



DIGITAL GOVERNANCE INITIATIVE

DIGITAL GOVERNANCE INITIATIVE

PART 2

In-person courses

Digital Governance and Labor Inspection

(DG & LI)

Instructor's guide

Last version

2025

Forewords

The term "digital governance" does not have a single, universally recognized originator. Instead, it emerged gradually in the early 2000s as digital technologies began playing a central role in organizational strategy and public service delivery.

However, several influential organizations and thought leaders played a key role in shaping and formalizing the concept. The United Nations and the OECD were among the first international bodies to discuss "digital governance" in relation to e-government and digital government transformation. The OECD's E-Leaders Handbook on the Governance of Digital Government (first published in the 2010s) helped define digital governance as the set of leadership, organizational, and regulatory frameworks needed to manage digital transformation in government. Afterwards, the U.S. government's Digital.gov platform started to be very influential in this field.

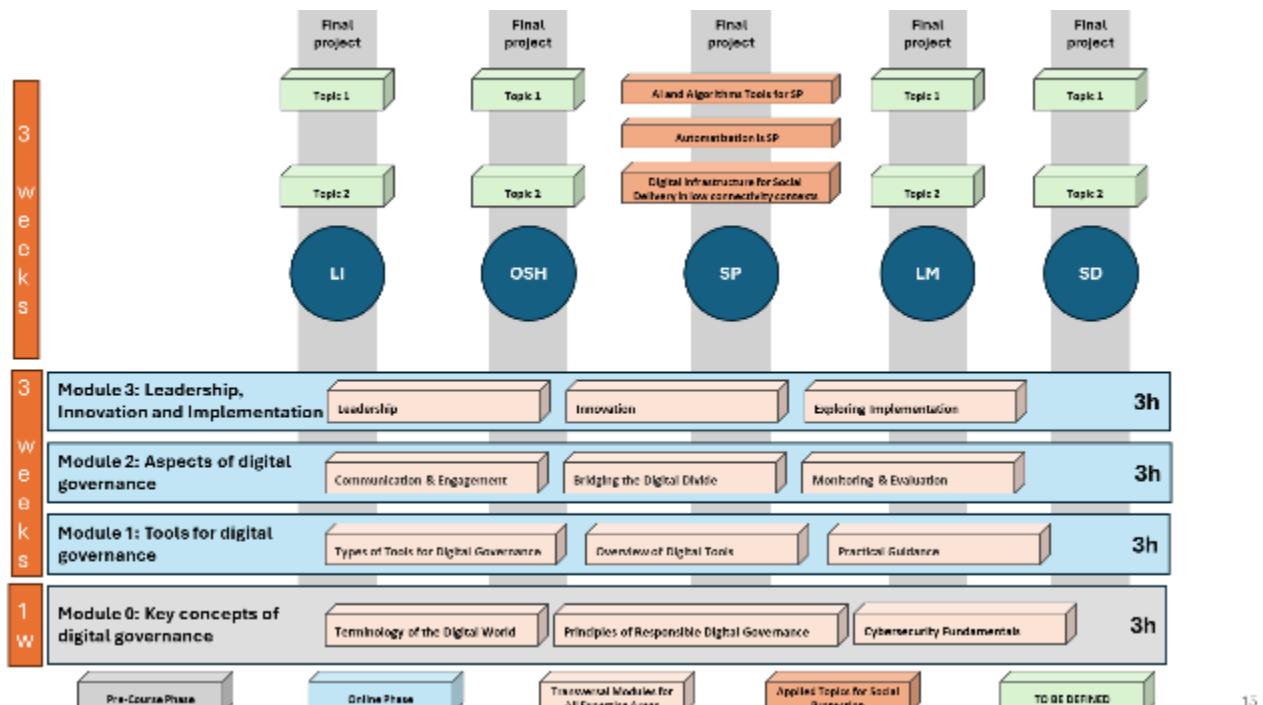
The digital world and digital transformation can be broken down into six key elements: purpose, data, methodology, tools, people and processes. Therefore, to be truly effective at digital governance, you must learn to govern each of these elements, both individually and as a whole. That's why this course provides knowledge that looks to tackle these elements from different angles, but, always remembering that people and organizational culture are at the heart of everything. This is why skills like applying ethics, using a human-centered design approach, and ensuring digital inclusion and coordination with others (including elements like interoperability) are so important. After all, in social protection, we work with people for people, and the successful application of digital governance directly impacts their lives.

Thus, digital governance refers to the structures, policies, roles, and processes that guide how digital technologies are used, managed, and regulated within an organization or society. It ensures that digital initiatives align with broader organizational or societal goals, comply with laws and standards, uphold public values, and mitigate digital risks such as data misuse, security breaches, or algorithmic bias.

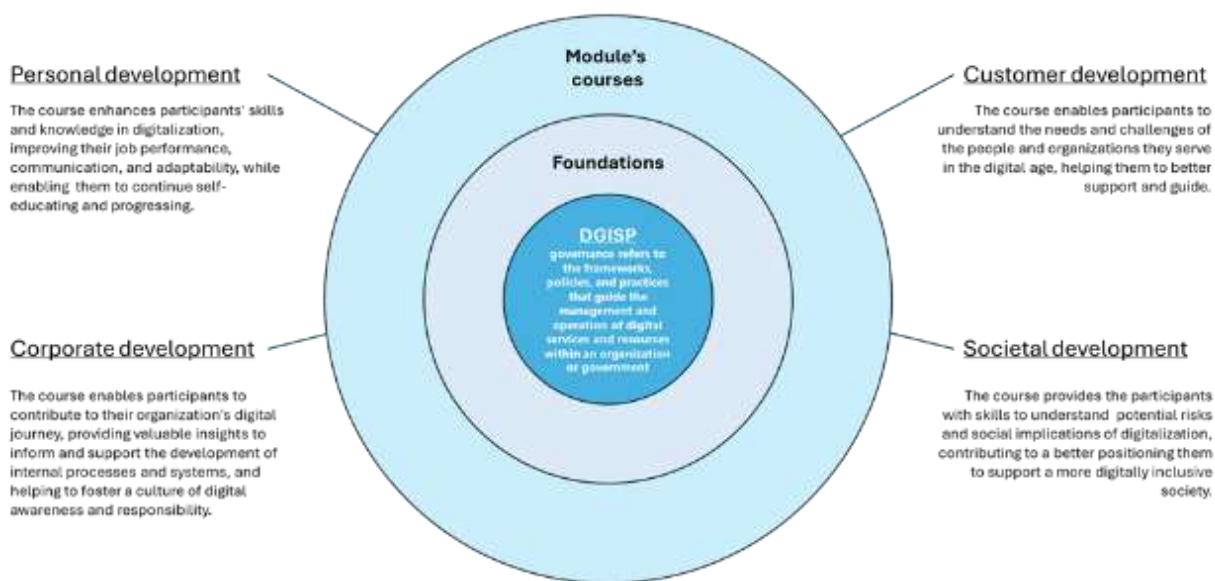
This is what you will learn in this Digital Governance Initiative

Digital governance is not just about IT control; it is a comprehensive approach that involves leadership, strategy, compliance, ethics, and people.

A. OVERVIEW



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This course is organized in two parts: **Part 1** is a set of self-guided modules that helps the participant become familiar with foundational concepts particularly important for digital governance, such as privacy and data protection, artificial intelligence and automation, cybersecurity, content moderation, digital accessibility, public trust, and accountability, among others. Thus, Part 1 (self-guided modules) prepares the participant to fully benefit from the specialized themes explored in Part 2. **Part 2** (specialized in-person courses), in turn, enables the participant to go in depth and apply the knowledge more effectively to their specific field of work.

Here the part 2: Digital Governance and Labor Inspection

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THE USE CASE

The following use case will be used as much as possible in all sessions. It will help establish the context and allow participants to work more coherently and cohesively across the different topics.

An occupational safety and health expert receives a report of repeated chemical exposure complaints from workers in a small manufacturing plant. Several workers have shown signs of respiratory issues. At the same time, a labor inspector is informed by a trade union about poor ventilation and long working hours at the same facility. A social protection officer learns that affected workers are not accessing healthcare or sickness benefits. Migrant workers at the site may be particularly vulnerable due to language barriers and lack of awareness of their rights, something being identified by the labor migration expert. Meanwhile, a social dialogue expert observes that there is no functioning workplace safety committee, and communication between workers, management, and union representatives is minimal or confrontational, limiting constructive problem-solving and joint action.

This situation is not isolated to a single company. It reflects a broader pattern affecting several small and medium enterprises (SMEs) in this region, impacting a significant number of workers, particularly migrants. The scale of the problem demands a coordinated, multi-actor response from occupational safety and health experts, labor inspectors, social protection officers, and social dialogue facilitators to address systemic issues and ensure safe, fair, and inclusive working conditions across the region.

Before beginning: reflect

Please take a moment to think about the situation described above. Reflect on the following questions. You are welcome to write them down or just think through them or through additional questions you might even want to come up with your own additional questions:

Self-Reflection Questions

- Which actors need to be involved to solve the problem?
- Do you see value in facilitating communication among the different people involved?
- Can you identify any digital tools or systems that could help?
- Which elements of this story remind you of your own experience?

As you go through the reflection, you may already start thinking:

- “This is about more than just my sector...”
- “Technology alone is not the solution, but it certainly helps.”
- “What technology might be useful?”
- “I see how this connects with governance, participation, and inclusion.”

DIGITAL GOVERNANCE AND LABOR INSPECTION (LI)

Time	Day 1: Foundations, Planning, and AI	Day 2: Digital Tools, Platforms, & Automation	Day 3: Data Governance, Ethics, and Design	Day 4: Communication, Security, and Assessment	Day 5: Synthesis and Action
09:00 - 10:30	Session 1 (PLENARY): Opening Ceremony and Keynote: Digital Governance and ITC-ILO	Session 5: Using Digital Tools to better Manage LI (Includes assessments, evaluations)	Session 9: Roles and Responsibilities in Data Governance	Session 13: Communication Skills for LI Experts (assessments, forms, surveys, teams, etc.)	Session 17: Final Course Wrap Up: What Have We Learned?
10:30 - 11:00	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
11:00 - 12:30	Session 2: Changing Work Arrangements through Digitalization, the LI Challenges	Session 6: Tools and Open Source Platforms for LI	Session 10: Data Privacy and Ethics	Session 14: Cybersecurity (Securing data integrity and chain of custody)	Session 18 (PLENARY): Closing Ceremony (Synthesis and next steps)
12:30 - 14:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Course End (12:30)
14:00 - 15:15	Session 3: AI in LI: From Machine Learning to Generative AI	Session 7: Digital Automation in LI	Session 11 (PRACTICAL): Human-Centered Design (HCD) and Technology	Session 15 (PEER-TO-PEER): Capstone Presentations (Part 1)	—
15:15 - 15:45	Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break	—
15:45 - 17:00	Session 4: Analytics and Dashboards for Decision-Making (Targeting)	Session 8 (WORKSHOP): Digital Governance, compliance, legal assessment, and LI	Session 12 (PRACTICAL cont.): Human-Centered Design and Technology (cont.)	Session 16 (PEER-TO-PEER): Capstone Presentations (Part 2)	—

A. DAY 1: FOUNDATIONS & RISK GOVERNANCE

1. Day 1, Session 1: Opening Plenary: Digital Governance as the Strategic Imperative

1.1 Description & Objectives:

This mandatory session frames Digital Governance not as a technical upgrade, but as the strategic structure required for LI to achieve its core **purpose**: promoting compliance and enforcing labor law in a digital economy. The objective is to analyze how robust governance principles drive the entire process of LI digitization.

1.2 Key Content to Teach (Curricular Core Line):

- **The Six Elements of the Digital World in LI:** Instructors must introduce and explain the six elements: **Purpose, data, tools, methodology, people, and processes**—within the LI context. For example: **Purpose** is achieving decent work and compliance; **Data** is employer registration details and inspection history; **People** are inspectors, employers, and workers.
- **Digital Governance vs. Digital Management in LI:** Explain the strategic distinction: Governance sets the rules for *what* digital systems do and *why* (e.g., "Inspection targeting models must prioritize sites with high vulnerability, ensuring Equity"). Management executes *how* (e.g., developing the targeting model). Focus on the LI executive role in setting the core enforcement purpose.
- **The Quadruple Bottom Line in DG:** Moving beyond efficiency (speed of inspection, reduced paperwork) to include **Equity, Inclusion, and Sustainability** as core governance metrics for digital LI programs. LI systems must be governed to protect the most vulnerable workers (Equity/Inclusion) and ensure secure, long-term record-keeping (Sustainability).

1.3 Interactive element based on a core use case:

- **Ethical Targeting Dilemma:** A new LI digital targeting model suggests inspecting sites with the highest number of prior violations (Efficiency). However, the LI Director's **Purpose** is to also protect informal economy workers, who rarely have prior violations because they are rarely registered. What specific governance rule (**Methodology**) must the governing board adopt to ensure the targeting model prioritizes **Equity** and includes outreach to the informal sector?

1.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'Before we look at the apps and data, let's anchor ourselves in the core mission: governing compliance, not just technology.'
- **Scenario:** Introduce the challenge of governing digital evidence. An employer submits digital time-sheets as evidence of compliance. What governance checkpoint ensures the LI inspector can verify the authenticity and integrity of this digital **data** (Chain of Custody)?
- **Pacing Tip:** Allow 20 minutes for group discussion on the Ethical Targeting Dilemma, forcing them to modify the targeting **methodology** based on a **purpose** constraint.

2. Day 1, Session 2: Changing Work Arrangements through Digitalization: The LI Challenges

2.1 Description & Objectives:

This session addresses the governance challenges presented by new work models (e.g., platform work, remote work) and how LI digital **tools** and **methodologies** must adapt to ensure enforcement coverage.

2.2 Key Content to Teach (Curricular Core Line):

- **Governing Jurisdiction in Digital Work (Purpose/Methodology):** Teach the governance required to mandate new LI inspection **methodologies** and **processes** that address workers operating across state/national boundaries (e.g., remote workers). Governance must clarify the legal **purpose** and jurisdiction.
- **Platform Economy Data Governance (Data/Tools):** Discuss the governance required to mandate that digital platforms (the **Tools**) must share essential worker **data** (hours worked, earnings, contracts) with LI agencies, while respecting worker privacy.
- **Governing the "Digital Workplace" Inspection:** Examine the governance of virtual inspections of remote workers (e.g., using video conferencing). The governance framework must define the legal limits of this new **methodology** and ensure the worker's privacy is protected (Equity/Inclusion).

2.3 Interactive element based on a core use case:

Inspecting the Remote Worker: A worker files a wage theft complaint, claiming unpaid overtime while working remotely from a different region (Core Use Case). What new governance rule (**Process**) must the LI agency implement to define the steps for a virtual inspection, ensuring the employer's **Data** is securely verified and the remote worker's rights are upheld?

2.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'The workplace is no longer a building. Our governance must follow the worker.'
- **Scenario:** A digital platform refuses to share aggregated worker data, claiming intellectual property rights over their algorithms. What governance lever (a legal **process**) can the LI agency use to compel the platform to share the minimum **data** required for enforcement?
- **Pacing Tip:** Use case examples of successful LI inspections of platform economy companies.

3. Day 1, Session 3: AI in LI: From Machine Learning to Generative AI

3.1 Description & Objectives:

This session provides an overview of AI applications in LI (e.g., predictive targeting, automated document review). The objective is to establish the governance principles that must guide the ethical limits of AI adoption, focusing on accountability and transparency.

3.2 Key Content to Teach (Curricular Core Line):

- **Governing the "Black Box" (Methodology):** Teach the governance requirement that mandates *explainability* for all AI used in LI decision-making (e.g., site risk scoring). The **Methodology** must be auditable so the inspector (**People**) can explain *why* a decision was made.
- **AI and Bias Mitigation (Equity/Data):** Discuss how governance must mandate auditing the training **data** for the LI's AI to prevent bias against specific sectors, worker demographics, or regions, fulfilling the Equity bottom line.

- **Governing Generative AI in LI (Tools/Purpose):** Examine the governance of using Generative AI (e.g., summarizing legal code, drafting violation notices). Governance must ensure the AI output is legally accurate and aligned with the core LI **Purpose**, preventing 'hallucinations' that could lead to legal challenges.

3.3 Interactive element based on a core use case:

AI Targeting Challenge: In the Core Use Case (wage theft), the LI AI system flags the employer as "low risk" because the registered company address is in a low-complaint area (Data). This ignores the online complaint history. What governance rule (**Process**) must be enacted to force the AI **methodology** to integrate, and give mandatory weight to, qualitative, real-time worker feedback?

3.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'AI is a powerful assistant, but the inspector remains the final authority on justice and compliance.'
- **Scenario:** A machine learning model identifies a pattern of child labor risk based on geographical and economic **data**. What governance body must formally approve the use of this sensitive output to trigger an inspection (a **Process** decision)?
- **Pacing Tip:** Discuss the difference between using AI for *prediction* (targeting) and using it for *enforcement* (which requires human judgment).

4. Day 1, Session 4: Strategic Planning for Digital Governance in LI

4.1 Description & Objectives:

This session focuses on the "Process" element of long-term digital strategy. The objective is to establish the governance **process** for drafting and executing a multi-year digital transformation strategy that aligns all **tools**, **data**, and **people** to the LI **purpose**.

4.2 Key Content to Teach (Curricular Core Line):

- **Governing the Digital Strategy Roadmap (Process/Purpose):** Teach the governance required to mandate a formal digital strategy roadmap. Governance must define the annual **process** for review, resource allocation, and ensuring that

all initiatives support the LI's core **purpose** (e.g., increasing compliance rate by X%).

- **Risk Management and Digital Project Governance:** Discuss the governance **methodology** for managing large digital project risks (e.g., delays, cost overruns, poor user adoption). Focus on mandatory Go/No-Go checkpoints.
- **Governing Procurement and Licensing (Tools/Sustainability):** Teach the governance rules for procuring new digital **tools** (e.g., inspection apps). Governance must mandate long-term viability, open standards, and the exit strategy for proprietary systems (Sustainability).

4.3 Interactive element based on a core use case:

Procuring the Right Tool: The LI agency wants to procure a new electronic case management system (**Tool**) to manage wage theft complaints (Core Use Case). List two mandatory governance requirements (**Process**) for this procurement to ensure the new system supports DCI interoperability with partner agencies (SP/OSH).

4.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'A digital project without a governance roadmap is just an expensive experiment.'
- **Scenario:** The new digital strategy prioritizes AI targeting, but the field inspectors (**People**) lack the basic tablet devices to implement the new inspection **process**. How does governance realign the budget to prioritize foundational infrastructure over advanced AI?
- **Pacing Tip:** Use examples of successful and failed public sector digital transformation roadmaps.

B. DAY 2: AI & AUTOMATION

5. Day 2, Session 5: Using Digital Tools to better Manage LI (Includes assessments, evaluations)

5.1 Description & Objectives:

This session focuses on governing the suite of digital **tools** used by inspectors (e.g., mobile apps, digital forms, mapping tools). The objective is to ensure these **tools** are governed to maximize inspector efficiency and data quality.

5.2 Key Content to Teach (Curricular Core Line):

- **Governing the Inspection Mobile App (Tools/Methodology):** Teach the governance framework that defines the mandatory features and **methodology** of the mobile inspection app. Governance must ensure it can capture location **data** (geotagging) and multimedia evidence (photos/videos) securely.
- **Governing Digital Forms and Checklists (Data/Process):** Discuss the governance required to standardize digital inspection forms. This ensures that all inspectors capture the same minimum set of high-quality **data**, allowing for reliable aggregation and analysis.
- **Digital Tools for Accessibility and Inclusion:** Governance must mandate that all inspector **tools** (e.g., reporting apps, documents) are accessible (e.g., large-font options, compatibility with screen readers) to ensure inclusion for all LI personnel.

5.3 Interactive element based on a core use case:

Evidence Collection: During the wage theft inspection (Core Use Case), the inspector needs to record an interview with the worker and geotag the exact location of the remote work site. What two specific governance rules (**Data/Process**) must be in place to ensure this sensitive multimedia evidence is captured securely, authenticated, and preserved as part of the legal Chain of Custody?

5.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'The inspector's mobile device is their new enforcement vehicle. We must govern it like one.'

- **Scenario:** An inspector refuses to use the new mandatory digital form, claiming it takes longer than paper. What governance action (**People/Process**) is needed to address this resistance?
- **Pacing Tip:** Focus on how standardized digital forms are a governance solution to ensure data quality and comparability across the LI system.

6. Day 2, Session 6: Tools and Open Source Platforms for LI

6.1 Description & Objectives:

This session focuses on the governance of technology choices—specifically, the decision to adopt open-source vs. proprietary digital **tools**. The objective is to analyze the trade-offs in terms of cost, flexibility, and sustainability.

6.2 Key Content to Teach (Curricular Core Line):

- **Governing Open Source Adoption (Tools/Sustainability):** Teach the governance framework that supports the adoption of open-source **tools** (e.g., custom code, public platforms) for LI. Governance must weigh the long-term sustainability and flexibility against the immediate need for vendor support.
- **Vendor Lock-in Governance:** Discuss how governance must proactively prevent vendor lock-in when procuring proprietary **tools**. Governance must mandate clear contract clauses for data portability, open APIs, and mandatory code escrow.
- **Governing the Cloud Migration (Process/Data):** Teach the governance **process** for migrating LI **data** and systems to the cloud. Governance must mandate clear security and jurisdiction agreements for the cloud service provider.

6.3 Interactive element based on a core use case:

The Open Source Advantage: The LI agency wants to develop a new online worker complaint system (**Tool**) for the wage theft scenario (Core Use Case). What specific governance benefit (**Sustainability**) does mandating an open-source solution provide over a proprietary vendor solution, specifically concerning the long-term control of the complaint **data**?

6.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'Choosing technology is a governance decision about who controls the future of your organization.'
- **Scenario:** An open-source tool is cheaper but requires the LI team to train all its own developers (**People**). A proprietary tool is expensive but has immediate support. How does governance prioritize long-term **Sustainability** (open source) over short-term **Efficiency** (proprietary)?
- **Pacing Tip:** Use examples of public sector open-source projects.

7. Day 2, Session 7: Digital Automation in LI

7.1 Description & Objectives:

This session delves into governing the extent and limits of digital automation in LI processes (e.g., automated notification, registration verification). The objective is to analyze where automation is permitted, and where human judgment (**People**) must be preserved for legal and ethical reasons.

7.2 Key Content to Teach (Curricular Core Line):

- **Governing Human-in-the-Loop Enforcement (People/Process):** Teach the governance framework that mandates which enforcement actions require mandatory human approval (e.g., issuing a fine) and which can be automated (e.g., sending a warning notification).
- **Automation for Accessibility and Inclusion:** Governance must mandate that automation **tools** (e.g., chatbots, automated email responses) are designed to be accessible and multilingual, ensuring that automated communications are understood by all workers and employers (Inclusion).
- **Accountability for Automation Error:** Define the governance rules (**Process**) that establish clear accountability when an automated system makes a legal error (e.g., incorrectly issuing a violation notice). Who (**People**) is ultimately responsible for the administrative mistake?

7.3 Interactive element based on a core use case:

Automating vs. Investigating: The LI agency wants to automate the verification of the employer's registration status in the wage theft case (Core Use Case). Identify

the two parts of the LI **Process**: 1) The most efficient part that should be fully automated (**Efficiency**). 2) The part that *must* remain human-driven (**Purpose/Equity**) to address the worker's complex wage theft claim.

7.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'Automation should handle the paperwork, freeing up the inspector to handle the people and the law.'
- **Scenario:** An automated system is used to deny an employer a necessary compliance certificate due to a data entry error. The system has no appeals process. How does governance mandate a human override/appeals loop?
- **Pacing Tip:** Focus the discussion on how technology supports, rather than replaces, the inspector's legal and ethical judgment.

8. Day 2, Session 8: Digital Interoperability and DCI (Labor Inspection)

8.1 Description & Objectives:

This crucial session focuses on multi-actor data exchange. The objective is to analyze the governance required for LI systems to achieve seamless, legal, and ethical interoperability (**Data** and **Tools**) with DCI partners (SP and OSH).

8.2 Key Content to Teach (Curricular Core Line):

- **Digital Convergence Initiative (DCI) and LI Data:** Instructors must explicitly cover how DCI principles (shared platforms, common data dictionaries) are the strategic framework for connecting LI data (e.g., employer compliance status, violation history) with SP and OSH systems.
- **Governing Data-Sharing Agreements (Process):** Teach how to draft the formal governance agreements (**Process**) required for data sharing. Focus on defining the permitted **purpose**, the technical **tools** for secure transfer, and the roles (**People**) responsible for compliance.
- **Harmonizing LI Data Standards (Data):** Discuss the governance necessary to mandate common LI data standards (e.g., inspection categories, labor code references) across all internal and external systems to ensure DCI interoperability.

8.3 Interactive element based on a core use case:

The Interoperability Mandate: Using the Core Use Case, the LI expert has a critical violation notice that the SP and OSH teams need to trigger benefit checks or OSH remediation. Define the specific governance decision (**Purpose**) that authorizes the LI team to share this violation data and identify the three non-negotiable **Data** elements that must be included in the DCI-enabled exchange.

8.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'Compliance is a collective effort. Governance breaks the data silos that hold back that effort.'
- **Scenario:** An LI database is successfully linked with an OSH database. This link reveals that a company with a perfect LI compliance record has high OSH safety issues. What governance **process** is triggered by this data fusion to ensure immediate cross-agency enforcement action?
- **Pacing Tip:** Emphasize that interoperability success is measured by the quality of the policy, not the complexity of the technology.

C. DAY 3: INFRASTRUCTURE & DATA

9. Day 3, Session 9: Roles and Responsibilities in Data Governance: Structuring the LI Accountability Framework

9.1 Description & Objectives:

This session is dedicated to the "People" and "Process" elements of data governance. The objective is to formalize the LI accountability structure, defining specific roles (Data Owner, Data Steward, Custodian) and the charter of the Data Governance Committee within the LI agency.

9.2 Key Content to Teach (Curricular Core Line):

- **The Three Core Roles in LI Data (People):** Clearly define the roles: **Data Owner** (e.g., the Chief Inspector, accountable for legal purpose and ethics), **Data Steward** (manages LI data standards and definitions), and **Data Custodian** (manages the physical LI database). Governance must define the separation of duties.
- **The LI Data Governance Committee Charter (Process):** Teach how to draft a formal charter that defines the committee's decision-making process, scope, and authority to enforce compliance regarding all LI-related digital **tools** and **data**.
- **Accountability for Enforcement Data Integrity:** Discuss how the governance framework assigns responsibility for ensuring that enforcement **data** (violation records, fine payments) is accurate and consistent, which is crucial for the LI's reputation and legal standing.

9.3 Interactive element based on a core use case:

Assigning Accountability for Shared Data: Based on the Core Use Case, the LI expert is collecting critical evidence on wage theft. Who is the **Data Owner** (the executive accountable for its purpose and ethical use), and who is the **Data Steward** responsible for ensuring that this evidence is correctly categorized and compliant for DCI sharing?

9.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'The law demands clear accountability. Digital governance is the blueprint for meeting that legal and ethical demand.'

- **Scenario:** The LI agency's database is found to have inconsistent employer identification numbers (**Data**), making DCI interoperability impossible. Where does the governance accountability ultimately rest (Data Owner, Steward, or Custodian) for this data quality failure?
- **Pacing Tip:** Use a clear organizational chart structure to make the abstract roles concrete for the participants.

10. Day 3, Session 10: Data Privacy and Ethics

10.1 Description & Objectives:

This critical session focuses on the ethical and legal governance of sensitive LI **data**, including worker complaints, employer financial records, and inspection notes. The objective is to establish governance rules for privacy, anonymization, and legal compliance.

10.2 Key Content to Teach (Curricular Core Line):

- **Governing Worker Complaint Anonymity (Data/Process):** Teach the governance **process** that mandates secure handling of anonymous or confidential worker complaints. Governance must ensure the worker's identity **data** is protected from the employer and, often, the inspector's public record.
- **Ethics of Employer Financial Data:** Discuss the governance of sensitive employer **data** collected during inspections (e.g., payroll records, tax information). Governance must define the limits of its **purpose** and mandatory destruction schedules.
- **The Ethics of Data Minimization:** Governance must mandate the **methodology** of data minimization—only collecting the absolute minimum amount of **data** necessary for the legal **purpose**—to reduce liability and protect privacy.

10.3 Interactive element based on a core use case:

Protecting the Complainant: In the wage theft case (Core Use Case), the employer attempts to find the identity of the worker who filed the complaint. What specific governance rule (**Process**) must the LI agency have in place to legally and technically block the employer's request and protect the worker's identity (**Equity**)?

10.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'Privacy is not a technical choice; it is a legal and ethical governance mandate.'
- **Scenario:** An inspector discovers evidence of human trafficking during a routine labor inspection. The initial LI system design did not account for this type of sensitive crime **data**. What governance **process** is triggered to legally transfer this evidence to law enforcement while protecting the worker's privacy?
- **Pacing Tip:** Use examples of public sector privacy breaches and the associated governance failures.

11. Day 3, Session 11: Human-Centered Design (HCD) and Technology (PRACTICAL)

11.1 Description & Objectives:

This practical session emphasizes the governance requirement that all LI digital **tools** must be designed around the needs of the end-users: inspectors, employers, and especially workers (**People**). The objective is to apply a Human-Centered Design (**Methodology**) lens to LI governance.

11.2 Key Content to Teach (Curricular Core Line):

- **HCD as a Governance Mandate (Methodology):** Teach that governance must mandate HCD principles—Involving end-users (**People**) in the design—as a non-negotiable step in the digital project lifecycle. This ensures the resulting **tool** (e.g., worker app) is actually used.
- **Governing Accessibility and Literacy:** Discuss how the governance body must define and enforce accessibility standards (e.g., multilingual support, simple UI) for all LI **tools** to ensure inclusion for vulnerable workers (**Equity**).
- **Usability Audits and Inspector Feedback (Process):** Governance must mandate a formal, recurring **process** for conducting usability audits and capturing feedback from inspectors on their digital **tools** post-deployment, ensuring continuous improvement.

11.3 Interactive element based on a core use case:

Designing the Complaint Interface: The LI agency is designing an online portal for workers to report wage theft (Core Use Case). List two HCD governance requirements (**Methodology**) to ensure the interface is effective for workers with low digital literacy or who speak minority languages (e.g., image-based instructions, mandatory translation services).

11.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'If the inspector hates the app, the law won't be enforced. If the worker can't use the form, the crime won't be reported. Design is governance.'
- **Scenario:** An employer registration portal requires highly technical legal jargon that small business owners cannot understand, leading to non-compliance. How does the governance body enforce the design requirement that all language be clear and simple?
- **Pacing Tip:** Conduct a quick HCD exercise, such as role-playing a user interview with a non-compliant small business owner.

12. Day 3, Session 12: Governing Labor Market Data Analytics for Enforcement

12.1 Description & Objectives:

This session focuses on governing the use of external Labor Market **data** (e.g., employment statistics, economic trends) to inform LI strategic enforcement decisions. The objective is to analyze the governance of data fusion and interpretation.

12.2 Key Content to Teach (Curricular Core Line):

- **Governing Data Fusion (LI and Labor Market Data):** Instructors must cover how LI governance authorizes the fusion of internal inspection **data** with external labor market **data** to identify high-risk sectors or emerging violations (e.g., linking high youth unemployment with under-the-table work).
- **Statistical Governance of Targeting Models (Methodology):** Teach how governance must enforce clear **methodology** rules to ensure that predictive targeting models based on aggregated Labor Market data (e.g., poverty rates) are used to prevent harm, not to create discriminatory surveillance (Equity).

- **Transparency of Analytical Purpose:** Governance must mandate that the **purpose** of using external data for enforcement targeting is publicly transparent, fostering trust among employers and workers.

12.3 Interactive element based on a core use case:

Identifying Systemic Risk: The LI expert wants to prove the wage theft issue (Core Use Case) is systemic across a specific industry. What governance structure (**People**) must authorize the fusion of the LI complaint **data** with external economic **data** (e.g., sector profit margins and labor cost ratios) to build the case for industry-wide enforcement action?

12.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'Labor enforcement must be informed by economic reality. Governance makes sure that reality is accurately reflected in our data.'
- **Scenario:** An analysis of combined LI/economic data suggests that a particular sector is deliberately suppressing wages. Publicizing this finding could cause job losses. How does governance balance the **Purpose** of enforcement with the goal of economic **Sustainability**?
- **Pacing Tip:** Emphasize that LI leaders require the governance skills to use data to address the 'forest,' not just the 'trees.'

D. DAY 4: GOVERNANCE & CHANGE

13. Day 4, Session 13: Communication Skills for LI Experts (assessments, forms, surveys, teams, etc.)

13.1 Description & Objectives:

This session focuses on the "People" and "Purpose" elements of change management. The objective is to equip LI leaders with the skills to strategically communicate the 'why' of digital governance to workers and employers, ensuring trust and minimizing resistance to new inspection **processes**.

13.2 Key Content to Teach (Curricular Core Line):

- **Governing the Compliance Narrative (Purpose):** Teach how governance mandates that all digital LI communication must be led by the program's core humanitarian **purpose** (promoting Decent Work, worker protection), not by technical features or enforcement statistics.
- **Crisis Communication Governance (Process):** Discuss how to govern the communication **process** during an LI digital failure (e.g., the public employer registry goes offline), ensuring rapid, accurate, and empathetic communication to all stakeholders (**People**).
- **Communication for Deterrence:** Focus on external communication governance—how to communicate the *effectiveness* of new digital LI **tools** (e.g., faster enforcement) to deter non-compliance and encourage voluntary adoption.

13.3 Interactive element based on a core use case:

The Public Statement: Use the Core Use Case scenario. The LI leader must issue a public statement explaining the successful investigation of the wage theft complaint and how the new *interoperable* data system (DCI) was used to coordinate a multi-actor (SP/OSH) resolution. Write the key **Purpose-driven** headline (Max 10 words) for the statement that emphasizes **Equity** and the efficiency of the new digital **Process**.

13.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'In enforcement, your word is your bond. Digital governance is how you prove that bond is unbreakable.'

- **Scenario:** An LI agency introduces an automated system for issuing warnings that has been criticized for being too impersonal. How does governance mandate that the automated communication **tools** use clear, non-punitive, and professional language?
- **Pacing Tip:** Role-play different communication responses to an LI data breach scenario, focusing on transparency and empathy.

14. Day 4, Session 14: Cybersecurity (Securing data integrity and chain of custody)

14.1 Description & Objectives:

This critical session focuses on securing sensitive LI data, which is both legally admissible evidence and highly confidential. The objective is to establish the governance structures that ensure the integrity of evidence (Chain of Custody) and the security of enforcement **data** (Cybersecurity).

14.2 Key Content to Teach (Curricular Core Line):

- **Governing the Digital Chain of Custody (Data/Process):** Teach the governance required to establish an unbroken digital trail (**Process**) for all inspection reports, evidence, and enforcement notices. This ensures the **data** is legally admissible and has not been tampered with.
- **Cyber Resilience Governance:** Discuss how governance must mandate not just prevention, but resilience—the ability for the LI system to quickly recover **data** and functionality after a cyberattack, ensuring long-term program **Sustainability**.
- **Mandating Multi-Factor Authentication (MFA) (Tools/People):** Discuss how governance must mandate that all **people** accessing sensitive enforcement databases use MFA, enforcing a secure **process** for login, especially for external contractors or investigators.

14.3 Interactive element based on a core use case:

Securing data: During the wage theft investigation (Core Use Case), the employer claims the digital evidence was altered. How does the LI governance body investigate this breach in the digital Chain of Custody (**Process**), and who (**People**) is ultimately accountable for the integrity of that specific evidence **data**?

14.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'Corrupted evidence is a failed inspection. We must govern data like a crime scene.'
- **Scenario:** An LI inspector is targeted by a phishing attack that compromises their login credentials. What is the immediate, governance-mandated response **process** to isolate the breach and revoke the inspector's access?
- **Pacing Tip:** Emphasize that a strong Chain of Custody governance protects the legal integrity of the entire LI system and its purpose.

15. Day 4, Session 15: Capstone Presentations (Part 1)

15.1 Description & Objectives:

This session is a structured, group-based activity. Participants present a final project, applying the full spectrum of the Digital Governance framework (Purpose, Data, Tools, Methodology, People, Process) to a complex Labor Inspection governance challenge they identified from their own organization.

15.2 Key Content to Teach (Curricular Core Line):

- **Structured Feedback Protocol:** The instructor must guide the class in a governance-focused feedback process, ensuring peers critique the projects on the basis of **Purpose** alignment, **Equity** integration, and the completeness of the multi-actor **Process** framework (especially DCI integration).
- **Cross-Element Synthesis:** Encourage presenters and the audience to identify how failures in one element (e.g., poor governance of targeting **methodology**) led to systemic governance failures (e.g., flawed enforcement **process**).

15.3 Interactive element based on a core use case:

The Activity Itself: Participants present their Capstone Projects.

15.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'This is where theory meets reality. Show us how your governance framework ensures fair labor enforcement.'

- **Pacing Tip:** Strict time management is essential. Allocate 10-12 minutes per presentation (7-8 minutes for presentation, 3-4 minutes for Q&A). Ensure a designated timekeeper is appointed.

16. Day 4, Session 16: Capstone Presentations (Part 2)

16.1 Description & Objectives:

Continuation of the group Capstone Presentation activity, ensuring all groups have the opportunity to share their proposed Digital Governance frameworks and receive peer feedback.

16.2 Key Content to Teach (Curricular Core Line):

Final Reflection on Cross-Sector Challenges: Use the remaining presentations to highlight common governance challenges that transcend individual LI domains (e.g., governing the ethics of predictive analytics, achieving cross-agency **data interoperability**).

16.3 Interactive element based on a core use case:

The Activity Itself: Participants present their Capstone Projects.

16.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'Let's use these final presentations to look for universal truths in governance failure and success.'
- **Pacing Tip:** Dedicate the final 15 minutes to summarizing the common governance themes and pitfalls identified across all presentations.

E. DAY 5: SYNTHESIS & ACTION

17. Day 5, Session 17: Final course wrap up: What have we learned? (Plenary)

17.1 Description & Objectives:

This is a mandatory, high-energy workshop designed to synthesize the week's learning, reinforce the importance of working in multi-actor teams, and apply the Digital Governance framework to a complex, shared challenge, allowing participants to explore and reflect on what was taught during the week.

17.2 Key Content to Teach (Curricular Core Line):

- **Multi-Actor Problem Definition (The Final DCI Challenge):** The instructor sets the stage by presenting a final, complex problem (e.g., a systemic issue affecting all three sectors: wage theft (**LI**), injury risk (**OSH**), and non-access to benefits (**SP**)).
- **The Six Elements Challenge Synthesis:** Participants are asked to reflect on how governing the six elements of the digital world for *one* domain (**LI**) impacts the governance of the other two (**SP/OSH**). The discussion focuses on the shared need for a multi-actor **Process** to succeed.

17.3 Interactive element based on a core use case:

The Final DCI Solution: The instructor presents the systemic DCI problem. Participants must use the Core Use Case (wage theft) to propose a single, overarching DCI governance solution (e.g., a mandated, interoperable data dictionary for violation status) that solves the **Purpose** challenge for *all three* agencies.

17.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'You came here as Labor Inspection leaders. You leave as Digital Governance architects for Decent Work across the entire government ecosystem.'
- **Pacing Tip:** Allow 60 minutes for group reflection and plenary discussion on the interconnectedness of governance across the three domains.

18. Day 5, Session 18: Closing Ceremony (in plenary / ITC-ILO)

18.1 Description & Objectives:

This final session synthesizes the learning from the entire five-day course, tying together the six elements of digital governance (Purpose, Data, Tools, Methodology, People, Process) across all three sectors (SP, OSH, LI) and preparing participants for applying the framework back in their home agencies.

18.2 Key Content to Teach (Curricular Core Line):

- **The Universal Digital Governance Framework:** A final review of the interconnectedness of the six elements, reiterating that governance is the continuous process of aligning all digital efforts back to the core humanitarian **purpose** of Decent Work.
- **Sustaining the Governance Mindset:** A final emphasis on leadership accountability, reiterating that digital governance is a continuous **process** of adaptation, not a one-time project.
- **The Role of International Standards:** Briefly highlight how the governance frameworks discussed align with global labor standards (ILO Conventions, UN principles), providing credibility and leverage for participants' future work.

18.3 Interactive element based on a core use case:

Final Reflection on Purpose: Ask participants to privately write down one governance action they will implement immediately upon returning to their office that directly supports the **Sustainability** bottom line (e.g., mandating open data standards for all new systems).

18.4 Facilitator Talking Points for the Instructor:

- **Transition:** 'This is not the end of the course but the beginning of your governance mandate. Your mission is to use digital tools to enforce justice and guarantee Decent Work.'
- **Synthesis:** Conclude by highlighting the main lessons: 1) **Purpose** must drive digital enforcement; 2) **Data** is legal evidence that requires an unbroken Chain of Custody; 3) **Equity** requires governing AI and automation bias.

- **Farewell:** End with an inspirational quote about the role of public service and justice in the world of work.

F. SOURCES (STILL TO BE COMPLETED)

- **ILO (2021)**, Governance of social protection systems: a learning journey (Module #2: Information and Communication Technologies & Data).
- **ILO**, Social security and digitalization for an inclusive future of work.
- **UK Government (2025)**, AI Playbook for the UK Government.
- **Vuorikari, R., Kluzer, S., & Punie, Y. (2021)**, DigComp 2.2: The Digital Competence Framework for Citizens. European Commission.
- **Hanisch, M., Goldsby, C. M., Fabian, N. E., & Oehmichen, J. (2023)**, Digital governance: A conceptual framework and research agenda. *Journal of Business Research*.
- **Si Peng & Giri, T. (2024)**, Minimizing Digital Divide to Promote Inclusive Global Digital Governance. T20 Policy Brief.
- **Yang, C., Gu, M., & Albitar, K. (2024)**, Government in the digital age: Exploring the impact of digital transformation on governmental efficiency. *Technological Forecasting & Social Change*.
- **Schoemaker, E. (2024)**, A Shared Vision for Digital Technology and Governance: The role of governance in ensuring digital technologies contribute to development and mitigate risk. United Nations Development Programme (UNDP).
- **WHO**, Governance for Digital Health (Global Strategy on Digital Health 2020–2025).
- **UN**, Roadmap for Digital Cooperation.
- **COP29**, Declaration on Green Digital Action.
- **European Commission**, Digital Economy and Society Index (DESI) reports.
- **UNU (Source: UNU)**, Digital Governance in the Age of AI (Part 2): Eleonore Fournier-Tombs of UNU-CPR. YouTube video.
- **Lessons from Asia (Source: YouTube)**, Implementing a Multi Pronged Strategy for Digital Transformation. YouTube video.
- **What digital success look like:** <https://knowledge.csc.gov.sg/ethos-issue-21/what-digital-success-looks-like-measuring-evaluating-government-digitalisation/>
- **Digital Exclusion, Poor, Elderly Face the Brunt of Aadhaar-Based Authentication Errors:** <https://thewire.in/rights/digital-exclusion-poor-elderly-face-the-brunt-of-aadhaar-based-authentication-errors>
- **GOOGLE SCHOLAR** (International Organization) | URL: <https://scholar.google.com/>
- **United Nations** (International Organization) | URL: <https://www.un.org/en/observatory-on-public-administration>
- **International Labour Organization (ILO)** (International Organization) | URL: <https://www.ilo.org/>
- **World Health Organization (WHO)** (International Organization) | URL: <https://www.who.int/>
- **European Agency for Occupational Safety and Health (EU-OSHA)** (Regional Agency) | URL: <https://osha.europa.eu/en>
- **National Institute of Standards and Technology (NIST)** (U.S. Federal Agency) | URL: <https://www.nist.gov/>

- **Cybersecurity and Infrastructure Security Agency (CISA)** (U.S. Federal Agency) | URL: <https://www.cisa.gov/>
- **GovTech Singapore** (National Government Initiative) | URL: <https://www.tech.gov.sg/>
- **Digital Agency of Japan** (National Government Agency) | URL: <https://www.digital.go.jp/en/>