



*Integrated Labour Inspection  
Training System  
(ILITS)*

**ILITS**

*International Labour Office, 2006*

# LABOUR INSPECTION

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Albracht, G (Editor)  
Martín Daza, F, Brückner, B (Co-editors)  
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# foreword

Training is vital for effectiveness. For the pivotal role of labour inspection, therefore, high standards of inspector training are essential if decent work is to be promoted at the enterprise level, especially with all the challenge arising from a rapidly changing world of work.

The Integrated Labour Inspection Training System (ILITS) provides a new modular approach to such training. The concepts behind it were first developed during an ILO project in Bulgaria the International Labour Conference in 2006 and gave fresh impetus to the approach, calling for the strengthening of labour inspectorates and for the ILO's support in that process.

Built upon the train-the-trainer concept, ILITS provides a comprehensive set of documents covering a wide range of policy and operational topics, but it is also flexible, enabling national authorities to develop their own curricula that are best adapted to their own needs. The guidance should be of particular help to those countries that are in the process of modernizing their labour legislation and inspection systems, especially those developing integrated inspection systems. ILITS is also designed so that more modules can be gradually added, enabling the experience gained by some to be of benefit to everyone.

The existence of ILITS owes much to the expertise and experience of others, and the ILO is enormously grateful to those who have provided material and commented on the approach. Our special thanks go to our labour inspection project consultant, Dr. Bernhard Brückner, whose training methodology provided the foundation for ILITS, Mr. Félix Martín Daza (ILO-Turin), Peter Hurst (ILO/IPEC), Mr. Bernd Treichel and Mr. Malcolm Gifford (ILO/SafeWork), the International Association of Labour Inspection and the Directors and their inspectors of many labour inspectorates, social partners and government stakeholders, who have helped to support and shape this training system.

We would also like to thank the German Federal Ministry for Economic Cooperation and Development for their financial support for this project.

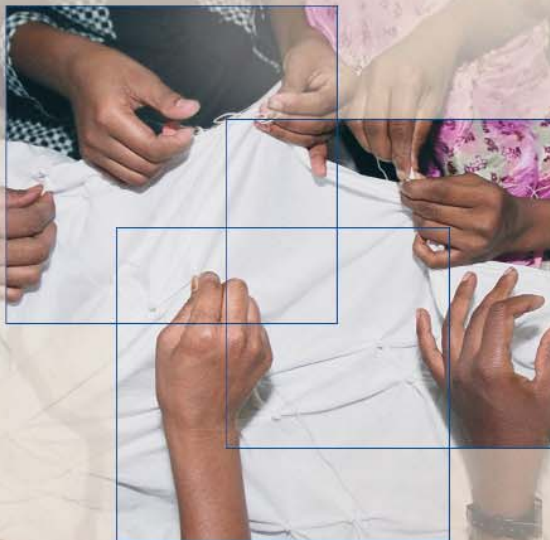
We have great pleasure in presenting ILITS and commend it to you.



Dr. Jukka Takala  
Director  
ILO/SafeWork  
International Programme on Safety and  
Health at Work and the Environment



Gerd Albracht  
Coordinator, Development of Inspection Systems,  
ILO/SafeWork  
International Programme on Safety and  
Health at Work and the Environment



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# 1. INTRODUCTION

## 1.1. Background

The inspection of workplaces has been a priority for the International Labour Organization (ILO) ever since its foundation in 1919. At its first International Labour Conference in the same year, a recommendation was adopted on the establishment of both a “system of efficient factory inspection” and government services charged with “safeguarding the health of workers”. Since that time, the importance of the subject has grown steadily, particularly with the adoption firstly of the Labour Inspection Convention, 1947 (No.81) and then the Labour Inspection (Agriculture) Convention, 1969 (No. 129) and their accompanying recommendations.

Convention No. 81 has been one of the most widely ratified of all ILO Conventions (as at July 2006, 135 member States have so far ratified this Convention and others have enacted its policies). Consequently, almost all countries in the world now have some form of labour inspectorate that covers most if not all of the formal employment sectors, if not the informal economy. That Convention has stood the test of time, but with the challenges of a rapidly changing world of work, inspectors more than ever need up-to-date policy and operational advice in order to remain effective, and to be well trained for what is an increasingly demanding yet important task.

The Integrated Labour Inspection Training System (ILITS) provides a framework to meet such training needs. The concepts behind ILITS took shape during a German-funded ILO project in Bulgaria in 1999, when the latter was undergoing revision and reform of its labour laws and inspection system. It was decided to integrate within the labour inspectorate the functions of enforcement and advice, occupational health, occupational safety and working conditions, so that they would all form part of the responsibilities of each inspector – the principle of “one inspector(ate)-one-enterprise”.

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

Following a similarly successful integration project in Vietnam, the concepts of ILITS were further refined and subsequently incorporated into the present format.



## 1.2. An Integrated Approach to Labour Inspection

The ILO promotes an integrated approach to labour inspection, covering occupational safety and health, labour relations, general working conditions and other aspects of 'Decent Work', supporting the concept of "one inspector(ate) – one enterprise". The approach enables existing resources to be better grouped, providing better services and increasing the presence of inspectors at the workplace. It also provides sufficient flexibility to member States to develop their own inspection systems to match their own systems and administration. Implementation of the concept requires close collaboration with employers and trade unions.

Several examples of integrated inspection systems can be quoted. The Labour and Social Security Inspectorate of Spain, for instance, is an integrated organisation, dealing with not just occupational safety and health but all aspects of labour relations, including employment and

social security. Maritime inspection also provides an illustration of an integrated system within a particular sector. Besides the specific maritime requirements, inspectors ensure compliance and enforcement across all fields of labour legislation, e.g. minimum age requirements for seafarers, conditions of employment, accommodation and food, health protection and medical care, welfare and social security protection.

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

## 1.3. How ILITS Can Be Used

ILITS provides a framework within each national labour inspectorates can develop their own training systems and packages. It is both flexible and module-based, so that national labour inspectorates can develop training systems that are best adapted to their own needs, and tailored to meet available resources. ILITS cannot cover every aspect of labour inspection in detail, but it addresses the key technical and legal issues for integrated labour inspection as well as the various social and other skills that are required. It also covers management issues, and can also be used for training and information for social partners. Several modules have already been developed and more will be developed in the near future eg on labour inspection and agriculture.

The main elements of the ILITS approach are:

### A Train-the-Trainer Methodology

For training to be sustainable, an approach is required that encourages knowledge transfer to the respective entities of an organisation. ILITS is therefore built upon a train-the-trainer methodology, enabling national organisers to identify within their own organisation the potential candidates to be trained who can then develop their own training programmes, adapted to suit particular needs and requirements.

### A Modular Approach

The modular approach of ILITS means that training can be extended over a longer time frame if necessary. Modules cover a range of topics including policy development, trainer-training, social and communication skills, work organization, the needs of specific sectors, social dialogue and others. For each module, a curriculum gives guidance on how to proceed and what elements need to be considered to include in national training manuals.

Several modules already exist and these have been developed partly by the ILO, partly by member States. The aim is to collect more samples of training modules over the coming years and gradually to expand the content of ILITS.

### Resource Packs for Better Training

Since training manuals have to be developed within national contexts, ILITS provides a set of background materials for guidance on these issues, such as those on combating child labour and HIV/AIDS. The resource packs also include general overviews of the role and functions of labour inspection, specific problems and challenges. Importantly, they also include guidance on best practice, fact sheets and other supporting materials. A comprehensive list of labour inspection resources can be found at [www.ilo.org/labourinspection](http://www.ilo.org/labourinspection).

## 2. LABOUR INSPECTION IN A GLOBAL ECONOMY

Labour inspection is a state function and as such is to be distinguished from inspection by other organisations, such as that undertaken by employers to ensure their own compliance with the law. A functioning labour inspection system is essential for good governance in the world of work. Labour inspection should play a key role in international and national strategies to ensure that decent work programmes are effectively implemented.

The ILO Committee of Experts on the application of Conventions and Recommendations noted, in their 2006 report, that labour inspectorates are the principal strategic government institutions that sustain ILO instruments once they have been incorporated into legislation, and they ensure that ratified standards are implemented in practice.

### 2.1. A Key Player in Implementing Core Labour Standards

Globalisation has had a profound effect not only on trade, economic and political agendas, but also on the working environment for many people including the risks they face. In spite of promises of greater productivity, faster growth and higher living and working standards, many countries still fall far short of realising the potential that globalisation offers, as was shown in the ILO report „A Fair Globalisation – Creating opportunities for all (ILO, 2004“). All social partners therefore need to be engaged in developing creative and comprehensive strategies for meeting these challenges through the process of social dialogue and tripartite consultation.

Competent and independent labour inspectorates are key players in this process, since it is they who have direct access to the workplace, carrying mandates from their own

governments. It is through the inspectorates that core labour standards – such as those on eliminating child labour – can be enforced at enterprise levels, sound technical advice and information can be given and decent work can be mainstreamed across all employment sectors, including the informal economy.

It is becoming increasingly recognized that the level of development of a labour inspectorate is an indicator of a country's economic and social development. The cost of work-related accidents and ill health, for example, is vast, with global costs of such being estimated at around 4-5 % of global GDP. With an effective labour inspectorate, however, such accidents and ill health can be significantly reduced, not only improving the livelihoods of workers and their families but also making sound economic sense, improving productivity and employment potential.

The importance of enhancing labour inspection systems globally was further underlined at the EU/ILO Conference "Unity beyond differences" on integrated labour inspection, held in 2005. Governments need to invest in and develop their labour inspectorates as many of them lack the financial resources and political support to meet national needs and to provide a solid response to the calls of globalisation, promoting decent work in both the formal sector and the informal economy.

Fortunately, as recent ILO technical cooperation projects in Bulgaria and Viet Nam have shown, it is possible to turn a labour inspectorate into a modern, competent and high-performing organisation with strong national political support national level. Good training is of course a key element in the modernisation process.





## 2.2. Challenges for Labour Inspection

However, the enormous changes in patterns of employment that have taken place in recent years pose significant challenges for labour inspection. With the fragmentation and privatization of traditional industries and the growth of contractisation and also the informal economy, traditional methods of inspection no longer reach large numbers of workers. Added to this, changing employment relations, new technologies, emerging psychosocial risks, increasing numbers of occupational accidents and diseases world wide and the call to implement ILO core labour standards more effectively, the challenges for labour inspectorates are enormous. The needs for an integrated approach to labour inspection and for clear, concise, coherent and comprehensive policies to promote decent work have never been greater.

Public attitudes towards work are changing too. In many developed countries, for example, there is a growing intolerance amongst the general public of unacceptable work-related risks, such as from nearby major chemical sites or from asbestos. While this in itself may be a good thing, as a sign of greater public awareness, it places greater pressures on labour inspectorates to respond to more, often justifiable, concerns with the same (or fewer) resources.

Political demands for greater public accountability and efficiency have also had an impact on all government agencies, including labour inspectorates, which are increasingly being required to demonstrate that they are providing effective and efficient services. Resources have been stretched even in developed countries, let alone developing ones, and new ways of working have had to be found. Evaluation of inspectorate performance is thus becoming more common – and time-consuming.

One response to such challenges has been to work more comprehensively with social partners, to share ideas and information and to work together with them to tackle some of the more difficult issues. National programmes, such as for the elimination of child labour, forced labour or HIV/AIDS, have become more common, and labour inspectorates work within these wider national frameworks.

Several countries have now developed national programmes for occupational safety and health, either generally or within a particular sector, with labour inspectorates playing a key role in strategic planning, giving advice and in enforcement. The ILO Global Strategy on Occupational Safety

and Health endorsed the importance of inspection systems and of capacity building in this context. Recently, the Promotional Framework for Occupational Safety and Health Convention 2006 was adopted, with its accompanying Recommendation, which address the need for national programmes for occupational safety and health, for strengthening national systems (including labour inspection) and for education and training on such matters.

## 3. INTEGRATED LABOUR INSPECTION

### 3.1. The Concept of Integrated Labour Inspection

Integrated labour inspection means integrating the administrative, procedural and technical multidisciplinary aspects of labour inspection into a holistic, coherent yet flexible approach. The aims are to rationalize existing resources, to provide more effective and efficient services and to increasing the number of inspectors at the workplace. Implementation of such an approach naturally requires close collaboration between government ministries and employers and workers' organizations at both national and enterprise levels. An Integrated Labour Inspection System (ILIS) therefore reflects such an approach, and its design provides a wide range of possibilities in dealing with continuously emerging workplace and labour-related issues.

Like all national labour inspectorates, an integrated inspectorate operates primarily at the enterprise, sectoral and national levels, ensuring that legislation is consistently and fairly applied in workplaces within its designated responsibilities. At the enterprise level, the principle is "one inspector(ate) – one enterprise". This also meets employers' wishes to deal with only one government authority, as far as possible, for the various social protection issues relating to the enterprise.

However, there is also scope for integrated labour inspectorates to exchange ideas and experiences at international levels, since they have much in common with each other by virtue of their wider remits. In that they have integrated many of the functions that are common to them all, they have similar aspirations and they face similar challenges. This is more especially true for regio

nal groups of countries, such as the European Union, where much of the labour protection legislation has already been harmonized. Networking between national labour inspectorates is especially important in this context, which groups such as the EU Senior Labour Inspectors Committee and the International Association of Labour Inspection help to foster.

Integrated labour inspectorates are therefore well placed to respond to international initiatives for promoting decent work and in particular to meeting the goals of a 'Fair Globalization', as they apply internationally agreed standards and good practice at the national and the enterprise levels.

Integrating functions in this way also increases inspectors' competence. However, ILIS does not mean that all inspectors need to be experts in all of their given topics. Organisations can be grouped into 'generalists' and 'specialists', so that generalists have a broad range of understanding of each topic within their range of responsibility, to be backed up by the advice of specialists where needed. Many inspectorates already operate very 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 so as to be able to take action based on sound advice.

*administrative*

*procedural*

*multidisciplinary*

## 3.2. Functions and Responsibilities

As part of government administration, the main purpose of labour inspectorates is to promote compliance with relevant labour legislation through inspection, providing information and advice and, where necessary, taking enforcement action. By contrast, the responsibility for ensuring that the requirements of legislation are actually met falls to employers and other duty-holders.

Within this overall task or aim, the precise functions of national labour inspectorates differ from one country to another, as do their specific responsibilities. Inspectorate policies will therefore address specific areas of responsibility and how they should promote compliance with relevant legislation and good practice through inspection, enforcement etc.

In broad terms, the functions of labour inspectors can be summarised as:

- To advise employers, workers and other duty-holders on good practice and specifically on how to comply with relevant legislation;
- To investigate complaints, accidents and cases of ill health;
- To work with social partners in educational/promotional activities, such as training courses, seminars for small enterprises etc;
- To enforce relevant legislation; and
- To report to superiors on their activities and about particular matters as required, including 'defects or abuses not specifically covered by existing legal provisions' (Convention No.81).

In exercising their functions, labour inspectors need to consult and engage with their social partners at both national and enterprise levels. These include employers and workers' representatives, and also other 'stakeholders' such as insurance associations, occupational health services, manufacturers, designers and suppliers, educational and training establishments, research institutions and other organisations with particular interests. Maintaining social dialogue through partnerships is becoming increasingly important, from dealing with multinational enterprises to combating child labour, from reaching out to informal economy workers to sector-related activities. In all these areas, the role of labour inspectors is central, and the interests of all relevant social partners must be taken into account.

Enforcement powers vary from one country to another. Most inspectorates are empowered to initiate prosecutions, but in some countries, inspectors can impose 'administrative fines', whereas in others only the law courts can impose fines. In some countries, inspectors are authorized to issue 'Prohibition' or 'Improvement' Notices (or similar), which are legal documents, whereas they are unable to do so in others.

Inspector responsibilities will again vary from one country to another, and they may deal with most or all of the following topics. The more integrated the organisation, the more of the following responsibilities will be part of their mandates:

### Occupational Safety and Health and Working Conditions

**Occupational Safety.** The risk of accidents can arise from sources such as the use of dangerous machinery, working at heights, workplace transport, pressurised equipment, lifting equipment, the use of flammable or explosive substances, etc. A sound technical knowledge is needed of how safety risks arise and how they may be effectively controlled through good design and maintenance, the organisation of the workplace and its environment, safe methods of work and other means.

**Occupational Health.** The risk of disease and ill health can arise in various ways, such as exposure to hazardous substances like asbestos or chemicals such as pesticides, working with heavy or awkward loads, noisy environments, work with high vibration tools, working in excessive heat or pressure, exposure to biological agents. Again, a sound technical knowledge is needed to be able to assess risks properly, and to give information and advice about how such risks may be effectively controlled, with reference to health surveillance and occupational health services.

Musculoskeletal disorders are among the most important occupational health problems in both developed and developing countries, affecting the quality of life of most people. The primary approach to prevention of work-related musculoskeletal disorders is to redesign work in such a way as to optimize the workload and make it compatible with the workers' physical and mental performance capacity.

**Workplace Health Promotion.** Occupational safety and health measures have traditionally focused on the prevention of accidents and diseases, but this alone cannot address the wider range of issues mentioned above. Workplace Health Promotion therefore aims at enhancing the health-promoting potential and well being of workers by actively promoting health in the workplace, bringing about higher morale and improved working relationships. Such an approach should help to bring about a healthier workforce with stronger motivation, a reduction in sickness-related costs and an increase in productivity. All of this helps to make work 'decent work'.

**Psychosocial Risks.** Work-related stress as well as other psychosocial problems can arise from a number of different sources, including unreasonable working schedules and demands, harassment or mobbing and the threat of violence at work. It is far from being a trivial issue, and can significantly impact worker behaviour as well as impairing their health. Over the last decade, work-related stress has been consistently identified as a major workplace concern, representing a huge cost in terms of human suffering and low morale, increased absenteeism, higher labour turnover and poorer economic performance and productivity.

**HIV/AIDS.** The work-related consequences of HIV/AIDS are severe. Apart from increased absenteeism and a loss of skilled and experienced workers, they include discrimination and stigma at work, reduced productivity and, at a wider level, a negative impact on economic growth and a burden on social protection systems and health services. In some instances, the disease is spread directly because of work, eg for health workers. Labour inspectors have a key role to play here in awareness raising, providing information and advice, promoting preventative approaches and otherwise applying national policies in practice.

**Market Surveillance.** With increasing global trade, it is now the law in many countries that products that are placed on the market must meet agreed safety and health requirements (harmonised international standards), to ensure the safety of users. With their expertise, labour inspectors have been given the task of market surveillance, to ensure that manufacturers, suppliers and importers are aware of relevant legislation and only supply safe products.

**Working Conditions.** Conditions of employment are a very important aspect of decent work at the enterprise level. According to Convention 81, labour inspectors shall "secure the enforcement of the legal provisions relating to conditions of work and the protection of workers while engaged in their work, such as provisions relating to hours and wages..." The number of working hours and the way work is organized can significantly affect workers' quality of work and quality of life. Night work, shift work and long working hours also reduce the workers' health and life expectancy.



## Gender Equity and Anti-Discrimination

More and more countries have in recent times enacted anti-discrimination legislation based on the ILO Core Conventions. Where they have done so, advice, monitoring and enforcement become the responsibility of the national labour inspectorates. Some labour inspectorates not only enforce relevant legislation, but have also established clear anti-discrimination regulations applicable within the inspection services as part of their own comprehensive anti-discrimination and gender equity policies.

## Child Labour

In spite of the fact that legislation restricting the employment of children is some of the oldest, child labour persists in many countries and especially in the informal economy. International efforts have thus increased in recent years to implement the Worst Forms of Child Labour Convention 1999 (No. 182) and other standards. National efforts today are often coordinated between several government ministries, employers, workers, teachers, community organisations and others, in a team approach with the aim of eventually eliminating at least the worst forms of child labour. The 'worst forms' include hazardous child labour, and it is here that the labour inspectorates are increasingly working with other organisations in identifying hazardous child labour and in helping to eliminate it.

## Forced Labour

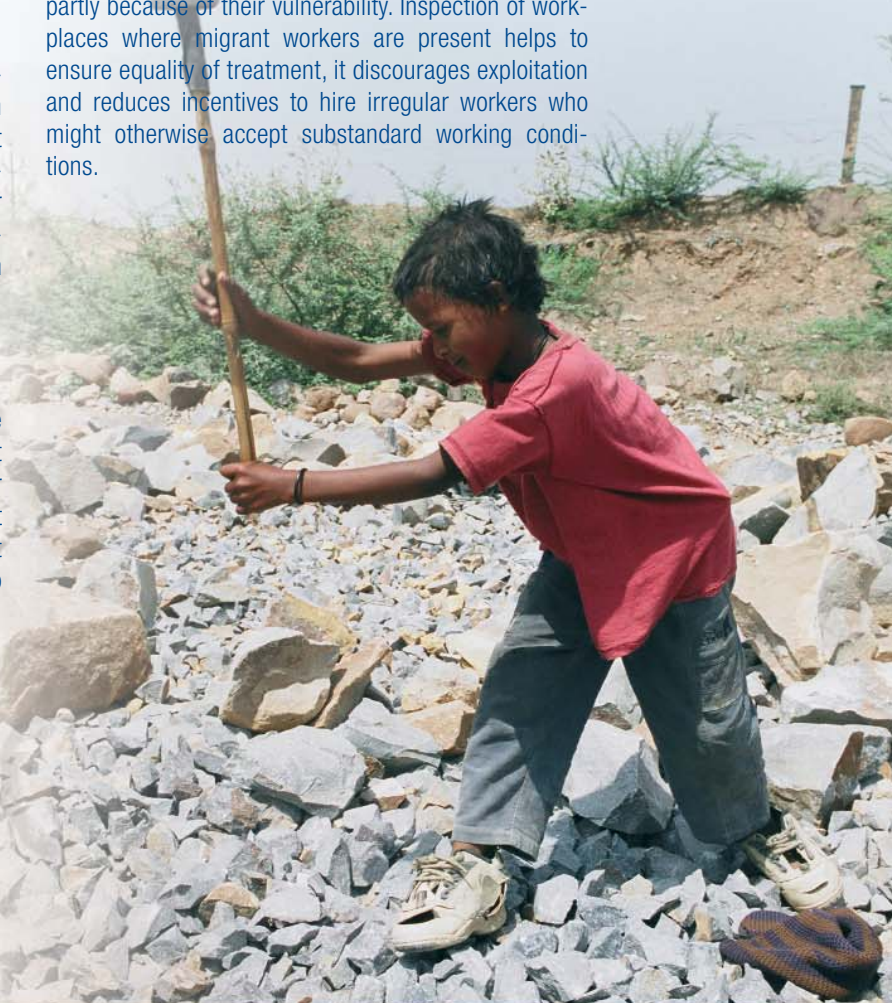
Forced labour and the trafficking that leads to it are both criminal acts and labour market issues. For that reason, police forces, labour inspectorates and their social partners are working together in the fight against it. As well as being responsible to promoting decent working conditions, labour inspectors are also able to identify victims and their perpetrators and take corrective measures.

## Labour Relations

Labour inspectors often have responsibilities in the field of industrial relations relating to trade union rights and the protection of trade union members. In several countries they also register and supervise collective agreements and may even be empowered to enforce them. Industrial relations can take place at the national, regional and enterprise level. In a few countries labour inspectors are involved in conciliation and arbitration activities, although ILO Recommendation No. 81 clearly discourages such practice.

## Migration

Migrant workers commonly represent 10% of national workforces in many developed countries and increasing proportions of those in developing ones. Many of them are subject to abusive, exploitative or discriminatory treatment in the host countries, for various reasons and partly because of their vulnerability. Inspection of workplaces where migrant workers are present helps to ensure equality of treatment, it discourages exploitation and reduces incentives to hire irregular workers who might otherwise accept substandard working conditions.



### 3.3. Management Systems and a Preventative Culture

In exercising their functions, labour inspectors – as well as their social partners – increasingly place emphasis on prevention and the need for employers to take proactive action to control and reduce the risks that threaten decent working conditions. Management systems are thus needed so that employers are able to identify illegalities and take appropriate action, in consultation with worker representatives. For example, employers are encouraged to provide management systems for occupational safety and health. Such systems should entail effective organisations and arrangements for identifying and assessing safety and health risks, before accidents or

cases of ill health occur, and ensure that appropriate action is taken to provide and maintain acceptable standards.

Such an approach promotes a more responsible culture within enterprises and, more widely, within communities, countries and even regions. The concept of a 'preventative safety and health culture', for example, was promoted in the ILO's Global Strategy for Occupational Safety and Health. By such means, conditions in the workplace can hopefully be improved worldwide, ensuring decent work and a fair globalisation for all. Again, the role of the labour inspection is vital here.



## 4. TRAINING POLICY

Overall, the training policy for labour inspectors should be to provide them with such training as is necessary to make them sufficiently competent as to be able to

make sound judgements about how best to promote compliance with relevant legislation, and to take such action as is necessary to secure its enforcement.

### 4.1. Professional and Personal Qualifications for Labour Inspectors

For such a task, inspectors clearly need various personal qualities, aptitudes and a certain standard of education. Some of the more personal qualities and aptitudes need to be checked during initial selection stages before appointment, as if these are not evident at least to some extent subsequent training may never make the potential inspector sufficiently competent. Inspectors also need to have sound basic education and also a higher qualification. For example, many inspectorates require that new inspector recruits already possess a university degree or similar qualification, but not necessarily in a technical or legal discipline.

After recruitment and to meet the tasks described above, both the training system and the individual inspector should be committed to meeting the following objectives, (some of which should already have been met before appointment):

#### Personal Qualities

- An ability to work on one's own;
- An ability to handle and resolve conflicts;
- Capability to communicate and to persuade;
- Capacity to express fair and open criticism in an open manner;
- Willingness for continuous training; and
- Perseverance and a commitment to seeing tasks through.

#### Professional Knowledge

- An appropriate higher education;
- A broad general education; and
- Acquiring a more detailed knowledge (of the law and technical aspects).
- An ability to use resources economically; and
- An ability to impart knowledge.

#### Competencies

- An ability to discern and solve problems;
- An ability to make sound judgements;
- An ability to plan one's own work;
- An ability to work in a team;
- An ability to work by objectives;
- An ability to co-operate with social partners;

#### Skills

- An ability to apply theoretical knowledge in practice;
- An ability to perform effective inspections;
- An ability to assess risks in practice; and
- An ability to make presentations.



Figure: Qualifications for Labour Inspection

## 4.2. Target Groups

Three target groups for training activities can be identified:

- General inspectors; this group is subdivided into operational inspectors and newly appointed inspectors;
- Managers of inspectors; and
- Trainers, mentors, advisory staff and experts.



Figure: Target Groups



## 5. TRAINING MODEL

The labour inspector needs to be sufficiently competent in all relevant technical and legal matters and to have sufficient legal powers and personal skills so as to be able to enforce the law, identify problems, give good advice and make sound judgements on an enterprise's compliance with relevant legislation.

In this context, the development and implementation of an effective purposeful training model and training curricula, based on the integrated labour inspection functions, enables the labour inspectorates to fulfil efficiently their assigned tasks and to offer quality services to employers and employees.

### 5.1. Training Objective

The primary objective of the training system is to provide initial training of new recruits and continuous follow-up training of in-service labour inspectors, so that they have the required competence for carrying out integrated inspection effectively.

Implementation of integrated inspection makes it necessary for all inspectors to be initially trained in several new disciplines, such as occupational hygiene, basics of labour law, tripartite cooperation and social dialogue, the principles of prevention etc. The curricula for this target group shall be specially designed to build on the trainees' previous experience and professional skills.

The design and delivery of the training should fully correspond to the labour inspectors' functions and tasks as well as to the requirements of relevant legislation. The strategic objectives of the training are:

- To provide inspectors with sufficient knowledge and professional skills so as to obtain higher productivity in inspection;
- To enhance labour inspectors' technical competencies and personal qualities;
- To set up, develop and maintain a team of trainers and mentors who have the necessary professional and training knowledge and skills, and
- To strengthen the management capacity at all administrative levels, by training managers capable of applying modern management methods.

Any person, regardless of gender, race or creed, who has completed the required initial training and obtained the necessary qualifications and skills, should be able to become an inspector.



## 5.2. Training Methodology

To train means to organise and facilitate a process of learning and change; training is expected to enlarge, encourage and promote trainees' knowledge, professional skills and social competencies. To that effect, any quality training has to apply methodologies that address three dimensions of learning:

- The knowledge base – to enlarge the technical knowledge,
- The skills base – to utilise the professional knowledge and methods, including training on handling labour relations,
- The social competencies – to adapt to new ways of working in inspection.

The training methodology described here aims at making the learning process **open, positive, pragmatic, dynamic and active**.

It is interest- and problem-oriented, interactive and geared towards participants' needs.

This is achieved by:

- a) methodology choice and design to match the specificity of each topic;
- b) participants' active involvement and repetition;
- c) using case studies;
- d) training and performance assessment by means of video recording and analyses.

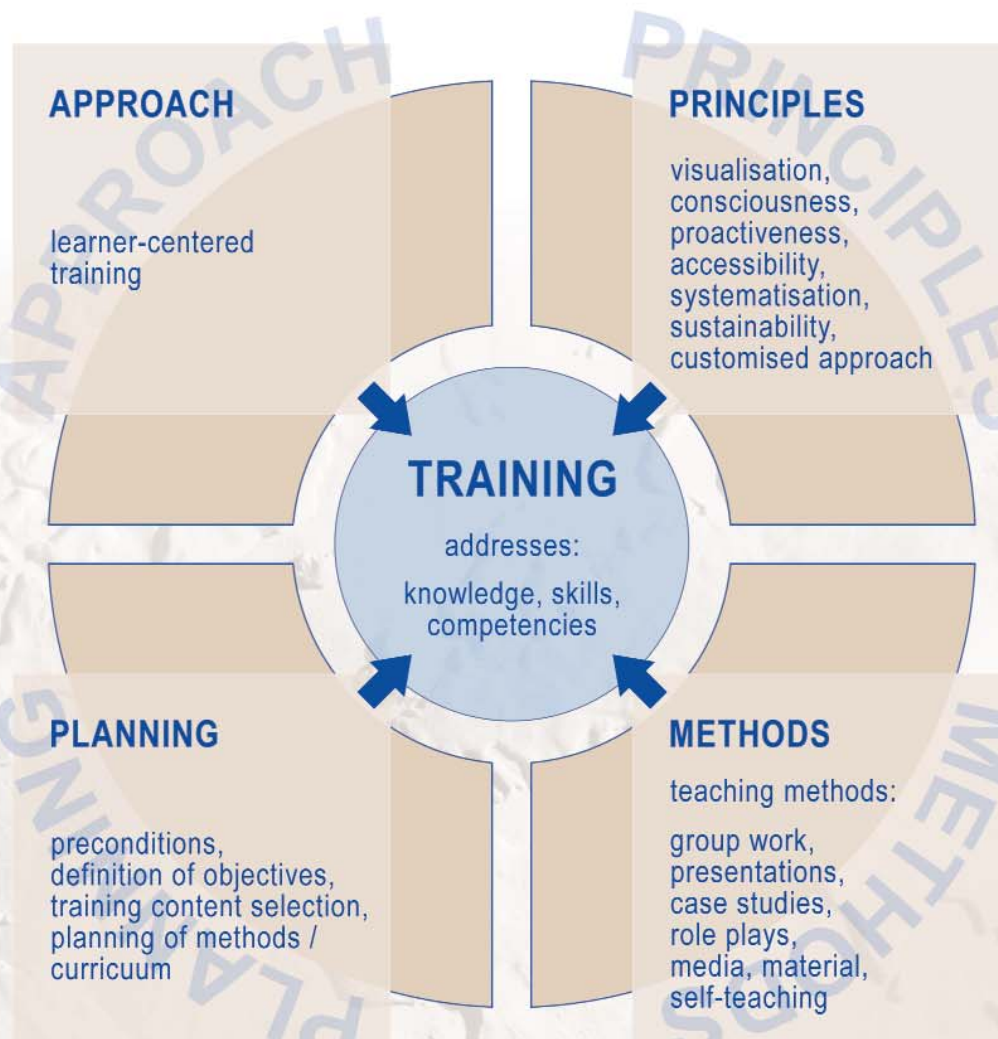


Figure: Target Groups

### 5.3. Principles of Training

Training is subject to seven basic principles. The nature of each principle and some of the features that are peculiar for its application are presented in the following table.

Principles	Meaning	Characteristics
1 Principle of <b>visualisation</b>	Visualisation of theoretical knowledge of a system of terms, concepts and beliefs, through sensory models, drawings, charts, graphs	<ul style="list-style-type: none"> <li>- highlighting the existing features of studied objects;</li> <li>- linking visualisation with real life;</li> <li>- connecting to and promoting motivation;</li> <li>- easing the learning process;</li> <li>- aesthetic arrangement of the learning environment</li> </ul>
2 Principle of <b>consciousness</b>	Conscious, serious and profound thinking about the learning process in its various stages	<ul style="list-style-type: none"> <li>- closing the gap between training and the real problems of learners;</li> <li>- provoking positive emotions during training;</li> <li>- opportunities for self-control and control</li> </ul>
3 Principle of <b>being pro-active</b>	Helping the learner to be more proactive in the learning process	<ul style="list-style-type: none"> <li>- provoking the learner's personal experience;</li> <li>- helping trainees to understand that they are equal partners with contributions to make in the learning process</li> </ul>
4 Principle of <b>accessibility</b>	Matching content and methods with the learner's individual characteristics	<p>The following development direction is pursued:</p> <ul style="list-style-type: none"> <li>- from easy to difficult</li> <li>- from the known to the unknown</li> <li>- from simple to complicated ;</li> <li>- from near to remote</li> </ul>
5 Principle of <b>systematization</b>	Acquiring knowledge, skills and habits in a specific logical sequence, based on the specific attributes of objects and phenomena	<ul style="list-style-type: none"> <li>- precise preparation of training documentation at every stage of the rationale and the curriculum;</li> <li>- linking to what has been previously learnt and laying the foundations of associations with future training materials;</li> <li>- planning time for repetition and summary of what has been learnt</li> </ul>
6 Principle of <b>sustainability</b>	Depth and sustainability of newly acquired knowledge, skills and habits and the ability to apply them after training	<ul style="list-style-type: none"> <li>- dividing the subject matter into meaningful structural units;</li> <li>- re-grouping the subject matter while making summaries and repetitions and leading discussions;</li> <li>- application of attractive and easy-to-remember training materials and methods</li> </ul>
7 Principle of <b>the customised approach</b>	Studying and considering the specific features of each learner	<ul style="list-style-type: none"> <li>- application of "monitoring" and "discussion" methods;</li> <li>- maintaining positive contacts with the learners;</li> <li>- making use each learner's assets</li> </ul>

## 5.4. Three Pillars of Training

The training for a labour inspectorate in general comprises three different pillars, designed to offer an adequate answer to the basic needs of the target groups (trainers, mentors, inspectors, managers), namely:

- Training for professional competence
- Training in social skills
- Training in managerial skills



Figure: Three Pillars of Training

## 5.5. Training Forms and Contents – Newly Recruited Inspectors

Training should be organised as an in-house programme as far as possible. Based on an internal system of inspector-trainers, the train-the-trainers concept is considered the most appropriate and useful tool for labour inspection in developing or transition countries undergoing a process of reform, which also may suffer from a lack of resources and the need to increase labour inspectors' general knowledge.

This concept presupposes the establishment of a trainers' group consisting of highly qualified experts from amongst the staff of the organisation (in the case of Labour Inspectorates, senior inspectors and specialists) who, after being trained how to design curricula and teach adults, can deliver training to other inspectors. By using this model, the labour inspectorate achieves a radical reduction of expenses for training.

The technical and legal training of newly recruited inspectors should be organized in short-term courses covering the following areas:

- International labour standards in relevant subject areas,
- National labour legislation on relevant subjects, including occupational safety and health, labour relations, social security etc,
- Principles of prevention in general, including the 3-step approach (elimination, substitution, personal protective measures),
- Specific safety risks, including mechanical, electrical, fire and explosion risks, lifting and pressure equipment etc,
- Specific health risks, including those from physical, chemical and biological agents, occupational hygiene, manual handling, etc.,

- Measurement of risks in the working environment, such as noise or airborne contaminants,
- Inspection techniques, planning and carrying out visits, the role of social dialogue etc, and related administrative work,
- Investigation of accidents and occupational diseases,
- Enforcement and related procedures,
- Sector-specific risks, and
- Occupational safety and health management systems and related international standards.

These modules may be supplemented depending on the training needs analysis.

In-service inspectors should also be included in appropriate training modules, depending on their initial specialisms and qualifications.

## 5.6. Technical Curricula

This Integrated Labour Inspection Training System (ILITS) comprises some basic training modules, which appear to be a common necessity in all labour inspectorates. The elaboration of these basic instruments is based on ten common principles:

- What is the legal basis for a given topic?
- What are the consequences of adopting new national legislation, international Conventions and/or international standards?
- How to assess the state of a company's compliance with the respective subject?
- What problems occur in inspecting compliance with these regulations?
- What administrative measurements and penalties are necessary?
- Describe specific cases and give examples of good praxis.
- Give specific aspects of prevention and workplace health promotion.
- How to develop social dialogue in this field?
- Are there any specialities related to a given topic?
- What specialist literature exists?

The outcomes are manuals for each module consisting of a trainers' guide, students' materials, specific checklists and a bibliography.

In addition to the basic modules, the need arises for a number of special training modules aimed at developing competencies and skills in those fields where special expertise is necessary. These special modules should cover occupational safety and health in specific branches and industries, or provide special knowledge for national inspection programmes and campaigns on illegal work, child labour or HIV/AIDS. Some of the basic curriculum justifications have already been developed. They provide an outline structure for the training. However, as national legislation varies, the special training curricula ought to be further developed and designed. One example of a nationally developed full training tool is the Training tool on social skills, carried out under the ILO project on integrated labour inspection in Bulgaria 2002-2005.

### 5.7. Curriculum Design

The design of training curriculum follows the modern curriculum model (as shown below) whose main stages are:

- Situation analysis;
- Prerequisites;
- Didactic analysis;
- Formulating learning objectives;
- Teaching organization;
- Teaching practice (training); and
- Evaluation.

The situation analysis (stage 1) is of particular importance in the course of programme preparation. The successful completion of this stage is very significant for the ultimate success of the training. The main objectives of this stage are: definition of training needs and wants; orientation along the participants' particular characteristics, decisions regarding the training policy and the specific methodical application. At this stage, the basic positive and negative trends that may appear during the training should be identified and considered. Advantage should be taken from the positive trends and alternative ways of handling difficulties arising from the negative ones should be anticipated.

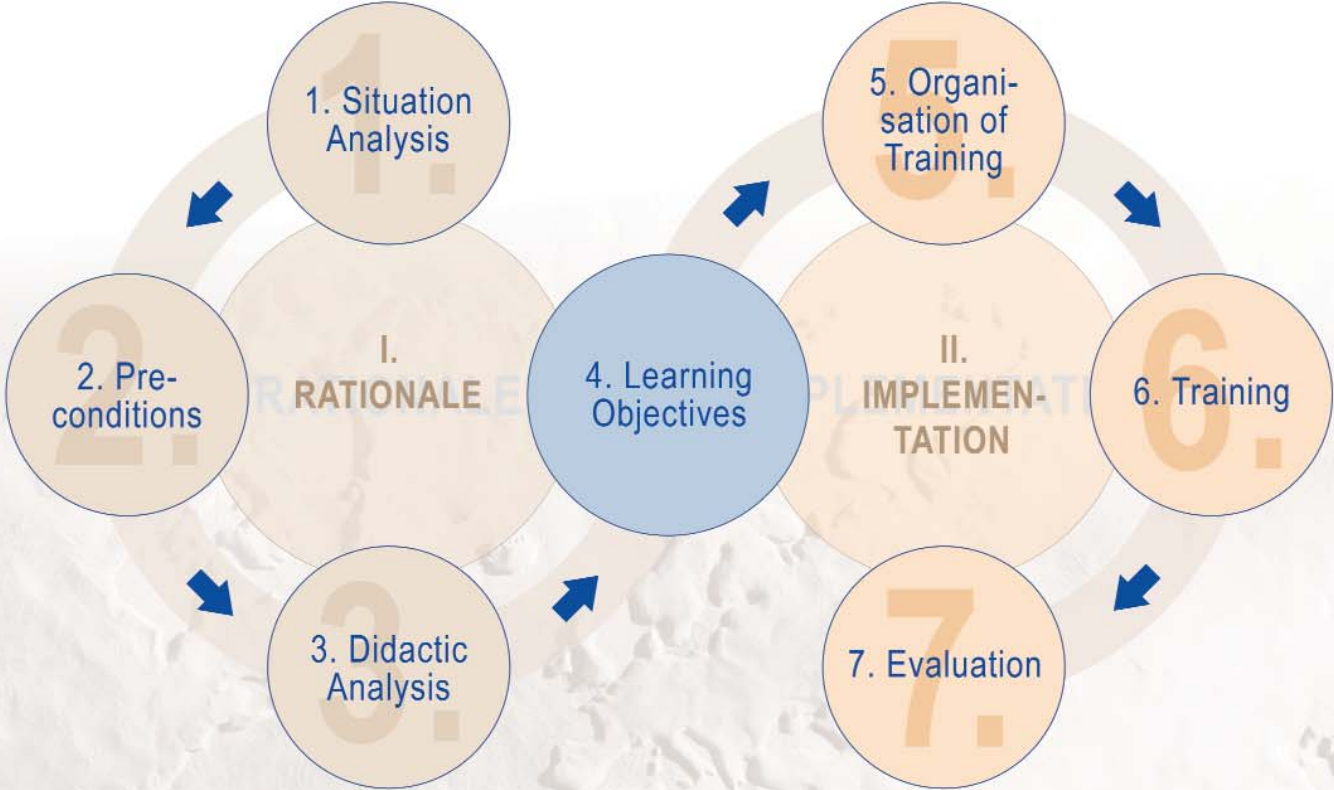


Figure: Curriculum Design

In the preconditions (stage 2), are defined the specific academic level to be obtained and the respective tests, as well as the ways in which superior structures might approve the training to be delivered.

The didactic analysis (stage 3) consists of selecting and justifying the programme content as well as choosing an array of applicable training methods.

Learning objectives (stage 4) determines the scope of knowledge, competence and behaviour that should be acquired during the training and applied in practice after completion of each training course. The learning objectives are organized in hierarchical order from an overall goal down to specific objectives.

Organization of training (stage 5) implies a methodical plan for each curriculum unit. Organisation of training is presented in the form of a table which includes: the planned duration of training; the instructional functions; the learning activities/content and methods; the materials; and the trainers.

This stage reflects the real process of learning and its thorough preparation is of utmost importance to the trainer.

Stage 6 is process of training itself. It is distinguished for its vitality and dynamism. In most cases the training process goes on with small or big deviations from the plan. This is a normal phenomenon and each trainer should be prepared to react adequately to changes in the learning situation.

Evaluation (stage 7) is a natural closing stage in the training process. This stage serves to provide feedback and may be used for improving and enhancing the methodical plans already made. The effectiveness of the delivered training is determined by the degree to which predefined objectives have been met. It should be noted however, that the achievement of some training objectives may be promptly validated upon course completion e.g. the objective to acquire knowledge in particular topics. But the achievement of other objectives is difficult to gauge immediately upon course completion, e.g. objectives related to changes in trainees' behavioural patterns. Additional procedures should be elaborated in order to verify the attainment of such longer-term objectives.



## 5.8. Training the Trainers

As a first step, certain labour inspectors should be selected to be additionally qualified as trainers. The future trainers – senior inspectors and experts – should clearly express their high motivation for that specific job and hold at least 5 years' experience as field labour inspectors. An additional requirement is that they keep their position in the Inspectorate for a number of years. These inspectors will compose the core group of trainers, who after taking a 10-day basic train-the-trainers course (Training Tool 1) will be assigned the task to develop curricula and deliver training to their colleagues – field inspectors.

The train-the-trainers courses aim to:

- Increase participants' understanding of the new functions and tasks of an integrated labour inspectorate;
- Develop an understanding of the basic principles of learning and teaching;
- Develop a variety of skills involved in planning and conducting training courses: identification of actual training needs, formulation of learning objectives, development of training curricula and materials, selection of appropriate teaching methods, effective presentations and programme evaluation;

- Enhance participants' communicative skills as future trainers; and
- Enable participants to develop their own short and long-term training courses in occupational health and safety, conditions of work, labour relations, communication skills etc, in which new practices will be implemented.

Although the participants are highly qualified labour inspectors, they have no experience as trainers and additional knowledge and skills are needed to be able to deliver their own training courses. Past experience has shown that the capacity of trainers to apply active teaching methods and to respect the principles of adult learning is crucially important for the success of integrated labour inspection training. These specific topics must be given high priority in train-the-trainers courses. Special attention must be given in the planning stages to:

- Formulating the learning objectives;
- Developing curricula;
- Defining the training content; and
- Determining the training methods, (e.g. lectures, demonstrations, audio-visual presentations, small group activities, self-guided learning, role plays, discussions with trainer, brainstorming, joint exercises, etc.).

The subject "Planning the teaching programme – curriculum design" is an essential part of the train-the-trainers course. A tailored manual "Planning the teaching programme – curriculum design" is attached as Training Tool 2. In this manual a model 45-minute presentation on the curriculum of the basic training module "Preventive inspection methods" is included.





## 5.9. Training the Mentors

The practical training of labour inspectors, carried out during the probation period in parallel with the theoretical one, is a substantial part of the whole training process. This type of training is delivered to the new recruits as an “on-the-job” training and is guided by experienced and additionally trained inspector-mentors. To make the practical training more effective, the mentors needed some specific training. This should come as an upgrade to the training already received in the field of integrated inspection, and be linked to specific improvements in the performance of the newly appointed inspectors.

Upon completion of the course, the mentors should be capable of guiding the practical training of newly appointed inspectors in accordance with internal training procedures. Thus, through strengthening the mentors' methods and skills, an improvement is expected in the inspectors' overall qualifications and competence.

The aim of the mentors' training course is for the trainees to gain some communication and related training skills, while acquiring specific knowledge of the requirements of the integrated inspection training.

The curriculum **Training Tool 3.1.** covers the following general topics:

- Identification of the objectives of mentoring;
- Basis of adult training and their relation to the practical training for integrated inspection;
- Planning the training process and the mentoring course; and
- Developing improvements in mentoring instruments and techniques.

The main objective for training the mentors is that they acquire specific knowledge and skills in guiding practical “on-the-job” training of field labour inspectors in integrated inspection. They should also:

- Be familiar with the objectives, tasks and preconditions for mentoring;
- Be able to interpret, apply and handle the basic principles of adult training, in particular mentoring as a system;
- Be able to explain and distinguish the individual steps of planning in training and mentoring;

- Be able to draw conclusions and take decisions aimed at improving the mentoring tools and techniques in the real work environment; and
- Be able to design practical models/samples of an organisational plan for mentoring using the basic and special modules prepared in advance.

The training content covers the following topics:

- Identification of mentoring objectives, tasks, preconditions;
- Basic principles of adult training and links to the practical training for integrated inspection:
  - Teaching as a system – elements;
  - Preconditions for adult learning;
  - Setting up training objectives;
  - Organisation of training; and
  - Control of training.
- Planning practices for training and mentoring:
  - Adult learning concept; and
  - Planning of mentoring
- Mentoring tools and techniques:
  - On-the-job mentoring – methods; and
  - Design of practice-oriented model of a mentoring plan.

Active training methods and techniques, such as presenting new information, upgrading, cross-reference to existing knowledge, discussion, brainstorming, individual assignments with information sheets, work in small groups, case studies, tests, individual assignment, feedback, visual presentation of opinion about gained knowledge, dynamic teaching methods and styles should be applied in the training process.

One of the outcomes for the participants should be greater competence in developing plans for practical training in basic training modules. A model mentoring plan for the module “Occupational health as a complex preventive discipline for ensuring health at work” is presented in **Training Tool 3.2.**

## 5.10. Training in Social Skills

The need for social skills training must be seen in the context of the integrated labour inspection system (ILIS) and the need for inspectors' competence and skills in this area. One of the main goals of the training is to enable each inspector to find his or her own way of resolving conflicts at work in the most effective and efficient manner.

Training in social skills is therefore directed towards the development of specific personal qualities of inspectors, such as the ability:

- To relate to other people and communicate with them;
- To motivate and persuade people;
- To gain confidence and cooperation of others; and
- To avoid and resolve conflict situations.

This training is an integral part of the overall training programme and is delivered by trainers who have passed specialized training in adults' teaching methods and teaching social skills. Prior to starting the regular training, the team of trainers has to be familiar with the manuals "Training in Social Skills", "Trainer's Manual" and "Learner's Manual" (for the full text refer to **Training Tool 4**).

Experience shows that the social skills training improves labour inspectors' personal performance, namely their:

- Knowledge in various topics relating to social skills;
- Communication skills and more specifically, the ability to channel information and to conduct group discussions and meetings effectively;
- Rhetorical skills;
- Application of methods for effective presentations;
- Competence to negotiate with clients, especially in the small and medium-sized enterprises; and
- Enhanced abilities to provide information and advice to employers and employees, one of their and the inspectorate's main functions, as well as to handle conflicts with non-cooperative employers.

In view of the positive effect of training in social skills on the work of individual inspectors and, subsequently, on the performance indicators of the Inspectorate as a whole, the training in integrated labour inspection should start with the module "Social Skills".

"Teaching Social Skills" is a dedicated course within the train-the-trainers programme and aims at teaching selected inspectors-trainers how to prepare and conduct courses in social skills and focuses on:

- The importance of the various subjects covered by the social skills discipline;
- The acquisition of social skills that the inspector-trainers need to fulfil their tasks as trainers, including effective communication and channelling information, consulting, rhetorical skills during negotiations, effective presentations etc.;
- The acquisition of knowledge on the basic principles and methodology of training in social skills;
- The acquisition of various skills needed for preparing and conducting training courses, for example, developing curricula and training materials, selecting appropriate training methods, presentation and evaluation; and
- The participants' preparation to develop and conduct their own courses in social skills by applying the newly acquired practical skills.

Inspector-trainers in social skills should be coached in social skills by professional lecturers. The programme should comprise two parts, a theoretical course and a practical workshop in which the trainee acts as a co-trainer and so applies a set of specific skills related to the planning and delivery of training courses in social skills. The theoretical course lasts two weeks (ten working days), totalling 60 academic hours; the practical part takes one week, totalling 30 academic hours.

## 5.11. Management Training

Effective labour inspection and an efficient Labour Inspectorate in a rapidly changing economic and social environment need a management capable of applying new methods of management. Since the success and effectiveness of an organization depend largely on the specific skills of its managerial staff, their training is one of the main priorities of an up- to-date training system.

### The training of Labour Inspectorate managers aims at:

- Increasing their knowledge of managerial tasks and functions;
- Increasing the understanding of organizations as learning systems;
- Increasing the understanding of personnel needs as to management;
- Increasing knowledge of management styles;
- Sharpening their communication skills;
- Obtaining skills related to management;
- Increasing knowledge of personnel development methods; and
- Learning how to apply quality management.

The course covers the following topics:

- Managerial tasks;
- Management styles;
- Management by objectives;
- Personnel development;
- Communication;
- Problem solving and decision making;
- Group discussions and effective meetings;
- Conflict management;
- Negotiations;
- How to behave with un-cooperative clients;
- Developing and establishing work plans
- Passing on information; and
- Organisation and total quality management.

For training in specific management requirements, such as quality assessment and efficiency and effectiveness, special courses should be offered to all the managerial staff of the Labour Inspectorate.

Course programmes are documented in **Training Tools 5.1-5.3.**

## 5.12. Training of Field Inspectors

To implement the concepts of integrated labour inspection – the principle of “one site – one inspector” – one of the first priorities will be to retrain existing field inspectors.

A training needs analysis will show in which topics inspectors need to be trained, to fill the gaps. For technical and legal training, it may well be appropriate to train existing inspectors in some or all of the topics listed for new inspector recruits (see above Part 5.5 of this handbook). For example, inspectors who have a purely legal or economic background may need to acquire additional knowledge on occupational safety and health. Technical inspectors who only have an engineering background may need to attend courses on labour relations and social security legislation.

For the purposes of this handbook, several curricula for the most representative basic and special modules are presented in the annexes, as follows:

Subject	Training Tool
Occupational Hygiene	6
Technical Safety	7
Basics of the Labour Law. Control over the compliance with the Labour Legislation	8
Preventive Inspection Methods	9
Tripartite Cooperation and Social Dialogue	10
Investigation of Occupational Accidents	11
Safety in forestry and timber, woodworking and furniture industry	12
Occupational Health and Safety in Metal Casting	13
Occupational Health and Safety in Construction Sector	14
Child Labour Workshop for Labour Inspectorates	15



## 6. IMPLEMENTATION

Governments and their social partners need to be fully committed to integrated labour inspection for the system, and any inspector retraining, to be successful. There must be broad recognition that working conditions, labour relations, occupational safety and health and well being at work are closely interrelated, and that therefore having an Integrated Labour Inspection System is the best way forward.

Linked to this is the need for an adequate policy, adopted by the main political players, for such a system. Without such a foundation, all training activities will be inconsistent and incoherent, even if individually they are successful. For instance, the prevention policy needs to be based on a holistic view of safety and health risks at the workplace, taking into account all physical, chemical, biological, ergonomic and psychosocial risks, their possible mutual impact and their impact of the social environment.

### Principles of Implementation

- **Active Participation by Social Partners:**

The concept of decent work in modern society needs the commitment of all stakeholders, and social dialogue is also a key factor in establishing and maintaining an effective integrated labour inspectorate. For this reason, employers' and workers' organizations and other stakeholders should be given an active part in the implementation process.

- **Learning by Doing:**

The change from existing inspectorate structures and traditional approaches to new ways of working is a step-by-step process. It needs the active participation of all groups involved. Therefore, from the very beginning the labour inspectorate must be engaged in organizing a process of "learning by doing". National inspectors should carry out most activities, assisted if necessary by local experts.

- **Active Networking:**

As a further principle, such processes should gain synergies through co-operation with other projects within a strategy of "active networking".

- **Active Communication:**

Finally, as a means of putting social dialogue into effect, a regular process of communication with the labour inspectorate's target groups should be organized. The inspectorates should present the training system and its results at regular high-level tripartite meetings at national and regional levels.

## A Training Strategy

The strategy to implement the new Training Model, as described in Part 5 of this handbook, should be directed towards the following fields of activity:

1. The development and implementation of new policies;
2. The improvement of tripartite cooperation;
3. The development and implementation of the new training system;
4. Improvement of information and advisory services; and
5. The qualifications of specialist inspectors.

In an Integrated Labour Inspection System, field inspectors are required to be well-trained generalists, and their training should be matched accordingly. Training should therefore focus on 3 target groups whose (re-)training and further qualification is essential for the implementation of the new inspection policy:

- **Field Inspectors**, who should be strongly committed to the new policies and preventive inspection methods. Training should aim to ensure that their knowledge is up-to-date and that their social skills are enhanced.
- **Trainers and Mentors**, whose training should enable them to apply new active training methods, to develop training curricula and to elaborate training courses and materials.
- **Management** of the Labour Inspectorate, who should be familiar with modern management concepts and techniques, including programme planning and evaluation and management by objectives.

Inspectorate managers must be convinced that training is an essential for efficiency and effectiveness. Training is time-consuming and costly, but this should be seen as a sound investment for the future, needing adequate time and resources. The return on this investment will directly contribute to the success of the organisation as a whole.

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

Besides organizing seminars and courses, the training department of the inspectorate is responsible for regularly carrying out training needs analyses, keeping curricula up-to-date and evaluating all steps of the training process. The training department should provide management with all the information and data needed to take appropriate decisions for the future development of the labour inspectorate as an organization. To achieve this goal, it is necessary to define as part of the training policy the minimum input for 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. It may therefore be useful to establish a training council that oversees training needs in the inspectorate.

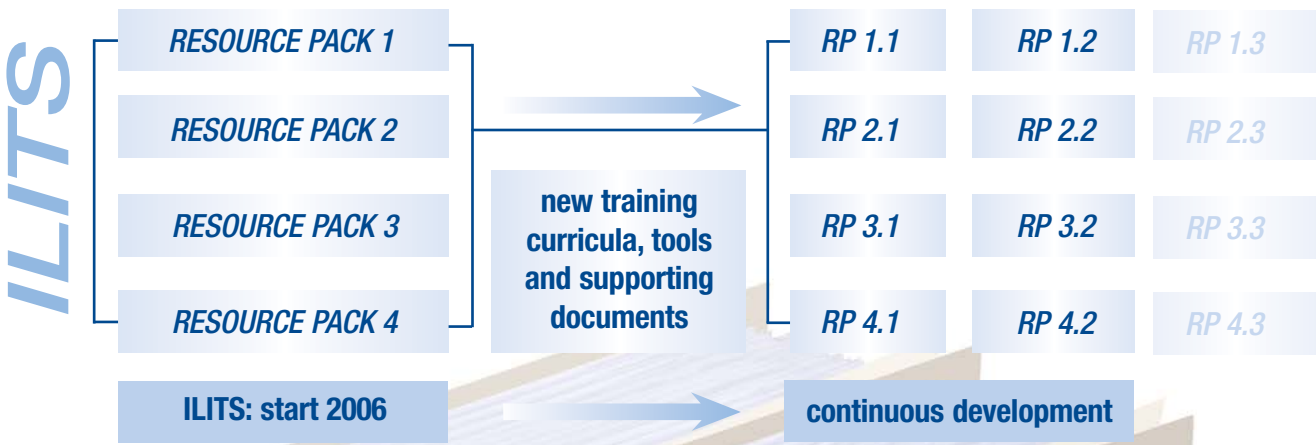
Collaboration with social partners is necessary at all levels of inspectorate activity, and it may well be appropriate to involve them in this training council, giving them a share in training policy and programmes that should eventually benefit all social partners at the enterprise level. Employers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



**7.**

**OVERVIEW OF THE ILITS ELEMENTS**

**7.1. ILITS, a Gradual Development of Training Tools, Curricula and Supporting Documents**



**Resource Pack 1**

**The Global Mission of Labour Inspection - Basic Background Documents –**

- Integrated Labour Inspection Training System (ILITS), (ILO 2005); **RP 1.1**
- Labour Inspection Brochure, Conventions Nos. 81 and 129 (ILO 2005); **RP 1.2**
- The Global Challenges of Labour Inspection (ILO 2006); **RP 1.2**
- Labour Inspection Survey (ILO 2006); **RP 1.2**
- Global Principles of Labour inspection; **RP 1.2**
- Roles and Functions of Labour Inspection (ILO 2006); **RP 1.2**
- Diagram: Labour Inspection Roles and Functions; **RP 1.2**
- Fact Sheet: Labour Inspection. **RP 1.2**

To be gradually complemented by new publications **RP 1.3, RP 1.4, etc.**

**Resource Pack 2**

**Training Development Tools**

- Introduction on training tools and curricula; **RP 2.1**
- Overview of developed curricula; **RP 2.1**
- Outline of technical curricula; **RP 2.1**

To be gradually complemented by new curricula; **RP 2.2, RP 2.3, etc.**

## Resource Pack 3

### Practical Examples of Developed Training Manuals

- Introduction on training manuals; **RP 3.1**
- Overview of currently developed training manuals; **RP 3.1**
- Training manuals:
  - Social Skills for Labour Inspectors; **RP 3.2**
  - Labour inspection and HIV/AIDS; **RP 3.3**
  - Labour inspection and Hazardous Child Labour; **RP 3.4**

To be gradually complemented by new training manuals, **RP 3.5, RP 3.6, etc.**

- Labour inspection and agriculture;
- Labour inspection, transparency and good governance;
- Labour inspection and occupational safety and health management systems (ILO-OSH 2001);
- Labour inspection and occupational safety and health aspects in the use of electricity;
- Labour inspection and occupational safety and health aspects of migrant workers;
- SOLVE Managing Emerging Health-Related Problems at Work (an ILO educational programme carrying certification)

## Resource Pack 4

### Policy Tools, Guidelines and Instruments

- Introduction policy tools, guidelines and instruments, **RP 4.1**
- Overview of currently developed tools, guidelines and instruments, **RP 4.1**
- Toolkit for labour inspectors (ILO Budapest 2006), **RP 4.1**, including:
  - a model enforcement policy;
  - a training and operations manual;
  - A code of ethical behaviour.
- The Nordic Scoreboard; **RP 4.1**
- Ten steps for strengthening labour inspection; **RP 4.1**
- Labour Inspection Audits; **RP 4.2**
- Guidelines for labour inspectors in forestry; **RP 4.3**

To be gradually complemented by new training policy tools, guidelines and instruments; **RP 4.4; RP 4.1, etc.**

- Guidelines for labour inspectors in various sectors;
- Inspection of occupational safety and health in ports – a review of existing guidance practice;
- Hazardous Child Labour – a law and practice report on the health and safety aspects of ILO Convention No. 182.
- Inspection check lists





## 7.2. Overview of Currently Developed Training Tools (as of September 2006)

Training Development Tool	No.
<b>Tools for Methodology of Training</b>	
Training of Trainers, Curriculum	1
Planning the Teaching Programme – Curriculum Design, Manual	2
Training of Inspectors-Mentors (Curriculum 3.1 and Mentoring Plan 3.2)	3
<b>Tools for Training Social Competences</b>	
Training Social Skills - Trainer and Students Manuals	4
Management Course (Introduction 5.1, Quality Assessment 5.2 and Efficiency and Effectiveness 5.3)	5
<b>Tools for Training Professional Competences</b>	
Occupational Hygiene	6
Technical Safety	7
Basics of the Labour Law. Control over the Compliance with the Labour Legislation	8
Preventive Inspection Methods	9
Tripartite Cooperation and Social Dialogue	10
Investigation of Occupational Accidents	11
Safety in Forestry and Timber, Woodworking and Furniture Industry	12
Occupational Health and Safety in Metal Casting	13
Occupational Health and Safety in Construction Sector	14
Child Labour Workshop for Labour Inspectorates	15

## 8. FURTHER INFORMATION

### 8.1. Publications

- A Global Alliance against Forced Labour, Global Report under the Follow-up to the Declaration on Fundamental Principles and Rights at Work, ILO, Geneva 2005
- A Tool Kit for Labour Inspectors: A Model Enforcement Policy, A Training Manual and a Code of Ethical Behaviour, ILO, 2006
- Combatting Child Labour, A Handbook for Labour Inspectors, ILO, Geneva, 2002
- Fair Globalization – Safe Workplace – Policies, Strategies and Practices for Sustainable Development, Conference Report, ILO, Geneva 2005
- Global Strategy on Occupational Safety and Health, ILO, 2003
- Guidelines for Labour Inspection in Forestry, ILO, Geneva, 2005
- Hazardous Child Labour: 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, ILO, 2006
- Health and Safety Culture. Sustainable Development through Responsible Corporate Citizenship /CSR, Conference Report, ILO, Geneva, 2003
- Integrating Labour Inspection: Functions, Effectiveness and Training, Conference Report, ILO, Geneva, 2003, ISBN 92-2-115757-1
- Labour Inspection: A Guide to the Profession, v. Richthofen, Wolfgang, 2002, ISBN 92-2-112710-9
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### 8.2. Websites

[www.ilo.org/protection](http://www.ilo.org/protection)  
[www.ilo.org/safework](http://www.ilo.org/safework)  
[www.ilo.org/labourinspection](http://www.ilo.org/labourinspection)  
[www.itcilo.org](http://www.itcilo.org)  
[www.iali-aiit.org](http://www.iali-aiit.org)

# contacts

## **ED/Protect**

Social Protection Sector  
International Labour Office  
4, route des Morillons,  
CH-1211 Geneva 22  
Switzerland  
Tel: +41.22.799.6530

## **SafeWork /Development of Inspection Systems (DIS)**

InFocus Programme for Safety and Health  
at Work and the Environment  
Development of Inspection Systems (DIS)  
4, route des Morillons,  
CH-1211 Geneva 22  
Switzerland  
Tel: +41.22.799.6715

## **CIS**

Centre International d'informations de  
sécurité et santé au travail  
4, route des Morillons,  
CH-1211 Geneva 22  
Switzerland  
Tel: +41.22.799.6740

## **ACTRAV**

Bureau for Workers' Activities  
International Labour Office  
4, route des Morillons,  
CH-1211 Geneva 22  
Switzerland  
Tel: +41.22.799.7021  
actrav@ilo.org

## **ACT/EMP**

Bureau for Employers' Activities  
International Labour Office  
4, route des Morillons,  
CH-1211 Geneva 22  
Switzerland  
Tel: +41.22.799.7748  
actemp@ilo.org

## **ARLAC**

African Regional Labour  
Administration Centre PO BOX 6097  
Harare  
Zimbabwe  
Tel.: +263.4210.191  
Fax: +263.4210.197  
arlac@arlac.org.zw

## **CRADAT**

Centre d'Administration Du Travail  
BP.1011  
Yaoundé  
Cameroon  
Tel.: +237.223.32.04  
Fax: +237.222.21.80

## **IALI**

International Association of Labour Inspection  
Michelle Patterson  
IALI President

Paul Weber  
IALI Secretary General  
IALI- Secretariat  
Inspection du Travail et des Mines  
BP 27  
L-2010 Luxembourg  
Tel: + 352.478.6151  
Fax: + 352.491.447  
nadine.schneider@itm.lu  
www.iali-aiit.org

## **Responsible Officer**

Gerd Albracht  
Coordinator Development of Director  
Labour Inspection Systems  
SafeWork, ILO Geneva  
Tel.: +41.22.799.7040  
safework@ilo.org

## **Editorial Officers**

Dr. Rer. Nat. Bernhard Brückner  
Regional technical Advisor, Twinning Phare  
Project  
"Development of Occupational Health and  
Safety System"  
Ministry of Welfare  
28 Skolas Street  
Riga, LV-1331  
Latvia  
Tel: +371 7 021 520  
bernhard.brueckner@lm.gov.lv

Bernd Treichel  
Expert, Development of  
Inspection Systems  
SafeWork,  
CH-1211 Geneva 22  
Tel.: +41.22.799.8074  
safework@ilo.org

Félix Martin Daza  
Senior Programme Officer  
Social Protection Programme  
International Training Centre of the ILO  
Viale Maestri del Lavoro  
10127 Turin, Italy  
Tel: +39.011.693.6111  
communications@itcilo.org

Malcom Gifford  
Occupational Safety and Health  
and Labour Inspection Consultant  
238, chemin de l'église  
12.80 Prevessin, France  
Tel.: +33.450.280583  
gifford@wanadoo.fr



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SafeWork  
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