

# WOMEN IN FACTORIES TRAINING PROGRAM



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



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# WOMEN IN FACTORIES – ACKNOWLEDGEMENTS

**The Foundational Training – comprising Trainers’ Guidelines and Module Learning Plans – has been developed for the Women in Factories Training Program by CARE Bangladesh and CARE USA, and funded by the Walmart Foundation.**

In developing this Foundational Training, CARE has utilized and contextualized our own materials, as well as publicly-available curricula from a variety of resources, including the Peace Corps, ActionAid, 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.

## **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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## 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



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broader changes in women's role in the workplace in developing economies.

## **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;
2. Empower factory management to:
  - Gain practical knowledge that, when implemented, can enhance quality of life for workers and their families;
  - Access support networks; and
  - Share knowledge with others in the factory and community.
3. Empower suppliers to support the replication of workforce development and life-skills training at other factories within their supply chain.



## STRUCTURE OF THE FOUNDATIONAL TRAINING MANUAL

*This manual will assist you in your preparation and facilitation of the Foundational Training component of the Women in Factories Training Program, an initiative funded by the Walmart Foundation.*

This guide provides essential information to organize and implement training sessions covering a variety of life skills. It contains two components:

- *Trainer’s Guide*, which outlines the necessary elements to conduct training sessions; and
- *Module Learning Plans*, which guide the learning process for each session of the Foundational Training.

Within the Learning Plans, the left-hand column provides a suggested timeframe for the activity, the middle column gives the facilitator instructions during the session, and the right-hand column states which tools are needed for each session.

Trainers are advised to adapt the training design and content to meet the needs of the participants in each of the implementing factories. To that end, knowing that proper contextualization of the training is tantamount to its success, [alternative exercises have been included in blue](#) for several Learning Plans, which achieve the same desired objectives of each module. Facilitators are encouraged to structure the training in a way that benefits participants best.

Given that the training is designed to take place in short bursts, ideally during work sessions, **sessions should be carefully planned and prepared in advance** to achieve maximum impact. As a facilitator, it is important to familiarize yourself with this guide and the modules well in advance of the sessions starting. After you have finished reading, prepare for training delivery with your facilitation team, reviewing the modules, objectives, and activities, and contextualizing the training.

*Please note: This manual is written for the trained facilitator. It is designed to reinforce concepts and techniques learned by facilitators for participatory group processes. We do not recommend simply reviewing this manual and directly applying the lessons, without formal instruction in developing training, facilitation, and evaluation skills.*

### Foundational Training comprises:

- **Module One** – *an introduction to the Women in Factories Training Initiative and its components.*
- **Module Two** – *Communication Skills, focusing on techniques useful in building better relationships;*
- **Module Three** – *Managing Work and Career;*
- **Module Four** – *Gender Awareness;*
- **Module Five** – *Health, including hygiene, water/sanitation, Family Planning and occupational health and safety;*
- **Module Six** – *Applying the Learnings;*
- **Module Seven** – *Review of the Foundational Training.*

Each session is designed to run approximately 1.5 hours/week for each group, during which a facilitator/trainer will lead the learning process.

## 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.

- *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 Foundational 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 training curriculum is designed for participants comprised of factory workers and managers working together, 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 Foundational Training so it takes place in factory-wide workshops spanning one or two day-long sessions, 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.

## A NOTE ON STAKEHOLDER ENGAGEMENT

As noted above, 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 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.*

## FOUNDATIONAL TRAINING BEST PRACTICES

### 1. OPTIMAL PARTICIPANT GROUP SIZE

Modules have been designed in consideration of the age, experience, language and education levels of the participants.

To ensure the training has the greatest impact, it is **recommended that sessions sizes be capped at 20-30 participants/session**. Keeping the group size at this number allows for personal dialogue, and robust interaction among participants and trainers. It keeps motivation high, and participants actively involved. Larger group sizes make it difficult to maintain personal contact between facilitators and participants; group dynamics and interactions become more complex, and the participation of any one individual can diminish within the whole.

### 2. TRAINING METHODOLOGY

Each session is designed to be participatory, giving participants opportunities to interact. Discussion, brainstorming, and activities like drawing and role playing are the norm. (Lengthy lectures or large group discussions are avoided, particularly given the experiences, education, and level of literacy of the participants.)

The training is designed to be impactful, while also being interesting and enjoyable to the participants. With that in mind, trainers are empowered and encouraged to adjust the training based on constant evaluation of the sessions and the evolving needs of the participants.

### 3. DELIVERY

#### **3.1 Creating a Positive Learning Experience**

What makes a positive learning experience? A few tips:

*Engage with a broad range of perspectives and experiences across organizational hierarchies, divisions, gender, ethnicities, religions, etc.* - The training becomes more powerful when the participant group is diverse because the learning comes from different experiences.

*Engage people at a personal level* - Lasting change comes from within, especially when people grapple with ideas and values that are meaningful to them. Sharing personal stories can be a powerful learning tool.

*Encourage people to own the process* - Participants support what they create. They can only gain when they give equally to the process.

*Acknowledge that we are all teachers and we are all learners* - Everyone has something to contribute. The facilitator should not be viewed as the only expert, rather the facilitator creates a participatory learning environment where each participant teaches others. Everyone carries an expertise that can be shared.

*Suspend judgment and engage with curiosity* - It is important in some situations to correct a factual error or inappropriate statement, but those situations are rarer than most think. Participants need to be open about their own biases and judgments, and the role of the facilitator and participant is to engage in dialogue about the truth of a participant’s experience, enable she/he to suspend judgment and engage with curiosity.

*Discover relevance and application to daily work* - Participants should be able to identify how they can use their new knowledge and skills in their day-to-day work. They need to walk away from the experience knowing how they can integrate the learning into their present work, as well as their home lives.

#### **3.2 Ensuring Comprehension**

Throughout the sessions, questions should be posed to participants to confirm comprehension. The questions provide an opportunity for the facilitator and participants to reflect on and evaluate the session and the learning process. The questions serve as a guide; they do not necessarily need to be verbalized by participants, but at a minimum a facilitator should visually check for comprehension of the material. The questions should help the facilitator adjust content and activities, as needed.

## 3.3 Facilitating discussions

Most sessions will involve discussion of some kind – either as the main activity or as a way of reviewing what was learned. When facilitating discussions:

- Keep the group clear on what the task is.
- Keep time.
- Not surprisingly, different cultures view training/pedagogy differently (e.g. the teacher should dispense the knowledge, men and women should not interact, younger participants should allow older participants to lead). Clearly state your expectations from the group, and lay them out in the “ground rules.”
- Arrange the seats to maximize participation (e.g. avoid participants sitting in rows). Encourage participants to engage with one another, speaking confidently so everyone can hear.
- Likewise, model good participant behavior. Keep eye contact while others are talking. Nod along so that they know you are listening. If participants feel as though you’re interested in what they have to say, they may volunteer more often.
- Be aware of the effect of non-verbal cues (eye contact, gestures, posture and position) in the room.
- Do not pressure anyone to speak that doesn’t want to. Gently invite quiet participants to speak, but if they are reluctant, don’t push.
- Protect the group from domination by a few individuals. If one person keeps dominating, put the issue back into the rest of the group: “What do others think?” If this doesn’t work, remind the domineering participant of the ground rules.
- Protect individuals and the group from personal attacks.
- Check for agreement or disagreement in the group based on what has been said. And identify when a comment has been made that the group has ignored.
- If someone changes the topic, stop him/her before going too far. Check with the whole group whether they are willing to discuss the issue now.
- Call for time-outs or breaks when appropriate.
- Summarize where the group is in terms of its agenda, tasks or process.
- When there are breakout sessions or small group discussions, ensure variety – don’t let the same people sit together.
- Walk around during group discussions, to assist if needed, but do not interfere with the group process.
- In smaller group discussions, ask groups to choose a facilitator and person to report back on their discussions. When groups report back, avoid them duplicating the same information. If more than one group is reporting back on the same issue, ask them to only add new information.

## 3.4 Brainstorming

During the course of the Foundational Training there will be many opportunities to brainstorm. This is an important activity; it gives participants the opportunity to pool ideas without analysis or criticism, fostering creativity.

When brainstorming, participants should:

- Offer as many ideas as quickly as possible: quantity, not quality, is important.
- Not discuss, evaluate, or criticize ideas of others.
- Build on and modify ideas of others (piggybacking).
- Try word associations or suggest completely opposite ideas.
- Make sure that their ideas have been properly recorded.

When brainstorming, the facilitator should:

- Post the topic at front of room so it’s visible to everyone.
- Make sure a scribe is on hand to write down every idea.
- Encourage everyone to participate.
- Contribute his or her own ideas as well.
- Suggest different approaches to get creative ideas.
- Clarify the list after brainstorming.

### 3.5 Icebreakers and Energizers

The goal of icebreaker activities is to get participants to talk to and learn about each other. Establishing a comfortable atmosphere early in the training will incentivize participants to speak up in later sessions. Similarly, “energizer” activities can liven up a training session that has become lackluster, reinvigorating the group.

Try to choose icebreakers that do not put participants on the spot or make them overly uncomfortable. This guide includes suggestions for icebreaker and energizer activities.

## 4. TRAINING LAYOUT

Each module begins with information about objectives, purpose, and the time needed to complete the session. Times throughout the sessions are estimated—and can be shortened or lengthened depending on the needs of the group and the agreed-upon schedule with factory management.

### 4.1 Time and Flexibility

In the following learning plans, the time allocated at the left hand column for each activity is a guideline only. So long as the overall and specific objectives of a session are being achieved, you may even wish to add/drop/change activities if you feel the participants are already competent in certain areas.

### 4.2 Supporting information

**Alternative exercises have been included in blue** for several Learning Plans, which achieve the same desired objectives of each module. Facilitators are encouraged to structure the training in a way that benefits the participants best.

Additional supporting information is included at the back of each module wherever applicable.

## 5. THE FACILITATOR

Facilitation requires constant attention and flexibility. Facilitators have to be creative, in the moment, and imaginative in order to stimulate and inspire participants. Therefore, each training session should be treated as unique. Developing a “routine,” lecturing, or performing instead of facilitating, is a disservice to the needs of participants.

### 5.1 Role of the Facilitator

*Prepare* – Facilitation is a very hard but rewarding job. Preparation is key to maintaining a positive experience for all stakeholders. Participants will get distracted at times, but the facilitator has to follow



each idea, reaction and discussion of the participants. This can be exhausting and requires time to re-establish energy for the next session.

*Create a learning environment* – People learn best in an atmosphere where they can interact with others, are encouraged to ask questions, take risks, exchange ideas honestly, and feel supported. Facilitators play an important role by modeling behaviors that create a learning environment. Sharing personal stories and lessons learned can be very effective.

*Create comfort and safety* – Providing a comfortable and safe environment is essential for learning. Facilitators should work with participants to ensure confidentiality, an easy exchange of information, a non-threatening environment, with good interactions between participants and facilitators. They should creatively address conflict that may arise, and respond to the requirements of the group at any moment, either by adopting new techniques or accepting ideas coming from the participants.

*Know your participants* – The design of the training program needs to be responsive and tailored to the participants. Below are some guiding questions to consistently ask prior to and during the training:

- *Who are your participants?*
- *What is their gender, ethnic, religious, cultural background, work experience, education?*
- *Do they have previous knowledge of the subject?*
- *Do cultural or religious taboos exist amongst your audience that may become barriers to learning?*
- *What will participants need help with?*

*Give adequate time for reflection* – When planning a session, facilitators must remember that they are providing information that may be new and in opposition to a whole lifetime of learning and experience. Keep the information simple. It takes time to overcome well-rooted beliefs and attitudes. Allow for this in the training. Keep some time for the participants to self-reflect and discuss topics in detail.

*Respect different viewpoints* – Participants need to feel heard and respected. Facilitators should ensure that respecting other people’s right to an opinion is covered in the ground rules for any training, and that all participants feel equally heard.

*Allow for humor* – Humor is an important tool in the training process. Some of the session topics can raise anxieties, embarrassments and concerns that may lead to stress. Humor can be used sensitively to reduce some of the stress and increase the participants’ comfort levels. At the same time, do not over-use humor to the extent that it dilutes the point or seriousness of the issue at hand.

*Dig deeper!* – People have varying opinions, attitudes and experiences that shape the way they think. What people say in a discussion may not represent how they understand and explain the idea to themselves. Never take what someone says in a discussion at face value. Think about the kind of questions you can ask that will probe more deeply into the statements made, and surface underlying beliefs and values.

## The “Do”s of Facilitation

Good facilitation requires time and experience. Learning by doing is the best way to develop your skills. Facilitation qualities include:

- Be respectful, friendly, open, and engaging;
- Have confidence in your skills;
- Ensure an open and equitable environment;
- Focus the sessions on learning and listening;
- Clearly explain objectives of the sessions;
- Enable everyone to engage in discussion;
- Give space for people to discuss issues and concerns (avoid predefined or rigid agendas);
- Be sensitive to how water bottles, cell phones, are perceived;
- Establish clear ground rules and stick to them
- Respect community knowledge;
- Make sure note-taking takes place and is precise;
- Respect the time others are giving you;
- Reach agreement with participants on results before leaving
- Have supplies ready ahead of time;
- Plan scenarios ahead of time: greeting, session conclusion, and next session logistics.

## The “Don’t”s of Facilitation

Don’t...

- Be inflexible;
- Tell people they are wrong and pass judgment;
- Value some opinions over others or ignore views that do not fit with what you are advocating;
- Discourage participants from sharing their experiences;
- Give information and instructions that are too confusing;
- Discuss things inappropriate to the situation;
- Make participants feel self-conscious;
- Let a few participants dominate;
- Use language or terms that are difficult to understand;
- Be insensitive to local culture and context;
- Make jokes about the ideas expressed by participants.

## 6. LOGISTICS

*DISCLAIMER: This curriculum is designed for implementation in most any setting. The suggestions below reflect an optimal training environment, but in no way are proscriptive. Facilitators will need to be creative in their approach to these sessions, making use of the space given, the materials provided, and the time allotted.*

## **The Venue and Room Layout**

Ideally, you will arrange logistics with relevant factory/community stakeholders in advance of the training starting. Prior to the any session, visit the venue before beginning the training sessions. Decide in advance the best room set-up, and determine what facilities/equipment will be available. Because each session is intended to run for a limited amount of time, ensure that the room is set-up BEFORE arriving to the training, so the training time can be maximized.

When determining the room set-up, it is important for facilitators to ensure:

- They can be seen and heard by everyone.
- The atmosphere is appropriate for the training, inclusive of the layout, lighting, ventilation, posters, flipcharts and stands etc.
- The venue chosen is separate from the usual work environment (e.g. a training room, meeting room, dining space, etc.)
- The venue has room for groups to work separately without disturbing each other.

If possible, avoid auditoriums or big rooms, because of the participatory small-group nature of the training. Tables are not required – they limit mobility of the sessions. Chairs, which are easy to move, should be placed in a semicircle or horseshoe shape.

Create an environment where participants can easily stand up and express themselves through body movement; form smaller groups; change places; go to flipcharts; get needed materials; seek help from facilitators, etc. (If appropriate, the group may be encouraged to sit on the floor in order to reach a higher level of informality, thereby opening up exchanges between people.)

## **Equipment and materials**

Equipment should be gathered and prepared in advance of the training. The following are ideal materials to have, but be creative with substitutions. Not all facilitators will have access to the same prep materials. For example, white boards could be used in place of a multimedia projector or flipcharts.

Recommended session equipment:

- |  |                         |
|--|-------------------------|
| • multimedia projector                       | • notepads              |
| • laptop                                     | • pens or pencils       |
| • multi-colored markers for flipcharts       | • name tags             |
| • flipchart (with plenty of flipchart paper) | • masking tape/blue tac |

If possible, at the start of the training provide participants with a pencil/pen, paper, and ideally, a small gift to commemorate their participation in this training.

## **Visual Aids**

There are a number of options available in term of visual aids which can support the training sessions. These include flipcharts, PowerPoint slides, posters, etc.

### **Flipcharts**

Recording ideas on a flipchart is helpful for several reasons. Flipcharts allow the group to record what is happening as it happens. They become the record of the group’s actions, ideas, and assignments, or the “group memory.”

Flipcharts also focus the attention of the group, both visually and mentally. Capturing thoughts on paper allows group members to let go of their ideas and turn their attention to the task at hand. For this reason, it is important to write down what is actually said, and not what the facilitator wants to be said. Group members can then see that their thoughts are captured accurately.

Best practices when using flipcharts:

- Do not write similar ideas or thoughts down twice.
- Abbreviate.
- Do not worry about spelling.
- Leave lots of white space – do not be afraid to use many sheets.
- Alternate pen colors so you can easily separate one idea from the next when you read the sheet.
- Stick to bold colors that can be easily seen.
- Post sheets when they are full (have pieces of tape ready so you can do this quickly).
- Check with speakers to make sure that you have accurately captured what they said.

*PowerPoint Slides and Projectors*

- Use large, clear letters. Do not put too much information on one slide.
- Check that it can be seen from everywhere in the room.
- Check your equipment early! Always have a back-up (e.g. flipcharts) if the equipment is broken.
- Don’t rely solely on slides – keep an atmosphere of discussion, not just lecturing.
- Use colors and icons to retain interest, but check that slides are still readable.
- Let participants have a chance to look over the slide and absorb the material before talking.

## Checklist

- Select and confirm the training facility. Is the training room large enough and suitable for the expected number of participants? Is there enough space for small group discussion or activities?
- If needed, arrange in advance for water/refreshments for participants.
- Notify and brief any guest speakers in advance.
- Obtain all necessary supplies (e.g., masking tape, blue tac, stapler, paper clips, scissors, notepaper, etc.), including anything you’re giving to the participants.
- Check that lights and fans are working, and that the room is clean.
- Arrange seating.
- Organize refreshments and decorations.
- Organize flipcharts. Are the marker pens fresh and working?
- Familiarize yourself with all equipment. Set up equipment and check that it works (e.g. multimedia projector).

**Source:** Adapted from Promoting Gender Equity and Diversity: A CARE Training Curriculum for Facilitators, by CARE

## Icebreakers And Energizers – Introductory Notes<sup>1</sup>

- **Icebreakers: Rationale**

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)



## Icebreakers And Energizers – Activities

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

<b>Context:</b>	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.
<b>Time:</b>	10 minutes
<b>Aim:</b>	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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*“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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## 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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## 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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## *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.”

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“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*. 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.)*

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module Learning Plans – Introduction

### Overall Objective:

Participants in the Foundational Training receive a **15-hour orientation covering key life skills and health topics**. The training builds a knowledge and skills platform to facilitate participants' further engagement as peer facilitators and/or leaders in their workplaces or communities. Additionally, this general training will enable program managers and other stakeholders to build their understanding of factory workers' lives and concerns, informing future training and program design.

Finally, the Foundational Training provides an opportunity to identify potential participants for the second phase – Advanced Training – of the Women in Factories Training Program.

### Specific learning objectives

At the end of the Foundational Training, participants will:

- Be able to describe the Women in Factories program, its components and expected outcomes
- Increase their understanding of the importance and relevance of confidence, gender roles and communication to their working lives
- Receive basic information on commonly reported health concerns and information on where to get help for health-related issues

Module	Hours	Content
<b>Module 1 – Overview of full program</b>	1.5 x 1= 1.5	Introduction to Women in Factories; Orientation training programs; Expected outcomes
<b>Module 2 – Communication</b>	1.5 x 2= 3	COURSE 1 – Basics of communication and the Communication Model
		COURSE 2 – How to communicate in workplace settings
		Factors which influence interpretation of a verbal message
<b>Module 3 – Managing work and career</b>	1.5 x 1= 1.5	Self confidence
		Managing stress and time
<b>Module 4 – Gender</b>	1.5 x 1= 1.5	Participant concepts of the roles of men and women
		Stereotyping female and male qualities and how this plays out in the workplace
<b>Module 5 – Health</b>	1.5 x 3= 4.5	Personal Hygiene and Water & Sanitation
		Reproductive Health and Family Planning
		Occupational Health and Safety
<b>Module 6 – Applying the learning</b>	1.5 x 1= 1.5	Applying the learning to the Workplace
<b>Module 7 – Wrap-up and Review</b>	1.5 x 1= 1.5	Summarizing the Messages of the total Training
<b>Total</b>	<b>15</b>	

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 1 – Introduction and Overview of the Women in Factories Training Program

- Objectives:** At the end of the session, the participants will be able to:
1. Address each other by their preferred name
  2. Establish ground rules
  3. Know about the Women in Factories initiative
  4. Have a basic understanding about the training components and how the participants will benefit from the program

**Duration:** 90 mins.

**NOTE:** An introduction by the factory management will greatly motivate the participants.

**Process:**

Methods and Time	Steps and Activities	Materials
Cobweb exercise ( <b>ALTERNATIVE EXERCISE BELOW</b> ) 30 mins	<p>Introduction</p> <ul style="list-style-type: none"><li>• Welcome the participants and tell them <i>“Today we are here to talk about an interesting program for which your factory has been selected. Before going into detail we need to get introduced to one another. We might know each other as peers but today let’s try to find out a little more about each other.”</i></li><li>• Ask participants to form a circle. Give a ball of string, yarn or cord to one participant and ask:<ul style="list-style-type: none"><li>▪ <i>What is your name?</i></li><li>▪ <i>What name do you prefer to be called?</i></li><li>▪ <i>What work do you do?</i></li><li>▪ <i>What is your favorite hobby?</i></li></ul></li><li>• When she finishes tell her to hold the end of the string and throw or pass the ball of string to another participant.</li><li>• Then the string receiver presents himself and passes the ball of string to another participant.</li><li>• This procedure goes on until all participants are interwoven in a cobweb. The trainer talks about the important role that each one plays in the event and that</li></ul>	A ball of rope/string

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	the success of the event depends on the positive or negative tensions that are displayed by each person.	
10 min	<p>Ground Rules</p> <ul style="list-style-type: none"> <li>• Explain that in order for the training to succeed, we need to have certain ground rules.</li> <li>• The participants will state different rules which the facilitator will write on the flipchart</li> <li>• A list of rules will emerge which will be explained. Some examples: <ul style="list-style-type: none"> <li>▪ Turn off cell phones</li> <li>▪ Respect time – start on time, end on time</li> <li>▪ Be respectful of other participants</li> <li>▪ Talk loud enough for all to hear</li> <li>▪ Talk one at a time</li> <li>▪ Maintain confidentiality</li> <li>▪ Participate!</li> </ul> </li> <li>• Ask participants if there are any other rules they would like to suggest. Discuss and agree.</li> <li>• Write these on the flip chart.</li> <li>• Ask participants if they agree to abide by these rules.</li> <li>• Post the ground rule list on the wall in the training room.</li> </ul>	Flipchart stand and paper, markers, soft boards, push pins, masking tape
Visualized lecture/power point presentation ( <b>ALTERNATIVE EXERCISE BELOW</b> ) 40 mins	<p>Present the Women in Factories initiative and explain its details – components, structure, objectives, etc.</p> <ol style="list-style-type: none"> <li>10 minutes – The initiative and its structure</li> <li>10 minutes – Project objectives</li> <li>5 minutes – High-level overview of training modules</li> <li>15 minutes – Women’s empowerment</li> </ol>	Multimedia projector, screen and laptop (or use flipchart paper and tape)
Feedback Close 10 mins	<p>Summarize and review the session</p> <p>Ask participants to express their feelings about Women in Factories and clarify any questions.</p>	

	Thank the participants and end the session.	
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**NOTE: This training makes use of the phrase “empowerment.” In some contexts, the word “empowerment” doesn’t convey the right meaning we intend. One term that could be used is “capacity building.”**

## Alternatives to the “Cobweb Exercise”

*Drawing exercise:* Divide the participants into groups of four or five, and give each group markers and flipchart paper. Ask the participants to create drawings that best represent who they are. Ask each group to report to the whole on its drawing.

*Introduction by Numbers game:* Ask participants to run in a circle. The facilitator will ask participants to stop when he/she calls out a random number. When the facilitator asks the group to stop with a number (e.g. “4”), participants will have to stand in groups of four. Those groups that do not comprise the right number will be asked to introduce themselves. Continue until everyone has been introduced.

## Alternatives to a Formal Presentation on Women in Factories

In some cases, you will be facilitating groups of workers with very little or no formal education. A powerpoint presentation isn’t appropriate, or impactful. Instead, create basic contextual posters about the Women in Factories program.

## Module 1 – Supporting Information for Facilitators – Sample Presentation

### Women in Factories Training Program – Empowering Women in Factories



#### Objective 1



Obtain skills necessary for  
career advancement and  
increase earning potential



Gain practical knowledge that,  
when implemented, can  
enhance quality of life for  
workers and their families



Access support networks

Share knowledge with others  
in the factory and community

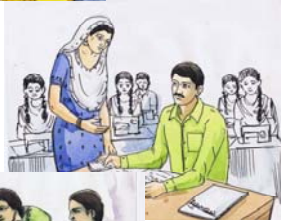


## Objective 2



Empower factory management to:

*Inclusively* identify and develop talent within the factory



Retain a strong workforce, reaping the benefits of investment in talent development



Enhance factory efficiency

Take ownership of women's empowerment and implement the women's empowerment program on a continual basis.

## Training Curriculum



All factory workers will receive a 15-hour Foundational Training

Training content will include:

- Overview of the Women in Factories Program
- Communication
- Health
- Managing Work and Career
- Gender

Two sets of 50 women from each factory will receive an in-depth 100-hour training

Training content will include

- Overview
- Functional on-the-job Literacy (as-needed)
  - In-depth literacy training for fully illiterate, high-potential participants provided separate from this 100-hour training
- Health and Hygiene awareness
- Communication
- Self-management
- Legal empowerment
- Financial planning, etc.

**Note: It is expected that factory management will provide technical training as a part of this program.**

## Training Curriculum



### All factory workers will receive a 15-hour Foundational Training

Training content will include:

- Overview of the Women's 360 Program
- Managing Work and Career
- Gender
- Communication
- Health

### Two sets of 50 women from each factory will receive an in-depth 100-hour training

Training content will include

- Overview
- Functional on-the-job Literacy (as-needed)
  - In-depth literacy for fully illiterate, high-potential participants provided separate from this 100-hour training
- Health and Hygiene awareness
- Communication
- Self-management
- Legal empowerment
- Financial planning, etc.

**Note: It is expected that factory management will provide technical training as a part of this program.**

## Anticipated Outcomes/Expectations



### Female factory workers will:

1. Improve opportunities in their workplace, reduce their vulnerability to exploitation, and exercise greater control over their lives;



2. Find access to quality education that includes functional literacy skills, numeric skills and life skills;



3. Increase awareness of health-related issues, learn how to prevent diseases, and access health-related services;

## Module 2 – Communication – Basics of Communication

### COURSE 1

#### *Basics of Communication – Setting the scene and the Communication Model*

- Objectives:** At the end of the session, the participants will be able to:
1. Have a basic comprehension of one-way and two-way communication and mutual understanding.
  2. Explain the elements of good communication and mutual understanding
  3. Formulate messages in a way that is acceptable to the receiver
  4. Demonstrate that they have understood their communication partner

**Duration:** 90 mins.

#### **Process:**

Methods and Time	Steps and Activities	Materials
Paper tearing exercise 15 mins.	<ul style="list-style-type: none"> <li>• Tell the participants: <i>“We’re playing a game that will teach us about communication. Pick up your sheet of paper and hold it in front of you. Now, <u>close your eyes</u> and follow the directions I will give you –no peeking!”</i></li> <li>• Participants cannot ask questions.</li> <li>• Give the following directions, carrying them out yourself with your own sheet of paper and pausing after each instruction to give the group time to comply: <ul style="list-style-type: none"> <li>▪ <i>“The first thing I want you to do is to fold your sheet of paper in half.</i></li> <li>▪ <i>Now tear off the upper right-hand corner.</i></li> <li>▪ <i>Fold it in half again and tear off the upper left hand corner of the sheet.</i></li> <li>▪ <i>Fold it in half again. Now tear off the lower right-hand corner of the sheet.”</i></li> </ul> </li> <li>• After the tearing is complete, say: <i>“Open your eyes, and let’s see what you have. If I did a good job of communicating and you did a good job of listening, all of our sheets should look the same!”</i> Hold your sheet up for them to see. It is highly unlikely any sheet will match yours exactly.</li> <li>• Observe the differences. There will probably be laughter.</li> </ul>	Blank 8 ½-by-11-inch sheets of paper for each participant

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	<ul style="list-style-type: none"> <li>Ask the group why no one's paper matched yours. (You will probably get responses like "You didn't let us ask questions!" or "Your directions could be interpreted in different ways.")</li> <li>Lead into a presentation about one-way, two-way and non verbal communication.</li> </ul>	
<p>Visualized lecture 25 mins</p> <p>5 min</p>	<p><u>The Communication Model</u> – Describe the model, explaining that:</p> <ul style="list-style-type: none"> <li>Communication is the exchange of ideas, thoughts, feelings or objects between two or more people.</li> <li>It is the means making oneself understood.</li> <li>The person who wants to communicate something is the <i>sender</i>.</li> <li>The person to whom this communication is directed is the <i>receiver</i>.</li> </ul> <p>Tell participants, in its simplest form, communication consists of the following steps:</p> <ul style="list-style-type: none"> <li>The speaker (sender) has an idea/thought/feeling/opinion in mind and communicates this idea to the listener, either verbally or non-verbally (written/gesture/body language).</li> <li>The listener (receiver) forms an image of what the sender is thinking based on what he or she has heard or seen.</li> <li>The listener seeks to confirm his or her understanding of the message by stating this understanding;</li> <li>At this point, the speaker may either confirm that the listener has understood his or her message or indicate that the listener has not understood the message he or she is trying to convey;</li> <li>If the listener has not understood correctly, the speaker will then restate the message, and the process will continue until the listener's understanding matches the intent of the speaker's message.</li> </ul> <ul style="list-style-type: none"> <li>Tell participants that the Communication Model will be demonstrated through the following exercise.</li> <li>Divide the participants into groups of four people. Two will do the exercise while the other two observe. (Note: Before beginning the exercise, the trainers should</li> </ul>	<p>Picture of the communication model (either on projector or drawn on flipchart)</p>

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

10 min	<p>demonstrate with a volunteer how it should be done. It should be stressed that this is an exercise in which important communication skills [listening, acknowledging, and summarizing] are trained.)</p> <ul style="list-style-type: none"> <li>• The active pair of discussion partners agree on a topic to be discussed.</li> <li>• The active participants start the discussion and each has to summarize the statements/arguments of the other side to his/her satisfaction before bringing in their own statements/arguments.</li> </ul>	
15 min	<ul style="list-style-type: none"> <li>• After the end of the discussion, the observers give their feedback to the active players, focusing on how well the players have observed the rules, difficulties on the part of sender or receiver and hints on how to improve.</li> </ul>	
10 min	<ul style="list-style-type: none"> <li>• The participants change their roles. The observers now do the exercise while the former players observe.</li> </ul>	
Feedback Close 15 mins	<p>Summarize by asking the group what they learned from the exercise. Capture responses on the flipchart.</p> <p><i>Say: "Effective communication skills are crucial to building good working relationships and building trust. Practice these skills so that you can better resolve conflicts and problems, in the factory and at home."</i></p>	

## Module 2 – Supporting Information for Facilitators – The Communication Model

Communication can be broadly defined as:

*The sending of a message from one individual to another so that the sender's idea is understood by the receiver.*

Communication is the process of sharing our ideas, thoughts, and feelings with other people and having those ideas, thoughts, and feelings understood by the people we are talking with. When we communicate we speak, listen, and observe. The ability to effectively communicate at work, home, and in life is probably one of the most important sets of skills a person needs.

Communicating effectively is a primary skill. The better you are at communicating, the more likely you will achieve what you want. Poor communication wastes time and energy and causes conflict between people.

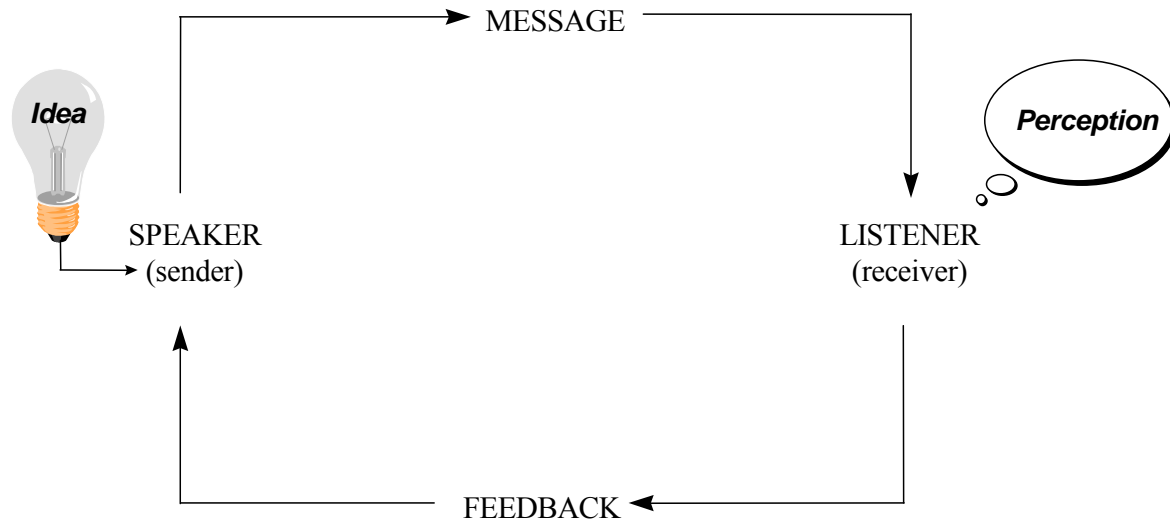
There are many forms of communication in workplaces – verbal, written, electronic, etc. They may involve communicating one-on-one, in small groups, with groups (or lines in the factory), or with all employees.

The most commonly used form of communication in the workplace is verbal communication. Verbal communication is simply spoken communication among people. The majority of verbal communication in the workplace is one-on-one: people speak to one person more often than they address a group of people.

Effective verbal communication skills are crucial to building good working relationships, building trust and understanding between co-workers, resolving conflicts and problems, and, ultimately, improving individual and organizational performance. However, good communication skills do not come naturally; they must be learned. By developing their skills through effort and practice, employees allow more opportunity for effective, two-way communication.

The verbal communication model is a useful framework when considering the most basic elements of communication. Analyzing these elements closely is the first step in learning to communicate more effectively.

# WOMEN IN FACTORIES – MODULE LEARNING PLANS



Think about how the communication model operates in a factory. In the top half of the loop, a speaker communicates his or her thoughts, without asking for or receiving any response from the listener. This form of communication, **one-way communication**, might be used in an emergency situation or where the nature of the task or time constraints makes interaction difficult or impossible. One-way communication is faster, and the speaker often feels better using it because he or she is not exposed to challenges or questions. One-way communication, however, usually results in less understanding and confidence on the part of the listeners.

In the bottom half of the model, the communication process is completed by adding a feedback loop. The listener asks questions, clarifies, and confirms what he or she understands to have been said. This is **two-way communication**, where the speaker and the listener work together to make sure that the message has been communicated accurately. Feedback helps the two individuals to bridge the gap if the speaker and listener have differing understandings or perceptions about the message. This form of communication (two-way communication) is crucial to the success of a group. It is used in organizations and groups where a high value is placed on working together to improve performance, solve problems and work through issues jointly.

**Two-way communication initially takes longer, but it saves time and resources in the long run because it helps avoid misunderstandings.** It allows more accurate communication, as well as a shared understanding of the task or issue being discussed. Two-way communication gives both individuals greater commitment to the outcome and the ability to address and respond to questions or problems with the message.

<b>Frequent mistakes on the part of the sender</b>	<ul style="list-style-type: none"> <li>• does not organize his/her thoughts before speaking</li> <li>• tries to cover too many aspects at a time</li> <li>• presents too much information one after the other, without allowing time for the receiver to take them up and digest them</li> <li>• goes on talking without accounting for the capacity of the receiver to retain the messages</li> <li>• does not react to statements made by his/her partner – the conversation does not progress logically</li> </ul>
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<b>Frequent mistakes on the part of the receiver</b>	<ul style="list-style-type: none"><li>• does not give his/her full attention to the sender</li><li>• thinks about his/her own arguments instead of listening: forgets what was said and his/her own arguments</li><li>• tends to focus on details and not the essence of the statement</li><li>• includes more in his summary than the sender actually said</li><li>• mixes summarizing with own assumptions, adds opinions and conclusions</li></ul>
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# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 2 – Communication – Communicating in the Workplace

### COURSE 2 – Session 1

*How to communicate in workplace settings*

- Objectives:** At the end of the session, the participants will be able to:
1. Be more informed on appropriate communication behavior
  2. Know about Assertive Communication

**Duration:** 60 mins.

**Process:**

Methods and Time	Steps and Activities	Materials
Introductory Lecture and Presentation 15 min	<ul style="list-style-type: none"><li>• Welcome the participants and share how most of the problems are caused by poor communication.</li><li>• Ask, <i>“Think about the times that you have felt like you were not being heard, or that you were being taken advantage of... Did you get frustrated when this happened? Most of us will have felt this way at some point.”</i></li><li>• <i>“We may react by getting angry or aggressive, or by avoiding conflict, or by agreeing to things because we feel powerless.”</i></li><li>• Ask participants for any examples they’d like to share.</li><li>• <i>“We must learn how to handle these kinds of situations better. Poor communication keeps up from getting what you want and commanding respect.”</i></li><li>• Begin with a brief lecture on four Behaviors of Communication.</li><li>• Then present the characteristics of Assertive Communication.</li><li>• Model the four different behaviors using a simple situation: <i>“Someone pushes into line ahead of you. We</i></li></ul>	Prepared visualized lecture – outlines the four behaviors of communication, and characteristics of assertive communication
15min		

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

<p>Group Exercise (<b>ALTERNATIVE EXERCISE BELOW</b>) 20 mins</p>	<p><i>have all experienced this situation and probably debated what to do."</i></p> <ul style="list-style-type: none"> <li>▪ Passive: does nothing</li> <li>▪ Aggressive: verbally attacks the intruder and tells him or her what to do or where to go;</li> <li>▪ Passive-Aggressive: does not deal with the intruder, but passes side comments or looks to others</li> <li>▪ Assertive: uses the three steps to assertive communication saying: <ul style="list-style-type: none"> <li>• <i>Describe</i>: "Excuse me. As you can see there is a line here and several of us have been waiting for some time."</li> <li>• <i>Express</i>: "I don't feel it's fair for you to jump in."</li> <li>• <i>Specify</i>: "and really think you should be fair and go to the end of the queue."</li> </ul> </li> <li>• Say: "Although the assertive style is the preferred style, it may not always be appropriate. There may be situations when one of the other styles is more appropriate. For example, if the intruder is a three hundred-pound bully, let's go for the passive style!"</li> <li>• Divide the group into pairs. Roleplay a sample situation with one person practicing Assertive Communication. (sample scenarios follow) Once the role has been completed, have the partner share feedback, then switch roles and situations. Remind everyone to model characteristics of Assertive Communication.</li> <li>• Invite participants to share their lessons learned or good examples from their pairs exercise.</li> </ul>	
<p>Feedback Close 10 mins</p>	<p>Summarize the four styles of communication and encourage people to practice assertive communication with their coworkers/supervisors/families - it will make a difference!</p> <p>End session thanking all for their active participation.</p>	

## Alternatives to a Group Exercise in Pairs

If pressed for time, rather than having the group split into pairs, select a few volunteers to model Assertive Communication, giving them a sample situation. Have the remaining participants listen carefully to identify at the conclusion of the role play when various Assertive Communication steps were utilized.

**Sample: Sari Purchasing Role Play:** Invite five participants to the front of the room. One will play a shop owner. Pretend that the four others have each gone to the shop to purchase a sari, only to return home and find it damaged. They have to return to the store to convince the shop owner to refund their purchase.

Assign each of the four “shoppers” a behavior and role play the scenarios:

- Aggressive communication
- Passive communication
- Passive-aggressive communication
- Assertive communication

In the role play, the group should see that assertive communication is the most successful in getting the shop owner to refund the purchase.

**Recommendation:** The facilitator can ask participants what style of communication is best when asking for leave.

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 2 – Supporting Information for Facilitators – Assertive Communication

### Assertive communication

There are four behavioral styles of communication: passive, aggressive, passive-aggressive, and assertive. Although any of these behaviors may be appropriate in certain circumstances, the ***assertive style offers the most effective behavior for dealing with different situations***. Assertiveness involves clearly representing your thoughts and feelings in a respectful way that does not employ guilt, infringe on others' rights or use emotional blackmail.

### Characteristics of Communication Behaviors

<b>Communication Type</b>	<b>Scenario</b>	<b>How is the communicator acting?</b>	<b>How is the receiver acting?</b>	<b>What can the bystander do/say?</b>
<b>Assertive:</b> tending toward bold or confident declaration of opinions and feelings. Faces responsibility with respect to a situation, and considers others' needs and rights.	The line supervisor (communicator) came up to me (receiver) to tell me that I am doing a good job on the line.	Treating me with respect. Acknowledging my hard work. Paid attention to what I was saying.	Happy. Valued. I wanted to share how much I appreciate his comments and how I'm enjoying the new responsibilities on the line.	Listens. Doesn't interrupt. Offers words of encouragement to the receiver.
<b>Aggressive:</b> tending toward or exhibiting hostile, forceful or destructive behavior	My mother-in-law (communicator) was upset that I (receiver) had worked late and could not arrange for dinner at our normal time. When I tried to explain why, she yelled at me in front of my husband and children.	Superior and controlling, and does not show trust or respect. Interrupting me. Finding fault with me without considering my feelings.	Scared, unsure what to say. Silenced. Angry. Caught off guard.	Use "I" statements such as "I feel you are treating my friend/wife poorly."
<b>Passive:</b> receiving or enduring something without being active, open or direct. Letting someone else decide what will	My coworker Suri (communicator) sits on the line with me (receiver). We are supposed to work together to get	Vague, shy. Doesn't participate in conversation. Makes me feel that I have to	Not sure what she wants. (I ask for clarification but Suri is reluctant.) Frustrated, thinking maybe	Listens. Tries to guess what the problems might be.

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

happen in a situation.	the pieces done on time. I offer to help Suri when the line is slower, but she just shrugs her shoulders when I try to talk with her.	guess what Suri's needs are.	she is incompetent.	Tells me that I shouldn't have to do this all alone.
<b>Passive</b> <b>Aggressive:</b> Combination of the two previous behaviors. Vocal, but only after it is appropriate to speak up.	My roommate (communicator) and I (receiver) share a room with three other women. Sometimes I don't clean my part of the room as well as I should. I overheard my roommate complaining to our other roommates that I am irresponsible.	Denying me an opportunity to talk with her directly. Not being open with me about her feelings.	Disrespected and sad.	Tell the roommate that she should bring up the issue directly.

## Characteristics of Assertive Communication

- Speaking in direct, clear and specific sentences;
- Using facts, rather than exaggerating or omitting critical information;
- Using "I" phrases such as "I think," "I feel" or "I believe," to show that you assume responsibility for your thoughts;
- After speaking, actively listening by:
  - *Tuning in* to the speaker.
  - *Clarifying* the message.
  - *Confirming* the message;
- Clearly stating what you want to happen as a result of the conversation;
- Maintaining respect for the person/group you're communicating with, and being cooperative in the dialogue;
- Maintaining direct and extended eye contact, with an open and relaxed face (don't look down or away).

Adapted from Life Skills and Leadership Manual, by the United States Peace Corps

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 2 - Communication – Factors that influence interpretation of verbal messages

### COURSE 2 – Session 2

#### *Factors that influence interpretation of verbal messages*

- Objectives:** At the end of the session, the participants will be able to:
1. Describe the factors influencing interpretation of a verbal message, and how different interpretations can lead to misunderstandings

**Duration:** 30 mins.

**Process:**

Methods and Time	Steps and Activities	Materials
Group exercise and discussion 25 mins	<ul style="list-style-type: none"><li>• Say: “We’re going to do an exercise which will help us understand better what we’ve been discussing about communication.”</li><li>• Split the group into two teams. Participants in each team should sit in a circle, facing each other. Explain and conduct the “Telephone” exercise.</li><li>• Discuss the results. Write the heading “<b>Which factors influence understanding</b>” on a flipchart and list factors which help or hinder the correct interpretation of a message.</li></ul>	An instruction sheet, participant worksheets, flipchart stand and paper, markers, soft boards, push pins, masking tape
Feedback Close 5 mins	Ask participants to share one new thing that they learned today, and capture their responses.  Thank the participants and end the session.	



## Module 2 – Supporting Information for Facilitators

### “Telephone” or “Grapevine”

#### Purpose

This exercise highlights the importance of confirming the information we receive from others.

The objective of this exercise is for delegates to deliver the information they receive to another person with the least amount of alterations.

#### What You Need

- Two folded sheets of paper for each group with specific statements written on each one (the facilitator can make up the phrase)
- A blank piece of paper and a pen for each group

#### Setup

- Split the group into two teams. Participants in each team should sit in a circle, facing each other.
- A member from each team is given one of the folded sheets of paper.

#### Case 1

- The member with the sheet is asked to whisper the sentence written on the sheet in the ear of the person on his/her right.
- The second person then whispers what he has heard in the ears of the person on his right.
- This process is repeated and the last person in the circle has to write down what he has heard on the blank piece of paper, fold it and hold on to it.

#### Case 2

- Now give the second folded sheet of paper to one member of each team and ask the participants to repeat this process again. Only this time, each participant has to repeat what he or she has heard in the ear of the person who just whispered it to him to ensure the sentence stays intact.
- At the end of the exercise, those participants who have written the sentences on their paper, read out aloud their writings and the final sentences are compared to the original sentence.

#### Timing

Explaining the exercise: 5 minutes.

Activity: 10 minutes

Group Feedback: 10 minutes.

#### Discussion

Information can become easily distorted.

How accurate was the final sentence in each round? Did confirming the quote before whispering it helped the accuracy of the sentence? How easy is it to misinterpret or change the meaning of a piece of information?

## **The “Grapevine”**

Informal systems of communication – the “rumor mill” or “grapevine” – are present in most organizations. They are often much faster at spreading information than formal communication systems, but their accuracy is questionable.

Informally transmitted information is subject to greater interpretation and is more likely to be distorted. And poor listening skills allow messages to be misinterpreted.

## **Which factors influence understanding?**

Sample of probable answers given by participants:

### **Sender:**

- clarity of the message
- amount of information
- completeness of information
- channel of communication
- language

### **Receiver:**

- language
- channel of communication
- time of the day, environment
- perceptual filters:
  - attitudes
  - assumptions
  - knowledge/intelligence
  - interests
  - expectations
  - attentiveness
  - memory
  - motives

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 3 – Managing Work and Career (Self-Confidence/Strength Identification and Time/Stress Management)

- Objectives:** At the end of the session, the participants will be able to:
- Self-Confidence/Strength Identification*
1. Demonstrate increased awareness regarding importance of self-analysis
  2. Identify their strengths
- Time/Stress Management*
3. Identify the causes and effects of stress
  4. Know techniques to reduce stress
  5. Understand how to prioritize and manage time.

**Duration:** 90 mins.

**Process:**

Methods and Time	Steps and Activities	Materials
Group work 10 mins	<ul style="list-style-type: none"><li>• Welcome the participants and discuss why we should analyze ourselves. Say: <i>“Analyzing ourselves help us to identify our weaknesses and strengths. This helps us in planning our future by knowing where we need to develop ourselves and how we can move forward.”</i></li><li>• A person’s strength can help them overcome challenges to achieving a goal. If we know about our strengths and weaknesses it will encourage us to set goals and problem-solve proactively. Say, <i>“Today we’re doing an interesting exercise. Think about your life and whether you have helped or given support to anyone in need. For example, maybe your neighbor was sick, and you helped her during her illness.”</i></li></ul>	Flipchart stand and paper, markers, soft boards, push pins, masking tape
15 mins	<p>Tell participants that we will work in small groups and form four groups.</p> <ul style="list-style-type: none"><li>• Invite the participants to sit in their small groups together.</li><li>• Tell participants to think of an incident in their lives where they supported somebody in need.</li><li>• Ask them to share their experiences one by one in the group and select at least two stories for sharing with the whole group.</li></ul>	

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

15 mins	<ul style="list-style-type: none"><li>Tell all the groups to share their two stories.</li><li>After each incident is narrated by the participants, generate a discussion to bring out the positive characteristics of the person in the story and write it on the flip chart.</li></ul> <p>A list of qualities/strength of workers will emerge. Some examples:</p> <table><tr><td>sympathy</td><td>kind</td></tr><tr><td>loving</td><td>generous</td></tr><tr><td><b>patience</b></td><td>humility</td></tr><tr><td><b>honesty</b></td><td>wise</td></tr><tr><td>trust</td><td>responsible</td></tr><tr><td>forgiving</td><td>fair</td></tr><tr><td>caring</td><td>respectful</td></tr><tr><td>confident</td><td>compassionate</td></tr><tr><td>sincere</td><td>brave</td></tr></table>	sympathy	kind	loving	generous	<b>patience</b>	humility	<b>honesty</b>	wise	trust	responsible	forgiving	fair	caring	respectful	confident	compassionate	sincere	brave	
sympathy	kind																			
loving	generous																			
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<b>honesty</b>	wise																			
trust	responsible																			
forgiving	fair																			
caring	respectful																			
confident	compassionate																			
sincere	brave																			
5mins	<ul style="list-style-type: none"><li>After all the groups have shared their stories, a list of positive qualities will emerge. Summarize by saying: <i>“You all have positive qualities and these are your strengths which help you to perform better and move forward in your lives. We must focus on our strengths as this will make us confident and help us overcome barriers and face challenges at our workplaces and home.”</i></li></ul> <p>Note: This session should be celebratory and positive about what people can and do achieve.</p>																			
Picture presentation, followed by open discussion 10 mins	<ul style="list-style-type: none"><li>Show Picture 1 (a female factory worker that appears “worried”).</li><li>Ask why the woman in the picture is so worried/upset.</li><li>Write all the responses in a flipchart (they may include: “She is worried about all the pressures in her job;” “She is disorganized;” “She has too much to manage.”)</li></ul>	Picture 1 (female factory worker appearing “worried”); Picture 2 (female factory worker smiling); flipchart stand and paper, markers, soft boards, push pins, masking tape																		

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

<p>Group work (<b>ALTERNATIVE EXERCISE BELOW</b>) 15 mins</p>	<ul style="list-style-type: none"> <li>Briefly discuss participant responses and relate them to the stress in their lives.</li> <li>Explain how poor time management causes inefficiency.</li> </ul> <p><i>Describing the causes of stress.</i></p> <ul style="list-style-type: none"> <li>Divide participants into two groups.</li> <li>Explain that each group will work on the two questions and then present to the larger group Group 1 will brainstorm and write on flipchart paper: <i>How does stress affect your work in the factory?</i> and <i>What can you do to reduce stress?</i> Group 2 will brainstorm and write down: <i>How does stress affect your personal lives?</i> and <i>What can you do to reduce stress?</i> During group work the facilitator will ensure that that there is at least 1 person in each group who can write and present <i>Emphasize time management during the discussion and the importance of prioritizing tasks</i></li> </ul>	
<p>10 mins</p>	<ul style="list-style-type: none"> <li>Ask the participants if they have anything more to add regarding time management</li> <li>Show participants workplans for daily, weekly, monthly, yearly tasks to further clarify the importance of time management.</li> <li>Show Picture 2 (a female factory worker smiling)</li> </ul>	
<p>Feedback Close 10 mins</p>	<p>Ask participants to share one new thing that they learned today, and capture their responses.</p> <p>Thank the participants and end the session.</p>	

## Alternative to Group Work Exercise

Divide the workers into two groups, and have them each role play the images on the poster contrasting the two female factory workers. So, instead of meeting as a group and answering the questions in the group work exercise above, ask them to *act out* the answers to the questions.

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 3 – Supporting Information for Facilitators



Why is the female factory worker worried?



Why does the female factory worker look content?

Source: Drawing by CARE Bangladesh



## Time/Stress Management

*Causes of stress in the context of a female factory worker include:*

**Stress at home:** Poor management of household work like childcare, daily shopping, cooking, cleaning; taking care of family; irregular access to water, gas and electricity; rising rent; financial problems, etc.

**Stress at work:** Arriving on time; dealing with traffic; treatment by management; pressure to perform; insufficient and irregular salary, benefits; monotonous routine over time; limited leave; travel home at night; job insecurity.

Lack of proper planning and poor time management play critical roles in creating stress.

### Effects of Stress

Personal	Organizational (in factory)
Increased heart rate, sleeplessness, anxiety, increased blood pressure	<b>Human cost:</b> High absenteeism, poor time-keeping, low morale, increased costs due to sickness
Tension, panic, emotional instability	<b>Business cost:</b> Low productivity, diminished product quality, increased legal & insurance costs, etc
Higher medical costs, etc	<b>Recruitment cost:</b> Higher turnover
	<b>Poor Image:</b> Customer complaints, lost business

### Tips to Manage Stress

**Proper planning:** Think about all the tasks you do at both home and in the factory, prioritize them and make a schedule of task you have to do. Complete the work in order of priority.

**Effective time management:** Complete tasks in a timely fashion, and keep a regular schedule for eating, sleeping, arriving at the factory, etc.

**Developing habits that keep you on time:** It takes discipline and practice to maintain good time management. Develop skills incrementally, and stay realistic about what you can achieve.

**Share responsibilities:** Share your workload at home with other family members.

**Open up to others:** Discuss your problems/responsibilities with others you trust.

**Meditate & Pray:** Meditation and prayer are good tools for reducing stress.

**Get Emotional:** Crying is also helpful for reducing stress.

## Exercise

**Seek out entertainment:** cinema, games, fun, music.

**Have a bit of time each day for yourself**



**Remember:**

You have done all that you can

Don't stress about things that you can't control

Keep long-term goals in mind

**Elements of Effective Time Management**

Evaluate how you are using your time

Determine your priorities

Create a daily, weekly, monthly, schedule

Maintain a to-do list

**Sample of a daily, weekly, monthly work schedule**

Daily	Weekly	Monthly
Bazar: green vegetables, fish, meat Cooking Cleaning kitchen Going to office on time Childcare	Buy groceries Washing	Deep-clean house Get together with relatives and friends

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 4 – Gender Awareness

- Objectives:** At the end of the session, the participants will be able to:
1. Describe their concepts of the roles of men and women in work environments
  2. Understand the stereotyping of female and male qualities and gender biases

**Duration:** 90 mins.

**Process:**

Methods and Time	Steps and Activities	Materials
Drawing 10 mins	<ul style="list-style-type: none"><li>• Welcome the participants, and tell them that this activity is a drawing game. Say: <i>“I will describe the situation but no one is allowed to ask questions or talk among yourselves.”</i>  <i>“Think of a village, maybe your own village. Now imagine a farmer working in a field. Draw that farmer with the background scenery as you like. Try to be as realistic as you can in illustrating clothing, farming tools, activities, etc. After finishing the picture, please write down the farmer’s name and your name.”</i>  Another scenario for Drawing Exercise; <i>“Think of a hospital, maybe in your own village. Now imagine a Nurse working in there. Draw that nurse with the background scenery as you like. Try to be as realistic as you can in illustrating clothing, nursing equipment, activities, etc. After finishing the picture, please write down the Nurse’s name and your name.”</i></li><li>• Note: Refer to the person to be drawn only as “the farmer.” <b>Never should the farmer be referred to as he or she or by any other pronoun or word that might imply the sex of the farmer.</b></li><li>• There should not be any discussion of gender issues while the participants are drawing.</li></ul>	Flipchart stand and paper markers, colored crayons, soft boards, push pins, masking tape
Hanging the pictures on walls and discussion 20 mins	<ul style="list-style-type: none"><li>• When everyone has finished, invite participants to tape their drawings on the walls. Give them 5 minutes so that they can walk around and see the pictures.</li></ul>	Small prize(s)

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	<ul style="list-style-type: none"> <li>• Ask the group to select one or more winning illustration and present the winner or winners with a token prize.</li> <li>• Tell them to count and announce the number of drawings of female versus male farmers.</li> <li>• Generate a discussion on why participants drew the farmer/nurse like they did. Then bring in WHY they chose men for certain jobs and women for others...</li> <li>• Conclude by saying that the drawings represent the participants' subconscious views about farm work/hospital and farmers/ nurses. Calculate the percentage of drawings in which the farmer/nurser is depicted as a woman/man as opposed to the percentage that show the farmer as a manor the nurse as a woman. Share this information with the group. (Typically there will be many more depictions of farmers as men than there are of women and nurses as women than men.)</li> </ul>	
<p>Discussion 10 mins</p> <p>25 mins</p>	<ul style="list-style-type: none"> <li>• Transition to a new exercise. Say: <i>"Men and women often behave differently even when in the same situation. Why you think this happens?"</i></li> <li>• Capture participant reasons on a flipchart</li> <li>• Say: <i>"We're going to see what consequences stereotypes have in the way we behave and the relationships we have with others around us."</i></li> </ul> <p><i>"And we're going challenge these stereotypes. At the same time, we will try understand why stereotypes are important aspects of how we behave and react socially."</i></p> <ul style="list-style-type: none"> <li>• Read the following story to the group <b>Story of two frogs</b> – <i>Two frogs were sleeping on the bed. Suddenly a loud noise from nearby woke them up. One of the frogs hid under the bed, while the other one picked up a stick and ran towards the door.</i></li> <li>• Divide the participants into small groups.</li> <li>• Ask the participants in each group to identify which one of the frogs is male and which is female. Ask them to talk</li> </ul>	<p>Flipchart stand and paper, markers, soft boards, push pins, masking tape</p>

	<p>about their choices, giving concrete examples of qualities associated to men and those associated to women. Did those qualities influence their decisions about which frog was male and which was female?</p> <ul style="list-style-type: none"><li>• Make two separate lists of female and male qualities expressed by the participants while identifying the sex of the frogs on a flipchart.</li><li>• Encourage the participants to come up with as many qualities as they can which associate with men and women. Some examples:</li></ul> <table><tr><td>MALE</td><td>FEMALE</td></tr><tr><td>Adventurous</td><td>Weak</td></tr><tr><td>Aggressive</td><td>Shy</td></tr><tr><td>Strong</td><td>Gentle</td></tr><tr><td>Rough</td><td>Dependent</td></tr><tr><td>Impatient</td><td>Tolerant</td></tr><tr><td>Rational</td><td>Sensitive</td></tr><tr><td>Intelligent</td><td>Jealous</td></tr><tr><td>Self-centered/ Egoistic</td><td>Caring</td></tr><tr><td>Satisfied</td><td>Forgiving</td></tr><tr><td>Authoritative</td><td>Emotional</td></tr></table>	MALE	FEMALE	Adventurous	Weak	Aggressive	Shy	Strong	Gentle	Rough	Dependent	Impatient	Tolerant	Rational	Sensitive	Intelligent	Jealous	Self-centered/ Egoistic	Caring	Satisfied	Forgiving	Authoritative	Emotional	
MALE	FEMALE																							
Adventurous	Weak																							
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Rational	Sensitive																							
Intelligent	Jealous																							
Self-centered/ Egoistic	Caring																							
Satisfied	Forgiving																							
Authoritative	Emotional																							
15 mins	<ul style="list-style-type: none"><li>• Invite the group to look at the list and decide which of these qualities they think women and men are born with and which are “learned.” Keep cancelling qualities that the group feels have been learned while growing and link the discussion to the socialization process.</li></ul>																							
10 mins	<ul style="list-style-type: none"><li>• To conclude the exercise, say: “No one can say exactly which frog is female and which one is male. The frog that ran to the door with a stick could be either male or female.”  “But we typically associate ‘aggression,’ bravery’, and ‘strength’ with males. And we think of females as ‘weak’ and ‘submissive’ – not capable of handling tough situations.”</li></ul>																							

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	<ul style="list-style-type: none"> <li>• Interchange headings (male to female and vice versa) and ask participants whether they have seen men being sensitive, jealous, caring, gentle, etc. Repeat the same for women. Then show that each of the qualities can be seen in males as well as females.</li> <li>• Discuss how these stereotypes, learned through socialization, are so strongly embedded in the minds of people that they affect all aspects of their lives (personality, attitudes, self-identity, roles, responsibilities and behavior). Say: <i>“Stereotypes ascribed to men and women are often used as a basis for discrimination and as deciding factors on the kind of work that is fit for them.”</i></li> </ul> <p><i>“Understanding that these qualities, which are thought to be ‘natural’, are actually social constructions, and <b>therefore are changeable</b>, is important for the creation of an equitable society.”</i></p> <p><i>“Therefore, these changes tend to determine how women change their roles in accordance to their wider opportunities in different areas of work and need not be engaged in limited areas of work. this is best exemplified by you all , 25 years ago the scenario was completely different”</i></p>	
Feedback Close 10 mins	<p>Ask participants to share one new thing that they learned today, and capture their responses.</p> <p>Thank the participants and end the session.</p>	

## Module 4 – Supporting Information for Facilitators

My wife does not work



Source: <http://www.banchteshekha.org/>

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 5 – Health – Personal Hygiene and Water/Sanitation

### COURSE 1 – Session 1

*Personal hygiene and water/sanitation – living a healthy life*

- Objectives:** At the end of the session, the participants will be able to:
1. Explain the importance of using safe water
  2. Explain why using sanitary latrines are necessary
  3. Describe how and when to adopt personal hygiene practices

**Duration:** 90 mins.

#### **Process:**

Methods and Time	Steps and Activities	Materials
Group discussion 5 mins	<i>Step 1: Water: Drink Safe Water, Use Safe Water</i> <ul style="list-style-type: none"> <li>• Welcome the participants and begin by asking the participants “What is hygiene?”</li> <li>• Capture responses on a flipchart</li> </ul>	Flipchart stand and paper, markers, soft boards, push pins, masking tape
10 mins	<ul style="list-style-type: none"> <li>• Pick one comment related to water (or incorporate it into the discussion) and say that water is the most essential thing needed to survive.</li> <li>• Ask participants what type of water they are familiar with (Tube well water, Supply water, Mineral water, Rain water, pond water etc...) Ask: “Are these safe water sources?”</li> <li>• Generate a discussion to define safe water and its importance.</li> <li>• Show them the text on the flipchart about “safe water” and link with their views.</li> </ul>	
8 mins	<ul style="list-style-type: none"> <li>• Divide participants into 3 groups with a question for each group:               <ol style="list-style-type: none"> <li>1. How can we get safe water?</li> <li>2. What happens if we do not use safe water?</li> <li>3. When should we use safe water?</li> </ol> </li> </ul>	



# WOMEN IN FACTORIES – MODULE LEARNING PLANS

12 mins	<ul style="list-style-type: none"> <li>Take three different flipchart papers and write each of the aforementioned questions on a different paper.</li> <li>Ask each group to share their opinions and capture them on the flipchart papers.</li> <li>After each group presentation ask the participants to add their comments. Capture all additional comments and any missing points.</li> <li>Summarize the ideas shared so far and link increased risks with seasons (e.g. during rains, water contamination risk is high and thus more people get sick)</li> </ul>	
Role play 10 mins	<p><b>Step II: Sanitation: Use sanitary latrines</b></p> <ul style="list-style-type: none"> <li>Invite two volunteers from the participants to play a mother and child. Take them aside to explain their roles in Roleplay 1 (<i>see Trainer's Guide</i>).</li> <li>Allow them to play the role for 5 minutes</li> <li>Ask the participants, "<i>What have you seen in the role play?</i>"</li> <li>Again invite two volunteers from the participants to play the mother and child for Roleplay 2 (<i>see Trainer's Guide</i>).</li> <li>Allow them to play the role for 5 minutes</li> <li>Ask the participants the following questions               <ol style="list-style-type: none"> <li><i>What have you seen in the role play?</i></li> <li><i>Why was the baby sick in Roleplay 1?</i></li> <li><i>Why is the baby healthy in Roleplay 2?</i></li> </ol>               Ask: "<i>So what do we need to do?</i>"             </li> <li>Capture responses on a flipchart</li> <li>Summarize the session by relating what they have learned and reiterate the importance of using sanitary latrines.</li> </ul>	Roleplay instructions/ script
10 mins		
5 mins		
Demonstration 15 mins	<p><b>Step III: Hand washing</b></p> <ul style="list-style-type: none"> <li>Describe how hand washing is very important for health</li> </ul>	Poster with activities of personal hygiene



# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	<ul style="list-style-type: none"><li>• Describe how to wash hands and show pictures</li><li>• Ask participants how many times and when should they wash their hands</li><li>• Write on flipchart paper and share the diagram 3 times before and 3 times after for hand washing</li></ul>	
Poster presentation 15 mins	<p>Go back to the first question of the session: <i>“What is hygiene?”</i></p> <ul style="list-style-type: none"><li>• Show the flipchart what they have told earlier</li><li>• Discuss each point and separate them as daily, weekly and monthly activities for maintaining personal hygiene.</li><li>• Ensure that all the important aspects of personal hygiene have been discussed</li><li>• Ask the participants if they have questions</li><li>• Summarize the session by describing the theory in relation to participants’ lives.</li></ul>	Poster with activities of personal hygiene

## Module 5 – Supporting Information for Facilitators

### Proper Ways for Hand Washing



Source: Drawing by CARE Bangladesh

## When to wash your hands



Before preparing food



Before feeding the child



Before eating



Wash hands after any kind of work



Wash hands after using toilet



Wash hands after washing your child

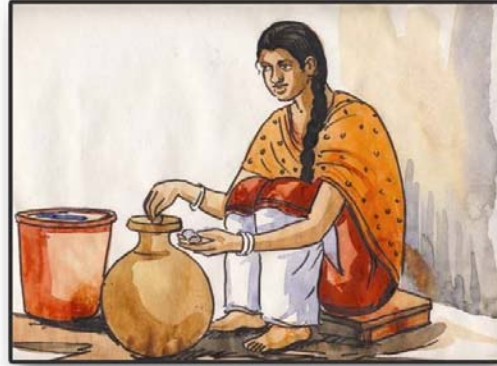
Source: Drawing by CARE Bangladesh



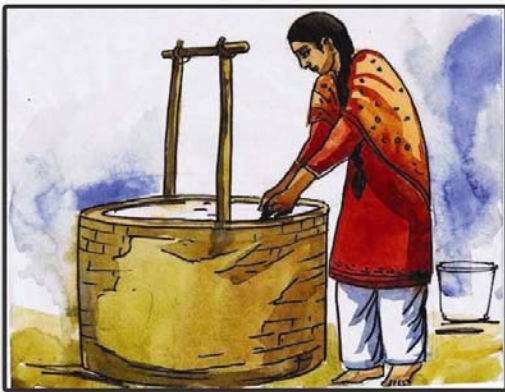
## SOURCES OF SAFE WATER



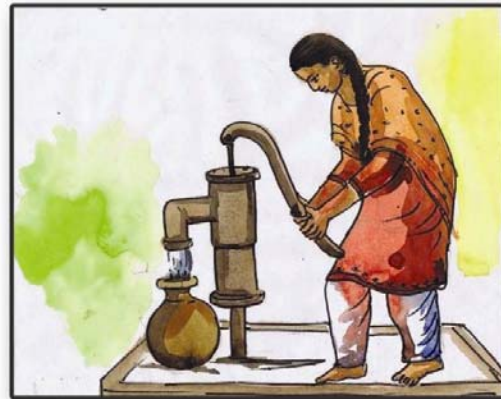
Boiled Water



Water purifier



Well

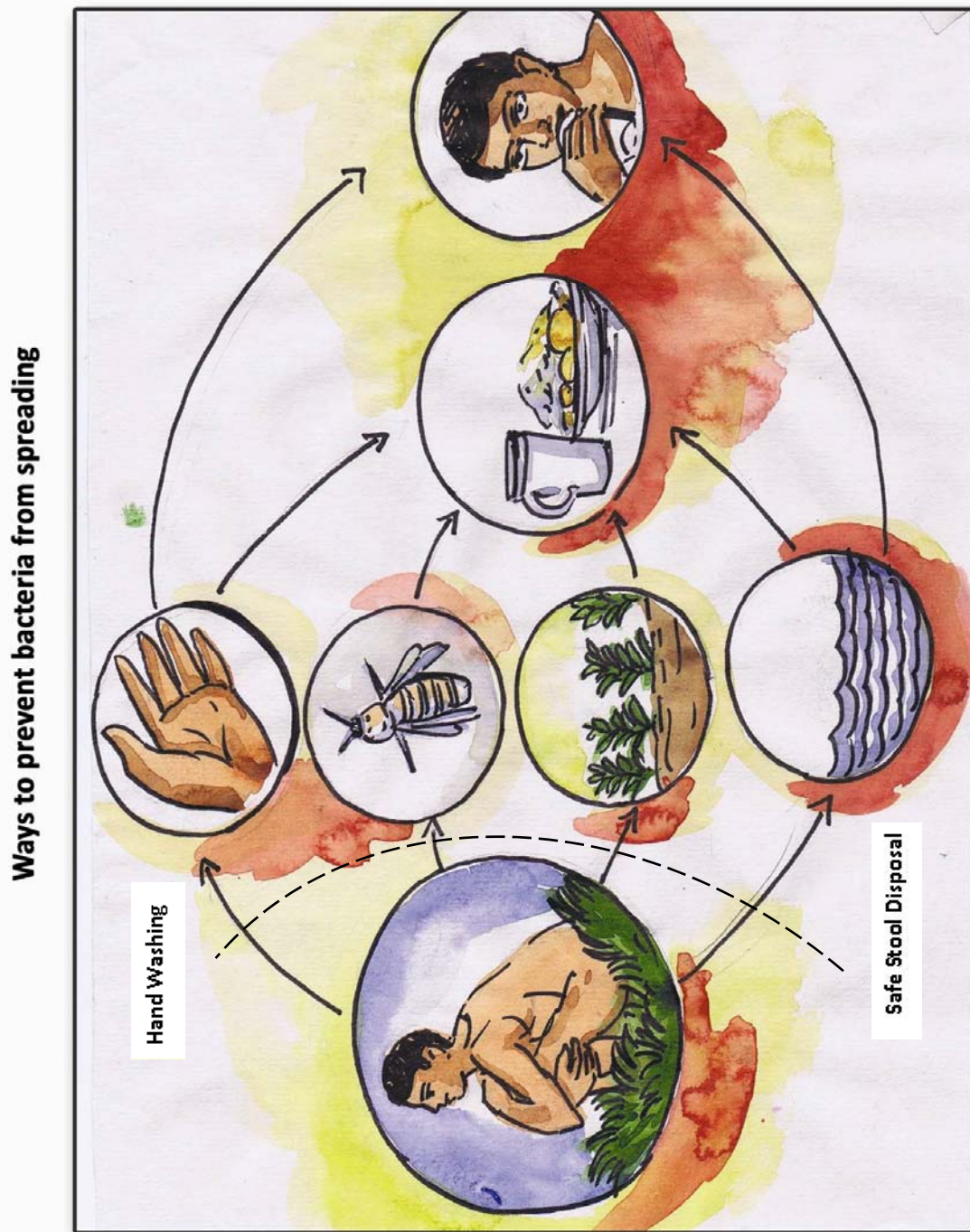


Tube-well



Rain Water Preservation

Source: Drawing by CARE Bangladesh



Source: Drawing by CARE Bangladesh



## Sanitation: Role Play 1



Source: Drawing by CARE Bangladesh

## Sanitation: Role play 2



Source: Drawing by CARE Bangladesh

**Definition of safe water:** Potable water free from harmful microorganisms and substances, even if it may have color, odor, or taste problem due to dissolved minerals.

**Sources of safe water:** tubewells, rainwater, water purified by boiling or using Alum or water purifying tablets

### ***Guidelines for safe water***

1. Use only water that comes from a safe source or is purified.
2. Drink boiled water, boil water for 3 minutes after the bubbles appear
3. Use clean water for bathing and hand washing
4. Use clean water for cooking
5. Wash vegetables before cutting them
6. Wash fruit with boiled water before eating

### ***Keeping water clean and safe***

1. Use clean containers with lids/caps to store water
2. Use a clean cup for drawing water from the container, making sure your hands are clean
3. Filter water with clean cotton cloth
4. Clean all the pots and cloths regularly

## **Sanitation – Exercise**

Invite two volunteers for the first role play. The volunteers will play the role of a mother and child. Explain the following and allow the volunteers five minutes for the role play.

### ***Role play instruction-1***

*A three year old child is sitting on the ground. Her mother is cutting vegetables sitting beside her. After a while the child soils her pants and starts crying. Her mother takes her to the tap in front of the house and cleans her and puts her down again. When the baby starts crying again, the mother gives her biscuits and again goes back to cooking. The child keeps on crying and frequently soils her pants; the mother then realizes that the child is probably sick with diarrhea.*

Invite two more volunteers to play the role of a mother and child. Explain the following, and give them five minutes for role play.

### ***Role play instruction-2***

*A three year old healthy child is sitting on the ground. Her mother is cooking. After a while the child needs to go to the toilet. The mother covers the food, makes the child wear sandals and takes her to the toilet. When the child finishes, her mother pours water to clean the toilet and washes the child. Then she washes her hand with soap and washes the child's feet and her own feet with clean water. She gives her child biscuits from a covered container and goes back to cooking. The child starts playing again.*

Summarize the role play output with the following text:

**What we need to do list:** We will:

- use sanitary latrines
- put on sandals before going to latrines



- flush enough water through the toilet
- wash both hands and legs with soap
- wash hands and feet of the children

## Handwashing

Display the picture of how to wash hands and write:

<b>How to wash hands:</b> Wash both hands With soap By rubbing both hands from all directions
--

Summarize the session by showing the pictures of 3 times before and 3 times after hand washing:

### Before

*Wash hands before preparing food*

*Wash hands before eating*

*Wash hands before feeding the child*

### After

*Wash hands after using the toilet*

*Wash hands after washing your child*

*Wash hands after any kind of work*

Return to the flip chart with feedback from participants in the beginning of the session on hygiene. Review all the points that have been covered in the session, and display the picture of different hygiene behavior.

## Personal Hygiene

1. Wash hands: explained as above
2. Wash your feet after coming from the latrines
3. Use sandals when using latrines
4. Cut your nails regularly
5. Use clean clothes & towels
6. Use hygienic sanitary napkins: wash reusable napkins with soap and water and dry in sun
7. Handle food safely: Wash hands with soap before preparing food, Always cover cooked food, Keep kitchen and cooking utensils and water containers clean
8. Clean home & household utensils regularly
9. Safe household refuse disposal: Put rubbish in a bin with lid, Keep rubbish bin away from food and cooking areas, Empty rubbish in a collective dustbin or pit. When full, cover rubbish in collective pit with soil

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

Sample chart of daily, weekly, monthly activities to maintain proper hygiene.

## Personal hygiene routine

Daily	Weekly	Monthly
Wash hands Wash your feet after coming from toilet Use sandal at toilet Use clean clothes & towel Handle food safely Use mosquito net Safe household refuse disposal Clean pots for boiling water	Cut your nails Wash hair Clean household	Cut your hair Use hygienic sanitary napkin

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 5 – Health – Reproductive Health and Family Planning

### COURSE 2 – Session 1

#### *Reproductive Health and Family Planning*

- Objectives:** At the end of the session, the participants will be able to:
1. Describe how to maintain proper hygiene during menstruation and address problems related to unhygienic practices
  2. Explain Family Planning and its importance
  3. Describe different Family Planning methods and have the information on where to access services

**Duration:** 90 mins.

**Note:** This session will be separate for men and women. Step 1 to be omitted for men, Family Planning methods and need for counseling to be discussed more elaborately with men.

#### **Process:**

Methods and Time	Steps and Activities	Materials
Plenary Discussion 5 mins	<b>Step 1: Menstrual hygiene and problems related to unhygienic practices</b> <ul style="list-style-type: none"> <li>• Welcome the participants and ask: “What is menstruation and the menstruation cycle?”</li> <li>• Capture responses on a flipchart</li> <li>• Share the diagram of the menstruation cycle and explain the process</li> </ul>	Picture of menstruation cycle
5 mins	<ul style="list-style-type: none"> <li>• Divide the participants into three groups and ask them to select a moderator for the group who will report on their discussions.</li> </ul>	Sample of sanitary napkin, cloth, cotton
Group discussion 20 mins	<ul style="list-style-type: none"> <li>• Ask each group the following:               <ol style="list-style-type: none"> <li>1. What do you usually use during menstruation?</li> <li>2. What problems arise due to unhygienic practices during menstruation?</li> </ol> </li> <li>• Have two different flipchart papers ready to capture answers for the two questions. As the group shares their answers, clarify and write down the points that the larger group agrees upon. Other groups will add only what is already not already captured.</li> </ul>	Flipchart stand and paper, markers, soft boards, push pins, masking tape

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	<ul style="list-style-type: none"> <li>Referring to the first question, show participants samples of sanitary napkins and explain how to use and dispose them.</li> <li>Also tell participants where they can procure sanitary napkins and help them by sharing information about quality and cost.</li> </ul>	
<p>Plenary discussion &amp; brain storming</p> <p>5 mins</p>	<p><b>Step 2: Family Planning: Definitions</b></p> <ul style="list-style-type: none"> <li>Welcome the participants and begin by showing the two pictures: <i>One shows a piece of land where trees are densely planted and in a disorganized manner. The trees are not healthy, leaves are wilting and they are not growing properly.</i></li> <li><i>The other picture shows trees are planted in an organized manner maintaining a proper distance between them, thus restricting the number of trees planted in a land of same size. These trees look healthy with fresh green leaves and they seem to be thriving.</i></li> <li>Ask: “Why do the trees in the first picture look the way they do?” Capture answers on a flipchart.</li> <li>Ask: “Why do the trees in the second picture look the way they do?” Capture answers on a flipchart.</li> <li>Pin the two pictures side by side and ask: “Why are the trees growing differently even when they are planted in a piece of land which is of same size and same quality?”</li> <li>Invite opinions from participants and generate a discussion. Lead to a conclusion that the trees are good quality only when they are planted in a certain distance from one another – which limit the number of trees that can be planted.</li> <li>Link the above discussion with birthspacing and Family Planning.</li> <li>Summarize what they have told in relation to the actual definition and display the formal definition.</li> <li>Ask participants to brainstorm about the importance of Family Planning. “Why is Family Planning important?”</li> <li>Capture answers on a flipchart and summarize the findings</li> </ul>	<p>Two pictures of trees planted differently in a same piece of land;</p> <p>Formal definition of “Family Planning” written on colorful poster paper</p>
<p>10 mins</p> <p>5 mins</p>		

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

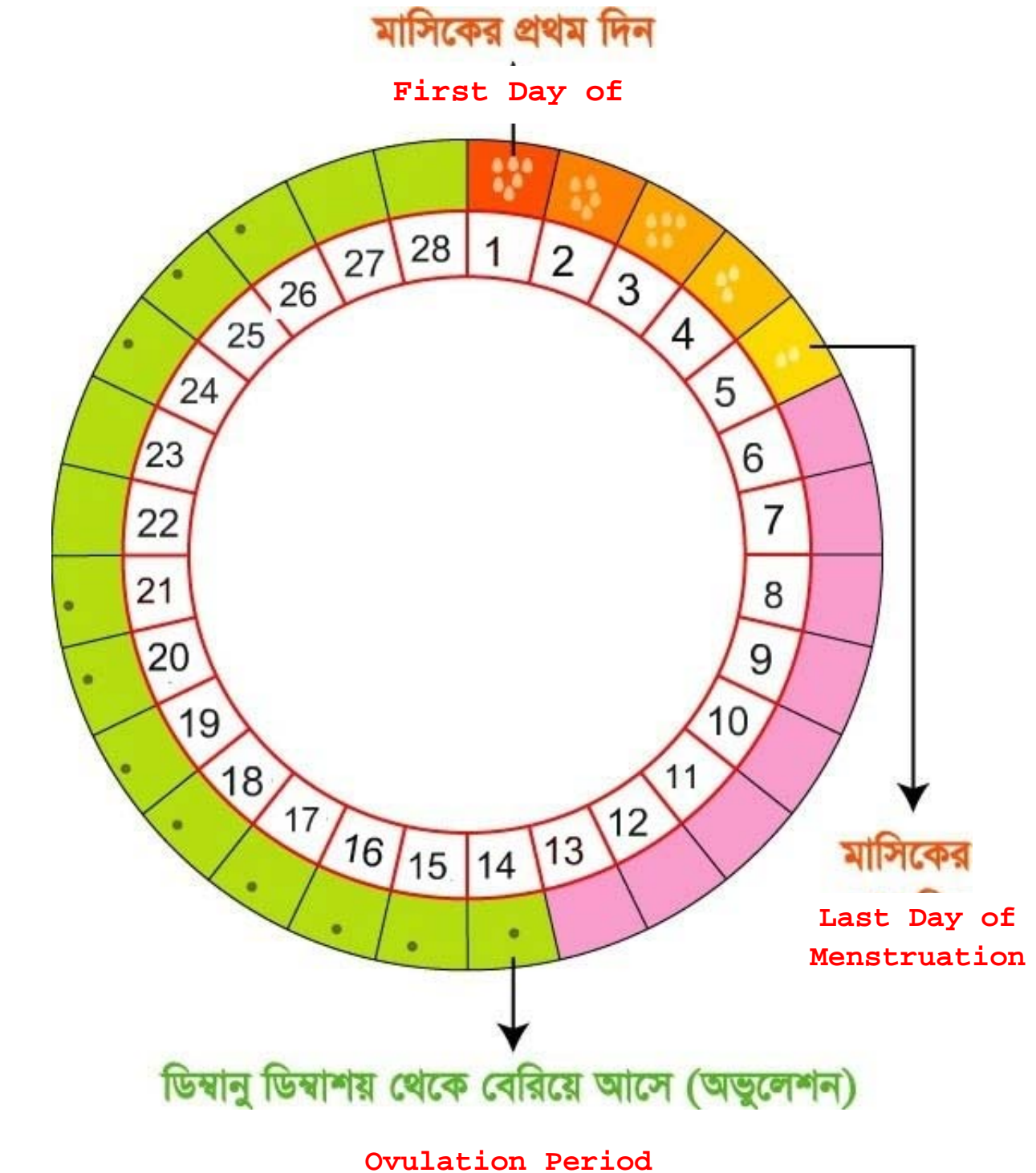
<p>Question-Answer &amp; Group work 15 mins</p>	<p><b>Step 3: Family Planning Methods</b></p> <ul style="list-style-type: none"> <li>• Ask the participants to name Family Planning methods they have heard about, and capture all on a flip chart</li> <li>• Show actual samples used for the methods that they mentioned</li> <li>• Discuss methods that have not been mentioned and display those samples</li> <li>• <i>Note: Ensure that traditional Family Planning methods are also covered in the discussion.</i></li> </ul>	<p>Samples of different Family Planning methods</p> <p><i>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)</i></p> <p>Different colored posters with the table drawn</p>
<p>Presentation 10 mins</p>	<p><b>Step 4: How to use different Family Planning methods: advantages and disadvantages</b></p> <ul style="list-style-type: none"> <li>• Take one method and show the participants</li> <li>• Show the relevant poster and describe the process of using, its advantage and disadvantage</li> <li>• Ask if there are any questions and answer accordingly</li> <li>• Take another one and do the same process</li> </ul>	<p>Poster on Family Planning methods (adapted from facilitator notes)</p>

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

	<ul style="list-style-type: none"><li>• Complete all the Family Planning methods following the same process</li></ul>	
Open discussion 15 mins	<p><b><i>Step 5: Where are Family Planning counseling and methods available?</i></b></p> <ul style="list-style-type: none"><li>• Ask the participants where they will get Family Planning services</li><li>• Show your written list and describe (country specific)</li></ul>	List of service providers

# WOMEN IN FACTORIES – MODULE LEARNING PLANS

## Module 5 – Supporting Information for facilitators





**Unplanned plantation**

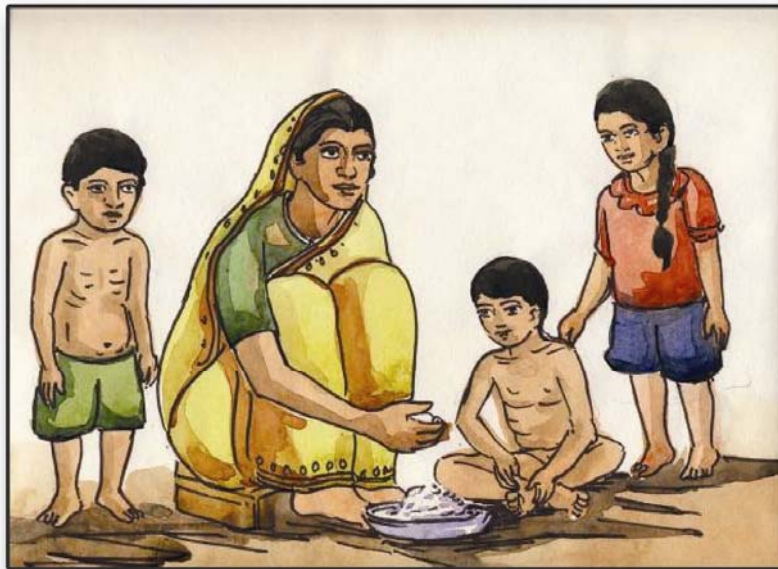


**Planned plantation**

*Source: Drawing by CARE Bangladesh*



## Family Planning: Role play



**Role play 1**



**Role play 2**

*Source: Drawing by CARE Bangladesh*

## Module 5 – Supporting Information for facilitators

### **Menstrual Hygiene**

#### *What is menstruation?*

Menstruation is a woman's monthly bleeding. When you menstruate, your body sheds the lining of the uterus (womb). Menstrual blood flows from the uterus through the small opening in the cervix and passes out of the body through the vagina. Most menstrual periods last from 3 to 5 days.

#### *What is the menstrual cycle?*

When periods (menstruations) come regularly, this is called the menstrual cycle. Having regular menstrual cycles is a sign that important parts of your body are working normally. The menstrual cycle provides important body chemicals, called hormones, to keep you healthy. It also prepares your body for pregnancy each month. A cycle is counted from the first day of 1 period to the first day of the next period. The average menstrual cycle is 28 days long. Cycles can range anywhere from 21 to 35 days in adults and from 21 to 45 days in young teens.

#### *What happens during the menstrual cycle?*

In the first half of the cycle, levels of estrogen (the “female hormone”) start to rise. Estrogen plays an important role in keeping you healthy, especially by helping you to build strong bones and to help keep them strong as you get older. Estrogen also makes the lining of the uterus (womb) grow and thicken. This lining of the womb is a place that will nourish the embryo if a pregnancy occurs. At the same time the lining of the womb is growing, an egg, or ovum, in one of the ovaries starts to mature. At about day 14 of an average 28-day cycle, the egg leaves the ovary. This is called ovulation.

After the egg has left the ovary, it travels through the fallopian tube to the uterus. Hormone levels rise and help prepare the uterine lining for pregnancy. A woman is most likely to get pregnant during the 3 days before or on the day of ovulation. Keep in mind, women with cycles that are shorter or longer than average may ovulate before or after day 14.

A woman becomes pregnant if the egg is fertilized by a man's sperm cell and attaches to the uterine wall. If the egg is not fertilized, it will break apart. Then, hormone levels drop, and the thickened lining of the uterus is shed during the menstrual period.

Girls usually start having menstrual periods between the ages of 11 and 14. Women usually start to have fewer periods between ages 39 and 51. Women in their 40s and teens may have cycles that are longer or change a lot. If you are a teen, your cycles should even out with time. If you are nearing menopause, your cycles will probably get longer and then will stop.

#### *Managing Menstrual Cycle Symptoms and Bleeding*

Keep a calendar and mark the day you start your menstrual period each month. If your cycle is regular, it can help you predict when you'll have your next period.

In order for women and girls to live healthy, productive and dignified lives, it is essential that they are able to manage menstrual bleeding effectively. This requires washing cloths used to absorb menstrual blood with clean water and drying them in the sun, using disposable sanitary pads and facilities to dispose of used cloths and pads.

In Bangladesh, the majority of women in rural areas use reusable cloths to absorb menstrual blood. In Bangladesh these are usually torn from old saris and known as ‘nekra’/ rags.

In order to kill harmful bacteria that can cause infection cloths should be washed with soap and dried in sunlight. Lack of facilities, including safe water and clean, private toilets, coupled with the taboos and embarrassment associated with menstruation, mean that many women and girls do not have anywhere to change their cloths and are not always able to wash themselves regularly. Many are unable to wash their cloths adequately and have nowhere to dry them hygienically, instead they must find secretive, dark places to hide their cloths.

### *Ways to relieve menstrual cramps*

- The body's ability to handle menstrual changes may be improved by eating a healthy diet and reducing stress.
- Apply heat to your abdomen with a heating pad or hot water bottle, or take a warm bath. Heat improves blood flow and may decrease pelvic pain.
- Lie down and elevate your legs by putting a pillow under your knees.
- Lie on your side and bring your knees up toward your chest. This will help relieve back pressure.
- Get regular exercise. This improves blood flow, produces pain-fighting endorphins, and may reduce pain.

Along with this we need to be able to promote better awareness amongst women and men to overcome the embarrassment, cultural practices and taboos around menstruation that impact negatively on women and girls' lives, and reinforce gender inequities and exclusion

### *Poor menstrual hygiene and health*

There is a clear link between poor menstrual hygiene (that is, re-using cloths that have not been adequately cleaned and dried, and not being able to wash regularly), and urinary or reproductive tract infections and other illnesses. Many reported health problems such as vaginal scabies, abnormal discharge, and urinary infections, and associated these with menstrual hygiene.

## ***Family Planning***

**Definition:** Family Planning is the practice that allows individuals and couples to anticipate and attain their desired number of children and the spacing and timing of their births

### *Why Family Planning is Important:*

- Fewer maternal deaths
- Improving maternal health
- Improved life of children
- Promotion of safer sexual behavior

**Family Planning methods:** Family Planning methods are “things” we use or do to avoid becoming pregnant (to space or limit births).

***Types of Family Planning Methods – IT IS ESSENTIAL THAT THE FOLLOWING IS REVISED AND CONTEXTUALIZED BASED ON THE FAMILY PLANNING METHODS AVAILABLE IN YOUR AREA***

Continuous abstinence
<p>This means not having sex <i>at any time</i>. It is the only sure way to prevent pregnancy and protect against sexually transmitted infections (STIs), including HIV.</p>
Natural family planning/rhythm method
<p>This method is when you do not have sex or use a barrier method on the days you are most fertile (most likely to become pregnant).</p> <p>(A woman who has a regular menstrual cycle has about 9 or more days each month when she is able to get pregnant. These fertile days are about 5 days before and 3 days after ovulation, as well as the day of ovulation.) To learn about your cycle, keep a written record of:</p> <ul style="list-style-type: none"> <li>• When you get your period</li> <li>• What it is like (heavy or light blood flow)</li> <li>• How you feel (sore breasts, cramps)</li> </ul>
Barrier methods — Put up a block, or barrier, to keep sperm from reaching the egg
<p><b>Contraceptive sponge</b></p> <p>This barrier method is a soft, disk-shaped device with a loop for taking it out. It is made out of polyurethane foam and contains the spermicide nonoxynol-9. Spermicide kills sperm.</p>
<p><b>Diaphragm, cervical cap, and cervical shield</b></p> <p>These barrier methods block the sperm from entering the cervix (the opening to your womb) and reaching the egg.</p> <ul style="list-style-type: none"> <li>• The diaphragm is a shallow latex cup.</li> <li>• The cervical cap is a thimble-shaped latex cup.</li> <li>• The cervical shield is a silicone cup that has a one-way valve that creates suction and helps it fit against the cervix.</li> </ul>
<p><b>Female condom</b></p> <p>This condom is worn by the woman inside her vagina. It keeps sperm from getting into her body. It is made of thin, flexible, manmade rubber and is packaged with a lubricant. It can be inserted</p>

up to 8 hours before having sex. Use a new condom each time you have intercourse. And don't use it and a male condom at the same time.

## Male condom

Male condoms are a thin sheath placed over an erect penis to keep sperm from entering a woman's body. Condoms can be made of latex, polyurethane, or "natural/lambskin". The natural kind do not protect against STIs. Condoms work best when used with a vaginal spermicide, which kills the sperm. And you need to use a new condom with each sex act.

Keep condoms in a cool, dry place. If you keep them in a hot place (like a wallet or glove compartment), the latex breaks down. Then the condom can tear or break.

## Hormonal methods — Prevent pregnancy by interfering with ovulation, fertilization, and/or implantation of the fertilized egg

### Oral contraceptives — combined pill ("The pill")

The pill contains the hormones estrogen and progestin. It is taken daily to keep the ovaries from releasing an egg. The pill also causes changes in the lining of the uterus and the cervical mucus to keep the sperm from joining the egg.

Some women prefer the "extended cycle" pills. These have 12 weeks of pills that contain hormones (active) and 1 week of pills that don't contain hormones (inactive). While taking extended cycle pills, women only have their period three to four times a year.

Your doctor may advise you not to take the pill if you: Are older than 35 and smoke; Have a history of blood clots; Have a history of breast, liver, or endometrial cancer.

**Women should wait three weeks after giving birth to begin using birth control that contains both estrogen and progestin.** These methods increase the risk of dangerous blood clots that could form after giving birth. Women who delivered by cesarean section or have other risk factors for blood clots, such as obesity, history of blood clots, smoking, or preeclampsia, should wait six weeks.

### The patch

Also called by its brand name, Ortho Evra, this skin patch is worn on the lower abdomen, buttocks, outer arm, or upper body. It releases the hormones progestin and estrogen into the bloodstream to stop the ovaries from releasing eggs in most women. It also thickens the cervical mucus, which keeps the sperm from joining with the egg. You put on a new patch once a week for 3 weeks. You don't use a patch the fourth week in order to have a period.

### Shot/injection

The birth control shot often is called by its brand name Depo-Provera. With this method you get injections, or shots, of the hormone progestin in the buttocks or arm every 3 months. A new type is injected under the skin. The birth control shot stops the ovaries from releasing an egg in most women. It also causes changes in the cervix that keep the sperm from joining with the egg.

The shot should not be used more than two years in a row as it can cause temporary loss of bone density. The bone does start to grow after this method is stopped. But it may increase the risk of fracture and osteoporosis if used for a long time.

## **Vaginal ring**

This is a thin, flexible ring that releases the hormones progestin and estrogen. It works by stopping the ovaries from releasing eggs. It also thickens the cervical mucus, which keeps the sperm from joining the egg.

It is commonly called NuvaRing, its brand name. You squeeze the ring between your thumb and index finger and insert it into your vagina. You wear the ring for 3 weeks, take it out for the week that you have your period, and then put in a new ring.

**Implantable devices — Devices that are inserted into the body and left in place for a few years.**

## **Implantable rod**

This is a matchstick-size, flexible rod that is put under the skin of the upper arm. It is often called by its brand name, Implanon. The rod releases a progestin, which causes changes in the lining of the uterus and the cervical mucus to keep the sperm from joining an egg. Less often, it stops the ovaries from releasing eggs. It is effective for up to 3 years.

## **Intrauterine devices or IUDs**

An IUD is a small device shaped like a "T" that goes in your uterus. There are two types:

- **Copper IUD** — The copper IUD goes by the brand name ParaGard. It releases a small amount of copper into the uterus, which prevents the sperm from reaching and fertilizing the egg. If fertilization does occur, the IUD keeps the fertilized egg from implanting in the lining of the uterus. A doctor needs to put in your copper IUD. It can stay in your uterus for 5 to 10 years.
- **Hormonal IUD** — The hormonal IUD goes by the brand name Mirena. It is sometimes called an intrauterine system, or IUS. It releases progestin into the uterus, which keeps the ovaries from releasing an egg and causes the cervical mucus to thicken so sperm can't reach the egg. It also affects the ability of a fertilized egg to successfully implant in the uterus. A doctor needs to put in a hormonal IUD. It can stay in your uterus for up to 5 years.

**Permanent birth control methods — For people who are sure they never want to have a child or they do not want more children**

## **Surgical sterilization**

For women, surgical sterilization closes the fallopian tubes by being cut, tied, or sealed. This stops the eggs from going down to the uterus where they can be fertilized. The surgery can be done a number of ways. Sometimes, a woman having cesarean birth has the procedure done at the same time, so as to avoid having additional surgery later.

For men, having a vasectomy keeps sperm from going to his penis, so his ejaculate never has any sperm in it. Sperm stays in the system after surgery for about 3 months. During that time, use a backup form of birth control to prevent pregnancy. A simple test can be done to check if all the sperm is gone; it is called a semen analysis.

## **Which is the best Family Planning method?**

It depends on users' reproductive intention, preferences, stage in life, personal characteristics, lifestyle, etc. It varies depending on:

- Efficacy
- Feasibility
- Cost
- Ease of use
- Duration
- Safety

## **List of Family Planning Services in Bangladesh:**

**(NOTE –CONTEXTUALIZE BASED ON YOUR GEOGRAPHY)**

- Government Center for Family Planning services
- Medical College hospitals
- Urban primary health care Center of City Corporation
- NGO health centers
- Private clinics
- Private Practitioners (Doctor)
- Pharmacy

**Source:** Adapted from [womenshealth.gov](http://womenshealth.gov)



## Module 5 – Health (Occupational Health and Safety)

### COURSE 3 – Session 1

#### *Occupational Health and Safety*

- Objectives:** At the end of the session, the participants will be able to:
1. explain the importance of knowing about occupational health and safety;
  2. identify a number of hazards in different workplaces;
  3. describe the PPEs required to protect them from certain hazards and the importance of using Personal Protective Equipment (PPEs).

**Duration:** 90 mins.

**NOTE:** It is critical to coordinate this session with appropriate factory management. It's likely that each factory has its own specific Occupational Health and Safety training. Utilize those resources.

#### **Process:**

Methods and Time	Steps and Activities	Materials
Plenary discussion 5 mins	<p><i>Step 1</i></p> <ul style="list-style-type: none"> <li>▪ Welcome the participants and begin by discussing hazards in the workplace. Ask: <ul style="list-style-type: none"> <li>▪ <i>Were some of you injured in the workplace? In previous jobs?</i></li> <li>▪ <i>Were colleagues of yours injured in the workplace?</i></li> <li>▪ <i>Did colleagues get sick due to the working conditions?</i></li> <li>▪ <i>Do you know real stories of accidents / near misses / occupational illness?</i></li> <li>▪ <i>Why do you think knowing about occupational health and safety is important?</i></li> </ul> </li> </ul>	Flipchart paper, markers
15 mins	<ul style="list-style-type: none"> <li>• Elaborate on their responses and tell them that occupational health and safety encompasses the social, mental and physical well-being of workers.</li> <li>• When health is addressed, so is safety, because <i>a healthy workplace is by definition also a safe workplace</i>. The converse, though, may not be true – a so-called safe workplace is not necessarily also a healthy workplace.</li> <li>• The important point is that issues of both health and safety must be addressed in every workplace and that it is more than accident prevention – health and safety encompass all aspects of working conditions.</li> <li>• Workers often experience work-related health problems and do not realize that the problems are related to their</li> </ul>	



30 mins	<p>work, particularly when an occupational disease, for example, is in the early stages.</p> <p><i>Step 2</i></p> <ul style="list-style-type: none"> <li>• Next, tell them to think about different workplaces. Ask them <i>“What are the various hazards that maybe present in a workplace?”</i></li> <li>• Generate a discussion to bring out all types of hazards</li> <li>• Capture responses on a flipchart <ul style="list-style-type: none"> <li>▪ Discuss that certain hazards can be clustered to belong to a certain category. This will help generate the different types of hazards in a workplace.</li> <li>▪ Share with them the text on your prepared flipchart and link with their output.</li> </ul> </li> </ul>	
30 mins	<p><i>Step 3</i></p> <ul style="list-style-type: none"> <li>• Invite participants to discuss whether there are ways to protect themselves from the hazards</li> <li>▪ Divide participants into groups according to the number of the types of hazard and ask each group to name the PPEs used to protect from that particular hazard. Where PPEs are not applicable/relevant they can mention other means of protection (e.g. in case of a fire). <ul style="list-style-type: none"> <li>• <i>What PPEs do you use to protect yourselves?</i></li> <li>• <i>What other means of protection is there if PPE is not applicable/relevant?</i></li> <li>• <i>What will happen if we do not use PPEs?</i></li> </ul> </li> <li>▪ Take different flipchart papers and write one hazard on each paper as the heading</li> <li>▪ Each group will share their opinions; capture them on the applicable flipchart paper.</li> <li>▪ After each group’s presentation ask the participants to add their comments</li> <li>▪ Summarize the session and clarify if anyone has any questions.</li> </ul>	
	<p>Ask the participants 3 questions to evaluate their level of understanding.</p> <p>Document their responses.</p>	

## Alternatives to Step Three Discussion

*Role play:* Invite three participants to the front of the room. One will play a worker who follows all occupational health and safety standards. One will play a worker who follows some, but not all, PPE standards. The third is a worker who does not wear PPE at all.

Give them a scenario where safety may be an issue – perhaps a chemical has been spilled.

Ask each participant to role play what would happen to them, given each one's situation.

## Module 5 – Supporting Information for Facilitators

**REMINDER: It is critical to coordinate this session with appropriate factory management. It's likely that each factory has its own specific Occupational Health and Safety training. We STRONGLY advise that implementing organizations utilize those resources.**

### **The definition of Occupational Health (from ILO and WHO) is:**

“The promotion and maintenance of the highest degree of physical, mental and social well-being of workers in all occupations—total health of all at work”

Before beginning your workshift, always check your work area for potential hazards, to ensure your safety. For example:

- Identify any hazards
- Store unsafe tools properly
- Know where the First Aid box is located, and how to use it.
- Identify and use Personal Protective Equipment (PPE)

### **First Aid**

People at work can suffer injuries or become sick. It doesn't matter whether the injury or illness is caused by the work they do. It is important to give them immediate attention.

Proper first aid protocols at work can save lives and prevent minor injuries from becoming major ones. At a minimum, first aid protocols should include:

- A suitably stocked first-aid box available to all workers (including absorbent cotton, elastic support bandages, tweezers, scissors, antiseptic, cotton applicators, sterile pads, aspirin, and peroxide)
- An appointed person to take charge of first-aid arrangements;
- Information for employees about first-aid arrangements.

### **Personal Protective Equipment (PPE)**

**Consider bringing in samples of PPE, or, at the very least, posters/pictures of the required PPE in the factory.**

#### *What is personal protective equipment?*

Personal protective equipment, commonly referred to as "PPE", is equipment worn to minimize exposure to serious workplace injuries and illnesses. These injuries and illnesses may result from contact with chemical, radiological, physical, electrical, mechanical, or other workplace hazards. Personal protective equipment may include items such as gloves, safety glasses and shoes, earplugs or muffs, hard hats, respirators, or coveralls, vests and full body suits.

#### *What can be done to ensure proper use of personal protective equipment?*

All personal protective equipment should be of safe design and construction, and should be maintained in a clean and reliable fashion. It should fit well and be comfortable to wear, encouraging worker use. If the personal protective equipment does not fit properly, it can make the difference between being safely covered or dangerously exposed. When engineering, work practice, and administrative controls are not feasible or do not provide sufficient protection, employers must provide personal protective equipment to their workers and ensure its proper use. Employers are also required to train each worker required to use personal protective equipment to know:

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- When it is necessary
- What kind is necessary
- How to properly put it on, adjust, wear and take it off
- The limitations of the equipment
- Proper care, maintenance, useful life, and disposal of the equipment

If PPE is to be used, a PPE program should be implemented. This program should address the hazards present; the selection, maintenance, and use of PPE; the training of employees; and monitoring of the program to ensure its ongoing effectiveness.

## Types of factory-based hazards (this is by no means an exhaustive list)

<u>Machines &amp; Tools</u>	<u>Working Environment</u>	<u>Electrical hazards</u>	<u>Material &amp; Supply</u>	<u>Building</u>	<u>Ergonomics</u>	<u>Defect / Inadequate / Inaccessible</u>
rough parts	biological hazards	missing circuit breaker	chemicals (dust, solvent, fumes & other forms)	irregular, slippery floors	lifting	fire fighting equipment
moving / rotating parts	noise	water & flammable substances in surroundings	inhalation/ ingestion/ skin contact	unsecure construction	torsion	ventilation
hot / cold parts	climate	damaged cable	falling	blind corners	repetitive work	PPE
vibration / radiations	air quality		inadequate storage	slip in the stairs	long hours	
missing guarding	workspace		explosion	Obstructed exit		
lying cables	tidiness		fire			
falling over	lighting					
improper maintenance						
inadequate use						

**Source:** Adapted from the Occupational Safety & Health Administration, U.S. Department of Labor.

## Module 6 – Applying our learning to the Workplace

### Session 1

*Knowing more about the big picture*

- Objectives:** At the end of the session, the participants will be able to:
1. Understand how they participate in a global business
  2. Understand the importance of their roles in the supply chain
  3. Understand the role of management in promoting responsibility
  4. Describe the need for management to hear direct feedback and reflection from the women workers
  5. Propose changes to refine the process for input to management
  6. Understand (at a high level) workers' rights and responsibilities

**Duration:** 90mins.

**NOTE: Management needs to participate in Sessions 6 and 7**

### Process

Methods and Time	Steps and Activities	Materials
Discussion in plenary 10 min	<ul style="list-style-type: none"> <li>• Welcome the participants and start the session by asking: <i>Why are we here today?</i> <i>How did we get this opportunity?</i> <i>What do we do here every day?</i></li> <li>• Explain how products made by them reach the customer in different countries of the world. Tell them products are outsourced to developing countries and this has created employment opportunities for us and enable us to lead a better life.</li> <li>• Ask how it feels to be an integral part of a system where their collaborative work is being appreciated by different people all over the world.</li> </ul>	flipchart stand and paper, markers,
Small group work 20min	<ul style="list-style-type: none"> <li>• Ask participants to name the three major departments/ sections where work goes on to produce a garment from rolls of fabric to a packed product ready for shipment within a specific deadline. Probable answers would be, <i>Cutting section,</i> <i>Sewing section</i> <i>Finishing section</i></li> </ul>	

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	<ul style="list-style-type: none"> <li>• Divide the participants into three groups and assign each group the role of the three sections</li> <li>• Ask each group to discuss the processes involved in each of these sections</li> <li>• Ask who are the people responsible for efficient operation of the sections</li> <li>• As each group presents their group work write the processes of the three sections in three separate flipcharts and name the people responsible for smooth functioning of the section</li> <li>• Now ask what will happen if the person responsible for a process is absent. Mention that more than one worker/management may be absent in the different departments. <i>Probable response will be disruption in production.</i></li> <li>• Explain how this might lead to failure to meet the shipment deadline resulting in air shipment which is extremely expensive.</li> <li>• Ask for more reasons which may lead to failure in meeting the shipment deadline and lead the discussion to say how each and every worker/management plays an indispensable part in the whole process.</li> <li>• Invite their opinion on what may happen when there are frequent disruptions</li> <li>• Briefly discuss participants' responses and relate how responsible behavior on the part of all employees is important for a factory to operate smoothly. A factory can only flourish through collaborative efforts of all concerned.</li> <li>• This can be sustained and improved further only when both management and workers become responsible for their part of the work. We need to be accountable to ourselves for our responsibilities as this is providing us a better life.</li> </ul>	
Plenary 10 min	<ul style="list-style-type: none"> <li>• Ask the participants to share what they have learned from the training program so far. Capture responses on the flipchart.</li> </ul>	Flipchart stand and paper, markers
Groupwork 15min	<ul style="list-style-type: none"> <li>• Next divide the participants into four groups, one of management and the other three comprising worker groups, and ask them to consider the following:  <u>Questions for Management group</u></li> </ul>	

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15 min	<p><i>What is the role of Management in encouraging workers to apply the learning?</i></p> <p><i>What are the benefits of this training program?</i></p> <p><u>Questions for Worker groups</u></p> <p><i>What is the role of workers in applying the learning?</i></p> <p><i>What are the benefits of this training program?</i></p> <ul style="list-style-type: none"> <li>• Have each group share their answers.</li> <li>• Finally invite the participants to brainstorm, asking, “<i>How do we disseminate and refresh our learning?</i>” <i>Examples: peer educators/trainers spread the training.</i></li> <li>• Summarize the session by compiling the output and mentioning that we all should share and use what we learnt to be more responsible from our own positions and support each other in creating a win- win situation. Emphasize on the fact that a better future can be achieved only when each of us take responsibility for our behavior and actions.</li> </ul>	
10 min	<p>Invite the participants to stand in a circle and ask each of them to say one new thing that they had learned today in one sentence.</p>	

## Module 6 – Supporting Information for Facilitators

**It is very important that the management who are responsible for continuing to disseminate the training participate in this session.** They will need to encourage workers to participate in identifying problems and coming to joint solutions.

The management who needs to be present includes personnel from HR/Admin and Compliance departments, and welfare officers. *Note: Relevant persons should have authority to make decisions and implement them.*

During the group work, it is very important to bring out how management can actually support the workers to apply their learnings. Management should identify the different activities they should undertake to promote responsibility.

For example, to reduce unauthorized absences, management should first find out the cause of frequent absences. Typically, a major reason for unauthorized absences is that workers do not know the leave application process, or the process is so cumbersome that they cannot waste production time to fill out the leave application.

Mention that if the workers and line managers are not aware about the different rules and regulations of the factories, it is very difficult for workers to abide by them and be deemed responsible.

It is crucial for management group to encourage line managers and supervisors to participate in the training. If first-line managers lack relevant communication skills, it will be difficult for the workers to apply their skills. Both parties need to be on the same page for success.

The discussion needs to focus on engaging management to reflect and recommit on their part in making this program successful. Management needs to listen to the thoughts of the participants, and also generate their own ideas on improving processes within the factory.

During the discussion following the presentation, guide the discussion to make management aware about the need for a common platform where management and workers can sit together at regular intervals to share their views and come to joint solutions.

Facilitation of this session is quite critical and one has to be careful in bringing out the fact that making workers become more responsible depends on the role of management in creating an enabling environment in the factory and that the success of this training program is largely dependent on that.



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## Module 7 – Wrap-Up and Review

### Session 1

*Summarizing the messages of the total Foundational Training*

**Objectives:** At the end of the session, the participants will be able to:

1. Describe the Foundational training and lessons learned

**Duration:** 90 mins.

#### **Process:**

Methods and Time	Steps and Activities	Materials
Open discussion 20 mins.	<p><b>If possible, have senior factory management present at the closing session and invite them to say a few words of congratulations to participants.</b></p> <p>Review of Foundational Training Say: <i>“This is our last day together. Soon the advanced training will begin, and we will be selecting participants.”</i></p> <p>Ask participants about the first day of Foundational Training and let each of them name the topics/ sessions that have been held.</p> <p>Note: A brief review of the total training may be captured on flipchart paper.</p>	Flipchart paper, Marker
40 mins.	<p>Paradigm Shift</p> <ul style="list-style-type: none"> <li>• Distribute the picture of Old Lady/Young Lady, and ask participants what they see.</li> <li>• Some will say that it is the picture of a young lady, and the others will say that it is the picture of an old lady. A lively debate will follow.</li> <li>• Show them how the picture contains both images. On careful watching some might change their views.</li> </ul> <p>Say: <i>“The group which saw the young lady see her because they already had that idea in their heads. It may have been difficult to see the old lady. Similarly, those that saw an old lady saw her because that’s what they had in their heads.”</i></p>	Picture of Old Lady/Young Lady ( <i>google image search this famous brain teaser and present copies to the participants</i> )

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	<p><i>“We all have preconceived ideas which can be difficult to change. And we usually do not see other people’s point of view. We need to keep our minds open to all kinds of change.”</i></p> <p>Ask participants to share their feelings.</p>	
30 mins.	<p>Wrap up</p> <ul style="list-style-type: none"><li>• Ask the participants to stand in a circle. Stand in the middle with a ball.</li><li>• Throw the ball to one participant and ask her to share the three most useful learnings she is taking back from this training.</li><li>• Once she finishes, she throws the ball to another person of her choice and so on.</li><li>• Note: Have a co trainer will write down the comments.</li><li>• Once everyone has had their turn, declare the end of the training and congratulate the participants.</li></ul>	Soft ball of medium size

## Alternatives to Training Modules 6 and 7

If timing of the sessions becomes an issue, Modules 6 and 7 can be merged together into one, as many of the messages are similar. Moreover, because senior factory management is asked to participate in the last two sessions, combining the sessions can make it more amenable for senior management to attend.