

Training of Trainers on Forced Labour

Facilitator's Guide

August 1, 2021

VERITÉ

Fair Labor. **Worldwide.**

Introduction

Today there are over 40 million people in slavery — more than at any other time in history.

If they all lived together in a single city, it would be one of the biggest cities in the world.

- ILO 50forfreedom Campaign

- Forced labour, sometimes called modern slavery, is a **global problem** that can be found in almost every country in the world.
- According to the ILO, **annual profits from forced labour exceed USD 150 billion globally** and more than USD 13 billion in Africa alone, with USD 8.9 billion from forced sexual exploitation, USD 300 million from domestic work, and USD 3.9 billion from non-domestic labour.
- Forced labor is an **affront to human dignity, freedom and justice**, that takes a huge toll on the financial, psychological, and physical health of victims.
- In addition to the cost to individuals, forced labour also contributes to **unfair competition** for law-abiding businesses, causes **risks to the brand image of companies and industries** linked in the supply chain, and results in **significant losses in countries' tax revenues**, leaving them with fewer resources to provide remedies for victims.

For all of these reasons, working to prevent forced labour is an important responsibility of companies

Your role in the fight against forced labour is multifaceted

to be successful, you must be adept at negotiating with different stakeholders and employing a variety of techniques, including:

- ▶ Communicating with communities where workers are most at risk
- ▶ Maintaining knowledge of international standards and national laws that govern forced labour
- ▶ Collaborating with government services, NGOs, and trade unions
- ▶ Using a variety of techniques to raise awareness and mobilize society
- ▶ Acting with transparency and a commitment to ethical conduct

PREVENTION IS KEY!

Your priority should be to **prevent** forced labour from arising in the first place. This can be done by:

- providing farmers with advice on how to avoid actions that could lead to forced labour;
- participating in awareness-raising campaigns, public discussions and community forums;
- conducting educational outreach; and engaging in interactions with the media.

With these methods, you can help to spread the word about the risks and harmful effects of forced labour.

This curriculum is designed to help you eliminate forced labour by taking a **holistic view** and incorporating **prevention, identification, and elimination** strategies into your work

By the end of the course, those taking the training will be able to:

- ▶ Appreciate the importance of addressing forced labour in their work;
- ▶ Understand their role in protecting workers from exploitation;
- ▶ Understand the definitions, legal frameworks and best practices for addressing forced labour;
- ▶ Transform the knowledge gained in the training into concrete actions that reduce the incidence of forced labour.

The first chapter of the curriculum is a **Facilitator's Guide**

The facilitator's guide has been created to help trainers successfully use the curriculum to train others. Among other resources, the facilitator's guide includes:

- ▶ Training purpose and objectives;
- ▶ Overview of the training structure and format;
- ▶ Guidance on holding trainings that are interactive and maintain participants' interest; and
- ▶ Sample facilitator materials and tools for before, during and after the training.



Consider the facilitator's guide to be like a toolbox with tips and sample forms that can be used to conduct a successful training

Preparation

Use the sample training needs assessment to understand the needs of your audience before developing the agenda



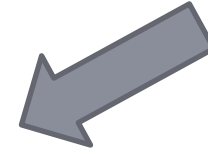
Form B: Sample training needs assessment

Training Needs Survey		
The purpose of this survey is to learn about your knowledge and interest regarding training on forced labour. Results will be used to develop a training agenda that responds to the needs of participants and builds upon current capacities. Your answers are important so please consider the questions carefully and fill out the form completely. Your answers will remain		
Instructions		
<ul style="list-style-type: none">▶ Please complete this Training Needs Survey by yourself, as it concerns your individual training needs and interests.▶ In Section I, be specific and provide as much detail as possible in your answers.▶ In Section II, read each subject area listed in column A. In column B, assess whether you have a 'low,' 'intermediate,' or 'high' level of knowledge or skill in that area. In column C, indicate whether you have a 'low,' 'intermediate,' or 'high' level of interest		

Section I: Personal information and previous training		
Position		
Length of time in position		
Please indicate below what training you have received related to forced labour, human trafficking and child labour including the subject of the training, when it was given, and which organization provided it.		
Subject of training	Year attended	Organization providing training

Form A: Description of lessons and exercises included in the curriculum

Lessons/Exercise Topics	Objectives	Methods	Duration (minutes)
Lesson 1: Forced Labour – Definition and International Standards	To provide an overview of international labour standards and definitions of key terms related to forced labour	<ul style="list-style-type: none"> • Lecture • PowerPoint 1 • Questions for consideration 	45
Lesson 2: Human Trafficking – Definition and International Standards	To provide: <ul style="list-style-type: none"> ▶ an overview of international labour standards ▶ definitions of key terms related to human trafficking 	<ul style="list-style-type: none"> • Lecture • PowerPoint 2 • Questions for consideration 	45
Exercise A: Understanding the Concepts of Forced Labour and Human Trafficking	To help participants understand what is meant by the terms ‘forced labour’ and ‘human trafficking’	Test individuals’ knowledge by analysing examples; report back to the group; wrap up with Q&A and key messages.	45
Lesson 3: Ghana’s Legal and Policy Context Related to Forced Labour and Human Trafficking	To provide an overview of Ghana’s legal framework as it relates to forced labour and human trafficking	<ul style="list-style-type: none"> • Lecture • PowerPoint 3 • Questions for consideration 	30
Lesson 4: Assessing Risk – Understanding What to Look For	To familiarize participants with: <ul style="list-style-type: none"> ▶ the extent of the problem of forced labour ▶ the different sectors and types of work that are most vulnerable 	<ul style="list-style-type: none"> • Lecture • PowerPoint 4 • Questions for consideration 	30
Exercise B: Assessing Where the Risks of Forced Labour are Greatest	To help participants identify where the risks of forced labour are greatest in their region	Group work to elicit real life examples; report back to the group; wrap up with Q&A and key messages.	45



This description of lessons and exercises can be used like a menu when developing a training agenda



Sample sign in sheet

Form C: Sample attendance sheet for training

Date: _____

Event Name: _____

Location: _____

	Full name	Institution or Organization	Gender	Role / Position	Email	Phone
1						
2						
3						
4						
5						
6						

Form D: Sample pre- and post-test

Can be used to assess the knowledge gained from the training

1.	<p>Which <u>two</u> of the following are the necessary components of forced labour?</p> <p>a. Menace/threat of penalty b. Child labour c. Involuntary work d. Low wages e. Hazardous work</p>
2.	<p>Which <u>three</u> of the following are indicators of forced labour?</p> <p>a. Children not enrolled in school b. Workers owe debt to employer or recruiter c. Deductions from wages, not communicated in advance d. Employer threatens to block worker from all future employment e. No written contract f. Movement from one country to another</p>
3.	<p>Ghanaian law prohibits forced labour. (Circle the correct answer) True False</p>
4.	<p>Which economic sectors are at higher risk of forced labour, globally? (select all that apply)</p> <p>a. Domestic work b. Information technology c. Commercial agriculture and fishing d. Mining e. Health care</p>
5.	<p>Which of the following are root causes of forced labour?</p> <p>a. Poverty b. Discrimination c. Migration d. Environmental degradation e. Weak laws f. All of the above</p>
6.	<p>Forced labour indicators should be tailored to reflect local context. True False</p>
7.	<p>Most forced labour takes place in the formal economy. True False</p>
8.	<p>When interviewing workers, their supervisor should be present. True False</p>
9.	<p>Children who work with their parents are not in forced child labour if their parents are not. True False</p>
10.	<p>Victims of sexual harassment in the workplace are vulnerable to forced labour. True False</p>

Different techniques can be used to maintain participants' interest throughout the training

- Material should be presented in a way that is practical, relevant and engaging.
- Participants will lose interest if forced to sit through hours of lecture.
- The Facilitator's Guide includes sample ice-breakers and energizers to encourage socialization and liven up the mood when energy may be low.
- The more a trainer can encourage interaction among trainees and promote participation, the more successful the training will be.

Form F: Training techniques

Activity	Socializing & team building	Knowledge sharing	Testing knowledge	Situational analysis	Problem solving	Stimulating conversation	Skill building	Trainee feedback	Examples
Case studies				■	■				Exercises D, G, H and I
Energizers	■					■			Form E
Evaluations								■	Form G
Field trips	■	■		■					Exercise G
Games	■		■		■				See also: ice-breakers and energizers
Guest speakers		■				■			Exercises F and I
Ice-breakers									Form E
Needs assessments								■	Form B
Quizzes			■					■	Exercises A, B and C
Q&A sessions		■			■	■		■	Suggested for each lesson in the manual
Role-plays							■	■	May adapt Worker Interview Guide and Exercise C
Small group discussions	■	■		■	■	■			Suggested for each exercise in the manual
Trainee-led lessons		■	■				■		Exercises B, E and F
Videos or films		■				■			Exercise I

Evaluations and course adjustment

Facilitators should always conduct an evaluation to solicit feedback on

- How well the programme met trainees' needs
- What was learned
- Suggestions for improvement

Form G: Sample evaluations

Sample Daily evaluation

Please rate each training session that you attended by placing a mark in the box that best applies.	1	2	3	4	5
	☹ Bad		☺		☺ Good
Name of lesson:					
Name of lesson:					
Name of exercise:					
Name of exercise:					

Please describe something you learned from today's sessions.

Please describe something that could have been improved about today's sessions.

Thank you very much for your time and help in developing the training programme.

Sample overall evaluation

Please indicate how much you agree with the statement below by marking the box that best applies.	Disagree → Agree				
	1	2	3	4	5
	☹		☺		☺
1. The objectives of the training were clear.					
2. We achieved the objectives of the training.					
3. I learned something new about forced labour during the training.					
4. The training was too long.					
5. The training was too short.					
6. This training was necessary.					
7. I would like more training on forced labour.					

Please provide any additional feedback that you think will help us to improve our training on forced labour.

?? Any Questions ??