



ENABLE Training Toolkit

Implementing Responsible Sourcing and Production
in Agricultural Supply Chains

MODULE 4: Monitoring Child Labor and Forced labor

Facilitators Manual

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I. MODULE AT A GLANCE

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1	How have we been assessing compliance?	55
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1. How have we been assessing compliance?

Objectives

- Explore how different companies have been assessing or verifying compliance in their immediate histories.
- Understand the evolution of assessing compliance in the past decade and moving beyond compliance.
- Discuss how different approaches can provide better results.
- Learn from other companies' experiences.

Description of activity

1. Ask individuals (or participants from the same company) to take a flip chart paper and place it horizontally in front of them.
2. Have them write at the extreme left end the year their company started to address forced labor and child labor in their supply chain.
3. Have them write today's date at the extreme right.
4. Ask them to write/draw a time line depicting their company's efforts to identify child labor and forced labor in their supply chain.
5. Ask them to include the following information in the time line:
 - a. How have you been assessing compliance throughout the years?
 - b. Who was involved in your process?
 - c. What results have you achieved?
6. Once they have finished, have them circle with a red marker three possible miles stones in the evolution of their approach.
7. Ask for volunteers to share their time lines.
8. Have a plenary discussion based on the different experiences in the room.
9. Questions to reflect over in plenary:
 - a. What is the difference between auditing and monitoring?
 - b. What do you think that companies are doing now?
 - c. How do you think that monitoring has evolved in the past 10 years?

Key learning points

- Companies are shifting their due diligence approaches from auditing to monitoring to worker profiling and community profiling to better understand the context in which child labor and forced labor occurs, looking for root causes in order to address them systematically and sustainably.

Time: 55 minutes

- Individual work: 10 minutes
- Plenary discussion: 45 minutes

Slides

- Slides 2-3

Materials

- Flip chart paper
- Markers

Tips

- Try to highlight initiatives that have evolved.
- Encourage people to share their experiences, especially those where they can state that moving away from auditing and towards root causes and a systematic approach has helped them achieve objectives.
- It would be good for participants to take pictures of other company's time lines to share and discuss with colleagues back in the office.

Facilitator notes

Extracts from: the FLA's Sustainable Compliance Philosophy

FLA's Sustainable Compliance methodology (SCI) advances workers' rights by effecting progressive and sustained improvements in employment practices and working conditions. SCI is designed to move the field of social compliance beyond policing and Band-Aid fixes. We have found that the conventional framework for conducting audits is useful for remedying immediate problems in the workplace and has, over time, succeeded in protecting workers from the most egregious violations of labor rights.

However, conventional audits do little to prevent recurring violations or drive sustainable and progressive improvements in working conditions. This system of assessment helps improve workers' lives by gauging usual and normal working conditions rather than a snapshot on a particular day; and uncovering root causes of problems and providing systemic, sustainable solutions so that problems are fixed in a lasting way.

2. What happened with auditing?

Objectives

- List the limitations of an auditing model.
- Acknowledge the difficulties in applying it in agriculture or in Tier 4 in general.
- Recognize the importance of identifying root causes of compliance breaches.

Description of activity

1. On a flip chart draw a grave and a tombstone, and on the tombstone write "Here lies auditing."
2. Ask working groups to discuss the following questions:
 - a. What was the objective of auditing?
 - b. How was it done?
 - c. It is the same to audit a factory and a farm?
 - d. Would you expect similar results auditing Tier 1 and Tier 4?
 - e. Are there limitations to identifying, addressing and remediating child labor and forced labor?
3. Have a plenary discussion about the limitations of auditing in the agriculture sector to identify and remediate child labor and forced labor incidences.

Key learning points

- Audits typically follow a "checklist" methodology, meaning that auditors check for the presence or absence of specific conditions and practices based on a code of conduct.

- Auditing does not try to understand the context in which the workers operate; or what leads to child labor and forced labor; or the resources they can leverage and the challenges they might face.
 - Auditing does not generate a root-cause analysis; remediation is “catch and fix,” and ends up addressing symptoms and not underlying root causes.

Time: 20 minutes

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

Slides

- Slides 4-5

Materials

- Flip chart
- Markers

Tips

- You may make the grave more detailed, writing birth and death dates, a funny inscription. etc., to make the activity more entertaining and based on local customs.

Facilitator notes

[Extracts from: USDA’s Guidelines for Eliminating Child and Forced Labor in Agricultural Supply Chains: Practitioners’ Guide](#)

After getting the first picture of the risk of poor working conditions by region or commodity, more information gathering on suppliers is necessary to obtain detailed insight into the particulars of the working conditions and to assess the possibility of establishing a monitoring system that effectively addresses the issues of child and forced labor. It is evident that the company can easily demand more information, if the supplier strongly depends on sales to the company and shows readiness to cooperate. If the sales volumes are low, but the risks are considered high, the task may be more difficult but is equally important to fulfill. In this case, the company can leverage its long-term relationship or make use of the fact that a change of the supplier will not be critical if the cooperation is not satisfactory enough.

Sometimes Tier 1 suppliers may not be as relevant, particularly for issues such as child labor and forced labor, considering the higher risk of poor working conditions in sub-contractors or Tier 2-3 suppliers. In those cases, it is very important for the company to put effort into assessing those levels of the supply chain with higher risk of poor working conditions.

Monitoring results should be tracked over time and updated to identify trends and persistent challenges.

Self-Assessments

As a first step, suppliers and subcontractors may fill out a self-assessment form with questions that refer to the different parts of the Code of Conduct and give insight in the current status of compliance and management with the Code requirements. It can be applied online or on paper for current suppliers and can serve as conditional document for the selection of new suppliers.

Self-assessment responses can be consolidated in a database and be analyzed to get a clear profile of the current practices of the suppliers. But it should be kept in mind that the responses have been provided by suppliers, agents or importers and therefore they should be validated to confirm their objectivity.

The FLA Self-Assessment Tool, available in [Annex 2](#) of this document, is a resource to assess not only a company's but also its suppliers' management of child and forced labor issues. It is possible to use it as self-assessment of the Tier 1 suppliers and helps them to structure their own monitoring system.

Site Visit

An integral part of an assessment of a supplier is a site visit, which includes a tour of the suppliers' facilities that can provide an initial impression of the working conditions, complemented with review of records and interviews with managers and workers. In order to get a complete picture, it is mandatory that the professional(s) conducting the site visits have the appropriate language skills and cultural awareness to engage with managers and workers in meaningful two-way conversations.

Social Audits

Contracting external experts from local organizations or consultancy firms to conduct a compliance audit is a way to obtain information about a supplier's working conditions, i.e., an on-site evaluation of supplier performance in relation to the company's policies and expectations. The experts should be competent, should have knowledge of the local context and languages, and should have the skills and knowledge for evaluating and responding to child and forced labor situations. Their reports normally are based on physical observations, document analysis, and information gathered from meetings with managers and interviews with workers and stakeholders. If the workers are organized into one or more unions, the assessors should have a meeting with the employee representatives and should review any existing collective bargaining agreements. Alternatively, companies may choose to perform compliance audits by using the company's own trained staff.

In order to ensure openness and the best possible information, interviews with the workers should be carried out without the managers being present and in such a way that the workers do not risk reprisals. The company should assess the suppliers on a continuous basis, either by commissioning experts or having internal staff perform the audits.

Audit findings should be followed up on by concrete improvement measures in the form of a corrective action plan. Therefore, the company should ensure that the experts it engages – whether external experts or trained internal staff – can both identify violations and weaknesses and propose improvement measures. There is no point in using resources on audits that are not designed to lead to improvements – either for the company or for the supplier.

Impact Assessment and Stakeholder Engagement

Developing an accurate picture of the actual and potential impacts of the operations of a company on labor and human rights requires consultation with a range of relevant stakeholders.

To understand who key stakeholders are, and how they can contribute to the due diligence process, companies should develop a stakeholder map. A stakeholder map is a tool that identifies who are the key

stakeholders, how they relate to each other, and what might be their priorities with respect to the company. See Figure 4 for an illustration of a stakeholder map.

3. What is the difference between auditing and monitoring?

Objectives

- List and discuss the difference between auditing and monitoring.
- Reinforce the notion of monitoring.
- Acknowledge that monitoring works beyond compliance
- Understand why monitoring is important in a due diligence process to address child and forced labor.
- Recognize that addressing and remediating child labor and forced labor through monitoring strategies (versus auditing strategies) produces better and more sustainable results.

Description of activity

1. Ask groups to create a list of differences between monitoring and auditing, which can include:
 - a. How are they performed;
 - b. How long they typically take;
 - c. What are the results;
 - d. Who is involved;
 - e. What tools are typically used;
 - f. What format they typically follow.
2. Summarize the main difference in plenary with inputs from all groups.

Key learning points

- By gauging usual and normal day-to-day conditions rather than a snapshot on a particular day, monitoring reduces the likelihood of cheating the system or masking ongoing problems.
- Worker profiling and community profiling with focused group discussion uncovers root causes of the problems and provides systemic, sustainable solutions to fix problems in a lasting way.
- Child labor and forced labor are not purely labor issues but deep-rooted in worker households; it is important to understand workers situations to reach meaningful solutions.

Time: 20 minutes

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

Slides

- Slides 6-7

Materials

- Flip chart
- Markers

Facilitator notes

Monitoring	Auditing
Understands the context in which workers operate and provides a holistic picture.	Answers Yes or No questions.
Identifies the root causes behind those issues.	Verifies the situation against a code of conduct of labor issue.
Can be conducted at the crucial times when it is important to collect information.	One-time snap shot.
Measures progress over time.	Captures what's wrong only when data is collected.
Requires companies and suppliers to collaborate to show progressive improvements.	Mostly pass or fail.

4. Who are the actors involved in farming?

Objectives

- Better understand growers and workers, their needs and their concerns.
- Explore vulnerabilities that affect rural workers.
- Create a degree of empathy with different rural workers.
- Practice the creation of empathy maps, a useful tool when performing monitoring activities.

Description of activity

1. Assign members of each group one of the following roles:
 - a. 15-year-old daughter who helps her parents on the farm
 - b. Migrant seasonal female wage worker
 - c. Male smallholder farmer
 - d. 13-year-old son of migrant workers
2. Ask all participants in the group to take a sheet of paper and draw the actor/character they have been assigned.
3. Once participants have their drawing ready, start a discussion among participants to create one common picture and description of a character. The drawing should represent all elements of the character/personality.
4. Make sure characters are given a name.
5. Ask a representative of each group to share with the plenary their profile.
6. Ask participants to exchange their group drawings, so each group has a new character in front of them.
7. Groups should now create an empathy map of the actor they have been given.
8. Distribute a flip chart paper to each of the groups and ask them to place it horizontally in front of them.
9. Have them place the character in the middle (if the drawing is too big, have them create a head with the character's name on it).

10. Ask them to create a four-quadrant layout on the paper and label each area one the following: Hears, Says, Does, Feels.
11. Ask the group to describe their character's point of view, moving through all the categories.
12. Write the point of view on individual sticky notes.
13. Have groups mount their maps and notes on a wall.
14. Ask a representative from each group to describe their character (in one minute).
15. Questions to reflect over in plenary:
 - a. What does this person want? What does he or she need?
 - b. What motivates this person?
 - c. What concerns this person? What makes he or she worry?
 - d. What are his or her vulnerabilities?
 - e. What rights of this person could be jeopardized?
 - f. What can we do for this person?

Key learning points

- Actors in the farming sector are varied, different people with different characteristics and concerns; they should not be treated as a monolith.
- Rural workers need protection and are vulnerable to risks.
- We cannot assume to feel and understand their circumstances.

Time: 75 minutes

- Individual drawing: 5 minutes
- Group discussion: 10 minutes
- Plenary sharing: 10 minutes
- Group work for empathy map: 20 minutes
- Plenary discussion: 30 minutes

Slides

- Slides 8-9

Materials

- Sheets of paper
- Markers
- Flip chart paper
- Sticky notes
- Tape

Tips

- Remind participants that their drawing skills aren't important.
- You may decide to participants can depict other roles, including family members, neighbors, crew leaders/contractors, plantation owners, etc.
- You may also offer more detailed descriptions based on FLA worker profiles or other material that you think provides more context for participants. For example, you could decide the role will be a migrant worker whose documents have been withheld by the farmer, to make participants concentrate on the forced labor factor.

- The idea of having groups discuss two different characters, the one they illustrate and another for their empathy map, is intended to encourage discussion of the needs and concerns of two different actors, in order to better understand their realities.
- It helps participants to understand the exercise when they have created illustrations and empathy maps. The facilitator can draw samples of both as they explain the activity or give groups an empathy map template already drawn on flip chart paper.
- If this is the first time that participants are drawing empathy maps, they usually need some hand holding from the facilitator. It is useful to walk around to ensure participants are having in-depth discussions.
- If participants want to use their computers and access online information, they are welcomed to do so, although facilitators should encourage simply verbal discussions due to the time constraints.

Facilitator notes

- Review FLA Profiling studies here <http://www.fairlabor.org/global-issues/hazelnut-project-in-turkey/reports>
- FLA's Role of Women profiling here http://www.fairlabor.org/sites/default/files/documents/reports/nestle_gender_report_7-9-14_0.pdf

5. How can I collect information on a farm?

Objectives

- Understand the concept of worker demographic profiling.
- Discuss an example of a report profiling workers in certain areas of Turkey.
- Practice extracting and analyzing information on workers characteristics based on reports.

Description of activity

1. Distribute extracts from the [Hazelnut Workers in Turkey: Demographic Profiling; Duzce, Ordu, & Sakarya; 2016 Report prepared by the Fair Labor Association \(FLA\) Pilot Implemented by Development Workshop Cooperative and the FLA, September 2017.](#)
2. Ask individuals to read the Executive Summary of the report.
3. Have the groups reflect on the following questions:
 - a. Do you think this information is useful in the due diligence process? Why?
 - b. How can you use this information?
 - c. What tools can you use to obtain this information?
 - d. Who should be involved in the process?
 - e. Could you obtain this information through an auditing exercise?
4. Have a plenary discussion where all these questions are addressed.

Key learning points

- Worker Demographic Profiling enhances understanding of the target beneficiary (e.g., workers, families, children and youth working on the farm) and is better-suited to remediation.

- Tools such as worker profiling, community profiling, services profiling, can participants understand how people are recruited and employed, as well as their working conditions and payments.

Time: 50 minutes

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

Slides

- Slides 10-11

Materials

- Hazelnut Workers in Turkey: Demographic Profiling, Duzce, Ordu, & Sakarya, 2016 Report prepared by the Fair Labor Association (FLA) Pilot, implemented by Development Workshop Cooperative and the FLA, September 2017.

Tips

- We do not suggest distributing the whole report because it is lengthy. If you think that it is reasonable to ask participants to bring in laptops/tablets to the sessions, you can distribute electronic copies for the exercise.

Facilitator notes

Extracts from: Hazelnut Workers in Turkey: Demographic Profiling; Duzce, Ordu, & Sakarya, 2016 Report prepared by the Fair Labor Association (FLA) Pilot, implemented by Development Workshop Cooperative and the FLA, September 2017

FLA researchers administered a questionnaire comprising individual-level and household-level questions in order to assess household structure, income, poverty, working conditions and access to welfare services. At the individual level, researchers asked questions on gender, age, marital status, literacy, and educational and occupational status. At the household level, questions dealt with place of origin, migration background and motives, property ownership, access to social security and social aid, housing, indebtedness and sources of income.

Specifically, the profiling will provide a thorough understanding of:

- Total number of workers working on the assessed farms
 - adults
 - youth (15- 18 years)
 - children (completion of 15 years)
- Worker demographics
 - age
 - gender
 - education status
 - marital status

- nationality
- ethnicity
- Family status
 - number of total household members
 - number of household members working in the hazelnut harvest
 - number of earning members in the household
 - relationship with other workers on the farm
 - debt in the family
- Migratory status
 - place of origin,
 - migratory pattern
 - number of months in transit
 - number of months in the place of origin
 - working in other agricultural commodities
 - legal working status (permits)
 - since how many years the worker has been migrating
- Employment and recruitment practices
 - mode of hiring (direct or through third party)
 - relationship with labor contractors
 - relationship with the garden owner
 - method of recruitment
 - mode of transportation to the hazelnut gardens
 - presence of contracts
 - types of contracts
 - compensation pattern (weekly advance, end of season, minimum wages etc.)
 - loan advances secured
 - access to training and other awareness sessions
 - years of involvement in the hazelnut harvest
- Type of work being performed at the farms
 - picking of hazelnuts
 - collecting of hazelnuts
 - carrying of hazelnuts
 - cleaning of the gardens
 - others
 - average hours of work each day
 - weekly / monthly off
- Living conditions
 - current place of residence and why and how the place was selected
 - child care facilities in the place of origin and host communities
 - access to education for children younger than 18 years
 - school enrolment status for children younger than 18 years

- access to health care services
- access to vocational trainings
- Aspirations
 - at place of origin
 - in the host communities
 - in the gardens
 - for the family
 - personal

6. How can I collect information at a community level?

Objectives

- Understand the concept of community profiling.
- Identify and analyze the information that should be included as well as who should be involved in the process of such an exercise.

Description of activity

1. Prepare flip charts where each one states one of the questions below:
 - a. What to ask?
 - b. Who to involve?
 - c. How to finish?
 - d. What are the results/ outputs?
2. Describe briefly the objectives of community profiling:
 - a. Generate a basic understanding of the communities as a whole;
 - b. Generate information on particular areas of interest; and
 - c. Identify which local institutions might be important for mitigation and remediation strategies.
3. Gather participants into groups of 4-5 people, or one group per flip chart.
4. Ask each group to answer the questions by writing their facts, ideas and opinions on the flip chart (or use sticky notes).
5. After 3-4 minutes, rotate groups clockwise so all groups cover all of the questions.
6. Wrap up the activity with a plenary reflection about the main elements of the exercise.
7. Questions to reflect over in plenary include:
 - a. Do you think this information is useful to the due diligence process? Why?
 - b. How can you use this information?
 - c. What tools can you use to obtain this information?
 - d. Who should be involved in the process?
 - e. Could you obtain this information through an auditing exercise?

Key learning points

- The aims of the community profiling exercise are to: generate a basic understanding of the communities as a whole; generate information on particular areas of interest; and identify which local institutions might be important for mitigation and remediation strategies.
- Community profiling will require a simple data-recording sheet on which standardized qualitative and quantitative information about a community can be recorded.

Time: 40 minutes

- Group work: 4 minutes (x 4) = 20 min
- Plenary discussion: 20 minutes

Slides

- Slides 12-13

Tips

- You can add more questions to the flip charts if relevant to the discussion, especially if you want to focus on community profiling.
- Make sure there is enough distance between groups to allow discussions among participants without disturbing others too much. You could place the flip charts each on a table, but it is good to get participants standing, get their blood flowing, and change up the working space.
- Participants need to focus on key elements because of time constraints but realize that they need some time to read and understand each new flip chart as they rotate among them.

Facilitator notes

Extracts from: [FLA: Terms of Reference—Community Profiling Piloting the USDA Guidelines in the Hazelnuts Supply Chain in Turkey](#)

The aims of the community profiling exercise are to:

- a. generate a basic understanding of the communities as a whole (see below),
- b. generate information on particular areas of interest, and
- c. identify which local institutions might be important for mitigation and remediation strategies.

Community profiling will require a simple data-recording sheet on which key standardized qualitative and quantitative information about a community are recorded. Tables can help to track and order the gathered data and can enable research teams to identify data gaps more easily. Individual tables should be used to review and record key information regarding different topics (such as social and professional groups, local institutions, livelihoods, and so on) that can be used at later stages of the process.

Social and economic characteristics of the community:

- Demographic characteristics (such as population and growth trends; age distribution; gender composition, average household size; ethnic composition; average household income as compared to surrounding areas; concentrations of special groups, such as minority or low-income populations, elderly persons, religious or ethnic groups, and persons with disabilities).
- Economic Characteristics (such as, unemployment rates and trends; income levels, work force characterization; dominant business sector type; and major employers and industries; common livelihood activities - differentiated by social and economic group).
- Housing characteristics (as relevant, such as, the extent and availability of low-income housing in the affected community; the type of occupancy in the study area).

Community Issues and Attitudes: Social, economic and political norms of the community, the impact of norms on hazelnut pricing; the effects of norms along the hazelnut supply chain practices and relationships.

Community Cohesion: Residents' involvement in the social life of the community; the extent to which the community is supportive; formal and informal networks that exist in the community being studied.

Local institutions and infrastructures:

- Local institutions (such as, local government units, public private partnerships, civil society organizations, municipalities, development agencies, relevant business establishments).
- Local community facilities and services (such as, schools, camps and other residential facilities, medical services, youth clubs, religious institutions, informal educational institutions, credit facilities, childcare facilities, training institutes, vocational training centers, agricultural extension services, markets, transport, water supply, religious establishments, etc. operating in the sampled project locations.)¹
- Accessibility and affordability of local institutions/facilities/services; the degree of formality of the institutions, rules, regulations and customs?
- Development characteristics and social policy plans (such as community development plans, transportation plans, regional education policies emergency management, neighborhood plans, etc.)

The gathered data will be summarized and analyzed to,

Determine the 'gaps' in the existing programs (activities and interventions) and explore how addressing these gaps can lead to reduction and prevention of child labor;

Identify the needs: determine the needs of the local actors to put in place effective and sustainable child labor mitigation and good employment relation strategies;

Identify the (potential/actual) resources: determine the strengths (capacity of action) of the local actors and the available opportunities at the local level that can be enhanced to put in place child mitigation strategies; gather information on the interest of the community members in getting involved in project activities.

Solicit feedback: Solicit advise from the local stakeholders on potential intervention strategies (short, medium and long-term) that can be tested in their particular community of interest to mitigate child labor risks.

The main sources of information for the community profiling will be local authorities, stakeholders and beneficiaries of the project including (but not limited to) the following:

- Public institutions
- Professional organizations
- NGOs
- Individuals (working children, their families, intermediaries, farmers, muhtars etc.)
- The relevant UN agencies including the ILO, UNICEF and UNDP offices.

¹ Particular attention must be paid to mapping the existing social programs operating in the sampled project locations, especially those working on the issues of child labor, youth, livelihood, education, seasonal migratory labor, gender, research, and health and safety.

Specific data collection activities will include:

- Consulting with community leaders and key informants;
- Conducting meetings/interviews with institutional authorities (FDG, semi-structured);
- Undertaking community mapping;
- Systematic data recording: at regular intervals review the findings, discuss the direction of the assessment, and record key information and learnings.

Extracts from: [Hazelnuts in Turkey: Community Profiling Research: Final Report, FLA, 2017](#)

The main objectives of community profiling research are:

- To determine gaps in the existing programs of project partners with the aim of reducing and preventing child labor; (activities and interventions) and explore how addressing these gaps can lead to reduction and prevention of child labor;
- To identify the needs of local actors developing strategies to mitigate child labor and enhance employment relations;
- to identify existing and potential resources in communities; and determine the strengths (capacity of action of local actors and available opportunities to enhance child-labor mitigation;
- to determine the capacities of local actors and available opportunities at the local level; and
- to receive feedback from local stakeholders on potential intervention strategies.

Focus groups with:

- seasonal workers
- family interviews
- labor intermediaries
- migratory workers,
- garden owners/producers,
- agricultural intermediaries,
- local public
- institutions,
- community leaders

7. What is community services mapping?

Objectives

- Understand the concept of community services mapping.
- Reflect on the elements a community map should include in order to understand the characteristics and social and economic structures of the community as well as of individual households.

Description of activity

1. Distribute flip chart papers. Ask groups to draw a map of a fictitious village of workers from the report *Hazelnut Workers in Turkey: Demographic Profiling, Duzce, Ordu, & Sakarya, 2016*.
2. Provide them the following questions:
 - a. What is the economic and social structure of the community?

- b. What institutions are present (e.g., schools, health centers, local administration offices, shops, places where people and/or leaders frequently meet to socialize)?
 - c. What is the social and economic status of the community/households?
 - d. Are there organizations/individuals working on child labor/forced labor issues?
3. Allow participants to visit and comment on other groups' maps.
 4. Questions to reflect over in plenary:
 - a. How do you think this exercise is done in the communities?
 - b. What challenges might you find?
 - c. Do you think engaging with local partners would be useful at this stage?

Key learning points

- Community mapping is used to create a detailed map of a specific village.
- It is possible to use the map to identify and discuss the characteristics and social and economic structures of the community as well as of individual households.

Time: 45 minutes

- Group work: 20 minutes
- Walk around: 5 minutes
- Plenary discussion: 20 minutes

Slides

- Slides 14-15

Materials

- Flip chart paper
- Markers

Facilitator notes

The community mapping will be used to create a detailed map of a specific village. On the basis of the map, it is possible to identify and discuss the characteristics, and social and economic structures of the community or village as well as of individual households. The village/community map will be an opportunity for program beneficiaries to talk about their respective situations and participate actively in the process of identifying local resources and vulnerable householders.

8. Who can I ask what questions?

Objectives

- Identify possible questions for children, contractors, workers, and families of workers, when performing worker profiling or community profiling.

Description of activity

1. Divide participants into pairs.
2. Arrange the chairs in two concentric circles.

3. Have each pair of participants sit in front of each other, one in the inner circle and one in the outer circle.
4. Assign each participant in the inner circle one of the following roles:
 - a. Child
 - b. Parent
 - c. Working family
 - d. Grower/producer
 - e. Labor contractor
5. The role of participants in the inner circle is to embrace what they consider are the living and working conditions of the above roles/actors in a community.
6. The role of participants in the outer circle is to think questions to obtain good information from their colleagues in the inner circle.
7. Allow pairs to interact.
8. Have participants write down issues and questions on pieces of paper.
9. After 10 minutes, ask participants to pass their issues and questions to the pair to their right.
10. These pairs now should identify new subject areas and further questions.
11. By the end of the exercise, each pair will have analyzed two roles/actors from the five identified above.
2. Questions to reflect over in plenary:
 - a. What are essential issues to discuss with each actor?
 - b. What questions would you ask?
 - c. How do you think questions should be phrased to take into consideration the vulnerabilities of each role/actor?

Key learning points

- It is important to understand this exercise is not an administrative process, but one to foster understanding of different people's situations.
- Body language and empathy are as important as the questions asked.
- The person asking the questions can never use the terms child or forced labor, as they are too loaded or theoretical for workers, who may not even comprehend that they are being forced to work; however, it is important that the exercise address perceptions of child labor and forced labor.

Time: 60 minutes

- Room arrangement and explanation: 5 minutes
- Work in pairs actor 1: 10 minutes
- Work in pairs actor 2: 10 minutes
- Plenary discussion: 35 minutes

Slides

- Slides 16-17

Materials

- Sheets of paper
- Pens
- Individual chairs arranged in concentric circles

Tips

- If there are uneven numbers, form a group of three.
- Try to group pairs that have not worked together previously.
- You can add further roles/actors to the list if necessary, in the local context.

Facilitator notes

Possible questions for each of the actors:

Children

- In this year, in which provinces and in which jobs did you work?
- What did you think while going to the fields for work? Did you want to go?
- What work did you enjoy doing in the field? What was the work you dislike the most?
- What kind of work do children do in hazelnut harvesting? Is it difficult? Is it easy?
- From which age have you been working in hazelnut harvesting?
- How was the place you stayed? Was water, electricity, toilet and playing area for children available?
- Can you describe one day of yours, from morning till evening?
- Do they get angry when you do not want to harvest hazelnuts or when you want to play? Who? Why?
- Did you experience a disappointing event while harvesting hazelnuts that you want to tell us?
- Did you ever get sick or have an accident while harvesting hazelnuts?
- Do you like working in hazelnut harvesting?
- Were there schools and/or activities for children at the place where you worked? Were they within walking distance? Did you participate? If not, why?
- What type of activities/services for children would you like to be provided during the harvest time? Would you still work if these are available? Please start with the things you want most.
- Do you work here in Urfa? If yes, what do you do
- Did you start school? What do you do in school?
- How long did you attend the school throughout the year? Can you attend regularly?
- Did you forget what you had learnt? Are you facing any trouble?
- What kind of a school do you prefer? Please start with the things you want most.
- Do you become friends with other children who are from the place that you went for the hazelnut harvest?
- If yes, what do you do together? Of not, what is the reason according to you?

Labor contractors

Social and Economic Profile

- What are your sources of income other than seasonal agriculture?
- Do you benefit from any social insurance?
- How big is your household? How many in your household earn wages?
- Are you in debt? If yes, to whom?
- Since when are you working as a labor contractor?
- How did you start doing this job?
- What are the necessary resources for a person to be a labor contractor?
- Do you have access to internet? If yes, what are your means of accessing internet? Do you have smart phones?

Awareness

- What age group is considered child labor?

- What is the approximate number of children² you take to the harvest each year? Do they work in the field?
- What is approximate number of young workers³ you take to the harvest each year? Do they work in the field?
- Are you familiar with the laws on child labor?
- What is your view on children working in the field?
- What is your view on sending the children to available schools/public services nearby the fields during the harvest? Under what conditions will you agree and ask families to do so?

Employment relations

- How do you recruit workers? How do you decide the number of workers that you recruit in a given year? How and when do you get in touch with them?
- Do you give loans to worker families? If yes, to whom and why? How and when do they pay you back? Do you receive interest on the money you lend to the workers?
- How do you find the workers you work with? What is your relationship with them?
- Do you ask for a contract from the field owner?
- What are your responsibilities towards the worker families during the harvest (transportation, job arrangement, accommodations, meals, bargaining for wages, mediation between the worker and the field owner, etc.)?
- What kind of problems do you have with workers during the harvest? What are the workers' major complaints?
- How do the workers' pay you back? If you cut commission from their wages, how much is this cut?
- If you pay the workers' wages, when do you pay them?
- Did you ask garden owner to pay your share directly to you instead of taking commission out of workers' wages? Do you think it is possible to do this? If not, how can s/he be convinced to do so?
- Do you know the company to which garden owners sells his commodity?
- How often do you get in contact with company representatives?

Labor contractors' own employment practices

- Are you enrolled in social security?
- What are the advantages/disadvantages for you to be registered in the social security system?
- Are you knowledgeable on how you can be registered?
- What is your view on Private Employment Agencies?

Producers

Income

- Do you deal with another business other than hazelnut? If yes, what are the other sources of household income?
- Do you consider hazelnut production as the main income-generating activity for your family? What portion of the household income is derived from hazelnut production?

Recruitment of workers

- How/when do you find workers for the hazelnut harvest? Who gets in touch with the worker families?
- If the workers are contacted through labor intermediaries:
 - How did you get in touch with the labor intermediaries?

² Children between ages 6-15.

³ Children between ages 16-18.

- How did you find the intermediary that you are working with?
- For how long have you been working with the same labor intermediary?
- Why do you prefer that intermediary?
- How do you define your business relationship with him/her?
- What are the benefits/disadvantages of working with a labor intermediary?
- Could you please tell us about the roles and responsibilities of the labor intermediaries?

Awareness and root causes

- Why do you think that children work on the hazelnut gardens?
- What do you think are the underlying causes for child labor on the gardens?
- What are the effects of child labor on the children and society?
- What are the risks of child labor on the farm?
- Do you think that the community has enough knowledge regarding child labor?
- There are laws against child labor, are you aware of them? In case of existence of child labor, do you know if the laws impose any kinds of sanctions? What kinds of sanctions are being implemented?
- Do state institutions or the suppliers ask you not to use child labor?
- Who wants children to work, families or agricultural mediators? Why?

Tasks and labor during harvest work

- For what purpose do you hire workers during hazelnut production?
- How many workers did you work with this year?
- What kinds of work do boys and girls under 15 years undertake in hazelnut production?
- Are there any differences in tasks related to hazelnut harvest in terms of age and gender of the worker? For instance, with respect to activities such as carrying bags, shaking hazelnut trees, or harvesting hazelnuts from the ground, are these activities assigned to different workers based on age and gender?
- Even they do not come to work, how are children affected by coming to gardens along with their parents? Especially considering the unfavorable weather conditions, what can be done for children?
- Who do you think may work in hazelnut harvest? Who do you prefer?

Living conditions

- Where did your workers stayed in the village?
- How do you meet their needs such as water, electricity, bathroom?
- What is the most important challenge you face with respect to the accommodation of workers?
- What are the most pressing needs of children working on the farm?
- For how long the children stay in your village/field?

Local resources to provide safe space to children

- Are there specific areas for children in your village or around the place they stay (school, play tent, playground, parks, etc.)? Are they within walking distance? Are children's needs such as food and water met in these areas? In case they are easily accessed by walking, how can the children go to these places? Are there obstacles to their attendance? What might be those obstacles?

Solutions to eliminate child labor in hazelnut production

- What are the efforts being done to combat child labor in your area? If there are any, are they effective? If they are not effective, why not?
- As hazelnut producers, considering your capabilities and opportunities, what kind of effort/measures could you take in order to avoid child labor? (If needed, list the things that producers can do within their capability, beginning from the easiest measures.)
- Where do you think children under 15 years old may stay, while their parents and siblings over age 16 are working? What kinds of measures are taken towards the younger children and by whom?

- What resources do you need to undertake these measures? What kind of support do you need in these processes?
- What actions could hazelnut suppliers (companies) take in order to avoid child labor?
- Who/which institutions would you want to work with to realize the things you have been thinking of?
- Do you want to execute hazelnut harvesting work with machines? Do you prefer machinery or workers, why?

Working families

Household demographics

- What is your household size?
- How many children do you have, daughters and sons?
- How many of them go to school? What is the gender of each child going to school?

Income, expenditure and debts

- What are the available job opportunities and income sources in your home town?
- Who are the persons who can find jobs in your hometown, in what kinds of jobs?
- What are the cultural constraints on the work of women?
- What is your average monthly income? Average yearly income?
- Do you earn money every month or is your income entirely dependent on the seasonal work?
- What are the main items of expenditure?
- Does your family income change depending on whether children under 15 work or do not work?
- Who controls the household budget? Has there been recently a big expenditure resulting from a wedding, house construction, illness, etc.?
- Do you have debts? If yes, to whom and is there an interest rate charged?
- What is the reason of the debt? Why do persons need to incur debts?
- Do you benefit from any social insurance?
- Do you have any benefits from your children working?
- Do you have access to internet? If yes, what are your means of accessing internet? Do you have smartphones?

Seasonality

- In which months, do you work in the fields? Please start with the first place of work and province until you turn back to Şanlıurfa?

Recruitment of workers

- How / when do you find a garden owner who will hire you for the harvest? Who gets in touch with the worker families?
- If the workers are contacted through labor intermediaries:
 - How did you get in touch with the labor intermediaries?
 - How did you find the intermediary that you are working with?
 - For how long have you been working with the same labor intermediary?
 - Why do you prefer that intermediary?
 - How do you define your business relationship with him/her?
 - What are the benefits/disadvantages of working with a labor intermediary?
 - Could you please tell us about the roles and responsibilities of the labor intermediaries?

Awareness and root causes

- Why do you think that children work in agriculture?
- Do you think children should work in the hazelnut harvest? Why?
- What age do you think is appropriate for children for working in hazelnut harvest?
- How are your children affected by working?

Working conditions

- When do you start and end working in hazelnut harvesting?
- Do your children work in harvesting nuts during the same hours?
- What do children do other than harvesting hazelnuts? Please explain separately for boys and girls.

Living conditions

- Did you stay in communal life area or in separate places (like houses) provided by the producer or his representative?
- How was the place you stayed? Did you have water, electricity, toilet, playing ground for children, etc.?
- Did your children ages of 6-14 get sick or have an accident, were they stung by insects?
- Were there any playing grounds, activities, schools at the place you worked? How far were they from where you stayed? Were they walking distance or accessed by car?

Tasks and labor during harvest work

- What kinds of works do boys and girls under 15 years undertake in hazelnut production?
- Are there any differences in tasks related to hazelnut harvest in terms of age and gender? For instance, in terms of tasks like carrying the bags or shaking of hazelnuts, or harvesting hazelnuts from the ground, does the assigned work vary due to age and gender?
- Who do you think should work in the hazelnut harvest? Who do you prefer?

Solutions to eliminate child labor in hazelnut production

- Do you send your children to school? If not, what was the reason?
- Do you have any relatives with whom your children may stay with while you are working? Any places, like boarding schools? Do you prefer these kinds of places?
- What kind of future do you foresee for your kids?
- What are the prospects you have for your children?
- What are the obstacles according to you that impede these prospects from being realized?
- Would you change your mind about your children working if there were places like schools? What would you prefer for these places?
- What should parents do in order to prevent child labor (please start with the first thing that should be done, even if already mentioned)?
- What kinds of supports should be delivered to families for preventing child labor (please start with the first thing that should be done, even if already mentioned)?

Young workers

- How many siblings do you have?
- How many of them attend school? How many of them quit school?
- Why did they quit, and when?
- For those who attend, can they attend school regularly?
- What are the problems you encounter in the school regarding your education?
- Since when do you work as a seasonal worker?
- This year, in which provinces and in which jobs did you work?
- What did you think while going to the fields for work? Did you want to go?
- What are the tasks you do in the hazelnut harvest?
- What work did you enjoy in the field? What was the work you disliked the most?
- How do you find hazelnut harvest? Is it difficult or easy?
- From which age have you been working in hazelnut harvesting?
- What do you do in one day, from morning till evening?
- Did you experience a disappointing event while harvesting nuts that you would want to tell us?

- Did you ever get sick or have an accident?
- Do you like working in nuts harvesting?
- Do you work in any other income-earning activity other than farm work?
- What kinds of works you would like to do?
- Do you have access to internet? If yes, what are your means of accessing internet? Do you have smart phones?

9. How can conversations happen?

Objectives

- Practice interviewing people who are in vulnerable situations.
- Improve communication skills.

Description of activity

1. Divide participants into groups of threes. Each of the groups will enact three case studies, participants representing different roles.
2. Role "A" will be the observer, role "B" the interviewer, and role "B" the interviewee (child, grower, a seasonal worker).
3. The observer's role (A) is to assess the questions and interviewing skills of the interviewer; the interviewer's role (B) is to prepare questions and interview; the interviewee's role (C) is to represent his/her character's point of view.
4. Allow groups 10 minutes per case study.
5. Allow the observer three minutes after each case study to write any notes to share with the interviewer on how to improve his/her skills.
6. Once the three case studies have been completed, allow participants to feedback to their observers.
7. As a plenary you can discuss:
 - a. Were you able to meet your objectives?
 - b. What information did the interviewers not obtain from the interviewees?
 - c. What areas do you think need improvement?
 - d. What areas do you think that you managed well?
 - e. What questions did you find useful to ask?
 - f. How did you adapt your verbal and nonverbal communication to the person you were interviewing?

Time: 90 minutes

- Explanation: 5 minutes
- Case preparation: 3 minutes (x3) = 9 minutes
- Role play case: 10 minutes (x3) = 30 minutes
- Personal Assessment by observer: 10 minutes (x3) = 30 minutes
- Plenary discussion and wrap up: 15 minutes

Slides

- Slides 18

Materials

CASE 1, ROLE A: YOU ARE THE OBSERVER

You are an observer. Your role is to evaluate the interviewer's performance using the table below and give feedback on how well he/she has done the interview. Pay special attention to the questions and how the questions are asked.

	Needs improvement	Good	Very good
Uses good verbal communication.			
Nonverbal communication is welcoming and consistent with the messages.			
Phrases questions and comments clearly.			
Is sensitive to the realities of the interviewee.			
Adapts the interview according to the needs of the interviewee.			
Is empathic.			

CASE 1, ROLE B: YOU ARE THE INTERVIEWER

Your name is Ana. You work in a local NGO and you have been hired by the FLA to perform some interviews in the area to understand better the working and living conditions of cocoa workers in the area.

Among other things, you have specifically been asked to:

- learn if there are children working in the cocoa fields;
- identify if there are harsh working conditions that could be indicators of forced labor; and
- learn possible root causes.

You are going to interview Jane. You have never met her before, and you have not been briefed in any way about her personal characteristics or circumstances.

CASE 1, ROLE C: YOU ARE THE INTERVIEWEE

You are Sarah, a migrant seasonal worker. You came to this country illegally, thanks to a labor contractor that smuggled you for an amount equal to four months' salary. He still has your ID. You don't like to talk to people other than the other workers in the field. You fear you will be deported.

You don't like your boss. He makes workers live in a small cottage (with six other people). He never pays you on time and you are overworked. You wish that someone would help you, but you don't know who that might be.

Your objective:

- Not get deported.
- Get better working conditions.
- Do not provide information to the interviewer unless you truly trust them.

CASE 2

CASE 2, ROLE A: YOU ARE THE OBSERVER

You are an observer. Your role is to evaluate the interviewer's performance using the table below and give feedback on how well he/she has done the interview. Pay special attention to the questions and how they are asked.

	Needs improvement	Good	Very good
Uses good verbal communication.			
Nonverbal communication is welcoming and consistent with the messages.			
Phrases questions and comments clearly.			
Is sensitive to the realities of the interviewee.			
Adapts the interview according to the needs of the interviewee.			
Is empathic.			

CASE 2, ROLE B: YOU ARE THE INTERVIEWER

Your name is Ben. You work in a local NGO and you have been hired by the FLA to do interviews in the area to understand better the working and living conditions of sugar workers in the area.

Among other things, you have specifically been asked to:

- learn if there are children working;
- identify harsh working conditions that could be indicators of forced labor; and
- learn possible root causes.

You are going to interview Mat. You have never met him before, and you have not been briefed in any way about his personal characteristics or circumstances.

CASE 2, ROLE C: YOU ARE THE INTERVIEWEE

You are Mat. You are 16 years old, although you look much older and are very strong for your age. You spend your day working from waking until sleep. You can't really remember the last time you had a day off. Probably it was last month.

You like your job and you don't want to lose it. You know you are good at mixing and applying pesticides, much better than your parents, who also work in the field. You know that your salary supports your family, which is very important for you.

Your objective:

- Not lose your job;
- Have free time to play in the soccer league of the town;
- Do not provide information to the interviewer unless you truly trust them.

CASE 3

CASE 3, ROLE A: YOU ARE THE OBSERVER

You are an observer. Your role is to evaluate the interviewer's performance using the table below and give feedback on how well he/she has done the interview. Pay special attention to the questions and how they are being asked.

	Needs improvement	Good	Very good
Uses good verbal communication.			
Nonverbal communication is welcoming and consistent with the messages.			
Phrases questions and comments clearly.			
Is sensitive to the realities of the interviewee.			
Adapts the interview according to the needs of the interviewee.			
Is empathic.			

CASE 3, ROLE B: YOU ARE THE INTERVIEWER

Your name is Amy. You work in a local NGO and you have been hired by the FLA to perform interviews in the area to understand better the working and living conditions of sugar workers in the area.

Among other things, you have specifically been asked to:

- learn if there are children working;
- identify if there are harsh working conditions that could be indicators of forced labor; and
- learn possible root causes.

You are going to interview Tommy. You have never met him before, and you have not been briefed in any way about his personal characteristics or circumstances.

CASE 2, ROLE C: YOU ARE THE INTERVIEWEE

You are Tommy. You have a small corn plantation. You get by with the help of your family and on and off you hire seasonal help for the harvest. These workers are usually migrants who come as families; they all work, even the young ones. It doesn't make sense for children to enroll them in school for two months, so they help their parents in the field.

Everyone works long hours and does exactly the same tasks. You know some things about safety hazards, and you show workers how to be careful, but you have never received any OSH training. You pay the family a lump sum at the ends of the season before they leave.

Your objective:

- not lose your international client while at the same time not invite extra burdens upon your farm;
- you want to avoid penalties, as you don't believe you are doing anything wrong;
- you do not want to provide information to the interviewer unless you truly trust them, and you believe that any offered information will not impact on you, your family, and your farm negatively.

Tips

- If there are uneven numbers, the facilitator can join one of the groups, or there can be one group with four people.
- Encourage participants to use the questions that they drafted in the previous exercise.
- Stress that participants read only their own role, and not read their groups roles; otherwise, they are taking away part of the learning and the fun!

10. What do these pictures say?

Objectives

- Familiarize participants with the photo-generating method.
- Practice observing and extracting information from pictures.
- Practice storytelling.

Description of activity

1. Explain to the group what the photo elicitation method is, its objectives and how it is performed.
2. Share with the groups seven pictures taken by a worker.





3. Ask participants to imagine they are characters in the photos. Each group can choose one character.
4. Have participants describe the day in the life of their character.
5. Have group representatives act as their character to explain the character's story to the wider group.
6. Questions to reflect over in plenary:
 - a. How do these workers live?
 - b. What risks do you see?
 - c. What could you do if the products they are producing were for you?

Time: 40 minutes

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

Slides

- Slide 19-20

Tips

- Allow participants to be creative.
- This is the only activity where they are able to actually "see" and "feel" workers (rather than role-playing and case studies).
- Encourage participants to look beyond the character to their surroundings, their lives, their circumstances.

Facilitator notes

Collecting Information from Workers through Photo Elicitation

The photo elicitation method is employed as a valuable field research tool to introduce the informants' criteria for self-assessing people's lives. Photographs of the workers, produced by the workers themselves, are used as stimuli in an interview, leading to a deeper understanding of what is valuable in their lives. This

method is particularly helpful when dealing with illiterate informants, or when the participants' life experience is dramatically different from that of the researcher. The goal of this exercise is to incorporate the workers' perspective when defining the social indicators.

The photo elicitation method is used to conduct a preliminary study among a small sample of workers, as an explorative approach, to find out:

- How a typical day of a worker looks like;
- How workers view their lives, their work and their community;
- What is important to them;
- What are the main challenges they face;
- How craft work is embedded in their daily routines;
- How best to measure improvement in their lives, according to them.

How is it done?

1. Participants are provided with disposable cameras and are taught how to use them.
2. Participants are informed about the objectives of the exercise.
3. Participants are informed that they will receive a copy of their pictures afterwards.
4. Participants are asked to pick a typical day and take pictures of their activities during the day, from the moment they wake up until bedtime.
5. A couple of weeks later, the interviewer returns with the developed photographs and uses them to interview the participants. Participants are asked to select the pictures depicting a typical day (identifying time of day, location, people, and activities). Then they are asked to select and discuss two or three photos that tell most about them and their lives.

Sample Selection:

Researchers select a small sample of workers—the workers must be willing to participate and if possible are different ages, genders, from different social groups, etc. The goal is not to get representative results, but rather to get a deeper understanding of workers' views, opinions and feelings.

11. How do I measure impact?

Objectives

- Discuss the importance of measuring the social impact of actions.
- Identify key performing indicators to measure qualitative and quantitative impact.
- Select those indicators that would be more suitable to measure social impact.

Description of activity

1. Ask groups to come up with a list of 6-8 indicators to measure the impact of work performed within their due diligence program.
2. It is preferable if the indicators are related directly or indirectly to the reduction or elimination of child and forced labor.
3. The indicators should also be selected with the idea that they will be used in programs to measure their own progress.

4. To help participants with their discussions, mention that:
 - a. Indicators will support the measurement of progress;
 - b. Indicators will provide information for decision making;
 - c. Indicators will provide information on the goals we want to achieve.
5. Hold a plenary discussion.
6. Write indicators on a flip chart paper as groups call them out in the plenary.
7. After you have collected indicators from the groups, give participants three sticky dots. Ask them to vote which three indicators they think they would incorporate into their due diligence program to measure progress related to child labor and forced labor elimination.
8. Questions to reflect over in plenary:
 - a. What indicators could measure social impact?
 - b. Which of them are quantitative? Which qualitative?
 - c. Which objective and which subjective?
 - d. How could you collect them?
 - e. How often could they be collected?
 - f. What challenges would you face to collect them?
 - g. What resources would you need to collect them (technical, human, financial)?
 - h. Which indicators do you currently have within your due diligence program?

Key learning points

- Indicators help us describe a system, understand it, and improve it.
- Social indicators can cover a full range of issues that could impact individuals, the community, and general social well-being.
- Social indicators can be objective; in other words, independent of personal evaluation (for example, literacy rate, school attendance, unemployment rate). They can also be subjective; in other words, those that emerge from perceptions and evaluations (for example, trust, confidence, life satisfaction, etc.).

Time: 35 minutes

- Group work: 10 minutes
- Plenary discussion: 25 minutes

Slides

- Slides 21-22

Materials

- Flip chart paper
- Markers
- Sticky dots

Tips

- Facilitators can choose to give participants colored sticky notes and tell them to vote on different things; for example, use the blue to identify the most useful, red for the most complicated to obtain, etc.

Facilitator notes

Extracts from: Social Impact Assessment Methodology Guidance Document – Fair Labor Association

The methodology to conduct Social Impact Assessment (SIA) is based on the capabilities, livelihood and well-being (material, psychological, physical and social) of the workers involved in an intervention program.

Definition of Indicators

Sets of preliminary indicators have been identified through previous studies, which form the core structure of the assessment. Those indicators, subject to constant review, are linked to interview questions that help guide the worker interview and collect the data.

Key areas of interest for investigation include:

- Demographic profile of the worker
- Work profile of the worker
- Economic livelihood and material well-being
- Psychological well-being
- Physical well-being (nutritional and general health status)
- Social well-being
- Skills and capabilities
- General portrait of the community

When conducting SIA in a particular project or environment, the indicators have to be further refined to fit the specific/local context by a two-way process: (1) input from the workers through photo elicitation, and (2) consultation of in-country and grassroots experts.

Prior to conducting the analysis, the researcher defines a set of research questions and, when appropriate, hypotheses about their answers.

Examples of research questions to be answered through SIA are as follows:

- Does working in global value chain increase workers' wealth and contributes to the well-being of their families?
- Have household spending patterns changed for workers involved with xxx orders? If yes, what are the main areas of change (e.g., children's education, schooling, quality and frequency of meals, housing)?
- How does doing this homework affect the way workers spend their time? What are they NOT doing (impact on lifestyle)?
- Are workers empowered?
- How are these work opportunities affecting the community at large?
- What types of capacity building are needed to facilitate sustainability of the benefits that come from this work?

3.3 Data Analysis

Statistical analysis of the survey data is used to first describe each individual variable (mean and median scores, standard deviations) and then to examine relationships between variables, based on the research questions and hypotheses. When SIA aims to assess the impact of international-market insertion on workers' lives, the researcher (1) compares data collected from the same workers at two different time points, and/or (2) considers the impact of income generated by the international supply chain involvement (what does the money buy?) and augments the survey with qualitative questions about how this new type of work has changed the way workers spend their time and its contribution to their overall well-being. Qualitative data from the photo-elicitation process may also be used to help elucidate quantitative findings and their implications.

3.4 Presentation of Findings

The presentation of findings should summarize the research questions, data collection methods, and what was learned—all in an accessible and visually pleasing way. Depending on the situation, it may be a report, a slide presentation, or both. The researcher prepares two or more tables and a set of graphs or other visuals that highlight interesting bivariate or multivariate findings. The first table presents descriptive statistics for each variable, or—when applicable—each variable at Time 1 and Time 2. The second table presents findings that correspond to the research questions. These are derived from comparisons of means, cross tabulations of two or three variables, and/or multivariate regression. Finally, the most important and interesting findings are summarized graphically and/or presented in summary form, perhaps with pictures or quotes to illustrate them.”

12. Start, stop, continue

Objectives

- Discuss practical ideas for improvement of monitoring in due diligence

Description of activity

1. Take three flip chart papers and write the following three words on the top of each one:
 - a. Start
 - b. Stop
 - c. Continue
2. Distribute at least three sticky notes to participants sticky notes or, if time allows, as many as they want.
3. Ask participants to write something that they would start, something that they would stop, and something that they would continue doing in their companies after having taken this module on monitoring.
4. Each idea should be written on a different sticky note.
5. Ask participants to stick the notes on the appropriate flip chart paper.
6. Divide participants into three groups.
7. Give each group one of the flip charts and ask them to identify which ideas have been included and group them into related clusters.
8. Have a representative of each group share the actions that have been included by all participants.
9. Questions to reflect over in plenary:
 - a. Are the actions suggested for improvement similar?

- b. Are the actions suggested realistic?
- c. Are they short term, medium-term or long-term actions?
- d. Do the people in the room have responsibilities over these actions or do they need further discussion at a higher level of strategic management?

Time: 40 minutes

- Individual work: 4 minutes
- Group work: 10 minutes
- Plenary discussion: 25 minutes

Slides

- Slides 23-24

Materials

- Flip chart papers
- Markers
- Sticky notes

Tips

- Participants should keep their sticky notes private so that participants aren't influenced by each other's ideas.
- Facilitators can also give the groups markers to make circles around sticky notes on the same subject areas.
- You could also use the dot-voting technique after all the ideas are clustered.

Acknowledgments

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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.

