ITC-ILO Curriculum on
“Building modern and effective labour inspection systems”

MODULE 12
Institutional capacity development
What this Module is about

This module gives an overview of the challenges of a coherent institutional capacity development approach, coherent with the adopted national policy on the labour inspection system.

Emphasis is given to adult learning methods and competency-based approaches in learning.

Objectives

The aim of this module is to provide tools for labour inspection systems for strengthening their institutional capacity in terms of the training of their staff at different levels. It provides a professional approach for training/learning policy, design, implementation and evaluation.

At the end of this module, which is the last of the training package, participants will be able to:

- Review their training system and identify if some improvements are needed.
- Define training profiles.
- Detect training needs.
- Design curricula by applying a system approach.
- Use adult-learning methodologies.
- Communicate better.
- Evaluate training activities.
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1. BACKGROUND: THE CONCEPT OF CAPACITY DEVELOPMENT

Capacity development is seen as complementary to other ideas that dominated development thinking over the past four decades - such as institution building, institutional development, human resource development, development management/administration and institutional strengthening.

All these concepts related to development work (organizational development, community development, integrated rural development and sustainable development) have been subsumed under the wider and more comprehensive concept of Capacity Development which can be seen as an umbrella concept that links previously isolated approaches to a coherent strategy with a long-term perspective and a vision of social change.¹

Very often both terms, capacity development and capacity building, are used as synonymous; however, in recent debates and literature, the term “capacity development” is used in preference to the term “capacity building”, as it is considered that “building” suggests the image of a construction process starting from a plain empty surface, while development refers to strengthening existing capacity.

In the field of development the term capacity development is relatively new (1980s); it largely emerged in reaction to widely acknowledged shortcomings in development assistance over the last decades, in particular the dominant role of donor-led projects, inadequate attention to long-term ‘capacity’ issues. It became the central purpose of donors’ aid starting from the 1990s (UNDP, 1996) and it was at the heart of the 2005 Paris Declaration.²

There are numerous definitions of capacity development, giving emphasis to particular issues or orientation. Some describe capacity development focus on approach or process, others on development objectives. In general terms, capacity development includes various approaches, strategies and methodologies aiming at improving performance at different levels.

Capacity development is a fundamental ingredient of any process of change and transformation, be it individual, organizational, or societal.

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## Definitions

1. Capacity building is the ability of individuals, groups, institutions and organizations to identify and solve development problems over time (Peter Morgan, 1996).

2. Capacity development is a concept which is broader the organizational development since it includes an emphasis on the overall system, environment or context within which individuals, organizations and societies operate and interact (and not simply a single organization) (UNDP, 1998).

3. Capacity development is ... any system, effort or process... which includes among it's major objectives strengthening the capability of elected chief executive officers, chief administrative officers, department and agency heads and programme managers in general purpose government to plan, implement, manage or evaluate policies, strategies or programs designed to impact on social conditions in the community (Cohen, 1993).

4. Capacity is the combination of people, institutions and practices that permits countries to reach their development goals ... Capacity building is... investment in human capital, institutions and practices (World Bank, 1998).

5. Capacity building is any support that strengthens an institution's ability to effectively and efficiently design, implement and evaluate development activities according to its mission (UNICEF Namibia, 1996).

6. Capacity building is a process by which individuals, groups, institutions, organizations and societies enhance their abilities to identify and meet development challenges in a sustainable manner (CIDA, 1996).

7. Capacity development: The process by which individuals groups, organizations, institutions and societies increase their abilities: to perform functions solve problems and achieve objectives; to understand and deal with their development need in a broader context and in a sustainable.

8 Capacity strengthening is an ongoing process by which people and systems, operating within dynamic contexts, enhance their abilities to develop and implement strategies in pursuit of their objectives for increased performance in a sustainable way (Lusthaus et al., IDRC, 1995).

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3 Ibid.
Some key elements shape the concept of capacity development:

**Ownership**

Capacity development should necessarily be an endogenous process, strongly led from within a country, with donors playing a supporting role.

Country capacity is the key to development performance and thus to efforts to accelerate economic growth, reduces poverty and promotes social justice. This applies to both generic capacities (e.g. the ability to plan and manage organizational changes and service improvements) and specific capacities in critical fields. Insufficient capacity in the public sector is a key bottleneck; among other reasons because of the way it affects the enabling environment for private enterprise and private sector capacity development, labour democracy and good governance.

The process should focus on valorise, enhance and strengthen existing capacities, avoiding the temptation of building new institutions based on supposedly universal models taken from industrialized countries.

**Political commitment, management and coordination**

According to this vision, political leadership and the prevailing political and governance system are critical factors in creating opportunities and setting limits for capacity development efforts. Genuine commitment at the highest level is a precondition for the process, jointly with a strong management team having a clear vision and well defined mission. Coordination is vital in order to avoid launching parallel initiatives that tend to overlap, generate contradictions, fragment efforts and divert critical resources. Poorly conceived policies, high levels of corruption, or lack of legitimacy have negative consequences for development initiatives. On the other hand, sound policies, high levels of commitment, participatory decision-making, effective coordination, and a stable economic environment can be important contributors to an enabling environment which can greatly increase prospects for success.

**System Approach**

This approach requires consideration of all contextual elements as well as the linkages between them. The systems approach to capacity development is a multidimensional idea; here, capacity development is an all-inclusive strategy involving different levels (national, regional and municipal), bodies, organizations and institutions, as well as the civil society, private or public organizations, and individuals.
**Participatory**

There is a growing concern that unless capacity development is a participatory, empowering partnership for which those involved feel a high degree of ownership, intended results cannot be achieved. In particular, on labour-related matter, the full involvement of representatives of workers and employers and their organizations is a key ingredient for ensuring the sustainability of the overall process.

**Status**

Reform of pay policies in the public service is in many countries one of the key requirements for capacity development. Without appropriate status and remuneration, the individual motivation to develop competencies will be limited and the overall capacity development process undermined.

Strengthening public sector capacity is an important dimension of state formation and a means of improving governance. In order to help countries to design their own capacity development strategy, in particular concerning Public Sector reform, UNDP elaborated a set of Principles for Capacity Development (see Annex 1).

For the purpose of this Module, “Capacity” is defined as including abilities, skills, understandings, attitudes, values, relationships, behaviours, motivations, resources and conditions that enable individuals, organization and the broader system to carry out functions and achieve their development objectives over time.\(^4\)

### 2. THE IMPORTANCE OF QUALIFIED HUMAN RESOURCES

Some industrialized countries have comprehensive training and in-service training programmes for labour inspectors, but in most other countries they are rudimentary and sporadic or, more likely, not available at all. There may be some training on new regulations and procedures, but no on-going programme or entitlement. Inspectors, therefore, tend to develop their own way of coping with work and with the pressures for increased efficiency and productivity. Bureaucratic practices may discourage innovation and the questioning of established responses and procedures.

In the 2006 ILO debate on “Strategies and practice for labour inspection” the issue was raised that labour inspection services in many countries are not able to carry out their roles and functions. They are often understaffed, under-equipped, under-trained and underpaid. Small transport and travel

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Institutional capacity development

Budgets and inadequate means of communication and record keeping also hinder their capacity to perform inspections and take the necessary follow-up action. The squeeze on labour inspection resources can also put severe strain on the professionalism, independence and impartiality of inspectors (Section 12).

In particular, it was underlined that, in many developing countries, labour inspection officers receive only limited initial training and have little opportunity to receive any in-service training. This leads to a decline in the quality of the inspections undertaken (Section 15). The ILO Conference Committee discussed the need for modernizing inspection services and improving efficiency; a pillar of modernization is the strengthening of the institutional capacity of labour inspection.

### Some examples

Among many examples: Turkey has recently trained 108 inspectors to fight child labour; Greece has conducted training for 81 newly recruited inspectors; France has launched the new Plan Larcher, which foresees an ambitious reform to tackle the organizational crisis in labour inspection, improving the quality of inspections and the recruitment of 700 new inspectors by 2010.

### 3. THE POLICY FRAMEWORK

As part of Government administration, the main purpose of labour inspectorates is to promote compliance with relevant labour legislation through inspection, providing information and advice and, where necessary, taking enforcement action.

Within this overall mandate, the precise functions of national labour inspectorates differ from one country to another, as do their specific responsibilities.

ILO is promoting a coordinated approach to labour inspection as a means of increasing inspection standards at national level. A coordinated labour inspection system is a “holistic, coherent and flexible concept that contains elements such as: administrative, procedural and technical integration (multi-disciplinarily)”. Such an approach, which is increasingly used in many countries, aims to concentrate existing resources, providing better services, and increasing the presence of inspectors at the workplace. This can be achieved by inspectors’ visits, backed by specialist advice when needed.

A coordinated approach would need a revision of the general policy of labour inspectorate, including its training policy, in order to provide the new system with the required profiles and competences.
Bulgaria

In 1999, with the support of Germany and the technical assistance of ILO, Bulgaria started a process of revision and reform of its labour laws and inspection system. It was decided to integrate within the labour inspectorate the functions of enforcement and advice, occupational health, occupational safety and working conditions, so that they would all form part of the responsibilities of each inspector – the principle of “one inspector(ate) - one enterprise”.

To meet the associated training needs, a 3-year “train-the-trainer” programme was developed, through which 300 inspectors were trained to plan and carry out their visits in a more comprehensive manner, focusing on prevention. Based on this new approach, the number of inspection visits related to occupational safety and health and other issues increased markedly between 1998 and 2003, and in the same period the number of complaints investigated was doubled. When the EU Senior Labour Inspectors Committee subsequently evaluated the newly integrated labour inspectorate, it was considered that Bulgaria now meets all criteria for EU accession in the field of labour inspection – a further indication of the success of the project.

For modern inspection systems to be effective and efficient, inspectors must receive systematic and continuous training so as to maintain a high standard of professional competence including skills and knowledge of employer-worker relations and to prepare them for an increasingly global world of work.

South Africa

For example in South Africa, a major drive, involving the recruitment of over 100 new inspectors, was recently launched to reduce multiple inspections, each of limited scope with a more consolidated and less time-consuming approach. This strategy eliminates the need for several officers visiting the same enterprise, one after the other, often unaware of each other’s activities, sometimes even giving conflicting advice. Its implementation requires close collaboration with employers and trade unions and new training strategies for the new profile of the inspectors.

3.1. Defining institutional capacity development policy

First of all, all the capacity building exercise should be functional to the chosen model of labour inspection, its strategy, and main functions. Vision and mission of the Labour Inspection System should be clearly defined.

If a coordinated Labour Inspection Model is adopted, it does not mean that all inspectors need to be experts in all of their given topics. Organizations can be grouped into ‘generalists’ and ‘specialists’, so that generalists have a
broad range of understanding of each topic within their range of responsibility, to be backed up by the advice of specialists where needed. Many inspectorates already successfully operate in this way.

Training should therefore meet these particular needs, so that well trained generalist inspectors are competent to identify matters of concern and to make preliminary assessments, to give advice and to take decisions about what to do next. If they are unable to solve issues because of a lack of expertise, they may ask for specialist help in order to take action based on sound advice.

Inspectorate managers must be convinced that training is essential for efficiency and effectiveness. The management of the labour inspectorate has the overall responsibility for policy development, labour inspection and training, while the management of regional/local inspectorates is, amongst other tasks, responsible for assessing performance, qualification and the training needs of their inspectors. Human resource management is responsible for training and should collect and assess all necessary information on qualifications and training, draft the training policy, carry out an overall training needs analysis and training plans, organize appropriate training measures and the respective curricula, allocate resources and evaluate efficiency and effectiveness of all these activities.

Besides organizing seminars and courses, the training department of the inspectorate is responsible for regularly carrying out training needs analyses, keeping curricula updated and evaluating all steps of the training process. The training department should provide management with all the information and data needed to take appropriate decisions for the future development of the labour inspectorate as an organization. To achieve this goal, it is necessary to define as part of the training policy the minimum input of the various parts of the training system and to constantly provide the appropriate resources in working-time, manpower and budgets.
New developments in legislation, new trends in technology and other developments need to be reflected in inspector training programmes.

### FRANCE

**Decree concerning training modalities, evaluation and education of new labour inspectors**

The Decree (2010) defines the recruitment criteria for labour inspectors and the modalities for their training, once recruited, before becoming operational. The training has a duration of 18 months, and follows a dual approach; 15 months of vocational training, in order to acquire core competencies related to the general duties of labour inspectors and 3 months directly related to the specific tasks of their first assignment. The Decree establishes the main areas concerning the theoretical training as well as the modalities for the on-the-job training. It also defines the competences that should be assessed at the end of the 18-month training and the way in which this evaluation should take place. The organization designated for implementing the process is the INTFP (Institut National du Travail et de la Formation Professionnelle, National Institute for Labour and Vocational Training).

### 3.2. Involving the social partners

It may therefore be useful to establish a training council that oversees training needs in the inspectorate. Collaboration with social partners is necessary at all levels of the inspectorate activity, and it may well be appropriate to involve them in this training council, giving them a share in training policy and programmes that should eventually benefit all social partners at the enterprise level. Employers and workers’ organizations should also be encouraged to participate actively in inspector training activities, so demonstrating the commitment of all social partners to achieving decent work in practice.

### 3.3. Adopting a system approach

Institutional capacity building needs a system approach, which should be articulated in different steps and components: the definition of a clear policy, vision and mission of Labour Inspection; the definition of the different profiles required for the system to be efficient and fully operational; the range of competences (core and specific) required for each profile; the capacity building policy to be adopted; the capacity development plan. Most industrialized countries have structured systems for training labour inspectors.

An ILO study conducted in 2004 in 12 industrialized countries\(^5\) detected that the main criteria for recruitment of inspectors quite similar: appropriate qualifications; communication skills; team working skills;

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\(^5\) Australia, Belgium, Denmark, Finland, France, Germany, Japan, Netherlands, New Zealand, Norway, Portugal, Sweden.
professional skills (including sound judgement, able to perform an authority role, etc.) and work experience.

Concerning the Training provided to the inspectors, in all the countries involved in the study Training of a newly recruited inspector is a mixture of practical and theory. It involves both off the job training courses and on the job experience with joint and solo visits. Typically the formal training period lasts up to one year although the inspector will remain classified as a trainee until deemed competent. Those countries with competency based recruitment and training have set formal training periods. Those that have qualification based recruitment and training have a set period for training courses but then the inspector will not be deemed competent until after a period of work following training. The shortest training period for inspectors is 3-6 months, with the longest being in excess of 24 months.

Generally, in these 12 countries, the formal training courses cover the following areas:

- Legislation.
- Powers and duties of inspectors.
- Inspection techniques, investigations, compliance and prosecutions.
- Principles of occupational health including hazardous substances, stress, ergonomics, etc.
- Principles of occupational safety including agriculture, forklifts, machine guarding, etc.

Some countries (Germany, Australia and New Zealand) have a formal academic qualification as part of their training programme; in particular, Germany has an in-house diploma.

In addition to the induction training for newly recruited inspectors, many countries provide lifelong-learning schemes for senior inspectors, as well as ad hoc training initiatives on specific matters, often targeting also social partners.

For example the INTEFP (France), in addition to the regular induction training (18 months) and the permanent training, it also organizes yearly national tripartite learning sessions involving managers from private enterprises, representatives of trade unions, managers from public administration.
**Why is a system approach to capacity development important?**

Mainly because it enables to analyse the situation with a holistic perspective in opposition to a fragmented way and from a linear to a more iterative and interactive perspective.

The main phases of a system approach to the learning cycle can be synthesised as follows:
4. THE SITUATION ANALYSIS

In this phase, also called “assessment”, several elements of a different nature should be taken into consideration.

4.1. Conditions and constraints

As previously mentioned, the first step, in the framework of a general policy and strategy on Labour in a given country, is to define clear vision and mission of the Labour Administration System, and of the Labour Inspection within it. The mission will provide the reference for defining roles and functions. An audit of the present Labour Inspection System can provide the analysis of the situation, present strengths and weaknesses. In particular, it will detect shortfalls (problems and gaps) to be addressed. Not all the problems detected can be solved through capacity development; this should be clear from the beginning in order to avoid embarking on an ambitious training program which will not be able to solve the problem. For this reason the training needs assessment should be part of the general audit.

In re-shaping a modern Labour Inspection System, organizational problems will be detected, as well as gaps and needs. The analysis will be done at different levels; macro (the overall system), meso (the different units, bodies, etc.) and individual (the profiles of the different jobs). The training problem will be a key element of this strategy, in order to adjust the people to the required duties. A needs analysis is crucial for many reasons; (a) it provides a systemic perspective for decision makers; (b) it provides elements for decision making, in order to adopt the right solution to a given problem; (c) it allows for interdisciplinary solutions for complex problems; (d) it identifies and shrinks the gap between existing and desired competencies (knowledge, skills and attitudes); (e) it identifies and matches individual needs with organizational needs and it is scalable for any size project, time frame, or budget.

Before entering the design process, constraints (in terms of financial, material and human resources) should be clearly considered; they should include the financial resources available, the facilities, the internal expertise, the accessible external network of experts, time, possibility of benefiting from the support of international cooperation, etc. Training is time-consuming and costly, but this should be seen as a sound investment for the future, needing adequate time and resources. The return on this investment will directly contribute to the success of the organization as a whole.

Before starting a capacity building policy and programme, full institutional support should be assessed and formalized. A training strategy is not an ad hoc short-term initiative; it needs a long-term perspective, and should be institutionalized in order not to be too influenced by political changes.
4.2. Target groups

The target groups should be clearly defined, by taking into consideration that each group will need a specific curriculum, based on their training needs. For example, the following groups could be targeted for training activities:

- General inspectors; this group could be subdivided into operational inspectors and newly appointed inspectors.
- Trainers and mentors.
- Managers.

Policy makers could also be considered for short, high-level learning events, based on experience sharing, recent trends, and exchange of good practices.

In developing this training package, the following groups were considered in relation to specific modules: policy makers (including representatives of workers’ and employers’ organizations, managers of labour inspectorates, trainers on labour inspection, mentors/coaches, senior labour inspectors and newly recruited labour inspectors. Not all modules will be relevant for all target groups. For that reasons, for each target group, some modules (dark grey) are considered relevant, other less relevant (pale grey) or not relevant at all (white).

<table>
<thead>
<tr>
<th>MODULES</th>
<th>Policy makers</th>
<th>Manager s</th>
<th>Trainers</th>
<th>Newly-recruited Labour Inspectors</th>
<th>Senior Labour Inspectors</th>
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<tbody>
<tr>
<td>1. General Framework; Labour Administration and its key functions</td>
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<td>2. Introduction to the Labour Inspection</td>
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<td>3. Policy and procedures</td>
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<td>4. Strategies of compliance</td>
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<td>5. Cooperation and partnership</td>
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<td>6. Inspection of working conditions</td>
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<td>7. Inspection of employment relationships</td>
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<td>8. Inspection of occupational safety and health</td>
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<td>9. Vulnerable groups</td>
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<td>10. Labour Inspection Visit</td>
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<td>11. Tools of the labour inspectorate</td>
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7 Together with training methodology and training on the use of the modules.
4.3. Training needs analysis

For each of the target group identified, the first step is to define their ideal profile, namely the competencies necessary to effectively implement their tasks and duties in the framework of a clear, comprehensive, considered, coherent and consistent inspection and monitoring policy, with enforcement at its core.

These profiles should then be compared with the competencies available in the inspectorate.

The gap or difference between the skills, knowledge and attitudes possessed by the target group (entry profile) and those required for perform the expected activities (exit profile), in other words between available and required competency levels in the labour inspectorate is the area to be considered for designing the appropriate training strategy and plan.

The general inspectors

In broad terms, the core functions of labour inspectors - according to Convention No. 81 - can be summarized as:

- To advise employers, workers and other duty-holders on good practice and specifically on how to comply with relevant legislation.
- To investigate complaints, accidents and cases of ill health.
- To work with social partners in educational/promotional activities.
- To enforce relevant legislation.
- To report to superiors on their activities and about particular matters as required, including ‘defects or abuses not specifically covered by existing legal provisions’.

In order to perform their different duties and functions, the inspectors should have different authorities or powers that can be defined as: position authority, technical authority, personal authority and attitudinal authority.

Inspectors’ position authority is conferred by the labour law and regulations, giving them rights to enter workplaces, carry out examinations, tests and enquiries, interview employers and workers, and take steps to remedy defects which they have reasonable cause to believe are a threat to workers’ safety and health. Such powers are important but are not sufficient in them to ensure compliance with the law.

Technical authority derives from the inspectors’ detailed knowledge of the law and regulations and their ability to advise employers on how to comply with them, their technical knowledge in specialized areas, and their ability to analyse work processes and identify problems. Besides knowing the measures that have to be taken to protect workers in general and special categories in particular (migrants,

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8 The five “Cs” of Labour inspection policy.
women, children,) they must be able to maintain records, collect statistics, analyse data and write reports.

- **Personal authority** includes the ability to relate to other people, to motivate and persuade people, to gain the confidence and cooperation of others and to avoid and resolve conflict situations. It derives from the inspector's personality and ability to use his/her position and knowledge persuasively and from their knowledge of human relations.

- **Attitudinal authority** involves achieving a suitable balance between position authority, technical authority and personal authority, and then having the determination and commitment to carry out the job. It means addressing all the parties concerned with an equal degree of empathy and understanding, but remaining independent and impartial and, ultimately, being decisive and confident.

In all these areas an effective labour inspector should have the essential competences to make full use of the authority he/she needs.

The ILO-ILITS (Integrated Labour Inspection Training System) suggests the following grouping of core professional and personal qualifications a labour inspector should have:

<table>
<thead>
<tr>
<th>PERSONAL QUALITIES</th>
<th>PROFESSIONAL KNOWLEDGE</th>
</tr>
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<tbody>
<tr>
<td>Ability to work on one's own.</td>
<td>Appropriate higher education.</td>
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<tr>
<td>Ability to handle and resolve conflicts.</td>
<td>Broad general education.</td>
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<tr>
<td>Capability to communicate and to persuade.</td>
<td>Acquiring a more detailed knowledge.</td>
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<td>Capacity to express fair and open criticism in an open manner.</td>
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<tr>
<td>Willingness for continuous training.</td>
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<tr>
<td>Perseverance and a commitment to seeing tasks through.</td>
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</table>

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
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<tbody>
<tr>
<td>Ability to:</td>
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<tr>
<td>- Discern and solve problems.</td>
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<td>- Make sound judgments.</td>
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<td>- Plan one's own work.</td>
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<td>- Work in team.</td>
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<td>- Work by objectives.</td>
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<td>- Cooperate with social partners.</td>
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<tr>
<td>- Use resources economically.</td>
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<tr>
<td>- Apply theoretical knowledge in practice.</td>
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<tr>
<td>- Perform effective inspections.</td>
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<td>- Assess risks in practice.</td>
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<tr>
<td>- Make presentations.</td>
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</tbody>
</table>
Of course, many of these competencies need to be assessed during the initial selection phase, before appointment.

If the gap between the required profile and the existent one is too big, the subsequent training will never make the potential inspector sufficiently competent. In this case, non-training measures should be adopted such as, for example, revising recruitment policies.

In addressing general inspectors, two different target groups should be considered:

- The newly recruited inspectors.
- The in-service inspectors.

For both, an accurate training needs analysis should be done, for filling the gap in their competences. For newly recruited inspectors, the theoretical training should be combined with a solid component of on-the-job training and coaching by senior inspectors. For in-service inspectors, lifelong learning approach, including permanent up dating on relevant issues, opportunities for peer review and experience sharing, should be considered (see learning methods).

**The trainers**

Very often the training of labour inspectors is done outside the labour inspection, by professional trainers.

If possible, according to the dimension and the human resources available in the labour inspection, a core group of experienced and qualified labour inspectors should be selected to become trainers. They should clearly express their interest for performing this new role and be highly motivated in entering a learning process for acquiring the necessary competences, as the process to convert experts and practitioners into trainers is quite demanding.

The TOT (training of trainers) should be designed, as usual, starting by the training needs analysis and the assessment of the already available competences.

Probably, it would be needed to:

- Further strengthen and update their technical knowledge and skills.
- Develop pedagogical skills, including curriculum design, training delivery and evaluation, as although the participants are highly qualified labour inspectors, they have no experience as trainers. Particular attention should be given to train trainers in active adult learning methods.
The ILO and its International Training Centre, through international cooperation, could assist labour inspectorates in developing their own TOT programmes.

**The Mentors**

The practical training of labour inspectors, carried out during the probation period in parallel with the theoretical one, is a substantial part of the whole learning process.

This type of training is generally delivered to the new recruits as an “on-the-job” training and is coached by experienced inspector-mentors.

To make the practical on-the-job learning more effective, mentors need some specific training. Upon completion of the training process, the mentors should be able of guiding the practical training of newly appointed inspectors in accordance with internal training procedures. Thus, through strengthening the mentors’ methods and skills, an improvement is expected in the inspectors’ overall qualifications and competences, and should be translated into improvements in the performance of the newly appointed inspectors.

**The Managers**

Effective labour inspection and an efficient Labour Inspectorate in a rapidly changing economic and social environment need managers capable of applying new methods of management. Since the success and effectiveness of an organization depend largely on the specific skills of its managerial staff, the development of their competences should be a key pillar of an institutional capacity building strategy. Here again, a specific training needs analysis will provide the elements for designing an appropriate learning programme.

According to the needs detected, the training could combine different areas, including managerial skills, policy-related matters, and international exchange of good practices.

**4.4. Strengthening social skills**

A modern labour inspection system needs a new profile of labour inspector, one that is equipped with multiple competences, including the range of different skills called “social skills” or “communication skills”. Social skills refer to the development of specific personal qualities of inspectors such as the ability:

- To relate to other people and communicate effectively with them.
- To motivate and persuade people.
- To gain confidence and cooperation of others.
To prevent and resolve conflicts.
To control emotions.

Labour inspectors very often need to strengthen their personal performance, in particular their communication skills, including their ability to: make effective presentations; active listening; paraphrasing (including “cleaning language”); helping people save face; dealing with anger and ego; control and use body language; be assertive; managing meetings effectively; use rhetorical skills; negotiate; prevent and manage conflicts.

NB: A specific module on Communication Skills for Labour Inspectors is under development.

5. CURRICULUM DESIGN AND DEVELOPMENT

The design of a training curriculum includes objectives, content, learning methods and materials so as to enable participants to achieve the defined learning objectives.

Once the general capacity development policy is defined together with the broad plan for its implementation, the training curricula can be designed. Including definition of learning objectives, contents and methods for adult learning; the preparation, organization and implementation of the training; the feedback, monitoring and evaluation which will provide input for the redesign and fine tuning of the curricula. A training outline is often used as a check on the coherence, cohesiveness, and interrelatedness of the overall design.

When a curriculum is designed, a revision is needed before proceeding with the preparation of the learning activities and the comprehensive development of all materials.

The curriculum will be composed of training/learning sessions.

5.1. Define goals and objectives

Formulating clear objectives is a key step in designing a training programme, as objectives will drive the action of the trainer, the selection of the contents, the definition of the learning strategy, definition of the prerequisites, the orientation of the learners and the assessment of the learning process.

The training objectives are used to identify the training content or subject matter, which participants must know in order to achieve the defined objectives. In tailoring training content to the specific participant’s profiles,
only that subject matter which will help participants accomplishes their learning tasks is considered.

In formulating an objective, the subject should be the learner and not the trainer and the statement should describe:

- What a learner should be able to perform at the end of the training.
- What new skills, knowledge and attitude the learner will be able to put into practice in observable, measurable terms.

Emphasis should be given on the expected outcomes and not on the process or the activities.

Objectives should be clearly defined for each training activity, and for each learning unit or module. They should be formulated in an assessable way, using verbs that refer to a concrete competence that should be evaluated (such as to analyse, to identify, to describe, to detect, to justify, to compare, to list, to solve, to apply, etc.), avoiding verbs open to many interpretations and that do not indicate measurable performances (such as to know, to understand, to believe, etc.).

For each training activity it is useful to define both, a general objective and a set of specific objectives. The general objective is related to a complex activity that the learner should be able to do after the process. The specific objectives refer to a set of activities that enable the achievement of the general objective.

Training objectives are classified according to 3 learning domains:

- KNOWLEDGE (intellectual)
- ATTITUDES (values)
- SKILLS (manual)

In preparing a training programme for labour inspectors, all the three learning domains should be carefully considered. The cognitive domain, related to the acquisition of knowledge is very important but it's not sufficient. Many inspectorates require that new inspector recruits already possess a university degree or similar qualification, and additional theoretical courses are usually provided. But in order to be able to perform all the duties required, a labour inspector should also develop the appropriate attitudes and skills.

**5.2. Selecting and structuring the content**

Training content is the subject matter, which learners must know to accomplish the objectives. Some key general principles should drive the selection of learning content.
The content should be:

- Directly relevant to the objectives.
- If the subject matter will not help participants accomplish the objectives, it should be omitted.
- Appropriate to the experience levels of the audience.
- Technically solid.

In designing a training curriculum, the content should be structured in a progressive way, unit by unit, combined with learning activities and exercises which can facilitate the understanding, the link with concrete direct experiences of participants and also the training delivery. Like in building a wall, the content presented for each learning task builds on what participants have learned already. Fully understanding the contents of a learning unit enables participants to successfully perform the learning tasks.

Any new concept, knowledge, skill or technique should be related to the real context of the task in which it is most likely to be used.

At the end of a group of learning units, cumulative exercises can be introduced, covering different contents, for learning assessment.

The present training package provides solid information to develop and structure the content on several crucial areas for a modern labour inspection system.

5.3. Selecting the appropriate learning methods

In designing a training programme, the selection of the appropriate content, coherent with the objectives and the target population is only a step; the selection of the appropriate method for each training activity, using participatory learning methods is crucial, as far as possible avoiding formal lectures and tedious discussions of laws and regulations. Interest-grabbing learning techniques can draw the learners toward seeing problems from different angles and discovering a range of alternative solutions.

**Participatory experiential training methods**

Learning can be meaningful if it is directly experienced rather with the trainers acting as facilitator of the learning process, and the learner as the centre of the process. The learners are not mere bystanders in the learning process, but they determine how much they will get out of it. They own what they learn when they make discoveries in the course of the activities.

Experiential learning enables learners to build such commitment and take ownership of the learning process.

Experiential training methods can include, among others: working in pairs, group work, coaching and mentoring, focus groups, role plays, case study,
photo or video exhibits on specific labour inspection issues, experience sharing, brainstorming, field-study visits, forum.

**Basic principles for selecting methods and media:**
- Learning objectives are the primary determinant of best type of media to be used.
- A method suitable in one situation may not be appropriate in another.
- The value of a method depends on how it is applied.
- Methods and media must complement one another.
- Cost factors often dictate the choice of methods and media.

**5.4. Organize the training content and learning methods in units**

The trainer has already established a basic curriculum structure by selecting content and activities consistent with the training objectives. The existing structure can be reinforced by structuring the curriculum into relatively self-contained units with objectives that are accomplished within every unit. The modular approach enables participants to acquire a "whole" unit of learning by completing each curriculum session. Formatting the curriculum into units by objectives also provides the trainer with clearly defined benchmarks for assessing participant learning step by step.

**Establish continuity among the curriculum units.**

Even though the curriculum units are self-contained, it is important to establish continuity among them. One unit should lead to the next with no abrupt conclusions or surprise beginnings. Both trainer and participant should know where they have been and where they are going at the end of each unit. Techniques for creating continuity include: summarizing each unit before beginning the next; summarizing previous material when introducing a new unit; and establishing bridges or transitions by demonstrating clearly the relationships among the modules and between the module content and the training objectives. Visual aids, such as prepared newsprint or projected transparencies, can be used to clarify and reinforce these transitions.

**Establish time allocation for the learning activities and pace the delivery**

Sequencing the training content and learning methods defines the order in which the curriculum will be presented. Pacing and scheduling entail determining how much time will be spent on each learning unit.
Setting time limits for each unit prevents the trainer from having to rush through activities or from running out of time before the training has been completely delivered. An unfinished training event means that neither training objectives nor goals have been achieved. In addition to short-circuiting the learning process, this can severely decrease learners' motivation to participate in future training events and can frustrate managers who invested money and staff resources to make the training available for employees.

Create a learning environment

In structuring the learning units, it should be considered that participants' readiness to learn does not remain constant throughout the day, an appropriate learning climate must be created to motivate them to actively participate. Once the learning climate has been established, activities should be scheduled so that they have a positive, energizing effect on participants throughout the learning event. The most critical time of the day during which participants' energy levels tend to be low is immediately after lunch. Typically, interactive activities, such as role plays and group discussions can increase participants' energy levels, whereas relatively passive activities, such as traditional lectures can have an "anaesthetizing" effect on the training group. Some exercises, usually physical in nature, often called "energizers" can provide a refreshing change of pace in the training activities and re-motivate the group.

5.5. Develop the training outline

Based on the elements illustrated in the previous chapters, it would be useful to develop a training outline. It can include:

- The selection and sequencing of content.
- The selection and pacing of learning activities.
- The documents and visual aids to be used.
- The allocation of time among activities.

The format of the training outline and the level of detail required depends on several factors, such as the length of time allotted for the training programme, how often it will be delivered, the complexity of the curriculum, and the number of people involved in materials development.

If the activity is supposed to be replicated also by other trainers, the development of a more structured trainers’ guide can be foreseen.
Trainers’ guide

The trainers’ guide is a collection of lesson plans for each session in the training programme. It contains details to course delivery, the presentation of content and the learning activities that make up the curriculum.

The trainers’ guide serves several purposes. In addition to guiding the trainer during delivery, it facilitates final planning and preparation for the actual delivery, provides a frame of reference for making last minute changes, is the starting point for making revisions based on evaluation data, and provides consistency from one delivery to the next and when more than one trainer is delivering the same course.

If the trainers’ guide is to accomplish the purposes listed above, it must contain certain information. The following list is a sample of items which could be included in a trainer guide:

- Session objectives.
- Key points and contents.
- Time allocated for each learning unit and activity.
- Methods.
- Instructions for learning activities.
- List of materials to be handed out to participants.
- Documents or visual aids to be used by the trainer.
- Further readings for the trainer, for preparing the session
- Key issues to be raised in the discussion.
- A review or summary of central concepts.
- List of the equipment needed.
- Notes on specific room arrangement.

There are several formats of trainer guides; any format that is easy to read and convenient to handle will suffice. It is easy to organize the information in columns, dividing sessions, content, activities, reference to documents and visual aids, time allocated.
Example of training outline

**Module N. 7: INSPECTION OF EMPLOYMENT RELATIONSHIP**  
**Total time: 6 hours**

**Unit N. 2: The ILO International Instruments**  
**Time: 90’**

<table>
<thead>
<tr>
<th>What to do</th>
<th>Time</th>
<th>Method</th>
<th>Ref. Trainer</th>
<th>Ref. Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce the chapter and its specific objectives</td>
<td>30’</td>
<td>Presentation</td>
<td>Module N. 7, Chapter 2</td>
<td>Module N. 7, Chapter 2</td>
</tr>
<tr>
<td>Mention the main ILS related to employment relationship</td>
<td></td>
<td></td>
<td>Copy R.198</td>
<td></td>
</tr>
<tr>
<td>Illustrate the main aspects of Recommendation N. 198</td>
<td></td>
<td></td>
<td>Power point (7.2)</td>
<td></td>
</tr>
<tr>
<td>2. Present the exercise and facilitate the group work</td>
<td>30’</td>
<td>Group work</td>
<td>Exercise N.1</td>
<td>Exercise N.1</td>
</tr>
<tr>
<td>3. Ask reporters to present the findings of the group work, using a flip chart</td>
<td>20’</td>
<td>GW presentation with flip chart</td>
<td>Copy of R.198</td>
<td></td>
</tr>
<tr>
<td>4. Provide feedback and summarize the session, with emphasis on the key points</td>
<td>10’</td>
<td>Presentation and discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.6. **Preparing the training material**

The participant materials are all the written materials that participants receive to support their learning of the content.

The types of materials that are developed depend on the nature of the training, participant needs, and trainer preferences. They can include:

- Documents that explain the key contents of the training.
- Materials that provide background information include articles, lecture outlines or summaries, glossaries, appendices, references for additional readings.
- Materials that provide support for learning activities and include instructions for exercises.
- Evaluation questionnaires.
- Practical tools, such as checklists, worksheets, and resource lists are examples of participants’ materials for on-the-job reference.
Materials should support the purpose of the learning methods and the sequence in which they occur. The amount of materials developed should be limited. Too many documents can distract the participants, who tend to begin reading the aids as soon as they receive them. Additional documents and references can be provided later, preferably on electronic format.

**Making use of existing curricula and training material**

In designing a training curriculum and developing training materials, countries should take advantage of the existing materials and tools, in particular those that have been developed by the ILO and by the IALI.

In addition to the present one, which covers the main areas of labour inspection, a wide range of training materials has been realized in recent years focusing on specific areas. Some of them are mentioned in the box below.

<table>
<thead>
<tr>
<th>Examples of training materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Tackling hazardous child labour in agriculture: Guidance on policy and practice (5 guidebooks and a user guide, 2006).</td>
</tr>
</tbody>
</table>

**Tailoring and adapting to national context**

Of course, the existing training material has been developed at “international” level, based on the analysis done by the ILO (in collaboration with IALI) on international trends and situations in labour inspection; the audits and assessments of national labour inspections done; the capacity building needs expressed by the member states.

More and more the training materials developed by ILO and ITC adopt a modular approach, very flexible, that enables national authorities to use the material - partially or totally - as reference, adapt it, develop their own curricula, best suited to their needs.

The adaptation of a training package includes different aspects.

Translation in users’ language is only a first step, to make the material accessible. National trainers and experts should select the units /modules
which are relevant for their specific training purposes, according to the training needs detected and the learning objectives defined.

These units/modules should then be revised according to:

- The participants’ profiles, present and foreseen, according to the available and required competences.
- The specific context: case studies, examples, learning activities, exercises should be revised in order to be relevant for the specific country and consistent with the mandate of the national labour inspection.
- The time: the length and organization of the training should be compatible with the time available. The modular approach of many of the ILO training packages allow for flexible use; a set of short training workshops - perhaps alternated with practical works, tests or distance tutoring - could replace longer courses.

6. EVALUATION

Evaluation is vital at all stages of the training cycle. Even before starting a training programme, the design of the curriculum can be pre-evaluated and finalized according to the received feedback.

Evaluation is a decision enabling process. It helps to decide whether or not to continue an existing programme, modify it or terminate it (See the graph in Chapter 5). This chapter illustrates different levels and areas for evaluation, concerning the satisfaction of the participants, the learning, the transfer and application of learning and the impact. Before entering to the different levels of evaluation, the validation of the design of the programme is also considered.

6.1. Design

After designing the curriculum, before moving to the organization of the training activities, a revision of the design should be done, using methods like peer review.

The main issues that can be analysed and discussed are:

- Target population; coherence of the curriculum with the training needs of the target population.
- The consistence of the objectives.
- The structure and its main components.
The relevance of the contents.

The coherence of the contents in relation to the objectives.

The coherence of the learning methods with the learning objectives and the profile of the participants

Time allocation.

After the preparation of the training material and all the learning tools, an evaluation is needed before their utilization in real training activities.

This evaluation can take place in different forms:

- Feed-back from experts, on the main contents as well as the relevance of the material in relation with the curricular elements above mentioned.

- Validation in pilot-testing workshops.

The feedback received will give the inputs to finalize the curriculum, the course outline, the leaning methods, the training materials, etc.

6.2. Participants’ satisfaction

Did the participants like the training programme?

This kind of evaluation concerns the participants’ satisfaction about the activity. The evaluation can be done informally, or - as usually happens - using a questionnaire, distributed at the end of the training programme. The questionnaire can cover different aspects, including, for example:

- Learning objectives.

- Learning contents.

- Learning methods and media.

- Learning material.

- Learning assessment strategy.

- Time allocation.

- Trainers’ performance (technical and pedagogical).

- Working relationships.

- Overall organization of the training activity.

Questionnaires that utilize close-ended questions are easier tabulated and summarized. However, a limited space for open questions will give participants the chance to freely express concerns and suggestions for improvement.⁹

⁹ See, as an example, the ITC end-of-course questionnaire in Annex 2.
6.3. Evaluating learning

Did the participants achieve the learning objectives of the training programme?

Several methods can be applied during and at the end of the learning process. The use of participative adult learning method allows permanent monitoring of the learning process. The trainer-facilitator can have immediate feedback from participants on any learning session and take the appropriate measures if needed to facilitate the comprehension of the different issues, and the acquisition of competences and skills.

A large set of methods can be used for this evaluation, according to the different kind of learning to be assessed (knowledge or practical skills) including:

- Specific tests and examinations, formal or informal, at the beginning and at the end of the training programme
- Self-assessment, were participants themselves, can check their new knowledge and skills and take remedial actions if needed
- Exercises throughout the programme
- Simulations and competency demonstrations, watched by skilled observers, who provide immediate feedback.

6.4. Evaluating the transfer and application of learning

Is the participant using competences on the job?

This evaluation requires that a period of time elapse between conclusion of the programme and gathering of information for follow up. It should be done by observing participants as they perform skills or gather data from people who can observe them.

6.5. Impact evaluation

In using the competences on the job, what has been the impact on the Organization?

This type of evaluation is more complex, in particular when the training deals with changes in attitudes and behaviour that cannot change in a short time. However, impact evaluation is vital to be sure that the investment done in designing new curricula, training trainers, developing and implementing ambitious training programmes have achieved not only the specific immediate learning objectives but the more articulated changes.

The impact evaluation need a period of time in order to give the possibility of participants to experience, in their daily work, the new knowledge, skills and abilities acquired. It requires that the competences are fully mastered and being automatically used. Several methods can be used for this kind of
evaluation, which involve not only the participants themselves, but also their supervisors, managers and stakeholders. They may be combined with a new general audit of the Labour Inspection System, in order to compare the situation before and after the overall capacity development programme.
SUMMARY

Capacity development is a broad concept that includes an emphasis on the overall system, environment, or context within which individuals, organizations, and societies operate and interact.

In order to be able to perform all the functions mentioned in the modules of this training package, Labour Inspection should be equipped with capable staff possessing the appropriate status, competences, and behaviours.

Selection and recruitment policies and criteria are the first step for equipping labour inspection with competent staff. But even a highly qualified person needs further learning exposure in order to be able to cope with the main challenges a labour inspector is facing.

Institutional capacity development needs a system approach, articulated in different steps and components: the definition of a clear policy, vision, and mission of Labour Inspection: the definition of the different profiles required for the system to be efficient and fully operational; the range of competences (core and specific,) required for each profile; the capacity building policy to be adopted; the learning-training modalities; the design of the curricula, including contents and methods for adult learning; as well as feedback, monitoring and evaluation that will provide inputs for the re-design and fine tuning of the curricula.

Labour inspectors should have a sound technical background in the different areas they are supposed to operate according to the mandate of their labour inspectorate. In addition to that, they should be familiar, as part of their core competence, with all the main communication skills and able to select and use them according to the different specific purposes (inform, advise, prevent, interview, investigate, sanctioning, etc.). They should know the policies, procedures, guidelines, checklists and tools of their labour inspectorate and able to use them in their daily work. They should be able to identify problems, detect causes, rapidly take decisions on the actions to be taken, but always independently of external influences. Their behaviours should reflect their commitment and the key role they are playing as guardians and advocators of workers' rights.

Part of these competences will be assessed at the entry point, during the recruiting phase, but a large part will be acquired and increased later, through different modalities of learning.

Designing a coherent capacity development system, which is able to provide learning opportunities for all the main players - from the top management, to the newly-recruited inspectors - is a vital element for a sustainable and efficient Labour Inspection.
EXERCISES
### Exercise 1

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Analysing the recruitment policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIM</td>
<td>The aim of the exercise is to help participants to analyse and discuss the way in which the recruitment of new labour inspectors is done in the participating countries.</td>
</tr>
<tr>
<td>TASK</td>
<td>The group should elect a spokesperson to report back with its views. Participants should:</td>
</tr>
<tr>
<td></td>
<td>✓ Identify how labour inspectors are recruited the participating country</td>
</tr>
<tr>
<td></td>
<td>✓ What are the strengthens and the weaknesses of the present recruitment system</td>
</tr>
<tr>
<td></td>
<td>✓ Analyse in which way the recruitment could be improved</td>
</tr>
<tr>
<td></td>
<td>✓ List on a flip chart three measures that could be adopted in the short term and three for the medium term to improve the recruitment policy</td>
</tr>
<tr>
<td></td>
<td>✓ Please take note of the conclusions.</td>
</tr>
<tr>
<td>TIME</td>
<td>✓ 30 minutes for group work; 5 minutes to report back the conclusions of your group.</td>
</tr>
</tbody>
</table>
### Exercise 2

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Defining the target population and analysing its training needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVES</strong></td>
<td>✓ Analyse the characteristics of your target population.</td>
</tr>
<tr>
<td></td>
<td>✓ Identify and describe the training needs of the selected target population.</td>
</tr>
<tr>
<td></td>
<td>✓ Measure the gap of each target group to determine the type of training activity to be designed. (sensitisation, familiarization, mastery, expertise).</td>
</tr>
<tr>
<td><strong>TASK</strong></td>
<td>A general training needs assessment at the international level has already been conducted for establishing a general curriculum for the different profiles related to building modern and effective labour and inspection systems. However, inspection systems vary from country to country. At the national country level and on the basis of your national system and structure, you will have to determine the priority needs and targets of your training programme.</td>
</tr>
<tr>
<td></td>
<td>This exercise consists of 3 parts: a, b and c:</td>
</tr>
<tr>
<td></td>
<td>a. Analyse the characteristics of your target population</td>
</tr>
<tr>
<td></td>
<td>b. Assess the training needs</td>
</tr>
<tr>
<td></td>
<td>c. Measuring the gap to determine the type of training activity to be designed</td>
</tr>
<tr>
<td></td>
<td>Attached you will find appropriate tables and tools to undertake the activity. As reference, use the table with the list of modules and the foreseen target groups (Module 0).</td>
</tr>
<tr>
<td><strong>TIME</strong></td>
<td>60 minutes</td>
</tr>
</tbody>
</table>
Exercise 2 Part a

Analysis of the characteristics of your target group

1. Tick the box related to your target group

| Policy and decision makers | Managers of Labour Inspectors | Senior Labour Inspectors | Newly recruited Labour Inspectors | Social partners | Other groups (mention) |

2. Insert the number of foreseen participants and the % of men and women

| Number of participants in your training programme/activity | % men and women |

3. Find out the characteristics of the participants of your training programme:

   Educational background
   - □ Primary school  □ Secondary school  □ University  □ Master's Degree  □ PhD

   Work experience
   - □ from 1 to 3 years  □ from 3 to 10 y.  □ from 10 to 20 y.  □ more than 20 y.

   Motivation level
   - □ High  □ Medium  □ Low

4. List frequent bias and most common attitudes (such as, for example: rejection towards working in a team, incapability to listen and to accept other opinions, hierarchical bias, gender discrimination)

   ...........................................................................................................................................................

   ...........................................................................................................................................................
Training needs analysis

What are the existing competencies of your selected target and what are the competencies that your participants should master after the training? Rank them from 1 to 12. The scale 1 to 12 has been designed in order to enable you to determine what type of training activities you should organize as follows:

<table>
<thead>
<tr>
<th>Gap</th>
<th>Existing Competences</th>
<th>Desired Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>Basic need</td>
<td>Sensitisation</td>
</tr>
<tr>
<td>4-6</td>
<td>Moderate needs</td>
<td>Familiarization</td>
</tr>
<tr>
<td>7-9</td>
<td>Needs at the mastery level</td>
<td>Mastery</td>
</tr>
<tr>
<td>10-12</td>
<td>Needs at the expertise level</td>
<td>Expertise</td>
</tr>
</tbody>
</table>

Be able to make reference to national labour code
Training needs assessment: measuring the gap

You can use this table to analyse the gap in the competences you have detected in part B of this exercise.

<table>
<thead>
<tr>
<th>COMPETENCES</th>
<th>TYPE&lt;sup&gt;10&lt;/sup&gt;</th>
<th>Present situation</th>
<th>Desired situation</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to make reference to the national Labour Code</td>
<td>K</td>
<td>6/7</td>
<td>11/12</td>
<td>5 or 6</td>
</tr>
</tbody>
</table>

Analyse and compare the collected information. The comparison will highlight what the training needs are and what should be the focus of your training programme design. What is the gap?

*Select a spokesperson amongst your group to present the outcome of your group work in plenary.*

---
<sup>10</sup> K = Knowledge; S=Skills; A=Attitudes
## Exercise 3

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Using and adapting the existing training modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE</td>
<td>Plan the adaptation of the existing training package to your specific situation.</td>
</tr>
</tbody>
</table>
| TASK | Part A) In pair or in a small group, preferably by country: select one training module and one target group (policy makers, managers, newly recruited labour inspectors, senior labour inspectors, trainers, or the social partners); then analyse the selected module and discuss about the way it should be adapted to your context, using the attached adaptation form.  

Part B) Using the planning form, plan the work and the resources needed for the adaptation.  

Present the outcomes of your group work in plenary. |
| TIME | 60 - 75 minutes. |
**ADAPTATION FORM**

**TITLE OF THE MODULE:**

**TARGET GROUP:**

**DURATION OF THE TRAINING ACTIVITY BASED ON THIS MODULE:**

<table>
<thead>
<tr>
<th>ISSUES</th>
<th>NOTES ON THE ADAPTATION NEEDED (REF. TO CHAPTERS AND PAGES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVIEW TABLE OF CONTENTS (ADD, REMOVE, RE-ORGANIZE SEQUENCE)</td>
<td></td>
</tr>
<tr>
<td>REVIEW LEARNING OBJECTIVES</td>
<td></td>
</tr>
<tr>
<td>ADDING RELEVANT CONTENT TO ADDRESS THE SPECIFIC NATIONAL CONTEXT AND NEEDS OF PARTICIPANTS</td>
<td></td>
</tr>
<tr>
<td>ADD/CHANGE CASE STUDIES</td>
<td></td>
</tr>
<tr>
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### PLANNING FORM

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BIBLIOGRAPHY AND ADDITIONAL READINGS


http://www.hvbg.de/e/asbest/konfrep/konfrep/index.html

Promotional Framework for Occupational Safety and Health Convention, and Recommendation 2006, - texts available at


http://training.itcilo.org/ils/ils_childlabour/childlabour_materials.htm


ANNEXES
ANNEX 1

UNDP’S DEFAULT PRINCIPLES FOR CAPACITY DEVELOPMENT\(^{12}\)

1. **Don’t rush.** Capacity development is a long-term process. It is not amenable to delivery pressures, quick fixes and short-term results seeking. Engagement for capacity development needs to have a long term horizon and be reliable.

2. **Respect the value systems and foster self-esteem.** The imposition of alien values can undermine confidence. Capacity development requires respect. Self-esteem is at the root of capacity and empowerment.

3. **Scan locally and globally; reinvent locally.** There are no blueprints. Capacity development means learning. Learning is a voluntary process that requires genuine commitment and interest. Knowledge transfer is no longer seen as the relevant modality. Knowledge needs to be acquired.

4. **Challenge mindsets and power differentials.** Capacity development is not power neutral and challenging vested interest is difficult. Frank dialogue and moving from closed curtains to a collective culture of transparency is essential to promote a positive dynamic for overcoming them.

5. **Think and act in terms of sustainable capacity outcomes.** Capacity is at the core of development. Any course of action needs to promote this end. Responsible leaders can inspire their institutions and societies to effectively work towards capacity development.

6. **Establish positive incentives.** Distortions in public sector employment are major obstacles to capacity development. Ulterior motives and perverse incentives need to be aligned with the objective of capacity development. Governance systems respectful of fundamental rights are a powerful incentive.

7. **Integrate external inputs into national priorities, processes and systems.** External inputs need to correspond to real demand and need to be flexible to respond effectively to national needs and possibilities. Where such systems are not strong enough they need to be reformed and strengthened, not bypassed.

8. **Build on existing capacities rather than creating new ones.** This implies the use of national expertise as prime option, resuscitation and strengthening of national institutions, and protecting social and cultural capital.

9. **Stay engaged under difficult circumstances.** The weaker the capacity the greater the need. Weak capacities are not an argument for withdrawal or for driving external agendas. People should not be hostage to irresponsible governance.

10. **Remain accountable to ultimate beneficiaries.** Even where national governments are not responding to the needs of their people external partners need to be accountable to beneficiaries and contribute to the responsibilisation of national authorities. Sensible approaches in concrete situations need to be openly discussed and negotiated with national stakeholders.

## ANNEX 2

### EXAMPLE OF END-OF-COURSE QUESTIONNAIRE

Strengthening and re-engineering labour administration to promote decent work  
Turin -  
12/10/2009 - 23/10/2009  
A901304

Please indicate:

**GENDER**  
- [ ] Female  
- [ ] Male

**TYPE OF ORGANISATION**  
(Please indicate only one response. If you are involved in more than one type of organization, please select the one you are representing during this activity.)

- [ ] Government/public institution
- [ ] Non governmental organization
- [ ] Training/academic institution
- [ ] Trade Union organization
- [ ] Ministries of Labour
- [ ] Currently Unemployed

**I INFORMATION RECEIVED BEFORE THE ACTIVITY**

1. Before participating in this activity, were you clear about its objectives, contents and methods?  
   1 = not clear at all 2 = not very clear 3 = somewhat clear 4 = clear 5 = very clear

**II THE WAY THE ACTIVITY WAS DELIVERED**

1. **Objectives**

2. Having participated, are you now clear about the objectives of the activity?  
   1 = not clear at all 2 = not very clear 3 = somewhat clear 4 = clear 5 = very clear

3. To what extent were the activity’s objectives achieved?  
   1 = not at all 2 = not really 3 = partly 4 = mostly 5 = fully

2. **Contents**

4. Given the activity’s objectives, how appropriate were the activity’s contents?  
   1 = totally inappropriate 2 = not appropriate 3 = partially appropriate 4 = appropriate 5 = very appropriate

5. Given your level of prior learning and knowledge, how appropriate were the activity’s contents?  
   1 = totally inappropriate 2 = not appropriate 3 = partially appropriate 4 = appropriate 5 = very appropriate

6. Have gender issues been adequately integrated in the training?  
   1 = far too little 2 = not really 3 = partially 4 = mainly 5 = fully

3. **Methods**

7. Were the learning methods used generally appropriate?  
   1 = not at all 2 = not really 3 = partially appropriate 4 = appropriate 5 = very appropriate

4. **Resource persons/Tutors**

8. How would you judge the resource persons’ overall contribution?  
   1 = truly disappointing 2 = rather unsatisfactory 3 = roughly satisfactory 4 = good 5 = excellent

5. **The group of participants**

9. Did the group of participants with whom you attended the activity contribute to your learning?  
   1 = not at all 2 = not really 3 = to some extent 4 = yes 5 = yes, very much

6. **Media**

10. Were the materials/media used during the activity appropriate?  
    1 = not at all 2 = not really 3 = to some extent 4 = yes 5 = yes, very
### 8. Organization

<table>
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<td>Would you say that the activity was well organized?</td>
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<tr>
<td>Would you call the Secretariat efficient?</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤ ⬤</td>
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1 = not at all 2 = not really 3 = to some extent 4 = yes 5 = absolutely

### USEFULNESS OF THE ACTIVITY

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<td>How likely is it that you will apply some of what you have learned?</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤ ⬤</td>
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<tr>
<td>How likely is it that your institution/employer will benefit from your participation in this activity?</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤ ⬤</td>
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1 = very unlikely 2 = unlikely 3 = not sure 4 = likely 5 = certain

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**Part two:**

Please answer the questions below in writing:

How would you suggest the resource persons improve the overall quality of their contribution? (You may name someone in particular if you wish.)

1. 
2. 
3. 

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Please use the grid below if you wish to comment on a particular question:

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<th>Question number</th>
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