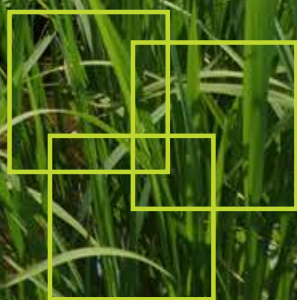




International  
Labour  
Office  
Geneva

# Global Action Guide for WIND

## Work Improvement in Neighbourhood Development



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





The Work Improvement in Neighbourhood Development (WIND) training programme has given farmers all over the world momentum in improving their safety and health. To further promote WIND, the ILO has developed “Global Manual for WIND (Work Improvement in Neighbourhood Development)”.

The “Global Action Guide for WIND (Work Improvement in Neighbourhood Development)” supports the effective application of the Global Manual for WIND by presenting practical tips for the successful organization of training and implementation of good practices in different countries and regions. This guide, gathering almost two decades of world-wide WIND implementation experience, aims to benefit farmers, their families and communities and facilitate further spread and development of WIND through collaborative actions.

ISBN 978-92-2-128467-3



9 789221 284673

## **Global Action Guide for WIND**

---

# **Global Action Guide for WIND**

## **Work Improvement in Neighbourhood Development**

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

Copyright © International Labour Organization 2014

First published 2014

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.

---

Global Action Guide for Wind: Work Improvement in Neighbourhood Development/Practical approaches for improving safety, health and working conditions in agriculture; International Labour Office. Geneva: ILO, 2014.

ISBN 978-92-2-128467-3 (print)

ISBN 978-92-2-128468-0 (web pdf)

---

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 and electronic products 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. 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 web site: [www.ilo.org/publns](http://www.ilo.org/publns)

---

Cover designed in Switzerland

CPG

Photocomposed in Switzerland

SCR

Printed in Switzerland

ATA

# Preface

---

The Work Improvement in Neighbourhood Development (WIND) training programme has given farmers all over the world momentum in improving their safety and health. To further promote WIND, the ILO has developed two publications; the “Global Manual for WIND (Work Improvement in Neighbourhood Development)”, and the “Global Action Guide for WIND (Work Improvement in Neighbourhood Development)”. This global action guide is designed to assist in the effective application of the global manual for WIND by presenting practical tips for the successful organization of training, and implementation of good practices in different countries and regions.

The guide has been drafted by Kazutaka Kogi with reference to the many reports and information materials relating to WIND. Yuka Ujita, Tsuyoshi Kawakami and Seiji Machida from the ILO provided technical contributions for finalizing the content. Thanks are also due to those international

experts and ILO colleagues who provided valuable comments improving the contents, especially Ton That Khai, Andrew Christian, Javier Barbero, and Victoria Moyano.

I hope this action guide will benefit many people, including farmers, their families and communities, and facilitate collaborative actions towards the further spread and development of WIND.

Giuseppe Casale  
*Chief, a.i.*  
*Labour Administration,*  
*Labour Inspection*  
*and Occupational Safety*  
*and Health Branch*  
*International Labour Office, Geneva*

# Contents

---

<b>Preface</b> .....	v
<b>1 Introduction</b> .....	1
<b>2 Background, principles and strengths of the WIND approach</b> .....	3
<b>3 Achievements of the WIND approach: A global perspective</b> .....	5
<b>4 Overview of WIND methodology</b> .....	9
4.1 Elements of a WIND training workshop .....	9
4.2 Delivery mechanism of a WIND training programme .....	9
4.3 The action-oriented, participatory nature of WIND training .....	11
4.4 Training tools and their application .....	12
4.5 Types of low-cost improvements .....	12
4.6 Follow-up activities .....	13
<b>5 Planning and delivery of a WIND programme at national level</b> .....	15
5.1 Planning the WIND programme .....	15
5.1.1 Identification of target groups and partners .....	16
5.1.2 Outcome setting .....	16
5.1.3 Delivery mechanism .....	16
5.1.4 Monitoring and evaluation .....	16
5.2 Preparatory activities for the WIND programme .....	16
5.2.1 Activity plans .....	16
5.2.2 Preparatory activities .....	17
5.2.3 Programme management .....	18
5.3 Training of trainers and their roles .....	18
5.4 Organizing a WIND training workshop .....	19
5.4.1 What to do at planning stage .....	19
5.4.2 Main activities carried out during a WIND training workshop .....	20
5.4.3 A model programme .....	20

5.5	Follow-up to a WIND training workshop . . . . .	22
5.6	Evaluation of the programme . . . . .	22
<b>6</b>	<b>WIND as an element of the national strategy for safety and health at work . . . . .</b>	<b>25</b>
<b>7</b>	<b>Examples of delivery mechanisms for the WIND programme . . . . .</b>	<b>27</b>
	<b>Useful publications . . . . .</b>	<b>29</b>
<b>Tables</b>		
3.1	WIND worldwide . . . . .	6
4.1	Basic elements of WIND training. . . . .	9
4.2	The three levels of training workshops . . . . .	10
4.3	Example of a level 2 schedule . . . . .	10
4.4	Example of a level 3 schedule (mini WIND) . . . . .	11
4.5	Key elements enhancing the action-oriented and participatory nature of a WIND training workshop . . . . .	11
4.6	Training tools for the WIND programme . . . . .	12
4.7	Technical areas and examples of improvements . . . . .	13
4.8	Types of follow-up activities . . . . .	13
5.1	Essential preparatory activities . . . . .	17
5.2	Essential roles of WIND trainers . . . . .	19
5.3	Tips for good planning of a WIND training workshop . . . . .	20
5.4	Outline of a standard WIND training workshop . . . . .	21
5.5	Standard schedule for a two-day WIND training workshop . . . . .	21
7.1	WIND programme led by a government agency: From the experience in Viet Nam . . . . .	27
7.2	WIND programme led by agricultural cooperatives: From the experience in Kyrgyzstan . . . . .	28
7.3	WIND programme led by health-related agencies: From the experience in Thailand . . . . .	28
<b>Boxes</b>		
6.1	Decent Work Country Programme of the Republic of Kazakhstan, 2010–12 . . . . .	25
6.2	Occupational Safety and Health Master Plan for Malaysia 2015 . . . . .	25



---

# 1. Introduction

---

Reflecting a growing awareness of the need to protect farmers, global advances can be seen in occupational safety and health in the agricultural sector. This is usually accompanied by enhancements in production. Recognizing its importance in socio-economic development, national occupational safety and health (OSH) programmes in many countries are placing a high priority on the agricultural sector. Increasing attention is thus being drawn to the training of farmers in improving their safety, health and well-being despite the many constraints they face.

Recent experiences in applying participatory and practical action-oriented training in agriculture are particularly noteworthy. Such training has resulted in small-scale farmers improving their working life conditions through serial participatory steps. Typically, the WIND (Work Improvement in Neighbourhood Development) methodology, based on participatory, action-oriented training methods, has contributed to reducing work-related risks in the agricultural sector in a number of countries. In some countries, WIND has been incorporated into the national OSH policy and has contributed to numerous improvements in safety and health in agriculture and in the home.

Recognizing the hazardous nature of agricultural work, the ILO's Safety and Health in Agriculture Convention, 2001 (No. 184) emphasizes comprehensive risk management and the application of multifaceted preventive measures to protect workers from occupational injuries and diseases. The ILO Code of Practice on Safety and Health in Agriculture adopted in 2009 is intended to raise awareness of the hazards and risks in the industry and promote their effective management. The Code encourages governments, employers, workers and other stakeholders to cooperate in preventing work-related accidents and diseases and in promoting more positive attitudes and behaviour towards OSH in the agricultural sector. Participatory

training programmes such as WIND are key tools in the implementation of these international standards and guidelines at workplace level.

It is encouraging that the WIND approach is being applied in an increasing number of countries as a practical means of promoting voluntary action by small-scale farmers. It is particularly suited to training these farmers to propose and undertake immediate improvements in their daily life by focusing on locally feasible low-cost measures and materials. Special emphasis is placed on local examples of good practice and action-oriented tools such as action checklists, in addition to participatory steps, which are essential to promote OSH in various agricultural settings, particularly in industrially developing countries. It is evident that the combination of the two factors – participatory methods and the practical nature of the improvements envisaged – is the particular strength of WIND that has facilitated the global-wide dissemination of the programme.

Reports from those countries where WIND has been applied at the national level indicate the advantage of developing and utilizing a nationally adapted training package for conducting WIND training. The good practices and lessons learned are used as practical guidance and have been incorporated into training materials.

This *Global Action Guide for WIND (Work Improvement in Neighbourhood Development)* presents the special features and methods of the WIND training programme, aiming at its effective application in various agricultural settings in different countries in the world. Practical step-wise guidance is provided on the development of a WIND programme at national level as well as the organization of WIND training workshops in a rural setting. Broad experiences gained in many countries are reflected in this guide.

---

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

---

The agricultural sector plays a key role in the socio-economic development of any country. The economically active population in the sector is 1.3 billion workers worldwide, accounting for half the world's labour force.<sup>1</sup> While the types of agricultural work vary a great deal in conformity with local situations, agricultural workers are commonly exposed to a broad range of hazards and risks at work. In terms of fatalities, injuries and work-related ill-health, it is one of the three most hazardous sectors of activity, along with construction and mining. According to ILO estimates, at least 170,000 agricultural workers are killed each year. This means that workers in agriculture run twice the risk of dying on the job compared with those in other sectors. Millions of other agricultural workers are seriously injured in workplace accidents involving agricultural machinery or are poisoned by pesticides and other agrochemicals.

Usually agricultural work is, by its nature, physically demanding. The risk of accidents further increases with difficult terrain, poorly designed tools, exposure to extreme weather conditions, and the fatigue and poor general health associated with working and living in remote and rural communities. Among others, small-scale farmers are vulnerable to these risks at work. In addition to insufficient knowledge and limited access to resources and information on hazard identification and risk management, they are often outside the scope of labour and health inspections.

---

<sup>1</sup> Food and Agriculture Organization of the United Nations: *FAO Statistical Yearbook 2010* (Rome). Available at: <http://www.fao.org/economic/ess/ess-publications/ess-yearbook/ess-yearbook2010/en/>

It is therefore urgent to improve safety and health in agriculture with particular focus on small-scale farmers.

Practical action-oriented training is vitally important towards this goal. Practical advice and guidance must be provided to farmers on the identification of various work-related hazards and on preventive measures to be taken for effective reduction of the risks. Such assistance should cover the broad range of risks to which farmers are daily exposed, and suggest practical preventive measures they can take in their given situations.

Two important lessons may be drawn from recent experiences in training farmers in occupational safety and health. First, the use of locally achieved good practices addressing multiple risks assists farmers to achieve practical goals through planning of substantial improvements in the local context. Second, participatory steps directly involving farmers must be taken to identify and apply these improvements.

The WIND (Work Improvement in Neighbourhood Development) training programme was designed to increase the safety and health of farmers by applying easy-to-implement improvements available in each local situation. Participatory action-oriented steps are taken to train farmers so that they can find practical solutions using locally available skills and materials. The approach is based on the ILO's WISE (Work Improvement in Small Enterprises) methodology, which aims to improve safety and health in small enterprises. The uniqueness of the WIND approach thus lies in facilitating the voluntary betterment of

working and living conditions in rural life through the active participation of farmers in planning and implementing feasible improvements.

Throughout the training steps, WIND applies the following six principles:

- ✓ Build on local practices
- ✓ Focus on achievements
- ✓ Link working and living conditions to productivity and quality
- ✓ Use learning-by-doing
- ✓ Encourage the exchange of experience
- ✓ Promote the active participation of farmers

These principles are applied to all participatory action-oriented training programmes addressing small-scale workplaces in manufacturing (WISE), construction (WISCON – Work Improvement for Small Construction Sites), home workplaces and informal economy workplaces (WISH – Work Improvement for Safe Home). Key strengths of these programmes, which facilitate participants' initiative in planning and implementing immediate improvements, include the following:

- Attention is drawn to good examples achieved locally in multiple technical areas.
- Concrete examples of low-cost improvements are presented as feasible actions for reducing safety and health risks and enhancing productivity and well-being.
- Group discussions are organized so as to identify existing good practices and to propose similar, feasible improvements reflecting basic principles of ergonomics and occupational hygiene.
- Immediate actions are taken on the basis of agreed action plans.

- The benefits of improvements are visible by means of following good practices.
- Participants are encouraged to implement the action plan and to propose further improvements through follow-up activities.

Moreover, the ILO's experience in WIND training in various countries has witnessed the following strengths of the programme:

- extended improvements in working and living conditions in agriculture;
- promotion of an integrated approach addressing safety and health at work;
- enrichment of national policies and programmes on OSH in agriculture; and
- positive impacts on other labour issues as a workable training approach.

These strengths of the WIND approach are materialized by the development and use of a complete training package adapted to the national or regional situation. Each package includes local examples of good practice of safety and health in agriculture, an action checklist referring to these good practices, an action manual explaining simple and locally feasible improvement measures, and presentation materials explaining basic principles of OSH and ergonomics in agriculture. The use of such a package can substantiate the capacity building on OSH in agriculture at national and local levels.

Experience shows that the facilitator role of WIND trainers and the participatory steps taken by participants are the two critical factors of successful WIND. In particular, the process of learning about local examples of good practice and of planning and implementing improvement actions must be highlighted. Other components, such as a series of group work sessions, locally adapted training tools and networking arrangements, should contribute to these processes.

---

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

---

The development of WIND training was initiated in early 1990s in the Mekong Delta area in Viet Nam, where 80 per cent of the workforce worked in agriculture, by two institutes: the Institute for Science of Labour, Kawasaki, Japan; and the Centre for Occupational Health and Environment, Can Tho, Viet Nam. Their aim was to create practical support measures to improve the working conditions of local farmers. The first pilot WIND training workshop took place in the Vietnamese province of Can Tho in 1995. Since then, the training programme and its materials have been continuously developed. From 2004, WIND was supported by the Ministry of Labour, Invalids and Social Affairs and was implemented in a number of provinces under the ILO's technical cooperation project. Between 2004–07, 24 WIND training-of-trainer workshops took place, 7,922 farmers were trained, and as a result, 28,508 safety and health improvements were implemented in Viet Nam.

Following these initial activities, WIND has spread to other countries, first in South-East Asia and then in Central Asia, Europe, Africa and Latin America (table 3.1). It should be noted that these countries applied WIND as a component of national programmes on OSH in agriculture with the technical support of the ILO. The number of WIND trainers and trained farmers are also listed.

Table 3.1 clearly depicts the gradual but steady expansion of WIND, which was initiated in a selected pilot country and was then rolled out to other countries in the region. In Asia where it originated,

it spread from Viet Nam to Thailand, Cambodia and Mongolia by 2003 and then to the Philippines in 2004, the Republic of Korea in 2008, and more recently the Lao People's Democratic Republic in 2009. This was facilitated by the active support of ILO. In 2004, WIND was introduced to Central Asia with the support of the ILO Subregional Office for Eastern Europe and Central Asia (currently ILO Decent Work Technical Support Team and Country Office for Eastern Europe and Central Asia), first to Kyrgyzstan in 2004, then to Uzbekistan in 2005 and to Tajikistan in 2006. The successful implementation in these countries was followed by Kazakhstan and Azerbaijan in 2009. In Eastern Europe, WIND started in the Republic of Moldova in 2004. In Africa, WIND has been actively implemented in Senegal, and in Ethiopia since 2007. In Latin America it was initiated in Central America, first in Costa Rica in 2007, then in the Dominican Republic and Honduras in 2009, with Uruguay joining them in 2010.

It is important to note that WIND is not always delivered as an entire training programme; in some cases only selected elements are used to meet the particular needs. In those countries where extensive activities have taken place, WIND has had visible and substantial impacts on safety and health at both national and individual farmer/household levels. At national level, it raised awareness of the main partner organizations on OSH and helped them to increase their capacity in handling WIND projects through coordinated efforts. At the farmer/household level, WIND helped participants to plan and implement voluntary improvements to their safety and health.



Table 3.1 WIND worldwide

Region	Country	Launch	Materials in local language	No. of trainers and participants
<b>South-East Asia and East Asia</b>	Cambodia	2003	Yes	39 trainers 836 participants
	Lao PDR	2009	(Thai)	
	Mongolia	2003	Yes	
	Philippines	2004	Yes	200 trainers 1,000 participants
	Republic of Korea	2008	Yes	30 trainers Over 200 participants
	Thailand	2003	Yes	32 trainers by 2006 380 participants
	Viet Nam	1995	Yes	240 trainers (2004) 2,136 participants
<b>Central Asia</b>	Azerbaijan	2009	(Russian)	
	Kazakhstan	2009	(Russian)	
	Kyrgyzstan	2004	Yes	109 trainers Over 12,000 participants
	Tajikistan	2006	Yes	10 trainers Over 100 participants
	Uzbekistan	2005	(Russian)	
<b>Europe</b>	Republic of Moldova	2004	Yes	27 trainers
<b>Africa</b>	Ethiopia	2007	(English)	20 trainers Over 30 participants
	Senegal	2007	(French)	About 24 trainers 1,440 participants
<b>Americas</b>	Costa Rica	2007	Spanish	250 trainers 1,272 participants
	Dominican Republic	2009	Spanish	
	Honduras	2009	Spanish	
	Uruguay	2010	Spanish	

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

- strengthened voluntary initiatives of farmers to improve their working and living conditions through the application of good practices;
- changes in thinking about OSH and its process, starting with simple and low-cost measures with a view to risk reduction and productivity enhancement;
- examination of multiple technical areas for planning and implementing practical, low-cost improvements;
- sustained efforts to improve working and living conditions with the active support and facilitation by trainers and partner organizations;
- mobilizing government OSH infrastructures for wider coverage by incorporating WIND training into national OSH policies and programmes

through enhanced cooperation of the social partners, as in the case of Viet Nam and Kyrgyzstan;

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

The use of locally adjusted training materials and facilitation by competent trainers are the essential keys to success for the effective implementation of WIND. The experiences in the countries listed above shows that the roll-out of WIND in a country is accelerated when a certain number of people are trained as trainers. In addition, appropriate resource mobilization with the committed and consistent cooperation of partner organizations through the entire process is significant.

---

## 4. Overview of WIND methodology

---

The aim of WIND training is to make farmers aware of their own capacity to improve their working and living conditions and to facilitate the improvement process by focusing on practical, low-cost solutions. The training materials showing local examples of good practice, and well-trained participatory trainers, are the two crucial factors in achieving this goal.

### 4.1 Elements of a WIND training workshop

Table 4.1 shows the four basic elements of WIND training.

A typical WIND training workshop comprises five technical training sessions focusing on different technical areas, although the number of sessions can be modified according to the local situation. Usual-

ly, following a brief opening session, the workshop starts with a farm visit, where the action checklist is used. Throughout the workshop, a clear emphasis must be placed on learning from local good practices and identifying locally feasible improvements. At a later stage, proposals to improve safety and health in the farms and households of each participant are developed. Follow-up activities are organized to confirm the implementation of the proposed improvements and assess the achievements.

### 4.2 Delivery mechanism of a WIND training programme

In order to establish a functioning and sustainable delivery mechanism, three levels of training workshops are usually organized (see table 4.2).

**Table 4.1. Basic elements of WIND training**

---

1. Checklist exercise, designed to give experience in applying the action checklist at one or several farms or households, and in conducting group discussions and presentations
  2. Technical sessions for learning locally feasible improvements in multiple technical areas through group discussions and presentations
  3. Planning of improvement proposals through group discussions and presentations
  4. Implementation of some of these proposals with follow-up activities
-

**Table 4.2. The three levels of training workshops**

Level		Output
1	Training delivered to trainer candidates	WIND trainers
2	Training delivered to volunteer farmers and other local people by WIND trainers	Farmer trainers
3	Training delivered to neighbourhood farmers by trained farmer trainers	WIND participants

All three levels of training include the four common components shown in table 4.1.

**Level 1** is the “training of trainers” (TOT), and is usually organized at an early stage of a national WIND programme by OSH technical specialists and/or experienced WIND trainers. In addition to the four components shown in table 4.1, general knowledge and organizational skills are required by WIND trainers. Also, the trainer candidates learn practical ways of encouraging participants and facilitating their group work on learning feasible improvements and planning immediate steps for action through self-help.

**Level 2** usually consists of the training components indicated in table 4.1. Its purpose is to train volunteer farmers and other selected local people in the use of training tools and in proposing locally feasible types of improvements that have real impact on risk reduction in local farming practice. Since the action checklist contains typical low-cost improvements in

this regard, training is concentrated on the understanding and use of the action checklist and on local good examples of low-cost improvements feasible in selected technical areas (see table 4.3).

Each technical session consists of a brief presentation by the trainer of basic principles of improvement and good examples, a group discussion and a group presentation. Details of each session are described later in this booklet.

**Level 3**, addressed to neighbourhood farmers, is usually conducted by volunteer farmers who have completed a level 2 WIND workshop. This level of training is typically conducted as a mini WIND workshop and is carried out with a certain amount of flexibility according to the situation in the neighbourhood of the farmer trainers. For example, a two-hour mini WIND workshop consists of an introduction to WIND methods, farm and house visits for the action checklist exercise, a group discussion on the checklist results,

**Table 4.3. Example of a level 2 schedule**

<b>Day 1 (8:00–17:00)</b>	<ul style="list-style-type: none"> <li>• Opening and orientation (30–45 minutes)</li> <li>• Visit to farms/checklist exercise (120–150 minutes)</li> <li>• Start of the five technical sessions (80–120 minutes each)               <ul style="list-style-type: none"> <li>– Session 1: Materials handling</li> <li>– Session 2: Machine safety</li> </ul> </li> </ul>
<b>Day 2 (8:00–17:00)</b>	<ul style="list-style-type: none"> <li>– Session 3: Workstations and tools</li> <li>– Session 4: Work environment</li> <li>– Session 5: Welfare facilities and work organization</li> <li>– Session 6: Final proposals</li> </ul>



**Table 4.4. Example of a level 3 schedule (mini WIND)**

8:00 Introduction to WIND
8:10 Farm and house visits and checklist application
8:40 Group work on checklist results
9:00 Tea break
9:20 Presenting local examples of good practice in one of the WIND technical areas
9:40 Developing action plans

the presentation of local examples of good practice and the development of action plans (table 4.4). Such a short version of the workshop is extremely useful to farmers who have difficulties in participating in the typical WIND training workshop which takes place over a whole day or on consecutive days. Nevertheless, when a participant completes several mini WIND workshops on different technical sessions, this is equivalent to completing a two-day WIND workshop.

### 4.3 The action-oriented, participatory nature of WIND training

Participatory steps are stressed throughout the training so as to build initiative in local people for planning and implementing immediate improvements. These steps are materialized by directly involving

the participants in several group discussions and subsequent presentations of completed group work. The idea is to familiarize the participants, through repeated group work, with locally feasible improvements based on local good practices.

This is particularly important in technical sessions, where trainers present and give guidance on how to make improvements in each technical area by showing local examples of good practice as an introduction to the group discussion session. The assignment given to the group discussion is to identify good practices and to propose simple actions for improving the current conditions which participants have found during the farm and house visits. A combination of the technical session and group discussion helps participants to identify, plan and carry out feasible improvements that are suitable in the local situation, on their own initiative.

The action-oriented nature of the WIND programme is formulated and enhanced by the application of these participatory steps in the training workshop. Throughout the training process, attention is drawn to the risk-reducing impact of the improvements voluntarily undertaken by participating farmers. The key elements enhancing the action-oriented and participatory nature of the WIND workshops are summarized in table 4.5.

It should be noted that local examples of good practice used in WIND training are crucial in successfully organizing workshops, including mini-workshops. Therefore, the utmost care should be taken in collecting such examples, usually in the form of photo-

**Table 4.5 Key elements enhancing the action-oriented and participatory nature of a WIND training workshop**

1.	Attention is drawn to local examples of good practice in multiple technical areas.
2.	Concrete examples of low-cost improvements are presented in multiple areas as feasible actions for reducing health and safety risks and enhancing productivity and well-being.
3.	Group discussions are organized so as to identify existing good practices and to propose similar feasible improvements reflecting basic principles of ergonomics and occupational hygiene.
4.	Plans are agreed on with a view to implementing immediate action for improvement.
5.	Technical sessions help participants to clearly understand the benefits of the proposed improvements.
6.	Follow-up activities further encourage participants to implement the action plan and ensure sustainability.

graphs, so that they represent the most typical types of low-cost improvements in the selected technical areas, and clearly indicate the benefits of improving working and living conditions and the real impacts on risk reduction. Since the examples compiled are available from the countries where WIND training has been successful, it is essential to transfer them to countries where WIND training is launched and use them as models for collecting local examples. Experience shows that the collection of local examples is not difficult, because the basic principles of improvements for small-scale farmers are applicable in different countries.

#### 4.4 Training tools and their application

Since WIND began in the 1990s, similar sets of tools have been used in facilitating the action-oriented nature of the programme beyond the country and region. Commonly used training tools are listed in table 4.6.

The combined use of these training tools effectively draws the attention of participants towards locally feasible improvements and their benefits. In particular, the action checklist plays a key role in highlighting locally practicable improvements. The manual, carefully adapted to the national circumstances, provides concrete guidance on how to plan and imple-

ment these practical improvements. In the level 1 training workshop, a separate manual for trainers is prepared including specific guidance on the preparation and organization of WIND training sessions and follow-up activities.

In addition to the original materials, the ILO publication *Ergonomic checkpoints in agriculture* can be used as a reference.

Whereas these standard training materials – the action checklist, training manual, *Ergonomic checkpoints in agriculture* and model presentations – are readily available, they need to be adapted, not only through translation into the local language, but also by adjusting the contents so that the local situation is reflected. Concrete guidance on adaptation should be provided.

#### 4.5 Types of low-cost improvements

Over WIND's 20 years of implementation, a huge number of improvements have been made in safety and health. Simple, practical and low-cost, they have ranged widely and have covered many technical areas. Some typical examples of improvements made by WIND participants in each technical area are listed in table 4.7.

**Table 4.6 Training tools for the WIND programme**

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

**Table 4.7** Technical areas and examples of improvements

Technical area	Typical examples of improvements
Materials storage and handling	Cleared passageways and multi-level storage
	Use of carts, trolleys, lifters and safe vehicles
Work ergonomics and tools	Elbow-level work introduced with easy reach to materials
	Use of easy-to-handle and safe tools
	Easy-to-locate tools and switches and use of coding
Machine safety	Use of proper guards and safe wiring
	Safe transport and use of agricultural machines
Work environment	Combined use of daylight and lighting to improve visibility
	Isolation of hazard sources and labelling of pesticides
	Consistent use of personal protective equipment
Welfare facilities and work organization	Clean drinking water and hygienic toilets
	Short breaks and good resting facilities

In addition to the above, the *Global Manual for WIND* covers environmental protection.

## 4.6 Follow-up activities

Follow-up activities, usually carried out as jointly by WIND trainers and participants, comprise an integral part of the WIND approach. Such activities have several aims: to encourage participants to plan and

implement immediate improvements; to ensure sustainability; and to facilitate the evaluation process. In addition, follow-up activities provide opportunities to collect information on the improvements made by participants as local examples of good practice to be used in future WIND workshops. Table 4.8 shows typical follow-up activities and their outcomes.

Follow-up activities need to be planned from an early stage as an essential part of the WIND programme.

**Table 4.8** Types of follow-up activities

Activity	Timing	Main outcomes
Follow-up visits	1, 3, or 6 months post event	Continued encouragement by trainers
		Transfer of how-to information
Follow-up meetings	3–6 months post event	Timely implementation encouraged
		Benefits of sustained action confirmed
		Formation of networks facilitated
Collection of information on improvements	Regularly	Positive experiences exchanged
		Programme achievements assessed
		Experience shared with others and applied

---

## 5. Planning and delivery of a WIND programme at national level

---

This chapter gives guidance on how best to design, launch, manage and promote an OSH programme applying WIND at national, regional and community level, on the basis of previous experiences in various countries.

As with any other programme and projects, when WIND is introduced, well-planned and coordinated steps should be taken. In particular, the following are identified as important:

1. Understand the specific situation (particularly the types of agricultural activities) relating to OSH in the agricultural area in which WIND training is planned.
2. A taskforce team should visit typical workplaces in the locality to collect local examples of good practice (in photographs), and also identify feasible and priority areas for improvements (with reference to the action checklist and *Ergonomic checkpoints in agriculture*);
3. Customize the action checklist and associated improvement manuals (re-designing the standard action checklist by rearranging check items and adding relevant items from *Ergonomic checkpoints in agriculture*).
4. Plan training-of-trainers workshops to familiarize the trainers selected with the contents and the use of the adapted action checklist and manuals.

5. Organize one or more pilot WIND workshops to train farmers among the target groups, and finalize the WIND training package for use in the country.

In many cases, before the decision is made to introduce WIND at national level, a pilot phase takes place to demonstrate the potential impacts of WIND on the improvement in the working and living conditions of farmers. This phase includes several activities such as identifying preliminary target groups, initial and extended WIND training workshops, collecting examples of good practice and assessing impacts. The WIND pilot serves as a preparation for the roll-out of the WIND programme at national level, for instance in the collection of local examples of good practice and adaptation of the training materials.

The process of planning and delivery of a WIND programme may differ from country to country and according to the local situation of the target groups, and these steps should be modified accordingly.

### 5.1 Planning the WIND programme

This step is vitally important for the whole process of the programme. The programme design includes the identification of target groups and partners, outcome setting (immediate and long-term), delivery mechanism, and the monitoring and evaluation system.



### **5.1.1 Identification of target groups and partners**

The target groups should include all farmers and their households in the area or sector which the programme/project covers, in addition to the training participants. Even when only one person from the household participates in the WIND training, improvements must be made in collaboration with all those who are impacted by the improvement including family members and neighbours.

Partners involve relevant ministries and government agencies, workers' and employers' organizations, farmers' associations, NGOs and institutions which are concerned with safety and health in agriculture. The active involvement of all stakeholders is essential to broadening participation, reaching a wide audience, enhancing impacts and ensuring long-term sustainability.

An essential element at this stage is the strong commitment and active participation of all partners in the planning of programme. Usually a steering committee is set up with the representatives of partner organizations for effective programme management. Besides, a focal point organization and a programme manager are designated to take the lead in programme management and logistical support to the steering committee.

The capacity of the partner agencies and organizations to take part in the planning and delivery of the programme is crucial to the quality of the programme outcomes. It also affects the need for external funding. It is important to ensure that steering committee members and all partners fully understand the WIND approach, including its characteristics and potential benefits.

### **5.1.2 Outcome setting**

The outcomes of the programme, both long-term and short-term, must be set clearly with appropriate indicators, reflecting local needs and demands. Short-term outcomes can be presented as shorter time scales, decrease in mistakes, feeling of comfort and satisfaction, increased leisure time, decreased health problems and complaints, or reduction of medical expense. In the long term, expected outcomes may include decreased accidents and injuries, as well as increased productivity and income.

### **5.1.3 Delivery mechanism**

To ensure effective, self-help and sustainable action, WIND should be institutionalized through the creation of a delivery mechanism for training activities. Also, a mechanism to support collaborative efforts of the partners in achieving the goals, including social dialogue, must be clearly indicated. A few examples of good practice in delivery mechanisms in different countries are introduced in Chapter 7.

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

### **5.1.4 Monitoring and evaluation**

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

## **5.2 Preparatory activities for the WIND programme**

### **5.2.1 Activity plans**

On the basis of the agreed programme design, a concrete plan for the WIND programme is established. The plan should include the main activities to be carried out within the programme period, the time frames for these activities, the organizations or groups responsible for different sets of activities, the resources allocated and the reporting and reviewing procedures. Noting that the capacity of each partner organization and the role they will play will be different, measures to coordinate their efforts must be discussed and identified at this stage.

In the plan, the following should be indicated:

- locations where WIND activities will be carried out (including preparatory activities before the main phase);

- number of WIND trainers required (including those for supporting and preliminary activities for conducting the training of trainers);
  - identification of groups of farmers to be trained by WIND trainers;
  - person responsible for implementing the activities planned;
  - schedules of planned preparatory work and training events;
  - person responsible for follow-up and reviewing activities; and
  - budget plans identifying and allocating necessary resources.
- The plan needs to be coordinated with the agreed time frames and the human and financial resources with reference to the implementation the strategy.

### 5.2.2 Preparatory activities

Before starting training activities, sufficient time is required to launch the programme in a locally adjust-

**Table 5.1 Essential preparatory activities**

<p><b>1. Promotional activities</b></p> <ul style="list-style-type: none"> <li>• Disseminate the concept of WIND and its potential impacts</li> <li>• Organize awareness-raising events with an emphasis on the promotion of social dialogue and the potential benefits</li> <li>• Establish networks with relevant bodies in addition to partner organizations</li> <li>• Demonstrate the uniqueness of the WIND training approach and involve relevant training organizations</li> <li>• Contact press and other media</li> </ul>
<p><b>2. Coordination with partner organizations</b></p> <ul style="list-style-type: none"> <li>• Obtain joint support of the promotional activities</li> <li>• Get consensus on the programme strategy and plans</li> <li>• Set up measures to provide necessary technical guidance</li> <li>• Ensure support to the management of the programme</li> </ul>
<p><b>3. Modification of training materials</b></p> <ul style="list-style-type: none"> <li>• Establish a working group to adapt the WIND training materials (action checklist, action manual, presentation slides, materials for group discussion) to local needs, including translation where necessary</li> <li>• Collect local examples of good practice to be incorporated into the training materials</li> <li>• Review the materials prepared, taking into account the local culture and gender point of view</li> <li>• Test the locally adapted training materials</li> </ul>
<p><b>4. Incentives and support</b></p> <ul style="list-style-type: none"> <li>• Identify and utilize means of providing incentives for participating in the WIND programme</li> <li>• Explore and secure support from the partners for implementing the WIND programme, including human and financial resources</li> </ul>
<p><b>5. Integrated approach</b></p> <ul style="list-style-type: none"> <li>• Explore the potential to enhance synergies with other programmes or tools being applied for the same target groups</li> <li>• Look for synergies with other initiatives for achieving decent work in rural areas including the Decent Work Country Programme and other programmes and projects operated by other ILO technical units, international/national agencies and NGOs</li> </ul>

ed manner. This period may last from just a few to several months, according to the programme strategy and plans, and should not be underestimated or arbitrarily reduced to meet unrealistic deadlines to achieve training outputs.

During this period, the basic concept and the main characteristics of the WIND approach are disseminated through awareness-raising events and other promotional activities. Coordination with partner agencies is sought. Training materials are modified, adapted to the local situation. Incentives to obtain support for the WIND programme are also necessary. It may also be useful to look for synergies with other methodologies and approaches towards the common goal of achieving decent work in rural areas. Table 5.1 lists these preparatory activities, which are essential for launching the WIND programme with full support from and commitment of partner organizations based on their voluntary participation. Technical inputs from partner organizations should always be welcomed and considered. This is especially true in adapting the training modules.

### 5.2.3 Programme management

The management of the WIND programme requires coordinated efforts by the partner organizations throughout the roll-out of the programme. In this regard, the steering group, its subgroups and the programme manager or coordinator should play important roles.

Progress needs to be assessed at each stage, including the development of adapted WIND training materials, the organization of training-of-trainers (TOT) and WIND training workshops, and follow-up and reporting activities. Periodical evaluation should be carried out, not only in quantity (number of training workshops and participants) but also quality of outputs of the programme including the applicability of action-oriented principles. Ensuring the quality of training through the joint efforts of trainers is particularly important. The programme management should always bear in mind the outcome and impacts of the programme and its sustainability.

There may be many potential challenges which impede the implementation of the programme as scheduled. These can often be attributed to poor coordination of partners' joint efforts, inappropriate

understanding of the training methodology, insufficient training skills, difficulties in managing logistics or lack of consistent follow-up and reporting. Partner organizations and potential trainers who are exposed to an action-oriented participatory approach for the first time, may feel "all at sea" with the WIND approach in the initial stages. This sometimes causes obstacles to implementation. The steering group and the programme managers should deal with such constraints and difficulties in a timely manner. It should be noted that flexible management of the programme is often required.

## 5.3 Training of trainers and their roles

The WIND training programme aims to build farmers' initiative in voluntarily and autonomously planning and implementing feasible improvements. To facilitate this, WIND trainers need to provide concrete guidance on practical improvements which can have a real impact on farmers' working and living conditions. The role of trainers in facilitating group work towards consensus on priorities is also significant.

The training of WIND trainers is therefore crucial factor in the success of the programme. This begins with the careful selection of potential trainers and the identification and selection of a master WIND trainer who has demonstrated expertise in WIND training, i.e. international consultants, ILO officials or core trainers of the WIND programme in other countries. Usually such master trainers are capable of training potential WIND trainers in different countries, using the locally adapted WIND training materials.

WIND trainers can be nominated in two different ways – designation by partner organizations, or volunteers from farmers or other organizations concerned. The role of farmer WIND trainers is particularly important, as they can effectively organize WIND training for a large number of their peers with the support of partner organizations. Further, joint efforts by these two types of WIND trainers with different backgrounds are quite useful in the practical implementation of the programme. Table 5.2 lists the essential roles of WIND trainers in facilitating voluntary actions by participants.

Table 5.2 Essential roles of WIND trainers

<b>1. Encourage participants</b>
<ul style="list-style-type: none"> <li>• Draw attention to safety and health risks at work and at home</li> <li>• Show benefits to improved working and living conditions</li> </ul>
<b>2. Present existing examples of good practice</b>
<ul style="list-style-type: none"> <li>• Select good examples of locally achieved improvements</li> <li>• Present feasible options in several technical areas so that participants can easily choose those options that are useful to them</li> </ul>
<b>3. Organize and manage group work</b>
<ul style="list-style-type: none"> <li>• Use an action checklist listing a set of locally feasible improvements</li> <li>• Use an action manual and present how to make such improvements using local skills and materials</li> <li>• Use an action planning sheet, report forms and other tools in group discussion</li> </ul>
<b>4. Facilitate group discussion towards immediate actions by the participants</b>
<ul style="list-style-type: none"> <li>• Provide guidance for active group discussion</li> <li>• Encourage active participation</li> </ul>
<b>5. Follow up and sustain activities</b>
<ul style="list-style-type: none"> <li>• Encourage and support improvement actions</li> </ul>

## 5.4 Organizing a WIND training workshop

WIND training workshops should be organized jointly, usually by setting up an organizing team (working party) involving partner organizations and trainers. Its tasks include the development of training schedule, preparation of training materials and facilities, and planning of follow-up activities and evaluation.

### 5.4.1 What to do at planning stage

The plan for the workshop should contain the dates and venue, publicizing the event and recruitment of participants, collection of local examples of good practice, selection of a checklist exercise site to be visited, and arrangements for training sessions. A complete set of training materials must be prepared well in advance of the workshop.

During this period, visiting local agencies and organizations and selected farm households is useful for the dual purpose of sensitization of the local public and the collection of local examples of good prac-

tice. The recruitment of training participants can be done by local organizations such as the local offices and staff of partner organizations.

It is important for the organizing team to ensure that the training materials are well suited to the local situation, with locally collected examples of good practice.

In the development of the workshop agenda, the following points should be taken into account:

- sufficient time should be allocated for group work; and
- a reasonable amount of time should be given to technical presentations by trainers.

The second point can be easily managed by a well-prepared presentation (for example, PowerPoint).

Table 5.3 shows the necessary arrangements for a well-organized WIND training workshop. It can be useful to assign some of the management tasks to the selected participants. This can further motivate them and ensure the self-sustainability of the WIND programme.

**Table 5.3** Tips for good planning of a WIND training workshop

<b>Dates and venue</b>	A typical workshop lasts for two days. The dates and venue should be fixed in close consultation with partner organizations and other local parties.
<b>Publicizing and recruitment of participants</b>	Visits to local agencies, organizations and farm households are useful for publicizing the workshop and recruiting participants. The recruitment must be carried out in close consultation with partner organizations and other local parties. Keep in mind a good balance between women and men.
<b>Collection of local examples of good practice</b>	Local examples of good practice in all the technical areas should be collected through visits to farms and farmhouses. Photographs of and information on these good practices, including background, process, and lessons learned, must be collected.
<b>Selection of site for the checklist exercise</b>	A few typical farms and households are selected for conducting the checklist exercise. The household of the local representative is usually a good option.
<b>Preparation of the training sessions</b>	Training sessions include the opening, checklist exercise, technical sessions, action planning, and closing. Make sure that the necessary presentation slides and training tools, in particular photographs of local examples of good practice, are ready. Sufficient time must be allocated to group work in each session.
<b>Preparation of the training tools</b>	<i>For each participant:</i> workshop schedule, action checklist and manual, action planning sheet <i>For group work:</i> flip charts or other presentation materials Attention should be paid to materials for ice-breaking at the start of the workshop
<b>Administrative matters</b>	Arrangements for refreshments and meals (in accordance with local practice)
<b>Management of staff</b>	Assign tasks to each team member (responsibility for session, secretarial work, etc.). Organize short team meetings as necessary. Means of contact among the team members must be ensured.

#### **5.4.2 Main activities carried out during a WIND training workshop**

As described in section 4.1, WIND training workshops have a common structure at every level, and components with clear purposes. Table 5.4 provides the outline of a standard WIND training workshop. Though appropriate modifications of the training agenda are essential in accordance with the local situation and need, these major activities should not be skipped. Experience shows that it is imperative to carry out the farm and household visit, the checklist exercise *before* the technical sessions. This is to help participants identify local examples of good practice and, on their own initiative, matters to be improved.

#### **5.4.3 A model programme**

The most standard and perhaps the most reasonable programme for a WIND training workshop is for two entire days, as shown in table 5.5. However, the schedule should be flexible enough to accommodate the local situation and demand, for example, extended training over three days, or shortened with selected technical sessions in one day. Table 4.3 shows a typical schedule of 2-day training. If necessary, the sessions can take place separately in different weeks, for example, four half-day workshops in four different weeks. As mentioned in section 4.2, a mini WIND workshop is often organized at the community level (Table 4.4)

Table 5.4 Outline of a standard WIND training workshop

Activities	Purpose
1. Visit farm and farm households and conduct checklist exercise	<ul style="list-style-type: none"> <li>• Exposure to reality of working life</li> <li>• Serious look at working and living conditions with fresh eyes</li> <li>• Observation of multiple areas jointly</li> <li>• Ice-breaking</li> </ul>
2. Five technical sessions <ul style="list-style-type: none"> <li>- Trainer inputs with slides</li> <li>- Group discussion</li> <li>- Presentation of group results</li> </ul>	<ul style="list-style-type: none"> <li>• Showing local good practices</li> <li>• Prioritization of proposed actions</li> <li>• Sharing improvement ideas</li> </ul>
3. Action planning	<ul style="list-style-type: none"> <li>• Setting up workable/realistic plans</li> <li>• Ensuring ownership of the plan</li> <li>• Strengthening of commitment to improvement actions</li> </ul>
4. Follow-up visits	<ul style="list-style-type: none"> <li>• Guide and support to improvement actions</li> <li>• Encouraging participants to implement their action plan</li> <li>• Assisting continuous actions for improvement</li> <li>• Collection of good practices and achievements to be shared</li> </ul>

Table 5.5 Standard programme for a two-day WIND training workshop

Sessions	Key activities	Purpose
1. Opening and orientation	<ul style="list-style-type: none"> <li>• Welcome addresses</li> <li>• Orientation to the workshop</li> </ul>	- Orientation about the WIND approach and the aims of training
2. Checklist exercise	<ul style="list-style-type: none"> <li>• Application of an action checklist in a farm visit</li> <li>• Group discussion and presentation of checklist results</li> </ul>	- Overview of practical actions for improving existing conditions and how to use the action checklist
3. Five technical sessions	Trainer inputs and group discussion on technical areas: <ul style="list-style-type: none"> <li>- Materials handling</li> <li>- Machine safety</li> <li>- Workstations and tools</li> <li>- Work environment</li> <li>- Welfare facilities and work organization</li> </ul>	- Learning basic principles of improving working and living conditions in the agricultural setting with a clear focus on low-cost improvements
4. Action planning	<ul style="list-style-type: none"> <li>• Group discussion of action plans with specific time frame</li> <li>• Group presentation</li> </ul>	- Securing commitment of participants to immediate action
5. Guidance on follow-up activities and closing	<ul style="list-style-type: none"> <li>• Follow-up visits and reporting</li> <li>• Evaluation of workshop</li> <li>• Closing remarks</li> </ul>	- Encouraging practical actions and sustained efforts through confirming benefits



The opening of the workshop is important for a clear understanding of the workshop objectives and to share its goal with all participants. Representatives of the partner organizations and local organizations should brief the participants, in their short welcome address, on the ongoing WIND programme and its link to the national policy in improving working and living conditions in rural areas. In the brief orientation given by the main trainer, the participatory action-oriented steps should be emphasized as the principle underlying the workshop.

The assignment of each group discussion is to identify three existing examples of good practice found in the farms and farm households visited, and three actions for improvement the group would like to propose. This is followed by the group presentation where the participants share their findings with other groups. By repeating this process in all technical areas, the participants become aware of good examples which apply the basic principle presented in the technical sessions, and further acquire capacity to find feasible actions to be taken for improving their own working and living conditions.

Small groups at the final session need to be set up according to the participants' choice, for example, each pair of spouses, neighbours or local circles. The actions proposed should be practical and enable immediate implementation at low-cost.

Throughout the workshop, training should be interactive and facilitate the initiative of participants based on their own experiences. One of the keys is the amicable atmosphere of the training classroom. Also, attention must be paid to the setting up of the small groups, including the number of persons and gender balance, to ensure the active participation of every participant in the discussion and presentation process.

## 5.5 Follow-up to a WIND training workshop

Follow-up activity is a very important component of the WIND programme. It reaffirms the action plan and the participants' commitment made at the training workshop and encourages sustainable actions in improving working and living conditions. An initial

follow-up meeting and visit should be planned and announced during the training workshop.

Follow-up visits are usually undertaken by the WIND trainers or persons assigned by the organizing team to check the implementation of the participants' action plan, as well as to encourage their voluntary efforts in making further improvements. Using a simple form for participants to report the improvement actions, and attaching a few photographs, is a good way of recording what participants have achieved.

Follow-up meetings are organized to present and share the outcomes of the training workshops and to review the training process. Often these meetings serve as a forum to discuss sustainability and a further extension of the WIND programme through local initiative. In this respect, following up on trained farmers is important, as these farmers often volunteer to serve as farmer trainers and organize WIND training workshops for their neighbouring farmers (level 3, typically mini WIND). Such voluntary actions on the part of farmer trainers are the most significant key to a successful WIND programme from the point of view of sustainability and wide coverage.

## 5.6 Evaluation of the programme

The WIND programme needs to be evaluated from two aspects – the planning and management of the programme as a whole and the organization and achievements of the WIND training activities. And it must be based on the expected outcomes that were initially identified (see section 5.1).

The planning and management of the programme is assessed by its validity and effectiveness. All possible constraints must be identified, discussed with all concerned, and documented as lessons learned. The issue of sustainability of the programme is always taken into account. Also, any contribution of the programme to the development of national or provincial policy and programmes toward decent work in rural areas should be included as part of the evaluation.

With regard to the WIND training workshops, in addition to the number of training workshops carried out (outputs), their content should be assessed including the capacity of trainers, quality of presentation and

appropriateness of training materials. Feedback from workshop participants and the organizing team is the most important assessment measure. Among the indicators are the number of improvements made by the participants and the sustainability of their actions.

Another important point to be assessed is the interrelationship and joint effort by the programme

management and trainers and the impact of this on the implementation of the programme, especially its sustainability and possible extension.

WIND is now global and carried out in a number of countries in different regions. It is important to share experiences and review results, including the lessons learned.

---

## 6. WIND as an element of the national strategy for safety and health at work

---

As experiences in a number of countries show, WIND has a positive impact on national policy on safety and health in agriculture and rural development, which is essential to promote decent work for farmers in a strategic manner. Although the WIND training programme is usually initiated as a pilot programme in the selected community, political commitment and

support are required to extend coverage to village, district, regional and national level.

In some countries, the Decent Work Country Programme, which has been established as the main vehicle for delivery of ILO support to the country, identifies OSH in agriculture as a priority area and

### Box 6.1 Decent Work Country Programme of the Republic of Kazakhstan, 2010–12

*Priority 2:* Support to productive employment and social protection of men and women

*Outcome 2.4:* OSH management system is introduced and applied in specific high-risk sectors to ensure safe working conditions, including to migrant workers

Major steps:

- Multiplication of the WIND programme

*Strategy:* The WIND pilot programme in Southern Kazakhstan, focused on migrant workers, will be expanded to the rural population in new regions.

Source: <http://www.ilo.org/public/english/bureau/program/dwcp/download/kazak.pdf>.

### Box 6.2 Occupational Safety and Health Master Plan for Malaysia 2015

*Implementation Schedule*

*Program 4:* Launch special programmes and new approaches to improve OSH

Activity	Deliverable	Coordinator	Timeline
Develop and implement WIND/WISE/WISCON projects	5,000 SMEs	DOSH	2015

WIND is indicated as the tool for achieving the goal. As shown in Box 6.1, Kazakhstan provides a typical example in this regard.

Further, WIND is incorporated in the national OSH programme in a few countries (see for example box 6.2 for Malaysia), demonstrating the commitment and support of the Government towards improved safety and health in agriculture by means of the WIND programme.

In addition, the achievements of the WIND programme at national level include the facilitation of social dialogue, partnerships with agencies and or-

ganizations concerned, and new training approaches for farmers who rely on their own autonomous and voluntary actions for improving their working and living conditions.

A significant factor in applying the WIND approach to the national OSH strategy is the established partnership among relevant agencies and organizations, often with international support through the ILO. It must be emphasized that the preparation and implementation of the WIND programme should be carried out with the effective support of the partner organizations to local WIND trainers.

## 7. Examples of delivery mechanisms for the WIND programme

A functioning and feasible delivery mechanism is an essential key to a successful WIND programme. There are several models for delivering WIND to designated target groups of farmers. An important factor in an effective model is the partnership arrangement with the various players such as labour, agriculture and health ministries and agencies, employers' and workers' organizations, local organizations of farmers and training institutions.

The models described in tables 7.1–3 present examples of good practice in delivery of the WIND programme at national level with the active support of the ILO. The process of developing the programme varied according to the national situation and the objective.

**Table 7.1 WIND programme led by a government agency: From the experience in Viet Nam**

<b>Organization</b>	<ol style="list-style-type: none"> <li>1) A project is launched to develop a national strategy on OSH in agriculture using WIND training delivered to designated target groups of farmers. Emphasis should be placed on the adaptation of the training package and on well-coordinated training processes, securing feedback from training activities.</li> <li>2) Government agencies in charge of health, safety and well-being of agricultural workers, such as the ministry of labour, health and agriculture jointly plan a national WIND programme on the basis of the previous successful experiences.</li> <li>3) In addition to the identification of trainers and target farmers, resource mobilization including national budget, human resources and facilities should be examined.</li> </ol>
<b>Training tools and training of trainers</b>	<ol style="list-style-type: none"> <li>1) A WIND training package should be developed through the coordinated efforts of all participating agencies and organizations (with technical advice from previous WIND experiences in other countries or within the country). Special attention should be paid to adjusting material to the specific local situation and needs.</li> <li>2) Training of trainers can be organized by core trainers who have experience in WIND training. In collaboration with those trainers, training schemes should be jointly established by the partners.</li> </ol>
<b>Delivery of training</b>	<ol style="list-style-type: none"> <li>1) Through the network of trainers and partners, WIND training workshops are planned and conducted for selected target groups. WIND training is spread by the network of trainers with enhanced training skills.</li> <li>2) Achievements of the training activities including OSH improvements are collected and disseminated through partner channels.</li> </ol>
<b>Evaluating outcomes</b>	The training outcomes are evaluated by the partner organizations. The results are disseminated and used for spreading WIND training aiming at sustained activities.

**Table 7.2 WIND programme led by agricultural cooperatives: From the experience in Kyrgyzstan**

<b>Organization</b>	<ol style="list-style-type: none"> <li>1) A project on WIND training is launched by agricultural cooperatives. With the support of relevant agencies, the cooperatives jointly collect local good practices and identify significant work-related risks in the target group.</li> <li>2) A training delivery plan is formulated involving key persons from participating cooperatives, with the technical support of relevant agencies.</li> <li>3) Trainers are identified and training-of-trainers workshops are organized.</li> </ol>
<b>Training tools and training of trainers</b>	<ol style="list-style-type: none"> <li>1) A WIND training package is developed by key persons and experienced trainers representing participating cooperatives, with the technical support of relevant agencies. Special attention should be paid to adjusting the package to the specific local situation and needs.</li> <li>2) Training of trainers is organized by core trainers who have experience in WIND training. In collaboration with these trainers, training schemes are jointly formulated by the partner cooperatives.</li> </ol>
<b>Delivery of training</b>	<ol style="list-style-type: none"> <li>1) WIND training workshops are conducted for selected target groups by trained trainers. A WIND trainers network is formed to exchange experiences.</li> <li>2) Achievements of the training are collected and disseminated through the partner cooperatives.</li> </ol>
<b>Evaluating outcomes</b>	The training outcomes are evaluated by the partner cooperatives. The results of the evaluation are shared by them, with the aim of spreading and sustaining WIND training.

**Table 7.3 WIND programme led by health-related agencies: From the experience in Thailand**

<b>Organization</b>	<ol style="list-style-type: none"> <li>1) A project on WIND training is launched by health-related agencies or institutes, such as ministry of health, health centres or health volunteer systems. With the support of relevant partners, the agencies jointly collect local good practices and identify significant work-related risks for targeted workers.</li> <li>2) A training delivery plan is formulated in collaboration with key persons representing the partner organizations/system, with the technical support of relevant agencies.</li> <li>3) Trainers are identified and training-of-trainers workshops are organized. Through the existing channels, concrete plans of WIND training addressed to the target groups are developed.</li> </ol>
<b>Training tools and training of trainers</b>	<ol style="list-style-type: none"> <li>1) A WIND training package adjusted to local situations is developed by key persons and experienced trainers in participating institutions with the technical support of relevant agencies.</li> <li>2) Training of trainers is organized by core trainers who have experience in WIND training. In collaboration with these trainers, training schemes are formulated through the primary health-care systems.</li> </ol>
<b>Delivery of training</b>	<ol style="list-style-type: none"> <li>1) WIND training workshops are organized for the selected target groups by the trained trainers. A WIND trainers network is established to exchange experiences.</li> <li>2) Achievements of the training are collected and disseminated through the partner agencies/system.</li> </ol>
<b>Evaluating outcomes</b>	The training outcomes are evaluated by the partner agencies/system. The results are shared by them with the aim of spreading and sustaining WIND training.



# Useful publications

---

International Labour Organization (ILO) 2001. *Safety and Health in Agriculture Convention (No. 184) and Recommendation (No. 192)*.

— 2011. *Safety and health in agriculture: ILO code of practice* (Geneva).

— 2012. *Stress prevention at work: Checkpoints* (Geneva).

—; International Ergonomics Association (IEA). 2010. *Ergonomic checkpoints: Practical and easy-to-implement solutions for improving safety, health and working conditions*, 2<sup>nd</sup> ed. (Geneva, ILO).

—; —. 2014. *Ergonomic checkpoints in agriculture*, second edition (Geneva, ILO).

Kawakami, T. et al. 2009. *Developing the WIND training programme in Asia: Participatory approaches to improving safety, health and working conditions of farmers* (Bangkok, ILO).

Khai, T. et al. 2011. *Participatory action-oriented training: PAOT programme* (Bangkok, ILO).

Kogi, K. et al. 1988. *Low-cost ways of improving working conditions: 100 examples from Asia* (Geneva, ILO).

Thurman, J. et al. 1988. *Higher productivity and a better place to work: Practical ideas for owners and managers of small and medium-sized industrial enterprises*, Action manual (Geneva, ILO).