ENABLE Training Toolkit

Implementing Responsible Sourcing and Production in Agricultural Supply Chains

Table of Contents

I. Introducing the ENABLE Training Toolkit

The Fair Labor Association developed the ENABLE[1] Training Toolkit to prepare Sustainability Managers, Master Trainers and Field Level Practitioners to apply the various components of the [USDA Guidelines for Eliminating Child Labor and Forced Labor in Agricultural Supply Chains](#) in the context of their own organizations. It aids in their understanding of implementing a human rights due diligence program.

The ENABLE Toolkit contains related training modules, facilitators guide, presentation slides and participants manual to assist the practitioners in understanding and applying a responsible sourcing and production framework in their operations. ENABLE Training Toolkit supports and provides guidance to companies and suppliers who are interested in adopting the USDA Guidelines or similar responsible sourcing frameworks. It helps them fulfill the emerging regulatory requirement on supply chain mapping and abolition of child labor issues in their supply chains.

Emerging Legal Frameworks in Supply Chain

Greater public disclosure of the human rights conditions embedded in global supply chains is rapidly becoming the norm for multinational companies managing complex sourcing relationships around the world. For some companies, increased supply chain transparency may be the logical result of a maturing sustainability program, or external pressures from civil society, governments and customers, including emerging regulations that carry significant legal and financial risks that are driving a shift in industry norms for everybody.

More and more countries around the world, including the United Kingdom, France, Germany, the Netherlands, and the United States are enacting legislative and regulatory frameworks requiring multinational companies to trace their supply chains and be transparent about the effect of their business practices on human rights. These frameworks do not differentiate between "tiers" of responsibility for companies but consider that a company's responsibility extends throughout its entire supply chain. Failure to exercise adequate supply chain due diligence under these laws could lead to financial penalties and operational challenges, including goods excluded from entry or seized at the U.S. border.

Civil society organizations also are increasingly focusing more closely on companies' traceability and transparency efforts, recognizing those with stronger public transparency commitments, and pushing for those with less robust commitments to catch up. Expectations have shifted for multinational companies wishing to be recognized as social responsibility leaders, and the question is no longer whether companies should trace and disclose information about their supply chains, but rather how much information companies should disclose and by what standards those disclosures will be measured.

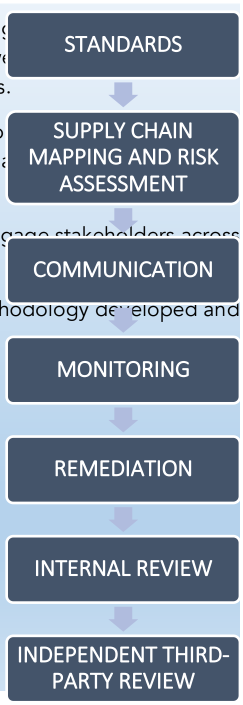
Full article available here
http://www.fairlabor.org/sites/default/files/images/supply_chain_traceability_and_transparency_june_2017.pdf

The USDA Guidelines are aligned with other voluntary principles and frameworks including:

- United Nations Guiding Principles on Business and Human Rights
- OECD-FAO Guidance for Responsible Agricultural Supply Chains
- Principles of Fair Labor and Responsible Sourcing (developed by the Fair Labor Association)
- The U.S. Department of Labor Comply Chain: Business Tools for Labor Compliance in Global Supply Chains Application

About the USDA Guidelines

- Developed by a multi-stakeholder consultative g U.S. Secretary of Agriculture, the Guidelines we 2011. They are organized around seven elements.
- The Guidelines embody a practical approach fo internal management systems to address child a issues.
- The Guidelines provide a robust framework to engage stakeholders across agricultural supply chains.
- The Guidelines have many similarities to the methodology developed and applied by the FLA during the past decade.



[1] ENABLE – Enhancing Agricultural Labor and Environmental Standards

II. Six Modules and Objectives

The ENABLE Toolkit is based on a modular approach. It comprised of a total of six modules that can be conducted consecutively or separated and administered as independent modules.

Module 1: Setting standards. In this module, participants learn the basic concepts and components of child labor and forced labor. Participants are equipped to identify child and forced labor cases, to understand the underlying causes, and know why their organization should address human rights issues within their human-rights due-diligence programs.

Module 2: Integrating human rights into business. Through this module, participants learn what is a human-rights due-diligence program and how to negotiate its basic elements. Participants leave with a better understanding of how to run risk assessments and integrate human rights into their operations.

Module 3: Communication and stakeholder engagement. In this module, participants understand the importance of stakeholder engagement and work through a stakeholder engagement strategy, including how to map stakeholders. The module also includes elements of active engagement with workers to improve working conditions and build awareness of workers' rights.

Module 4: Monitoring child labor and forced labor. After this module, participants will be able to identify the limitations of compliance-based auditing approaches and recognize the value of human-centered monitoring, worker profiling, and understanding community and cultural contexts. Participants leave this session with a better understanding of who workers are, their vulnerabilities and their concerns, and how to better identify them to set up strategies to improve working and living conditions.

Module 5: Remediating child labor and forced labor. Through this module, participants are able to understand the differences between repairing harm and reducing the likelihood of reoccurrence by instituting systematic actions essential for remediation.

Module 6: Workers voices, feedback and grievance mechanism. This module helps participants understand the importance of ensuring that workers have a voice in the workplace. After this module, participants are able to consider the main elements, principles and steps to set up functioning worker feedback and grievance procedures.

III. Module Contents

Each of the six modules contains the following three tools:

- **Facilitator Guide:** All modules contain a detailed description of how to run the training session, what are the key learning points to be transmitted to the trainees, and how to carry out activities to ensure that knowledge is transmitted and skills enhanced. It also contains tips for the facilitators and extracts from existing resource materials. Original sources are referenced throughout the document.

- **Participants Manual:** Participants attending the trainings will get a manual to guide them in the session. This manual contains the exercises, case studies, etc., that allow the participants to follow the content as well as to take notes and complete the proposed exercises.

- **PowerPoint Presentation:** All modules contain a PowerPoint presentation to support the facilitator in conducting the session. The facilitator can decide not to use the PowerPoint, given that all activities are interactive and do not rely on special equipment (an aspect to be considered for conducting training in a rural setting).

IV. Training Approach

The Modules are designed to ensure maximum interaction and engagement from participants. The methodologies shift the focus from the trainer/facilitator to the student, building on participants prior knowledge and skills and promoting active responsibility in their own learning experience.

The activities are designed so that there are no right or wrong answers, but open discussions and experiences where participants draw their conclusions to shape the human-rights due-diligence programs in their companies.

Through these Modules, participants are encouraged to:

- Actively engage in learning;
- Reflect on learnings and their application in practice;
- Take responsibility and control of learnings;
- Collaborate and share experiences and challenges with co-participants.

The Modules combine different styles and introduce different types of exercises. The materials are a combination of auditory, visual and practical exercises. Participants will be learning through drawing, reading, case-study analysis, role playing, creating road maps, checklists and clustering information, filling templates and matrixes, conducting interviews, and other engaging techniques.

V. Structure and Description of Activities

All Modules are divided into activities that represent the 8-10 basic questions to be solved during the training session. All activities have the same structure:

- **Activity Number:** The activity number allows the facilitator and the participant to identify the activity. All activities are presented in a logical sequence to help participants walk through their learning experience. While the facilitator can decide (with regard to learning objectives, time constraints, previous knowledge and level of participants) not to conduct some of the activities of the Module, it is advisable not to change the sequence as they are linked and built on increasing difficulty. The number of activities depends on the length of the module, ranging from 8 to 15 activities per Module.

- **Activity Name:** Each activity has a title phrased as a question. This gives the Modules a very practical approach and allows participants to know at a glance what they will learn during the session.

- **Objectives:** All activities have 1-3 objectives that the facilitator tries to complete in the specific time frame.

- **Description of Activity:** The facilitator is given a complete and detailed set of instructions on how to conduct each activity. It is a step-by-step approach. Each description includes a set of questions that can also be discussed in plenary to enrich the activity and the discussion.

- **Key Learning Points:** In some cases, the key objectives will be proposed by the participants or derived from their group discussions, while at other occasions the facilitator will introduce them either during the introduction of the activity or in conclusion.

- **Time:** All activities have a suggested timeline that is broken up into components (individual work, groups work, and discussions). The purpose of the timeline is to guide the facilitator rather than to limit them in how to manage the session. It will be up to the facilitator to decide to spend more or less time on a session, depending on participants' previous knowledge and interests. Our experience is that when participants are given the opportunity to actively engage in their learning and discussions, the activities take longer than the specified time.

- **Slides:** All activities come with a set of slides. The slides only include the key learning points to remind facilitators what needs to be conveyed and the instructions for the activity that participants will carry out. The slides are not needed to conduct any of the activities, they are merely "placeholders," to help participants follow the Module.

- **Materials:** This section provides facilitators with a set of materials needed to conduct each activity. The materials that facilitators should prepare are the following:

    - Flip chart paper (10 per participant)
    - Flip chart stands (1 per working group)
    - Markers (4 different colors per working group)
    - Whiteboard

- Whiteboard markers
- Small ball
- Sticky notes
- Tape
- String
- Scissors
- Sticky Dots
- Paper
- Name cards

- **Tips:** Facilitators are given specific suggestions on how to conduct the activity or how to adapt it to different scenarios.

- **Facilitators notes:** In some occasions, facilitators are provided with extracts of different documentation that could be useful or come in handy when carrying out the exercise.

VI. Facilitator's Role

The role of a facilitator is not to transmit knowledge to be memorized and automatically reproduced by the participants; rather, knowledge must be transmitted in a way that is significant to the audience.

The facilitator will be carrying out four main tasks:

- Inform: to expand the knowledge of the participants without overwhelming them.

- Train: to ensure the message is understood through practical exercises.

- Motivate: to keep participants stimulated while building their curiosity and openness to change. It is important for the facilitator to transmit dynamism to the group so that the session is as participative and interactive as possible.

- Moderate: to ensure the exchange of ideas and experiences in a safe and friendly environment.

Facilitators must remember that one training session is not going to change years of "know-how" and "experience" of the audience. We will talk more about these issues in the section relevant to "the audience," but do remember that even if facilitators cannot influence the information the audience finally takes home, they can work diligently to sound convincing. The objective is to have the audience challenge their own "natural" or "traditional" way of running their businesses. The facilitator, through the materials, will be introducing concepts and create an environment for reflection.

It's important that we consider the time that we spend talking. The best situations involve a balance between facilitators' talks and audience interventions. If the facilitator spends more than one-third of class time speaking, it can be perceived as if he/she is not interested in the audience's opinion. If the facilitator doesn't provide enough information, she or he can be regarded as shy or that he'she doesn't have anything to say! So there has to be a good balance in order for the audience to feel that their opinions count and that the facilitator is providing essential knowledge.

It is important for facilitators to try to be impartial with participants. As these methodologies are interactive, there is a great deal of contact and communication between facilitator and audience, and inevitably there tends to be individuals who automatically aggravate the facilitator because of their comments and others who gain the facilitator's favor. Even though natural, this kind of behavior should be avoided in order to achieve good results.

It is appropriate for the facilitator always to be willing to improvise. It happens that the participants surprise the facilitator with questions or deviations from the main topic, and the facilitator must have sufficient resources to solve the questions, problems, etc., that may arise during the session. This implies a full understanding of the content of the materials.

As some tips that might be useful, you should remember:

- Encourage your audience;
- Treat their mistakes as opportunities to learn;
- Offer praise to accomplishments and progress;
- Be enthusiastic;
- Be patient;
- Keep your sense of humor;
- Focus on their learning and understanding, not on your training.

VII. The Audience

It is appropriate for the facilitator to have prior knowledge, even minimal, of the participants, so that s/he may adapt the sessions according to the level of the participants and their needs.

It is important to remember that the trainees are adults that have life and job experiences. Having previous knowledge helps them assimilate and understand new concepts. However, existing thinking patterns and preconceptions also have their disadvantages. The Fair Labor Association, through its materials, is introducing ways of managing issues that on occasions may be different from and/or in contradiction to what the trainees know and do in practice: "we have a way of doing things here" is a very common phrase or thought. Changing these behaviors, or "de-learning," is sometimes more complicated than teaching a set of individuals that have no previous knowledge on the subject.

Any individual tends to have mixed feelings when they participate in any training. They can't avoid thinking things like: "Will I be evaluated?" "Why do I have to be here?" "How is this going to help me?" "As if they know what's good for my company!" "Even if the training is good, nothing is going to change." "I get nervous talking in front of people," "I won't know what to say." The facilitator has to be very receptive to these attitudes during the whole training process and how s/he is making the audience feel.

Facilitators have to be very careful because they are telling professionals "how to do their jobs better," and you can face two common situations: the audience can get defensive or question themselves. When either of these situations occurs, facilitators have to manage them well.

VIII. Engagement and Participation

Something very important that the facilitator must ensure is participation from all individuals. In general, natural leaders emerge in groups. Just as it is important not to dampen the enthusiasm of individuals who are generally the most extroverted, or who volunteer to give the presentations of the group, etc., it is also important that roles be exchanged, as much as possible, and that all individuals contribute, take part, ask and answer questions, etc. The facilitator must solicit comments from participants who seem shy or more reserved, but also limit comments from those participants that overly participate. Ideally, the facilitator will provide equal time to all participants who want to take part in the discussions. It is also necessary to pay attention to gender considerations and try to give fair opportunity both to men and to women or persons of various races, ages, etc. In these training sessions, it is extremely important for the participants to see the advantages of working in a diverse group.

Since the trainings take the form of participative workshops, by involving the audience right from the start, we are also encouraging an attitudinal development, focusing on what they want and what they need. One of the main challenges faced by the facilitator for the best performance of the sessions is to involve the audience so that the participants take a proactive attitude in the sessions rather than remain passive. It is also convenient for the facilitator to act as "devil's advocate" on occasions to stimulate the participants to propose alternative solutions for each activity or on specific issues.

Sometimes participants need special motivation to open up, to feel it is a secure and friendly environment to talk and express themselves. We will not achieve this objective by asking compromising questions, especially at the beginning of the sessions. If we suspect that there is a difficulty in the communication, that the information that they are providing is "hiding" important elements that could be relevant to the training, it is sometimes useful to break this deadlock with anonymous questions and answers. For example, we can give participants "post-its" or small pieces of paper, ask them to answer a question but not include their names nor share their answers. We can collect then all the notes and have collective answers. Sample questions might be: "How many child labor cases have you identified in your monitoring visits?" or "How many of you consider that disciplining in public is more effective than holding a private disciplinary session?" These open-ended questions can give us a collective sense of where audiences stand at the same time that we do not make them feel uncomfortable with sharing publicly their specific situations.

We should never push the audience to provide information they do not want to share. This is their space and time. We should make them understand that the more information they share with us about their specific situation, the better we can advise them on how to improve it. However, we must remember that it is at their discretion what information they provide. Any information that they do share must be kept confidential; we may never use that information against them; they are providing it for learning and advancing purposes.

IX. Working Groups

As soon as the training sessions begin, the facilitator should break the participants into working groups. The number of participants in each group will depend on the size of the audience. Ideally, 3-4 groups will be created with 4-5 individuals in each one. To ensure interaction, the working groups should be small as the time frames needed to hold discussions.

The FLA recommends that the minimum number of participants in a session is 10 and the maximum 20-25. These number allows for interaction and engagement.

The facilitator will decide who forms part of each group taking into account the following points:

- Separate individuals from the same company or department;
- Separate individuals who have similar job descriptions or responsibilities;

- Ensure that you have equal number of men and women in each group;
- Ensure that there are individuals of different ages in the group;
- Ensure the greatest diversity as possible.

The groups should be formed at the beginning of the session, and the groups will work together during the duration of the sessions. Working with the same individuals throughout the session will enhance team identity. At the same time, there will be occasion where the facilitator is encouraged to create a new group, or for participants to work in pairs or in groups of three (in case of the role plays). After these activities participants can return to their normal working groups.

Be aware of cultural specifics, for example in cultures where there are hierarchical positions)where people of a lower stature cannot talk openly with people of a higher position). Facilitators should consider forming more homogeneous groups to ensure that the diversity does not become counterproductive and prevents the participants from learning and expressing themselves openly.

X. Questions

Questions are indispensable to FLA trainings, and special attention should be paid to them. The facilitator must allow for questions to be asked during the whole session and not only at the end of the different sections or at the end of the presentation.

- Questions create a positive interaction between the audience and the facilitator.
- In accepting questions throughout the presentation, misunderstandinsg can be cleared up immediately.
- The questions that are asked during the presentation give facilitators an idea of the level of understanding and areas of concern or special interests, which in turn will allow them to modify their performance on the spot.
- When a period for questions is left for the end of a session, many such questions are forgotten.

Be careful:

- Show respect to questioners. Wait until the question is complete and let them formulate their case.
- Don't prepare an answer while the participant is speaking, because it means you are not listening actively.
- Listen carefully.
- Don't judge.
- Understand the questions. If necessary, repeat it or reformulate it and ask them to confirm your understanding.
- Understand why they are asking that question, not only the content. Try to read in between lines.
- Respond cordially, never talk down.
- Share responsibility (ask the rest of the audience if someone wants to respond to a question).
- Talk to the whole audience. One individual asked the question, but the answer is for all.
- Do not get distracted with questions that are not relevant.
- Do not lose track of time when answering questions.
- If you get questions that will be answered later on during the presentation, jot it down on the board. This reassures the participant that the question has been taken seriously and will be addressed later on—but at the same time, it doesn't leave room for discussion.

- Even if you feel a question has already been addressed during your presentation, answer the question.
- Keep calm during confrontational questions. Politeness and self-control are key to credibility and authority with the group.
- Use affirmative phrases whenever possible.

Always be honest. If you do not know an answer to a question, say "I don't know" or "I will find out and get back to you." When you say this, make sure you follow up accordingly. Don't feel threatened by not knowing something; we are not infallible.

Similarly, when a participant may not agree with our answer, or we might not agree with his assessment. It's important that we do not take these issues personally and not react aggressively. It is important to think of the problem posed by the question and not of the person posing it. For example, avoid using expressions like "you shouldn't," which tend to make participants feel guilty, judged or criticized.

XI. The Venue

The room the sessions will be delivered in should have the following requirements:

- Big enough for the participants to feel comfortable;
- Good lighting (adjustable for showing slides or carrying out activities in brighter light);
- Adequate temperature and well ventilated;
- Little noise and no interruptions.

Seating arrangements should allow for interaction among the participants and with the facilitator. The FLA insists on the "restaurant style" layout: 4 tables (or 1 per working group). This allows participants to interact in their working groups and turn their chairs when they need to view the projected slides or listen to a presentation.

- Don't assume that the venue's staff will know how to prepare the room for the session.
- Provide clear instructions well in advance, with a diagram of the layout if necessary.
- Check the layout in advance, leaving enough time for it to be changed if necessary.

XII. General Activities Applied to All Modules

The following five activities are examples of how the facilitator can conduct the introductory or opening of the training, encourage expectations and questions, summarize key learnings, and conduct reviews. The facilitator can choose to use these or use their own that fits with their own cultural context.

A. Who is in the room?

Objectives
- ✓ Introduce participants to each other.
- ✓ Know the profiles of people in the room.

Description of activity
1. Distribute pieces of paper among participants.
2. Ask them to close their eyes and think of something they like about themselves.

3. Have them open their eyes and draw that characteristic on the piece of paper along with their names.
4. Have participants introduce themselves to the plenary by sharing:
    a. Their names;
    b. The characteristic that defines them;
    c. Their companies.
5. Wrap up the session summarizing the diversity in the room, including sectors, companies, even genders, ages and origins, so participants place value on the different perspectives that participants bring to the sessions.

Time: 20 minutes

- Individual work: 1 min.
- Plenary discussion: 20 min. (This will depend on the number of people in the room.)

Materials

- White paper
- Markers

Tips

- This individual work and plenary discussion should be the first activity for participants, straight after explaining the objectives and agenda of the course.
- If you want, you can take pictures of all participant holding their drawings and print them out from a portable printer, so people get to know each other.
- Through this activity, the facilitator can also learn who is in the room and divide participants to ensure diversity in all groups.

B. Where can I park it?

Objectives

- ✓ Understand participants' expectations.
- ✓ Ensure no questions go unanswered.

Description of activity

1. Place a flip chart paper on the wall with the name "Parking."
2. Distribute sticky notes to all participants.
3. Ask them to write one question they want answered before the end of the course.
4. Ask participants to place their sticky notes with questions on the "Parking" sheet and explain to them that they should also place any questions they might not want to call out in plenary—because because it is not directly directed to the activity, or because they are shy, etc.
5. The facilitator should go to the "Parking" on every break to review questions—and try to answer all of them during the course.

Time

- Individual work: 1 min.
- Plenary discussion: Depends on the number of questions.

Materials

- Sticky notes
- Flip chart paper
- Markers

Tips

- There should be a pack of sticky notes available on the group tables.
- Remind participants often to use the "Parking."
- Drive questions is by allowing the group to take 3 minutes to come up with 3 questions as a group on the subject area.
- Wrap up a session by making all participants write a question on a sticky note and place it on the "Parking" and read them.

C. Mirror, mirror, what have you learned?

Objectives

- ✓ Review and reinforce knowledge acquired.
- ✓ Stretch and relax.

Description of activity

1. Ask participants to stand up and pair off.
2. Ask them to face each other and take turns being the person looking at a mirror or the reflection in a mirror.
3. The individual has to use 1 minute to express what they have learned in the session while stretching in front of the "mirror."
4. The "reflection" has to imitate all the person's movements while listening to his or her colleague.
5. Have participants switch roles.

Time: 20 minutes

- Individual work: 1 min.
- Plenary discussion: 20 min.

Tips

- At the beginning, participants may feel a bit strange and uncomfortable stretching in front of colleagues, but they soon get more comfortable. If the facilitator can demonstrate a few movements.
- This activity usually gives rise to questions, so allow participants some time to ask questions about things that might not be clear.
- This activity should be done every day at least once, and you can introduce variations, so long as there is a physical component—walking, jumping, stretching, etc.—and an intellectual component—asking questions, summarizing, etc.

D. Who will win the battle?

Objectives

- ✓ Review content.

Description of activity

1. Divide participants into two groups.
2. Ask both groups to come up with a number of questions equivalent to number of participants in the each group (so that each person in the group asks a question).
3. The questions should concerning elements that have been reviewed in class.
4. After each group has come up with their list of questions, the battle beings.
5. Ask participants in each group to form a line.

6. Each participant in line poses a question to the person in the opposite line.
    a. If they reply correctly, the group gets 2 points.
    b. If they don't reply or reply wrong, the other group can earn 1 point (if they can answer correctly).
7. Tally the correct answers on a board to motivate the groups.

Time: 40 minutes
- Group work: 10 min.
- Plenary discussion: 30 min.

Tips
- You can also bring to class a bag of candy or anything else that can serve as a prize for the winning group.

E. What have we learned?

Objectives
- ✓ Review content.
- ✓ Answer any pending questions.
- ✓ Clarify any misunderstandings.

Description of activity
1. Ask participants to place their chairs in a circle.
2. Have all take out their workbooks and a pens.
3. Ask them to complete the quiz below.
4. Ask participants in the circle how they have replied to each question.
5. Clarify and misunderstandings and answer any questions that may arise.

Time: 25 minutes
- Individual work: 5 min.
- Plenary discussion: 20 min.

Materials
1. It is ok to ask workers to pay a small fee to an agent to find them find jobs.

    ☐ True ☐ False

2. You should never retain workers' personal documents (such as identity cards, passports).

    ☐ True ☐ False

3. It is O.K. to keep workers on work premises if there is a safety issue.

    ☐ True ☐ False

4. Informing the immigration office about migrant workers, salary deductions, and worsening work conditions are widely seen threats.

□ True □ False

5. Work performed in an indecent or dangerous environment is evidence of forced labor.

□ True □ False

6. Establishing a link between overtime and forced labor is a complicated matter. If workers are threatened to work beyond legal limits or only receive minimum wages under those circumstances, such situations are evaluated as forced labor.

□ True □ False

7. Children under 16 cannot perform any type of work.

□ True □ False

8. Whether particular forms of "work" can be called "child labor" depends on the child's age, the type of work, hours of work performed, and the conditions under which the work is performed.

□ True □ False

9. The reasons for child labor are varied and complex; they include poverty, parents' attitude and knowledge, barriers to education, market demand, suitability of children to certain types of work.

□ True □ False

10. Occupational health and safety experts consider agriculture to be among the least dangerous of occupations.

□ True □ False

Tips

- Make participants all feel comfortable instead of evaluated. This is not an evaluation activity, but rather an activity to reinforce the key concepts.

Resource Library

The following documents and publications have been used to draft the ENABLE Toolkit. Facilitators are recommended to read all the publications in advance, as it will greatly help them in conducting the session, contribute to discussions and emphasize key learning points.

- USDA's Guidelines for Eliminating Child and Forced Labor in Agricultural Supply Chains: Practitioners' Guide, FLA, 2018
- Hazelnuts in Turkey: Community Profiling Research: Final Report, FLA, 2017
- Children's rights in impact assessments, A guide for integrating children's rights into impact assessments and taking action for children, UNICEF, Danish Institute for Human Rights, 2013
- Supply-chain mapping, transparency and traceability 1.0, FLA, 2017
- Hazelnut Workers in Turkey: Demographic Profiling; Duzce, Ordu, & Sakarya; 2016
- Report by the Fair Labor Association (FLA): Pilot Implemented by Development Workshop Cooperative and the FLA, September 2017
- Access to remedy—Operational Grievance Mmechanisms: An Issues Paper for ETI Version 2.0—revised, 25 October 2017, Laura Curtze and Steve Gibbons
- Compliance Advisor Ombudsman, Purpose, Design & Implementation • Grievance Mechanism Toolkit
- How to use the Child Labour Monitoring (CLM) Training Manual
- Training Manual Workshop 2 The CLM Initiation Workshop Handouts, ILO
- Business & Human Rights Initiative (2010), "How to Do Business with Respect for Human Rights: A Guidance Tool for Companies," The Hague: Global Compact Network Netherlands.
- Child Labour Resource Guide, Unicef
- Children's rights in policies and codes of conducts: Tool for companies, Save the Children and UNICEF, 2013
- Back to Basics: How to Make Stakeholder Engagement Meaningful for Your Company Jonathan Morris, Associate, Advisory Services, BSR Farid Baddache, Director, Europe, BSR January 2012
- Bringing a Human Rights Lens to Stakeholder Engagement." New York, 2013.
- Stakeholder Engagement in Human Rights Due Diligence: A Business Guide, Global Compact Network Germany, twentyfifty Ltd., 2014
- Engaging Stakeholders in Children's Rights: A Tool for Companies, UNICEF, Geneva 2014

- The Stakeholder Engagement Manual, AccountAbility, United Nations Environment Programme, Stakeholder Research Associates Canada Inc. 2005

- Identifying, managing, mitigating and preventing forced labour and modern slavery ETI, Auret van Heerden

- Hard to see, harder to count, Survey guidelines to estimate forced labour of adults and children, ILO, 2012

- FLA, Risk Prioritization Guidance Document— Internal

- FLA, Risk-Based Approach to Assessing Agricultural Supply Chains

- FLA: Terms of Reference—Community Profiling Piloting the USDA Guidelines in the Hazelnuts Supply Chain in Turkey

- FLA: Social Impact Assessment Methodology Guidance Document—Internal Document

- Clark's Child Labour Remediation Guidance

- Decent Work in Agriculture Facilitator Guide for Field Workers

- ILO, Training for Leaf technicians on Fundamental Principles and Rights at Work, 2018

- FLA Remediation Guidance for Agricultural Reports
- FLA understanding forced labor – Internal document

- Addressing Forced Labor in the Palm Oil Sector in Malaysia and Indonesia – Research report by FLA for Consumer Goods Forum (2018) – Unpublished.

- Helena Perez, RCA, tools for sustainable compliance, 2008

The Fair Labor Association (FLA) developed the ENABLE Training Tool Kit containing accompanying training modules and a general guidance document within the scope of the project Partnership to Eliminate Child Labor and Forced Labor in Imported Agricultural Products: Piloting the USDA Guidelines in the Hazelnuts Supply Chain. Funding was provided by the United States Department of Labor under cooperative agreement number IL-28101-15-75-K-11. The Fair Labor Association extends its appreciation to Improving Workers Lives for being instrumental in developing these training modules.

About the Fair Labor Association

Since 1999, Fair Labor Association has helped improve the lives of millions of workers around the world. As a collaborative effort of socially-responsible companies, colleges and universities, and civil society organizations, FLA creates lasting solutions to abusive labor practices by offering tools and resources to companies, delivering training to workers and management, conducting due diligence through independent assessments, and advocating for greater accountability and transparency from companies, factories, farms, and others involved in global supply chains.