

Improved port performance through training: The contribution of the International Labour Organization

By

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1. ABSTRACT

For the last few decades, the focus of the port sector has been mainly on technological advances that make productivity less dependent on human effort, knowledge and skills. But recent years have witnessed a growing acknowledgement by the port industry that appropriate attention must also turn to performance improvement through people. Ports should be seen as “socio-technical” systems because, in practice, operations in port terminals are carried out by a partnership between human beings and technology. This partnership, however, can only be successful if appropriate emphasis is given to Human Resource Management (HRM) and particularly the training component of HRM, an often over-looked area that can have a significant impact on port performance. This paper provides an outline of some basic concepts of the theory of training and education as related to the port industry and presents the port-related ILO Conventions, Recommendations, Codes of Practice, Guidelines and Manuals as well as training materials developed by the International Labour Organization (ILO), which aim in the improvement of cargo handling performance, the working conditions and practices and safety, status and welfare of women and men working in ports.

2. INTRODUCTION

The task of finding port personnel who either possess or have the potential to develop the knowledge, skills and attitudes that will enable a port business to carry out the tasks necessary for the achievement of its aims and objectives is obviously of fundamental importance. Although the selection of port personnel is usually designed to recruit the most competent individuals, they are unlikely to remain competent for the whole of their career. As changes take place in technology, infrastructure, procedures, competition, interfaces with other modes of transport, knowledge and innovations, so too will the demands placed upon specific jobs in the port industry. Such changes may also lead to the creation of jobs and disciplines, which are new to the traditional port industry. This is where training comes in. However, the whole training process for performance improvement from start to finish is complex and to be effectively accomplished it requires an understanding of the nature and background theory of the process. It would therefore be useful to outline some basic concepts of the theory of training and education as related to the port industry, which have been taken into account by the ILO when developing its port-related training programmes.

The following three chapters provide basic information in this respect and examples on how such basic concepts of the theory of training have been incorporated in the main port-related training programme offered by the ILO; namely, the Portworker Development Programme (PDP). Subsequent chapters provide an outline of all port-related training opportunities currently offered by the ILO.

3. GETTING THE RIGHT PEOPLE AND GETTING THE PEOPLE RIGHT

Since the underlying premise of this conference is the improvement of port performance through people it is only fitting that the term “port performance” is firstly defined.

At organizational level *Port Performance* comprises the following three basic outputs: *Effectiveness + Efficiency + Port personnel satisfaction*

Obtaining, employing and retaining suitable port personnel that would contribute to the effectiveness (accomplishment of explicit or implicit tasks) and the efficiency (best possible utilization of resources) of the port and at the same time portworkers to be satisfied with their work and their lives is costly and requires considerable effort. Therefore ports have a very strong vested interest in ensuring that these human resources are utilized as effectively as possible. There is convincing evidence that many ports are falling far short in making effective use of all the people they employ. To do this a port organization has to recognize that people are its most valuable asset, that they are not simply another factor of production for the achievement of short-term objectives. It should also be recognised that port personnel can become a reservoir of knowledge and skills, which must be nurtured and developed for the survival and future growth of the port business in the constantly changing and increasingly complex port industry environment. Experience from some port organizations (a good example is that of PSA – Port of Singapore Authority) suggests that investments in people have resulted in substantial gains towards the achievement of the port’s strategic objectives.

There is no need to overemphasize the importance of “Getting the right people and getting the people right” but defining these twin concepts is a step further towards achieving increased port performance through people.

“Getting the right people” means planned recruitment processes, which provide the port business with the best available talent, consistent with the needs of the port business and its capacity to make full use of those recruited.

“Getting the people right” implies consistent policies and practices in training, retraining, educating and developing port staff and involving them as “partners” in the port business rather than as functionaries whose roles are restricted to obeying instructions.

It is obvious that “Getting the people right” implies two categories of human resource policies and practices. The first category is related to learning processes and the second to port personnel motivation. Despite the fact that port personnel motivation is highly important for improved port performance, it is beyond the scope of this paper and it will therefore not be covered. **However, it is important to point out that the provision of opportunities for appropriate training, education and development is one of the proven strategies for port workforce motivation.**

More often than not the terms “Training” and “Education” are used as synonyms and there is also some confusion as to what actually the term “Personal Development” implies. For this reason the first appropriate step in understanding the basic training theory upon which port workforce training should be best practiced is to highlight the definitions of these terms. The common denominator of these three terms is learning. Consequently, the understanding of the learning process is also a fundamental prerequisite for those responsible in “getting people right” in port organizations.

4. **DEFINING TRAINING, EDUCATION, AND PERSONAL DEVELOPMENT**

“Training”, “Education” and “Personal Development” are the basic activity areas of what is known as “**Human Resource Development**” (HRD). The term HRD was first used by Professor Leonard Nedler of George Washington University. He introduced the term at the Conference of the American Society for Training and Development (ASTD) held in Miami some 40 years ago. Professor Nedler defined **HRD** as “*the provision of organised **learning** experiences in a specified period of time, for the **possibility** of improving performance or general growth of individuals*”. Let me elaborate on the key ideas in Nedler’s definition of HRD, which are **learning** and **possibility**.

(a) **Learning**

HRD contributes to the productivity effort through learning. However, learning by itself will not guarantee increased performance. We can be certain that where learning is needed and not provided, increased performance will not be achieved. For example, if a new piece of port equipment is purchased and operators are not provided with the necessary learning experiences to operate the new port equipment efficiently, it is unlikely that the new equipment will result in increased productivity.

(b) **Possibility**

It is important to note the significance of the word “possibility” as used in the definition of HRD. HRD practitioners avoid promising that learning alone will improve performance. All HRD can do is to provide learning, which could result in performance change.

Having defined HRD, which encompasses “Training”, “Education” and “Personal Development” the definitions of these three terms can follow. There is a plethora of definitions, which have been used to describe “Training”, “Education” and “Personal Development”, however not all clearly differentiate between these three terms. While all three activities (training, education, personal development) aim in effective performance through the development of knowledge, skills and attitudes, training is learning related to the present job of the learner, education is learning related to a future job of the learner and personal development is not job-related and relies more upon the individual’s initiative. The importance of using a simple, a clear and a comprehensive definition as a basis for practice is that it focuses attention on the aim of each one of these three HRD activities. On the basis of the above explanatory remarks the following are proposed as examples of appropriate definitions:

Training is a learning process in which learning opportunities and experiences are designed and implemented, which aim in developing the knowledge, skills and attitudes related to the present job of the learner.

Training is necessary to achieve improvements in work performance, particularly when ports invest in new equipment, introduce new work procedures or redesign the workplace. Training takes place at a specific time and place, is usually vocationally relevant and limited to specific aims and objectives.

There are many examples of this particular activity area of HRD either at port, enterprise, national or international level. Port training institutes all over the world offer on a routine or tailor made basis specific job-related training both at management (e.g. port operations management, port equipment planning, etc.) or at operational or technical level (e.g. operation of quay cranes, equipment maintenance, staffing/unstaffing of containers etc.).

Education is a learning process that prepares people for a future job that may arise.

It is important to recognise that immediate increased performance cannot be expected when education is used as a HRD intervention. Education takes place over a substantial but finite period of time, usually leads to a qualification and may result in leading you to a new career direction. However, education has been correctly recognised by many stakeholders in the port industry as an important investment for the near or long-term future and it forms an appreciable component of the port industry HRD system at national or international level, while in many cases education of port personnel is supported at port level on a systematic basis. As an example of the provision of specialised education at international level is the case of the “World Maritime University” that has been established in 1983 by the International Maritime Organization (IMO) in Sweden and which can offer courses that may lead a Master’s Degree in a number of port related subjects. At port organization level one good example is the case of PSA that provides practical support for broader educational upgrading that enhances the effectiveness of its high-potential executives. PSA offers to outstanding performers sponsorships for graduate and post-graduate studies, both locally and overseas. Also at PSA, support employees, whether in administration, operations or technical areas, are sent for classes for basic or secondary education or Information Technology (IT) programmes.

Personal Development (or self-development), which is initiated by the individual, is a lifelong learning process of nurturing, shaping and improving an individual’s skills, knowledge and interests to ensure their maximum effectiveness and adaptability and to minimise the obsolescence of their knowledge and skills and their chances of redundancy.

Personal development is not job-related. Although there may be some indirect benefits, personal development is not directly related to productivity. Hence it would be prudent to exclude personal development as a means of achieving productivity improvement. Personal development does not necessarily imply upward movement; rather, it is about enabling individuals to improve and use their full potential at each career stage. However, any support provided by port management to individual port employees for self-development is likely to contribute to employee satisfaction and generate more motivation. PSA is successfully practicing this policy for demonstrated

support of port management to self-development. This policy is implemented under a special programme called “STAR” (Structured Training for Advancement and Results) within a broader HRD scheme at PSA under the title “opportunities for growing with PSA”.

5. THE LEARNING PROCESS

Since training (as well as education) is essentially a learning process, all those involved in port training need to have an understanding of learning and what needs to be taken into consideration in the design and provision of training in the port sector. The main questions to be discussed are what learning is and how people learn. There is a general consensus about the first question but much more debate about the second.

“Learning” may be defined as a permanent change of behaviour, which occurs as a result of the influence of external, environmental stimuli on the inherent, genetic disposition of the individual.

For the purpose of training a similar but more specific and simple definition of “Learning” is frequently used, which is as follows:

“Learning” is a permanent change in behaviour that comes about as a result of a planned learning experience. (In simple terms training could be defined as the design and implementation of effective learning experiences).

In the context of training it is useful to consider learning and behaviour change in three types of behaviour, cognitive (knowledge), psychomotor (skills) and affective (attitudes) needed for effective performance.

How people learn has been the subject of continuing discussion and some controversy for many decades. Various theories have been fashionable at different times. Nevertheless, from the wealth of practical experience acquired over many years, it is possible to distil some basic, simple, general truths about learning, which are fundamentally important to those responsible for the design and provision of training and are usually referred to as the “principles of adult learning”. These are outlined here below:

(a) Learning depends on motivation.

People must be motivated to learn. They must see a beneficial outcome for themselves. They must see how training could help them to perform their work efficiently. They must see a personal need for this to happen and to accept the methods chosen to achieve the training objectives. Port management as well as trainers are responsible for creating an environment and conditions conducive to this motivation. Ideally the intrinsic motivation of the trainee (perhaps based on a desire for self-development) is the most powerful form of motivation but extrinsic motivators such as the promise (carrot) of promotion can also be effective.

(b) Learning depends on feedback.

Feedback is important to the learning progress. People need to have feedback on their learning achievements. The trainee needs to be reminded of how he is

progressing and where his strengths and weaknesses lie. If the learner is doing well then positive feedback will reinforce the process. If the learner is performing poorly then instant feedback is needed to correct and eradicate poor performance. The ILO Portworker Development Programme (PDP) includes a number of processes and tools that facilitate continuous feedback on the learning achievements of trainees such as feedback questionnaires, worksheets, exercises and tests, peer assessment, group work, discussions and other interactive sessions.

(c) Learning experience must be meaningful.

The learner will succeed if the learning experience is perceived to be meaningful and relevant. The ILO PDP is an excellent example that satisfies this criterion by being specifically relevant to the day-to-day needs of trainees.

(d) Learning can only take place through the human senses & learners should be active.

All human senses may contribute to the learning process but the visual is the most powerful and to a lesser degree the auditory. Certain research revealed that on average people tend to forget 65% of what they hear in one day and up to 95% in one week. However, they will only forget 60% of what they see and 20% of what they do. Many people express a similar situation in a qualitative way as follows: “Tell me and I will forget, show me and I will remember, involve me and I will understand”. Learners who are active within the learning environment are more likely to retain and remember what they have learned. The ILO PDP is an excellent demonstration how this element of the learning theory can be successfully put into practice. The ILO PDP training material has been very carefully designed so that the trainee will get maximum benefit at the end of and after the training. It is supported by a large number of illustrations and organized visits to operational and other port facilities. It also involves a highly interactive teaching by encouraging the continuous involvement and active participation of trainees in various ways, such as practical exercises indoors and outdoors, problem solving, calculations, role playing, simulations, group discussions, report writing, practical handling of gear & equipment etc.

(e) Goals must be set.

Active participation in relation to specific learning goals creates a situation, which is highly stimulating to most learners. Human beings are naturally competitive and will strive to attain targets that are established for them. The use of clearly stated aims and objectives for trainees will help in this respect. It is reminded that some of these goals will be related to knowledge while others will be to develop skills. Each training unit of the ILO PDP includes a set of clear aims and objectives with which each training session is linked and against which the trainees are tested in a systematic manner.

(f) Learning depends on the capacity to learn.

A few adults who are performing adequately in their jobs are incapable for further learning, especially if that learning is itself work-related. The method used by the ILO PDP chief instructors for the selection of trainees that should follow a specific training programme takes into account this particular aspect.

6. EFFECTIVE TRAINING - A SYSTEMS APPROACH

In a nutshell, *effective training* means that training actually achieves the purpose of helping people to perform their work to required standards and is at the same time affordable, i.e. not unnecessarily lavish, when simpler, less expensive forms would equally achieve the aims and objectives of the training.

The question is how can this be achieved? It is achieved by applying a set of basic principles in a systematic way. This process is commonly known as the “Systems Approach to Training” (SAT). It is so called because it is a series of interdependent activities (sub-systems) functionally linked together and integrated in to the whole training system. The ILO acting in a highly professional manner has indeed put this particular SAT theory in to practice in the ILO PDP, which has been very successful. The ILO PDP follows a tried and tested format of the SAT, which is based on a self-correcting model of training provision and this would be a good example to refer to. The basic structure of this model is as follows:

- (a) Analyse training needs
- (b) Define training aims
- (c) Identify training objectives
- (d) Select strategy and media
- (e) Implement training
- (f) Evaluate effectiveness
- (g) Improve as necessary

The implementation of each one of the activities comprising the above SAT model is associated with practical application of one or more important elements of the training theory, some of which are highlighted in the discussion that follows.

Training needs analysis:

The starting point of any training that may stand any chance for being successful is the identification of training needs. It is a primary requirement of effective training that it must meet the actual, rather than imagined needs. Training needs arise at three levels – organizational, group (or activity) and the individual. They are interdependent because the corporate performance of the port organization ultimately depends on the performance of its groups (e.g. equipment operators) and the individuals comprising these groups (e.g. a particular crane operator). Therefore it is important that training needs analysis should take into consideration the needs of both the organization and the individuals.

The ILO PDP includes a training needs analysis approach that matches the training course to the needs of the port as an enterprise as well as those of the portworkers.

Training aims and objectives:

A training aim is a general statement of intent that describes the general nature of the topic to be taught but does not define the trainee skills.

An example of a set of training aims, which is drawn from the ILO PDP (Unit C.2.3: Container Securing Systems), is the following:

“UNIT C.2.3: Container Securing Systems

1. Unit Aims

This Unit is designed:

1. To explain why containers need to be secured during the sea voyage.
2. To describe the main types of securing devices used on container vessels.
3. To explain how container securing devices are used.”

*A **training objective** is a statement of the skills, which a trainee will have after completing a training programme.*

These new skills imply a behaviour change in one or more of the three types of behaviour, which is associated with the learning process [cognitive (knowledge), psychomotor (skills) and affective (attitudes)]. For this reason it is useful to classify training objectives in a similar manner as follows:

- **Cognitive training objectives:** *Associated with learning facts, principles, procedures analysing data, evaluating problems, undertaking calculations, etc.*
One example of a cognitive training objective, which is drawn from the list of objectives of the ILO PDP Unit C.6.2 (Measuring Container Terminal Performance), is the following:

After completing this Unit, the learner will be able to:

“Given data relating to the utilization of various terminal facilities and resources, calculate correctly the relevant utilization measures”.

- **Psychomotor training objectives:** Associated with practical processes involving hand / brain coordination, e.g. driving a forklift truck.

One example of a psychomotor training objective is the following:

After completing this training, the trainee will be able to:

“Operate a container crane safely and efficiently”.

- **Affective training objectives:** *Associated with the correct attitude of workers and managers to the job, the company, their colleagues, customers, etc.*

One example of an affective training objective, which is drawn from the list of objectives of the ILO PDP Unit P.3.1 (Handling Dangerous Cargoes in Ports), is the following:

“State why portworkers must know how to recognize dangerous cargoes encountered in ports and the risks associated with them and handle them safely”.

In fact the ILO PDP assigns considerable importance in developing the correct attitude of trainees in port training and particularly on safety. The approach followed in the ILO PDP is not confined only to show best practice but also to create the right motivation to adopt best practice by developing a positive attitude towards this practice (how to do it / why do it approach).

Setting and using clear and “SMART” (Specific, Measurable, Attainable, Realistic, Time-scheduled) objectives in the design and implementation of port training is very important and has several advantages. These are:

- i) The trainees know precisely what is required of them
- ii) Different trainers know exactly what other ones are doing
- iii) It is easy to design tests to measure objective attainment

- iv) We can see at a glance whether essential areas have been forgotten or not.

The ILO PDP has been designed on the basis of clear and “SMART” objectives.

7. PORT PRODUCTIVITY THROUGH PEOPLE

Productivity through people implies the increase of output with existing, or even decreasing, resources. Increasing productivity through people, however, is not a matter of having them work harder. Many people throughout the world, particularly in the developing countries, work extremely hard but have little output. The key is not working harder but working smarter. Sometimes, it is not possible to drive a good port labour force to work say 30% harder but it is possible that can work 30% or even 50% smarter. “Working Smarter” in a port terminal would mean for example, eliminating unnecessary tasks, developing a strong sense of teamwork, providing continuous training or giving workers more say about how to do their jobs and in problem solving. The psychosocial system has in many cases been neglected as a source of productivity improvement in the port sector. The ILO PDP has been designed to offer the opportunity for continuous training, as it comprises a large number of training units that cover training needs for all levels of a career development that a portworker may follow (induction courses for new and inexperienced portworkers to courses for changing specializations or for experienced supervisors of specialised port operations). Moreover, the PDP units are systematically updated and revised to reflect new developments in the port industry thus offering the opportunity for refreshing courses. The development of a positive attitude towards teamwork and of skills for eliminating unnecessary tasks is one of the main strengths of the PDP, while the encouragement of social dialogue that characterises all ILO training activities provides workers the opportunity to have a say about how to do their jobs and in problem solving.

In addition to port productivity improvement, the PDP has been designed to enhance the status of portworkers. PDP training has proved that it helped to raise the professionalism and social status of portworkers and enhanced their motivation and commitment to productivity and quality of service.

8. THE CONTRIBUTION OF THE ILO TO PORT-RELATED TRAINING

The ILO has to date developed the following port-related conventions, recommendations, guidelines and manuals, which are all supported by respective training materials:

I. Conventions

ILO conventions are international treaties, which are subject to ratification by ILO member State. They create binding obligations under International Law and might require member States to amend their national legislation. There are two current port-related ILO conventions. These are:

- **Dock Work Convention (No. 137), 1973: Convention concerning the Social Repercussions of New Methods of Cargo Handling in Docks.**

This Convention assigns great importance on the worker-technology relationship in ports and particularly on the issues of efficiency and training. More specifically, Article 5 states that “cooperation should be encouraged between employees and their organisations, on the one hand, and workers’ organisations, on the other, with a view to improving the efficiency of port work”. Moreover, Article 6 requires that appropriate vocational training provisions should apply to dock workers.

- **Occupational Safety and Health (Dock Work) Convention (No. 152), 1979**

It is widely acknowledged that safe work is efficient work. For this reason, the ILO considers that this convention is highly relevant to port performance.

This Convention includes a number of mandatory requirements regarding training. For example, Article 4, paragraph 1.(c) states the following:

“National laws or regulations shall prescribe that measures complying with Part III of this Convention be taken as regards dock work with a view to providing the information, training and supervision necessary to ensure the protection of workers against risks of accident or injury to health arising out of or in the course of their employment”

Article 4, paragraph 2.(r) states “the measures to be taken in pursuance of this Convention shall cover training of workers”. Also Article 38, paragraph 1 states “no worker shall be employed in dock work unless he has been given adequate instruction or training as to the potential risks attaching to his work and the main precautions to be taken”.

II. Recommendations

ILO recommendations set out guidelines, which can orient national policy and action and often complement corresponding conventions. There are two current port-related ILO recommendations, which correspond to the above-mentioned ILO conventions. These are:

- **Dock Work Recommendation (No. 145), 1973: Convention concerning the Social Repercussions of New Methods of Cargo Handling in Docks.**

This Recommendation, inter alia, calls for training and retraining to enable dockworkers to carry out several tasks as the nature of work changes.

- **Occupational Safety and Health (Dock Work) Recommendation (No. 160), 1979**

This Recommendation includes a provision that states the following:

“With a view to preventing occupational accidents and diseases, workers should be given adequate instruction or training in safe working procedures, occupational hygiene and, where necessary, first-aid procedures and the safe operation of cargo-handling appliances.”

III. Codes of Practice

The ILO has two current port-related codes of practice. These are:

- **ILO Code of Practice on Safety and Health in Ports (2005)**

The ILO published this ILO Code of Practice (COP) in English, French and Spanish in February, April and December 2005 respectively. Moreover, the ILO has signed copyright agreements for the translation and publication of the COP into Chinese, Greek, Italian, Russian and Turkish. Relevant translations are presently in progress. Consultations are presently in progress for the translation of the COP into other languages (e.g. Arabic, Korean).

This COP has replaced both the second edition (1977) of the ILO Code of Practice on Safety and Health in Dock Work and the ILO Guide to Safety and Health in Dock Work (1976). The 1977 Code and the 1976 Guide were adopted prior to the adoption of the Occupational Safety and Health (Dock Work) Convention (No. 152), 1979 and the Occupational Safety and Health (Dock Work) Recommendation (No. 160), 1979. In addition, technical developments have outpaced the advice in these two documents. It is hoped that this revised Code will help to raise the profile of safety and health issues in ports in all parts of the world and encourage more countries to ratify Convention No. 152 or otherwise implement its provisions. The provisions in this Code cover all aspects of port work where goods or passengers are loaded or unloaded to or from ships and includes work incidental to such loading or unloading activities in the port area. It is not limited to international trade and is equally applicable to domestic operations, including those on inland waterways. The final part of the Code gives brief guidance on matters that are not directly covered by Convention No. 152 but are considered essential to the safe and proper operation of a port. Although some working practices have been replaced by newer methods in many ports, older conventional methods continue to be used in other ports and advice on such methods has been retained in the revised Code. A very wide range of different cargo handling activities is carried out in ports. It is not practical to cover all of them in detail in one volume. However, the Code is intended to cover the most common activities. Where appropriate, reference is made to other international publications.

The following are some particular points concerning the new ILO Code of Practice on Safety and Health in Ports:

- Those aspects in the old Code that no longer are relevant have been taken out.
- Many new aspects have been added and many more operational matters have been incorporated. As a result, the new Code deals comprehensively with the current position. It caters for the future by including a methodology for considering innovations.
- Key additions are:
 - Innovations in ports
 - Traffic and vehicular movements of all types
 - More terminal types, including bulk cargo, passenger and ro-ro terminals
 - More detailed coverage of activities on shore and on ship
 - Amended levels of lighting provision
 - Further coverage of personal protective equipment
 - Provision on ergonomics

- Provision for disabled persons
- Inclusion of specific handling of certain cargoes, for example logs, scrap metal and dangerous goods
- A new Part on health aspects
- Guidance on environmental considerations

- **ILO/IMO Code of Practice on Security in Ports (2004)**

The ILO published the COP in English, French and Spanish in June 2004. Moreover, the ILO has signed copyright agreements for the translation and publication of the COP into Chinese and Russian. The translation into Russian has been completed but not yet published. The translation into Chinese is in progress. Consultations are presently in progress for the translation of the COP into other languages (e.g. Arabic, Korean).

The objective of this COP is to enable governments, employers, workers and other stakeholders to reduce the risk to ports from the threats posed by unlawful acts. It provides a guidance framework to develop and implement a port security strategy appropriate to identified threats to security.

This Code falls within the framework of the new international level initiatives, which are complementary to other recent maritime security related work by the ILO and the IMO (International Maritime Organization). In the case of the ILO, it relates to the ILO Seafarers' Identity Documents Convention, 2003 (Revised) No. 185 adopted in June 2003 by the International Labour Conference. In the case of the IMO, it is a follow up to the adoption of the 2002 amendments to the International Convention on Safety of Life at Sea (SOLAS), which includes the adoption of the International Ship and Port Facility Security Code (ISPS Code). The Code of Practice on Security in Ports extends the consideration of port security beyond the area of port facility into the whole port. It is intended to be compatible with the provisions of the IMO's ISPS Code, which contains requirements that relate only to security of the ship and the immediate ship/port interface (i.e. the port facility). This Code of Practice addresses inter alia, port security policy, assessment and plans as well as related tasks and roles. It also addresses the issue of security awareness and training, which are vital for a successful implementation of an appropriate port security strategy.

IV. Guidelines and Manuals

- **ILO Port Safety and Health Audit Manual (2005)**

During 2005, the ILO published (English version) the "Port Safety and Health Audit Manual" in an electronic format (CD-ROM). The Manual has been translated into Russian.

Being aware that there is a need for improvement in the application of the safety and health standards adopted by ILO, the International Labour Office has recently developed a Port Safety and Health Audit Manual to assist regulatory and port authorities, port managements, berth/terminal operators and other parties involved in port operations in assessing their compliance with ILO standards as well as their own policies and national requirements.

The aim of this manual is to assist appointed independent and trained auditors to:

- identify strengths, weaknesses and gaps in national and port regulations/policies with regard to safety and health, enforcement, monitoring and reporting, facilities and services, and human resource training and development;
- complete a comprehensive audit report, detailing the non-conformities; and
- prepare a proposed action plan for the management to rectify the detected non-conformities.

The Manual has recently been updated to include the issue of HIV/AIDS but the updated CD-ROM has not yet been produced.

- “Social dialogue in the process of structural adjustment and private sector participation in ports: A practical guidance manual (2006)”.

The importance of the port industry for the economic development of countries cannot be overstated. During the last two decades the world has witnessed many developments in the organization of work in this industry, most of which are manifestations of the globalisation of the transport sector. The establishment of worldwide operating terminal operators, increased private sector participation in the development, ownership, management, operation and maintenance of ports as well as the introduction of capital-intensive cargo handling techniques to obtain sustainable improvement in port operations in an increasingly competitive and global transport sector have caused continuing and far-reaching changes in the port industry. There is now a wide recognition that social dialogue between Governments and employers’ and workers’ representatives in the port industry is a prerequisite for effectively foreshadowing and managing these and future changes and the corresponding structural reforms.

Port reform is a continual process that takes place at different rates and from different starting points according to circumstances. There is, therefore, no standard formula for port restructuring that can be universally applied. Consequently, in order to ensure that issues pertinent to structural adjustments in ports would be effectively addressed in a transparent approach within an enabling framework provided by government, employers and workers’ representatives, the institutions and capacity for social dialogue need to be strengthened.

It is against this background that a Tripartite Meeting on Social and Labour Problems caused by Structural Adjustments in the Port Industry, which was held in Geneva from 20 to 24 May 1996 unanimously adopted a set of conclusions that, inter alia, called upon the ILO to provide technical advisory services to ports undergoing structural adjustments.

In this respect, the ILO has developed and published in January 2006 in English (the French and the Spanish versions are expected to be published in April 2006) this practical guidance manual. The process for the development of this manual included constructive consultations with the employers’ (represented by the International Organization of Employers & the International Association of Ports and Harbours) and workers’ (represented by International Confederation of Free Trade Unions & the International Transport Workers’ Federation) organizations.

It is hoped that this publication will make a helpful contribution to the strengthening of capacity and institutions for social dialogue in the process of structural adjustments and private sector participation in ports in many countries and in turn assist in the improvement of the efficiency and effectiveness of port operations and the working conditions of port workers thereby enhancing economic and social development.

- **ILO Guidelines on HIV/AIDS in the Transport Sector**

The ILO has recently developed and published in January 2006 in English (a Russian version will be available by May 2006) a new tool that aims in addressing the issue of HIV/AIDS in the transport sector, which is titled: “Using the ILO Code of Practice on HIV/AIDS and the world of work: Guidelines for the transport sector”. While the main focus of these guidelines is the road transport sector, it also refers ports and is in general applicable to the port sector.

V. Training materials and opportunities offered by the ILO.

- **The ILO Portworker Development Programme (PDP).**

The PDP training materials were developed as an open-ended series of self-contained but inter-related "Units" of instruction", designed for classroom-based instruction and highly interactive teaching. The PDP presently comprises a total of 30 Learning Units based on best international practice and covering a wide variety of topics (list of PDP Units below) plus an instructor’s guide and a glossary of technical terms.

List of PDP Units	
C.1:1 Container terminal operations	C.6.1: The container terminal and international trade
C.1.2: Container ship loading and discharging operations	C.6.2: Measuring container terminal performance
C.1.3: The container terminal quay transfer operation	C.6.3: Analysis and review of container terminal performance
C.1.4: The container yard: the storage operation	P.3.1: Handling dangerous cargoes in ports
C.1.5: The container terminal receipt/delivery operation	S.1.1: The port supervisor: organisational status
C.1.6: Container freight station operations	S.1.2: The port supervisor: tasks and duties
C.2.1: Container ship construction	S.1.3: The port supervisor: supervisory skills
C.2.2: Container ship stowage plans	S.1.4: The port supervisor: personal attributes
C.2.3: Container securing systems	S.2.1: Supervision of container ship discharge and loading
C.2.4: Container ship loading discharge lists and workplans	S.2.2: Supervision of container terminal quay side transfer operation
C.3.1: Container construction	S.2.3: Supervision of the container yard operations
C.3.2: Container numbering and marking	S.2.4: Supervision of the container terminal receipt/delivery operation
C.3.3: Container inspection	S.2.5: Supervision of container freight stations
C.3.4: Packing of goods in containers: 1. principles and planning	
C.3.5: Packing of goods in containers: 2. Working practices	
C.4.1: Safe working on containers terminals	
C.4.2: Safe working aboard container vessels	

The ILO PDP started to be offered in 1998, however, it is systematically updated and revised. In order to reflect new developments (including the publication of the new ILO C0P on Safety and Health in Ports) in to PDP, during 2005, the ILO updated the following PDP Units and consequently produced a revised version (Revision 2, 2005) of the PDP:

- i) Unit C.4.1 - Safe working on container terminals
- ii) Unit C.4.2 - Safe working aboard container vessels
- iii) Unit P.3. Unit C.3.2 - Container Numbering and Marking.
- iv) 1 – Handling dangerous cargoes in ports
- v) Unit. A.O.1 – Instructor’s Guide, Appendix 1
- vi) Unit A.O.2 - The Glossary of Technical Terms

The ILO is making the PDP training materials available, under licensing agreements, to government ministries / departments / agencies / authorities, ports (port authorities / organizations, port / terminal / CFS and other port-related facilities operators), portworkers' organizations and training and other institutions having the capacity to use the materials effectively or wishing to develop such capacity. Until today, the ILO has issued nearly 70 PDP licences. As some of the PDP licensees are international port operators that operate more than one port terminals or government ministries / departments that are responsible for all ports in a country, a much larger number of port terminals in more than 40 countries are benefited from the ILO PDP.

The ILO PDP is presently available by the in English (the original version) and in Spanish. However, the ILO has signed relevant agreements issuing copy rights for the translation and publication of the ILO PDP into more languages as listed here below:

Arabic (completed): Port Training Institute, Alexandria, Egypt

Bahasa Indonesia (completed): Jakarta International Container Terminal, Jakarta, Indonesia

Chinese (completed: 30 Units: Shanghai Maritime University, Shanghai, China / Hutchinson Ports Management Ltd., Hong Kong, China

Greek (in progress): Thessaloniki Ports Authority S.A., Thessaloniki, Greece

Korean (completed): Ministry of Maritime Affairs and Fisheries, Seoul, Korea

Portuguese (in progress): Diretoria de Portos e Costas, Rio de Janeiro, Brazil

Spanish (completed): GTZ, Eschborn, Germany

Turkish (in progress): KARA Nakliye Ticaret S.A., Istanbul, Turkey

Any training using the PDP training material would best be provided by PDP instructors who have undergone a special training. The ILO has been providing technical assistance to PDP licensees to organize and run such PDP instructors workshops.

Building upon the extensive pedagogic experience gained, the ILO has recently produced an updated and a much more user friendly PDP Chief Instructors Manual (2004 edition) along with supportive training material, which has replaced the previous one (1994 edition). The revised content of the 2004 edition of the PDP Chief Instructors Manual (CD-ROM, English version) places much greater emphasis on

developing Chief Instructors' ability to train local instructors and to design training schemes based on combining PDP units and sections.

- **Training on Safety and Health in Ports**

The ILO in collaboration with the German Technical Cooperation Agency (GTZ) has developed a training package titled "Port Safety and Health Management Guide" comprising four modules, which are outlined here below:

Module 1

Introduction to Safety and Health Management in Ports

- 1.1 Maritime transport and port developments
- 1.2 Occupational safety and health management developments
- 1.3 Facts and figures on occupational safety and health
- 1.4 Port work safety and health issues

Module 2

ILO Code of Practice on Safety and Health in Ports

- 2.1 Key features of the International Labour Organization
- 2.2 ILO occupational safety and health (OSH) standards and codes of practice
- 2.3 ILO standards and codes of practice related to port work
- 2.4 ILO Code of Practice on Safety and Health in Ports

Module 3

Occupational Safety and Health Management

- 3.1 The ILO's global strategy on occupational safety and health
- 3.2 Occupational safety and health management systems
- 3.3 Guidance for implementing an OSH management system in ports

Module 4

Toolkit for Occupational Safety and Health Management

- 4.1 Initial review
- 4.2 Risk assessment
- 4.3 The OSH management system audit
- 4.4 Safety passport training schemes

This training package, which includes a large number of power point presentations, instructor's guide, glossary of technical terms and references (including links to references) may support training sessions and workshops (including group work) of one to five days duration.

This training package would address the needs of the following target groups:

Port and terminal operator management; port service providers and contractors; port and maritime authorities; portworkers and their organizations; port safety and health managers, experts, supervisors, inspectors, auditors and advisers; port planners and consultants; labour, safety and health authorities and agencies; professional trainers; policy makers and regulators; insurance companies; technical cooperation and financing agencies.

The Port Safety & Health Management Guide has been developed with the aim to contribute to the achievement of the following objectives:

- To strengthen existing or establish adequate systems for sustainable occupational safety and health (OSH) management in ports in accordance with

recognized principles, guidelines and specifications such as the ILO Guide on Occupational Safety and Health Management (ILO-OSH 2001).

- To provide tools, procedures, strategic options and systems required for the implementation and application of the ILO Code of Practice on Safety and Health in Ports (2005) at international, regional, national and port level.
- To complement existing guidance on OSH management in ports and to facilitate compliance with the requirements of international and national legislation, regulations, codes of practice, conventions and directives regarding OSH management in ports.
- To place OSH management in ports into a wider context of maritime transport and international logistics and concepts such as social responsibility, responsible care, decent and safe work and sustainable development.
- To provide support and reference materials, model regulations and standards for presentations, workshops, seminars, courses and passport training schemes on safety and health issues in the port industry.

- **Training on Security in Ports**

The ILO in collaboration with the International Maritime Organization (IMO) and Col (Ret) Michael Chen (Maritime Security Expert and Chief Executive Officer of ST. Education & Training Pvt. Ltd. of Singapore), has during 2005 developed training material on the implementation of the ILO/IMO Code of Practice on Security in Ports (2004), which is complementary to the IMO International Ship and Port Facility Security (ISPS) Code. The said training material may support training sessions and workshops (including group work) of one to five days duration.

The curriculum of a standard course / workshop has been tailor-made for the following participants:

- Policy makers and senior executives responsible for port security issues particularly those from “Designated Authorities” or Recognized Security Organizations;
- Senior officials and Representatives from the Maritime and Port Administrations, industries, private enterprises and training institutions in the port sector.
- Maritime/Port workers’ representatives responsible for port security issues.
- Representatives from law enforcement agencies.

Upon completion of a standard course / workshop, the participants will be able to:

- Describe the ILO/IMO Code of Practice on Security in Ports (2004) and its link with the IMO/ISPS Code and with the ILO Seafarers’ Identity Documents Convention (Revised), 2003 (No. 185).
- Analyse the institutional and organizational arrangements necessary for the implementation of the ILO/IMO Code of Practice on Security in Ports (2004).

- Identify the roles and responsibilities of governments, employers and workers in the implementation of the ILO/IMO Code of Practice on Security in Ports.
- Undertake a port security assessment (PSA) and understand the format and content of a port security plan (PSP).
- Provide general advice to their organizations on the implementation of the ILO/IMO Code of Practice on Security in Ports (2004).

The ILO, during 2005, provided training (standard course) on the COP (through tripartite workshops) in Singapore, the Russian Federation and Greece.

Following a special request by the Antiterrorism Unit (ATU) of the Organization for Security and Cooperation in Europe (OSCE), with which the ILO has signed an agreement for the provision of training on container security to its participating States, the above training material has recently been complemented with a new module on container security titled “Safeguards to secure the integrity of container movements in the transport chain”. The said training material may support training sessions and workshops (including group work) of one or days duration.

The aim of a workshop on the new module is to familiarise participants with the concepts and principles of container security as specified in the ILO’s “Safeguards to Secure the Integrity of Container Movements in the Transport Chain”.

The learning objectives of the workshop are as follows:

Upon completion of the workshop, participants will be able to:

- Understand the concepts of containerized cargo security
- Know the Regulatory Guidance concerning Container Security
- Distinguish the roles and responsibilities among the Tripartite Partnership in Container Security
 - Government
 - Employers
 - Workers
- Prepare the Guidelines on Operational Measures to enhance Container Security
- Recognize the Technological Measures to enhance Container Security

- **Training on Social Dialogue in the Process of Structural Adjustment and Private Participation in Ports**

The ILO has developed training material that would support a five-day workshop on social dialogue in the process of structural adjustment and private sector participation in ports. In this respect, a tripartite workshop on this subject will be organized by at the ILO International Training Centre in Turin, Italy from 24 to 28 July 2006. The workshop will be mainly based on the recent ILO publication entitled “Social dialogue in the process of structural adjustment and private sector participation in ports: A practical guidance manual”.

The participants of the workshop are anticipated to be human resource and operations managers; public or private sector port managers; government officials (e.g. from relevant departments of transport and labour); workers’ organizations representatives;

trainers who work for port training centres; and consultants and international experts assigned to provide advice to ports on structural adjustment and private sector participation.

The participants, after attending the workshop, should be able to:

- fully understand the content of the *Guidelines*
 - explain to others the content of the *Guidelines* and provide advice to their respective organisations on the process of social dialogue
 - conduct social dialogue in an effective manner in situations of structural adjustment and private sector participation in ports
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- **Training on the development and implementation of HIV/AIDS policies in the port sector.**

The ILO has developed generic training materials on the development and implementation of HIV/AIDS policies, which are applicable to all economic sectors. However, these materials may be adjusted to fit the specificities of a particular sector, including the port sector. In the respect, the ILO is in a position to provide training government agencies, employers and workers and their organizations in the port sector.

9. CONCLUDING REMARK

Appropriate importance should be assigned to performance improvement in the port sector through training. The understanding and correct application of the appropriate training theory provides the foundation for effective training in the port industry. The ILO, taking in to account the relevant training theory has developed appropriate port-related training materials and offers a wide range of training opportunities in the port sector, which aim in the improvement of the performance of ports, the working conditions and practices and safety, status and welfare of women and men working in the port sector.

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