

Curriculum on Forced Labour

(Version for Cocoa Suppliers)

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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 referred to as modern slavery, is a global problem that can be found in almost every country in the world. According to the International Labour Organization (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.¹ 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.²

Dealing with forced labour is difficult, because it can take place in many contexts, including in work that is hazardous or non-hazardous; rural or urban; formal or informal; visible or hidden; and in legal or illegal industries.

While recent research³ has suggested that forced labour is not currently a widespread problem in the cocoa sector, nevertheless the severity and scale of the problem in absolute terms make the issue a very serious concern, requiring immediate attention by industry actors. The supply chain monitors and other private sector representatives responsible for due diligence and oversight of labour practices on the ground have a special obligation to be vigilant for indications of forced labour risk in cocoa-producing communities, to remediate any cases identified, and to mitigate and prevent risks wherever possible.

In order for field agents like community liaisons or monitors to contribute to the fight against forced labour they 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 other government services and private stakeholders, including NGOs, employers, and trade unions
- ▶ Using a variety of media to raise awareness and mobilize society
- ▶ Acting with transparency and a commitment to ethical conduct

To be effective, field agents must work to prevent forced labour from arising in the first place. This can be achieved 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, supplier field representatives can help to spread the word about the risks and harmful effects of forced labour.

This curriculum is designed to help cocoa supplier field personnel eliminate forced labour by taking a holistic view and incorporating prevention, identification, and elimination strategies into their 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.

Facilitator's Guide

This facilitator's guide has been created to help trainers successfully use the curriculum for community liaisons, monitors, and other supplier field personnel. Among other resources, the 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 for before, during, and after the training.

Curriculum structure

The curriculum is based on a training methodology that encourages participants to play an active role, contributing their professional expertise on how to improve the response to forced labour in the workplace. It covers a wide array of topics relevant to those engaged in the fight against forced labour and includes lessons and interactive exercises designed to help participants apply the lessons to real life situations.

The curriculum is designed to move from understanding general principles and definitions, to planning and information gathering, to action. Before beginning, facilitators should understand the participants' skill level and knowledge and tailor the training accordingly. For example, if the curriculum is used as part of onboarding of new monitors with relatively little experience, an introductory approach that emphasizes definitions and legal standards should be employed to lay the foundation for more in-depth training.

However, when training more senior personnel, lessons and exercises that deal with more complex matters such as incorporation of forced labour awareness into ongoing child labour monitoring programming should be emphasized. Facilitators may view the curriculum as a menu of options to pick and choose from depending on the needs of the audience.

The curriculum is broken down as follows:

Lesson 1: Forced Labour – Definition and International Standards

Lesson 2: Human Trafficking – Definition and International Standards

Lesson 3: Ghana and Côte d'Ivoire's Legal and Policy Frameworks Related to Forced Labour and Human Trafficking

Lesson 4: Assessing Risk – Understanding What to Look For

Lesson 5: Understanding the Root Causes of Forced Labour

Lesson 6: Practical Guidance for Using the Indicator Approach

Lesson 7: Coordination and Collaboration with Stakeholders

Lesson 8: Data-gathering, Reporting, and Record-Keeping

Lesson 9: Interviewing Vulnerable Workers

Lesson 10: Communicating with the Farmer to Address Issues

Lesson 11: Preventing Forced Labour Risk

Supplementing the lessons are exercises, spread throughout the curriculum, which are designed to be interactive and help participants apply lessons to real-life situations. Facilitators are encouraged to change or add details to examples and case studies to make the material more relevant to trainees' experiences in the field.

A more detailed overview of each lesson and exercise, including the objective, training methods, and duration, is attached as [Form A](#) in the Facilitator's Guide Materials below. This information can be used to develop a training agenda.

Preparation

Preparation is key to a successful training. Before the course starts it is important that all logistical and technical needs are addressed to ensure smooth delivery of the material. Below are some general tips to prepare for the training:



Understand the needs of your audience

As a trainer, you should have a good understanding of the trainee's level of knowledge about the subject matter. A good way to do this is to have them complete a training needs assessment several weeks prior to the training so that you can tailor your agenda in a way that responds to their needs and interests. *[A sample training needs survey is attached as [Form B](#) in the Facilitator's Guide Materials below].* Also, when marketing the training to others, be clear about the subjects to be covered so that those invited will know what to expect from the training and can make an informed decision about whether the training is relevant for them.



Develop an agenda and training plan

At a minimum, training plans should describe the topics to be covered in each session, the date and time allotted for each lesson, the name of the person assigned to deliver the lesson, and a list of materials needed for any exercises such as flip-charts, handouts, pens, and USB drives containing PowerPoint presentations and other important information. The length of sessions should be as succinct as possible – and generally no longer than 90 minutes before a break is given. When creating the agenda try to schedule the most important topics at the beginning of the day when participants are most alert and their energy highest.



Choose an appropriate venue

Make sure to choose a venue for the training that is comfortable, well-lit, and quiet, and provides enough space to allow trainees to break into small groups and move around the room comfortably. The number of trainees should be large enough to encourage debate and discussion but not so large that it feels impersonal; therefore, 15-30 participants is ideal. Also, ensure that the venue can accommodate any technical needs such as access to wi-fi or audio-visual equipment for PowerPoint presentations. Arrive early to the training to test the equipment and take care of any problems before trainees arrive. And, if the training will last more than a few hours, catering facilities should be considered to provide lunch and snack breaks so that trainees will not have to leave the premises.

Delivery

The goal of trainings is to increase participants' knowledge about a particular subject. The challenge is always how to provide information in a way that will encourage participants to remain engaged throughout the training and ensure that they retain the information once the course is complete. Remember that participants will come to the training with their own experiences and will appreciate the opportunity to share their wisdom about the subject and collaborate with peers. Thus, the trainer should look for opportunities to move away from the hierarchal model of teacher/learner and build in activities that encourage participants to teach each other the material with appropriate support and feedback from the trainer.

Below are some tips for encouraging engagement and ensuring that training needs are met.

Checklist for opening the first day of training

At the beginning of the training, facilitators should take time for the following.

Welcome and introductions

- ▶ Ask participants to sign in when they arrive and provide contact information for reporting purposes and in order to follow up with participants later if needed. See [Form C](#) below for a sample sign-in sheet.
- ▶ Welcome participants and introduce the training team.
- ▶ Give participants an opportunity to introduce themselves.

Training overview and expectations

- ▶ Explain the objectives of the training.
- ▶ Outline the agenda and the subjects to be covered.
- ▶ Outline the methodology to be used, including lectures, group work, role-plays, and question and answer sessions (Q&As).
- ▶ Emphasize the importance of active participation during the training by sharing experiences, asking questions, and providing feedback.
- ▶ Ask participants to share their expectations regarding the training.
- ▶ Inform participants that they will have an opportunity at the end of each day to provide feedback to the facilitators.
- ▶ Ask participants to complete a short pre-test to get a baseline of information about their knowledge of the subject matter. This information can later be compared to the results of a post-test in order to measure knowledge gained from participating in the training. *Sample pre- and post-tests are attached as [Form D](#) in the Facilitator's Guide Materials below.*

Understanding expectations

Before training gets underway it is also important to take stock of participants' expectations. This is different from the training needs assessment mentioned earlier. For example, some participants might expect to receive official certification at the end of the programme, which may not be feasible given the training agenda. Others might expect to be given additional compensation or other allowances for attending. It is critical to get clarity on these expectations so that participants and facilitators are not disappointed.

Discussing expectations can be done in a variety of ways. One way is to ask participants at the beginning of the first day of training to write down answers to each of the following questions:

- ▶ What do I expect from the training?
- ▶ What do I expect from other participants?
- ▶ What do I expect from the facilitators?

The facilitator would then gather the responses and read them aloud while someone writes the answers on a flip-chart or board at the front of the room. Facilitators should check the list periodically throughout the training to ensure they are meeting expectations as much as possible. Facilitators should also share their expectations with the group by noting that they expect trainees to:

- ▶ Arrive each day on time and stay until the end of the programme;
- ▶ Have a good attitude;
- ▶ Participate actively, ask questions and listen to others; and
- ▶ Be open to learning and change.

Maintaining participants' interest throughout the training

When designing a training, it is important that the material is presented in a way that is practical, relevant, and engaging. Participants will lose interest quickly if they are forced to sit through hours of lecture. The more a trainer can encourage interaction among trainees and promote participation, the more successful the training will be.

Through the facilitator's guide and curriculum, facilitators have access to a variety of techniques that can be used to deliver lessons in ways that keep participants engaged and reinforce key messages. In addition to other techniques, training exercises often employ small group discussions to encourage teamwork, case studies to promote problem-solving, and question and answer sessions to clarify key points. [Form E](#) includes ice-breakers and energizers to encourage socialization and liven up the mood when participants' energy may be low. [Form F](#) in the Facilitator's Guide Materials below illustrates when these different techniques are best employed during a training and where examples can be found of the various techniques throughout the curriculum.

Evaluations and course adjustment

It is recommended that facilitators conduct an evaluation at the end of each day of training to solicit feedback about the following:

- ▶ How well the programme is meeting trainees' needs;
- ▶ What has been learned on each day; and
- ▶ Suggestions for improvement.

Results of evaluations should be tallied and discussed at the end of each day at a wrap-up' meeting. Such meetings provide an opportunity for facilitators and other staff involved in the training to discuss what went well and what needs to be changed or improved upon. When feasible, recommendations for improvement should be implemented the following day.

[Sample evaluation forms are attached as part of [Form G](#) in the Facilitator's Guide materials below.]

Sample Facilitator Materials

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 • 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 • 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 and Côte d’Ivoire’s Legal and Policy Frameworks Related to Forced Labour and Human Trafficking	To provide an overview of Ghana and Côte d’Ivoire’s legal frameworks as they relate to forced labour and human trafficking	<ul style="list-style-type: none"> • Lecture • PowerPoint • 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 types of work and employment arrangements that make workers most vulnerable 	<ul style="list-style-type: none"> • Lecture • PowerPoint • 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

Lessons/Exercise Topics	Objectives	Methods	Duration (minutes)
Lesson 5: Understanding the Root Causes of Forced Labour	To help participants understand what makes people vulnerable to forced labour	<ul style="list-style-type: none"> • Lecture • PowerPoint • Questions for consideration 	45
Lesson 6: Practical Guidance for Using the Indicator Approach	To help participants learn: <ul style="list-style-type: none"> ► how indicators can be 'localized' to specific supply chain contexts and how a list of relevant indicators can be developed ► how to create research or monitoring questions tied to each key indicator identified and understand worker responses 	<ul style="list-style-type: none"> • Lecture • PowerPoint • Questions for consideration 	45
Exercise C: Asking the Right Questions	To help participants think about who to talk to, what questions to ask, and what other sources of information to consider that will help to uncover situations of forced labour	Group work to consider investigative techniques; discussion; Q&A and key messages.	45
Exercise D: Identifying Forced Labour	To help participants identify which situations constitute forced labour	Group work to review case studies; report back to the group; Q&A and key messages.	60
Lesson 7: Coordination and Collaboration with Stakeholders	To help participants learn the importance of collaboration and coordination in the fight against forced labour	<ul style="list-style-type: none"> ► Lecture ► PowerPoint ► Questions for consideration 	30
Exercise E: Stakeholder Mapping to Encourage Coordination and Collaboration	<ul style="list-style-type: none"> ► To understand the importance of working with other public agencies and stakeholders to combat forced labour ► To identify different agencies/organizations to maximize resources and protection measures through cooperation 	Brainstorm questions posed by trainer; group work on mapping; report back to the group; Q&A; key messages.	60
Lesson 8: Data-gathering, Reporting, and Record-keeping	To help participants understand the importance of collecting, analysing, and reporting accurate qualitative and quantitative information about forced labour	<ul style="list-style-type: none"> ► Lecture ► PowerPoint ► Questions for consideration 	20

Lessons/Exercise Topics	Objectives	Methods	Duration (minutes)
Lesson 9: Interviewing Vulnerable Workers	<ul style="list-style-type: none"> ▶ To understand guidelines and best practices for conducting interviews with vulnerable workers ▶ To introduce practical tools for interviewing workers 	<ul style="list-style-type: none"> ▶ Lecture ▶ PowerPoint ▶ Questions for consideration 	60
Lesson 10: Communicating with the Farmer to Address Issues	To help participants appreciate how to communicate with the farmer in a way that is likely to create positive change in the workplace	<ul style="list-style-type: none"> ▶ Lecture ▶ PowerPoint ▶ Questions for consideration 	45
Lesson 11: Preventing Forced Labour Risk	To help participants learn strategies for raising awareness and reforming recruitment practices in order to stop the problem of forced labour and human trafficking before it begins	<ul style="list-style-type: none"> ▶ Lecture ▶ PowerPoint ▶ Questions for consideration 	30
Exercise F: Developing a Media/Awareness-Raising Strategy	To help participants create a strategy for raising awareness about forced labour and human trafficking	Brainstorm questions posed by trainer; group work on case study; report back to the group; Q&A; key messages.	60

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 anonymous and confidential. Thank you!

Instructions

- ▶ 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** in receiving training in that subject area.
- ▶ In Section III, indicate additional areas of interest, challenges faced on the job and any additional thoughts regarding training.

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

Section II. Previous experience

To tailor the training to participants, we would like to know your experience in subjects related to forced labour.

Instructions

- ▶ Read each **subject area** listed in Column A.
- ▶ Indicate in Column B your **level of experience or knowledge** in the subject area.
- ▶ Indicate in Column C indicate **your level of interest** in receiving training in the subject area.

Column A	Column B			Column C		
Subject area	Check the box that indicates your level of experience or knowledge in this subject.			Check the box that indicates your level of interest in training on this subject.		
	Low little or no knowledge/ experience	Intermediate some knowledge/ experience	High a lot of knowledge/ experience	Low little or no interest	Moderate some interest	High a lot of interest
Definitions and legal frameworks – A training on legal frameworks can provide a review of international standards on forced labour and the details of national law.						
International standards on forced labour including ILO Convention 29 on Forced Labour (1930)						
The United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000)						
ILO Convention 182 on Worst Forms of Child Labour (1999)						
National laws in Ghana related to forced labour including: - The Constitution's prohibitions on forced labour - The Labour Act of Ghana (2003) - The Human Trafficking Act Amendment (2009)						

National laws in Côte d'Ivoire related to forced labour including: - The Constitution's prohibitions on forced labour - The Labour Code of Côte d'Ivoire (2015) - Law no. 2016-1111 pertaining to the fight against human trafficking (2016)						
The definition and indicators of forced labour						
The definition and indicators of human trafficking						
The role of private sector supply chain monitors in addressing forced labour – Cocoa supplier community monitors play a crucial role in combatting forced labour by advising farmers and workers, promoting a respectful working environment, and raising awareness about risks and hazards of forced labour.						
Collecting data on forced labour and using it for planning						
Outreach and awareness-raising on forced labour						
Identifying those most vulnerable to forced labour						
Conducting worker interviews						
Developing action plans with employers to eliminate forced labour from supply chains						
Coordinating with others on plans for rehabilitation and reintegration for victims of forced labour						

Section III. Other areas of interest, biggest challenges faced on the job, additional thoughts	
<p>Please describe any other subjects in which you are interested in receiving training that are not listed above.</p>	
<p>Please describe the biggest challenges to effective inspection of forced labour.</p>	
<p>Please provide any additional thoughts you have regarding training on forced labour.</p>	

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

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						
7						

8						
9						
10						
11						
12						
13						
14						
15						

Form D: Sample pre- and post-test

Pre- and post-tests can be an effective way to measure knowledge gained from a training. The tests help facilitators to evaluate training effectiveness because they distinguish the learner's initial knowledge on the subject (in this case forced labour) from knowledge learned during the course. If most participants in a training do not improve their knowledge level by the end of the course, the trainer may consider adopting new approaches in later trainings. Below is a sample test that can be given to participants at the beginning and end of a forced labour training to measure knowledge gained. *Answers in red are correct. A version without answers can be found on the following page.*

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

Pre- and post-test

1.	Which <u>two</u> of the following are the necessary components of forced labour? <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">a. Menace/threat of penalty</div> <div style="width: 50%;">d. Low wages</div> <div style="width: 50%;">b. Child labour</div> <div style="width: 50%;">e. Hazardous work</div> <div style="width: 50%;">c. Involuntary work</div> </div>
2.	Which <u>three</u> of the following are indicators of forced labour? <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">a. Children not enrolled in school</div> <div style="width: 50%;">d. Employer threatens to block worker from all future employment</div> <div style="width: 50%;">b. Workers owe debt to employer or recruiter</div> <div style="width: 50%;">e. No written contract</div> <div style="width: 50%;">c. Deductions from wages, not communicated in advance</div> <div style="width: 50%;">f. Movement from one country to another</div> </div>
3.	Laws of Ghana and Côte d'Ivoire prohibit forced labour. (Circle the correct answer.) True False
4.	Which economic sectors are at higher risk of forced labour, globally? (Select all that apply.) <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">a. Domestic work</div> <div style="width: 50%;">c. Commercial agriculture and fishing</div> <div style="width: 50%;">b. Information technology</div> <div style="width: 50%;">d. Mining</div> <div style="width: 50%;">e. Health care</div> </div>
5.	Which of the following are root causes of forced labour? <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">a. Poverty</div> <div style="width: 50%;">d. Environmental degradation</div> <div style="width: 50%;">b. Discrimination</div> <div style="width: 50%;">e. Weak laws</div> <div style="width: 50%;">c. Migration</div> <div style="width: 50%;">f. All of the above</div> </div>
6.	Forced labour indicators should be tailored to reflect local context. True False
7.	Most forced labour takes place in the formal economy. True False
8.	When interviewing workers, their supervisor should be present. True False
9.	Children who work with their parents are not in forced child labour if their parents are not. True False
10.	Victims of sexual harassment in the workplace are vulnerable to forced labour. True False

Form E: Sample ‘ice-breakers’ and ‘energizers’

It is nice at the beginning of the training to give participants a chance to get to know each other. This can be done by using ‘ice-breakers’, games that encourage participants to mingle and introduce themselves. Additionally, it is important to build into the agenda some ‘energizers’, which are brief activities designed to give participants a short break from the intensity of the training and time to move and laugh. Energizers are recommended after lunch and at any other time that participants’ energy seems low. Examples of ice-breakers and energizers include the following.

Ice-breaker 1: Getting to know each other



- ▶ Divide participants into pairs.
- ▶ Ask participants to introduce themselves to their partner, providing some personal and professional details.
- ▶ Ask them to identify something they have in common.
- ▶ Tell them to take notes and be prepared to introduce their partner to the rest of the group.
- ▶ Gather back together and have each pair introduce themselves to the larger group.

Ice-breaker 2: Baggage claim



- ▶ Distribute blank note cards to each participant. Tell them that they are going on a trip and the cards represent their baggage.
- ▶ Ask participants to ‘fill their bag’ with three interesting facts about their life and the work they do, but they should NOT put their names on the bag.
- ▶ Once they are finished, ask participants to ‘check their luggage’ by handing in the card to the facilitator.
- ▶ The facilitator should put all the cards into a pile and mix them up face-down.
- ▶ Tell the participants that they have now arrived at their destination and it is time to come retrieve their bags by picking up any card that is face-down in the pile.
- ▶ Many have retrieved the wrong bag! Participants should walk around the room and share with each other what is in their bag and what is in the bag they picked up to find their bag as well as the owner of the bag they have. This is done until all participants have located their own luggage.
- ▶ Reconvene the group and ask each participant to share one thing that they learned about their fellow participants.

Energizer 1: Snowball fight



- ▶ Distribute two pieces of paper to each participant.
- ▶ Ask them to write on the first sheet of paper something they like about their job and write on the second sheet of paper something they do not like about their job.
- ▶ Instruct participants to then crumple up each paper into a ball.
- ▶ Tell participants to start a snowball fight and throw the balls at each other, picking up the balls that land on the floor and throwing them again.
- ▶ Stop the snowball fight and ask each participant to pick up two balls, open them, and read them to the group. After each ball is opened and read out loud, ask who in the group can relate to that feeling.

Energizer 2: Fortunately/unfortunately



- ▶ Gather participants in a circle and tell them you are going to build a story together.
- ▶ The facilitator starts the story by saying 'Fortunately...' and follows with something good like 'Fortunately, we all made it safely to this training'.
- ▶ The person to the right of the facilitator must continue the story but start their sentence with 'Unfortunately...' For example, they might say, 'Unfortunately, we are all very tired from the journey'.
- ▶ The person to their right then adds to the story with a new sentence that starts with 'Fortunately ...' and so on until everyone in the circle has added to the story.

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				<input type="checkbox"/>	<input type="checkbox"/>				Exercise D
Energizers	<input type="checkbox"/>					<input type="checkbox"/>			Form E
Evaluations								<input type="checkbox"/>	Form G
Field trips	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>					
Games	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				See also: ice-breakers and energizers
Guest speakers		<input type="checkbox"/>				<input type="checkbox"/>			Exercises E and F
Ice-breakers									Form E
Needs assessments								<input type="checkbox"/>	Form B
Quizzes			<input type="checkbox"/>					<input type="checkbox"/>	Exercises A, B, and C
Q&A sessions		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Suggested for each lesson in the manual
Role-plays							<input type="checkbox"/>	<input type="checkbox"/>	May adapt Worker Interview Guide and Exercise C
Small group discussions	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Suggested for each exercise in the manual
Trainee-led lessons		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		
Videos or films		<input type="checkbox"/>				<input type="checkbox"/>			

Form G: Sample evaluations

Below are two types of evaluations that can be useful in obtaining feedback on the training. The daily evaluation seeks information related to the specific lessons taught each day, while the overall evaluation is given at the end and solicits feedback about the participant's overall training experience.

Sample Daily evaluation

<i>Please rate each training session that you attended by placing a mark in the box that best applies.</i>	1 L Bad	2	3 K	4	5 J 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 L	2	3 K	4	5 J
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.	

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

Lesson 1: Forced Labour – Definition and International Standards

[45 minutes]

Objective: To provide an overview of international labour standards and definitions of key terms related to forced labour

What is Forced labour?

Sometimes forced labour is also called modern day slavery, debt bondage, or human trafficking.

ILO Forced Labour Convention 29 (1930), the most authoritative convention on forced labour, defines forced or compulsory labour as:

‘All work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily.’

ILO Forced Labour Convention 29 (1930)

In 2014, the International Labour Organization (ILO) adopted **Protocol 29** to supplement Convention 29. Protocol 29 is a legally binding instrument that requires States to not only criminalize and prosecute forced labour, but also take effective measures to prevent the problem and provide victims with access to remedies. The Government of Ghana ratified ILO Convention 29 in 1957, and ratification of Protocol 29 is currently under discussion.

Other international instruments relevant to forced labour include **ILO Convention 105 on the Abolition of Forced Labour (1957)**, which primarily concerns forced labour imposed by the state, and **ILO Forced Labour Recommendation 203 (2014)**, which provides specific guidance on effective measures to be taken for prevention, protection, and remediation to eliminate all forms of forced labour.

Defining forced labour

There are two key components of forced labour:

- 1. Involuntary Work:** ‘Work for which said person has not offered himself or herself voluntarily’ is a key component of forced labour called ‘involuntary work’. Involuntary work refers to any work taking place without the free and informed consent of the worker; it can include work taking place under deception or work in which the worker is uninformed about conditions.
- 2. Threat or menace of any penalty:** A key component of forced labour, this phrase refers to a wide range of penalties used to compel someone to work. This can include workers actually being subjected to coercion, verbally threatened with coercion, or witnessing coercion imposed on other co-workers in relation to involuntary work.

Another way to think about this is to ask:

1. **Has the worker entered into a job of their own free will** and based their decision on accurate information provided without deception? (If the answer is no, the work may be involuntary.)

And...

2. **Can the worker leave the job freely without threat or punishment** to themselves or their family? (If the answer is no, there may be threat or menace of penalty at play that prevents the workers from leaving.)

A simple equation that helps to define these two components of forced labour is as follows:



Indicators of forced labour

In practice, it can be challenging to identify **involuntary work** and **threat or menace of penalty**. To address this challenge, the ILO and the International Conference of Labour Statisticians have developed more specific indicators of forced labour related to a worker's experience.

The indicator framework was first presented by the ILO in a 2012 document called *Hard to see, harder to count — Survey guidelines to estimate forced labour of adults and children* and was updated in 2018 by the International Conference of Labour Statisticians (ICLS) in a document called *Guidelines concerning the measurement of forced labour*. The ICLS makes recommendations on issues related to labour statistics, which are approved by the ILO before becoming part of the set of international standards on labour statistics.

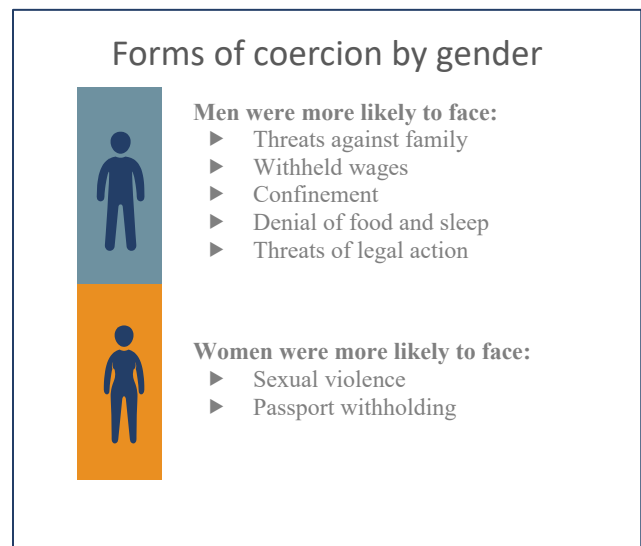
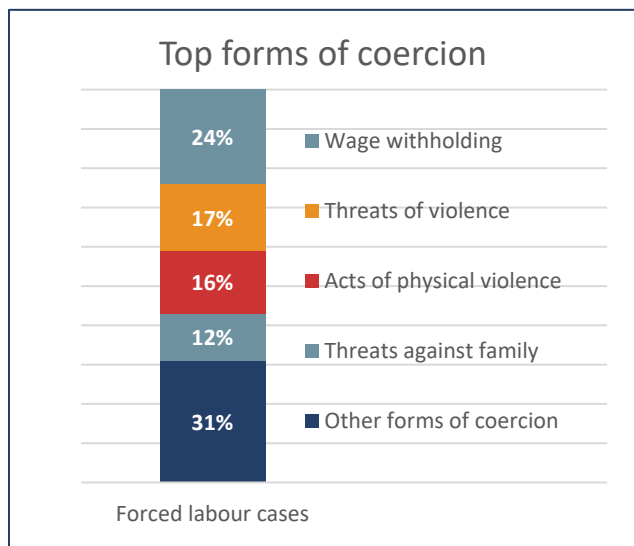
The forced labour indicators help to identify the presence of a menace of penalty and/or involuntary work.

Indicators of forced labour, as defined by the ICLS in 2018⁴

Involuntary Work	Threat or Menace of Any Penalty
<ul style="list-style-type: none"> • Unfree recruitment at birth or through transaction such as bonded labour • Situations in which the worker must perform a job of different nature from that specified during recruitment without a person's consent • Abusive requirements for overtime or on-call work that were not previously agreed with the employer • Work in hazardous conditions to which the worker has not consented, with or without compensation or protective equipment • Work with very low or no wages • Degrading living conditions imposed by the employer, recruiter, or other third-party • Work for other employers than agreed • Work for a longer period of time than agreed • Work with no/limited freedom to terminate contract 	<ul style="list-style-type: none"> • Threats or violence against workers or workers' families and relatives, or close associates • Restrictions on workers' movement • Debt bondage or manipulation of debt • Withholding of wages or other promised benefits • Withholding of valuable documents (such as identity documents or residence permits) • Abuse of workers' vulnerability through the denial of rights or privileges, threats of dismissal or deportation

It is important to note that the ILO definition excludes compulsory military service; normal civic obligations of a nation or community; work mandated as a result of a court conviction; and work required in certain emergency situations. The charts below illustrate different types of coercion faced by victims of forced labour:

Breakdowns in Types of Coercion⁵



Questions for Consideration



- ▶ Do you think forced labour is currently a problem in supply chains?
- ▶ Who do you think could be exposed to forced labour on a farm?

Lesson 2: Human Trafficking - Definition and International Standards

[45 minutes]

Objectives:

- ▶ Provide an overview of international labour standards on human trafficking
- ▶ Provide definitions of key terms related to human trafficking

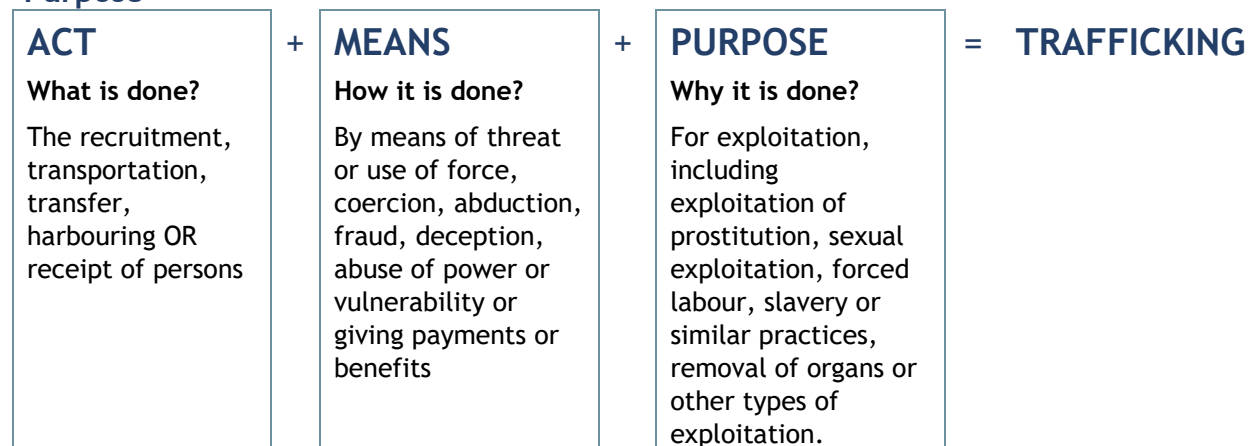
What is Human Trafficking?

Some people may use the term ‘human trafficking’ when discussing forced labour. In fact, trafficking can be a form of forced labour. The United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000), sometimes called the Palermo Protocol, provides the following internationally accepted definition of human trafficking:

‘the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation, including exploitation of prostitution, sexual exploitation, forced labour, slavery or similar practices, removal of organs or other types of exploitation’.

Article 3 of the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000), also called the Palermo Protocol

Human trafficking is made up of three key components: the ‘Act,’ ‘Means’ and ‘Purpose’⁶



It is important to note that the Palermo Protocol clarifies that the consent of a trafficking victim is irrelevant when any of the form of force, coercion, deception, or abuse of power has been used against the victim.

Related phenomena

There are fundamental differences between migration, smuggling, and trafficking:

Migration is a situation in which a person moves from one country to another or within one country. Migration can take place by legal or illegal means and it can be either voluntary (with the consent of the person migrating) or forced (without their consent). Usually, however, migration is voluntary.

Smuggling is the transport of a person with their consent to another country through illegal means. Smuggling generally involves crossing of a border.

Questions for Consideration



- ▶ What might cause someone to be vulnerable to labor trafficking?
- ▶ Why might someone who has been trafficked initially refuse help?

Exercise A: Understanding the Concepts of Forced Labour and Human Trafficking



Objective:

- ▶ To help participants understand what is meant by the terms 'forced labour' and 'human trafficking'



Time:

- ▶ 45 minutes



Materials and preparation:

- ▶ One copy of Handout A: *Forced Labour and Human Trafficking Awareness Survey* for each individual or group
- ▶ Writing utensils



Steps:

- ▶ Explain the objectives of the exercise. [5 minutes]
- ▶ Distribute a copy of Handout A to each participant or to each group, if participants complete the exercise in small groups. Give participants time to consider whether each statement is true or false. [10 minutes]
- ▶ Reconvene and review questions with the group, asking participants to volunteer whether they believe a given statement is true or false. Encourage questions and comments and use the facilitator answer key to ensure that by the end of the discussion everyone understands the correct answers to the questions. [25 minutes]
- ▶ Wrap up with Q&A and key messages below. [5 minutes]



Key messages:

- ▶ In analysing whether a situation constitutes forced labour, one must consider whether the work is being done voluntarily and whether the worker is being subjected to threats or the menace of penalty.
- ▶ In analysing whether a situation constitutes human trafficking, one must consider the 'Act' or what was done; the 'Means' or how it was done; and the 'Purpose' or why it was done.
- ▶ Forced labour and human trafficking occur in a wide range of employment sectors and affect men, women, and children.
- ▶ A person can be a victim of trafficking even if they have not crossed an international border. In fact, trafficking may not require movement at all.
- ▶ Human trafficking and migrant smuggling are different concepts and are governed by different laws. Consent is irrelevant when determining if one has been trafficked.
- ▶ A variety of risk factors make people vulnerable to forced labour and human trafficking. One of the main factors is poverty.

Handout A: Forced Labour and Human Trafficking Awareness Survey

Read the following statements and indicate if they are true or false.

1. Forced labour only refers to work forced upon people by the government.
☐ True ☐ False
2. Almost all human trafficking victims are women trafficked for sexual exploitation.
☐ True ☐ False
3. One cannot consent to being in a situation of forced labour.
☐ True ☐ False
4. People in active forced labour or trafficking situations always want help getting out.
☐ True ☐ False
5. Human trafficking does not require the crossing of an international border.
☐ True ☐ False
6. People in forced labour are physically unable to leave their situations because they are locked in or otherwise held against their will.
☐ True ☐ False
7. Human trafficking and migrant smuggling are the same thing.
☐ True ☐ False
8. Forced labour is a form of human trafficking.
☐ True ☐ False
9. Human trafficking requires moving or transporting the victim from one place to another.
☐ True ☐ False
10. Poverty and the search for a better life are one of the main causes of forced labour and human trafficking.
☐ True ☐ False

Facilitator Answer Key to Exercise A **[DO NOT DISTRIBUTE TO PARTICIPANTS]**

1. **FALSE!** Forced labour can refer to work forced upon people by the government or by a private employer. The concept of forced labour covers a wide range of coercive labour practices, which occur in all types of economic activity and in all parts of the world.
2. **FALSE!** Trafficking affects women, men and children, and many people are trafficked for the purpose of labour exploitation where they end up in forced labour situations.
3. **TRUE!** Forced labour refers to work for which a person has not offered himself or herself voluntarily and therefore has not consented.
4. **FALSE!** Every situation is unique. Fear, isolation, guilt, shame, misplaced loyalty, and expert manipulation are among the many factors that may keep a person from seeking help or identifying as a victim even if they are, in fact, being actively trafficked or are in a situation of forced labour.
5. **TRUE!** The international definition of trafficking covers internal as well as cross-border trafficking. Thus, it is legally possible for trafficking to take place within a single country, including the victim's own.
6. **FALSE!** Sometimes victims are physically constrained and cannot leave. However, more often people in forced labour situations stay for reasons that are more complicated, such as withholding of their wages or identity documents, physical or sexual violence, threats and intimidation, or fraudulent debt from which workers cannot escape.
7. **FALSE!** Migrant smuggling involves the illegal, facilitated movement across an international border for profit. While it may involve deception and/or abusive treatment, the purpose of migrant smuggling is to profit from the movement, not the eventual exploitation as in the case of trafficking.
8. **TRUE!** The definition of human trafficking includes trafficking for forced labour. Trafficking for forced labour is therefore one type of human trafficking. Both terms are what is sometimes referred to as modern-day slavery.
9. **FALSE!** The definition of trafficking identifies movement **as just one possible way that the 'action' element can be satisfied**. Terms such as 'receipt' and 'harbouring' mean that trafficking does not just refer to the process whereby someone is moved into situations of exploitation; it also extends to the maintenance of that person in a situation of exploitation.
10. **TRUE!** However, this is not the only cause. Other factors contributing to risk and vulnerability include lack of education, illiteracy, discrimination, and migration.

Lesson 3: Ghana and Côte d'Ivoire's Legal and Policy Frameworks Related to Forced Labour and Human Trafficking

[30 minutes]

Objective: To provide an overview of Ghana and Côte d'Ivoire's legal frameworks as they relate to forced labour and human trafficking

Ghana – Forced labour

The Constitution of Ghana is clear that slavery and servitude are outlawed and that no one should be required to perform forced labour. It states⁷:

'No person shall be held in slavery or servitude'

'No person shall be required to perform forced labour'

The Constitution of Ghana, Chapter 5, Section 16

The Labour Act of Ghana also provides helpful clarification, explaining that⁸:

*Forced labour is 'Work or service that is exacted from a person under **threat of a penalty** and for which that person has not offered himself or herself **voluntarily**'.*

The Labour Act of Ghana (2003), Part XIV, Section 117

The definition of forced labour in ILO Convention 29 does not include:

- ▶ labour required from a court sentence or order;
- ▶ labour required of a member of a disciplined force or service member as part of their duties;
- ▶ labour required when the country is at war or in the event of an emergency or calamity that threatens life and wellbeing of the community, to the extent that the requirement of the labour is reasonably justifiable in circumstances of a situation arising or existing during that period for the purpose of dealing with the situation; or
- ▶ labour reasonably required as part of normal communal or other civic obligations.⁹

Because the definition of forced labour in the Labour Act of Ghana (2003) aligns with the definition in ILO Convention 29, the ILO indicators of forced labour (described in Lesson 1) are applicable in a Ghanaian legal context.

Ghana – Human Trafficking

According to Ghana's Human Trafficking Act Amendment (2009), human trafficking is defined as¹⁰:

'The recruitment, transportation, transfer, harbouring, trading, or receipt of persons within and across national borders for the purpose of exploitation by: a) the use of threats, force or other forms of coercion, abduction, fraud, deception, the abuse of power or exploitation of vulnerability, or b) giving or receiving payments and benefits to achieve consent.'

Ghana's Human Trafficking Act Amendment (2009)

The key phrase in this definition is 'purpose of exploitation.' According to Legislative Instrument 2219, the phrase 'purpose of exploitation' means: 'the use of a trafficked person for prostitution, sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.'¹¹

Under the Ghanaian legal framework, forced labour is one potential exploitative purpose of human trafficking. Trafficking for forced labour is therefore one type of human trafficking. This is sometimes referred to as 'trafficking for labour exploitation' or 'trafficking for forced labour.'

Both Ghanaian and international law note that human trafficking can include forced labour and that individuals can be trafficked for the purpose of forced labour.

Other mechanisms for addressing forced labour and human trafficking in Ghana include the following:

- ▶ **The National Plan of Action for the Elimination of Human Trafficking in Ghana (2017-2021)** aims to significantly reduce the scale of trafficking and address the underlying social challenges that often make people vulnerable to being trafficked.¹²
- ▶ **The Human Trafficking Secretariat** is responsible for monitoring and evaluation, data collection, research related to trafficking, and implementation of the National Plan of Action for the Elimination of Human Trafficking in Ghana.¹³
- ▶ **Human Trafficking Management Board (HTMB)** is an inter-ministerial committee mandated to meet quarterly, administer the Human Trafficking Fund, advise the Ministry of Gender Children and Social Protection (MOGCSP) on anti-trafficking policy, promote prevention efforts, and facilitate the protection and reintegration of trafficking victims.¹⁴

- ▶ **The Labour (Domestic Workers’) Regulations, 2020 (L.I. 2408)** establish a governance framework for the regulation of domestic work and extends labour protections for domestic workers. The new law requires written contracts of employment that stipulate the conditions of service, which will help to avoid situations that can lead to forced labour of domestic help.¹⁵

Côte d’Ivoire – Forced Labour

The Constitution of the Republic of Côte d’Ivoire is clear that slavery and servitude are outlawed and that no one should be required to perform forced labour. It states¹⁶:

‘Slavery, human trafficking, forced labour, physical or moral torture, inhuman, cruel, degrading and humiliating treatment, physical violence, female genital mutilation and all other forms of human degradation are forbidden.’

The Constitution of the Republic of Côte d’Ivoire (2016), Article 5

The 2015 Labour Code also provides helpful clarification, explaining that¹⁷:

Forced labour is ‘Work or service that is exacted from a person under threat of a penalty and for which that person has not offered himself or herself voluntarily.’

The Labour Code of Côte d’Ivoire (2015), Article 3

The definition of forced labour in ILO Convention 29 does not include:

- ▶ labour required from a court sentence or order;
- ▶ labour required of a member of a disciplined force or service member as his or her duties;
- ▶ labour required during a period when the country is at war or in the event of an emergency or calamity that threatens life and well-being of the community, to the extent that the requirement of the labour is reasonably justifiable in circumstances of a situation arising or existing during that period for the purpose of dealing with the situation; or
- ▶ labour reasonably required as part of normal communal or other civic obligations.

Because the definition of forced labour in the Labour Code (2015) aligns with the definition in ILO Convention 29, the ILO indicators of forced labour (described in Lesson 1) are applicable in an Ivoirian legal context.

Côte d'Ivoire – Human Trafficking

According to Côte d'Ivoire's Law no. 2016-1111 pertaining to the fight against human trafficking (2016), human trafficking is defined as:

'The recruitment, transportation, transfer, harboring, or reception of a person with the purpose of exploitation in one of the following circumstances: 1) with the use of menace, coercion, violence, or deceitful acts aimed at the victim; 2) by a superior or by someone who has authority over the person or abuses the authority conferred on them by their functions; 3) by abuse of a situation of vulnerability due to age, illness, disability, physical or psychological impairment, by a state of pregnancy apparent or known, or by abduction; 4) in exchange for or by the granting of remuneration or any other advantage, or of a promise of remuneration or advantage.'

Côte d'Ivoire's Law no. 2016-1111 pertaining to the fight against human trafficking (2016), Chapter 3, Article 4

The key phrase in this definition is 'purpose of exploitation.' According to Law no. 2016-1111, the phrase 'purpose of exploitation' means: 'the act of putting the victim at one's disposal or at the disposal of a third party, even unidentified, in order to either allow against the victim the commission of acts of procuring, aggression or sexual assault, sexual exploitation, enslavement, submission to **forced labour or services**, removal of organ(s), organized exploitation of begging, exploitation of working or living conditions that undermine dignity, illegal trafficking of migrants, or forcing the victim to commit any crime or offense.'¹⁸

Under the Ivoirian legal framework, forced labour is one potential exploitative purpose of human trafficking. Trafficking for forced labour is therefore one type of human trafficking. This is sometimes referred to as 'trafficking for labour exploitation' or 'trafficking for forced labour.'

Both Ivoirian and international law note that human trafficking can include forced labour and that individuals can be trafficked for the purpose of forced labour.

Other mechanisms for addressing forced labour and human trafficking in Côte d'Ivoire include the following:

- ▶ **The Anti-Trafficking Committee (Comité national de lutte contre la traite des personnes, CNLTP)** oversees anti-trafficking prevention efforts. Its past activities have included the implementation of the 2016-2020 anti-trafficking national action plan.¹⁹
- ▶ **System for Observation and Monitoring of Child Labour (Système d'observation et de suivi du travail des enfants, SOSTECI)**, established by Law no. 2020-126 (2020), is a national system responsible for monitoring, intervention, and awareness-raising efforts to prevent the worst forms of child labour in Côte d'Ivoire.²⁰

- ▶ **The Sub-Directorate for Observation and Monitoring of Child Labour (Sous-direction de la lutte contre le trafic d'enfants et la délinquance juvénile, SDLTEDJ)** is designed to enforce anti-trafficking laws, investigate cases of child trafficking and child labour, and provide social services for victims.²¹
- ▶ **The Oversight Committee to Combat Child Trafficking and the Worst Forms of Child Labor (Comité national de surveillance des actions de lutte contre la traite, l'exploitation et le travail des enfants, CNS)** conducts monitoring and evaluation activities and contributes to the academic and professional reintegration of child workers.²² It oversees the Inter-Ministerial Committee in the Fight Against Child Trafficking, Child Exploitation, and Child Labor (Comité Interministériel de lutte contre la traite, l'exploitation, et le travail des Enfants, CIM), which coordinates efforts to combat child labour and child trafficking.²³

Questions for Consideration



- ▶ What are some of the challenges in enforcing Ghana's and/or Côte d'Ivoire's laws on forced labour and human trafficking?
- ▶ What are the key governance gaps in Ghana and/or Côte d'Ivoire that facilitate the business of forced labour?

Lesson 4: Assessing Risk – Understanding What to Look For

[30 minutes]

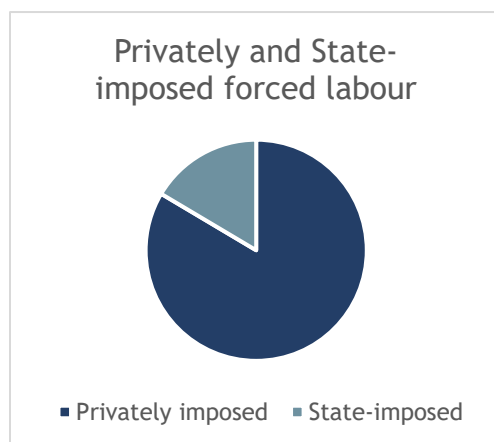
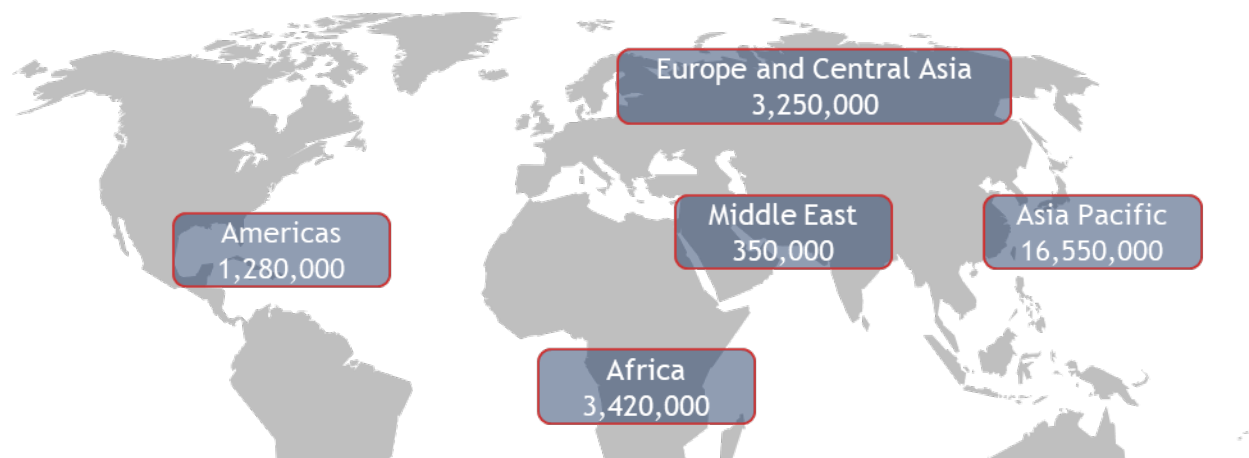
Objective: To familiarize participants with:

- ▶ the extent of the problem of forced labour
- ▶ the types of work and employment arrangements that make workers most vulnerable

The global figures

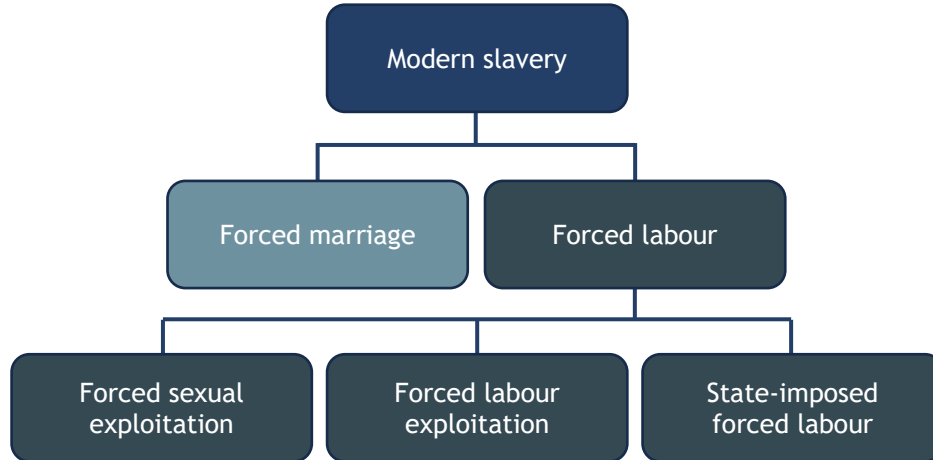
According to the ILO, an estimated **24.9 million people were in forced labour in 2016** — meaning they were forced to work under threat or coercion — including men, women, and children.²⁴

Forced labour estimates by region



This included an estimated 3.4 million victims in Africa. According to the ILO, forced labour occurred in many jobs and work sites, including domestic work, construction, factories, farms, fishing, and the sex industry. In some instances, victims were forced to work by the State, but more often private individuals and groups were the perpetrators.²⁵ Research shows that all too often it is victims of forced labour that clean the buildings we work in, and produce the food we eat, and the clothes we wear.

Types of modern slavery



Economic sectors with highest forced labour risk

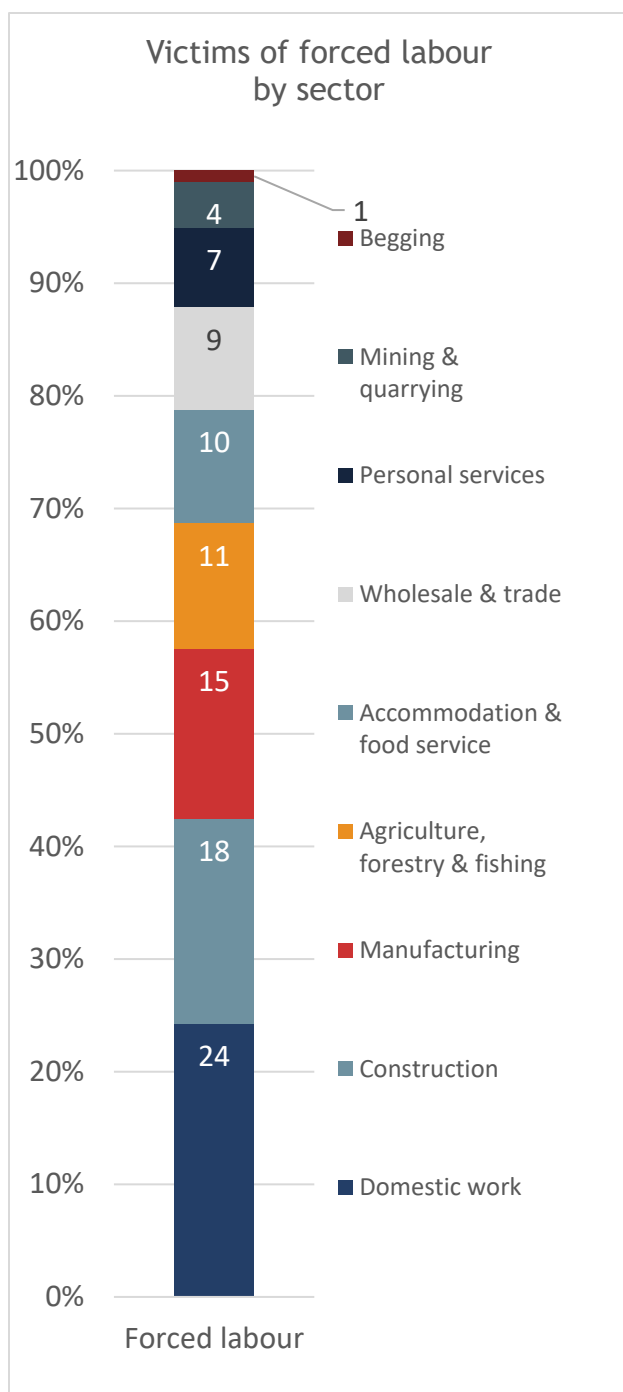
Forced labour occurs in many parts of the global economy. The chart below indicates the economic sectors known to have the highest risk of forced labour around the world. Note that the gender of victims is linked to the sector of work: some sectors tend to employ more women, such as domestic work, while others employ more men, such as mining.²⁶

Domestic work

The domestic work sector accounted for approximately 24 percent of identified forced labour exploitation cases.²⁷ Common grievances by domestic workers have included subminimum wages, unpaid wages, the withholding of wages, lack of overtime pay, long hours and heavy workloads, isolated worksites, inadequacy of rest days, absence of health care and maternity leave, poor living conditions and issues related to contracts and termination.²⁸

Construction

Approximately 18 percent of forced labour cases occur in the construction sector.²⁹ According to the ILO, the construction sector is one of the most hazardous for workers featuring both unsafe worksites and arduous work. The sector has a high fatality rate, and a significant portion of the construction workforce is made up of migrant workers.³⁰



Manufacturing

The manufacturing sector makes up approximately 15 percent of identified forced labour exploitation cases.³¹ The documented concerns by workers at these factories include excessive working hours (sometimes beyond legal overtime limits) and production targets, payment of high recruitment fees, and illegal retention of passports.³²

Commercial agriculture and fishing

Approximately 12 percent of identified forced labour exploitation cases have occurred in the commercial agriculture and fishing sector. Labour recruiters play a variety of roles in the agriculture sector where labour is increasingly subcontracted. Labour recruiters may act as employers as well as recruitment agents and are generally responsible for the payment and working conditions of the workforce. Along with the construction sector, agriculture and fishing are considered highly hazardous sectors. Fishing vessels and processing facilities often rely on casual labour. Complaints by workers in this sector refer to a range of abuses such as non-payment or late payment of wages, restriction on physical movement and limited freedom of movement, violence, physical abuse, and threats.³³

Mining

Trafficking risk in illegal gold mining is linked to the presence of criminal groups and violence. Ongoing violence contributes to an environment of lawlessness and corruption,

creating a population of workers that is fearful and desperate for work. The mere presence of armed groups in an area can restrict workers' freedom of movement, which in turn increases reliance on employers and reduces workers' ability to seek outside help in addressing abuses at their workplaces, especially if workers are far from home. Governments also cannot carry out monitoring of labour conditions or law enforcement in violent areas. The work involved in illegal gold mining is dirty, dangerous, and difficult, making it unattractive to all but the most desperate people.³⁴

Begging and street hawking

In urban areas of many countries, the use of forced labour in street vending and begging is prevalent. For example, in some countries in Africa, children from Koranic schools are forced to beg on the street by religious instructors.³⁵

Assessing forced labour risk in cocoa sourcing regions

Given the limited nature of human and financial resources available to cocoa industry supply chain monitors, efforts at eliminating forced labour should focus on geographic areas of the sourcing footprint and labour practices that are most at risk for labour abuses.

Risk assessment requires the collection and analysis of information to determine whether key factors are present in a particular situation that increase the likelihood of forced labour. After gathering information, monitors can then prioritize the riskiest types of work to focus on.

Key factors that contribute to forced labour risk

Agriculture is one of the sectors most at risk of forced labour globally, but not all types of work in agriculture or ways of employing workers are equally risky. Community monitors should be aware in particular of **types of work** and **employment practices** that are often associated with workers being exploited.

Work that relies on low-skilled labour

Operations that rely heavily on inputs of low-skilled labour are at risk of forced labour. Examples of such jobs include those involving manual labour, prolonged periods of repetitive motion, and work that is socially devalued. Because these jobs are undesirable and low-paying, they are often performed by vulnerable individuals.³⁶

Seasonal and migrant work, piece-rate jobs, and quota systems

As reported by Verité, ‘The time-sensitive nature of harvest cycles for many agricultural crops can lead to a temporary surge in the need for farmworkers in a particular region, only to have the demand for them drop off sharply once the harvest is complete.’³⁷ Industries such as these are characterized by sharp seasonal or product lifecycle fluctuations and frequently rely on migrant labourers who must meet quotas in their work. The quota system in agriculture and the nature of piece-rate work often lead to the presence of forced labour indicators, such as forced overtime and withholding of wages.

Informal work and hidden workplaces

Although the formal sector is not free of forced labour, a large proportion of forced labour occurs in the informal sector. The work is often hazardous and hiring and employment processes are likely to be precarious and unregulated, leaving workers vulnerable to exploitation. Informal worksites are often small and lack internal procedures to ensure safety and wellbeing of workers.

Because many informal worksites are hidden from view or in isolated locations, monitoring these sites are challenging. Workers in isolated locations may have little contact with the outside world, leaving them no avenue for escape. Even more challenging to detect are those who work alone. Those who are the hardest to access are likely to be most vulnerable.³⁸

Use of labour recruiting

Industries that rely on labour recruiters to hire their workforce are at increased risk of harbouring forced labour in their supply chains. Although labour recruiters often provide valuable services for employers, gaps in regulations and enforcement have enabled recruiters to carry out risky and unethical practices with impunity, resulting in situations where workers have been deceived regarding the nature and conditions of the job and charged substantial fees to cover recruitment costs.³⁹

Common characteristics of forced labour risk in cocoa-producing regions in West Africa

Recent research in Ghana and Côte d'Ivoire has shed light on the nature of forced labour risk in cocoa production in the region.

Risk factors in Ghana:

In Ghana, a 2018 study from the University of Sheffield found that 23 percent of surveyed cocoa workers had performed work they were not paid for, 55 percent had no savings, 60 percent had gone into debt, and workers who had taken out loans were often charged 100 percent interest.⁴⁰ These circumstances can lead to situations of debt bondage, in which workers are forced to work in order to pay off their wage advances or work-related loans, which is an ILO indicator of forced labour.⁴¹ Forced labour indicators reported include non-payment of wages, recruitment-related fees, high levels of indebtedness, excessive and undisclosed wage deductions, and coercion via threats and abuse. The US Department of State has also reported trafficking for labor exploitation in the cocoa sector in Ghana.⁴²

The [International Cocoa Initiative \(ICI\)](#) has summarized risk factors and potential associated forced labour indicators in the cocoa sector in Ghana in its publication “Summary of Forced Labour, Indicators, and Risk Factors in Ghana” (2021).

Risk factors in Côte d'Ivoire

In Côte d'Ivoire, 2018 research results from Tulane University and Walk Free Foundation estimated that between 2013 and 2017 there were 9,600 adults (4.2 per 1,000 adult cocoa workers) working in forced labour and 2,000 children (1.7 per 1,000 child cocoa workers) “forced to work for someone other than their parents” in cocoa production in both medium and high cocoa producing areas of the country.⁴³ Verité research from 2016 found that migrant workers were at the greatest risk of forced labour, especially migrants from non-cocoa producing regions of Mali and Burkina Faso who are in their first 1-3 years of employment, as well as distant kin of the farmer. Such migrants may be thought of as “apprentices” who are still learning the cocoa trade, or as family labour, which is used as an excuse to pay them sub-

standard wages or not to pay them at all.⁴⁴ According to the Verité study, many migrant workers also have recruitment-related debt, which increases their vulnerability to forced labour.⁴⁵ Compounding factors, including working in remote areas, low levels of formal education and literacy, and a lack of grievance mechanisms also make it difficult for workers to leave unsafe or abusive working conditions.⁴⁶ The U.S. Department of Labor 2020 *List of Goods Produced by Child Labor or Forced Labor* notes indicators of forced labor such as kidnapping, sale of worker, work for low or no wages, isolation, forced overtime to which the worker did not consent, and physical abuse as a means of menace of penalty to prevent workers from leaving.⁴⁷ The U.S. Department of State *Trafficking in Persons Report* specifically notes the trafficking of boys from Burkina Faso into work in the cocoa sector in Côte d'Ivoire.⁴⁸

The [International Cocoa Initiative \(ICI\)](#) has summarized risk factors and potential associated forced labour indicators in the cocoa sector in Côte d'Ivoire in its publication “Concept et Facteurs de Risque de Travail Forcé Dans le Secteur du Cacao en Côte d'Ivoire” (2021).

Questions for Consideration



- ▶ What are the links between globalization and forced labour?
- ▶ What can be done to ensure labour recruiters act ethically when recruiting workers?

Exercise B: Assessing Where the Risks of Forced Labour are Greatest



Objective:

- ▶ To help participants identify where the risks of forced labour are greatest in their region



Time:

- ▶ 60 minutes



Materials and preparation:

- ▶ Flip-chart paper and markers
- ▶ One copy for each participant of Handout B: *Assessing Risks of Forced Labour*



Steps:

- ▶ Explain the objectives of the exercise. [5 minutes]
- ▶ If possible, divide participants into groups according to the geographic region where they work (for example North, South, East, West). Distribute a copy of Handout B to each participant. Give participants time to consider the questions and write their answers on a flip-chart. [25 minutes]
- ▶ Reconvene and review each question with the group, asking participants to discuss their answers and state why they believe the options they circled pose the greatest risk of forced labour. Encourage questions and comments. [25 minutes]
- ▶ Wrap up with Q&A and key messages below. [5 minutes]



Key messages:

- ▶ **Key sectors:** Although it can occur in any economic sector, forced labour is much more prevalent in certain sectors, such as: domestic work; construction; manufacturing; commercial agriculture and fishing; mining; and street hawking, begging, and portering.
- ▶ **Key types of work:** Forced labour usually manifests itself in certain types of work, such as: low skilled labour; seasonal and migrant work; piece-rate jobs or jobs with quotas; work in the informal sector; and work that relies on labour recruiters.
- ▶ **The importance of risk prioritization:** After gathering information on different risk profiles within the regions they are responsible for, community monitors can then prioritize the riskiest which populations and types of work to focus on.

Handout B: Assessing risks of forced labour

- 1. Give three examples of work prevalent in your region that rely on low-skilled labour. Circle the one which you think poses the greatest risk of forced labour.**
 - a)
 - b)
 - c)
- 2. Give three examples of work prevalent in your region that rely on seasonal and migrant work, piece-rate jobs, or quota systems. Circle the one which you think poses the greatest risk of forced labour.**
 - a)
 - b)
 - c)
- 3. Give three examples of work prevalent in your region that take place in the informal sector or hidden workplaces. Circle the one which you think poses the greatest risk of forced labour.**
 - a)
 - b)
 - c)
- 4. Give three examples of work prevalent in your region that use labour recruiters. Circle the one which you think poses the greatest risk of forced labour.**
 - a)
 - b)
 - c)

Lesson 5: Understanding the Root Causes of Forced Labour

[45 minutes]

Objective: To help participants understand what makes people vulnerable to forced labour

Introduction to root causes

In order to design successful interventions, it is important to understand what makes people vulnerable to forced labour. In other words, what are the root causes of forced labour? Forced labour is a complex issue which is usually caused by a mix of push and pull factors that are linked to poverty, inequality, and social exclusion.

Some of the ‘push’ factors might include: high levels of unemployment, income shocks, debt, absence of social safety nets, and low levels of awareness about risks. These, combined with ‘pull’ factors such as pressure for employers to minimize cost of production, gaps in legal frameworks, and weak enforcement of laws, can work together to increase the risk of forced labour.⁴⁹

Root cause analysis

To effectively address forced labour vulnerability, one must be able to identify the root causes that are contributing to it. As the following examples will show, this is best done by asking ‘Why?’



Step 1: Identify the Problem

For example, were workers recruited without understanding the conditions of work?



Step 2: Ask ‘Why?’

For example, ‘Why didn’t workers understand the conditions of work when they were recruited?’

Answers might include:

- ▶ They can't read written contracts provided by their employer.
- ▶ Workers are hired by a labour recruiter who does not provide them with accurate information.



Step 3: Ask ‘Why?’ Again

Why can't workers read written contracts provided by their employer?
Why are labour recruiters providing workers with inaccurate information?

Answers might include:

- ▶ Workers speak a different language from employers or cannot read complex written documents.
- ▶ Labour recruiters are paid by the number of workers they provide to the employer, so they are motivated to recruit a high volume of workers but not to provide them with accurate information.

Step 4: Design Potential Interventions

Based on the answers to your 'Why' questions, you can design interventions to address the underlying root cause issues. For example:

- ▶ Employers might be required to provide contracts in a language that workers understand and that allow for a neutral witness to verbal agreements.
- ▶ Employers might be required to hire directly rather than using recruiters, or they might be required to change the system for compensating recruiters so that recruiters are no longer compensated based on volume.
- ▶ Industry actors might undertake an awareness-raising campaign targeting potential workers to educate them on typical conditions of work in the cocoa sector.

Questions for Consideration



- ▶ What are the links between concepts such as poverty, freedom, coercion, and power?
- ▶ How do social hierarchies in your country contribute to the supply of people vulnerable to forced labour?

The chart on the following page describes in further detail some of the main root causes of forced labour.

Root Causes of Forced Labour

Poverty and Hunger can leave people with few choices and push them into vulnerable and exploitative situations.

Child Labour When children don't have access to quality education near their home, they are more likely to migrate to seek access to education, or to work to increase family income in the short term. These situations sometimes result in child labour or forced child labour as these children lack traditional support mechanisms to protect them from exploitation and abuse.

Health Issues Some workers may take undesirable jobs to repay medical debt for themselves or their family members. In some cases, employers may pay for medication for workers up-front, resulting in unexpected debt. In other cases, workers may not receive pay after being absent from work due to illness or medical treatment.

Weak Safeguards for Civil Liberties such as freedoms of assembly, association, and expression mean that civil society organizations are less able to monitor government and private sector actors and hold them accountable for unethical labour practices. Lack of formal protection for workers' rights leaves workers with little legal recourse in the face of workplace abuse, and undermines the potential for labour organizing, reducing the ability of workers to advocate collectively in the face of abuse and exploitation. When corruption is present, officials may be paid bribes to look the other way when faced with practices associated with forced labour.

Migration When there are insufficient jobs locally, migrating for work – domestically or internationally – is sometimes the only option. Migrant workers, however, can be vulnerable to deceptive recruitment and exploitative labour conditions, which in some cases may lead to forced labour.

Lack of Education and Illiteracy Workers with low levels of education or vocational training may lack choices of work in the labor market and may be pushed into jobs with the most exploitative conditions. If workers cannot read documents such as contracts, time records or wage slips, they may be more vulnerable to deceptive recruitment. Low literacy levels also make it difficult for workers to discern an exploitative recruitment situation and advocate for their rights.

Discrimination and Gender Inequalities In many places, women and girls lack educational opportunities and are pushed into less desirable work. Migrant women are often paid lower wages than men, increasing the burden of recruitment debt and making them even more dependent on their employers.

Environmental Degradation and Natural Disasters can displace people from their land, disrupt traditional livelihood strategies, cause illness, and generally increase the vulnerability of local populations. People experiencing or having survived recent environmental catastrophes have often lost all or most of their personal resources and may be physically or emotionally traumatized. Such people are at increased risk of vulnerability to forced labour and other forms of exploitation. Deforestation, fisheries collapse, recurring drought, or diseases affecting staple crops may also lead to pervasive poverty and insecurity, thereby increasing the risk for trafficking and forced labour. Environmental issues associated with global economic activity can also contribute to conflict and political instability, further increasing push factors for migration.

Conflict increases the risk of human trafficking, both in the geographic contexts where production for global supply chains takes place and among communities that supply labour for global production. In situations characterized by active conflict, resident populations may find themselves displaced from their homes and in a state of economic desperation. Rule of law and enforcement of legal norms are weakened, creating an environment of impunity that enables the abuse of these vulnerable populations. Armed groups may rely on human trafficking, or on economic activities associated with or reliant on human trafficking for labour, in order to fund ongoing conflict activities. In some cases, armed groups – including those funded by commodity production – may forcibly conscript soldiers. In others, struggles to control access to valuable commodities such as gold or diamonds may themselves be significant drivers of the conflict in question.

Lesson 6: Practical Guidance for Using the Indicator Approach

[45 minutes]

Objectives:

To help participants learn:

- ▶ how indicators can be localized to specific supply chain contexts, and how a list of relevant indicators can be developed
- ▶ how to create research or monitoring questions tied to each key indicator identified and understand worker responses

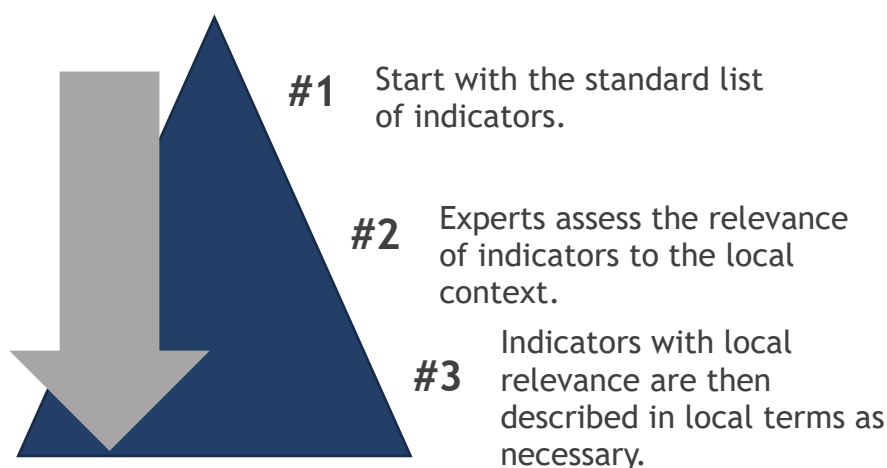
The forced labour indicators approach can be used to identify and understand forced labour. However, it is important to remember that forced labour is context-specific, so the use of indicators should be tailored to different locations and sectors.

Step 1: ‘Localize’ indicators

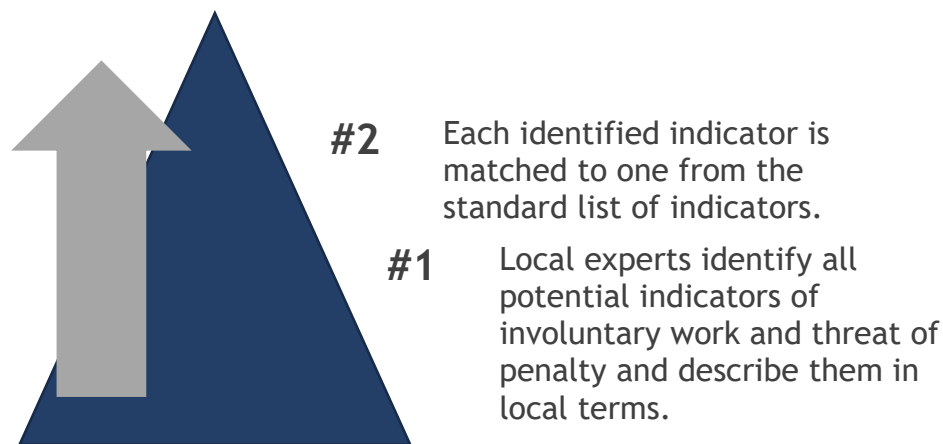
Indicators used in any research or monitoring efforts should be ‘localized’ or adapted to the local context, including the worksite, region, sector, and country, among other contexts. Localizing indicators is important because certain indicators may not be relevant at all in a particular context. For example, bars on a window may indicate an attempt to restrict the movement of someone inside, like a domestic worker, which would be an indicator of forced labour. However, if many houses in a neighbourhood have bars on their windows, the bars may simply be for security purposes rather than to restrict workers’ movement.

In *Hard to See, Harder to Count*, the ILO recommends a participatory process to create a list of indicators that are relevant to the local context. There are two primary ways to do this: a ‘top-down’ approach and a ‘bottom-up’ approach.

Top-down approach for localizing indicators



Bottom-up approach for localizing indicators



Example of implementing a bottom-up approach

A cocoa supplier wants to investigate whether migration of workers is resulting in forced labour. Stories have circulated about recruiters promising young men high-paying jobs in the cocoa sector where they can save money to send home every month. However, on arrival at the farms, many of these young men have reportedly worked the entire season for no pay and were told if they left, they would not receive any money for the work they had completed.

This situation illustrates deception around pay schedules and threats to withhold compensation. Both of these situations can be matched to the indicator of involuntariness.⁵⁰

Step 2: Develop targeted questions

Once a list of relevant indicators has been identified, the institution developing the monitoring protocol or research tools should formulate questions to solicit information from workers and other information sources related to each indicator.

Just as the list of forced labour indicators needs to be localized, the specific questions asked should be tailored to the given context.

For example, in a cocoa farming region where workers are paid based on a piece rate basis (that is, paid by the volume they produce) and need to meet a production quota, a community liaison could ask workers the following types of questions to establish whether they are engaging in work with very low wages, which is an indicator of involuntary work:

- ▶ Do workers understand how earnings are calculated?
- ▶ Do workers believe that the volume produced is calculated correctly?
- ▶ What recourse do workers have if there is a dispute?
- ▶ Are they provided any kind of accounting of their earnings?

- ▶ Are any deductions taken if the quota is not met?
- ▶ Do workers need to engage their family members or others to meet the production quota? If so, are those workers compensated by the employer?
- ▶ Do workers need to work overtime to earn the minimum wage?
- ▶ When hours worked to meet the production quota are factored in, are workers earning the legal minimum wage?

Additional tools for forced labour risk monitoring

Both the [International Cocoa Initiative \(ICI\)](#) and [Rainforest Alliance \(RA\)](#) have developed helpful tools to aid supply chain monitors and certificate holders in identifying risk factors and indicators of forced labour. Suppliers are encouraged to use and/or adapt these resources for use in evaluating risk among the workers and farmers in their sourcing regions.

ICI has an English-language worker interviewing tool called “CLMRS – Form FF – Worker Follow up,” and a French-language tool called “SSRTE - Fiche F – SUIVI DU TRAVAILLEUR.”

RA includes questions designed to help certificate holders evaluate forced labour risk within their [Annex-S3-Risk-Assessment Tool](#), which is available in both English and French.

Questions for Consideration



- ▶ Why is it important to ‘localize’ indicators when investigating forced labour?
- ▶ When investigating forced labour, what sources of information can be used to triangulate and verify information gathered from worker interviews?

Exercise C: Asking the Right Questions



Objective:

- ▶ To help participants think about who to talk to, what questions to ask, and what other sources of information to consider that will help to uncover situations of forced labour



Time:

- ▶ 45 minutes



Materials and preparation:

- ▶ Flipchart paper and markers
- ▶ One copy for each individual of Handout C: *Investigating the indicators of forced labour*



Steps:

- ▶ Explain the objectives of the exercise. [5 minutes]
- ▶ Divide participants into small groups of four to five people and distribute a copy of Handout C to each participant. Give participants 20 minutes to consider the questions and write their answers on a flip-chart. [15 minutes]
- ▶ Reconvene and review each question with the group, asking participants to discuss their answers. Encourage questions and comments and guide the discussion using the facilitator answer key. [20 minutes]
- ▶ Wrap up with Q&A and key messages below. [5 minutes]



Key messages:

- ▶ The forced labour indicators approach can be used to identify and understand forced labour. However, it is important to remember that forced labour is context-specific, so the use of indicators should be tailored to different country and community contexts.
- ▶ It is important to speak with workers when trying to uncover forced labour. Interview questions should be non-threatening and in simple language. Avoid using technical language and jargon.
- ▶ Additional sources of information should be used to triangulate worker testimony (such as key informant interviews and document reviews).

Handout C: Investigating the indicators of forced labour

The scenarios below list indicators of forced labour. What are some questions you might ask a worker to determine if the indicator listed is present?

1. Situations in which the worker must perform a job of different nature from that specified during recruitment without a person's consent (indicator of involuntary work)
2. Work with no or limited freedom to terminate work contract (indicator of involuntary work)
3. Withholding of wages or other promised benefits (indicator of threat or menace of penalty)
4. Threats or violence against workers or workers' families and relatives, or close associates (indicator of threat or menace of penalty)
5. In addition to interviewing workers, who else could you interview to help you determine if the situation is one of forced labour?
6. In addition to interviews, what documents could you review to help you determine if the situation is one of forced labour?

Facilitator Answer Key to Exercise C **[DO NOT DISTRIBUTE TO PARTICIPANTS]**

1. Questions you could ask a worker to assess if they are performing a job of a different nature from that specified during recruitment without their consent may include:
 - a. What information did you receive about the job before you accepted it?
 - b. How does that information compare with the actual conditions of the job?
 - c. Are any conditions or terms of the job worse than what was communicated to you?
2. Questions you could ask a worker to assess if they have freedom to terminate their work contract may include:
 - a. Can you leave your employer/job if you wish?
 - b. If no, what might happen or what prevents you from leaving?
3. Questions you could ask a worker to assess if wages or other benefits are being withheld may include:
 - a. Are you paid regularly?
 - b. Are you paid the amount expected?
 - c. Are any deductions taken from your pay?
 - d. Do you have to work for longer than you want to be paid for all work completed?
4. Questions you could ask a worker to assess if they, or any of their family members or close associates, have been threatened or been victims of violence may include:
 - a. Have you experienced, or believe you would experience, any of the following if you complained about conditions or tried to leave your job:
 - physical or sexual violence or other abuse;
 - increased isolation; or
 - worsening job conditions?
 - b. Have you witnessed any threats or violence against co-workers?
5. In addition to interviewing workers, community monitors could also interview:
 - a. the employer or manager;
 - b. labour recruiters involved; or
 - c. community leaders who might have insight into conditions, such as religious leaders, school officials, medical workers, social workers, or local civil society representatives.
6. Documents that monitors might want to review include:
 - a. Pay slips or other materials documenting worker wages and hours (even if informal)
 - b. Copies of worker contracts, if available
 - c. Sales records/ pass books where payment is tied to sales
 - d. Leave schedules where applicable
 - e. Sub-contracting agreements if relevant

Exercise D: Identifying Forced Labour



Objective:

- ▶ To help participants identify which situations constitute forced labour



Time:

- ▶ 60 minutes



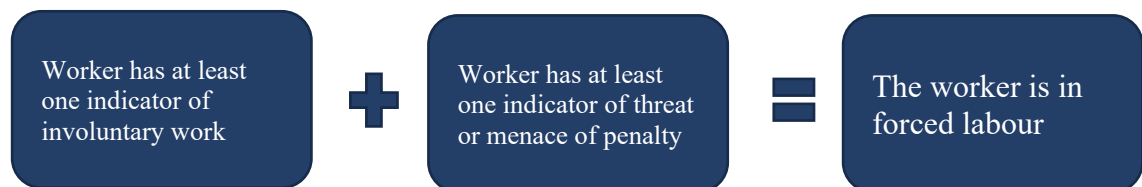
Materials and preparation:

- ▶ One copy for each group of Handout D: *A case of forced labour?*
- ▶ Flip-charts and markers



Steps:

- ▶ Explain the objectives of the exercise. [5 minutes]
- ▶ Draw the illustration below on a white board or flip-chart to remind participants that a combination of indicators is required for a finding of forced labour [5 minutes]



- ▶ Divide participants into small groups of four to five people and provide each group with a copy of Handout D. Ask the groups to discuss each situation described in the handout and answer the questions that follow. Groups should record their responses on the flip-chart and be prepared to share them. [20 minutes]
- ▶ Reconvene participants and ask each group to share their answers. Use the facilitator answer key to encourage discussion: [25 minutes]
- ▶ Wrap up with Q&A and key messages below. [5 minutes]



Key messages:

- ▶ Remember that at least one indicator of involuntary work and at least one indicator of threat or menace of penalty must be present to be able to conclude that a situation is a case of forced labour.
Involuntary Work + Threat or Menace of Penalty = Forced Labour
- ▶ Even in situations where workers experience only one component of forced labour (involuntary work or threat of penalty) they are still at heightened risk of forced labour and can be considered vulnerable.
- ▶ The penalty can be physical or psychological and may take place during the recruitment process or on the job.

- This case shows us that when workers experience a component of forced labour, even if they are not considered to be in forced labour at a given time, they may be at heightened risk of becoming trapped in forced labour because conditions can change rapidly.

Handout D: A Case of Forced Labour?

Willy Bassolé is from Burkina Faso. He was no longer attending school in Burkina Faso, so his father decided it was time for him to earn money for the family. His father contacted Bamouni Boubié, a friend originally from Burkina Faso who owns a cocoa farm in Ghana. Bamouni agreed to hire Willy as an annual worker and brought him to Ghana. Willy had no knowledge of the contents of his employment contract, the job he would have to do, or how much he would be paid. These aspects were negotiated between his father and Bamouni.

When Willie arrived in Ghana, Bamouni told Willie he would no longer need identification documents and took them from him. In Ghana, Willie stays with Bamouni in a rudimentary house located near the farm. Bamouni told him that when community members or others inquire who Willy is, he must say he is from the extended family of Bamouni, which is not true.

Willy knows nobody in Ghana apart from his employer, Bamouni. He knows nobody in the village as he is involved in farm activities all day long and is too tired at night for any socializing. If external people visit the farm, such as cooperative staff, his employer forbids him from speaking to them without his presence.

Willy heard about a complaint mechanism available somewhere at the cooperative but heard that it is only for the farmers. Bamouni has shouted at Willie on several occasions but Willie would not dare complain about his situation to anybody, as he fears retaliation from his employer and would not know where else to go. The arrangement made by his father is for a minimum of three years. Willy is involved in all tasks related to cocoa farm maintenance, such as preparing the land, clearing with a machete, applying chemicals, and cutting and transporting cocoa pods. He is busy all year long.

When there is less to do on the cocoa farm, Willy is asked to help on the cassava farm managed by Bamouni's wife. Willy is not paid for the work he does there, not even pocket money. He feels that perhaps it is not necessary since he is provided a house and food. At the end of each year, Bamouni sends the annual payment directly to Willie's father in Burkina Faso. Willy must remain silent and work so that his family can receive money.

Work with your group to identify at least five indicators of forced labour

Facilitator Answer Key to Exercise D **[DO NOT DISTRIBUTE TO PARTICIPANTS]**

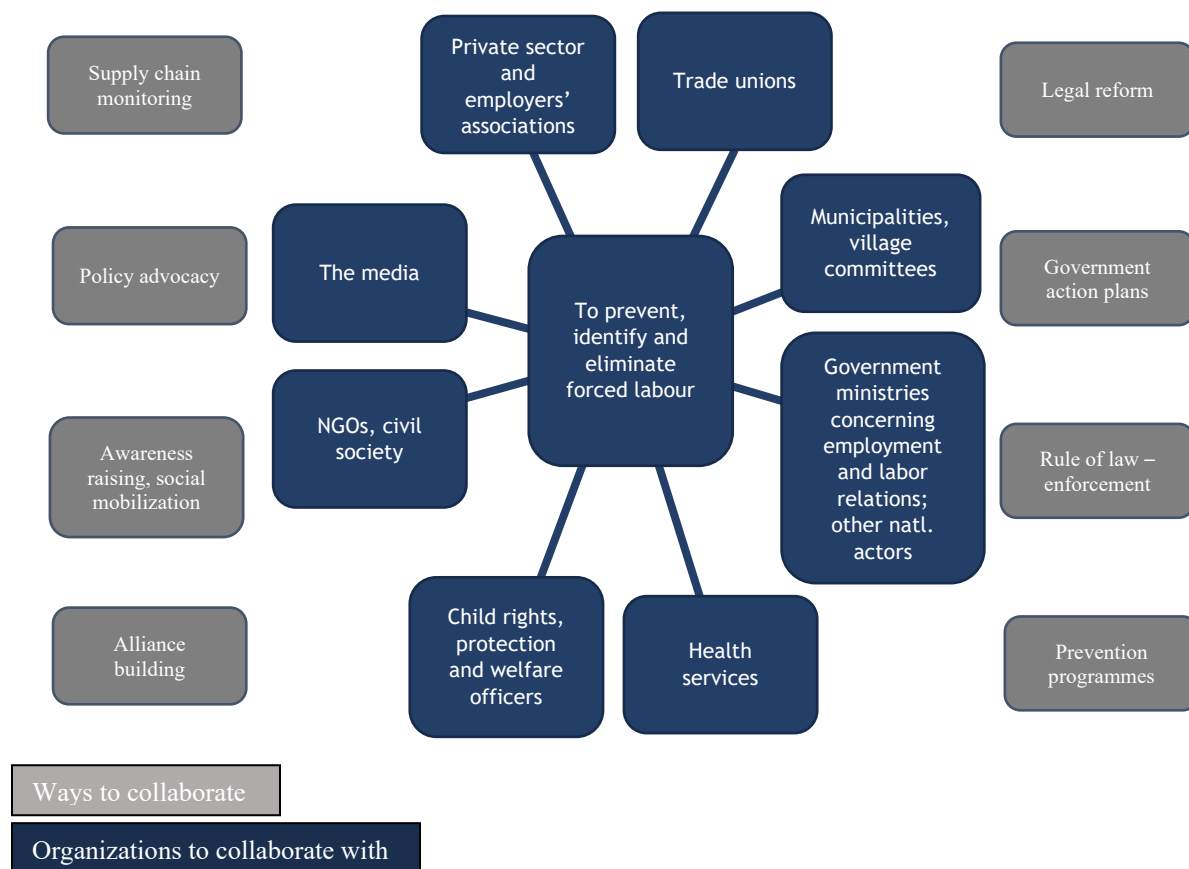
Indicator of Forced labour	Corrective Action
1 Lack of employment contract, job information: At the time he was hired, Willie was not given an employment contract, nor was he told the job he was being hired to do or how much he would be paid.	Willie should have an opportunity to negotiate working conditions and compensation. The employer should issue a proper contract to Willie in a language he can understand, with clear terms and conditions to which he agrees voluntarily. If this is not possible, or if the worker cannot read or write, then the employer should ensure that a neutral witness is on hand to explain the terms of employment to the worker.
2 Document retention: The employer confiscated Willie's identity documents.	Passport/identity document retention practices must be eliminated. Willie must have access to his identity documents at all times.
3 Inability to express grievances: If external people visit the farm (for example cooperative staff), Willie's employer forbids him from speaking to them without his presence.	The employer should allow Willie to talk with visitors – particularly community monitors – and provide opportunities for expressing any grievances about working and living conditions.
4 Excessive work, forced overtime: Willy is involved in all tasks related to cocoa farm maintenance: preparing the land, clearing with a machete, applying chemicals, cutting and transporting cocoa pods, etc. He is busy all year long.	The employer should set and monitor realistic work targets (with acceptable working hours and provision of fair compensation). Willie must not be <i>forced</i> to work overtime or have <i>unreasonable</i> production quotas.
5 Verbal abuse: The employer has yelled at Willie on several occasions, but Willie would not dare complain about his situation to anybody, as he fears the aggressive reaction of his employer and would not know where else to go.	The employer is prohibited from threatening his employees. Employees should have access to grievance mechanisms or be encouraged to seek advice.
6 Non-payment of wages: Willie is not paid for the work he does, not even pocket money.	At a minimum, Willie must be paid according to national law, including benefits. The employer should reimburse him for any lost wages, back pay and overtime pay.
7 Inability to express grievances: Willie must remain silent and work so that his family can receive money.	Workers must not be made to feel that their family's wellbeing depends on the worker's silence about working conditions.

Lesson 7: Coordination and Collaboration with Stakeholders

[30 minutes]

Objective: To help participants learn the importance of collaboration and coordination in the fight against forced labour

A comprehensive and coordinated approach is needed to adequately address the problem of forced labour. In order to be effective, cocoa suppliers need to forge alliances with a broad group of organizations who share their goal of eliminating forced labour. Collaboration is particularly critical when trying to address forced labour in informal industries such as West African cocoa farming. As reported by the ILO, 'The informal economy has implications for policy and administration in respect of employment, social security, health and safety, migration, education, employment relations and macroeconomic policy'.⁵¹ Therefore, to succeed, both public and private sector agencies addressing these issues must find a way to share information and better coordinate their activities. While it is important for supplier and civil society supply chain monitors to collaborate with government actors at the national level, it is equally important to collaborate with those at the village and district level. Additionally, suppliers should consider ways to work with local and national NGOs, the media, trade unions, employer groups, and other supply chain partners including buyers, retailers, and industry bodies who might have access to information or resources that can be leveraged.



The Ghana-FLIP Technical Working Group

A good example of collaboration is the Forced Labour Indicator Project's (FLIP) Ghana Technical Working Group (TWG) to address forced labour. The Ghana TWG, which brings together representatives from government ministries, employer and employee organizations, and civil society, meets regularly as a venue for members to share the progress of their own institutions to address forced labour, as well as to continue to share learnings in a community of experts.

Members of the TWG include:

- ▶ Representatives from Ghana's Ministry of Employment and Labour Relations
- ▶ Ministry of Gender, Children and Social Protection
- ▶ General Agricultural Workers Union
- ▶ Solidaridad West Africa
- ▶ The International Labour Organization
- ▶ The Minerals Commission
- ▶ Ghana Free the Slaves
- ▶ The International Cocoa Initiative
- ▶ The Cocoa Research Institute of Ghana
- ▶ The Ghana Cocoa Board
- ▶ Ghana Employers' Association and
- ▶ The Ghana Police Service's Anti-Trafficking Unit, and the Domestic Violence and Victim Support Unit.

The International Cocoa Initiative

Another important collaboration specifically established to address child labour and forced labour in the West African cocoa sector is the [International Cocoa Initiative \(ICI\)](#).

ICI "...is a multi-stakeholder partnership advancing the elimination of child labour and forced labour, by uniting the forces of the cocoa and chocolate industry, civil society, farming communities, governments, international organizations and donors."⁵²

Bringing together stakeholders from the cocoa and chocolate industries, cocoa producing communities and farmer organizations, governments of both Côte d'Ivoire and Ghana, and civil society and academic actors, ICI provides a unique multi-stakeholder forum for communication, coordination on policies and priorities, and collaboration to drive improvements in the lives of vulnerable children and workers in cocoa-growing communities.

At the community level, ICI engages in awareness-raising on child labor and forced labor issues, and works with communities to develop Community Action Plans and promote improvements in the areas of education, health, water and sanitation and rural livelihoods.⁵³ In the supply chains of cocoa suppliers and chocolate companies, ICI implements Child Labor Monitoring and Remediation Systems (CLMRS), trains supply chain actors on child labor and forced labor issues, and coordinates supply chain oversight with the efforts of certification schemes like Rainforest Alliance and FairTrade.⁵⁴ And at national and international levels, ICI provides training and technical advice to governments and the private sector, collects data, develops and disseminates guidance on good practices, and raises awareness and advocates for policies that protect children and workers.⁵⁵

Questions for Consideration



- ▶ What are some examples of ways that community monitors in the field collaborate with stakeholders?
- ▶ What can be done to improve collaboration?

Exercise E: Stakeholder Mapping to Encourage Coordination and Collaboration

Objectives:

- ▶ To understand the importance of working with other public agencies and stakeholders to combat forced labour
- ▶ To identify different agencies/organizations to maximize resources and protection measures through cooperation

Time:

- ▶ 60 minutes

Materials and preparation:

- ▶ Copies for each participant of Handout F: *List of stakeholders to address forced labour*
- ▶ Writing utensils
- ▶ Flip-chart and marker for facilitator

Steps:

- ▶ Explain the objectives of the exercise, and that the main output will be a stakeholder map of relevant public agencies and stakeholders that community monitors can/should engage with to be more effective. [5 minutes]
- ▶ Explain to participants that because monitors have limited financial and human resources and have a broad range of responsibilities, it is critical that they coordinate and collaborate with other government agencies and stakeholders when trying to address forced labour. Coordination and collaboration can be done in many different ways. Ask participants to brainstorm the different ways in which cocoa suppliers can work with other stakeholders to address the problem. As participants call out answers, write them on the flipchart at the front of the room. Supplement answers with the following as needed:
 - Forced labour prevention and awareness-raising campaigns
 - Forced labour monitoring, improved data collection, and information sharing
 - Referral of cases of forced labour to appropriate government agencies
 - Referral by community liaisons to service providers when victims of forced labour need services
 - Referral to the relevant state institution for remedial action[10 minutes]
- ▶ A first step to coordination is conducting stakeholder mapping. For example, the cocoa supplier should:
 - Develop a list of local public agencies and organizations that work on forced labour and human trafficking issues in the region;
 - Gather information about the mandates, responsibilities, and resources of each organization listed;

- Visualize an approach for how the supplier can work with each organization on the list to better address forced labour; and
- Prioritize stakeholders in order of importance and relevance.

[5 minutes]

- ▶ Divide participants into small groups of four to five people, matching participants by geographic region if possible. Distribute one copy of Handout F to each participant and ask them to brainstorm about the relevant stakeholders working on forced labour and human trafficking issues in their geographic area to fill out the table to the best of their ability. Once the individual tables are completed, ask participants to prioritize those organizations they feel could be most helpful by placing #1 next to the most helpful, #2 next to the second most helpful, etc. [20 minutes]
- ▶ Reconvene the participants. Ask for a few volunteers to share the names of the organizations they wrote down, explaining why they believe those organizations would be good partners to work with. Encourage questions and comments. [15 minutes]
- ▶ Wrap up with Q&A and key messages below. [5 minutes]



Key messages:

- ▶ Due to resource constraints, cocoa suppliers are unable to adequately address forced labour without the help of governmental and nongovernmental organizations.
- ▶ It is important that monitors engage with the local community and meet with others that are engaged in the fight against forced labour and human trafficking. Doing so will enable monitors to better understand where the problems are and develop a coordinated response.
- ▶ A well-researched stakeholder map can help monitors identify and prioritize those partners that can be of greatest assistance in tackling forced labour.
- ▶ Stakeholder maps should continually be updated as new organizations, programmes, and initiatives are identified.

Note: As part of this exercise, trainers might also consider inviting one or more guest speakers from relevant organizations that play a role in eliminating forced labour, to discuss with participants how they can work together.

Handout E: List of stakeholders to address forced labour

Geographic Area (Town and District):			
Name of organization	Area of work/specialty	Address/phone	Contact person – name/title/email
Government Agencies			
NGOs			
Trade Unions			

Geographic Area (Town and District):			
Name of organization	Area of work/specialty	Address/phone	Contact person – name/title/email
Private Sector/Industry Groups			
Media Outlets			

Lesson 8: Data-gathering, Reporting, and Record-keeping

[20 minutes]

Objective: To help participants understand the importance of collecting, analysing, and reporting accurate qualitative and quantitative information about forced labour

Data-gathering

Accurate qualitative and quantitative information about forced labour is critical for community monitors to be able to track trends, set priorities, determine effective collaborations, decide how to respond to particular situations, measure progress, and advocate for resources. Data-gathering can be done using a variety of techniques, including by conducting workplace observations, rapid assessments, mapping exercises, and baseline surveys.

Aside from direct interviews with employers and workers, other important sources of information on forced labour risk include: civil servants working in the labour field, such as regional ministry officials or labour inspectors; courts and police records; and social services agencies such as health and welfare agencies, shelters, and counselling facilities that can provide monitors with information about where and how to refer vulnerable people.

Whenever possible and/or relevant, data gathered on forced labour should be disaggregated by:

- ▶ Gender
- ▶ Age
- ▶ Migration status
- ▶ School attendance (for children)
- ▶ Nationality
- ▶ Ethnicity
- ▶ Native language
- ▶ Other defining features of at-risk populations (sex workers, street children, etc.)

The [International Cocoa Initiative \(ICI\)](#) and [Rainforest Alliance \(RA\)](#) have developed helpful tools to aid supply chain monitors and certificate holders to collect data on forced labour risk factors and indicators. Suppliers are encouraged to use and/or adapt these resources to document risk and issues among the workers and farmers in their sourcing regions.

For information about the worker interviewing tool developed by ICI (available in both English and French), please contact [ICI](#).

RA includes questions designed to help certificate holders evaluate forced labour risk within their [Annex-S3-Risk-Assessment Tool](#), which is also available in both English and French.

Reporting

As a general rule, community monitors should take notes during or shortly after any visit to a farm or other worksite to investigate possible risk factors or indicators of forced labour. Once the visit is completed but before leaving the premises, the monitor should take the time to provide a summary of findings to key people at the farm, including the owner and/or manager, and any worker representatives or members of safety councils. The monitor should present their understanding of the situation and what actions are intended, as well as solicit feedback. Having such an exchange is a means of cross-checking information and may reveal whether the employer intends to improve conditions. This is also an opportunity to come to an agreement with the employer on priorities for action. However, care should be taken to safeguard confidential information in order to protect vulnerable workers from retaliation.

Shortly thereafter – ideally within one day – the monitor should prepare a report summarizing any observations, findings, and recommendations. These reports are an important source of information and a resource for supporting future actions, such as in the event of a court case.

Reports should consist of a standard format with the name of the monitor and the date of the visit at the top, followed by a narrative that provides information about:

- ▶ The nature and description of the workplace, including its ownership, address, name of manager or employer, etc.
- ▶ The description of the workers, the ages of children employed (if any), the nature of employment (seasonal, daily, intermittent, etc.), and the tasks workers undertake
- ▶ The working environment, including any notable hazards such as toxic materials, lack of safety equipment, lack of water, or restrictions on movement by workers
- ▶ Hours of work, together with a note of any night work done, rest periods, etc.
- ▶ Remuneration, whether on a time or piecework basis, and the nature of any benefits in kind such as meals, accommodation, transport, or clothing
- ▶ Any information about recruitment practices

Records for “at-risk” workers or workplaces should contain a timeline of reports with explanations for problems found and the actions requested, together with any improvement notices and their outcomes. Information stemming from site visits can help to identify needs and capacities and generate the evidence for increased investment, training, policy development, and technological enhancements – geared to better tackling the problem.

Record-keeping

It is important that community monitors maintain adequate systems for keeping records of workplace visits. Files on any given cooperative or farm should include the monitor’s reports as well as working notes, comments, and the results of any other relevant research. Where possible, it is recommended that data related to forced labour risk monitoring be integrated with other existing data systems, such as those already being used to track child labour risk and incidences. Use of tablet-based technology can facilitate data standardization and aggregation, and minimize human recording error.



Gathering accurate forced labour data

It can be challenging to monitor effectively for forced labour. Workers may be too vulnerable to identify themselves as victims of forced labour, or they may be unaware of their rights or that their employment situation rises to the level of illegality. It is often easier and more useful for supply chain monitors to look for the presence of indicators of forced labor risk, especially among vulnerable populations in high-risk areas.

In order to gather data on forced labour indicators, it is important to develop adaptive and integrated systems capable of collecting sensitive information in ways that will not exacerbate the vulnerability of workers.⁵⁶ Due to the highly isolated nature of many cocoa farms, mobile technology-enabled grievance mechanisms may be valuable for triangulating information gathered through on-the-ground monitoring. Such mechanisms may allow cocoa workers to express grievances confidentially, seek resolution to those grievances, receive information on their legal rights, and be referred to appropriate services if necessary.⁵⁷

Other ways to improve the accuracy of supplier monitoring data include communication and comparison of direct observations by monitors with those of local leaders such as teachers, pastors, traditional authorities, or staff from government agencies or community-based organizations. In areas where heightened risk is suspected – for example, in a region with a large number of recent migrants – focus groups with workers may be useful to gain insight as well.

Questions for Consideration



- ▶ How is data used by cocoa suppliers in decision-making?
- ▶ How can forced labour-related data be integrated into your current system for report-writing and record-keeping?
- ▶ How can the accuracy of your data collection be improved given scarce resources?

Lesson 9: Interviewing Vulnerable Workers

[60 minutes]

Objectives

- ▶ To understand guidelines and best practices for conducting interviews with vulnerable workers
- ▶ To introduce practical tools for interviewing workers

Importance of worker interviews

When community monitors have been alerted to potential problems at a work site, before deciding on a course of action, they should attempt to interview any workers suspected of being victims of forced labour or human trafficking. Workers can provide valuable perspectives and insight into their situations, as well as other useful information for the investigation. Workers may also offer valid recommendations for how their situation can be improved.

Importance of respecting and safeguarding workers

It is important to ensure that the needs of the worker are respected and that gender-sensitive approaches are used. While conducting interviews, monitors should treat the worker with respect and do what they can to make the worker feel comfortable and secure. It is also important to avoid passing judgement on the worker and their situation. Some may have been traumatized and feel embarrassed, which could prevent them from communicating with the interviewer in a positive manner. When interviewing vulnerable populations, the most important thing to remember is 'Do No Harm'. It is critical that the monitor does not make the situation worse for the worker, including increasing the risk that they will be retaliated against.

Positive worker interview techniques

There are some techniques that can be used during the interview that will make the worker feel more powerful and more comfortable with the interviewer. Remember that the worker will likely be nervous, and therefore the conversation should take place in an undisturbed environment away from their supervisor or manager.

Other interview techniques include using simple nonconfrontational terms and taking breaks when needed. Explain the role of the monitor and inform the worker of the purpose of the meeting and what will happen when it is over to help put them at ease. If it is unclear during the interview whether the worker understands what is happening, ask further questions to make sure they are not confused. It is important to focus on listening and validating what the worker says by repeating back what they say to ensure that the interviewer fully understands it. Most importantly, ensure the worker understands that they are not to blame.

Interview objectives

Remember that the key objective of the interview is to listen to the worker and to try to assess:

- ▶ Why they are working there
- ▶ How they came to be employed at that location
- ▶ How they are treated at work
- ▶ What will happen if they stop working there

Things to remember when interviewing workers

- ▶ They should be given a choice about whether they want to participate in an interview.
- ▶ They should also be given an opportunity to ask questions of the monitoring agent.
- ▶ If possible, they should be interviewed away from employers or supervisors in a nonthreatening, welcoming atmosphere. Workers may fear reprisal or retaliation by their employer. They may also fear getting their employer 'in trouble.'
- ▶ Do not take so much time with the interview that it costs the worker money.
- ▶ Some workers may not understand technical questions. When possible, rephrase with simpler language. Avoid using jargon.
- ▶ If a worker becomes visibly upset (or emotionally shut down), the questions may be too intense or emotionally painful. At this point, the interviewer should stop the interview or change course. Ideally, someone with professional counselling experience would be available when the agent suspects issues of trafficking or other highly traumatic experiences such as physical, sexual, or emotional abuse.
- ▶ Some workers may have been coached by their employer. Thus, triangulating information and asking open-ended questions can help to draw out genuine responses.
- ▶ Be aware that some workers may try to conceal or distort information. Interviewers who are given suspicious information must cross-check responses later for accuracy.

Strategies for effective interviews

- ▶ It can be helpful to talk with workers in small groups, where they often become more talkative and spontaneous. The interviewer can make an introduction, sharing who they are, and then learn about workers' lives, their work, and any number of related issues. With the increased confidence that comes from numbers, workers may be willing to talk about working conditions and about their employer.
- ▶ Friendliness and understanding, expressed sincerely, can also go a long way toward breaking the ice with workers and with other informants as well.
- ▶ Ensure that women and girls can speak with a female agent if possible. They are usually more willing to discuss things like sexual harassment if being interviewed by a woman.

Questions for Consideration



- ▶ Why might a worker who is exploited try to conceal their conditions from a monitor or cooperative community liaison?
- ▶ How will you handle things if a worker you are interviewing is frightened or upset?

Model Worker Interview Guide

The following guide can be used to determine what questions to ask when interviewing workers. It is unlikely that the agent will want to ask every question in the guide. Instead, it can be used as a menu of options to guide the interview depending on the work situation being investigated. Please also feel free to refer to the forced labor data collection tool developed by [ICI](#) and the [Assess-and-Address Risk Assessment tool developed by Rainforest Alliance](#) for additional models.

Guide for Interviewing Workers

Starting employment
<ul style="list-style-type: none"> • Tell me about when you started working here. • Did somebody help you get this job? • Did you feel that person treated you fairly? Why or why not? • Did you sign a contract for the job or was it a verbal agreement? Any witnesses to the agreement? • Now that you've been working here for a while, is it mostly like what you expected or mostly different? How so?
<ul style="list-style-type: none"> • Did you have to pay any money to get this job? If so, how much? To whom did you pay the fee? Did you have to borrow money to pay the fee? • What is the repayment schedule for the fee? • What did they tell you about the job in advance?
<ul style="list-style-type: none"> • What went into making the decision to take this job/start doing this type of work? • Did anyone pressure you? If so, how/tell me about it.
<ul style="list-style-type: none"> • How did your family feel when you started working here?
<ul style="list-style-type: none"> • What was your first day here like? How did you feel when you started? Has that changed since?
<p>Red Flags to look for:</p> <ul style="list-style-type: none"> ▶ Deception about the nature or conditions of the job ▶ Recruitment by a third party/middleman, particularly any actor that charged workers fees for recruitment services ▶ Workers don't have contracts, or contracts aren't written in a language that they understand ▶ Actual terms and conditions of the job are worse than the promised terms ▶ Workers were pressured into accepting the job ▶ Workers went into debt to pay fees for recruitment
Fair treatment/abuse/harassment
<ul style="list-style-type: none"> • How do people treat you? Is your boss/employer/supervisor kind and understanding? Can you give me an example of how they show it? • If you could change anything about how you're treated, what would you change?
<ul style="list-style-type: none"> • Do you feel you're treated the same or differently than other workers? In what ways? Why do you think that might be?
<ul style="list-style-type: none"> • Tell me about the best time/happiest day you've had since you started work here. What about the worst time/day?
<ul style="list-style-type: none"> • What happens if workers make a mistake? Are they punished? How? Have you ever been punished?
<ul style="list-style-type: none"> • Are some supervisors/managers nicer than others? Why?
<ul style="list-style-type: none"> • What would you do if you felt like you weren't being treated well? Is there anyone who could help you? Do you worry about being retaliated against if you do complain?
<ul style="list-style-type: none"> • Have you ever seen any of your colleagues treated badly/unfairly? Can you tell me about it?
<p>Red Flags to look for:</p> <ul style="list-style-type: none"> ▶ Worker feels intimidated or threatened by employer, manager/supervisor, or associated party ▶ Worker has experienced (or been threatened with) physical, verbal, or sexual abuse ▶ Worker has seen other colleagues experience (or threatened with) physical, verbal, or sexual abuse ▶ Worker faces punishment or retribution for mistakes

Health and safety
<ul style="list-style-type: none"> • Are there any tasks that you especially don't like to do? Why? • Are there any tasks that make you scared/nervous/uncomfortable? Can you avoid that task? Why or why not? • Is there anything that could be fixed/addressed/changed to make those tasks less scary?
<ul style="list-style-type: none"> • Were you aware of potential hazards of the job before you started? How was this communicated? • Do you have all the protective equipment you need? • Did you have to pay for the equipment? If so, is the price reasonable? Were you told you would have to pay for the equipment before starting the job?
<ul style="list-style-type: none"> • Were you ever trained in how to carry out certain tasks safely?
<ul style="list-style-type: none"> • Have you ever gotten hurt or sick from working here? What happened? • Did you get to see a doctor? • How often does that happen? • Does it happen to other workers here?
<ul style="list-style-type: none"> • How do you feel physically at the end of the day/work hours? Does anything hurt physically? Are you tired? • How do you feel emotionally? • What do you do when you leave and go home?
<p>Red Flags to look for:</p> <ul style="list-style-type: none"> ▶ Worker expresses or shows fear or anxiety about tasks ▶ Worker reports doing potentially hazardous tasks that the employer or recruiter did not mention prior to worker accepting the job ▶ Worker reports illness, injury, pain, or fatigue ▶ Worker cannot remove themselves from dangerous situations or tasks
Wages
<ul style="list-style-type: none"> • Tell me about how and when you get paid. (hourly, daily, or piece rate, percentage of harvest, cash, check, direct deposit, crop or company store voucher) • Are you paid on time? • Are you paid by the employer or the recruiter? • Has your pay ever been delayed or withheld? If so, what was the reason? • Do you think this is a fair amount/fair system? Why or why not?
<ul style="list-style-type: none"> • Are different groups of workers paid different rates even if doing similar work?
<ul style="list-style-type: none"> • Do children or other family members work with hired workers to help them meet a quota or earn a decent living under piece-rate schemes? • If so, do they receive their own wages or piece-rate wages for their individual work?
<ul style="list-style-type: none"> • Do you receive any sort of explanation of your earnings, like a payslip? (This could be informal, like a handwritten note listing hours worked and rate per hour.) • Is the payslip in a language you understand? If not, how do you understand what is written in it? • Does it clearly indicate wage calculations and any salary deductions?
<ul style="list-style-type: none"> • Are any deductions taken out of your wages? If yes, for what? • If the deductions are not statutory government deductions, do you think this is fair? Why or why not? • If the deductions are statutory government deductions, e.g. social security, do you know if they are paid to the requisite body on your behalf? How do you verify that deductions are paid to the requisite government body on your behalf? • Were you aware these deductions would be taken from your pay when you accepted the job?
<ul style="list-style-type: none"> • Are you in debt to anyone at work? Do you owe anyone money? If so, who? • How did that debt originate? • Will you be able to pay it off?
<ul style="list-style-type: none"> • What types of things do you spend your wages on? Are you happy about this?
<ul style="list-style-type: none"> • Do you control your earnings? If not, who does? Why?

Red Flags to look for:

- ▶ Wages or earnings are not what the worker was led to believe at the time of recruitment/hiring
- ▶ Worker is paid less than the legal minimum wage for the sector
- ▶ Worker receives majority of earnings in 'in-kind' payments, or the promise of such payment (like receiving a bicycle at the end of a harvest season)
- ▶ Worker is paid in lump sums (such as at the end of the season) rather than regularly
- ▶ Worker does not understand wage/payment system and/or is not provided with any justification or documentation of earnings
- ▶ Worker does not maintain control of their earnings or must hand them over to a third party
- ▶ Worker is indebted to recruiter/middleman or employer
- ▶ Significant deductions are taken from worker's earnings, particularly for items like food and housing
- ▶ Workers are paid in vouchers to use at company-owned stores instead of in cash

Hours:

- Tell me about what time you normally start and end work?
- How many hours do you usually work per day? Per week?
- Do you ever work overtime? Can you say no to overtime? Will you face penalties for saying no?
- Are quotas or piece-rate systems used?
- Can a worker earn the relevant minimum wage without working overtime under the quota system?
- Does the wage system motivate use of family or child labour?
- How much time do you get to rest each day?
- How much time do you have to rest each week? Do you have at least one full day off each week?
- Do the hours that you have to work prevent you from doing other things in your life you want to do? (like sleeping, socializing, etc.)

Red Flags to look for:

- ▶ Worker works long daily hours that exceed legal limits
- ▶ Worker is not granted time off each week
- ▶ Worker is forced to work overtime
- ▶ There are not enough workers employed to meet production targets, quotas, or processing volume
- ▶ Number of workers doesn't expand to meet seasonal requirements
- ▶ Employer's records of work hours are inconsistent with hours reported by workers
- ▶ Workers are unable to earn minimum wage under piece-rate schemes without working overtime

Freedom of movement

- Are there any restrictions on workers' freedom of movement in the workplace during working hours? If yes, what are these restrictions?
- Do security personnel ever restrict freedom of movement in the workplace for reasons other than workplace security?
- Are workers ever restricted from or monitored when using the toilet facilities?
- Are workers free to get drinking water whenever they wish?
- Are workers free to perform religious obligations without restriction?
- Are workers free to leave the workplace immediately after their required work hours?
- If the worker lives in housing operated by the employer or labour recruiter, are they required to live there as a condition of recruitment or continued employment?
- Are workers free to come and go as they please during non-working hours? If not, what are the restrictions on freedom of movement?
- Do workers in employer-provided housing have a curfew? Are there any housing rules and regulations that workers believe unreasonably restrict their personal freedom?

Red Flags to look for:

- ▶ Workers experience restricted freedom of movement in their workplace or living areas
- ▶ Workers experience constant surveillance by employer or supervisor
- ▶ Employer or supervisor contributes to environment of isolation
- ▶ Workers experience employer- or supervisor-imposed limitations on their freedom of movement that have negative consequences on other areas of their lives (e.g., ability to see their family, pursue religious activities, socialize, organize freely, access healthcare, etc.)

Lesson 10: Communicating with the Farmer to Address Issues

[45 minutes]

Objective: To help participants appreciate how to communicate with the farmer in a way that is likely to create positive change in the workplace

Supply chain monitors are key actors in the fight against forced labour

The access that private sector supply chain monitors and community liaisons have to farmers and workers uniquely positions them to play a critical role in combatting forced labour and they should be an active and robust partner in any country's forced labour elimination strategy. While carrying out their daily duties, monitors and community liaisons are exposed to a wide variety of farm workplaces and practices.

This experience makes them well suited to act as advisors and facilitators for farmers and workers they encounter in the field, imparting knowledge and offering advice and suggestions for improving workplace conditions. Providing advice and technical information to farmers is an effective way to promote compliance with company policies and national and international laws on forced labour and other labour issues.

The approach that is recommended when engaging with farmers (who are the employers in question in the context of cocoa production) is one of collaboration and persuasion, rather than surveillance or discipline. Monitors and community liaisons should seek to find ways to help farmers adapt work systems to meet production demands while at the same time addressing any compliance problems they identify. This approach is generally more effective at driving improvements than approaching encounters from an enforcement or policing perspective, which can drive farmers to hide troubling issues from oversight rather than work to address them.

Of course, this type of approach is most appropriate when workers are not in imminent danger and the employer is open to suggestions for improvement.



Creating an action plan

One way that supply chain monitors and community liaisons can help farmers comply with policies and laws is by assisting them in developing action plans. Action plans are a useful tool that allow both farmers and supplier representatives to quickly note changes and improvements made as a result of past visits. Plans should outline the steps needed to achieve greater compliance. The general format of an action plan should include realistic targets and expectations that are based on evidence obtained during the visit and the capacity of the farmer to respond to fresh requirements. Action plans should typically include:

- ▶ A description of milestones and deadlines for achieving tasks
- ▶ A description of the roles of stakeholders (i.e, expectations of the farmer and supplier representative, but potentially also roles to be played by third parties such as external mediators or others providing support to workers or the farmer)
- ▶ For both farmers and workers, details of where to access necessary information or support to help achieve compliance

Action plans can also help supplier representatives to follow up and ensure that offences are not repeated. Before deciding on the details of the action plan, monitors and community liaisons must consider what action they wish the farmer to take and why. It is critical then that they follow up with the farmer again later, to ensure that suggested improvements have in fact been made.

Potential Action Plan Items

Depending on the situation, some of the following good practices to avoid forced labour could be included in the employers' action plans:⁵⁸

During recruitment and hiring:

- ▶ Directly contact migrant workers about employment, rather than use recruiters;
- ▶ Hold preliminary discussions with workers on the nature of work and terms and conditions (such as activities, hours of work, compensation, living conditions etc.);
- ▶ Provide employment contracts in language understandable to the workers. If a worker cannot read or write, ensure a neutral witness is available who can help the worker understand what is included in the contract;
- ▶ Provide permanent employment contracts to casual or contract workers doing work that can be considered permanent, including sharecroppers;
- ▶ Provide safe and free transportation of workers from home to the work locations
- ▶ Provide free preparation of paperwork for workers (such as travel documents, insurances, identity and age verification documents, etc.) required for employment; or
- ▶ Ensure that any monetary advancement provided to the workers for travel or as confirmation of employment does not pose a risk of debt bondage.

During employment:

- ▶ Introduce workers to any relevant managers and co-workers;
- ▶ Allow workers an opportunity to negotiate working conditions and compensation;
- ▶ Ensure that farmers and farm managers set realistic work targets (with acceptable working hours and provision of fair compensation);
- ▶ Arrange for adequate low/no cost housing for workers without restricting movement;
- ▶ Ensure effective grievance mechanisms are in place to resolve worker complaints;
- ▶ Ensure that workers have access to services such as medical, childcare in the case of families, schools for the children of workers, legal advice, etc.;
- ▶ Ensure that workers are paid actual compensation in cash and in-kind benefits according to an agreed-upon wage disbursement schedule;
- ▶ Provide free repatriation of the workers at the end of their contracts.

Additional resources for forced labor risk mitigation

A series of useful resources have been developed by the [International Cocoa Initiative \(ICI\)](#) for supply chain monitors to help mitigate risk and remediate indicators or cases of forced labor that are identified in the field. These include:

- ▶ Model contract between farmers and workers⁵⁹;
- ▶ Checklist of topics to be covered in verbal contracting, for use by witnesses⁶⁰;
- ▶ Guidance for Ghana and Côte d'Ivoire on country-specific actions to take to prevent forced labor through mitigation of risk or remediation of forced labor indicators or cases.^{61 62}

ICI has developed graphic versions of many forced labor remediation and prevention materials, to facilitate accessibility for non-literate stakeholders.

Questions for Consideration



- ▶ What are some examples of a time when you have used a collaborative approach to convince a farmer to change behaviour? Did it work?

Lesson 11: Preventing Forced Labour Risk

[30 minutes]

Objective: To help participants learn strategies for raising awareness and reforming recruitment practices in order to stop the problem of forced labour and human trafficking before it begins

The Importance of Prevention

Forced labour has deep cultural, social, and economic roots that have granted it legitimacy and invisibility as a form of exploitation. In these cases, the struggle against forced labour is largely about changing attitudes. Through awareness-raising and providing advice, community liaisons can help employers, workers, and the community realize that by preventing abuse of workers, society gains a more productive, healthier workforce that is better equipped to contribute to the economy and society.⁶³

Prevention is particularly critical in rural sectors such as cocoa production, where much labour takes place in remote, hard-to-reach settings, and is done by poor or otherwise vulnerable populations, making adequate enforcement and meaningful remediation difficult to implement.

Interventions aimed at prevention may focus on raising workers' awareness of their rights and producers' awareness of their responsibilities as employers, as well as increasing the formality of recruitment, hiring, and employment practices.

Raising Awareness

In order to reduce deception and abuse of workers during recruitment and hiring, cocoa suppliers can collaborate with government and civil society actors to raise workers' awareness of their rights.

When implementing awareness-raising strategies, it is critical that implementing stakeholders understand how the local population receives information (such as specific radio stations, community information centres, village committees, etc.) and work through those outlets to spread the message about forced labour and human trafficking.

For instance, awareness-raising activities could aim to reach workers at various points along their journey to the worksite, including in their home communities, at bus stations/depots along migration pathways, on buses, and in cities and towns that serve as common transit points. Information should be provided in ways that workers can absorb quickly and easily even if they are under surveillance or have low levels of literacy, such as via radio announcements or murals. Efforts should target both children and adults, particularly parents of potential child migrants, as well as women and sharecroppers, who may not have access to trainings provided by cooperatives or community-based implementing partners.⁶⁴

National campaigns organized around specific days such as ‘World Day Against Trafficking in Persons’ on July 30 can have a broad reach. TV and radio spots, along with newspaper ads and billboards in high-risk areas warning against forced labour and human trafficking are effective, and public support from well-known entities like a government ministry is helpful. Targeted, small-scale, and frequently repeated communications throughout the year also work to solidify messaging, change attitudes, and mobilize people. Such targeted campaigns should be used to reach rural areas, marginalized communities, and those working in economic sectors that have a high risk of labour exploitation and deceptive recruitment practices.

As with other parts of the monitor’s work, it is helpful to have a strategy for awareness-raising and working with the media. A good strategy should help to identify the following:

- ▶ Who do you want to influence? Who is your audience?
- ▶ What do you want them to do?
- ▶ What is the best way to reach them and prompt the change you want to see?
- ▶ What is the optimal time to reach them? When should outreach be done?
- ▶ Who should you partner with?
- ▶ What is your message?

Key elements of forced labour awareness-raising strategies

Community monitors and facilitators who are engaged in outreach and awareness-raising on forced labour issues should ensure that community members:

- ▶ Understand the difference between forced labour and other labour violations;
- ▶ Understand the risks and indicators of forced labour; and
- ▶ Understand their rights and responsibilities.

They should:

- ▶ Incorporate forced labour training into existing efforts among producers, such as child labour training;
- ▶ Provide producers with technical assistance and other resources necessary to improve practices;
- ▶ Collaborate with national and regional efforts to reduce risk and vulnerability for workers.

Awareness-raising materials available from ICI and Rainforest Alliance

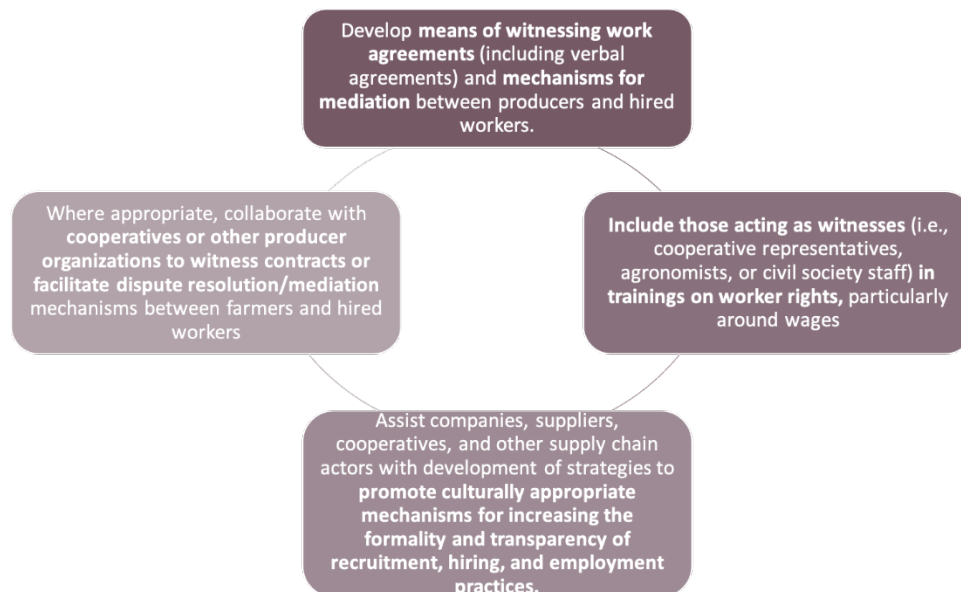
The [International Cocoa Initiative \(ICI\)](#) has developed a series of useful awareness-raising materials for use by community liaisons and facilitators with cocoa producing communities and farmer organizations. In addition to comprehensive training guidance in both English and French, ICI has created graphical posters, flipbooks, and other training materials for facilitators to use in the field.

Rainforest Alliance also has created accessible guidance on the “Assess-and-address” part of the new RA certification standard, which explains to certificate holders the expectations and processes related to forced labour under the new RA standard framework.⁶⁵

The importance of increasing the formality of recruitment, hiring, and employment practices

Much forced labour risk can be prevented through formalization of the recruitment, hiring, and employment practices used by farmers to engage labourers on cocoa farms. By encouraging both cooperatives and farmers to incorporate a means of either formal written contracting or witnessed verbal agreements between producers and workers, community liaisons can help ensure transparency around terms of employment. Establishing processes and mechanisms to resolve disputes between workers and employers is also essential.

The graphic below contains strategies for formalizing these practices⁶⁶:



When witnessing agreements between employers and workers, community liaisons should ensure that:

- ▶ The worker to be recruited is over 18 years of age;
- ▶ The worker consents to the work and pay;
- ▶ Both parties have signed the agreement; and
- ▶ Both workers and employees are aware of their rights.⁶⁷

In addition, liaisons should ensure the contract contains the following information:

- ▶ The total area of the farms;
- ▶ A list of tasks to be performed;
- ▶ Number of working hours and working days per week;

- ▶ Method, value (amount or portion), and frequency of remuneration;
- ▶ Proposed duration of the work;
- ▶ Remedies in the event of non-compliance with the agreement by one of the parties; and
- ▶ Terms and conditions for breaking the agreement.⁶⁸

Remember that model contracts, checklists, and other useful resources for preventing and mitigating risk of forced labour are available from the [International Cocoa Initiative \(ICI\)](#).

Questions for Consideration



- ▶ What are some awareness-raising campaigns that you remember hearing about (e.g., anti-smoking, drunk driving, etc.)?
- ▶ What about the campaign was effective? What was not?
- ▶ Do you think it had an influence on people and changed attitudes?

Exercise F: Developing a Media/Awareness-Raising Strategy



Objective:

- ▶ To help participants create a strategy for raising awareness about forced labour and human trafficking



Time:

- ▶ 60 minutes



Materials and preparation:

- ▶ Flip-charts and markers for each small group
- ▶ Copies for each group of Handout I: *Awareness-raising strategy*



Steps:

- ▶ Explain the objectives of the exercise. [5 minutes]
- ▶ Ask the following questions:
 1. Have any of you ever been involved in awareness-raising work as a community monitor or liaison?
 2. If so, what was the issue? (e.g., safety, migration, etc.)
 3. Who was the target audience?
 4. What was the method of communication?
 5. Was it successful?[10 minutes]
- ▶ Divide participants into small groups of four to five people. Distribute copies of Handout I and ask participants to consider the risks of forced labour and human trafficking that exist in the area of the country where they work. The group should work together to build a strategy for raising awareness about those risks. In doing so, the following questions should be answered:
 - *Who do you want to influence?* Examples could include migrant workers, farmers, recruitment firms, consumers of certain products, young people, etc.
 - *What do you want them to do?* Examples could include use hotlines to report problems; not buy products made with forced labour; etc.
 - *How will you reach them and prompt the change you want to see?* Examples could include radio, TV, theatre, music, the press, speaking at public events, school tours, road shows in various districts, SMS messages, internet, messages on busses, billboards and other written material, etc.
 - *What is your message?*
 - *What is the time frame for the campaign?*
 - *Who should you partner with?* Examples could include the media, NGOs, other government agencies, mobile phone companies, celebrities, etc.

[20 minutes]

- ▶ Reconvene the participants and ask each to share the strategy that they developed. Encourage questions and comments. [20 minutes]
- ▶ Wrap up with Q&A and key messages. [5 minutes]



Key messages:

- ▶ There are many different ways in which cocoa suppliers can raise awareness about the negative consequences of forced labour. It is important to think creatively and understand how the population you want to reach receives information.
- ▶ Collaboration with other stakeholders is important to the success of any campaign. Youth groups, families, teachers, employers, labour unions, community leaders, other government representatives, mobile phone companies, and the media should all be considered as potential partners.
- ▶ Prevention campaigns are a way for cocoa suppliers to influence populations that are remote, isolated, and hard to reach, such as rural areas and those working in hidden employment sectors.
- ▶ Targeted, small-scale, and repeatedly delivered messages throughout the year help to solidify messages, change attitudes, and mobilize people.
- ▶ A well-thought out strategy is critical to any awareness-raising activities to ensure that the message is clear and partners are accountable.

Note: In addition to this exercise, the trainer could invite guest speakers or show video clips or advertisements of campaigns that successfully raised awareness about a specific issue. This would allow participants to apply lessons learned from those campaigns to the fight against forced labour.

Handout F: Awareness-raising strategy

Who do you want to influence?	
What do you want them to do?	
What is the best way to reach them and prompt the change you want to see?	
Who should you partner with?	
What is your message?	
What is the optimal timeframe?	

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