

# WOMEN IN FACTORIES TRAINING PROGRAM



## ADVANCED TRAINING – TRAINER’S GUIDE AND MODULE LEARNING PLANS



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# WOMEN IN FACTORIES – ACKNOWLEDGEMENTS

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In developing this Advanced Training, CARE has utilized and contextualized our own materials, as well as publicly-available curricula from a variety of resources, including the Peace Corps, Action Aid, and, of course, our partners in this initiative.

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We believe that the shared technical knowledge, experiences, and perspectives of our partners have produced a tool which will have a significant positive impact on all stakeholders in this sector.

And finally, CARE is grateful to Rebecca Arnold for her tireless work in designing the training, and bringing a number of stakeholders together to ensure it is reflective of expert input.

## **Adaptation:**

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## **Contact Info:**

**CARE:** Melanie Minzes, [mminzes@care.org](mailto:mminzes@care.org)

**Walmart:** Suze Francois, [suze.francois@walmart.com](mailto:suze.francois@walmart.com)

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# WOMEN IN FACTORIES – PROGRAM OVERVIEW

## Summary

In 2011, Walmart launched the Women in Factories Training Program, a five-year initiative that will empower 60,000 women working in factories that supply products to retailers in India, Bangladesh, China and Central America. The program, which is being implemented in collaboration with NGOs, teaches critical life skills related to communication, hygiene, reproductive health, occupational health and safety, identifying personal strengths. It incorporates gender sensitivity throughout its design. *Of note: Up to 8,000 of the women who participated in the initial training will also receive advanced training to further develop the work and life skills necessary for personal and career development.*

The program is being rolled out to 150 factories in India, Bangladesh, China and Central America, launching in factories in India and Bangladesh in 2012. The program was designed and is being implemented in collaboration with **CARE in Bangladesh, Swasti in India, World Vision in Honduras and El Salvador, and BSR in China**. It is being evaluated by **Tufts University**.

## Rationale

Women comprise a large proportion of the workforce in factories around the world. Indeed, in many industries – including apparel, jewelry, home textiles, shoes, seasonal products, and fresh produce – the majority of production processes are carried out by women.

Female factory workers tend to work in the industry to provide for themselves and their families, and to give their children better lives. Yet, production takes place in countries where human development is affected by poverty, poor community infrastructure, and inequitable gender roles. A number of factory-production countries rank low in gender-related development, meaning that women and girls experience notable disparities in terms of income, education, and life expectancy. Many sourcing countries – including Bangladesh,

Cambodia, China, Egypt, India, Haiti, Guatemala, Honduras, Nicaragua, Indonesia, Vietnam, South Africa, and Lesotho – rank low in gender-related development and/or medium in human development (UNDP Human Development Report, 2009).

Despite the overwhelming importance of factory-based work to a number of world economies, inherent problems face the industry. The predominantly female workforce faces low wages, wage discrimination, irregular payment, forced overtime, physical and sexual harassment, poor working conditions and haphazard termination. Furthermore, substandard water and sanitation facilities, unhygienic environments, poor access to nutritious food, and a lack of healthcare access compromise the health of female garment workers.

Within the workplace, these women are further denied their basic rights to training, advancement and access to services. From an economic perspective, unequal treatment of women in workplaces affects productivity as a result of poor health and high employee turnover. Factory management do not typically involve their female employees in value-add activities beyond the production line. Consequently, many women believe they cannot contribute to the business beyond their current job function. Unequipped with communication, problem solving and life skills to reach their full human potential, promotional opportunities are limited. Lack of education, including basic literacy and numeracy, also restrict advancement. In many cases, cultural perceptions, power imbalances, and social stigmas are additional barriers to promotion.

Championing women's rights through responsible business practices should be an industry-wide practice, which would catalyze broader changes in women's role in the workplace in developing economies.



# WOMEN IN FACTORIES – PROGRAM OVERVIEW

## **Training Program Outline**

*As a first step in the Training Program, the partners are enabling **60,000 women to receive 15-hours of fundamental life skills**, such as health and communications strategies, that allow women to become better advocates for themselves in their homes and in the workplace. From that pool, **8,000 women will be trained over the course of 93-hours in leadership and management skills** necessary for career advancement. The goal is to create a pipeline of talent in the participating factories that is inclusive of women.*

*The Women in Factories partners seek to:*

1. Empower women working in factories to:
  - Obtain skills necessary for career advancement;
  - Gain practical knowledge that, when implemented, can enhance quality of life for workers and their families;
2. Empower factory management to:
  - Access support networks; and
  - Share knowledge with others in the factory and community.
2. Empower factory management to:
  - Identify and develop talent within the factory without gender bias;
  - Retain a strong workforce, reaping the benefits of investment in talent development;
  - Enhance factory efficiency; and
  - Take ownership of the Women in Factories training program and implement it as part of a standard training for employees.
3. Empower suppliers to support the replication of workforce development and life-skills training at other factories within their supply chain.





## Introduction to the Advanced Training

1. Goals of the Advanced Training
2. Curriculum Design
3. How Modules are Organized
4. Facilitation
5. Participants
6. Technical Training

### 1. Goals of the Advanced Training

Through this Advanced Training, women who have been identified as having high potential for advancement in the workplace will:

- Obtain skills and confidence that will help them advance in their careers and increase their earnings
- Gain practical knowledge that, when implemented, can enhance quality of life for workers and their families
- Increase awareness of health-related issues, learn how to prevent diseases, and access health-related services
- Exercise greater control over their lives
- Access support networks
- Share knowledge with others in the factory and community

The training is designed to help women become more successful at work, at home and in the community, and thus enhance their overall quality of life. This will in turn increase worker performance and productivity, and contribute to a healthy and skilled workforce.

#### **A NOTE ON IMPLEMENTING A SUCCESSFUL TRAINING PROGRAM**

As designed, the Women in Factories partners are implementing the program in factories around the world, working with both workers and factory management to improve skills and create an environment where this type of investment in workers can thrive. This requires constant engagement and fine-tuning with program stakeholders, including factory management, mid-level supervisors, and of course, workers themselves. While there is not a “set” schedule for this training – all sessions are designed in collaboration with management input regarding production schedules and commitments – the partners have worked with every factory to ensure that the training is optimized to best suit the needs of the workers.

To successfully implement this program – whether inside or outside a factory – a number of factors are critical.

- *Leadership commitment and buy-in at top management levels* - The leadership team plays a critical role in encouraging management and worker participation and in encouraging workers to implement and practice what they learn. While workers will participate when these programs are mandated, we find that they are more enthusiastic and committed when they see senior leadership fully engaged.

In a community setting, this can mean commitment and buy-in from community leaders, local elected officials, and other stakeholders who influence participation.

# WOMEN IN FACTORIES – PROGRAM OVERVIEW

- *Resource commitment (both human and financial)* - It takes a dedicated team of staff and facilitation experts to participate in design and implementation of these activities. This requires the allocation of adequate resources.
- *Clear understanding of the linkage between the training and organizational strategies* – The training should reinforce broader strategies within a factory, and not be seen as a stand-alone program.

In a community setting, engagement with participants on why and how the training benefits women and their families is key to establishing regular and enthusiastic participation.

- *Time for learning and reflection* – Workers need time to engage in training. As noted before, it is extremely difficult for workers to participate in these programs when their schedule competes with available time for learning. We advise that participation in this training be incorporated into work plans.

In a community setting, we know that participation in training sessions can be interrupted for any number of reasons – the daily routines for women limit their availability. Incorporating the training into a previously established group structure or community mechanism can help foster regular attendance.

- *Follow-up and on-going learning* – Learning is an on-going process, and one training program alone cannot be the only opportunity for workers to build awareness and skills. On-going follow-up activities are critical for sustained impact.

## **A NOTE ON CONTEXTUALIZATION**

This training has been created with the notion that it can be applied in any global setting; for it to be effective, though, it must be contextualized to that setting. With that in mind, we strongly advise the following:

- **Meeting Objectives:** While every module is designed for a 90 minute-session, depending upon the context, more or less time may be required to ensure participants understand the material and that the learning objectives for each session have been met.

Therefore, when planning the implementation of Advanced Training, ensure that *any revisions to the modules still meet the overall and specific objectives of each session.*

- **Training alone is not the sole driver of the Women in Factories program:** The Advanced Training curriculum is designed for women who have had limited opportunities to build upon their skills. But it is also critical to *create an enabling environment where workers can practice their new skills and seek new opportunities in a supportive atmosphere.*

Therefore, while it is certainly conceivable to structure the Advanced Training so it is completed in less than 99 hours, we strongly encourage facilitators to break the training up into 90-minute sessions so that small groups of workers can meet together more often, building trust, deepening relationships, and reinforcing the very skills the training seeks to instill.

As this is a global curriculum, implementing partners will need to adapt the content to the national context. At the same time, facilitators will also need to adapt the content to meet the needs of the particular group and of the local context. This curriculum points out certain things to consider during adaptation; however,

these notes are not meant to be comprehensive.

We encourage implementing partners and facilitators to use locally-available materials and resources whenever possible.

Role play scenarios, case studies and other content have been written to give you an idea of what the module is intended to achieve. Names and other details will need to be changed. Also, where appropriate, we encourage you to add more role play scenarios that reflect the participants' workplace, community and home, and remove those that are irrelevant to the local context.

When preparing handouts, posters, counseling cards and similar materials, use simple terms in the local language. Make sure actionable messages for behavior change are clear. In addition, work with local illustrators to create pictures that look familiar to participants.

## **A NOTE ON STAKEHOLDER ENGAGEMENT**

As aforementioned, training alone cannot achieve the objectives of the Women in Factories program. To that end, we've identified several ways to incorporate stakeholders into the process, better ensuring that an enabling environment benefiting workers and their families is achieved.

*Better relations with factory management:* It is critical to engage factory management early in the program, and consistently throughout the program. The managers are key to making the initiative sustainable within the factories. Management should be sensitized on relevant issues so that they are motivated to take action on improving the workplace, and, importantly, initiating those improvements in collaboration with workers.

Ways to do this? Have a set team within the factory responsible for the initiative, and ensure that representatives from mid-level management and line supervisors are engaged. Meet with this team regularly, to mitigate issues that will inevitably crop up related to implementation of the training. Also, organize semi-annual meetings with owners from all participating factories, to demonstrate the benefits of the program: both in terms of personal benefits to the workers and production-related benefits to the factories. These events can also help enhance women's leadership and confidence, as it gives them an opportunity to talk about their lives with the senior-most decision-makers in their factories.

*Engaging with male co-workers and heads of household:* As designed, the Women in Factories program includes two sets of training: Foundational and Advanced. The Foundational training is intended for ALL workers in a factory, and thus includes both men and women participants. It is evident from our experience that support from men is crucial to enable women to practice their newly gained skills, as well as mitigate any backlash from men who feel threatened by the program's objectives. To that end, create specific activities designed to engage men and influence their perceptions about women's work and workloads, both within and outside the factory.

*Learning Centers:* Operate and manage one learning center within each factory, with assistance from both worker and management leaders. These learning centers are where trainings are conducted. But their significance goes further than the formal training mechanisms. These learning centers can also house: mini-libraries of reference material and magazines, cultural sessions led by participants, indoor participatory games, coordination meetings, promotional training materials, and learning and reflection sessions. The participating women, as well as factory management and line managers, key stakeholders and NGO staff

# WOMEN IN FACTORIES – PROGRAM OVERVIEW

can have use of the learning centers, establishing a permanent place where learning and collaboration are fostered.

*Community Engagement:* Engage communities so as to contribute to workers' empowerment. Empowerment cannot easily be sustained through interventions in the factories alone; it is critical that influential stakeholders such as religious leaders, school teachers, male leaders, in-laws and husbands also play a role.

How? Emphasize increased participation of leading community members in the initiative. Focus awareness and learning activities with men and children from the families of women workers. Direct some interventions to include a greater community aspect, so as to acquire wider community buy-in and support for these initiatives, as well as establish leadership roles for female participants beyond the factory walls (that is, within their communities).

*By incorporating these stakeholder engagement activities beyond the training alone, we create a stronger enabling environment.*

## 2. Curriculum Design

The following topics comprise the 93-hour Advanced Training curriculum:

Topic	# of hours
health and nutrition	24
functional literacy and personal finance	19.5
communication	16.5
gender, social status and relationships	15
leadership	18
	93

The content covers five main units:

- health and nutrition
- functional literacy and personal finance
- communication
- gender, social status and relationships
- leadership

The units are organized by topic. Health and nutrition appear first, because they are easy to relate to, and because they affect women on a daily basis. This will help to build confidence among participants, as they can immediately apply the information and skills to their daily lives. Functional literacy and personal finance come next, because they are also skills that are easily applied in the workplace on a daily basis. Communication skills are an important building block for subsequent units. In the communication unit, we begin to introduce concepts – such as gender and social status – that affect how we communicate with others. The unit on gender, social status and relationships covers these concepts more fully. The final unit on leadership has a strong focus on applying skills learned up until that point in the curriculum in the workplace setting. This unit is the culmination of the entire training: preparing women to take on greater

leadership responsibilities within factories.

There is a lot of overlap between the units. For example, participants will use communication skills to discuss health topics and negotiate relationships at home and at work. Conversations about money and health may be affected by gender norms and power relationships. Functional literacy and good communication are important components of leadership in the workplace.

As a result, the knowledge and skills presented in this training should be seen as integrated, contributing to a woman's overall success in the workplace, in her home and in the community.

Since the training is lengthy, we have included review sessions at the end of each unit. This provides facilitators and trainers with opportunities to slow down, review, reflect, make connections, celebrate achievements, and look ahead.

This curriculum builds on the Foundational Training. Simple topics have been placed at the beginning, and more complicated (and potentially more sensitive) topics have been placed later, after facilitators and participants have built a sense of trust among the group.

Some topics could be the theme of an entire training curriculum. However, there is not enough time to cover everything in sufficient detail. Rather, this training focuses on linking knowledge with skills, providing participants with opportunities to practice new skills, linking participants to local resources, and prioritizing the most important information.

### 3. How modules are organized

Each module contains the following headings:

- **Title**
- **Introduction** – The introduction will outline the importance of the topic, and provide an explanation for how the module fits into the overall training.
- **Objectives**
- **Duration** – All sessions are 90 minutes long.
- **Materials**
- **Preparation**
- **Process**
  - Welcome and Icebreaker
    - Spend a few moments reviewing what was covered in the last module and, if appropriate, linking it with the present module
  - Closing
    - What have you learned today?
    - How will you use new skills and information?
    - What resources are available in our community?

- What will be covered in the next session?
  - Praise participants for their efforts and enthusiasm
- **Literacy** – These notes are a reminder that literacy is emphasized throughout this curriculum. In addition, they suggest key vocabulary that participants should learn during the session.
- **Notes for facilitators** – This section will provide additional information for facilitators. This may include additional technical information, suggestions on what to look out for, or reminders of important points to make. Technical information is mainly for facilitators' reference; it has not been edited for participants.
- **Notes for factory managers** – This section will provide suggestions for how factory managers reinforce and support the skills and information that participants learn in each module. It is important for management to be part of the learning process and not just observers. This will help to create a supportive environment in which women can learn, grow and reach their full potential.

## 4. Facilitation

The facilitator's role is crucial to the success of this training. It is designed to be very participatory, and to foster a sense of curiosity, independent thinking and reflection among participants. Facilitators will not simply be transferring information, but also giving participants tools for learning. Participatory techniques take more time than more traditional classroom instruction. In addition, lower-literacy audiences will require frequent repetition and reinforcement.

Facilitators must also cultivate a safe, supportive environment during training, by building a sense of family among participants. Women need to understand that this training will not be like the education they received as children. As adult learners, everyone has something to contribute, and everyone's experiences are valid and useful.

Facilitators must help women to recognize the linkages between different topics, skills and modules, and to identify ways to apply new knowledge and skills at home, in the community and in the workplace. Facilitators will also need to link women to resources (information, products, support, services, etc.) available in the community and in the factories, and should encourage participants to share what they learn in this training with others.

In addition, facilitators must help women identify ways to cope with changing social dynamics as they become more empowered, challenge traditional norms, and begin to take on more responsibility at work.

Facilitators should be aware of which participants are strong readers and writers, and which ones need more time. It is good to support and challenge participants with lower literacy skills. However, facilitators should avoid putting them in situations that may be embarrassing or humiliating. Facilitators can help participants by allowing enough time for them to read and write, encouraging participants to help each other with reading and writing, and, when writing is on a flip chart or part of an activity, read it aloud more than once.

This training covers a very diverse set of topics, from reproductive health to functional literacy to relationships to personal finance. Facilitators will likely be more familiar and comfortable with some topics



compared to others. When necessary, facilitators should seek out additional information on topics they are less familiar with, and consider asking a local expert to help them prepare or deliver the session.

## 5. Participants

Participants in this training are female factory workers who have been individually selected for having high potential to advance in the workplace. In general, we can expect them to be motivated and eager to learn.

Participants will have different levels of literacy skills. All participants will have at least basic literacy skills prior to beginning the Advanced Training. Some have completed several years of schooling while others may have not attended school at all.

Particularly at the beginning of the training, facilitators should be aware of different emotions that participants may bring to the training. Some may be excited about the opportunity, and some may be fearful. Some may worry that it will be too difficult for them – especially if they did not attend much schooling when they were children, or if their literacy is limited. Some may worry that it will be too much to handle in addition to their regular responsibilities. Some may worry about how others will perceive them and treat them as a result of their participation in this training program. All of these emotions and any others are valid. Facilitators should pay attention to different cues from participants, help them to articulate their worries at an appropriate time, and provide encouragement and support.

It is also important for facilitators to be aware of barriers that participants may face as they begin to practice new attitudes and behaviors. Individual change among participants is likely to take place more quickly than change in the participants' environment. For example, as women begin to practice assertive communication, others may react negatively, particularly if this is not typical behavior for women in their culture.

Especially at the beginning of the training, facilitators should help women to identify situations and places where they can practice new skills with the best possible chance of success.

Facilitators can also help women to anticipate others' reactions to their new knowledge, skills and confidence, and to prepare strategies for managing these reactions. Units 3, 4 and 5 contain modules that address communication and gender; conflict resolution; negotiation; managing reactions to others' emotions; and other relevant skills.

Facilitators should encourage participants to assess and analyze how others react, and to report back to the group. The training cohort can provide support and encouragement to participants, and can help individuals to problem-solve if they encounter resistance. Above all, facilitators should not ask women to do anything that may put themselves in danger.

## 6. Technical training

To supplement the health, functional literacy and leadership skills training in this curriculum, factories are strongly encouraged to provide training to participants in the technical skills needed to advance in the workplace. Examples of technical skills may include machine operation; quality control; machine repair; application of buttons, zippers or other enhancements; etc.

## Icebreakers and Energizers<sup>1</sup>

There needs to be an introduction whenever people gather for the training sessions – it helps participants focus their attention. Icebreakers create a sense of familiarity between the participants, the trainer, and with their surroundings. It also helps the trainer establish a tone for the sessions.

- **Icebreakers: Method**

By their nature, icebreakers are useful at the start of each session. They need to be straightforward and uncomplicated without being trivial. They need adequate time, but not be allowed to drag or outlive their usefulness. Overdone, they can reduce the empathy between the trainer and participants.

Once a group has already met for a few sessions, the need for group-building may lessen, and icebreakers can be briefer. (Some groups are happy to adopt one or a couple of icebreakers as the way they always start sessions.) Conversely, a group which is having difficulties working together may benefit from having an extended time on certain icebreakers.

In short, they are a valuable part of a session, and need to be chosen and run as appropriate to the group, and for the style and skills of the particular trainer.

- **Energizers: Rationale**

Sometimes, at the beginning or during a session, participants may feel drained of energy and unable to concentrate. An activity which invigorates them is called an “Energizer.” Energizers are usually brief and fun, rather than intellectual and relevant to the topic.

Energizers also help to punctuate lengthy sessions, especially if the material is more didactic and less interactive. They may provide a structured break if the session is about to move to new material or take quite a different direction.

- **Energizers: Method**

In some circumstances, energizers may be needed at the start of every session, and can be combined with an icebreaker. They can, however, be scheduled at any point during a session, though not usually towards the end. Trainers need to be constantly aware of the mood of the participants; it is always better to stop for an unscheduled energizer, rather than forging on when participants are unreceptive and exhausted.

- **Variations**

Trainers can add interest to even the most commonly used icebreakers and energizers by inventing individual ways of running certain steps in the processes. For example, instead of letting participants find their own way into pairs, they may have to find who matches the colored dots given to them at random, or they may be asked to pair up with the person closest to them in height.

Icebreakers and energizers lend themselves to creativity. Have fun!

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<sup>1</sup> The Conflict Resolution Network – PO Box 1016 Chatswood NSW 2057 Australia; Email:[crn@crnhq.org](mailto:crn@crnhq.org) Web:[www.crnhq.org](http://www.crnhq.org)

# WOMEN IN FACTORIES – ICEBREAKERS AND ENERGIZERS

## Introductions<sup>2</sup>

<b>Context:</b>	This activity introduces participants within a group.
<b>Time:</b>	10 minutes
<b>Aim:</b>	To introduce participants to each other. (The trainer can be included.)

Instructions: “We are going to spend some time getting to know each other. Arrange yourselves into two concentric circles. Each person in one circle should be facing one person in the other circle.”

“I will specify a topic, and then you have 2 minutes to discuss it before you move on to a new partner and a new topic.”

*(After 2 minutes, ask the people in the outside circle **only** to move one person to the left, and then announce the topic for the next 2 minutes.)*

As appropriate, include some topics relevant to the group, such as the following:

- a person you would most like to meet
- a favorite pastime
- one thing you would love not to have to do any more, and what you would do instead
- the most hilarious/exhilarating/ embarrassing time you ever had.

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<sup>2</sup> The Conflict Resolution Network – PO Box 1016 Chatswood NSW 2057 Australia; Email:[crn@crnhq.org](mailto:crn@crnhq.org) Web:[www.crnhq.org](http://www.crnhq.org)

# WOMEN IN FACTORIES – ICEBREAKERS AND ENERGIZERS

## *Name Game<sup>3</sup>*

**Context:** This activity helps people get to know each other if they are unfamiliar with each other, and is useful if they will be meeting long enough together to make learning each other's name worthwhile.

**Time:** 10 minutes

**Aim:** To help participants and trainer learn each other's first name.

**Instructions:** "We are going to spend some time learning each other's first name. Arrange yourselves into a circle. Think of a word that begins with the same letter or sound as your first name (e.g. Friendly Fay, Careful Casey, Hectic Helen)."

"The first person starts by saying the word to match his/her name (e.g. "friendly Fay").

Then the next person repeats what the first person said, and adds his/her own word and name ("Friendly Fay, Careful Casey").

This continues around the circle, so the sixth person may say something like: "Friendly Fay, Careful Casey, Hectic Helen, Daggy David, Perfect Pat, Mighty Michael."

### **VARIATION**

*(The first word could be chosen by an alternative rule. For example, it could be the name of an animal that starts with the same letter, it could describe the person, or the person's job, or mood that morning, etc.)*

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# WOMEN IN FACTORIES – ICEBREAKERS AND ENERGIZERS

*“I’d like you all to meet...”<sup>4</sup>*

<b>Context:</b>	This activity introduces participants within a group. It could be useful to reinforce or introduce active listening.
<b>Time:</b>	15 minutes plus 2 minutes/person to introduce each other.
<b>Aim:</b>	To introduce participants to each other. (The trainer can be included.)

**Instructions:** “We are going to spend some time learning each other’s name and a little bit about each other. Separate into pairs, preferably with someone you do not know. We could call you Person A and Person B. Person A will introduce Person B to the group and vice versa.”

“Person A will have 5 minutes to get to know person B, and then there will be 5 minutes for person B to get to know person A. I suggest you focus on some of the following aspects of the person you will be introducing:

- Name
- Where the person works, his/her main activity, his/her role in the factory
- Major interest or pastime
- What the person hopes to get out of this course.”

*(Select appropriately from this list, or include themes special to the group.)*

*Discussion questions:*

- *Did anyone find it easier to introduce someone else, rather than yourself?*
- *How did try to remember the details?*
- *Did anything make it easier?*
- *Did open-ended questions encourage people to tell more about themselves?*
- *Were there any examples of misunderstandings, which were clarified using questions to check?*

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# WOMEN IN FACTORIES – ICEBREAKERS AND ENERGIZERS

## Group Story Telling<sup>5</sup>

<b>Context:</b>	This activity builds cohesion in a group, especially when the group has met before. It gets everyone to speak, and may be useful when some participants are reluctant or overpowered by others. It's light-hearted, and encourages listening to each other and spontaneity.
<b>Time:</b>	10 minutes
<b>Aims:</b>	To build cohesion within a group. To encourage or allow everyone to participate. To encourage listening. To establish a relaxed atmosphere.

**Instructions:** “We are going to spend some time working as a group to create something. It is a chance for us to relax together, as well as to build an effective team for the work we have ahead of us. The particular ‘something’ we are going to create is a story. This will enable us all to have a say, make an input and contribute. I do not yet know what the story is about, or how it ends. Will someone please suggest a theme?”

*(You may need to ask particular person or selection of people for an idea. You may ask specifically for, say, an object, a place, or an emotion. Or the theme of the story could be chosen in some way which is relevant to the group.)*

“Who would like to start our story? You will speak for about 20 or 30 seconds, telling the first part of the story. The next person will then pick it up and tell us what happened then, for the next 20 or 30 seconds. We will keep going around the group until we have all had a go. The lucky last person will have to make up the ending.”

*(If the group is very large, you may wish to break it into groups of about six.)*

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# WOMEN IN FACTORIES – ICEBREAKERS AND ENERGIZERS

## Thunderstorm<sup>6</sup>

<b>Context:</b>	When a group is comfortable with being together, it is often interesting and fun to do something very novel, especially if it uses our senses rather than our intellect. This can be very absorbing, bringing our attention to where we are now.
<b>Time:</b>	10 minutes
<b>Aims:</b>	To invigorate a group, providing participants with a short, novel experience. To focus participants' attention. To increase cohesion within the group.

Instructions: “We are going to do something very unusual, which will help focus our attention and get us ready for the session. Arrange yourselves around me in a horseshoe pattern.”

*(A large group may have people two or three deep around the horseshoe.)*

“We are going to make an orchestrated thunderstorm. I will be the conductor, and I will communicate to you through eye contact. When I look at you and your part of the group, you make the sound I am making at the time. You then keep making that sound until I look at you again, making a new sound.”

“As well, I will let you know that I want the sound to be louder by lifting and spreading my arms this way (*demonstrate*), or that I want it to be softer by lowering and pulling my arms in towards me like this. (*Demonstrate.*) After a while, I'll indicate to you and your part of the group to stop making the sound as the thunderstorm ends.”

*(Move your gaze slowly around the horseshoe, demonstrating the following sounds in the order listed, and encouraging people to join in: sshhhh, clicking fingers, slapping thighs, stomping feet.*

*Start a new sound on each 360 degree visual sweep. Make the sounds quietly at first, for the start of the thunderstorm, and then make them louder for the thunder.*

*After a short time, gradually let the thunderstorm lessen, taking them back on each sweep to the quieter sound of slapping thighs, then clicking fingers, and sshhh.*

*Indicate a stop, and listen to the silence for a moment.)*

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# WOMEN IN FACTORIES – ICEBREAKERS AND ENERGIZERS

## *Rhythm, Rhyme and Association<sup>7</sup>*

<b>Context:</b>	This activity works best with a group that has already worked together. It is invigorating, and shows participants the importance of attentive listening and appropriate responses.
<b>Time:</b>	10 minutes
<b>Aims:</b>	To invigorate participants and to focus their attention. To practice listening attentively and responding appropriately.

**Instructions:** “We are going to practice listening accurately to what is said to us and responding appropriately. It is also fun, so when we are done, we will be full of energy for the session ahead.”

“Arrange yourselves in a circle, looking inwards at each other. We are going to set up a rhythm that goes like this: first we clap our hands once on our knees, then we clap them once together, then we point into the center using the index fingers of both hands.”

*(Demonstrate this and practice it.)*

“Now we will build just one more step onto what we can do already. When we are all pointing into the center, I will say a word like *frog*. We keep up the rhythm, and when we point next time, the person on my left says a word either rhyming with *frog*, perhaps *log*, OR it could be a word that has something to do with *frog*, like *green*. We keep going around the circle, with the next person on the left saying a new word every time we point. You can accept an idea from someone else if you get stuck, but try to keep up the rhythm.”

“Here is an example of how the word string might develop:

- Frog
- Green
- Branch
- Bank
- Tank
- Plank
- Floor
- House...

### **VARIATION**

“First, we clap our hands once on our knees, then we clap them once together. Then we click the fingers of our right hand, followed by clicking the fingers of our left hand.”

*(Demonstrate this and practice it.)*

“Now we will build just one more step into what we can do already.”

“When I click my right fingers I will say a word like *frog*. When I click my left fingers I will say a word that rhymes with *frog*, like *log*, or a word that is associated with *frog*, like *green*.

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# WOMEN IN FACTORIES – ICEBREAKERS AND ENERGIZERS

Then we repeat the rhythm, with the person on my left repeating the last word that was said like “green” when he/she clicks his/her right fingers, and adding a new word when he/she clicks his/her left fingers, and so on around the circle.”

*(Finish after about three rounds.)*

## Module 1 – Introduction and Overview

### Introduction

This module provides an overview for what participants will learn throughout the entire training curriculum. In addition, participants will begin to visualize the qualities they would like to develop in order to be successful. It is important to establish a positive, supportive, collaborative tone with this session.

**Objectives:** By the end of the session, participants will:

- be acquainted with overall program and training curriculum
- create an Expectation Tree
- link the Expectation Tree to the objectives of the overall curriculum

**Duration:** 90 minutes

### Materials

Cut-out pieces of colored paper in certain shapes for Expectation Tree

Markers

Flip chart paper

Tape

Stopwatch

*OPTIONAL: PowerPoint presentation on Women in Factories program*

*OPTIONAL: Video/documentary of previous iterations of the Women in Factories program*

### Preparation

Invite representative from factory management

Cut out pieces of colored paper in certain shapes for use in the Expectation Tree; see the photos in Notes for Facilitators to see colors and shapes

### Process

- 20 minutes: Welcome and Introduction  
Welcome participants to the Advanced Training. Introduce yourself.

Give a brief presentation that explains the following:

- The objectives of the Advanced Training
- What participants will learn in the Advanced Training
- The participatory nature of this training
- How the Advanced Training builds on the Foundational Training. Several months may have passed since the Foundational Training. Ask participants to recall what they learned in the Foundational Training.

Turn the floor over to a representative from factory management. Manager should express his or her support of the training and of the participants, urge them to attend all sessions, and summarize management's expectations of this training. What outcomes do they expect from the training? For the participants? For the factory? Why were participants chosen for this training?

- 20 minutes: Participants become acquainted

Divide participants into pairs. Each woman has one minute to introduce herself to her partner. Demonstrate your expectations for this exercise by introducing yourself in one minute.

After both women have had a chance to speak, combine pairs into groups of four. Each member of the original pair has one minute to introduce her partner to the other pair.

After all four women have had the chance to introduce their partner, ask the original sets of pairs to combine with a different pair, and repeat introductions with new people. Continue shifting sets of pairs for as long as time allows.

- 40 minutes: Expectation Tree

Explain to participants that, as a group, they will be making an expectation tree. The tree they make should apply to the entire Advanced Training program.

Begin by asking participants, “What norms, roles and responsibilities will be necessary to have a successful training?” Encourage participants to recall norms, roles and responsibilities that were useful during the Foundational Training. Some examples may be to have good attendance, to help others, to ask questions when they are confused, to speak in turn, etc.

Norms, roles and responsibilities will be represented as roots on the tree.

Next, ask participants, “What is it that you hope to learn during this training?” To help participants think about what they hope to learn, ask them to imagine a woman who is successful in her workplace, at home and in the community. What does she say? What does she do? How does she act? What is she good at? How does she respond to challenges? What skills would participants need to learn to become more like their image of a successful woman?

Expectations will be represented as fruits on the tree.

Next, ask participants, “What are some of the things that will support and enable you to achieve your expectations?” Some examples may be factory management, fellow participants, etc.

Supportive elements will be represented as stars (or clouds, as in one of the sample expectation trees pictured below) above the tree.

Finally, ask participants, “What are the challenges that you face in reaching your expectations?” Some examples may be family problems, overtime, transportation problems, health problems, household work, etc.

Challenges will be represented as balloons above the tree.

Explain ways in which the objectives of this training will reflect the expectations that participants have identified. Talk about other enablers that participants did not mention. Explain that throughout the training, we will be discussing different strategies for overcoming obstacles.

Keep the Expectation Tree posted throughout the entire training, and refer to it when appropriate.

- 10 minutes: Closing

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Literacy

Reading notes on the flip chart

Writing name

Key vocabulary: objective, expectation, participatory, successful

## Notes for facilitators

Sample Expectation Trees:



photo by CARE Bangladesh





photo by Rebecca Arnold

During the Expectation Tree exercise, you may choose to assemble the tree during this session using pre-cut colored paper. Another option is to draw the tree on a flip chart and make notes as participants list their expectations, challenges, etc. Then, take some time after the session to carefully prepare the different elements of the tree so that it looks very nice.

Use this session to develop a sense of family among participants; establish a supportive environment that will continue throughout the training; and boost participants' confidence that they will be successful in this training.

Foster a sense of self-esteem and confidence among participants. Emphasize that participants have been specially selected to attend this training because others can see their potential for leadership.

Throughout the training, participants will be learning information and skills that they can share with others. Sharing with and teaching others is also a form of leadership.

Participants who have not completed much schooling or who have limited literacy may have a preconception that a training such as this would be too difficult, or that they are not smart enough, or that they will not enjoy it.

Assure participants that this training will be quite different from their experiences at school. This training builds on their personal knowledge and experiences. This training will help them learn by analyzing and doing, rather than simply transferring information.

## **Notes on adapting this module**

### **Notes for factory managers**

It is important to establish a positive, supportive, collaborative tone with this session. Participants will be grateful for your support of their professional and personal development. Think of ways that you can encourage participants throughout the training, both verbally (words of encouragement and praise, for example) and in action (fostering a workplace environment that allows women to be successful, for example).

Emphasize the importance of attending all of the training sessions.

### **Source**

Expectation Tree was adapted from CARE Bangladesh's WHEEL initiative, funded by the Walmart Foundation

## Module 2 – Bridge to the Future

### Introduction

Facing the beginning of a very long training, women may feel a bit intimidated by all of the things they will learn. It may be difficult to imagine how this training will help them to become more successful. This module presents an opportunity for participants to set personal goals, and provides a graphic illustration for how this training will help them to reach their goals.

**Objectives:** By the end of the session, participants will:

- become better acquainted with each other
- become more aware of how life events shape individuals
- identify life skills that might help women to build a healthy, successful future
- learn about a framework and tools for goal-setting
- set personal goals

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

Pens

Blank sheets of paper

Bridge Model flip chart

*OPTIONAL: Background music to play while the women think about their goals*

### Preparation

Sample timeline

Bridge Model flip chart: left cliff = past, right cliff = future; a river is in the middle

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Timeline  
Distribute paper and markers or pens.

Ask participants to create a timeline that shows major events in their lives, starting at age 0 and ending at their current age. Show an example of a timeline. The timeline can include information about where one lived at a certain time; happy events; sad events; things that happened to them personally, or things that happened to their family, village, etc; work-related accomplishments; etc.

After about 15 minutes, ask participants to divide into groups of three. Within small groups, participants present their timelines to each other in order to become better acquainted.

- 50 minutes: Goal-Setting, Bridge Model  
Explain to participants that the timeline activity was to think about the past, and now we will think about the future. Ask participants to relax, close their eyes (if they feel comfortable doing so), and to open their imaginations as they listen to you.

Read the following slowly, with pauses between each sentence.

*Imagine how you would like your life to be five years from now. You are successful at work, at home and in the community. How old will you be? Where do you live? Who are you living with? What is your job? How much money are you earning? How do you spend your money? What are you wearing? Who are your friends? What makes you happy? What makes you proud?*

Gently ask participants to open their eyes, and begin a discussion about goals. Envisioning how we want the future to be is one way to set goals for ourselves.

Distribute paper and markers or pens.

Ask participants to write at least one goal (or more if they choose) on the paper. Encourage participants to think about work-related goals as well as personal goals. Participants may identify a personal goal they have for the duration of the Advanced Training program. Goals can be short-term, medium-term or long-term. Ask participants to share their goals with the group. (Depending on the time available, decide if all participants or just some should share.) Mention that another session later in the training (Module 64) will discuss goals and goal-setting further.

Post the Bridge Model flip chart on a prominent wall. The left side of the model represents our past. It includes who we are and everything we've done until now. The right side of the model is our future. That is where we want to go. In order to arrive successfully at the future we want for ourselves, we must build a bridge.

Ask participants: How will we build the bridge? What do we need in order to get from here to there? What skills will we need? What resources will we need? Who will help us?

To illustrate this concept, use the example of becoming a supervisor. If one's goal is to become a supervisor, what skills, resources and support are necessary for this to happen? As participants suggest answers, write them on the Bridge Model flip chart. Refer participants to the Expectation Tree that they created in Module 1.

Tell participants that there may be some crocodiles in the river (and draw some on the Bridge Model flip chart). The crocodiles represent obstacles to achieving our goals. What are some of the obstacles that one might face in becoming a supervisor? Note that identifying obstacles may lead to more ideas for skills/resources/support that should be part of the bridge.

- 5 minutes: Closing  
Point out the linkages between the bridge and the content of this training. Explain that this training will provide many of the tools they will need to be successful in the workplace and at home.

## Literacy

Reading notes on the flip chart

Writing timeline, goals

Key vocabulary: timeline, skill, resource, obstacle

## Notes for facilitators

This lesson is designed to foster a sense of self-reflection and agency among participants. It is also an opportunity to create a sense of group identity among participants; they should see that they have similar goals and that they can support each other in achieving their goals.

Remember that some participants may have limited reading and writing skills. If someone is struggling to write, ask them to draw a picture, or help them express their ideas in just a few words.

This exercise will allow participants to get to know each other better; it will also allow you to get to know the participants better, so that you can tailor this training. Be aware of the similarities among the participants in each group, as well as the diversity of backgrounds and experiences that participants bring to this training.

Encourage participants to set personal goals for themselves in this exercise. Some women will think of their families and/or children first, before considering their own needs and desires.

Some participants may include events on their timeline that bring up strong or painful emotions. Be respectful of peoples' privacy, and respect their wishes if they do not want to share certain details with others.

Goal-setting will be covered in greater depth in Module 64.

## Notes on adapting this module

In the Bridge Model, if crocodiles are not common in your country, choose another dangerous animal that participants will easily relate to.

**ALTERNATIVE:** You may want to end the session with an uplifting story about goals. SWASTI has used contextualized fables/short stories unique to the Indian context to encourage women to have a vision for themselves and their families.

## Notes for factory managers

Be supportive of participants' professional goals. Motivated, successful workers will only help your business. At the same time, be honest (yet tactful) about how achievable participants' goals are. Help them to understand what you will expect of them if they are to meet their goals. Help them to identify short-term goals that will help them to reach their long-term goals.

## Source

Timeline was adapted from ISOFI Toolkit: Tools for learning and action on gender and sexuality. Copyright © 2007 Cooperative for Assistance and Relief Everywhere, Inc. (CARE) and International Center for Research on Women (ICRW). Used by permission.

Bridge Model was adapted from the Life Skills and Leadership Manual, by the United States Peace Corps

## Introduction to Unit 1: Health and Nutrition

Health and nutrition affect participants' daily lives, both directly and indirectly. Women who are healthy, and whose families are healthy, will miss fewer days of work and will be more productive when they are at work. This unit covers a variety of topics, and offers simple, achievable solutions for improving participants' overall health. This unit also challenges participants to analyze how their environment and other factors affect health, and encourages participants to access locally-available resources.



## Module 3 – Nutrition (with brief intro to health modules)

### Introduction

Good nutrition is the cornerstone of good health. However, many people do not understand the importance of a balanced diet, or how certain kinds of foods contribute to our physical well-being. A healthy, balanced diet does not have to be expensive or complicated to prepare. Adequate nutrition will help women to be healthier, stronger and better workers.

In this module, participants will learn about which foods belong to different food groups, and how different foods contribute to our health and wellness.

**Objectives:** By the end of the session, participants will:

- explain why our bodies need nutritious foods
- identify and describe the different food groups, their basic functions and what they comprise
- define malnutrition
- identify causes and effects of malnutrition

**Duration:** 90 minutes

### Materials

pictures of locally-available foods  
four prepared flip chart pages

### Preparation

Collect or make pictures of locally-available foods, enough for each participant to have at least two; write the name of the food on the back of the picture

Create four flip chart pages, each with one of the following headings:

- Carbohydrates give us energy to move, work and think
- Fats provide the body with energy
- Proteins help our body to grow, maintain and repair itself
- Vitamins and minerals help different body parts, such as the blood, eyes, bones, skin and hair. They also strengthen the body's immune system and keep us strong and healthy.

Locate the national nutrition policy and guidelines for your country; if the food categories are different from the ones suggested here, adjust this module to match local guidelines.

### Process

- 5 minutes: Welcome, Icebreaker
- 10 minutes: Brief overview/exploration of general health

Start of this session reviewing why health (in general) is important. Ask introductory questions to the participants and jot down their answers on a flipchart:

- Why is it important that we and our families are healthy? (Include any benefits to being healthy

that participants did not mention.)

- Is it difficult for you and your family to stay healthy? What are some of the challenges that you or your family face that make it hard to be healthy? (Provide time for participants to respond.)

Explain that the next several sessions will offer simple, achievable solutions for improving participants' overall health. Sessions will cover health issues that affect participants, their families, and broader communities.

Transition to talking about nutritious food.

- 15 minutes: Introduction

Ask participants:

- What are your favorite foods? (Jot some of the answers down.)
- Why do we eat?
- Which foods give us energy?
- Which foods help us grow?
- Which foods \_\_\_\_? (depending on the answers that were given to "Why do we eat?")
- Are some foods harmful for us?
- When does food become harmful?
- What do we mean by nutrition?
- How do we know if our bodies are getting adequate nutrition or not?
- Why do you think that nutrition is included in a life skills and leadership training?

Use the answers to these questions to gauge participants' current knowledge level, and to identify and correct misperceptions. Explain that for the rest of this session and in the next two sessions (ie Modules 3, 4 and 5), we will be learning about the answers to these questions.

**ALTERNATIVE:** Incorporate three different pictures into the discussion: A picture of a child, a woman that women in the training identify with, and a woman who is sick. Ask the participants:

- Why do children need to eat healthy food? (Sample: To grow tall and strong, to have energy to do well in school)
- Why does the woman worker need to eat healthy food? (Sample: To be able to take care of her family without getting sick/work without getting sick)
- Why does the sick woman need to eat healthy food? (Sample: To feel better, to fight her disease)

Explain to participants that food contains nutrients – substances that the body uses for growing and functioning. Food gives us energy to move, think and work. Food also contains important substances that keep our bodies strong and healthy, help to boost our immune system and protect us from infections.

When we eat, our bodies absorb useful nutrients into the blood where they are transported to areas where they are needed. These include the bones, the muscles, the brain and the organs. The waste material is removed from the body when we go to the toilet.

Nutritious food gives our body the energy and substances to

- think
- function

- repair itself
- fight disease
- maintain itself
- work
- grow
- reproduce
- move

Remind participants that our bodies contain more water than any other substance. All chemical processes and body functions use water. We need to drink at least eight glasses of fresh, clean water every day to stay healthy.

- 35 minutes: Food Groups

Introduce the four food groups using the 4 flip charts you have prepared. Give examples of foods that are part of each food group.

Lay the four flip chart pages with the names of the food groups on the table or on the floor, so that everyone can see them and easily reach them.

Give each participant at least two pictures of locally-available foods. Ask participants to place the pictures of foods on the flip chart page of the appropriate food group. If they are not sure about a certain food, encourage them to talk amongst themselves to try to figure out the answer.

After all the pictures have been placed, ask participants if they agree with the placement of all of the pictures. If, after participants are satisfied with the placement, there are still some that are placed incorrectly, move them to the correct page and explain the reason.

Ask participants to look carefully at each of the flip charts. Ask participants if they can think of other foods that are not pictured that could belong in each group.

Explain that in the next session, we will be learning about how to combine different food groups in order to have a balanced diet.

- 20 minutes: Malnutrition

Ask participants:

- What does malnutrition mean?
- What causes malnutrition?
- What are the effects of malnutrition?

Malnutrition results from not getting enough food or not getting the right type of nutrients from our food. This can occur because we are not eating enough or because we are eating plenty of food but it is not the right type.

The main dietary causes of malnutrition are lack of protein, lack of carbohydrate and lack of fruit and vegetables containing vitamin A, iron and iodine.

Children, pregnant and breastfeeding mothers and people with HIV and AIDS are the people most vulnerable to malnutrition. Poor nutrition during pregnancy can cause babies to be born with a low

birth weight (under 2.5 kg). Malnutrition is one of the major causes of sickness and death in children. Malnutrition makes children weak and affects their ability grow and develop properly and to learn.

Many illnesses, including diarrhea, measles, TB and HIV/AIDS, can make the effects of malnutrition worse and vice versa. They stop the body from absorbing important nutrients and they also increase the body's need for more nutrients in the diet. People who are malnourished are more susceptible to diseases and infections. This is called the malnutrition–infection cycle. People who are ill need special diets to help them recover their strength.

Remind participants that not eating enough nutritious food – like vegetables, fruits, and proteins – can make them weak and sick. Similarly, eating too much junk/unhealthy food can also make them sick. Women and children are at risk of many health problems when they do not have enough nutritious food to eat.

- 5 minutes: Closing

## Literacy

Reading notes on the flip chart

Key vocabulary: nutrition, carbohydrate, protein, fat, organ

## Notes for facilitators

Nutrition is the process of receiving or supplying food that contains substances you need to grow, function and maintain your body.

### How our bodies use food

Food contains nutrients – substances that the body uses for growing and functioning. Food gives us energy to move, think and work. Food also contains important substances that keep our bodies strong and healthy, help to boost our immune system and protect us from infections.

When we eat, our bodies absorb useful nutrients into the blood where they are transported to areas where they are needed. These include the bones, the muscles, the brain and the organs. The waste material is removed from the body when we go to the toilet.

### Nutritious food gives our body the energy and substances to

- think
- function
- repair itself
- fight disease
- maintain itself
- work
- grow
- reproduce
- move

The nutrients that are important for our body can be divided into four groups:

#### 1. Carbohydrates

These include starch and sugars. These foods give our bodies energy to move, work and think. They also

help to keep us warm. We get most carbohydrates from grain crops such as wheat, maize, sorghum, millet and rice, and root crops such as potatoes, sweet potatoes and cassava.

Carbohydrate that is not used immediately by our bodies is stored as fat. Too much stored fat can be unhealthy for the body. Eating large amounts of refined carbohydrate such as refined maize meal, white bread, white rice and white sugar is unhealthy.

Refined foods are processed in factories to make them look tastier. Unfortunately, the refining process removes most of the important fiber, protein, minerals and vitamins these foods naturally contain. It is much better to eat unrefined staple foods with every meal as a cheap, healthy source of energy and fiber, as well as some protein, vitamins and minerals.

## 2. Fat

Fats can come from animal products such as milk (butter), meat and fish, or processed plant products such as seeds and nuts (sunflower oil and peanut butter). They provide the body with energy.

## 3. Proteins

These help our bodies to grow, maintain and repair themselves. Also called body-building foods, they come from plants (beans and other legumes), processed plant products (peanut butter and soya mince), processed animal products (cheese, sour milk and yoghurt) and animals (eggs, meat, milk).

## 4. Vitamins and minerals

Vitamins and minerals are also called micronutrients. Our bodies need small amounts of these substances to help different parts such as the blood, eyes, bones, skin and hair work properly. Many of these substances help to strengthen the body's immune system and keep us strong and healthy so that we resist infection. We get most vitamins and minerals from eating fresh fruit and vegetables.

Some vitamins (A, D, E and K) are fat-soluble, so the body needs fat in order to absorb them. Vitamin A is an important immune system booster. Most of the B vitamins and vitamin C cannot be stored by the body because they are water-soluble, so we need to eat foods that contain these vitamins every day.

### Fiber

Apart from nutrients in food our body also needs other substances. Among these is fiber, also called roughage. Fresh fruit, vegetables and unrefined grains and legumes contain fiber. It is important for helping our bodies to digest food and remove waste. It is important to eat fiber with plenty of water.

### Energy from food

Remember that foods contain a mixture of different nutrients. Our bodies can get energy from carbohydrates, fats and proteins. For example, milk is a source of protein, fat, calcium and several vitamins. Millet is rich in, energy, protein, vitamins and minerals.

### Water

Our bodies contain more water than any other substance. All chemical processes and body functions use water. We need to drink at least eight glasses of fresh, clean water every day to stay healthy.

### **Notes on adapting this module**

There are different ways to organize foods into food groups and to describe a balanced diet. Each country should have a national nutrition policy and guidelines. Use the national documents from your country as

the basis for Modules 3, 4 and 5, and adapt the food groups to match local guidelines.

Only discuss those foods that are locally available in your area. Discuss different terms that are commonly used for local foods. Remember to include foods that are locally-available, but that may be out of season at the present moment.

## **Notes for factory managers**

Consider ways that you can encourage your workers to eat a healthy, balanced diet. For example, the factory can offer a cooking demonstration during the lunch hour; post suggestions for different meal plans; facilitate a way for workers to exchange their favorite recipes; invite fruit and vegetable sellers to come to the factory or set up near the factory's entrance; or hold a competition for the tastiest meal that includes certain inexpensive, easily-available ingredients.

## **Source**

Adapted from Healthy Harvest: A training manual for community workers in growing, preparing, and processing healthy food, by Food and Nutrition Council of Zimbabwe, the Food and Agriculture Organization (FAO) and the United Nations Children's Fund (UNICEF)

<http://motherchildnutrition.org/healthy-nutrition/pdf/mcn-healthy-harvest.pdf>

## Module 4 – Nutrition

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 4 and 5.**

### Introduction

Good nutrition is the cornerstone of good health. However, many people do not understand the importance of a balanced diet, or how certain kinds of foods contribute to our physical well-being. A healthy, balanced diet does not have to be expensive or complicated to prepare. Adequate nutrition will help women to be healthier, stronger and better workers.

In this module, participants will learn about the proportions of food that need to be consumed for a balanced diet.

**Objectives:** At the end of the session, the participants will:

- describe the proportions of food that should be consumed for a balanced diet

### Duration

90 minutes

### Materials

Pictures of locally-available foods  
Round, plate-sized pieces of paper  
Glue or paste  
Flip chart showing the proportions of foods on a plate  
Copies of Balanced Diet worksheet

### Preparation

Cut out round, plate-sized pieces of paper  
Collect or make pictures of locally-available foods  
Prepare flip chart showing the proportions of foods on a plate  
Copy Balanced Diet worksheet

### Process

- 10 minutes: Welcome, Icebreaker
- 75 minutes: A Balanced Diet  
Divide participants into groups of 4-5. Give each group a set of pictures of locally available foods and several pieces of round paper. First, ask groups to assemble a plate of food that they normally eat. Participants should indicate what they normally eat, as well as the amount. For example, if they eat mostly rice and a little bit of fish, then rice should cover most of the plate and fish should cover just a little bit. Remind groups to include beverages.

Repeat the exercise on a different piece of round paper, assembling a plate of

- their favorite foods that they like to eat
- food that they would eat if money were not a consideration
- food that they think would be the healthiest, most nutritious meal they can imagine.

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

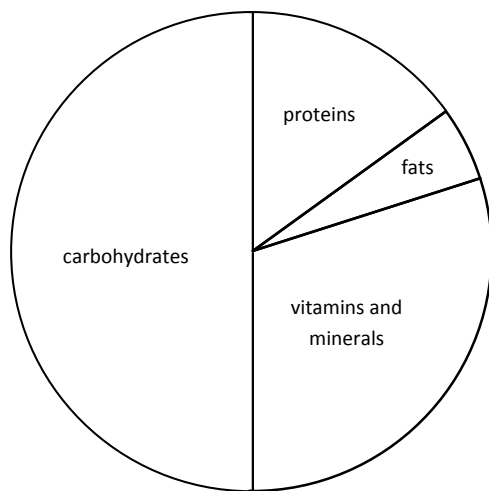
For this step, participants should base their plate on what they believe to be a healthy, nutritious meal. This will indicate participants' current beliefs, and will help you identify misconceptions.

If participants do not have a picture of the food they would like to put on their plates, they can draw a picture of it or write its name on the plate.

After all the plates have been completed, allow some time for groups to share their plates. Facilitate a discussion for each of the four types of plates.

What common features did groups identify for the healthiest, most nutritious meal?

Display the flip chart showing the proportions of foods on a plate. Explain that this is the recommended proportion of foods that they should be eating.



Ask for examples of foods from each category: carbohydrates; proteins; fats; and vitamins and minerals. As participants name examples, paste pictures of the foods on the flip chart. Point out that the shape of each food group represents the amount of your plate it should cover. Ask participants to recall the health benefits and the nutrients in each food group (see Notes for Facilitators in Module 3).

Ask participants: What is meant by the term “balanced diet”?

A balanced diet means getting the right types and amounts of foods and drinks to supply nutrition and energy for maintaining body cells, tissues, and organs, and for supporting normal growth and development.

Ask participants: How does the plate on the flip chart compare to the healthiest, most nutritious meal that you identified?

Give each participant a Balanced Diet worksheet. Ask them to glue pictures of foods on the plate, putting them in the proper food group. Encourage women to discuss amongst themselves if they are uncertain about where to place a certain food. Walk around the room during this exercise and correct any mistakes that you see.



After they have completed the worksheet, ask participants:

- Why do some families eat the same type of food every day?
- What are some challenges to eating a balanced diet?
- What problems arise if we do not have different types of foods in our meals?
- How can we encourage families to eat a wider range of fruit and vegetables?
- How can we encourage families to eat enough protein?
- What kinds of healthy drinks can be taken with each meal?

Review the questions that you asked at the beginning of Module 3. Make sure all of them have been answered, and address any that have not yet been answered.

- 5 minutes: Conclusion – *Ask participants to think about what they cook at home, and tell them that the next session will involve meal planning/recipes. Ask them to come back with a couple of recipes in mind that include available, affordable food.*

## Literacy

Reading notes on the flip chart

Key vocabulary: balanced diet

## Notes for facilitators

Refer to the Notes for Facilitators in Module 3 for a description of the four food groups.

Challenges to eating a balanced diet may include access to a variety of foods, seasonal availability of foods, a limited food budget, food preferences (unwilling to try something new), limited time to plan and prepare meals, lack of knowledge about nutrition, etc.

## Notes on adapting this module

There are different ways to organize foods into food groups and to describe a balanced diet. Each country should have a national nutrition policy and guidelines. Use these documents as the basis for Modules 3, 4 and 5, and adapt the food groups to match local guidelines.

Only discuss those foods that are locally available in your area. Discuss different terms that are commonly used for local foods. Remember to include foods that are locally-available, but that may be out of season at the present moment.

## Notes for factory managers

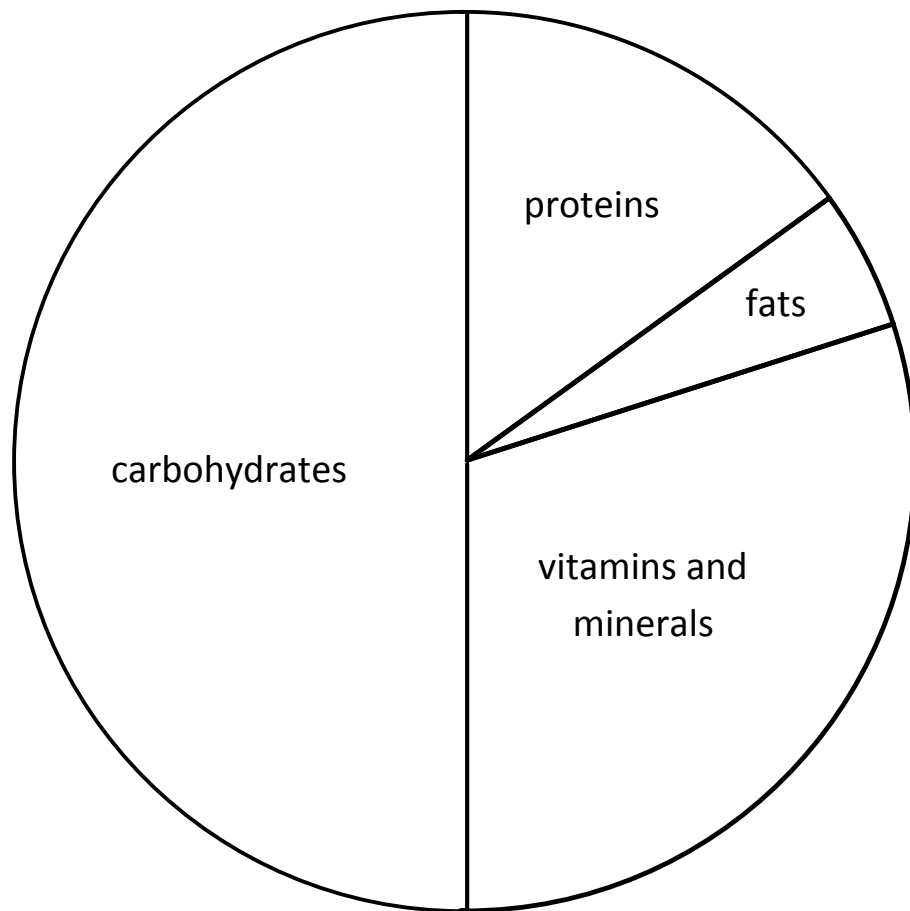
Consider ways that you can encourage your workers to eat a healthy, balanced diet. For example, the factory can offer a cooking demonstration during the lunch hour; post suggestions for different meal plans; facilitate a way for workers to exchange their favorite recipes; invite fruit and vegetable sellers to come to the factory or set up near the factory's entrance; or hold a competition for the tastiest meal that includes certain inexpensive, easily-available ingredients.

## Source

Adapted from Healthy Harvest: A training manual for community workers in growing, preparing, and processing healthy food, by Food and Nutrition Council of Zimbabwe, the Food and Agriculture Organization (FAO) and the United Nations Children's Fund (UNICEF)

<http://motherchildnutrition.org/healthy-nutrition/pdf/mcn-healthy-harvest.pdf>

## Balanced Diet Worksheet



## Module 5 – Nutrition

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 4 and 5.**

### Introduction

Good nutrition is the cornerstone of good health. However, many people do not understand the importance of a balanced diet, or how certain kinds of foods contribute to our physical well-being. A healthy, balanced diet does not have to be expensive or complicated to prepare. Adequate nutrition will help women to be healthier, stronger and better workers.

It is a common misperception that nutritious foods cost more money. This module will show that this is not always the case.

**Objectives:** By the end of the session, participants will:

- practice planning balanced, healthy meals
- identify foods that are nutritious and inexpensive
- learn new, nutritious recipes

**Duration:** 90 minutes

### Materials

Cards with pictures of food on it  
Tape or tacks  
Copies of the Meal Planning worksheet  
Flip chart with sample Meal Plan

### Preparation

Collect or make cards with pictures of food on it (food should be of varying nutritional value; include sweets and “fast food” – whether from a restaurant or from street vendors)

Post signs that say “expensive” and “inexpensive” approximately 1.5 meters apart from each other on a wall or bulletin board

Copy the Meal Planning worksheet (at least two copies per participant)

Prepare a flip chart with a sample meal plan for 3 days

Identify 3-4 simple, nutritious recipes using affordable, locally-available ingredients

Prepare a handout with simple, nutritious recipes using affordable, locally-available ingredients

If possible, assemble the supplies necessary for a cooking demonstration

### Process

- 5 minutes: Welcome, Icebreaker

- 30 minutes: Expensive vs inexpensive foods

Distribute a picture of food to each participant. Ask participants to decide if their food is expensive or inexpensive or somewhere in the middle (perhaps the price varies according to the season). Ask participants to place (tape or tack) their food in the appropriate spot. If it is very expensive, they should place it close to the word “expensive.” If it is somewhat expensive, they should place it closer to the middle between the two signs.

After all the pictures are placed, ask participants if they agree on the pictures’ placement. If some feel that certain pictures should be moved, facilitate a brief discussion to see if most of the group agrees.

Ask participants:

- What foods that were labeled “inexpensive” are very nutritious foods?
- Is it true that more expensive foods are healthier, more nutritious foods?
- What foods that are inexpensive can provide the same (or similar) nutrition as foods that are expensive? (e.g. beans vs beef)
- What are the cheapest sources of proteins in the community?
- How can families get vitamins and minerals without spending too much money?

Remind participants of the Balanced Diet illustration from the last session. Point out foods that are in the “inexpensive” category that can contribute to a balanced diet.

- 30 minutes: Healthy Recipes

Food preferences, access and affordability can vary significantly from community to community.

For the Healthy Recipes activity, you will need to have previously identified 3-4 simple, nutritious recipes using affordable, locally-available ingredients. If possible, provide participants with a small sample of the dish so they can see what it tastes like.

Depending on your venue, you can either distribute handouts and guide participants through the steps of the recipes you have identified, or else perform a cooking demonstration. If you do a cooking demonstration, plan to provide utensils so that participants can taste the dish you have prepared.

- 20 minutes: Meal Planning

Display the flip chart page showing a sample meal plan.

Ask for volunteers to read aloud the meals that are planned for a certain day (1 volunteer reads the meals for 1 day).

Ask participants:

- Would this be a helpful tool to use? How would it help you?
- What are some challenges to planning meals in advance?

Distribute copies of the Meal Planning worksheet to participants. Remind participants that they were supposed to think of a couple of recipes for available, affordable food. For the remaining time, ask participants to begin filling out the Meal Planning worksheet. Answer any questions as they arise. Provide participants with extra, blank worksheets that they can use at home later.

- 5 minutes: Closing

## Literacy

Reading notes on the flip chart, reading recipes

Key vocabulary: expensive, inexpensive, recipe, ingredient, meal plan

## Notes for facilitators

Food preferences, access and affordability can vary significantly from community to community. For the Healthy Recipes activity, you will need to identify 3-4 simple, nutritious recipes using affordable, locally-available ingredients.

Depending on your venue, you can either distribute handouts and guide participants through the steps of the recipes you have identified, or else perform a cooking demonstration. If you do a cooking demonstration, plan to provide utensils so that participants can taste the dish you have prepared.

## Notes on adapting this module

There are different ways to organize foods into food groups and to describe a balanced diet. Each country should have a national nutrition policy and guidelines. Use these documents as the basis for Modules 3, 4 and 5, and adapt the food groups to match local guidelines.

Only discuss those foods that are locally available in your area. Discuss different terms that are commonly used for local foods. Remember to include foods that are locally-available, but that may be out of season at the present moment.

For the Healthy Recipes activity, you will need to identify simple, nutritious recipes using affordable, locally-available ingredients. Consult with nutrition experts and/or local NGOs to help you. Also consider teaching participants ways to improve the nutritional value of common dishes that they already prepare.

If space and resources allow, consider doing a cooking demonstration during the Healthy Recipes activity. Talk with factory management to see if this is an option.

## Notes for factory managers

Consider ways that you can encourage your workers to eat a healthy, balanced diet. For example, the factory can offer a cooking demonstration during the lunch hour; post suggestions for different meal plans; facilitate a way for workers to exchange their favorite recipes; invite fruit and vegetable sellers to come to the factory or set up near the factory's entrance; or hold a competition for the tastiest meal that includes certain inexpensive, easily-available ingredients.

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<http://motherchildnutrition.org/healthy-nutrition/pdf/mcn-healthy-harvest.pdf>

## Meal Planning Worksheet

	Morning	Mid-day	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

## Module 6 – Sanitation and Hygiene

### Introduction

This module will build on skills that were learned in the Foundational Training. Simple sanitation and hygiene practices can prevent many common ailments, and can improve workplace attendance. In addition, the flow diagram activity will help participants to practice analytical thinking, and to identify causes and effects of poor hygiene.

**Objectives:** By the end of the session, participants will:

- identify practical solutions to sanitation and hygiene problems in the home and in the workplace

**Duration:** 90 minutes

### Materials

Flip charts from Foundational Training  
Cards  
Markers

### Preparation

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Review  
Ask participants to recall what they learned in the Foundational Training about sanitation and hygiene. Ask participants what new behaviors they have practiced since the Foundational Training, what challenges they have faced, and what has been successful.
- 50 minutes: Flow Diagram  
Place two cards that read “poor hygiene” and “dirty environment (litter, human waste)” in the middle of a large, empty area.

Ask participants to think of causes of poor hygiene and a dirty environment, and to use words or symbols to make a card showing their suggestion. Place the “cause” cards to the left of the topic cards. Ask participants if they can think of any causes of the causes they have already mentioned. Continue working backwards to uncover root causes or indirect causes. Make sure that conditions at home and in the workplace are discussed. Look for connections between causes. As participants discuss this topic in more detail, it may become necessary to re-arrange the cards.

Next, ask participants to think of the effects or results of poor hygiene and a dirty environment, and to use words or symbols to make a card showing their suggestion. Place the “effect” cards to the right of the topic cards. Ask participants if they can think of any effects of the effects they have already mentioned. Continue working forward to uncover hidden or indirect effects. Make sure that conditions at home and in the workplace are discussed. Look for connections between effects. As participants discuss this topic in more detail, it may become necessary to re-arrange the cards.

Once the diagram is more or less complete (or when time is growing short), look for common themes. Ask participants if anything in the diagram surprised them. Ask participants to review the overall diagram and look for opportunities to take action to improve sanitation and hygiene (or to remove barriers to sanitation and hygiene), either at home or in the workplace.

- 5 minutes: Closing

## **Literacy**

Reading notes on the flip chart

Reading and writing causes and effects

Key vocabulary: sanitation, hygiene, environment

## **Notes for facilitators**

Flow diagrams are a means to explore causal relationships between events. This exercise will enable participants to analyze the causes and consequences of poor hygiene and sanitation, and to look for opportunities for improvement.

In the Flow Diagram exercise, if literacy is a barrier, consider asking participants to say their ideas, then you would make a card showing their idea with words or pictures. The focus for this exercise should be on the ideas. Remember to read the cards aloud periodically, in order to engage and prompt participants who are not strong readers.

We have suggested using cards instead of writing on flip chart paper because the flow diagram can become very large very quickly. At the end of the session, document the overall diagram, by transcribing it onto flip chart paper or by taking a photograph, for example.

## **Notes on adapting this module**

### **Notes for factory managers**

Identify ways that you can support good hygiene and sanitation in the workplace. Ensure that purified drinking water is available; running water and soap are available for hand-washing; latrine areas are kept as clean as possible; hand-washing is located near latrines and near the cafeteria/dining hall; rubbish is disposed of properly; etc.

If and when participants approach you with suggestions for improved sanitation and hygiene in the workplace, keep an open mind. They are learning how to be assertive and not confrontational. Remember that they are making suggestions because they care about their workplace and want to make it even better.

## **Source**

Adapted from Reflect Mother Manual, Archer & Cottingham, ActionAid 1996. Used by permission.



## Module 7 – Common Illnesses

### Introduction

Many common illnesses can be prevented or treated. As women are often the caretakers in families, they may need to be absent from work when family members are ill, in addition to when they themselves are ill. Learning to prevent and treat common illnesses will keep workers and their families well, which will lead to a healthier, more productive workforce.

**Objectives:** By the end of the session, participants will:

- know how to identify, prevent and treat common illnesses

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

6-7 picture codes and stories that reflect common local illnesses

Handout containing health information

### Preparation

Collect or make picture codes

Prepare and copy handouts

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Seasonal Calendar  
Gather the group together around a large piece of paper.

Ask the group to list all the types of health issues they see as important in their community. Discuss common slang terms for the health issues. Consider drawing simple illustrations to accompany the name of each health issue. See Notes for Facilitators for an example of a seasonal calendar.

Draw a grid on the paper. The grid will have 12 columns representing the 12 months of the year, and rows for each issue that will be examined; the number of rows you include on the grid, will depend on the number of issues you're examining. If the group is more familiar with seasons rather than months of the year, use local seasonal descriptions instead of months.

Ask the group which seasons or months correspond to which health issues.

Ask the participants to identify the months (or seasons) during the year when the health issue(s) is/are most prevalent. Depending on how prevalent the issue(s) is/are during a given month, participants will rate the issue on scale of 1 to 10 (0 or blank indicating 'no prevalence' during a certain month, 1 indicating 'very low prevalence,' and 10 indicating 'very high prevalence'). One variation is to ask participants to place stones (or beans, or other small objects) in the cells instead of number rankings;

when the problem is prevalent, more stones should be added. You will be able to tell when problems are most prevalent by the amount of stones in a given cell.

Allow plenty of time for participants to discuss their answers among themselves. Listen for points of disagreement among participants, and note the themes that emerge.

- 50 minutes: Picture Codes  
Show participants one picture code at a time, and read the accompanying story aloud.

Example:

Illness – tuberculosis

Picture – shows someone who is coughing and who looks weak

Story – [name] has had a severe cough for several weeks, and has started to see flecks of blood when she coughs.

Ask participants:

- What illness do you think [name] has?
- What causes this illness?
- Look at the illness on the seasonal calendar. Why do you think it's more prevalent in certain months/seasons than others?
- Can others also catch this illness? If so, how?
- What are the symptoms of this illness?
- Is there a treatment for this illness?
- Where can one get treated for this illness?
- How much does it cost?
- What could happen if this illness is not treated?

At the end of this exercise, distribute handouts to participants that list the answers to the questions above for the local common illnesses you have chosen, and that include illustrations.

- 5 minutes: Closing

**Literacy**

Reading notes on the flip chart

Health-related vocabulary (depending on the health issues that are identified)

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Notes for facilitators

Example of a seasonal calendar

HEALTH PROBLEMS	MONTH											
	J	F	M	A	M	J	J	A	S	O	N	D
Malaria	4	2	1							8	7	6
Cough					6	3	4	9				
STI						9	9					
TB	1	1	1	1	1	1	1	1	1	1	1	1
High Blood Pressure										5	3	
Wounds	5											5
Burns						8	6					
AIDS	1	1	1	1	1	1	1	1	1	1	1	1
Headache	1	1	1	1	1	1	1	1	1	1	1	1
Mental Illness	8	3	4	4	3	3	1	1	1	1	1	8
Pregnancy	3	2	1	7	2	2	1	7	1	2	2	7
Hunger	1	1	1	1	1	1	1	1	1	1	1	1
Workload	3	3	1	2	2	1	1	3	2	1	1	1

In general, we do not want to overwhelm participants with too much written material. For this module, however, it is important that participants receive a handout with simple information about prevention, management and treatment of common illnesses so that they can refer to it later if necessary.

Common illnesses will vary significantly from community to community. You will need to choose illnesses or health issues that are most relevant to the group.

## Notes on adapting this module

For the picture code activity, choose illnesses or health issues that are most relevant to the group. The most effective way to do this is to ask them in advance. You may also wish to consult demographic and health data for your community, if they are available. Consider including injuries related to repetitive stress in the workplace. Also consider including cancer (particularly if screening, diagnostic and treatment services are available in your area), substance abuse (alcohol, drugs, tobacco, etc), or other health topics that may be relevant in your country.

## Notes for factory managers

Pay attention to the health issues that are most common and that are of greatest interest to the group. It is likely that these are the same issues that also affect the rest of your work force. Share this information with your medical staff, and think of ways to provide information and services to help keep your workers healthy.

## Source

Seasonal Calendar was adapted from ISOFI Toolkit: Tools for learning and action on gender and sexuality. Copyright © 2007 Cooperative for Assistance and Relief Everywhere, Inc. (CARE) and International Center for Research on Women (ICRW). Used by permission.

## Module 8 – Stress Management

### Introduction

Good health includes mental as well as physical health. According to the World Health Organization, “Mental health is not just the absence of mental disorder. It is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

Stress is a common part of modern life, particularly for poor people, and particularly for women who work full time and who also have many responsibilities in the household. In this module, participants will practice talking about stressful feelings, and will practice different techniques for coping with stressful feelings.

**Objectives:** By the end of the session, participants will:

- identify how stressful emotions are manifested
- be able to effectively manage their emotions in a positive manner

**Duration:** 90 minutes

### Materials

Cards

Markers

Bulletin board and tacks (this is preferred), or wall and tape

Flip chart paper

### Preparation

### Process

- 5 minutes: Welcome, Icebreaker
- 35 minutes: Vipp cards  
Distribute cards and markers to participants. Ask participants to write words on their card to complete the following sentence: “When I get angry, I \_\_\_\_\_.”

Collect the cards, mix them up, and re-distribute them to participants so that they do not have their own card. In this exercise, participants will place similar cards together. Begin with one volunteer who reads her card and places it on the bulletin board. The next volunteer reads her card; if it is similar to the first, she tacks it near the first. If it is different, she places it in a different spot. Continue in this manner. As more cards are tacked up, you may begin to notice patterns that you did not see before. Encourage participants to re-arrange the cards as necessary when this happens.

Once all the cards have been tacked and arranged in a manner that the group agrees with, facilitate a discussion on patterns that emerge.

If time allows, repeat this exercise using a different emotion, such as, “When I am frustrated, I \_\_\_\_\_,” or “When I feel embarrassed, I \_\_\_\_\_.”

- 45 minutes: Managing emotions

Begin with a demonstration of good and bad ways to manage anger or other strong emotions in the workplace. Ask for a volunteer to deliver some frustrating or disappointing news to you. Respond (with exaggeration) how someone who does not manage their emotions well would react.

Ask participants:

- Why did I react that way?
- How did I seem? (what emotions was I experiencing, how did you feel when you saw me)
- What could I have done differently in this situation?
- What could I have done later to deal with my emotions? (react now, process later)
- What are some emotions that we may feel in the workplace?
- What are some emotions that we may feel at home?
- Is our reaction to emotions the same at home as it is in the workplace?
- What might happen if we cope with our emotions in a negative way?

Option: Rather than a role play, you may choose to show clips from movies or television that show inappropriate negative responses.

Divide participants into 4 groups. Ask each group to brainstorm positive ways to cope with different emotions

- a. at work
- b. at home
- c. now (when it happens)
- d. later

Each group will be assigned one of these emotions:

- a. anger
- b. frustration
- c. extreme happiness
- d. sadness/grief

Bring the groups back together to share their ideas.

Ask the group for “healthy ideas” to manage stressful situations in the moment: exercise, laughter, listening to music, etc.

- 5 minutes: Closing

## **Literacy**

Reading and writing on cards

Reading and writing notes on flip chart

Key vocabulary: emotion, anger, frustration, sadness, grief

## **Notes for facilitators**

Workers who are coping with stress at home may become distracted and less productive at work. Women who are coping with stress at work may be less happy and effective at home.

Sometimes stress is caused by the demands of job and family, and can be reduced through time management and prioritization. This will be covered in more depth in Module 62.

In addition, poverty, ill-health and low social status are also significant sources of stress. This stress is much more difficult to manage, because it is environmental and chronic. Poor people must constantly worry about having enough money to cover even basic living expenses. An unexpected expense, an illness (whether to the individual, or to that person's loved ones), or a family emergency can cause extreme stress.

## **Notes on adapting this module**

What are culturally-appropriate public responses to stress in your country? What are culturally-appropriate private responses to stress in your country? What are the consequences if someone responds to stress inappropriately (for example by becoming violent) in your country?

## **Notes for factory managers**

Workers who are coping with stress at home may become distracted and less productive at work. Women who are coping with stress at work may be less happy and effective at home. What can your company do to help workers to manage their time better at work? What can your company do to help workers to better balance their responsibilities at home and at work?

## **Source**

n/a

## Module 9 – Reproductive Anatomy

### Introduction

Several of the upcoming modules relate to family planning, pregnancy and reproductive health. Participants will benefit from having a basic knowledge of reproductive anatomy.

**Objectives:** At the end of the session, the participants will:

- know the names and functions of male and female reproductive organs

### Duration

90 minutes

### Materials

Flip charts or posters showing male and female reproductive anatomy

Pieces of paper (labels) that mention the names and brief descriptions of reproductive anatomy and organs

Tape or pushpins

### Preparation

Consider inviting a nurse or other health care professional to speak

Prepare flip charts (or collect posters) showing male and female reproductive anatomy

Prepare pieces of paper (labels) that mention the names and brief descriptions of reproductive anatomy and organs

### Process

- 10 minutes: Welcome, Icebreaker
- 35 minutes: Male reproductive anatomy  
Display a flip chart page or a poster that shows internal and external male reproductive anatomy, but that does not show the names of the organs or anatomy.

Distribute pieces of paper with the names and brief descriptions of male reproductive anatomy and organs. Ask participants with papers (there will not be enough for everyone) to read theirs aloud. After all have been read aloud, ask participants to match the papers with the diagram on the flip chart or poster. If participants are uncertain, they can discuss amongst themselves to try to figure out where to place the labels.

After all the labels have been placed, ask participants if they agree with the placement. If necessary, read the descriptions aloud again. Some of the descriptions may give clues to where the organ or body part is located.

If any of the labels have been placed incorrectly, move them to the proper place. After all of the labels have been placed properly, read the labels aloud again.

Show participants using the diagram how semen is produced and ejaculated from the body.

- 40 minutes: Female reproductive anatomy  
Repeat the exercise above using a flip chart or poster showing internal female reproductive anatomy.

After all the labels have been placed properly, show participants using the diagram what happens during menstruation, and how conception occurs.

- 5 minutes: Conclusion

## Literacy

Reading labels

Key vocabulary: anatomy, organ

## Notes for facilitators

Pay attention to the comfort level of your participants during this session. This may be a sensitive or difficult topic for some to discuss, because sex and sexual anatomy is generally a private matter. Model the behavior that you wish to see in participants. Try not to show embarrassment. Speak openly and directly using appropriate vocabulary, rather than hiding behind euphemism or vague terms. Present this information as a normal, natural part of learning about our bodies and how to stay healthy, and participants will follow your lead.

In addition to describing the functions of different reproductive organs, also mention that several of these organs are susceptible to cancer, such as the cervix, ovaries, uterus, testicles, prostate, etc.

Keep the posters with the correct labels on hand. It will be helpful to refer to the diagrams during subsequent modules on family planning, pregnancy and birth, STIs/HIV, and safer sex.

## *Female Reproductive System Definitions*

- **Cervix:** Lower portion of the uterus, which extends into the vagina. The cervix is a potential site for cancer. Therefore, it is important for women to be tested for cervical cancer whenever possible.
- **Clitoris:** Small organ which is sensitive to stimulation and found above the opening to the urethra, where the folds of the labia majora meet and surround it.
- **Fallopian tubes:** Tubes that carry the egg from the ovaries to the uterus. An ovum passes through the fallopian tubes once a month. If sperm are present in the fallopian tubes, the ovum might become fertilized.
- **Fertilization:** Union of the egg with the sperm.
- **Labia majora (outer lips):** Two folds of skin (one on either side of the vaginal opening) that cover and protect the genital structures, including the vestibule.
- **Labia minora (inner lips):** Two folds of skin between the labia majora that extend from the clitoris on each side of the urethral and vaginal openings.
- **Menstruation:** The monthly discharge of blood and tissue from the lining of the uterus.
- **Mons Pubis:** This cushion of fat covers the pubic bone. Pubic hair grows on this area.
- **Ovaries:** Two glands that contain thousands of immature eggs. The ovaries begin to produce hormones and release an ovum (an egg cell) once a month when a woman reaches puberty.
- **Ovulation:** The periodic release of a mature egg from an ovary.
- **Secretion:** The process by which glands release certain materials into the bloodstream or outside the body.
- **Urethra:** Short tube that carries urine from the bladder (the place where urine is collected in the body) to the outside of the body.
- **Urethral (urinary) opening:** Spot from which a woman urinates.



- Uterus: Small, hollow, muscular female organ where the fetus is held and nourished from the time of implantation until birth. The uterus is also known as the womb and is about the size of a woman's fist. The lining in the uterus thickens each month as it prepares for a potential pregnancy. If an egg is fertilized, it will be implanted in the lining of the uterus. The womb is remarkably elastic and can expand to many times its original size during pregnancy.
- Vagina: Canal that forms the passageway from the uterus to the outside of the body. It is a muscular tube about 7–10 cm long. The vagina is often referred to as the birth canal because it is the passageway for a baby during a normal delivery. The vagina is also where sexual intercourse takes place. If a woman is not pregnant, the menses will pass out of the vagina once a month. The menses consist of cells, mucous, and blood.
- Vaginal opening: Opening from the vagina where menstrual blood leaves the body.
- Vestibule: Area of the external female genitalia that includes the vaginal and urethral opening.
- Vulva: The external genital organs of the female, including the labia majora, labia minora, clitoris, and vestibule.

## *Male Reproductive System Definitions*

- Ejaculation: Forceful release of seminal fluid from the penis.
- Epididymis: Organ where sperm mature after they are produced in the testicles.
- Penis: External tubular male organ protruding from the body which is used for urination or for sexual stimulation. The size of the penis varies from man to man. It remains soft and flaccid most of the time. During sexual excitation, the spongy tissue in the penis fills with blood and the penis gets larger and harder, a process called an erection. In the sexual act, when highly stimulated, the penis releases a liquid called sperm or semen which contains spermatozoa. The ejaculation of the sperm produces an intense feeling of pleasure called an orgasm.
- Prepuce or foreskin: The skin that covers the head of the penis. When the penis becomes erect, the prepuce is pulled back, leaving the glans (or the "head" of the penis) uncovered. When this does not occur, the condition is called phimosis, which can cause pain during sexual intercourse and hamper personal hygiene. Phimosis is easily corrected through surgical intervention using a local anesthetic. In some cultures or countries, or in some families, the foreskin of boys is removed in a procedure called circumcision. When the foreskin is present, it is important to clean underneath it daily.
- Prostate gland: Gland that produces a thin, milky fluid that enables the sperm to swim and become part of the semen.
- Scrotum: Pouch of skin behind the penis that holds the testicles. Its appearance varies according to the state of contraction or relaxation of the musculature. In cold, for example, it becomes more contracted and wrinkled and in heat it becomes smoother and elongated.
- Semen: Fluid that leaves a man's penis when he ejaculates.
- Seminal vesicles: Small glands that produce a thick, sticky fluid that provides energy for sperm.
- Sperm: A male sex cell. The Path of Sperm: Sperm travel from the testes to the epididymis, where they remain to mature for about 14 days. From here, sperm travel into the vas deferens, which carries the sperm toward the urethra. At this point, seminal vesicles produce a nourishing fluid that gives the sperm energy. The prostate gland also produces a fluid that helps the sperm swim. The mixture of sperm and the two fluids is called semen. During sexual arousal, the Cowper's gland secretes a clear fluid into the urethra. This fluid, known as pre-ejaculate or "pre-cum," acts as a lubricant for the sperm and coats the urethra. During sexual excitement, an ejaculation of semen may occur. The small amount of semen that is ejaculated (one or two teaspoons) can contain up to 400 million sperm.
- Testicles (testes): Male reproductive glands, which are held in the scrotum and produce sperm. One of the hormones produced is testosterone, responsible for male secondary characteristics, such as skin tone, facial hair, tone of voice and muscles. The testes have the form of two eggs and to feel them one

only has to palpate the scrotum pouch. They are positioned outside the body because sperm can be produced only at a temperature lower than the body's normal temperature. The scrotum actually relaxes away from the body when warm and shrinks toward the body when cold in order to regulate the perfect temperature for sperm production. The left testicle usually hangs lower than the right.

- Urethra: Canal that carries urine from the bladder (the place where urine is collected in the body) to the urinary opening. In males, the urethra also carries semen.
- Urethral (urinary) opening: Spot from which a man urinates.
- Vas deferens: Long, thin tubes that transport sperm away from the epididymis.

## Notes on adapting this module

Ask participants if they know of other (local or slang) words for reproductive organs and anatomy, other than the official medical terms.

## Notes for factory managers

## Source

Adapted from CARE International, 2011. M Manual: A Training Manual. Banja Luka, BiH: CARE International (<http://www.youngmeninitiative.net/?id=59>)

## Module 10 – Family Planning Methods

**NOTE: Because participants will have been introduced to family planning methods in Foundational Training, and in recognition of time constraints for training, some facilitators have elected to shorten this module to 45 minutes.**

### Introduction

This module builds on the Foundational Training, and presents more in-depth information about different family planning methods. Empowered women are able to make decisions about when and how often to become pregnant. Using family planning methods improves the health of women and their families, and allows women to better balance work and family life.

**Objectives:** By the end of the session, participants will:

- learn about different family planning methods
- practice analyzing and choosing the most appropriate family planning methods

**Duration:** 90 minutes

### Materials

Pictures and descriptions of different women/couples

Pictures of different locally-available family planning methods (laminated, if possible)

Handouts (if culturally appropriate) of different family planning methods

*Suggested resources for information on family planning methods: national Ministries of Health and/or Women and Children's Affairs; World Health Organization (keyword: Family Planning); womenshealth.gov (affiliated with the US Department of Health and Human Services; keyword: Birth Control Methods)*

### Preparation

Pictures and descriptions of different women/couples

Pictures of different locally-available family planning methods (laminated, if possible)

Consider inviting a local NGO or a medical provider to speak about family planning methods - s

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes:  
Describe different family planning methods, showing pictures of what they look like. Explain how they work (barrier vs hormonal), explain how long they provide protection from unplanned pregnancy, provide an estimate of how much they cost, and discuss where they can be obtained.
- 15 minutes: Choosing family planning methods  
Show pictures of different women/couples and read the description of their situation. As a group, discuss the best FP method for that person/situation.

Descriptions:

1. (name) and (name) are newly married and wish to have children someday. Right now, however, they both have good jobs at a factory, and both wish to continue working in order to save money for the future.

2. (name) has moved from her village to the city to find a job in a factory. She is not married yet, but sometimes men offer her money in exchange for sex.
  3. (name) and (name) have four children. While they love their children very much, they do not want to take on the financial responsibility for more children.
  4. (name) has just given birth to her first child. She wants to have more children later, but she wants to wait at least 2 years before she becomes pregnant again.
  5. (name) and (name) are in love and are sexually active, but they are not married yet.
- 35 minutes: Sorting family planning methods  
Give participants the pictures of different family planning methods.

Ask participants to sort the pictures into three groups: long/medium/short-term methods.

Ask participants to arrange the pictures in order from the least expensive to the most expensive.

Ask participants to sort the pictures into two groups: hormonal methods and barrier methods.

Ask participants to sort the pictures according to where they are available (some methods may be available from more than one place).

For each exercise, encourage participants to discuss their ideas with one another, and to come to a consensus on the appropriate response. *Listen for any evidence of myth/misconception, and address it with the larger group.* This will give you a sense of participants' level of understanding of FP methods.

- 5 minutes: Closing

## Literacy

Key vocabulary: family planning, contraception, hormonal, barrier

## Notes for facilitators

The only 100% effective way to prevent pregnancy and STIs is to abstain from having sex. Condoms (both male and female) are the only form of family planning that can also protect against the spread of HIV and other STIs. Modules 14 and 15 will specifically address STIs, HIV and safer sex.

## Notes on adapting this module

Only present information about family planning methods that are available in your context.

Some participants may be beyond childbearing age. This information may benefit their daughters and daughters-in-law, or you may choose to cover a different topic – such as menopause – during this session.

## Notes for factory managers

What family planning methods are available in your factory clinic? Is confidentiality respected? Do counselors allow women to choose the method that is best for them?

## Source

n/a

## Module 11 – Pregnancy and Birth

### Introduction

Pregnancy is an important health topic that affects all women – whether directly or indirectly. In many parts of the world, maternal mortality rates remain alarmingly high. Nearly all maternal deaths can be prevented with adequate, safe and timely medical intervention.

**Objectives:** By the end of the session, participants will:

- learn about pregnancy and childbirth, danger signs during pregnancy and childbirth, and the value of medical intervention during pregnancy and childbirth

**Duration:** 90 minutes

### Materials

Counseling cards (Module 11 Flash Cards)

### Preparation

### Process

- 10 minutes: Welcome, Icebreaker
- 75 minutes: Counseling Cards  
Show participants one counseling card at a time. For each card, ask participants: What is happening in this picture? Read the key messages for each card aloud.  
  
Facilitate a discussion around each card. Ask participants:
  - Does this reflect common practices where you live?
  - If not, why?
  - What are some of the obstacles that women and families face to performing this behavior?
  - What are some ways to minimize or eliminate these obstacles?
- 5 minutes: Closing

### Literacy

### Notes for facilitators

Since the counseling cards exercise will take up the bulk of the session, you may want to insert an Icebreaker to break up the time, lighten the mood and re-energize participants.

Themes for the flash cards are as follows:

1. Nutritious foods and a stress-free environment are necessary for a healthy pregnancy

*Suggested resource: Maternal Nutrition During Pregnancy and Lactation: Dietary Guide, Linkages Project, a USAID-funded program.*

<http://www.linkagesproject.org/media/publications/Tools/MaternalNutritionDietaryGuide.pdf>

2. A pregnant woman should lie down for at least 2 hours during the day and sleep 8 hours in the night

3. Everyone in the family should know the danger signs related to pregnancy so that they can intervene to save the mother and baby without losing time.

Danger signs include: [these are not on the flash cards]

- a. Vaginal bleeding (before delivery), excessive bleeding (during or immediately following delivery)
- b. Pre-eclampsia (symptoms are swelling of fingers, face and legs; headache; blurred vision; vomiting; general malaise)
- c. Convulsions
- d. Severe abdominal pain
- e. High fever
- f. Water breaks, but labor does not begin for >6 hours
- g. Prolonged labor

*Suggested resources: National Ministries of Health and/or Women and Children's Affairs; womenshealth.gov (keyword: Pregnancy Complications); National Institute of Child Health and Human Development (keyword: Pregnancy Complications)*

4. When a husband accompanies his wife, she feels that he cares about her. Moreover, the husband also gets to learn how to take care of his pregnant wife.
5. What can husbands do to help his pregnant wife with heavy work?
6. How can husbands help with the household work?
7. If both men and women are willing to have sex and the woman does not have any discomfort, they can have sex. During pregnancy, it is necessary that the husband and wife spend more time with each other. If they both wish to have sex, the wife's consent is necessary.
8. Having a child soon after the other affects the health of the mother and her unborn child.

## Notes on adapting this module

Use the CARE India counseling cards provided as a starting point. Work with a local illustrator to produce cards that portray your context. Participants should recognize themselves and their environment in the illustrations.

Some participants may be beyond childbearing age. This information may benefit their daughters and daughters-in-law, or you may choose to cover a different topic – such as menopause – during this session.

## Notes for factory managers

## Source

Counseling cards were created by CARE India

## Module 12 – Infant and Child Feeding

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to shorten this module to 45 minutes.**

### Introduction

Nutrition plays a vital role in early childhood development. Healthy children at home will mean that female workers can concentrate better on their jobs and miss fewer days of work.

**Objectives:** By the end of the session, participants will:

- know recommended infant and child feeding practices
- learn about breastfeeding, introducing solid foods to babies, and signs of malnutrition

**Duration:** 90 minutes

### Materials

We strongly recommend review and adaptation of the *UNICEF and URC/CHS Community Infant and Young Child Feeding (IYCF) Counselling Package* (available at [UNICEF.org](http://UNICEF.org)). In partnership with UNICEF and URC/CHS, CARE piloted the CARE Infant and Young Child Feeding in Emergencies (IYCF-E) Initiative. The community-focused counselling package was first used to support programming in the Dadaab Camps in northeastern Kenya.

### Preparation

Review and adapt the *UNICEF and URC/CHS Community Infant and Young Child Feeding (IYCF) Counselling Package* (available at [UNICEF.org](http://UNICEF.org))

### Process

- 5 minutes: Welcome, Icebreaker
- 80 minutes: Counseling Cards  
Show participants one counseling card at a time. For each card, ask participants: What is happening in this picture? Read the key messages for each card aloud.

Facilitate a discussion around each card. Ask participants:

- Does this reflect common practices where you live?
- If not, why?
- What are some of the obstacles that women and families face to performing this behavior?
- What are some ways to minimize or eliminate these obstacles?

- 5 minutes: Closing

### Literacy

Key vocabulary: colostrums, exclusive breastfeeding, complementary feeding



## Notes for facilitators

The UNICEF and URC/CHS Community Infant and Young Child Feeding (IYCF) Counselling Package can take time. Consider incorporating an Icebreaker to break up the session and keep energy high.

Nutrition plays a vital role in early childhood development. Physical development during the period between birth and three years of age is critical as this is the time when children are most vulnerable to the permanent effects of stunting and negative cognitive outcomes attributable to malnutrition. Because a child's brain undergoes tremendous growth between the ages of 0-8, caloric and protein intake impact a child's future mental abilities. Micronutrients also play an important role. Iodine and iron deficiencies have been cited as two of the leading reasons for poor developmental outcomes for young children in developing countries. Numerous studies have shown the positive impact of good nutrition on academic performance throughout childhood and adolescence.

## Exclusive Breastfeeding – Benefits

source: [LINKAGESproject.org](http://LINKAGESproject.org)

- Provides Initial Immunization. Breastmilk, especially the first milk (colostrum), contains anti-bacterial and anti-viral agents that protect the infant against disease. Breastmilk also aids the development of the infant's own immune system.
- Prevents Diarrhea. Diarrhea is the leading cause of death among infants in developing countries. Infants under two months of age who are not breastfed are 25 times as likely to die of diarrhea than infants exclusively breastfed. Continued breastfeeding during diarrhea reduces dehydration, severity, duration, and negative nutritional consequences of diarrhea.
- Provides Perfect Nutrition. Breastmilk is a perfect food that cannot be duplicated. It is more easily digested than any substitute, and it actually alters in composition to meet the changing nutritional needs of the growing infant.
- Maximizes a Child's Physical and Intellectual Potential. Malnutrition among infants up to six months of age can be virtually eradicated by the practice of exclusive breastfeeding. For young children beyond six months, breastmilk serves as the nutritional foundation to promote continued healthful growth. Premature infants fed breastmilk show higher developmental scores as toddlers and higher IQs as children than those not fed breastmilk.
- Promotes the Recovery of the Sick Child. Breastfeeding provides a nutritious, easily digestible food when a sick child loses appetite for other foods. When a child is ill or has diarrhea, breastfeeding helps prevent dehydration. Frequent breastfeeding also diminishes the risk of malnutrition and fosters catch-up growth following illness.
- Supports Food Security. Breastmilk provides total food security for an infant's first six months. It maximizes food resources, both because it is naturally renewing, and because food that would otherwise be fed to an infant can be given to others. A mother's milk supply adjusts to demand; only extremely malnourished mothers have a reduced capacity to breastfeed.
- Bonds Mother and Child. Breastfeeding provides physiological and psychological benefits for both mother and child. It creates emotional bonds, and has been known to reduce rates of infant abandonment.

- **Helps Birth Spacing.** In developing countries, exclusive breastfeeding reduces total potential fertility as much as all other modern contraceptive methods combined.
- **Benefits Maternal Health.** Breastfeeding reduces the mother's risk of fatal postpartum hemorrhage, the risk of breast and ovarian cancer, and of anemia. By spacing births, breastfeeding allows the mother to recuperate before she conceives again.
- **Saves Money.** Breastfeeding is among the most cost-effective of child survival interventions. Households save money; and institutions economize by reducing the need for bottles and formulas. By shortening mothers' hospital stay, nations save foreign exchange.
- **Is Environment-friendly.** Breastfeeding does not waste scarce resources or create pollution. Breastmilk is a naturally-renewable resource that requires no packaging, shipping, or disposal.

Suggested resources: *Linkages Project, a USAID-funded program (linkagesproject.org; keyword: breastfeeding); Alive and Thrive (keyword: training materials)*

## What is Complementary Feeding?

The World Health Organization defines complementary feeding as the “process starting when breast milk alone is no longer sufficient to meet the nutritional requirements of infants, and therefore other foods and liquids are needed, along with breast milk.” It is important to note that the introduction of complementary foods should happen as a complement to continued breastfeeding until 24 months, not as a replacement.

Suggested resources: *Linkages Project, a USAID-funded program (linkagesproject.org; keyword: complementary feeding); Alive and Thrive (keywords: complementary feeding; training materials)*

## **Notes on adapting this module**

Use the *UNICEF and URC/CHS Community Infant and Young Child Feeding (IYCF) Counselling Package* as a starting point. Work with a local illustrator to produce cards that portray your context. Participants should recognize themselves and their environments in the illustrations. Provide examples of complementary feeding with inexpensive, locally-available foods.

Some participants may no longer have small children at home. This information may benefit their grandchildren, or you may choose to cover a different topic during this session.

## **Notes for factory managers**

Are mothers of small babies able to breastfeed their children during the work day? Is there a way to accommodate occasional breaks for breastfeeding mothers?

## **Source**

Information for this module was collected from Promoting Early Childhood Development for OVC in Resource Constrained Settings: The 5x5 Model, by CARE; and LINKAGES project, a USAID-funded program.

## Module 13 – Early Childhood Development

### Introduction

Healthy children at home will mean that female workers can concentrate better on their jobs and miss fewer days of work.

**Objectives:** By the end of the session, participants will:

- gain knowledge and skills for raising a small child
- identify benefits to education
- identify barriers that families face in educating children
- identify how to support children to succeed in school

**Duration:** 90 minutes

### Materials

Pictures showing a healthy and an unhealthy flower

Blank ECD matrix

Color-coded cards for ECD matrix

Flip chart paper

Markers

*OPTIONAL: If available, handout of immunization chart*

### Preparation

Draw a blank ECD matrix on flip chart paper

Color-coded cards to be placed on the matrix (ie all of the “physical” cards should be one color, all of the “social” cards should be another color, etc)

*OPTIONAL: Copy handout of immunization chart*

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Introduction to Early Child Development  
Show participants pictures of a healthy flower and an unhealthy flower.

Ask participants:

- What does a flower need to grow healthy? (possible answers will include good soil, sunlight, enough water, enough space, etc)
- What will happen if one of these elements is missing?

Explain that children are much more complicated than flowers, but that the idea is the same. Food alone will not ensure that children grow up to be healthy, strong and bright. Children have a variety of physical, social, intellectual and emotional needs. Facilitate a discussion on the meaning of and needs associated with each of these categories.

### Examples of children’s needs

Physical: nutritious food, clean water, shelter, clothing, sleep, hygiene, affection (loving touch), immunizations

Social: exposure to language, exposure to other children, play

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

Intellectual: exposure to language and numbers/education, stimulation of the imagination, storytelling, music, develop fine motor skills, identification of objects

Emotional: love, acceptance, patience, praise, security

- 20 minutes: Education  
Facilitate a discussion about the importance of education. Ask participants:
  - Why do some children go to school but not others?
  - How can we help young children to get ready to begin their schooling?
  - How can we help children to succeed in school?
- 30 minutes: Milestones matrix  
Display the following ECD matrix:

	Physical	Social	Intellectual	Emotional
6 months				
1 year				
2 years				
3 years				
4 years				
5 years				

Explain to participants that they will be matching the appropriate milestone for each category with the appropriate age. For example, a physical milestone would be that by the age of 6 months, most children should be able to sit up.

Distribute cards to participants. Ask participants to place the cards in the appropriate slot. Encourage participants to discuss their ideas with one another, and to come to a consensus on the appropriate placement of each card. After cards have been placed, ask participants if they agree with all of the placements, or if they would like to move any of them.

*OPTIONAL: Distribute immunization chart*

Ask participants:

- Were you surprised by any of these?
  - How do children learn to do each of these things?
  - What is one thing you will do differently after today's session?
- 5 minutes: Closing

## Literacy

Reading and writing notes on the flip chart

Reading cards for ECD matrix

Key vocabulary: milestone, emotional, social, physical, intellectual

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Notes for facilitators

Sample ECD milestones matrix (adapted from babycenter.com):

Age	Physical	Social	Intellectual	Emotional
6 months	Sits up independently	Turns toward sounds and voices	Imitates sounds	Coos when you talk to him
1 year	Takes a few steps	Imitates others' activities	Indicates wants with gestures	Waves goodbye
2 years	Kicks ball forward	Interested in playing with other children	Understands opposites	Talks about self
3 years	Puts on a shirt	Carries on a simple conversation	Speaks clearly most of the time	Expresses a wide range of emotions
4 years	Is toilet trained	Develops friendships independent of parents	Uses sentences of six or more words	Becomes more independent
5 years	Ties shoelaces	Negotiates with peers	Uses past, present and future tenses accurately	Show more interest in peers and adults outside the family

Parents may wonder what to do if their children are not meeting developmental milestones. It is important to remember that all children develop **at their own pace**. A slight delay is not cause for worry. However, if a child is severely delayed or seems to struggle with a milestone without making any improvement, parents should consult a pediatrician.

(source: *Promoting Early Childhood Development for OVC in Resource Constrained Settings: The 5x5 Model*)

All stages of human growth are important, with each stage including specific milestones of progress. However, early childhood, which encompasses birth to eight years, is considered to be the most critical foundation stages of growth and development. The term “early childhood development,” (ECD) is used to refer to the processes by which children grow and thrive, physically, socially, emotionally, and cognitively during this time period. These early years have a longer lasting impact on the full life course than any other period.

During the first two years of life, a child undergoes rapid physical development, including skeletal, muscular, and organ growth. This is also when a child’s immune system establishes itself. The brain and the entire nervous system increase the numbers of neural connections, while nerves gain myelin, leading to increasing gross and fine motor skills. Poor nutrition, as well as lack of affection and stimulation, during this critical period can create permanent deficits in all three of the traditional developmental domains: physical, cognitive, and socio-emotional.

A child’s initial experiences form the foundations for subsequent learning in later life. Studies conducted on the impact of early childhood development and education programs show a direct positive correlation between ECD interventions and early learning, school readiness, retention, and success in primary school. Effective ECD programs enhance children’s physical well-being, cognitive and language skills, and social and emotional development, thus increasing their propensity for learning. As young children become accustomed to the classroom/school environment in ECD programs, they learn how to interact with their teachers and socialize with other children. Succeeding in these basic activities leads to a smoother transition into primary school.

Critical windows for physical, cognitive, and socio-emotional development are open only during early childhood. It is common knowledge that nutrition contributes to physical growth and play contributes to socio-emotional development. However, research has shown that the developmental domains of early childhood are highly interdependent. A recent study found that socio-emotional stimulation was equally as important for aspects of physical development as good nutrition. Growth failure in early life has been attributed to emotional neglect as well as poor diet.

## **Notes on adapting this module**

The ECD milestones matrix may need to be adapted to more accurately reflect your context.

Some participants may no longer have small children at home. This information may benefit their grandchildren, or you may choose to cover a different topic during this session.

The country's Pediatric Association/Medical Association/Health Ministry may have recommended immunization schedules for children.

## **Notes for factory managers**

If you provide child care on site, how are caretakers working to support the children's physical, social, intellectual and emotional development?

## **Source**

Information from this module was collected from Promoting Early Childhood Development for OVC in Resource Constrained Settings: The 5x5 Model, by CARE

## Module 14 – STIs/HIV

### Introduction

Sexually transmitted infections (STIs) are passed from person to person through sexual contact. STIs that are left untreated can cause chronic pain, infertility and other health complications. HIV is treatable with access to proper medications; however, there is no cure for HIV. STIs including HIV can be prevented using safer sex practices.

**Objectives:** By the end of the session, participants will:

- learn about common STIs including HIV
- learn how to prevent and treat STIs

**Duration:** 90 minutes

### Materials

Colored cardstock paper  
Markers

### Preparation

Prepare a flip chart with two columns: the left column contains a list of 5-7 common STIs in your area (include HIV, even if it is not common), and the right column is blank.

Prepare cards with symptoms, treatment and effects for each of the STIs you have listed. All of the symptoms should be on the same color paper, all of the treatments should be on the same color paper, and all of the effects (if left untreated) should be on the same color paper.

Research HIV prevalence rates in your country; if possible, identify disaggregated rates by gender, age, residence, education level, etc.

Handout listing STIs, symptoms, treatments and effects (if left untreated)

### Process

- 5 minutes: Welcome, Icebreaker
- 50 minutes: STIs  
Introduce the session by explaining that we will be discussing Sexually Transmitted Infections.

Ask participants:

- What is an STI?
- How are they transmitted?
- What are some symptoms of an STI?

Post the prepared flip chart. Ask if participants have heard of any of the STIs you have listed. Encourage participants to name any local or slang terms for any of the STIs that they recognize. Write these terms on the flip chart next to the medical name. Explain that we will be doing an exercise to learn more about each of the STIs listed.

Pass out the cards that list symptoms to participants at random. Ask each person to read her card out loud, in turn. All participants should discuss and work as a group to match the symptoms card with the correct STI. After all of the cards have been placed, review the list as a group. Mention which cards have been placed incorrectly, and allow participants a chance to move them to the correct spot.

Remove the symptoms cards from the list, and pass out the cards that list treatments. Repeat the same steps as above for the treatments cards, and then the effects cards.

At the end of the exercise, distribute handouts to participants.

- 30 minutes: HIV  
Explain that HIV is a special kind of STI because there are no symptoms, there is no cure, and it is often fatal. Also, HIV can be transmitted non-sexually, through sharing of blood (eg sharing needles, blood transfusion) or from a mother to her child during pregnancy, childbirth or breastfeeding. If available, share statistics about HIV prevalence in your country, region and city.

Facilitate a discussion around the following:

- How is HIV spread?
- Who is at risk of getting HIV?
- How do I know if I have HIV?
- What HIV-related services are available in our community? (eg information, testing, treatment, home-based care, prevention of mother-to-child transmission, etc)

Explain that in the next session, we will discuss how to prevent the sexual transmission of HIV, as well as other STIs.

- 5 minutes: Closing

## Literacy

Reading notes on the flip chart

Reading cards to be placed on the matrix

Key vocabulary: contagious, symptom, STI, HIV

## Notes for facilitators

STIs are an important health topic. However, this session may seem sensitive or embarrassing to some participants at first. It is important to set a positive tone for this session. Keep the focus on health, model communication and behavior that is confident and unembarrassed.

Self-treatment of STIs is common in many places. The “treatment” column in the handout is deliberately vague in order to discourage self-treatment. Encourage participants to seek out medical attention if they have contracted an STI. This will help to ensure that the STI is treated correctly and completely, in order to prevent future complications, and in order to limit spread of the STI to future sexual partners.

In general, we do not want to overwhelm participants with too much written material. For this module, however, it is important that participants receive a handout with simple information about symptoms, treatments and potential effects of STIs so that they can refer to it later if necessary.



The handout below lists several STIs. Some of these are more common in certain areas of the world than others. Consult demographic and health data for your country, and/or ask local medical experts which STIs are most common in your area, and adapt the handout accordingly.

## HIV Information

There is not enough time in this module to learn every detail about HIV. If this is an important issue in your community, focus on referring participants to resources that are available locally.

*(source: womenshealth.gov)*

Prevention efforts and treatment are helping to stabilize the global HIV/AIDS epidemic. But progress is uneven. Infection rates are still unacceptably high, and women in many parts of the world are increasingly becoming infected with HIV/AIDS. Women accounted for almost half (47 percent) of people living with the disease as of the end of 2007. And only about one-third of pregnant women with HIV received medicines to prevent passing HIV to their babies.

In many countries, women and girls are at greater risk of HIV/AIDS due to gender inequality, discrimination, and stigma. Women and girls often are unable to talk with their sexual partners about abstinence, faithfulness, and condom use. Many face sexual or physical violence, or the threat of violence. They are often blamed for causing AIDS and other STIs and shunned once they do have the disease. Many women and girls also lack access to prevention and health care services. Pregnant women may be unable to get the treatment they need to prevent passing HIV to their babies.

This disease has many effects on women, including:

Added responsibilities of caring for sick family members

Loss of property if they become widowed and/or infected

Violent abuse when people find out about their HIV status

The global HIV/AIDS epidemic has received greater attention by the international community over the past several years. This has led to numerous initiatives by governments and organizations to promote prevention and treatment efforts worldwide. In 33 countries, HIV incidence has dropped by more than 25 percent between 2001 and 2009; 22 of those countries are in sub-Saharan Africa.

*Suggested resources: World Health Organization (keyword: HIV/AIDS); womenshealth.com (keyword: HIV/AIDS); UNAIDS (keyword: eliminating gender inequality)*

## **Notes on adapting this module**

**The STI handout will need to be adapted.** Some of these are more common in certain areas of the world than others. Consult demographic and health data for your country, and/or ask local medical experts which STIs are most common in your area, and adjust the handout accordingly.

The HIV epidemic manifests differently in different places. Prevalence rates, vulnerable populations, modes of transmission, risk factors, etc can vary substantially from country to country, and even from region to region within countries. Access to testing facilities and ARV treatment can also vary from community to community. Find out the most recent data for your country, and adapt this module as appropriate.

## Notes for factory managers

### Source

Information for this module was collected/adapted from the CDC website: [cdc.gov](http://cdc.gov); and [womenshealth.gov](http://womenshealth.gov), part of the US Department of Health and Human Services

# IN FACTORIES – MODULE LEARNING PLANS

## Sexually-Transmitted Infections (STIs)

health.gov – *We strongly recommend you review these websites and/or other appropriate national and well-respected health websites to ensure the latest and most accurate information is provided to participants.*

Symptoms	Treatment	Effects (if left untreated)
<p>Most women with gonorrhea do not have any symptoms. The initial symptoms in women can include a painful or burning sensation when urinating, increased vaginal discharge, or vaginal bleeding between periods.</p> <p>Some men with gonorrhea may have no symptoms at all. However, common symptoms in men include a burning sensation when urinating; white, yellow, or green discharge from the penis; or painful or swollen testicles.</p>	<p>Gonorrhea can be cured with the right treatment. Although medication will stop the infection, it will not repair any permanent damage done by the disease.</p>	<p>Women may develop serious complications from the infection, even if symptoms are not present or are mild. Gonorrhea can spread into the uterus (womb) or fallopian tubes (egg canals) and cause pelvic inflammatory disease (PID).</p> <p>In men, gonorrhea can cause a painful condition in the tubes attached to the testicles.</p> <p>If not treated, gonorrhea can also spread to the blood or joints. This condition can be life-threatening.</p> <p>If a pregnant woman has gonorrhea, she may give the infection to her baby, which can cause serious health problems for the baby.</p>
<p>The majority of infected people have no symptoms.</p> <p>Women who have symptoms might have an abnormal vaginal discharge or a burning sensation when urinating.</p> <p>Men with signs or symptoms might have a discharge from their penis, or a burning sensation when urinating, or burning and itching around the opening of the penis.</p>	<p>Chlamydia can be easily treated and cured with antibiotics.</p>	<p>Complications among men are rare.</p> <p>In women, untreated infection can spread into the uterus or fallopian tubes and cause pelvic inflammatory disease (PID). Chlamydia can also cause fallopian tube infection without any symptoms. Untreated Chlamydia can lead to infertility.</p> <p>Babies who are born to infected mothers can get chlamydial infections in their eyes and respiratory tracts.</p>
<p>Many people infected with syphilis do not have any symptoms for years, yet remain at risk for</p>	<p>Syphilis is easy to cure in its early</p>	<p>The syphilis bacteria can infect the baby of a woman during her pregnancy.</p>

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	<p>The primary stage of syphilis is usually marked by the appearance of a single sore (called a chancre), but there may be multiple sores. The sore is usually firm, round, small, and painless.</p> <p>Skin rash and mucous membrane lesions characterize the secondary stage. This stage typically starts with the development of a rash on one or more areas of the body.</p>	<p>syphilis treatment must abstain from sexual contact with new partners until the syphilis sores are completely healed.</p>	<p>Without treatment, the infected person will continue to have syphilis even after there are no signs or symptoms; infection remains in the body. In late stages of syphilis, the disease may subsequently damage the internal organs, including the brain, nerves, eyes, heart, blood vessels, liver, bones, and joints. Signs and symptoms of the late stage of syphilis include difficulty coordinating muscle movements, paralysis, numbness, gradual blindness, and dementia. This damage may be serious enough to cause death.</p>
Trichomoniasis	<p>Most people infected with trichomoniasis do not have any signs or symptoms.</p> <p>Men with trichomoniasis may feel itching or irritation inside the penis, burning after urination or ejaculation, or discharge from the penis.</p> <p>Women with trichomoniasis may notice itching, burning, redness or soreness of the genitals, discomfort with urination, or a thin discharge with an unusual smell that can be clear, white, yellowish, or greenish.</p>	<p>Trichomoniasis can be cured with a single dose of prescription antibiotic medication.</p>	<p>Trichomoniasis can increase the risk of getting or spreading other sexually transmitted infections.</p> <p>Pregnant women with trichomoniasis are more likely to have their babies too early, and more likely to deliver a low-birth weight baby (less than 2.5 kg).</p>
Chancroid	<p>The infection begins with painful open sores on the genitals, sometimes accompanied by swollen, tender lymph nodes in the groin.</p> <p>Symptoms in women are often less noticeable. They may include painful urination or defecation, painful intercourse, rectal bleeding, or vaginal discharge.</p>	<p>People with chancroid can be treated effectively with one of several antibiotics.</p>	<p>Some people may have months of painful ulcers and draining. Complications include urethral fistulas and scars on the foreskin of the penis in uncircumcised males.</p>
Genital Herpes	<p>Most individuals have no or only minimal signs or symptoms. When signs do occur, they typically appear as one or more blisters on or around the genitals or rectum. The blisters break, leaving tender sores that may take two to four weeks to</p>	<p>There is no treatment that can cure herpes, but antiviral medications can</p>	<p>Acute infection can — but does not always — lead to chronic infection.</p> <p>Genital herpes can cause recurrent painful genital sores in many adults.</p>

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	heal the first time they occur. Typically, additional outbreaks will occur weeks or months after the first.	shorten and prevent outbreaks while a person is taking the medication.	Genital herpes can lead to potentially fatal infections in babies.
Hepatitis B	<p>Acute Hepatitis B virus is a short-term illness that occurs within the first 6 months after someone is exposed to the Hepatitis B virus. Symptoms, if they appear, can include:</p> <ul style="list-style-type: none"> <li>Fever</li> <li>Fatigue</li> <li>Loss of appetite</li> <li>Nausea</li> <li>Vomiting</li> <li>Abdominal pain</li> <li>Dark urine</li> <li>Clay-colored bowel movements</li> <li>Joint pain</li> <li>Jaundice (yellow color in the skin or the eyes)</li> </ul> <p>Chronic Hepatitis B virus infection is a long-term illness that occurs when the Hepatitis B virus remains in a person's body. Most individuals with chronic Hepatitis B remain symptom-free.</p>	<p>There is no medication available to treat acute Hepatitis B.</p> <p>People with chronic Hepatitis B should be monitored regularly for signs of liver disease and evaluated for possible treatment.</p>	<p>Acute infection can — but does not always — lead to chronic infection.</p> <p>Chronic Hepatitis B is a serious disease that can result in long-term health problems, including liver damage, liver failure, liver cancer, or even death.</p> <p>If a pregnant woman has Hepatitis B, she can pass the infection to her baby during birth.</p>
Human Immunodeficiency Virus (HIV)	<p>There are no specific signs and symptoms for HIV.</p> <p>Over time, HIV continues to multiply and destroy immune cells, and will eventually cause AIDS (Acquired Immuno-deficiency Virus). Common symptoms of AIDS include:</p> <ul style="list-style-type: none"> <li>Soaking night sweats</li> <li>Shaking chills or high fever for several weeks</li> <li>Cough and shortness of breath</li> <li>Chronic diarrhea</li> <li>Persistent white spots or unusual lesions on your</li> </ul>	<p>There is no cure for HIV or AIDS. However, a variety of drugs can be used in combination to control the virus.</p>	<p>HIV infection weakens your immune system, making you highly susceptible to all sorts of infections and certain types of cancers.</p> <p>If left untreated, HIV/AIDS is fatal.</p>

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	tongue or in your mouth Headaches Persistent, unexplained fatigue Blurred and distorted vision Weight loss Skin rashes or bumps		
Human Papillomavirus (HPV)	Most people with HPV do not develop symptoms or health problems from it.	There is no treatment for the virus itself, but there are treatments for the problems that HPV can cause.	Sometimes, certain types of HPV can cause genital warts (small bump or groups of bumps in the genital area) in males and females.  Other HPV types can lead to cancer over time.

## Module 15 – Safer Sex

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 15 and 16.**

### Introduction

All sex contains some amount of risk. The only way to completely avoid pregnancy and STIs is to avoid having sex. However, there are several ways to make sex safer.

**Objectives:** By the end of the session, participants will:

- learn different ways for making sex safer
- know how to use a condom
- explore their own values regarding sex

**Duration:** 90 minutes

### Materials

Condoms (at least 2 per participant)

Tissues

Flip chart paper

Markers

### Preparation

### Process

- 5 minutes: Welcome, Ice Breaker
- 20 minutes: Safer Sex  
Explain that all sex contains some amount of risk. The only way to completely avoid pregnancy and STIs is to avoid having sex. However, there are several ways to make sex safer. We already discussed ways to avoid pregnancy in Module 10.

Condoms protect us against pregnancy AND illness at the same time. When used correctly and consistently, condoms are effective 98 times out of 100.

Distribute condoms to all participants. Encourage them to look at and touch the package, and to notice the expiration date. Mention the proper way to store condoms (in a cool, dry place that is out of direct sunlight). Demonstrate how to open a condom wrapper without damaging the condom. Ask participants to open the wrapper carefully and remove the condom. Show participants how to find and hold the tip of the condom, and how to roll the condom onto a penis (using a wooden model, for example). Explain that when a man ejaculates during sex, his semen collects in the tip of the condom. This stops the man's sperm from reaching her vagina, which will prevent pregnancy. It also keeps the man's sperm from touching the woman's genitals, which will prevent the spread of HIV and other STIs. Demonstrate the proper way to remove the condom from the penis (retaining the fluid inside the condom), and the proper way to dispose of a used condom.

After this exercise, collect all of the condoms and wrappers in a trash bin. Distribute tissues or cloths so that participants can wipe off their hands.

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

- 30 minutes: Condom Discussion

Divide participants into groups, giving each group markers and large sheets of paper. Give the groups 10 minutes to brainstorm all the reasons they can think to answer their group's question:

*Group 1: Why do people use condoms?*

*Group 2: Why don't people use condoms?*

*Group 3: Why do men have sex?*

*Group 4: Why do women have sex?*

Possible responses:

Why do people use condoms?

Birth spacing, avoid unintended pregnancy	Peace of mind, not worried about pregnancy or STI	Respect for own and partner's body
Avoid STIs, including HIV	Fear	They are knowledgeable about safer sex practices
Avoid spreading STI including HIV to a sexual partner	Protection	To have an affair
Partner insists on it		

Why don't people use condoms?

Too expensive	Not available	Not on hand when they are needed
Don't know how to use them	Afraid of how partner will react	They are knowledgeable about safer sex practices
Believe condoms are sinful	Not aware of condoms	Sex is unplanned/unexpected
Too shy to bring it up	Too awkward/disrupts sex	Believe condoms are not effective
Do not have proper information	Condom is damaged or expired	Not worried about STI or pregnancy
Belief that condoms reduce sensation during sex	To become pregnant	

Why do men have sex?

Love	Desire	Control	Satisfaction	Procreation
Habit	Boredom	Validation	Curiosity	Intimacy
Revenge	Excitement	Status	Fun	Duty

Why do women have sex?

Love	Desire	Control	Satisfaction	Procreation
Habit	Boredom	Validation	Curiosity	Intimacy
Revenge	Excitement	Status	Fun	Duty

Hang all the sheets on the wall and ask participants to walk around and look at the different lists.

Facilitate a group discussion, asking

- What can we learn from these lists?



- Look at the reasons why men have sex and the reasons why women have sex. Are they the same or different? If there are differences, what is the reason? What does this tell us about gender and power in our society?
- What happens when two people have different motivations for having sex?
- Was it easier to think of reasons why people use condoms or why people don't use condoms? Are some of the reasons answers that men might give or that women might give, or answers that both men and women might give? Why are some answers associated with one sex but not the other?

Ask participants:

- Where can you buy or access condoms?
  - How much do they cost?
  - Are there any barriers to buying or accessing condoms?
  - What are some ways to minimize or eliminate these barriers?
- 30 minutes: Values Clarification  
Find a space where participants can easily move around. Designate one side of the room as 'Agree,' and the opposite side as 'Disagree,' and a place in the middle as 'Don't know.'

Read one of the Values Clarification statements below aloud. Ask participants to respond by moving closest to the sign that corresponds with their opinion. Participants should choose where they stand based on how strongly they agree or disagree with the statement.

The Values Clarification statements listed below are examples. Choose a few, depending on how much time is available. Create others that are relevant to the context in your context.

Move through the statements slowly. After each statement, facilitate a discussion about why people chose the response that they did. Use questioning to dig deeper into the underlying issues. Allow some time for debate between people of differing viewpoints. After a short debate, ask people if they would like to change their position.

It is important to maintain a non-judgmental, "safe" atmosphere during this exercise. Allow each person to express his or her thoughts without making a judgment about who is right or wrong. These are complicated, emotional issues, and some participants may react strongly. Remember that everyone brings his or her own personal perspective to this exercise. Encourage participants to be open and respectful to other points of view.

#### Values Clarification statements:

- A woman can say "no" if she doesn't want to have sex.
- I am embarrassed to talk about sex.
- Sex is mainly for reproduction.
- A man can be satisfied with only one wife.
- It is a woman's responsibility to avoid getting pregnant.
- A husband can force his wife to have unprotected sex even if he knows he has a sexually transmitted disease.
- A man needs other women, even if things with his wife are fine.
- I would be outraged if my husband (boyfriend) wanted to use a condom.
- Women who carry condoms with them are "easy."
- Sex is supposed to be fun.

- Women should not have sex before they get married.
  - Men should not have sex before they get married.
  - It is normal for married men to have sex with women other than their wives.
  - It is ok for a man to go to a sex worker.
- 
- 5 minutes: Closing

## **Literacy**

Reading and writing notes on the flip chart

Key vocabulary: safe sex, sperm, condom

## **Notes for facilitators**

It is important to maintain a non-judgmental, “safe” atmosphere during the values clarification exercise. Allow each person to express his or her thoughts without making a judgment about who is right or wrong. These are complicated, emotional issues, and some participants may react strongly. Remember that everyone brings his or her own personal perspective to this exercise. Encourage participants to be open and respectful to other points of view.

This exercise exposes participants to people with differing opinions. It demonstrates that people have a broad range of opinions and experiences that we may not always agree with. Sometimes, our society or our culture expects us to act in a certain way. (This will be discussed further in Unit 4.) Nevertheless, within societies and cultures, there can still be a broad range of opinions and beliefs. Even if people ascribe to similar cultural norms, they may have very different personal opinions.

The values clarification exercise is meant to stimulate self-awareness and reflection among participants. This exercise may inspire strong emotional reactions among participants. Remind participants that everyone is entitled to her own opinion. This is not the forum to engage in a debate, or to try to convince others that they are wrong. Pay attention to participants’ reactions to this activity, and be available if any of them would like to talk – privately or with the group – about their reactions.

## **Notes on adapting this module**

### **Notes for factory managers**

Does your factory provide condoms to workers for free or at a low cost? How can workers access condoms? Can they take condoms anonymously, or do they need to ask a health officer (or someone else) for them? Make it as easy as possible for workers to have access to condoms.

## **Source**

Condom Discussion and Values Clarification were adapted from ISOFI Toolkit: Tools for learning and action on gender and sexuality. Copyright © 2007 Cooperative for Assistance and Relief Everywhere, Inc. (CARE) and International Center for Research on Women (ICRW). Used by permission.

## Module 16 – Discussing Safer Sex

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 15 and 16.**

### Introduction

Discussing safer sex with one's partner can be difficult. Using communication techniques the have learned thus far in the training, participants will have an opportunity to practice having conversations on sensitive topics.

**Objectives:** By the end of the session, participants will:

- practice communicating about safer sex

**Duration:** 90 minutes

### Materials

Role play scenarios

### Preparation

Edit and add role play scenarios as appropriate for your context

### Process

- 10 minutes: Welcome, Ice Breaker
- 75 minutes: Discussing safer sex  
Divide participants into pairs, and give each pair a role play scenario. Allow groups 15-20 minutes to prepare and practice their role plays. Role plays should be 3-4 minutes long. Remind participants about passive/assertive/aggressive communication.

Each of these scenarios represents a conversation between a man and a woman. Therefore one of the participants will have to play the role of the man.

Bring the larger group back together. Ask each group to perform their role plays.

#### Sample Role Play Scenarios

*A woman does not want to use condoms because she feels it reduces sexual pleasure. The man argues why and how condoms can be pleasurable.*

*A man is upset because his partner was supposed to buy condoms but did not do so.*

*A woman insists partner should wear a condom because she suspects he has other girlfriends.*

*A man does not want to admit to his partner that he does not know how to use a condom.*

*A man is startled when his partner wants to start using condoms, because the pair has had sex without condoms on several previous occasions.*

*A man is eager to have sex with his girlfriend, but his girlfriend wants to wait until she finishes her education.*

*A man is eager to have sex with his girlfriend, but she refuses. He says if she loves him, she should prove it by having sex with him, and he threatens to leave her if she won't do it.*

*As a woman walks home from the bus stop every day, she is approached by a man who says he wants to be her boyfriend, but she is not interested in him.*

*A man and a woman have been seeing each other for six months now. They have not had sex yet, but are finding it difficult to control their sexual feelings for each other.*

After each role play, ask the wider group if they have additional ideas for how such a situation could be handled.

After all the groups have performed their role plays, ask participants who played the male role about their experiences. How did it feel to portray the man's point of view? Did playing the male character make you think differently about the situation?

- 5 minutes: Closing

## **Literacy**

Reading role play scenarios

### **Notes for facilitators**

Discussing sexual matters with one's partner can be quite sensitive. It encompasses issues related to personal power, gender, control over one's body, fidelity, religion, a couple's relationship, etc. It may trigger a strong, perhaps even violent reaction in one's partner. Be very mindful of potential unintended consequences of practicing new behaviors and communication strategies. Others may feel threatened when a woman begins to behave assertively and challenge existing gender and power norms. Above all, do not ask women to do anything that may put themselves in danger.

During the role plays, participants will have an opportunity to respond to resistance or disagreement from their partners. Following the role plays, ask the wider group if they have additional ideas for how such a situation could be handled.

### **Notes on adapting this module**

The role play scenarios presented here have been written to give you an idea of what the module is supposed to achieve. Add names, and add or change other details, to tailor these scenarios to your context. Also, you may decide to create additional role play scenarios that reflect the participants' workplace, community and home.

### **Notes for factory managers**

### **Source**

This module was adapted from the Life Skills and Leadership Manual, by the United States Peace Corps, and from ISOFI Toolkit: Tools for learning and action on gender and sexuality. Copyright © 2007 Cooperative for Assistance and Relief Everywhere, Inc. (CARE) and International Center for Research on Women (ICRW). Used by permission.

## Module 17 – Mapping Health Resources

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to shorten this module to 45 minutes.**

### Introduction

A critical component of this training is linking participants with resources that are available in their communities. Often, resources are available that are not recognized as such. Knowing where and how to access health-related information, products and services is an important – and empowering – skill.

**Objectives:** By the end of the session, participants will:

- identify health-related resources that are available in their communities

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

### Preparation

### Process

- 5 minutes: Welcome, Icebreaker

- 80 minutes: Mapping health resources

In this exercise, participants are asked to identify what they consider to be health resources within their community. Community can be defined in many ways. It can be a neighborhood, a village, a city, a workplace, etc. Try to divide participants into groups that are as homogenous as possible, so that they can map a common community. If participants don't live in the same neighborhood, then ask the group to map the factory and its surrounding areas.

**ALTERNATIVE:** Divide the participants into three groups with one each focusing on: 1) Health resources around the factory; 2) Health resources in the community; 3) Health resources in their villages or where family lives. Have each group create a map and present.

Ask participants to work together to draw a map of their community. If they have never seen a map, explain that you are asking them to imagine how their community would look to someone flying over it, and draw that image on the paper. Reassure the participants that things do not have to be drawn exactly – the map is only to get a general idea of what the community looks like.

Ask the participants to draw all of the health resources in the community. Explain that “resources” are buildings, organizations, people, or services that are available to the community when they are needed: health posts, pharmacies, hospitals, clinics, health information, natural remedies, materials (eg bed nets, condoms), water wells, public baths, markets, rivers, midwives, doctors, etc. Ask them to identify the various community resources by name or with a symbol or picture.

Groups can also indicate areas on the map that are unhygienic, or that promote illness and disease.

Lead a group discussion about the maps, using the following questions to guide you.

- Are you surprised by the amount of resources in your community? Are there more or fewer than you had thought?
  - Which places or resources can be visited by anyone in the community?
  - Are there any places or community resources that certain people might feel uncomfortable or unsafe visiting or using? Can you identify these places and resources on the map?
  - How can we evaluate the quality of community health resources?
- 
- 5 minutes: Closing

## **Literacy**

Creating a map

Key vocabulary: community, map, health resources

## **Notes for facilitators**

It is not possible to verify the quality of all the available resources. If time allows, you may wish to ask participants if anyone has had direct experience with a community resource, and, if so, what was the result. Were they treated respectfully? Were they satisfied with the quality of the service? Would they recommend it to others?

You may also wish to invite factory medical staff to participate in this session.

## **Notes on adapting this module**

## **Notes for factory managers**

## **Source**

Mapping Health Resources was adapted from ISOFI Toolkit: Tools for learning and action on gender and sexuality. Copyright © 2007 Cooperative for Assistance and Relief Everywhere, Inc. (CARE) and International Center for Research on Women (ICRW). Used by permission.

## Module 18 – Review/Bringing it all Together

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to shorten this module to 45 minutes.**

### Introduction

In a lengthy training such as this, it is important to pause from time to time to review what has been covered, highlight linkages between the different modules, identify applications for new knowledge and skills both at home and at work, and look forward to upcoming modules. Review sessions are also an opportunity to evaluate and celebrate progress thus far.

**Objectives:** By the end of the session, participants will:

- review the previous 8 weeks
- make connections between previous modules
- make connections between lessons learned and overall training objectives

**Duration:** 90 minutes

### Materials

Flip charts and visual aids from previous modules  
Expectation Tree from Module 1

### Preparation

Invite representative(s) from factory management to attend

### Process

- 5 minutes: Welcome, Icebreaker
- 45 minutes: Review  
Help participants to recall each session since the beginning of the training. Walk them through the highlights of each session, using visual reminders whenever possible to prompt their memories.

Ask participants:

- What is the most important thing that you've learned so far?
- How have you applied the skills you have learned?
- What changes have you noticed in yourself so far?
- What changes have you noticed in your fellow participants so far?

As a group, review the Expectation Tree.

Ask participants:

- What have you learned in the training that has helped you to become a more successful woman?
- Is there anything you would like to add or delete from the Expectation Tree?

Encourage participants to review the goals they set for themselves in Module 2.

Ask participants:

- What progress have you made toward these goals?
- In what ways have you made progress?
- In what ways do you plan to make progress in the coming weeks?

Ask participants to nominate a representative to speak on behalf of the group to representative(s) from factory management, who will be joining the session shortly.

- 35 minutes: Share Progress

Invite representative(s) from factory management to hear an update on the training from the participants.

Give the floor to the participant representative to present a summary of what the group has learned so far. Whenever appropriate, she should use visual aids to demonstrate group work.

As facilitator, spend a few minutes providing participants and management with an overview of what will be covered during the next two months of the training.

Invite representatives from factory management to say a few words of encouragement and support to the participants.

**ALTERNATIVE:** Having just finished an intense health curriculum, consider inviting representatives from local health resources to come and do a “health fair “for the women: offer a minimal physical (check blood pressure, weight), offer advice on best practices, schedule future appointments, etc.

- 5 minutes: Closing

## Literacy

Reading notes on the flip chart

## Notes for facilitators

Use this session to make connections between new knowledge and skills; to highlight progress thus far; and to foster a sense of achievement and confidence among participants. Stress action: How will participants apply their new knowledge and skills, both at work and at home?

## Notes on adapting this module

## Notes for factory managers

Participants respect your opinions and will look to you for approval. Praise them for their efforts thus far. Be as specific as possible when giving compliments. Encourage participants to continue their good work and stay focused on their goals. Supportive engagement from management will foster loyalty among employees.

## Source

n/a



## Introduction to Unit 2: Functional Literacy and Personal Finance

All participants will have at least basic literacy skills prior to beginning the Advanced Training. Basic literacy is emphasized throughout the entire curriculum. This unit builds on basic literacy skills to focus on functional literacy. Here, functional literacy refers to vocabulary, measurements, calculations, reading and writing that are used in the workplace.

Personal finance is closely related to the mathematical aspect of functional literacy, so these topics have been combined in this unit. In addition, personal finance skills such as budgeting and fiscal responsibility will also help women to be more effective leaders in the workplace.

**ALTERNATIVE TO NOTE:** You may be training in a factory/community with workers that are by and large literate, and the “deep dive” into the Unit 2 modules is not necessary.

For example: SWASTI, which implements the Women in Factories program in India, trains a largely literate workforce. As a result, SWASTI has added a literacy review at the front of the training (inserting it as Module 3 in Unit 1) to encourage participants to read and write often, and do so with their children. For participants who have low or no literacy, SWASTI is providing them with toolkits provided by the Indian Ministry of Education.

During the module, SWASTI asks:

- *What is literacy? Why is it important?*
- *Why should one know how to read and write?*
- *How one can learn to read and write?*
- *What is the importance of a support system? (e.g. literate friends, children, co-workers, neighbors and other family members).*
- *What is an Adult Learning Tool Kit? How can it help you improve your literacy?*
- *Setting expectations: What is our responsibility to become literate? What goals can be set for when an illiterate person can read and write small words/sentences, and do simple arithmetic?*

Additionally, at the conclusion of every module of the Advanced Training, trainers spend 10 minutes reviewing letters/numbers/vocabulary with the learners, incorporating quizzes or games – this keeps literacy skills fresh for participants.

## Module 19 – Reading and Writing

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 18, 19, and 20.**

### Introduction

Effective communication in the workplace, particularly among supervisors and managers, requires that workers be able to express themselves in complete, coherent sentences.

**Objectives:** By the end of the session, participants will:

- practice reading and writing simple sentences

**Duration:** 90 minutes

### Materials

Cards  
Markers  
Picture codes  
Blank pieces of paper (A4 cut into quarters)

### Preparation

Write sentences, one word on each card  
Collect or make 5 picture codes  
Cut blank pieces of A4 paper into quarters

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Sentence puzzles  
Divide participants into groups of four. Give each group a set of cards. Each card in the set should contain one word of a sentence.

Sample sentences (not more than 10 words):

I have worked at this factory for three years.  
I bring rice and beans to eat for lunch.  
I wash my hands after I use the latrine.  
My house is not far from my workplace.  
I know how to operate a sewing machine.  
My line met its production goal every day this week.

Instruct the groups to arrange the words into a sentence that makes sense. When a group has finished, ask them to exchange words/sentences with another group that has also finished. Repeat the exercise as time allows.

- 50 minutes: Picture codes  
Show participants five pictures, one at a time. For each picture, participants should write a sentence on a card about what they see. They can describe the scene, or they can say what's happening, or they can

imagine what the person is saying/thinking, etc. Encourage participants to use their imaginations and think creatively. They may also wish to use humor.

After all participants have written a sentence, collect the cards, then redistribute them so that everyone has a card that they didn't write. Ask each participant to read the sentence on the card, one by one. Even though all of the participants looked at the same picture, there should be a variety of different sentences.

- 5 minutes: Closing

## **Literacy**

Arranging words into sentences

Reading and writing sentences

## **Notes for facilitators**

All participants will have at least some basic literacy skills. Some will have completed several years of primary and possibly secondary schooling. Others will have completed a four-month literacy training before beginning this Advanced Training. In this context, basic literacy skills includes being able to recognize and write letters and know their sounds, and how to construct words using letters. Participants who have only basic literacy skills will require extra time and concentration to read and write, compared to those with more advanced literacy skills.

The focus of these modules is therefore on functional literacy (ie in the workplace, in the community, at home) rather than basic literacy.

Some participants may feel shy to read aloud. An important aspect of this curriculum is providing women with an opportunity to expand their comfort zone in a safe, supportive environment. Help women to read if they struggle with literacy, and praise them for their efforts. Remind them that they do not need to read perfectly. The more they practice, the easier it will become. Assure them that they are surrounded by people who wish to see them succeed.

## **Notes on adapting this module**

For the last step of the second activity, if some participants struggle to read aloud, you can divide the group into pairs and allow them to practice reading in pairs before they read aloud to the group.

## **Notes for factory managers**

## **Source**

n/a

## Module 20 – Reading and Writing

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 18, 19, and 20.**

### Introduction

Effective communication in the workplace, particularly among supervisors and managers, requires that workers be able to express themselves in complete, coherent sentences.

**Objectives:** By the end of the session, participants will:

- practice reading and writing simple sentences

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

Stopwatch

### Preparation

### Process

- 5 minutes: Welcome, Icebreaker
- 20 minutes: Prepare for interviews  
Explain to participants that they will be conducting an interview. Demonstrate your expectations for this exercise by sharing sample questions, conducting a brief interview, showing your notes (on the flip chart) and reporting your findings.  
  
Divide participants into pairs. Ask participants to write five questions for their partner on a sheet of paper. They should leave space under each question so that they can write their partner's answers.
- 20 minutes: Interviews  
Each person will have 10 minutes to interview their partner. Interviewers should write down the person's answers. Answers do not have to be written word-for-word.
- 50 minutes: Reporting  
Each participant will report back to the group information that they learned from the interview. Tell participants how much time they will have to give their report (depending on the time available and the number of participants). Use a stopwatch to keep time, if necessary.
- 5 minutes: Closing

### Literacy

Writing questions and answers

Taking notes

Key vocabulary: interview, notes

## **Notes for facilitators**

All participants will have at least some basic literacy skills. Some will have completed several years of primary and possibly secondary schooling. Others will have completed a four-month literacy training before beginning this Advanced Training. In this context, basic literacy skills includes being able to recognize and write letters and know their sounds, and how to construct words using letters. Participants who have only basic literacy skills will require extra time and concentration to read and write, compared to those with more advanced literacy skills.

The focus of these modules is therefore on functional literacy (ie in the workplace, in the community, at home) rather than basic literacy.

## **Notes on adapting this module**

## **Notes for factory managers**

## **Source**

n/a

## Module 21 –Reading and Writing

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 18, 19, and 20.**

### Introduction

Effective communication in the workplace, particularly among supervisors and managers, requires that workers be able to express themselves in complete, coherent sentences.

**Objectives:** By the end of the session, participants will:

- practice reading and writing simple sentences

**Duration:** 90 minutes

### Materials

Pens

### Preparation

Write brief (2-4 sentences) scenarios – approximately 1 scenario for every 3-4 participants  
Coordinate the factory tour with management

### Process

- 5 minutes: Welcome, Icebreaker
- 40 minutes: Storytelling  
Distribute scenarios to participants, so that they are evenly distributed throughout the room. Ask participants to read the scenarios aloud. Instruct participants to write one sentence that adds to the story. After they have written one sentence, they should pass the scenario to the person sitting next to them. That person will repeat the same exercise, then pass it along. After each scenario has 10-12 sentences written on it, collect the stories and have participants read them out loud. Choose participants to read that did not read aloud earlier in the session.

Sample scenarios:

I went to the market yesterday. I shocked by to find something very unusual there...

When I was a young girl, I had a very active imagination. I used to pretend that I was...

When I was riding on the bus, two people got into an argument about...

- 40 minutes: Factory tour  
As a group, walk around the factory and read different signs that are posted. If the group is large, split into smaller groups, if possible. Ask participants to read the signs aloud. Ask participants to give feedback if certain signs are not clear or easy to understand, or if they think a sign can be improved in some way, or if they see the need for a new sign that is not currently posted.
- 5 minutes: Closing

### Literacy

Reading and writing sentences

Reading and writing signs

**Notes for facilitators**

All participants will have at least some basic literacy skills. Some will have completed several years of primary and possibly secondary schooling. Others will have completed a four-month literacy training before beginning this Advanced Training. In this context, basic literacy skills includes being able to recognize and write letters and know their sounds, and how to construct words using letters. Participants who have only basic literacy skills will require extra time and concentration to read and write, compared to those with more advanced literacy skills.

The focus of these modules is therefore on functional literacy (ie in the workplace, in the community, at home) rather than basic literacy.

The storytelling activity is a fun way to strengthen reading and writing skills among participants.

**Notes on adapting this module****Notes for factory managers**

If and when participants approach you with suggestions for how to improve or add signs in the workplace, keep an open mind. They are learning how to be assertive and not confrontational. Remember that they are making suggestions because they care about their workplace and want to make it even better.

**Source**

n/a

## Module 22 – Filling Out Forms

### Introduction

All workplaces have a variety of forms that need to be filled out from time to time, particularly by supervisors and managers. The next two sessions will provide participants with a chance to practice filling out various factory forms.

**Objectives:** By the end of the session, participants will:

- practice filling out forms used in the workplace

**Duration:** 90 minutes

### Materials

Copies of blank forms

### Preparation

Collect from factory management different forms that supervisors or managers may need to fill out (eg leave request, disciplinary referral, maintenance request, performance evaluation, supply order, etc)

Copy blank forms

*OPTIONAL: Invite HR staff to join this session, to orient workers to specific forms the factory uses.*

### Process

- 5 minutes: Welcome, Icebreaker
- 80 minutes: Filling out forms  
Distribute various forms (one at a time) that supervisors or managers may need to fill out. Discuss the forms as a group, line by line. Ask participants to practice filling in the forms. Provide feedback and suggestions for improvement.

You may wish to add an Icebreaker in the middle to help re-energize participants if they begin to lose focus.

*NOTE: Participants may want to take forms home to continue practicing, and return them to the trainers to check for accuracy; confirm with HR that is acceptable.*

- 5 minutes: Closing

### Literacy

Reading and filling out forms

### Notes for facilitators

All participants will have at least some basic literacy skills. Some will have completed several years of primary and possibly secondary schooling. Others will have completed a four-month literacy training before beginning this Advanced Training. In this context, basic literacy skills includes being able to recognize and write letters and know their sounds, and how to construct words using letters. Participants who have only basic literacy skills will require extra time and concentration to read and write, compared to those with more advanced literacy skills.



The focus of these modules is therefore on functional literacy (ie in the workplace, in the community, at home) rather than basic literacy.

Consider inviting representatives from factory management to review the forms and provide feedback to participants.

## **Notes on adapting this module**

### **Notes for factory managers**

Help workers to become more effective and more confident by clearly communicating your expectations for what information should be included in forms, and how it should be communicated.

When appropriate, provide constructive feedback regarding the completion of factory forms. When giving constructive feedback, begin by complimenting the worker on something she did well before you point out what she can improve. Be specific with your praise and your suggestions.

### **Source**

n/a

## Module 23 – Reading and Writing Numbers

### Introduction

Basic literacy includes a familiarity with numbers as well as letters and words. Numbers, measurements and calculations are particularly relevant in the factory setting.

**Objectives:** By the end of the session, participants will:

- read and write numbers

**Duration:** 90 minutes

### Materials

Tokens for playing Bingo (eg dry beans, small pieces of paper, etc)

Prizes for Bingo winners (eg sweets)

Blank Bingo cards

Numbers Worksheet

Pens

### Preparation

Prepare a sample Bingo card (5x5 grid randomly filled with numbers between 1-50)

Copy Numbers Worksheet

### Process

- 5 minutes: Welcome, Icebreaker
- 35 minutes: Writing numbers  
Distribute the Numbers Worksheet to participants. Ask them to complete the worksheet. As they write, walk around the room to assess the skill level of participants, to offer help when needed, and to see that numbers are being written properly.
- 45 minutes: Bingo  
Distribute blank Bingo cards to all participants. Slowly read the numbers that you prepared in your sample Bingo card. Instruct participants to place the numbers randomly on their Bingo card, so that each card will be different.

Explain to participants how Bingo is played. When they hear a number, they should cover it on their Bingo card with a token. The first person to get five tokens in a row – vertically, horizontally or diagonally – is the winner & should shout “Bingo!” Give a small prize to the winner of each game.

When you call the numbers, do not say the number. Rather, give a mathematical clue. For example, if the number is 20, you could say “ten plus ten” or “the number that comes after 19.”

Continue playing for as long as time allows.

- 5 minutes: Closing

### Literacy

Reading and writing numbers

Placing numbers in sequence  
Simple addition and subtraction

## **Notes for facilitators**

All participants will have at least some basic literacy skills. Some will have completed several years of primary and possibly secondary schooling. Others will have completed a four-month literacy training before beginning this Advanced Training. In this context, basic literacy skills includes being able to recognize and write letters and know their sounds, and how to construct words using letters. Participants who have only basic literacy skills will require extra time and concentration to read and write, compared to those with more advanced literacy skills.

The focus of these modules is therefore on functional literacy (ie in the workplace, in the community, at home) rather than basic literacy.

## **Notes on adapting this module**

## **Notes for factory managers**

## **Source**

n/a

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Numbers Worksheet

Practice writing the numbers:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

Fill in the missing numbers in each sequence:

19	20		22	23		25
44	45		47	48		50
72		74			77	78
	103	104	105		107	
		1254		1256	1257	1258

## Module 24 – Solving Mathematical Problems

**NOTE:** Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 24, 25, and 26.

### Introduction

Measurements and calculations are used on a daily basis in the factory setting, and are an important part of functional literacy.

**Objectives:** By the end of the session, participants will:

- practice solving mathematical problems

**Duration:** 90 minutes

### Materials

Small prizes for winners

Worksheets

Pens or pencils

### Preparation

Customize math problems to reflect the context at each factory

Prepare sample math problems

Copy worksheets

### Process

- 5 minutes: Welcome, Icebreaker
- 80 minutes: Solving math problems  
Divide participants into groups of four. Give each group a worksheet with math problems. Offer a prize to the group(s) that gets the most questions correct.

Before beginning the competition, have a discussion about the context in which the math problems take place. For example, if the question is, “The production quota for the day is 490 pieces. The line actually produced 475 pieces. They were short of their goal by how many pieces?”, ask participants to discuss the consequences of being over or under their production quota.

#### Sample math problems:

1. This month Selina worked overtime for 12 days. In the previous month she worked overtime for 13 days. In two months how many days did she work overtime?
2. Yesterday 25 children were immunized. Today another 15 children were immunized. How many children were immunized in total?
3. Mina earns 70 taka per day. Yesterday Mina earned 40 taka. How much less did she earn yesterday compared to her usual income?
4. Seema Earns 70 taka and spends 45 taka per day. How much does she save per day?
5. Rani earns 75 taka per day. She saves 29 taka per day. How much did she spend?
6. Rina makes 18 pieces of garments. Mina makes 25 pieces and Sabina makes 23 pieces. How many pieces were produced in total?
7. There are 3 oil jars. One jar has 16 liters, the other holds 22 liters and the 3rd one holds 17 liters old. How many liters of oil do the three jars hold?

8. Rani needs 20 liters of water every day. Mita needs 16 liters of water. How many liters of water do they need together?
9. The production quota for the day is 490 pieces. The line actually produced 502 pieces. How many additional pieces did the line produce today?
10. The production quota for the day is 490 pieces. The line actually produced 475 pieces. They were short of their goal by how many pieces?

- 5 minutes: Closing

## **Literacy**

Solving math problems

## **Notes for facilitators**

Modules 24, 25 and 26 all deal with solving mathematical equations. Module 24 focuses primarily on addition and subtraction; Module 25 focuses primarily on multiplication and division; and Module 26 focuses primarily on time, percentages, and other measurements.

## **Notes on adapting this module**

Ask managers or supervisors to provide you examples of measurements and calculations that are common at that factory. Math problems on the worksheet should be relevant and familiar to participants.

## **Notes for factory managers**

## **Source**

This module was adapted from CARE Bangladesh's WHEEL initiative, funded by the Walmart Foundation

## Module 25 – Solving Mathematical Problems

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 24, 25, and 26.**

### Introduction

Measurements and calculations are used on a daily basis in the factory setting, and are an important part of functional literacy.

**Objectives:** By the end of the session, participants will:

- practice solving mathematical problems

**Duration:** 90 minutes

### Materials

Small prizes for winners

Worksheets

Pens or pencils

### Preparation

Customize math problems to reflect the context at each factory

Prepare sample math problems

Copy worksheets

### Process

- 5 minutes: Welcome, Icebreaker
- 80 minutes: Solving math problems  
Divide participants into groups of four (different groups than the previous session). Give each group a worksheet with math problems. Offer a prize to the group(s) that gets the most questions correct.

Before beginning the competition, have a discussion about the context in which the math problems take place. For example, if the question is, “800 square meters of cloth are needed. Each bolt contains 150 square meters. How many bolts must be ordered?”, ask participants to discuss what would happen if too few or too many bolts were ordered.

Also, before beginning the competition, review the procedure for calculating an average.

#### Sample math problems:

1. A worker is entitled to two days of vacation each month. How many days of vacation will she have in one year?
2. The production quota for the day is 500 pieces. In a normal 8-hour work day, how many pieces must be produced each hour to meet this quota?
3. 800 square meters of cloth are needed. Each bolt contains 150 square meters. How many bolts must be ordered?
4. This week, quality inspectors found 15 defective garments on Sunday, 19 on Monday, 10 on Tuesday, 15 on Wednesday and 23 on Thursday. How many defective garments were there this week? What is the average number of defective garments per day?

5. Seema earns 70 taka per day. How much does she earn in one week? How much does she earn in one month?
6. Seema worked 12 hours of overtime this week. Her overtime wage is 13 taka per hour. How much did she earn in overtime this week?
7. 5000 garments were produced today by 7 production lines. On average, how many garments did each production line produce?

- 5 minutes: Closing

## Literacy

Solving math problems

### Notes for facilitators

Modules 24, 25 and 26 all deal with solving mathematical equations. Module 24 focuses primarily on addition and subtraction; Module 25 focuses primarily on multiplication and division; and Module 26 focuses primarily on time, percentages, and other measurements.

To calculate an average, add a series of numbers together, then divide by the amount of numbers in the problem.

For example, these are the number of hours that were worked each day this week.

Monday: 8

Tuesday: 10

Wednesday: 10

Thursday: 9

Friday: 12

To find out the average number of hours worked each day this week, add  $8 + 10 + 10 + 9 + 12 = 49$ .

Then, divide the sum (49) by the number of numbers that you added together (5).  $49 \div 5 = 9.8$ .

The worker worked an average of 9.8 hours each day this week.

### Notes on adapting this module

Ask managers or supervisors to provide you examples of measurements and calculations that are common at that factory. Math problems on the worksheet should be relevant and familiar to participants.

### Notes for factory managers

### Source

This module was adapted from CARE Bangladesh's WHEEL initiative, funded by the Walmart Foundation



## Module 26 – Solving Mathematical Problems

**NOTE:** Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 24, 25, and 26.

### Introduction

Measurements and calculations are used on a daily basis in the factory setting, and are an important part of functional literacy.

**Objectives:** By the end of the session, participants will:

- practice solving mathematical problems

**Duration:** 90 minutes

### Materials

Small prizes for winners

Worksheets

Pens or pencils

### Preparation

Customize math problems to reflect the context at each factory

Prepare sample math problems

Copy worksheets

### Process

- 5 minutes: Welcome, Icebreaker
- 80 minutes: Solving math problems  
Divide participants into groups of four (different groups than the previous session). Give each group a worksheet with math problems. Offer a prize to the group(s) that gets the most questions correct.

Before beginning the competition, have a discussion about the context in which the math problems take place. For example, if the question is, “A worker is 15 minutes late to work every day. In a month’s time, how many hours of work has she missed by arriving late?”, ask participants to discuss the consequences of a worker arriving late. Who is affected by her late arrival? How does it affect production?

Also, before beginning the competition, review the procedure for calculating a percentage.

#### Sample math problems:

1. A worker is 15 minutes late to work every day. In a month’s time, how many hours of work has she missed by arriving late? If her income is 9 taka per hour, how much income has she lost?
2. Of the 700 garments that were produced today, 680 were not defective. How many were defective? What percentage of garments were not defective? What percentage of garments were defective?
3. A pair of trousers moves through the production line in 8 minutes. At this rate, how many pair of trousers can be produced in an hour? How many can be produced in a day?

4. A pair of trousers requires 5.5 meters of thread. How many meters of thread are needed to meet the production quota of 475 pair of trousers?
5. It takes 30 minutes to remove a broken sewing machine and replace it with one that works properly. If an operator works on 50 shirts in an hour, how many shirts did she not sew during the time she was not using her machine?
6. During the busy season, the factory will need to hire 20% more employees to fill all their orders. If 1200 employees usually work at the factory, how many additional employees are needed during the busy season?
7. In a factory of 2000 workers, 3% of employees are typically absent on a normal day. How many workers are typically absent?

- 5 minutes: Closing

## Literacy

Solving math problems

### Notes for facilitators

Modules 24, 25 and 26 all deal with solving mathematical equations. Module 24 focuses primarily on addition and subtraction; Module 25 focuses primarily on multiplication and division; and Module 26 focuses primarily on time, percentages, and other measurements.

To calculate a percentage, divide number x by number y. Then multiply your result by 100 and this will give you the percentage.

For example: Of the 700 garments that were produced today, 680 were not defective. What percentage of garments were not defective?

$$680 \div 700 = .97$$

$$.97 \times 100 = 97\% \text{ of the garments were not defective}$$

### Notes on adapting this module

Ask managers or supervisors to provide you examples of measurements and calculations that are common at that factory. Math problems on the worksheet should be relevant and familiar to participants.

### Notes for factory managers

### Source

This module was adapted from CARE Bangladesh's WHEEL initiative, funded by the Walmart Foundation

## Module 27 – Calculating Wages and Overtime

### Introduction

Because of differences in power between workers and management, and because of low literacy and numeracy among workers, workers may occasionally feel like they are being cheated, especially if they do not understand how wages and overtime are calculated. When workers understand how these calculations are done and know that they are being paid correctly, it will enhance the trust and loyalty they feel toward factory management.

**Objectives:** By the end of the session, participants will:

- be able to calculate wages and overtime accurately

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

Flip chart pages containing story problems

### Preparation

Flip chart pages containing story problems

Find out how the factory in question calculates overtime

Invite a representative from management (HR, finance, or the appropriate department) to attend this session

### Process

- 10 minutes: Welcome, Icebreaker
- 10 minutes: Introduction  
Ask participants:
  - Who calculates their wages and their overtime?
  - Do you ever verify the calculations?
  - How do you know if they are correct or incorrect?
  - If they are incorrect, do you think they are more or less than they should be?
  - What do you do if you notice an error?

Explain to participants that these calculations are simple to learn. Learning how wages and overtime are calculated will help them to ensure that they are receiving the correct payments.

- 65 minutes: Calculating Wages and Overtime  
Display the flip chart page with the following story problem:

[name] works for Star Garments. Her gross salary of 4200 Tk. includes her basic salary, plus allowances for housing and medical. She worked 80 hours of overtime this month. She would like to verify that her overtime was calculated correctly.

Ask participants:

- What information do we need to have to calculate overtime?
- What are the steps for calculating overtime?
- What is the first thing we must do?

In order to calculate overtime, **we must multiply the number of overtime hours by the overtime rate.** The overtime rate is normally double the regular hourly rate. Thus we must know the regular hourly rate.

On the flip chart, work through the calculations step by step.

## **Step 1: Determine the regular hourly rate.**

Gross salary = Basic salary + Housing allowance + Medical allowance = 4200

Medical allowance = 200

Basic salary + Housing allowance - Medical allowance = 4000

Housing allowance = 40% of basic salary

Basic salary =  $4000 \div 1.4 = 2857.14$  or 2857 Tk

Housing allowance =  $4000 - 2857 = 1143$  Tk

Per day salary = Basic salary  $\div$  26 (monthly working days = 26)  
=  $2857.14 \div 26 = 109.89$

Per hour salary = Per day salary  $\div$  8 (per day working time 8 hours)  
= 13.736 or **14 Tk**

## **Step 2: Determine the hourly overtime rate**

Per hour overtime = per hour salary  $\times$  2 (overtime is double of per hour salary)  
=  $14 \times 2 = 28$  Tk

## **Step 3: Calculate the amount of overtime income**

80 hours overtime = 80  $\times$  per hour overtime =  $80 \times 28 = 2240$  Tk

## **Step 4: Add overtime income to regular income**

Total salary = Monthly gross salary + 80 hours overtime  
=  $4200 + 2198 = 6398$  Tk

After you have done this exercise together, tell participants that they will have a chance to practice on their own. Display the flip chart with the following story problem:

[name] has kept a record of the hours that she has worked during this week.

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
12	12	10	11	8	9

Now she would like to calculate how much money she has earned this week. She knows that her regular hourly rate is 16 Tk. How many hours did she work this week? How many were regular hours? How many were overtime hours? How much did she earn in regular pay? How much did she earn in overtime pay? How much did she earn total?

Give participants 5-10 minutes to work on the problem individually. After 5-10 minutes, instruct participants to combine into small groups of 3 or 4 to compare their answers. Walk around to each small group to ensure they have arrived at the correct answer. Take note of which steps are most confusing to participants.

- 5 minutes: Closing

## Literacy

Calculating overtime wages

### Notes for facilitators

The calculations above are for illustration purposes only. Each factory may have different methods of calculating overtime.

In addition to becoming familiar with the calculations for determining overtime, participants may also have questions about the rules surrounding overtime. This is why it is important to invite a representative from management (HR, finance, or the appropriate department) to this session to be able to answer questions and clarify rules. Also consider asking management to lead this session, with your support.

If participants become tired and lose focus during this exercise, take a break to do an energizer.

Gross salary is the total amount before deductions.

Net salary is the total amount after deductions.

Answers to second story problem:

How many hours did she work this week? 62

How many were regular hours? 48

How many were overtime hours? 14

How much did she earn in regular pay?  $16 \text{ Tk} \times 48 = 768 \text{ Tk}$

How much did she earn in overtime pay?  $32 \text{ Tk} \times 14 = 448 \text{ Tk}$

How much did she earn total?  $768 + 448 = 1216 \text{ Tk}$

### Notes on adapting this module

The calculations above are for illustration purposes only. Each factory may have different methods of calculating overtime.

**Notes for factory managers**

Salary and overtime calculations may be perceived as a source of tension and possibly conflict between workers and management. Please keep in mind that workers want to make sure they are being paid what they are legally entitled to. Because of differences in power between workers and management, and because of low literacy and numeracy among workers, workers may occasionally feel like they are being cheated, especially if they do not understand how wages and overtime are calculated.

When you help workers to understand these calculations better and show them that they are being paid correctly, you are strengthening the trust – and therefore, the loyalty – that workers feel toward you.

**Source**

This module was adapted from CARE Bangladesh's WHEEL initiative, funded by the Walmart Foundation

## Module 28 – Budgeting

### Introduction

A common source of stress among poor people is worries over money. It is difficult to live on a small income. Any unexpected expense – whether large or small – can become a major problem. When one's resources are limited, it is even more important to be aware of income and expenses, to plan carefully, and to get into the habit of saving money on a regular basis, even if the amount is small.

**Objectives:** By the end of the session, participants will:

- distinguish between fixed and discretionary spending
- learn skills and techniques for preparing a household budget

**Duration:** 90 minutes

### Materials

“play” money – photocopies of actual bills, or colored paper with amounts written on them  
handout listing expenses (1 for each group of 4)

Flip chart

Markers

Budget worksheets

### Preparation

Fill in sample expenses on the budget worksheet

Prepare flip chart pages showing a blank budget (1 page for income, 1 page for expenses)

Prepare “play” money – photocopies of actual bills, or colored paper with amounts written on them

Copy budget worksheets

### Process

- 5 minutes: Welcome, Icebreaker
- 35 minutes: Fixed and Discretionary Expenses  
Divide participants into groups of four. Give each group “play” money in the amount of the total budget, and a handout listing expenses.

Explain to participants that they have just received their salary, and they have [amount][currency] to spend in the next two weeks. Their anticipated expenses are listed on the handout. First, participants should determine if the money they have is enough to cover all of their anticipated expenses.

If the amount of money they have is not enough (it is not), they should figure out how to allocate their money in the best possible way. What will they pay first? What is required? What is optional? What must be paid immediately? What can they pay later? Is there anything left over?

When most groups are nearly finished deciding how to allocate their money, inform them that the rains have come and the roof has begun to leak. This is an emergency expense that was not anticipated, and it is important that the roof be repaired immediately. How will they re-arrange their spending to pay for the roof repair?

- 45 minutes: Creating a Budget

Draw a large circle on the flip chart. Instruct participants to imagine their income as a chapatti. They must divide up (spend) the chapatti to pay their expenses. Mention different expenses that a participant might have (starting with large, fixed expenses), and mark off sections of the chapatti to show that the money has been spent.

If, at the end of the (month, week, etc) they still have some chapatti left, that is good. This will help them to not be hungry tomorrow. However if the chapatti is finished and expenses remain, then there is a problem. Just as you cannot eat chapatti after it is finished, you cannot pay for things with money you don't have.

Explain to participants that a budget is a plan for how to spend our money. Pass out budget worksheets.

As a group, fill in a typical budget on flip chart paper. Participants can copy what you write onto their worksheets, or else fill in their own budget.

The first step in creating a budget is to identify all of your income for a given period of time. Ask participants to provide information about income sources. If income is variable (changes from month to month), it is better to estimate on the low side in order to prevent shortages.

Next, identify all of your expenses. Be sure to leave a line for "emergency (or unexpected) expenses." Also, leave a line for "savings," and a separate line to save gradually for one-time annual payments (eg school fees or rent). Ask participants to provide information about expenses. Which expenses are required? Which are optional? Which are seasonal (eg school fees)? What unexpected expenses (large and small) did they have in the past year?

Add up your income and your expenses. Which is greater? How can we re-allocate the budget so that our income and expenses are equal?

- 5 minutes: Closing

## Literacy

Reading notes on the flip chart

Writing a budget

Key vocabulary: budget, income, expense, fixed, discretionary

## Notes for facilitators

List of expenses:

Paid Tax	Taka 50
Bought Food	Taka 250
Bought Fertilizer	Taka 25
Medication of a family member	Taka 20
Bought seed	Taka 50
Paid for house rent	Taka 30
Bought a chair	Taka 50
Spent for holiday festivity	Taka 50
Bought a laying hen	Taka 50
Paid for children's school	Taka 25



# WOMEN IN FACTORIES – MODULE LEARNING PLANS

During the group exercise explain to the participants about **obligatory** and **optional** expenditures briefly to let them classify the costs accordingly. Whereas the obligatory expenditures are those debts which we have to duly pay as a result of used services or products, optional expenditures those that are made by the choice of the individual. Moreover, explain that a **surplus** is what is left at hand in a positive balance after spending whereas **deficit** is a negative balance and is usually paid by borrowing or deferred payment.

Many people think that you need to budget if you have a lot of money to spend. However, it is when one has scarce resources that budgeting becomes really necessary. In reality, there are always more things we want to buy compared to what we have the resources for. Hence, budgeting is necessary for everyone in all walks of life.

Budgeting can be defined as identifying all income sources and anticipated expenses in a given period (day, week, month, year), and setting financial goals to allocate resources without exceeding your income.

Budgeting Worksheet

Income		Expenses	
<b>TOTAL</b>		<b>TOTAL</b>	

Remind participants to think of saving money as a regular expense. An alternative approach – waiting to see what is left over at the end of the month – will result in less saving, because there is always something to spend money on if you have it in your pocket. Even if the amount is small, it is wise to save at least some money each month. Tell participants that the next session will address different resources and options for saving money.

## Notes on adapting this module

You may want to add certain topics depending on your situation. Are workers paid by check, or cash, or debit card? Are debit cards and/or ATMs common in your country? Can workers send and receive money via telephone or text messages?

## Notes for factory managers

A common source of stress among poor people is worries over money. It is difficult to live on a small income. Any unexpected expense – whether large or small – can represent a major problem. When one's resources are limited, it is even more important to be aware of income and expenses, to plan carefully, and to get into the habit of saving money on a regular basis, even if the amount is small.

## Source

This module was adapted from the PSNP PLUS Project Financial Education Training Manual, by CARE, funded by USAID

## Module 29 – Saving and Borrowing Money

### Introduction

Even if the amount is small, it is wise to save money on a regular basis. If one's personal funds are insufficient, it may be possible to borrow money or obtain credit in order to achieve a certain goal. Participants will discuss situations in which it would be good to borrow money, and situations when it would not be prudent.

**Objectives:** By the end of the session, participants will:

- know what resources for saving and borrowing money are available
- know the benefits to using financial schemes and products
- know how to access financial resources

**Duration:** 90 minutes

### Materials

2 illustrations  
handout

### Preparation

Collect or create Illustrations of the two people in the stories  
Collect information about resources for borrowing money and/or obtaining credit  
Prepare a handout that summarizes local resources  
Copy handout

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Saving Money  
Read the following stories aloud to participants. Read each story twice, if necessary. Display the illustrations of the two people.

#### Story 1

[name1] is a very nice lady who lives in [city]. She used to have a husband with a big salary. During that time they were always enjoying feasts with friends and buying new clothes, but living in a rented house. [name1] did not have much money when she was growing up, and enjoys spending money now that she has it. One day, her husband became sick unexpectedly and could no longer support the family. They didn't even have enough money to pay for good medical treatment or to send their children to the school. When [name1]'s husband died as a result of his illness, the family was very poor and could not even pay the rent for their house.

#### Story 2

[name2] is a rich person who is engaged in processing and exporting of honey. She lives in [city], is married, has three children, and lives in a house that she and her husband built. When [name2] was asked the secret of her riches, she said when she was young, she used to put aside some money from her earnings before she did anything else. Even when there was something pretty she wanted to buy, she would remind herself that by saving money she was investing in her future. During the years that

she was saving, she thought about and planned what she would do with it when she had enough. She decided to invest on a honey-processing factory. She started with a few beehives in her yard. The business gradually grew, and she had to hire people to help her and find a bigger location. Currently she is exporting honey to Europe. Even though she has a good income, she still saves some money each month.

Ask participants:

- What can we learn from these two people?
  - What are some good reasons to save money?
  - Why is it difficult for some people to save money?
  - Where do you keep the money that you save?
  - What are some options for keeping the money that you save separate from your monthly expenses? (eg bank, post office)
  - What are some things we can do to make it easier to save money? (eg open a bank account, rather than keeping cash; keeping a good budget)
- 30 minutes: Borrowing Money  
Ask participants:
    - What are some of the financial goals you would like to achieve?
    - Are any of the goals that you identified in Module 2 financial goals?
    - Have you saved enough money yet to achieve these goals?
    - What can you do if your savings is not enough?
    - In what types of situations would it be good to borrow money? (eg to start a business)
    - In what types of situations would it NOT be a good idea to borrow money? Why? (eg for something that will not increase in value or provide more income later)
    - What are some of the resources available in your community for borrowing money? (*NOTE: include tips/precautions for using ATMS, if appropriate*)
  - 20 minutes: Group Discussion  
Facilitate a discussion about the different opportunities for saving/borrowing money or obtaining credit in your community. Include formal (banks and other institutions) as well as informal (savings circles, friends, etc) resources. For discussions about borrowing/credit, discuss the conditions of each type of loan, including the pros and cons of each.

Distribute a handout that summarizes the different opportunities for borrowing money or obtaining credit.

- 5 minutes: Closing

## Literacy

Key vocabulary: save, borrow, credit, bank, loan

## Notes for facilitators

Pay particular attention to the myths and misconceptions that arise during your discussion. For example, participants may think they need a lot of money in order to open a bank account.

It is tempting for poor people to borrow money in emergencies, such as a sudden health issue. In this circumstance, it may be the only hope that they (or their loved one) may have to restore their health. However, this money will be difficult to pay back later. This is why it is important to save money each month that can be used in such emergencies.

In some cultures, funerals or religious festivals may also be considered to be considered family 'emergencies.' Even though it is not a matter of life and death, family pressure may be strong to contribute money, or to attend.

A better scenario for borrowing money or obtaining credit is when the additional funds will increase one's earning potential (such as a business opportunity), or when the funds are used to buy something that has the potential to increase in value over time (such as a cow or a piece of land).

### **Notes on adapting this module**

Resources for saving money, borrowing money and obtaining credit will vary significantly from community to community. Prior to this session, you'll need to research what resources are locally available and the requirements involved in accessing these resources.

### **Notes for factory managers**

Does your factory provide an employee emergency assistance fund? Some workplaces may a fund available that employees can apply to in case of emergency. Often, these funds are managed by employees, meaning that co-workers (peers) rather than management decide who is eligible to receive money, the amount of the loan, and the terms of re-payment. This is another way to build trust and loyalty among workers.

### **Source**

This module was adapted from the PSNP PLUS Project Financial Education Training Manual, by CARE, funded by USAID

## Module 30 – Basic English

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to shorten this module to 45 minutes.**

### Introduction

English language skills may not be used on a daily basis by most factory workers. However, it is useful to have a basic knowledge of English greetings and factory-related vocabulary to be able to interact with foreign guests of the factory.

**Objectives:** By the end of the session, participants will:

- say and understand simple vocabulary in English
- say and understand simple greetings in English

**Duration:** 90 minutes

### Materials

Flash cards  
Flip chart  
Markers

### Preparation

Flash cards with objects found in a factory or common objects

### Process

- 5 minutes: Welcome, Icebreaker
- 40 minutes: English vocabulary  
Hold up a picture of an object that is easily found in a factory, or a common object. First ask for the object's name in your language. Then, teach participants the English word for the object. As you teach, use simple English phrases. For example, ask, "What is this?" In your answer, say, "It is a(n) \_\_\_\_\_."

After you have gone through the flash cards at least twice, divide participants into pairs and distribute flash cards to each pair. Ask participants to quiz each other using the flash cards. They should practice remembering the object's name, as well as using the phrases, "What is this?" and "It is a(n) \_\_\_\_\_."

- 40 minutes: English greetings  
Ask participants to think of different situations where it might be useful to know how to speak some English.

Perform a brief skit for participants using the following English phrases:

- Hello
- Good morning
- How are you?
- I am fine, thank you.
- Good-bye.

Write the phrases on the flip chart. Also write “Good afternoon” and “Good evening,” and explain how they are used.

Divide participants into pairs. Ask them to practice English greetings with each other.

After a few minutes, combine pairs into groups of four. Have them repeat the interchange, but using “We are fine, thank you” (ie the plural) rather than “I am fine, thank you”

- 5 minutes: Closing

## **Literacy**

Simple English vocabulary and greetings

### **Notes for facilitators**

All participants will have at least some basic literacy skills. Some will have completed several years of primary and possibly secondary schooling. Others will have completed a four-month literacy training before beginning this Advanced Training. In this context, basic literacy skills includes being able to recognize and write letters and know their sounds, and how to construct words using letters. Participants who have only basic literacy skills will require extra time and concentration to read and write, compared to those with more advanced literacy skills.

For this exercise, focus on speaking English words and phrases rather than reading and writing them (particularly if your alphabet is different from the English alphabet).

Consider making flash cards or a handout showing the pictures from the flash cards, so that participants can refresh their memories and share this information with others later.

Consider bringing in factory managers who speak some English to practice flash cards and greetings with participants.

### **Notes on adapting this module**

### **Notes for factory managers**

If you feel comfortable speaking basic English, perhaps you can come to the end of this session to help participants practice. Participants will be delighted to practice their new skills, and will appreciate the positive reinforcement from practicing English with someone other than their teacher.

### **Source**

n/a

## Module 31 – Review/Bringing it all Together

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to shorten this module to 45 minutes.**

### Introduction

In a lengthy training such as this, it is important to pause from time to time to review what has been covered, highlight linkages between the different modules, identify applications for new knowledge and skills both at home and at work, and look forward to upcoming modules. Review sessions are also an opportunity to evaluate and celebrate progress thus far.

**Objectives:** By the end of the session, participants will:

- review previous 7 weeks
- make connections between previous modules
- make connections between lessons learned and overall training objectives

**Duration:** 90 minutes

### Materials

Flip charts/visual aids from previous modules  
Expectation Tree from Module 1

### Preparation

Invite representative(s) from factory management to attend

### Process

- 10 minutes: Welcome, Icebreaker
- 45 minutes: Review  
Help participants to recall each session since the last review session (ie Modules 18-30). Walk them through the highlights of each session, using visual reminders whenever possible to prompt their memories.

Ask participants:

- What is the most important thing that you've learned so far?
- How have you applied the skills you have learned?
- What changes have you noticed in yourself so far?
- What changes have you noticed in your fellow participants so far?

As a group, review the Expectation Tree.

Ask participants:

- What have you learned in the training that has helped you to become a more successful woman?
- Is there anything you would like to add or delete from the Expectation Tree?

Encourage participants to review the goals they set for themselves in Module 2.

Ask participants:

- What progress have you made toward these goals?
- In what ways have you made progress?
- In what ways do you plan to make progress in the coming weeks?

Ask participants to nominate a representative to speak on behalf of the group to representative(s) from factory management, who will be joining the session shortly.

- 30 minutes: Share Progress  
Invite representative(s) from factory management to hear an update on the training from the participants.

Give the floor to the participant representative to present a summary of what the group has learned so far. Whenever appropriate, she should use visual aids to demonstrate group work.

As facilitator, spend a few minutes providing participants and management with an overview of what will be covered during the next two months of the training.

Invite representatives from factory management to say a few words of encouragement and support to the participants.

- 5 minutes: Closing

## **Literacy**

Reading notes on the flip chart

## **Notes for facilitators**

Use this session to make connections between new knowledge and skills; to highlight progress thus far; and to foster a sense of achievement and confidence among participants. Stress action: How will participants apply their new knowledge and skills, both at work and at home?

## **Notes on adapting this module**

## **Notes for factory managers**

Participants respect your opinions and will look to you for approval. Praise them for their efforts thus far. Be as specific as possible when giving compliments. Encourage participants to continue their good work and stay focused on their goals. Supportive engagement from management will foster loyalty among employees.

## **Source**

n/a



## Introduction to Unit 3: Communication

People communicate constantly at work, at home and in the community. However, often, people do not think consciously about how they communicate, and how their communication can become more effective.

This unit covers both interpersonal (one-on-one) communication as well as communicating with groups. Participants will learn to recognize certain negative communication patterns, and practice using more constructive communication techniques. The skills learned in this unit will help participants to become better communicators and leaders in the workplace, as well as at home and in the community.

Often, gender and power dynamics affect communication. This is introduced here, but will be covered in depth in Unit 4: Gender, Social Status and Relationships.

## Module 32 – Collaborative Communication

### Introduction

This module will build on skills that were learned in the Foundational Training. Interpersonal communication skills that are covered in Modules 32, 33 and 34 will be used and practiced throughout the rest of the training, and can be applied at home, at work and in the community. This module addresses different ways that people may respond to conflict. Some responses are not useful, but others are.

**Objectives:** By the end of the session, participants will:

- Describe the difference between “fight” and “flight”
- Identify factors that indicate “fight” behavior or “flight” behavior
- Describe the three steps of a collaborative approach to communication

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

*Steps to Collaboration* flip chart

### Preparation

Prepare the *Steps to Collaboration* flip chart

### Process

- 5 minutes: Welcome, Icebreaker
- 10 minutes: Introduction  
This module will build on information and skills that were learned in the Foundational Training. Ask participants to recall what they learned about communication, and to give examples of how they have applied that knowledge at home and at work since the Foundational Training.
- 35 minutes: Statues  
This exercise is meant to simulate some of the emotions associated with conflict, in order to analyze how these emotions affect us.

Divide the group into pairs. Each pair is going to produce a tableau (frozen image) showing an image of two people engaged in a verbal conflict. Often, in a conflict situation, one person has more power than the other. This may be because of gender, family hierarchy, age, socioeconomic status, job title, or another factor. Ask participants to first imagine what the conflict is about and who it is between. Then they will assume a frozen pose, using body language and facial expressions to illustrate the conflict.

Allow participants a few minutes to discuss and arrange their first tableau. Then ask them to change roles (so that the powerful figure becomes the powerless one and vice versa) and prepare a second tableau.

When they have prepared both tableaux, give each pair the opportunity to show them to the rest of the group. Ask for quick comments about what people observe.

Ask both members of each tableau to express what they are feeling in one word (proud, scared, humble, and so forth.)

Which of the two positions felt more familiar to participants? Can they relate any of the emotions they felt to situations in their lives? What did they feel for the powerless person when they were in the powerful position? Vice versa?

- 35 minutes: Fight, Flight and Collaborate

Explain to participants that when human beings are faced with conflict, we have several ways of responding. Two of the most common responses are “fight” and “flight.” You may want to point out that this is also common in the animal world. It is a natural response when we are faced with conflict, stress or danger.

Ask for a volunteer to help you demonstrate these two responses.

First, ask the volunteer to stand opposite you at the other end of the room. Ask her to walk towards you, with one arm raised in front of her and with a clenched fist. You duck and run away as she tries to hit you. Ask the group to comment on what they see. Ask participants: How would you describe this relationship? Where is the energy going? What do you notice? Explain that this is the “flight” response. You are avoiding conflict rather than engaging in it.

The demonstration shows a physical conflict, but the conflict may also be verbal. Ask participants to recall situations in the tableaux from the first activity in this module that illustrate the “flight” response.

Next, ask the volunteer to walk towards you again, with one arm raised in front of her and with a clenched fist. This time, push back on her arm with a force that is equal to hers, so that the two of you cannot move. Ask the group to comment on what they see. Ask participants: How would you describe this relationship? Where is the energy going? What do you notice? You should highlight that you are going nowhere, and that all energy is lost. Explain that this is the “fight” response. You have chosen to engage in the conflict, but it is not helping to resolve the conflict.

The demonstration shows a physical conflict, but the conflict may also be verbal. Ask participants to recall situations in the tableaux from the first activity in this module that illustrate the “fight” response.

Explain to participants that there is a third response to conflict, which you will now demonstrate.

Ask the volunteer to walk towards you again, with one arm raised in front of her and with a clenched fist. As she approaches you, center yourself, breathe deeply and easily, and take a step forward to meet the person coming toward you. When you meet, turn in the same direction she is facing, join hip to hip, place one arm around the person’s back, hold the other arm gently and walk alongside them. After walking together briefly, lead the other with your arms, and then allow the other to lead you to another direction, until it becomes a dance.

Ask participants: How would you describe this relationship? Where is the energy going? What do you notice? Explain that this response illustrates collaboration. You are not avoiding conflict, nor are you engaging in it. You are using techniques to approach the conflict in a calm and productive way.

Explain that there are three steps to this response. Ask participants to notice the different steps of your response as you repeat the third demonstration slowly, exaggerating each step.

Display the *Steps to Collaboration* flip chart:

- Know where you are
- Meet the other
- See what we can do together

The first step is **KNOW WHERE YOU ARE**. Breathe deeply; calm yourself; be fully present; be confident in your ability to improve the situation; know your values. This is an important step in responding to conflict. Repeat this step of the demonstration and ask participants what they see. How does this step make each person feel?

The second step is **MEET THE OTHER**. Step toward that which is challenging you, or that which is different from you. Join it; turn to move with it; try to understand where it is coming from; approach it as a collaborator rather than an enemy. Repeat this step of the demonstration and ask participants what they see. How does this step make each person feel?

The third step is **SEE WHAT YOU CAN DO TOGETHER**. Share the lead; explore many possibilities; be creative; move individually and together. Repeat this step of the demonstration. Place your arm around the other person and walk alongside her. Exaggerate this move as you lead her. This time, as you lead her, pretend to dance and twirl her around. Ask participants: What do you see? Who is leading? What is this relationship like? How does this step make each person feel?

Explain that in the next sessions, we will discuss and practice assertive communication techniques. Assertive communication is also a form of collaboration, because it is a productive and peaceful way to resolve conflict.

- 5 minutes: Closing

## Literacy

Reading notes on the flip chart

Key vocabulary: power, fight, flight, collaboration

## Notes for facilitators

The Statues of Power exercise may inspire strong reactions. Monitor the group closely and be aware of this possibility. Those with strong reactions may welcome the opportunity to talk about them, so you may want to provide for feedback in small groups.

Having a tendency toward fight or flight is not simply a matter of personality or temperament. Often, it is a reflection of socially-accepted gender roles that we begin learning as children.

Be aware of cultural norms regarding communication, particularly different norms for women and men. How are women and men expected to communicate? What do these expectations reveal about the distribution of power in a culture? What happens when a man or a woman does not communicate in a way that is expected of them?

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

When we are aware of these factors, we can begin to understand the reasons for certain behaviors. For example, perhaps women are taught to be submissive in order to preserve a patriarchal power structure. Perhaps women practice avoiding behaviors because they wish to avoid punishment, and not because they are weak or incapable of assertive communication.

Be very mindful of potential unintended consequences of practicing new behaviors. Others may feel threatened when a woman begins to behave assertively and challenge existing gender and power norms.

Fight and flight are both very natural responses; however, they are not always constructive. Explain to participants that subsequent modules will present more information on positive communication techniques, and will provide opportunities to practice them.

The Steps to Collaboration is a physical (visual) demonstration of an approach to communication. Participants may want to interpret this demonstration literally. Make sure participants understand the application of these three steps to communication. Give several examples to support their comprehension.

## **Notes on adapting this module**

### **Notes for factory managers**

It is important to remember that empowering women should not become a competition between men and women. This will be difficult for many men – and perhaps some women – to understand. As factory management, you determine the culture in your workplace. You set the example with your words and your actions. Model the behavior that you wish to see. Also remember that women in supervisory positions are entering new territory; they will need extra support and encouragement in order to succeed.

### **Source**

Statues was adapted from the Life Skills and Leadership Manual, by the United States Peace Corps; Fight, Flight and Collaborate was adapted from Promoting Gender Equity and Diversity: A CARE Training Curriculum for Facilitators, by CARE

## Module 33 – Assertive Communication

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 33 and 34.**

### Introduction

This module will build on skills that were learned in the Foundational Training. Interpersonal communication skills that are covered in Modules 32, 33 and 34 will be used and practiced throughout the rest of the training, and can be applied at home, at work and in the community. This module focuses on assertive communication techniques, which provide a positive alternative to “fight” and “flight” behaviors.

**Objectives:** By the end of the session, participants will:

- define the terms “passive,” “assertive,” and “aggressive”
- identify passive, assertive, and aggressive behaviors
- practice using assertive communication techniques to solve problems in a constructive manner

**Duration:** 90 minutes

### Materials

Flip chart paper  
Markers  
Role play scenarios

### Preparation

Edit or add role play scenarios as appropriate for your context; make sure there are enough scenarios for groups of 4 to each have one.

### Process

- 15 minutes: Welcome, The Yes or No Game (replaces an icebreaker)  
Ask participants to stand up and split into two groups. One group should make a line facing the center of the training area; the others should make a line facing them. Explain that one group is the “yes” group and that the only word allowed is “yes.” The other group is the “no” group, and “no” is the only word allowed. When you say “go,” each group needs to try to convince the other that they are right, but can only use the assigned word: yes or no.

This is an exercise in using body language, tone, volume, expressions, etc. to express oneself. No matter what one says (yes or no), the other group will contradict it. Participants will need to think of clever ways to communicate their point effectively without the benefit of additional words.

After a minute or so, have the groups change roles; the “yes” group says “no,” and vice versa.

After another few minutes, ask participants to describe how they felt about doing this exercise. If not mentioned, ask about body language, use of “flight” or “fight” stances, laughter, and so forth. Discuss how laughter is also an important means of expression. Laughter can be a good thing at times, but at other times it can be very harmful. Ask for examples.

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

- 30 minutes: Types of communication

Ask participants to recall what they learned in the Foundational Training about passive, aggressive, passive aggressive and assertive behavior and communication. Write these four categories on the flip chart. Ask for examples of each of the four types of behavior and communication.

Ask participants what they learned about “flight” and “fight” from the last session.

Ask participants to identify which of those four categories “flight” and “fight” would fall under. (flight = passive or passive aggressive; fight = aggressive)

Next, remind the group about the feelings associated with both “flight” and “fight” behavior. Ask them to remember how they felt during the Statues of Power exercise. (It may even be helpful to have one pair come up and remind the group by showing their tableau from the previous session.) Ask participants: Which type of behavior is better? Is there another way to act? What would be a better approach to interactions with each other?

Allow the answers to these questions to lead you to the idea of assertiveness. Ask participants which category collaboration would fall under (= assertive). Tell the group that it is not necessary for someone to be in the powerful or powerless position. In other words, it is not necessary to fight or flee. Instead, it is possible to reach a balance between those two behaviors. We call this type of behavior “assertive.” This was represented in collaboration demonstration in the last session. Ask if for volunteers from the group to define or give an example assertive behavior and/or communication.

Explain to participants that next they will have a chance to practice assertive communication. In the next session, they will learn more about how to construct assertive messages.

- 40 minutes: Role Plays

Divide participants into groups of 4. Give each group a role play scenario. Within the small group, one pair will act out the scenario using aggressive and passive communication. The other pair will act out the same scenario using assertive communication. Both pairs should share ideas and work together on the role plays. Give groups 15-20 minutes to prepare and practice their role plays. Role plays do not need to be longer than a minute. We will practice composing assertive messages in more detail in the following module.

Bring the larger group back together. Ask each group to perform their role plays. After each role play, ask the group to identify words, body language or other evidence of passive/assertive/aggressive behavior.

## Sample Role Play scenarios:

A woman has decided to cook a new recipe for dinner. When her husband comes home, he is not happy with the unfamiliar food.

A mother-in-law is scolding her daughter-in-law because she thinks her son is not being fed properly.

A woman wants to breastfeed her baby exclusively for the child’s first six months. Her auntie is pressuring her to introduce solid foods when the baby is only 4 months old.

A factory worker is frequently tired and lacks energy. Her supervisor suspects that she is anemic, and approaches the worker about her eating habits.

A woman throws away food that she thinks has spoiled. Her mother notices this, and accuses her of being wasteful.

- 5 minutes: Closing  
Remind the group about some of the issues you discussed in the Bridge Model session. Ask someone to tell you how assertiveness might be a helpful life skill.

Encourage participants to notice passive, assertive and aggressive communication styles at work and at home.

## **Literacy**

Reading notes on the flip chart

Key vocabulary: passive, assertive, aggressive

## **Notes for facilitators**

Be aware of cultural norms regarding communication, particularly different norms for women and men. How are women and men expected to communicate? What do these expectations reveal about the distribution of power in a culture? What happens when a man or a woman does not communicate in a way that is expected of them?

When we are aware of these factors, we can begin to understand the reasons for certain behaviors. For example, perhaps women are taught to be submissive in order to preserve a patriarchal power structure. Perhaps women practice avoiding behaviors because they wish to avoid punishment, and not because they are weak or incapable of assertive communication.

Be very mindful of potential unintended consequences of practicing new behaviors. Others may feel threatened when a woman begins to behave assertively and challenge existing gender/power norms.

## **Notes on adapting this module**

The role play scenarios presented here have been written to give you an idea of what the module is supposed to achieve. Add names, and add or change other details, to tailor these scenarios to your context. Also, you may decide to create additional role play scenarios that reflect the participants' workplace, community and home.

## **Notes for factory managers**

It is important to remember that empowering women should not become a competition between men and women. This will be difficult for many men – and perhaps some women – to understand. As factory management, you determine the culture in your workplace. You set the example with your words and your actions. Model the behavior that you wish to see. Also remember that women in supervisory positions are entering new territory; they will need extra support and encouragement in order to succeed.

Show others that you support women as they begin to practice assertive communication techniques. Encourage and support men to also practice assertive communication, rather than passive or aggressive communication.

## **Source**

This module was adapted from the Life Skills and Leadership Manual, by the United States Peace Corps



## Module 34 – Delivering Assertive Messages

### Introduction

This module will build on skills that were learned in the Foundational Training. Interpersonal communication skills that are covered in Modules 32, 33 and 34 will be used and practiced throughout the rest of the training, and can be applied at home, at work and in the community. This module continues the discussion on assertive communication techniques and their application at home and in the workplace.

**Objectives:** By the end of the session, participants will:

- identify the steps to creating an assertive message
- develop assertive messages for a variety of situations
- practice using assertive communication techniques to solve problems in a constructive manner

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

Assertiveness scenario cards

*Steps to Deliver an Assertive Message* flip chart

*Steps to Deliver an Assertive Message* handouts

### Preparation

Prepare the scenarios on cards or small sheets of paper before the session. Edit or add role play scenarios as appropriate for your context. Make sure there are enough cards for each person to have one (the scenarios do not all have to be unique).

Copy handouts

Prepare the *Steps to an Assertive Message* flip chart

### Process

- 15 minutes: Welcome, Opening a Fist (replaces Icebreaker)  
Explain the following to participants, acting it out as you say it: We have seen how our body language can influence other people's responses to us. For instance, if someone is acting aggressively towards us, he or she may be leaning toward us, with clenched fists. By changing our body language, we can improve the situation. For instance, if we are sitting down, we can relax our shoulders, uncross our arms, open our palms upwards, uncross our legs, hold our heads straight, look right at the aggressive person. All of these changes help to create a more balanced response in the aggressive person.

Now ask participants to divide into pairs. First, one will act as the aggressive person and the other will act as the assertive person; then they will switch roles. Remind participants that aggressive is the same as "fight" (from the demonstration in Module 32) and that assertive is the same as "collaborate." The aggressives must hold their hands up in a very tight fist and feel very angry. The assertives must try to persuade or convince the aggressives to undo their fists.

The assertives should use all their skills to persuade the aggressives to calm down and to open their fists. The assertives and the aggressives must not touch each other, but the assertives can say or do anything that they think will work to calm down the aggressives and persuade them to open their fists.

If the aggressives think that the assertives have done a good enough job, they may open their fists, but they must not give in too easily!

Give the pairs five minutes each to try out their assertiveness skills on each other. See by a show of hands how many people managed to persuade their partners to open their fists. Praise and encourage everyone and explain that this gets easier with practice.

- 30 minutes: Assertive Messages

Spend some time in the beginning reviewing the definitions of passive, assertive, and aggressive, and summarize the activities from the last two modules. Make some connections between this assertive behavior and building the bridge to a positive, healthy life.

Explain to participants: Assertiveness is one of the most important life skills. An assertive person is able to fully use good communication skills, self-respect, and personal strength to create healthy relationships with other people. But to be assertive you must first learn the skills. The first time you do this, it will be difficult. As you practice, it will be easier and feel more natural. Explain that you have summarized these skills into four steps for making an assertive message.

Hang on the wall or uncover the flip chart Steps to Deliver an Assertive Message. (It is helpful to write the steps on the flip chart, and then fill in a message for each step.) Explain the situation at the top, and then go step-by-step through the process. Act out the “messages.” Remind the group that body language and tone of voice may be just as important as the messages that are sent. Make sure everyone is clear on the steps before proceeding.

Next, use the following scenario to develop assertive messages with the whole group. This will help the group to understand the steps and prepare them for the pair work to follow.

### The Situation

Laura and Mary are good friends. Laura has loaned money to Mary on several occasions. Lately Laura has noticed that Mary is becoming slower to pay the money back. Laura decides to discuss this matter with Mary and to ask Mary to pay the money back sooner.

After reading the situation aloud and making sure it is clear, go through each step with the group and ask for suggestions on the “messages.”

- 40 minutes: Creating Our Own Assertive Messages

Explain that it is time to try to create our own assertive messages. Split the group into pairs. Give each person a different scenario card. (Each pair will have two scenarios – one each.) After reading the situation, each person will write out assertive messages following the steps on the board or flip chart. Then each person will share the messages with their partners – getting any advice and making any changes that they might decide together. Lastly, the pair will act out each situation with each other and practice delivering their assertive messages. Make sure you go around to each pair to ensure that the instructions are clear. Assist people as needed. Allow at least 20 minutes for this part of the exercise. After each pair practices two different situations, invite interested pairs to come up in front of the group and act out their assertive messages. Use these situations to spark discussion and create many different approaches to these assertive messages.

### Sample scenarios:

A worker in your line is often lazy or careless, and it is causing problems for production.

Your supervisor has asked you to work overtime tonight, but you need to go home at the regular time to care for a sick child.

You have found out that your friend is spreading a rumor about you.

A male co-worker looks at you in a way that makes you feel uncomfortable.

Your neighbor has been taking vegetables from your garden without your permission.

- 5 minutes: Closing

## **Literacy**

Reading notes on the flip chart, scenario cards

Writing assertive messages

Key vocabulary: body language, feelings

## **Notes for facilitators**

Explain to participants that in future modules they will learn and practice how to respond if someone responds negatively to their assertive communication. Until then, women can practice in environments that they know to be supportive, or in “low-stakes” situations where there is not much to lose if their attempts are unsuccessful.

## **Notes on adapting this module**

The scenarios presented here have been written to give you an idea of what the module is supposed to achieve. Add names, and add or change other details, to tailor these scenarios to your context. Also, you may decide to create additional scenarios that reflect the participants’ workplace, community and home.

## **Notes for factory managers**

It is important to remember that empowering women should not become a competition between men and women. This will be difficult for many men – and perhaps some women – to understand. As factory management, you determine the culture in your workplace. You set the example with your words and your actions. Model the behavior that you wish to see. Also remember that women in supervisory positions are entering new territory; they will need extra support and encouragement in order to succeed.

Show others that you support women as they begin to practice assertive communication techniques. Encourage and support men to also practice assertive communication, rather than passive or aggressive communication.

## **Source**

This module was adapted from the Life Skills and Leadership Manual, by the United States Peace Corps

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Steps to Deliver an Assertive Message

Laura and Mary are good friends. Laura has loaned money to Mary on several occasions. Lately Laura has noticed that Mary is becoming slower to pay the money back. Laura decides to discuss this matter with Mary and to ask Mary to pay the money back sooner.

Steps	Description	Words you might say...	Messages
1. Explain your feelings and the problem	State how you feel about the behavior or problem. Describe the behavior or problem that violates your rights or disturbs you.	"I feel frustrated when..." "I feel unhappy when..." "I feel... when..." "It hurts me when..." "I don't like it when..."	"I feel as if I'm being used when I lend you money and don't get it back in good time."
2. Make your request	State clearly what you would like to have happen.	"I would like it better if..." "I would like you to..." "Could you please..." "Please don't..." "I wish you would..."	"I would like it better if when you borrow money you would give it back as soon as possible."
3. Ask how the other person feels about your request	Invite the other person to express his or her feelings or thoughts about your request.	"How do you feel about it?" "Is that OK with you?" "What do you think?" "Is that all right with you?" "What are your ideas?"	"Is that OK with you?"
Answer	The other person indicates his or her feelings or thoughts about your request.	The other person responds.	"Yes, I guess you're right. I'm not too good at getting money back right away, but I'll return it sooner next time."
4. Accept with thanks	If the other person agrees with your request, saying "thanks" is a good way to end the discussion.	"Thanks." "Great, I appreciate that." "I'm happy you agree." "Great!"	"Thanks for understanding."

Reprinted from *School Health Education to Prevent AIDS and STD: A Resource Package for Curriculum Planners – Students' Activities*, p. 40 © WHO 1994

## Module 35 – Discussing Money

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 35 and 36.**

### Introduction

Discussing money can be difficult, primarily because it exposes unbalanced power relations. Perhaps one person has money and the other wants it, or the person with more power gets to decide how money is spent. This module provides participants an opportunity to practice discussing money both at home and at work. It builds on communication modules in this unit, as well as personal finance modules from Unit 2.

**Objectives:** By the end of the session, participants will:

- practice using collaborative and assertive communication techniques

**Duration:** 90 minutes

### Materials

Role play scenarios

### Preparation

Edit and add role play scenarios as appropriate for your context

### Process

- 10 minutes: Welcome, Icebreaker
- 75 minutes: Discussing Money  
Divide participants into pairs, and give each pair a role play scenario. Allow groups 15-20 minutes to prepare and practice their role plays. Role plays should be 3-4 minutes long. Remind participants about passive/assertive/aggressive communication techniques that they learned about earlier.

Each of these scenarios represents a conversation between a man and a woman. Therefore one of the participants will have to play the role of the man.

Bring the larger group back together. Ask each group to perform their role plays.

#### Sample Role Play Scenarios

A worker thinks that her overtime wages have been calculated incorrectly, so she approaches her supervisor.

Each payday, when a worker brings home her wages, her family demands that she give them some money.

A husband and wife are discussing the family budget. The wife wants to spend more money on fresh fruits and vegetables for the family.

A worker's family wants her to work overtime in order to earn more money, but she wants to finish her work day at the regular time so she can spend time with her children before bedtime.

A couple has established a monthly budget, which they try to adhere to. They are faced with an unexpected medical expense, and they discuss where to find the money in their budget to cover this expense.

A worker has a chance to get a job at another factory that pays slightly more. Her family wants her to take the job, but it is farther away from her house and she likes the atmosphere at her current job, so she is reluctant to apply for the new job.

Following each role play, ask the wider group if they have additional ideas for how such a situation could be handled.

- 5 minutes: Closing

## Literacy

### Notes for facilitators

Discussing money – at home or at work – can be difficult, primarily because it exposes unbalanced power relations. Perhaps one person has money and the other wants it, or the person with more power gets to decide how money is spent.

### Notes on adapting this module

The scenarios presented here have been written to give you an idea of what the module is supposed to achieve. Add names, and add or change other details, to tailor these scenarios to your context. Also, you may decide to create additional scenarios that reflect the participants' workplace, community and home.

### Notes for factory managers

In your position, you may feel like workers are always asking you for more money. To build a better relationship with your workers, and to encourage loyalty, remember to use the assertive communication techniques that we have described here. This will show your workers respect, and that you have listened to their request.

Show others that you support women as they begin to practice assertive communication techniques. Encourage and support men to also practice assertive communication, rather than passive or aggressive communication.

### Source

n/a

## Module 36 – Discussing Family Planning

### Introduction

Empowered women are able to make decisions about when and how often to become pregnant. Using family planning methods improves the health of women and their families, and allows women to better balance work and family life. Discussing family planning with one's partner is a potentially sensitive topic. Using communication techniques they have learned thus far in the training, participants will have an opportunity to practice having conversations on delicate topics.

**Objectives:** By the end of the session, participants will:

- practice communicating about family planning

**Duration:** 90 minutes

### Materials

Role play scenarios

Sample photo story

### Preparation

Create a sample photo story

### Process

- 10 minutes: Welcome, Icebreaker
- 15 minutes: Introduction  
Until now, participants have completed four modules on assertive communication. Ask participants: What are some examples of how you have applied your new skills so far? What was the result?

Remind participants that, like any new skill, assertive communication requires practice. Encourage participants to continue practicing. Assure them that assertive communication will become easier and more natural the more they practice.

Explain to participants that in this session they will have an opportunity to practice discussing what is potentially a sensitive topic: family planning.

- 60 minutes: Role plays  
Divide participants into groups of 4. Give each group a role play scenario. Allow groups 15-20 minutes to prepare and practice their role plays. Role plays should be 3-5 minutes long. Groups should make sure that each person has a role by inventing supporting characters (family, friends, etc) as necessary. Remind participants about passive/assertive/aggressive communication techniques that they learned about earlier.

Bring the larger group back together. Ask each group to perform their role plays.

#### Sample role play scenarios:

A couple is newly married and wishes to have children some day. Right now, however, they both have good jobs at a factory, and both wish to continue working in order to save money for the future. However, both of their parents are pressuring them to have children right away.

A couple has been married for two years. The husband is ready to have children, but the wife wants to wait a few more years before they start a family.

A woman has just given birth to her first child. When the child is old enough, she wants to return to work and continue earning her wages. Her family doesn't want her to continue working, and is pressuring her to stay at home and have more children.

A couple is engaged to be married. The woman wants to discuss which FP method she should use with her husband, but he refuses to talk about it.

A woman wants to plan her pregnancies so there are at least 2-3 years between each child. Her husband and her family do not approve of this.

Spend some time after each role play discussing each role play. Ask if anyone else can think of other ways to respond to the situation.

- 5 minutes: Closing

## **Literacy**

Reading role play scenarios

Key vocabulary: birth spacing, pressure

## **Notes for facilitators**

Prepare a sample photo story so that participants can see a sample that looks familiar to them. Also, it will help you to understand the steps involved in creating a photo story.

Discussing family planning can be quite sensitive. It encompasses issues related to personal power, gender, family expectations, control over one's body, religion, a couple's relationship, etc. During the role plays, participants will have an opportunity to respond to resistance or disagreement from their partners. Following the role plays, ask the wider group if they have additional ideas for how such a situation could be handled.

## **Notes on adapting this module**

The role play scenarios presented here have been written to give you an idea of what the module is supposed to achieve. Add names, and add or change other details, to tailor these scenarios to your context. Also, you may decide to create additional role play scenarios that reflect the participants' context.

Some participants may be beyond childbearing age. This information may benefit their daughters and daughters-in-law, or you may help participants to discuss a different topic during this session.

## **Notes for factory managers**

## **Source**

n/a



## Module 37 – Active Listening

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 37, 38, and 39.**

### Introduction

Communication is not only about expressing one's own thoughts and feelings. Listening is also an essential skill. It involves paying attention to others' words, as well as their non-verbal communication and underlying factors that affect their perspective.

**Objectives:** By the end of the session, participants will:

- learn and practice active listening techniques

**Duration:** 90 minutes

### Materials

Role play scenarios

Handouts

Flip chart pages for Active Listeners and When Communicating

### Preparation

Flip chart pages for Active Listeners and When Communicating

Prepare and copy handouts

Edit and add role play scenarios as appropriate for your context

### Process

- 5 minutes: Welcome, Icebreaker
- 45 minutes: Introduction to active listening  
Begin with a demonstration of good and bad listening techniques. Ask for a volunteer to tell you about a happy memory from her childhood. As the woman is talking, show (with exaggeration) how someone would react who is using bad listening techniques. Ask for another volunteer to tell you about her best friend. This time, demonstrate good listening techniques.

Ask the volunteers:

- How did you feel during this demonstration?

Ask participants:

- What makes someone a good listener?
- What makes someone a bad listener?
- What are some obstacles to being a good listener?
- Why is listening an important skill in the workplace?
- Why is listening an important skill for a supervisor to have?

Several obstacles to being a good listener are listed under Notes for Facilitators.

Go over the two flip charts (Active Listeners and When Communicating) in depth. Ask for and/or give examples for each bullet point. Distribute handouts so that participants can take notes if they wish.

## Active listening flip charts/handout

Listening is an important tool for developing relationships. Being listened to makes someone feel valued, important and respected.

### Active listeners:

- **Encourage:** Be friendly, warm, and patient with the person. Remember, when you have something important to say, you really want to be heard!
- **Describe feelings:** Describe the feelings you are hearing and ask the person to confirm whether you have heard them right.
- **Clarify:** Make sure you understand the person's meaning or their use of different words. For example, you might say, "If I understand right, you're saying ..." or "Tell me what you mean by ..."
- **Ask questions:** Ask questions that can't be answered with one word, especially with yes or no. If you begin questions with do, does, did, is, was, were you are likely to get a yes or no response. If you do get a one-word response, use follow-up questions like "How did you feel when ..." or "Tell me more about ..."
- **Summarize:** Bring together the related ideas you heard and state a conclusion. Let the person tell you whether your conclusion is correct. For example, you might say, "So, since you've been very responsible in the past, you think your parents should let you go to the party."

### When communicating:

- clear your mind of unnecessary thoughts and distractions
  - make (culturally appropriate) eye contact
  - check your body language
  - pay attention to the other person's facial expressions, gestures and body language
  - read between the lines for unexpressed feelings
  - paraphrase what you think they've said
  - put yourself in the other person's place and get their perspective
  - put aside preconceived ideas and pass no judgments
  - nod your head and say things like, 'I see'
- 35 minutes: Role play – listening and giving advice

Divide participants into pairs. Provide each pair with a role play scenario.

After about 10 minutes, ask participants for feedback on their role plays. What were some of active listening techniques that were successful? How did people feel when they were listened to in a positive manner?

After a group discussion, ask pairs to exchange their scenarios with another pair, and then repeat the exercise so that the other person has a chance to be the listener.

### Sample role play scenarios:

Your co-worker has received a marriage proposal, and she is not sure if she should accept.

Your co-worker has witnessed what she believes to be a theft in the factory.

Your co-worker is new to her job and is feeling overwhelmed.

Your co-worker has received some bad news from her village and is considering quitting her job to return back home.

Your co-worker feels that her supervisor is too strict with her.

Your co-worker is afraid to walk home in the dark after work because a man sometimes follows her.

- 5 minutes: Closing

## **Literacy**

Reading notes on the flip chart

Reading role play scenarios

Key vocabulary: listen, body language

## **Notes for facilitators**

You can place the active listening flip chart/handout information on one handout. However, make two separate flip charts, one for ‘active listeners’ and the other for ‘when communicating.’

## **Notes on adapting this module**

Certain aspects of communication, such as eye contact, physical proximity, tone of one’s voice, etc may be culturally-specific. Encourage participants to practice listening techniques that are locally-appropriate.

## **Notes for factory managers**

Model the skills that you wish the participants in this training to develop. When workers speak to you, give them your attention and make them feel valued and respected.

## **Source**

Adapted from Life Skills and Leadership Manual, by the United States Peace Corps

## Module 38 – Debate

### Introduction

This module provides participants with an opportunity to communicate and defend an opinion. In a debate, participants must organize their thoughts, prepare their arguments, speak in front of an audience, and respond to counter-arguments. Some participants will be placed in the position of having to argue an opinion that they disagree with, which is a challenging but useful exercise.

**Objectives:** By the end of the session, participants will:

- practice communicating an opinion on a topic, even if it's not an opinion that they agree with

**Duration:** 90 minutes

### Materials

Stopwatch

Notebooks

Pens

### Preparation

Prepare debate topics

### Process

- 5 minutes: Welcome, Icebreaker
- 80 minutes: Debate  
Divide participants into an even number of teams of 5-8 people. For example, if there are 30 participants, you could have six groups of five people.

Randomly assign one statement to each pair of teams (choose from the list of statements provided below, or think of a different statement). One team will be against the statement and the other will agree with the statement.

Ask each team to take a few minutes to discuss how they will defend their position during the debate and who will speak on behalf of the team. Encourage teams to organize their thoughts by taking notes.

Bring both teams together and ask them to debate the statement in turn. Based on the number of debates that you will have, tell the groups how much time they will have to state their case and to respond to the other team. For example, a debate may be structured like this:

*Team A – 4 minutes to present*

*Team B – 4 minutes to present*

*Team A – 2 minutes to respond*

*Team B – 2 minutes to respond*

*Team A – 1 minute to conclude*

*Team B – 1 minute to conclude*

*Total debate time: 14 minutes*

Participants who are not debating may decide collectively on the 'winner' of the debate.

Continue this process with the other pairs of teams.

## Examples of Statements for Debate:

Children who misbehave should be physically punished.

Boy and girl children should do the same chores around the house.

Children should be excused from school if they have important chores to do at home.

Educating girls is a waste of time.

Children should be seen and not heard.

It is important for boys to receive the most and best-quality food.

After the debates are finished, bring everyone back together and facilitate a group discussion on the outcomes of the debate, and the participants' reactions to some of the issues that were brought up. You can use the following questions to guide you.

- How did you feel about the issue that was debated? Have your feelings changed?
  - How did you feel arguing a point that you did not necessarily believe in? What happened?
- 
- 5 minutes: Closing

## **Literacy**

Reading debate statements

Taking notes

## **Notes for facilitators**

Through this activity, participants will get the chance to be on the other side of a debate by discussing and defending a position they may not agree with. This challenges participants to place themselves in another's shoes, and to articulate the reasons someone might feel differently than them. This helps to develop critical thinking, open-mindedness, and empathy. All of these are important communication skills, particularly for those in leadership positions.

Some of the debate topics will raise issues around gender. Remind participants that gender, social status and relationships will be discussed in detail in Unit 4.

## **Notes on adapting this module**

The debate topics presented here have been written to give you an idea of what the module is supposed to achieve. Add or change details, or create new topics, so that they address relevant issues in your community.

## **Notes for factory managers**

## **Source**

This module was adapted from ISOFI Toolkit: Tools for learning and action on gender and sexuality. Copyright © 2007 Cooperative for Assistance and Relief Everywhere, Inc. (CARE) and International Center for Research on Women (ICRW). Used by permission.

## Module 39 – Tailoring Communication

### Introduction

The most important rule of communication is, “Know your audience.” This module helps participants to think about how to effectively adjust their communication when speaking with different audiences in different situations.

**Objectives:** By the end of the session, participants will:

- learn why and how to adjust communication style and message content to different audiences

**Duration:** 90 minutes

### Materials

Role play scenarios  
Flip chart paper

### Preparation

Prepare cards that say, “I am your 5-year-old daughter,” “I am your husband,” “I am your boss,” “I am your neighbor,” “I am your shopkeeper,” “I am your mother,” “I am your sister,” “I am your co-worker,” “I am your doctor”

Prepare a flip chart that lists: 5-year-old daughter, husband, mother, sister, boss, co-worker from a different department, a new co-worker, a visitor to the factory, a co-worker who has worked at the factory for a long time

Role play scenarios

### Process

- 10 minutes: Welcome, Icebreaker
- 25 minutes: Introduction  
This is an exercise in thinking about how to adapt your message and your communication style depending on whom you are speaking to.

Explain to participants that you will act out an example in order to demonstrate that we do this frequently, without necessarily thinking about it.

Distribute the cards randomly to nine participants. One at a time, participants with a card should stand up, read their card out loud, then ask you, “How was your day?”

After each question, provide a response that is appropriate for that person or situation. Use humor and dramatic facial expressions, body language, tone of voice, etc to emphasize the differences among the responses. Feel free to invent details that are appropriate. For example, you may tell your daughter in a smiling, sing-song voice that your day was long but wonderful and that you saw something funny happen when you were riding the bus. In contrast, you may tell your boss in a more serious tone that the day went very well, that you made fewer mistakes today compared to yesterday, and that the production line moved very smoothly.

After you have demonstrated responses to the nine different examples, ask participants to name ways in which your responses differed. Ask participants, “What do we need to think about before we communicate a message to someone?”

Sample responses should include:

- prior knowledge of the listener
  - why the listener is interested in hearing the information
  - what the listener will do with the information
  - what language/vocabulary is appropriate
  - how much information is appropriate
  - what is appropriate social behavior and body language for this situation
- 50 minutes: Role Play  
Divide participants into groups of four, and give each group a scenario. Ask them to work collaboratively to determine the best response to each person listed on the flip chart paper.

Sample scenarios:

Tell someone about what you do at work on a typical day

Tell someone about a technical problem at work

Tell someone how you resolved a problem at work

Tell someone about your first day at your job

Tell someone how to perform a certain task properly

After about 20 minutes, bring the larger group back together. Give each small group an opportunity to read their scenario and demonstrate some (or all, if time allows) of the responses that they came up with.

- 5 minutes: Closing

## **Literacy**

Reading statements on cards

Reading notes on the flip chart

Key vocabulary: context, adapt

## **Notes for facilitators**

Remind participants that, often, this is something we already do without consciously thinking about it.

Explain that becoming more aware of how to communicate with different people in different situations is particularly helpful in the workplace. When supervising others, we have to take many things into consideration for each individual person. While it is important to treat people fairly, a “one size fits all” approach to communicating will not be successful.

Ask participants to mention how they will apply this new skill.

## **Notes on adapting this module**

The “I am your...” cards and sample scenarios presented here have been written to give you an idea of what the module is supposed to achieve. Add or change details to tailor these scenarios to your context. Also,

you may decide to create additional “I am your...” cards and sample scenarios that reflect the participants’ workplace, community and home.

**Notes for factory managers**

Tailoring messages is an important skill for supervisors, who must interact with a wide variety of direct reports, superiors, peers, etc. Knowing what to say and how to say it in a particular situation requires practice. Be patient and supportive as participants are learning this new skill.

**Source**

n/a



## Module 40 – Worker/Management Dialogues

### Introduction

A large workplace may have many internal communication channels. Understanding know what these channels are and how to use them properly will empower women to be more engaged in the smooth running of the factory.

**Objectives:** By the end of the session, participants will:

- know different communication channels available in the workplace
- understand the importance of following proper communication procedures
- analyze the broader context in which communication takes place in the workplace

**Duration:** 90 minutes

### Materials

Cards

Markers

### Preparation

Invite representative from management

### Process

- 10 minutes: Welcome, Icebreaker
- 75 minutes: Process Diagram  
Ask participants:
  - What channels of communication are available in the factory?
  - What kind of issues are appropriate for different channels of communication?
    - For example: How would you apply for medical leave? Report a theft that you observed? File a sexual harassment complaint? Ask to be considered for a promotion? Report a safety concern? Request additional training?
  - What are some other situations that would require formal communication in the workplace?
  - Why is it important to follow communication procedures in the workplace?
  - What are the consequences if someone does not follow proper communication procedures in the workplace? (e.g. Someone receives approval for one week of vacation, but returns to work after two weeks.)
    - What are the consequences for the worker?
    - What are the consequences for the worker's co-workers? Her boss? The production schedule?

Distribute cards and markers to participants. Begin by writing one of the situations that you discussed on a card and placing it in the middle of a large, empty area. Ask participants to write cards that show the process that is involved.

### Example: Application for medical leave

Is a verbal or written request necessary? Who is the application submitted to? Does that person have the authority to decide? If not, what does that person do with the application? Who is involved in the

decision? How much time is needed to make this decision? What factors will be considered? Who needs to be informed about the decision? What must be done after the decision is made (eg identify another worker who can fill in during the leave)?

After a thorough discussion, clear the area and begin with another sample situation.

- 5 minutes: Closing

## **Literacy**

Reading and writing on cards

### **Notes for facilitators**

With each example that you use, encourage workers to imagine what happens in the broader context – rather than simply considering the individual’s perspective.

Emphasize the notion of workers’ rights and responsibilities. This exercise reveals the different opportunities for communication within the workplace. At the same time, workers are expected to use the established communication channels and procedures appropriately, in order to help the factory run efficiently.

In this exercise, if literacy is a barrier, consider asking participants to say their ideas, then you should make a card showing their idea with words or pictures. The focus for this exercise should be on the ideas. Remember to read the cards aloud periodically, in order to engage and prompt participants who are not strong readers.

We have suggested using cards instead of writing on flip chart paper because the diagram can become very large very quickly.

For this session, invite an appropriate representative from management to attend, since workers may not know all the communication channels available in the factory. This person should not lead the session. During this session, the management representative should respond to questions, fill in gaps near the end, and act as a resource. It is important that, as much as possible, participants tap into their own knowledge and experiences.

### **Notes on adapting this module**

#### **Notes for factory managers**

The representative who attends this session should pay careful attention to the conversation during the process diagram. This will provide you with valuable information about workers’ knowledge of (and perhaps misconceptions about) communication channels within the factory.

Sharing information about factory communication channels and how to use them will encourage workers to follow proper procedures, and will also develop a sense of trust and loyalty among workers.

Remember that workers may feel intimidated or reluctant to approach you because of the difference in power between you and them. Show your willingness to collaborate with workers by engaging in a dialogue, and trying to see things from their perspective. This will foster trust and loyalty among your workers.

Show others that you support women as they begin to practice assertive communication techniques. Encourage and support men to also practice assertive communication, rather than passive or aggressive communication.

**Source**

This module was adapted from Reflect Mother Manual, Archer & Cottingham, ActionAid 1996. Used by permission.

## Module 41 – Theatre

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 41 and 42.**

### Introduction

The purpose of this module is to give participants an opportunity to share their new knowledge and skills in a public forum. This will help to demonstrate what they have learned so far, to build their confidence, and to showcase them as leaders to their co-workers.

**Objectives:** By the end of the session, participants will:

- practice communicating to groups using theatre

**Duration:** 90 minutes

### Materials

Any props that are necessary for the skit

### Preparation

Discuss with management different opportunities for performing the skit in front of others at the workplace.

### Process

- 5 minutes: Welcome
- 80 minutes: Theatre  
As a group, discuss possible themes for a 7- to 10-minute skit that we will create together and perform for our co-workers. Encourage participants to think about different role play scenarios that they have done or seen during the last 2 modules, and to choose one that they think a) can be developed into a longer piece, b) can effectively demonstrate different communication techniques, and c) others will enjoy watching.

The topic can cover nutrition or any other topic covered in this training so far, or in the Foundational Training. Encourage participants to choose a topic that they will be comfortable performing, and that demonstrates assertive communication. In addition, make sure that the topic is one that factory management feels comfortable with.

Determine the plot, the setting, the characters, the problem, the solution, and the take-away message. Practice several times, so that participants feel comfortable with the skit and their roles.

The group may decide to perform more than one skit so that more women can participate. Alternatively, you could split the larger group into two or three groups and have them all practice the same skit.

- 5 minutes: Closing

**Literacy**

n/a

**Notes for facilitators**

This activity is a good way to encourage teamwork among participants, and to build confidence. It is also an opportunity for them to perform in front of others, and to put themselves on display as participants in this training program.

**Notes on adapting this module**

If you feel that your group is not yet ready to perform publicly, then you can simply develop and perform the skit within the context of the training group.

**Notes for factory managers**

Help the group to come up with a topic that is comfortable for both them and you. This is an excellent opportunity to share some of the messages from the training with a wider audience. It is also an activity that you can continue after the training is finished.

If the topic is health-related, consider asking your medical staff to be involved. However, the training participants should take the lead in developing and performing the skit.

**Source**

n/a

## Module 42 – Review/Bringing it all Together

### Introduction

In a lengthy training such as this, it is important to pause from time to time to review what has been covered, highlight linkages between the different modules, identify applications for new knowledge and skills both at home and at work, and look forward to upcoming modules. Review sessions are also an opportunity to evaluate and celebrate progress thus far.

**Objectives:** By the end of the session, participants will:

- review the previous 6 weeks
- make connections between previous modules
- make connections between lessons learned and overall training objectives

**Duration:** 90 minutes

### Materials

Cards approximately 20x15 cm

Pens

Straight pins

Flip charts/visual aids from previous modules

Expectation Tree from Module 1

### Preparation

Invite representative(s) from factory management to attend

### Process

- 20 minutes: Icebreaker – A Pat on the Back  
Distribute a card and a straight pin to each participant. Instruct participants to pin the card on their neighbor's back.

When everyone has a card pinned to their back, ask participants to stand. Instruct them to move about the room and write something nice on someone else's card. They do not have to write on everyone's card, but they should try to make sure that everyone has at least 3-4 things written on her card.

The statements or words that they write must be positive. Ideally, they should be related to that individual's personality (you are kind, you are clever, you are a good friend, etc), or that person's performance in the training (you help me learn, you are a good role model, etc); the more specific, the better. Encourage participants to avoid praising physical characteristics such as appearance or clothing.

After several minutes, ask participants to go back to their seats. Tell them they may remove the cards from their backs and read the nice things that their classmates wrote about them!

- 35 minutes: Review  
Help participants to recall each session since the last review session (ie Modules 32-42). Walk them through the highlights of each session, using visual reminders whenever possible to prompt their memories.

Ask participants:

- What is the most important thing that you've learned so far?
- How have you applied the skills you have learned?
- What changes have you noticed in yourself so far?
- What changes have you noticed in your fellow participants so far?

As a group, review the Expectation Tree.

Ask participants:

- What have you learned in the training that helped you to become a more successful woman?
- Is there anything you would like to add or delete from the Expectation Tree?

Ask participants to nominate a representative to speak on behalf of the group to representative(s) from factory management, who will be joining the session shortly.

- 30 minutes: Share Progress  
Invite representative(s) from factory management to hear an update on the training from the participants.

Give the floor to the participant representative to present a summary of what the group has learned so far. Whenever appropriate, she should use visual aids to demonstrate group work.

As facilitator, spend a few minutes providing participants and management with an overview of what will be covered during the next two months of the training.

Invite representatives from factory management to say a few words of encouragement and support to the participants.

- 5 minutes: Closing

## **Literacy**

Writing on and reading cards for Pat on the Back exercise

Reading notes on the flip chart

## **Notes for facilitators**

Use this session to make connections between new knowledge and skills; to highlight progress thus far; and to foster a sense of achievement and confidence among participants. Stress action: How will participants apply their new knowledge and skills, both at work and at home?

## **Notes on adapting this module**

### **Notes for factory managers**

Participants respect your opinions and will look to you for approval. Praise them for their efforts thus far. Be as specific as possible when giving compliments. Encourage participants to continue their good work and stay focused on their goals. Supportive engagement from management will foster loyalty among employees.

## **Source**

Pat on the Back was adapted from Life Skills and Leadership Manual, by the United States Peace Corps

## Introduction to Unit 4: Gender, Social Status and Relationships

Gender, social status and relationships affect people every day in small and big ways. Often, however, these dynamics remained unstudied and unchallenged. It is easy to accept the status quo without question.

In this unit, participants will begin to un-pack stereotypes, norms and expectations that are connected to gender and social status in their community. They will analyze how gender and social status affect their relationships with others – at home, at work and in the community.



## Module 43 – Gender Roles and Daily Activities

### Introduction

An important aspect of empowering women is helping them to become more self-aware. Modules 44-47 build on the Foundational Training, and explore issues surrounding culturally-prescribed gender norms, stereotypes and expectations. This module explores what it means to be male or female in the participants' culture. It also challenges participants to consider the intersections between gender and power.

**Objectives:** By the end of the session, participants will:

- have an increased awareness of gender differences that exist between women's and men's daily activities
- question why gender roles are different in different places
- explore intersections between gender and power

**Duration:** 90 minutes

### Materials

Flip chart paper  
Markers

### Preparation

### Process

- 5 minutes: Welcome, Icebreaker
- 10 minutes: Introduction  
This module will build on information and skills that were learned in the Foundational Training. Ask participants to recall what they learned about gender, and to give examples of how they have applied that knowledge at home and at work since the Foundational Training.
- 70 minutes: Daily Activity Schedule  
Divide participants into three or more smaller groups.

Ask the groups to write a list of all of the activities they complete in a normal 24-hour period, starting with when they wake up and ending with when they go to sleep. Ask the participants to include details on the amount of time they spend on each activity, where the activities take place, and who – if anyone – helps them with the activities.

After the first list is complete, ask participants to create a second list that describes all of the activities they can think of that men do on a daily basis.

When the lists are finished, ask the small groups to share them with the larger group. Take notes on a piece of flipchart paper, and look for any themes that emerge. Facilitate a discussion with the group. You can use the following questions to guide you.

Facilitate a discussion using the following questions:

- Is there a difference in the kind of activities that men and women do? What is the difference?

- What is the reason for the difference? Does society expect very different things from men and women? Why does society expect men and women to spend time in different ways? Do you think this difference is justified? Why or why not?
  - Which kind of work is a person paid for? Which kind of work is a person not paid for? Why?
  - How are activities and expectations for women different at work in the factory compared to at home?
  - Which group has more leisure time to spend as they like? Which group has a larger workload? Is this justified? Why or why not?
  - How much variation from this general daily activity schedule happens in your community? Do you see some particular men or women acting differently? Why is that?
  - How does their reputation in the community change if they are not conforming to the norm?
  - Are there certain ways that you would like to change community expectations of men's and women's daily activity schedules and work loads? What are they? Describe them. What can you do to make these changes happen? What can others do? How can this project contribute to those changes?
- 5 minutes: Closing

## **Literacy**

Reading and writing notes on the flip chart

Key vocabulary: expectation, leisure, reputation

## **Notes for facilitators**

Participants will likely need help processing their own changing ideas of gender roles and expectations throughout this Advanced Training. In addition, they will need to balance their own changing ideas with those around them who are not undergoing a similar transformation.

While culture can and does change, it usually does so extremely slowly. Help to manage participants' expectations of what they can do with their new knowledge and awareness regarding gender. Not everyone they encounter will be open to challenging traditional gender norms; however, some will.

Be very mindful of potential unintended consequences of exploring new ideas and practicing new behaviors. Others may feel threatened when a woman begins to challenge existing gender and power norms.

## **Notes on adapting this module**

### **Notes for factory managers**

Help your male workers to be more sensitive toward gender roles and expectations. Empowering women does not automatically mean taking power away from men. It means that relationships between the sexes will need to be approached differently – ie more cooperatively as partners, rather than as superiors and subordinates.

## **Source**

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## Module 44 – Gender Roles and Cultural Expectations

### Introduction

An important aspect of empowering women is helping them to become more self-aware. Modules 44-47 build on the Foundational Training, and explore issues surrounding culturally-prescribed gender norms, stereotypes and expectations. This module explores society's expectations for what is valued in men and women.

**Objectives:** By the end of the session, participants will:

- explore their ideas about the “ideal” man and woman, as influenced by society’s expectations
- explore the idea of socially-defined gender roles
- identify gender stereotypes for both men and women

**Duration:** 90 minutes

### Materials

Flip chart paper  
Markers

### Preparation

Materials for making a sculpture (optional)

### Process

- 10 minutes: Welcome, Icebreaker
- 75 minutes: Ideal Man/Woman

Divide participants into groups of 4-5.

Ask the groups to work together to illustrate what they understand to be an ideal man and an ideal woman, using large sheets of paper and markers. Alternatively, if supplies are available, participants can use modeling clay, or cloth, or balloons, wires, pencils, and other materials to build a sculpture.

Facilitate a brief discussion about the difference between a role model (Module 3) and an ideal man or woman. A role model is an actual person whose behavior, example, or success is worthy of emulation by others. In this exercise, an ideal man or woman is a composite of different traits that are valued by that culture. The image does not necessarily represent an actual person. How does the person dress? Speak? Act? What is he or she good at? What are his or her physical characteristics? What is his or her religion? Educational background? Family situation? Occupation? Etc.

Depending on time available and the number of participants, you can ask each group to draw two pictures (one man and one woman), or only one picture. When they have finished, ask each group to present and explain their drawing(s) to the group.

Facilitate a discussion with the group using some or all of these questions as a starting point. Ask additional probing questions as appropriate. Encourage debate within the group, and be ready to spend some time discussing the issues that arise.

- How do we learn about what it means to be an “ideal” man or woman? How does your community communicate ideas about the “ideal” woman and man (for example, by family, friends, peers, etc)?
  - Besides having physical characteristics, how are we expected to act as “ideal” men and women in our society?
  - What are the consequences (social and physical) if we do not fully live up to the ideal image of a woman or a man, or if we consciously step outside of our expected roles?
  - Are the consequences for breaking the norms the same for girls as for boys? If not, how are they different?
  - Are men and women ever expected to show they are powerful? How? Is it different for men and women? Why?
  - How are most regular, common, typical men and women different from these ideal models?
  - How difficult or easy is it to live up to these ideals?
  - What is the cost one pays by listening to and conforming to the ideal? In other words, what is lost by conforming to the ideal? What is gained?
- 5 minutes: Closing

## **ALTERNATIVE: Birthday Celebration Game (from SWASTI) – 15 minutes**

- Set out two sets of toys- one set related to boys (trucks, balls) and the other set related to girls (dolls, cooking).
- Ask participants to pick each one toy which they like and keep it with them.
- Place a boy doll and a girl doll in different locations of the room.
- Tell participants they are going to celebrate a birthday. Each one of the participants can present the gift they have chosen to one of the babies (boy or girl).
- After presenting gifts, tell them to stand with the baby though whom they have given the gift.
- Ask them to share why they have chosen the particular gift to the particular baby.
- List out the responses on the flip chart or on the board and discuss why they have chosen.

## **Literacy**

Reading and writing notes on the flip chart

Key vocabulary: ideal, typical

## **Notes for facilitators**

This exercise explores what it means to be male or female in the participants’ culture. It also challenges participants to think of gender as something that is constantly changing and that can improve over time.

Encourage participants to reflect and share their experiences from their childhood and adolescence when they were constantly being told how they should behave. Perhaps they felt pressure to perform these roles at all times, or were punished if they stepped out of these socially constructed roles. How did others react if they tried to step out of these norms? Usually, this exercise is not difficult, since most individuals will have experienced restrictions on their behavior at many stages of their lives.

These are some reactions of participants after completing this activity.

*“By drawing an image of the ideal man, we realized that men also endure pressure and bear a different kind of discrimination by reinforcing gender inequalities.” (women)*

*“We men feel a burden to impress girls, earn an adequate salary and develop a muscular body.” (men)*

*“I can’t grow a mustache, and my father and uncle always pester me about it. I’m not considered [much of a man] without one.” (man, India)*

*“It is so difficult to live up to the expectations of the ideal woman.” (woman, Balkans)*

*“I feel enormous pressure to support my family financially. My dream was to return to school to get an advanced degree, but I had to give it up in order to fulfill my obligations.” (man, Balkans)*

## Notes on adapting this module

### Notes for factory managers

Often, the term “gender” is misunderstood to refer to “women’s issues.” In fact, gender is an important consideration for both sexes. Both men and women face pressure to conform to gender norms as prescribed by their culture. Men and women are not enemies. A deeper understanding of where social pressure comes from and how it affects both men and women will benefit both sexes.

### Source

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## Module 45 –Pressures and Privileges

### Introduction

An important aspect of empowering women is helping them to become more self-aware. Modules 44-47 build on the Foundational Training, and explore issues surrounding culturally-prescribed gender norms, stereotypes and expectations. This module aims to make participants aware of how society defines and limits gender roles for both men and women.

**Objectives:** At the end of the session, the participants will:

- understand the pressures and privileges of masculinity and femininity

### Duration

90 minutes

### Materials

Pressures and Privileges worksheet

### Preparation

Make copies of Pressures and Privileges worksheet

### Process

- 5 minutes: Welcome, Icebreaker
- 50 minutes: Pressures and Privileges Worksheet  
Distribute the Pressures and Privileges worksheet to participants. Ask to complete the worksheet individually. Participants should answer as many questions as possible, but should not rush. It is ok if they do not have time to answer all of the questions.

After about 20 minutes, ask the participants to form groups of two. Ask the pairs to discuss their feelings and responses to each question. Which questions or statements were the most difficult to complete and why? Were some statements embarrassing? Why?

After about 10 minutes, bring the group back together.

Ask participants:

- Do you feel your behavior is limited by society? How and when do you feel limited? Why do you feel limited?
- Do you feel there are certain ‘privileges’ that men enjoy due to the ideals of masculinity? What are these privileges, and do they have an adverse impact on women and even themselves?
- Do you feel there are certain ‘privileges’ women enjoy due to the ideals of femininity? What are these privileges? Do they have an adverse impact on men or even themselves?
- Are there some “macho” attitudes towards women that you would like to reject? Are there certain “girly” attitudes towards men that you would like to reject? What can you do to reject such attitudes?
- 30 minutes: Exploring our own Experiences around Gender  
Ask people to count off as 1 and 2. The 1’s will take their chairs and form a circle in the center of the room facing out. The 2’s will form a circle around them facing in, so that everyone is sitting across from

someone else at comfortable conversational distance. (If the group is uneven, a facilitator will need to join the exercise, or else one set of partners will have three people.)

In each of the rounds, pose a question for the pairs to discuss. Give participants 5-10 minutes to discuss each question. There will be time for 3 or 4 rounds.

After each question, call for highlights of the conversation to be shared aloud with the whole group.

Between questions ask people in the inner circle to move 2-3 seats over so that everyone has a different partner for each question.

## Sample questions

- Think back to when you were a child. How did you learn about what was expected of you as a girl? Who taught you?
  - Think back to when you were a child. When was the first time you remember feeling restricted because you were a girl?
  - Have you ever spoken or behaved in a way that goes against gender norms or stereotypes? What was the situation? How did you feel? How did others react?
  - Do you ever wish that you had the advantages of the opposite sex? Why or why not?
  - Have you ever wished that men or women could behave differently? When? Under what circumstances?
- 
- 5 minutes: Conclusion

## **Literacy**

Reading and writing Pressures and Privileges worksheet

## **Notes for facilitators**

This activity aims to make participants aware of how society defines and limits gender roles for both men and women. Remember, gender isn't merely looking at women's roles and subordination in society. Men too feel constricted by what society demands of them. This exercise is not meant to show men in a negative light but rather to understand how ideals of masculinity place pressures and privileges on both men and women. These ideals get ingrained into their psyche and personality. Their relationships with women and other men are thus influenced. It is important for men to see that a patriarchal system may provide them with status in some ways. However, it also takes away their freedom to define themselves and how they want to behave in society.

## **Notes on adapting this module**

The sample questions presented here have been written to give you an idea of what the module is supposed to achieve. You may decide to adapt these or add new questions that are relevant to your context.

**Notes for factory managers**

Often, the term “gender” is misunderstood to refer to “women’s issues.” In fact, gender is an important consideration for both sexes. Both men and women face pressure to conform to gender norms as prescribed by their culture. Men and women are not enemies. A deeper understanding of where social pressure comes from and how it affects both men and women will benefit both sexes.

**Source**

This module was adapted from Promoting Gender Equity and Diversity: A CARE Training Curriculum for Facilitators, by CARE



## Pressures and Privileges Worksheet

### About Women:

The best thing about being a woman is \_\_\_\_\_

A woman would never let a man see \_\_\_\_\_

Women would reject another woman if \_\_\_\_\_

Women are praised by their parents if they \_\_\_\_\_

Girls can \_\_\_\_\_

The parents of a girl let her \_\_\_\_\_

Teachers expect girls to treat boys like \_\_\_\_\_

Women get embarrassed when \_\_\_\_\_

Parents expect girls to \_\_\_\_\_

Women/girls are allowed to \_\_\_\_\_

A girl gets teased if she \_\_\_\_\_

Men really want women to \_\_\_\_\_

Women don't like \_\_\_\_\_

### About Men:

The best thing about being a man is \_\_\_\_\_

A man would never let a woman see \_\_\_\_\_

Men would reject another man if \_\_\_\_\_

Men are praised by their parents if they \_\_\_\_\_

Boys can never \_\_\_\_\_

The parents of a boy let him \_\_\_\_\_

Teachers expect boys to treat girls like \_\_\_\_\_

Men get embarrassed when \_\_\_\_\_

Parents expect boys to \_\_\_\_\_

Men/boys are allowed to \_\_\_\_\_

A boy gets teased if he \_\_\_\_\_

Women really want men to \_\_\_\_\_

Men don't like \_\_\_\_\_

## Module 46 – Values Clarification

### Introduction

An important aspect of empowering women is helping them to become more self-aware. Modules 44-47 build on the Foundational Training, and explore issues surrounding culturally-prescribed gender norms, stereotypes and expectations. This activity provides a safe space for participants to reflect on their personal attitudes and values around gender and power. In addition, it illustrates the fact that, although cultural pressures are very powerful, there is actually quite a bit of diversity in attitudes among individuals within the culture.

**Objectives:** By the end of the session, participants will:

- reflect on their personal attitudes and values around gender and power

**Duration:** 90 minutes

### Materials

### Preparation

### Process

- 5 minutes: Icebreaker
- 80 minutes: Values Clarification  
Find a space where participants can easily move around. Designate one side of the room as 'Agree,' and the opposite side as 'Disagree,' and a place in the middle as 'Don't know.'

Read one of the Values Clarification statements below aloud. Ask participants to respond by moving closest to the sign that corresponds with their opinion. Participants should choose where they stand based on how strongly they agree or disagree with the statement.

The Values Clarification statements listed below are examples. Choose some or all of them, depending on how much time is available. Also, create others that are relevant to the context in your context.

Move through the statements slowly. After each statement, facilitate a discussion about why people chose the response that they did. Use questioning to dig deeper into the underlying issues. Allow some time for debate between people of differing viewpoints. After a short debate, ask people if they would like to change their position.

It is important to maintain a non-judgmental, "safe" atmosphere during this exercise. Allow each person to express his or her thoughts without making a judgment about who is right or wrong. These are complicated, emotional issues, and some participants may react strongly. Remember that everyone brings his or her own personal perspective to this exercise. Encourage participants to be open and respectful to other points of view. It is ok to "agree to disagree."

### Sample Values Clarification statements:

- Women are strong.

- Women have a right to have equal share in the family's wealth.
- Girls can be just as clever as boys.
- Men are better than women at making important decisions.
- All human beings are equal in value.
- It is natural that women do all of the housework.
- Women can be good leaders.
- Men are strong.
- A man should have the final word about decisions in his home.
- Changing diapers, giving the kids a bath, and feeding the kids are the mothers' responsibility.
- Women's empowerment is contrary to our culture.
- Men are more reliable and trustworthy than women.
- Women can be good supervisors.
- Education for girls is a waste of time.
- Pregnant girls should be expelled from school.
- Women like to have lots of children.
- Boys and men should also do housework like cooking, washing or cleaning.
- Dowry makes women seem like men's property.
- It is difficult for people in (country) to change their beliefs about gender.

After the exercise is complete, facilitate a group discussion using the following questions as a starting point. Ask additional probing questions as appropriate. Encourage debate within the group, and be ready to spend some time discussing the issues that arise.

- How did it feel to confront values that you do not share?
  - What did you learn from this experience?
  - Did you change your opinion about any of the issues?
- 5 minutes: Closing

## Materials

## Literacy

Key vocabulary: opinion, values

## Notes for facilitators

This exercise challenges people to articulate and examine their values and attitudes toward certain issues related to gender and power. Often we are unaware of our own biases. Sometimes our beliefs have a rationale; other times, they are a product of our surroundings and may persist until we question them and begin to imagine an alternate reality. For example, if one grows up in a culture where violence against women is considered normal, one may never think to even question this practice.

Furthermore, this exercise exposes participants to people with differing opinions. It demonstrates that people have a broad range of opinions and experiences that we may not always agree with. As we have seen in previous exercises, sometimes our society or our culture expects us to act in a certain way.

Nevertheless, within societies and cultures, there can still be a broad range of opinions and beliefs. Even if people ascribe to similar cultural norms, they may have very different personal opinions.

This exercise may inspire strong emotional reactions among participants. Remind participants that everyone is entitled to her own opinion. This is not the forum to engage in a debate, or to try to convince others that they are wrong.

## **Notes on adapting this module**

The values clarification statements presented here have been written to give you an idea of what the module is supposed to achieve. Add or change statements to tailor them to your context. Choose statements that challenge existing gender norms, and that are likely to reveal differing opinions among participants.

## **Notes for factory managers**

Support participants as they explore and challenge their personal values and attitudes. Remember to withhold judgment. Everyone is entitled to his or her opinion.

## **Source**

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## Module 47 – Rebuilding the World

### Introduction

This module explores notions of power and social status. By giving participants the ‘power’ to assign value to different members of society, this exercise is meant to cause some discomfort among participants. It should not be an easy task to decide who gets to live and who must die!

**Objectives:** By the end of the session, participants will:

- challenge their thinking around power, social status, and discrimination
- expose ways in which social status and power play into our attitudes and expectations about certain people or groups of people

**Duration:** 90 minutes

### Materials

Flip chart page with list of 10 people

### Preparation

Prepare flip chart page with list of 10 people

### Process

- 10 minutes: Welcome, Icebreaker
- 75 minutes: Rebuilding the World  
Divide participants into groups of 4-5 people, and explain the following scenario. Within a few moments a powerful bomb will explode. There is room for only six people to be saved in an atomic shelter before the bomb goes off, but there are ten people who want to come inside. Your task is to choose the six who – in your opinion – should be allowed in. These six people will be responsible for rebuilding the world after the bomb.

Groups should carefully study the characteristics of the ten candidates, then choose the six that they think should be allowed into the shelter and explain why.

- Police officer with a gun
- 16-year-old mentally disabled girl
- Olympic athlete, 19 years old, homosexual
- Female pop singer, 21 years old, very beautiful
- 50-year-old black woman, religious leader
- Peasant woman, pregnant for the first time
- Philosopher, 70-year-old grandfather
- Biochemist (male) 35 years old, in a wheelchair
- Communist (male), specialist in medical sciences
- ‘Retired’ prostitute, 40 years old

After each group has chosen six people, bring everyone back to the large group and discuss the different lists. Did the small groups choose the same people or different people? Were their reasons for choosing a particular person similar or different?

Facilitate a discussion with the group using some or all of these questions as a starting point; ask additional probing questions as appropriate. Encourage debate within the group, and be ready to spend some time discussing the issues that arise.

- What does this exercise reveal about status? Discrimination? Stereotypes? The relative value to society of certain people? Power? Privilege?
  - How did considerations about reproduction (fertility, suitability for reproduction, etc.) affect choices?
  - Do we have enough information to make assumptions and judgments about the ten candidates?
  - What are some qualities of women that give some women more status or power over other women? What are some qualities of men that give some men more status or power over other men?
  - If the retired sex worker could choose the six people, who do you think she would choose?
  - Which forms of power do we manipulate in our own lives?
  - How did it feel to have the power to decide who was important enough to survive and who should die?
  - How are social status and power connected? Is low status a result of little power, or is little power a result of low status? Where does social power come from?
  - Why do groups of lower social status often remain 'invisible'?
  - How does power affect your relationships? Do men and women share equal power in relationships? How does power affect the way men and women search for a life partner? The way men and women communicate?
  - How do you negotiate power in your relationships? Is it something you are conscious of?
- 5 minutes: Closing

## Literacy

Reading notes on the flip chart

Key vocabulary: power, social status, discrimination

## Notes for facilitators

In our communities, people are in different positions of power. Often, society dictates how we behave in certain circumstances. For example, individually we may decide not to discriminate against a certain group of people, but we discriminate anyway because of the culture we live in.

Patriarchy, for instance, plays a role in all our lives. The position of a daughter, wife, or mother is determined in relation to the man in the family. Unequal power balance in gender relations that favors men translates into unequal power balance in interactions between men and women. Power is fundamental to both sexuality and gender.

We assume that power is something outside of us, that someone else controls us. But the fact is that we all have power at different moments in our lives. Thus, power is shifting, and is relative to those around us. We may have more power in our families, but less power in our workplaces, or less political power.

We need to ask ourselves when and how power balances change, and who changes them. Some forms of

power will be used in very empowering ways, some in disempowering ways.

Some sources of personal power:

- formal positioning (caste, culture, religion, family)
- charisma (personal charm and personality)
- influence (who you know and how you can use your relationships)
- knowledge or intellectual credentials
- skills, experience or applied knowledge
- persuasion or leadership qualities
- victim status ('poor me')
- gender (male vs female)

Groups that are marginalized in some way (such as the disabled, the elderly, homosexuals, etc.) tend to be feared and de-valued; they are not taken seriously. Often they feel powerless. When this happens, they lose some of their humanity; they are denied their individuality and their sexuality. When inequities are identified, it is common to try to assign blame. However, more is gained by working together than by taking sides. When we recognize injustice, we have a responsibility to do something to change it.

### **Notes on adapting this module**

If some of the people listed in this exercise will be confusing to participants, think of different descriptions that are more familiar but that represent someone of similar power and social status.

### **Notes for factory managers**

In this training, workers are becoming more aware of how power dynamics and social status affect how people are valued in society. This exercise asks participants to go a step deeper, and to ask, "why" some people are valued more than others.

Support workers by modeling the behavior you wish to see. Does your factory discriminate against certain groups of people – intentionally or unintentionally?

### **Source**

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## Module 48 – Women’s Mobility Mapping

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 48 and 49.**

### Introduction

In this exercise, participants explore the connection between social status, gender and mobility. Participants are asked to identify the things, persons, or places in and outside of their community that influence their mobility, as well as their access to and use of services.

**Objectives:** By the end of the session, participants will:

- analyze the connections between gender, mobility, vulnerability and access to services in their community

**Duration:** 90 minutes

### Materials

Flip chart paper  
Markers

### Preparation

#### Process

- 10 minutes: Welcome, Icebreaker
- 75 minutes: Women’s Mobility Mapping  
Spread out a map that was drawn in Module 16, if available.

Alternatively, ask participants to draw a rough sketch of their community (this should only take about five minutes) on a large piece of paper. It does not have to be detailed or accurate, as long as it gives a sense of where the boundaries and important landmarks in the community are.

If women come from very different places and do not have a common reference point, you can draw a fictional community with common landmarks such as markets, public transportation, residential areas, schools, religious buildings, clinics, factories, etc.

Ask the participants to discuss and decide on places or situations in the community where women can:

1. Go unaccompanied without the permission of her husband, father, or other male relative.
2. Go unaccompanied with the permission of her husband, father, or other male relative.
3. Go accompanied without the permission of her husband, father, or other male relative.
4. Go accompanied with the permission of her husband, father, or other male relative.
5. Go for an extended period of time (e.g. visit to her family’s home).

Designate one or two of the women to be responsible for representing the places or situations that are being agreed upon by the group. Try to get a sense of which places everyone agrees on, and which places create some disagreement.

As the women are discussing, use the guiding questions provided below to probe deeper. After the map has been completed, ask participants how freely people can go to the different places illustrated on the



map (i.e. streets, religious buildings, schools, markets, homes, etc.). Based on their answers, they can draw symbols (i.e. small triangles, circles, stars, etc.) or mark in each of the places identified on the map, what type of person is freely able to move in that area (i.e. young unmarried men; young unmarried women; widowed women; widowed men; mothers-in-law; married women; divorced women; and women or men of different classes, castes, and ethnicities, depending on the context). The number of symbols drawn will represent the different groups in the community who can go to the different places identified on the map. For example, if married women are allowed to go to the market, this can be symbolized by a star in the marketplace.

Next, you may want to also use symbols to indicate if these groups are allowed to go to these places with or without permission. Use a (+) to show those places on the map, where women can go without permission, and a (-) to show those places on the map where women can only go with permission.

Facilitate a discussion with the group using some or all of these questions as a starting point; ask additional probing questions as appropriate. Encourage debate within the group, and be ready to spend some time discussing the issues that arise.

- In this community, are people allowed to move about freely? What do others think if certain people leave their homes unaccompanied? Do some people feel unsafe moving around by themselves?
  - Are men able to move about the community outside their homes freely? Why or why not?
  - Which places in your community are men not allowed to go? Are some places restricted at some times and open at other times? Are certain men restricted more than others? Why or why not?
  - Are women able to move about the community outside their homes freely? Why or why not?
  - Which places in your community are women not allowed to go? Are some places restricted at some times and open at other times? Are certain women restricted more than others? Why or why not?
  - Are expectations different for women of different classes, castes, religions, age, or marital status? Why?
  - Do you think restriction of mobility harms women and their families? How?
  - Would you like to change the situation you describe? What can you do as an individual? What can you and other members of the community do to change the situation? How can the project assist you and other community members in making this change?
- 5 minutes: Closing

## **Literacy** Mapping

### **Notes for facilitators**

If restricted mobility is troubling or considered an obstacle by participants, encourage them to think of ways to facilitate mobility. In some cases, it may be a question of improving the physical environment, such as improving lighting, installing a crosswalk or building a bridge. In other cases, the solutions may need to address social norms and attitudes, and may therefore be more complex.

**Notes on adapting this module**

Although the reasons for feeling safe and unsafe may be different in different countries, restrictions on women's (and men's) movement are nearly universal. Be sure to use examples that are relevant to your context.

**Notes for factory managers**

If the map includes the area surrounding your factory, pay special attention to the places where women feel safe and unsafe. What can you do to make the unsafe places safer for women?

If and when participants approach you with suggestions for how to improve safety in the neighborhoods surrounding the factory, keep an open mind. They are learning how to be assertive and not confrontational. Remember that they are making suggestions because they care about their workplace and want to make it even better.

**Source**

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## Module 49 – Gender and Communication

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 48 and 49.**

### Introduction

Gender and communication is not simply a matter of being aware of different qualities that men and women tend to have. Communication between the sexes is deeply affected by existing gender norms and expectations, as well as deeply-rooted power differentials between men and women. In the context of the workplace, power related to hierarchy also plays a role.

**Objectives:** By the end of the session, participants will:

- identify challenges to communication between men and women
- identify and practice techniques for effective communication between men and women

**Duration:** 90 minutes

### Materials

Tableau situations  
Role play scenarios

### Preparation

Edit and add tableau situations as appropriate for your context  
Edit and add role play scenarios as appropriate for your context

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Gestures and Postures  
Begin with a discussion of body language. Ask participants to demonstrate different postures, gestures and facial expressions that are commonly understood in their culture. Point out that while body language doesn't tell the whole story, we can learn a lot about a person or a situation by interpreting the signals that we see.

Divide participants into groups of three. Ask that two of the three members of each group create a tableau – a frozen image – showing the following situations. After each tableau is created with facial expressions and body language, ask that the third person manipulate the people in the tableau to create a more positive communication exchange.

Continue this exercise until all three members of the group have had a chance to be the manipulator.

#### Sample situations:

A woman has arrived home late from work, and her husband is angry.

A male supervisor is upset because of a mistake that a female worker made.

A female worker is asking for a one-week leave from work so she can travel to her village, but her male supervisor won't approve it.

A male supervisor is disappointed because a female worker has been late to work three days in a row.

A woman is walking home from work and is afraid when a strange man approaches her.

- 50 minutes: Role Plays

Divide participants into pairs, and give each pair a role play scenario. Allow groups 15-20 minutes to prepare and practice their role plays. Role plays should be 2-3 minutes long. Remind participants about passive/assertive/aggressive communication. Encourage participants to practice using the assertive communication skills that they learned about in Unit 3.

Bring the larger group back together. Ask each group to perform their role plays.

Sample Role Play scenarios:

A male supervisor scolds workers who make mistakes, but he does not help them to learn proper techniques.

At home, a woman's brother insists that he should have the best of everything, and that his sister must attend to his every need.

A husband and wife are discussing their children's education. The husband believes that education is a waste of time for girls, but the wife wants all her children to attend school.

A woman and her male co-worker are both being considered for a promotion. Both feel that they are qualified and deserve the promotion, but both are fearful that the other will be promoted instead.

A woman works hard at the factory every day. Each week when she brings home her wages, her husband (brother, father, etc) demands that she hand over the money.

- 5 minutes: Closing

## **Literacy**

Reading tableau and role play scenarios

Key vocabulary: body language, gesture

## **Notes for facilitators**

Body language is a fundamental form of communication. This is a language that we have all learned to speak and understand. Yet, it is so fundamental that we are often not conscious of it. The way we carry ourselves, the gestures we use and our facial expressions all communicate much more than we realize.

While it is important for women to learn how to communicate effectively with men in conflict situations, it is important to not portray men as being the enemy. Point out that many people – men and women – have not had the opportunity to learn assertive communication techniques, or may not know how to solve a problem without using force and anger. Like any new behavior, learning how to resolve conflicts peacefully and effectively takes practice.

Furthermore, most men have not questioned why they have greater power than women; they simply accept it and expect it, since it is to their advantage.

It is common for men to fear women's empowerment. They are afraid that if women gain power, then men will lose power. This is not necessarily so. Everyone will benefit when people know how to build and maintain healthy relationships based on mutual respect.

Be very mindful of potential unintended consequences of practicing new behaviors and communication strategies. Others may feel threatened when a woman begins to behave assertively and challenge existing gender and power norms. Above all, do not ask women to do anything that may put themselves in danger.

## **Notes on adapting this module**

### **Notes for factory managers**

It is important to remember that empowering women should not become a competition between men and women. This will be difficult for many men – and perhaps some women – to understand. As factory management, you determine the culture in your workplace. You set the example with your words and your actions. Model the behavior that you wish to see. Also remember that women in supervisory positions are entering new territory; they will need extra support and encouragement in order to succeed.

### **Source**

Gestures and Postures was adapted from Reflect Mother Manual, Archer & Cottingham, ActionAid 1996. Used by permission.

## Module 50 – Violence Against Women

### Introduction

Violence against women is a powerful and sensitive topic that may affect some of the participants either directly (they may experience violence themselves) or indirectly (they may witness someone they care about being abused).

**Objectives:** By the end of the session, participants will:

- explore the social causes and consequences of violence against women
- identify ways to prevent violence against women
- identify locally-available resources related to violence against women

**Duration:** 90 minutes

### Materials

Flip chart paper  
Markers

### Preparation

Research the laws and policies concerning violence against women in your country

Research resources related to violence against women in your community

Prepare a flip chart paper with a simple sketch of a tree

Handout that summarizes laws and policies and lists local resources concerning violence against women

### Process

- 10 minutes: Values clarification (replaces Icebreaker)  
Find a space where participants can easily move around. Designate one side of the room as 'Agree,' and the opposite side as 'Disagree,' and a place in the middle as 'Don't know.'

Read one of the Values Clarification statements below aloud. Ask participants to respond by moving closest to the sign that corresponds with their opinion. Participants should choose where they stand based on how strongly they agree or disagree with the statement.

The Values Clarification statements listed below are examples. Choose a few, depending on how much time is available. Create others that are relevant to the context in your context.

Move through the statements slowly. After each statement, facilitate a discussion about why people chose the response that they did. Use questioning to dig deeper into the underlying issues. Allow some time for debate between people of differing viewpoints. After a short debate, ask people if they would like to change their position.

It is important to maintain a non-judgmental, "safe" atmosphere during this exercise. Allow each person to express his or her thoughts without making a judgment about who is right or wrong. These are complicated, emotional issues, and some participants may react strongly. Remember that everyone brings his or her own personal perspective to this exercise. Encourage participants to be open and respectful to other points of view.

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Sample Values Clarification statements:

There are times when a woman deserves to be beaten.

If a woman has been raped or beaten, she should report it to the proper authorities.

A woman should tolerate violence in order to keep her family together.

Families are stronger when men discipline their wives.

Men beat women as a way of showing love.

The laws in (country) adequately protect woman and girls from violence against women.

Psychological abuse is just as harmful as physical abuse.

It is OK for a man to hit his wife if she won't have sex with him.

Only men who suffer from some mental illness resort to violence against women.

If women who are victims of domestic violence wanted to leave their husbands, they could leave.

- 15 minutes: Introduction to VAW

Ask the participants: What comes to mind when you think of violence against women and violence against men?

Record their thoughts on a flip chart, in two columns. An example of some of their answers is shown below:

<b><i>Violence Against Men</i></b>	<b><i>Violence Against Women</i></b>
Murder	Part of a woman's daily life
Planned	Dowry
For a reason (eg over property, land, money, women)	Sexual harassment
Men perpetrating violence against men	Vulnerable
Beaten up by a brother for teasing his sister	War crimes against women
Harassed by police	Rape as a weapon of revenge
Politics	Wife-battering
	Infanticide
	Child sexual abuse
	Must have asked for it ("deserves" it)

After a comprehensive list is generated, ask participants:

- What differences do you see in violence against men and women?
  - What are the reasons for the differences?
  - Is there a pattern you see in the various forms of violence against women?
  - What do you link this pattern to?
- 40 minutes: VAW tree

Divide participants into groups of 5-6. Give each group a piece of flip chart paper and markers.

Show participants the flip chart page with a simple sketch of a tree. Write "Violence Against Women" on the trunk of the tree.

Ask participants to brainstorm causes of violence against women and to write them under the tree where the roots are located. After about 10 minutes, ask participants to brainstorm consequences of violence against women and to write them above the tree where the branches are located.

Allow each group to present its tree to the group. After the first group presents, remaining groups should only mention ideas they had that were not mentioned already (in order to conserve time).

Ask participants:

- What do you think are the reasons men resort to violence against women?
  - Are they blamed or punished for it?
  - What justifications do they give for their actions?
  - What are the costs of violence against women? (eg financial [medical costs, missed work, decreased productivity], social [shame, isolation, sadness], etc)
  - Why does violence against women continue?
  - What can we do to prevent it?
  - What can we do if we see it happening?
- 
- 20 minutes: Laws and Policies  
Facilitate a discussion about the laws and policies in your country that relate to violence against women. Provide a simple handout to participants that lists the main ideas of the laws and policies, as well as locally available resources.
- 
- 5 minutes: Closing

## Literacy

Reading notes on the flip chart

Writing on the VAW tree

Key vocabulary: violence, abuse

## Notes for facilitators

This is a powerful and sensitive topic that may affect some of the participants either directly (they may experience violence themselves) or indirectly (they may witness someone they care about being abused).

Violence against women has been defined as “any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.” (UN Declaration on Elimination of Violence Against Women)

Worldwide, domestic violence has various forms. However, it has been divided into four major categories. These are 1. Physical torture, 2. Mental torture, 3. Sexual torture and 4. Financial damages.

**Physical Torture:** The most visible and barbaric form of domestic violence is physical torture. These include beating the wife or other female members with sticks, slapping or kicking, burning with hot utensils or strangling women. These forms of torture even lead to murders. Eighty percent of the domestic violence is caused by the husbands.

**Mental Torture:** Maltreatment, scolding, humiliating, threatening, pressurizing and imposing various restrictions for women also belong to domestic violence. This form of violence usually remains hidden. But, it is also very widespread. Such form of violence leads to serious consequences. The women of the



educated and middle class family's women are the most vulnerable to mental torture. Many women commit suicide for such mental torture.

**Sexual Violence:** Rape, forced sex, having sexual relationship through cheating, meeting pervert sexual demand, touching the sexually sensitive parts of the body belong to sexual violence. Women of different ages, including the adolescents and children can also be victims of such violence by the male members, other than the husbands. Presently, eve teasing is a new form of violence. This belongs to sexual violence.

**Violence through financial damages:** Barring the women from doing jobs and establishing self sufficiency, depriving them of subsistence, controlling the income of the women and depriving them of wealth – these belong to violence through financial damages.

Additionally, forcing the women to marry, or to marry early, forcing them to get pregnant or to terminate a pregnancy, restricting their movement outside the household, imposing bars on sporting, entertainment or music that they love to do, depriving them of appropriate medical treatment and food, not valuing their views or considering them unintelligent – all belong to domestic violence.

### **Notes on adapting this module**

Find out if data are available for VAW in your country. Participants may be interested to learn about which regions are most affected by VAW, the social characteristics of women who are affected by VAW, and attitudes toward VAW. MEASURE DHS ([measuredhs.com](http://measuredhs.com)) collects for data on VAW in some countries.

### **Notes for factory managers**

What resources (medical, counseling, etc) are available in your factory for women who affected by VAW?

### **Source**

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## Module 51 – Dowry

### Introduction

Dowry is a cultural issue that can have a strong impact on the lives of some women and their ability to fulfill their potential. Sometimes, a dowry payment allows a husband and his family to exercise absolute control over his wife, giving her little power to make decisions for herself.

**Objectives:** By the end of the session, participants will:

- explore different perspectives on dowry
- identify some of the negative consequences of the dowry system

**Duration:** 90 minutes

### Materials

6 cards with roles for role play

Cards

Markers

### Preparation

6 cards with roles for role play

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Role Play  
Ask for six volunteers to participate in a role play.

#### Situation

Two families are negotiating an engagement. All of them have different thoughts and emotions; some of them have conflicting thoughts and emotions. Begin with each couple talking to each other alone, and then bring all three couples together.

#### Players

Bride's mother, bride's father, bride, groom, groom's mother, groom's father

#### The rules of the role-play

Each of the six volunteers will receive a card describing his/her role.

These are confidential and should be read silently.

The players have 15 minutes to conduct their role play.

After the role play, ask the players:

- Please describe your role
- How did you feel in your role?
- 50 minutes: Flow Diagram  
Place a card that reads "dowry" in the middle of a large, empty area.

Ask participants to think of the reasons that people participate in the dowry system, and to use words or symbols to make a card showing their suggestion. Place the “cause” cards to the left of the topic cards. Ask participants if they can think of any causes of the causes they have already mentioned. Continue working backwards to uncover root causes or indirect causes. Look for connections between causes. As participants discuss this topic in more detail, it may become necessary to re-arrange the cards.

Next, ask participants to think of the effects or results of the dowry system, and to use words or symbols to make a card showing their suggestion. Place the “effect” cards to the right of the topic cards. Ask participants if they can think of any effects of the effects they have already mentioned. Continue working forward to uncover hidden or indirect effects. Look for connections between effects. As participants discuss this topic in more detail, it may become necessary to re-arrange the cards.

Once the diagram is more or less complete (or when time is growing short), look for common themes.

Ask participants:

- Did anything in the diagram surprise you?
  - If a tradition has negative effects, why does it continue?
  - Why is it so difficult to change traditions?
  - What are some ways to change harmful traditions?
  - What are your recommendations based on this exercise?
- 
- 5 minutes: Closing

## Literacy

Reading and writing on the cards

Reading the role play roles

## Notes for facilitators

Dowry is a cultural issue that can have a strong impact on the lives of some women and their ability to fulfill their potential. Sometimes, a dowry payment allows a husband and his family to exercise absolute control over his wife, giving her little power to make decisions for herself.

Ask participants if they have heard of individuals or families or communities that have successfully overcome the tradition of dowry. Provide examples from your own experience, or that you have researched.

If it is not possible to eliminate dowry entirely, what are some ways to work within the system so that it is not so de-valuing to women?

## Roles:

- Bride’s mother: Doesn’t like the dowry custom because she feels that it causes women to be treated unfairly, but feels compelled to continue it because of tradition.
- Bride’s father: Feels proud that his daughter is “worth” a large dowry, but he is concerned about how he will come up with the money to pay for it.
- Bride: Loves her boyfriend, and worries that the dowry will make her in-laws view her as their property.
- Groom: Has a good job, loves his girlfriend, and would still want to marry her even without a dowry.

- Groom's mother: Happy that his son has found a good wife and will accept a dowry, but finds that the process of negotiating the dowry makes her feel greedy.
- Groom's father: Questioned the dowry tradition when his daughters got married, but now feels like he is entitled to receive one since he has already paid them for his daughters. Also, he is eagerly anticipating the increased status he will have as a result of receiving the dowry.

## **Notes on adapting this module**

If dowry is not applicable in your country, choose another traditional or local practice that can be considered harmful.

In Central America, for example, armed conflict and violence may be a more relevant topic.

## **Notes for factory managers**

## **Source**

Flow diagram was adapted from Reflect Mother Manual, Archer & Cottingham, ActionAid 1996. Used by permission.

## Module 52 – Review/Bringing it all Together

### Introduction

In a lengthy training such as this, it is important to pause from time to time to review what has been covered, highlight linkages between the different modules, identify applications for new knowledge and skills both at home and at work, and look forward to upcoming modules. Review sessions are also an opportunity to evaluate and celebrate progress thus far.

**Objectives:** By the end of the session, participants will:

- review previous 6 weeks
- make connections between previous modules
- make connections between lessons learned and overall training objectives

**Duration:** 90 minutes

### Materials

Flip charts/visual aids from previous modules  
Expectation Tree from Module 1

### Preparation

Invite representative(s) from factory management to attend

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Personal stories of self-assertion  
Divide participants into groups of five. Ask participants to recall and discuss one experience where they asserted themselves or challenged a specific gender stereotype. To guide them as they think about their experience, ask participants to discuss:
  - What was the act against which you asserted yourself?
  - Where were you?
  - What made you act/react like this?
  - Did you need anyone's support? Who supported you?
  - How did you feel before, during and after this incident?
  - Did this require you to refuse or challenge any of your traditional gender roles or stereotype? If so, which ones were these?
  - How did others- family, friends, colleagues, react? Did they support you?
  - What bearing does this act have on your current life?
- 25 minutes: Review  
Help participants to recall each session since the last review session (ie Modules 44-53). Walk them through the highlights of each session, using visual reminders whenever possible to prompt their memories.

Ask participants:

- What is the most important thing that you've learned so far?
- How have you applied the skills you have learned?

- What changes have you noticed in yourself so far?
- What changes have you noticed in your fellow participants so far?

As a group, review the Expectation Tree.

Ask participants:

- What have you learned in the training that has helped you to become a more successful woman?
- Is there anything you would like to add or delete from the Expectation Tree?

Encourage participants to review the goals they set for themselves in Module 2.

Ask participants:

- What progress have you made toward these goals?
- In what ways have you made progress?
- In what ways do you plan to make progress in the coming weeks?

Ask participants to nominate a representative to speak on behalf of the group to representative(s) from factory management, who will be joining the session shortly.

- 25 minutes: Share Progress

Invite representative(s) from factory management to hear an update on the training from the participants.

Give the floor to the participant representative to present a summary of what the group has learned so far. Whenever appropriate, she should use visual aids to demonstrate group work.

As facilitator, spend a few minutes providing participants and management with an overview of what will be covered during the next two months of the training.

Invite representatives from factory management to say a few words of encouragement and support to the participants.

- 5 minutes: Closing

## **Literacy**

Reading notes on the flip chart

## **Notes for facilitators**

Use this session to make connections between new knowledge and skills; to highlight progress thus far; and to foster a sense of achievement and confidence among participants.

## **Notes on adapting this module**

**Notes for factory managers**

Participants respect your opinions and will look to you for approval. Praise them for their efforts thus far. Be as specific as possible when giving compliments. Encourage participants to continue their good work and stay focused on their goals. Supportive engagement from management will foster loyalty among employees.

**Source**

Personal stories of self-assertion were adapted from Promoting Gender Equity and Diversity: A CARE Training Curriculum for Facilitators, by CARE

## Introduction to Unit 5: Leadership

Until now, participants have learned and practiced many skills that will help them to become more effective leaders. This unit ties those skills together, introduces new skills, and emphasized the application of skills in the workplace setting. This unit is the culmination of the entire training program: preparing women to take on greater leadership responsibilities within factories.



## Module 53 – Leadership

### Introduction

By this point in the training, participants will have learned and practiced a variety of leadership skills. This module is a good opportunity to highlight ways in which participants have already developed some leadership skills, and to encourage them to think of themselves as leaders.

**Objectives:** By the end of the session, participants will:

- understand the meaning of leadership
- know the qualities of a good leader

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

Small pieces of cloth for blindfolds

Prizes for winners (eg sweets)

Coupons

### Preparation

Flip chart page with the list of 10 leadership skills

Cut colored paper into small “coupons”

### Process

- 5 minutes: Icebreaker
- 40 minutes: Leadership skills  
Ask participants, “What do we mean by the word ‘leader’?” Sometimes, when we hear the word ‘leader,’ we may think of people who are in formal positions of authority, whether in the workplace, in government, etc. Encourage participants to think about leadership more broadly.

Ask participants:

- How can someone be a leader, even if they do not hold a formal position of authority?
- Why would someone who does not have a formal position of authority want to act like a leader?
- Give examples you have seen of someone being a leader despite not having an official position?
- In what ways have you seen your fellow participants acting as leaders? What changes have you noticed in your fellow participants since beginning this training?

Next, ask participants, “What are the qualities of a good leader?” Write all the qualities that are mentioned by the participants on the flip chart.

Display the flip chart you have prepared with the list of 10 leadership skills. Compare it to the list of qualities that participants have just brainstormed. Remind participants that all of these leadership skills can be developed with practice. However, different people may apply them in different ways, depending on the context and on their own personal leadership style.

10 Leadership Skills flip chart:

- Understanding the needs and characteristics of the group
- Knowing and using available resources
- Communicating
- Planning
- Managing group performance
- Evaluating
- Sharing responsibility
- Coaching
- Representing the group
- Effective teaching

Make connections between the 10 skills listed above and the skills that participants have developed thus far throughout the training. (See Notes for Facilitators below)

For each item on the list, ask participants to discuss how they have seen this skill being used in their workplace, or to suggest opportunities for applying each leadership skill to their workplace.

Ask participants:

- Have you heard of the term “leadership by example”? What do you think it means?
- Can you think of an example when you did this, or saw this being done by someone else?

Leadership by example means modeling the behavior that you want others to adopt. It is more effective to show someone how to do something, rather than simply telling him or her.

Now ask participants to think about leaders in different situations (eg at home, at the workplace, in the community). Ask participants:

- Do you expect the same or different leadership qualities in different contexts and in different situations?
  - How are they the same or different?
- 40 minutes: Coupon game  
Divide the participants into four groups, and ask them to select a leader for each group. Explain that each group will be given different color code. The three group members who are not the leader will be blindfolded. Color coupons will be spread around the training room. The group’s task is to collect the correct color coupons, while the leader guides the team. Give the groups 5 minutes to plan, and 5 minutes to collect coupons. At the end of 5 minutes, collect the coupons and tally the points. Award 1 point for each coupon of the correct color, and subtract half a point for coupons of other colors that were collected. Award the winning team a small prize.

Remind participants that effective leadership is not simply a matter of giving clear instructions. Encourage participants to think of other ways beyond giving clear instructions to make their team more successful during this exercise.

After the activity, ask participants:

- What did your group do well?
- What mistakes did your group make?

- What could you have done differently?
  - What techniques did your leader use?
  - What techniques were particularly successful?
  - What are some other techniques a leader could use to help her team accomplish a task?
- 
- 5 minutes: Closing

## **Literacy**

Reading notes on the flip chart

Key vocabulary: leadership

## **Notes for facilitators**

Identify or think of examples where people who did not have a formal position of authority acted as leaders in a certain situation. What were the circumstances? Why was that person successful?

Here is some additional information for you on each skill, in order to more fully explain the Leadership Skills flip chart:

1. Understanding the needs and characteristics of the group
  - This helps the leader to deal with each person as an individual, to treat that individual with respect, and to help the person grow, which will create trust and build confidence among group participants.
2. Knowing and using available resources
  - Resources include all those things necessary to do a job. Resources also include people, because people have knowledge and skills.
3. Communicating
  - This can be many different things, including listening, speaking, body language, demonstrating, asking questions, etc.
4. Planning
  - This can refer to many things, such as planning processes (tasks), planning a schedule, planning an agenda for a meeting, etc.
5. Managing group performance
  - Continually observe the group. Know what is happening and the attitude of the group.
  - Make your instructions clear and pertinent.
  - Pitch in and help when necessary.
  - Quickly deal with disruption. Guide the post toward self-discipline.
  - Enforce the rules and regulations of the workplace
6. Evaluating
  - Measure the performance of a group to identify ways in which the group can improve.
7. Sharing responsibility
  - Offer leadership opportunities to workers and teach them the skills they need to succeed, rather than creating a team that it overly dependent on its leader.
8. Coaching
  - Help people solve problems. Encourage or reassure them when appropriate. Motivate workers to reach their potential.
9. Representing the group
  - Speaking on behalf of others at meetings, writing reports, etc.
10. Effective teaching
  - Transferring knowledge and skills to others

Make connections between the 10 skills listed above and the skills that participants have developed thus far throughout the training.

For example (Please note that this list is representational, and not meant to be exhaustive):

1. Understanding the needs and characteristics of the group
  - Modules 37, 38, 39; Unit 4
2. Knowing and using available resources
  - Module 40
3. Communicating
  - Unit 3
4. Planning
  - Introduced in Module 2, and will be covered in more depth in Modules 63 and 64
5. Managing group performance
  - Introduced in Unit 3, and will be covered in more depth in Modules 57, 58 and 59
6. Evaluating
  - Will be covered in Unit 5
7. Sharing responsibility
  - Will be covered in Module 57
8. Coaching
  - Introduced in Module 37, and will be covered in more depth in Modules 57 and 58
9. Representing the group
  - Modules 41 and 42, and activities in other modules that called for public speaking or performing role plays
10. Effective teaching
  - Introduced in Module 39, and will be covered in more depth in Unit 5

Remind participants that, with practice, they will become more comfortable using their leadership skills in different contexts.

Leadership by example means modeling the behavior that you want others to adopt. It is more effective to show someone how to do something, rather than simply telling him or her. In addition, if your words and your actions are in harmony, people will know that they can trust you.

## Notes on adapting this module

### Notes for factory managers

Do you lead by example? Model the leadership behavior that you wish to see in your employees.

### Source

The list of 10 Leadership skills was adapted from Swasti (<http://www.swasti.org/main/>)

## Module 54 – Decision-Making

### Introduction

Decision-making is an important skill for anyone, and particularly for leaders in the workplace. This skill can be applied at home, at work and in the community.

**Objectives:** By the end of the session, participants will:

- list the steps in making a decision
- describe some of the important factors to consider in decision-making
- apply decision-making skills to situations that arise at home and at the workplace

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

Decision-making scenario cards

### Preparation

Create decision-making scenario cards

### Process

- 10 minutes: Welcome, Icebreaker
- 45 minutes: Small Group Work  
Adults must make many decisions each day. Some are small and unimportant, and others are much more serious and substantial. What steps might someone take if they have to decide something crucial? What should they do first? Next? Should they seek advice? From whom?

In trying to devise a list of steps in making a sound decision, it may be helpful to put ourselves in the position of someone about to make an important decision. The idea behind this exercise is to imagine that we are about to make an important decision; to work through ways to brainstorm possible solutions; and to list the steps that we might take in making that decision.

You may wish to emphasize that the actual decision the groups reach is less important than understanding the process someone might go through to make such a decision and the factors to be considered.

Divide the participants into groups of 3-4. Give each group one card with one decision-making scenario on it. The groups should do the following:

1. Discuss the situation.
2. In trying to make the decision, what should the people in the scenarios do first?
3. List the steps that the people should take in trying to reach their decision.
4. Finally, as a group, discuss the situation and make a decision for the scenario on the card.
5. On the flip chart, write the steps to making a decision, what decision the group would make for the scenario, and the reasons for the final decision.

## Sample scenarios:

Your children have been living with you in (city). Your mother-in-law has offered to keep them with her in the village, but it means that you won't see them as often.

You have been ill off and on for several weeks. You've thought about seeing a doctor, but haven't gone because you seem to get better after feeling ill for a few days.

There is a man who lives on your street who likes to talk to you and tries to offer you gifts. You are flattered by the attention and you like receiving gifts, but you feel uncomfortable accepting them because you think he will expect something from you in return.

You like your job and the factory where you work. You have worked there for a year and a half. You have heard that another factory is hiring workers at a slightly higher wage, but you don't know how employees are treated there or what the working conditions are like.

You have noticed that a co-worker is stealing from the factory, and she knows that you know her secret. If you report her to management, she will know who turned her in.

Your child is ill. It is late at night, and you are not able to go to a pharmacy to buy medicine. Your neighbor has some pills that might help your child, but you don't know what kind of pills they are or what the dosage should be.

- 30 minutes: Steps in Making a Decision

Have each group present its ideas to the larger group. Discuss each situation in turn. After all groups are finished, summarize the decision-making process and help consolidate all group ideas into one list of Steps in Making a Decision.

Some suggestions from past groups include the following:

*Stop.*

*Take some "time out."*

*Define the problem.*

*Think about the situation.*

*Seek advice from others.*

*Consider the advice given.*

*Pray.*

*Consider family values and personal values.*

*Consider cultural practices and religious beliefs.*

*Consider all of the options or alternatives available.*

*Imagine the consequences and possible outcomes of each option.*

*Consider the impact of actions on other people.*

*Choose the best alternatives.*

*Make the decision.*

*Act on the decision.*

*Accept responsibility for your actions.*

- 5 minutes: Closing

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## **Literacy**

Reading and writing notes on the flip chart

Key vocabulary: decision, process

## **Notes for facilitators**

## **Notes on adapting this module**

The sample scenarios presented here have been written to give you an idea of what the module is supposed to achieve. Add or change details to tailor these scenarios to your context. Also, you may decide to create additional scenarios that reflect the participants' workplace, community and home.

## **Notes for factory managers**

Work with facilitators to identify different situations in the workplace when decision-making is required.

## **Source**

This module was adapted from the Life Skills and Leadership Manual, by the United States Peace Corps

## Module 55 –Motivating Others

### Introduction

When we give orders to others, they may obey. However, they may feel resentful and bullied. A better approach is to motivate others. When we do this, we gain their cooperation by showing them that we understand their situation and are willing to support them. This will create positive feelings and a better relationship between you.

**Objectives:** By the end of the session, participants will:

- learn and practice effective ways of motivating others

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

### Preparation

### Process

- 10 minutes: Welcome, Icebreaker
- 35 minutes: Power Relations  
Divide participants into groups of 5-6. Instruct groups to draw a large circle on their flip chart paper. The circle represents the factory. Now, draw circles within the factory that represent power relationships within the factory. The relative power of each person (or group of people) is represented by the size of their circle. The circles are placed at different distances from each other to show the nature of relations between them. Participants may add lines or symbols to show direct and indirect relationships between people or groups of people within the factory.

When the groups have finished their diagrams, bring the larger group back together. Look for similarities or differences between diagrams.

Ask participants:

- Who is responsible for motivating others within the factory?
- What motivates people: In general (to come to work every day)? To work hard? To be diligent? To follow rules? To improve their skills? To take on more responsibility? Etc.
- What are some factors that might de-motivate people? (ie discourage them, make them less willing to work hard and be cooperative)
- 40 minutes: Role play  
Divide participants into groups of three. Give each group a role play scenario. Ask that two of the three members of each group perform the role play. After the role play, ask that the third person provide feedback to the person who was attempting to motivate the other person.

Continue this exercise until all three members of the group have had a chance to perform all the roles (i.e. being the motivator, being motivated by another, and providing feedback).



## Sample situations:

A worker on the production line has been unreliable. Her supervisor wants to motivate her to be more consistent in the quality of her work.

A new worker has been doing well, but she is self-conscious about her performance and has made some mistakes.

It is near the end of the week, and workers must push themselves to work faster if the line is going to make its quota.

A worker performs well, but she is not interested in advancing beyond her current position. Her supervisor believes that with some extra encouragement, she could have the potential to take on a position with more responsibility.

Bring the group back together. Ask participants: What techniques were most successful for motivating others? Which techniques were not as successful? How do you like to be treated and spoken to when someone is trying to motivate you?

- 5 minutes: Closing

## **Literacy**

Reading and writing notes on the flip chart

Reading role play scenarios

Key vocabulary: motivate, feedback

## **Notes for facilitators**

The emphasis in this module is on motivating others in the workplace. However, this is a skill that can also be used at home and in the community.

## **Notes on adapting this module**

### **Notes for factory managers**

How do you motivate your workers? What techniques have been most successful? Which techniques have not been as successful? How does motivating workers differ from giving orders? What are the pros and cons of each approach?

When you give orders, workers have no choice but to obey. However, they may feel resentful and bullied. This does not encourage trust and loyalty. On the other hand, when you make an effort to motivate workers by showing them you understand their situation and are willing to support them, this will create positive feelings toward you and the factory.

## **Source**

Power Relations was adapted from Reflect Mother Manual, Archer & Cottingham, ActionAid 1996. Used by permission.

## Module 56 – Responding to Others’ Emotions and Stress

### Introduction

Communicating with someone who is experiencing strong emotions and/or stress can be very challenging, especially in the workplace. Leaders in the workplace need to be prepared to respond in a professional, appropriate way when faced with an emotional co-worker.

**Objectives:** By the end of the session, participants will:

- recognize when others are stressed and emotional and be able to address the situation effectively

**Duration:** 90 minutes

### Materials

Tableau scenarios

Role play scenarios

### Preparation

Edit and add tableau scenarios as appropriate for your context

Edit and add role play scenarios as appropriate for your context

### Process

- 5 minutes: Icebreaker
- 35 minutes: Gestures and Postures  
Remind participants that in the first unit (Module 8), we talked about and practiced managing our own stress and emotions. In this session, we will address how to react when others express strong emotions in the workplace.

Ask participants:

- What are some strong emotions that others may feel in the workplace?
- How do you know when others are having strong emotions?

Begin with a review of body language, which was discussed in Module 50.

Divide participants into groups of three. Ask that two of the three members of each group create a tableau – a frozen image – showing the following situations. After each tableau is created with facial expressions and body language, ask that the third person manipulate the people in the tableau to create a more positive communication exchange.

Continue this exercise until all three members of the group have had a chance to be the manipulator.

### Sample situations:

Two co-workers are arguing about who makes more mistakes.

A supervisor is disappointed because a worker has arrived late to work three days in a row.

A woman is jealous because her co-worker received a promotion but she did not.

A worker has just learned that she must cancel her visit to her village because her leave request was not approved.

A worker has been accused of theft by a co-worker.

- 45 minutes: Role Plays

Divide participants into pairs, and give each pair a role play scenario. Allow groups 15-20 minutes to prepare and practice their role plays. Role plays should be 2-3 minutes long. Remind participants about passive/assertive/aggressive communication techniques that they learned about earlier, as well as active listening techniques.

Bring the larger group back together. Ask each group to perform their role plays.

Sample Role Play scenarios:

A co-worker that you do not know very well has just received news about a death in the family.

A co-worker has started making frequent mistakes, which is unusual for her. You suspect that she may be upset or stressed about something, and this has caused her to become careless.

You tried to teach someone something new, but instead he felt embarrassed and ashamed.

A co-worker has recently been promoted, but she is nervous about taking on more responsibilities. Her stress is making her irritable.

A co-worker has recently been promoted and she has started to behave arrogantly, which is making some of her co-workers jealous.

- 5 minutes: Closing

## **Literacy**

Reading tableau and role play scenarios

## **Notes for facilitators**

A certain amount of stress and emotion is a normal part of people's daily lives. This is not usually difficult for others to cope with. In this module, we are referring to more challenging situations when strong or extreme emotions noticeably affect a co-worker's behavior.

How should one respond when others are acting emotionally? Remind participants of the communication skills they learned in Module 32, particularly the three steps to collaboration: know where you are, meet the other, and see what we can do together.

In addition, remind participants of the active listening skills they learned in Module 37.

A key aspect to dealing with others' stress and emotions is knowing when to try to diffuse their emotion, and when to back away. Explain to participants that this will become easier with practice, and as they learn to read cues from others. Encourage participants to draw upon their own experiences, and the skills that they've been developing thus far in the training.

**Notes on adapting this module**

The sample situations and role play scenarios presented here have been written to give you an idea of what the module is supposed to achieve. Add names, and add or change other details, to tailor these scenarios to your context. Also, you may decide to create additional sample situations and role play scenarios that reflect the participants' workplace, community and home.

**Notes for factory managers**

How do you respond when workers express strong emotions, or manifest signs of stress? Model the behavior you wish to see among your workers.

Help facilitators to create additional sample situations and role play scenarios based on your experience in the factory, to ensure that participants are practicing what to do in real-life situations.

**Source**

Gestures and Postures was adapted from Reflect Mother Manual, Archer & Cottingham, ActionAid 1996. Used by permission.

## Module 57 – Conflict Resolution

### Introduction

In the last module, participants learned about how to react when others express strong emotions or stress. This module takes those skills one step further. Here, participants will learn and practice dialogue skills for resolving conflict with others, particularly in the workplace.

**Objectives:** By the end of the session, participants will:

- practice using conflict resolution techniques
- use Venn diagrams to identify common ground between two parties that are in conflict

**Duration:** 90 minutes

### Materials

Flip chart paper  
Markers  
Ladder of Inference flip chart

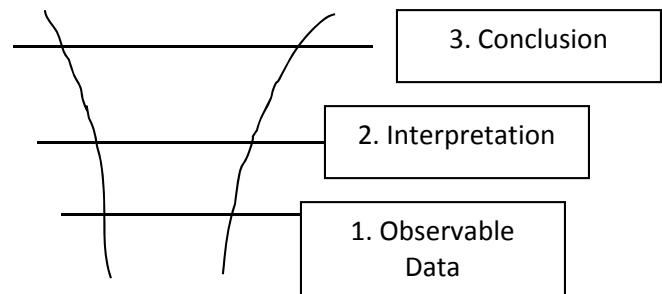
### Preparation

Prepare Ladder of Inference flip chart

### Process

- 5 minutes: Welcome, Icebreaker
- 45 minutes: Ladder of Inference  
Explain to participants that we will use the ladder of inference as a tool to approach situations and to minimize conflict.

There are three stages in forming conclusions. The first stage is noticing observable data. The second stage is our experience, judgment and beliefs about the data that forms an interpretation. The third stage is the actual conclusion.



The ladder lines are not parallel. They cannot be, because people do not climb the ladder the same way in order to reach the top. People make conclusions based on different processes of thought, including their own personal experiences.

Read the scenario below out loud two or three times. Ask participants to use the ladder of inference to write down in their notebooks 1. important data, 2. their interpretation of the data based on their experience, and 3. their conclusion.

### Scenario One

An attractive young woman who is relatively new to the factory has recently been promoted to supervisor. She is friendly with some of the managers, but it doesn't appear that she has much experience working in a garment factory. She is overbearing, impatient and very demanding. Many of her direct reports are afraid to approach her with a production challenge they've been facing because

they fear that she will over-react and blame them for the problem, rather than trying to help them resolve it.

Ask participants to share the notes they recorded for 1. important data, 2. their interpretation of the data based on their experience, and 3. their conclusion. Were people's responses similar or different? This exercise should highlight how individuals draw on their own experiences and beliefs to form a conclusion. Therefore, participants' responses should be diverse.

Once you have discussed the three steps on the ladder of inference, ask participants how they think they respond if this woman were their co-worker.

Repeat the exercise with additional scenarios as time allows.

## Scenario Two

Brian, who is a man, is being considered for a promotion. However, he does not get the job. He feels strongly that he is qualified for the position, and he is especially upset because the promotion was given to a woman. Brian wonders if he was given fair consideration, or if the position was automatically given to a woman. He goes to his manager, Sheila, very upset about this decision and is thinking about filing an HR complaint. Sheila has been feeling pressure from top management to promote more women. She doesn't want Brian to file a complaint, nor does she want to lose Brian because he is a good worker.

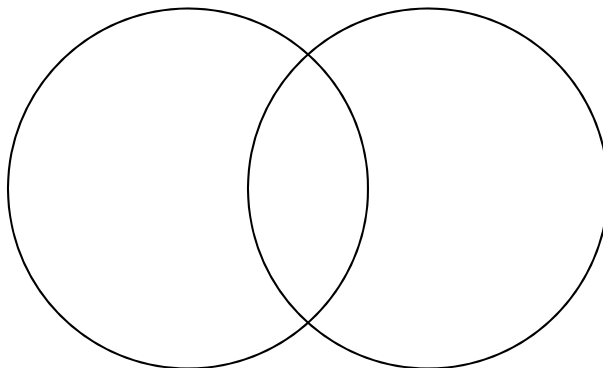
## Scenario Three

Amina, a worker on the production line has been arriving late and taking frequent breaks throughout the day. Before and after work and at lunchtime, she keeps to herself and does not socialize with the other workers. After some time, Amina's co-workers start to think she is cold and unfriendly. When there is a problem on the production line, they complain to the supervisor that it is because Amina is frequently away from her spot.

When time is nearly up, facilitate a discussion about this exercise. Ask participants: What did you feel during this exercise? What did you notice? What did you learn? How will this knowledge be useful in the workplace? How will this knowledge be useful at home?

- 35 minutes: Venn Diagrams  
One way to resolve conflicts peacefully is to focus on areas of agreement rather than areas of disagreement. No matter how severe the conflict, there will always be some common ground. Venn diagrams can help us to see the common ground.

Draw two circles that overlap on the flipchart.

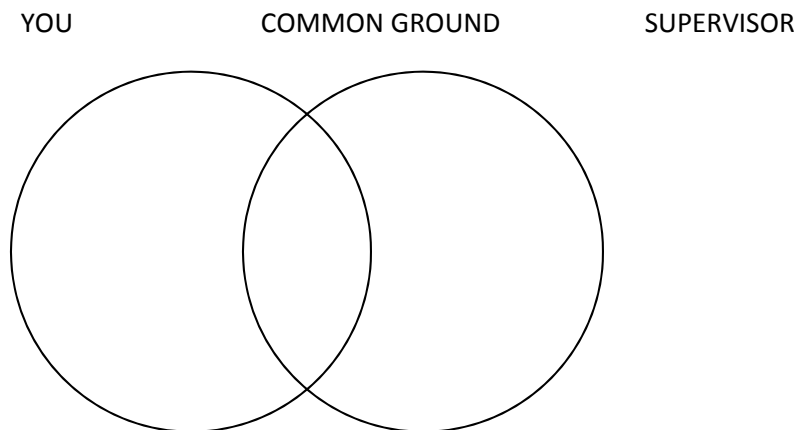


# WOMEN IN FACTORIES – MODULE LEARNING PLANS

Talk through the following example with participants, filling in the details.

Example:

You have been watching the production line, and you have some ideas for how to make some improvements to the process. You approach your supervisor with some suggestions, but he is reluctant to change anything.



Facilitate a discussion, asking the following:

- What are your interests in this situation? What do you hope to gain? Why are you doing this?
- What are your supervisor's interests in this situation? What does he hope to gain? What is he afraid to lose?
- What are your common interests?

Here are some possible answers:

Your interests

Solve a challenge  
Show leadership/take initiative  
Innovation  
Creative thinking

Supervisor's interests

Protect authority/power  
Appear to be right/correct  
Protect professional reputation  
Does not want to appear weak or ineffective

Common ground

Efficient production  
Content and productive workers/co-workers  
Smooth process  
Less conflict  
Good quality/fewer mistakes

Ask for volunteers to describe a disagreement they've had with someone, whether at home or at work. After hearing the story, draw a Venn diagram on the flip chart as described above. Ask participants to identify the interests of each party, as well as the common ground between the two parties.

- 5 minutes: Closing

## **Literacy**

Reading notes on the flip chart

Writing notes in the Ladders of Inference exercise

## **Notes for facilitators**

The emphasis in this module is on resolving conflict in the workplace. However, this is a skill that can also be used at home and in the community.

Push people to think about how their assumptions affect their conclusions and why this would be important to pay attention to.

Use the exercise to identify gender stereotypes, and how this can impact our ability to manage people effectively in the workplace.

## **Notes on adapting this module**

The situations and scenarios presented here have been written to give you an idea of what the module is supposed to achieve. Add names, and add or change other details, to tailor these scenarios to your context. Also, you may decide to create additional situations and scenarios that reflect the participants' workplace, community and home.

## **Notes for factory managers**

How do you respond to conflict? Do you take your interpretations into consideration, or do you only rely on observable data? Do you make the effort to find common ground with someone with whom you disagree? Model the behavior you wish to see among your workers.

Help facilitators to create additional sample scenarios based on your experience in the factory, to ensure that participants are practicing what to do in real-life situations.

## **Source**

Ladder of Inference was adapted from Promoting Gender Equity and Diversity: A CARE Training Curriculum for Facilitators, by CARE; Venn Diagrams were adapted from Reflect Mother Manual, Archer & Cottingham, ActionAid 1996. Used by permission.



## Module 58 – Critical Thinking and the Media

### Introduction

Good leaders are able to think independently and critically. They do not believe everything they hear, see or read. Rather, they consider the source of the information, and apply their own experiences and knowledge to assess the value, relevance and accuracy of information.

**Objectives:** By the end of the session, participants will:

- learn to consider the source, purpose and agenda of different types of communication

**Duration:** 90 minutes

### Materials

Video player (or computer connected to internet)

Samples of advertisements (pages from magazines, photos of billboards, clips of tv ads [eg YouTube], etc)

### Preparation

Collect samples of advertisements that participants will be familiar with

Collect samples from television shows (eg soap operas) that participants will recognize showing unrealistic situations

Collect samples of clips from news broadcasts

### Process

- 5 minutes: Welcome, Icebreaker
- 80 minutes: Analyzing media  
Show participants different clips from news broadcasts that you have collected.

Ask participants:

- Why is this story the headline?
- Why is this in the news when something else is not?
- What are we not told?
- Whose opinion have we not heard?
- With what objective has this story been "framed"?

Show participants different clips from television shows that you have collected.

Ask participants:

- Is this realistic?
- Do you know people like this?
- If this was real life, what would have happened differently?

Show participants different samples of advertisements that you have collected.

Ask participants:

- Who is being targeted?
  - How are people seduced into identifying with products?
  - Is there really any difference between advertised brands and non-branded, or cheaper, versions of the product?
  - What stereotypes are used?
  - What are the tricks used to sell things?
- 
- 5 minutes: Closing

## **Literacy**

Key vocabulary: target, bias, media, frame

## **Notes for facilitators**

Television, advertising, newspapers, radio programs, websites and other forms of mass communication are found in nearly every community, no matter the size. Often, we let mass communication into our lives as passive recipients, not questioning what we are hearing, seeing or reading.

This exercise provides participants with tools for critically assessing information received via mass communication. It is important to consider the source of the message, the purpose of the message, and who will benefit from the message.

Critical thinking skills are not only applicable to media. Citizens trying to decide who they should vote for should approach politicians with a critical eye.

In the workplace, as well, workers can ask themselves, “Is this the best way to do this?” in order to maximize production efficiency. Workers who are actively engaged in improving processes are a great asset to an employer.

## **Notes on adapting this module**

All of the media examples that you choose should be pulled from your local context.

## **Notes for factory managers**

Do you encourage your workers to obey orders without question, or do you encourage them to always be thinking of better ways to improve production? Make sure that employees know what communication channels are available if they have an idea for improvement that they would like to share with management.

## **Source**

This module was adapted from Reflect Mother Manual, Archer & Cottingham, ActionAid 1996. Used by permission.

## Module 59 – Legal Rights and Responsibilities

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 59 and 60.**

### Introduction

Many rights are protected by national laws and policies, or are recognized via international conventions and declarations. However, “rights” is a difficult concept to understand, particularly if one’s reality is different from the rights that have been declared. This session will introduce participants to national and international rights, and the responsibilities that accompany these rights.

**Objectives:** By the end of the session, participants will:

- understand laws on trafficking, sexual harassment, labor rights, reproductive rights, voting rights, divorce law, maternity leave, etc.

**Duration:** 90 minutes

### Materials

### Preparation

Identify a local NGO that specifically deals with these kinds of issues to facilitate this session

### Process

- 5 minutes: Welcome, Icebreaker
- 80 minutes: Discussion
  - What do we mean by “rights”?
  - Who determines rights? Who upholds/ensures them?
  - What are the national laws related to trafficking, sexual harassment, labor rights, reproductive rights, voting rights, divorce, property rights, etc?
  - What is the purpose of international conventions that address rights?
  - Does the reality in your country reflect national laws? International conventions?
  - What is your country’s record on human rights?
  - Are human rights protected for all people in the same way?
- 5 minutes: Closing

### Literacy

### Notes for facilitators

Identify a local NGO in each city/country that specifically deals with these kinds of issues to facilitate this session. The Process section above provides a guideline for the type of content that should be included here. “Rights” is an abstract concept that may be difficult to understand. Use case studies, news clippings and other concrete examples to help participants relate these concepts to practical situations.

The notion of “rights” may be sensitive in your country, or in the factory setting. The objective of this training or this module is not to advocate for new rights for workers, but to make participants aware of their rights that have already been established.

**Notes on adapting this module**

Identify a local NGO in each city/country that specifically deals with these kinds of issues to facilitate this session. They should have a thorough understanding of the relevant information, and should have experience in delivering this information to a low-literacy audience.

**Notes for factory managers**

Communicate with your workers about how your factory upholds national laws and policies, particularly regarding labor rights. This will build trust and loyalty among your workers.

**Source**

n/a

## Module 60 – Legal Rights and Responsibilities

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 59 and 60.**

### Introduction

Many rights are protected by national laws and policies, or are recognized via international conventions and declarations. However, “rights” is a difficult concept to understand, particularly if one’s reality is different from the rights that have been declared. This session will link participants with opportunities to participate in the local political process, as well as with existing government benefits and legal resources.

**Objectives:** By the end of the session, participants will:

- be familiar with opportunities for political participation
- know how to access government benefits and legal resources

**Duration:** 90 minutes

### Materials

### Preparation

Identify a local NGO that specifically deals with these kinds of issues to facilitate this session

### Process

- 5 minutes: Welcome, Icebreaker
- 80 minutes: Discussion
  - What government services and benefits are women entitled to? (eg social security benefits)
  - How can women access these services and benefits?
  - What are some barriers to accessing these services and benefits?
  - Who is able to vote?
  - What are some reasons that people do not vote?
  - What are some barriers to voting?
  - Aside from voting, what are other ways to participate in political processes?
  - Why is it important for women to become involved in political processes?
  - Where can women go for legal advice? Advocacy support? Etc.
  - What is advocacy?
  - What grievance procedures are available in the community?
- 5 minutes: Closing

### Literacy

**Notes for facilitators**

Identify a local NGO in each city/country that specifically deals with these kinds of issues to facilitate this session. The Process section above provides a guideline for the type of content that should be included here.

The notion of “rights” may be sensitive in your country, or in the factory setting. The objective of this training or this module is not to advocate for new rights for workers, but to make participants aware of their rights that have already been established.

**Notes on adapting this module**

Identify a local NGO in each city/country that specifically deals with these kinds of issues to facilitate this session. They should have a thorough understanding of the relevant information, and should have experience in delivering this information to a low-literacy audience.

**Notes for factory managers**

What can your factory do to help your workers participate in political processes? What can your factory do to help your workers access government benefits and services? Providing this kind of assistance will build trust and loyalty among your workers.

**Source**

n/a

## Module 61 – Time Management

### Introduction

Time management was introduced during the Foundational Training as a tool for coping with stress. This module addresses time management in greater depth, and provides tools and practice for managing one's time effectively

**Objectives:** At the end of the session, the participants will:

- learn tools for planning their time more effectively
- know how to set priorities

### Duration

90 minutes

### Materials

2 planning worksheet flip charts

Resources flip chart

Flip chart paper

Markers

### Preparation

Copy planning worksheets

Prepare 2 flip charts with blank planning worksheets

Flip chart that lists the following resources: time, material, labor (ie human resources), money, skills, information

### Process

- 5 minutes: Welcome, Icebreaker
- 25 minutes: Planning  
Ask participants:
  - What does the saying “He who fails to plan, plans to fail” mean?
  - What are the benefits to planning at work?
  - What are some examples of situations at work that require planning?
  - What are the benefits to planning at home?
  - What are some examples of situations at home that require planning?

Display a blank Planning Worksheet flip chart. Explain to participants that the first step in planning is to identify what needs to be done. On the first Planning Worksheet flip chart, ask participants to brainstorm tasks they must do at home for each column: daily, weekly, monthly, yearly.

On the second Planning Workshop flip chart, ask participants to brainstorm tasks they must do at home or in the community for each column: daily, weekly, monthly, yearly.

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

Daily	Weekly	Monthly	Yearly

- 30 minutes: Setting Priorities

We simply don't have enough time to do everything that we want to do. Setting priorities is the process of deciding which of our tasks are the most important.

Divide participants into two groups. One group will take the 'home' planning worksheet flip chart, and the other will take the 'work' planning worksheet flip chart. Ask the groups to prioritize the tasks in each column by assigning numbers: 1 for the most important, 2 for the next most important, and so on.

Bring the groups back together. Examine each flip chart in turn, and facilitate a discussion around each one. Encourage participants to think critically, and to anticipate challenges that may arise that could hinder their plan.

Ask participants:

- Do you agree with the way the priorities have been arranged?
- Are all of the tasks required, or are some optional? Are there any tasks that are of lower priority that you would like to remove from the lists?
- Do any of the priorities in different columns compete with each other? For example, is there enough time to complete your daily tasks each day as well as the weekly tasks each week? How will you prioritize daily and weekly tasks when you look at them together?
- What happens when something unexpected arises? What should you do? Is it possible to plan for the unexpected?
- Can you think of a situation where a certain task might move higher or lower on your list of priorities?

Explain to participants that it is normal for priorities to shift, for a variety of reasons. It is important to be flexible. At the same time, it is important to remember your priorities, so that you are not distracted by tasks that will not help you reach your goals.

- 25 minutes: Allocating Resources

Once we have identified our tasks in order of priority, the next step is to break them down into smaller steps, and determine the resources necessary to carry them out. Resources may include time, material, labor (i.e. human resources), money, skills, information, etc.

Divide participants into groups of five. Read the following scenario aloud:



*(name of the factory) has just purchased 30 new sewing machines that will require at least five hours of special training for workers who will be using them. The machines are necessary for an order that needs to be completed two months from now.*

Display the Resources flip chart. Ask participants to brainstorm all of the resources that are necessary to complete this task. Provide flip chart paper to each group so that they can write down their answers.

Next ask participants to brainstorm potential challenges to completing this task, and how they would respond to these challenges.

After about 15 minutes, bring the group back together and ask them to briefly share their plans.

This is a brainstorming exercise. For this activity, plans do not need to be fully detailed or complete. The purpose is for participants to have an opportunity to think through the necessary steps, and to consider all the different angles of a situation. During the sharing phase, focus participants' attention on details that other groups identified that they did not.

Explain to participants that the next module on goal-setting will provide an additional tool for long-term planning.

- 5 minutes: Conclusion

## **ALTERNATIVE: Jar of Life (adapted from SWASTI) – 10 minutes**

This fun visual illustrates how we can always cram in more things in our day.

### **Process:**

- Take a very large jar and fill it with the stones.
- Then ask the participants, "is that jar full?" They will likely agree it is.
- Pour sand into the open areas of the jar.
- Again ask the participants, "is that jar full?" They will likely agree it is.
- Next, pick up a glass of water and pour it in to the jar until the water fills the jar.
- Again ask the participants, "is that jar full?" They will likely agree it is.
- Ask the participants if anything else can be added. They are likely to say "no."
- Pour more sand into the jar.
- Ask once more if the jar is full. The participants respond with a unanimous "Yes".
- Pour just a bit more water into the jar.

### **Takeaways**

The jar itself represents time. Whether it's an hour, a day or a lifetime, the idea is that time is finite.

The stones are the roles, goals and commitments that are important to you. Whether it's people, projects or problems, these things matter most.

The sand stands for all the small, time taking tasks that are easy to do.

The water is for whatever takes time, but doesn't really add anything: Anything you define as a poor use of your time.

Generally, the smaller and easier it is to pour in to the pickle jar, the less it matters.

If the water and sand fill too much of the jar, there is less room for the stones. In other words, it's easy to fill time with the things that don't really matter.

**Literacy**

Reading notes on the flip chart

Writing notes on the flip chart

Key vocabulary: priority, resource, allocate

**Notes for facilitators****Notes on adapting this module**

The scenario in the Allocating Resources activity is just an example. Create a scenario that is applicable to the participants' workplace. If necessary, work with management to do this.

**Notes for factory managers**

Help facilitators to identify relevant examples of situations in your factory that require planning. Use both simple and complex examples. If available, share with facilitators and participants some of the tools you use for planning.

**Source**

n/a

## Module 62 –Goal-Setting

### Introduction

This module will help participants to visualize their goals, and identify role models that will help them focus on the changes they would like to achieve. Role models are people who are looked up to, and who are seen as an example to emulate. Bandura’s Social Learning Theory tells us that an important way that we learn new attitudes and behaviors is by observing and imitating others.

**Objectives:** By the end of the session, participants will:

- learn about tools for goal-setting
- list the characteristics or qualities they most admire in others
- identify qualities they wish to develop in themselves
- see others as a source of inspiration and support

**Duration:** 90 minutes

### Materials

Flip chart paper

Markers

Pens

Blank sheets of paper

Copies of Goals Worksheet

### Preparation

Copy Goals Worksheet

### Process

- 5 minutes: Welcome, Icebreaker
- 45 minutes: Goals Worksheet  
Spend a few minutes reviewing the Bridge Model from Module 2 regarding visualizing the future and building a bridge to success. Suggest to the group that our goals are more likely to be achieved if we plan for them and follow that plan to completion. This session provides one kind of action plan that participants can use to map out their goals for the future.

Discuss and record the meanings of “short-term goal” and “long-term goal” on the flip chart.

Some suggestions:

Short-term goal: A project that can be completed within six months. Examples include: “I am going to clean the house today”; or, “I am going to open a bank account”; or “I will arrive for work on time each day.”

Long-term goal: A project that can be completed in a year or more. Examples include: “I am going to be promoted to supervisor”; or, “I am going to send my children to good schools.”

Next, distribute copies of the Goals Worksheet to each participant. Ask that they not fill them in at this point because we will review them together briefly. Using a sample goal to guide you, go through each section of the worksheet, explain the heading, and provide examples.

1. Identify a long-term goal. Suggest that participants write down goals that they thought of in the last module. As an example, write down, “I will be promoted to supervisor” as an example of a long-term goal.
2. What are some of the good things that I will get if I reach my goal? In our example, “My bosses will have confidence in me and I will earn more money.”
3. What stands between me and my goal? “If I become ill frequently and have to be absent from work, this could be an obstacle to being promoted.”
4. What do I need to learn or do? “I need to improve my reading and writing skills in order to be considered for promotion.”
5. Who will encourage me? “I know that my parents really want me to do well, so I will ask them to check in with me to make sure I am on track with my goals.”
6. What is my plan of action? “I will tell my bosses about my goals and ask them what I need to work on. I will show my bosses that they can trust me to do quality work consistently. I will help my colleagues when they have problems.”
7. Completion Date. When will I be finished with this goal?

Review the steps until it seems clear that the participants understand the use of the Goals Worksheet.

Provide some quiet time for participants to reflect on an important long-term goal. Encourage all participants to plan the achievement of those goals using the worksheet. Check in with participants individually to ensure they understand the exercise. Circulate through the group and assist as necessary.

- 35 minutes: Role Models

Introduce the session by referring back to the Bridge Model. Suggest that in building the “me you want to be,” you probably want to think about the qualities of a strong, healthy woman. You can also refer participants to their collective image of a successful woman.

Write the term “role model” on the flip chart. Ask participants to brainstorm the meaning of the term. After listing their suggestions, discuss the ideas and arrive at something like this for a definition: “a person whose behavior, example, or success is or can be emulated by others.” (Source: *dictionary.com*)

Ask participants to think about the person that they most admire in the world. Who is their role model? Who would they most want to be like? It can be a famous man or woman or someone that they know personally. It can be from anywhere in the world, or at any time in history.

Give the participants a few moments to think quietly about the role model they will choose. Then divide participants into groups of five. Each person in the group will have a chance to say a few things about the person she most admires and why she selected that person.

Ask the participants to reflect on all of the stories that they heard. What qualities do these role models share? What do they have in common? What makes us admire these people? How are they alike?

Write each response on the flip chart. Ideas might include:

- Honest
- Reliable or dependable
- Positive attitude
- Likes to learn new things
- Started with nothing but became successful
- Support many people in the family or community
- Pays attention to the needs of others

Discuss with the group the importance of role models such as the people they admire. Ask participants: What are you doing to develop these same qualities in yourselves? What are some obstacles we might face in developing these qualities? What are some things you can do to try to overcome these barriers?

- 5 minutes: Closing

## **Literacy**

Reading notes on the flip chart

Writing goals worksheet

Key vocabulary: short-term, long-term, role model

## **Notes for facilitators**

Identifying a goal is the first step to achieving it. In reality, however, achieving goals much more complicated. Many external factors will also play a role. Encourage women to be prepared for such barriers, and brainstorm ways to approach them, so that they will not be too discouraged by them.

Keep in mind that some people make good role models for certain aspects of their lives, even if there are other aspects that are less admirable.

We have nearly arrived at the end of the training. Encourage women to think about and identify the goals they want to achieve beyond the training, using some of the knowledge and skills that they have learned during the training.

Encourage participants to set personal goals for themselves in this exercise. Some women will think of their families and/or children first, before considering their own needs and desires.

## **Notes on adapting this module**

Think of people in your country or local community that you consider to be role models, and the reasons why. You may need to provide some examples in order to prompt participants' imaginations.

## **Notes for factory managers**

A person is usually admired as a role model because of their actions, rather than their words. Lead by example. Use your actions to demonstrate how you would like your best employees to behave.

## **Source**

This module was adapted from the Life Skills and Leadership Manual, by the United States Peace Corps

## Goals Worksheet

Long-Term Goal	
Benefits in reaching my goal	
What might stand in my way?	
What do I need to learn or do?	
Who will encourage me?	
Plans of action (steps I will take)	
Completion Date	

## Module 63 – Review/Bringing it all Together

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 63 and 64.**

### Introduction

In a lengthy training such as this, it is important to pause from time to time to review what has been covered, highlight linkages between the different modules, identify applications for new knowledge and skills both at home and at work, and look forward to upcoming modules. Review sessions are also an opportunity to evaluate and celebrate progress thus far.

**Objectives:** By the end of the session, participants will:

- review previous 6 weeks and overall training
- make connections between previous modules
- make connections between lessons learned and overall training objectives
- identify resources that are available in workplaces and communities

**Duration:** 90 minutes

### Materials

Flip charts and visual aids from previous modules

Maps from Module 16

Expectation Tree from Module 1

### Preparation

### Process

- 5 minutes: Welcome, Icebreaker
- 30 minutes: Review  
Help participants to recall each session since the last review session (ie Modules 55-64). Walk them through the highlights of each session, using visual reminders whenever possible to prompt their memories.

Ask participants:

- What is the most important thing that you've learned?
- How have you applied the skills you have learned?
- What changes have you noticed in yourself?
- What changes have you noticed in your fellow participants?

As a group, review the Expectation Tree.

Ask participants:

- What have you learned in the training that has helped you to become a more successful woman?
- Is there anything you would like to add or delete from the Expectation Tree?

Encourage participants to review the goals they set for themselves in Module 2.

Ask participants:

- What progress have you made toward these goals?
- In what ways have you made progress?
- In what ways do you plan to make progress in the coming weeks?

- 10 minutes: Plan Celebration

Facilitate a brief discussion with participants about what they would like to present to representatives from factory management at the celebration during the next session. It may be a skit, a map, the composite image of a successful woman, etc, or a combination of several things.

- 40 minutes: Community Mapping

Review the health resources maps that participants created in session 15. Ask participants to assemble in the same small groups they were in when they created the maps.

Ask participants to add additional community resources that they know about, or that have been identified during this training. These can be educational, financial, legal, social, or other types of resources.

- 5 minutes: Closing

## **ALTERNATIVE: Sharing Learnings (adapted from SWASTI)**

Divide participants into five groups, and assign one unit from the training to each of the five groups. Each group will present their learnings from a particular unit to all participants, using different methodologies.

### **Group-1(Unit-1 Health & Nutrition)**

Collage Activity: Distribute magazines or newspapers to the group and select images (or draw pictures) that best showcase their takeaways from the Health & Nutrition unit.

### **Group-2 (Unit-2 Functional & Financial literacy)**

Calendar Activity: Distribute a blank calendar to the participants and ask them to fill in each month with one learning from the Literacy unit.

### **Group-3 (Unit-3 Communication)**

Role play: Participants will enact a role play comprising all the key components of communication.

### **Group-4 (Unit-4 Gender)**

### **Group-5 (Unit-5 Leadership)**

Circle Activity: Choose a leader from the group and draw a big circle and ask the group to stand outside the circle surrounding the woman in the middle. Each one on the outside needs to say one thing they learned to get into the inner circle. They also have to express one more takeaway to come out of the circle, until everyone has both stepped into, and out of, the circle.

## **Literacy**



**Notes for facilitators**

Use this session to make connections between new knowledge and skills; to highlight progress thus far; and to foster a sense of achievement and confidence among participants.

**Notes on adapting this module****Notes for factory managers**

Participants respect your opinions and will look to you for approval. Praise them for their efforts thus far. Be as specific as possible when giving compliments. Encourage participants to continue their good work and stay focused on their goals. Supportive engagement from management will foster loyalty among employees.

**Source**

n/a

## Module 64 – Celebration

**NOTE: Based on participant capacities, and in recognition of time constraints for training, some facilitators have elected to combine Modules 63 and 64.**

### Introduction

Completing a training of this length and scope is a difficult task. Participants have learned new information, practiced new skills, and challenged their thinking. This session celebrates the participants' efforts, growth and accomplishments throughout the entire training.

**Objectives:** By the end of the session, participants will:

- share new knowledge and skills with management
- thank management for their support

### Duration

90 minutes

### Materials

Certificates

Refreshments

### Preparation

Certificates for participants

Invite representatives from factory management

### Process

- 5 minutes: Arrival and welcome
- 25 minutes: Presentation by participants  
Participants deliver the presentation that was discussed in Module 65. Presentation will show highlights of what women have learned/gained over the course of the training.

As facilitator, refer to the objectives of the training, and point out ways in which the objectives have been fulfilled.

- 15 minutes: Response from factory management  
Invite representatives from factory management to say a few words of praise and support to the participants.
- 40 minutes: Presentation of certificates  
As facilitator, read each participant's name, and say a few words about each individual. For example, you may talk about her strengths, her achievements during the training, or what makes her special. Be as specific as possible when giving compliments. A representative from factory management should hand out the certificates and congratulate each participant individually.

**ALTERNATIVE:** Pass each participant someone else's certificate. Ask the first person to go to the front of the room, announce the name of the person whose certificate she has and ask them to come to the front of the room. She then presents the certificate, telling the audience about some quality the person

has that will ensure her success in life. After everyone applauds, the recipient introduces the person whose certificate she has.

- 5 minutes: Closing

## Literacy

### Notes for facilitators

Use this session to build a sense of pride and accomplishment among participants, and to celebrate their achievements. Be as specific as possible when giving compliments.

If a camera is available, take a group photograph and provide copies for all of the participants.

### Notes on adapting this module

Depending on your group, you may think of unique ways to celebrate the end of the training. Whatever you choose to do, make sure that women are active participants, and that their recognition is personalized.

### Notes for factory managers

Participants respect your opinions and will look to you for approval. Praise them for their efforts throughout this training. Praise them for their growth and accomplishments. Be as specific as possible when giving compliments. Encourage participants to continue their good work and stay focused on their goals. Support from management will foster loyalty among employees.

### Source

n/a