



International  
Labour  
Organization

# ILO Curriculum on Building Modern and Effective Labour Inspection Systems

Module

12

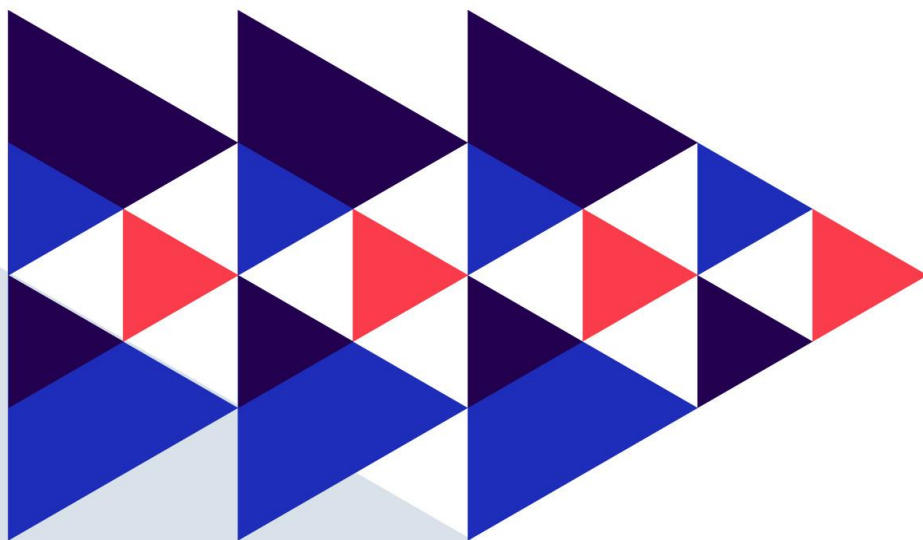
► **Institutional capacity  
development**



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 involved in formulating an approach to institutional capacity development coherent with the national policy adopted for the labour inspection system.

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

---



### ▶ Objectives

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

At the end of this module, participants will be able to:

- ▶ review their training system and identify any necessary improvements;
  - ▶ define training profiles;
  - ▶ detect training needs;
  - ▶ design curricula by applying a systems approach;
  - ▶ use adult-learning methodologies;
  - ▶ communicate better;
  - ▶ evaluate training activities.
-

## ▶ Table of contents

---

▶ <b>1. Background: the concept of capacity development</b>	<b>1</b>
<i>Ownership</i>	1
<i>Political commitment, management and coordination</i>	2
<i>A systems approach</i>	2
<i>Participation</i>	2
<i>Status</i>	2
▶ <b>2. The importance of qualified human resources</b>	<b>3</b>
▶ <b>3. The policy framework</b>	<b>4</b>
<i>International training models</i>	5
3.1 Defining institutional capacity development policy	6
3.2 Involving the social partners	7
3.3 Adopting a systems approach	8
<i>Why is a systems approach to capacity development important?</i>	9
▶ <b>4. Analysis of the situation</b>	<b>10</b>
4.1 Conditions and constraints	10
4.2 Target groups	11
4.3 Training needs analysis	11
<i>Generalist inspectors</i>	11
<i>Trainers</i>	14
<i>Mentors</i>	14
<i>Managers</i>	14
4.4 Strengthening social skills	15
▶ <b>5. Curriculum design and development</b>	<b>16</b>
5.1 Defining goals and objectives	16
5.2 Selecting and structuring the content	17

5.3	Selecting the appropriate learning methods	18
	<i>Participatory and experiential training methods</i>	18
	<i>Basic principles to consider when selecting methods and media</i>	18
5.4	Organizing the training content and learning methods in units	18
	<i>Establish continuity among the curriculum units</i>	19
	<i>Allocate a set period of time for the learning activities and pace the delivery</i>	19
	<i>Create a learning environment</i>	19
5.5	Developing a training outline	19
	<i>Trainers' guide</i>	20
5.6	Preparing the training material	22
	<i>Making use of existing curricula and training material</i>	22
	<i>Tailoring and adapting to national context</i>	23
<b>▶</b>	<b>6. Evaluation</b>	<b>24</b>
6.1	Design	24
6.2	Participants' satisfaction	25
6.3	Evaluating learning	25
6.4	Evaluating the transfer and application of learning	26
6.5	Impact evaluation	26
<b>▶</b>	<b>Summary</b>	<b>27</b>
<b>▶</b>	<b>Bibliography and additional reading material</b>	<b>28</b>
<b>▶</b>	<b>Annex 1. The UNDP's Default Principles for Capacity Development</b>	<b>29</b>
<b>▶</b>	<b>Annex 2. Example of end-of-course questionnaire</b>	<b>30</b>

## ▶ 1. Background: the concept of capacity development

---

Capacity development is seen as complementary to other ideas that have dominated development thinking over the past four decades, for instance *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 term linking previously isolated approaches into a coherent strategy with a long-term perspective and a vision of social change.<sup>1</sup>

The term “*capacity development*” is used in preference to the term “*capacity building*”, as “*building*” suggests a construction process starting from a plain empty surface, while development refers to strengthening existing capacity.

There are numerous definitions of capacity development, depending on the particular issue or orientation. In general terms, capacity development includes various approaches, strategies and methodologies intended to improve performance at different levels. Capacity development is a fundamental ingredient of any process of change and transformation, be it individual, organizational or societal.

There are some key elements which shape the concept of capacity development:

### *Ownership*

Capacity development should 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, reduce poverty and promote social justice. This applies to both generic capacities (for example, 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, largely 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, valorize, enhance and strengthen existing capacities, avoiding the temptation of building new institutions based on supposedly universal models taken from industrialized countries.

---

<sup>1</sup> See *Capacity Development: Definitions, Issues and Implications for Planning, Monitoring and Evaluation*, Charles Lusthaus, Marie-Hélène Adrien, Mark Perstinger, Universalial Occasional Paper No. 35, September 1999.

### *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 and a 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 are important contributors to an enabling environment that greatly increases the prospects of success.

### *A systems approach*

A systems approach requires consideration of all the contextual elements, as well as the linkages between them. This kind of approach is multidimensional: capacity development is an all-inclusive strategy involving different levels (national, regional and municipal), bodies, organizations and institutions, as well as civil society, private and public organizations, and individuals.

### *Participation*

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

### *Status*

In many countries, reform of pay policies in the public service is one of the key requirements for capacity development. Without appropriate status and remuneration, individuals' 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. To help countries to design their own capacity development strategy, with particular regard to public-sector reform, the UNDP has 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, organizations and the broader system to carry out their functions and achieve their development objectives over time.<sup>2</sup>

---

<sup>2</sup> *Capacity Development: Why, What and How*, Joe Bolger, CIDA Policy Branch, Capacity Development, Occasional Series, Vol.1, No.1, May 2000.



## ► 2. The importance of qualified human resources

---

The 2006 ILO debate on “*Strategies and practice for labour inspection*” raised the issue 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. 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.

## ▶ 3. The policy framework

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.

The 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)”.<sup>3</sup> Such an approach, which is increasingly adopted in many countries, aims to concentrate existing resources, providing better services and increasing the presence of inspectors in 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 the 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 technical assistance from the 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 three-year train-the-trainer programme was developed, whereby 300 inspectors were trained to plan and carry out their visits in a more comprehensive manner, focusing on prevention. Following 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 doubled. When the EU Senior Labour Inspectors Committee subsequently evaluated the newly integrated labour inspectorate, they found that Bulgaria now met all the criteria for EU accession in the field of labour inspection – a further indication of the success of the project.

<sup>3</sup> [Unity Beyond Differences: The need for an integrated labour inspection system](#), Conference report, Luxembourg, 2005.

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 competence in employer—worker relations, and prepare them for an increasingly global world of work.

In fact, Convention No.81 (Article 7) and Convention No. 129 (Article 9) stipulate that inspectors must be adequately trained for the performance of their duties; but Convention No. 129 adds that “measures shall be taken to give them further training in the course of their employment” (Article 9 (3)).



#### ▶ South Africa

In South Africa, a major drive, involving the recruitment of over 100 new inspectors, was launched to replace multiple inspections, each of limited scope, with a more consolidated and less time-consuming approach. This strategy eliminates the need for several officers to visit 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.

### *International training models<sup>4</sup>*

It is clear that training activities, both initial training for newly appointed inspectors and further training for the more experienced, are very necessary. However, although some industrialized countries have comprehensive initial and in-service training programmes for labour inspectors, in most countries they are rudimentary and sporadic.

In most high-income countries (HICs), initial training takes place during the first year or years of employment, rather than during the recruitment process. Spain is the only country among the HICs where the theoretical part of the initial training (lasting up to 480 hours) is part of the selection process, and participants are assessed by means of an examination at the end of it. Practical training, lasting for five weeks, takes place at one of the provincial inspectorates, once the selection process is over.

The initial training has both a theoretical and a practical component. The theoretical component includes classroom-based instruction and/or online courses, and usually ends with an examination. The practical component nearly always includes visits to workplaces with a more experienced labour inspector.

In the majority of HICs and middle-income countries (MICs), continuing professional development (CPD) is generally undertaken on a voluntary basis, and there are a myriad of factors upon which

<sup>4</sup> More information on different ways of training labour inspectors can be found in Chapter 4 of the ILO publication [A study on labour inspectors’ careers](#).

its reach depends, for instance the usefulness of the various topics from the perspective of the senior labour inspectors (its intended target).

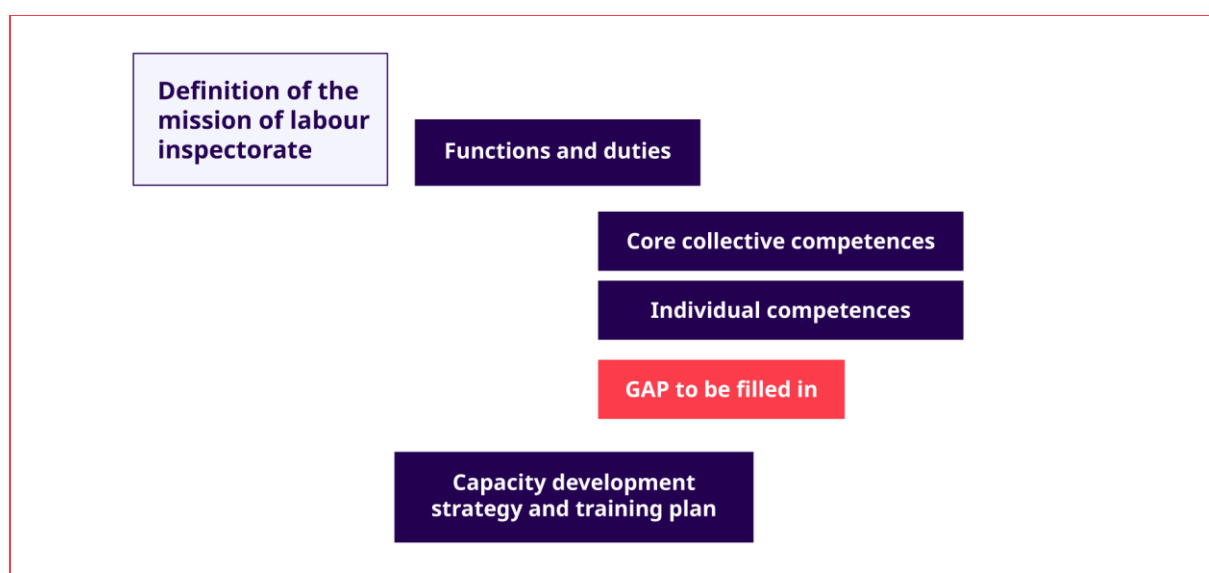
In many countries, training for senior inspectors is only mandatory when there are major changes in the legislation affecting labour inspectors' duties, or when new information systems are put in place involving new ways of recording data collected from inspection visits and their follow-ups.

### 3.1 Defining institutional capacity development policy

First of all, the entire capacity building exercise should be related to the chosen model of labour inspection, its strategy and main functions. The 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. Inspectors can be trained as "generalists" or "specialists", with generalists having a broad understanding of each topic within their range of responsibility, to be backed up by the advice of specialists where needed. Many inspectorates already operate successfully 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 and so 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 managers of regional/local inspectorates are responsible, among other tasks, for assessing the performance, qualifications and training needs of their inspectors. The HR department is responsible for training and should collect and

assess all necessary information on qualifications and training, draft training policies, carry out an overall training needs analysis, formulate training plans, organize appropriate training measures and the respective curricula, allocate resources, and evaluate the efficiency and effectiveness of all these activities.

Besides organizing seminars and courses, the training department of the inspectorate is responsible for carrying out regular training needs analyses, keeping curricula updated and evaluating all the steps in 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, as part of the training policy, to define 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 2010 Decree defines the recruitment criteria for labour inspectors and the modalities for their training before they become fully 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 three months directly related to the specific tasks of their first assignment. The Decree establishes the main areas to be covered by 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 period and how 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 the inspectorate's training needs. Collaboration with the social partners is necessary at all levels of inspectorate activity, and it may well be appropriate to involve them in this training council, giving them a role in training policy and programmes that should eventually benefit all the 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 the social partners to achieving decent work in practice.

### 3.3 Adopting a systems approach

Institutional capacity building need to be based on a systems approach, which should be articulated in different steps and components: definition of a clear policy, vision and mission for labour inspection; 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<sup>5</sup> found that the main criteria for recruiting inspectors were quite similar: appropriate qualifications; communication skills; team-working skills; professional skills (including sound judgement, ability to act with authority, etc.) and work experience.

Concerning the training given to newly recruited inspectors, all the countries involved in the study advocated a mixture of theory and practice, comprising both off-the-job training courses and on-the-job experience in the form of joint and solo visits. Typically, the formal training period lasted for up to one year, although the inspector would remain classified as a trainee until deemed competent. Countries that had adopted competency-based recruitment and training methods set formal training periods. Those that had adopted a qualification-based approach had a set period for training courses, but the inspector would not be deemed competent until he or she had satisfactorily completed a period of work following training. The shortest training period for inspectors was 3–6 months, the longest 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 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 also targeting the social partners.

For example the INTEFP (France), in addition to organizing regular induction training (18 months) and permanent training, also runs yearly national tripartite learning sessions involving managers

---

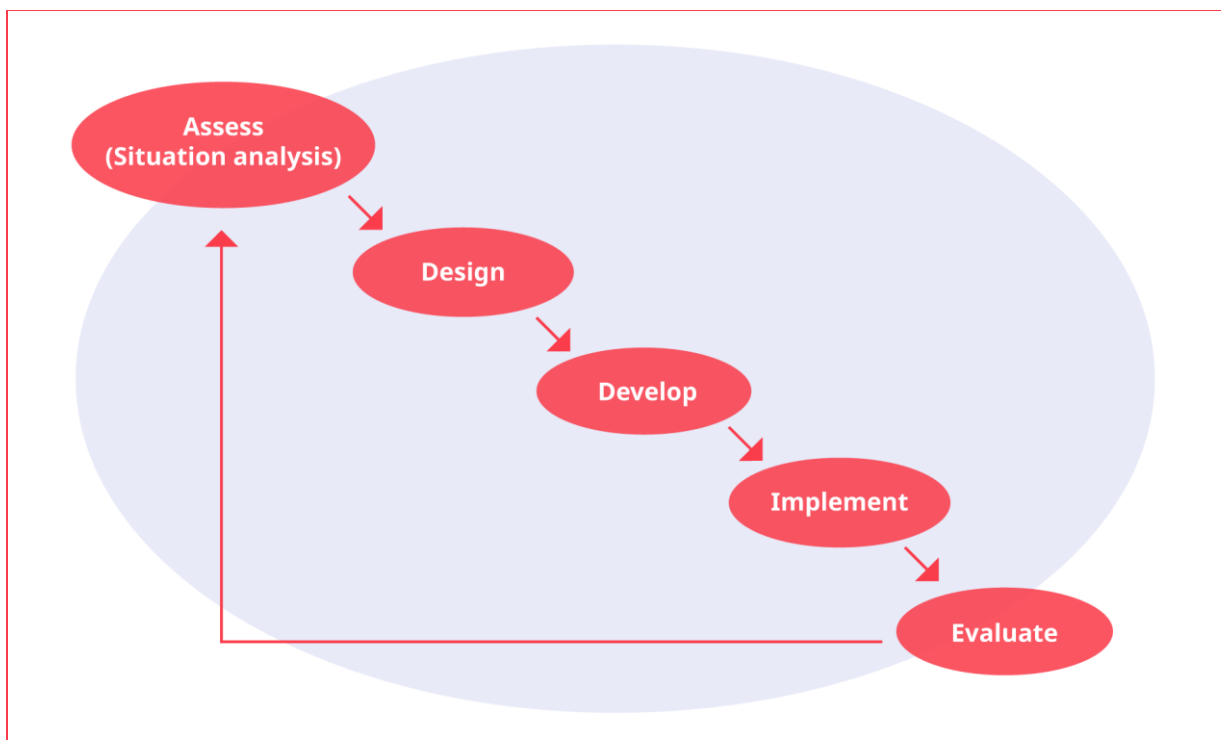
<sup>5</sup> Australia, Belgium, Denmark, Finland, France, Germany, Japan, the Netherlands, New Zealand, Norway, Portugal, Sweden.

from private enterprises, trade union representatives and managers from the public administration.

### *Why is a systems approach to capacity development important?*

Mainly because it makes it possible to analyse the situation from a holistic perspective, rather than in a fragmented way, and to adopt a more iterative and interactive — rather than a linear — approach.

The main phases of a systems approach to the learning cycle can be summed up as follows:



## ▶ 4. Analysis of the situation

---

During this phase, also called the “assessment” phase, several different factors should be taken into consideration.

### 4.1 Conditions and constraints

As previously mentioned, the first step when establishing the general framework for a labour policy and strategy in a given country is to define a clear vision and mission for the labour administration system, and for the labour inspection system within it. The mission statement will serve as the point of reference for defining roles and functions. An audit of the existing labour inspection system will be necessary in order to understand its strengths and weaknesses. In particular, the audit will detect shortfalls (problems and gaps) that need to be addressed. It will not be possible to solve all the problems detected through capacity development; this should be clear from the beginning to avoid embarking on an ambitious training programme which will not be able to solve every problem. For this reason, the training needs assessment should be part of the general audit.

In re-shaping a modern labour inspection system, organizational issues will emerge, as well as gaps and needs. The analysis will need to be performed at different levels: macro (the overall system), meso (the different units, bodies, etc.) and individual (the profiles of the different jobs). The training challenge — helping people to adapt to new or different duties — will be a key aspect of this strategy. A needs analysis is crucial for many reasons: (a) it provides a systemic perspective for decision-makers; (b) it provides a basis for decision-making, so that the right solution is adopted to solve a given problem; (c) it allows for interdisciplinary solutions to 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 is scalable for any size of project, time frame or budget.

Before the design process begins, *constraints* (financial, material and in terms of human resources) must be carefully considered. They will include the availability of financial resources, facilities, internal expertise, an accessible external network of experts, time, the possibility of benefiting from the support of international cooperation, and so on. Training is time-consuming and costly, but it should be seen as a sound investment for the future. 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, the *institutional support* available 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 to ensure that it is not unduly influenced by political changes.



## 4.2 Target groups

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

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

Policymakers could also be considered for short, high-level learning events, involving the sharing of experience, study of recent trends and exchange of good practices.

In the development of this training package, for example, different groups were considered in relation to specific modules. Not all modules will be relevant for all target groups. Suggested use of the training package according to target group is explored in Module 0.

## 4.3 Training needs analysis

For each of the target groups identified, the first step is to define their ideal profile, in other words the competencies they need to effectively implement their tasks and duties in the framework of a clear, comprehensive, considered, coherent and consistent<sup>6</sup> inspection and monitoring policy, with enforcement at its core.

These profiles should then be compared with the competencies present within the inspectorate.

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

### *Generalist inspectors*

According to Convention No. 81, Article 3, the functions of labour inspection shall be:

- ▶ to secure the enforcement of the legal provisions relating to conditions of work and the protection of workers while engaged in their work;
- ▶ to advise employers, workers and other duty-holders on good practice and specifically on how to comply with relevant legislation;
- ▶ to bring to the notice of the competent authority defects or abuses not specifically covered by existing legal provisions.

---

<sup>6</sup> The five “Cs” of labour inspection policy.

In order to perform their various duties and functions, inspectors have different type of authority or powers; these can be defined as: *positional authority*, *technical authority*, *personal authority* and *attitudinal authority*.

- ▶ An inspector's *positional authority* is conferred by the labour law and regulations, giving him or her the right to enforce legal provisions, 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 to ensure compliance with the law.
- ▶ An inspector's *technical authority* derives from his or her detailed knowledge of the law and regulations, and ability to advise employers on how to comply with them, as well as technical knowledge in specialized areas, and the 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, women, children), an inspector must be able to maintain records, collect statistics, analyse data and write reports.
- ▶ An inspector's *personal authority* depends on the ability to relate to other people, motivate and persuade them and gain their confidence and cooperation, in order to avoid and/or resolve situations of conflict. It derives from the inspector's personality and ability to use his/her position and knowledge persuasively, and from an understanding of human nature and relationships.
- ▶ An inspector's *attitudinal authority* involves achieving a right balance between positional 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 possesses.

Labour inspectors should have certain core professional and personal qualifications, as explained in the table below:<sup>7</sup>

---

<sup>7</sup> The core professional and personal qualifications were suggested by the ILO ILITS (Integrated Labour Inspection Training System) in 2006.



▶ Personal qualities	▶ Professional knowledge
<ul style="list-style-type: none"> <li>▶ Ability to work on one's own</li> <li>▶ Ability to handle and resolve conflicts</li> <li>▶ Ability to communicate and persuade</li> <li>▶ Capacity to express fair criticism in an open manner</li> <li>▶ Willingness to undertake continuous training</li> <li>▶ Perseverance and commitment to seeing tasks through</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate higher education</li> <li>▶ Broad general education</li> <li>▶ Acquisition of a more detailed knowledge</li> </ul>
▶ Competencies	
<p>Ability to:</p> <ul style="list-style-type: none"> <li>▶ Discern and solve problems</li> <li>▶ Make sound judgments</li> <li>▶ Plan one's own work</li> <li>▶ Work in team</li> <li>▶ Work to objectives</li> <li>▶ Cooperate with social partners</li> <li>▶ Use resources economically</li> <li>▶ Impart knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▶ Apply theoretical knowledge in practice</li> <li>▶ Perform effective inspections</li> <li>▶ Assess risks in practice</li> <li>▶ Make presentations</li> </ul>

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 existing one is too great, the subsequent training will never make the potential inspector sufficiently competent. In this case, non-training measures should be adopted, for example revising recruitment policies.

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

- ▶ Newly recruited inspectors
- ▶ In-service inspectors

In the case of newly recruited inspectors, theoretical training should be combined with a solid component of on-the-job training and coaching by senior inspectors. For in-service inspectors, a lifelong learning approach, including regular updating on relevant issues and opportunities for peer review and experience sharing, should be considered (see learning methods).

### *Trainers*

The training of labour inspectors is often done outside the labour inspectorate, by professional trainers.

If possible, depending on the size of the labour inspectorate and the human resources available, a core group of experienced and qualified inspectors should be selected to become trainers. They should have clearly expressed their interest in performing this new role and be highly motivated to undergo a learning process to acquire the necessary competences, as the process of converting experts and practitioners into trainers can be very demanding.

The design of TOT (training-of-trainers) activities should be based on the training needs analysis and the assessment of the available competences.

It will probably be necessary to:

- ▶ update and further develop the aspirant trainers' technical knowledge and skills;
- ▶ develop their pedagogical skills, including curriculum design and training delivery and evaluation, bearing in mind that, although the participants are highly qualified labour inspectors, they have no experience as trainers. Particular attention should be paid to training trainers in active adult-learning methods.

The ILO and its International Training Centre can assist labour inspectorates in developing their own TOT programmes, as part of their international cooperation.

### *Mentors*

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

This type of training is generally delivered to new recruits as "on-the-job" training, with experienced inspector-mentors acting as coaches.

To make the on-the-job learning more effective, the mentors themselves may need training in giving guidance to newly appointed inspectors, in accordance with internal training procedures. Improving mentors' methods and skills will lead to improvements in inspectors' overall skills and competences, including those newly appointed.

### *Managers*

In a rapidly changing economic and social environment, managers are needed who can apply new methods to ensure effective labour inspection and an efficient labour inspectorate. Since the success and effectiveness of an organization depends largely on the skills of its managerial staff, the development of their competences should be a key component of any institutional capacity

development strategy. Depending on the outcome of the training needs analysis, their training may well cover a range of topics and activities, including managerial skills, policy-related matters and international exchanges of good practice.

#### 4.4 Strengthening social skills

A modern labour inspection system needs a new profile of labour inspector, one who is equipped with multiple competences, including the full range of social and communication skills. Social skills depend on the development of specific personal qualities, such as the ability:

- ▶ to relate to other people and communicate effectively with them;
- ▶ to motivate and persuade people;
- ▶ to gain the confidence and cooperation of others;
- ▶ to prevent and resolve conflicts; and
- ▶ to exercise self-control.

Labour inspectors often need to improve their performance in this area, particularly in the skills of active listening, paraphrasing (including “cleaning language”), helping people to save face, dealing with anger and inflated egos, controlling and using body language, being assertive, managing meetings effectively, using rhetorical skills, negotiating, and preventing and managing conflicts.

For further details, see Module 17 of the training package - Soft skills for labour inspectors.

## ▶ 5. Curriculum design and development

---

The design of a training curriculum takes into account the content, learning methods and materials required to enable participants to achieve the defined learning objectives.

Once the general capacity development policy and the broad plan for its implementation have been defined, a training curriculum can be designed. It should detail the objectives, content and methods for adult learning; the preparation, organization and implementation of the training; and the arrangements for feedback, monitoring and evaluation that will provide input for subsequent re-design and fine-tuning. A training outline is often used to check the coherence, cohesiveness and interrelatedness of the overall design.

A review of the curriculum design is needed before proceeding with the preparation of the learning activities and the comprehensive development of all the materials.

The curriculum will be composed of training/learning sessions.

### 5.1 Defining goals and objectives

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

The training objectives are key in identifying the training content or subject matter. In tailoring the content to the specific participants' profiles, only subject matter that will help participants accomplish their learning tasks should be considered.

In formulating an objective, the focus should be on the learner, not the trainer, and the stated objective should describe:

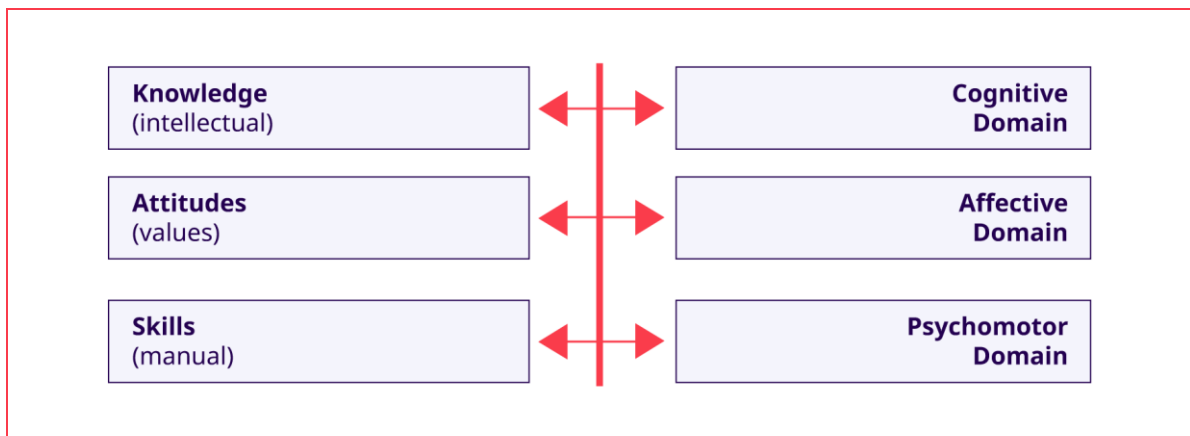
- ▶ what a learner should be able to do at the end of the training;
- ▶ what new skills, knowledge and attitudes the learner will be able to put into practice in observable, measurable terms.

Emphasis should be placed on the expected outcomes, not 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 competences that can be evaluated (e.g. analyse, identify, describe, detect, justify, compare, list, solve or apply), and avoiding verbs open to many interpretations and not susceptible to measurement (e.g. know, understand, believe).

For each training activity, it is useful to define both a general objective and a set of specific objectives. The *general objective* will relate to a complex activity that the learner should be able to perform after the learning process. The *specific objectives* will comprise a set of activities that enable the achievement of the general objective.

Training objectives are classified according to three learning domains:



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

## 5.2 Selecting and structuring the content

Training content is the subject matter which learners must be familiar with in order to accomplish the objectives. The selection of learning content will be determined by some key general principles. In particular, the content should be:

- ▶ directly relevant to the objectives;
- ▶ appropriate to the level of experience of the participants;
- ▶ technically solid.

The content should be structured in a progressive way, unit by unit, combined with learning activities and exercises that will facilitate understanding, connections with the concrete experiences of the participants and also the training delivery. As when building a wall, the content presented for each learning task will build on what participants have learned already. Fully understanding the contents of a learning unit enables participants to successfully perform the tasks concerned.

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

At the end of a set of learning units, cumulative exercises can be introduced, covering a wide range of content, for learning assessment.

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

### 5.3 Selecting the appropriate learning methods

When designing a training programme, the selection of the appropriate content, coherent with the objectives and the target population, is only a first step. Equally important is the selection of the appropriate method for each training activity, using participatory/practical learning methods and, as far as possible, avoiding formal lectures and tedious discussions of laws and regulations. Stimulating teaching techniques will help the learners to see problems from different angles and discover alternative solutions.

#### *Participatory and experiential training methods*

Learning is meaningful if it is directly experienced, with the trainer acting as facilitator and the learner central to the learning process. Learners should not be mere bystanders; their participation determines how much they get out of it. They will own what they learn if they make discoveries in the course of the activities.

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

Experiential training methods may include working in pairs, group work, coaching and mentoring, focus groups, role plays, case studies, the use of photographs or video exhibits relating to specific labour inspection issues, the sharing of experience, brainstorming, field-study visits and forums.

#### *Basic principles to consider when selecting methods and media*

- ▶ The learning objectives are the primary determinant of the best type of media to use.
- ▶ 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 Organizing 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. This can be reinforced by structuring the curriculum into relatively self-contained units with objectives to be achieved within each individual unit. A modular approach enables participants to acquire a "whole" unit of learning by completing each curriculum session. Breaking down the curriculum into units related to specific 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. There are various techniques for ensuring continuity: 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 between the different modules and between the module content and the training objectives. Visual aids, such as pre-prepared newsprint or Powerpoint presentations can be used to clarify and reinforce these transitions.

### *Allocate a set period of time 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 are vital for determining how much time will be spent on each unit.

Setting time limits for each unit prevents the trainer from having to rush through activities, or running out of time before the training has been completely delivered. An unfinished training session means that neither the training objectives nor the 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 frustrate managers who have invested money and staff resources to make the training available for employees.

### *Create a learning environment*

In structuring the learning units, remember that participants' readiness to learn does not remain constant throughout the day, therefore an appropriate learning climate must be created to motivate them to participate actively. 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, will increase participants' energy levels, whereas relatively passive activities, such as traditional lectures, can have an "anaesthetizing" effect on the training group. Certain exercises known as "energizers", usually physical in nature, can provide a refreshing change of pace and re-motivate the group.

## **5.5 Developing a training outline**

Taking into account the factors illustrated in the previous chapters, it would be useful to develop a training outline. This should 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 to the different activities.

The format of the training outline and the level of detail required will depend on several factors: 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 to be replicated by other trainers, a more structured trainers' guide will be needed.

### *Trainers' guide*

The trainers' guide consists of a set of lesson plans for each session of the training programme. It will contain instructions and information on 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, provides a frame of reference for making last minute changes, serves as a starting point for making revisions based on evaluation data, and provides consistency from one session to the next, especially 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. There follows a list of items that might be included in a trainers' guide:

- ▶ Session objectives
- ▶ Key points and content
- ▶ 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 during discussion
- ▶ A review or summary of central concepts
- ▶ A list of the equipment needed
- ▶ Notes on room arrangement

There are several possible formats for trainers' guides; any format that is easy to read and convenient to handle will suffice. It may be useful to arrange the information in columns, detailing sessions, content, activities, reference documents and visual aids, and time allocated.



▶ Example of training outline

<b>Module No. 7 : INSPECTION OF EMPLOYMENT RELATIONSHIP</b>					Total time: 6 hours
<b>Unit No 2: ILO International Instruments</b>					Time: 90'
	<b>What to do</b>	<b>Time</b>	<b>Method</b>	<b>Ref. Trainer</b>	<b>Ref. Participants</b>
1	<p>Introduce the chapter and its specific objectives</p> <p>Mention the main ILS related to the employment relationship</p> <p>Illustrate the main aspects of Recommendation N. 198</p>	30'	Presentation	<p>Module No. 7, Chapter 2</p> <p>Copy R.198</p> <p>Powerpoint (7.2)</p>	Module No. 7, Chapter 2
2	Present the exercise and facilitate the group work	30'	Group work	Exercise No.1	Exercise No.1 Copy of R.198
3	Ask reporters to present the findings of the group work, using a flip chart	20'	GW presentation with flip chart		
4	Provide feedback and summarize the session, with emphasis on the key points	10'	Presentation and discussion		

## 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 developed will depend on the nature of the training, the participants' needs, and trainer preferences. They may include:

- ▶ documents that explain the key content of the training;
- ▶ materials that provide background information, including articles, lecture outlines or summaries, glossaries, appendices, references for additional reading;
- ▶ materials that provide support for learning activities and include instructions for exercises;
- ▶ evaluation questionnaires;
- ▶ practical tools, such as checklists, worksheets and resource lists for on-the-job reference.

The materials provided should support the learning activities and the sequence in which they occur. The materials should be limited in quantity: 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 in electronic format.

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

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

In addition to the present package, which covers the main areas of labour inspection, a wide range of training materials focusing on specific areas has been developed in recent years.



#### ▶ Examples of training materials<sup>8</sup>

- ▶ Training package on workplace risk assessment and management for small and medium-sized enterprises (ilo.org)
- ▶ Improving OSH for Young Workers: A Self-Training Package (ilo.org)
- ▶ The SOLVE training package: Integrating health promotion into workplace OSH policies (ilo.org)
- ▶ Participatory Action-Oriented Training (PAOT) (ilo.org)
- ▶ Training package on development of a national programme of occupational safety and health (ilo.org)

<sup>8</sup> In addition to the training packages, other materials could help in reaching the objectives of capacity development, such as: [Occupational Safety and Health - A Guide for Labour Inspectors and other stakeholders](#) (Labour

### *Tailoring and adapting to national context*

Of course, the existing training materials have been developed at “international” level, based on the analysis made by the ILO (in collaboration with the IALI) of international trends and situations in labour inspection, as well as audits and assessments of national labour inspections, and capacity-building needs as expressed by the Member States.

The training materials developed by the ILO and the ILOITC increasingly adopt a flexible modular approach that enables national authorities to use the material — partly or totally — as reference material, adapt it and develop their own curricula as best suited to their needs.

The adaptation of a training package requires careful thought.

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

These units/modules should then be revised to take into account:

- ▶ the participants’ profiles, taking into account the competences currently available to the inspectorate and those that will be required in future;
- ▶ the specific context: case studies, examples, learning activities and exercises should be revised to make them relevant for the country concerned and consistent with the mandate of the national labour inspectorate;
- ▶ the timescale: the content and organization of the training should be compatible with the time available. The modular approach of many of the ILO’s training packages allows for flexible use; a set of short training workshops — perhaps alternated with practical work, tests or distance learning — could be adopted instead of 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 feedback received.

Evaluation is a decision-enabling process. It helps to decide whether or not to continue, modify or terminate an existing programme (See the graph in Chapter 5). This chapter illustrates different levels and areas for evaluation, in particular the satisfaction of the participants, the learning imparted, the transfer and application of the learning, and its impact. Before entering into the different levels of evaluation, the design of the programme as a whole needs to be considered.

### 6.1 Design

Before work is done on organizing the training activities, the design of the programme needs to be examined, using such methods as peer review.

The main issues to be analysed and discussed are:

- ▶ the target population and the coherence of the curriculum with their training needs;
- ▶ the consistency 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;
- ▶ the time allocation.

After the preparation of the training materials and learning tools, and before they are used in real training activities, an evaluation is necessary.

This evaluation can take different forms:

- ▶ Feed-back from experts on the main contents, as well as the relevance of the material to the elements of the curriculum mentioned above;
- ▶ Validation in pilot-testing workshops.

The feedback received will provide the necessary input for finalizing the curriculum, the course outline, the learning methods, the training materials and so on.

## 6.2 Participants' satisfaction

Did the participants like the training programme?

An evaluation of this kind can be done informally or — as usually happens — using a questionnaire distributed at the end of the training programme. The questionnaire should cover the following aspects:

- ▶ Learning objectives
- ▶ Learning content
- ▶ Learning methods and media
- ▶ Learning materials
- ▶ Learning assessment strategy
- ▶ Time allocation
- ▶ Trainers' performance (technical and pedagogical)
- ▶ Working relationships
- ▶ Overall organization

Questionnaires that use close-ended questions are more easily tabulated and summarized. However, there should also be some open questions, giving participants the chance to freely express their concerns and suggestions for improvement.<sup>9</sup>

## 6.3 Evaluating learning

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

To discover this, several methods can be applied during and at the end of the learning process. The participative adult-learning method allows for permanent monitoring of the learning process. The trainer-facilitator can get immediate feedback from participants regarding any learning session and take appropriate measures, if necessary, to facilitate comprehension of the different issues and the acquisition of competences and skills.

A number of methods can be used for this evaluation, depending on the 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, whereby the participants themselves check their new knowledge and skills and take remedial actions, if necessary;
- ▶ exercises conducted throughout the programme;

---

<sup>9</sup> See, as an example, the ILOITC end-of-course questionnaire in Annex 2.

- ▶ simulations and competency demonstrations watched by skilled observers, who can provide immediate feedback.

## 6.4 Evaluating the transfer and application of learning

Is the participant using his or her newly acquired competences on the job?

This evaluation requires that a period of time elapse between the conclusion of the programme and the gathering of follow-up information. It should be done by observing participants as they use their skills, or by gathering data from people who are able to observe them.

## 6.5 Impact evaluation

What has been the impact on the organization as a result of the participants using their new competences on the job?

This type of evaluation is more complex, in particular when the training deals with changes in attitudes and behaviour that must necessarily be long-term. However, impact evaluation is vital if one is to be sure that the investment made in designing curricula, training trainers, and developing and implementing ambitious training programmes has achieved not only the immediate learning objectives but also deeper and more articulated changes.

A substantial period of time is required to allow participants to experience, in their daily work, the effects of the new knowledge, skills and abilities they have acquired. Hopefully, the new competences have been fully mastered and are being automatically used. Several methods can be adopted for this kind of evaluation, which involves not only the participants themselves, but also their supervisors, managers and stakeholders. The evaluation might be combined with a general audit of the labour inspection system, to compare the situation before and after participation in the capacity development programme.



## ► Summary

---

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

To be able to perform all the functions covered by the modules of this training package, labour inspectorates need to be staffed with capable people possessing the appropriate status, competences and behaviours.

Introducing appropriate selection and recruitment policies and criteria is the first step to equipping labour inspectorates with competent staff. But even a highly qualified person needs further training to enable him or her to cope with the challenges a labour inspector faces.

In the field of labour inspection, institutional capacity development requires a systems approach, articulated in different steps and components: definition of a clear policy, vision, and mission; definition of the different profiles required for the system to operate fully and efficiently; a range of competences (core and specific) for each profile; a sound capacity-building policy; appropriate learning/training modalities; a well-designed curriculum comprising suitable content and adult-learning methods; and arrangements for feedback, monitoring and evaluation that will provide input for subsequent re-design and fine-tuning.

Labour inspectors must have a sound technical background in the different areas in which they are required to operate, in accordance with the mandate of their labour inspectorate. In addition, they should be competent in the full range of communication skills and able to use them for different purposes (to inform, advise, prevent, interview, investigate, sanction and so on). They should be familiar with the policies, procedures, guidelines, checklists and tools of their labour inspectorate, and able to deploy them in their daily work. They should be able to identify problems, detect causes and take rapid decisions when action is needed, always independently of external influences. Their behaviour should reflect their commitment and the key role they play as guardians of and advocates for workers' rights.

Some of these competences will be assessed on entry to the profession, during the recruiting phase, but further expertise will have to be acquired and developed later, as part of an ongoing learning process.

Designing a coherent capacity development programme that is able to provide learning opportunities for all the main players — from top management to newly recruited inspectors — is vital for a sustainable and efficient labour inspection system.

## ► Bibliography and additional reading material

---

Albracht, G.; Brückner, B.; Martin Daza, F., 2006. *Integrated Labour Inspection Training System, ILITS*, (ILO, Geneva).

*A Global Alliance against Forced Labour*, 2005. Global Report under the Follow-up to the Declaration on Fundamental Principles and Rights at Work, (ILO, Geneva).

Fernandez Rodriguez, A., *A Study on Labour Inspectors' Careers*, (ILO, Geneva).

ILO, 2006. *A Tool Kit for Labour Inspectors: A Model Enforcement Policy, A Training Manual and a Code of Ethical Behaviour*, (Geneva).

ILO/IPEC/IALI, 2002. *Combating Child Labour: A Handbook for Labour Inspectors*, (Geneva).

ILO, 2003. *Global Strategy on Occupational Safety and Health*.

ILO, 2005. *Guidelines for Labour Inspection in Forestry*, (Geneva).

ILO, 2005. A Law and Practice Report on the Health and Safety Aspects of ILO Convention No. 182 in Preparation for an ILO Tripartite Meeting of Experts on Hazardous Child Labour.

ILO, 2005. *HIV/AIDS and Work: A Handbook on HIV/AIDS for labour and factory inspectors*.

Wolfgang von Richthofen, 2002. *Labour Inspection: A Guide to the Profession*, ILO, ISBN 92-2-112710-9.

ILO, 2020. *Labour Inspection Convention, 1947 (No. 81) and Labour Inspection (Agriculture) Convention, 1969 (No. 129)*, Committee of Experts on the Application of Conventions and Recommendations. General observation, publication 2020.

ILO, 2006. *Labour Inspection Survey, Report III (Part 1B)*, International Labour Conference, 95th Session, Geneva, 2006, ISBN-92-2-116606-6.

ILO, 2012. *The SOLVE training package: Integrating health promotion into workplace OSH policies*, Geneva, ISBN 978-92-2-124280-2.

Promotional Framework for Occupational Safety and Health Convention, and Recommendation 2006

ILO/IPEC, 2006. *Tackling hazardous child labour in agriculture: Guidance on policy and practice*, 5 guidebooks plus user guide, Geneva, 2006.

ILO, 2006. *The Global Challenges of Labour Inspection: Labour Education 2005/3-4*, Bureau for Workers' Activities, Geneva, ISBN 0378-5467.

ILO/IPEC, 2005. *Training resource pack on elimination of hazardous child labour in agriculture*.

## ► Annex 1. The UNDP's Default Principles for Capacity Development<sup>10</sup>

---

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 interests 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 be flexible if they are 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 the prime option, the 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 responsabilization of national authorities. Sensible approaches in concrete situations need to be openly discussed and negotiated with national stakeholders.

---

<sup>10</sup> UNDP: Ownership, Leadership and Transformation, New York, 2003, p. 13.

## ▶ Annex 2. Example of end-of-course questionnaire

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

Please indicate:

<b>GENDER</b>
<input type="checkbox"/> Female <input type="checkbox"/> Male

<b>TYPE OF ORGANISATION</b>
(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.)
<input type="checkbox"/> Government/public institution <input type="checkbox"/> Intergovernmental organization <input type="checkbox"/> Non governmental organization <input type="checkbox"/> Private enterprise <input type="checkbox"/> Training/academic institution <input type="checkbox"/> UN organization <input type="checkbox"/> Trade Union organization <input type="checkbox"/> Employer organization <input type="checkbox"/> Ministries of Labour <input type="checkbox"/> Other <input type="checkbox"/> Currently Unemployed

M  
i  
n  
i  
m  
u  
m

M  
a  
x  
i  
m  
u  
m

N  
o  
O  
p  
i  
n  
i  
o  
n

<b>I INFORMATION RECEIVED BEFORE THE ACTIVITY</b>	
1	Before participating in this activity, were you clear about its objectives, contents and methods? <small>1 = not clear at all 2 = not very clear 3 = somewhat clear 4 = clear 5 = very clear</small>

1 2 3 4 5

● ● ● ● ● ○

<b>II THE WAY THE ACTIVITY WAS DELIVERED</b>	
<b>1. Objectives</b>	
2	Having participated, are you now clear about the objectives of the activity? <small>1 = not clear at all 2 = not very clear 3 = somewhat clear 4 = clear 5 = very clear</small>

● ● ● ● ● ○

3	To what extent were the activity's objectives achieved? <small>1 = not at all 2 = not really 3 = partly 4 = mostly 5 = fully</small>
---	---

● ● ● ● ● ○

<b>2. Contents</b>	
4	Given the activity's objectives, how appropriate were the activity's contents? <small>1 = totally inappropriate 2 = not appropriate 3 = partially appropriate 4 = appropriate 5 = very appropriate</small>

● ● ● ● ● ○

5	Given your level of prior learning and knowledge, how appropriate were the activity's contents? <small>1 = totally inappropriate 2 = not appropriate 3 = partially appropriate 4 = appropriate 5 = very appropriate</small>
---	--

● ● ● ● ● ○

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

● ● ● ● ● ○

<b>3. Methods</b>	
7	Were the learning methods used generally appropriate? <small>1 = not at all 2 = not really 3 = partially appropriate 4 = appropriate 5 = very appropriate</small>

● ● ● ● ● ○

<b>4. Resource persons/Tutors</b>	
8	How would you judge the resource persons' overall contribution? <small>1 = truly disappointing 2 = rather unsatisfactory 3 = roughly satisfactory 4 = good 5 = excellent</small>

● ● ● ● ● ○

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

1 2 3 4 5

● ● ● ● ● ○

<b>6. Media</b>	
10	Were the materials/media used during the activity appropriate? <small>1 = not at all 2 = not really 3 = to some extent 4 = yes 5 = yes, very</small>

1 2 3 4 5

● ● ● ● ● ○

8. Organization		
11	Would you say that the activity was well organized?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12	Would you call the Secretariat efficient?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

1 = not at all 2 = not really 3 = to some extent 4 = yes 5 = absolutely

III USEFULNESS OF THE ACTIVITY		
Usefulness of the activity		
13	Are you satisfied with the quality of the activity?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
1 = not at all 2 = not really 3 = to some extent 4 = yes. I am 5 = absolutely		
14	How likely is it that you will apply some of what you have learned?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
15	How likely is it that your institution/employer will benefit from your participation in this activity?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
1 = very unlikely 2 = unlikely 3 = not sure 4 = likely 5 = certain		

Part two:	
Please answer the questions below in writing:	
16	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. ....

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

Question number	Comments

