
SUMMARY OF WORKSHOP: TRAINING PROGRAMS FOR COMPLIANCE INSPECTORS

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Rapporteur: Davis Jones

GOALS

- Determine the role of INECE in developing and implementing compliance programs for inspectors
- Immediate Actions.
- Future Actions.
- Discuss whether INECE can develop a product that will serve inspectors better in the future.

1 INTRODUCTION

Questions presented by facilitators:

- Are the circumstances so similar that general requirements can be set?
 - a. Environmental Laws
 - b. Practices (May be deeply rooted in people or organizations)
- Should we (INECE) have a general framework under which some countries could identify their training needs and other countries could identify their possibilities to give training?
- Should INECE help determine the needs by regions or country, and how can INECE help?
- INECE doesn't have many resources, but does have networks, contacts in Regions. INECE needs to see how that feature can be used. How can we start the work?

2 PAPERS

Terry Shears, *IMPEL's Training and Qualification of Environmental Inspectors*, available at <http://europa.eu.int/comm/environment/impel/index.htm>

3 DISCUSSION SUMMARY

Are the circumstances so similar that general requirements can be set for training courses? One possible way to develop a model inspector training methodology would be to use particular countries to help define a framework for inspector training, either directly or through regional networks, and then INECE or the Regional Network should ask the individual countries to identify their training needs. This survey should not attempt to catalogue all needs, but seek the two to three priority areas in that country. INECE should then look at the results and concentrate their activities where there are the greatest regional or topical similarities.

Similarly, this survey should also ask countries with developed programs what type of training they provide to their own inspectors and what they could provide to other countries, either directly or indirectly by supplying course material. INECE is in a unique position to bring together needs and possibilities.

IMPEL is a key regional organization which promotes and offers training in member countries of the European Commission and ascension countries

seeking to join the EC. Inga Larsson stated that IMPEL only works with specific industries that fall under the European Commission's environmental permitting program. Their training efforts do not include conservation or endangered species inspections or enforcement, but some of the basic skills are the same.

Many developing countries do have common needs for training and a common set of qualifications for their inspectors, but have not yet developed a training program to implement these conclusions. In Europe, there are many different countries doing the same thing to achieve the same ends but conducting things in very different ways.

George Wamukoya responded that INECE could use different regional network approaches as examples for cooperation on inspector training. In different parts of the world, regional blocs exist to harmonize laws and approaches across borders. We are able to learn from the successes in other countries in the same region, and transfer that information into your own program. Need to relate training to meet minimum criteria, and need to list that has received training and met qualifications. These qualifications may include many factors including the educational or professional background of the inspector, their personality, and their sense of professionalism. Training can bring someone up to a minimum level, but individual inspectors may need more than a minimum level of training to truly succeed.

Terry Shears stated that in the EC, member countries guard certain responsibilities, such as training their own inspections. IMPEL can suggest key elements or a common framework for a training program, but countries would not be so receptive to IMPEL actually providing the training as an outside provider. Inga Larsson added that you cannot always use the same model across countries. Different countries

may have different administrative structures, legal requirements, cultures, etc. For this reason, you cannot always have the same content in training courses for different countries. A framework must establish a core of common elements, but retain flexibility so actual training courses can be customized to suit the audience's specific needs. Each course will need to be modified for specific issues in each country.

Erin Heskett used the example of training for endangered species trafficking as an example. CITES has a common framework worldwide due to the common treaty obligations. However, learning techniques vary worldwide, so any global training efforts they have done must be modified for each country or culture to accommodate different ways people learn.

Santos Carrasco asked how to address the complexity of multimedia inspections? How does anyone have all the necessary competencies to conduct multimedia inspections? How do you establish a training program to address these complexities? Will you implement training in phases depending on needs? Or try to develop and implement everything at once?

Terry Shears responded that IMPEL serves more as a carrot than a stick – they can't demand countries do specific things, or even prioritize between states, but the EC could. They have recognized that one course can't provide for all the needs for diverse issues. You must look at minimum qualifications to bring the inspection program up to a satisfactory standard. Member states need to decide individually how they will meet those standards. David Geisbacher agreed that specific issues might need specialized training. General issues may be common across borders, but specific legal or regulatory issues don't always cross boundaries. The focus of regional or global training should be on specific parts of the activities that are common.

How can INECE help with inspector training? David Yitzhak suggested that as one country develops a course, INECE could ask that country to share the material and open up attendance at the course to other countries in need. INECE could also sponsor Train-the-trainer courses for facilitators from various countries or regions. Once we have a general framework for the course, INECE should then ask other participating countries if that framework meets their needs, and possibly adapt framework. An example of this type of effort in the Middle East occurred when Cyprus offered a course on marine protection and opened it up to other countries to meet regional needs.

George Wamukoya suggested that INECE could be instrumental in developing a framework with key elements and key components of inspections. This could serve as an “IDEAL” or “Principles” for inspections. Then move into particular region and address unique aspects of that region that go beyond the common principles. INECE’s role should be to set general principles that can then be reduced to a regional or country approach. It goes from national policy level to implementation.

In Europe there is a training course offered in the Netherlands only once a year with representation from all over the Region. Now, they have created a regional advisory council to tailor the course, and each country has further tailored the material to the national level.

Erin Heskett asked if INECE should convene a working group to develop a general framework? Markku Hietamaki responded with questions about funding; INECE has very limited resources, so we must think about who would fund this activity.

David Yitzhak suggested that INECE begin by taking what is already done and ask others for comments. However, someone has to be coordinator

for the review. Davis Jones responded that INECE could begin with an existing country’s framework and distribute it as a straw man for international applicability. Development of various framework laws has been similar.

Markku Hietamaki suggested that a group be formed to develop a large-scale list of competencies and skills required by inspectors.

- Prepare questionnaire to identify needs and offerings
- Framework of competencies and skills
- Test the questionnaire in some countries
- Sell the idea to donors and sponsors
- Carry out the questionnaire and assess the results
- Look for donors, sponsors and those to do the training
- Organize training, assess the results and report to donors/EPC/Networks

Markku suggested that to do this, we would need to ask for more responsibility from recipients of the training courses. INECE can collect ideas and make assessment but the recipients must form the process and outline their needs and specific concerns.

George Wamukoya offered a compromise based on work under CITES. First, don’t assume the audience doesn’t know what inspections are all about. Everyone is doing something, so we don’t have to begin with a zero knowledge base. Second, IFAW has done similar work with CITES – they’ve already conducted training in different Regions – INECE should look at those efforts and the principles that inform those trainings to help with this effort. Finally, INECE should focus on the common threads and investigate how to expand those trainings (CITES) to bring in holistic/multi-sectoral approach.

For the IFAW training, they were able to use one model and one needs

assessment for other regions. However, CITES is a specific agreement based on border activities. By design, 2 or more parties must agree on common activities. Conventional industrial inspections are free to vary according to country's ideas and objectives, so it is harder to find a common framework.

Markku discussed the Dutch model for offering training assistance – they finance the travel costs for inspectors to go to training. In addition, some countries buy training courses from different vendors who customize the course to suit their needs. INECE could develop a list of providers for countries that need training to adapt to their situation, this will help ensure that the training is not driven by the donor's model. Regional training is valuable, but how many donors are ready to finance that type of training? Can INECE help combine resources?

Santos Carrasco suggested that as a conceptual point of view, we should not assume financing is always outside the abilities of the country of need. In-country help may be available and, in some way, should be expected. If the recipients won't help themselves, how effective will the efforts be? If a country can pay, they will have fewer doubts about service paid for and provided, and will give the effort more importance. Countries may want to learn from the experience of developed countries, but financing is not always an option.

Markku asked, in those situations, what is the role of INECE? Bilateral exchanges don't need an international network – one country provides a service and the receiving country funds the effort and gets what they pay for. Santos and Erin both replied that INECE can provide the connections between countries, and can also help spread the course elsewhere. They can post the proceedings or training material on the Web, help share the material elsewhere, or otherwise make it avail-

able for those that are developing their programs so they don't have to reinvent the course.

George Wamukoya emphasized that we should try to identify a niche for INECE. INECE is in a unique position to bring different expertise from all over the world to add value. Bilateral arrangements are by nature more restrictive, since the expertise is only from the donor and recipient. Don't assume that any general principles provided by INECE will not be edited by local needs within their framework. There is room to blend local needs with general principles. Markku Hietamaki agreed that there should be enough local thinking about how to formulate training. In too many cases, providers who have a long history in how to adopt training to local needs still tend to push the same course despite saying they will adapt.

4 CONCLUSION

We recognize two different types of countries that want to use INECE as an umbrella to get training:

- Countries that can identify their own needs and finance training (at least in some way), but need INECE for identifying sources/contacts.
- Countries that cannot identify training needs due to lack of knowledge of the minimum standards for inspectors, nor sources of financing for training. INECE should provide a mechanism for them to express their needs, and INECE should seek sponsors/donors and providers. INECE can find linkages and support as it can.

INECE should try to create a model for training and identifying two different levels of needs, as well as the situations that fall between. INECE should primarily use Networks that already exist, rather than individual countries going directly to INECE. However, we need to look at the suitability

of each network and see whether it can provide that service for this audience. Some networks are not currently able to handle new roles, so INECE needs to evaluate its networks to see if they can accomplish this function before setting the expectation.