



# ENABLE Training Toolkit

Implementing Responsible Sourcing and Production  
in Agricultural Supply Chains

## MODULE 3: Communication and Worker Engagement

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## I. MODULE AT A GLANCE

MODULE 3: Communication and Stakeholder Engagement		Time in minutes
1.1. Internal communication		
1	Who must a company communicate with internally when setting up a due diligence program?	30
2	How important is internal communication?	40
1.2. Stakeholder engagement		
3	What stakeholders should be involved in a due diligence process?	15
4	What are the benefits of stakeholder engagement	20
5	Can I draw up a stakeholder engagement strategy	10
6	What is stakeholder mapping?	35
7	How can I map stakeholders?	40
8	Can I profile stakeholders?	50
9	How do I prioritize who to work with?	40
10	How does engagement happen?	40
11	What could be the greatest challenges when engaging with stakeholders?	40
12	Should we engage directly with children?	25
1.3. Worker engagement		
13	Why should workers be involved in improving their labor conditions?	25
14	How can I communicate labor standards to workers in the supply chain?	40

## 1.1. Internal Communication

### 1. Who must a company communicate with internally when setting up a due diligence program?

#### Objectives

- Recognize the importance of internal communication in a due diligence program.

#### Description of activity

1. Ask groups to read the case study below:

All in One Co. is a large retailer based in the United Kingdom. The company sells clothing, accessories, food and home products via retail outlets. They have an annual revenue of £ 11 billion: 60 percent (food), 30 percent (clothing and accessories) and 10 percent (home products). They source from over 80 countries and have a social compliance team of 50 people based in various countries.

In the U.K., the Modern Slavery Act passed in 2015 obligates businesses with annual turnover of £36 million or higher to disclose the steps they take to tackle slavery in their supply chains under the Transparency in Supply Chains Provision (TISC).

Sean has just been hired as CSR Director and has been asked by the CEO to turn All in One Co. into a leader in the human rights field, as he thinks that his clients are inclined to consider due diligence in HR as a competitive advantage.

All in One Co. has visibility into tiers 1- 2 and, in few cases, back to the farms. Sean knows that the company has no contractual relationships with these farms for commodities (cashew, cocoa, sugar cane, cotton, etc.), used in their retail products.

In three of their sourcing countries (Indonesia, Nigeria, Pakistan), three different reports by different campaign groups SumatraWatch, UKWatch, LEAN NGO (fictitious names) indicate the presence of migrant labor, child labor, and forced labor in palm oil, cashew and cotton production.

Sean does not know if any of the farms identified in the report are within their supply chain and does not know if the claims made in the reports are true.

2. Provide working groups with a flip chart paper and markers and ask them to draw an illustration of all the people that Sean should be talking to inside his company.
3. Ask the groups to draw arrows between stakeholders, noting that the direction of the arrow indicates unilateral or bilateral communication.
4. Ask groups to share their drawing and explain their conclusions.
5. Questions to reflect over in plenary:
  - a. Who are the internal stakeholders?
  - b. Which communications are bilateral, which unilateral?
  - c. How is the communication between procurement and CSR department?

#### Key learning points

- Internal communication is essential in a due diligence program.

**Time:** 30 minutes

- Group work: 10 minutes
- Plenary discussion: 20 minutes

### Slides

- Slides 2-3

### Materials

- Flip chart paper
- Markers

### Tips

- This is an introductory activity and the intention is to have participants visualize all the actors that might be involved in a due diligence process.
- Focus should be placed on internal communication, ensuring that procurement, HQ, regional offices, etc., are included on the maps.

## 2. How important is internal communication?

### Objectives

- Help managers understand that their decisions need to consider the implications on the other departments and workers in their supply chains.
- Identify ways in which open and better communication can be maintained at all times.

### Description of activity

1. Ask participants to take a look at these extracts taken from Nestlé's HQ Assessment Report:

The CSR commitments made by the Nestlé are applied throughout the company and are supported by the senior management. These are communicated internally to all staff. In addition, some employees are directly involved in operationalizing these commitments. This staffs are made aware through internal trainings and capacity building programs. For example, Nestlé conducts training of employees in charge of purchasing. All strategic buyers (internal staff of Nestlé who are involved in procurement) worldwide have to pass "Strategic Driving License" training, which included a formal training chapter on the Supplier Code and its verification through the Responsible Sourcing Program.

Nestlé's internal staff bonuses (part of salary) are based on them fulfilling the Responsible Sourcing (CSR) targets. In some cases, up to 20 percent of the remuneration of Nestlé staff is based on responsible sourcing that includes human rights. This displays a high level of integration of human rights agenda in the job description of internal staff.

Reorganization at the headquarters as described in the interview with the Nestlé staff demonstrates that the social/environment issues are increasingly becoming more important in the supply chain:

- One independent Board Member is reported to be responsible for maintaining an oversight of the CSR issues within the board.

- A new task force is established within Nestlé to manage human rights including prevention of child labor and members of three different committees will now be merged into one for working on crosscutting issues.
- Additionally, a named business unit (Responsible /Sustainability Sourcing Team) has overall management responsibility and management of the situation at the local level in collaboration with the markets (country operations).
- For each high-risk commodity a report is presented to the board periodically.

Nestlé in 2016 is in the process of recruiting seven additional people for the Sustainability Sourcing Team and twelve full time individuals are now dedicated to responsible sourcing, responsible for specific countries and commodities. In Turkey and hazelnuts, a Responsible Sourcing Coordinator based in the Nestlé Turkey office, provides support. A new full time person will be recruited in Vevey who will be responsible (50 percent for hazelnuts and 50 percent for Vanilla) for managing all efforts in Turkey. In 2017, Nestlé is planning to deploy responsible sourcing in Italy, Georgia, and Russia for hazelnuts.

According to the interviews at the headquarter level, the head quarter-based management is well aware of the situation in Turkey and the root causes of forced labor and child labor. Nestlé has made several public commitments around abolition of child labor in its supply chain. With respect to forced labor, Nestlé reported that even though they are aware of certain indicators that may amount to forced labor such as commission taken by the labor contractor, transportation provided by the labor contractors, lack of contractors and proper documents—these indicators are not presented as forced labor to its suppliers and no public commitments for hazelnut has been made so far.

2. Based on the example above, ask the groups to discuss the following:
  - a. How can cooperation be promoted between internal CSR staff and sourcing/procurement staff?
  - b. How can we ensure that sourcing/procurement and CSR are aligned?
  - c. How could sourcing/procurement and CSR teams get timely and high-quality data about their suppliers?
  - d. How could all parties understand each other's business requirements and challenges?
3. Some of the questions that are included may not be explained in Nestlé's report, so participants could make recommendations to Nestlé to ensure further integration and better internal communication.
4. Have a plenary discussion where the different groups describe their conclusions and possible recommendations.

### Key learning points

- Human rights need to be integrated in the company, and for integration to happen, communication needs to be bidirectional and fluid.
- There needs to be constant communication between the HQ and regional offices so that HQ can take into account regional context when defining policies and can facilitate the process for people in the regions with resource allocation, etc.

**Time:** 40 minutes

- Group work: 20 minutes
- Plenary discussion: 20 minutes

## Slides

- Slides 4-5

## Tips

- Participants can use the Nestle's case or another example relevant to the context.
- The idea is for participants to be able to identify different policies that companies have in place and suggest new ones.

## 1.2. Stakeholder Engagement

### 3. What stakeholders should I engage with as part of my human rights due diligence program?

## Objectives

- Define the term "stakeholder."
- Understand what is meant by "affected group."
- Acknowledge that a human rights program requires specific attention to and engagement with stakeholders.

## Description of activity

1. Ask groups to come up with a list of possible stakeholders that need to be engaged when dealing with supply chain human rights due diligence.
2. Collect all suggestions in a plenary discussion.
3. Questions to reflect over in plenary:
  - a. Which of those stakeholders are within the supply chain or closer to business?
  - b. Which ones are external yet important to engage with?
  - c. Which are more vocal and powerful and which more vulnerable?
  - d. Which can be organized and represented by other individuals, and which have no formal structure?
  - e. Is the local government my stakeholder?

## Key learning points

- A stakeholder is "any individual who may affect or be affected by an organization's activities."
- An affected person or group is "an individual whose human rights have been affected by an enterprise's operations, products or services."
- A human rights due diligence approach requires that companies pay specific attention to and engage with affected groups, in particular the more vulnerable ones.
- Both internal and external stakeholder should be involved in the human rights due diligence process.

How to identify stakeholders (significant steps): Extracts from FLA CSO Engagement Guidance:

1. Interest
2. Strategic prioritization
3. Stakeholders affected by the issue

4. Cultural appropriateness
5. Inclusive approach to engagement-gender focused, indigenous community, etc.

**Time:** 15 minutes

- Group work: 5 minutes
- Plenary discussion: 10 minutes

**Slides**

- Slides 6-7

**Materials**

- Flip chart paper
- Markers

**Tips**

- There is another activity in the module involving the drawing of a stakeholder map. In this activity, the point is to list possible stakeholders, not analyze the process in detail.
- At this point, we don't need an extensive list of stakeholders.
- In all activities where groups share lists, it is always convenient to write their replies on a flip chart. This helps to visualize discussions, to tally groups' similar discussions, and also to wrap up and summarize important elements.

**Facilitator notes**

Extracts from: Stakeholder Engagement in Human Rights Due Diligence: A Business Guide, Global Compact Network Germany, twentyfifty Ltd., 2014

The U.N. Guiding Principles define a stakeholder as "any individual who may affect or be affected by an organization's activities." They particularly emphasize a specific subset of these stakeholders – (potentially) affected groups – that are of particular relevance for human rights due diligence.

An affected person or group is defined as "an individual whose human rights have been affected by an enterprise's operations, products or services." To stress the human rights component and to distinguish the concept from what companies usually understand to be their stakeholders, we can also use the term rights holders.

Potentially affected groups can be both:

- internal (e.g., workers) and external (e.g., local communities, consumers). They can be close to the business (e.g., workers in the home country) or distant (e.g., contract workers in supply chains, end users of products);
- more vocal and powerful (e.g., workers represented by strong trade unions, consumers represented by consumer protection organizations, etc.) or more vulnerable, not voicing their concerns loudly and therefore less visible on the company radar (e.g., migrant workers in the supply chain, indigenous peoples, children in communities surrounding a factory, etc.).
- The affected groups can be organized and represented by particular organizations or individuals (e.g., a community elder, the trade union or a local association) or have no formal structures.

Companies are often more used to dealing with, and more responsive to the stakeholders that have power and voice. However, a human rights due diligence approach requires that they pay specific attention to and engage the affected groups, in particular the more vulnerable amongst them. They need to find ways to become aware of their concerns and involve them in defining adequate responses.

#### 4. What are the benefits of stakeholder engagement?

##### Objectives

- Perceive the benefits that stakeholder engagement brings to the business.
- Identify win-win outcomes from stakeholder engagement.
- Share previous experiences from participants.

##### Description of activity

1. Ask participants to individually rate the following statements as “always, sometimes, never.”

Stakeholder engagement can:	Always	Sometimes	Never
Lead to more equitable and sustainable social development by giving those who have a right to be heard the opportunity to be considered in decision-making processes.			
Enable better management of risk and reputation.			
Allow for the pooling of resources (knowledge, people, money and technology) to solve problems and reach objectives that cannot be reached by single organization.			
Enable understanding of the complex business environment, including market developments and identification of new strategic opportunities.			
Enable corporations to learn from stakeholders, resulting in product and process improvements.			
Inform, educate and influence stakeholders and the business environment to improve their decision making and actions that impact the company and society.			
Build trust between a company and its stakeholders.			

2. Have a plenary discussion where participants can share their perceptions regarding the benefits of engagement and past experiences.
3. Questions to reflect over in plenary:
  - a. What benefits could such dialogue bring to the company?
  - b. What did the stakeholders bring to the table?
  - c. Are there any challenges that need to be mitigated?

##### Key learning points

- Business can benefit from collaborating with NGOs, governments, labor organizations and other stakeholders.
- Stakeholder engagement allows for complex issues to be addressed very practically.

**Time:** 20 minutes

- Individual work: 5 minutes



- Plenary discussion: 15 minutes

## Slides

- Slides 10-11

## Tips

- If participants already understand the benefits of such engagement, this activity can be reduced in time or eliminated altogether.
- You can add further benefits not already included if there are specific ones that relate to children or vulnerable groups.

## Facilitator notes

Extracts from: *The Stakeholder Engagement Manual, AccountAbility, U.N. Environment Program, Stakeholder Research Associates Canada Inc., 2005*

Effective and strategically aligned stakeholder engagement can:

- Lead to more equitable and sustainable social development by giving those who have a right to be heard the opportunity to be considered in decision-making processes;
- Enable better management of risk and reputation;
- Allow for the pooling of resources (knowledge, people, money and technology) to solve problems and reach objectives that cannot be reached by single organizations;
- Enable understanding of the complex business environment, including market developments and identification of new strategic opportunities;
- Enable corporations to learn from stakeholders, resulting in product and process improvements;
- Inform, educate and influence stakeholders and the business environment to improve their decision-making and actions that impact on the company and on society;
- Build trust between a company and its stakeholders.

## 5. What elements should be included in stakeholder engagement strategy?

### Objectives

- List the different elements that a stakeholder engagement strategy should include.
- Share experiences about current strategies.

### Description of activity

1. Facilitators need to list the different elements that a strategy should define:
  - a. Objectives of the engagement
  - b. With whom
  - c. On what
  - d. When
  - e. How
2. Conduct a plenary discussion around each of these elements ensuring that the following questions are addressed:
  - a. What could the objective of engagement be?
  - b. What stakeholders should we engage?

- c. What subject areas should we engage on?
- d. How early should we engage?
- e. How long should engagement last?
- f. How should engagement happen?
- g. Which of these elements is harder to define?
- h. Where might the challenges lie?
- i. Do you think the strategy is dynamic or static?
- j. Do you already have a stakeholder engagement strategy?

### Key learning points

- To define a stakeholder strategy, it is essential to determine the objectives of such engagement, identify who should be involved in the process, what issues should be brought to the table, when such engagements should take place, how they will be materialized.
- Engagement needs to happen early and have a long-term perspective.
- Companies show their concern and interest by having a clear and long-term stakeholder engagement strategy, specially on issues that affect society and the community at large.
- Stakeholder engagement takes time and resources.
- It raises expectations.
- Getting the right stakeholders to the table and on the same page is essential.  
Engagement processes differ based on various factors: geography, topography, sociocultural and regional perspective (for example, in Europe, engagement might mean policy development and public debate, whereas in South Asia it might mean capacity development of stakeholders).

### Time: 35 minutes

- Facilitator explanation: 5 minutes
- Plenary discussion: 30 minutes

### Slides

- Slides 12-13

### Tips

- It is important to note that answers to these questions will depend on the specific case.
- Participants will practice using different tools to analyze who they should engage with and how to materialize that engagement; this is more an introduction or theoretical activity that flows into more practical examples to follow, and some of the questions that arise at this stage might need to be postponed until then.

### Facilitator notes

Extracts from: [The Stakeholder Engagement Manual, AccountAbility, U.N. Environment Program, Stakeholder Research Associates Canada Inc., 2005](#)

Identify strategic engagement objectives, and capture them as brief declarations that link stakeholder engagement to strategic business objectives:

- "To manage the risks associated with..."
- "To develop a new approach to..."

- "To learn more about..."
- "To collaborate in addressing..."
- "To improve our relationship with..."
- "To find an agreement on..."
- "To develop our policy on..."
- "To inform our decision on..."

Extracts from: *Bringing a Human Rights Lens to Stakeholder Engagement*, New York, 2013.

- With Whom companies need to engage;
- About What issues companies need to engage;
- How engagement should take place;
- When engagement should take place;
- Corporate/Policy Level engagement;
- Internal engagement; and,
- Engaging Neutrals when necessary.

Extracts from: *Bringing a Human Rights Lens to Stakeholder Engagement*. New York, 2013.

The Guiding Principles reference the importance of consulting with affected stakeholders at several key moments:

- in identifying and assessing actual and potential human;
- rights impacts;
- in tracking and reporting on company efforts to prevent and manage those impacts; and
- in designing effective grievance mechanisms and remediation processes.

Opportunities for engaging external stakeholders	
<b>Policy commitment</b>	<ul style="list-style-type: none"> <li>■ Consulting key opinion formers in developing the commitment/policy</li> <li>■ Ensuring potential impacts on vulnerable groups are covered through consultation with their representatives</li> </ul>
<b>Assessing impacts</b>	<ul style="list-style-type: none"> <li>■ Consultation to design overall corporate risk assessment and due diligence strategy</li> <li>■ Dialogue with key stakeholders throughout the design, implementation and review of impact assessment process</li> <li>■ Consultation with local stakeholders and potentially affected groups in identifying impacts and defining mitigation measures</li> </ul>
<b>Embedding and integration</b>	<ul style="list-style-type: none"> <li>■ Stakeholder advisory groups to oversee the corporate due diligence process</li> <li>■ Multi-stakeholder initiatives to establish critical mass to deal with particular negative impacts/implementation issues e.g. adverse impacts in supply chains</li> </ul>
<b>Tracking and communication</b>	<ul style="list-style-type: none"> <li>■ Consultation in the identification of key indicators and measurements</li> <li>■ Dialogue on monitoring of performance indicators, and supporting continuous improvement</li> <li>■ Reaching out to potentially affected groups in an adequate way to understand how potential impacts are addressed and communicate approach to them</li> </ul>
<b>Access to remedy/ Grievance mechanisms</b>	<ul style="list-style-type: none"> <li>■ Consultation or cooperation in the design, review or monitoring of operational-level grievance mechanisms</li> <li>■ As an implementation partner to run grievance mechanisms or promote them to a particular vulnerable group</li> <li>■ Effective grievance mechanisms require thorough engagement with (potential) complainants</li> </ul>

## 6. What is stakeholder mapping?

### Objectives

- Understand the different stages of stakeholder mapping.

### Description of activity

1. Take three flip chart papers and write on each the following three steps of stakeholder mapping:
  - a. Identify stakeholders
  - b. Profile stakeholders
  - c. Prioritize stakeholders
2. Distribute three sticky notes to all participants.
3. Ask each participant to write on each note one characteristic, action or piece of information that should be included in each step of mapping stakeholders. For example:
  - a. Identify stakeholders:
    - Contact people in my company to see who could be relevant.
    - Do a desk review of organizations working on the issue.
    - Talks to other companies to see what they are doing.
    - Consult internally to see what resources we have to possibly engage.
    - List relevant groups, individuals, organizations, etc.
  - b. Profile stakeholders
    - Consult internally to know what information would be valuable.
    - See what information other stakeholders are collecting.
    - Decide what key information I need to know about them.
    - Think how I am going to obtain that information.
    - Make the calls needed to collect the information.
    - Understand how these stakeholders work with each other.
  - c. Prioritize stakeholders
    - Decide what issues are relevant.
    - Identify the criteria that are important for me to prioritize them.
    - Create a group of people that will help me prioritize stakeholders.
    - Rank the stakeholders who are most relevant to the issue at hand.
4. Ask participants to stand up and place the sticky notes under each of the three flip charts.
5. Divide the plenary in three groups and ask each group to stand in front of each flip charts to see the answers provided by participants.
6. Ask working groups to:
  - a. Cluster common characteristics or information.
  - b. Discuss if any of sticky notes should be placed on a different flip chart.
7. Questions to reflect over in plenary:
  - a. What do we need to do first, mapping or profiling or prioritizing?
  - b. Who should we involve in each step?

- c. How often should we do these exercises?
- d. What tools could we use for each of these steps?
- e. Are you currently involved in any of these steps?
- f. What challenges do you think you could find in each step?

### Key learning points

- Stakeholder mapping is a collaborative process of research, debate and discussion that draws from multiple perspectives to determine a key list of stakeholders across the entire stakeholder spectrum.
- Profiling is an important step in understanding key stakeholders, where they come from, and what they are looking for in relationship to your business.

### Time: 35 minutes

- Individual work: 3 minutes
- Group work: 10 minutes
- Plenary discussion: 20 minutes

### Slides

- Slides 14-15

### Materials

- Flip chart paper
- Markers
- Sticky notes

### Tips

- This activity is an introduction and at the same time a summary of the three main steps in stakeholder mapping intended to give participants an overview of the whole process and at the same time draw on their existing knowledge.

### Facilitator notes

#### Ideas to start the mapping process:

1. Start from an internet search and identify three or four organizations who frequently are mentioned for a topic area, e.g., child labor. If you are looking for a regional group, narrow the search to the region.
2. The second step should be an introductory call to a select few CSOs. It is important to have a set of key questions to direct your dialogue.
3. Next comes face-to-face meetings and in depth engagement about CSOs' reflections and programs.

## 7. How can I identify stakeholders?

### Objectives

- Acknowledge the different stakeholders that might be involved in a specific situation.

- Practice identifying these stakeholders.

### Description of activity

1. Ask participants to read the case study below and identify all stakeholders that are or could be involved in the case.
2. Have groups draw the stakeholders on a flip chart as a map and draw connections between them.
3. Hang all stakeholder maps around the room and have representatives of each group explain the map that they have drawn.
4. Have a discussion about the different stakeholders that have been identified.
5. Questions to reflect over in plenary:
  - a. Does everyone have similar maps?
  - b. What stakeholders did they include?
  - c. Are there other stakeholders not included in the case study?
  - d. What are the connections between stakeholders?
  - e. Whose rights could be impacted?
  - f. Who could be impacting their rights?

### Case Study: Sugar Cane Sector in India

Sweeties Co., a large food and beverage company sourcing sugar cane from India for both domestic and export products, has been accused of farmer suicides in the village of Vibhadra in the southwest state of Maharashtra. The company sources sugar from large and small private and publicly held sugar mills. These mills in turn buy sugar cane from large plantations but also hundreds of small-holder farmers who often organize into groups. Since the sugar cane sector is a highly regulated by the Ministry of Agriculture with frequent inspections by the Ministry of Labor, any intervention by the company needs to incorporate the feedback from the ministries but also from the farmers and workers directly.

This particular issue was highlighted by a famous rural journalist P. Sainath; since he published his report, several regional and national NGOs have taken up the issue and it has also gained substantial attention from the Farmer Federation of India, the Suarmill Association of India, and recently the Government of Maharashtra, which has waived all debts of sugar cane farmers. But the issue is far from being over.

### Key learning points

- Stakeholders come with issues.
- There is no standard list of stakeholders, and stakeholders change over time depending on the issues that need to be addressed.
- Determining the various parties involved may depend on supply chain structure, country of operation, regional context, and the issue itself.
- It is good to do this exercise (within an organization or your company) with a cross-functional team with members who offer different perspectives and bring prior knowledge and experience in stakeholder engagement. Build on their experiences.

### Time

- Group work: 10 minutes
- Plenary discussion: 30 minutes

## Slides

- Slides 16-17

## Materials

- Case study
- Flip chart paper
- Markers

## Tips

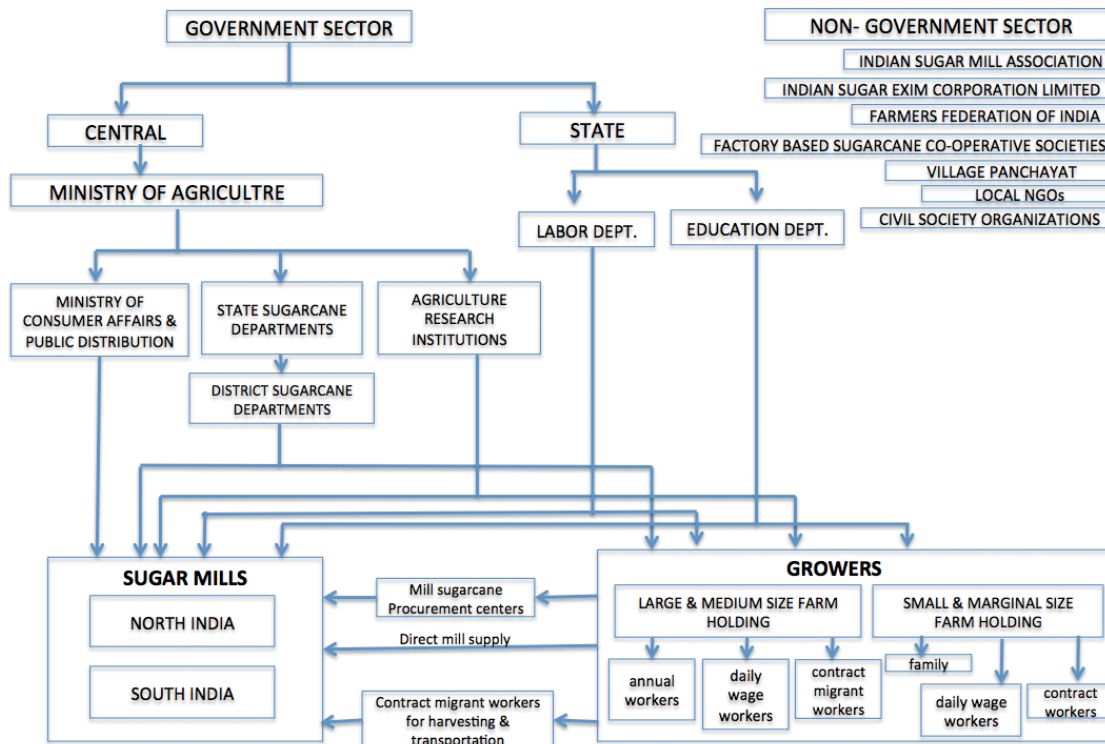
- Encourage the groups to think beyond the case in the sugar cane industry, and even if the case does not mention specific stakeholders, they should think about other actors could have impacted or contributed to the study either positively or negatively.

## Facilitator notes

### Some stakeholders to think about in the mapping exercise:

- Supply chain partners (suppliers, employees, etc.)
- National and international trade unions
- NGOs and collective bargaining organizations
- Human rights organizations
- Labor rights organizations
- Consumers rights organizations
- Religious organizations (not applicable to all regions, based on only positive experiences and outcomes)
- Government (local and national)
- Local communities (villagers, local self-governance bodies, tribal and Dalit communities, local leaders, local schools, etc.)
- Research institutions/academia
- Media
- Multilateral organizations (U.N., IOM, ILO, WHO, FAO, etc.)
- Investors
- Industry peers/competitors
- Affected communities and families
- Influential activists/opinion leaders
- Multi-stakeholder initiatives (MSIs)

## FLA: Example of a Stakeholder Map – Sugar Supply Chain India



Extracts from: *The Stakeholder Engagement Manual*, AccountAbility, U.N. Environment Program, Stakeholder Research Associates Canada Inc, 2005

There are a number of different dimensions that you can consider when identifying stakeholders:

- By responsibility: people to whom you have, or in the future may have, legal, financial and operational responsibilities enshrined in regulations, contracts, policies or codes of practice.
- By influence: people who are, or in future may be, able to influence the ability of your organization to meet its —whether their actions are likely to drive or impede your performance. These can include those with informal influence and those with formal decision-making power.
- By proximity: the people that your organization interacts with most, including internal stakeholders, those with longstanding relationships, those you depend on in your day-to-day operations, and those living next to your production sites.
- By dependency: the people that are most dependent on your organization, for example employees and their families, customers who are dependent on your products for their safety, livelihood, health or welfare or suppliers for whom you are a dominant customer.
- By representation: the people that are through regulatory structures or culture/ tradition entrusted to represent other individuals; e.g. heads of a local community, trade union representatives, councilors, representatives of membership-based organizations, etc.



Here are some additional considerations to help you brainstorm:

- Learn from past and ongoing engagement: Look at your organization's existing engagement activities. What are the objectives of these activities? What stakeholders communicate regularly with your company? What groups do they cover well? Where can you reach beyond this existing comfort zone to engage with lesser-known stakeholders?
- Be forward thinking: Consider potential stakeholders from new markets, new technologies, new customers, and new impending regulations. Depending on your objectives, the relevant stakeholders you need to engage with may not play the usual sustainability roles but may instead serve other functions relevant to your business.
- Be diverse: Make sure to include a rich diversity of stakeholder expertise, geography, and tactics from across the spectrum. This is an opportunity to reach out and mix the old with the new, including individuals from each of the following stakeholder categories: influencers, collaborators, advocates, and implementation partners.
- Be social: Social media provides an unparalleled opportunity to identify and reach lesser-known stakeholder groups. Canvas blogs, forums, networking, reviews, and news sites to discover stakeholders relevant to your business and to learn about their interest in your activities.
- Be aware: People have a tendency to focus on formal authorities in the mapping process, but the loudest voices or heaviest campaigners are not necessarily your key stakeholders. Step back and add silent members to your list because they may have a hidden wealth of expertise.

## 8. How can I profile my stakeholders?

### Objectives

- Identify the key information that a company should include in a stakeholder profile analysis.
- Create a possible template to use as a tool for stakeholder profiling.

### Description of activity

1. Ask two groups to create a template that they could use to include information on stakeholders.
2. Have them draw the template on a flip chart sheet.
3. Have the groups exchange templates.
4. Ask each group to analyze what the other team has done.
5. Ask representative of one group to explain to the plenary what the other group has done and comment on the strengths and weaknesses of the template created by their colleagues.
6. Hold a plenary discussion on those elements that are essential to include and provide inputs in case any are missing based on the information provided in the extracts from the facilitator's notes.
7. Questions to reflect over in plenary:
  - a. What information should we have on stakeholders?
  - b. Why is this information useful?

- c. How can this information help me in our relationship?
- d. How can this information help me prioritize actions?

### Key learning points

- Expectations, knowledge of issues, legitimacy, willingness to engage, cultural context, geographical impact, engagement capacity, relationship with other stakeholders are all essential information.

### Time: 50 minutes

- Group work: 15 minutes
- Group work: 5 minutes
- Plenary discussion: 30 minutes

### Slides

- Slides 18-19

### Materials

- Flip chart paper
- Markers

### Tips

- Examples are provided below of information that can and should be included.
- There are no right or wrong answers; each template can be different depending on the sector and issue.

### Facilitator notes

Extracts from: [The Stakeholder Engagement Manual, AccountAbility, United Nations Environment Program, Stakeholder Research Associates Canada Inc., 2005](#)

#### Stakeholder—Key Issues

Stakeholders' expectations Stakeholders will have their own specific view regarding an issue, about potential problems, their causes and solutions. Furthermore, stakeholders investing time in engaging with you will expect a "return on investment" in terms of action and response. Try and be as clear as possible about both, the stakeholders' general view on the issue, and their expectations towards you. Some stakeholders only expect you to have an open and honest conversation with them, others may expect you to make specific operational changes or adhere to a certain set of performance standards. Compare the expectations to what you think you can and want to actually do about an issue, given your resources and strategic objectives

Knowledge of the issue Be clear about the representative's knowledge of the issue. Some stakeholders know as much or even more about an issue than you. In such cases, you may wish to learn from them. Others know far less, and you may want to inform or educate them. This may be particularly important if their actions can have a strong direct or indirect impact on you, for example when they influence public policy regarding the issue.

**Legitimacy of stakeholder representative** When engaging with an individual or an organization you are often seeking for them to stand as representative of a larger group of stakeholders. Be clear about any assumptions or claims about who a representative speaks for. Are they an elected or recognized representative? Do they have legitimacy in terms of broad support or acknowledged expertise? Or are you seeking a representative sample opinion from individuals who reflect the broader make-up of the community?

**Willingness to engage** Successful engagement requires willingness on both sides. If there is unwillingness, it is advisable to investigate the reasons for this. Sometimes, this may be due to circumstances which you can control and change. In other times, it is important to acknowledge the stakeholders' right not to engage.

**Possible impacts (negative or positive) of the representative** Be clear about the specific possible impacts of the stakeholder on your business. How can s/he contribute to your objectives? How can s/he stop you from achieving them? When doing this, you also need to consider her/his indirect impacts on you via other stakeholders. Some representatives' potential impacts on you or on the stakeholder engagement process may be so significant that there is a definite necessity to engage them.

**Cultural context** Consider the specific cultural circumstances of the engagement, e.g., language, customs regarding social interaction, gender issues. This may be very relevant to the methods you choose for engagement, as well as to the resource implications. The consideration of cultural issues should ideally be undertaken together with someone familiar with that culture, whether from within or outside the organization.

**Geographical scale at which they operate** The geographical scale at which the representative operates, or is willing to operate, should match your engagement plans and objectives. Do you need someone who can engage on a global issue (e.g., climate change)? This would require that the representative organization possesses a significant degree of credibility, legitimacy and oversight for this (e.g., WWF). An issue like the environmental considerations in the building of a new plant, however, is for example more competently addressed with the local administration and/or community.

**Stakeholders' engagement capacity** Stakeholders must be treated as a scarce resource, which includes the respectful treatment of their attention and time. Smaller organizations may have very limited financial means and staffing capacity.

**Relationships of stakeholders with each other** If you are intending to engage with different stakeholders at the same time, or maybe even involve them in the same activity or locality, it is important to understand their views of and relationships with each other. Tension between your stakeholders can, especially if they are not considered, have very negative influences on the outcomes of your engagements with them.

**Necessity to Involve:** It is important to consider if there is someone who could sabotage or delegitimize the process if they were not included in the engagement and it is important to consider them in the engagement strategy.



Stakeholder Profile		Last Updated:
Stakeholder group:		
Primary subject / issue of engagement with this group		
Stakeholder Objective		
Preferred level of engagement with this group		
Stakeholder group representative		
Specific representative / representing organisation		
Internal contact person		
Stakeholder's general view on the issue		
Expectations towards the business regarding the issue		
Engagement history & current highest level of and approaches to engagement	[fill in if you are already engaging]	
Stakeholders' usual or preferred highest level of and approaches to engagement		
Stakeholder's sources of funding		
Relationships/conflicts with other stakeholders		
Knowledge of the issue	<input type="checkbox"/> Leading Opinion <input type="checkbox"/> Good Knowledge <input type="checkbox"/> Medium Knowledge <input type="checkbox"/> Lacking Knowledge <input type="checkbox"/> No Knowledge Give details: _____	
Legitimacy or perceived legitimacy	<input type="checkbox"/> High Legitimacy <input type="checkbox"/> Limited Legitimacy <input type="checkbox"/> Low Legitimacy <input type="checkbox"/> No Legitimacy Give details: _____ <input type="checkbox"/> Conflict between perceived and actual legitimacy Give details: _____	
Willingness to engage	<input type="checkbox"/> Willing <input type="checkbox"/> Moderately interested but friendly <input type="checkbox"/> Uninterested <input type="checkbox"/> Hostile	
Actual and/or potential impacts of stakeholder on business – associated risks and opportunities	Positive impacts / Opportunities: Negative impacts / Risks:	
Scale at which they operate	<input type="checkbox"/> Global <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> Subnational <input type="checkbox"/> Local Give details: _____	
Cultural issues to consider		
Practical issues to consider (e.g the stakeholder's ability to engage given resources, staff, etc.) (see also Stage 3)		
Is it necessary to engage with this stakeholder?		
Other Comments		

## 9. How do I prioritize who to work with?

### Objectives

- Identify one set of criteria that can be used to prioritize stakeholders to work with on a specific issue.
- Understand that other criteria can be used.

### Description of activity

1. Take the case study and the stakeholder map that was used in Activity 8 (regarding the sugar cane industry).
2. Ask participates to draw the following quadrant on a flip chart paper:

High expertise Low willingness	High expertise High willingness
Low expertise Low willingness	Low expertise High willingness

3. Ask participants to imagine they had already created a profile for the top 10 stakeholders. Ask them to write each of their names on sticky notes.
4. Have participants hold a discussion about where to place each of the stakeholders; have them place the sticky notes in the quadrants.
5. Questions to reflect over in plenary:
  - a. Do you think these criteria are relevant?
  - b. Are there other criteria that you would use to prioritize stakeholders?

### Key learning points

- Expectations, knowledge of issues, legitimacy, willingness to engage, cultural context, geographical impact, engagement capacity, relationship with other stakeholders are all essential information.

### Time: 40 minutes

- Group work: 10 minutes
- Plenary discussion: 30 minutes

### Slides

- Slides 20-21

### Materials

- Flip chart paper
- Markers
- Sticky notes

### Tips

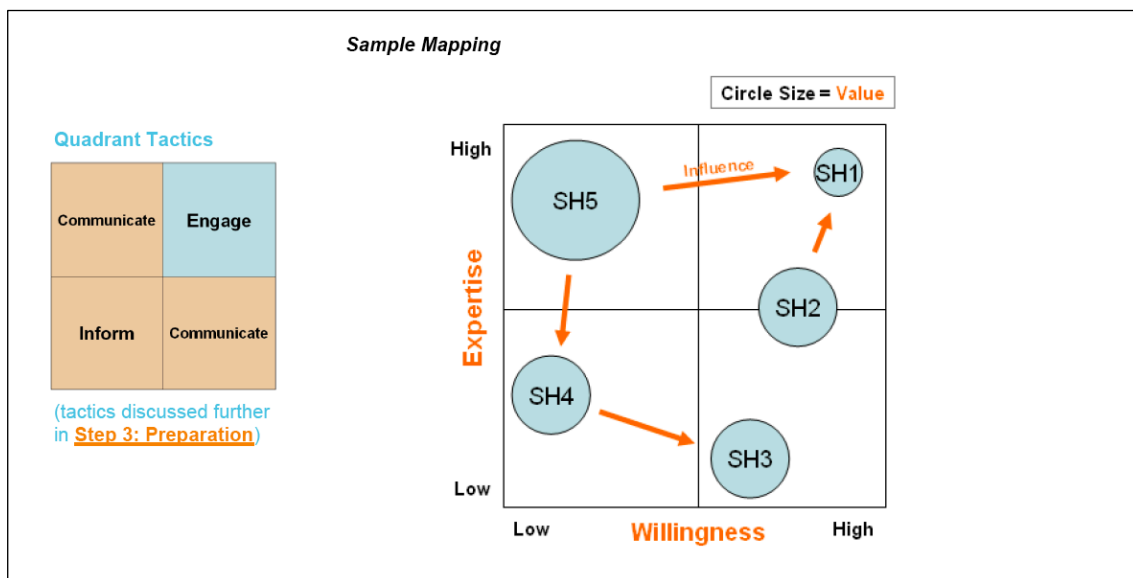
- This is a hypothetical exercise. If facilitators so desire, they can create a profile for each stakeholder for participants to work from. This second option would make sense in a course where participants are focusing on stakeholder engagement; otherwise this introduction will be enough.
- An activity can be created in which participants adopt the role of one of the stakeholders and have a where they should be located, based on their "self-descriptions." Such an activity would take over 60 minutes to complete.

## Facilitator notes

Extracts from: *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

Action: Use these five criteria to create and populate a chart with short descriptions of how stakeholders fulfill them. Assign values (low, medium, or high) to these stakeholders. This first data set will help you later decide which stakeholders to engage. See example that follows.

Stakeholder	Expertise		Willingness	Value	
	Contribution	Legitimacy	Willingness to Engage	Influence	Necessity of Involvement
SH1	High: Knowledge in X issue is of value to the company	High: Directly affected by our company's activity	High: Proactive group that is already engaging	Low: Relatively unknown group	Low: Not an outspoken stakeholder
SH2	Medium	Medium	High	Medium	Medium
SH3	Low	Low	Medium	Low	Medium
SH4	Low	Medium	Low	Medium	Medium
SH5	High	Medium	Low	High	High



Extracts form: *Stakeholder Engagement in Human Rights Due Diligence: A Business Guide*, Global Compact Network Germany, twentyfifty Ltd., 2014

Once a company has identified the relevant stakeholders they will need to prioritize who to engage with. In the literature on stakeholder engagement it is often suggested that companies base this on criteria such as interest of stakeholders and their respective influence on success and failure of the project. Taking this approach might lead companies to engage only with the more powerful stakeholders and actually leave out some affected groups, especially the more vulnerable (less powerful) groups. Whereas, a human rights-based approach requires engagement with such groups that have potentially little influence but are at heightened risk of being negatively impacted.

## 10. How does engagement happen?

### Objectives

- Identify areas in the human rights due diligence process involving different stakeholders.
- Discuss different levels of engagement.

### Description of activity

1. Ask groups to use the table below to describe different levels of engagement by identifying the objective, the type of communication (one way or bi-directional), the nature of the relationship (ad hoc, short term, long term) and examples of actions (writing emails, hosting a conference, engaging in focus groups, etc.).

Level of engaging	Objective	Type of communication	Nature of relationship	Action examples
No engagement				
Monitor				
Inform				
Consult				
Involve				
Collaborate				
Empower				

2. Tell participants that they must draw something to illustrate the concept.
3. Ask each group to share one or two of their engagement levels with the rest of participants.
4. Participants must guess the action the colleagues sought to illustrate. If they do not guess correctly, the representative of the group has to act out the word with gestures or additional illustrations—but never words.
5. Questions to reflect over in plenary:
  - a. Do we have to engage at the same level with all stakeholders?
  - b. Will the engagement depend on their level of expertise and willingness?
  - c. Which engagement levels are you more comfortable with?

### Key learning points

- There are different forms of stakeholder engagement with different levels of intensity, value and benefit, depending on a company's position in the human rights due diligence process and the purpose of the engagement.
- Various qualitative and quantitative engagement methods can be used:
  - Telephone or email, online calls
  - Face-to-face information sessions or interviews and meetings

- Focus group discussions
- Written surveys and correspondence
- Multi-stakeholder meetings
- Household verbal surveys for the illiterate, vulnerable population
- Public meetings
- Panel discussions

**Time:** 40 minutes

- Group work: 15 minutes
- Plenary discussion: 25 minutes

### Slides

- Slides 22-23

### Materials

- Flip chart paper
- Markers

### Tips

- Due to the lack of time, groups would be asked to start discussing on different engagement levels to avoid all working groups discussing the first three.

### Facilitator notes

Extracts: [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

Once again, many of these criteria apply primarily to in-person meetings, but the general ideas can be applied to communications efforts as well:

» Share stakeholder expectations: Share feedback from your earlier goal-setting consultation process, or open the floor to stakeholders to share their expectations for the engagement.

» Allow for equal contribution: Encourage less verbal stakeholders to participate in the conversation; create a space where this is possible and comfortable; respect each party's right to pass.


» Focus the discussion: Dialogues can veer off-topic if not properly focused. Stick to your agenda and remain within the scope of the issue. Table any out-of-scope issues for future engagements, and be sure to address these in the future if you commit to doing so.

» Manage cultural dynamics: Your earlier activities should have prepared you for any tricky dynamics. But be wary of possible cultural misunderstandings during engagement and manage them as they arise.

» Mitigate tension: Certain topics can be controversial or provocative, and there may be unexpected dynamics or rivalries between participants. Have security on-site to address elevated situations but preempt difficulties by maintaining a calm atmosphere in the room.



## Stakeholder Engagement in Human Rights Due Diligence: A Business Guide, Global Compact Network Germany, twentyfifty Ltd., 2014

 Levels of Engagement <sup>11</sup>				
Level	Goal	Communication	Nature of relationship	Engagement Approaches
<b>Remain Passive</b>	No goal. No engagement.	No active communication	No relationship	Stakeholder concern expressed through protest, letters, media, websites etc., or pressure on regulatory bodies and other advocacy efforts.
<b>Monitor</b>	Monitor stakeholders' views.	One-way: stakeholder to company.	No relationship	Media and internet tracking. Second-hand reports from other stakeholders possibly via targeted interviews.
<b>Inform</b>	Inform or educate stakeholders.	One-way: company to stakeholder, there is no invitation to reply.	Short or long term relationship with stakeholders. <i>"We will keep you informed."</i>	Bulletins and letters. Brochures, reports and websites. Speeches, conference and public presentations. Open houses and facility tours. Road shows and public displays. Press releases, press conferences, media advertising, lobbying.
<b>Transact</b>	Work together in a contractual relationship where one partner directs the objectives and provides funding.	Limited two-way: setting and monitoring performance according to terms of contract.	Relationship terms set by contractual agreement. <i>"We will do what we said we would" or "we will provide the resources to enable you to do what we agree".</i>	'Public Private partnerships' and Private Finance Initiatives, Grant-making, cause related marketing.
<b>Consult</b>	Gain information and feedback from stakeholders to inform decisions made internally.	Limited two-way: company asks questions and the stakeholders answer.	Short- or long-term involvement. <i>"We will keep you informed, listen to your concerns, consider your insights, and provide feedback on our decision."</i>	Surveys, Focus Groups, Workplace assessments. One-to-one meetings. Public meetings and workshops. Standing stakeholder advisory forums. On-line feedback and discussion.
<b>Involve</b>	Work directly with stakeholders to ensure that their concerns are fully understood and considered in decision making.	Two-way, or multi-way between company and stakeholders. Learning takes place on both sides. Stakeholders and company take action individually.	May be one-off or longer-term engagement. <i>"We will work with you to ensure that your concerns are understood, to develop alternative proposals and to provide feedback about how stakeholders views influenced the decision making process".</i>	Multi-stakeholder forums. Advisory panels. Consensus building processes. Participatory decision making processes.
<b>Collaborate</b>	Partner with or convene a network of stakeholders to develop mutually agreed solutions and joint plan of action.	Two-way, or multi-way between company and stakeholders. Learning, negotiation, and decision making on both sides. Stakeholders work together to take action.	Long-term. <i>"We will look to you for direct advice and participation in finding and implementing solutions to shared challenges."</i>	Joint projects, voluntary two-party or multi-stakeholder initiatives, Partnerships.
<b>Empower</b>	Delegate decision-making on a particular issue to stakeholders.	New organisational forms of accountability: stakeholders have formal role in governance of an organisation or decisions are delegated out to stakeholders.	Long-term. <i>"We will implement what you decide."</i>	Integration of Stakeholders into Governance Structure. (eg. as members, shareholders or on particular committees etc.)

### 11. What could be the greatest challenges when engaging with stakeholders?

#### Objectives

- Identify key challenges when engaging with different stakeholders.
- Share different ideas to mitigate such challenges.
- Learn from each other's experiences.

#### Description of activity

1. Provide groups with the following template on a flip chart paper:

Challenges	Mitigating measures
1	
2	
3	

2. Ask each group to come up with three possible challenges they might face when engaging with stakeholders.
3. Ask them to exchange flip charts.
4. Have each group come up with mitigating strategies or measures to minimize or overcome the challenge identified by another group.
5. Hang all flip charts on the walls.
6. Ask participants to go around the room and take a look at the different measure that the groups have come up with.
7. Wrap up the activity by summarizing the main challenges identified; allow participants to call out actions they think best contribute to minimizing the challenge.
8. Questions to reflect over in plenary:
  - a. What challenges have been identified?
  - b. Would those challenges be common to different stakeholders?
  - c. Would the mitigating measures be similar regardless of the stakeholder?

### Key learning points

- Different types of challenges will arise when engaging with stakeholders: lack of trust, lack of capacity, lack of legitimacy, lack of engagement, varied political alignment, competition, etc.

### Time: 40 minutes

- Group work identifying challenges: 4 minutes
- Group work identifying mitigating measures: 10 minutes
- Walk around: 5 minutes
- Plenary discussion: 20 minutes

### Slides

- Slides 24-25

### Materials

- Flip chart paper
- Markers

### Tips

- Give participants enough time to walk around to read and understand mitigating measures.

- Allow for conversations to happen among participants from the different groups.

## Facilitator notes

Extracts from: Stakeholder Engagement in Human Rights Due Diligence: A Business Guide, Global Compact Network Germany, twentyfifty Ltd., 2014

Issue		Mitigation measures	Issue		Mitigation measures
<b>Lack of capacity</b>	<ul style="list-style-type: none"> <li>Company representatives in charge of engagement might lack the experience and competency to engage stakeholders</li> <li>Stakeholders might lack resources and capacity to participate in engagement processes</li> </ul>	<ul style="list-style-type: none"> <li>Invest in training and internal capacity building for stakeholder engagement</li> <li>Be aware of and upfront about resource constraints of potential partners and possible power differences and jointly define agreed solutions</li> <li>Ensure weaker stakeholders remain in the process e.g. through capacity building</li> </ul>	<b>(Mutual) lack of trust</b>	<ul style="list-style-type: none"> <li>Stakeholders might distrust the company's motives, fear being used to legitimise the company or are not used to partner with companies</li> <li>The company might distrust stakeholder and fear being exposed</li> </ul>	<ul style="list-style-type: none"> <li>Invest in trust-building upfront (e.g. through informal conversations, individual talks)</li> <li>Approach stakeholders early and decide on goals of the engagement process jointly</li> <li>Begin cooperation on a small scale and deepen engagement as trust is developed</li> <li>Agree a Memorandum of Understanding that documents the agreed terms of working together and channels to raise grievances</li> <li>Do not make false promises and keep agreements</li> <li>Show stakeholders how their input will be used in the process and follow up regularly</li> <li>Engage neutral mediators to build trust and facilitate the engagement</li> <li>Create and celebrate common successes</li> </ul>
<b>Legitimacy</b>	<ul style="list-style-type: none"> <li>Risk of giving legitimacy to the 'wrong' people (e.g. consulting leaders claiming to represent the community, or consulting vulnerable groups directly which challenges the traditional community hierarchy)</li> </ul>	<ul style="list-style-type: none"> <li>Carry out initial research about local power dynamics when choosing stakeholders for engagement</li> <li>Talk directly to a selection of affected groups to verify that the right representatives are being engaged (and possibly to triangulate the information received from them)</li> <li>Don't rely on single sources for information</li> </ul>	<b>Putting stakeholders at risk</b>	<ul style="list-style-type: none"> <li>In some locations, inviting people to engage on human rights concerns can put them at risk especially when these concerns arise in relation to the action of repressive governments</li> <li>Interviewing supplier workers can lead to retaliation by suppliers</li> </ul>	<ul style="list-style-type: none"> <li>Ask stakeholders for their security/safety concerns</li> <li>Design engagement formats in a way that addresses the concerns (e.g. secure anonymity, conduct interviews off site, provide contact details)</li> </ul>
<b>Lack of engagement</b>	<ul style="list-style-type: none"> <li>Stakeholders might not be motivated to participate in company initiatives</li> <li>Lying behind this might be the feeling they can't influence the decision-making; that they do not agree with the goals; dissatisfaction with the format of engagement; lack of trust or resources; engagement exhaustion or disappointment from previous engagement processes</li> </ul>	<ul style="list-style-type: none"> <li>Rethink the stakeholder analysis – have the right groups been chosen?</li> <li>Find out the root causes for lack of engagement and what engages stakeholders</li> <li>Talk to stakeholders about what their needs for engagement are (engage about engagement)</li> <li>Make sure engagement is based on common/agreed goals and results-driven</li> <li>Create real engagement opportunities (e.g. continuous involvement throughout a process) not to nod off previously taken decisions</li> <li>Make sure engagement format is in line with stakeholder expectations (e.g. regarding time and resource investments)</li> <li>Build the capacity of stakeholders</li> </ul>	<b>Receiving conflicting information</b>	<ul style="list-style-type: none"> <li>When engaging different groups of stakeholders and affected groups companies might receive conflicting information and face challenges to verify it (e.g. during impact assessments)</li> </ul>	<ul style="list-style-type: none"> <li>Make sure to engage as widely as possible and try to triangulate information through use of different sources</li> <li>Use independent partners to conduct research to ensure openness from consulted stakeholders</li> </ul>

Issue		Mitigation measures
<b>Expectations not aligned/ clash of organisational cultures</b>	<ul style="list-style-type: none"> <li>Local stakeholders might expect that the company solves their problems and use engagement around human rights to raise unrealistic demands</li> <li>NGOs might be disappointed by company progress and withdraw from a cooperation</li> <li>Ideological differences might become obvious and dominate the engagement</li> </ul>	<ul style="list-style-type: none"> <li>Invest time and resources upfront to carefully manage the expectations regarding what the outcomes of any engagement process can be – sincere engagement takes time!</li> <li>Agree on joint goals and measure progress towards them, address goal alignment at different stages in the engagement process</li> <li>Clarify underlying interests, needs and organisational languages</li> <li>Agree clear roles and responsibilities in the process and reclarify if needed</li> <li>Acknowledge differences and integrate them into process design</li> </ul>
<b>High fluctuation</b>	<ul style="list-style-type: none"> <li>During longer term engagement processes stakeholders might drop out of the engagement process due to job changes, other priorities</li> </ul>	<ul style="list-style-type: none"> <li>Proper documentation of progress of the collaborative process to ensure new people can easily catch up</li> <li>Invest in relationship building to make new people part of the process and bring them up to speed</li> </ul>
<b>Exposure</b>	<ul style="list-style-type: none"> <li>Some stakeholders might demand a level of transparency as a basis for working together that the company is not comfortable with</li> </ul>	<ul style="list-style-type: none"> <li>Agree the terms of cooperation including any communication and disclosure requirements early on, e.g. in a Memorandum of Understanding</li> </ul>

## 12. Should we engage directly with children?

### Objectives

- Learn specific considerations that need to be taken into account when engaging directly with children.
- Share experiences on previous direct engagement with children.

### Description of activity

1. Distribute two sticky notes to each participant.
2. Ask each participant to write two tips that someone should keep in mind when interviewing a child.
3. Collect all answers.
4. Share answers one by one in plenary, and write on a flip chart paper one or two words that might summarize each piece of advice.
5. Share as many as time allows.
6. Wrap up the activity when the key learning points have been discussed.
7. Questions to reflect over in plenary:
  - a. Do you think gender and age should be taken into consideration when engaging with children?
  - b. At what time of the day would you talk to them?
  - c. How could gain rapport or create a safe talking environment?
  - d. What can you do to ensure trust?

### Key learning points

- When engaging directly with children, companies should ensure that:
  1. participation is voluntary, with informed consent from the child in written or oral form, and from the parents and caregivers;
  2. consultation topics have a clear purpose and focus on specific issues relevant to children's lives and concerns;
  3. engagements fit in with children's daily routines;
  4. child-rights stakeholders are consulted throughout the process;
  5. companies rely on expert third-party facilitation, regardless of the chosen approach;
  6. consultations are part of a long-term approach to stakeholder engagement;
  7. child safeguards and confidentiality is ensured throughout the process.

### Time: 20 minutes

- Individual work: 1 minutes
- Plenary discussion: 20 minutes

### Slides

- Slides 26-27

### Materials

- Sticky notes (or index cards or pieces of paper)

### Tips

- Ask participants to think of an 8- to 13-year-old child they know and how they interact with them.

## Facilitator notes

Extracts from: *Engaging Stakeholders in Children's Rights: A Tool for Companies*, UNICEF, Geneva, 2014

Direct consultation with children requires particular sensitivities and, like engagement with other groups, necessitates attention to any barriers to participation – including age, gender, language, cultural beliefs and norms, among many others. It also requires additional caution or capacity in ensuring that children do not experience exploitation, harm or retaliation as a result of participation in the process.

When children are involved, companies should also be mindful of actual or perceived power imbalances. Consultation requires the support of a neutral, trusted individual to facilitate the engagement process. Moreover, direct consultations with children must be conducted with respect for all children's rights, including their right to privacy, protection from any form of violence or abuse, and freedom of thought.

When consulting children directly, companies should take into account the considerations listed:

1. Participation should be voluntary, with informed consent from the child in written or oral form, and from the parents and caregivers.
2. Consultation topics should have a clear purpose and focus on specific issues that are relevant to children's lives and concerns.
3. Children's time is precious, and engagements should fit in with their daily routines.
4. Child rights stakeholders should also be consulted throughout the process.
5. Companies should rely on expert third-party facilitation, regardless of the chosen approach.
6. Consultations should be part of a wider long-term approach to stakeholder engagement.
7. Child safeguards and confidentiality should be ensured throughout the process.
8. Consultations should be carried out with respect for the cultural practices, beliefs and norms of each community or group.

### 1.3 Worker Engagement

#### 13. Why should workers be involved in improving their labor conditions?

##### Objectives

- Understand why workers' involvement is necessary when talking about improving working conditions.
- Discuss benefits of having workers actively engaged in the improvement of labor conditions.

##### Description of activity

1. Ask working groups to come up with a list of the benefits of engaging workers in improving working conditions.

The benefits of having workers involved in improving labor conditions on:.	
Workers	1
	2
	3
Employers/farmers	1
	2
	3
The community	1
	2
	3
Local organizations	1
	2
	3

2. Facilitate a plenary discussion in which groups share their results either through a representative or open discussion.

### Key learning points

- Workers' involvement is necessary when we are talking about improving their working conditions.
- Engaging worker in the improvement of conditions gives them ownership in the process, improves trust, and promotes social dialogue, transparency and motivation.
- This will also lead to the empowerment of workers; they will feel that they are being heard and consulted.

### Time: 15 minutes

- Group work: 5 minutes
- Plenary discussion: 10 minutes

### Slides

- Slides 28-29

### Materials

### Tips

- Depending on time constraints, each group can list benefits for all stakeholders or just for one, or facilitators can distribute stakeholders among the groups.
- There are no right or wrong answers.

## 14. How can I communicate labor standards to workers in the supply chain?

### Objectives

- Raise awareness about the lack of knowledge and understanding among workers of their labor rights.
- Generate a set of creative ideas on how to train workers on labor standards in a factory setting.
- Acknowledge that active engagement in learning is more effective.

### Description of activity

1. Place a long piece of tape or string on the floor of the training room that stretches side to side.
2. Explain to participants that one of the ends of the string/tape represents "100 percent workers in the farm/work environment" and the other extreme represents "not one worker in the farm/work environment," while the space along the string/tape represents the rest of workers (for example, 10 percent, 20 percent ... up to 99 percent)
3. Ask all participants to stand up.
4. Explain to them that you will be calling out statements, and after each statement they have to decide where the workforce in a typical farm or working environment falls:
  - a. Workers know and understand their labor rights.
  - b. Workers have been able to read the client's code of conduct.
  - c. Workers have signed a understanding of their labor rights and obligations
  - d. Workers have been trained on their labor rights.

Participants must walk and stand where they think lies the correct percentage.

5. Wrap up the exercise by reminding participants of the low awareness workers have of their rights, regardless of the sector or geographical area. Reflect on the different understanding of various participants.
6. Ask participants to take their brain-writing template in front of them.

Brain-writing template		
The challenge: "How could I engage workers in learning about their rights?"		

7. Ask each participant to come up with three ideas on the topic, "How could I engage workers in learning about their rights?" and write them in the first three squares.
8. Then participants to pass their workbooks to the person to their right.
9. Ask these participants to read the three ideas their colleagues had written in the top squares.
10. Ask them to write three other ideas different from the previous ones. Each new idea should be related to the square immediately above the ones in they are writing now: It is like building upon previous ideas. In other words, the previous idea can serve as an inspiration for new ones.
11. Ask participants to again pass their workbooks to the person to their right.
12. Ask them again to write another three ideas inspired by the previous ones.

13. Have a plenary discussion where participants share some of their ideas.
14. Questions to reflect over in plenary:
  - a. What ideas did you like best?
  - b. What do you think would be most engaging?
  - c. Do you think that these activities could be more effective for understanding and retaining information than the traditional ways workers are trained on their rights?

### Key learning points

- Most workers worldwide are not aware of their rights and obligations; therefore, it is unlikely that they will be able to exercise them.
- There is a need for companies to take an active role in promoting workers' understanding of their rights and exercising them.
- The more engaging the actions, the more effective the learning will be.

### Time: 30 minutes

- Plenary discussion: 10 minutes
- Explanation of activity 3 minutes
- First individual round: 1 minute
- Second individual round: 2 minute
- Third individual round: 2 minute
- Plenary discussion: 10 minutes

### Slides

- Slides 30-31

### Materials

- Tape/string
- Scissors
- Template

### Tips

- Tell participants that any idea they come up with is valuable, because the point of this activity is brainstorming, not evaluating an particular idea's feasibility.
- Encourage participants to take pictures of the papers, as surely there are valuable ideas that can be replicated in their supply chain to inspire better communication practices on rights.
- You can also end the activity by giving participants dot stickers and allowing them to vote for the three ideas they like best, then share those receiving the most votes.
- Here are some examples that can be given to participants to encourage creativity and to demonstrate how one ideas can inspire another:

Brain-writing template		
The challenge: "How could I engage workers in learning about their rights?"		
Ask workers to present a play on labor rights.	Train the community leader to train other workers in the community	Hold a drawing contest in the village on labor rights



Write messages about rights on kites and have workers fly them on a specific occasion.	Have leaders meet with workers on the first Saturday of every month to cover one right.	Engage children from the community in a drawing contest.
Ask workers to make paper airplanes with one question regarding their rights and fly them together; have the rest of the village collectively answer the questions.	Ask farmers to spend five minutes a day talking about rights with workers as they come to the job.	Have parents teach their children one right that the children must then draw and exhibit in the town square or hall.

### Facilitator notes

There are a lot of ways in which awareness can be created. The natural tendency is to create awareness through training sessions that can be uninspiring and a drain on workers' time. Thus, some innovative, interactive and fun ways should be devised to raise their awareness. Some of the best practices that the FLA has discovered:

1. Distribution of useful material for the workers and their families (tote bags, backpacks, diaries, pens, decorative items, hand held fans, paper soap strips, water bottles, caps, etc.) imprinted with social messages.
2. Information dissemination via technology such as mobile phones that also parallels as a referral service for workers.
3. Development of interesting games (such as Snakes and Ladders) that families can play in the evening and learn about the do's and don'ts.
4. Mobilization of women in the community in self-help groups that included social messaging.
5. Reversal role playing for the workers and labor contractors (and for women and men).
6. Mural painting of social messages (such as back to school / ills of child labor) on the village walls or in camps and community centers.
7. Street theater with social messaging where the workers are asked to participate as actors.
8. Public recognition of the best employer with a small token of appreciation based on feedback received from their workers.
9. Hosting of educational events with peer-to-peer interaction.
10. Distribution of brochure, booklets or inserts that workers and their families can read and review at their own pace.
11. Movie night in the village or camps ending or starting with social messaging.

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### **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.