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Organization

LABOUR STANDARDS IN GLOBAL SUPPLY CHAINS

*HOW TO MEET THEM TO BECOME MORE
COMPETITIVE AND SUSTAINABLE*

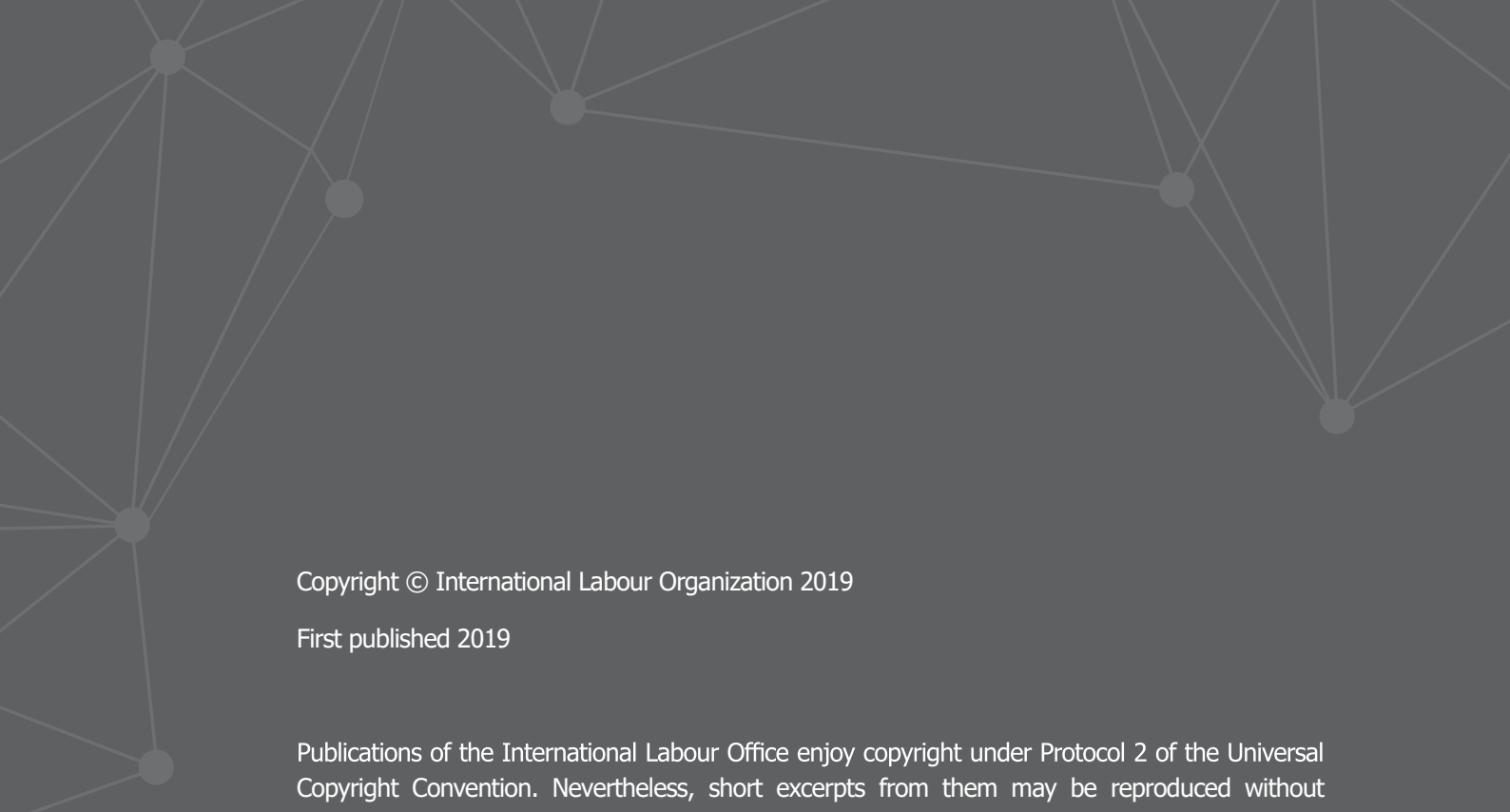


TRAINER'S GUIDE
FOR SMES AND OTHER ENTERPRISES

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***HOW TO MEET THEM TO BECOME MORE
COMPETITIVE AND SUSTAINABLE***

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Preface

Over the past decade, several measures and initiatives have been introduced by governments, businesses, trade unions and civil society organizations to make global supply chains more sustainable and responsible. Through responsible business conduct (RBC) and corporate social responsibility (CSR) frameworks at the global level, national legislation in importing countries and private compliance initiatives, enterprises participating in global supply chains are increasingly asked to live up to expectations in the labour and environmental area in addition to compliance with national law. As such enterprises are exposed to due diligence requirements, social audits and code of conduct for suppliers, intended to supplement public governance systems. For enterprises, in particular those that are new to exporting to international markets and without dedicated staff working on CSR and compliance issues, this can be a difficult topic to manoeuvre.

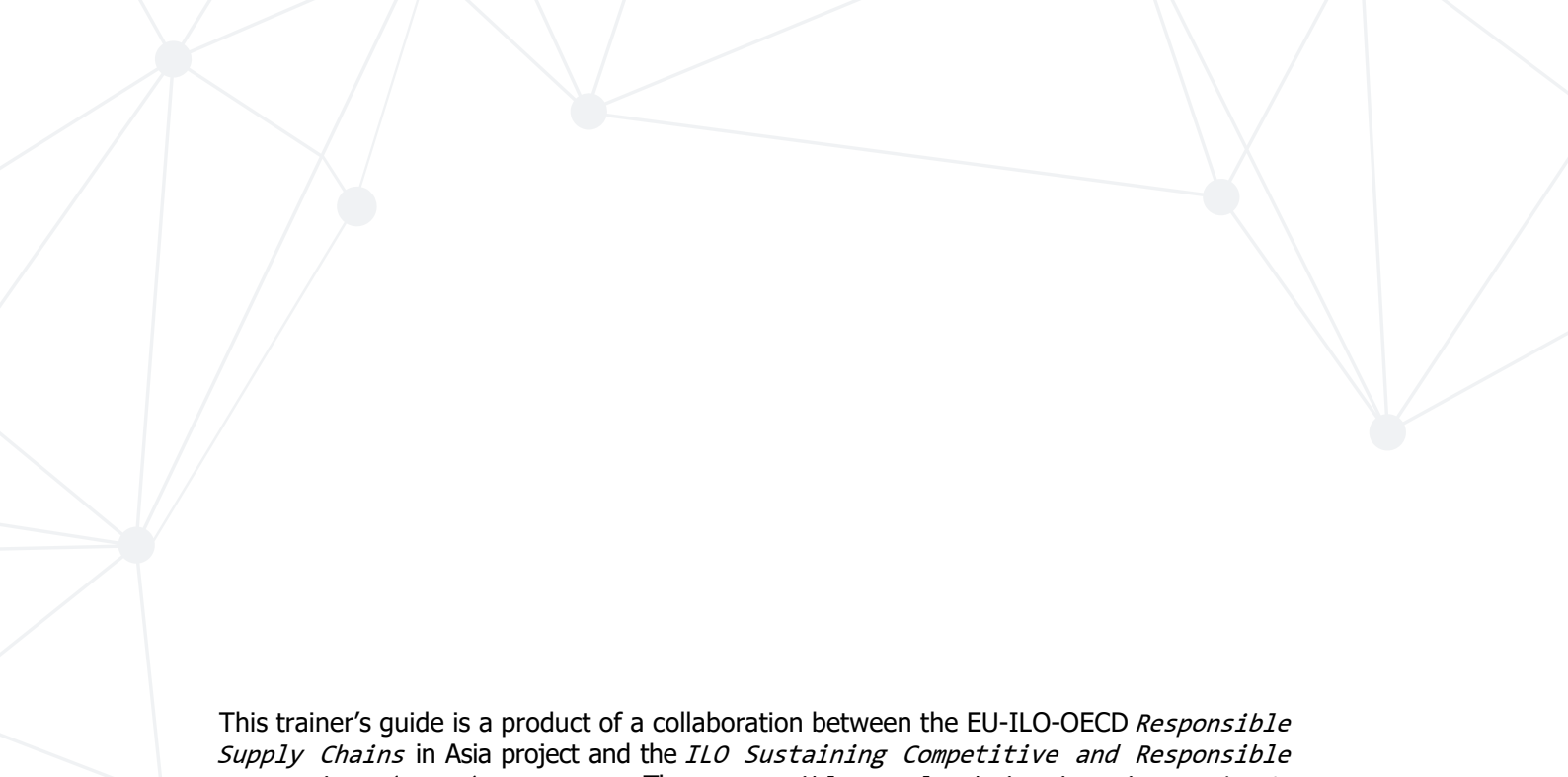
At the International Labour Conference in 2016, governments, employers and workers held a discussion on “Decent Work in Global Supply Chains” tasking the ILO during the discussion on to:

“strengthen its capacity to give guidance to enterprises on the application of labour standards within their supply chains and make information available on specific country situations, laws and regulations, including on the implementation of labour rights due diligence in coherence with already existing international frameworks.”¹

They moreover stated that many of these international frameworks help enterprises to foster decent work and should be better known and promoted in a coherent way. Most of these frameworks refer back to International Labour Standards (ILS), adopted by governments, employers and workers’ in the ILO. This puts the ILO in a good position to advise and train governments, employers’ and workers’ organizations and enterprises in their implementation.

The purpose of this trainer’s guide is to help enterprises, in particular small - and medium-sized enterprises (SMEs), understand the origins of these international frameworks, code of conduct for suppliers and audits, the different areas that they cover and what enterprises can do to improve and demonstrate their adherence to international principles and compliance with national law and corporate codes. The training also demonstrates that respecting workers rights and improving working conditions can be part of competitive business strategy to join the ranks of employers that enjoy a good reputation among workers and business partners.

¹Resolution concerning decent work in global supply chains, 105th Session of the International Labour Conference 2016
<http://bit.ly/ILOGC105>



This trainer's guide is a product of a collaboration between the EU-ILO-OECD *Responsible Supply Chains* in Asia project and the *ILO Sustaining Competitive and Responsible Enterprises (SCORE) Programme*. The *Responsible Supply Chains in Asia* project², funded by the European Union, is overseen by the Multinational Enterprises and Enterprise Engagement Unit (ENT/ MULTI) in the ILO's Enterprises Department and managed by the ILO Regional Office for Asia and the Pacific. The ILO SCORE Programme is funded by SECO and NORAD and managed by the SME Unit in the ILO's Enterprises Department.

Magali Martowicz (ILO consultant) developed the guide and the corresponding trainer guide and PowerPoint presentations, building on training materials and other resources developed by ENT/MULTI. Stephan Ulrich led the overall development process. A team of ILO experts - Yukiko Arai, Adam Greene, Fredy Guayacan, Olga Orozco and Emily Sims - provided technical guidance. Appreciation also goes to the staff in the ILO Manila Office (Ruby Banez, Hideki Kagohashi, Julius Panzo) and the Employers Confederation of the Philippines (Director-General Jose Roland Moya, Dang Buenaventura, Ray Guerrero Tadeo) for their collaboration in validating the training package in the Philippines in March 2019.

We recommend the use of this training package for all enterprises, especially small and medium, becoming part of global supply chains. It will help them better understand requirements in the area of labour standards and help them become more sustainable enterprises.

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and Enterprises Engagement Unit
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²For more information on the EU-ILO-OECD Responsible Supply Chains in Asia project, see <https://www.ilo.org/rsca>

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CONTENT AND AUDIENCE

The “labour standards in global supply chains: How to meet them to become more competitive and sustainable” training guide is made of the following materials:

- A power point deck
- A participants handbook
- The trainer's guide

You have the trainer’s guide in your hands. Please review carefully the participants handbook and the powerpoint deck before delivering any training. You will notice that the participants handbook is more detailed than the powerpoint deck. Kindly use the handbook to inform your messages during the training delivery. You will also notice that the participants handbook is meant to be used as a working document. The participants will have to use it during the training to take notes and fill up the action plan, and after the training to respond to the self-assessment questionnaires and deepen their understanding of Corporate Social Responsibility (CSR).

The CSR module is meant to be used as a modular training. This means you can train participants on all CSR topics or on a selection. You may decide to expand one topic and shorten another depending on the participants needs. If you decide to train the participants on a selection of topics, rather than the full list, please review the timings of each section. Please note that the timings, as indicated in the trainer’s guide, are for a full training.

The ideal audience size is 20 to 30 participants.

Maximum length: 6 hours excluding breaks.

ROOM LAYOUT

The training room should be in cabaret style, as in the picture below. Ideally, the tables should be small and sit a maximum of five people (this is important for the exercise on Freedom of Association: The world café© method).



MATERIALS

- One handbook per participant.
- Screen, projector, laptop, microphones-portable hand-held style.
- Flipchart, pens, blue tack.
- Post-it notes [Section 2 on Benefits of OSH].
- A3 white paper sheets (as many as there are tables for participants), for the task analysis exercise [Section 3 on Wages and Benefits].
- A3 white paper sheet with basic fishbone drawn [Section 4 on Hours of Work].
- A3 white paper sheets (child labour case study) (as many as there are tables) [Section 5 on Child Labour].
- Access to internet to play YouTube video [Section 7 on Discrimination].
- 7 x A4 envelopes with harassment messages printed out on them – the messages need to be printed big enough so that everyone in the room can read it – to be used for the human line exercise [Section 8 on Harassment].
 - Supervisors shouting regularly and using dirty words towards workers.
 - A supervisor inappropriately touching a worker.
 - Supervisors hitting workers (for example, on head) for mistake.
 - Worker verbally threatening to beat a co-worker up.
 - Male colleague sending inappropriate texts and pictures to female colleague.
 - Supervisor requesting sexual favours against promotion/payrise.
 - Workers insulting other worker on the company bus back home.
- Vases with flowers (as many as there are tables with participants) – to be put on table for the World Café Exercise [Section 9 on Freedom of Association].
- Mellow music + speakers [Section 9 on Freedom of Association].
- Checkered or white tablecloth (as many as there are tables with participants). The tablecloths should only be used for the World Café Exercise [Section 9 on Freedom of Association]. Example [HERE](#)³.
- White kraft butcher block paper (as many as there are tables with participants) or 7 x A3 white – to be used for the World Café Exercise. Example [HERE](#).
- Coloured pens (as many as there are tables with participants).
- World café table cards – to be printed and folded, one on each table during the World Café Exercise (Section on Freedom of Association) – Link [HERE](#).

³ References to hyperlinks can be found at the end of this Trainers' Guide.

POWERPOINT SLIDES

Introductory slides - *slides 1 to 7*

Time: 15'

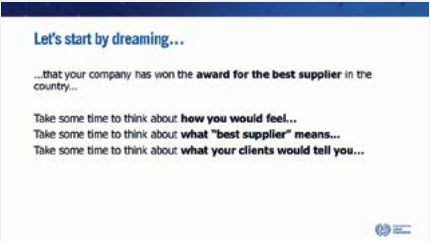
SLIDE #	SLIDE	INFORMATION
2		• Introduction of training. • Please refer to the preface for explanation of CSR module.
3		Ice breaker game: • The ice breaker game is done quickly and in a fun way. • The trainer starts by explaining the ice breaker game: "We do not know each other, and as we are going to spend the day together, it will be lovely to know who we are. Let us all stand up and share our name, company name, what you expect to learn in this training, and one thing you like about your company, it can be anything!" • The trainer leads by sharing his/her name, names the ILO, says they hope to learn from the participants' experiences and shares a fun fact (examples: "we have the best snacks in the cafeteria";

		"I get to meet lots of interesting people every day"; "I feel I can make an impact"). The trainer then goes around the room with a microphone in hand and ask each participant to share their name, company name, what they expect to learn, and what they like about the company. Time: 10 minutes.																												
4	Objectives By the end of the session, you will have a better understanding of: - Corporate Social Responsibility, responsible business and compliance - Key international instruments and workers' rights - Potential clients' CSR requirements - Your own CSR performance - The first steps to take to improve compliance with CSR requirements	Clarify objectives of training, go through the list.																												
5-6	Agenda <table><thead><tr><th>Time</th><th>Topic</th><th>Time</th><th>Topic</th></tr></thead><tbody><tr><td>45'</td><td>What is CSR?</td><td>20'</td><td>Equal Opportunity and treatment</td></tr><tr><td>40'</td><td>Occupational Safety and health</td><td>20'</td><td>Harassment</td></tr><tr><td>30'</td><td>Wages</td><td>30'</td><td>Grievances</td></tr><tr><td>30'</td><td>Hours of Work</td><td>45'</td><td>Freedom of Association and Collective B.</td></tr><tr><td>30'</td><td>Child Labour</td><td>20'</td><td>Action Planning</td></tr><tr><td>20'</td><td>Forced Labour</td><td></td><td></td></tr></tbody></table>	Time	Topic	Time	Topic	45'	What is CSR?	20'	Equal Opportunity and treatment	40'	Occupational Safety and health	20'	Harassment	30'	Wages	30'	Grievances	30'	Hours of Work	45'	Freedom of Association and Collective B.	30'	Child Labour	20'	Action Planning	20'	Forced Labour			Go through agenda for the day or days (if you are doing a two-day module).
Time	Topic	Time	Topic																											
45'	What is CSR?	20'	Equal Opportunity and treatment																											
40'	Occupational Safety and health	20'	Harassment																											
30'	Wages	30'	Grievances																											
30'	Hours of Work	45'	Freedom of Association and Collective B.																											
30'	Child Labour	20'	Action Planning																											
20'	Forced Labour																													
7	REMEMBER	Remind participants of/to: - HANDBOOK (take a handbook and show it to the audience). - Use handbook during the training. - Handbook follows agenda shown before (section by section). - Can take notes (show the note taking section).																												

SECTION 01

		- Participants will find more details and a self-assessment for each topic which they can fill at the end. • Switch off mobile phones . • Ask any questions, if unclear. Inform participants on emergency exits and bathrooms.
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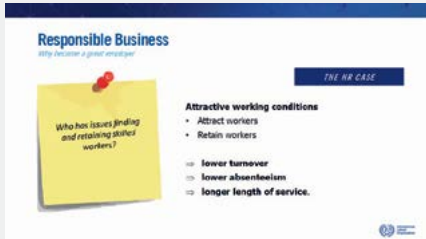
Section 1 - What is Corporate Social Responsibility - *slides 8 to 25* Time: 45'

SLIDE #	SLIDE	INFORMATION
9		Dreaming exercise: • Tone of slide: composed, take your time, make sure participants are in a mood to dream and feel what it may be like to receive an award. • Ask 2/3 participants to share their thoughts – try and pick people who you see are emotional about it/excited about it. • Participants may say something like: “we won the award because we have the best quality products”; “we employ many people in our area”; “we are the fastest to produce”; “we always find a solution for our clients”. You want to get out of the exercise a positive feeling for the audience, get them in the mood that the CSR training will give them tips to reap the award.

		Time: • 5 mins for explaining and letting the audience dream. • 5 mins for asking participants to share their stories.
10	 COST TIME RELIABILITY CSR QUALITY	Summarize what best supplier means, spend a bit longer on the aspects that were not mentioned in the previous conversation: • Cost: offering the best price. • Time: working within the imparted deadline, meeting all production times. • Quality: passing Q and A inspections, have a near zero defect rate. • Reliability: working hand-in-hand with clients, finding solutions. • CSR: offering good working conditions to workers. Conclude the slide by saying that this training focuses on CSR or how to become a better employer – and that buyers require this more and more – as they require cost, quality, speed, among others.
11	 Your buyers may request you to: • Share a social audit report • Organize a social audit through third-party auditing company Social Audits – Quick Facts Length: depends on company size – 1 to 4 days Cost: 100 to 3,000 USD, depending on audit's length, audit company and auditing scheme Workers interviews: often 10% of the workforce	Time: go quickly through the slide – max up to 2 mins.

12		Ask the audience if someone had an audit recently – get them to: • describe the process; • explain what they learned. If no one had an audit, please briefly explain the process and objectives. Time: 5 mins.
13	Challenges of Auditing • Your company may have several buyers, with significantly different auditing expectations. • Typically, the supplier pays for the audit. With multiple buyers, this can get expensive. • Audits can feel uncomfortable, even in the most well-run and responsible of companies • Audits can disrupt production.	Two slides go together – stress importance to understand buyers requirements when it comes to CSR.
14	Campaigns in your industry? 	History of campaigning: • In the press, but in real life too (sit-in outside shops) – campaign against brands, events, suppliers. • Show pictures of activists' sit-in outside flagship stores, shaming consumers going in and shaming brands. • Ask the participants how they would feel if they were the owner of the shop.
15	Aims of Responsible Business / CSR • maximizing positive impact • seeking to ensure that workers' rights are respected • engaging in constructive dialogue with workers' representatives • establishing a system to address workers' grievances • encouraging the business partners to do likewise 	Go through the slide. Explain how brands and retailers have developed codes of conduct to respond to the campaigns through their CSR strategies. Remind participants that they can find more details in the handbook.

		• Forced labour: to ensure that no one is forced to work. • Discrimination: to ensure that no one is discriminated against because of its colour, race, sex, among others. • Harassment: to ensure that there is no violence, threat, humiliation or any other unacceptable behaviours. • Grievance: if there is an issue, you have a way to raise it and the confidence that it will be looked into in a fair way. • Freedom of association: if yourself cannot get your voice heard, you can organize yourselves with your colleague to go and talk to your supervisors. Stress that the other two (business ethics and environment) are part of the code of conduct but in this guide, we look only at the labour components.
20		Go through the slide. Ask the audience if they are doing any of it, know of anyone in their neighbourhood doing any of it and how they feel about it.
21		Go through the case studies in the handbook in more details and explain what the initiatives are about – stress links between doing good for community and reaping benefits for business.

22		Take the audience through the steps. Please read the following case study and make reference to it in the slide. Explain key elements.  https://betterwork.org/blog/portfolio/working-conditions-productivity-and-profitability-evidence-from-better-work-vietnam/
23		Facilitate short discussion on difficulty in finding and retaining workers or get audience to agree that finding and retaining skilled staff is a major worry. Conclude saying complying with CSR requirements help attract and retain best workers.
24		Go through the slide and stress that: - Brands reputation is attacked (Nike with wrong use of logo). - Suppliers reputation is attacked (Foxconn, one of Apple main manufacturers). - Countries reputation even attacked (Bangladesh – show that if you type in Google "Bangladesh" the first words that come up are: factory collapse, factory fire, and so on). Conclude saying complying with CSR requirements maintain good reputation.

SECTION 02

25		Go through the slide. Highlight the plan-do-check-act (PDCA) cycle alternative and explain that at the end of each section, we will quickly go through the PDCA cycle for each topic. Highlight it as an alternative process that supports continuous improvement.
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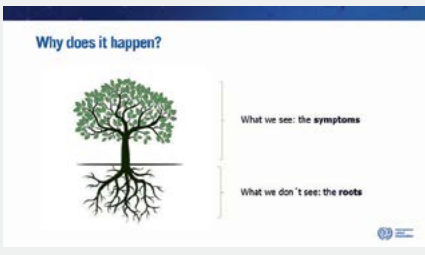
Section 2 - Occupational Safety and Health - slides 26 to 45

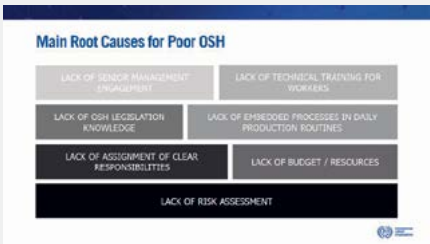
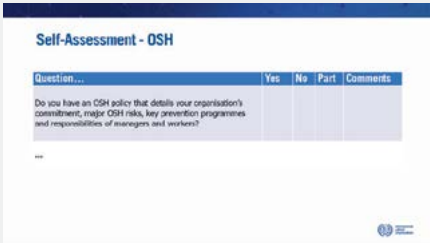
Time: 40'

SLIDE #	SLIDE	INFORMATION
27		- Hear opinions from various participants – you want them to say things like “protect workers”; “workers health”. - Go through the definition. Time: 3 mins.
28		- Ask audience what Occupational Safety and Health (OSH) includes. - Hear opinions from various participants – you want them to say things like “fire safety”; “machinery”; “chemicals”. - Refer to list in the handbook. Time: 5 mins.
29		- Facilitate short exercise “so what are the benefits of looking at all those aspects of OSH? Fire safety, machinery, among others?” - Ask participants to write on - post-it notes the benefits of OSH.

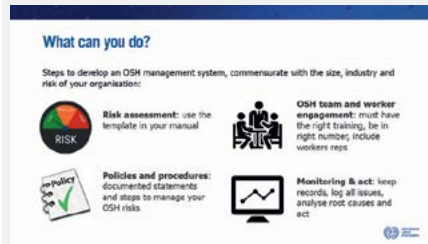
		• One post-it note = one benefit. • Benefits usually include: - Greater productivity. - Better work atmosphere. - Better quality. - Higher retention of workers. • Collect post-it notes and group them on flipchart by categories – notes related to better productivity are stuck together, among others – create visual clusters. • Highlight if there is one bigger than other missing one, and so on. Time: 10 mins. MATERIAL: POST-IT NOTES
30-31		• Go through the list of not complying (NC) (two slides). • Ask if that rings a bell and if they recognize some in their workplaces – blocked fire exits is a very common one, for example.
32		• Ask if audience knows where the picture comes from? NB: picture come from Rana Plaza collapse in Bangladesh – major industrial accident in recent history – killing more than 1,000 workers (mainly women) in garment factories in building in 2013 – very recent – Dhaka, Bangladesh.  • Go through the facts, tone is serious.

33	 SPOT THE ISSUES	• There are things we would not do – because we know they are dangerous – so how can we shift our beliefs and practices on OSH at work? • We would not let a baby play with electricity. • We would not drink dirty water. • We would not feel comfortable going on an over-crowded bus.
34	 SPOT THE ISSUES	• Picture on the left: - Poor housekeeping. - Unclear if fire extinguishers or materials flammable, but risk of fire. - Difficulty to evacuate if that is fire. • Picture on the right: - Blocked fire exit. - Poor housekeeping. - NB: poster on door reads: do not lock or block, it is the law.
35	 SPOT THE ISSUES	• Picture on the left: - Very high risk of injuring oneself. - No proper workstation. - Poor handling of dangerous machine. • Picture on the right: - Empty containers, potentially chemicals. - Unlocked storage –anyone can come to enter in contact with substances. - Spillage on ground – risk to environment.

36		• Risk of losing business – not just hurting workers. • Boiler explosion – see story HERE.  For each picture, allow time for participants to share their thoughts, give hint. You want to spend about 2/3 mins per pictures.
37		• Explain the concept of root causes. • Stress that they are hard to spot.
38		• Go through the “5 whys” technique.
39 - 41		Pick one participant from audience and ask him/her to work out the root cause of the example. There is no one single right answer as we do not know the exact context in which the issue is happening – use your judgement to help the participant drill as much as possible into a potential root cause.

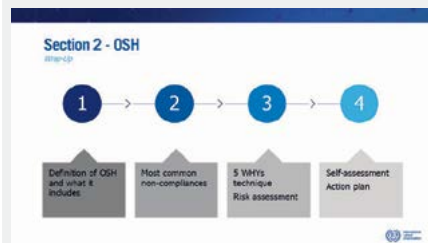
		For example, for the blocked exit potential “because” may be: • Supervisors told him/her to do so and worker did not know s/he could not stack boxes there. • Supervisors did not know and are not trained on OSH. • There is no OSH training in factory for middle management. • OSH is not a priority in factory. • Senior management does not understand the importance of it.
42	 The diagram titled 'Main Root Causes for Poor OSH' shows a hierarchy of causes. At the top are 'LACK OF SENIOR MANAGEMENT ENGAGEMENT' and 'LACK OF TECHNICAL TRAINING FOR WORKERS'. Below these are 'LACK OF OSH LEGISLATION KNOWLEDGE' and 'LACK OF EMBEDDED PROCESSES IN DAILY PRODUCTION ROUTINES'. The next level includes 'LACK OF ASSIGNMENT OF CLEAR RESPONSIBILITIES' and 'LACK OF BUDGET / RESOURCES'. At the bottom is 'LACK OF RISK ASSESSMENT'.	As you progress through the examples above, write down the main root causes for not implementing OSH – before showing the slide, ask the participants if they can think of any other, then show the slide and go through the list.
43	 The table titled 'Self-Assessment - OSH' has columns for 'Question...', 'Yes', 'No', 'Part', and 'Comments'. The first question is 'Do you have an OSH policy that details your organisation's commitment, major OSH risks, key prevention programmes and responsibilities of managers and workers?'. Below this is a row of empty cells for recording answers.	Explain that this self-assessment is designed to guide and measure participants progress. The first time they use the self-assessment will create a baseline. Revisiting the questions in six months, one year and two years will help them to see how far they have come and where they still need to improve. They should also be encouraged to involve workers in the assessments, so that they are getting an accurate picture of their companies as possible.

44



Go through the slide.

45



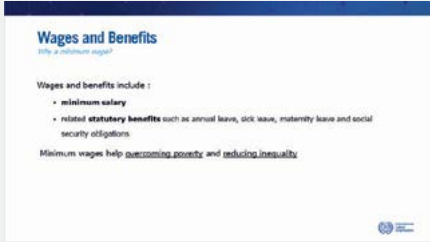
Quickly wrap-up the section, reviewing what participants have covered and using the PDCA cycle. We have to:

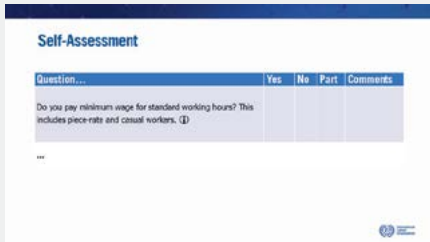
- Plan: OSH policy (what you want to achieve).
- Do: form your team, risk assess your site (use the "5 whys").
- Check: monitor if it is done well (re: use "5 whys" if not done well).
- Act: take actions!

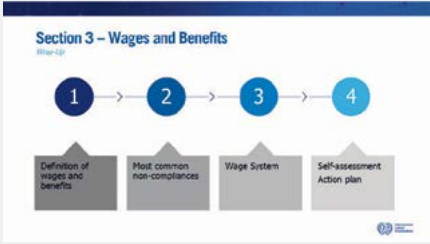
SECTION 03

Section 3 - Wages and Benefits - slides 46 to 57

Time: 30'

SLIDE #	SLIDE	INFORMATION
47		Go through the definition.
48-49		Read out each bubble. Tone is serious. Leave time for each NC to sink in. Leave time for participants to relate to the issues workers face. Time: 5 mins for both slides.
50		Before showing the slide, ask the participants if they know what NC are most common from the slides you just showed. Go through the list and make link with comments from previous slides:
51-52		• Message: paying wages and benefits is a complex task that encompasses many aspects. • How to analyse if we do it well: task analysis: show example of brushing teeth and get the table to work together and deconstruct all steps (tables are small groups of five approximately); (if a table has only two or three people try and group them to have a group of five).

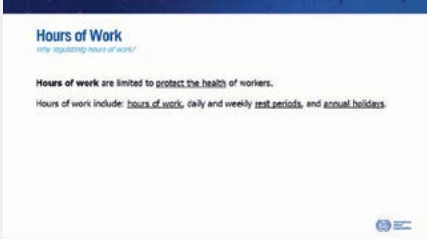
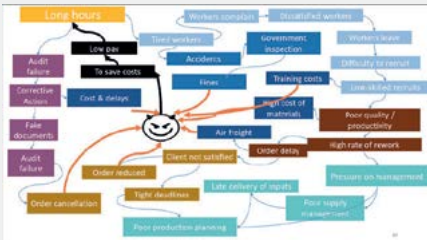
		Allow for 10 mins for the exercise. While groups work on exercise, show slide 54 on main NCs. At the end, each table presents quickly its task analysis (if you have time). MATERIAL: A3 white paper or kraft butcher roll
53		Present what a task analysis could encompass and go through the elements: - Task 1: defining a wage policy, making sure all elements of wages payment are legal. - Task 2: make sure the contract is in line with the policy. - Task 3: make sure workers understand it. - Task 4: record all wage related information. - Task 5: make sure payroll processes it correctly. You may want to pick a few elements from each broad task if they have been discussed previously.
54		Explain that this self-assessment is designed to guide and measure participants progress. The first time they use the self-assessment will create a baseline. Revisiting the questions in six months, one year and two years will help them to see how far they have come and where they still need to improve. They should also be encouraged to involve workers in the

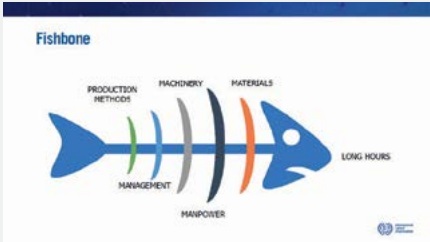
		assessments, so that they are getting an accurate picture of their companies as possible.
55		Go through the slide.
56		Quickly wrap-up and review points from wage management system.

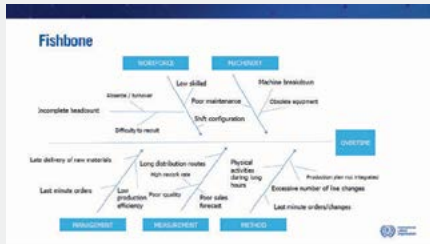
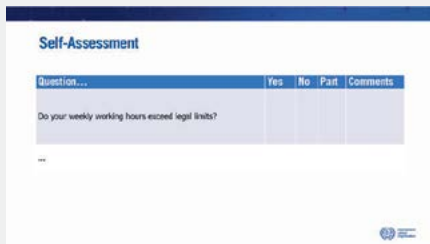
SECTION 04

Section 4 - Hours of Work - slides 58 to 69

Time: 30'

SLIDE #	SLIDE	INFORMATION
58		Tone is serious. Leave time to think and feel what it was like. Ask two or three participants to share their experience. Time: 5 mins. If a participant is very emotional and talks a lot, let the person talk and select fewer participants to share. Be empathic.
59		Link with above discussion and go through the definition.
60		Go through the NCs.
61		Before going through the slide, recognize that a company can easily violate limits on working time, as it is a complex issue to manage and then go through the slide. The slide is animated and each box will appear when you click.

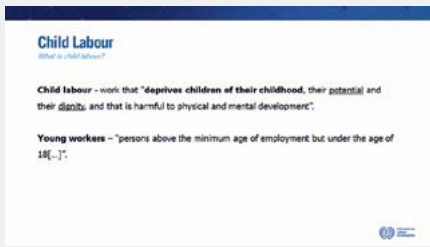
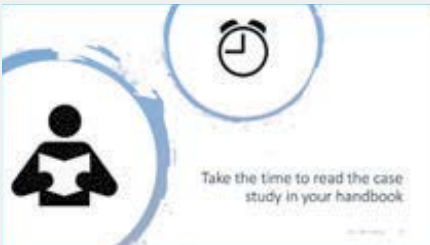
		Read out the boxes as they appear. You will see that some boxes are linked to others. Establish the links. For example: Clients are not satisfied, they imposed tight deadlines, which puts pressure on the already poor production planning. If the client is not satisfied, orders will reduce, which leads to lower profits and higher costs. So to save cost, we pay little and compensate with longer hours. Time: 3 mins.
62		Facilitate short discussion – you want participants to at least recognize that this is a complex issue.
63		Introduce the fishbone exercise.
64		Put this slide up when you get the tables of five people to work on a fishbone analysis of their own hours issue in their workplace. You have to make sure that the participants are from the same industry. Go through the five categories and explain how the exercise works.

		Time: 10 mins. MATERIALS: basic fishbone printed out on A3 white paper
65	 The diagram is a fishbone (Ishikawa) diagram. The main horizontal spine points to the right towards a box labeled 'EFFECTS'. There are two boxes above the spine labeled 'SUBCAUSES' and 'CAUSES'. The 'SUBCAUSES' box contains 'Incomplete headboard' and 'Difficulty to mount'. The 'CAUSES' box contains 'Late delivery of new materials', 'Last minute orders', 'Long distribution routes', 'High stock use', 'Physical activities during long hours', 'Excessive number of the changes', and 'Last minute orders/changes'. Arrows point from these causes to the effects. There are also arrows pointing from 'SUBCAUSES' to 'CAUSES'.	Once the exercise is over, show an example of fishbone – if you have time ask the participants to go through their fishbones.
66	 The slide shows a 'Self-Assessment' table. The table has five columns: 'Question...', 'Yes', 'No', 'Part', and 'Comments'. The first row of data has the question 'Do your weekly working hours exceed legal limits?' and empty cells for the other four columns. Below the table, there is a small '***' symbol.	Explain that this self-assessment is designed to guide and measure participants progress. The first time they use the self-assessment will create a baseline. Revisiting the questions in six months, one year and two years will help them to see how far they have come and where they still need to improve. They should also be encouraged to involve workers in the assessments, so that they are getting an accurate picture of their companies as possible.
67	 The slide is titled 'What can you do?'. It contains a list of actions with corresponding icons: 'Accurate records' (document icon), 'Policy review' (document with checkmark icon), 'Plan your actions' (document with list icon), 'Fishbone analysis' (fishbone icon), 'Review overtime levels' (bar chart icon), and 'Monitor' (monitor icon). Below the list, there is a small '***' symbol.	Go through the slide.
68	 The slide is titled 'Section 4 – Hours of Work'. It shows a flowchart with four steps in blue circles: 1, 2, 3, and 4. Below each step is a box: 'Definition of working hours' under step 1, 'Most common non-compliances' under step 2, 'Fishbone exercises' under step 3, and 'Self-assessment Action plan' under step 4. Arrows connect the steps in sequence.	Wrap up.

SECTION 05

Section 5 - Child Labour - slides 70 to 79

Time: 30'

SLIDE #	SLIDE	INFORMATION
70		Go through the definition.
71		Go through the NCs.
72		Refer to participants to case study in Section 5.1 of the handbook – explain that they will have to read the case study and answer the following questions. Leave them time to read. Time: 5 mins.
75		Get them to work in small groups (tables of five) and answer the questions. Facilitate discussions. Get each group to present responses. Time: 15 mins for work; 10 mins to present.

76

A slide titled "Self-Assessment" featuring a table for recording responses. The table has five columns: "Question...", "Yes", "No", "Part", and "Comments". The first row contains the question "Do you have a policy on child labour?". The "Yes", "No", and "Part" columns are empty, while the "Comments" column contains the text "...". The slide also includes a small logo in the bottom right corner.

MATERIALS: A3 white paper sheet

Explain that this self-assessment is designed to guide and measure participants progress. The first time they use the self-assessment will create a baseline. Revisiting the questions in six months, one year and two years will help them to see how far they have come and where they still need to improve. They should also be encouraged to involve workers in the assessments, so that they are getting an accurate picture of their companies as possible.

77

A slide titled "What can you do?" with the text "Companies are requested to review thoroughly how they recruit their staff." Below this text are three items, each with an icon and a label: a magnifying glass icon for "Recruitment policies and procedures", a person icon for "Young workers policies and procedures", and a factory icon for "Remediation procedures". The slide also includes a small logo in the bottom right corner.

Go through the slide.

78

A slide titled "Section 5 - Child Labour" with a subtitle "Wrap up". It features a horizontal flowchart with four numbered steps in blue circles: 1, 2, 3, and 4. Below each step is a grey box containing text: "Definition of child labour and young workers" under step 1, "Most common non-compliances" under step 2, "Recruitment practices" under step 3, and "Self-assessment Action plan" under step 4. The slide also includes a small logo in the bottom right corner.

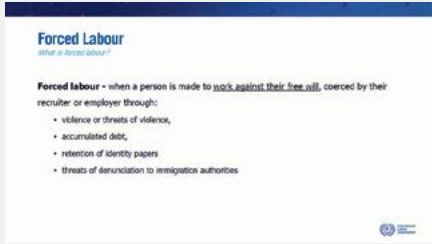
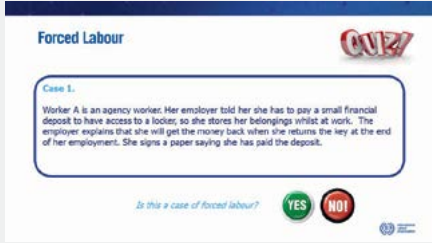
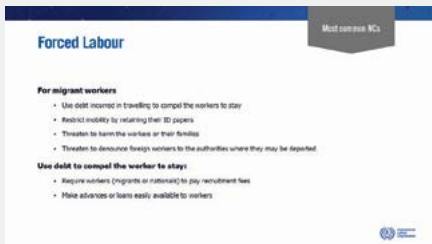
Wrap up quickly.

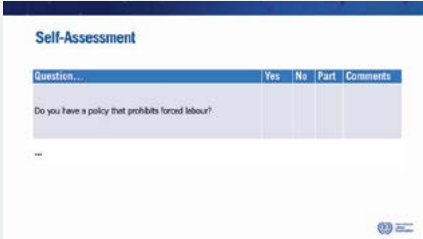
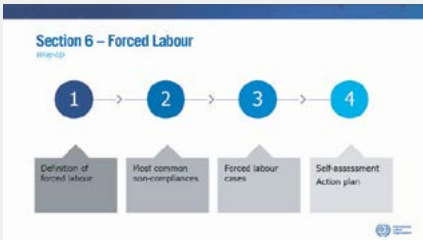
SECTION 06

Section 6 - Forced Labour - *slides 80 to 84*

Time: 30'

SLIDE #	SLIDE	INFORMATION
80		Explain the story of fishermen on the boat. In short: Lang Long from Cambodia accepted to cross the border to Thailand for a construction job. When he reached Thailand, he was kept in a room and was sold to a fisherman to work at sea. Lang Long was resold twice in his three-year long captivity. He tried to escape multiple times to the point that one captain shackled him by the neck when other boats neared. Lang was finally rescued by an aid group. Victims recount horrific violence: sick cast overboard, defiant beheaded, insubordinate sealed for days below the deck in a dark, rotten fishing hold.  Tone is very serious. Leave time for participants to understand the horror of this story. Then go mainstream by quoting stats.

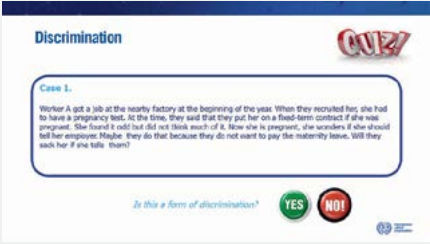
		Point that forced labour is present everywhere not in the same horrific manner, but it is more common than one can think. Time: 7 mins.
81	 Forced Labour <i>What is forced labour?</i> Forced labour - when a person is made to <u>work against their free will</u>, coerced by their recruiter or employer through: • violence or threats of violence, • accumulated debt, • retention of identity papers • threats of denunciation to immigration authorities	Go through the definition.
82-87	 Forced Labour Case 1: Worker A is an agency worker. Her employer told her she has to pay a small financial deposit to have access to a locker, so she stores her belongings whilst at work. The employer explains that she will get the money back when she returns the key at the end of her employment. She signs a paper saying she has paid the deposit. <i>Is this a case of forced labour?</i> YES NOT	Responses are in the slides comments: • Slide 83 – NO, it is a small amount easily reimbursable, documented. • Slide 84 – YES debt bondage. • Slide 85 – YES involuntary OT. • Slide 86 – YES ID retention. • Slide 87 – YES debt bondage, finder's fee. • Slide 88 – YES restriction of movement. You want to get participants to recognize that those practices may occur in their industries, you want them to recognize that they represent a case of forced labour. Time for each slide: 3 mins.
88	 Forced Labour Most common NCs For migrant workers • Use debt incurred in travelling to compel the workers to stay • Restrict mobility by retaining their ID papers • Threaten to harm the workers or their families • Threaten to denounce foreign workers to the authorities where they may be deported Use debt to compel the worker to stay: • Require workers (migrants or nationals) to pay recruitment fees • Make advances or loans easily available to workers	• Go through the NC and relate them to previous case studies.

90		Explain that this self-assessment is designed to guide and measure participants progress. The first time they use the self-assessment will create a baseline. Revisiting the questions in six months, one year and two years will help them to see how far they have come and where they still need to improve. They should also be encouraged to involve workers in the assessments, so that they are getting an accurate picture of their companies as possible.
91		Go through the slide.
92		Wrap up quickly.

SECTION 07

Section 7 - Equal Opportunity and Treatment - *slides 94 to 104*

Time: 20'

SLIDE #	SLIDE	INFORMATION
94		Play the video until 1'12. Key message: Scientists put two monkeys side by side and gave both a task to perform: if the monkey gives a rock to the lady, she gives them food. Initially, she gave both cucumbers. Monkeys are fine performing the task if they receive the same food. When she gives one of the monkeys a grape (a better food) for performing the same task, she creates inequality that leads to the violent reaction of the monkey as shown in the video. What does that tell us? Time: 5 mins.
95		Go through the definition.
96-99		Responses are "YES" to all cases. You want the participants to acknowledge this is an issue and represent a form of discrimination. Time for each slide: 3 mins.

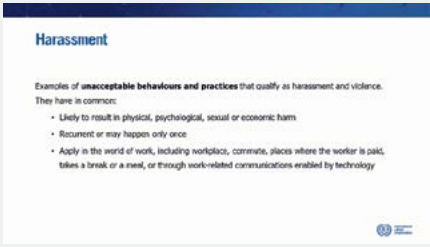
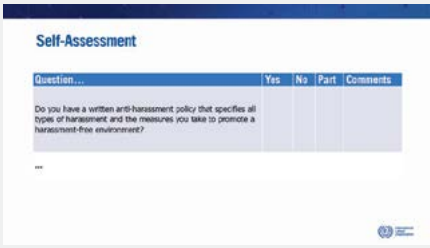
100	Discrimination Most common NCs - Workers of certain age, race, religions, political views, national extraction, social origin or characteristics not hired or promoted - Demanding pregnancy test at recruitment / dismissing pregnant workers - Only female line workers but only male line managers - No clear promotion process, leading to cases of favouritism - Difference in wages payment for the same work or work of equal value	Go through the definition.																		
101	Self-Assessment <table><thead><tr><th>Question...</th><th>Yes</th><th>No</th><th>Part</th><th>Comments</th></tr></thead><tbody><tr><td>Do you have a policy that promotes equal opportunity for all? (The policy should mention race, colour, national extraction, ethnic origins, religion, political views, nationality (for foreigners with a right to work in the country) sex, sexual orientation, age, physical appearance, marital status or trade union membership or activities.</td><td></td><td></td><td></td><td></td></tr></tbody></table>	Question...	Yes	No	Part	Comments	Do you have a policy that promotes equal opportunity for all? (The policy should mention race, colour, national extraction, ethnic origins, religion, political views, nationality (for foreigners with a right to work in the country) sex, sexual orientation, age, physical appearance, marital status or trade union membership or activities.					Explain that this self-assessment is designed to guide and measure participants progress. The first time they use the self-assessment will create a baseline. Revisiting the questions in six months, one year and two years will help them to see how far they have come and where they still need to improve. They should also be encouraged to involve workers in the assessments, so that they are getting an accurate picture of their companies as possible.								
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102	What can you do? <table><thead><tr><th>Area</th><th>Action</th></tr></thead><tbody><tr><td>Recruitment</td><td>Anti-discrimination policy</td></tr><tr><td>Job allocation</td><td></td></tr><tr><td>Training policies</td><td>Training of managers</td></tr><tr><td>Overtime allocation</td><td></td></tr><tr><td>Promotion practices</td><td></td></tr><tr><td>Disciplinary policies</td><td>Holding managers accountable</td></tr><tr><td>Termination policy</td><td></td></tr><tr><td>Benefits policy</td><td></td></tr></tbody></table>	Area	Action	Recruitment	Anti-discrimination policy	Job allocation		Training policies	Training of managers	Overtime allocation		Promotion practices		Disciplinary policies	Holding managers accountable	Termination policy		Benefits policy		Go through the slide.
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Disciplinary policies	Holding managers accountable																			
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Benefits policy																				
103	Section 7 – Discrimination Wrap-up 1 2 3 4 Definition of discrimination Most common non-compliances Cases of discrimination Self-assessment Action plan	Wrap up quickly.																		

SECTION 08

Section 8 - Harassment - *slides 105 to 112*

Time: 20'

SLIDE #	SLIDE	INFORMATION
105		Tone is serious. Leave time for participant to remember a time – stress that it can include “scared to receive feedback on a report”; “did not know how to go about something and too scared to ask”; “had a terrible boss who would shout at everyone” – does not need to include extreme cases. Ask 2/3 participants to share their stories.
106		Request seven participants to stand up. Hand over seven envelopes. On each envelop, you will have printed one message: • Supervisors shouting regularly and using dirty words towards workers. • A supervisor inappropriately touching a worker. • Supervisors hitting workers (for example, on head) for mistake. • Worker verbally threatening to beat a co-worker up. • Male colleague sending inappropriate texts and pictures to female colleague. • Supervisor requesting sexual favours against promotion/ payrise. • Workers insulting other worker on the company bus back home.

		Each participant takes the message out of the envelop and reads it out loud. The message printed describes a situation of harassment. The seven participants are then asked to work together to rank the situation from unacceptable to most unacceptable – at the end they form a line from the least to the most acceptable. You should encourage discussions such as “is this situation worse than..?” There is no right or wrong ranking – it is simply to show that some situations are more tolerated than others.
107		Go through the definition.
108		Go through NCs and read out examples.
109		Explain that this self-assessment is designed to guide and measure participants progress. The first time they use the self-assessment will create a baseline. Revisiting the questions in six months, one year

		and two years will help them to see how far they have come and where they still need to improve. They should also be encouraged to involve workers in the assessments, so that they are getting an accurate picture of their companies as possible.
110	 What can you do? Companies should develop a work culture free of harassment. - Assessing levels of harassment - Plan your actions - Reporting cases of harassment - Anti-harassment policy	Go through the slide.
111	 Section 8 – Harassment Wrap-up 1. Definition of harassment 2. Most common non-compliances 3. Self-assessment action plan	Wrap up.

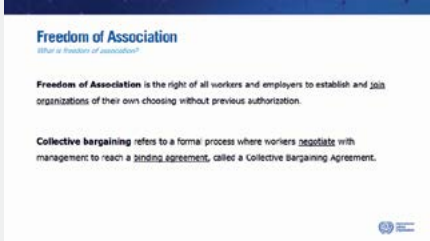
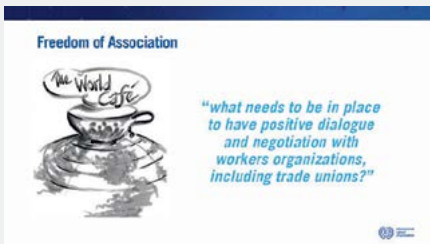
SECTION 09

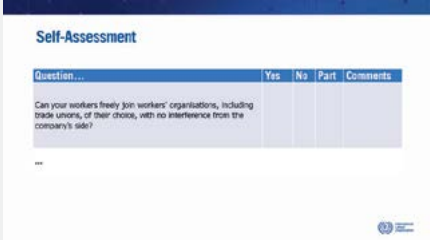
Section 9 - Freedom of Association - slides 113 to 120

Time: 45'

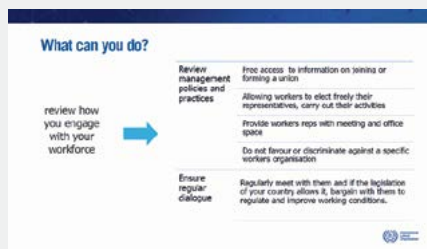
Make sure that you set-up the room with a "café" ambiance before this session starts: put the tablecloth, vases, coloured pens on the tables.

Ask participants to change tables and mix with other participants – to change atmosphere and do not get conversations "stuck".

SLIDE #	SLIDE	INFORMATION
113		Go through the slide. Get acknowledgement from audience – ask if anyone has example of good practice to share – if no one responds, acknowledge the difficulty of small-and medium-sized enterprises (SMEs) have to ensure this right is enforced.
114-115		Go through the list.
116		Explain the World Café exercise: • Ask participants to change tables and mix with other participants. • Ask one person from each table to be the host – this person will stay at the table while other participants will change table after each round. • Ask one person to draw discussions on white paper – explain the importance of

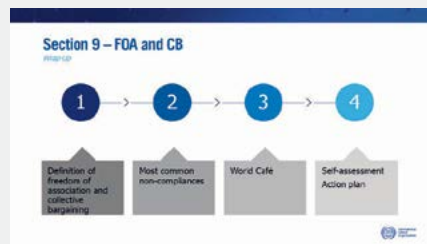
		drawing to illustrate ideas and go over mental barriers. • There will be three rounds of discussions of 10 mins each, after each round, people (except host) change table. Host explain new joiners past conversations and new joiners build on ideas. • Read out loud the question and explain that the groups will have to work together to find a response. • Start the exercise. • Play mellow music in the background. • Facilitate the discussions, if needed. • At the end of the three rounds, put up all drawings on the wall, summarize all drawings and comment them. More info: http://www.theworldcafe.com/
117		Explain that this self-assessment is designed to guide and measure participants progress. The first time they use the self-assessment will create a baseline. Revisiting the questions in six months, one year and two years will help them to see how far they have come and where they still need to improve.

118



Go through the slide.

119

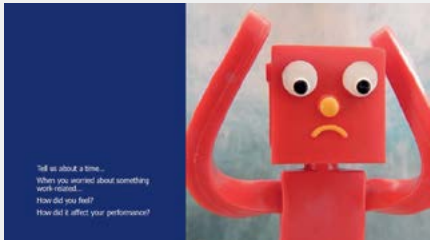


Wrap up the section.

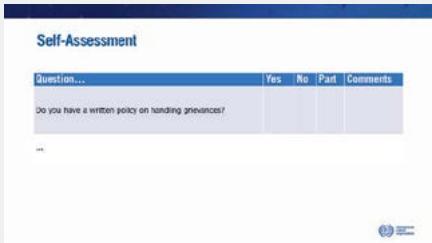
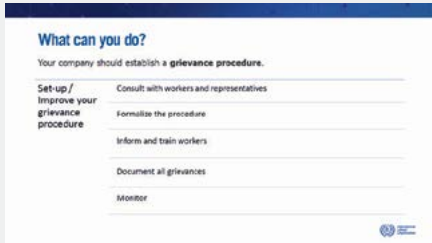
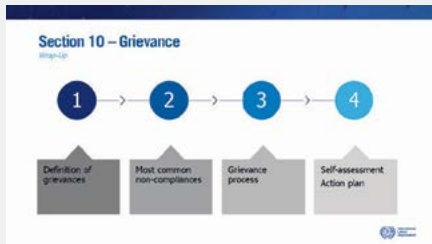
SECTION 10

Section 10 - Grievances - slides 109 to 118

Time: 30'

SLIDE #	SLIDE	INFORMATION
121		Tone is serious. Leave time for participant to remember a time – stress that it can include “review with my boss and worried all night about it”; “find it hard to work with a specific department, working relations are not optimum”; “does not need to include extreme cases”. Ask participants to share their stories. Time: 5 mins. If a participant is emotional about his/her story, let the person talk and select fewer people. Be empathic.
122		Go through what workers think, pause, get people to connect with the grievances. Get them to acknowledge the issues.
123	 — If your grievances are not resolved — - You are less likely to work efficiently - You are less likely to care - You are less likely to stay in the company - You are more likely to make a big deal of it <i>"Employees and employers can work together to resolve their differences and reach a common understanding without disagreements escalating into formal disputes"</i> 3/0 PRODUCTIVITY 100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0% no grievances a few grievances many grievances	Go through the slide and again, get the audience to acknowledge that if they have an issue, they are less likely to work well. The graph is a simple illustration to make the point that efficiency goes down when one is worried.

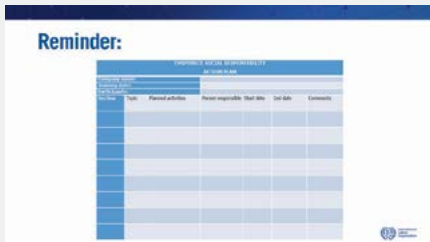
124	Grievance <i>what are grievances?</i> Grievances relate to addressing infringements of existing rights and entitlements – for example: • Bullying • Harassment • Underpayment of wages • Refusal to grant rest periods, weekly rest days or public holidays • Discrimination • Underpayment of bonuses • Any other entitlements...	Go through the definition.
125	Grievance Most common MCs • No possibility to raise a grievance • No hearing of grievance • No fair process for solving dispute • No possibility to use third party conciliation / arbitration, including trade union or worker representatives • No response to grievance	Go slowly through the list and get the audience to recognize the issue.
126	Grievance Work in small groups to develop a grievance process that answers the questions below: • "what needs to be in place for workers to raise their grievances?" • "how do we implement a process that generates trust and fairness?" 	Get the audience to work in small groups (tables of five) and answer the question: "what needs to be in place for workers to raise their grievances?"; "how do we implement a process that generates trust and fairness?" Ask the groups to report back to the bigger group (if you have time). The broad categories that should emerge are: • Ways to report grievances. • Investigation of grievances. • Responses and conciliation. Time: 15 mins.
127	Grievance Process 1 Ways to report grievances How can we make sure our workers report their grievances? - To whom and how? - Anonymous or non-anonymous? - Different or reporting if the grievance is minor or major? 2 Investigation of all grievances When and how quickly should you do it? Who should investigate? What should the investigation look like? Do you investigate in the same way for a minor grievance vs a major grievance? 3 Response, conciliation How do you respond to the worker who raised the grievance? And the one who is accused? What happens if a party does not agree with the result of your investigation? 	Summarize the feedback and stress that a strong grievance process should answer all these questions. Make a link to the feedback if some groups have responded clearly to the questions. For example: "When and how quickly should you investigate? Who should investigate?" The trainer may say something along those lines: "Group A responded very well to this question by

		pointing out that the response must be quick and gave a clear timeframe (20 days) and should be done by someone neutral or external to the grievance (HR or CSR team)”.
128		Go through the statements, explain in more details the ones that generate more interest. Ask if it resonates with audience, if they feel they can apply the principles in their day-to-day. Time: 5 mins.
129		Explain that this self-assessment is designed to guide and measure participants progress. The first time they use the self-assessment will create a baseline. One year and two years will help them to see how far they have come and where they still need to improve. They should also be encouraged to involve workers in the assessments, so that they are getting an accurate picture of their companies as possible.
130		Go through the slide.
131		Wrap up.

SECTION 11

Section 11 - Action Planning - slides 133 to 137

Time: 20'

SLIDE #	SLIDE	INFORMATION
133-134		Wrap up all learnings, take time to go through all topics, tools. Ask participants what they found most interesting, what they will use (usually fishbone and "5 whys" are big wins).
135		Ask participants to take their handbook and find the action plan page. Ask them to write up their action plan based on the above review, ask them to think about the actions that will make most difference in their business. Leave about 15 mins. Wrap up, remind participants of the handbook with more details and detailed self-assessment and action plan.
136		Thank you and close the day.



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