

BSR®

W O M E N IN FACTORIES

Foundational Training Curriculum

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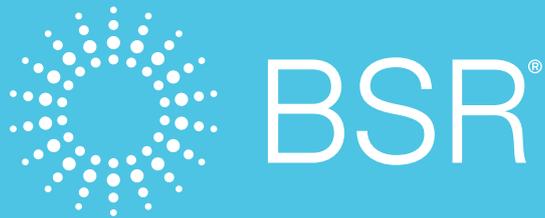
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ABOUT THE CURRICULUM

The Foundational Training Curriculum— comprising Trainers' Guidelines and Module Learning Plans – has been developed for the Women in Factories Training Program by BSR, and funded by the Walmart Foundation.

In developing this Foundational Training Curriculum, BSR has utilized and contextualized our own materials, as well as publicly-available curricula from a variety of resources, including Promundo, and, of course, our partners in this initiative.

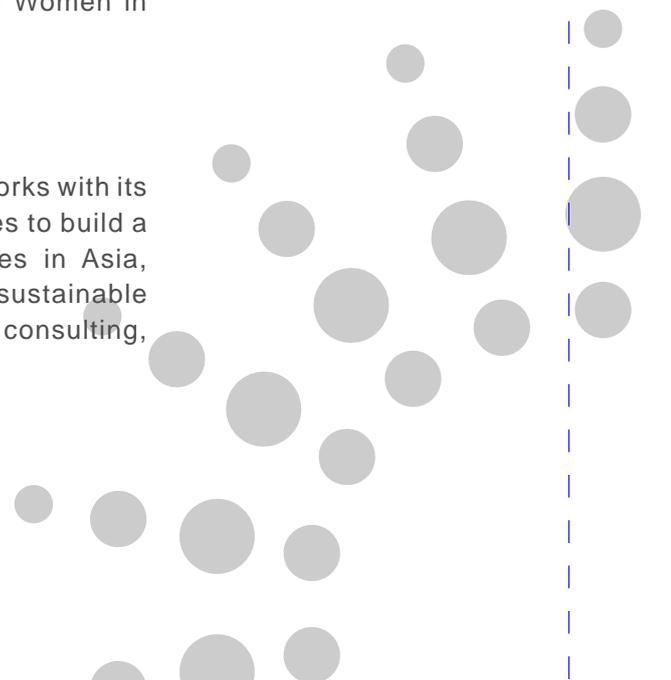
BSR would like to thank the Walmart Foundation for its initiative to improve the lives of women working in factories around the world and all stakeholders who greatly supported the smooth implementation of the program in China. They include, but are not limited to, the Walmart Responsible Sourcing team in Shenzhen, BSR member companies, and their suppliers.

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ABOUT BSR

BSR is a global nonprofit organization that works with its network of more than 250 member companies to build a just and sustainable world. From its offices in Asia, Europe, and North America, BSR develops sustainable business strategies and solutions through consulting, research, and cross-sector collaboration.

Visit www.bsr.org for more information





ABOUT WOMEN IN FACTORIES

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 Walmart and other 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 and incorporating gender sensitivity into the design. 8,000 women will also receive leadership training to 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. It launched in 45 factories in China from 2014 to 2016. The program was designed and is being implemented in collaboration with CARE in Bangladesh, SWASTI in India, World Vision in Central America, and BSR in China. The program impact evaluation is being implemented in India, Bangladesh and Central America by Tufts University and in China by BSR.



Women in Factories in China

The Women in Factories China program seeks to empower women and the factories where they work as agents of sustainable change. Through a practical, experience-based education program, BSR and partners create opportunities for women's empowerment in the factory workplace. Commencing in late 2013 and spanning over three years, BSR engages with 45 factories across all industries in China to provide training to women workers. Based on workers' and factory managers' training needs, BSR integrates work and life skills training into factories' existing new hire orientation programs, and provides advanced training to women identified as potential leaders.

The training program consists of two phases, the Foundational Training and the Advanced Training. From 2014 to 2016, 45 factories in China joined the program, among which over 28,000 women workers have received foundational work and life skills training, while 4,500 women workers will complete deep, advanced work and life skills training. Such results have been enabled by the support from these participating brands: Adidas, Avery Dennison, Boden, Brooks Sports, Dell, HP, Jabil Circuits, PVH, Samsung, Starbucks, Twinings and Walmart.



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"There are a lot of interactive activities in the New Employee Adaptability Training. The training helps new workers get familiar with each other so they can quickly fit in the new environment."

--Wang Zhixia, Internal Trainer for Foundational Training, INTEX Industries (Fujian) Co. Ltd

MODULE 1:

NEW ARRIVALS



1-1 New Employee Adaptability Duration: 1.5 hours

New employees face challenges to adapt to a new working environment, corporate culture, new relationships. Women workers in China generally have low expectations concerning both factory management and the training that women may receive in a new workplace. These low expectations further solidify the prevailing mind-set of factory management, which is to consider the workforce just as a cost, with a highly replaceable labor force.

To address the challenges that women face in adapting to a new factory workplace, it is important to understand their past experiences and to identify the changes that must occur to promote women's empowerment. This need is even more vital in the case of migrant workers, who bring with them a diverse cultural heritage.



Icebreaker

Meeting New Colleagues

Purpose:

to have the participants introduce themselves to each other.

Materials required:

audio equipment,
relaxing music, plenty of space

Recommended time:

10 minutes

Procedure:

1. All the participants stand in two concentric circles.
2. Music starts playing, the participants start walking, and the two concentric circles move in opposite directions.
3. The music stops, signaling the participants to stop walking. The participants from the inner circle face the closest person to them from the outer circle. They shake hands and introduce themselves.
4. Content of the introduction: "Hello! I'm (name) from (place), working in the xxx department, and I like xx (hobbies)."
5. When the music resumes, the participants keep walking. The facilitator decides how many times to play.
6. Finally, ask the participants to return to their seats and ask 2 or 3 volunteers to introduce the new friends they have just made.

About the Company

Purpose:

to provide a venue for workers to ask the questions that they care about the most.

Materials required:

none

Recommended time:

20 minutes

Planning notes:

Maintain a positive, welcoming, and non-judgmental attitude when answering questions. If they ask a question that you do not know how to answer, record the question and get back to the participant when you get an answer. Encourage participants to reach out to the HR department.

Procedure:

1. Ask the participants to suggest several topics for questions they have about their new work-place
2. Review the FAQs. Ask new employees to propose additional questions and answer them.

Questions for Discussion:

› In general

- Is overtime work a frequent occurrence? When are salaries paid?
- What benefits does the company provide?
- What are the disciplinary procedures?

› About the work

- What is the pace of work? Do I have to stand the whole time?
- What is the work environment like?
- What are the health and safety issues that I should be most aware about?
- How does my boss respond to stressful situations?
- Will I get along with the veteran employees? Is the work easy to learn?

› About the environment

- How are the meals?
- How many meals does the factory provide for free?
- How many dishes does dinner include?
- How is the accommodation?
- How many people share a room? Is there a fan and Internet connection?
- What is there to do in my leisure time?

Scenarios Discussion

Typical Challenges for a New Employee

Purpose: to enable new employees to solve their problems through group discussion. To encourage a feeling of connectedness with other employees, who are facing similar challenges.

Materials required:

blank paper, envelopes

Recommended time: 30 minutes

Planning notes:

In addition to the new employees, there should be 4 veteran employees who have been working at the company for at least 2 years to join this session.

Procedure:

1. Divide new employees into four groups, each group includes a veteran employee to act as observer. Each group will discuss solutions to one scenario for 10 minutes.
2. Ask participants to reflect on their strengths and past experiences and how they use their strengths to overcome challenges in the past.
3. One new employee will represent the group to share the agreed solution, then the veteran employee from the same group will comment on the solution.
4. Conclude by saying: "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."



Scenarios for Discussion:

- Anxious about not knowing the work procedures for the new position
- Feels isolated from new colleagues
- Gets blamed by the line leader for low work productivity
- Feels unsatisfied with the food at the factory cafeteria

Role Play

Being a New Employee

Procedure:

1. Invite two participants to role play the first scene, 5 minutes.
2. After the role play, the facilitator provides his/her observations. Tell the participants that each company has its advantages and disadvantages and that a smart employee should make the best of what the company has to offer to foster his/her own abilities.
3. Invite two other participants to play the second scene, 5 minutes.
4. After the role play, the facilitator analyzes the possible reasons why the employee in the scenario case is receiving a smaller paycheck than expected, including:
 - Deduction for social insurance, housing fund, and other mandatory benefits
 - Deduction for individual income tax
 - Deduction for water, electricity and internet charges
 - Deduction for dormitory expenses
 - Addition of overtime pay, etc.
5. Provide the participants with detailed information on the line items on their pay stubs. A sample salary sheet could be used.

Role Play Scenarios:

- A new employee is talking with a veteran employee and the latter begins to complain about the company. If you are the new employee, how would you respond?
- As a new employee, you find that the actual wage is 200 RMB lower than what you had expected. What should you do?

Purpose: to provide guidance to the new employees on how to orient themselves to the new company.

Materials required:

none

Recommended time:

20 minutes

Planning notes:

In addition to the new employees, there should be 4 veteran employees who have been working at the company for at least 2 years to join this session.

Developing a Sense of Belonging

A Short Story

Purpose: to help new employees develop a sense of belonging to the new company.

Materials required:

none

Recommended time:

5 minutes

Planning notes:

In addition to the new employees, there should be 4 veteran employees who have been working at the company for at least 2 years to join this session.

Procedure:

1. Read the story aloud.

Once upon a time, on the wedding night of a new couple, the groom and bride met each other for the first time. The groom lifted the bridal veil of the shy bride. The bride looked down on the floor, saw a mouse, smiled coyly and said: "Look! The mouse is eating YOUR rice!"

The next morning, the bride got up before the groom. Upon the sight of the mouse eating the rice again, she furiously shouted: "Out! Out! How dare you eat OUR rice!" A shoe whizzed towards the mouse...

2. Ask the participants what they have learned from the story.

Final conclusion: "Only when we have a sense of ownership can we work hard and actively try to solve problems that we meet. Without ownership, we might only sit on the sidelines, caring not for the results. This is also true for working in a company. If we treat our company like our own family, we will gain not only a fixed income but, more importantly, respect and recognition from our colleagues and superiors and better development opportunities."





“Through the training, our workers have enhanced their communication skills. Most of them have never received this kind of training before. The training has helped communication between the line workers and line supervisors, and helped avoid misunderstanding between supervisors and managers.”

-- Yin Zhijian, Line Manager, JABIL Circuit (Guangzhou) Ltd.

MODULE 1:

NEW ARRIVALS



1-2 Effective Communication Duration: 1.5 hours

People communicate constantly at work, at home and in the community. However, often, people do not think consciously about how they communicate, and how their communication can become more effective.

This module covers both interpersonal (one-on-one) communications as well as communicating with groups. Participants will learn to recognize certain negative communication patterns, and practice using more constructive communication techniques. The skills learned in this module will help participants to become better communicators and leaders in the workplace, as well as at home and in the community.

Icebreaker

Describe & Draw Game

Purpose: to enable the participants to understand the difference between one-way communication and two-way communication, and the difference between open questions and yes/no questions.

Materials required:

blank paper, erasers original drawing, pencils

Recommended time:

30 minutes

Procedure:

1. The facilitator asks the participants to nominate a particularly eloquent person to act as the describer and all the other participants act as drawers. Then the describer describes the original drawing and the drawers draw. The rules of the game are as follows:

The entire activity is divided into three rounds. The selected representative is the describer and the other trainees are drawers.

During the entire process, the describer ensures that the drawing is not seen by the audience.

2. After each round, the trainer counts the number of drawers who consider their drawings correct and the number of drawers whose drawings are actually correct.

In the first round, the describer describes the painting verbally and the drawers reproduce the information they hear on paper. During the entire process, the drawers are not allowed to ask any questions. The first round lasts for ten minutes.

3. In the second round, the drawers can ask the describer yes/no questions on the content of the painting, but the describer can only answer with "Yes" or "No". The process lasts for ten minutes.

After the second round, ask the drawers: "Why did you stop asking questions at the end?"

You might hear: "The more I asked the more confused I became. So I just gave up."

Facilitator feedback: "You started to feel frustrated."

4. In the third round, the drawers are allowed to communicate freely with the describer. The process lasts for ten minutes.

5. Ask the describer and drawers to talk about how they felt during the exercise. Ask the describer: "Do you think you clearly conveyed your message?"

You might hear: "Yes, but they still did not get it. I became very anxious."

Ask the drawers: "When you were allowed to communicate with the describer, how you felt?"
Possible answer: "I felt more at ease."

6. Summarize some typical reactions from the participants during the exercise.
"Most listeners felt very confused during first round, because there was no way to confirm if the instructions were correctly followed. In Round Two, although communication was allowed, it was one-way direction without further explanation, so some drawers got more and more anxious and just gave up. In Round Three, drawers and describers were able to communicate freely, which facilitated explanation, confirmation and correction, so we had the most correct drawings in this round. Through this exercise, what do you think is the purpose of communication?
Answer: to reach consensus
Do we want to reach consensus in a friendly atmosphere or in a stressful atmosphere?
Answer: in a friendly atmosphere."

7. Ask drawers to summarize key points for communication.
Possible responses: communicate in a way that the receiver can understand, taking into consideration the cultural background and education level of the receiver, confirm if the receiver understands.

8. Finally connect the drawers' answers to point out:
Two-way communication is more effective than one-way communication.

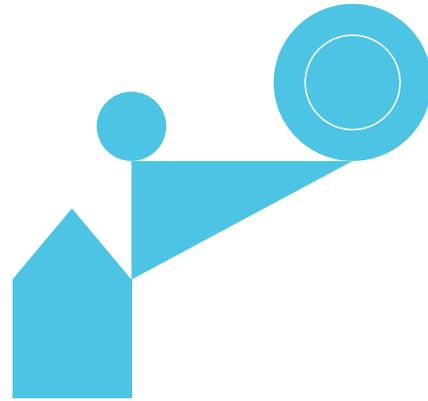
Listeners tend to...

- Assume they would do better if they were the ones doing the describing.
- Assume their drawing is correct.
- Make assumptions without confirming.
- Criticize their partner instead of reflecting on themselves.
- Fail to extract information from their partner's answers.

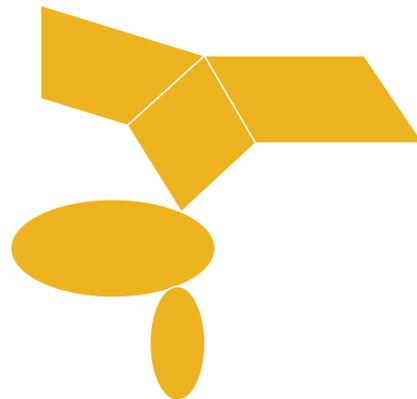
The speaker should:

- Pay attention to what the listeners are interested in.
- Be knowledgeable about the content s/he is supposed to deliver.
- Have strong communication skills.
- First describe the general picture, then explain analytically.

Sketches for Describe & Draw Game



Sketch for Round 1



Sketch for Round 2



Sketch for Round 3



Elements of Good Communication

Procedure:

1. The Communication Model – Describe the model, explaining that:

Communication is the exchange of ideas, thoughts, feelings or objects between two or more people.

It is the means of making oneself understood.

The person who wants to communicate something is the sender.

The person to whom this communication is directed is the receiver.

2. Tell participants, in its simplest form, communication consists of the following steps:

- 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).
- The listener (receiver) forms an image of what the sender is thinking based on what he or she has heard or seen.
- The listener seeks to confirm his or her understanding of the message by stating this understanding;
- 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;
- 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.

3. Tell participants that the Communication Model will be demonstrated through the following fun stories.

Purpose: to enable the participants to master the basic concepts of communication.

Materials required: none

Recommended time: 20 minutes

Why did all the guests leave?

One day, Mr. Wang hosted a party. At noon, some guests still had not arrived, so Mr. Wang said:

“Why on earth haven't the invited guests arrived?!”

On hearing this, some guests who were at the table thought they should not be there, so they left angrily.

At the sight of those people who left, Mr. Wang said, “How come those that should not have left left!”

On hearing this, the rest of the guests left.

Parental Observation

One day, parents were invited to observe the class.

At the beginning of the class, students stood up and said in chorus, “Morning, Miss Zhao!” Considering the parents should also be addressed, she reminded the students, “And the parents?”

To her surprise, all parents stood up and said, “Morning, Miss Zhao!”

4. Conclude by saying:

In two-way communication, 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.

Source:

This exercise was adapted from WOMEN IN FACTORIES TRAINING, FOUNDATIONAL TRAINING – TRAINER'S GUIDE AND MODULE LEARNING, by CARE

Four communication approaches & Three steps of assertive communication

Purpose: to explain four communication approaches and three steps of assertive communication.

Materials required: none

Recommended time: 20 minutes

Procedure:

1. Ask, "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."

"We may react by getting angry or aggressive, or by avoiding conflict, or by agreeing to things because we feel powerless."

2. Model the four different communication behaviors using a simple situation: "Someone pushes into line ahead of you. We have all experienced this situation and probably debated what to do."

Passive: does nothing

Aggressive: verbally attacks the intruder and tells him or her what to do or where to go

Passive-Aggressive: does not deal with the intruder, but passes side comments or looks to others

Assertive: uses the three steps to assertive communication saying:

- Describe: "Excuse me. As you can see there is a line here and several of us have been waiting for some time."
- Express: "I don't feel it's fair for you to jump in."
- Specify: "and really think you should be fair and go to the end of the queue."

3. 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!"

Source:

This exercise was adapted from WOMEN IN FACTORIES TRAINING, FOUNDATIONAL TRAINING – TRAINER'S GUIDE AND MODULE LEARNING, by CARE



Role Play

Assertive Communication

Purpose: to practice using assertive communication in different situations.

Materials required: none

Recommended time: 40 minutes

Procedure:

1. Invite two pairs to roleplay a sample situation. One group models characteristics of Aggressive Communication and the other group Assertive Communication, so the participants have a clearer sense of the different outcomes due to the use of different communication behaviors.

Scenario:

When the Husband Comes Home Late

A housewife has a husband who always has to work overtime.
One day, it was very late but her husband still had not come home. She anxiously called him several times but he didn't answer it.
At midnight, her husband finally came back.

Communication Scenario #1:

Wife: How dare you come home so late! Did you forget about us?! (accusingly)
Husband: Enough! If I didn't work so hard, how could you live so comfortably?! (annoyingly)
What will happen next?

Communication Scenario #2:

Wife: You're finally back! I was so concerned about you. (worriedly)
Husband: How come? There was something that I had to handle. (guiltily)
Wife: You are always so busy. It's a little beyond me. I feel so lonely at home. I get worried when you're not with me.
Husband: There's no reason to be worried. It's just that I get so absorbed in my work. (gently)
Wife: I'm just a little worried. I cannot lose you. (earnestly)
What will happen next?

2. Summarizing the exercise by pointing out more techniques in Assertive Communication, you can say:
"Use 'I' and 'we' to express your feelings. Don't use 'you' to criticize others. For example.

When a roommate is playing loud music in the dorm, you can say: "The music is a bit loud. It is very distracting to me. Can you please turn it down?"

When giving suggestions to subordinates, you can say: "I think there is room for improvement.", instead of "This is terrible! Redo!"

3. Ask three participants to role play assertive communication.

Role play scenarios

How would you communicate with your roommate who plays loud music late into the night?

How would you communicate with your boss when you are not satisfied with your work arrangement?

How would you communicate with your coworkers on issues concerning work quality or speed?

4. Ask other participants to comment on each of the three participants' performance. Then the facilitator provides some observations.

Remind the participants to describe their feelings calmly. Try to use tactful expressions, such as "I'd expect you/ I could...", "Could you please...",

"It would be most desirable, if you/I could..." and the like, when asking for something.



"Although I feared public speaking and had no previous experience giving lectures, my managers felt I was perfectly suited to become an internal trainer. Through the encouragement of my factory managers, and the skills I learned during the training on effective communication and stress management, I overcame my nerves and effectively train the group. "

-- Chen Meixia, Internal Trainer for Foundational Training, HAYCO Enterprises (Shenzhen) Limited

MODULE 1:

NEW ARRIVALS

1-3 Stress Management Duration: 2 hours

Given the rapid social developments taking place in China, workers - especially women and migrants - are more prone than ever to high levels of stress. BSR has observed that mental distress can be directly linked to higher turnover, absenteeism and accident rates.

A deeper self-awareness of emotions and stress levels represents the first step towards building a more confident workforce: by acknowledging the sources of emotional pressure, workers will be more likely to reach out to peers for help and guidance, both at home and at the workplace.

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.

Icebreaker

Cat and Mouse

Purpose: to show the participants that we confront pressure and stress every day, in all types of situations.

Materials required:

none

Recommended time:

20 minutes

Procedure:

1. All the participants divide into teams of two. The participants decide by themselves who acts as the “mouse” and who acts as the “cat”.
2. Two participants in a team stretch out their hands, placing their hands between the hands of the other. The hands do not touch each other.
3. Listen to the story of the facilitator:
When the facilitator mentions the word “mouse”, the cat tries to catch the mouse (catches the hand between her own hands) and the mouse tries to escape (jerk her hand away);
When the facilitator mentions the word “cat”, the mouse tries to catch the cat and the cat tries to escape.
4. The facilitator reads aloud the following story:
There was once a very cunning old cat. It was hard for the cat to catch mice in its old age, so the old cat often goes hungry. One day, the cunning cat put up a notice at the entrance to the mouse hole that said, “Dear mice, if you queue up and say hello to me every day, I’ll no longer try to catch you, and I’ll let you eat whatever you like.”
The next day, the mice queued up and said hello to the old cat one by one. When the last mouse came, the old cat caught it and gobbled it up. None of the other mice noticed that one of them was missing.
This way, the old cat continued to eat a mouse for several days.
One day, two gray mice brothers realized the old cat’s trick and they called all the other mice together to discuss what to do...

5. Ask the participants to tell what they feel at the end of the game.
6. Finally, the facilitator concludes: Pressure is everywhere and everyone feels it. Do not get nervous when you are under pressure. Think of pressure as a source of motivation.

Alternative to Cat and Mouse: Frog Jumps

The participants sit in a circle, and read a nursery rhyme together. “A frog jumps into the water, pit-a-pat; two frogs jump into the water, pit-a-pat, pit-a-pat...” and so on. Each person reads one word, if the person mis-reads a word, she has to sing a song, do a dance, etc.



Sources of Stress

Purpose:

to elicit description of sources and effects of stress.

Materials required:

none

Recommended time:

50 minutes

Procedure:

1. Use case study of Mr. Qiang to introduce sources of stress.

Qiang, Male, 36 Years Old, Supervisor

Qiang is responsible for a big production order. However, the order is far from complete. Turnover rate has been high and it's been hard for the factory to recruit labor. The machines also keep malfunctioning. Furthermore, his wife is out of work, and his son is applying to schools. The production deadline is fast approaching. With his stress mounting, Qiang suffers from poor sleep, stomach pains, and an increasingly bad temper.

2. Ask the participants what are the participants for sources of Mr. Qiang's stress. Then point out Mr. Qiang's stress derives from pressure at work, wife being out of work and son applying for school. He was suffering excessive stress as a consequence.

3. Explain the definition of stress:
Stress refers to the non-specific physical or mental state of tension when one is physically or psychologically threatened.
4. Remind the participants not all stress is negative. Stress can be productive and people can actually benefit from it if it is kept at a manageable level.
5. Ask if any participants know about the "Catfish Effect." Invite a participant who knows the concept to explain to the others. Then introduce "Catfish Effect" to echo the statement. The catfish effect explains how stress can have beneficial effects.

Catfish Effect

In Norway, live sardines are a few times more expensive than frozen ones. There was only one ship that could bring live sardines home, and the ship master kept his method a secret. When he died, people discovered that his sardine tanks contained one catfish. The sardines keep swimming to avoid direct contact with the catfish. This increased level of activity keeps the sardines alive instead of becoming sedentary.

Sources: Wikipedia,
http://en.wikipedia.org/wiki/Catfish_effect

6. Warn participants of the signs and effects of excessive stress.

Physiological

- Insomnia
- Headache
- Decreased immune function
- Cardiovascular disease

Behavioral

- Lack of motivation
- Absent-mindedness
- Inferior work performance
- Short temper

Psychological

- Pessimism
- Depression
- Feeling suffocated
- Heart palpitations
- Malaise

Stress Questionnaire

Purpose: to ask the participants to reflect on their current stress levels, and provide possible ways to manage stress.

Materials required: erasers, handout with a list of local ,mental health resources, pencils, stress questionnaire

Recommended time:
50minutes

Planning notes:

This stress questionnaire is not meant to replace a clinical assessment or professional consultation. It's simply meant to start the conversation and help participants reflect on their own situation.

The participants have the right to keep private their assessment results. If a participant is reluctant to reveal her self-assessment information, the facilitator should not push. Factory should supplement the content with a list of local mental health resources.

Procedure:

1. Pass out the questionnaires and give the participants ten minutes to complete. Ask them to sum the number of "Yes" responses.
2. Share the assessment results:
15-20 Circles: Ultrahigh stress level
11-15 Circles: High stress level
5-10 Circles: Medium stress level
0-5 Circles: Low stress level
3. Ask the participants to reflect on their own levels of stress and ways to manage stress.
4. Conclude by sharing methods to reduce stress.

Use self-talk.

- If you find yourself expecting perfection, remind yourself that it's only possible to try to do things and to try to do them well.

Self-evaluate.

- Focus internally on how you feel about your own work to develop a stronger sense of self.
- Avoid the constant sense of turmoil that comes from relying exclusively on the opinions of others.

Make a plan.

- Create a schedule that balances work and life. Eat and sleep at regular times.

Stress Questionnaire

Question	Yes 0
1. I sometimes feel upset for no reason.	
2. I often get into disputes with others.	
3. I find it hard to find someone to have a heart-to-heart conversation.	
4. I recently have been thinking about leaving the company.	
5. I have recently gained or lost 3-5kg.	
6. I have been sick but haven't seen a doctor.	
7. I usually eat more meat than fruit or vegetables.	
8. I have had a poor appetite recently.	
9. I go to bed after midnight.	
10. I toss and turn, and have trouble falling asleep.	
11. I feel like there is not enough time to do things, and am always in a hurry.	
12. I frequently forget about urgent and important things.	
13. I dislike trivial and repetitive work.	
14. I feel impatient when I'm given work at the last minute.	
15. I feel I am not making enough money quick enough.	
16. I am worried about not saving enough or making investment mistakes.	
17. I have been planning to invest in my continuing education and professional abilities for a long period of time, but I have not gotten around to it.	
18. I feel depressed about my own performance when I see my colleagues doing well professionally.	
19. I am emotionally affected by news of disasters.	
20. I feel depressed when the weather is rainy and wet.	
Total	



"In the past, when we had training, the format was 'The teacher talks. The students listen.' After taking the Foundational Trainer Training, I realized that there's another way to teach a class. Training can be interactive and fun. I had learned this from the BSR trainers."

-- Pan Ruijun, Internal Trainer for Foundational Training, INTEX Industries (Fujian) Co. Ltd

MODULE 1:

STAYING

HEALTHY AT WORK

2-1 Occupational Health and Safety

Duration: 2 hours

Occupational health and safety encompasses the social, mental and physical well-being of workers. When health is addressed, so is safety, because a healthy workplace is by definition also a safe workplace. The converse, though, may not be true – a so-called safe workplace is not necessarily also a healthy workplace. 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.

The majority of factories provide only very basic healthcare to women workers, and not all women workers have access to regular examinations. Considering the work environment and poor sanitation facilities in dormitories, living away from home in urbanized environments with low access to information and no community network, women workers are in a high risk group for general and reproductive diseases.

BSR believes that a better understanding of why health affects workers and which hazards in the workplace they should pay particular attention to can lead to a reduced rate of accidents and better awareness of general health issues.

Icebreaker

Principles of Safety

Purpose:

to explain the principles of safety.

Materials required:

two containers,
one filled with liquid inside without any label.
The other is properly labeled.

Recommended time:

15 minutes

Procedure:

1. First present a container with no label, then ask the participants what is inside the bottles, and whether the contents are safe. Lastly, the trainer concludes:
“Many people might think that these two bottles contain drinking water, because they look like water bottles. However, these containers do not have any labels on them, so we cannot assume that they contain drinking water, and cannot assume that they are safe.”
2. Ask three participants whether they’ve encountered the problem of unlabeled containers in their past workplaces, and how to amend it.
3. Then show a properly labeled container, and ask participants whether this is a good safety solution. The trainer concludes:
“These containers are specifically used for chemicals, and these containers are stored in a specific location. However, are there ways to make this even safer.”
4. Ask two or three participants to suggest safety improvements. Possible answers include:
The container should list the Material Safety Data Sheet (MSDS) for the chemical.
The chemical storage area has air ventilation.
The chemical storage area has a fire extinguisher, eye wash station, and Personal Protective Equipment (PPE).
5. The facilitator will conclude by saying:
Safety is a mind-set and a state of being. To be safe, we have to continuously identify hazards and mitigate risks, inside and outside our workplaces.



Discussion

Hazards in Daily Life

Purpose: to talk about common hazards in daily life and how to mitigate them.

Materials required:

handouts that illustrate hazards in daily life, eg.

- Using the wrong tools to position nails.
- Using electrical appliances with wet hands.
- Leaving an electrical appliance on when not in use.
- Using the wrong tools to reach high objects.
- Leaving the gas tank on when not in use.

Recommended time: 30 minutes

Procedure:

1. Divide the participants into five groups. Give each group an illustration and ask them to discuss what is the hazard illustrated and what precaution is needed to prevent it.
2. Ten minutes later, invite a representative from each group to talk about the illustration. Comment on representatives' sharing when necessary.

Discussion

Hazards in the Workplace

Purpose: to talk about common hazards in the workplace and how to mitigate them.

Materials required:

flip chart, markers

Recommended time:

40 minutes

Planning notes:

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.

Procedure:

1. Ask the participants to think about different workplaces. Ask them “What are the various hazards that may be present in a workplace?”
2. Generate a discussion to bring out all types of hazards.
Capture responses on a flipchart.
3. 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.
4. Share with them the text on your prepared flipchart and link with their output.
5. Invite participants to discuss whether there are ways to protect themselves from the hazards.
6. 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).
 - What PPEs do you use to protect yourselves?
 - What other means of protection is there if PPE is not applicable/relevant?
 - What will happen if we do not use PPEs?
7. Take different flipchart papers and write one hazard on each paper as the heading.
8. Each group will share their opinions; capture them on the applicable flipchart paper.
9. After each group’s presentation ask the participants to add their comments.
10. Summarize the session and clarify if anyone has any questions.

Safety Precautions before Work

Before beginning your work shift, 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)

Personal Protective Equipment (PPE) includes any device, appliance, or garment worn or held by an individual to protect against health and safety hazards. PPE increases individual safety, and includes protective garments, foot and leg protection, hand protection and arm protection, head protection, hearing protection, eye protection, and protection due to falls

Examples of PPE includes aprons, caps, and gloves.



Source:

This session was adapted from Plenary Discussion, Module 5 – Health(Occupational Health and Safety), WOMEN IN FACTORIES TRAINING, FOUNDATIONAL TRAINING – TRAINER'S GUIDE AND MODULE LEARNING, by CARE.

Photo source:

<http://www.labour.gov.hk/chs/public/pdf/os/E/toolspdf>

Types of factory-based hazards

Machines & Tools	Working Environment	Electrical hazards	Material & Supply	Building	Ergonomics	Defect / Inadequate/ Inaccessible
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	Slippery stairs	long hours	
missing guarding	workspace		explosion	way out is obstructed		
lying cables	tidiness		fire			
falling over	lighting					
improper maintenance						
inadequate use						

“Find the Hazard” Contest

Purpose:

to gauge how well the participants have understood ways to identify and mitigate hazards at work through an interactive fun exercise.

Materials required:

photos that illustrate hazards at work

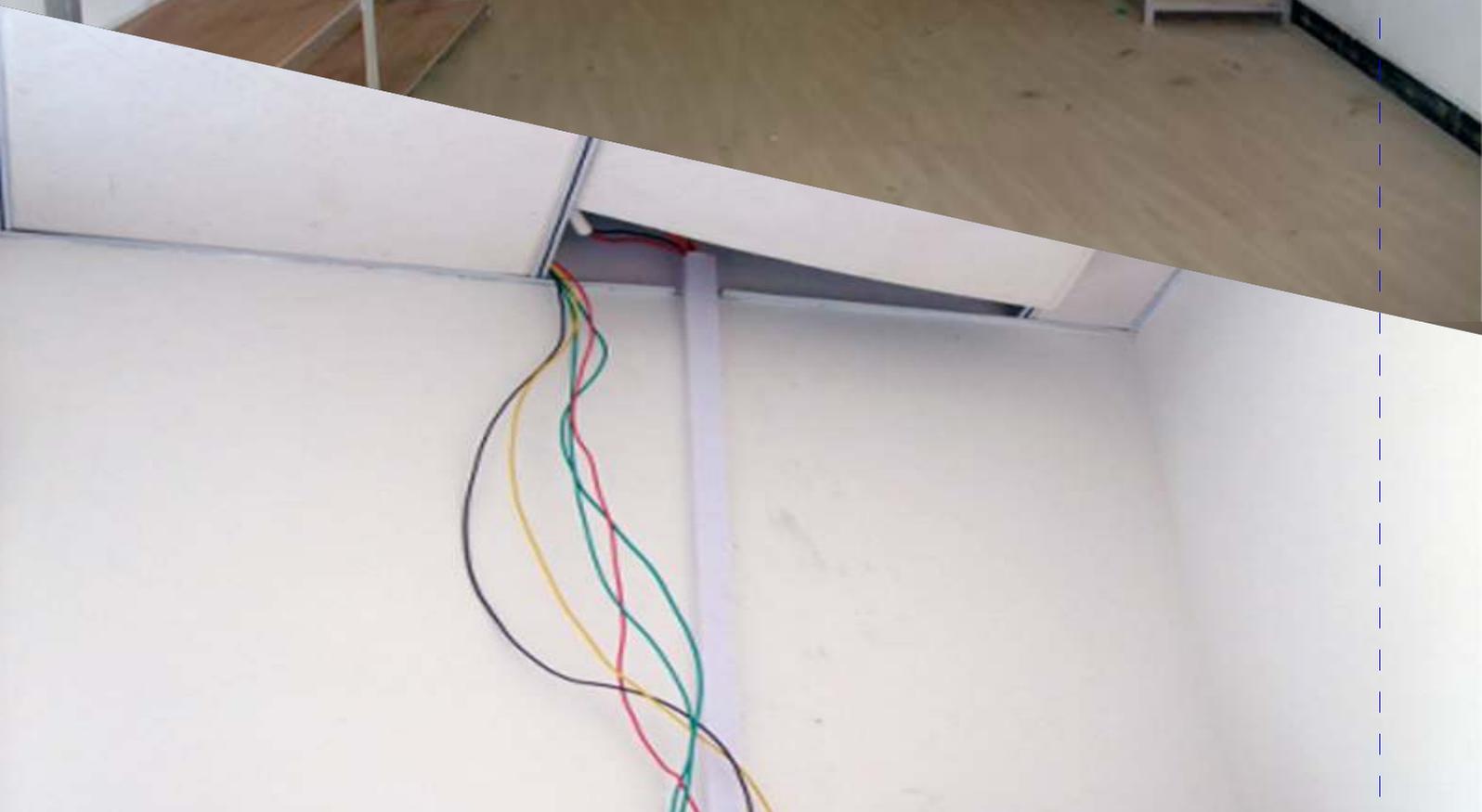
Recommended time:

20 minutes

Procedure:

Divide the participants into four groups. The groups of participants will have a contest. They will specify the danger posed in the picture, and also how to remove the risk. The group with the most correct answers wins.

Hazard: emergency exit blocked.
Corrective action: remove the blockage and make sure the exit is unlocked.



Hazard: exposed wires. Electricity control panel not covered.
Corrective action: keep the wires in a cover tube. Cover the electricity control panel with a lock.

Hazard: chemicals not properly labeled, not stored inside a second container, and stored underneath a staircase. The wood shelf is put up against the wall.
Corrective action: keep the area underneath a staircase clear. Store chemicals inside a sealed container in a separate room with good ventilation and fire safety precautions. Keep MSDS relevant to each chemical in the same room.



Hazard: no safety guard.
Corrective action: install safety guard to cover the belt.

Hazard: not wearing PPEs while handling chemicals. Chemicals not properly labeled, not stored inside a sealed container. No MSDS available.
Corrective action: wear proper PPEs. Store chemicals inside a second container in a separate room with good ventilation and fire safety precautions. Keep MSDS relevant to each chemical in the same room.



Hazard: emergency exit blocked.
Corrective action: remove the blockage and make sure the exit is unlocked.

Hazard: no provision of steel gloves.
Corrective action: provide suitable PPEs to workers.



Hazard: debris piled around fire extinguisher.
Corrective action: keep areas around fire extinguishers clear.

Hazard: tools haphazardly lying about.

Corrective action: after using tools, put them back in their rightful place.



Hazard: evacuation routes blocked.

Corrective action: keep the evacuation routes clear.

Ergonomics

Materials required:

big brown cardboard box (empty)

Recommended time:

10 minutes

Procedure:

1.

Have an empty big box at the front of the room, and ask a volunteer to lift the box. Ask a volunteer to demonstrate how to lift the box. Then the trainer explains how to lift the box using the legs, instead of the back.

2.

Explain the health risks of bad ergonomics:
From lifting or sitting improperly: Lower back pain, herniated disks, etc.
From repetitive hand movements, working with bent wrists, etc: carpal tunnel syndrome, tendinitis, etc.



"I quit school early to work in the factory and did not know much about reproductive health. I think the Reproductive Health Training helps women workers like me a lot. Now I know how to better protect myself."

MODULE 2:

STAYING HEALTHY AT WORK

2-2 Healthy Relationships

Duration: 3 hours

Evaluations of BSR's HER project has identified personal hygiene to be among the most pressing health issues affecting female factory workers in China.

This module aims to educate workers on how to foster good personal hygiene and sanitation habits.

The training will help all workers to improve their hygiene awareness, and translate this awareness into better health behavior. Factories see direct returns from better workers' health via lower absenteeism rates, improved production quality and lower turnover rates.



Icebreaker

How Well do You Know Your Body?

Purpose: to increase the participants' awareness of their own bodies.

Materials required: illustration of reproductive systems, index cards with names of reproductive organs

Female: cervix, fallopian tubes, ovaries, uterus, vagina

Male: penis, prostate, seminal vesicle, testicles, vas deferens

Recommended time: 40 minutes

Procedure:

1. Tape up two posters of the male and female reproductive systems on separate display boards. Use illustrations that are unlabeled with the organ names.
2. Prepare index cards, each one labeled with name of a reproductive organ.
3. Ask for ten volunteers and split the volunteers into two groups of five.
4. Give the index cards to the volunteers, and ask one group to label the male reproductive system, and the other group to label the female reproductive system.
5. After the groups label the illustrations, review the accuracy of their labels.

6. Provide additional information to debunk myths about the hymen.

Ask participants what the function of the hymen is. After hearing their answers, explain the actual function. The hymen is to help protect girls from infection. As the woman matures, her reproductive system also develops and is better able to fend off vaginal infections. In most adult women, the hymen has no physiological function.

Debunking Myths About the Hymen

The hymen is a circular ring of tissue around the vaginal opening. Menstrual blood leaves through the hole in the hymen. The hymen physically looks different from woman to woman.

Additionally, some girls are born without a hymen, or born with a fully closed hymen, making surgery necessary after menstruation starts.

Do not assume that a hymen is a mark of virginity, and do not expect the hymen to rupture or bleed during a woman's first intercourse.

The hymen can rupture before first intercourse for various reasons, and the girl may not be aware of it herself.

7. Ask participants about the role of the uterine lining. Provide actual answer: The uterine lining is for the implantation of the fertilized egg. If there is no fertilized egg, the uterine lining is shed every menstrual period.



True or False

Purpose:

to understand basic information about family planning methods.

Materials required:

“True”, “False”, “I don’t know cards”

Recommended time:

40 minutes

Procedure:

1. Divide the room into “True”, “False”, and “I don’t know”.
2. Read the questions on the slide.
3. The participants go to and stand in the section of the room that corresponds with their individual answer.
4. Ask a volunteer to explain their choice.
5. Provide a correct answer and explanation.

True or False” Statements:

✎ A shower is cleaner than a basin rinse.

Answer: True.

Additional information: Incorporate genital area cleaning as part of your everyday cleaning routine. A warm water shower is best; when a shower is not accessible, keep a separate basin for genital washing.

✎ It doesn’t matter where I wash first when taking a shower.

Answer: False.

Additional information: First wash your hands. For women, clean around the genital area first, then around the anus. For men, clean the penis and scrotum first, then the foreskin, and lastly around the anus.

✎ Feminine wash should be used after sexual activity.

Answer: False.

Additional information: Use clean water to clean the external genital area, not feminine wash. There is no need to clean the internal genital areas. Cleaning it will disturb the vagina’s natural acid-base balance and can lead to infections.

3 **There is no need to wash your hands before going to the bathroom.**

Answer: False.

Additional information: Since you are working in an industrial environment, wash your hands before going to the bathroom and use clean toilet paper. Wipe from the front to the back. Keep hygiene in mind when using public sitting toilets. Wash your hands with soap after using the bathroom.

3 **Go to pools that have been properly disinfected.**

Answer: True.

Additional information: Don't sit directly on the bench in the public dressing room without wearing underwear or pants.

3 **Avoid tight jeans and nylon underwear.**

Answer: True.

Additional information: Tight jeans and nylon underwear have low breathability, which can increase the risk of vaginal infections. For underwear, wear breathable materials such as cotton.

3 **A woman should not exercise during her menstrual period.**

Answer: False.

Additional information: Exercise during menstrual period is beneficial for women. Exercises such as Tai Chi and jogging can improve blood circulation, alleviate abdominal pain during the period and decrease discomfort such as tension and agitation.

3 **Change your sanitary napkin at least every 3-4 hours.**

Answer: True.

Additional information: Keep a habit of recording the length of your menstrual cycle. It's not healthy to use a sanitary pad when you are not menstruating.

It is easier to transmit blood-borne diseases during the menstrual period, so avoiding sex during this time may be appropriate. If you do want to have sex during this time, pay attention to hygiene and use a condom.

3 **It's not healthy for males to rest their laptops on their laps for an extended period of time.**

Answer: True.

Additional information: The optimal temperature for normal physiological function of the testicles is around 35°C. Since the

laptop generates heat, resting it on your lap for an extended period of time may affect sperm count. Avoid tight pants, which may increase the temperature of the testicles.

Keep the male reproductive organs dry and clean.

3 **You should fall sleep immediately after sex.**

Answer: False.

Additional information: After sex, you should urinate to expel any bacteria that may have entered the urethral opening. Stay hydrated before and during sex.

Use contraception and condoms to prevent pregnancy and protect yourself from sexually transmitted diseases.

See a doctor if you suspect you have contracted a sexually transmitted disease.

During treatment, you should avoid sex or use condoms and pay special attention to hygiene.

3 **Visit your gynecologist for an annual exam at least once a year.**

Answer: True.

Additional information: Visit your gynecologist at least once a year for a physical examination. Many abnormal conditions can be detected through examination. Early diagnosis and treatment are critical.

You can also give yourself a self-exam, using a mirror to examine your genital areas. Be aware of what your genital areas look like in a healthy state, so you can more easily spot problems yourself. The earlier you find a problem, the easier it may be to treat it.

3 **After a pregnancy, a woman can immediately take a bubble bath.**

Answer: False.

Additional information: Hygiene is of critical importance after surgery. A bubble bath can put the woman at a greater risk of infection. Change your sanitary pads frequently. Incorporate genital area cleansing as part of your daily hygienic routine.

3 **Baby formula is more nutritious than breast milk.**

Answer: False.

Additional information: Human milk contains infection-fighting components and nutrients tailored by the mother's biology to meet the precise needs of her infant.

The hormones of breast feeding also support the mother's nurturing behaviors by promoting calm and bonding, and reduce her risk of breast and ovarian cancers.

Calculating The Ovulation Period

Purpose:

to understand basic information about ovulation.

Materials required:

none

Recommended time:

5 minutes

Procedure:

1. Explain what ovulation is.
Ovulation usually starts 14 days before your next period. The first 5 days and the last 4 days of the ovulation day is the optimal time for conception.
2. Explain how to calculate the ovulation period, and ask the female participants to calculate their next ovulation period (privately).

Do you know how to calculate the ovulation period ?

Ovulation usually starts 14 days before your next period. The first 5 days and the last 4 days of the ovulation day is the optimal time for conception.

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- Longest period: 30 days
- Shortest period: 28 days
- Last period: Mar.22
- When is the next ovulation period?

Safe period

Menstrual period

Ovulation period

Family Planning Methods

Purpose:

to understand basic information about family planning methods.

Materials required:

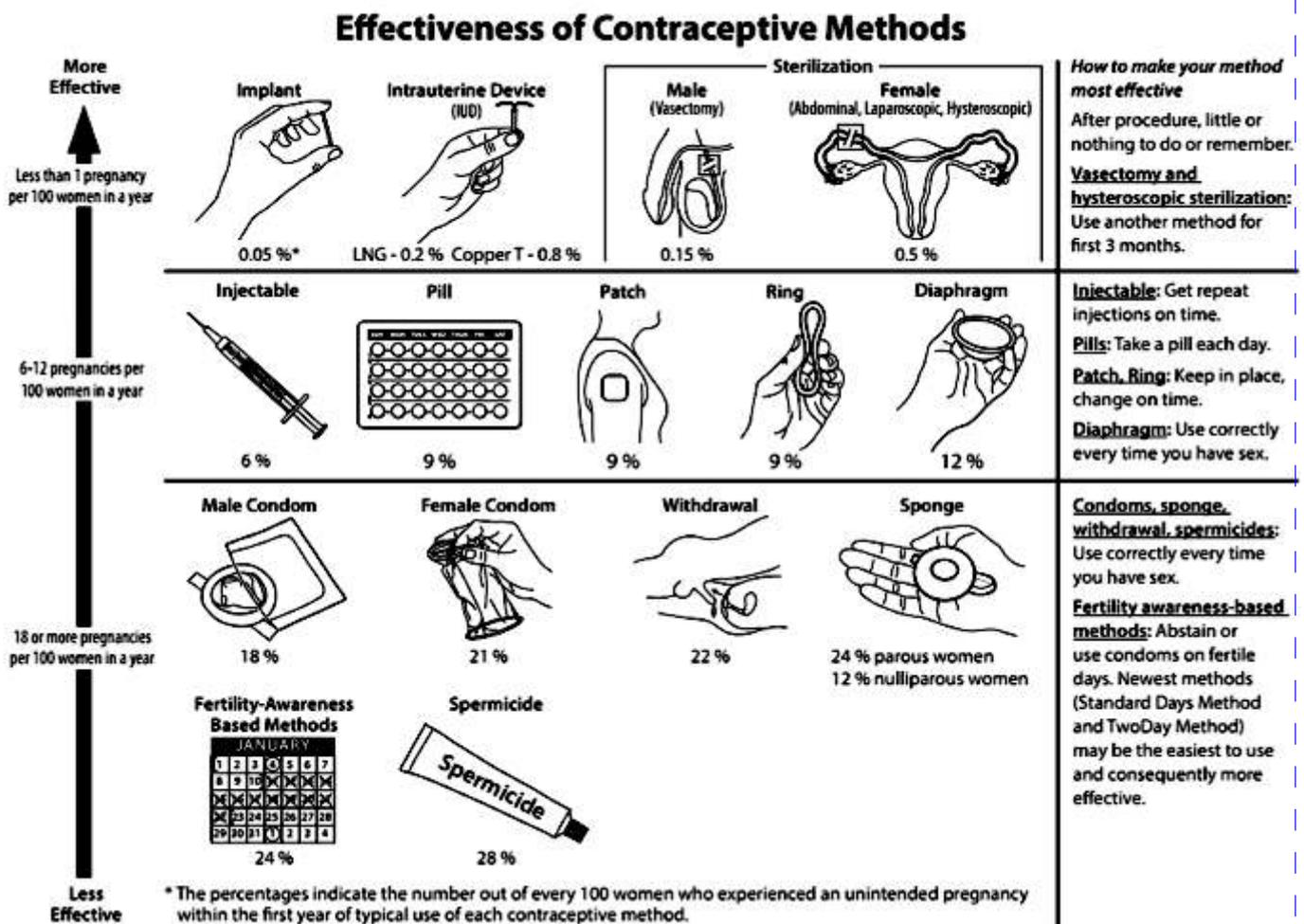
none

Recommended time:

25 minutes

Procedure:

1. Ask participants what kind of contraceptive methods they are aware of. Introduce the effectiveness of each contraceptive method.
2. Explain that the different methods each has its advantages and drawbacks, and that every person should choose what's most appropriate for their own situation.



Source: CDC. Adapted from WHO's Family Planning: A Global Handbook for Providers (2001) and Trussell et al (2011).

True or False

Purpose: to understand basic information about STDs.

Materials required: none

Recommended time: 30 minutes

Procedure:

1. Divide the participants into four groups.
2. Each group discusses two to three questions related to STDs.
3. After discussion, each group determines whether the statements are true or false and state their reasons.
4. Explain the correct answer.

True or False” Statements:

STDs in China and symptoms of STDs

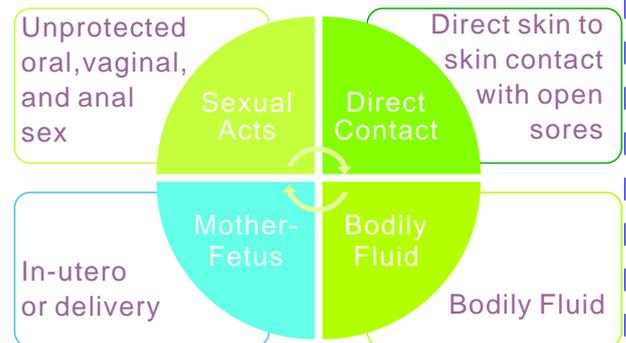
1. Genital warts is one of the eight most common STDs in China.
Answer: True.
Additional information: Eight major STDs in China include gonorrhea, non-gonococcal urethritis (mucopurulent cervicitis), chlamydia, chancroid, genital herpes, genital warts, syphilis and HIV/AIDS.
2. You can tell if somebody has a STD from external symptoms only.
Answer: False.
Additional information:
 - STDs May Be Asymptomatic. Many people who have STDs do not show symptoms. Men infected with chlamydia may also show no symptoms.
 - Get Tested. Women in particular need to get tested, because STDs can leave lasting damage to their internal reproductive organs.
 - Possible Symptoms:
 - Urinary frequency, urgency, pain
 - Abdominal pain
 - Inflamed urethra
 - Genital neoplasms
 - Genital ulcers
 - Itching and discharge from vagina or urethra
 - Menstrual abnormalities

Transmission of STDs

3. STDs can only be transmitted through sex.
Answer: False.
4. STDs cannot be transmitted through handshakes, talking or dancing.
Answer: True.
5. STDs cannot be transmitted through sex between men, as men can only be infected via vaginal sex with women.
Answer: False.

Additional information: STDs are transmitted through bodily secretions (including blood, semen, vaginal discharge, breast milk, etc.) or direct physical contact. It can be transmitted between people of any gender. Behaviors that can lead to STD transmission include unprotected sex or exchanging needles with infected persons. It CANNOT be transmitted through casual contact.

Transmission of STDs



STD Prevention

6. Undamaged condoms, used properly, can prevent many infections.
Answer: True.
7. People who have STDs should avoid sex until they have been fully treated. After treatment, they should use condoms.
Answer: True.

Additional information on STD prevention:

- Reduce your exposure.
 - Practice abstinence.
 - If you are sexually active, keep only one
- Sex partner.
 - Do not have sex with people who engage in high-risk behavior.
 - Reduce your chance of getting STDs. Use a condom every time you have sex. Know how to use a condom correctly.
 - Get the hepatitis B vaccine.
 - Thoroughly sterilize any shared wash towels or basin before use.

Treating STDs

8. You can go to a small clinic for treatment if symptoms are not severe. You can stop taking medicine once symptoms go away.
Answer: False.
9. All STDs, except HIV infection, can be cured if treated properly.
Answer: False.

Additional information:

- Early testing, early treatment.
 - Get tested if you suspect you've been exposed.
 - Go to regular hospitals and complete the full course of treatment, even if the symptoms subside.
 - Do not have sex during treatment. The partner of the patient should also get tested and treated.
- Viral STDs, such as genital herpes and genital warts, cannot be completely cured at present. Only their symptoms can be treated.
- Bacterial STDs, such as syphilis and gonorrhea, can be cured. The earlier you get treatment, the better.

Complications Due to STDs

10. Many curable STDs, if left untreated, can lead to severe complications.
Answer: True.
- Additional information:
- If untreated, STDs can lead to complications which can lead to sterility.
 - If the woman has untreated chlamydia, the baby can be infected and get an eye infection, or develop complications in the brain or heart.
 - Human Papilloma Virus (HPV) is a very common STD that can cause cervical cancer in women.



Sexual harassment

Purpose:

to understand basic information about sexual harassment.

Materials required:

none

Recommended time:

15 minutes

Planning notes:

Sexual harassment refers to unwelcome sexual or sex-related behaviors. It hurts the integrity of men and women. It includes unwelcome physical, verbal or nonverbal behaviors and a harsh, abusive, or hostile working environment.

What makes it sexual harassment?

Against the Wishes of Others

The victim might show disgust, dislike, explicit rejection, warning or other rejecting behaviors. Even if the victim interacts with the aggressor, s/he may have been forced to interact, and can still be considered a victim of harassment.

Harassment Can Come in Various Forms

Sexual harassment might be direct, such as verbal or written language, obscene pictures used in written or mobile phone messages, showing an exposed body part or forced physical contact. They might also be indirect, such as expressed indication or suggestion of sex as a condition for some benefits.

Sexual in Nature

Aggressor Has Intention to Harass

Examples of Sexual Harassment

- A supervisor making sexual requests to a direct report
- Unwelcome sexual comments, views or requests of a sexual and physical nature
- Using sexually suggestive language, manners, or other inappropriate ways to judge other workers
 - Showing pornography to workers
- Using sexually suggestive language, manners or media to embarrass others
- A supervisor providing benefits (such as work opportunities, promotion) in exchange for sex, or threatening the removal of benefits.

Procedure:

1. Ask participants "What is sexual harassment?"
2. Ask two to three participants to give possible answers.
3. Explain to the participants the definition of sexual harassment.

Scenario Discussion

How to Deal with Sexual Harassment

Purpose:

to provide basic guidance on how to deal with sexual harassment.

Materials required:

none

Recommended time:

25 minutes

Planning notes:

How to react to sexual harassment?

Clearly say no

- Don't be afraid to say no.
- Say no loudly and clearly.
- If the aggressor tries to bribe you to stay silent, keep saying no.

Group action

- Leave the situation, and/or go to a place where there are many people.
- If you know of other victims, find them and work together to bring up your complaint.

Seek help

- Tell your parents, trusted friends, teachers or instructors. If sexual harassment occurs frequently, you should keep record of the date, time, place and the person's behaviors, so as to serve as evidence for later complaint.

Make a claim

- Write a complaint letter and put it in the employee suggestion box.
- Make a claim through the company union representatives or employee representatives.
- Make a claim through your supervisor or HR department.
- Make a claim with the general manager.

Chinese Laws Related to Sexual Harassment

Article 38, Constitution: No insulting, libeling, false accusation or false incrimination.

Article 237, Criminal Law: No molesting, or humiliating a woman.

Law on the Protection of Rights and Interests of Women: No sexually harassing a woman.

Article 44, Law on Penalties for Administration of Public Security: No molesting or intentionally exposing his/her body in a public place

Procedure:

1. Divide the participants into three groups and ask each group to discuss solutions to one scene.

Scenario for discussion:

In a microphone factory, a male worker forgot to put the microphone sheath on the microphone. You (a female) told the manager. He sniggered at you, "You want a sheath? What about a condom?"

The male security guard had physical contact with you (a woman) while you were going up and down the stairs. Other people saw and started gossiping.

You are a middle-aged parent, working in the same factory with your spouse. Your manager often texts you sexually inappropriate messages.

2. A representative from each group presents a solution to the rest of the class.
3. The facilitator provides conclusions with information in planning notes.
4. Supplement with information about how to make a claim at the specific factory undergoing training.



"I enjoy the Financial Training a lot. I would like to become an internal trainer for this topic and share my experiences in running business with others."
-- Yang Pan, Packing Worker, ALCO Electronic Factory

MODULE 3:

THINKING LONG TERM

3-1 Financial and Life Planning

Duration: 2 hours

Factory workers - especially migrants - are eager to become active members of urban society. However, the prevailing high-consumption culture of China's fast-developing cities stands in contrast with workers' tight budgets. It is therefore vital that workers shift towards more focused long-term financial and lifestyle planning.

BSR believes that a better level of basic financial education can help change factory workers' consumption habits and their long-term perspective, making them aware of needs other than basic consumption (e.g. retirement, health insurance etc.). It is equally important to point workers towards institutions and groups that can assist them with their financial planning and economic choices.

Money Management Basics

Purpose:

to introduce basics of money management to the participants.

Materials required:

none

Recommended time:

20 minutes

Procedure:

1. Ask the participants what money management is to them. They may probably say money management is saving money.
2. Point out that money management refers to the management of properties (including physical and intellectual property). On an everyday basis, it refers to the management of personal or family property. People set financial goals they want to achieve and a time frame by when they can achieve it, using different types of financial instruments.
Or more generally, money management refers to how one makes, spends, saves and maintains the value of money.
3. Then ask the participants how they make, spend, save and maintain the value of money. Supplement their answer with information below.

One can make money through

- Work income: salary, bonus, commission and self-employment.
- Investment income: interest, rent, stock earnings and dividends.
- Presents or cash gift from others.

One can spend money for

- Living expenses: daily necessities, family responsibilities, recreation, continuing education, housing and luxury items.
- Financial expenses: interest on loans and debt, insurance premiums and investment expenses and losses.

One can save money for

- Future expenditures
- Repaying loans or debts
- An investment
- A rainy day
- Increasing quality of life in the future
- Retirement

Why Do We Need to Manage Our Money?

Purpose:

to make the participants aware that money management is not just for the wealthy. Everyone needs to be financially literate.

Materials required:

none

Recommended time:

15 minutes

Procedure:

1. Analyze Chart 3.1.1.

The first column indicates years starting from 2001 to 2030.

The second column shows a 3% inflation rate on a basis of 10,000 yuan. For example, in 2001 housing prices, one yuan can buy 7-8 square meters of an apartment, but today one yuan can buy less than 2 square meters of an apartment.

The columns to the right show the effects of inflation at 5%, 8%, 10%, and 15%.

2. Remind the participants that in March 2014, the Consumer Price Index (CPI), a measure of inflation, for all goods rose 2.4% compared to 2013. The CPI for food rose 4.1% and for housing 2.5% for the same period.

Chart 3.1.1.

Year	3% Inflation	%	5% Inflation	%	8% Inflation	%	10% Inflation	%	15% Inflation	%
1	10000	100%	10000	100%	10000	100%	10000	100%	10000	100%
2	9700	97%	9500	95%	9200	92%	9000	90%	8500	85%
3	9409	94%	9025	90%	8464	85%	8100	81%	7225	72%
4	9127	91%	8574	86%	7787	78%	7290	73%	6141	61%
5	8853	89%	8145	81%	7164	72%	6561	66%	5220	52%
6	8587	86%	7738	77%	6591	66%	5905	59%	4437	44%
7	8330	83%	7351	74%	6064	61%	5314	53%	3771	38%
8	8080	81%	6983	70%	5578	56%	4783	48%	3206	32%
9	7837	78%	6634	66%	5132	51%	4305	43%	2725	27%
10	7602	76%	6302	63%	4722	47%	3874	39%	2316	23%
11	7374	74%	5987	60%	4344	43%	3487	35%	1969	20%
12	7153	72%	5688	57%	3996	40%	3138	31%	1673	17%
13	6938	69%	5404	54%	3677	37%	2824	28%	1422	14%
14	6730	67%	5133	51%	3383	34%	2542	25%	1209	12%
15	6528	65%	4877	49%	3112	31%	2288	23%	1028	10%
16	6333	63%	4633	46%	2863	29%	2059	21%	874	9%
17	6143	61%	4401	44%	2634	26%	1853	19%	743	7%
18	5958	60%	4181	42%	2423	24%	1668	17%	631	6%
19	5780	58%	3972	40%	2229	22%	1501	15%	536	5%
20	5606	56%	3774	38%	2051	21%	1351	14%	456	5%
21	5438	54%	3585	36%	1887	19%	1216	12%	388	4%
22	5275	53%	3406	34%	1736	17%	1094	11%	329	3%
23	5117	51%	3235	32%	1597	16%	985	10%	280	3%
24	4963	50%	3074	31%	1469	15%	886	9%	238	2%
25	4814	48%	2920	29%	1352	14%	798	8%	202	2%
26	4670	47%	2774	28%	1244	12%	718	7%	172	2%
27	4530	45%	2635	26%	1144	11%	646	6%	146	1%
28	4394	44%	2503	25%	1053	11%	581	6%	124	1%
29	4262	43%	2378	24%	968	10%	523	5%	106	1%
30	4134	41%	2259	23%	891	9%	471	5%	90	1%

How do You Spend Money?

Purpose:

to understand participants' spending habits.

Materials required:

none

Recommended time:

10 minutes

Procedure:

1. Invite two to three participants to talk about how they would prioritize these expenses, and why.
 - Treat friends to a delicious meal
 - Buy a new iPhone
 - Buy new clothes
 - Pay your utility bills
 - Buy a lottery ticket
 - Give money to your parents
 - Buy books for your child
 - Buy shoes for your partner
2. Remind the participants that expenditures need to be balanced with income. And expenditures can be planned in advance and prioritized.

DIY Budget

Purpose: to enable the participants to learn how to achieve a balance between income and expenditure through making a budget.

Materials required:

erasers, pencils, the budget sheet

Recommended time:

30 minutes

Procedure:

1. Distribute budget sheets, pencils and erasers to each participant.
2. Guide the participants to read and comprehend the Income section. Explain the different sources of income.
3. Ask the participants to complete the Income section based on their actual income.
4. Guide the participants to read and comprehend the Expenses section. Explain the different types of expenses.
5. Ask the participants to complete the Expenses based on their actual expenses.
6. Ask the participants whether their income equals their expenditures.
7. Invite several participants to share their thoughts and how they balance their budgets.

Chart 3.1.2.: Budget Sheet

Working income	Salary	Fixed working payment	Income
	Bonus	Unfixed working payment	
Financing income	Interests	Interests from deposits in bank	
	Earnings	Earnings from investment	
Other income	Gifts	Gifts or gift money from friends and relatives	
	Other	Other income	
Class	Type	Description	Expense
Basic expenses	Clothing	Clothes, shoes and bags	
	Food	Food and drink	
	Accommodation	Rent, utility and management fees	
	Transportation	Public transport tickets or fees to maintain a car	
	Communications	Telephone, Internet and TV fees	
	Cosmetics	Cosmetology, haircuts and skin care	
	Essentials	Soap, toiletries, etc.	
	Healthcare	Doctor's visits, co-pays, medicine, etc.	
Family responsibility	Parental support	Money to support parents	
	Familial support	Money to support siblings and relatives	
	Raising children	Fees to raise children and pay for their education	
	Repayments	Money to pay back relatives (house loan not included)	
Recreation	Relationship-building	Money to treat friends, cash gifts for weddings and funerals	
	Travel	Money to visit parks and scenic spots	
	Entertainment	Money to go to cinema, theater or buy videos	
Continuing Education	Book	Books and E-books	
	Training	Training	
Housing	Housing	Money to buy, build, or rent a house or apartment	
Luxury	Electronics	Computer and cellphone	
	Car	Car	
	Jewelry	Jewelry	
Other expenses	Others	Other unpredictable expenses, such as loss due to theft	
Insurance and financing	Insurance	Insurance premiums	
	Investment	Investment principal, fees, and losses	
	Savings	Savings deposited	
Calculation			
Income - Expense = Difference			

Spending and Lending Wisely

Purpose: to guide the participants to think about spending wisely and financial decision-making.

Materials required:
erasers, pencils, the budget sheet

Recommended time:
40 minutes

How do you spend money?

Procedure:

1. Go back to this previous exercise and ask the participants: “After going through the budgeting exercise earlier, have your priorities changed?”
2. Remind the participants to prioritize expenses by asking themselves two questions:
Is my income sufficient to meet my needs such as daily necessities, familial responsibilities, Housing and Continuing Education?
Can I afford a small luxury such as an expensive item, recreation and investment?
Since the money we have is limited, we should make sure that our daily needs are met before considering luxurious spending.

Case Study: Ms. Zhu’s spending plan

Procedure:

1. Present the case to the participants:
Ms. Zhu and her husband both have two parents over 60 who they need to support. In addition, they have two children, ages 4 and 10 years. Both she and her husband graduated from middle school. Their total income is about 6000 RMB/month. But her husband is a gambler, making their final income between 4000 to 8000 RMB. How can we help Ms. Zhu make a spending plan?
2. Ask the participants to complete the budget sheet based on the conditions
3. presented in the case.
Ask the participants to design a reasonable spending plan based on the conditions presented in the case and then invite two or three participants to share their plans.

4. Conclude by providing some basic guide to financial planning:
- Calculate your assets
The first step is to take stock of your assets and future expected income.
 - Set life goals
Take into account your timelines and life goals and set qualitative and quantitative financial goals.
 - Seek a balance
Take into consideration you and your family's needs. For example, while you may want to invest all your money, you also have to take into consideration investment's risks, and whether your family's situation can bear those risks.
 - Seek help from financial advisors
Peers, colleagues, mentors and friends with financial expertise can be potential financial advisors.

Lending Wisely: Would you or Wouldn't you?

Procedure:

1. Divide the participants into five groups and ask them to discuss whether money should be lent to the person in the cases below and state the reasons. The discussion lasts for five minutes.

Case 1: A close friend, aged 26, wants to borrow some money to buy a car. Shall I lend money to her? Why?

Case 2: Xiao Li got her salary for the month and went shopping. But her purse was stolen on her way there. She asked me to lend her 1,000 RMB. Shall I? Why?

Case 3: A new colleague called Xiao Zhang looks very honest. Pay day has not come yet but she is short on money, so she asks me to lend her 500 RMB. Shall I? Why?

Case 4: My close friend Xiao Mei likes playing mahjong with her husband. Usually she breaks even. However, recently, she lost a whole month's salary and borrowed 10,000 RMB from an underground money lender. She is desperate so she wants me to lend her 2,000 RMB. Shall I? Why?

Case 5: Xiao Ma was my best friend when I was in middle school, but we have lost touch in the last 5 years. She contacted me recently and asked me to lend her 2,000 RMB. Shall I? Why?

2. Ask each of the five groups to select a representative, who presents the opinions of the groups.
3. Conclude with tips shown on Chart 3.1.3: Considerations When Lending Money.

Table 3.1.1.: Considerations When Lending Money

	Maybe Yes...	Maybe No...
01	Your close friends and relatives	People you do not know well, or haven't had much contact with in recent years
02	People who cannot buy basic necessities	People who like to buy luxurious things
03	People who borrow a reasonable amount of money	People who borrow an unreasonable amount of money
04	People you trust	People without creditability
05	People who do not gamble or misuse the money	People without credit
06	People who are hard-working and thrifty	People who spend money unwisely
07	People with a sense of family responsibility	People without a sense of family responsibility
08	People who rarely borrow money from others	People who often borrow money from others
09	People you know in real life	People you have only met online

Two Common Investment Situations

Procedure:

1. Ask the participants how they would make choices in below situation:
 - If I am taking out a loan for my house, should I take a 10 year loan or 20 year loan?
 - A good friend invited me to lend 30,000 RMB to a private borrowing company and says I can get a 15% return every month. Shall I buy it?
2. Explain to participants that when taking out a loan, they need to consider the interest rate of the loan. If interest rates are relatively low, then it might be a good idea to “lock in” in the interest rate and take a longer-term mortgage. However, if the interest rate is relatively high, and inflation is relatively low, then it might be

a good idea to have a shorter-term mortgage.

Even the best financial advisor cannot tell you the “best” way to manage your money. You should always consider your own personal situation to weigh the risks and rewards.

However, when dealing with private lending companies people should be cautious. These companies are often illegal underground money exchangers. They are not protected by the government and might be associated with criminal groups.

3. Finally, share with the participants “Seven Good Money Management Habits” to end this session.

Table 3.1.2.: Seven Good Money Management Habits

Thrift	A penny saved is a penny earned
Plan	When buying things, ask yourself if it is within your budget. Do you have to buy it?
Track your accounts	Keep your receipts and keep a record of your spending.
Keep learning	Learn financial knowledge and how to reduce your cost and risk.
Investment	Learn how to invest your money.
Persistence	Even saving a little every day can add up to a lot.
Control	Stay away from tempting expenses.



“Yang Guangyan (a line worker at INTEX) was able to complete her tasks well but she did not think beyond. After the training, she’s able to help her line leader to manage the line and deal with quality problems.”

-- Mr. Zhu, Production Supervisor, INTEX Industries (Fujian) Co. Ltd

MODULE 3:

THINKING LONG TERM

3-2 Career Development

Duration: 2 hours

For women, career aspirations are often confronted with the harsh realities of workplace gender discrimination in China, with perception and prejudice playing a large role. While employees voice their wishes for sustainable career development paths and guidance, this is not matched by factories' existing dearth of investment in HR development (training, goal-setting, evaluation systems etc.).

Parallel to continued efforts at changing the HR management systems of Chinese factories, BSR recommends that workers be empowered to self-reflect on their own strengths, capabilities and career aspirations, enabling them to guide themselves and their own factory supervisors towards more accessible career development opportunities. Self-awareness of strengths and identification of career aspirations should be well defined as separate from expectations with respect to salary promotion.

What is your career aspiration?

Purpose: to encourage participants to think about their career goal.

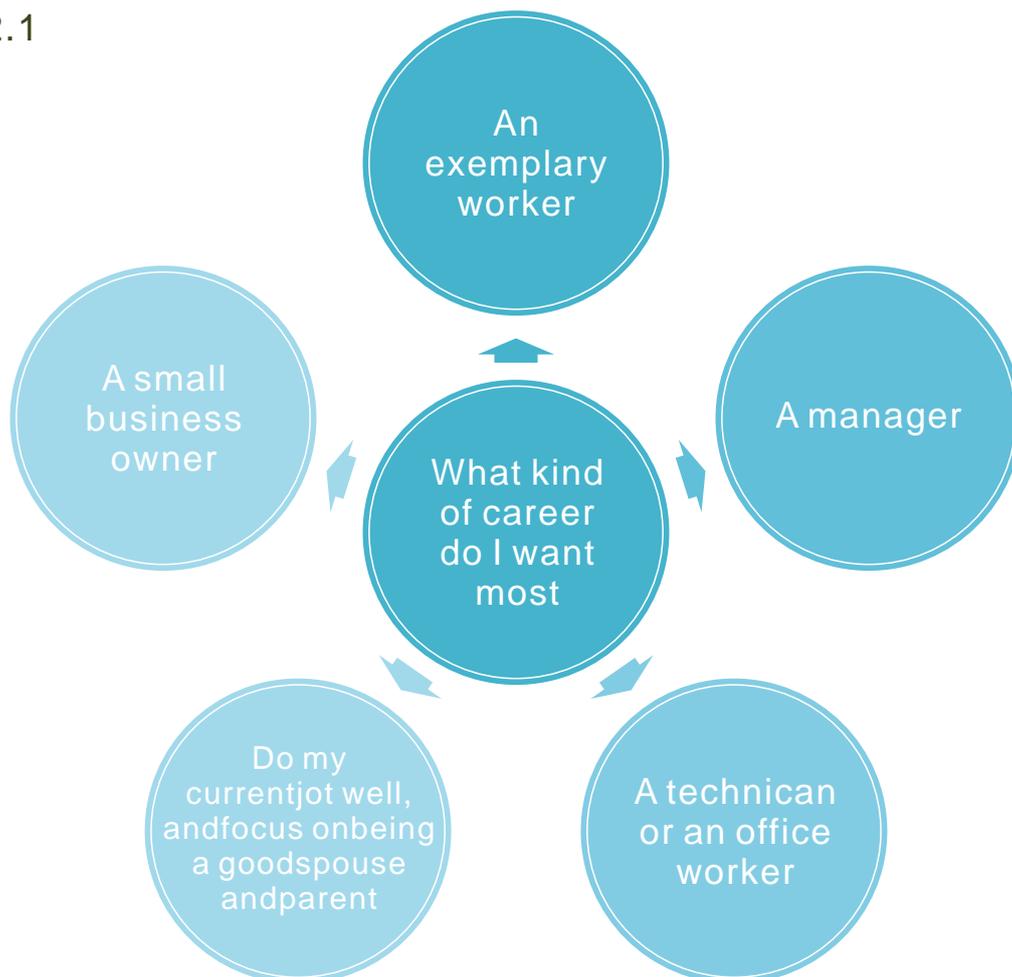
Materials required: none

Recommended time: 5 minutes

Procedure:

Ask the participants about their career aspirations, and go over the five possible aspirations presented on Graph 3.2.1.

Graph 3.2.1



How Can I Be an Excellent Employee?



Purpose:

to elicit participants to talk about what it means to be an excellent worker.

Materials required:

flip chart paper, markers

Recommended time:

20 minutes

Procedure:

1. Divide participants into groups of five.
2. In the groups, the participants discuss their perspectives and experience.
3. Each group selects a representative to present their findings to the rest of the class.
4. Write down all the groups' findings on the flip chart paper.
5. An exemplary worker pre-selected by the factory will talk about her experiences.
6. Conclude this session by pointing out that there are various ways to be recognized. Everyone has the potential to be an exemplary worker so long as one builds on his/her strengths.

Being a Manager

Purpose: to elicit the participants to talk about what makes an excellent manager.

Materials required:

none

Recommended time:

20 minutes

Procedure:

1. Clapping Challenge: Ask the participants to clap 15 times in unison.

Four Swans Dance: Ask eight participants to form two groups of four. The participants in each group dance in unison.

The Clapping Challenge and Four Swans Dance require the group to be in unison, and through the process, one leader or a few leaders emerge.

2. Self introduction: Ask three participants who didn't participate in the first two games to introduce themselves for one minute.

Self-introduction requires the participants to communicate clearly. Body language is important. For example do not keep your arms crossed, move your arms and legs in a distracting way, or play with your hair or eye glasses.



Being a Technician or Clerk

Purpose: to elicit the participants to talk about what makes an excellent technician and clerk.

Materials required:

none

Recommended time:

20 minutes

Procedure:

1. Ask three participants to draw a square at the lower left corner of the blackboard or whiteboard.

If the participants ask questions, respond back vaguely, but encouragingly. In that way, encourage the participants to ask more follow-up questions.

2. Ask the participants what they have learned from the game.

During this game, the participant might draw it inaccurately because of a lack of understanding. A technician or clerk should feel comfortable with asking for more information when they are unsure with their instructions.



Being a Good Spouse and Parent

Purpose: to elicit the participants to talk about what makes an excellent spouse and parent.

Materials required: flip chart paper, markers, transparent adhesive tape

Recommended time: 20 minutes

Procedure:

1. Divide the participants into two groups, discussing what it means to be a good spouse or parent. The discussion lasts for ten minutes.
2. A representative selected in each group will introduce their discussion results.
3. Conclude this session by pointing out that a good spouse and parent can mean many different things to different people. One thing in common is being able to show respect. For example, when your child or spouse is talking to you, you would pay attention instead of minding your own business. When they have done something that you are not happy about, you would not yell at them or even punish them because you think they should tolerate you since you are family.

Being a small business owner

Purpose:

to elicit the participants to talk about what it takes to be a small business owner.

Materials required:

flip chart paper, markers, transparent adhesive tape

Recommended time:

20 minutes

Procedure:

1. Divide the participants into three groups, each discussing one of the three questions below concerning starting a business. The discussion lasts for ten minutes.
 - What kind of business do you most want to start? Share with us your thoughts on starting your own business.
 - What if you fail?
 - What kind of support do you expect from your family members?
2. Each group selects a representative to introduce their viewpoints about the topic.
3. Conclude with tips below:
 - Do you know the basics of starting a business? Such as:
 - building business contacts
 - what technology is required
 - marketing channels for your products
 - location, location, location
 - initial investment period
 - Have you prepared enough start-up capital?
 - Have you thought about what to do if the business does not do as well as you expect?
 - How will you face family members who may not be supportive of your decisions?
 - How will it affect your family's financial health and security?
 - What other factors should you consider?

Set a SMART goal

Procedure:

1. After the games above, there might be students who are thinking: "I didn't make the best career decisions in the past. What should I do now?". At this time, review how to create SMART goals:
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Time-based
2. Use clear examples to explain SMART goals. For example, if the participant wants to be a good parent, the participant can set goals such as these: make sure I know what my child's grades are, spend 1 hour a night with my child playing or talking, take my child on a trip once a month, make sure the child knows how to cook by the time s/he is 18, etc.

Purpose:

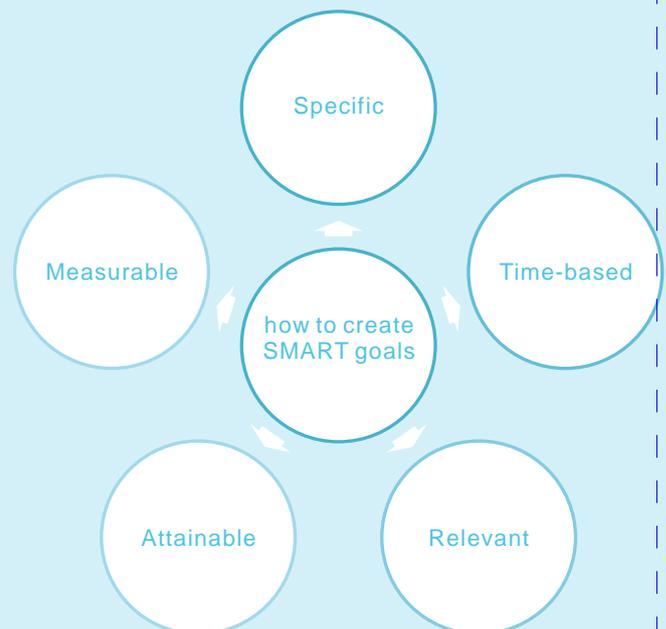
to help participants create SMART goals.

Materials required:

none

Recommended time:

10 minutes





“Before joining WiF, I didn’t have goals or confidence. Now I believe that I have the potential to develop and I will consciously develop my leadership skills.”

MODULE 3:

THINKING LONG TERM



3-3 Continued Learning

Duration: 1 hours

BSR recognizes that training should be institutionalized and continued after the formal sessions in the classroom. Continued learning, through networks, technology platforms, and other formal training, should be framed as an enabler of personal and professional advancement.

What Have We Learned So Far?

Purpose: to enable the participants to describe and share content of the foundational training with others.

Materials required:
flip chart paper, markers, tape

Recommended time: 25 minutes

Procedure:

1. Divide the participants into eight groups. Each group discusses one of the subjects of the foundational curriculum. Ask them to review what they have learned in the courses and write important points on loose-leaf paper. The discussion lasts for ten minutes.
2. For each group, pick one to two points to discuss in greater depth with the group.
3. Correlate it with the related content in this training course.
4. A representative selected from each group shares their discussion results with all the other participants. Each presentation lasts for two minutes.

Thinking Outside the Box

Purpose:

to enable the participants to describe and share content of the foundational training with others.

Materials required:

none

Recommended time:

15 minutes

Procedure:

1. Have the students stay in the same group as before.
2. Give eight toothpicks to each group, and ask each group to make a diamond shape with the toothpicks. Each side of the diamond can only have one toothpick. The groups have ten minutes.
3. Reveal the answer (Graph 3.2.2) and summarizes the exercise: "Sometimes we will encounter problems that are difficult to solve. So you have to approach the problem from a different angle to find a solution."

Graph 3.2.2: Answer



My Key Learning

Purpose:

to obtain participants' feedback toward the training.

Materials required:

soft ball of medium size

Recommended time:

15 minutes

Planning notes:

1. If possible it would be good to have someone from the management during the closing.
2. Encourage the participants to continue their study.

Procedure:

1. Ask the participants to stand in a circle. The trainer stands outside the circle with a ball.
2. Ask the participants for the three most useful lessons they learned from the training that will make their life a little better.
3. Throw the ball to one participant and ask her to share one of her most useful lessons. Once she finishes, she throws the ball to another person of her choice.
4. Write down the comments. Once every one has had their turn, declare the end of the training.

Source:

This session was adapted from Wrap up, Module 7 – Wrap-Up and Review, WOMEN IN FACTORIES TRAINING, FOUNDATIONAL TRAINING – TRAINER'S GUIDE AND MODULE LEARNING, by CARE





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