Better Cotton Internal Assessment Field Book

2023-24

For use with V2.1 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 Better Cotton 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 only **Core Indicators** from the Better Cotton P&C v2.1; organised under the 7 Principles.

# 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** |
| --- | --- | --- |
| * + 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.

*[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.]* | Field Facilitator Interview:* 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?

Documents:* Review IPM plan - does it cover all five components?
* Are practices appropriate and specific for the local context?

Farmer visits:* 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?
* Do you understand that not all insects are pests or are damaging to the crop;
* Do you understand that some insects play a positive role and can help the crop – these ‘beneficial’ insects should be protected and nurtured; and
* Are you able to recognise common insects including pests and beneficials (i.e. 2 or 3 most common examples)?
 | Complies with indicator / Does not comply |
| **1.1.3** A timeline for implementing the 5 components of the Integrated Pest Management plan is established. | Complies with indicator / Does not comply |
| **1.1.4** There is no calendar or random spraying. | Field Facilitator Interview:* 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: * Training and awareness raising material for facilitators and farmers

Farmer visits:* What pesticides did you spray and when?
* 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 |
| **1.2.1** All pesticides used are registered nationally for the use on cotton.  | Field Facilitator Interview:* What pesticides are being used in the Learning Group?
* 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?
* Are farmers using combination pesticides / ‘cocktails’? If yes, are they registered as a combination?

Farmer visits:* Which pesticides do you use? (*cross-check pesticides used in practice with national lists; review receipts and farmer field books)*
 | Yes / No |
| **1.2.2** All pesticides used are correctly labelled in at least one *de facto* or *de jure* official national or applicable official regional language. | Field Facilitator Interview:* 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:* How do you label and identify pesticides?
* Review pesticide labels and storage containers
 | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* What pesticides are being used in the Learning Group?
* Do you know the list of pesticides in the Stockholm convention?
* How do you ensure farmers do not use these pesticides? Have you conducted any training?
* 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?
* How do you ensure farmers do not use these pesticides?

Documents:* Review training plan and training materials

Farmer visits:* *Cross-check information from FF with practices observed at farmer visits.*
* What pesticides are used? How do you decide which ones to use?
* Are you aware of pesticides listed in the Stockholm Convention? [give specifics based on the region]
* Are farmers using any pesticides covered by Annexes of the Montreal Convention or Annex III of the Rotterdam Convention?
* Have you received any training on alternative pesticides to those listed in the Stockholm Convention, Montreal Protocol or Rotterdam Convention?
 | Complies with indicator / Does not comply |
| **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). | Field Facilitator Interview:* What pesticides are being used in the PU that are listed in Category 1 of the GHS or 1a of WHO?
* 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?

Documents:* Review phase-out plan (if available)
* Review training plan and training materials

Farmer visits: * *Cross-check information from PU Manager/ FF with practices observed at farmer visits.*
* 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?
 | Complies with indicator / Does not comply |
| **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). | Field Facilitator Interview:* What pesticides are being used by farmers that are listed in Category 2 of GHS or 1b of WHO?
* 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?

Documents:* Review phase-out plan (if available)
* Review training plan and training materials

Farmer visits* *Cross-check information from PU Manager/ FF with practices observed at farmer visits.*
* 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?
 | Complies with indicator / Does not comply |
| **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:* 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:* Review phase-out plan (if available)
* Review training plan and training materials

Farmer visits:* *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?
 | Complies with indicator / Does not comply |
| **1.6.1** The Producer must ensure that any person who prepares and applies pesticides is:(i) Healthy;(ii) Skilled and trained in the application of pesticides;(iii) 18 or older;(iv) not pregnant or nursing. | Field Facilitator Interview:* 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:* Review training and awareness raising material for facilitators and farmers/workers
* Training records

Farmer/ worker visits:* Who applies pesticides? How do you ensure they are healthy, trained, 18 or older and not pregnant/ nursing?
* Have you been trained on the safe preparation and application of pesticides?
 | Complies with indicator / Does not comply |
| **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:(i) Face and airways: eyes, ear canal, nose, scalp(ii) Limbs: arms, forearms, palms, legs, feet (iii) Abdomen and genital area. | Field Facilitator Interview:* 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? If yes, what are the common challenges?
* What training has been carried out on minimum PPE?
* Is PPE available and accessible by farmers/workers?

Documents* Review training materials and plan

Farmer/ worker visits:* Who applies pesticides? What protective equipment is used? How do you ensure this is used properly?
* If certain body areas are not being covered by farmers/worker: what are the challenges? Why do you not cover these areas? Is there an issue with the equipment?
* Site visit to check PPE equipment (available, in decent condition, looks used, covers all required body parts)
* Worker interviews to confirm findings where possible
 | Complies with indicator / Does not comply |

# P2: Water Stewardship

| **Indicator** | **How to check**  | **Overall Response / Comments** |
| --- | --- | --- |
| **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. | Field Facilitator Interview:* Are you aware of a water stewardship plan for the PU?
* If so, how was it developed? What does it cover?
* Were you involved in developing the plan?
* Can you summarize the main activities set out in the plan? How do these address key issues relevant for the PU?
* How was water mapping carried out? Who was involved?
* How has the map of water resources been used to help identify specific activities or water management priorities?
* 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?

Documents* Review water stewardship plan (if available) – does it cover all five components?
* Review timeline (if separate)
* Review mapping of water resources
* Review training plan or records to verify whether activities are carried out in line with the water stewardship plan

Farmer visits:* What water sources do you use?
* What training have you received on water use? What did it cover?
 | Complies with indicator / Does not comply |
| **2.1.2** A timeline for implementing the five components of the Water Stewardship Plan is established. | Complies with indicator / Does not comply |
| **2.1.9** Opportunities for collaboration and collective actions (beyond the Producer’s unit of production) to achieve sustainable water use are identified.  | Field Facilitator Interview:* Are you aware of current or future plans for collaboration or collective action on sustainable water use?
 | Complies with indicator / Does not comply |
| **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 opportunities identified in the Water Stewardship Plan. | Field Facilitator Interview:* 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 |

# P3: Soil Management

| **Indicator** | **How to check** | **Overall Response / Comments** |
| --- | --- | --- |
| **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. | Field Facilitator Interview:* 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?
* Can you summarize the main activities set out in the plan? How do these address key issues relevant for the PU?
* How have farmers in the Learning Group been trained on soil management techniques?

Documents:* Review soil management plan (if available) and timeline
* Review results of soil testing (if available)
* Review training plan or records to verify whether activities are carried out in line with the soil management plan
 | Complies with indicator / Does not comply |
| **3.1.2** A timeline for implementing the four components of the soil management plan is established  | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* 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?

Documents: * Soil testing plan and results

Farmer visits* 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?
 | Complies with indicator / Does not comply |

# P4: Biodiversity and land use

| **Indicator** | **How to check**  | **Overall Response/ Comments** |
| --- | --- | --- |
| **4.1.1** A time-bound Biodiversity Management Plan that addresses each of the five following components, is defined:(i) Identifying and mapping biodiversity resources;(i) Identifying and restoring degraded areas;(iii) Enhancing populations of beneficial insects, as per the Integrated Pest Management plan (Principle 1);(iv) Ensuring crop rotation;(v) Protecting riparian areas. | Field Facilitator Interview* Are you aware of a biodiversity management plan at PU level?
* What biodiversity currently exists in the Learning Group area?
* What focal species have been identified?
* How are farmers managing biodiversity?
* Have farmers participated in any mapping of biodiversity resources or degraded areas?
* Can you summarize the main activities set out in the plan? How do these address key issues relevant for the PU?

Documents:* Review biodiversity management plan (if available) – Does it cover all five components?
* Review timeline (if separate)
* Review mapping of biodiversity resources (if available)
* Review training plan or records to verify whether activities are carried out in line with the biodiversity management plan

Farmer visits* 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?
 | Complies with indicator / Does not comply |
| **4.1.2** A timeline for implementing the five components of the Biodiversity Management Plan is established. | *(see above 4.1.1)* | Complies with indicator / Does not comply |
| **4.1.3** Biodiversity resources are identified and mapped. | *(see above 4.1.1)* | Complies with indicator / Does not comply |
| **4.1.4** Degraded areas on the farm are identified. | Field Facilitator Interview* What do you understand by the term ‘degraded areas?’

Observations:Look for any degraded areas during site visits to see if this aligns with the PU plan and PU staff understanding | Complies with indicator / Does not comply |
| **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* What are the legal requirements regarding land use/converting non-farmed 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?
* 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* How long have you been growing cotton on your land? Are you aware of any farms in the area that were converted from non-agricultural uses?
 | Complies with indicator / Does not comply |

# P5: Fibre Quality

| **Indicator** | **How to check** | **Overall Response/ Comments** |
| --- | --- | --- |
| **5.1.1** Good management practices for the harvest and storage of seed cotton are adopted. | Field Facilitator Interview:* 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.)?

Documents: * Review training and awareness-raising materials
* Review training plan

Farmer visits:* 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 |

# P6: Decent Work

| **Indicator** | **How to check** | **Overall Response / Comments** |
| --- | --- | --- |
| **6.1.2** The Producer has a time-bound plan for the prevention of child labour in accordance with ILO Convention 138. | Field Facilitator Interview:* Are you aware of whether a baseline assessment for risks of child labour has been carried out that covers the Learning Group?
	+ 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?

Documents:* Child labour prevention plan
* Outcome of baseline assessment for child labour risks (if applicable)
 | Complies with indicator / Does not comply |
| **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 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. | Field Facilitator Interview:* 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,
	+ Do these children attend school?
	+ 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?

Farmer visits:* 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?

*[cross-check through direct conversations with children where available]* | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* 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?

Documents:* Review policy (if available)
* Review training materials

Farmer visitsHave you received any training on child labour and the tasks that children can do on the farm? What did the training cover? | Complies with indicator / Does not comply |
| **6.2.1** Hazardous work is not conducted by workers under 18. | Field Facilitator Interview:* 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:* Training and awareness raising materials; training schedule
* Proof of age records (if available)

Farmer visits:* 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)
 | Complies with indicator / Does not comply |
| **6.3.1** All forms of forced or compulsory, including bonded or trafficked labour, are prohibited. | Field Facilitator Interview:* How are workers hired i.e. directly or through a labour broker/recruiters/intermediary?
* Are labour recruiters required to provide any documentation to farmers, e.g., a certificate or list of workers or workers' agreements?
* Are farm workers local or from other regions/countries?
* Do farmers keep any documentation on workers, like IDs or copies of IDs?
* How are farmers and workers trained on the rights of workers?
* How do you ensure that workers are aware and understand their rights?

How do you ensure that farmers do not violate the workers' rights?Would workers know what to do if their rights are violated?Documents:* Worker documentation or contracts (if available)
* Training materials and training schedule

Worker lists Worker payment recordsFarmer visits:* What type of workers do you use? How are they hired?
* Do you use labour agencies or middlemen to hire workers? If yes, who pays them for their service - you or the workers?
* Who discusses working arrangements with the workers before they start to work on the farm, e.g. working hours, payments, etc.?
* Have workers taken loans from you or the labour recruiter? What are the repayment conditions?

Do workers speak the same language as you? Do workers live on the farm?Can workers leave the farm whenever they want?What happens when a workers does a bad job?* What happens if a worker wants to leave early?
* What training did you receive on the issue of forced labour?
 | Complies with indicator / Does not comply |
| **6.4.3** The Producer Unit has a time-bound plan to improve the position of disadvantaged groups. | Field Facilitator Interview:* 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 in 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:* Plan to improve the position of disadvantaged groups
* Timeline (if separate)
 | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview* 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?
* Have workers been trained on the topic of equal wages?What records do farmers keep on wages paid to workers? Documents
* Wage slips or payment records (if available)

Farmer visits:* 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)
 | Complies with indicator / Does not comply |
| **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). | Field Facilitator Interview:* What is the legal minimum wage? Are farmers aware of this?

Documents:* Wage slips or payment records (if available)
* Training materials and training records

Farmer visits:* 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)
 | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* 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?

Farmer visits:* What happens if a worker doesn’t do a good job?
* How do you give workers feedback? Have you ever disciplined a worker?
* What common challenges do you face with managing workers (permanent or temporary?
 | Complies with indicator / Does not comply |

# P7: Management System

| **Indicator** | **How to check** | **Overall Response / Comments** |
| --- | --- | --- |
| **7.1.1** A Continuous Improvement Plan is available, implemented and monitored according to the applicable BCI Continuous Improvement planning process, and reviewed annually. | Does the CIP reflect considerations of both regional sustainability priorities and PU-specific challenges (as identified through internal assessment/monitoring and external assessment)?Field Facilitator Interview:* 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?
* What progress has been made? Were there any specific challenges that have prevented implementation?
* [FF] Do you have a strong understanding of why specific issues have been prioritised in the CIP and the activities that are planned to address these issues?

Documents:* Continuous Improvement plan
* Review the timeline of activities – is it achievable?

Farmers/worker interviews:* Were they aware of the focus areas?
* Had they attended any training on the focus areas?
 | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* 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?

Documents:* Training plan and timeline

Farmer/ worker visits:* What training have you received from the FF or others? What topics were covered? Do you recall any key points from these trainings?
* What was the most helpful or informative part of the training?
* Do you intend to implement the best practices that the training focused on? If not, why?
* Are you aware of any additional planned training?
* What could make training more effective in the future?
 | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* What methods for training do you use? What has worked well?
	+ 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?

Documents:* Sample training materials

Farmer/ worker visits:* What training have you received from the FF or others? Did this cover best practices related to production?
* How was the training given?
 | Complies with indicator / Does not comply |
| **7.2.3** The Producer reports annual data on number of Better Cotton Initiative farmers and workers trained by gender and topic to demonstrate the implementation of the training plan. | Field Facilitator Interview:* 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?

Documents:* Data/ records on training provided by gender/ topic
 | Complies with indicator / Does not comply |
| **7.2.4** The Producer operates a system to: (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. | Field Facilitator Interview:* How are you measuring the adoption of practices promoted through training?
* Can you provide an example?
* Do you have any evidence that farmers are considering adoption even if they haven’t done so yet? For example, do they have demonstration plots on their farms, are they participating in any trials on the topic? Have they been asking more questions on the topic after the training?
* 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?
	+ How are you addressing these challenges? Can you give an example?
* How do you evaluate training materials and delivery to improve its effectiveness?
	+ Can you give an example of a change you’ve made in response to this review process?

Farmer visits:* Have you been requested to give any feedback on trainings provided?
* Have you been consulted on what topics would be most useful to have training on?
* Were you satisfied with the training given? If not, why?
 | Complies with indicator / Does not comply |
| **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 gins. The Producer Unit data is updated annually, at the latest by the end of sowing. | Field Facilitator Interview:* 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?
 | Complies with indicator / Does not comply |
| **7.3.2** The Producer maintains a farm-level record keeping mechanism (e.g. Famer Field Book) for essential production data on inputs and outputs in an accurate manner. | Field Facilitator Interview:* 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?
* Are you training farmers on how to learn from the records they keep?
* How are records stored and archived? Are farmer fieldbooks from previous seasons stored?

Documents:* Sample of farmer record-keeping (e.g. field books)
* Training materials

Farmer visits:* 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)
 | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* How do you collect and report on Results Indicator data?
* Who is responsible for carrying out this process?
* How do you ensure that data is complete and accurate?
* What challenges do you face in getting this data?
 | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* 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?

Farmer visits:* [*cross-check information from labour profile with farm-level observation].*
* How many workers do you use? What type of workers are they? Do you use any women workers?
 | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* 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?

Farmer visits:* 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?
* [Review sales receipt or other records if available]
 | Complies with indicator / Does not comply |
| **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. | Field Facilitator Interview:* 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?

Farmer visits:* 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. Details of the interview, including worker names and other identifying information, must be kept anonymous.

| **Principle/ Questions** | **Comments** |
| --- | --- |
| **General/ Introduction***[explain purpose of the interview and that all information will be anonymous and confidential]** What type of work do you do? Which farmer(s) do you work for?
* Do you live in the local area?
 |  |
| **Principle 1: Crop Protection***For workers that work directly with Crop Protection** 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?
 |  |
| **Principle 5: Fibre Quality*** 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?
 |  |
| **Principle 6: Decent Work*** What kinds of work do you do?
* How many hours per day do you work on the farm?
* Do you live on the farm?
* Before you started this job, who told you about the work you will be doing and how you will be paid?
* Did you have to pay anyone to get this job?
* Have you taken a loan or wage advance from farmer or labour recruiter?
* Has someone checked your age when you were hired? How old are you?
* Did anyone explain to you how to do this job properly (training)?
* 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 (e.g. by kg, by hectare, by day, week, month)?
* Are all workers doing the same job paid the same?
* Are you working for your family or for someone else?
* What happens if a worker doesn’t do a good job?
* Have you received any training on good work practices?
* Can you leave the job if you don't want it anymore?
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