BRANDS AND LABOUR RIGHTS

How and when to engage with brands?

Workshop Facilitator Notes

Maquila Solidarity Network (MSN)
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The workshop *Brands and Labour Rights: When and How to Engage with Brands* was designed by Maquila Solidarity Network (MSN) as a tool for use by women's and trade union organizations in Central America and Mexico in their work to pressure apparel brands to take action to achieve greater respect for labour rights in their supplier factories in the region.

The workshop was designed to increase the participants' understanding of power relationships in the global garment industry, the role of the international brands in this industry, and the possibilities and challenges in attempting to engage with or campaign against international brands.

In 2013-2014, MSN organized and facilitated two workshops for women leaders of unions and women's organizations in Mesoamerica. The first was a three-day workshop in San Salvador, El Salvador, and the second was a two-day workshop in San Pedro Sula, Honduras. Since then, the workshop has been adapted for use by women's, labour rights and union organizations in other parts of Latin America where there are garments produced for export.

Based on these experiences, MSN has produced this English-language workshop module and resources. It includes a Facilitator's Guide, which describes how to structure the workshop and how to ensure the active participation of those attending, a draft agenda, and a complete kit of resource materials for facilitators and participants. Many of the resources can also be used separately for internal workshops of the organizations and/or as reference documents for brand engagement.

We look forward to receiving comments about how your organization has used and/or adapted these materials.

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The workshops, methodology and resources on brand engagement were developed as part of a three-year project (2012-2014) involving a number of women's and trade union organizations in Latin America and the Caribbean. The English translation of the workshop materials was supported by the AFL-CIO Solidarity Center.

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A. INTRODUCTION

HOW TO USE THIS GUIDE

This guide provides a methodology and outlines the various sessions and group activities for a two-day workshop: *Brands and Labour Rights: How and When to Engage with Brands?* Each session includes detailed information on the objectives, content and process, as well as well as links to resource materials for workshop facilitators and participants.

OBJECTIVES

The general objectives of the workshop are:

- Contribute to a better understanding of the possibilities, limitations and challenges of influencing brands (by way of engagement and/or campaigns) in order to improve working conditions, salaries and respect for the labour rights of workers in the garment export sector.
- Increase the capacity of organizations to make informed decisions in order to develop effective strategies and actions to influence brands on specific cases and on systemic issues.

These objectives should be reviewed and adapted for each workshop based on the needs of the participating organizations and the country or region where the workshop is held.

PARTICIPANTS

The workshop is designed for a group of 15-25 people, all of who are from the same country or region. It is designed primarily for the leaders of trade union and women's organizations that support workers in the garment export industry. The participants should have a basic understanding of or direct experience with engaging with brands to address workplace violations. It is also important that they understand the reasons to engage with brands on cases of worker rights violations, in light of the commercial relationship that exists between brands and garment manufacturers that employ workers. In order to maximize participation and learning, the number of participants should not exceed 25.

FACILITATORS

The workshop has been designed to be led by at least two facilitators, both of who, in addition to having experience facilitating popular education workshops, should also have a broad understanding of brand engagement as a strategy for addressing labour rights violations in the garment sector. If the facilitators do not have this level of experience, in preparation for the workshop they should consult with someone knowledgeable about the garment industry and the brands that outsource production of apparel products. In order to be able to explain the concepts mentioned in the workshop and to prepare for the sessions, it is important that the facilitators thoroughly review the materials that have been prepared for use in the workshop.

MATERIALS

MSN has compiled a series of materials for the preparation and implementation of the workshop. Links to these materials are included in the corresponding sections of the guide. All of the materials serve as reference documents for the facilitators. Some are designed for distribution to participants for their use during group exercises that occur throughout the workshop. There are also background materials that offer additional information.

Before the workshop, the facilitators should read and familiarize themselves with all of the resource materials. Two basic and essential resources for the facilitators and for the participants are the *Glossary* and the document entitled *What do we mean by "brand engagement"?* The latter explains MSN's understanding of brand engagement and why it can be a useful strategy to help defend and promote workers' rights.

For the workshops organized by MSN, we prepared kits containing all the resource materials and distributed them to all workshop participants. A list of these materials can be found in the document entitled ***List of materials in participants' binder*****.** Our objective was to provide each participant with a comprehensive resource package to take back to his/her organization, which could then be used for internal workshops and in the day-to-day work of documenting cases, identifying and contacting companies, etc. The facilitators will have to decide which of these materials they want to distribute to participants, based on the time allotted for the workshop and available funds. The basic tools designed for participant use during the group exercises should be copied and distributed. The facilitators will want to look for updated background materials that are more relevant to the organizations and people that participate in the workshop.

WORKSHOP AGENDA

The agenda for a two-day workshop **included here** is a Word document created so that the facilitators can easily adapt and update it for their use. The Workshop Agenda is divided into six sessions (over two days), with the assumption that the workshop will begin in the morning of the first day and end in the afternoon of the second day. MSN has also organized three-day workshops and a condensed one-day workshop. In our experience, the two-day workshop is the most effective in order to provide an adequate introduction to this complex topic.

LOGISTICS

ARRANGING THE ROOM

The workshop requires a large common space, ideally with five round tables placed in a semi-circle. Each table should have 4-5 chairs that face the front of the room so that no one has his/her back to the facilitators. It should also be a space that allows for the participants to divide up and work in at least six small groups.

EQUIPMENT

- A computer, a projector and a screen that is visible to all participants. The equipment should be sufficiently portable so that it may be moved when necessary.
- Two flip charts with stands.

B. DETAILED GUIDE

Objectives, Materials, Content and Process

Day one, session one: Getting started and sharing experiences

Two and half hour session

OBJECTIVES

- Introduce the participants and the workshop
- Share and reflect on our experience with brand engagement

SESSION AT A GLANCE

Time	Activities
15 minutes	1. Welcome, introduction, expectations
25 minutes	2. Introduction of participants: Buses
10 minutes	3. Guidelines for participation
25 minutes	4. Line-Ups: Our experience with brand engagement
15 minutes	*BREAK*
40 minutes	5. Historical timeline of brand engagement (in the country or region)
20 minutes	6. Reflection on the timeline, questions for the future

RESOURCES REQUIRED

- **Workshop Agenda**
- **Glossary**

Flip charts:

- Workshop Objectives (See the introduction, page 3)
- Agenda for Day One
- Workshop guidelines written on 8 ½ x 11inch sheets
- Historical Timeline[1]
- Questions on flip chart paper:
    - What grabbed your attention?
    - What kinds of cases are included in the timeline?
    - What issues have not been addressed?

[1] **Here is a link to an image of the historical timeline** as it was used on our Central America workshops between 2012-2015. Groups carrying out workshops in other regions will need to develop a region-specific timeline. (For more details, please see below under the heading "*5. Historical timeline of brand engagement*").

- What issues are most important for our work?
- What questions does this raise for the future?

Other:

- 8 ½ x 11 inch sheets of paper that say A LOT / NONE and YES / NO
- Index cards to be used to add the participants' experiences to the timeline
- Masking tape, flip charts, markers

CONTENT AND PROCESS

1. Welcome, objectives, agenda (15 minutes)

- The facilitators introduce themselves and the workshop sponsoring organization, if applicable. At this time, information may be shared about why this workshop was organized for this particular group.

- Give a brief description of the focus of the workshop and review the objectives and agenda for both days.

- Introduce and review the materials included in the workshops' ***Participants' binder*** (if you are using one).

- Share any other logistical information.

2. Introduction of participants: Buses (25 minutes)

- Choose a space in the room that is large enough for all of the workshop participants to be able to move around.

- Explain that, in order to get to know one another and to learn where each person is coming from, we are going to take a ride on an imaginary bus. Ask all of the participants to gather in the space that has been chosen for the exercise.

- Explain that the participants will be riding buses that are going to different places. At each stop they will get on a new bus, quickly introduce themselves to the other passengers, and respond to the question posed by the facilitators in order to learn more about the other people who are riding on their bus.

Facilitator's Note: *The bus "routes" can be adapted to meet the needs of the group.*

- Bus 1: Tell all of the participants who are from the same country to get on one bus. Once they are in groups according to country, each participant should say his/her name (if they do not know one another) and then answer the question, "What are two things that you would like the other participants to know about your country?"

- Give the participants two minutes to answer the question and then ask one or two representatives of each "bus" to share one of the answers.

- Tell the participants that they will now transfer to a different bus route. In Bus 2, ask the participants to divide into groups of garment workers, former garment workers, union leaders, human rights or labour rights activists. (If a participant belongs to more than one of these groups, he/she will have to choose one bus, selecting the one to which they currently feel most identified). Once again ask each person in the group to share his/her name and then answer the following question, "Why do you do the work you do? How did you get involved in this work?

- Give the participants a few minutes to answer the question in their groups and then ask one or two representatives from each bus to share some of the responses.

- If there is time for the participants to move to Bus 3, ask them to choose the bus that represents their favorite color—blue, yellow, red or purple. In this bus, they should once again share their names and then answer the question: What do you hope to learn from this workshop and why did you decide to participate?

- Give the participants a few minutes to discuss their answers in their group and then ask one or two representatives from each bus to share some of those responses. The facilitators should record on a flip chart the workshop expectations mentioned by the participants.

3. Guidelines for participation (10 minutes)

- When the participants are once again seated at their tables, the facilitators inform them that they are going to be working together during the next two days and that everyone should work together to create conditions that allow for each person to participate fully and to create a safe space with respect for all opinions.

- Take out the workshop guidelines that you have prepared prior to the workshop and have written on large index cards or sheets of paper. Explain that these guidelines were taken from other, similar, workshops and are the contributions of their participants.

- Show each guideline and read it aloud for all participants, verifying that they understand what each one means and that everyone is in agreement. Facilitators may, if necessary, ask the participants to raise their hands to express agreement.

- When all of the guidelines have been presented, ask if any of the participants has an additional guideline to add.

Facilitator's Note: *Some examples of workshop guidelines include "Be on time", "Every point of view is valid", "Put your cell phone on silent mode", "Don't interrupt when someone is speaking", "Listen to what others are saying", "Take enough time to make sure that everyone understands what is being said", and there are many more. The facilitators may select the ideas that are most appropriate for use with the group and before the workshop begins, write them on large index cards or sheets of paper for use in this exercise.*

- When the list is complete, ask again if everyone is in agreement. (Ask for a vote). Tell the group that the workshop will be conducted in accordance with this list of guidelines and that it will be kept in a visible place as a reminder throughout the workshop.

4. Our experience with brand engagement: Line-Ups (25 minutes)

- Introduce the exercise by saying that we come from different experiences and locations and we have different opinions about this work. In this exercise, we will only take a sampling of some of these differences.

- Invite all the participants to stand and explain that they are being asked to line up based on their responses to several questions. Stress that there is no right or wrong answer to each question; all responses are valid and help us to know where we are at.

- Explain that there are two "poles" with opposing answers written on pieces of paper at each end of a line that has been laid down with masking tape along the floor of the workshop space. For the first question, the paper that says "A LOT" should be placed at one end of the line and the paper that says "NONE" should be placed at the other end. Ask the participants, "How much experience have you had with brand engagement?"

- Ask them to find their places along the length of the line according to their responses. Those that have had A LOT of experience should stand at one end of the line and those who have NONE should be at the other end. Encourage the participants to find a point somewhere along the line if they have a little experience, but wouldn't consider it to be A LOT.

- When everyone has found their place, choose a couple of participants to share why they chose their place on the line. Not everyone needs to share, just ask for a sampling of responses for each question.

- For the next question, change the papers at each end of the line so that they read "YES" and "NO". Ask those participants who have had at least some experience with brand engagement to participate in the second exercise based on the question, "Have you learned something from this experience?" Those participants who have had no experience in brand engagement should step aside.

- The participants place themselves along the line based on their experiences, standing at one end or the other or, most likely, someplace along the line between "YES" and "NO". Once again, while they are standing along the line, ask some of the participants to share why they chose the spots that they did.

- Ask the participants who have had no experience with brand engagement to respond to the third question: "Do you think it is worthwhile to engage with brands?" The participants that have had previous experience with brand engagement should step aside.

- Once again, while the participants are standing along the line, ask some of them to share why they chose the spot that they did.

- Thank all participants and ask them to take their seats. Stress that the mix of experience in the room will enrich the workshop.

5. Historical timeline of brand engagement (40 minutes)

- Post on the wall a long sheet of paper on which an historical timeline of campaigning and engagement with brands in your region is printed.

Facilitator's Note: *The 2013 workshop materials for Central America included an example of an historical timeline and chronology of cases that were developed in 2013 for workshops in Central America. If possible, the workshop facilitators should produce a timeline or mapping prior to the workshop that includes cases of brand campaigning and engagement that took place in their region, and be prepared to briefly describe a few of the cases. If that isn't possible, another option is to use a blank timeline that includes dates for a given number of years and ask participants to post notes identifying cases they experienced or are familiar with in their region.*

- Explain that we are going to take some time to look at our experience with brand engagement in the region.

- Introduce the information contained in the historical timeline and briefly describe a few of the cases, listing the issue, brand(s) involved and outcomes, but don't review all the cases.

- Explain that we would like to add our collective experience to the timeline.

- Ask for everyone to find a partner. With their partner, they should review the timeline and identify, writing on a post-it note, i) any events/cases in which their organizations participated and ii) examples of brand engagement or campaigning in their country or region that are not included on the timeline.

- After a few minutes, ask for the participants to attach the post-it note with the name of their organization on any part of the timeline where there are cases in which they participated or played a role. Then ask them to briefly share with the group any additional experiences that they identified and place these post-it notes along the timeline.

- After everyone has participated, ask if anyone wants to comment on his/her organization's participation in one of the cases.

- Make concluding remarks about the history that is represented in the room, from which we can draw upon throughout the workshop. For example, the growth in the number of cases over time, the countries where cases have been developed, etc.

Facilitator's Note: Alternate process. *If the group or the region does not have experience with brand engagement, the activity could begin by asking: What do you know about brands and garment manufacturers? How does it relate to your work? To your personal life? Why do you think it's important to learn about brand engagement? After discussing these questions, a presentation could be made about brand engagement in your region before proceeding to Activity 6, "Reflection on the timeline, questions for the future".*

6. Reflection on the timeline, questions for the future (20 minutes)

- Post flip chart paper with the following questions:
  - What grabbed your attention?
  - What issues are highlighted on the timeline?
  - What issues have not been addressed?
  - What issues are most important for our work?
  - What questions does this raise for the future?

- Ask the partners to join with another set of partners and then ask the groups of four to take a few minutes to reflect on these questions.

- After a few minutes, ask the participants to comment in plenary about what they have discussed with their group related to these questions. Add any key points that are missing from the group reports, for example, note the absence of women's issues in the history of campaigns—that there have been no cases addressing the lack of daycare, the use of pregnancy testing, etc.

Day one, session two: Mapping the brands and considering how to engage

Three and a half hour session

OBJECTIVES - MAPPING

- Map and analyze the major apparel brands producing in this country or region in order to know how to approach them when a labour rights violation occurs in one of their supplier factories.
- Understand why some brands respond better than others when they are contacted by an organization about a labour rights violation.

OBJECTIVES - ENGAGEMENT

- Define what we mean by "brand engagement".
- Identify the opportunities and limitations of brand engagement.
- Review a checklist of strategic considerations that should be considered when engaging with brands.
- Learn how to apply these strategic considerations in practice based on specific scenarios.

SESSION AT A GLANCE

Time	Activity
95 minutes	1. Brand mapping: Understanding the different brands in order to determine with whom to engage
15 minutes	*BREAK*
15 minutes	2. What do we mean by "brand engagement"?
40 minutes	3. Strategic considerations used in making decisions about brand engagement
40 minutes	4. Practice applying the strategic considerations in specific cases

RESOURCES REQUIRED

- **Characteristics of companies and their brands (introduction)**
- **Characteristics of companies (list of companies)**
- **International standards and codes of conduct**
- **How and why is this information about brands useful?**
- **What do we mean by "brand engagement"?**
- **Scenarios (a copy of each of the six scenarios that introduce the role plays)**
- **Role Plays (detailed information to carry out the role plays)**
- **Checklist: whether or not to engage with brands?**
- **Brand logos for use in preparing brand note cards**

Sheets of flip chart paper containing the following:

- Title: "Companies that own all or some of their supplier factories"
- Large drawing or photo of a thermometer

Other materials:

- Extra blank cards for any brands that the participants mention for which cards have not been prepared in advance.
- Round yellow, blue and green stickers, and gold stars. These should be big enough for participants to see when placed on the cards.
- Small post-it notes for the evaluation.
- Masking tape, flip chart paper, markers

CONTENT AND PROCESS

1. Brand mapping: Understanding the different brands in order to understand with which to engage (95 minutes)

Facilitator's Note*: The facilitators should practice this activity in advance, consulting—if necessary—with someone who has experience engaging with brands. In order to better communicate the information to participants, the facilitators should also review the document entitled* ***How and why is this information about brands useful?***

- Hang several pieces of blank flip chart paper on the wall, along with one flip chart sheet that reads, "Companies that own all or some of their supplier factories."

- Arrange the cards with the brand names and logos on a back table or someplace where they will not be visible to participants. Each card should have a piece of masking tape on it and the cards should be arranged in alphabetical order or organized by related brands.

- Introduce the session by informing the participants that this session is an opportunity to share information from our collective knowledge about the apparel brands whose garments are produced in this country or region. The facilitators do not claim to know everything about the brands, but it is an opportunity to learn together and we hope that the group will contribute information that will serve to improve our collective knowledge about brands.

- Ask the participants the following questions and give them a few minutes to discuss their responses: "If a violation occurs in a plant whose owner and manager are identifiable, why are the brands important? What power do they have in the garment industry?" Take this opportunity to point out that the apparel factories respond to their clients—the brands—and that is why the brands have influence over the factory's day-to-day operations. The facilitators may choose to distribute the document entitled ***How and why is this information about brands useful?***

- Begin the session by asking the participants to call out the names of brands that are being sewn in the factories in their countries. When they call out the name of the brand, the facilitators should work together to find the prepared cards with name and logo for each of these brands and tape the cards to the blank flip chart paper. They should have blank cards available in order to write the names of any brands that the participants mentioned, but for which no card has been prepared.

- Continue to encourage the participants to think of other brands. They can look at the tags inside their own clothes, think about the workers they have supported, etc. and the facilitators continue taping the additional brand cards to the flip charts as their names are called out.

- When all of the cards have been taped on the wall (the facilitators can say the names of other brands that have not been named so that all of the cards are up on the flip charts), explain that we are trying to understand how these different brands function, recognizing that not all brands are alike. We will be pointing out some of the characteristics of these different brands.

Facilitator's Note: *All of the examples for this activity have been taken from the documents* ***Characteristics of companies and their brands (introduction)*** and ***Characteristics of companies (list of companies)***. *Before leading this exercise, it is recommended that the facilitators review all of the information contained in those documents and carry out further research to find brands that are sold in their region.*

- Step one: explain that some of the brand names are the same as the names of the companies that own them, while other brands are owned by another brand/company.

  EXAMPLES:
  Adidas: *Reebok*
  Fruit of the Loom: *Russell Athletic*
  Gap: *Old Navy, Banana Republic*
  Hanesbrands: *Champion, Hanes, Gear for Sports*
  Levis: *Dockers*
  Marks & Spencer: *M&S Collection, Per Una*
  Next: Next
  Nike: *Converse*
  Primark: *Atmosphere, Cedarwood State*
  PVH: *Calvin Klein, Izod, Tommy Hilfiger*
  VF: *Timberland, Jansport, Nautica, Wrangler*
  Walmart: *George, Faded Glory*

  After mentioning all of the examples of brands that belong to another company/brand, the facilitators look for the corresponding cards, taping the group of associated brands in a chain.

- Step two: explain that some of the companies own some or all of their production facilities. Once again readjust the cards on the wall, placing those that fall into this category on the flip chart that reads "Companies that own all or some of their supplier factories." If the card is taped together in a chain of cards, the brands linked to the primary company should also be moved.

  EXAMPLES:
  Fruit of the Loom
  Hanesbrands
  VF Corporation (some)

  Explain that one clothing brand or company can be the owner of its own factories and this makes it more difficult for such companies to deny a relationship with those factories or to avoid taking responsibility for labour rights violations that occur in them. As well, the fact that they have made investments in a factory makes it more difficult for them to transfer their production to other factories. Therefore, these factories and companies are good candidates for engagement.

- Step three: explain that universities in the U.S. and Canada license the production of garments bearing their names and logos, and the brands that produce these garments are required by many of these universities to publicly disclose the names and addresses of their supplier factories making the university-licensed products. Put a yellow sticker on each of the cards that represents a university licensee.

EXAMPLES:

Nike	Gear for Sport
Under Armour	Adidas
Russell	

Clarify that not all of the production for these brands is for the universities, but that no matter what percentage of the production at a given factory is for the universities, these brands are vulnerable as a result of their university connection. Discuss why cases of worker rights violations that occur in factories that supply universities are good candidates for engagement.

Facilitator's Note*: For more information about the relationship between the university licensing system and the responsibility that these companies have to comply with codes of conduct, visit the following websites:*

Worker Rights Consortium, **http://workersrights.org**
Fair Labor Organization, http://www.fairlabor.org/affiliates/collegiate-licensees

- Step four: explain that some municipalities and states in the United States have purchasing policies that require the brand and the company to disclose the names and addresses of their supplier factories. Put a green sticker on each of the cards that represents a brand or manufacturing company that supplies apparel to a municipality or state.

EXAMPLES:

Cintas	Hanesbrands
VF Corporation	Dickies

Once again, clarify that it is not necessary for all of the production at a factory to be for a municipal government, rather than the fact that this link exists opens the possibility for additional support and makes these companies good candidates for engagement.

Facilitator's Note*: The garments that are purchased by the United States municipalities include uniforms for hospitals, the fire department, etc. For more information about the relationship established by purchasing policies of municipal and state governments, visit the following websites:*

Sweat Free Purchasing Consortium, **http://buysweatfree.org**
Sweat Free Communities, **http://www.sweatfree.org**

- Step five: facilitators should state the names of brands that make public the names and addresses of their supplier factories. Put a blue sticker on the cards of those brands that report this information on the Internet:

EXAMPLES:

Adidas	Columbia Sportswear	Disney	Levi Strauss
Nike	Patagonia	Puma	Timberland
H&M			

Explain that the fact that a brand publishes the names and addresses of its supplier factories makes it more difficult for it to deny having a business relationship with that factory in the event that it should receive a complaint about worker rights violations in the factory.

- Step six: ask participants to call out the names of brands that have responded in some way to past complaints (refer back to the timeline exercise). While they are doing so, put a star sticker on each of the corresponding brand name cards. The facilitators should also put a star on other cards for which they know that there has been some degree of engagement by the brand in the past.

EXAMPLES:

GAP	C&A	Levi's
H&M	Primark	Nike
Fruit of the Loom/Russell	VF Corp	PVH
Hanesbrands	Tchibo	

Clarify that the fact that a brand has responded to national and international organizations about a situation at one of its supplier factories makes it more likely that it will respond again when a situation arises at another supplier factory.

- Referring to the information posted on the wall, reflect with the group on what we know about the brands. Ask: *Which brands would be good candidates for engagement? (Discuss "why" after every response.)* Reaffirm that the brands/companies that have the most colored dots and stars are good candidates for engagement because there are many leverage points that make them more vulnerable.

- Ask participants, *What did you learn about the brands that you didn't know before?*

- Refer the participants to the binder document that has information on the ***Characteristics of companies and their brands (introduction)*** and ***Characteristics of companies (list of companies)*** for future reference.

- Clarify that the facilitators do not have all of the relevant information, but rather are presenting information they do have and there are many other things we can learn about the brands as we continue to move forward in this work of engaging with them.

- Conclude the session by highlighting the following points:
    1. It is important to understand who we are approaching before contacting brands.
    2. The better we understand the industry and the individual companies, the greater our possibilities will be for successfully engaging with brands.
    3. Given that each organization's time and resources are limited, it is important to carefully choose which companies will be the focus of our engagement.

Facilitator's Note*: For more information, see the documents* ***How and why is this information about brands useful?*** *and* ***International standards and codes of conduct.***

2. What do we mean by "brand engagement"? (15 minutes)

- Post a prepared flipchart sheet listing the three options below. Discuss with the group the options they should consider when deciding whether or not to engage with a brand about a case of worker rights violations:
  1. Do nothing
  2. Engage with the brand (send a letter, ask for a meeting)
  3. Launch a campaign against the brand

  Emphasize that in this workshop we are talking about option number two. Once the decision has been made to engage, we should keep in mind that there is always a possibility that our efforts will not be successful in achieving the desired results.

- Ask the participants to review the document entitled ***What do we mean by "brand engagement"?*** located in their binders (if you are not using binder, distribute this document to all participants). Ask them for comments and/or questions related to what they have read.

3. Strategic considerations in making decisions about brand engagement (40 minutes)

Facilitator's Note: *It may be useful to visit MSN's* ***website*** *for a more in-depth description of how to use the scenarios.*

These ***scenarios*** *are included in the materials on three occasions during the course of the workshop. The participants use the same scenarios in order to determine the following:*

1. *Whether or not to contact the brand (Day one, Session two, Exercise #3 "Strategic considerations in making decisions about brand engagement");*
2. *How to be effective when meeting with a brand representative (Day two, Session one, Exercise #5, "Role play a meeting with a brand representative"); and*
3. *What actions to take after analyzing the response from the brand after the first contact (Day two, Session two, Exercise #1, "Developing strategies to address the brands' responses and initial encounters with them."*

If the facilitators decide to change the scenarios for any of these exercises, they should review the materials for each of the three exercises that use the scenarios so that there is continuity.

- For this exercise, we have provided you with the descriptions of each of the six scenarios in a Word document that can be easily reformatted. Post each **scenario** on a flip chart paper at different points around the room, suggesting that each posted scenario is a "bus stop". Each stop should also have a marker and a blank flip chart sheet entitled "Considerations for this case." (It may be preferable to use tables as the "bus stops" rather than hanging the papers on the wall, depending on the availability of space and the size and layout of the room).

- Ask the participants to refer to the document ***Checklist: whether or not to engage with brands?***, which contains information to be considered for each case. Tell the participants that in this next exercise they will analyze concrete cases in order to determine whether or not they should try to engage a brand. They can use this list as a tool for the group work.

- Divide the participants into six groups and assign each of them a "bus stop." Explain that their task is to read and analyze the case and review the document ***Checklist: whether or not to engage with brands?*** in order to define which considerations should be taken into account in deciding whether or not to engage with a brand based on the situation that has been described.

- The participants should make note of these ideas on the blank flip chart sheet. (Suggest that they refer back to the mapping exercise from the previous session.) They can include additional considerations that are not on the list.

- After 5-10 minutes (most groups will need the most time at their first bus stop), ask the groups to proceed to the next stop, read the next scenario, and add further considerations to those suggested by the preceding group. Ask the groups to move forward one or two more times to the next bus stops, as time allows.

4. Practice applying the strategic considerations to specific cases (40 minutes)

- Ask the groups to move to the next bus stop one additional time and explain to them that their task now is to decide if and how to engage with the brand in this situation, making use of the considerations that were suggested by the other participants and adding any that they think are missing.

- After about 10 minutes, when most of the groups are ready, let them know that they will have 5 minutes more for each group to prepare a flip chart sheet with their decision as to whether or not to engage with the brand in this case and the primary considerations employed in making that decision.

- In plenary, ask each group to present its scenario and decision (whether or not to engage) and the primary considerations that the members of the group took into account. After each presentation, leave time for questions, responses, comments or suggestions from the members of the other groups. (Remember that two scenarios will be eliminated and that there may be some discussion as to why those decisions have been made.)

Facilitator's Note*: If necessary, the facilitators should help determine which cases are candidates for engagement, orienting the participants on the primary reasons for the decisions. The two scenarios that will not move forward in the workshop are:*

- *Scenario 5, factory closure, given that there is no international brand present at the factory and the production is for the local market.*
- *Scenario 6, freedom of association, taking into account that although there was a violation, the affected workers do not want to fight for remediation, which, in this case, would be reinstatement.*

After the presentations have been completed, inform the participants that, in the following sessions, the groups will continue to work on these same four remaining scenarios.

5. Evaluation of day one and measuring the energy of the group (5 minutes)

- Briefly review what has been done and identify any outstanding questions or issues. If there are outstanding questions, make note of them on a flip chart sheet in order to return to the questions on day two.

- Post a thermometer drawn on flip chart paper with the following temperatures: hot = I learned a lot/I am feeling energized; warm = I have learned some things/I am feeling good; cold = I haven't learned much/I did not enjoy the day.

- Give each participant a small post-it note and then ask for each person to place the note, with his/her initials, on the thermometer at the "temperature" that best describes how he or she is feeling at the end of the first day.

- Reflect on where most people are at located on the thermometer and ask for comments from some of the participants about their temperature choice.

Day two, session one: Preparing for and entering into dialogue with a brand

Three hour session

OBJECTIVES

- Identify and practice the various steps involved in brand engagement, including tips for documenting a case and how to write a letter to a brand.
- Roleplay a meeting with a brand representative.

SESSION AT A GLANCE

Time	**Activity**
10 minutes	1. Introduction to day two
10 minutes	2. Survey of experiences in the group
35 minutes	3. How to document a case
15 minutes	*BREAK*
40 minutes	4. How to write a letter to a brand
70 minutes	5. Role play a meeting with a brand representative

RESOURCES REQUIRED

- **Checklist: documenting your case**
- **Checklist: writing a letter to the brands**
  - **Example of a bad letter**
  - **Bad letter with comments**
  - **Example of a good letter**
- **Role plays**

Flip charts:

- Day two agenda
- "When documenting a case to present to a brand, what should be included?"
- "What should be included in a letter to a brand?"
- List of the participants in each of the four groups for the role plays and places in the room where each group will work

CONTENT AND PROCESS

1. Introduction to day two (10 minutes)

- The facilitators should briefly review what was discussed on day one and ask the participants if they have any questions or comments. If there are outstanding questions from the previous day, take a moment to review and, if possible, answer them.

- Review the day's agenda, informing the participants in general terms of the themes that will be discussed, break times, and any other logistical information.

2. Survey of experiences in the group (10 minutes)

- Explain that we want to begin this session by conducting a survey. Ask everyone to stand and to make a large circle in the middle of the room. (If space does not allow, they should stand at their seats).

- Explain that the facilitators will ask a question and those who answer "yes" should take a step forward. (If space is limited, the participants can raise their hands rather than taking a step forward).

- Ask the first question: Have you (or your organization) ever documented a case of labour rights violations (for a brand or for the Ministry of Labour)? Everyone who responds "yes" should step into the circle.

- Ask those who have stepped into the circle to briefly share what they know about the case.

- Ask them to return to their original spots and pose the second question: Have you or your organization ever written a letter to a brand? Again ask those who respond "yes" to step into the circle. Ask them to share the name of the brand that they contacted.

- Ask the third question: Have you ever met with a brand representative? Ask those who stepped forward to share the name of the brand and, if they remember it, the name of the representative with whom they met, and to briefly share how the meeting went. The facilitator may need to explain the difference between a brand representative (most likely of the company's social responsibility department) and a third-party auditor (contracted by, but not necessarily working directly for the brand).

- Thank everyone for their participation and ask them to return to their seats.

- Explain that those who did not move into the middle of circle – those who have not had any direct experience engaging with brands—shouldn't worry! The next session will focus on these first three steps of engaging with a brand: documenting your case, writing a letter, and meeting face to face with a brand representative.

3. How to document a case (35 minutes)

- Ask the group: Why is it important to document a case? Take one or two responses. The facilitators should emphasize that, in order to get the brands' attention about a case, it is very important to have as much documentation as possible in order to convince them that there is a violation.

- Ask all of the participants to find a partner to work with during the next session. Request that each pair brainstorm for approximately one minute in response to the question written on the flip chart paper: "When documenting a case to present to a brand, what information should be included?"

- After approximately one minute, ask one pair to volunteer their responses and write them on the flip chart. Ask another pair to share their answers and add any additional points to the list.

- When there is a substantial list, ask all participants to review in their binders (or hand out to each participant) the document entitled ***Checklist: documenting your case***. Take into account the points that were suggested in the brainstorm but are not on the list. Suggest to the participants that they add these additional ideas to the list.

4. How to write a letter to a brand (35 minutes)

- Explain that in most cases the initial step in contracting a brand about a labour right violation is writing the company a letter. In the next exercise, we will work together to develop a list of the most important components of an effective letter to a brand.

- Give each participant a copy of the document ***Example of a bad letter,*** which is a letter that breaks all of the rules. Read the letter aloud to the group.

- Ask everyone to once again find a partner to work with to critique the letter, identifying what is wrong and/or what is missing.

- After a few minutes, ask each pair to select one problem they identified and record that problem on the flip chart paper. Continue to ask for ideas until all of the pairs have shared their ideas.

- Distribute a copy of the ***Bad letter with comments*** and review with the group any additional points that were not identified by the participants.

- Hand out or refer participants to the binder document ***Example of a good letter***. Ask that each pair identify the key elements of the good letter and any other suggestions as to how to improve the letter. Ask all of the pairs to share their comments and make note of them on a sheet of flip chart paper that reads "What should a letter to a brand include?" Ask for all pairs to contribute ideas until the list is complete. When everyone has contributed, ask if there are any additional points to add.

- Hand out or make reference to a document in the binder called ***Checklist: writing a letter to the brands***. If the participants have binders, remind them to put the new handouts into the binder for future reference. Suggest that additional points should be added to the existing handouts so that they have complete information.

5. Role play of a meeting with a brand representative (70 minutes)

- Divide the participants into four pre-selected groups, the participants of which should be chosen by the facilitators in order to make sure that each group has participants with diverse experiences. Each group will receive a scenario to work on.

Facilitator's Note: *Four participants from each group will play the parts of brand representatives. They should be pre-selected by the facilitators based on their greater level of direct experience engaging with the brands and/or because they are leaders of their organizations. Before the descriptions of the role* *plays are distributed to participants, these four people will be assigned to a separate room or space in which to review the page of "Instructions for [brand] representative" that corresponds to their group's role play (scenario 1,2,3, or 4). This page is included in the document entitled* ***Role plays.*** *These instructions will help them prepare for their parts. They should meet with one of the facilitators at the same time as the four groups are preparing for their participation in the role play, in order to make sure that everyone understands his/her respective role. (Please note: In the document,* ***Role Plays****, each of the four role plays has three corresponding pages. The first page explains the scenario and the instructions for the group. The second page has the instructions for the participant who will play the role of the brand representative. The group and the brand representative should not have access to each other's instructions. These will be used during this session (Day two, session one).*

Each scenario also has a third page which is a letter from each of the four brand representatives and some guiding questions that will be distributed on Day two, Session two to each of the corresponding groups. This final stage of the group exercise is designed to help each group consider whether or not to continue engaging with the brand based on the brand's letter.

- Introduce the exercise by explaining that we are now imagining that the members of each of the four groups are with the same organization, which has written a letter to a brand about a violation of workers' rights that occurred at a supplier factory. Upon receiving the letter, the brand responds that it will agree to a face-to-face meeting with the organization in order to discuss the case. The group's task is to prepare for the meeting with the brand representative, according to the circumstances of the case they have been assigned. The four participants who have been pre-selected to play the role of the brand representatives should be taken by a facilitator to another room or away from the rest of the group to look at the "Instructions for [brand] representative" for their corresponding scenario (Scenario 1: Nike, Scenario 2: Hanesbrand, Scenario 3: PVH, or Scenario 4: Walmart).

- Let the participants know that the first brand representative will be arriving in about 20 minutes and that they should use this time to prepare for the meeting.

- Distribute to each group the instructions included in the document entitled **Role plays** (but without the sheet that has the instructions for the brand representatives), so that all groups can prepare for the meeting. Stress that they should identify what the "ask" is – what is each organization asking the brands to do?

- While all of the participants in the group should contribute to developing a strategy, each group should choose one or two people to speak on their behalf at the meeting with the brand representative.

- After 15 or 20 minutes, ask the groups to return to plenary.

- Ask the first brand representative to come into the room and sit at a table where there are three chairs. The brand representative should welcome the two representatives of the organization.

- Allow the meeting to run 5 – 10 minutes and then let the participants know that their time is up.

- In plenary, analyze how the role play went for approximately five minutes. Ask the representatives of the organization to offer their impressions on how the meeting went for them and ask the rest of their group to make observations. Also ask for impressions of the meeting from the person who played the part of the brand representative.

- Ask for comments from participants in the plenary: *What were our observations? What were the arguments from each side that worked and what were the arguments that didn't work? What suggestions can we make to improve the meeting?*

- Repeat the process with the other three groups.

- When all of the groups have done their respective role plays, ask the plenary:
  - What are your reactions to what you saw?
  - What have you learned about meeting with a brand?

- If there is time, ask them to review the document ***Checklist: meeting with the brands*** (either from their binder or as a handout) and ask if anyone has a suggestion to add to the list based on this experience. If there is not enough time, highlight the most important points that have not been raised.

Day two, session two:
What to do after the first engagement?
Reviewing what we've learned

Three hour session

OBJECTIVES

- Identify and practice how to respond to a range of brand responses following the initial contact.
- Review some successful examples of brand engagement, based on the participants' experiences.
- Talk about how to share what we have learned.
- Review all content.
- Evaluation and closing

SESSION AT A GLANCE

Time	**Activity**
75 minutes	1. Developing strategies to address the brand responses and initial encounters with the brands
15 minutes	BREAK
30 minutes	2. Presentation of successful examples of brand engagement
30 minutes	3. Sharing what we have learned
15 minutes	4. Review of the workshop: What did we like?
15 minutes	5. Evaluation and closing

RESOURCES REQUIRED

Facilitator's Note: *For this exercise, you will distribute the final section, entitled "Planning your strategy: Engage or not?" found in the document* ***Role Plays.*** *There is one that corresponds to each of the four scenarios.*

Flip charts (to be prepared in advance):

- Key questions for the session on successful examples of engagement:
  - What did the groups do that allowed them to have such successful results?
  - Is there a lesson that we can take away from this experience?
  - Why is collective action important and how it can help us make gains on behalf of workers?

Other resources:

- Large blank index cards, two per participant
- Masking tape, flip chart paper, markers

CONTENT AND PROCESS

1. Develop strategies to address the brand responses, based on initial encounters with the brands (75 minutes)

- Explain that we will now imagine that today each organization received a response from the brand representative with whom they had met in the previous session.

- Ask: *What do you think the response will be? What do you think the brand will say?* (Quick brainstorm).

- Inform the participants that their task is to evaluate the response that the brand has sent, once again taking into account the strategic considerations with which they are familiar and which are included in their binders.

- Ask the participants to rejoin their groups ("organizations") from the previous session, and give each group the response from the brand they had met with. Ask them to read the letter from the brand and discuss the questions at the bottom of the page, keeping note of their responses on flip chart paper (This is the third section of the Role Plays document: "Planning your strategy: Engage or not?").

- The facilitators should circulate among the groups to make sure that there are no questions and that everyone understands the exercise.

- Allow 25 minutes for the group work. When time is up, each group should be ready to present its strategy and follow-up steps for the case, with notes written on flip chart paper.

Facilitator's Note: *The idea of the exercise is not to write a response to the brand, but rather to think together about next steps, one of which might be a written response to the brand.*

- After returning to the plenary, each group presents its strategy and the considerations that were used in its development.

- After each group has presented its report, the other participants may make comments and the facilitators may also add their comments. Each group has approximately ten minutes to make its presentation including the time for comments.

- Once all of the groups have made their reports, ask if there are any general reflections.

2. Presentation of successful examples of local cases of brand engagement (30 minutes)

Facilitator's Note: *If there are no local cases, the facilitators can investigate cases that occurred in other regions and present this information to the group.*

- In advance of the workshop, the facilitators should arrange with some of the participants to gather information on examples of brand engagement in which some progress has been made and be prepared to present that information at the workshop. Ideally, the examples should be fairly well-known and have occurred locally.

- After the presentations, the facilitators should emphasize the successes—including experiences in which some of the participants have been involved, as well as any international examples discussed. Emphasize that we know that there are many more examples in which the brands have not responded positively, but that those that will be presented demonstrate that sometimes significant results can be obtained if we engage in a strategic way.

- Depending on the number of cases to be presented, divide the time equally among the participants who will share their experiences, leaving time for questions and discussion after each presentation. The facilitators should be prepared to raise questions in case the participants do not have any.

- Write some of the key questions on flip chart paper so that the group can think about them during the presentation or presentations. These may include:
  - What did the groups do that allowed them to have such successful results?
  - Are there lessons that we can take away from this experience?
  - Why is collective action important, and how can it help us make gains on behalf of workers?

3. Wrapping up: Sharing what we have learned (30 minutes)

- Introduce the exercise by observing that when we return to our organizations, we will be expected to share what we learned at the workshop with others in our organizations. This exercise allows us to practice what might happen.

- Explain that there will be three conversations/scenarios in plenary. Choose two people (or ask for volunteers) to participate in the first conversation. One of them will be a workshop participant and the other will portray a colleague who did not attend the workshop, but is asking about the experience. The facilitator briefs the person portraying the colleague who did *not* attend on his/her point of view on the idea of "brand engagement." In the first scenario, this person believes that "brands engage with civil society organizations in order to protect their image."

- The facilitator should inform the participants and the group about the role that each will play and tell them that the participant has just returned from the workshop. The person who did not attend the workshop should initiate the conversation, taking the position described in the previous step. The facilitators should let the conversation flow for a couple of minutes so that the person who plays the part of the workshop participant can explain a little bit about what he/she learned and respond to whether or not he/she is in agreement with the criticism offered by his/her colleague.

- After approximately two minutes, stop the conversation. Both participants will give feedback as to how they felt and then the group can offer opinions.

- Ask these two participants to be seated and then ask for two additional volunteers who will act in the same scenario, but changing the concern expressed by the person who did not participate in the workshop. This time, his/her position will be: "Brand engagement is complicated and risky.

The workers may feel betrayed or think that their organization has sold out." The exercise is repeated with this new pair and this new challenge.

- If time allows, repeat the exercise one more time, changing the position of the person who did not participate in the workshop to "Brand engagement is a waste of time because clothing produced for the brands is full of workers' sweat and blood and the brands never take responsibility."

- After repeating the process three times and receiving feedback, tell the group that we know that this is a new experience for many people and it may be that some people are resistant to the concept of brand engagement. It is important that they think about how they want to share what they have learned with their colleagues in order to make the best use of what they have learned when they return to their organizations. End the workshop by thanking everyone for his/her participation.

4. Review of the workshop: What did we like? (15 minutes)

- Ask all participants to form a circle in the middle of the room. Tell them that we have concluded our work and we going to briefly review what we have learned and hear what they have to say about the workshop. Ask all of the participants, or at least those who want to contribute, to share in a few words on what they liked and didn't like, what made an impact on them, or what has been interesting during these two days. Emphasize that they should make brief comments. Depending on the time and the number of people who want to participate, the exercise could be extended to allow for more discussion.

5. Workshop evaluation and closing activity (15 minutes)

- Develop a simple evaluation form that will best meet the needs and objectives of organizations involved, which the participants should be asked to fill out before leaving. Close the workshop and the session by thanking everyone for his/her interest, contributions, work and cooperation during the workshop.