



FAIR LABOR
ASSOCIATION™

ENABLE Training Toolkit

Implementing Responsible Sourcing and Production in Agricultural Supply Chains

Participant Workbook

MODULE 4: Monitoring child labor and forced labor

MODULE 4: Monitoring child labor and forced labor		Time in minutes
1	How have we been assessing compliance?	55
2	What happened with auditing?	20
3	What is the difference between auditing and monitoring?	20
4	Who are the actors involved in farming?	75
5	How can I collect information on a farm?	50
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1. How have we been assessing compliance?

How have you been assessing compliance throughout the years?

Who was involved in your process?

What results did you achieve?

2. What happened with auditing?

What was the objective of auditing?

How was it done?

It is the same to audit a factory as a farm?

Would you expect similar results when auditing Tier 1 as when auditing Tier 4?

Are there limitations to identifying, addressing and remediating child labor and forced labor?

3. What is the difference between auditing and monitoring?

Can you think of differences between monitoring and auditing?

Monitoring	Auditing

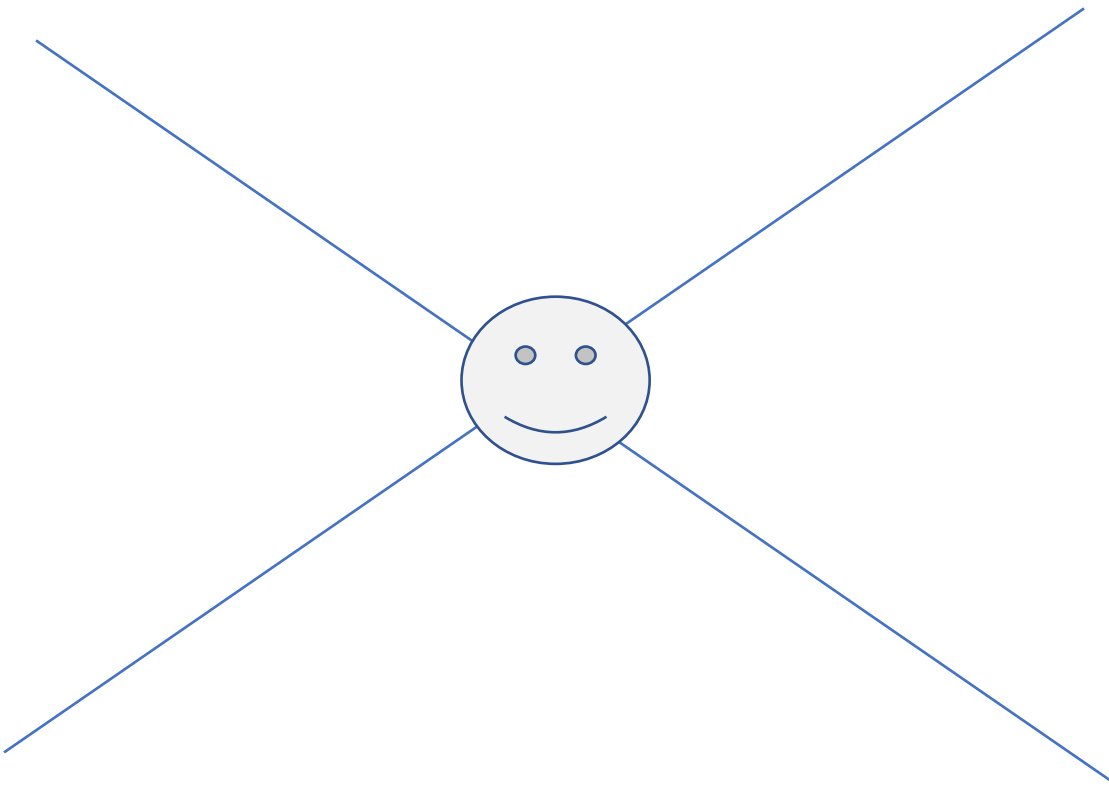
Maybe these questions will inspire you:

- How are monitoring and auditing performed?
- How long do they typically take?
- What are the results?
- Who is involved?
- What tools are typically used?
- What formats do they follow?

4. Who are the actors involved in farming?

Draw an empathy map for the member of your group who is role playing an “actor” in the farming sector. Think about the following:

- What does this person want? What he or she need?
- What forces motivate this person?
- What concerns this person have? What makes he or she worry?
- What are he or she’s vulnerabilities?
- What rights could be jeopardized in his or her situation?
- What can we do for this person?



5. How can I collect information on a farm?

Take a look at these 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

Do you think this information is useful in a due diligence process? Why?

How can you use this information?

What tools can you use to obtain this information?

Who should be involved in the process?

Could you obtain this information through an auditing exercise?

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

The objective of community profiling is to:

- a. generate a basic understanding of communities as a whole;
- b. generate information on particular areas of interest; and
- c. identify local institutions of importance for mitigation and remediation strategies.

When we perform a community mapping:

What should we ask?

Whom should we involve?

How should we complete it?

What outputs should come out of the exercise?

7. What is community service mapping?

Can you draw a community map of the village that is described in the Hazelnut Workers in Turkey: Demographic Profiling, Duzce, Ordu, & Sakarya; 2016 Report?

Use these questions to help you draw the map with your group:

- What is the economic and social structure of the community?
- What are the village institutions and sites (e.g., schools, health centers, administration offices, shops, places where people and leaders frequently meet to socialize)?
- What is the social and economic status of the community?
- What about the households?
- Are there organizations/individuals working in the area on child/forced labor issues?

8. Whom can I ask what questions?

What questions might you ask the following actors when collecting information at a farm or in a community?

Children

Parents

Working families

Growers/producers

Labor contractors

9. How can conversations happen?

CASE 1

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 a bit 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
- in the case that these exist to 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 that if they find out that you are here illegally 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, BEN

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 if there are harsh working conditions that could be indicators of forced labor; and
- in the case that these exist to 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 typically get up in the mornings and 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 some interviews in the area to understand a bit 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
- in the case that these exist to 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, Tommy

You are Tommy. You have a small corn plantation. You usually get by with the help of your family and on and off you hire some 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.

10. What do these pictures say?

Take a look at the following pictures. Imagine you are the person in one of the photos and tell us his or her story: who is s/he, what does s/he do, how does s/he live...be ready to tell the whole group the story.







11. How do I measure impact?

Come up with a list of 6-8 indicators to measure the impact of work done within a due diligence program.

Now think of the following:

- Which indicators measure social impact?
- Which are quantitative? Which qualitative?
- Which are objective and which subjective?
- How could you collect them?
- How often should they be collected?
- What challenges might you encounter collecting them?
- What resources would you need to collect them (technical, human, financial)?
- Which indicators do you currently have within your due diligence program?

12. Start, stop, continue

What does my company need to start?

What does my company need to stop?

What does my company need to continue to do?

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 and its potential root causes, so as to address these issues more systematically and sustainably.
- 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 workers operate, or what leads to child and forced labor, or the resources they can leverage, or the challenges they face.
- Auditing does not generate a root-cause analysis; hence remediation is “catch and fix,” addressing symptoms and not underlying root causes.
- 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 discussions uncover root causes of problems and provides systemic, sustainable solutions.
- 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.
- Actors in the farm are varied, they are different people with different characteristics and concerns; they should not be treated as a monolith.
- Rural workers need protection and are vulnerable to certain risks; we cannot assume what they go through and need to understand and empathize with their circumstances
- Worker Demographic Profiling enhances understanding of the target beneficiary (e.g., workers, families, children and youth working on the farm) to better tailor remediations.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.).