

TOWARDS AN ETI TRAINING PROGRAMME

The purpose of this document is to outline the overall scope and direction of ETI's training programme.

1. INTRODUCTION

The ETI is an alliance of business, trade union and labour rights organisations that is committed to working together to identify and share good practice in the implementation of corporate codes of labour practice.

1.1 TRAINING AS A KEY PART OF ETI STRATEGY AND OBJECTIVES

The ETI strategy sees training as making a major contribution to all ETI's objectives (see FROM GOOD INTENTIONS TO GOOD PRACTICE: ETI's FUNDING PROPOSAL TO DFID 2002-2005). Specifically it is anticipated that the training programme will serve three key ETI priorities:

- *Establishing the ETI as a Centre of Excellence in communicating good practice* – by providing a vehicle for sharing good practice between key players
- *Strengthening ETI members' commitment to ethical trade* – by building understanding and competencies at strategic and operational levels
- *Contributing to ETI's objective to develop monitoring and verification capacity in supplier countries* – by building understanding and competencies in suppliers and multi-stakeholder organisations and institutions

The aim of improving the lives of workers in supplier countries is key. The task of influencing corporate business behaviour in order to achieve significant change must be the main purpose of the training objectives. This will involve knowing and understanding what is 'good practice' in applying the ETI code of practice but also changing the way the many parts of the current value chain relate to each other.

1.2 ETI AIMS FOR TRAINING*

ETI has a range of aims for its training programme that together will communicate and build good practice and speed up the learning of ETI members and its key partners. These include:

- Systematically sharing existing knowledge and skills between members
- Providing guidance and skills in the implementation of the base code within member companies and their supply chains
- Providing opportunities for knowledge and skills development in supplier countries
- Creating a conduit for scaling up ETI tried and tested approaches to multi-stakeholder / inclusive auditing
- Building ETI's reputation as an organisation providing quality training in code implementation to secure active engagement of existing members and to attract new members
- ETI core training modules would be adapted for use as part of the capacity building in supplier countries

* These have been adapted from a number of existing ETI policy documents

1.3 ETI TRAINING PROGRAMME TIMELINE

- Phase 1: Develop a detailed training strategy for ETI that takes into account the TOR (Dec 02 – May 03)
- Phase 2: Develop training modules and processes to implement the training strategy. Pilot the draft training modules and revise accordingly. (May – Dec 03)
- Phase 3: Implementation including training trainers Jan 04 - onwards

1.4 WORKING DEFINITIONS

Below is a table that aims to clarify the four elements of ETI activity where there is potential for confusion or overlap. It also suggests where (within the ETI staff group) responsibility lies for each aspect.

Key word	Definition	Staff role
LEARNING	An 'umbrella' term for all ETI's activities (well defined in the ETI Learning Needs Programme **)	All
INDUCTION	A process of introducing / orienting members and potential members to ethical trade issues and the ETI including establishing a mentoring programme for new members	Membership Secretary
TRAINING	A 'package' of activities aimed at building skills and competencies in members and selected partners	(TBC)
CAPACITY-BUILDING	A programme of activities that builds knowledge and skills within stakeholder organisations in supplier markets to enable them to develop their own ethical trade practices and engage appropriately with ETI members	Shared and to be further defined

The training programme is, therefore, one part of an approach that has several distinct parts.

** HOW ETI LEARNS (Sept 01 ETI Board)

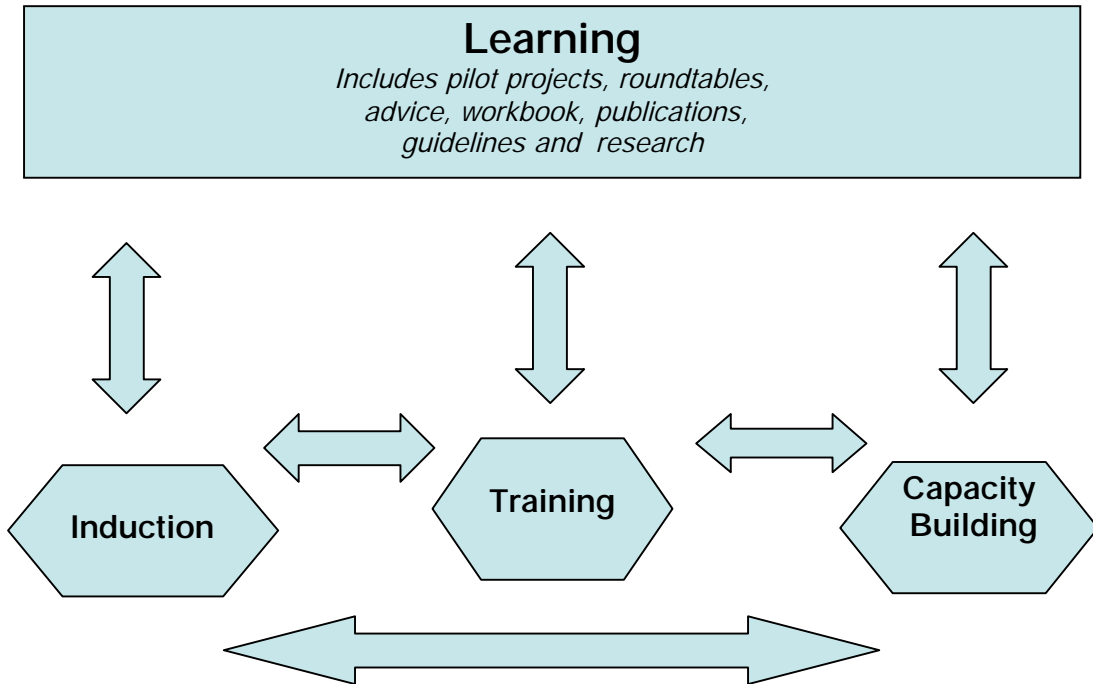
There are three aspects to ETI learning:

- a) Generating **new knowledge** (pilots, working groups, research)
- b) Capturing **existing knowledge** of the membership acquired through pilots and individual experiences

c) **Communicating learning** to the membership and other audiences

1.5 DIAGRAM TO ILLUSTRATE HOW TRAINING FITS INTO ETI AS A CENTRE OF EXCELLENCE IN PROMOTING GOOD PRACTICE AND SHARING LEARNING

Interface between Learning, Induction, Training & Capacity Building



There is a clear link between all the activities of ETI in the overall learning agenda. Induction, Training and Capacity Building have many points of overlap that will build a dynamic exchange of knowledge and experience among these new programmes. It will also build on the experience of the existing work along with contributing to the future development of ETI and its objectives.

2. WORKING ASSUMPTIONS & SWOT ANALYSIS

2.1 WORKING ASSUMPTIONS

2.1.1 STAFFING THE PROGRAMME:

There are four separate functions required in the development and delivery of this training programme outlined below:

<p>1. Design and development (External providers)</p>	<ul style="list-style-type: none"> • Overall framework and strategy (Phase 1) • Modules (phase 1 and 2) • Oversight of pilots (phase 2) • Explore, develop and establish appropriate appointment mechanisms for trainers (phases 1 and 2) • Revisions to programme and modules (Phase 2)
<p>2. Coordination TBC</p>	<ul style="list-style-type: none"> • Administrative support for all aspects of programme development and delivery (including basic marketing) • Drawing together information from all sources (in-house, members, ILO etc) • Production of final materials for modules including layouts • Build database to support training programme (including signposting to other training opportunities) • Basic financial records of training programme
<p>3. Training trainers (see 3.3) (External providers with ETI staff)</p>	<ul style="list-style-type: none"> • Design, develop, market and deliver a 9 day intensive training programme
<p>4. Training delivery (ETI staff and trained trainers)</p>	<ul style="list-style-type: none"> • Delivering the modules developed • Conducting feedback and evaluation • Contributing towards revisions and changes to training programme

2.1.4 TARGET AUDIENCES: WHO IS TRAINING FOR?

AUDIENCE GROUP	Level / range	PRIORITY (in %)	Notes
Corporate members	<ul style="list-style-type: none"> • Senior management • Buyers / in-house auditors/ technologists / QA • Worker representatives • HR managers • Supervisors • Operational managers 	35%	Assumed that senior management will be involved more in induction programme than training
Suppliers (both North and South)	<ul style="list-style-type: none"> • Senior managers • HR managers • Supervisors • Operational managers • Worker representatives 	37%	<p>The training programme would pilot modules for this group and train others to deliver them (see 3.5 below)</p> <p>This is seen as a large and expanding audience for ethical trade training</p>
Non-corporate stakeholder organisations / institutions (esp. in South)	<ul style="list-style-type: none"> • NGO Labour rights orgs • Trade unions • Government officials (esp. employment) • Multi-stakeholder initiatives 	12%	<p>This accounts only for the training aspect of ETI's capacity-building work</p> <p>It also assumes that most training would be delivered cross-sectorally</p> <p>It is anticipated that in due course personnel from these organisations would take on in-country training and capacity-building</p>
Non-corporate ETI members	<ul style="list-style-type: none"> • NGO Labour rights organizations • Trade unions 	6%	Mixed views from non-corporate ETI members on this issue
Corporate Non Members	<ul style="list-style-type: none"> • SME's • TNC's and large national companies 	6%	Fulfils the mission to raise awareness of issues
Commercial audit firms	<ul style="list-style-type: none"> • Auditors • Supply chain consultants 	4%	In many cases these will be firms and individuals working with ETI members

2.1.5 ACCREDITATION ISSUES:

Since ETI does not feel it appropriate to offer accreditation but is committed to delivering a quality training programme it may be valuable to create:

- Internal quality systems including annual review process of modules, peer and participant reviews of trainers
- Certificates of attendance for all those who participate in training
- ETI formal appointment of trainers who complete the training the trainers' programme and coached training sessions to the satisfaction of the ETI including a test to demonstrate a minimum knowledge level needed to deliver the modules.

2.2 SWOT ANALYSIS

This is a brief SWOT analysis of ETI as a training organisation.

<p>Strengths</p> <ul style="list-style-type: none"> • Repository of large quantity of material and experience available on which to base training • First hand 'raw materials' (e.g. from pilots) not available to other organisations • Well established cross-sector and North/South working methodologies • Backing of member organisations, Board and main funder (DFID) • ETI focus on learning and many tools already in use (e.g. Workbook) • Access to key organisations and networks (e.g. ILO) • Broad-based multi-sector membership • Completed learning / training needs assessment • Filling a gap in current provision 	<p>Opportunities</p> <ul style="list-style-type: none"> • Deepen knowledge and skills within the ETI network • Extend access to ETI materials / experience to those in the South • Have a real impact on the lives of workers • Tailor training to complement what is available already in the market place • Work collaboratively with other organisations / initiatives in this field • Draw more organisations and people into ETI's work • Raise awareness of Ethical Sourcing issues, promote codes of conduct and give guidance to SME's • Build greater reputation and leadership in this field
<p>Threats</p> <ul style="list-style-type: none"> • Ethical trade becoming a less important global issue • Potential competition from other organisations (specifically in the UK and USA) • Members being too cautious or protectionist about sharing ETI knowledge and skills • Potential to develop too wide an audience base and loose depth of content • ETI multi-stakeholder approach delays the implementation of the training strategy • Multiple demands on ETI members time with mushrooming initiatives • Change in political focus of UK government • Change in ownership of ETI companies • Recession 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Limited in-house capacity to develop and deliver training • Training being perceived as less important than other aspects of ETI's 'portfolio' by members and staff (and therefore not being given the time) • ETI staff and members too stretched to be able to be actively involved • Diversity of expectations from the target trainee group(s) • Enough trainers with specific industry knowledge to be credible are recruited • No skills audit currently available • No central database so unable to access training related contacts • ETI processes to agree guidance and good practice are slow and lead to lags on sharing cutting edge experiences

This analysis has provided a basis for many of the suggestions for training developments that follow.

3. TRAINING PROGRAMME

3.1 KEY PRINCIPLES

THE TRAINING PROGRAMME WILL BE BASED ON THE FOLLOWING PRINCIPLES:

- Dissemination of the ETI Base Code
- Promoting International Labour Standards
- Encourage social dialogue
- Create opportunities to listen to workers and their organizations
- Focus on skills sharing and skills building to build competencies
- Fill training gaps and signpost wherever possible
- Promote multi-stakeholder approaches/building partnerships where appropriate
- Be 'empowering' rather than 'directive'
- Be practical and realistic
- Bring subject to life, inspire people
- Build on what's there
- Learn from experience
- Keep it uncomplicated

3.2 TRAINING FRAMEWORK

This framework outlines the broad areas of training within ETI as well as the overlap with Induction and Capacity Building work.

Level	Audience	Focus	Notes
1. Orientation to ethical trade (INDUCTION)	<ul style="list-style-type: none"> • Newcomers to Ethical Trade • New and potential members of ETI • Overseas offices of ETI members 	<ul style="list-style-type: none"> • What is ethical trading? • What is the ETI? • What are the ETI code and labour standards? • Getting started 	<ul style="list-style-type: none"> • Largely delivered by secretariat as part of ETI induction. • Training programme to provide specialist modules where needed (e.g. mentoring)
2. Organisational strategies, structures and implementation (INDUCTION & TRAINING)	<ul style="list-style-type: none"> • Senior managers • Selected operational managers • Suppliers adopting ETI codes and standards • Non corporate members • Worker representatives 	<ul style="list-style-type: none"> • Strategic planning • Models, tools & guidelines • Techniques & skills 	<ul style="list-style-type: none"> • Information services and briefings provided by ETI induction programme. • Training programme to provide skills development
3. Putting the code into practice (TRAINING)	<ul style="list-style-type: none"> • Buyers, in-house auditors, QA and technologists • Suppliers who are members of ETI • Non corporate members • Worker representatives 	<ul style="list-style-type: none"> • Processes, procedures and challenges • 'How to...' modules 	Developed and delivered largely by training programme team
4. Supply chain capacity-building (INDUCTION, TRAINING & CAPACITYBUILDING)	<ul style="list-style-type: none"> • Suppliers in country • Multi-stakeholder institutions • Non corporate members • Worker representatives 	<ul style="list-style-type: none"> • Modifying many of the induction and training activities for use at local levels for different audiences 	Training programme to adapt materials for use by capacity-building team – where required

3.3 PROPOSED TRAINING MODULES

To be developed concurrently in Phase 2

Level	Proposed Training Modules
1. Orientation to ethical trade	Induction modules developed with ETI Membership Secretary <ul style="list-style-type: none"> • Mentoring (appendix A)
2. Organisational strategies, structures and implementation	<ul style="list-style-type: none"> • Building understanding, and skills to implement, codes and standards within corporations. Modules to include: <ul style="list-style-type: none"> – Terms of employment including: freely chosen employment; no discrimination; appropriate treatment, regular employment – Working conditions including health and safety – Freedom of association and collective bargaining – Wages and hours – Child labour – Gender • Adapting companies to ethical sourcing needs. Modules to include: <ul style="list-style-type: none"> – Examining the business case for ethical sourcing – Building a risk assessment tool – Building internal ethical sourcing governance structures – ETI code, In-house codes, policies and procedures – Setting up in-house indicators and reporting procedures <p>Wider implications modules to include:</p> <ul style="list-style-type: none"> • Models for sustainability • Examining the case for social partnership
3. Measuring and applying the code in practice	<ul style="list-style-type: none"> • Managing communications with suppliers • Engaging local stakeholders (appendix B) • Working with external verifiers and resource providers • Inspection procedures • Conducting worker interviews • Impact assessment • Corrective actions
4. Supply chain capacity-building	To be finalized with capacity-building team but discussions to date indicate that many of the same modules will be used with some modification for local laws and audience experience.

3.4 BACKGROUND MATERIAL SOURCES FOR MODULES

3.4.1 EXTERNAL TO ETI THE FOLLOWING TRAINING MATERIALS HAVE BEEN IDENTIFIED AS USEFUL FOR DEVELOPING MODULES

- M&S training materials – key contact Muriel Johnson (Fiona M has a set)
- CWS supplier workshop materials – key contact Ian Burgess (Jacqui has seen these materials)
- NEXT training materials – key contact Maggie Burns and Sumi Dhanarajan from Oxfam
- ILO Core labour standards – key contact Michael Urminsky (he is to send to Jacqui)
- Tesco internal training material – key contact Martin Cooke (Fiona has attended some Tesco training)
- The Body Shop introduction to ETI Base Code- key contact Elaine Jones
- TUC Partnership Institute, North London College (recommended by Simon Steyne)
- Other key initiatives experience and documents – contacts include
 - Alice Tepper Marlin, SAI
 - Scott Nova, workersrights
 - Ineke Zeldenrust, cleanclothes
 - Frans Papma, fairwear
 - Auret Van Heerden, fairlabor association
 - Rutledge Tufts
 - Linda Yanz
- Labour Inspectorates around the world, many have 50 or more years experience in auditing and inspecting for specific labour practices e.g. health and safety
- Academic Research Institutes such as:
 - Natural Resources Institute – contact Anne Tallontire
 - Institute for Development Studies – key contact Dr Stephanie Barrientos (Both of these contacts have detailed case studies of Code Implementation)

3.4.2 INTERNAL ETI DOCUMENTS AND SOURCES

- Workbook
- Pilot reports and working group notes
- Workshop reports
- Member and staff knowledge

3.5 TRAINING TRAINERS

It will be vital to the success of this programme that attention is given early on to the development of a cadre of 'trainers' who will be able to deliver ETI training programmes within their organisations and / or to different ETI stakeholder groups. It is proposed that a 9 day 'training the trainers' course (Appendix C) is established to run annually or more frequently as needed. The pilot version of this course would take place early in 2004 (beginning of Phase 3) with the intention that the trainee trainers could a) shadow and b) deliver some of the roll out between January and March 2004. This would mean that by the end of Phase 3 there would be between 10 and 20 trainers available for the scale up and diversification of the programme.

Possible sources of trainers are outlined below:

POTENTIAL TRAINERS	THEIR OBJECTIVES	%	BENEFITS TO ETI AND MEMBERS
1. Internal trainers nominated by ETI member companies	<ul style="list-style-type: none"> To build capacity for internal company training on ethical trade issues To adapt ethical trade materials for their specific company operations 	40%	<ul style="list-style-type: none"> The creation of more sustainable internal company resources The integration of the ETI approach achieved quickly, practically and effectively
2. Other non-corporate ETI members	<ul style="list-style-type: none"> To capacity-build their networks to take on ethical trade issues more competently To develop a potential income stream as trainers to their organisations 	10%	<ul style="list-style-type: none"> The spread of knowledge of ET agenda and practice in trade unions and labour rights organisations Provision of a pool of trainers from non-corporate backgrounds
3. Independent trainers	<ul style="list-style-type: none"> To expand their own portfolio of training skills / topics To develop an additional income stream 	40%	<ul style="list-style-type: none"> Pool of experienced trainers with expertise in ethical trading training from labour, labour rights and corporate training backgrounds
4. ETI staff	<ul style="list-style-type: none"> To develop complementary skills To translate and deliver their ethical trade knowledge and experience in new ways 	10%	<ul style="list-style-type: none"> Building core skills of staff group to deliver ETI programmes to members and in the field

3.6 MODULE DEVELOPMENT AND REVIEW – PHASE 2

3.6.1 LEVEL ONE

The Module Development will be done during Phase 2 and would start with the completion of the Induction Programme and package (with the Membership Secretary). Once this package is agreed with the training team, the Membership Secretary and the working group and tested, this will form the base from which the training will start.

It is still to be determined how much of this work is to be done by the Training Team and this should be clarified by the end of April. One suggested approach to induction includes:

A short introduction to / Welcome to ETI

A) What is Ethical Trade?

Introduces by raising a few of the issues for companies with a global supply chain

B) What is the ETI and why current members participate (including some images and quotes as well as a few expectations of members)

The Basis for our work

- ETI way of working – multi-stakeholder approach and ETI office
- ETI Base code – brief introduction to the base code and the 9 issues covered – what they are and one or two examples of how it manifests itself in the supply chain and what can be done (each issue no more than 5-6 minutes)
- Where to go for more information (leave a pack behind but one or two overheads of pictures of ETI web site, publications and office).

C) Steps to getting started in ET (anticipate a smaller audience)

- Adopt the code (some examples of companies that have done this)
- Understand the code (discussion on the code and how other companies have deepened their understanding of it)
- Communicate the code (first steps in communicating their new adoption of an ET code within their company and supply chain with some examples from other companies and quotes from employees and suppliers etc.)

This group should leave with a few tasks. In particular:

- To formally adopt the code
- Communicate the adoption of the code
- A full mapping of supply chain – with ETI guidance

They should be left with a packet of ETI publications, contacts, a guide to the web site and workbook etc.

A mentoring programme has been suggested for new members. In order to implement a mentor programme, a training module (Appendix A) will need to be in place.

3.6.2 LEVEL TWO

The Level 2 modules can be developed in sections and with separate developers who maintain regular communication between the teams

Section One

For consultation May 2003- comments to Fiona Mabbott (Fiona.m@eti.org.uk and Jacqui MacDonald (JRMjacqui@aol.com)

Building understanding, and skills to implement, codes and standards within corporations. Modules to include:

- Terms of employment
(including: freely chosen employment; no discrimination; appropriate treatment, regular employment)
- Working conditions (health and safety)
- Freedom of association and collective bargaining
- Wages and hours
- Child labour
- Gender

These modules should consist of:

- The ETI base code
- What international standard the ETI code is based on
- Local law
- Examples of the code in practice
- Examples of the code not in practice , what has been found to date
- Exercise in spotting good and bad practice
- Examples of where there has been an unsuccessful and a successful intervention
- Short Case Study based on participants specific industry sector (where possible)
- Tips on what to look for to ensure the code is applied
- Further sources of information
- Quiz to reinforce knowledge gained

What the goal of each module should be is for the participant to leave with an understanding of the specific code; how it is applied and where to go for further information.

They should be planned to be delivered either in one full week session (5 days) or broken up into one day and half day sessions depending on the location

Section Two

Adapting companies to ethical sourcing needs. Modules to include:

- Examining the business case for ethical sourcing
- Building a risk assessment tool
- Building internal ethical sourcing governance structures
- ETI code, In-house codes, policies and procedures
- Setting up in-house indicators and reporting procedures

These modules should consist of:

- Examples of existing company good practice including case studies
- Processes to build tools, policies, procedures and structures needed
- Individual Company specific projects to make the modules relevant to participants including an action plan
- Resources for further information

The participants should leave with an action plan to enable them to build the appropriate management systems and structures for Ethical Sourcing within their organization.

The modules should be planned to delivered over a 2 and maximum 3 day time frame and also one day or half day sessions

Section Three

Wider implications modules to include:

- Models for sustainability
- Examining the case for social partnership

These modules should be developed as explorations of new approaches as way of working and if possible they should include experiential learning with an introduction to the issue and follow up reflections. Participants should be stretched in their thinking.

3.6.3 LEVEL THREE

Measuring and applying the code in practice. These modules include:

- Managing communications with suppliers
- Engaging local stakeholders (appendix B)
- Working with external verifiers and resource providers
- Inspection procedures
- Conducting worker interviews
- Impact assessment
- Corrective actions

These modules should consist of:

- Examples of existing company good practice including case studies
- Interactive exercises
- Resources for further information
- Individual Company specific projects to make the modules relevant to participants including an action plan

The participants should leave with an action plan to enable them to measure their Ethical Sourcing performance.

The modules should be planned to be delivered over a 3 day time frame and also one day or half day sessions

3.6.4 Updates and mini modules need to be developed to incorporate the latest thinking and practice as needed.

3.7 MODULE REVIEW

The modules will need to be reviewed initially by the working group before testing. After amendments by the working group each group of modules should be tested by piloting the training with existing and new members. The pilot sessions will need to include an evaluation and review from both the trainers and participants. These pilot sessions should include both the trainer(s) and an observer from the training team.

The Training Team will need to review the feedback from these pilots; revise the modules accordingly and feedback to the working group for comments.

For consultation May 2003- comments to Fiona Mabbott (Fiona.m@eti.org.uk and Jacqui MacDonald (JRMjacqui@aol.com)

After Phase 2 there will need to be a formal working group within the ETI to conduct regular reviews of the training programme and individual modules to ensure the programme remains relevant and the quality of delivery remains high.

This team should consist of ETI members, staff and at least two external training specialists. They would conduct an annual review of the evaluations and the training materials and would randomly observe some of the training in situ. It is expected that they would produce an annual series of recommendations for module adaptation and delivery mechanisms.

4. KEY BACKGROUND DOCUMENTS

- a) From Good Intentions to Good Practice: ETI's Funding Proposal to DFID 2002 and ETI's Public Strategy Document 2001-04 of the same title.
- b) Training in Ethical Sourcing: A report prepared for the ETI by Income Data Services February 2002.
- c) Raising the Stakes: ETI's Annual Report 2001/02
- d) South Africa Wine Industry write-up
- e) Participatory Social Auditing of Labour Standards: A handbook for good practice implementers
- f) ETI Communications Strategy, November 2001
- g) ETI Learning Needs Analysis September 2001
- h) ETI Workbook