

Learning Activity 1.2

Following the flower - mapping global supply chains in the cut flower industry



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Overview

Mapping exercise, in small groups and then in plenary, that allows participants to visualize the different stages and players involved in the horticulture chain.

This learning activity uses the information on global production and the case study of the cut flower global supply chain. In small groups, participants will study the global supply chain graphic for garments and think about how much also applies to cut flowers grown in East Africa and sold in a European supermarket. They will highlight the risks incurred by workers at various stages and identify the most affected players.

Suggested time

One hour

Target group

Representatives of:

- Lead companies aiming to improve supply chain organization.
- Global, national and local employer organizations and trade unions.
- National and local government responsible for legislative implementation and factory inspection.
- Multi stakeholder initiatives and social auditors.
- Global, national and local NGOs and women's organizations.

Aims

- Visualize the different stages and players involved in one supply chain.
- Understand the complexities of global supply chains.
- Appreciate that it is relevant to focus on poor working conditions in global production.

Preparation

- Make copies for the participants of the relevant case study (1.2.) available in the Resource Kit.
- Provide the necessary materials for drawing and note writing.
- Reproduce (or visually display) the global supply chain chart available in the Resource Kit.
- If projection facilities are available show one of the videos indicated under "Resources".

Setting

- A room large enough to accommodate several groups.

Materials

- Hand-out with case study
- Flip charts and post-it
- Markers
- Tape (if needed)

Time/Steps

- *(Optional, if time and projection facilities are available)*
Show one of the videos indicated under "Resources". (Variable duration 5 –13 minutes)

Step 1: (suggested time: 15 minutes)

In small groups, ask participants to:

- Read the description of global supply chains (if not already presented in plenary) and the case study provided as a hand-out. Note the different stages and players involved in the garment supply chain displayed in the chart and consider how much will also apply to cut flowers grown in East Africa and sold in a European supermarket. Note the many different stakeholders and players.

Step 2: (suggested time: 15 minutes)

- With a piece of flip chart paper draw out the global supply chain for a rose to be sold on Valentine's Day in Europe. Start with the workers (probably most of them women working on supply farms) and end with European wholesalers and consumers. Participants will decide in which countries the flower is cut, where it is sold and under which circumstances.

*With a marker or stickers, highlight up to **five** points in the global supply chain at which they think poor working conditions may prevail.*

*Then, highlight **five** players involved in the global supply chain that they think will be most affected by poor working conditions.*

Using a post-it note make a brief note (or drawing) of why and how they think each of the five players will be affected – consider everyone involved, as well as the organizational impact.

Step 3: (suggested time: 30 minutes)

- In plenary, a representative of each small group will present their drawing with notes and comment it briefly.
- Following the small group presentations, participants will discuss the conclusions and prioritize the most important differences identified between an ideal situation and the current reality.

How to adapt it

- With a small number of participants, carry out the activity in plenary. The facilitator can present or read the case from the hand-out (rather than giving each participant a copy) to stimulate discussion and brainstorming. S/he then guides the discussion.
- The same activity, in particular with a target group including either a majority of gender experts, or of gender-sensitized trade unionists, may be proposed later in the learning process, once the concepts of gender-based violence have been introduced.

A more focused request may be added and participants asked to:

- *With a marker or stickers, highlight up to **five** points in the global supply chain at which they think verbal, physical and sexual harassment might be an issue.*
- *Then, highlight **five** players involved in the global supply chain that they think will be most affected by sexual harassment.*
- *Using a post-it note make a brief note (or drawing) of why and how they think each of the five players will be affected by sexual harassment – consider everyone involved, as well as the organizational impact.*
- *If more time is available, a plenary discussion should then focus on the concrete proposals for improvement.*

Tips

- The exercise must clarify the invisible complexities of global supply chains and help appreciate the risks of weaknesses in workers' protection in any global supply chain.
- Ensure that there is enough time to complete the sharing session and to debrief afterwards.
- Plan in advance how the results will be captured and used, and be sure to translate the outputs into a format that participants can use easily, as the results of this exercise might be useful for further learning activities.
- Drawings may be used instead of writing post-it notes if participants prefer.

Resources

- Global Supply Chain Chart available in the Resource Kit.
- Video: DANGEROUS FLOWERS: The Impact of the cut flower industry in Kenya
<http://youtu.be/-xKtm7KNiO4>
- Video: Sowing The Seeds Of Women's Rights
<http://youtu.be/rIr1V9iu84g>

Hand-out

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Please refer to **Case Study 1.2** ➔ **The horticulture and cut flower global supply chain**

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