

BCI Internal Assessment Field Book

May 2018

For use with V2.0 of the Better Cotton P&C

Smallholder Farms

Introduction

Under the Better Cotton Standard System, Self-Assessment for smallholder Producer Units (PUs) is done at PU level based on the Internal Management System (IMS). As part of the IMS, the PU Manager should conduct an internal assessment on **10% of the Learning Groups** in the PU (including all Field Facilitators).

This field book is an **optional resource** that supports the PU Manager while doing internal assessment with Learning Groups and Field Facilitators. It indicates the type of questions to be asked to facilitators, farmers and/or workers, and documents that should be reviewed. This document does not need to be sent to BCI but should be kept as a record for the purpose of external assessment. However, a summary of relevant findings and actions taken should be referenced in the Self-Assessment. Where applicable, the PU Manager is responsible for providing the Field Facilitators/ Learning Group with corrective actions following the visit.

Types of Indicators

This field book covers both **Core and Improvement Indicators** from the Better Cotton P&C v2.0; organized under the 7 Principles. Please note that some indicators are designated as '**Core – Transition**' – these are new Core Indicators that have a delayed implementation time and are not mandatory until 1 March 2019. This means that during the Self-Assessment for 2018-19, you will be asked to mark whether the PU is already meeting these indicators. However, no non-conformities can be given for non-compliance this season.

General Information

Visit conducted by	Organisation:
	Name of the PU Manager
	Email:
	Tel:
Start date of assessment (dd/mm/yyyy)	
End date of assessment (dd/mm/yyyy)	
Location of internal assessment	Town/ village:
	Country and State:
Name of the Implementing Partner	
Name of the Producer Unit	
Name of the Learning Group visited	
Name of Field Facilitator	
Name of Learning Group lead farmer	
Total number of farmers in the Learning Groups	

P1: Crop Protection

Indicator No.	How to check	Overall Response / Comments
<p>Core 1.1.1 A locally adapted and time-bound plan, based on agro-ecosystem analysis and which identifies appropriate specific practices to implement the five components of Integrated Pest Management, is established.</p> <p><i>[Reference to Criterion 1.1 The Producer must adopt an Integrated Pest Management Programme that includes all of the following principles: (i) growing a healthy crop; (ii) preventing the build-up of pest populations and of the spread of disease; (iii) preserving and enhancing populations of beneficial organisms; (iv) regular field observations of the crop health and key pest and beneficial insects; (v) managing resistance.]</i></p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Are you aware of the IPM plan? What does this cover? How was it developed? • What are the key local issues related to crop protection? How these are addressed by the plan? • How are you training farmers on these? • When was the plan last reviewed and updated? How has it changed? • How are farmers managing pest resistance? <p>Documents:</p> <ul style="list-style-type: none"> • Review IPM plan - does it cover all five components? • Are practices appropriate and specific for the local context? <p>Farmer visits:</p> <ul style="list-style-type: none"> • Which pesticides do you use, and why? How do you determine when to spray? • What training have you received on pest management or applying pesticides? 	Complies with indicator / Does not comply
<p>Core 1.1.3 A timeline for implementing the 5 components of the Integrated Pest Management plan is established.</p>		Complies with indicator / Does not comply

Indicator No.	How to check	Overall Response / Comments
Core 1.1.4 There is no calendar or random spraying.	Field Facilitator Interview: <ul style="list-style-type: none"> • How do farmers in the Learning Group decide when to spray? • How do you ensure that farmers are not using calendar or random spraying? • What type of training has been provided to farmers? • How are farmers observing/monitoring the cotton crop for pests and beneficial insects? Documents: <ul style="list-style-type: none"> • Training and awareness raising material for facilitators and farmers Farmer visits: <ul style="list-style-type: none"> • How do you decide when to spray? • What training have you been provided on field monitoring and observation techniques? • Do you recall the main points covered? • Have you changed any practices as a result? 	Complies with indicator / Does not comply
Improvement 1.1.5 Proportion of farmers adopting the five components of Integrated Pest Management, in accordance with the list of practices defined in the locally adapted and time-bound plan.	<i>How many farmers in the LG are adopting the practices identified in all 5 components of the IPM plan?</i>	None / A few / About half / Most / All or almost all
Improvement 1.1.6 Timeline against which 100% adoption on the five components of Integrated Pest Management should be achieved.	<i>Within how many years do you expect all farmers to have adopted all 5 components of the IPM plan?</i>	1-2 years / 3-5 years / 5+ years
Core 1.2.1 All pesticides used are registered nationally for the use on cotton.	Field Facilitator Interview: <ul style="list-style-type: none"> • What pesticides are being used in the Learning Group? 	Yes / No

Indicator No.	How to check	Overall Response / Comments
	<ul style="list-style-type: none"> Do you have a list of the pesticides nationally registered for use on cotton? Are you aware of any pesticides used that are not registered nationally for cotton? How do you ensure farmers comply with the criteria? Farmer visits: <ul style="list-style-type: none"> Which pesticides do you use? (<i>cross-check pesticides used in practice with national lists; review receipts and farmer field books</i>) 	
Core 1.2.2 All pesticides used are correctly labelled in at least one <i>de facto</i> or <i>de jure</i> official national or applicable official regional language.	Field Facilitator Interview: <ul style="list-style-type: none"> How do farmers identify and label pesticides? How have you checked this? Have you observed any unlabelled pesticides during farmer visits? What language(s) are pesticides labelled in? Farmer visits: <ul style="list-style-type: none"> How do you label and identify pesticides? Review pesticide labels and storage containers 	Complies with indicator / Does not comply
Improvement 1.2.3 All natural substances used are registered under the local/national BCI natural substance database.	<i>Do any farmers in the Learning Group (LG) use natural pesticides?</i> <i>What substances are used?</i>	N/A / Yes / No / PU hasn't yet surveyed whether natural substances are in use
Current relevant v1.0 indicator 1.3.1-C Pesticides list in Annex A and B of the Stockholm Convention are not used.	Field Facilitator Interview: <ul style="list-style-type: none"> What pesticides are being used in the Learning Group? 	Complies with indicator / Does not comply

Indicator No.	How to check	Overall Response / Comments
<p>Core - TRANSITION 1.3.1 Pesticides listed in: (i) Annex A and B of the Stockholm Convention; or (ii) Annexes of the Montreal Protocol; or (iii) Annex III of the Rotterdam Convention; are not used.</p>	<ul style="list-style-type: none"> • Do you know the list of pesticides in the Stockholm convention? • How do you ensure farmers do not use these pesticides? • Are you also aware of pesticides listed in Annexes of the Montreal Protocol and Annex III of the Rotterdam Convention? • Are any of these pesticides used? If so, do you have a plan in place to help phase these out? <p>Documents:</p> <ul style="list-style-type: none"> • Review phase-out plan (if available) • Review training plan and training materials <p>Farmer visits:</p> <ul style="list-style-type: none"> • <i>Cross-check information from FF with practices observed at farmer visits.</i> • What pesticides are used? • Are you aware of pesticides listed in the Stockholm Convention? [give specifics based on the region] • Are farmers using any pesticides covered by points Annexes of the Montreal Convention or Annex III of the Rotterdam Convention? 	<p>Complies with indicator / Does not comply</p>

Indicator No.	How to check	Overall Response / Comments
<p>Core 1.4.1 The Producer has a plan to phase out by 2021 pesticides listed in category 1 of the Globally Harmonized System of Classification and Labelling of Chemicals (GHS); 1a of the World Health Organization classification (WHO).</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • What pesticides are being used in the PU that are listed in <u>Category 1 of the GHS</u> or <u>1a of WHO</u>? • How widely are these used within the PU? • How are you planning to phase these out? What viable alternatives are you aware of? • How do you plan to educate farmers and change practices in line with this deadline? <p>Documents:</p> <ul style="list-style-type: none"> • Review phase-out plan (if available) • Review training plan and training materials <p>Farmer visits:</p> <ul style="list-style-type: none"> • <i>Cross-check information from PU Manager/ FF with practices observed at farmer visits.</i> • What pesticides are you using currently? • Are you using any pesticides listed in these conventions [give specific names]? Are you aware of their status and any alternatives? • Have you received any training on phasing these out? 	<p>Complies with indicator / Does not comply</p>
<p>Core 1.4.2 The Producer has a plan to phase out by 2024 pesticides listed in category 2 of the Globally Harmonized System of Classification and Labelling of Chemicals (GHS); 1b of the World Health Organization classification (WHO).</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • What pesticides are being used by farmers that are listed in <u>Category 2 of GHS</u> or <u>1b of WHO</u>? • How widely are these used? • How are you planning to phase these out? What viable alternatives are you aware of? • How do you plan to educate farmers and change practices in line with this deadline? <p>Documents:</p> <ul style="list-style-type: none"> • Review phase-out plan (if available) • Review training plan and training materials 	<p>Complies with indicator / Does not comply</p>

Indicator No.	How to check	Overall Response / Comments
	Farmer visits <ul style="list-style-type: none"> • <i>Cross-check information from PU Manager/ FF with practices observed at farmer visits.</i> • What pesticides are you using currently? • Are you using any pesticides listed in these conventions [give specific names]? Are you aware of their status and any alternatives? • Have you received any training on phasing these out? 	
Improvement 1.4.3 Proportion of farmers who have phased out Globally Harmonized System (GHS) category 1 / World Health Organization (WHO) Class 1a.	<i>Of the farmers in the LG who previously used pesticides in <u>GHS category 1 / WHO Class 1a</u>, how many farmers have phased out use?</i>	None / A few / About half / Most / All or almost all
Improvement 1.4.4 Proportion of farmers who have phased out Globally Harmonized System (GHS) category 2 / World Health Organization (WHO) Class 1b.	<i>Of the farmers in the LG who previously used pesticides in <u>GHS category 2 / WHO Class 1b</u>, how many farmers have phased out use?</i>	None / A few / About half / Most / All or almost all
Core 1.5.1 The Producer has a plan to phase out Pesticides defined as carcinogenic, mutagenic or reprotoxic (CMR) substances according to Categories 1a and 1b of the Globally Harmonized System of Classification and Labelling of Chemicals (GHS).	Field Facilitator Interview: <ul style="list-style-type: none"> • What pesticides are being used that are defined as CMR substances according to the GHS? • What kind of consultation have you conducted to identify these pesticides? • How widely are these used? • Do farmers have a plan to phase these out? What viable alternatives are you aware of? • How do you plan to educate farmers and change practices in line with this deadline? Documents: <ul style="list-style-type: none"> • Review phase-out plan (if available) • Review training plan and training materials 	Complies with indicator / Does not comply

Indicator No.	How to check	Overall Response / Comments
	Farmer visits: <ul style="list-style-type: none"> • Cross-check information with practices observed at farmer visits. Are farmers using pesticides listed in these conventions? Are they aware of their status and any alternatives? Have they received any training from on phasing these out? 	
Improvement 1.5.2 Proportion of farmers who have phased out pesticides defined as carcinogenic, mutagenic or reprotoxic (CMR) substances according to Categories 1a and 1b of the Globally Harmonized System of Classification and Labelling of Chemicals (GHS).	<i>Of the farmers who previously used pesticides defined as carcinogenic, mutagenic or reprotoxic (CMR), what percent of farmers have phased out use?</i>	None / A few / About half / Most / All or almost all
Core 1.6.1 The Producer must ensure that any person who prepares and applies pesticides is: <ul style="list-style-type: none"> (i) Healthy; (ii) Skilled and trained in the application of pesticides; (iii) 18 or older; (iv) not pregnant or nursing. 	Field Facilitator Interview: <ul style="list-style-type: none"> • How do farmers decide who applies pesticides? • Is there a policy available about who can prepare and apply pesticides? • How are the workers/farmers that work with pesticides trained? • How do you ensure farmers comply with the criteria? (training, internal management/monitoring, etc)? Documents: <ul style="list-style-type: none"> • Review training and awareness raising material for facilitators and farmers/workers • Training records Farmer/ worker visits: <ul style="list-style-type: none"> • Who applies pesticides? How do you ensure they are healthy, trained, 18 or older and not pregnant/nursing? 	Complies with indicator / Does not comply

Indicator No.	How to check	Overall Response / Comments
<p>Core - TRANSITION</p> <p>1.7.2 Minimum Personal Protective Equipment is worn while preparing and applying pesticides, which includes protection of the following body parts from dermal absorption, ingestions and inhalation:</p> <p>(i) Face and airways: eyes, ear canal, nose, scalp (ii) Limbs: arms, foot, palm, forearms (iii) Abdomen and genital area.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • What kind of protective equipment is used by farmers/ workers when working with pesticides? How widely is this used? • Have you identified any farmers or workers not using minimum PPE while preparing or applying pesticides? • What training has been carried out on minimum PPE? <p>Documents</p> <ul style="list-style-type: none"> • Review training materials and plan <p>Farmer/ worker visits:</p> <ul style="list-style-type: none"> • Who applies pesticides? What protective equipment is used? How do you ensure this is used properly? • Site visit to check PPE equipment (available, in decent condition, looks used, covers all required body parts) • Worker interviews to confirm findings where possible 	<p>Complies with indicator / Does not comply</p>
<p>Improvement</p> <p>1.7.5 Proportion of farms where pesticides are prepared and applied by persons who correctly use appropriate protective and safety equipment.</p>	<p><i>How many farmers in the LG ensure that appropriate protective and safety equipment is used by all persons preparing or applying pesticides?</i></p>	<p>None / A few / About half / Most / All or almost all</p>
<p>Improvement</p> <p>1.8.2 Proportion of farms with separate and safe storage and cleaning sites available.</p>	<p><i>How many farmers in the LG have separate and safe storage and cleaning sites available on their farm?</i></p>	<p>None / A few / About half / Most / All or almost all</p>
<p>Improvement</p> <p>1.8.3 Frequency at which application equipment is inspected and cleaned.</p>	<p><i>How many farmers in the LG ensure that pesticide application equipment is inspected and cleaned after every use?</i></p>	<p>None / A few / About half / Most / All or almost all</p>

Indicator No.	How to check	Overall Response / Comments
<p>Improvement 1.9.2 Proportion of farms applying pesticides in appropriate weather conditions, according to the directions on the label with appropriate and well-maintained equipment.</p>	<p><i>On how many farms in the LG are pesticides applied in appropriate weather conditions, following label directions, and using appropriate and well-maintained equipment?</i></p>	<p>None / A few / About half / Most / All or almost all</p>
<p>Improvement 1.10.1 Proportion of farms that dispose of pesticide containers safely.</p>	<p><i>On how many farms in the LG are pesticide containers disposed of safely?</i></p>	<p>None / A few / About half / Most / All or almost all</p>

P2: Water Stewardship

Indicator	How to check	Overall Response / Comments
<p>Current v1.0 indicator 2.1.1-C Water management practices are adopted that optimise water use (applicable to both rain fed and irrigated cotton).</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • What water sources are used by farmers in the Learning Group? • What water management practices are being implemented in the Learning Group? Give specific examples • How do farmers conserve soil moisture? • What type of training has been provided on water management? • (If rain-fed); How do farmers make optimal use of rainfall? • (If irrigated): How do farmers decide when to irrigate the crop? <ul style="list-style-type: none"> ○ What techniques are being used to maximise the efficiency of irrigation systems? ○ What records are kept on irrigation? <p>Documents</p> <ul style="list-style-type: none"> • Review water use records (if available), training materials and training schedule <p>Farmer visits:</p> <ul style="list-style-type: none"> • How do you manage water on your farm? What water management practices have you implemented? Have they made any difference? • How do you decide when to irrigate? (or, how do you make optimal use of rainfall?) • Have you received any training on water management? What did it cover? 	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response / Comments
<p>Core - TRANSITION 2.1.1 A time-bound Water Stewardship Plan is defined that addresses each of the following components: (i) Mapping and understanding of water resources; (ii) Managing soil moisture; (iii) Applying efficient irrigation practices to optimise water productivity (applicable to irrigation farms only); (iv) Managing water quality; (v) Engaging in collaboration and collective action to promote sustainable water use.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Are you aware of a water stewardship plan for the PU? • If so, how was it developed? What does it cover? • Does it have a timeline associated with it? • If not, do you know the timeline and expected process to develop this? • How will farmers be trained on the most relevant aspects of the plan? <p>Documents</p> <ul style="list-style-type: none"> • Review water stewardship plan (if available) – does it cover all five components? • Review timeline (if separate) • Review mapping of water resources 	Complies with indicator / Does not comply
<p>Core - TRANSITION 2.1.2 A timeline for implementing the five components of the Water Stewardship Plan is established.</p>		Complies with indicator / Does not comply
<p>Core - TRANSITION 2.1.9 Opportunities for collaboration and collective actions (beyond the Producer's unit of production) to achieve sustainable water use are identified.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Are you aware of current or future plans for collaboration or collective action on sustainable water use? 	Complies with indicator / Does not comply
<p>Core - TRANSITION 2.1.10 By March 2022, collaboration and collective actions (beyond the Producer's unit of production) towards local sustainable use of water are implemented as per</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • How will you approach collaboration and collective action on sustainable water? What efforts have been made already? • What future plans are in place? 	Complies with indicator / Does not comply

Indicator	How to check	Overall Response / Comments
opportunities identified in the Water Management Plan.		
<p>Improvement 2.1.11 Water resources are identified, mapped and understood.</p> <p><i>Guidance: Water resource mapping can be completed through the consolidation of existing local, regional, or national documentation and/or simple participatory mapping exercises conducted at local level</i></p>	<p><i>Have water resources been identified and mapped?</i></p> <p><i>How many farmers in the LG have been trained on the water resources linked to their production area, and on understanding the impacts of poor management / unsustainable use of these resources?</i></p>	<p>Yes / No</p> <p>None / A few / About half / Most / All or almost all</p>
<p>Improvement 2.1.12 Soil moisture management practices to reduce soil water evaporation are implemented, as per the Water Stewardship Plan.</p>	<p><i>How many farmers in the LG are adopting the soil moisture management practices identified in the Water Stewardship Plan?</i></p>	<p>None / A few / About half / Most / All or almost all</p>
<p>Improvement 2.1.13 Irrigation methods and technologies are implemented towards irrigation efficiency, as per the Water Stewardship Plan (applicable to irrigation farms only).</p>	<p><i>How many farmers in the LG have adopted the irrigation methods and technologies identified in the Water Stewardship Plan?</i></p>	<p>N/A – no irrigation / None / A few / About half / Most / All or almost all</p>
<p>Improvement 2.1.14 Irrigation timing is planned to maximise water productivity (applicable to irrigated farms only).</p>	<p><i>How many farmers in the LG time irrigation to maximise water productivity?</i></p>	<p>N/A – no irrigation / None / A few / About half / Most / All or almost all</p>

Indicator	How to check	Overall Response / Comments
Improvement 2.1.15 Irrigation is not conducted on a pre-determined calendar schedule (applicable to irrigated farms only).	<i>How many farmers in the LG take into account an evaluation of the plants' water needs before scheduling irrigation?</i>	N/A – no irrigation / None / A few / About half / Most / All or almost all
Improvement 2.1.16 Risk to water quality is considered when managing and applying nutrients and pesticides, as per the Water Stewardship Plan.	<i>How many farmers in the LG implement practices to manage risks related to water quality when managing and applying nutrients and pesticides? (e.g. consider water solubility parameters of fertilizers and pesticides, identify and manage cause of salinity, etc.)</i>	None / A few / About half / Most / All or almost all

P3: Soil Management

Indicator	How to check	Overall Response / Comments
<p>Core - TRANSITION 3.1.1 A time-bound soil management plan is defined that addresses each of the following components: (i) Identifying and analysing soil type; (ii) Maintaining and enhancing soil structure; (iii) Maintaining and enhancing soil fertility; (iv) Continuously improving nutrient cycling.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • How are farmers in the Learning Group currently managing soil quality? • Are you aware of a soil management plan for the PU? If so, what does this include? • How have farmers in the Learning Group been trained on soil management techniques? <p>Documents:</p> <ul style="list-style-type: none"> • Soil management plan (if available) and timeline • Results of soil testing (if available) 	<p>Complies with indicator / Does not comply</p>
<p>Core – TRANSITION 3.1.2 A timeline for implementing the four components of the soil management plan is established</p>		<p>Complies with indicator / Does not comply</p>
<p>Core –TRANSITION 3.1.3 Soil testing is conducted that includes NPK and pH analysis. A minimum of 1 soil test per Learning Group on a minimum of 20% of the Learning Groups within a Producer Unit must be conducted each year, and with different Learning Groups each year, so that all Learning Groups are covered over a period of 5 years.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Do you currently carry out any soil testing? Does this include NPK and pH analysis? • How is this done? What sample of farms does it cover? • How have you used the results? • Have you trained farmers to carry out soil testing and analyse results? <p>Documents:</p> <ul style="list-style-type: none"> • Soil testing plan and results <p>Farmer visits</p>	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response / Comments
	<ul style="list-style-type: none"> • Have you carried out any soil testing? Do you know how to do this? Have you been trained on the process or how to analyse results? • [If applicable] Have you made any changes based on the results of soil testing? 	
Improvement 3.1.8 Soil testing is conducted annually within each Learning Group.	<i>Is soil testing conducted at least annually within this Learning Group?</i>	Yes / No
Improvement 3.1.9 Tillage methods are conducted in a way that reduces soil compaction and damage to soil structure.	<i>How many farmers in the LG use tillage methods that reduce soil compaction and damage to soil structure?</i>	None / A few / About half / Most / All or almost all
Improvement 3.1.10 Nutrient are applied based on soil test results.	<i>How many farmers in the LG apply nutrients based on the soil test results?</i>	None / A few / About half / Most / All or almost all
Improvement 3.1.11 Practices to control soil erosion are implemented.	<i>How many farmers in the LG adopt practices to control erosion?</i>	None / A few / About half / Most / All or almost all
Improvement 3.1.12 Crop diversity, such as crop rotation, is used for the purpose of regenerating soil.	<i>How many farmers in the LG use crop diversity, such as crop rotation, to regenerate soil?</i>	None / A few / About half / Most / All or almost all

P4: Biodiversity and land use

Indicator	How to check	Overall Response/ Comments
<p>Core - TRANSITION</p> <p>4.1.1 A time-bound Biodiversity Management Plan that addresses each of the five following components, is defined:</p> <p>(i) Identifying and mapping biodiversity resources;</p> <p>(ii) Identifying and restoring degraded areas;</p> <p>(iii) Enhancing populations of beneficial insects, as per the Integrated Pest Management plan (Principle 1);</p> <p>(iv) Ensuring crop rotation;</p> <p>(v) Protecting riparian areas.</p>	<p>Field Facilitator Interview</p> <ul style="list-style-type: none"> • Are you aware of a biodiversity management plan at PU level? • What biodiversity currently exists in the Learning Group area? • How are farmers managing biodiversity? • Have farmers participated in any mapping of biodiversity resources or degraded areas? <p>Documents:</p> <ul style="list-style-type: none"> • Biodiversity management plan (if available) – Does it cover all five components? • Timeline (if separate) • Mapping of biodiversity resources (if available) <p>Farmer visits</p> <ul style="list-style-type: none"> • What animals and plants are you aware of on your land? • Have you participated in any work to map these plants and animals? • Have you been trained on methods to improve biodiversity? Please explain • Are you aware of any degraded areas on your farm (or in the local area?). How are these identified? 	<p>Complies with indicator / Does not comply</p>
<p>Core - TRANSITION</p> <p>4.1.2 A timeline for implementing the five components of the Biodiversity Management Plan is established.</p>	<p>(see above 4.1.1)</p>	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response/ Comments
<p>Core - TRANSITION 4.1.3 Biodiversity resources are identified and mapped.</p>	<p>(see above 4.1.1)</p>	<p>Complies with indicator / Does not comply</p>
<p>Core - TRANSITION 4.1.4 Degraded areas on the farm are identified.</p>	<p>(see above 4.1.1)</p>	<p>Complies with indicator / Does not comply</p>
<p>Improvement 4.1.7 Proportion of farms implementing measures to restore degraded areas, as per the Biodiversity Management Plan.</p>	<p><i>How many farms in the LG have degraded areas?</i></p> <p><i>Of the farms with degraded areas, what percent are implementing measures to restore degraded areas?</i></p>	<p><input type="checkbox"/> Number of farms _____</p> <p><input type="checkbox"/> N/A – no degraded areas</p> <p><input type="checkbox"/> Not yet identified degraded areas</p> <p>None / A few / About half / Most / All or almost all</p>
<p>Improvement 4.1.8 Proportion of farms implementing measures to protect water courses and wetlands in and adjacent to the farm, including maintaining and/or restoring appropriate riparian and other buffer</p>	<p><i>How many farms in the LG have water courses and wetlands in and adjacent to the farm?</i></p>	<p><input type="checkbox"/> Number entry _____</p> <p><input type="checkbox"/> N/A – no farms with water courses or wetlands in/ adjacent to the farm</p> <p><input type="checkbox"/> Have not yet identified these farms</p>

Indicator	How to check	Overall Response/ Comments
zones, as per the Biodiversity Management Plan.	<i>Of the farms with water courses and wetlands in and adjacent to the farm, what percent of farmers are implementing measures to protect these resources?</i>	None / A few / About half / Most / All or almost all
Current v1.0 Indicator 4.2.1 -C The use and conversion of land to grow cotton conforms with national legislation related to agricultural land use.	Field Facilitator Interview: <ul style="list-style-type: none"> • Have any farms been converted from other types of land use? • What are the legal requirements regarding land use/converting native land into farming land in the local area? • How do you keep up to date with the legal requirements? • How do farmers ensure that cotton is only grown according to legislation? 	Complies with indicator / Does not comply
Core -TRANSITION 4.2.1 In case of any proposed conversion from non-agricultural land to agricultural land, the BCI High Conservation Value (HCV) risk-based simplified approach must be implemented	Field Facilitator Interview <ul style="list-style-type: none"> • Are you familiar with BCI's simplified High Conservation Value (HCV) approach? • Have any farmers recently converted land from non-agricultural to agricultural land? How did this process happen? • If relevant, has the simplified HCV approach been implemented? • If relevant, were any elevated risks identified? Have these been mitigated? Farmer visits <ul style="list-style-type: none"> • How long have you been growing cotton on your land? Are you aware of any farms in the 	Complies with indicator / Does not comply

Indicator	How to check	Overall Response/ Comments
	<p>area that were converted from non-agricultural uses?</p>	
<p>Improvement 4.2.2 Where High Conservation Values are identified, a management and monitoring plan is established to maintain those values.</p>	<p><i>Have farmers in the LG gone beyond mitigation measures to develop a management and monitoring plan to maintain the High Conservation Values identified in the risk-assessment?</i></p>	<p>Yes / No / N/A – no HCV values identified</p>

P5: Fibre Quality

Indicator	How to check	Overall Response/ Comments
<p>Core</p> <p>5.1.1 Good management practices for the harvest and storage of seed cotton are adopted.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • How are farmers working to minimise trash, contamination and damage? • What good management practices have been shared with farmers? Who is being trained on these practices (farmers, workers, etc.)? <p>Documents:</p> <ul style="list-style-type: none"> • Review training and awareness-raising materials • Review training plan <p>Farmer visits:</p> <ul style="list-style-type: none"> • What do you do to help reduce contamination or protect fibre quality? • Have you received any training on how to reduce contamination? What did this training cover? 	Complies with indicator / Does not comply
<p>Improvement</p> <p>5.1.2 No polypropylene, polyethylene or any synthetic bags are used during the harvesting of cotton by hand, nor during storage and transportation.</p>	<p><i>How many farmers in the LG do not use polypropylene, polyethylene or any synthetic bags during cotton hand-harvesting, storage and transportation?</i></p>	None / A few / About half / Most / All or almost all / N/A – machine harvesting
<p>Improvement</p> <p>5.2.1 Number of best practices (validated locally) to maximise fibre quality shared with Better Cotton Initiative farmers through appropriate dissemination material in local language.</p>	<p><i>How many best practices to maximise fibre quality have been shared with farmers through appropriate training and materials in the last 2 years?</i></p>	1 / 2 / More than 2

Indicator	How to check	Overall Response/ Comments
Improvement 5.2.2 Proportion of farms adopting recommended practices to maximise fibre quality.	<i>How many farmers in the LG are adopting the recommended best practices to maximise fibre quality?</i>	None / A few / About half / Most / All or almost all

P6: Decent Work

Indicator	How to check	Overall Response / Comments
<p>Core 6.1.2 The Producer has a time-bound plan for the prevention of child labour in accordance with ILO Convention 138.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Are you aware of whether a baseline assessment for risks of child labour has been carried out that covers the Learning Group? <ul style="list-style-type: none"> ○ When was this done? ○ What was the outcome? • Is there a plan in place for the prevention of child labour? • How was it developed? Who was involved? • What is the duration of the plan? • Has the plan been communicated to farmers/workers? • How are you working to address any existing child labour? What alternatives are being proposed? <p>Documents:</p> <ul style="list-style-type: none"> • Child labour prevention plan • Outcome of baseline assessment for child labour risks (if applicable) 	<p>Complies with indicator / Does not comply</p>
<p>Core 6.1.3 There are no workers below the age of 15 (14 in certain specified countries), or below the minimum age for employment defined by local law (whichever is higher) unless they meet all of the following conditions: (i) the child is helping on his/her own family's farm; (ii) the child's work is structured so as to enable him/her to attend school; (iii) the child's work should not be so</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Do you know the national minimum age for work? • How do you proactively prevent children below the national minimum age from working on the farm? • What type of records do farmers keep on worker age? • What training have you provided to farmers about child labour? • Are you aware of any family-based child labour among farms in the LG? If yes, <ul style="list-style-type: none"> ○ Do these children attend school? 	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response / Comments
<p>demanding as to undermine his/her education; (iv) the child should not perform tasks that are hazardous for him/her because of his/her age; (v) the child must be guided – both in terms of learning skills and supervision of tasks – by a family member; (vi) the child has received appropriate training.</p>	<ul style="list-style-type: none"> ○ When do they work in the farm? ● Which tasks do they do? ● Are they supervised by any adults while working? ● Are they given any training on the tasks they do? <p>Farmer visits:</p> <ul style="list-style-type: none"> ● Do your children help on the farm? How old are they? What tasks do they do? ● Do they attend school? Which school, and how often? ● Have they ever needed to miss school due to work on the farm? ● How are they trained and supervised during their work on the farm? <p><i>[cross-check through direct conversations with children where available]</i></p>	
<p>Core - TRANSITION 6.1.4 A written child labour policy, specifying under which circumstances and for which tasks children can or cannot work or be employed and why, has been communicated to farmers/workers/employees.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> ● Are you aware of a written child labour policy for the PU? ● What does it cover? What are the key circumstances and tasks for which children are permitted to work? ● How have you communicated to farmers, workers, and employees about the policy? ● How do you ensure farmers understand these circumstances and comply with the policy? <p>Documents:</p> <ul style="list-style-type: none"> ● Review policy (if available) ● Review training materials 	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response / Comments
Improvement 6.1.5 Procedures are in place for checking the age of workers, including record-keeping at farm level.	<i>Do farmers in the LG have procedures in place for checking the age of workers, including a system for record keeping at farm level?</i>	Yes / No
Improvement 6.1.6 Child protection or monitoring committees are established.	<i>Has the PU/ Learning Group established any Child protection/monitoring committee?</i>	Yes / No
Improvement 6.1.7 Proportion of child labourers appropriately transferred to education.	<i>What percent of children identified as engaged in child labour have been successfully transferred to education through a remediation process?</i>	None / A few / About half / Most / All or almost all / N/A – no child labourers
Improvement 6.1.8 Proportion of family of child labourers provided with alternative sources of income (through local partnerships initiatives).	<i>What percent of families identified as having children engaged in child labour have been provided with alternative sources of income through local partnership initiatives?</i>	None / A few / About half / Most / All or almost all / N/A – no child labourers
Core 6.2.1 Hazardous work is not conducted by workers under 18.	Field Facilitator Interview: <ul style="list-style-type: none"> • What activities are considered as hazardous labour in cotton production? • What tasks do workers/farmers below the age of 18 usually perform? • How do you ensure that farmers have a procedure in place to document workers age and tasks? Documents: <ul style="list-style-type: none"> • Training and awareness raising materials; training schedule • Proof of age records (if available) 	Complies with indicator / Does not comply

Indicator	How to check	Overall Response / Comments
	Farmer visits: <ul style="list-style-type: none"> • Who carries out hazardous work on the farm (i.e. spraying, etc). How do you ensure these workers are 18 or over? • Review proof of age records (if available) 	
<p>Core 6.3.1 All forms of forced or compulsory, including bonded or trafficked labour, are prohibited.</p>	Field Facilitator Interview: <ul style="list-style-type: none"> • How are workers hired (i.e. directly or through a labour broker/recruiters/intermediary? • Do farmers keep any documentation on workers? • What is your understanding of ‘forced or compulsory labour’? What does this mean? • Have you identified any instances of forced/bonded labour amongst farms in the Learning Group? • How are farmers and workers trained on this topic? • How do you ensure that farmers comply with the criteria and that workers are aware of their rights? Documents: <ul style="list-style-type: none"> • Worker documentation or contracts (if available) • Training materials and training schedule Farmer visits: <ul style="list-style-type: none"> • What type of workers do you use? How are they hired? • Are any workers indebted to you or an intermediary? • Are you providing wages advances to your workers? Do you provide any loans to workers? If so, how does it work in terms of repayment? • How is the movement of workers restricted within the farms, if at all? • Are workers ever fined or disciplined? How? • What happens if a worker wants to leave? • What training did you receive on the issue of forced labour? 	Complies with indicator / Does not comply

Indicator	How to check	Overall Response / Comments
Core 6.4.3 The Producer Unit has a time-bound plan to improve the position of disadvantaged groups.	Field Facilitator Interview: <ul style="list-style-type: none"> • What are the most common forms of discrimination relevant to the PU? What are the majority and minority groups? • Do you know whether a baseline survey has been undertaken to identify disadvantaged groups? • What are the specific challenges faced by women amongst the Learning Group? • Is there a plan in place to improve the position of disadvantaged groups? • What is the duration of the plan? • What are the key features or practices in the plan? Documents: <ul style="list-style-type: none"> • Plan to improve the position of disadvantaged groups • Timeline (if separate) 	Complies with indicator / Does not comply
Improvement 6.4.4 A written code of conduct or non-discrimination policy is communicated to farmers/workers/employees.	<i>Are farmers in the LG covered by a written code of conduct or non-discrimination policy?</i> <i>Has this been communicated to farmers/workers/employees?</i>	Yes / No Yes / No
Improvement 6.4.5 Specific outreach to women farmers and workers is conducted by women facilitators.	<i>Is outreach to female farmers and workers in the LG conducted by female facilitators?</i>	Yes / No
Improvement 6.4.6 Equal access to training is given to female workers.	<i>Are female workers in the LG provided with access to the same training given to male workers?</i>	Yes / No

Indicator	How to check	Overall Response / Comments
<p>Core 6.5.2 There is no evidence of any policy, practice or customary rule that results in the payment of unequal wages on the basis of gender to workers who perform the same job.</p>	<p>Field Facilitator Interview</p> <ul style="list-style-type: none"> • How are male and female workers paid? Are you aware of any customary rule or practice that would lead to unequal wages for those doing the same job? • Have farmers been trained on the topic of equal wages? • What records do farmers keep on wages paid to workers? <p>Documents</p> <ul style="list-style-type: none"> • Wage slips or payment records (if available) <p>Farmer visits:</p> <ul style="list-style-type: none"> • How many male and female workers do you have? Do they do the same job(s)? • How do you determine wages for these workers? (cross-check with records if possible) 	<p>Complies with indicator / Does not comply</p>
<p>Core 6.13.1 Farmers in the PU are aware of the legally applicable minimum wage/s (statutory national or regional minimum wage applicable to agriculture, collectively agreed wage, industry minimum).</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • What is the legal minimum wage? Are farmers aware of this? <p>Documents:</p> <ul style="list-style-type: none"> • Wage slips or payment records (if available) • Training materials and training records <p>Farmer visits:</p> <ul style="list-style-type: none"> • How many male and female workers do you have? Do they do the same job(s)? • How do you determine wages for these workers? (cross-check with records if possible) 	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response / Comments
<p>Core 6.19.1 Use of corporal punishment, mental or physical coercion, sexual harassment or physical or verbal abuse or harassment of any kind, is prohibited.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • What techniques do farmers use to discipline workers or provide feedback to them? How are you aware of this? • What training has been provided to farmers on appropriate techniques for disciplining workers? • Have you encountered any evidence of corporal punishment, coercion, or any other forms of abuse or harassment against workers (i.e. through your internal management system or monitoring?) What steps have been taken to address this? <p>Farmer visits:</p> <ul style="list-style-type: none"> • What do you do if a worker doesn't do a good job? • How do you discipline workers and give them feedback? 	<p>Complies with indicator / Does not comply</p>
<p>Improvement 6.21.1 Number of alliances or partnerships established with local organisations on decent work.</p>	<p><i>How many alliances or partnerships on decent work have been established with local organisations?</i></p>	<p>None / 1 / 2 or more</p>
<p>Improvement 6.21.2 Number of outreach activities to specific groups beyond farmers (e.g. women, children, casual workers, migrant workers, local authorities, school teachers, pesticide applicators, cotton pickers, etc.).</p>	<p><i>How many outreach activities to specific target groups (beyond farmers) are conducted by PU staff?</i></p>	<p>None / 1 / 2 or more</p>

Indicator	How to check	Overall Response / Comments
Improvement 6.21.3 Proportion of Learning Groups (for smallholder PUs) or farms (for medium farm PUs) with a specific person or group in place to actively promote decent work within the community (e.g. decent work committees, child labour monitoring committees, local pressure group, lead farmer, etc.).	<i>Does the Learning Group have a specific person or group in place to actively promote Decent Work within the community? (for example, Decent Work committees, child labour monitoring committees, local pressure group, lead farmer, etc.)</i>	Yes / No
Improvement 6.22.1 The Producer Unit has a program in place (or is part of a program) to develop effective producer organisation and/or strengthen existing ones.	<i>Does the Learning Group participate in a programme, or have its own programme in place, to develop or strengthen producer organisations?</i>	Yes / No
Improvement 6.22.2 Proportion of farmers in the Producer Unit that are members of producer organisation.	<i>How many farmers in the LG are members of a producer organisation?</i>	None / A few / About half / Most / All or almost all
Improvement 6.22.3 Estimated number of Producer organisations with women holding a position of responsibility (e.g. decision-making position, board membership, etc.).	<i>Out of the producer organisations that farmers participate in, how many have at least one woman holding a position of responsibility (e.g. decision-making position, board membership, etc.)?</i>	None / A few / About half / Most / All or almost all / N/A
Improvement 6.22.4 Number of basic services provided by the producer organisation to their members (e.g. marketing, inputs, extension, storage, credit, market information, processing, etc.).	<i>How many services do the producer organisations provide to members?</i> <i>Explain what services are provided: _____</i>	None / 1 / 2 / More than 2 / N/A

Indicator	How to check	Overall Response / Comments

P7: Management System

Indicator	How to check	Overall Response / Comments
<p>Core 7.1.1 A Continuous Improvement Plan is available, implemented and monitored according to the applicable BCI Continuous Improvement planning process, and reviewed annually.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Does the PU have a Continuous Improvement Plan in place? • What does this include? What are the main priorities for improvement? • When was the plan last reviewed? • How has it changed according to this review? • How do you monitor progress against the plan? <p>Documents:</p> <ul style="list-style-type: none"> • Continuous Improvement plan 	<p>Complies with indicator / Does not comply</p>
<p>Core 7.2.1 A training plan identifying the key sustainability issues to be addressed for the Producer, the name of training provider(s), scheduling and expected participants is available and implemented.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Does the PU have a training plan identifying all points in 7.2.1? When and how was it developed? • How did you determine what to include in this plan? • Has the training plan been implemented according to the plan and timeline? If not, why not? • What challenges have you encountered in delivering this training? <p>Documents:</p> <ul style="list-style-type: none"> • Training plan and timeline <p>Farmer/ worker visits:</p> <ul style="list-style-type: none"> • What training have you received from the FF or others? What topics were covered? Do you recall any key points from these trainings? • Are you aware of any additional planned training? • What could make training more effective in the future? 	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response / Comments
<p>Core 7.2.2 Training materials for Better Cotton Initiative farmers and workers are available to cover Better Cotton Initiative Principles and Criteria Core Indicators, with a focus on key sustainability issues in the local context. Best practices (validated locally) related to production are shared with Better Cotton Initiative farmers through appropriate dissemination material in local language.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • What methods for training do you use? What has worked well? <ul style="list-style-type: none"> ◦ Can you give an example? • How do you train Field Facilitators, so they can in turn train farmers? • How do you plan to adjust or improve your training approach in the future? • How do you share best practices with farmers? Can you give an example? <p>Documents:</p> <ul style="list-style-type: none"> • Sample training materials <p>Farmer/ worker visits:</p> <ul style="list-style-type: none"> • What training have you received from the FF or others? Did this cover best practices related to production? • How was the training given? 	<p>Complies with indicator / Does not comply</p>
<p>Core 7.2.3 The Producer reports annual data on number of Better Cotton Initiative farmers and workers trained by gender/topic/methodology to demonstrate the implementation of the training plan.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • What is your process for collecting and reporting annual data on the number of farmers and workers trained? • Do you have this data available from the previous or current season? • How are you using this data to review and improve your training approach? • How else do you measure the effectiveness of training? <p>Documents:</p> <ul style="list-style-type: none"> • Data/ records on training provided by gender/ topic/ methodology 	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response / Comments
<p>Core 7.2.4 The Producer operates a system to:</p> <ul style="list-style-type: none"> (i) Assess and document the level of adoption of practices promoted through training; (ii) Identify and address the risks associated with adopting the practices promoted through training; (iii) Evaluate the training materials continuously to improve their content and delivery. 	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • How are you measuring the adoption of practices promoted through training? • Can you provide an example? • How have you identified any risks or challenges associated with adopting these practices? For example, are there practices that farmers have been trained on but are very hesitant to adopt? <ul style="list-style-type: none"> ○ How are you addressing these challenges? Can you give an example? • How do you evaluate training materials and delivery to improve its effectiveness? <ul style="list-style-type: none"> ○ Can you give an example of a change you've made in response to this review process? <p>Farmer visits:</p> <ul style="list-style-type: none"> • Have you given any feedback on trainings provided? • Have you been consulted on what topics would be most useful to have training on? 	<p>Complies with indicator / Does not comply</p>
<p>Core 7.3.1 The Producer collects and maintains accurate and complete Producer Unit data in the format required by the Better Cotton Initiative. This will include (but not be limited to) name and contact information of Producer Unit Manager; list of farmers organised into Learning Groups (for smallholder Production Units); age, gender, education, level of farmers; expected seed cotton production per farmer and area under cultivation; geo-location of Producer Units; names of</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • What is your process for collecting data on farmers in the PU? Who is responsible for this? • How do you make sure this data is complete and accurate? • What challenges do you encounter in collecting this data? • What is your process and timeline for updating this data on an annual basis? 	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response / Comments
<p>gins. The Producer Unit data is updated annually, at the latest by the end of sowing.</p>		
<p>Core 7.3.2 The Producer maintains a farm-level record keeping mechanism (e.g. Farmer Field Book) for essential production data on inputs and outputs in an accurate manner.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • How are farmers in the Learning Group recording data on inputs and outputs? (e.g. using field books) • Is anyone assisting them with this process (i.e. children, FFs, etc) • What challenges do they face with recording accurate data? • How have farmers been trained on recording input/output data? <p>Documents:</p> <ul style="list-style-type: none"> • Sample of farmer record-keeping (e.g. field books) • Training materials <p>Farmer visits:</p> <ul style="list-style-type: none"> • What data do you provide to the Field Facilitator on inputs and outputs? How do you record this? [look at examples in the field] • What do you think is the purpose of keeping these records? • Does anyone help you with recording this information? • Cross check records (i.e. farmer field book) with verbal feedback from farmers and receipts if available (i.e. pesticide receipts) 	<p>Complies with indicator / Does not comply</p>
<p>Core 7.3.3 The Producer operates a system to collect, compile and report complete and accurate Results Indicator data in accordance with the Results Indicator Reporting template.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • How do you collect and report on Results Indicator data? • Who is responsible for carrying out this process? 	<p>Complies with indicator / Does not comply</p>

Indicator	How to check	Overall Response / Comments
	<ul style="list-style-type: none"> • How do you ensure that data is complete and accurate? • What challenges do you face in getting this data? 	
<p>Core 7.3.4 The Producer creates and maintains a profile of the farm labour force, including estimates of numbers of workers, as per the Better Cotton Initiative defined worker categories and disaggregated by gender. The labour profile is updated annually, at the latest at the end of sowing.</p> <p><i>[note for 2018/19 season this labour profile does not need to include specific BCI worker categories]</i></p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Do you have a profile of the labour force used by farmers in the Learning Group? • How have workers been categorized? • Are workers broken down by category and gender? <p>Farmer visits:</p> <ul style="list-style-type: none"> • <i>[cross-check information from labour profile with farm-level observation].</i> • How many workers do you use? What type of workers are they? Do you use any women workers? 	Complies with indicator / Does not comply
<p>Core - TRANSITION 7.3.5 The Producer ensures that all farmers within the PU maintain receipts of sales of Better Cotton, including the buyer name, date, and volume, for at least one year and is able to collect and submit these sale records to BCI upon request.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • How are farmers selling their cotton? (i.e. via middle man, market or direct to gin) • Are farmers being provided with any receipts when cotton is sold? Are these kept for at least one year? • If not, do farmers have an alternate method for recording who they sold their cotton to, including the buyer, date, and volume? <p>Farmer visits:</p> <ul style="list-style-type: none"> • How do you sell your cotton? Are you given any receipt from the buyer? • Do you keep any records of how much cotton was sold, and to whom? • <i>[Review sales receipt or other records if available]</i> 	Complies with indicator / Does not comply

Indicator	How to check	Overall Response / Comments
<p>Core 7.4.1 The Producer operates a system to: (i) Identify and address the risks of non-conformity with core indicators; (ii) Plan and enforce the implementation of Corrective Actions resulting from monitoring activities.</p>	<p>Field Facilitator Interview:</p> <ul style="list-style-type: none"> • Do you carry out internal monitoring of farmers to identify non-conformity risks? • How does this work in practice? How are responsibilities divided between PU Manager and FFs? • What risks or issues were found as a result of this activity? How were they addressed? • How do you plan and implement corrective actions resulting from verification and monitoring? <p>Farmer visits:</p> <ul style="list-style-type: none"> • Have you been given any feedback from the FF on practices to change or corrective actions that need to be implemented? Can you give any examples? 	

Worker Interview Guide

This section includes a sample of questions that might be relevant when interviewing workers

Principle/ Questions	Comments
<p>General/ Introduction <i>[explain purpose of the interview and that all information will be anonymous and confidential]</i></p> <ul style="list-style-type: none"> • What is your name? • What type of work do you do? Which farmer(s) do you work for? • Do you live in the local area? 	
<p>Principle 1: Crop Protection <i>For workers that work directly with Crop Protection</i></p> <ul style="list-style-type: none"> • Do you know how to recognise the different pest and beneficial insects in cotton? • Do you conduct field observations of the crop's health, key pest and beneficial insects? • Have you received any training about IPM? • On what basis do you decide to apply pesticides? • How long have you been working with pesticides? • Have you been trained for it? • How old are you? • How do you conduct the pesticide preparation and application? • Do you know the danger of pesticides? • Do you wear any protective equipment? Please describe this. What body parts are covered? 	
<p>Principle 5: Fibre Quality</p> <ul style="list-style-type: none"> • Have you been trained on the risk of contaminating seed cotton? • What practices do you use to avoid contamination during harvest, storage and transporting seed cotton? 	
<p>Principle 6: Decent Work</p> <ul style="list-style-type: none"> • Has someone checked your age when you were hired? How old are you? • What kinds of work do you do? How were you trained for these tasks? • Do you know of any law or internal policy that determine the minimum age for your work? • Do you know if there are any children working on this farm? Have you seen any children in the field? • How are you paid for the work you do? Are all workers doing the same job paid the same? 	

Principle/ Questions	Comments
<ul style="list-style-type: none"> • Are you working for your family or for someone else? • How does your boss provide feedback to workers? How are workers disciplined if they don't do a good job? • Have you received any training or education on good work practices and the rights of workers? • Are you aware of any code of conduct or policy non-discrimination? 	