ones who identify safety and health improvement points, and plan and implement actions. WIND trainers are trained carefully to meet this essential role. Those who are interested in helping farmers have the potential to be good WIND trainers. They are: farmers themselves, community leaders, government officials, or members of workers' and employers' organizations, and NGOs.

#### 1-3-2. Learning from local good initiatives

WIND training takes a positive approach by learning from locally existing good examples in safety and health. WIND trainers always use “local” good examples in their presentations. These good examples show what local farmers can do through their own initiative and increase the farmers' confidence to make positive changes in their own workplaces. WIND trainers use neither bad examples nor examples from other countries.

Experienced WIND trainers visit many farm houses and rice fields to look for new local good examples and ideas in safety and health. They can add these new examples to their presentation files and use them for the next WIND training. Some good examples or improvements might be very basic or even imperfect, but WIND trainers appreciate the farmers' improvement initiatives instead of pointing to their weaknesses, and support their continuing efforts.

#### 1-3-3. Supporting joint improvement actions between women and men

The WIND training invites a woman and a man from one family to promote the equal and active participation of both genders. They can be couples (husbands and wives), brothers and sisters, a mother and her son, or a father and his daughter. Trainers will encourage a woman or a man living alone to attend the WIND training together with her/his friends or neighbours. Gathering views from both women and men often produces innovative improvement ideas.

WIND trainers facilitate active discussions by both genders in addition to ensuring

their equal participation in number. Special care is taken to discourage domination by a few people or a gender. Male participants might dominate discussions on improvements in some training sessions. If this happens, WIND trainers need to take action to encourage women participants to express their views.

## 1-4. Conclusions

The WIND training programme applies participatory, action-oriented methodologies to assist farmers in improving safety and health at work. The programme can be powerful when farmers are placed at the centre of the training and WIND trainers act as facilitators. Participatory training tools such as the WIND checklist, or photos of local good examples, promote farmers' active participation in identifying practical solutions. Farmers are encouraged to improve safety and health in a step-by-step manner, starting with low-cost, feasible solutions that can be made by using locally available materials. Equal participation of women and men should be carefully promoted to reflect both views and promote cooperative actions in improving safety and health. It is important to learn from local farmers' networks in order to widen the training coverage and sustainability.