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Trainers' manual

# Simplify Social security

Trainers' manual for effective compliance with and the enforcement of social security laws in Pakistan



June 2021

This trainers' manual was developed as part of the ILO-UNDESA project, 'Achieving the SDGs and ending poverty through universal social protection', supported by the United Nations Peace and Development Trust Fund





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Printed in Pakistan

▶ **Simplify**  
**Social security**

Trainers' manual for effective compliance with and the enforcement of social security laws in Pakistan

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# Preparation



# Preparation

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Provincial Employees' Social Security Institutions (ESSIs) and trainers should analyse the needs of the training participants and review the arrangements required for an effective training session. Trainers should have detailed information about the audience and be sensitive towards their values, culture, religion, gender, social issues, political leadership and 'people perception' in terms of their role in their organization. A professional attitude, respecting diversity, is expected from the trainer. The stages that should be considered by ESSI trainers for any effective training are:



## ▶ Pre-training

- ▶ Visit the venue to collect complete details on the training – including where the sessions will be held (location and address) and the details of the contact person and focal person, etc.
- ▶ Collect details about the participants, including the number of participants, their names, sex, designation and contact details.
- ▶ Contact the training's focal person for support and assistance.



## ▶ During the training

- ▶ Arrive at the training venue at least 30 minutes before the starting time. Make all necessary arrangements for the session, including preparing your presentation and training materials.
- ▶ Assign responsibilities to the co-facilitators, coordinators and any other helpers. Everyone should know who will do what, and when, in order to address logistical issues effectively.
- ▶ At the end of each day, type up all of the notes taken during the sessions so that you can incorporate them in the training report.
- ▶ Review this manual and update it throughout the training. Incorporate examples, quotes and stories so that these can be incorporated when this manual is revised.



## ▶ Post-training

- ▶ Collect the participants' registration sheets, count them and ensure that these have been signed.
- ▶ Collect all of the charts used as a record of the discussions and presentations.
- ▶ Collect, count and organize all of the remaining stationery and put them back into the trainer's kit for future use.
- ▶ Prepare the training report, in line with the guidelines provided in this manual.
- ▶ Submit the training report to the relevant office.

## Materials recommended for the training course

Equipment	Documents	Props
<ul style="list-style-type: none"> <li>▶ Flipchart with plain charts or a blackboard</li> </ul> <p><b>Only if available:</b></p> <ul style="list-style-type: none"> <li>▶ Multimedia device with a screen</li> <li>▶ Audio support (e.g. microphone, collar microphone, speakers, etc.)</li> <li>▶ Camera/photography equipment</li> <li>▶ Video camera</li> </ul>	<ul style="list-style-type: none"> <li>▶ Trainers' manual</li> <li>▶ Trainees handbook</li> <li>▶ Stationery (notepads, pens, etc.)</li> <li>▶ Registration sheets</li> <li>▶ Self-assessment forms (two for each participant)</li> <li>▶ Evaluation forms (one for each participant)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Erasable markers (six blue, six black) or chalk</li> <li>▶ Permanent markers (12 blue, 12 black)</li> <li>▶ Candies (three different colours)</li> </ul>



### A special note for trainers

How many staff members are there in your institution? You are one of the very few staff members selected to be a facilitator and trainer. Congratulations on being selected – you have invaluable capacities that you can use to strengthen your institution. This training will provide you with a valuable opportunity – both in your institution and in the training sector – to explore your talent, become a strong facilitator and change people's lives.

As a trainer, you are taking on a special role in addition to your regular job description. You are entrusted to train your colleagues, peers and newcomers on compliance with, and the enforcement of, social security law. Your additional responsibilities as a trainer include:

- ▶ Reviewing all of the sessions in this trainers' manual and understanding the structure, systems, processes and procedures of Employees' Social Security Institutions.
- ▶ Carefully reviewing the Provincial Employees' Social Security Ordinance and related procedures and notifications.
- ▶ Reading the step-by-step instructions for each session and each handout.
- ▶ Assessing yourself and strengthening your new role as a 'facilitator' before conducting any training sessions in your institution.
- ▶ Envisioning your role as that of a 'mentor' for training participants, colleagues and peers, in order to provide them with any support that they require in the future.

**Good luck with the training!**



# Session 1 Introduction





# Session 1

## Introduction

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### ▶ Instructions

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No.	Instructions for the trainer	Topic
1	<p>Welcome the participants to this training programme, exclusively designed and conducted for the staff, officials and inspectors of provincial Employees' Social Security Institutions in Pakistan. Ask a volunteer to recite the verses from the Holy Quran. If no one is willing, the trainer can do so.</p>	<b>Welcome</b>
2	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ What was the best learning experience you ever had?</li> </ul> <p>Remind the participants of their school days, when they made aeroplanes in their free time. Tell them that we will begin learning today with this activity: making a plane. Give one (coloured) piece of paper to each participant. Ask them to each make a plane that can fly high and to write the following information on their planes:</p> <ul style="list-style-type: none"> <li>▶ their name;</li> <li>▶ their department;</li> <li>▶ how many years they have worked at their institution*;</li> <li>▶ a personal strength; and</li> <li>▶ a personal weakness.</li> </ul> <p><b>* Ask your assistant or a volunteer to add up the total number of years so that you can present a cumulative number later.</b></p> <p>When they have finished, bring the participants together in a large circle with their paper planes. Give them these instructions:</p> <ul style="list-style-type: none"> <li>▶ Throw your plane in the air when the trainer says 'Go!'</li> <li>▶ Pick up the plane that lands closest to you.</li> <li>▶ Introduce the person whose plane you have in your hand.</li> </ul> <p>Tell the participants what the total years of experience are between them. Thank the participants and ask them to take their seats.</p>	<p><b>Ice-breaker:</b> <b>Fly high</b></p>

No.	Instructions for the trainer	Topic
3	<p>Inform the participants what they will learn during the next two days:</p> <ul style="list-style-type: none"> <li>▶ information on the Provincial Employees' Social Security Ordinance/Act;</li> <li>▶ how ESSIs work; and</li> <li>▶ the type of benefits and facilities that ESSIs provide to beneficiaries (employers/enterprises and employees/workers).</li> </ul> <p>To determine what participants ultimately learn from this training, it is important to benchmark their current knowledge, compare it to their knowledge after the training, and measure the difference.</p> <p>Explain that you will now distribute a self-assessment form to the participants about topics that will be covered by the training. The form's purpose is to determine the participants' existing knowledge. At the end of the training, they will complete the same form so that the change in their knowledge and skills can be evaluated.</p> <p>Distribute a copy of the self-assessment form to each participant. Give them 15 minutes to complete the self-assessment. Collect, count and save the forms so that you can use these at the end of the training for the final assessment/training report.</p>	Self-assessment
4	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ What do you think your takeaways will be from these two days of training?</li> </ul> <p>Write their responses on the flipchart.</p>	Expectations
5	<p>Inform the participants about the objectives of this two-day training course:</p> <ul style="list-style-type: none"> <li>▶ To ensure that participants understand the overall mandate of ESSIs in terms of social security provision for secured (registered) employees.</li> <li>▶ To improve participants' understanding of the process of 'securing' (registering) employees, and the coverage of facilities provided through ESSIs.</li> <li>▶ To help participants learn about the multifaceted roles of social security staff in different situations.</li> <li>▶ To support participants to understand the step-by-step inspection process for enterprises, in order to enforce compliance with the Provincial Employees' Social Security Ordinance.</li> </ul>	Training objectives

No.	Instructions for the trainer	Topic
6	<p>Explain the training agenda to the participants, making clear how the training objectives will be achieved through nine sessions over two days.</p> <p>Remind the participants that the training objectives and their own expectations can only be achieved if <i>'we are all physically and mentally here'</i> and, most of all, <i>'we all want to learn'</i>.</p> <p>Remember the saying, <i>'You can lead a horse to water, but you cannot make him drink'</i>. It is up to them how they make the best use of their time.</p> <p>Emphasize that this training will be an excellent opportunity to blend the participants' experience together during brain storming sessions, group work, tea and lunch times, and other discussions.</p> <p>In these ways, they will be able to improve their knowledge of the Employees' Social Security Institution in their province.</p>	Training agenda

## ► Resources and additional information

### Background and duration

This trainers' manual was developed as part of the project, **'Achieving the SDGs and ending poverty through universal social protection'**, jointly implemented by the International Labour Organization (ILO) and the United Nations Department of Economic and Social Affairs (UNDESA), and supported by the United Nations Peace and Development Trust Fund.



### Training objectives

By the end of this training session, participants will be able to:

- Understand the overall mandate of Employees' Social Security Institutions in terms of the provision of social security for secured (registered) employees.
- Understand the process for securing (registering) employees and the coverage of facilities provided through ESSIs.
- Learn about the multifaceted roles of social security staff in different situations.
- Understand the step-by-step inspection process for enterprises, in order to enforce compliance with the Provincial Employees' Social Security Ordinance.



Total duration: 2 days

## Training agenda

### Day 1

Session 1	Session 2	Session 3	Session 4
Introduction	Evolution of ESSIs in Pakistan	How to get registered with ESSIs	Enforcement by ESSIs

### Day 2

Session 5	Session 6	Session 7	Session 8
Related and relevant laws, standards and Conventions	Orientation, advocacy and communication	Inspection and record-checking	Wrapping up and evaluation

## Registration sheet

### SIMPLIFY SOCIAL SECURITY

Capacity building for the staff of Employees' Social Security Institutions for effective compliance with and the enforcement of social security laws in Pakistan

Institution: \_\_\_\_\_

Venue: \_\_\_\_\_

Date: \_\_\_\_\_

No.	Name	Department	Designation	Contact number	Day 1	Day 2
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

## Self-assessment form

### SIMPLIFY SOCIAL SECURITY

Capacity building for the staff of Employees' Social Security Institutions for effective compliance with and the enforcement of social security laws in Pakistan

To be completed by participants before and after the training to evaluate their learning

Name: \_\_\_\_\_ Department: \_\_\_\_\_ Province: \_\_\_\_\_

No.	Topic	Level of understanding (rate between 0-10)	
		Before the training	After the training
1	<b>My level of understanding about the Provincial Employees' Social Security Ordinance/Act</b>		
	Understanding of terms and definitions		
2	<b>My level of understanding about the mandate and services of Employees' Social Security Institutions (ESSIs)</b>		
	Registration and contribution process (prescribed under Section 21 of the Provincial Employees' Social Security Ordinance/Act)		
	Eligibility criteria		
	Compensation and benefits		
	Contributions and payments		
	Personal health and financial benefits		
3	<b>My level of understanding about the ESSIs' structure and compliance with social security law</b>		
	Principles and philosophy of ESSI inspection		
	Inspection and audit criteria for establishments		
	Inspection considerations		
	Offences and penalties		
	Grievance mechanism for employers and employees		
4	<b>My level of understanding about other labour laws and international instruments</b>		
	Knowledge of other labour laws that are relevant or related to the Provincial Employees' Social Security Ordinance/Act		
	International Labour Standards (International Labour Organization (ILO) Conventions and Recommendations of the)		
5	<b>My level of knowledge about awareness raising and communication tools and techniques</b>		
	Communication tools and methods		
	Techniques to convince employees and employers		

No.	Topic	Level of understanding (rate between 0–10)		
		Before the training	After the training	
6	<b>My level of communication skills and competencies</b>			
	Personal presentation to ensure a good first impression			
	Ability to convince others through verbal communication			
	Ability to convey the correct interpretation about the inspection system and social security law			
	Communication skills and competencies			
7	<b>My level of knowledge about the roles of ESSI inspectors</b>			
	Different roles of ESSI inspectors and field staff			
8	<b>My level of inspection skills</b>			
	Pre-inspection steps			
	Procedures and protocols during inspections			
	Post-inspection procedures and protocols			
	Inspection-related documentation			
	Referred books, forms and information systems			
	Record management and information management			
Total score				



# Session 2 Evolution of ESSIs in Pakistan





# Session 2

## Evolution of ESSIs in Pakistan

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### ▶ Instructions

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No.	Instructions for the trainer	Topic
1	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ How do you view Employees' Social Security Institutions from your current position?</li> <li>▶ What views do paramedical staff have about ESSIs?</li> <li>▶ What views do employers have about ESSIs?</li> <li>▶ How views do employees have about ESSIs?</li> </ul> <p>Acknowledge their responses and read out the story of 'six blind men and the elephant'. Tell the participants that an ESSI is no different to this elephant, and its stakeholders are like these blind men. Everyone has their own opinion and perspective about the ESSI based on their own experiences and the benefits they derive.</p> <p>It is important to show the entire elephant to all of the stakeholders so that they can understand each of its parts, functions, strengths and weaknesses. No one other than you, the trainer, is able to showcase the entire spectrum of stakeholders' views. Before showing the elephant (i.e. the ESSI) to the participants, be clear about the institution's mandate, philosophy, structure, processes and activities.</p>	<b>Six blind men exercise</b>
2	<p>Divide the participants into two groups. Ask each group to agree on a group name to encourage bonding.</p> <p>Ask them if they understand the terms and definitions used in the Social Security Ordinance/Act. Then ask the participants to complete the 'train the brain' quiz. Scores should be awarded as follows:</p> <ul style="list-style-type: none"> <li>▶ Right answer: +1 point; wrong answer: -1 point.</li> </ul> <p>Encourage each group to select the right answer and appreciate each response. The group with fewer points should give sweets to the winners.</p>	<b>Quiz: Train the brain</b>

No.	Instructions for the trainer	Topic
3	<p>Before proceeding, the groups should sketch the 'elephant' (i.e. ESSI). Divide the participants into the same two groups as in the quiz above. Ask them to draw their ESSI's structure:</p> <ul style="list-style-type: none"> <li>▶ departments;</li> <li>▶ staff (types and numbers);</li> <li>▶ number of registered enterprises/establishments; and</li> <li>▶ number of secured (registered) employees.</li> </ul> <p>Give the groups 20 minutes to prepare their presentations. When they have finished, ask the groups to verify each other's organograms and information.</p> <p>Tell the participants that the objective of this activity is not to have the right information, but to understand that everyone is responsible for feeding into the ESSI with their individual inputs.</p>	<p><b>Group work: Structure of ESSIs</b></p>
4	<p>Show participants table 3.1, 'Secured enterprises and employees'. Ask them what they think of this table. Collect their responses and help them 'see the big picture' by understanding that it is everyone's responsibility to 'feed the elephant'. Ask the participants to:</p> <ul style="list-style-type: none"> <li>▶ Look at the number of enterprises registered.</li> <li>▶ Look at the percentage of employed employees registered by their enterprises in the province, in order ensure that the participants have reliable statistics to hand.</li> <li>▶ Remind them that the more enterprises ESSIs register, the more ESSIs collect in contributions (i.e. the number of enterprises registered determines how much the 'elephant' is being fed).</li> </ul> <p>Ask the participants if they knew how many idea enterprises were registered in the province. This is important to understand the environment and habits of the 'elephant'.</p> <p>Ask the participants how they interpret this information. Acknowledge their responses.</p> <p>Help them understand that every ESSI staff member, official and inspector must make an effort – at their own individual level – to increase the number of enterprises registered with the ESSI and the number of employees secured (registered). This will increase the institution's revenue portfolio. Greater revenue will help to improve the quality, frequency and coverage of benefits for secured employees and their families.</p>	<p><b>Table 3.1. Secured enterprises and employees</b></p>

No.	Instructions for the trainer	Topic
5	<p>Show the participants table 2.3, 'Eligibility and registration of employees by province'. Help them understand that analysing data on the coverage of employees by ESSIs, compared to the total number of employees in a province, reveals a huge gap.</p> <p>The table shows that, of the 5.28 million employees in the formal economy who are eligible for social security, only 1.81 million are covered. This is 32 per cent of the total. This affects ESSIs, especially as employees' registration is the only source of revenue for these institutions, which receive contributions worth 6 per cent of each secured employees' salary.</p> <p>Explain that this training will build participants' capacity to fulfil the responsibility of all ESSI staff members – that is, to help the institution increase the number of registered enterprises and employees.</p>	<b>Table 2.3. Eligibility and registration of employees by province</b>
6	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ How many of you have read the Provincial Employees' Social Security Ordinance?</li> </ul> <p>Quickly review the Ordinance to see the 'elephant' (i.e. to understand the 'big picture'). Divide the participants into eight groups. Assign each group one chapter of the Ordinance to review and to present to the other participants.</p> <p>After the groups' presentations, sum up by discussing the 'big picture' and the roles of different ESSI departments. Remind the participants that the Social Security Ordinance/Act is the basis of the work of all ESSIs. All ESSI staff should understand the Ordinance and remember its provisions to improve ESSIs' performance, management and communication.</p>	<b>Group work: Social Security Ordinance at a glance</b>

## ▶ Resources and additional information

### Six blind men<sup>1</sup>

Long ago, six old men lived in a village in India. Each was born blind. The other villagers loved the old men and kept them safe from harm. Since the blind men could not see the world for themselves, they had to imagine many of its wonders. They listened carefully to the stories told by travellers to learn what they could about life outside the village.

The men were curious about many of the stories they heard, but they were most curious about elephants.

<sup>1</sup> Peace Corps, "The Blind Men and the Elephant".

They were told that elephants could trample forests, carry huge burdens, and frighten young and old with their loud trumpeting. But they also knew that the Rajah's daughter rode an elephant when she travelled in her father's kingdom. Would the Rajah let his daughter near such a dangerous creature?

The old men argued day and night about elephants. *"An elephant must be a powerful giant,"* claimed the first blind man. He had heard stories about elephants helping to clear forests and build roads.

*"No, you must be wrong,"* argued the second blind man. *"An elephant must be graceful and gentle if a princess is to ride on its back."*

*"You're wrong! I have heard that an elephant can pierce a man's heart with its tusks,"* said the third blind man.

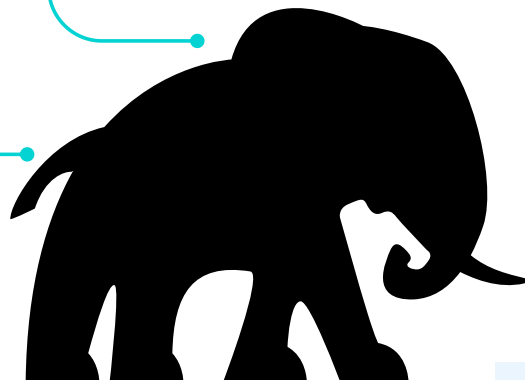
*"Please,"* said the fourth blind man. *"You are all mistaken. An elephant is nothing more than a large sort of cow. You know how people exaggerate."*

*"I am sure that an elephant is something magical,"* said the fifth blind man. *"That would explain why the Rajah's daughter can travel safely throughout the kingdom."*

*"I don't believe elephants exist at all,"* declared the sixth blind man. *"I think we are the victims of a cruel joke."*

**The inspection staff consider the tail of the elephant and believe that this is the key mandate of ESSIs: we are hired to audit, investigate and enforce compliance by enterprises.**

**The ESSI's senior management consider the main body of the elephant. How can we move it, how can we ensure compliance? How can we improve its image? How can we negotiate with the Government on different policies and schemes? How can we manage thousands of staff and scores of secured employees?**



**The medical and paramedical staff consider the legs of the elephant: strong pillars of infrastructure, equipment and vehicles. They do not necessarily consider the load that these pillars are carrying.**

**The support staff consider the tusks of the elephant: long hours of duty, low pay and strict rules.**

## Quiz: Train the brain

Divide the participants into two groups. Each group should have an equal number of participants and be gender-balanced. Use the same group names used in the introduction for rest of the training course, in order to encourage bonding. On the flipchart, draw two columns for 'Group [NAME 1]' and 'Group [NAME 2]'. During the quiz, add up their scores.

### Rules:

- ▶ Each correct answer receives 1 point.
- ▶ If a group is unable to answer a question, the other group should be asked the same question. They will also be given the opportunity to answer the next question first.
- ▶ Please note that, while some of these questions and answers are generic, others use the example of Punjab. **Please adapt these answers to the correct information for your province.**

No.	Question	Answer
1.	<b>When was Pakistan's first national social security law drafted?</b>	1962 (it was not implemented)
2.	<b>Which national instrument are all provincial Social Security Ordinances based on?</b>	West Pakistan Provincial Employees' Social Security Ordinance, 1965
3.	<b>When was the Social Security Ordinance adopted by your institution?</b>	<b>Answer for Punjab:</b> 1974 (after the devolution of one unit in 1970)
4.	<b>Which Article of the Constitution of Pakistan commits the State to provide social protection for citizens?</b>	Article 38(c)
5.	<b>How many chapters are there in the Social Security Ordinance?</b>	9
6.	<b>Which chapter of the Ordinance addresses benefits for secured employees?</b>	Chapter V
7.	<b>Which chapter of the Ordinance is about contributions?</b>	Chapter III
8.	<b>When was your provincial Social Security Ordinance /Act last amended?</b>	<b>Answer for Punjab:</b> 1974
9.	<b>Approximately how many enterprises are registered with your institution?</b>	<b>Answer for Punjab:</b> 390
10.	<b>Approximately how many employees are secured (registered) with your institution?</b>	<b>Answer for Punjab:</b> 1.05 million
11.	<b>What is the approximate percentage of total secured employees compared to the total number of enterprises registered with your institution?</b>	<b>Answer for Punjab:</b> 8%

12.	<b>What the minimum and maximum wage bracket for securing an employee under your institution?</b>	<b>Answer for Punjab:</b> PKR 17,500 – 22,000
13.	<b>Which types of employees cannot be secured under the Social Security Ordinance?</b>	State/civil servants, members of the armed forces and the police force, railway servants, and persons employed by defence organizations, railway administrations, local councils, municipal committees, cantonment boards and any other local authority.
14.	<b>What is the average percentage contribution that an enterprise must pay on behalf of its employees?</b>	6%
15.	<b>What is the minimum number of employees that an enterprise needs to have in order to register with an ESSI?</b>	5 (determined by the governing body as per the Social Security Ordinance)
16.	<b>What type of benefits do ESSIs offer in exchange for agreed contributions?</b>	Illness benefits, injury benefits, health care/out-patient department care, maternity benefit, death grants, disability pensions financial assistance, family health care, etc.
17.	<b>What additional indirect benefits do secured employees enjoy?</b>	Death grants through Benevolent Funds, education support through Workers' Welfare Funds, marriage grants through Pakistan Bait-ul-mal and Benevolent Funds, and old-age benefits through the Employees' Old-Age Benefits Institution.
18.	<b>Which core ILO Convention addresses social security?</b>	The Social Security (Minimum Standards) Convention, 1952 (No. 102)
19.	<b>What key provincial labour laws are relevant for, and related to, your work as an ESSI staff member or inspector?</b>	The Factories Act of 1934, the Shops and Establishments Ordinance of 1969, the Payment of Wages Act of 1936 and the Maternity Benefits Ordinance of 1958.



# Session 3

## How to get registered



# Session 3

## How to get registered

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### ▶ Instructions

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No.	Instructions for the trainer	Topic
1	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ What types of benefits can secured employees receive?</li> </ul> <p>Write down their responses on the flipchart under two categories:</p> <ul style="list-style-type: none"> <li>▶ cash benefits; and</li> <li>▶ health benefits.</li> </ul> <p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ What is the procedure for employees' to access these benefits?</li> <li>▶ What documentation needs to be assessed, and what evidence needs to be collected, before employees can be granted access to these benefits?</li> </ul>	<b>Cash and health benefits</b>
2	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ What are the responsibilities of employers?</li> <li>▶ What type of behavioural issues have you faced when engaging with employers?</li> <li>▶ How did you react and respond to these issues?</li> <li>▶ What are your tips for others, based on your experiences, to help employers' understand and discharge their responsibilities?</li> </ul>	<b>Employers' responsibilities</b>
3	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ Who can be a secured employee and who cannot?</li> <li>▶ What makes an employee eligible to be secured (registered) by an ESSI?</li> <li>▶ What preparation do you need to make before your first inspection visit to an enterprise?</li> </ul>	<b>Who can be registered?</b>

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No.	Instructions for the trainer	Topic
<b>3</b>  (continued)	Acknowledge their responses and explain the eligibility criteria for registration, using the information provided in the handbook, with reference to the Social Security Ordinance/Act.	<b>Who can be registered?</b>  <b>(continued)</b>
<b>4</b>	Ask the participants: <ul style="list-style-type: none"> <li>▶ How do you orient the employers about their responsibilities?</li> <li>▶ How do employers perceive the registration process?</li> <li>▶ What are their concerns about monthly payments and online registration status, etc.?</li> <li>▶ What concerns to employers have if they are not IT-savvy?</li> <li>▶ How do you help employers navigate the registration and contribution process? What are your limitations, and how do you address these?</li> </ul> <p><b>As Balochistan and Khyber Pakhtunkhwa still use manual systems, in these provinces it is important to ask the participants:</b></p> <ul style="list-style-type: none"> <li>▶ What difficulties did you face during the COVID-19 lockdown in terms of registration and the collection of contributions?</li> <li>▶ How did you manage registration and the collection of contributions during the COVID-19 pandemic?</li> <li>▶ Do you think e-systems for registration/contributions are beneficial?</li> <li>▶ What are your suggestions and recommendations?</li> <li>▶ Who would be your best partner in this system?</li> </ul>	<b>How to get registered</b>  <b>Registration and contribution process</b>
<b>5</b>	Before continuing, ask the participants to complete a quiz to see if they understand the technicalities of benefit provision.  Ask participants to 'buzz in' when they want to answer a question (or raise their hands if no buzzers are available).  Ask one participant to read each statement out loud and to guess whether the statement is 'true' or 'false'.  The other participants in the group should check this answer.  Count the number of correct answers, and praise, applaud and award participants with sweets.	<b>Quiz:</b>  <b>Benefits and compensation</b>

## ► Resources and additional information

### Quiz: Benefits and compensation

No.	Statement	Answer
<b>1</b>	<b>Sickness and injury benefits</b>	
1.1	A secured (registered) person, who is unable to work due to sickness, is entitled to receive sickness benefits without the certification of a medical practitioner authorized by the institution.	<b>False</b>
1.2	A secured person who is unable to work due to tuberculosis or cancer is not entitled to receive sickness benefits throughout the period of their illness, or for more than 365 days.	<b>True</b>
1.3	A secured person is entitled to receive sickness benefits throughout the period of their illness, irrespective of the type and duration of their illness.	<b>False</b>
1.4	An employee suffering from any other disease is entitled to receive sickness benefits for a period that does not exceed 121 days.	<b>True</b>
1.5	A secured person can claim injury benefits after submitting a certificate from an authorized medical practitioner and be paid up to 180 days of their salary, including for the day of the injury.	<b>True</b>
<b>2</b>	<b>Maternity benefits</b>	
2.1	A woman who is newly secured (for less than 3 month) is entitled to receive maternity benefits, at the specified rate, if she submits a certificate from a medical practitioner authorized by the institution.	<b>False</b>
2.2	A secured woman is entitled to claim maternity benefits irrespective of whether contributions on her behalf are paid or payable.	<b>False</b>
2.3	Upon submission of an authorized medical certificate, a secured woman is entitled to be paid benefits for all of the days on which she could not perform remunerated work.	<b>False</b>
2.4	A secured woman is only entitled to maternity benefits if contributions on her behalf have been paid, or are payable, for no less than 180 days.	<b>True</b>
2.5	A secured woman, as part of her maternity benefits, is entitled to prenatal confinement and postnatal medical care.	<b>True</b>
<b>3</b>	<b>Death grant</b>	
3.1	The entitlement of a death grant is equal to 30 days salary of the secured (deceased) person and should not be less than PKR 1,500.	<b>True</b>
3.2	When a secured person dies, a death grant can only be received by his/her widow/widower.	<b>False</b>
3.3	If a secured employee was unmarried, the person who provided for their funeral is entitled to receive the death grant.	<b>True</b>

No.	Statement	Answer
<b>3</b>	<b>Death grant (continued)</b>	
3.4	If the husband of a secured woman dies, she is entitled to receive an <i>iddat</i> benefit equal to the daily rate of her wages during the period of her <i>iddat</i> .	<b>True</b>
3.5	If the husband of a secured woman dies, and she is a seasonal employee, she is entitled to receive <i>iddat</i> benefits in the same manner and to the same extent as any other secured woman, even if her seasonal employment ends during the <i>iddat</i> period.	<b>True</b>
<b>4</b>	<b>Medical care of dependants</b>	
4.1	A secured person and his/her dependants are entitled to medical care in the manner and to the extent specified in the regulations.	<b>True</b>
4.2	If a secured person dies while they are employed, and dies for any reason other than an employment injury, his/her dependants will be entitled to medical care for 12 months from the date of the secured person's death.	<b>True</b>
4.3	If a deceased secured person was a seasonal employee, his/her dependants will not be entitled to any medical care from the date of the person's death.	<b>False</b>
<b>5</b>	<b>Disablement pension and gratuity</b>	
5.1	In case of total disablement, a secured person can receive a disablement pension, according to the degree of disablement and defined regulations.	<b>True</b>
5.2	In cases of partial disablement, a secured person cannot receive a disablement pension.	<b>False</b>
5.3	A disablement pension terminates upon the death of the recipient.	<b>True</b>
5.4	If a disablement pension has been paid for five years, it is payable for life.	<b>True</b>
5.5	A secured person with a minor disability is not entitled to a disablement gratuity.	<b>False</b>
5.6	A person who is already receiving a disablement pension is not entitled to a disablement gratuity.	<b>True</b>
<b>6</b>	<b>Survivors' pension</b>	
6.1	If a secured person dies due to employment injury, one of his/her dependants is entitled to receive a certain amount of this person's disablement pension.	<b>True</b>
6.2	Every (full) orphan child of a secured person is entitled to be paid one-fifth of the total of the person's disablement pension.	<b>True</b>
6.3	If a secured person does not have a widow or needy widower, the survivors' pension will not be payable to their dependent father.	<b>False</b>
6.4	If a secured person does not have a widow, needy widower or dependent father, the survivor's pension will be payable to their dependent mother.	<b>True</b>
6.5	A survivor's pension is payable upon the death of a secured person and terminates upon the death of the survivor.	<b>True</b>

No.	Statement	Answer
<b>6</b>	<b>Survivors' pension (continued)</b>	
6.6	The survivors' pension will continue even if a secured person's widow or needy widower remarries.	<b>False</b>
<b>7</b>	<b>Medical care in case of employment injury</b>	
7.1	If medical care is required as a result of an employment injury, no conditions will be applied in terms of the payment of contributions.	<b>True</b>
7.2	Dental care is included among the health services that the Social Security Ordinance refers to.	<b>False</b>
<b>8</b>	<b>Extent of medical care</b>	
8.1	Specialist care provided by hospitals for in-patients and out-patients is also available outside of these hospitals.	<b>False</b>
8.2	Essential pharmaceutical supplies should be prescribed by a medical practitioner.	<b>True</b>
8.3	A secured person is entitled to hospitalization when necessary, including during pregnancy and confinement.	<b>True</b>
8.4	A secured woman is entitled to pre-natal confinement and post-natal care, provided either by medical practitioners or qualified midwives.	<b>True</b>
<b>9</b>	<b>Payment and manner of claiming benefits</b>	
9.1	All claims and benefits under the Social Security Ordinance are only payable upon the receipt of the required documents, information and evidence.	<b>True</b>
9.2	A secured person is not entitled to receive more than one benefit during the same period of time.	<b>True</b>
9.3	A secured person is also entitled to sickness, maternity or injury benefits for the days that he/she receives wages.	<b>False</b>
9.4	If a secured person received a benefit or the payment of benefits to which he/she was not lawfully entitled, this person may have to repay the amount to the institution. Even after this person's death, his/her survivors are required to repay this amount from the deceased person's assets.	<b>True</b>
9.5	The amount recoverable by the institution can be recovered in the form of the arrears of land revenue.	<b>True</b>



# Session 4 Enforcement by ESSIs



# Session 4

## Enforcement by ESSIs

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### ▶ Instructions

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No.	Instructions for the trainer	Topic
1	<p>Inform the participants about the three key stages of the institution's compliance mechanism: furnish/provide, enter/visit and examine.</p> <p>During the plenary session, ask the participants what they understand these three terms to mean. Acknowledge their responses and explain these terms, using the definitions provided in the handbook.</p>	<b>How to ensure compliance with the law</b>
2	<p>Ask the participants if they have inspected or audited any enterprise(s). Take random responses and ask:</p> <ul style="list-style-type: none"> <li>▶ What type of establishment did you visit?</li> <li>▶ How many employees were there?</li> <li>▶ What was the category of the enterprise ('small', 'medium-sized' or 'large)?</li> </ul> <p>Then ask the participants:</p> <ul style="list-style-type: none"> <li>▶ Who decided on this visit?</li> <li>▶ Who decided which official would visit which enterprise?</li> <li>▶ Are there Standard Operating Procedures (SOPs) that specify which officer (field staff, deputy director, inspector, etc.) should visit specific enterprises?</li> </ul> <p>If a specific structure exists, as it does at the Punjab Employees' Social Security Institution (see below), discuss this structure in detail to make sure that the participants understand the official protocols for visiting enterprises based on the size of each establishment.</p>	<b>Inspection audit by the size of an establishment</b>

No.	Instructions for the trainer				Topic	
2  (continued)	Punjab's inspection audit standards by the size of an establishment:				Inspection audit by the size of an establishment (continued)	
	Authorized officer/ team	Level of employment unit				
		Small (fewer than 100 employees)	Medium- sized (100 to 300 employees)	Large (300 or more employees)		
	1	Deputy director (administration)				✓
	2	Deputy/additional director (finance and audit)				✓
	3	Social security officer	✓	✓		✓
	4	Area social security officer	✓	✓		✓
	5	Social security officer (contribution)		✓		✓
6	Audit officer		✓			

- 3** Explain to the participants that it is the duty of officials to practise their profession in accordance with the keystone of integrity, and to discharge all of their duties with impartiality and fairness.
- It is their duty to interest themselves in the welfare of employees and enterprises, and to apply their specialist knowledge for the benefit of all.
- Ask the participants:
- ▶ What values do you think that ESSi inspection staff should always adhere to?
- Write their responses on the flipchart.
- Then explain that, at minimum, the values that inspection staff should adhere to at all times are:
- ▶ knowledge and competence;
  - ▶ honesty and integrity;
  - ▶ courtesy and respect;
  - ▶ objectivity, neutrality and fairness;
  - ▶ commitment and responsiveness; and
  - ▶ consistency between personal and professional behaviour.

No.	Instructions for the trainer	Topic
4	<p>Prepare small pieces of paper, each with a type of offence written on it:</p> <ul style="list-style-type: none"> <li>▶ Failing to pay contributions</li> <li>▶ Making a false statement</li> <li>▶ Producing and providing false documents</li> <li>▶ Providing false information</li> <li>▶ Attempting to recover money or deducting from a secured person</li> <li>▶ Failing or refusing to submit any return</li> <li>▶ Obstructing any ESSi official in the course of their duty</li> <li>▶ Concealing information to evade payment</li> <li>▶ Non-compliance as per ordinance rules and regulation</li> </ul> <p>Distribute these pieces of paper and ask the participants to explain each offence and its consequences.</p>	<b>Offence and penalties</b>
5	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ What happens when an enterprise/establishment wants to access the grievance mechanism?</li> <li>▶ What is the grievance mechanism?</li> <li>▶ What is the grievance procedure?</li> <li>▶ What type of issues can enterprises raise in their complaint?</li> <li>▶ What role can you play, as an inspector, to support the enterprise to save time, effort and money (and which concerns them most)?</li> </ul>	<b>Grievance mechanism</b>
6	<p>Explain the Apple corporation's '3As' customer relations and grievance strategy. The company's customer relations are entirely based on understanding.</p> <p>Remind the participants that, if they have a '3As' mindset, there is little chance of losing customers (enterprises) or in an enterprise losing trust in the ESSi.</p>	<b>Apple's 3As grievance strategy</b>



## ► Resources and additional information

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### Offences and penalties

Failing to pay contributions	Making a false statement	Providing and producing false documents
Providing false information	Attempting to recover money or deducting from a secured person	Failing or refusing to submit any return
Obstructing any ESSI official from carrying out their duties	Concealing information to evade payment	Non-compliance as per the Social Security Ordinance's rules and regulations



**Session 5**  
**Related and**  
**relevant laws,**  
**standards and**  
**Conventions**



# Session 5

## Related and relevant laws, standards and Conventions

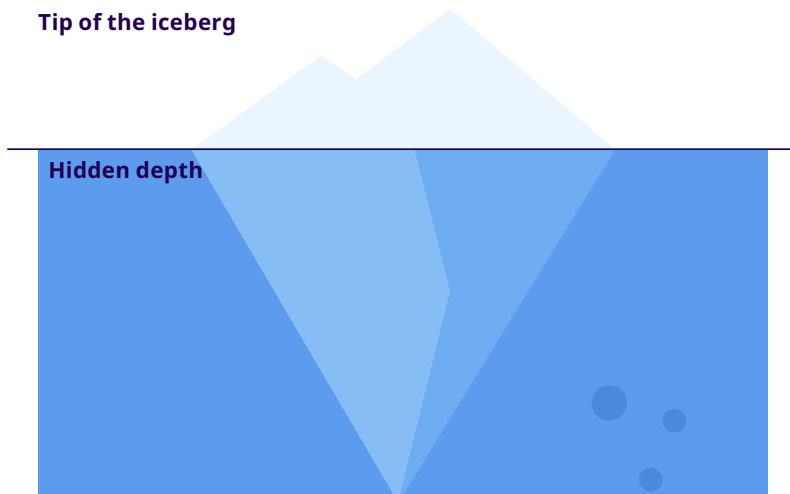
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### ► Instructions


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No.	Instructions for the trainer	Topic
1	<p>Ask the participants if they have watched the film, Titanic. If so, ask them why the giant Titanic sank. They will point to several reasons. Acknowledge them all and focus on one key reason: 'a seemingly small iceberg'.</p> <p>While the iceberg may have seemed small from a distance, only its tip was visible. Under the water, the iceberg was immense. Tell the participants that any professional, in any field, is like an iceberg. Their immediate appearance does not reveal their true wealth of knowledge, information, experiences, behaviours, competencies and skills.</p> <p>Show the participants the top half of the iceberg (as in the graphic illustration below). Remind them that this is what a professional looks like on the surface, but when they demonstrate their knowledge and skills, etc. this reveals their hidden depth.</p>	<b>Comparing ESSI professionals to an iceberg</b>

**Tip of the iceberg**



No.	Instructions for the trainer	Topic
<b>1</b>  (continued)	<p>If an inspector possesses all the required knowledge, skills/competencies, attitudes and behaviours, she/he is a 'true iceberg' of the ESSI. These inspectors can build a positive image of themselves and of their institution when engaging with enterprises and employees.</p> <p>Show the participants the bottom half of the iceberg. Explain that, if an inspector lacks the required knowledge, skills/competencies, attitudes and behaviours, they merely embody the 'tip of the iceberg'. This reduces enterprises' respect for the inspector and the institution as a whole.</p>	<b>Comparing ESSI professionals to an iceberg</b>
<b>2</b>	<p>Understanding related and relevant laws and Conventions is as powerful as an iceberg. Inform the participants about key labour laws and ILO Conventions. Divide the participants into two groups of equal size to quickly review these laws and Conventions.</p> <p>After 15–20 minutes, ask each group to inform the other about labour laws and Conventions to ensure that both groups possess equal knowledge.</p>	<b>Related and relevant laws, standards and Conventions</b>
<b>3</b>	<p>Remind the participants that, although it is not part of their professional responsibilities per se, it is their moral responsibility to show zero tolerance for discrimination in the workplace and in society.</p> <p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ What would you do if you discover a situation of discrimination, or a discriminatory practice at an enterprise?</li> </ul> <p>Acknowledge their responses.</p> <p>Explain that they can respond to discrimination in different ways. For instance, they can:</p> <ul style="list-style-type: none"> <li>▶ Identify and discuss the instance of discrimination with the concerned person.</li> <li>▶ If the issue is not resolved through a discussion, they can speak to the authorities.</li> <li>▶ If the issue is related to their institution's mandate, they should talk to senior management.</li> <li>▶ If the issue is not within their mandate, they can talk to their counterpart Department of Labour to find a solution.</li> </ul>	<b>Discrimination in the workplace</b>



**Session 6**  
**Orientation,**  
**advocacy and**  
**communication**



# Session 6

## Orientation, advocacy and communication

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### ▶ Instructions

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No.	Instructions for the trainer	Topic
1	<p>Inform the participants that no institution can be functional and productive without the participation, cooperation and trust of stakeholders. Ask the participants:</p> <ul style="list-style-type: none"><li>▶ Who are your stakeholders? (Write their responses on the flipchart).</li><li>▶ What do these stakeholders know about your institution and its services? (Write their responses next to the name of each kind of stakeholder).</li><li>▶ How do you inform your stakeholders about your institution's services and benefits? (List their responses on the corner of the flipchart).</li><li>▶ Do you think this medium of communication can be improved?</li><li>▶ If so, how will these improvements benefit your institutions and its stakeholders?</li><li>▶ What materials and content does your institution use to raise awareness among stakeholders?</li></ul> <p>You can request a copy of these materials in advance from specific institutions. If the materials are available (in print or online), ask the participants:</p> <ul style="list-style-type: none"><li>▶ Who is the core audience of this material and why?</li></ul> <p>Show the participants the image 'WIIFM?', and ask how they would read this word out loud:</p>	<b>Awareness and advocacy</b>



No.	Instructions for the trainer	Topic
<p><b>1</b></p> <p>(continued)</p>	<p>If they read it correctly, praise them. If they do not, show them this image:</p> <div data-bbox="459 385 1027 539" style="text-align: center; background-color: red; color: white; padding: 10px; margin: 10px 0;"> <p><b>What's in it for me? ? ?</b></p> </div> <p>Explain the philosophy of 'WIIFM?' and link it to the ESSIs' core stakeholders that the participants listed at the beginning of this session. Help them understand that a generic or irrelevant message will never serve an institution's purpose. Specific audiences require specific messages, delivered to them through an acceptable medium.</p> <p>Give the participants an example: Employers may not be specifically interested in the health facilities that are provided to registered employees, but they are likely to be very interested about the time and money they can save if their employees are secured (registered) with an Employees' Social Security Institution.</p>	<p><b>Awareness and advocacy (continued)</b></p>
<p><b>2</b></p>	<p>Divide the participants into four groups representing:</p> <ul style="list-style-type: none"> <li>▶ (i) employers and employers' representatives;</li> <li>▶ (ii) employees and employees' representatives;</li> <li>▶ (iii) laws and regulations; and</li> <li>▶ (iv) enforcement institutions.</li> </ul> <p>Ask them to each design a piece of promotion material, bearing in mind the philosophy of 'WIIFM?'</p> <p>Give each group 30 minutes to design their message on a flipchart. When they finish, ask them to display their message on the wall so that everyone can see it. To conclude this exercise, ask the participants:</p> <ul style="list-style-type: none"> <li>▶ What did you learn from this exercise?</li> <li>▶ Do you think a well-designed message can increase the registration of employees?</li> </ul> <p>Ask the same groups:</p> <ul style="list-style-type: none"> <li>▶ What would be the best medium to communicate your message to your audience?</li> <li>▶ How frequently should this message be communicated?</li> <li>▶ What follow-up techniques can be used to ensure impact?</li> </ul>	<p><b>Designing promotional material</b></p>

No.	Instructions for the trainer	Topic
3	<p>Write this statement on the flipchart:</p> <ul style="list-style-type: none"> <li>▶ A first impression is the last impression.</li> </ul> <p>Ask the participants to explain this statement and give examples of what factors contribute to a good first impression. List all of their responses on the flipchart and link these with the following list:</p> <ul style="list-style-type: none"> <li>▶ clean and hygienic;</li> <li>▶ presented/turned out appropriately;</li> <li>▶ genuine and humble;</li> <li>▶ open and confident;</li> <li>▶ smiling and friendly;</li> <li>▶ positive and encouraging;</li> <li>▶ courteous and attentive; and</li> <li>▶ prepared and on time.</li> </ul> <p>Explain to the participants that, after making a good first impression, the next step is to:</p> <ul style="list-style-type: none"> <li>▶ Break the ice with communication.</li> </ul> <p>To illustrate this, begin a communication activity. Give each participant one sheet of A4 size paper. Tell them that you will provide step-by-step instructions on how to fold their piece of paper into an origami shape.</p> <p>Inform them that they must keep their eyes and mouths closed while they follow these instructions. They should not look at the paper or ask any questions.</p> <p>Read out step-by-step instructions on how to fold the paper into an origami shape of your choice.</p> <p>Once they have finished, ask the participants to open their eyes and compare their shapes.</p> <p>Observe that they will find that each shape is a little bit different. To emphasize this point, ask the participants:</p> <ul style="list-style-type: none"> <li>▶ Even with the same instructions, each shape looks different. What does this mean?</li> <li>▶ Do you think the results would have better if you were allowed to open your eyes or been allowed to ask questions?</li> </ul>	<p><b>Communication skills</b></p>



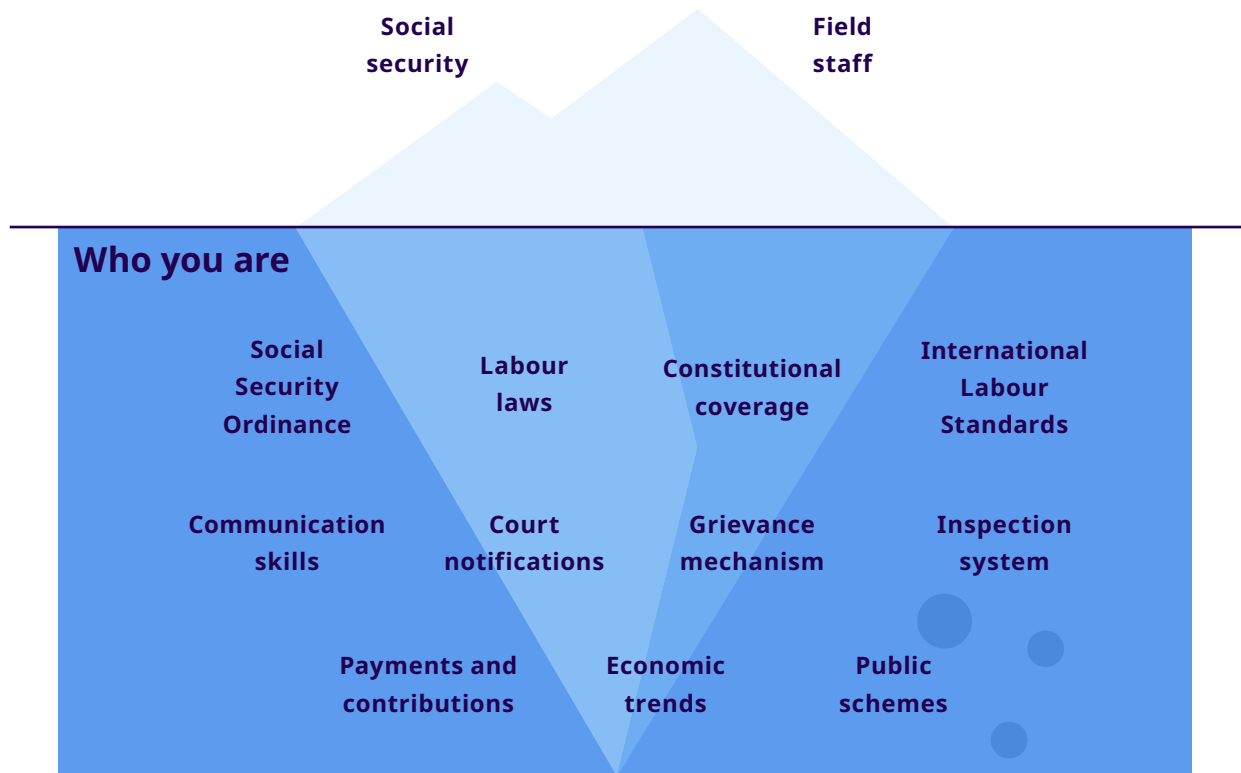
No.	Instructions for the trainer	Topic
<p><b>3</b> <b>(continued)</b></p>	<p>Explain that communicating clearly is not easy. We all interpret information differently. This is why it is important to ask questions and confirm your understanding in order to ensure that the message you want to communicate is not distorted.</p> <p>Tell the participants that, in addition to making work easier, good communication benefits relationships. For example:</p> <ul style="list-style-type: none"> <li>▶ Effective communication shows respect and affirms the value of the person you are communicating with.</li> <li>▶ Effective communication helps us understand each other.</li> <li>▶ Effective communication makes us feel more comfortable with each other and encourages even more healthy and productive communication.</li> </ul> <p>Ask the participants to explain the difference between ‘verbal communication’ and ‘non-verbal communication’. Remind them that being neat, hygienic and well-turned-out is not productive until a person possesses good verbal and non-verbal communication skills.</p>	<p><b>Communication skills (continued)</b></p>
<p><b>4</b></p>	<p>Remind the participants about the ‘iceberg’ example discussed earlier. Ask them:</p> <ul style="list-style-type: none"> <li>▶ Would you prefer to be just the tip of the iceberg?</li> <li>▶ Or would you prefer to be an iceberg with great depth?</li> </ul> <p>Show the ‘iceberg’ illustration (included below) and emphasize that all ESSI staff are a combination of knowledge, skills and attitudes. They are like an iceberg – employers and employees only see the tip, but demonstrating knowledge, skills and attitudes reveals the inner depth of ESSI staff. Ask the participants to write down one competency associated with:</p> <ul style="list-style-type: none"> <li>▶ Knowledge </li> <li>▶ Skills </li> <li>▶ Attitudes </li> </ul> <p>Write these words in three columns on the flipchart. Emphasize how important these competencies are for participants to reveal their ‘hidden iceberg’. Consult the handout, show the slide and point out whether the participants have missed any relevant competencies.</p>	<p><b>Knowledge, skills and attitudes</b></p>


## ► Resources and additional information

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### ESSI professional iceberg

What employers and employees see





# Session 7


## Inspection and record-checking



# Session 7


## Inspection and record-checking

### ► Instructions

No.	Instructions for the trainer	Topic
1	<p>Remind the participants about the three key stages of institutional compliance mechanisms and the authority of Employees' Social Security Institutions:</p> 	Introduction
2	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>► How many times have you visited an enterprise or establishment?</li> <li>► What type(s) of inspection visits were these?</li> </ul> <p>Explain the four types of visits that ESSI staff conduct and the reasons for each type of visit.</p>	Types of inspection visits

No.	Instructions for the trainer	Topic
3	<p>Ask the participants:</p> <ul style="list-style-type: none"> <li>▶ How do you prepare to visit an enterprise or establishment?</li> </ul> <p>Acknowledge their responses and explain the list of things they should do before any field visit. Explain that this is a generic list, it is not necessary to follow all of these steps. They can customize the list based on their requirements and the situation.</p>	<b>Preparing for an inspection visit</b>
4	<p>Explain to the participants that this last chapter is the most important chapter for ESSI staff and for enforcing compliance with the law.</p> <p>The chapter's step-by-step guide for inspections is a newly developed tool by the ILO-UNDESA project, 'Achieving the SDGs and ending poverty through universal social protection'.</p> <p>Tell the participants that every good inspection has three key stages: pre-inspection, during inspection and post-inspection.</p> <p>Each stage involves different roles, activities, requirements and competencies to secure good results.</p> <p>Divide the participants into three groups of equal size. Ask each group to read the description of one stage of the inspection process.</p> <p>Then ask them to answer the following questions:</p> <ul style="list-style-type: none"> <li>▶ Are the activities and information in this stage correct?</li> <li>▶ Are these stages similar to your actual working standards?</li> <li>▶ Should anything added to, or removed from, this list?</li> <li>▶ If you do not have a list of stages and steps at your institution, could your institution adopt this list as a form of best practice?</li> </ul> <p>Give the groups 20 minutes to read and respond.</p> <p>Ask each group to present their stage and answer the questions above.</p>	<b>Inspection stages</b>
5	<p>A similar inspection checklist or stages may also exist in the participants' institution. The tool provided is an effort to standardize the stages, steps and activities for an effective ESSI inspection system.</p> <p>There may be differences in terms of the titles, designations, levels of authority and sequence of activities. These may be adapted and aligned with provincial notifications. The tool can be treated as a model structure for social security inspections.</p> <p>The activities and protocols were developed based on the Standard Operating Procedures shared by the Punjab Employees' Social Security Institution (under a notification issued on 7 July 2017).</p>	<b>Details of inspection stages</b>

No.	Instructions for the trainer	Topic
<p><b>5</b> <b>(continued)</b></p>	<p>Explain that all of the steps are aligned with the sections of the Provincial Employees' Social Security Ordinance, 1965 and the provincial Ordinances that derive from it.</p> <p>However, observe that it is still recommendable to customize and obtain a proper notification (if necessary) before using this tool.</p> <p>Provincial Employees' Social Security Institutions may adopt this checklist in line with their preferences and respective sections of their provincial Social Security Ordinance/Act.</p>	<p><b>Details of inspection stages (continued)</b></p>



# Session 8 Wrapping up and evaluation



# Session 8

## Wrapping up and evaluation

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### ► Instructions

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No.	Instructions for the trainer	Topic
1	<p>Remind the participants about the self-assessment form that they filled out during session 1, at the beginning of the first day of the training course. They assessed their existing knowledge on ESSI systems, procedures, laws, etc. and rated this knowledge from 0 to 10 for different categories.</p> <p>Explain that you will distribute the same form to the participants again. They should consider the numbers they initially wrote down and reflect on how much they have learned in the last two days.</p> <p>They should now write down a new number for each category, reflecting the change in their knowledge, skills and attitudes.</p> <p>Give the participants 10–15 minutes to complete the self-assessment form.</p> <p>Collect and count these forms when they finish.</p> <p>Randomly pick a form and tell the participants the difference in the number (rating), without revealing the name of the participant whose form you are using.</p> <p>Commend the participants' learning and encourage them to keep reviewing the checklist and other orientation materials to achieve positive results.</p> <p>As a trainer and facilitator, you should be a source of knowledge for your colleagues and evolve as a professional. They will now see you from multiple perspectives – as a colleague, a peer and a trainer.</p>	<b>Self-assessment</b> <b>(Use the same form that participants' filled out in Session 1)</b>

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No.	Instructions for the trainer	Topic
2	<p>Congratulate the participants on successfully completing this two-day course on effective compliance with and the enforcement of social security laws in Pakistan for staff of provincial Employees' Social Security Institutions.</p> <p>Ask the participants how they liked the course. Quickly collect their responses and ask them to complete the evaluation form. Encourage them to provide their sincere feedback about the course, its objectives, materials and methodologies for further improvement.</p> <p>Distribute the evaluation form and give the participants 10–15 minutes to complete it.</p> <p>When they have finished, collect and count the forms.</p> <p>Thank the participants again for their time, participation and cooperation during the training course.</p>	Training evaluation
3	<p>If certificates are available and a senior manager, director or chief guest is present, ask them to deliver closing remarks and distribute the certificates to the participants.</p> <p>If no chief guest is available, write each participant's name on a certificate (in advance). Distribute the certificates randomly so that none of the participants have their own certificate in their own hands.</p> <p>Invite one participant to read out the name on the certificate they are holding. Call on the participant whose name is read out to collect their certificate.</p> <p>Ask the participant holding the certificate to say a few words – reminding them that they have spent two days with the participant to whom they are presenting the certificate. Ask the participant holding the certificate:</p> <ul style="list-style-type: none"> <li>▶ What is the one thing you learned about him/her (about his/her life, knowledge, habits, behaviour, sense of humour, etc.)?</li> </ul> <p>After the participant responds, ask them to present the certificate to their fellow participant.</p> <p>Repeat this exercise for all of the participants. Ask for a round of applause at the end. Wish the participants good luck with their future professional and personal endeavours.</p>	Certification

## ► Resources and additional information

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### Training evaluation form


#### SIMPLIFY SOCIAL SECURITY

##### Capacity building for the staff of Employees' Social Security Institutions for effective compliance with and the enforcement of social security laws in Pakistan

'Achieving the SDGs and ending poverty through universal social protection' project, implemented by the ILO and UNDESA with the support of the United Nations Peace and Development Trust Fund

ESSI (province): \_\_\_\_\_ Date: \_\_\_\_\_

Please rate the following:

No.	Question	Extremely good  Poor				
		5	4	3	2	1
1	To what extent has the orientation package achieved your overall institutional objectives?					
2	How do you rate the sequence, arrangements and flow of the information in the training package?					
3	How do you rate the quality and relevance of the content, materials and assessments used in the training package?					
4	Do you think the step-by-step 'inspection stages' process will help you to better understand your job?					
5	Do you think that this training package can build the knowledge base of existing and new staff at your institution in terms of awareness, advocacy and compliance with the Social Security Ordinance in your province?					

1. Identify three significant things you have learned from this orientation package:

1	
2	
3	

2. Identify three aspects that you feel could be improved in this orientation package:

1	
2	
3	

3. General comments (anything not covered above):

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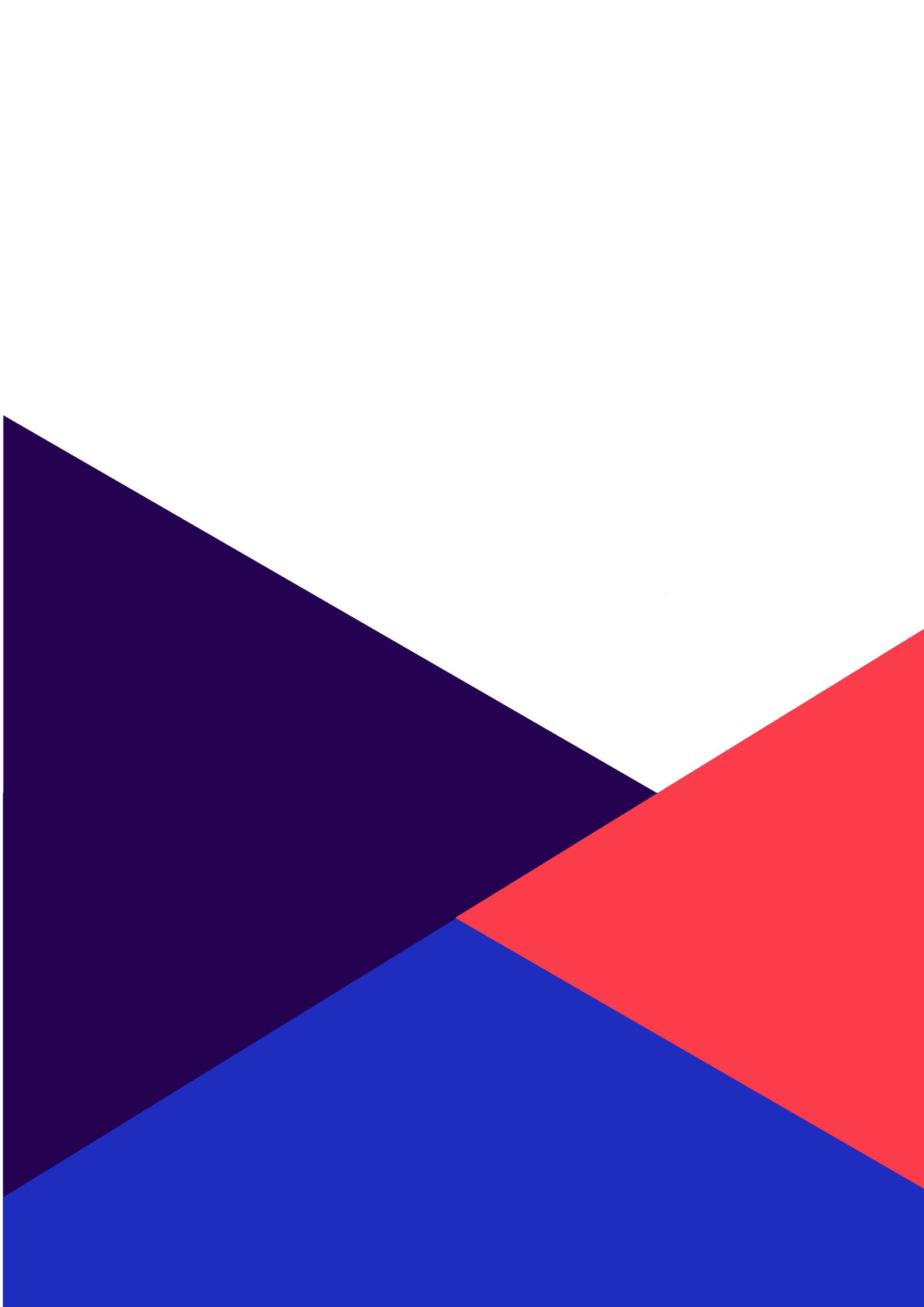
## Closing instructions for trainers

Congratulations on successfully completing this training course. You should be proud of being one of the few individuals chosen to contribute to your institution's mission by building the capacities of your peers.

To further enhance your training capacities and serve as a valuable resource for your institution:

- ▶ Read this trainers' manual several times to become familiar with its sequence, instructions and terms used.
- ▶ Review the labour laws, standards and ILO Conventions that are related to, and relevant for, social security.
- ▶ Collect good and bad practices to make use of these in future training sessions.
- ▶ Practise your facilitation and communication skills frequently to improve the training's delivery and acceptability.
- ▶ Identify ESSI staff, officers and inspectors with the potential to become trainers, in order to expand the pool of trainers in your institution.
- ▶ Conduct period checks of trainees' learning and how they are employing their new knowledge and skills in practice.
- ▶ Conduct sessions with heads of departments (especially departments responsible for compliance, registration and recovery) to discuss positive changes in staff behaviour.
- ▶ Collect case studies to use in future trainings and to include in institutional progress reports.

**Congratulations on completing the training!**



**Simplify social security: Trainers' manual for effective compliance with  
and the enforcement of social security laws in Pakistan**

This trainers' manual is a new, exclusively designed capacity building tool for provincial Employees' Social Security Institutions in Pakistan. It was developed as part of the ILO-UNDESA project, 'Achieving the SDGs and ending poverty through universal social protection', supported by the United Nations Peace and Development Trust Fund.



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