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► SKILL-UP Ethiopia project and GPSL3

Core Skills



► **Prevocational Entry-Level
Core Skills Programme for the
Garment Sector in Ethiopia**

Trainer Handbook



Global Programme
on Skills and
Lifelong Learning

Prevocational Entry-Level Core Skills Programme for the Garment Sector in Ethiopia Trainer Handbook

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*Prevocational Entry-Level Core Skills Programme for the Garment Sector in Ethiopia
Trainer Handbook*

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- Employee rights and responsibilities
- Employee probationary period
- Core skills lacking from new recruits
- Core Skills training opportunities once in position
- Tour of factory premises

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Foreword

This Trainer Guide that accompanies the Prevocational Core Skills Programme for the Garment and Textile Sector in Ethiopia was developed and designed in response to national research in Ethiopia that revealed that many Ethiopian workers in the sector are concentrated in entry-level positions, with most workers coming from rural agricultural backgrounds. For most Ethiopian workers, entering employment in a garment or textile factory is their first organized indoor environment since primary school. Many of these new workers are overwhelmed by the procedural and schedule-related requirements of working in a factory and, according to industry research, have insufficient technical and non-technical skills to support their successful transition into the workplace.

Particularly, employers find that employees' lack of core skills (soft skills, employability skills and basic vocational skills, such as functional literacy and numeracy) impacts on productivity and results in a high turnover of entry-level workers. These workers are unable to access decent work: because they left school at the primary school level, they are locked out of the formal TVET system and unable to progress into further study or formal employment.

The minimum requirement for core skills at entry level is that workers have an understanding of the workplace and their responsibilities and entitlements, along with a sense of personal responsibility, reliability, the ability to work cooperatively with others and follow instructions, and effective communication skills. As more productive workplaces tend to rely on greater flexibility and collaboration, and often delegate more control over details in the working process to the level of the team, they also require stronger core work skills.

The Prevocational Core Skills Training Programme provides a pathway into further training for those who were previously debarred from accessing formal vocational training, thereby increasing the types of training programme and the range of students catered for by training providers. The programme is a 60-GLH (Guided Learning Hours) modular, entry-level prevocational core skills training course based on a holistic model of instruction and core skills acquisition, ensuring experiential, inspirational and participatory learning. The materials are learner-centred / directed, where appropriate, and include a broad range of approaches to learning

This Trainer Guide (and accompanying PowerPoint slide decks) are designed to support in-country TVET trainers who have attended the Training of Trainers specifically for this programme. The guide covers administrative details, pedagogical support for training learners with literacy issues, full programme content, resources required, participatory facilitation methods, active-learning events/activities and debriefing, and action planning as a reflective learning tool, together with full mapping for assessment and certification purposes to:

- New ILO Core Skills Framework for the Garment Sector in Ethiopia at entry level
- Federal TVET Agency of Ethiopia (FTVETA) Generic Occupational Standards for the garment industry at entry level
- FTVETA generic modules for the garment industry at entry level.

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Programme overview

Traditionally garment-sector workers in Ethiopia are concentrated in entry-level positions with most workers coming from rural agricultural backgrounds. According to the Jobs Creation Commission, 95 per cent of rural youth exit the formal education system at the primary school level. For the majority of Ethiopian garment workers, entering employment in a factory is their first organized indoor environment since primary school.

Many of these new workers are overwhelmed by the procedural and schedule-related requirements of working in a factory and, according to industry research, have insufficient soft, employability or other vocational skills to support their successful transition into the workplace. Employers find that the lack of core skills (soft skills, employability skills and basic vocational skills such as functional literacy and numeracy) impacts on productivity, and also results in a high turnover of entry-level workers. These workers are generally unsuccessful in gaining decent work. Because they left school at the primary school level, they are locked out of the formal TVET system and unable to progress into further study or formal employment. This core- / soft-skills need / mismatch is also reflected internationally. In addition to the specific technical skills needed in these occupations, soft skills and behaviours (or “core employability skills”) are also essential.

The minimum requirement of workers at entry level is an understanding of the workplace and their responsibilities and entitlements, along with a sense of personal responsibility and reliability, the ability to work cooperatively with others and follow instructions, and communication skills. As more productive workplaces rely on greater flexibility and collaboration, and often delegate more control over details in the working process to the team level, they tend to require stronger core skills.

In response to these issues and further research on the importance of core skills in the workplace, the International Labour Organization (ILO) has developed a comprehensive prevocational training programme for workers who are new or returning to the garment sector at entry level.

Programme structure and design

The Entry-level Prevocational Core Skills Modular Training Programme for Garment Workers is a **60-GLH (Guided Learning Hours)** modular prevocational entry-level core skills training programme for workers who are new or returning workers to the garment sector in Ethiopia.

The Programme is based on a **holistic model of instruction and core skills acquisition**, ensuring experiential and participatory learning. The materials will be learner-centred / directed, where appropriate, and offer a broad range of learning opportunities, such as:

- ▶ Incorporating knowledge
- ▶ Learning by doing
- ▶ Reflecting on specific actions
- ▶ Cooperative learning

This allows for a conversation between self-driven activities and methods of facilitation that include learners and groups and their diverse needs, experiences and expertise.

The following bullet points detail how the Programme will be developed to ensure flexible delivery in a variety of educational settings. The length of the sessions has been standardized to 2.5 hours within each module, so that each session can be delivered in a half-day timeframe. The training provider can select how to build the sessions to deliver the entire programme according to the needs of the organization and crucially, the learners themselves.

Module titles and guided learning hours

Module no	Module title	GLH / Sessions
1	Working in the garment industry in Ethiopia	10 GLH 4 sessions of 2.5 hours each
2	Working professionally	10 GLH 4 sessions of 2.5 hours each
3	Working safely and securely	20 GLH 8 sessions of 2.5 hours each
4	Working together	10 GLH 4 sessions of 2.5 hours each
5	Working productively	10 GLH 4 sessions of 2.5 hours each

- ▶ Each module has 4 x sessions of 2.5 hours each (apart from Module 3: “Working safely and securely”, which comprises 8 x 2.5-hour sessions over 20 hours).

- ▶ The entire programme could be delivered over two and a half weeks “full time” (5 hours or 2 sessions per day).
- ▶ The entire programme could be delivered flexibly as suits the training provider, the demands of the garment sector and the learners themselves.
- ▶ Suitable for delivery in: FTVET institutes, centres of competence (COCs), private training facilities, industrial park training centres, and other training centres as appropriate.

Programme components

The Entry-level Prevocational Core Skills Programme for the Garment Sector in Ethiopia contains the following components:

A Trainer Handbook	<p>The present guide covers administrative details, pedagogical support for training learners with literacy issues, full programme content, the resources required, participatory facilitation methods, active learning events / activities and debriefing and action planning as a reflective learning tool. It also provides full mapping for assessment and certification purposes to:</p> <ul style="list-style-type: none"> • the new ILO Core Skills Framework for the Garment Sector in Ethiopia at entry level; • the FTVETA Generic Modules for the garment industry at entry level.
A Learner Handbook	<p>Largely pictorial and designed to support learner participation during the training and afterwards. The Handbook includes a short summary of the key information covered during each core-skills module, activities and tips, and information and guidance on implementing core skills that will be useful for the young people after they have concluded the training and are entering employment.</p>
PowerPoint slide decks	<p>Comprehensive slide decks for each session in each of the five modules, designed to guide the trainer in delivery and provide pictorial and key guidance to learners as they progress through the Programme.</p>

▶ How the Trainer Handbook is organized

The initial pages of the Handbook contains an overview of the Programme, the administrative details and the basic requirements for running the Programme successfully, along with some training tips for learners with literacy issues.

Module plans

The module plans for each of the five modules are snapshots to enable trainers to plan their delivery. They contain the learning outcomes for the module, a module content overview and the resources required to deliver the session effectively. Trainers are advised to consult

the module plans prior to delivery and gather together the necessary resources well in advance of delivering the sessions.

Detailed training guide

The detailed training guides provide the structure for the delivery of each module in the Programme. They give an overview of the session and explain how it is mapped to the new Core Skills Framework and the generic modules produced by the Ethiopian Federal Technical and Vocational Education and Training Agency for the garment sector at level 1. They then provide a step-by-step guide to the content and flow of the module. Each learning activity the learner undertakes contributes towards achieving the learning outcomes of the module and session. One of your key responsibilities as a trainer is to contextualize the content to fit the audience, ensuring that a variety of garment-factory job roles are portrayed and contextualized by applying the key themes outlined in the Programme in a manner that is relevant to participating learners.

Planning for the sessions is time-sensitive, and careful management will be required to ensure that all the learning objectives are completed and achieved and that sufficient time is allowed for assessment, either directly after the sessions or at a dedicated assessment point in the near future.

The detailed training guide explains the key aspects of delivering the Programme. These include the purpose and details of activities, the key information and discussion points to be covered, and the desired outcome for each activity in each module.

Each session in the five modules is structured as follows:

- ▶ **Welcome:** A recap on the previous module and the learning outcomes for the session
- ▶ **Important notes to trainers:** Where a session requires advanced planning and/or extra resources, this will be detailed at the beginning of the session plan in red
- ▶ **Session energizer:** A short activity usually requiring movement and energy or a quiz to practise some of the core skills learned or to be learned in the module. Some of the energizer activities require resources such as string or blindfolds, but most do not
- ▶ **Body of the session:** either two distinct parts or a single part that specifically addresses the learning outcomes for the session
- ▶ **Reflection / Round-up and personal goals:** At the end of each session, learners will complete their personal action plans with a takeaway from each session: something specific that they have learned from the session and will put into practice. The core skills learned in the session will also be examined and discussed at this point

Programme assessment

The Prevocational Core Skills Programme for Garment Factory Workers in Ethiopia is mapped against the new Core Skills Framework for Garment Factory Workers in Ethiopia and the following generic core skills modules produced by the Ethiopian Federal Technical and Vocational Education and Training Agency skills modules for garment factory workers at level 1.

IND BOT1 16 0220	Demonstrate work values
IND BOT1 14 0220	Work with others
IND BOT1 15 0220	Receive and respond to workplace communication

Details of where Programme modules map over to the Core Skills Framework and the FTVETA modules are detailed at the beginning of each module training guide. (Full coverage of this Programme to both the Core Skills Framework and the FTVETA modules can be found in **Annex 1** of this Trainer Handbook). Trainers will require copies of the new Core Skills Framework for Garment Factory Workers in Ethiopia, in addition to this Handbook.

▶ Assessment of knowledge and skills

The FTVETA assessment criteria can be found in **Annex 2** of this Trainer Handbook. For formative and ongoing assessment of knowledge learning objectives, the following assessment methods will be used:

▶ Oral or written questions

Due to the literacy levels of some learners undertaking the Programme, well-structured oral questions should be the preferred assessment method.

For the assessment of skills, the following assessment methods will be used:

- ▶ **Observation of activities**
- ▶ **Oral questions**
- ▶ **Production of “products” (posters, flipcharts, etc.)**

Observation should be the primary assessment method used by trainers to assess learners' skills. See the next section for more information on both of these assessment methods.

▶ Observation of activities

When formally assessing an activity, trainers should ensure that learners are aware of the observation objectives and should give learners information on the duration, location, guidelines, requirements and assessment criteria, and items that are not to be included. Trainers should also prepare a structured marking sheet for all observations with space to record and provide feedback to learners after the assessment. It is recommended that, to be considered competent in a practical activity, learners should achieve an overall score of 80 per cent or more from the observation.

▶ Oral questions

Oral questions should be open in nature to allow learners to give detailed information and fully answer the question.

Trainers will often need to take notes during a formal oral assessment. These notes will be an aid to memory at the end of the assessment when marks are awarded and can be used in providing feedback at that point or later. It may be difficult to ask questions of a learner, listen carefully to their answers, and take notes at the same time. If more than one trainer is involved, one of them can make notes while the other leads the questioning.

A sheet with the headings from the marking guide or rubric is recommended. Trainers must decide on the pass mark for each oral assessment. A pass mark of between 70 and 80 per cent is recommended

Making an audio or video recording of the assessment is highly recommended. In the event of a learner seeking a review, a record of this kind is essential.

On the whole, the FTVETA does not prescribe assessments. It is left to trainers to develop, administer and record assessments in accordance with the criteria.

Learner literacy

Some of the learners accessing this Programme will face literacy challenges. The following are recommendations for delivering the Programme in such a way that all learners have equal access.

- ▶ Instruction should be as clear and precise as possible.
- ▶ Tasks and activities should be fully understood by learners, who are encouraged to ask clarifying questions.
- ▶ The learning outcomes and activities in this Programme are largely illustrated with images on the PowerPoint slides. It is important that trainers use imagery and make use of a multi-sensory approach when teaching this Programme.
- ▶ Use collaborative learning approaches where learners with literacy issues work alongside fully or more literate learners in group work tasks. It is your task as trainer to ensure that everyone in the group participates in an activity and learning task.
- ▶ The Learner Handbook and some of the Programme tasks and activities have been designed so that learners can fill in details as learning records. An alternative is for learners to have the option of recording their answers orally using a smartphone or other recording device

Training tips

As well as the points for training learners with literacy issues, the following tips are good practice and will be helpful and relevant in training all types of learners.

Keep training as practical as possible.

Learners taking this Programme will need to hit the ground running when they enter the world of work in garment factories. Keep activities and tasks as practical as possible. If learners struggle with literacy issues, this training methodology may provide a more attractive way for them to learn. Use and build on the role plays and creative tasks detailed in this Trainer Handbook and add activities of your own that you know will engage this cohort.

Use realia

As learners will have to learn about the roles and conditions involved in working in a garment factory, it is imperative that trainers take the group on at least one comprehensive visit to a working garment factory. (It is recommended that this activity take place as part of Module 1). As learners will be learning about workers' rights and responsibilities, it is also important to point learners to documentation and procedures that are actually used in garment factories, such as

- ▶ contracts of employment,
- ▶ standard operating procedures (SOPs),
- ▶ factory policies and procedures on conduct and appearance,
- ▶ warning and safety signs,
- ▶ personal protective equipment (PPE),
- ▶ fire and evacuation plans,
- ▶ and so on.

Invite garment factory staff to speak to the group.

Nothing brings a role to life more than someone who is currently performing it. For some sessions in this Handbook, it is suggested that an active member of staff in a garment factory be invited to come and speak to the group. This could be a member of the human resources team or a factory supervisor or manager. However, sessions of this kind must be well-organized and should not overrun the set time. It is a good idea to brief the speaker on the desired focus or outcomes of the talk and give her / him a strict timeframe for completion. To keep learners focussed, give them time before the guest arrives to think of and make notes on questions they would like answered or points they would like to be covered. At the end of the talk, allow time for learners to ask the questions they have prepared.

Adapt materials to suit your learners.

The materials and suggested activities and tasks in this Trainer Handbook can and should be adapted to suit your group of learners. If you have a cohort you know are going to be working at a particular factory then adapt the training materials accordingly. You may decide to:

- ▶ insert and include extra content to emphasize or give more detail to learning points;
- ▶ insert supplementary handouts.

Contextualize scenarios, role plays and group tasks to suit the type of work and environment your learners will be working in.

Use role play to practise situations.

To ensure your role plays are successful, ensure you follow these tips:

- ▶ Make the role plays as realistic and relevant as possible.
- ▶ Assign clear roles to learners.
- ▶ Set a time limit.
- ▶ Be specific and give enough detail.
- ▶ Make the role play situation important to the characters.
- ▶ Target the learning outcomes.
- ▶ Focus on a small, important aspect of work or a particular behaviour.
- ▶ Use negative models to explore how things should NOT be done.

Use positive reinforcement.

With learner cohorts that are not accustomed to work-based learning or have had negative learning experiences in the past, saying “that’s not right” or “you’re wrong” is not going to make for confident learning or learners. Foster an atmosphere in your training room where it is OK to make mistakes. Give lots of praise when a learner gets something right and encouragement and suggestions when they are not quite there yet. Always remember that you were once an unconfident novice in staging an event.

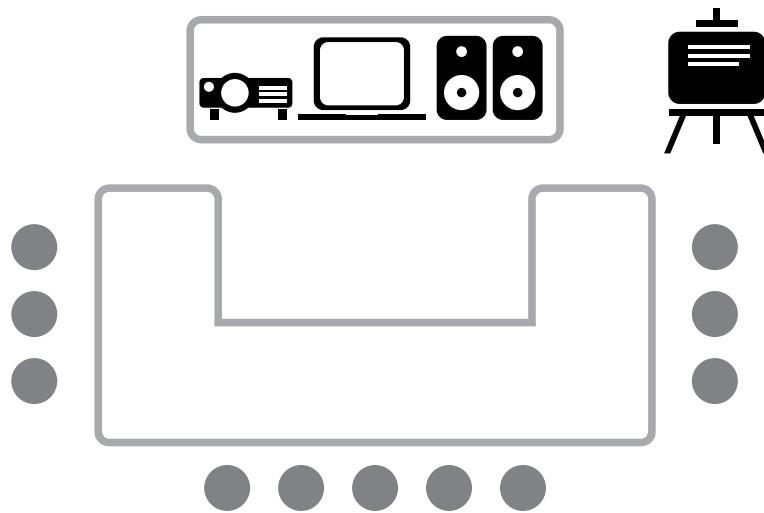
Use energizers and icebreakers to punctuate the modules and sessions.

Taking time at the beginning of a training programme for learners to “break the ice” and get to know one another is incredibly valuable for the group and for fostering collaborative learning. Likewise, energizer activities can generate positive energy and are particularly beneficial after an intensive learning session and when learners are tired. It is good practice to relate icebreakers and energizers to the current learning objectives, but not obligatory. It depends on your focus for the activity.

▶ Training Room Setup Options

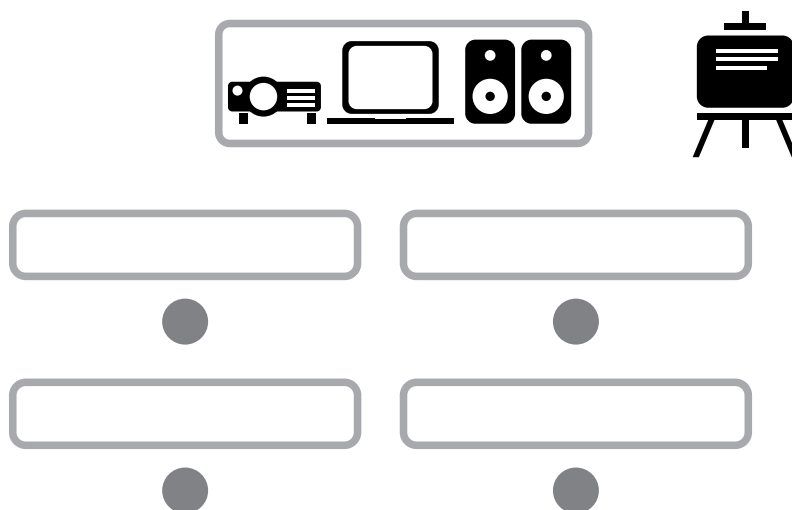
Horseshoe

Inclusive and good for group coherence with smaller groups



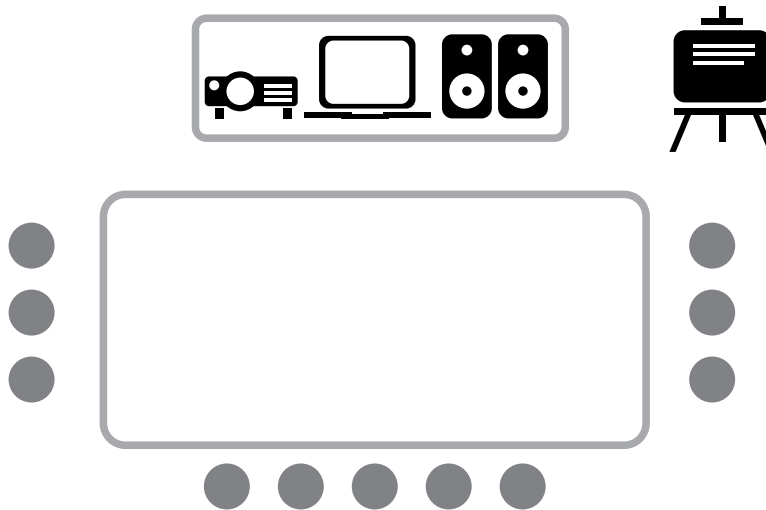
Exam

Useful for written assessment situations but less inclusive for group work activities



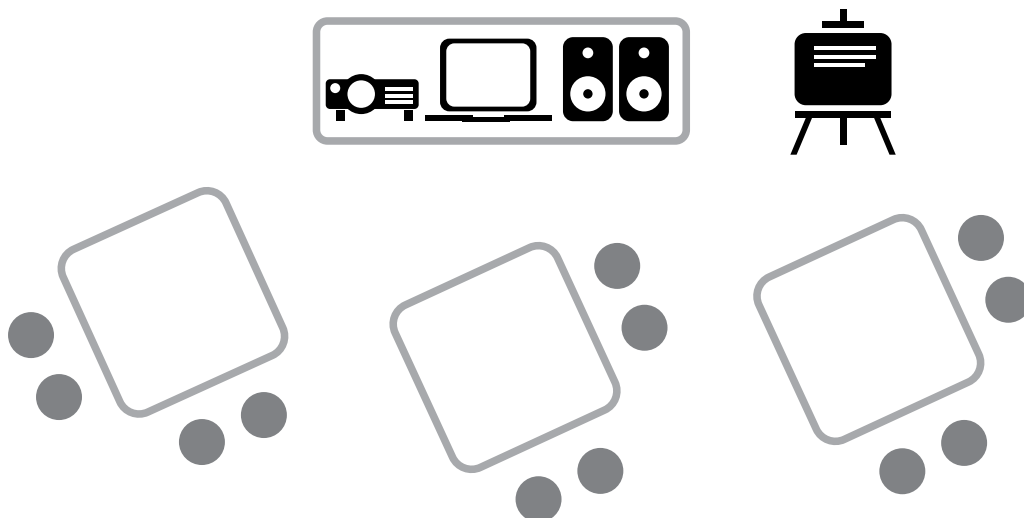
Boardroom

Inclusive and good for group coherence with smaller groups



Canteen

Excellent for small group work and ensures inclusivity even with larger groups



Module plans

Trainers should use these plans as a snapshot of what each module contains, the learning outcomes for each session and the resources required to run the sessions successfully.

▶ Module 1: Working in the garment industry in Ethiopia (4 x 2.5-hour sessions)

▶ Module 1: Working in the garment industry in Ethiopia (4 x 2.5-hour sessions)			
Session number	Learning outcomes	Content overview	Resources required
1	<ul style="list-style-type: none"> To get to know group members To agree group rules for the duration of the programme To define core skills and the core skills framework for garment-factory workers in Ethiopia To set personal programme mission or goals 	<ul style="list-style-type: none"> This first module introduces learners to the world of work in the garment sector. Learners will gain an overview of working life in a garment factory, exploring the different roles at entry / operator level and identifying opportunities for progression and self-improvement. Learners will explore what a working culture is and the attitudes and behaviours required for working in a garment factory, including work ethics, discipline, punctuality, compliance, honesty and integrity. 	<ul style="list-style-type: none"> Training room Sign-in / attendance sheet PPT slide deck for Module 1 Learner handbooks Laptop / PC Projector / Smartboard A3 or A4 blank paper – one sheet for each learner Pens Space for learners to circulate Flipchart / Whiteboard Markers Flipchart paper Post-it notes
2	<ul style="list-style-type: none"> To define garment or apparel production To describe the production functions in a garment factory To explore job roles in a garment factory To detail important information about the garment industry in Ethiopia 	<ul style="list-style-type: none"> Discipline and perseverance (coping in a difficult work environment), dedication, productivity and respect for the job will all be introduced and gently explored in this first module. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 1 Learner handbooks Pens for learners Ethiopia Industrial Park Guide http://ethioembassycanada.org/docs/IndustrialparksGuide.pdf (in English)
3	<ul style="list-style-type: none"> To explore a typical working day in the life of an Ethiopian garment-factory worker To detail the benefits of working in a garment factory 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 1 Flipchart paper for each group Marker pens for each group Speakers for video / audio

Session number	Learning outcomes	Content overview	Resources required
4	<ul style="list-style-type: none"> • To visit a local / national garment factory • To describe: • Specific factory machinery and what it does • Roles and responsibilities of certain factory workers • Clocking-in and out procedures • Security procedures • A typical working day • Duties and tasks • Opportunities for promotion – career options or paths • Rules and regulations • Reporting • Personal appearance and presentation in and around the factory • Personal conduct in and around the factory • Benefits of working in the factory • What workers would have liked to have known before they started working in the factory 		<ul style="list-style-type: none"> • Garment factory • Access to contact person for arranging the visit, security staff, member(s) of staff who will facilitate the tour and at least two workers: one sewing machine operator and one supervisor or manager to explain roles and duties

▶ **Module 2: Working professionally (4 x 2.5-hour sessions)**

▶ Module 2: Working professionally (4 x 2.5-hour sessions)			
Session number	Learning outcomes	Content overview	Resources required
1	<ul style="list-style-type: none"> To reflect on the factory visit from the previous module To describe the “top ten takeaways” from the factory visit To list what must and could be included in an Ethiopian contract of employment 	<ul style="list-style-type: none"> During this second module, learners will explore basic standards of professional behaviour in the garment manufacturing workplace, including, employer expectations, positive and negative behaviours, and standards of conduct Additionally, learners will consider their personal values and how they impact on their conduct and relationships with co-workers, supervisors and managers, as well as the organization they represent 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 2 Authentic contract of employment for a garment factory in Ethiopia, and/or Member of factory staff who can explain the suggested dress code to the group and answer questions Small piece of paper or sticky note for each learner Pens Large jar or container
2	<ul style="list-style-type: none"> To describe appropriate personal appearance and presentation in a garment factory To design a poster on personal appearance and presentation at work 	<ul style="list-style-type: none"> Learners will also consider acceptable standards of dress and how personal grooming and positive first impressions influence success in the workplace. Learners will further explore the industrial work culture and mindset, discovering how a company's values influence the culture of the organization and how personal values contribute to this. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 2 Dress code policy from one of the factories, or Authentic information from one of the factories on personal appearance, presentation and hygiene guidelines Enough space for learners to be able to form a large circle Flipchart / whiteboard Learner Handbook
3	<ul style="list-style-type: none"> To detail the meaning and importance of good personal conduct in garment factories 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 2 Member of HR team from one of the factories to come and talk about the personal conduct expected in and around the factory and why this is an important part of working in a factory Real or sample codes of conduct / conduct guidelines from garment factories Flipchart Flipchart paper Coloured markers Learner Handbook

Session number	Learning outcomes	Content overview	Resources required
4	<ul style="list-style-type: none">• To describe organizational values that influence employee conduct• To detail personal values and their importance in the workplace• To list personal values that impact on workplace conduct		<ul style="list-style-type: none">• Sign-in / attendance sheet• Laptop• Projector / smartboard• PPT slides for Module 2• Space for learners to move around and form small groups• Learner Handbook• Pens for learners• Core values of local garment factories (if using)• Flipchart paper and coloured markers for pairs / group

▶ Module 3: Working safely and securely (8 x 2.5-hour sessions)

▶ Module 3: Working safely and securely (8 x 2.5-hour sessions)			
Session number	Learning outcomes	Content overview	Resources required
1	<ul style="list-style-type: none"> To become familiar with key workplace safety and health terminology To list the parts of the Ethiopian Labour Law (2019) that pertain to the OSH obligations of employers and employees To state the most common hazards found in a garment factory To describe how hazards can cause harm or damage 	<ul style="list-style-type: none"> This large module equips learners with knowledge and understanding of the importance of working safely and securely in a garment factory. Learners will gain an understanding of the benefits of good health and safety and the consequences and impact of poor health and safety on themselves and others. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 Learner Handbook Pens for learners
2	<ul style="list-style-type: none"> To list the parts of the Ethiopian Labour Law (2019) that pertain to the OSH obligations of employers and employees 	<ul style="list-style-type: none"> They will learn how to spot hazards and understand the risks associated with them. Learners will also gain an understanding of how garment production employers keep staff and visitors safe under local, national and international laws and regulations. They will also consider the actions they personally can take to minimize risks and keep themselves and others safe while training or working. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 Training facility Health and safety code of conduct or procedure / policy from local garment factory or training facility – enough copies for each learner Enough space in the training room for learners to sit in a big circle Learner Handbook Pens for learners
3	<ul style="list-style-type: none"> To discover the warning and safety signs in the training facility and their meanings 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 Training facility A broad selection of warning and safety signs within the training facility Learner Handbook Pens for learners
4	<ul style="list-style-type: none"> To become familiar with chemical warning signs and their meanings To learn about the most common chemicals used in garment factories and the ratios they are used in 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 Training facility Chemicals either used in a factory or in the training facility (cleaning chemicals) Example of Materials Data Safety Sheet - Photocopy enough for each learner PPE used with chemicals Learner Handbook Pens for learners

Session number	Learning outcomes	Content overview	Resources required
5	<ul style="list-style-type: none"> To become familiar with personal protective equipment (PPE), its function and how to use it effectively To be able to lift and carry heavy items correctly without damaging the back 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 Training facility A good and varied selection of PPE A medium-sized empty box or small roll of fabric Learner Handbook Pens for learners A selection of PPE
6	<ul style="list-style-type: none"> To know and understand what to do in the event of a fire in a garment factory To practise a fire drill to evacuate safely from the training facility building 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 Training facility Training facility evacuation map Training facility evacuation procedure Learner Handbook
7	<ul style="list-style-type: none"> To know and understand the environmental impact of the textile and clothing industry To become familiar with the different types of waste generated in a garment factory and how to reduce and reuse waste To discover how apparel brands reuse and recycle fabric and clothes 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 Training facility Internet connection soleRebels website for case study: https://www.solerebels.com Learner Handbook
8	<ul style="list-style-type: none"> To know and understand the environmental impact of the textile and clothing industry To become familiar with the different types of waste generated in a garment factory and how to reduce and reuse waste To take steps to prevent hazards in a garment factory To carry out a simple risk assessment in the training facility 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 Training facility to carry out risk assessment Staged “hazards” and potential risks Learner Handbook Pens for learners

▶ **Module 4: Working together (4 x 2.5-hour sessions)**

▶ Module 4: Working together (4 x 2.5-hour sessions)			
Session number	Learning outcomes	Content overview	Resources required
1	<ul style="list-style-type: none"> To know and understand why communication is important to succeed at work How we communicate verbally, vocally and non-verbally What the communication process is and how it works 	<ul style="list-style-type: none"> The fourth module equips learners with knowledge and understanding of the importance of good communication skills in the workplace. Learners will first study the theory of the communication process, then explore how much of our face-to-face communication is verbal, vocal or non-verbal. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 4 Flipchart and pens 3 pieces of scrap A4 paper for each learner Learner Handbook Pens for learners
2	<ul style="list-style-type: none"> To understand the importance of listening as a communication skill To discover how good learners are at listening To describe how to become a better listener 	<ul style="list-style-type: none"> They will then go on to discover the importance of having good listening skills and ascertain how good they are at listening. Through a series of interactive activities, learners will discover the importance of listening and asking the right questions, and how they can do this in the working environment. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 4 Photocopies of a variety of simple photos, e.g. of a house, a cat, a dog – enough for one per pair of learners Learner Handbook Pens for learners
3	<ul style="list-style-type: none"> To describe what non-verbal communication is To list how we communicate non-verbally To design a poster for positive non-verbal communication at work 	<ul style="list-style-type: none"> Learners will gain an understanding of what a team is and how it functions. Learners will also learn about the importance of being able to work harmoniously in a team so as to succeed in the working environment. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 4 Space for learner pairs to face and walk towards each other Learner Handbook Flipchart paper A selection of marker pens
4	<ul style="list-style-type: none"> To examine why asking questions at work is a positive thing To discover the use of open and closed questions To carry out a series of role plays to put asking questions into practice To examine how teams work together successfully To discover the various roles within teams To examine one's own role in a teamwork activity 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 4 2 x A4 sheets of paper for each group Space in the training room for learners to fly paper airplanes to one focal point Learner Handbook Pens for learners Space for learners to carry out role plays in pairs

▶ Module 5: Working productively (4 x 2.5-hour sessions)

▶ Module 5: Working productively (4 x 2.5-hour sessions)

Session number	Learning outcomes	Content overview	Resources required
1	<ul style="list-style-type: none"> To take a self-inventory of their own time management skills and identify how to improve To learn to distinguish urgent tasks from important tasks and plan accordingly 	<ul style="list-style-type: none"> This session will explore methods to enable learners to manage their time efficiently and effectively, in both the personal and professional contexts. Learners will look at their current time management skills, how they spend their time and how their time will be affected by taking up work. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 5 Task prioritization pack, cut up and collated – one for each group Space for learners to form and work in small groups Learner Handbook Pens for learners
2	<ul style="list-style-type: none"> To identify common barriers to time management and how to overcome these barriers To complete a personal time study in order to achieve personal goals 	<ul style="list-style-type: none"> They will consider how to prioritize tasks and how to plan a work diary. This session will also cover the importance of effective problem-solving and good decision-making, in learners' personal and working lives. Learners will work through the step-by-step process of how to solve problems using an organized and logical approach, including how to identify and define the problem, explore options and find solutions. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 5 Training room Space for learners to form and work in small groups A piece of ribbon or string, 100cm long A pair of scissors A ruler to measure the ribbon / string Learner Handbook Pens for learners
3	<ul style="list-style-type: none"> To identify typical problems or issues at home and at work To recognize steps to solve workplace problems and issues To use a problem-solving method to resolve a workplace issue 	<ul style="list-style-type: none"> Learners will also gain an understanding of the process they need to follow to help them make good decisions at work. 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 5 Training room Space for learners to form and work in a large group A long piece of rope or string Learner Handbook Pens for learners
4	<ul style="list-style-type: none"> To practise the key core skills of working together, positive communication and problem-solving by taking an active part in practical group activities 		<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 5 Training room Space for learners to form and work in a large group For each team: <ul style="list-style-type: none"> 20 sticks of uncooked spaghetti 1 roll of masking tape 1 metre of string 1 marshmallow Blindfolds for each learner (You could ask the group to bring in an old T-shirt for this purpose) Learner Handbook Pens for learners Learner certificates

Detailed training guides

Trainers can follow the detailed training guides to know and understand how to deliver each module.

The guides give the trainer information about:

- ▶ Module name
- ▶ Module timings
- ▶ Training modality
- ▶ Assessment of module
- ▶ Content summary
- ▶ Mapping to:
 - ILO Core Skills Framework for the Garment Sector
 - Generic Occupational Standards
 - FTVETA Units of Competence for the Garment Sector at Level 1
 - FTVETA Learning Outcomes and Assessment Criteria
- ▶ Individual activity or section timings
- ▶ Trainer and learners' activity details
- ▶ Important notes for trainers
- ▶ Mapping to PPT slide numbers and Learner Handbook page numbers
- ▶ Resources / location
- ▶ Activity assessment (how the trainer can assess learning of the activity)



Module 1: Working in the garment industry in Ethiopia

Module 1	Working in the garment industry in Ethiopia	
Duration	10 hours (4 x sessions of 2.5 hours) Option for contextualization for a specific role or company	
Mode	Classroom training Visit / talk from garment factory ambassador and / or visit to garment factory Learner Handbook	
Assessment	Knowledge assessment and observation with oral questions	
Summary of content		

This first module introduces learners to the world of work in the garment sector. Learners will gain an overview of working life in a garment factory, exploring the different roles at entry / operator level and identifying opportunities for progression and self-improvement. Learners will explore what a working culture is and the attitudes and behaviours required for working in a garment factory, including work ethics, discipline, punctuality, compliance, honesty and integrity. Discipline and perseverance (coping in difficult work environment), dedication, productivity and respect for the job will all be introduced and gently explored in this first module.

ILO Core Skills Framework		Mapping to FTVETA units of competence
Category	Skill	Performance (Entry level: Level 1)
Work performance	Understanding work culture <ul style="list-style-type: none"> • With guidance, learns about and adapts to industrial work culture • Understands the promotional ladder 	Mapping to FTVETA learning outcomes and assessment criteria LO1 Define the purpose of work 1.1 One's unique sense of purpose for working and the whys of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is achieved in harmony with the company's values. LO2 Apply work values/ethics 2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. 2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. LO3 Deal with ethical problems 3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standards; work incidents/situations are reported and/or resolved in accordance with company protocol/guidelines. LO4 Maintain integrity of conduct in the workplace 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.

ILO Core Skills Framework		Mapping to FTVETA units of competence	
Category	Skill	Performance (Entry level: Level 1)	Mapping to FTVETA learning outcomes and assessment criteria
Social performance	Communication	<ul style="list-style-type: none"> Follows simple instructions Asks relevant questions for clarification 	<p>LO1 Follow routine spoken messages</p> <ol style="list-style-type: none"> Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions. Instructions/information are properly recorded. Instructions are acted upon immediately in accordance with information received. Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear.
	Teamwork	<ul style="list-style-type: none"> Contributes with suggestions and effort Follows rules and procedures set by team Demonstrates respect for others 	<p>LO2 Contribute to work group activities</p> <ol style="list-style-type: none"> Providing support to team members Making contributions to workgroup goals and tasks Organizing requirements Sharing Information relevant to work
Learning to learn	Teamwork	<ul style="list-style-type: none"> Demonstrates motivation and willingness to learn 	<p>LO1 Develop effective workplace relationships</p> <ol style="list-style-type: none"> Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships. Assistance is sought from workgroup when difficulties arise and problems are addressed through discussion. Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon.
		<ul style="list-style-type: none"> Demonstrates motivation and willingness to learn 	<p>LO2 Apply work values/ethics</p> <ol style="list-style-type: none"> Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. Company resources are used in accordance with transparent company ethical standard, policies and guidelines. <p>LO4: Maintain integrity of conduct in the workplace</p> <ol style="list-style-type: none"> Instructions to co-workers are provided based on ethical, lawful and reasonable directives.

ILO Core Skills Framework		Mapping to FTVETA learning outcomes and assessment criteria	
Category	Skill	Performance (Entry level: Level 1)	units of competence
Social performance	Working with cultural diversity	<ul style="list-style-type: none"> Accepts difference between self and others 	<p>Work with others IND BOT1 14.0220</p> <p>Demonstrate work values IND BOT16.02.20</p>
		<ul style="list-style-type: none"> Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary) Interprets and acts on information in signs, symbols, and text Checks that interpretation and response to signs, symbols or text is correct. 	<p>Receive and respond to workplace communication IND BOT15.0202</p>
Self-performance	Reading	<ul style="list-style-type: none"> Records or copies basic information in familiar workplace format Writes short, simple text in familiar workplace format 	<p>Receive and respond to workplace communication IND BOT15.0202</p>
		<ul style="list-style-type: none"> Demonstrates politeness and confidence in the work environment Contributes efficiently to work and quality of outputs 	<p>Demonstrate work values IND BOT16.02.20</p>
Self-performance	Personal conduct skills	<ul style="list-style-type: none"> Demonstrates politeness and confidence in the work environment Contributes efficiently to work and quality of outputs 	<p>Receive and respond to workplace communication IND BOT15.0202</p>
		<ul style="list-style-type: none"> Demonstrates politeness and confidence in the work environment Contributes efficiently to work and quality of outputs 	<p>Demonstrate work values IND BOT16.02.20</p>
Self-performance	Personal health and wellbeing	<ul style="list-style-type: none"> Demonstrates knowledge of complaints processes and basic workers' rights 	<p>Demonstrate work values IND BOT16.02.20</p>
		<ul style="list-style-type: none"> Demonstrates knowledge of complaints processes and basic workers' rights 	<p>Demonstrate work values IND BOT16.02.20</p>

Module 1, Session 1: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome, introduce yourself / the group to each other.</p> <p>Display PPT 2 – 3 and explain the programme schedule and important housekeeping matters (these are blank slides for you to fill in with your own schedules, housekeeping matters, and health and safety points).</p> <p>Hand out sign-in / attendance sheet and ask learners to sign in and distribute necessary programme paperwork for learner completion.</p> <p>Issue learner handbooks and ask learners to write their names on the front inside cover.</p> <p>Go through the learning outcomes for the entire module in PPT 5 - 6.</p> <p>Module learning outcomes</p> <ul style="list-style-type: none"> • To get to know group members • To agree group rules for the duration of the programme • To define core skills and the Core Skills Framework for Garment Factory Workers in Ethiopia • To set personal programme mission or goals • To define garment or apparel production • To describe the production functions in a garment factory • To explore job roles in a garment factory • To detail important information about the garment industry in Ethiopia • To explore a typical working day in the life of an Ethiopian garment factory worker • To detail the benefits of working in a garment factory • To visit a local / national garment factory • To describe: <ul style="list-style-type: none"> • Specific factory machinery and what it does • Roles and responsibilities of certain factory workers • Clocking-in and out procedures • Security procedures • A typical working day • Duties and tasks • Opportunities for promotion – career options or paths • Rules and regulations 	<ul style="list-style-type: none"> • Training room • Sign-in / attendance sheet • PPT slide deck for Module 1 • Learner handbooks • PPT 2 - 7 	<ul style="list-style-type: none"> • Sign-in sheet completed • Necessary programme paperwork completed

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<ul style="list-style-type: none"> • Reporting • Personal appearance and presentation in and around the factory • Personal conduct in and around the factory • Benefits of working in the factory • What workers would have liked to have known before they started working in the factory <p>Go through the learning outcomes for the session in PPT 7.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • To get to know group members • To agree group rules for the duration of the programme • To define core skills and the Core Skills Framework for Garment Factory Workers in Ethiopia • To set personal programme mission or goals 	<ul style="list-style-type: none"> • Training room • Laptop / PC • Projector / smartboard • PPT slide deck for Module 1 • PPT 8 • A3 or A4 blank paper • one sheet for each learner • Pens • Space for learners to circulate • Flipchart / whiteboard • Markers • Learner Handbook 	<ul style="list-style-type: none"> • Learners complete their four quadrants – demonstrating the ability to listen to and follow instructions • Learners find and hold conversations with three others showing politeness and respect • Learners demonstrate motivation and contribute to the activity • Learners demonstrate turn-taking
	<p>Display and work through PPT 8 as you progress the activity.</p> <p>Draw some lines to divide a piece of A4 paper into four sections or quadrants to demonstrate the activity and show learners. Hand out a blank sheet of paper to each learner and some coloured pens, if you have any, and ask them to do the same. Explain that the group are going to create their own personal shields to start the programme. They should DRAW (not write) their responses to four questions (one for each quadrant). Give them about 10 minutes to work individually and encourage all group members to ask questions if they don't understand the activity.</p> <ul style="list-style-type: none"> • What strengths do I bring to this group? • What is my personal mission to learn from this programme? • What is my proudest moment? • How do other people see me positively? <p>If you feel learners would benefit, have your own personal shield already completed to demonstrate the activity. When they have finished, ask each learner to find three different people they don't know in the room and talk through their answers – keep to schedule and encourage turn-taking. Allow five minutes per conversation (15 mins in total) for pairs to share their shields / quadrants with three others (Give examples if learners appear stuck for answers).</p> <p>Debrief</p> <p>Ask each learner to make a note / draw an image of their personal mission from the icebreaker on page 4 of the Learner Handbook</p> <ul style="list-style-type: none"> • Explain that you will revisit the missions at various points throughout the programme 		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>What are core skills?</p> <ul style="list-style-type: none"> Point out that the group used some core skills during the activity and will continue to build on those skills with each activity they do throughout the programme Explain to the group that, in the next activity, they will look at what core skills are and how important they are at work, and that they will examine the core skills they have learned at the end of each session. 	<ul style="list-style-type: none"> Training room Laptop / PC Projector / smartboard PPT slide deck for Module 1 PPT 9 - 13 Flipchart / whiteboard Markers Learner Handbook Flipchart paper Marker pens 	<ul style="list-style-type: none"> Learners work in pairs to identify skills being shown in the photos Learners understand what core skills are and the benefits of having core skills before they start work (Optional extension) learners give other examples for each of the core skills in their category that they might demonstrate at work <p>Display PPT 9 and refer to Activity 1.1: Core skills for garment workers on page 5 of the Learner Handbook. There are the same images as in PPT 10 and the names of the core skills are also given in a box at the bottom of the page in the Learner Handbook. Read out the skills and check for understanding.</p> <p>Ask learners to work in pairs to discuss and identify the skills they think the people in the images are exhibiting. Give an example to get the group started and write it up on the flipchart / whiteboard (Image 1 shows a female worker delivering training to other staff – the skills involved are communication and teamwork). Give learners a few minutes to complete the activity and explain that there could be more than one core skill shown in each image. Display PPT 10 and ask learners to write in the suggested answers in their handbooks.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> Communication / Teamwork Communication / Teamwork Working safely Understanding work culture Personal health and wellbeing / Teamwork Cultural diversity / Teamwork <p>Display PPT 11 and read through the suggested definition of core skills, or suggest a definition that you feel sums up what core skills are and that would be appropriate for entry-level garment-factory workers. Check for learner understanding and emphasize how important it is for everyone who works in a garment factory to understand and master core skills if they are to be successful in the workplace:</p> <p>What are core skills for garment workers?</p> <p>Core skills are skills such as reading, writing, teamwork, communication, problem-solving and job-safety skills that help every worker, in every job and at every level in a garment factory, to perform to the best of their ability.</p> <p>Display PPT 12. Ask learners to look at the Core Skills Framework for Garment Workers on page 6 of the Learner Handbook. Explain that this framework was created especially for garment factory workers in Ethiopia. Point out that there are three broad categories of core skills:</p> <ul style="list-style-type: none"> Work performance Social performance and Self-performance

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Display PPT 13 and read through the broad definitions and examples. Display PPT 12 again and read through the core skills that fall under the three broad categories, giving examples and checking for understanding as you go through them.</p> <p>Explain that, during this programme, learners will learn and practise a lot of these different core skills and sub-skills so that, when they start work, they will already know and be able to use them. Point out that you will review all the core skills learned in each session at the end of the session.</p> <p>Extension activity (If this part is too challenging for learners at this stage, come back to it later in the module or miss it out entirely).</p> <ul style="list-style-type: none"> • Split the whole group into three smaller groups and allocate one of the three broad categories to each, together with a sheet of flipchart paper and some marker pens. • Ask each group to think of another example for each of the core skills in their category that they might demonstrate at work, then note it down or draw an image of what it represents on the flipchart paper. • When the sub-groups have completed the activity, ask each to nominate a volunteer to present it to the whole group. 	<ul style="list-style-type: none"> • Training room • Laptop / PC • Projector / smartboard • PPT slide deck for Module 1 • PPT 14 • Flipchart / whiteboard • Markers • Flipchart paper for each group • Post-it notes for each group • Pens for each group 	<ul style="list-style-type: none"> • Active engagement in discussion with other learners in group • Individual learners put forward suggestions for rules • Group rules collated, agreed upon and signed by the whole group
	<p>Activity 1.2: Setting group rules</p> <p>Display PPT slide 14. Split the whole group into groups of four/five learners and issue flipchart paper and post-it notes to each group.</p> <p>Ask groups to discuss and come up with five rules that they would like the whole group to follow over the duration of the programme – ask them to discuss and agree rules politely and respectfully. Groups should record their ideas on the Post-it notes and stick them onto the flipchart paper</p> <p>Display a new blank flipchart with the title “Group Rules”. Individual groups should read out their rules and the whole group should discuss and agree whether to adopt the rule or not. If the rule is a “keeper”, ask a group volunteer to come to the front and stick the rule onto the flipchart. Continue until each group has read its rules and the whole group have discussed and accepted / rejected them. Once all the group rules are displayed on the flipchart, ask each member of the group to come and sign the rules. Display the group rules on the wall of the training room for the duration of the programme.</p> <p>Debrief</p> <ul style="list-style-type: none"> • Ask the group how they found the activity. Did they agree easily on the rules or did they have differences of opinion? How did they feel about putting forward their suggestions? Did they get angry or upset at any point during the activity? • Point out that the activity of rule-setting practised some extremely important core skills, such as showing politeness and respect, accepting that people within the group are similar and different to them, turn-taking, working under challenging circumstances, following rules and procedures, and showing confidence. All such core skills are vital if they are to work to the best of their ability and harmoniously with others in a garment factory. 		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Activity 1.3: Setting personal programme mission or goals</p> <p>Ask learners to turn to page 7 of the Learner Handbook, where they recorded their personal mission to learn from for the programme during the icebreaker activity. Ask the group what a mission or goal is – definitions. Take feedback from several answers.</p> <p>Display PPT 15 with the definition of “goal” from the Oxford English Dictionary: “A purpose, or something you want to achieve”. Ask a few volunteers to read out what they recorded for their mission, discuss them briefly and write up some examples and general themes on the flipchart / whiteboard. Ask why it is a good idea to set a personal goal or mission for the programme, note some answers on the flipchart / whiteboard. Explain that setting personal goals or objectives for life, work or study can help learners focus on the direction they want to go in. Explain that if the group set clear and defined goals or personal objectives they can measure the steps they have taken and keep the end goal in sight without it slipping away.</p> <p>Display PPT 16 and point out that setting a defined goal is important – look at the differences between the two goals displayed:</p> <ul style="list-style-type: none"> • I want to be on time for training. • I will arrive at the training room at least 10 minutes before the session starts, every day for 10 sessions to make sure I am on time. <p>Ask the group what the differences are between the two goals and take feedback. Display PPT 17 and introduce the English term SMART to the group. Read out the following definition of SMART giving context-appropriate examples where necessary:</p>	<ul style="list-style-type: none"> • Training room • Laptop / PC • Projector / smartboard • PPT slide deck for Module 1 • PPT 15 - 17 • Learner Handbook • Flipchart / whiteboard • Markers 	<ul style="list-style-type: none"> • Learners offer suggestions for the definition of a goal or personal mission • Learners are able to turn stated broad goals into SMART goals • Learners revisit their personal mission and rewrite it as SMART goals <p>Specific</p> <p>Make each goal specific, so you know exactly what it is. Take some time to clearly define your goals and sub-goals. The more detailed your goals and how you intend to achieve them, the better the goals will be.</p> <p>Measured</p> <p>Make each goal measurable so you know how you are progressing.</p> <p>You need to be able to see how you are progressing in reaching your goals. How can you measure your progress?</p> <p>Achievable</p> <p>Don't set impossible goals, make sure it is possible for you to achieve each goal and sub-goal. If your goal is really ambitious, you can split it down into smaller steps or sub-goals to make it more likely you will achieve the larger goal.</p> <p>Relevant</p> <p>Keep your goals relevant. Make sure that any goal or mission you set for life, work or study is personally important to you and only you. Try not to set goals that don't ultimately help you to achieve your overall life goals.</p>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Timed</p> <p>Try to give yourself deadlines or time limits for each of your goals or objectives, and your sub-goals. If you can set and stick to realistic deadlines, you will be able to keep yourself motivated and not get distracted.</p> <p>Use “I will” statements for your goals and sub-goals</p> <p>As an additional point, encourage learners to use “I will...” at the beginning of each goal and sub-goal as this expresses an intention to get things done! Using an “I want...” statement means it is still a dream. Ask learners to turn to page 8 of the Learner Handbook. In pairs, ask learners to turn the following broad goals given into SMART goals (Use / add examples appropriate to the ability of the group):</p> <ul style="list-style-type: none"> • “I want to find a new place to live.” • “I want to find a job.” • “I want to get a promotion to supervisor.” <p>Facilitate a feedback discussion with the wider group, correcting any goals which are not specific, measurable, achievable, realistic and timely.</p> <p>Ask learners to go back to the personal goals and mission they set in the icebreaker activity and turn them into SMART goals. Monitor this activity and help individual learners ensure they have produced specific, measurable, achievable, realistic and timely goals or personal objectives.</p>		
15 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 1.4: Personal action plan</p> <p>Explain to the group that at the end of each session there will be a round-up of what has been learned in the session, as well as a “takeaway” (from one to three things that they have personally learned and will put into action as a result of the training). Recap what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Ask them to record their actions in the personal action plan on page 9 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <ul style="list-style-type: none"> • Display PPT 18 which shows the core skills learned in this session. • Go through with learners, relating each skill to the session activities. • The core skills are also displayed on page 10 of the Learner Handbook, so learners can read and follow along. • Explain the core skills in accessible and relevant language. 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 1 • PPT 18 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • All learners record at least one action they will take away from the session • Learners understand the core skills learned in this session

Module 1, Session 2: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Thank those on time for being on time and stress the importance of punctuality as a core skill and a very important part of working in a garment factory. Recap on the previous session's outcomes and remind learners of the group rules that they agreed to and signed.</p> <p>Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 19.</p> <p>Session learning outcomes:</p> <ul style="list-style-type: none"> To define garment or apparel production To describe the production functions in a garment factory To explore job roles in a garment factory To detail important information about the garment industry in Ethiopia 	<ul style="list-style-type: none"> Sign in / attendance sheet Laptop projector / smartboard PPT slides for Module 1 PPT 19 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed
15 mins	<p>Session energizer: Introductions</p> <p>Aim: To ensure the group start to become familiar with one another and learn one another's names, as well as setting a supportive and creative group environment and tone.</p> <p>Method: It is usually best if you as the trainer model this by starting off:</p> <ul style="list-style-type: none"> You say: "My name is (your name)", then introduce the person on your right: "and this is (their name)". You may need to ask their name first. Then they say: "My name is (their name), and I was introduced by (your name), and this is (the next person's name)". The next person would say: "I am (their name), and I was introduced by (their name), who was introduced by (your name)" and on it goes around the circle. For example: "My name is Kiya and this is Lia", then Lia would say: "My name is Lia, and I was introduced by Kiya, and this is Mazaa", and Mazaa would say: "I am Mazaa, and I was introduced by Lia, who was introduced by Kiya", and on it goes... Make it clear from the start that it will get harder with more names to remember, but everyone will help out, which in turn will help us all remember one another's names. <p>Debrief</p> <p>Point out that working together and supporting each other is an important core skill, at work and in studying, and helps everyone succeed.</p>	N/A	<ul style="list-style-type: none"> Learners participate in the activity and start to learn one another's names Learners support each other in remembering names

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>The world of work in garment production</p> <p>Activity 1.5: Definition of garment or apparel production</p> <p>Display PPT 20. The first click (In “slide show” mode) will show the slide title and the image of a young Ethiopian woman at a sewing machine in a garment factory. Ask learners to work in pairs to discuss and record what they know about garment or apparel production. What is it? How would they explain it to someone who knows nothing about the industry?</p> <p>Take feedback from several pairs and write up definitions on the flipchart / whiteboard. Second click PPT 20 and read out the simple definition, asking learners to turn to Activity 1.5: Definition of garment or apparel production on page 11 of the Learner Handbook:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Garment production, also known as apparel production is a process whereby fabric is converted into garments.</p> </div> <p>Continue the definition by explaining the following, including any technical terms like “bulk” and “brands”:</p> <p><i>“The term garment production is used when garments are manufactured in a factory. Traditionally apparel or garment manufacturing factories are divided into two sectors: domestic and export. Domestic production is when the garments are produced for Ethiopia and export is when garments are produced for brands and companies in other countries. A garment factory usually produces a bulk quantity of garments for a style or design at one time.”</i></p> <p>Production functions in a garment factory</p> <p>Display PPT 21 and ask what the images are depicting. Elicit what you can from the group, then explain the typical production functions in a garment factory as shown on the PPT:</p> <ul style="list-style-type: none"> • Sewing • Fabric cutting • Embroidery • Ironing / Pressing • Washing • Folding (does not appear on PPT slide) • Knitting • Printing • Thread trimming • Packing¹ 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • Flipchart / whiteboard • PPT slides for Module 1 • PPT 20 - 24 	<ul style="list-style-type: none"> • Learners participate in discussions on what they know about garment or apparel production • Learners volunteer known production functions in garment production • Learners volunteer what they know about working in a garment factory

¹ Adapted from: <https://www.onlineclothingstudy.com/2011/01/apparel-manufacturing-overview.html>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Job roles in a garment factory</p> <p>Ask the group if they know anyone who works in a garment factory and, if so, what position they occupy. Write down some of the job roles on the flipchart / whiteboard. Display PPT 22 - 24 and ask learners to look at page 12 in the Learner Handbook, going through some of the typical jobs in a garment factory at each level and briefly explaining the typical functions of each job. Point out that you will be looking into the duties and tasks of garment factory job roles in more detail in the following sessions.</p>	<p>The garment industry in Ethiopia</p> <p>Explain that the garment and textile industries are among the priorities of the Ethiopian Government under a plan called the Growth and Transformation Plan, and both industries are important for making Ethiopia a middle-income country by the year 2025. Display PPT 25, which shows a 2020 ILO infographic with some important numbers and statistics for the garment and textile sectors. (This is in English and for 2020 – please replace with something suitable in the local language or explain in the local language and update where appropriate).</p> <p>Go through the infographic, expanding on the information it contains with your own knowledge, and discuss with the group. Give further information and facts about the industrial parks across the country, using language and explanations appropriate to the learners' level of understanding.</p> <p>There are industrial parks in:</p> <ol style="list-style-type: none"> 1. Hawassa 2. Bole-Lemi 3. Mekelle 4. Kombolcha 5. Dire Dawa 6. Adama <p>Depending on where you are located for training purposes, you can supplement with further information on individual industrial parks, which can be found at: http://ethiobassycanada.org/docs/IndustrialparksGuide.pdf (In English)</p> <p>Point out that the big industrial parks are foreign-owned and have a focus on exporting the garments they produce to overseas markets. A foreign-owned factory will mean managers in the company may not come from Ethiopia. Display PPT 26, which shows some of the international brands (PVH, who are the umbrella company for designer brands such as Tommy Hilfiger and Calvin Klein, and H&M, a Swedish-owned high-street brand) for which the industrial parks produce garments. Find out whether these brands are known to learners and, if so, what they know about. Invite questions from the group if they would like to know more about the sector as a whole.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 1 • PPT 25 – 26 • Ethiopia Industrial Park Guide http://ethiobassycanada.org/docs/IndustrialparksGuide.pdf (in English) <ul style="list-style-type: none"> • Learners listen attentively to information • Learners volunteer what they know about industrial parks in Ethiopia • Learners volunteer what they know about brands • Learners ask appropriate questions about the garment sector

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 1.4: Personal action plan</p> <p>Recap what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of three actions they will take away from this session. Ask them to record their actions in the personal action plan for this module on page 9 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 27, which shows the core skills learned in this session. Go through with the learners, relating each skill to the session activities. The core skills are also displayed on page 13 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 1 • PPT 27 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • All learners record at least one action they will take away from the session • Learners understand the core skills learned in this session

Module 1, Session 3: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Thank those on time for being on time and stress the importance of punctuality as a core skill and a very important part of working in a garment factory. Recap on the previous session's outcomes and remind learners of the group rules that they agreed to and signed. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 28.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • To explore a typical working day in the life of an Ethiopian garment factory worker • To detail the benefits of working in a garment factory 	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • Projector / smartboard • PPT slides for Module 1 • PPT 28 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed
15 mins	<p>Session energizer: Marooned</p> <ul style="list-style-type: none"> • Split the group into smaller groups of 4-6 learners. • Hand out a sheet of flipchart paper and some pens to each group. • Ask each group to imagine that they are marooned on an island and to decide together what five items they would have brought with them if they had known they were likely to be stranded. • Give each group five minutes to decide on five items (per team, not per person). • Ask each team to present and justify their choices to the whole group. • The whole group discusses the choices presented. <p>Activity debrief</p> <p>In this energizer, learners will get the chance to discuss and “argue” their point, gaining insight into the others’ values and problem-solving styles. It also promotes teamwork / collaborative working.²</p>	<ul style="list-style-type: none"> • Flipchart paper for each group • Marker pens for each group 	<ul style="list-style-type: none"> • Learners volunteer ideas within their own groups • Volunteer group leads put forward their own ideas for what they would need on the island • Volunteer group leads justify their choices of what they would have brought with them

² Adapted from: Learners as Partners: Peer Support Icebreakers, University of Manchester UK

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Activity 1.6: A day in life of an Ethiopian garment worker</p> <p>If any of the learners know of someone who works or has worked in a garment factory, invite them to tell the group what they know, if anything, about their working day. What time do they have to get up for work? How do they get to work? What do they do at work? What is the factory like to work in? and so on. Discuss as a group, keeping the conversation positive.</p> <p>If the group do not know of anyone who works in a garment factory, split the whole group into smaller groups of four learners and ask them to imagine what a day in the life of a young woman who works as a sewing machine operator is like. Ask the groups to consider the same questions as in the previous task:</p> <ul style="list-style-type: none"> • What time does she have to get up for work? • How does she get to work? • What does she do at work? • Why does she work in the factory (what is her motivation)? • What is the factory like to work in? and so on. <p>Click to play the ILO video embedded in PPT 29, which shows a day in the life of two garment factory workers in Ethiopia, both working at Hawassa Industrial Park (ensure speakers are on). Display PPT 30 and ask learners to turn to page 14 of the Learner Handbook.</p> <p>Arrange learners into the same groups as before and allocate one of the garment workers in the video, either Alemtehay Ashenafi or Alemitu Amare, to each group. Then go through the following questions before playing the video. You can either play the video all the way through and get the groups to discuss and answer the questions at the end, or stop part way through and ask the groups to discuss and answer the questions for that part:</p> <ul style="list-style-type: none"> • Where does she live? • Who does she live with? • What time does she get up for work? • How does she get to work? • What time does she start work? • What job does she do in the factory? • How long does she have for her lunch break? 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 1 • PPT 29 - 30 • Speakers for video audio 	<ul style="list-style-type: none"> • Learners volunteer what they know about working life in a garment factory • Small groups work collaboratively to imagine life in a garment factory, answering the questions posed by the trainer • Learners watch the video attentively • Learner groups answer the questions in the Learner Handbook correctly • Learner groups answer the additional questions posed by the trainer • Learners discuss what they found interesting about the women's stories and what surprised them when they watched the video of factory life

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>When the groups have answered the questions, read each question out and ask the groups to answer, correcting where necessary. Continue the discussion by asking the following questions:</p> <ul style="list-style-type: none"> • How long have they both worked at the factory? • What did they have to do in order to get the job? (test, etc.) • What are some of the issues associated with travelling to and from the factory? • When do they have to arrive at the factory? • What do they do in their free time? • What do they say about promotion in the factory? <p>Ask the groups to discuss anything they found interesting about the women's stories and what surprised them when they watched the video of factory life, for instance the numbers of people working there, the digital fingerprint clocking-in, or the machinery.</p> <p>Discuss learners' initial observations at this stage and make a note on the flipchart / whiteboard of the general themes and answers coming out of the discussions.</p>		
45 mins	<p>Why work in a garment factory?</p> <p>Ask learners if they can remember what the two women said were their reasons for working at the factory, write down answers on the flipchart / whiteboard.</p> <p>Suggested answers:</p> <p>Alemtsehay Ashenafi – Quality checker</p> <ul style="list-style-type: none"> • When you don't work, you don't have peace of mind. • When you come here to work you connect with people and expand your knowledge and experience. <p>Alemitu Amare – Stitching operator</p> <ul style="list-style-type: none"> • To be able to study at the weekends • To get a promotion <p>Ask the group why they want to work in a garment factory, take feedback and write the results on the flipchart / whiteboard. Mention the following benefits, if they don't come up in conversation:</p> <ul style="list-style-type: none"> • It keeps us busy, challenges us and gives us the means to develop ourselves. • People in work tend to enjoy happier and healthier lives than those who are not in work. • Our physical and mental health is generally improved through work. We recover from sickness quicker and are at less risk of long-term illness and incapacity. • It gives us a sense of pride, identity and personal achievement. • It enables us to socialize, build contacts and find support. 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT Slides for Module 1 • PPT 31 - 34 • Flipchart / whiteboard • Markers 	<ul style="list-style-type: none"> • Learners volunteer what they remember about what the women said in the video • Learners discuss why they want to work in a garment factory • Learner pairs think about and add to what each woman does in the factory every day as a part of their job, so giving a brief description of their roles • Learners follow and understand the sample job descriptions of a quality checker and a stitching operator • Learners understand what will be happening on their visit to the garment factory and how they should dress / behave while on the premises

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> It provides us with money to support ourselves and explore our interests.³ 		<ul style="list-style-type: none"> Learners think of questions they might like to ask about working life in a factory if they get the opportunity, for homework task
	<p>Job roles in a garment factory</p> <p>Display PPT 31 and recap on the two job roles featured in the video and what the women said that role entailed:</p>		
	<p>Alemtsehay Ashenafi – Quality checker</p> <ul style="list-style-type: none"> Measures and checks collars 		
	<p>Alemitu Amare – Stitching operator</p> <ul style="list-style-type: none"> Works on sleeve, shoulder and outline attachments Gives supports on different lines where defects are found 		
	<p>Remind learners that in this particular factory the HR (Human Resources) department gives the workers a test before they start. (Point out that not all factories operate in the same way). Based on their results, they are allocated tasks and given technical training before starting work.</p> <p>Ask the group to work in pairs to think about and add to what each woman does in the factory every day as a part of her job, so giving a brief description of their roles. Display PPT 32 and ask learners to refer to page 16 of the Learner Handbook. Talk through the description of what a garment checker does, explaining any unfamiliar terms:</p>		
	<p>Example job description for a garment checker</p>		
	<ol style="list-style-type: none"> Supervises and coordinates activities of workers engaged in sewing, pressing and inspecting garments in one department of a garment factory Inspects work for adherence to specifications Trains workers in assembly of new-style garments Notifies mechanic when machines malfunction Makes sure team members meet quotas Makes sure team members use equipment correctly and adhere to company policies May include writing budget reports, processing shipping information and completing individual production tasks Other duties vary by department, but common tasks include quality control and handling employees 		
	<p>Display PPT 33 and ask learners to refer to page 17 of the Learner Handbook. Talk through the description of what a stitching / sewing operator does, again explaining any unfamiliar terms.</p>		

³ Adapted from: <https://fitforwork.org/blog/benefits-of-working/>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Example job description for a stitching / sewing operator</p> <ol style="list-style-type: none"> 1. Handles and moves objects, using hands and arms in handling, installing, positioning and moving materials 2. Controls machines and processes, using either control mechanisms or direct physical activity to operate machines or processes 3. Inspects equipment, structures and materials to identify the cause of errors or other problems or defects 4. Monitors processes, materials and the surroundings, reviewing information from materials, events or the environment to detect or assess problems 5. Gathers information by observing, receiving and otherwise obtaining information from all relevant sources <p>Point out that almost all garment workers will have a supervisor who looks after their department and who they will report to. Display PPT 34 and ask learners to refer to page 18 of the Learner Handbook. Talk through the description of what a garment production supervisor does, again explaining any unfamiliar terms.</p> <p>Talk through a visit to a garment factory for next session</p> <ul style="list-style-type: none"> • Explain to learners that they will be visiting a garment factory in the next session. • Talk through the logistics of what to bring, what to wear, etc. • Talk about timings and the importance of being on time. • Discuss expectations of learners' conduct while inside the factory. • Ask learners to think of questions they might like to ask about working life in a factory if they get the opportunity, for their homework task. 		
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 1.4: Personal action plan</p> <p>Recap what has been learned in the session. Ask individual learners to reflect on their personal goals and to think of three actions they will take away from this session. Ask them to record their actions in the personal action plan on page 9 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 35, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 19 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 1 • PPT 35 	<p>Learners are able to recap what they learned in this session</p> <p>All learners record at least one action they will take away from the session</p> <p>Learners understand the core skills learned in this session</p>

Module 1, Session 4: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
2.5 hours	<p>Welcome learners. Recap on the previous session's outcomes and remind learners of the group rules that they agreed to and signed. Hand out sign-in / attendance sheet and ask learners to sign in.</p> <p>Go through the learning outcomes for the session on PPT 36.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> To visit a local / national garment factory To describe: <ul style="list-style-type: none"> Specific factory machinery and what it does Roles and responsibilities of certain factory workers Clocking-in and out procedures Security procedures A typical working day Duties and tasks Opportunities for promotion – career options or paths Rules and regulations Reporting Personal appearance and presentation in and around the factory Personal conduct in and around the factory Benefits of working in the factory What workers would have liked to have known before they started working in the factory <p>Garment factory tour and familiarization</p> <p>Important notes to trainer: This factory tour will need to be organized in advance of the session. You will need to organize:</p> <ul style="list-style-type: none"> Transportation to and from the factory (if you are not training in an industrial park) A contact person at the factory to organize the tour with and liaise with for tour timings, etc. Pick-up and drop-off times and place Appearance and presentation of learners (if relevant) General dos and don'ts of visiting the factory General health, safety and security considerations Extra support if needed, e.g. an additional trainer Access to security staff and member(s) of staff who will facilitate the tour Access to at least two workers: one sewing machine operator and one supervisor or manager to explain role and duties 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 1 PPT 36 Garment factory Access to contact person for arranging the visit, security staff, member(s) of staff who will facilitate the tour and at least two workers: one sewing machine operator and one supervisor or manager to explain role and duties 	<ul style="list-style-type: none"> Learners adhere to health, safety and security briefing and guidelines Learners adhere to conduct, appearance and presentation guidelines

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p data-bbox="221 1025 277 1541">You have primary responsibility for the conduct and health and safety of the learners while on the visit</p> <p data-bbox="308 1473 336 1906">To make the most of the visit to the factory</p> <ul data-bbox="352 860 552 1906" style="list-style-type: none"> • Arrange the visit when the factory is open and going about its daily business (avoid opening, closing and break times). • Arrange a security contact person to greet you and go through specific dos and don'ts / health and safety considerations before entering the factory. • Develop a meaningful but simple task for learners to complete during the trip to ensure attention and focus are maintained. <p data-bbox="571 1249 600 1906">Arrange a person to guide your group around the factory pointing out:</p> <ul data-bbox="616 1473 815 1906" style="list-style-type: none"> • Specific areas • Specific machinery and what it does • Roles and responsibilities of certain workers • Clocking-in and out procedures • Security procedures <p data-bbox="834 891 890 1906">Arrange talks to the group by a few workers with different job roles (at least one experienced sewing-machine operator and one supervisor / manager). The talks should cover:</p> <ul data-bbox="906 1294 1286 1906" style="list-style-type: none"> • A typical working day • Duties and tasks • Opportunities for promotion – career options or paths • Rules and regulations • Reporting • Personal appearance and presentation in and around the factor • Personal conduct in and around the factory • Benefits of working in the factory • What they would have liked to have known before they started work <p data-bbox="1305 891 1390 1906">Invite a few of the learners to ask their pre-prepared questions, fielding the questions and supervising where necessary. Explain that you will revisit what was learned during the visit in the next session back in the training room.</p>		

Module 2: Working professionally

Module 2	Working professionally
Duration	10 hours (4 x sessions of 2.5 hours) Option for contextualization for a specific role or company
Mode	Classroom training Scenarios Role play Learner Handbook
Assessment	Knowledge test and observation with oral questions
Summary of content	

During this second module, learners will explore basic standards of professional behaviour in the garment manufacturing workplace, including employer expectations, positive and negative behaviours, and standards of conduct.

Additionally, learners will consider their personal values and how they impact on their conduct and relationships with co-workers, supervisors and managers, as well as the organization they represent. Learners will also consider acceptable standards of dress, personal grooming and how the power of first impressions contributes to success. Learners will further explore industrial work culture and mindset, discovering how a company's values influences the culture of the organization and how personal values also contribute to the culture.

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Work performance	Understanding work culture <ul style="list-style-type: none"> • With guidance, learns about and adapts to industrial work culture • Understands expectations in relation to behaviour in the factory environment, including work ethics, discipline, punctuality, compliance, honesty and integrity • Learns to cope in a difficult work environment 	Demonstrate work values IND BOT16 02 20	LO1 Define the purpose of work 1.1 One's unique sense of purpose for working and the whys of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. LO2 Apply work values/ethics 2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. 2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. 2.3 Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. 2.4 Company resources are used in accordance with transparent company ethical standard, policies and guidelines. LO3 Deal with ethical problems 3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied; work incidents/situations are reported and/or resolved in accordance with company protocols/guidelines. LO4 Maintain integrity of conduct in the workplace 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and the company's core values. 4.3 Company values/practices are shared with co-workers using appropriate behaviour and language.

ILO Core Skills Framework		Mapping to FTVETA units of competence	
Category	Skill	Performance (Entry level: Level 1)	Mapping to FTVETA learning outcomes and assessment criteria
Social performance	Communication	<ul style="list-style-type: none"> Follows simple instructions Asks relevant questions for clarification 	<p>LO1 Follow routine spoken messages</p> <ol style="list-style-type: none"> Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions. Instructions/information are properly recorded. Instructions are acted upon immediately in accordance with information received. Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear.
	Teamwork	<ul style="list-style-type: none"> Contributes with suggestions and effort Follows rules and procedures set by team Demonstrates respect for others 	<p>LO2 Contribute to work group activities.</p> <ol style="list-style-type: none"> Support is provided to team members to ensure work group goals are met. Constructive contributions to work group goals and tasks are made according to organizational requirements. Information relevant to work are shared with team members to ensure designated goals are met.
	Learning to learn	<ul style="list-style-type: none"> Uses basic questions to source information Demonstrates motivation and willingness to learn Asks questions and follows instructions to adapt to new workplace systems or processes 	<p>LO1 Develop effective workplace relationships</p> <ol style="list-style-type: none"> Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships. Assistance is sought from work group when difficulties arise and problems are addressed through discussion. Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon.
		<p>Demonstrate work values</p> <p>IND BOT16 02 20</p>	<p>LO2 Apply work values/ethics</p> <ol style="list-style-type: none"> Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. Company resources are used in accordance with transparent company ethical standards, policies and guide lines. <p>LO4 Maintain integrity of conduct in the workplace</p> <ol style="list-style-type: none"> Instructions to co-workers are provided based on ethical, lawful and reasonable directives.

ILO Core Skills Framework		Mapping to FTVETA units of competence		Mapping to FTVETA learning outcomes and assessment criteria	
Category	Skill	Performance (Entry level: Level 1)	FTVETA units of competence	Learning Outcomes	Assessment Criteria
Self-performance	Self-management	<ul style="list-style-type: none"> Displays the required standards of workplace attendance, punctuality, commitment, attitude and focus <p>Takes responsibility for own actions</p> <ul style="list-style-type: none"> Follows workplace or community code of conduct 	Demonstrate work values IND BOT16.02.20	LO2 Apply work values/ethics 2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. 2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. 2.3 Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. 2.4 Company resources are used in accordance with transparent company ethical standards, policies and guidelines.	LO4 Maintain integrity of conduct in the workplace 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and the company's core values. 4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.
Personal conduct skills		Demonstrates politeness and confidence in the work environment Contributes efficiently to work and quality of outputs	Demonstrate work values IND BOT16.02.20	LO4 Maintain integrity of conduct in the workplace 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values. 4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives. 4.3 Company values/practices are shared with co-workers using appropriate behaviour and language.	

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Reading	<ul style="list-style-type: none"> Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary) Interprets and acts on information in signs, symbols, and text Checks that interpretation and response to signs, symbols or text is correct 	Receive and respond to workplace communication IND BOT15 0202	LO2 Perform workplace duties following written notices 2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines. 2.2 Routine written instruction are followed in sequence. 2.3 Feedback is given to workplace supervisor based on the instructions/information received.
			LO2 Perform workplace duties following written notices 2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines. 2.2 Routine written instruction are followed in sequence. 2.3 Feedback is given to workplace supervisor based on the instructions/information received.
Writing	<ul style="list-style-type: none"> Records or copies basic information in familiar workplace format Writes short, simple text in familiar workplace format 	Receive and respond to workplace communication IND BOT15 0202	LO2 Perform workplace duties following written notices 2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines. 2.2 Routine written instruction are followed in sequence. 2.3 Feedback is given to workplace supervisor based on the instructions/information received.

Module 2, Session 1: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	Welcome learners and recap on the previous module's outcomes. Once again, remind learners of the group rules that they agreed to and signed. Hand out sign-in / attendance sheet and ask learners to sign in and go through the learning outcomes for the entire module on PPT 3 . Module learning outcomes <ul style="list-style-type: none"> To reflect on the factory visit from the previous module To describe the "top ten takeaways" from the factory visit To list what must and could be included in an Ethiopian contract of employment To describe appropriate personal appearance and presentation in a garment factory To design a poster on personal appearance and presentation at work To detail the meaning and importance of good personal conduct in garment factories 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 2 PPT 3 - 4 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> To describe the organizational values that influence employee conduct To detail personal values and their importance to the workplace To list personal values that impact on workplace conduct <p>Then go through the session learning outcomes on PPT 4</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> To reflect on the factory visit from the previous module To describe the “top ten takeaways” from the factory visit To list what must and could be included in an Ethiopian contract of employment 	<ul style="list-style-type: none"> Authentic contact of employment for a garment factory in Ethiopia And / or member of staff from a factory who can explain the suggested dress code to the group and answer questions 	<p>N/A</p>
15 mins	<p>Important notes to trainer: Later in this session, you will be looking at industrial culture and contracts of employment. To bring this to life there are several options:</p> <ul style="list-style-type: none"> If you are training in an industrial park or garment-factory training centre, you could invite a member of Human Resources from one of the factories to come and talk about contracts of employment and bring along a contract to briefly explain what a contract is for and what it contains. Ensure you have enough copies for all learners. If you are training outside an industrial park or training centre, you could obtain a contract of employment from one of the local garment factories, or find out what is contained in an employment contract and go through this with learners in the latter part of the session. <p>Session energizer: Promises in a jar</p> <p>Ask learners to recall the group rules activity from the first session. Explain that, by signing the group rules, learners effectively made promises that they would keep to the rules set by the group. Explain that keeping to what you have agreed and promised is a very important part of working in a garment factory and that you will be exploring this more in this session.</p> <ul style="list-style-type: none"> Pair or group learners together, ensuring that those who have literacy needs are with a learner of learners who are more competent in writing. Hand out a small piece of paper or sticky note and a pen to each learner. Ask each learner to think of another promise they will keep throughout this programme. Give examples, such as: I promise to work well with my teammates; I promise to complete my work to the best of my ability. Ask learners to write down their promises and put their name against them. Ask the more literate learners in the pair/group to help the others, if necessary. When all have written down their promises, ask learners to fold them up and place them in a large jar at the front of the room. Explain that you will read out some of the promises throughout the remainder of the programme as a way of seeing how easy or difficult it is to keep promises in a group situation. Place the jar where all learners can see it. 	<p>N/A</p>	<ul style="list-style-type: none"> Learners record a promise that they will try to keep throughout the programme Small piece of paper or sticky note for each learner Pens Large jar or container

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Module 1, Session 4: Factory visit reflection / round-up and personal goals</p> <p>Activity 2. 1: Reflection on factory visit – Top ten takeaways</p> <p>Split learners into small groups of 4-6. Allocate to each group one aspect of the factory tour talks given by workers, such as:</p> <ul style="list-style-type: none"> • Job roles and duties • Security procedures • Health and safety • Factory rules and regulations • Personal appearance and presentation • Personal conduct • Reporting <p>Ask the groups to discuss what they remember about those aspects of the visits and to summarize the information in the form of the top ten points they learned. Issue a sheet of flipchart paper and some markers to those groups who would like / are able to record their ideas in this way. Also ask learners to make notes in the Learner Handbook on page 22.</p> <p>Ask the small groups to present their top ten points to the whole group.</p> <p>Summarize the discussions and explain that you will be revisiting these themes throughout the remainder of the programme.</p> <p>Activity 1. 4: Personal action plan</p> <p>Recap with learners what they learned on the factory visit, ask individual learners to reflect on their personal goals, and ask them to think of three actions they will take away from the visit. Ask them to record their actions in the personal action plan on page 9 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 5, which shows the core skills learned in the previous session. Go through with learners, relating each skill to the factory visit. The core skills are also displayed on page 20 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 2 • PPT 5 	<ul style="list-style-type: none"> • Groups actively discuss and can recall important aspects of the factory visit • Learners are able to recap what they learned in this session • All learners record at least one action they will take away from the session • Learners understand the core skills learned in this session

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Industrial culture: Contracts of employment</p> <p>Remind learners of Activity 2.1: Reflection on factory visit and the aspects of the factory tour talks given by workers, such as:</p> <ul style="list-style-type: none"> • Job roles and duties • Security procedures • Health and safety • Factory rules and regulations • Personal appearance and presentation • Personal conduct • Reporting <p>Contracts of employment</p> <p>Explain that, when they start working in a factory, learners will usually be given some very important information about working there in what is known as a contract of employment. Explain that a written contract of employment is a signed agreement between an individual employee or a labour union and an employer. It establishes the rights and responsibilities of the two parties: the worker and the company / factory. Explain this in terms that your group will understand.</p> <p>To summarize what should be contained in a contract under Ethiopian law, ask learners to turn to page 23 of the Learner Handbook, display PPT 6 and go through the various points, in particular that it should clearly specify the type of employment, the rate of pay and the duration of the contract.⁴</p> <p>Display PPT 7 – 8 and explain that the following points may or may not be included in a contract of employment. Learners can follow on pages 24 – 25 of the Learner Handbook:</p> <ul style="list-style-type: none"> • Tasks and duties of your job • Who your managers and supervisor will be • How many hours you will work in a day or a week, and the times you start and finish • What to do if you need time off work, if you are sick or if you get pregnant and have a baby; also details concerning religious, cultural and personal holidays • What happens if your job finishes for any reason • How long you will be on probation • What happens if you want to complain about any aspect of work, or if a complaint is made against you 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 2 • PPT 6 - 8 	<ul style="list-style-type: none"> • Learners understand what a contract of employment is and what it should and could contain • Learners prepare and ask member of HR staff / trainer questions around contracts

⁴ Source: https://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_158894/lang--en/index.htm

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Now deliver the session following one of the two options described in the guidance at the start of these session notes:</p> <ul style="list-style-type: none"> Invite a member of Human Resources from one of the factories to come and talk about contracts of employment and bring along a contract to briefly explain what a contract is for and what it contains. Ensure that you have enough copies for all learners. Obtain a contract of employment from one of the local garment factories, or find out what is contained in an employment contract, and go through this with learners in the relevant part of the session. <p>Allow learners to ask questions about contracts of employment and answer as appropriate.</p> <p>Reflection / round-up and personal goals</p> <p>Activity 2.2: Personal action plan</p> <p>Recap with learners what they learned in the session, ask individual learners to reflect on their personal goals and invite them to think of three actions they will take away from this session. Ask them to record their actions in the personal action plan on page 26 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 9, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 27 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> Training room Laptop Projector / smartboard Learner Handbook Pens for learners PPT slides for Module 2 PPT 9 	<ul style="list-style-type: none"> Learners are able to recap what they learned in this session All learners record at least one action they will take away from the session Learners understand the core skills learned in this session

Module 2, Session 2: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 10.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> To describe appropriate personal appearance and presentation in a garment factory To design a poster on personal appearance and presentation at work 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 2 PPT 10 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
N/A	<p>Important notes to trainer: In this session you will be looking at industrial culture and how a worker in a garment factory should appear and present themselves professionally. Obtain a copy of the dress-code policy from one of the factories, or authentic information from one of the factories on personal appearance, presentation and hygiene, to bring this topic to life.</p>	<ul style="list-style-type: none"> • Dress-code policy from one of the factories, or • Authentic information from one of the factories on personal appearance, presentation and hygiene 	N/A
15 mins	<p>Session energizer: Is it obvious?</p> <p>Aim: To get to know one another better and understanding the importance of first impressions</p> <p>Method:</p> <ul style="list-style-type: none"> • Arrange the whole group into a circle. • Explain the word intuition and give an example to ensure that everyone understands. • Nominate a first person to say three positive things about the person on their left: • The first sentence should start with the words, <i>"It's obvious that ..."</i> (this sentence should state something that is obvious about them). • The second sentence starts with, <i>"I notice that ..."</i> (this sentence should state something less obvious). • The third sentence starts with, <i>"My intuition tells me that you ..."</i> (this sentence should a guess as to what they will be like/something about them). <p>Debrief</p> <ul style="list-style-type: none"> • Ask the group how easy it was to notice things about the other person; and how easy or difficult it was to use their intuition to guess something realistic about the other person. • Point out that the way that we present ourselves, act and behave in and out of the workplace gives other people a first impression of us. • Ask learners to reflect on the way they present themselves, and act and behave in class. Is it a positive image they are giving? Is this how they would like to be seen by others? • Explain that in this session the group will be looking at how personal appearance and presentation can make us work better, more safely and more securely. 	<ul style="list-style-type: none"> • Training room • Enough space for learners to form one large circle 	<ul style="list-style-type: none"> • Learners are able to say three positive things about the person on their left, from the obvious to the intuitive

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Activity 2.3: Personal appearance and presentation in a garment factory</p> <p>Split the whole group into table groups, if using café or banquet style room layout, or smaller groups of 4-6 learners. Display PPT 11, which shows a number of images of garment factory workers. Ask learners to turn to page 28 of the Learner Handbook.</p> <p>Ask the group for their first impressions of the images of the workers featured (encouraging positive comments only) and take feedback.</p> <p>Write the following questions on the flipchart / whiteboard and encourage the groups to discuss the following questions:</p> <ul style="list-style-type: none"> • How do these workers present a professional image? • What aspects of the workers' appearance and presentation keep them safe in a factory environment and how? • What aspects of the workers' appearance and presentation keep them clean in a factory environment and how? <p>Suggested answers:</p> <ul style="list-style-type: none"> • The workers look neat and tidy. • Some of them are wearing a uniform. • The workers have their hair tied back. • Some of the workers are smiling. • Some of the workers are wearing face masks to protect them from fumes, dust and infection. • Some of the workers are wearing yellow vests so they can be seen by other workers and people operating machinery and equipment. • The workers have their hair tied back to keep it from falling onto the fabric and to prevent hair getting caught in machinery or equipment. • The workers are mostly wearing a uniform over or instead of their clothes to keep their clothes clean. • Some of the workers are wearing hats or caps to keep their hair clean and dust-free. <p>Explain that most garment factories will have a set of rules and regulations about how workers should look and appear at work. This is often referred to as a "dress-code" policy or dress-code guidelines. Point out that these guidelines may or may not be written down, but they should always be followed for health, safety and security reasons, and to present a professional image.</p> <p>If you have an example of a dress-code policy from a garment factory, hand this out to the learner groups, go through each point in turn and discuss why these requirements are important in terms of professional appearance. If the dress code does not include the following aspects of personal hygiene, discuss what the group think is acceptable in a place of work under the following categories:</p> <p>Personal hygiene</p> <ul style="list-style-type: none"> • Hair • Fingernails • Bathing • Teeth 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 2 • PPT 11 • Flipchart / whiteboard 	<ul style="list-style-type: none"> • Learners identify positive first impressions of garment factory worker from images • Learners reflect on how personal appearance can create a positive work image, and keep factory workers safe and clean • Learners suggest appropriate aspects of personal hygiene and appearance for working in a garment factory

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Appearance</p> <ul style="list-style-type: none"> • Shoes • Clothes / uniform • Hats and hairnets • Face masks • Use of jewellery, perfume and cosmetics <p>Give guidance on what is acceptable and less acceptable and why, if these aspects are not raised naturally in the course of conversation.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Flipchart paper • Marker pens • Pens for learners • PPT slides for Module 2 • PPT 12 - 13 	<ul style="list-style-type: none"> • Groups design a visual poster on positive aspects of personal hygiene and appearance in a garment factory
	<p>Personal appearance and presentation in a garment factory</p> <p>As well as the reasons explored in the previous part of the session, point out that appropriate personal appearance and presentation at work is essential for:</p> <ul style="list-style-type: none"> • Personal pride • A professional look and attitude • Staying safe • Being seen <p>Display PPT 12. Following on from the talk / policy review in the previous session, reiterate that it is good practice for all workers in a garment factory to follow these dress code guidelines. Read through with the group. These guidelines are detailed on page 29 of the Learner Handbook, so learners can read along with you:</p> <ul style="list-style-type: none"> • You should wear comfortable clothing that allows you to perform the job well but protects you from hazards. • Clothing should present a professional appearance to co-workers, customers and visitors. • Clothing should be neat, unwrinkled, clean and well-maintained. • Workers should avoid torn, frayed and dirty clothing. 		
	<p>Activity 2.4: Design a poster on personal appearance and presentation at work</p> <p>Allocate learners to groups (if you have found that some learners are more literate than others, ensure groups contain a mixture of learners). Hand out flipchart paper and markers to each group. Display PPT 13 and talk through the activity, which is to design a poster to illustrate what they have learned about appropriate appearance and personal hygiene in a garment factory. Allow groups at least 30 minutes to sketch out and finalize their posters.</p> <p>The learner groups can showcase their posters to the whole group if they feel comfortable to do so.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 2.2: Personal action plan</p> <p>Recap with learners what they have learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Ask them to record their actions in the personal action plan on page 26 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 14, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 30 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 2 • PPT 14 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • All learners record at least one action they will take away from the session • Learners understand the core skills learned in this session

Module 2, Session 3: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 15.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • To detail the meaning and importance of good personal conduct in garment factories 	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • projector / smartboard • PPT slides for Module 2 • PPT 15 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed
N/A	<p>Important notes to trainer: In this session you will be looking at ways of behaving (conduct) in and around garment factories for all workers.</p> <p>To bring this to life you could:</p> <ul style="list-style-type: none"> • You are training in an industrial park or garment-factory training centre, invite a member of the HR team from one of the factories to come and talk about the personal conduct expected of people in and around the factory, and why this is an important part of working in a factory. If the factory has a code of conduct, ask them to bring it along with them and briefly explain what the code contains. Ensure that you have enough copies for all learners. • Obtain a code of conduct or less official guidelines from a local factory indicating how factory workers are expected to behave in and around the factory. 	<ul style="list-style-type: none"> • Member of Human Resources from one of the factories to come and talk about personal conduct expected of people in and around the factory, and why this is an important part of working in a factory • Real or sample codes of conduct / guidelines from garment factories 	N/A

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Session energizer: Brick wall</p> <p>Aim: To convey the importance of building on positive workplace conduct</p> <p>Method:</p> <ul style="list-style-type: none"> • Draw boxes on the flipchart in the form of a brick wall. • Ask the group to come up with ideas for all the things that the whole group need to do (aspects of behaviour) to help everyone enjoy the programme and get the most out of it. • Write each idea in a separate “brick”. <p>Debrief:</p> <ul style="list-style-type: none"> • Talk about what might happen if one brick is missing, e.g. the wall would become uneven or might fall down. Relate this to working together in a garment factory and everyone working efficiently. 	<ul style="list-style-type: none"> • Flipchart • Flipchart paper • Coloured markers 	<ul style="list-style-type: none"> • Learners volunteer ideas of how positive conduct can impact the group
45 mins	<p>Personal conduct in garment factories</p> <p>Split the group into pairs or table / small groups. Ask the groups to recall the factory visit in Module 1 and to think how the employees conducted themselves / behaved in and around the factory. You could allocate topics to particular groups for sharper focus, such as:</p> <ul style="list-style-type: none"> • Showing respect for others • Carrying out duties and tasks • Punctuality • Communicating with co-workers, supervisors and managers <p>Also remind learners of the group rules activity from the first session and the “promises in a jar” energizer from Module 1. Read out any promises that concern conduct, such as respecting one another’s opinions, taking turns and not arriving to class late.</p> <p>Receive feedback from the groups and write their ideas up on the flipchart / whiteboard. Explain to the group that a very important part of industrial culture and working well in a garment factory is personal conduct. Display PPT 16 and go through the meaning of personal conduct, answering any questions (also on page 31 of the Learner Handbook).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Personal conduct at work is the way you act or behave on a day-to-day basis in and around the garment factory where you work.</p> </div> <p>Display PPT 17 and explain the meaning of a factory’s personal code of conduct (also on page 31 of the Learner Handbook):</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A factory personal code of conduct defines how employees should act on a day-to-day basis. It reflects the organization’s daily operations, core values and overall company culture.⁵</p> </div>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 2 • PPT 16 - 20 • Flipchart / whiteboard 	<ul style="list-style-type: none"> • Learner groups recall aspects of conduct from factory visit in Module 1 • Learners define the meaning of personal conduct and its importance to working in industrial settings and garment factories • Learners volunteer suggestions on why garment factories have codes or expectations of employee conduct • Groups come up with ideas on what conduct a garment factory might expect from its workers • Learners watch a video of a garment factory and note aspects of employee conduct

⁵ Adapted from: <https://i-sight.com/resources/18-of-the-best-code-of-conduct-examples/>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Why factories want good personal conduct</p> <p>Split the group into pairs / table groups and ask each to think about and make notes on <i>why</i> they think factories have guidelines on conduct. What is their purpose?</p> <p>Receive feedback and display PPT 18. Go through each point and discuss as a group (also on page 32 of the Learner Handbook):</p> <ul style="list-style-type: none"> • To keep workers safe and legal • To create a positive working environment • To make sure work is completed well and on time • To make sure workers know what they are doing <p>Point out that all garment factories will have expectations and maybe some rules and regulations on personal conduct and how workers should behave in and around the factory. This could be an official document known as a “code of conduct”, or it might be less formal or not even in written form. If the code of conduct is not written down there are nevertheless professional guidelines that every employee can work towards.</p> <p>Split the group into table groups or pairs again and ask learners to think about and make notes on what a garment factory might expect of its workers regarding their conduct. If the group are having difficulty thinking of examples, ask them to think about how they behave at home in front of family / elders, what is expected of them, and what they expect of others. Receive feedback and make a note on the flipchart / whiteboard of general themes.</p> <p>Activity 2.5: Personal conduct in garment factories</p> <p>Display and play the video of the Desta PLC Garment factory in Addis Ababa on PPT 19. The purpose of watching the video is to observe the workers in the factory and how they conduct themselves. The factory owner speaks in English at various points; if you feel this would be distracting for the activity, play the video without sound. Ask the group to turn to page 33 of the Learner Handbook. They should record aspects of the conduct they observe on the chart in the Handbook after they have watched the video.</p> <p>After the video, allow the pairs a few moments to discuss and record what they have watched. Then, as a whole group, talk through the various aspects of conduct they observed and make notes on the flipchart / whiteboard. Explain to the group that every garment factory will have common aspects of personal conduct which it would be good practice for them to follow. Ask the group for some ideas, then display PPT 20 (page 34 of the Learner Handbook), read out the examples given and discuss any differences with the ideas suggested by the group.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Personal conduct in garment factories</p> <p>If you are inviting a member of HR factory staff to come to talk to the group about codes of conduct, ask the group to prepare some questions beforehand in small groups or in pairs.</p> <p>Stage the talk and invite group members to ask their pre-prepared questions. Ask the person giving the talk to cover the following points:</p> <ul style="list-style-type: none"> • Keeping workers safe and legal • Creating a positive working environment • Making sure work is completed well and on time • Making sure workers know what they are doing <p>If you have an example of a code of conduct from a garment factory, hand this out to the learner groups and go through each point in turn, discussing why these requirements are important. Make sure you cover the following points:</p> <ul style="list-style-type: none"> • Keeping workers safe and legal • Creating a positive working environment • Making sure work is completed well and on time • Making sure workers know what they are doing 	<ul style="list-style-type: none"> • Pens and paper for learners to record questions for factory visitor • Member of Human Resources from one of the factories to come and talk about the personal conduct expected of people in and around the factory, and why this is an important part of working in a factory • Real or sample codes of conduct / guidelines from garment factories 	<ul style="list-style-type: none"> • Learners prepare and ask questions on codes of conduct for factory visitor (if selecting this option) • Learners discuss authentic aspects of conduct from a garment factory and their importance
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 2.2: Personal action plan</p> <p>Recap with learners what they have learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Ask them to record their actions in the personal action plan on page 26 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 21, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 35 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 2 • PPT 21 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • All learners record at least one action they will take away from the session • Learners understand the core skills learned in this session

Module 2, Session 4: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through learning outcomes for the session on PPT 22.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> To describe organizational values that influence employee conduct To detail personal values and their importance to the workplace To list personal values that impact on workplace conduct 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 2 PPT 22 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed
15 mins	<p>Session energizer: Find things in common</p> <p>Aim: To create small groups and get to know one another better</p> <p>Method</p> <ul style="list-style-type: none"> Call out a number and a topic. The whole group have to split into smaller groups of that size with all the people in the group having something in common related to the topic (for example, if you call out the number “three” and the topic “pets”, the result might be a group of three who all have a dog). <p>Debrief</p> <ul style="list-style-type: none"> Point out that just as people have items in common, as in this activity, they also have personal values in common. Explain that you will be studying personal values in this session and how they impact on the way people work. 	<ul style="list-style-type: none"> Training room Space for learners to move around and form small groups 	<ul style="list-style-type: none"> Learners are able to form small groups based on things they have in common with one another
45 mins	<p>Organizational values that influence employee conduct</p> <p>Explain that most garment factories will have their own culture, mission statement and / or set of values, which in turn can influence the behaviour of the organization and its employees. Point out that these values are like a set of principles and determine how an organization will interact with its partners and customers, as well as its employees.</p> <p>Give an example of a relevant organization's values, either by finding out the core values of some of the garment factories in your locality or by displaying PVH's values on PPT 23. (PVH is a global high-end fashion brand and owns a factory in Hawassa Industrial Park).</p> <p>Read through the company values and add to the PPT slide information, explaining the values in accessible language for your learners:</p> <ul style="list-style-type: none"> Individuality - We create an inclusive culture where we actively seek out individuals with diverse backgrounds, abilities and interpersonal styles, and we believe that our diversity strengthens PVH and enhances the way we conduct business. Partnership - Success is built on partnership and collaboration everywhere. We create an environment where every associate is empowered to contribute and is recognized for their effort. 	<ul style="list-style-type: none"> Training room Laptop Projector / smartboard Learner Handbook Pens for learners PPT slides for Module 2 PPT 23 – 26 Core values of local garment factories (if using) 	<ul style="list-style-type: none"> Learners know what company values are and how they can influence organizational and employee conduct Learners understand that a person has values that can impact on workplace conduct and behaviour Learners draw up a list of their top ten personal values

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> • Passion - We are passionate about our brands, businesses, products, designs and, most importantly, the people who make up our communities around the world. • Integrity - We treat everyone with the highest degree of respect and strive to live and act each day in an ethical manner. • Accountability - We take action to do the right thing and assume responsibility for our decisions, actions, operations and products in the best interests of our associates, customers, stakeholders, supply-chain partners and the workers who produce our products. <p>Split the learners into table groups / pairs. Ask them to discuss these values and say what they think the expectations of an employee might be in terms of personal conduct. Receive feedback and note ideas on the whiteboard / flipchart.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> • Individuality - All types of people are welcome to work for PVH; they can show their personal style at work. • Partnership - You should work closely with your team and the rest of the staff in the factory and contribute positively to the factory. • Passion - Employees should be motivated and enthusiastic when working for PVH. • Integrity - Everybody should demonstrate respect towards others in the factory: teammates, supervisors and managers alike. We should all work honourably and with virtue. • Accountability - You should take responsibility for the work you do in the factory and do your job to the best of your ability. <p>Personal values and their importance to the workplace</p> <p>Explain to the group that just as factories and brands have values, so do the employees who work there! Our values and beliefs reflect what is important to us and what motivates us. Our personal values and beliefs guide us in making decisions and in the way we behave. This in turn will guide how we act and behave at work. Point out that it is important for everyone working in a garment factory to have a set of personal guidelines and work behaviours that reflect their values and beliefs. This is like having a personal brand – Brand YOU!</p> <p>Activity 2.6: Brand YOU!</p> <p>Explain to the group that their personal brand is the way their skills, values and personality are conveyed when communicating and working with others. This will include what is important to them, who they are as a person and what they want people to see and think of them. This is known as a personal brand: Brand YOU! Remind learners of the first icebreaker activity in Module 1, Session 1: Personal shields or 4 quadrants, where in the fourth quadrant they drew a representation of how other people see them positively.</p> <p>To extend this first activity and start to build on personal branding, ask the group to turn to page 36 of the Learner Handbook and write down or visually present five words that they think other people might use to describe them. If learners struggle to think of ideas, give a personal anecdote to get them started. When learners have completed this individually, ask them to work in pairs and discuss the five words, then consider the following questions, explaining that you will be building on this during the session.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> • Why do friends and family describe them in this way? • Do they think the descriptions of them are accurate? <p>Personal values</p> <p>Remind the group of the values of the PVH brand from the previous part of the session (PPT 22) and display PPT 24 to introduce the idea of personal values. Explain that personal values are a set of personal beliefs born of the way they view the world and what they have experienced in their lives. Personal values influence and determine both behaviour and attitude in a range of situations, including in the workplace. Values can help establish a sense of purpose, and form part of a personal brand.</p> <p>Activity 2.7: Brand YOU! Personal values</p> <p>Display PPT 25 and ask the group to turn to page 37 of the Learner Handbook, where they will see a set of personal values.⁶ Explain each of the values in accessible language so that learners have a good idea of the meaning of each. Link the values to what they might represent in the workplace, e.g. a person who shows “perseverance” would never give up on a task at work; even if they found it difficult or could not complete it, they would persevere until they succeeded and got the job done. Ensure that the group fully understand all the values represented on the PPT slide and ask them to circle the ten values that mean most to them personally in their lives at this very moment. Display PPT 26 for a visual reminder of the activity. Monitor the room as learners select their values and answer any questions they may have.</p>		
45 mins	<p>Activity 2.8: Brand US!</p> <p>Now individuals in the group have chosen their top ten values, they are going to find other learners in the room with similar values to form a Brand US! This introduces the idea of teamwork, which will be explored later in the programme. Ask learners to stand up with their handbooks and mingle with the other group members (at least five other people), sharing their value choices to find a person or people who has circled similar values to them (at least five of the same values). Once pairs or small groups have been established, hand out a sheet of flipchart paper and some coloured markers to each pair. Ask the pairs / small groups to make a colourful banner that shows their brand and their values.</p> <p>Encourage each pair / small group to:</p> <ul style="list-style-type: none"> • Name their brand • Identify their similar values (three minimum) • Translate these values into positive workplace behaviours – how having these values will positively influence the way they work • Create a Brand US poster to showcase their team brands 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 2 • PPT 27 • Flipchart paper and coloured markers for pairs / group 	<ul style="list-style-type: none"> • Learners find others with similar values to themselves (or completely different) • pairs / small groups to make a colourful poster that shows their brand and their values • Encourage each pair / small group to create a Brand US poster to showcase their team brand, naming their brand, identifying similar or different values and translating these values into positive workplace behaviours

⁶ This list is based on the Personal Values Assessment (PVA): <https://positivepsychology.com/values-questionnaire/>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment															
30 mins	<p>Display PPT 27 as a visual reminder of the activity.</p> <p>If some learners have very different values from the rest of the group, form them into pairs or a small group and ask them to carry out the same activity. In this case, however, they should aim to each identify just two unique values and consult among themselves to come up with a suitable brand name that reflects the range of their values.</p> <p>Ask a range of pairs / small groups to showcase their posters if they feel comfortable doing so. If appropriate, display the posters on the training room walls to showcase the aspects of positive values and workplace conduct learned in this session.</p> <p>Reflection / round-up and personal values</p> <p>Activity 2.9: Examining personal values</p> <p>Recap with learners what has been learned in the session. Ask learners to turn to page 38 of the Learner Handbook, where they will find a reflection page on personal values. Display PPT 28, which shows the reflection table.</p> <p>Read through the table and activity and ensure that all learners understand the task.</p> <table border="1" data-bbox="592 920 815 1144"> <thead> <tr> <th data-bbox="592 920 655 1144">Select three of your ten values, the ones that are most important to you</th> <th data-bbox="655 920 719 1144">Why do you believe this value is important to you?</th> <th data-bbox="719 920 815 1144">Remember a time in your life that you really lived this value. How did you behave?</th> <th data-bbox="592 1144 815 1391">What would your reaction be if this value was not displayed or honoured by others? Describe your thoughts, feelings and actions</th> </tr> </thead> <tbody> <tr> <td data-bbox="815 920 836 1144">1.</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="836 920 857 1144">2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="857 920 877 1144">3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Ask learners to complete as much of the table as they can in 20 minutes. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate. Ask the group to finish the activity as homework if they do not complete it during class time.</p> <p>Point out that in the workplace they will find many people with similar value systems to their own and many who have different values that are important to them. There are no “right” or “wrong” values, just values that are important to you personally. If people have different values, they should be respected accordingly. Everyone has the right to hold their own values dear and live them out, both at home and in their working lives.</p> <p>Core skills practised in the session</p> <p>Display PPT 29, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 39 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	Select three of your ten values, the ones that are most important to you	Why do you believe this value is important to you?	Remember a time in your life that you really lived this value. How did you behave?	What would your reaction be if this value was not displayed or honoured by others? Describe your thoughts, feelings and actions	1.				2.				3.				<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 2 • PPT 28 - 29 <ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners record the top three of their ten values and reflect on the importance of the values, how they have “lived” and demonstrated these values, and how they feel if others do not have the same value system as their own • Learners understand the core skills learned in this session
Select three of your ten values, the ones that are most important to you	Why do you believe this value is important to you?	Remember a time in your life that you really lived this value. How did you behave?	What would your reaction be if this value was not displayed or honoured by others? Describe your thoughts, feelings and actions															
1.																		
2.																		
3.																		

Module 3: Working safely and securely

Module 3	Working safely and securely
Duration	20 hours (8 x sessions of 2.5 hours)
Mode	Classroom training Scenarios Role play Garment factory tour Use of realia and PPE Learner Handbook
Assessment	Knowledge test and observation with oral questions
Summary of content	

This large module equips learners with knowledge and understanding of the importance of working safely and securely in a garment factory. Learners will gain an understanding of the benefits of good health and safety, as well as the consequences and impact of poor health and safety on themselves and others. They will learn how to spot hazards and understand the risks associated with them. Learners will also gain an understanding of how garment production employers keep staff and visitors safe under local, national and international laws and regulations. They will also examine the actions they can take to minimize risks and keep themselves and others safe while training or working.

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Work performance	Job safety skills	<ul style="list-style-type: none"> Complies with workplace health and safety policies and procedures Reports unsafe behaviour or equipment to supervisor 	LO3 Deal with ethical problems 3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard; work incidents/situations are reported and/or resolved in accordance with company protocols/guidelines. 3.2 Resolution and/or referral of ethical problems are used as learning opportunities.
Social performance	Communication	<ul style="list-style-type: none"> Follows simple instructions Asks relevant questions for clarification 	LO1 Follow routine spoken messages 1.1. Gathering information 1.2. Recording instructions / information 1.3. Acting upon instructions 1.4. Seeking clarification
		Demonstrate work values IND BOT16 02 20	
		Receive and respond to workplace communication IND BOT15 0202	

ILO Core Skills Framework		Mapping to FTVETA units of competence		Mapping to FTVETA learning outcomes and assessment criteria	
Category	Skill	Performance (Entry level: Level 1)	Work with others	LO1 Develop effective workplace relationships	LO2 Contribute to work group activities
Social performance	Teamwork	<ul style="list-style-type: none"> Operates as an active member of the team Contributes with suggestions and effort Demonstrates respect for others 	IND BOT1 14 0220	<ol style="list-style-type: none"> Respecting and acknowledging personal values and beliefs 	<ol style="list-style-type: none"> Providing support to team members Making contributions to work group goals and tasks Sharing information relevant to work
		<ul style="list-style-type: none"> Recognizes that problems can arise Anticipates routine problems Implements familiar procedures to resolve routine problems 	<p>Demonstrate work values</p> <p>IND BOT16 02 20</p>	<p>LO3 Deal with ethical problems</p> <ol style="list-style-type: none"> Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard; work incidents/situations are reported and/or resolved in accordance with company protocols/guidelines. Resolution and/or referral of ethical problems are used as learning opportunities. 	
Learning to learn		<ul style="list-style-type: none"> Asks basic questions to source information Can identify and access sources of information Demonstrates motivation and willingness to learn Uses active listening (listening and asking questions) to learn and apply new knowledge Asks questions and follows instructions to adapt to new workplace systems or processes 	<p>Work with others</p> <p>IND BOT1 14 0220</p> <p>Demonstrate work values</p> <p>IND BOT16 02 20</p>	<p>LO1 Develop effective workplace relationships</p> <ol style="list-style-type: none"> Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships. Assistance is sought from work group when difficulties arise and addressed through discussion. Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon. 	<p>LO2 Apply work values/ethics</p> <ol style="list-style-type: none"> Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. Company resources are used in accordance with transparent company ethical standards, policies and guidelines.
		<p>LO4: Maintain integrity of conduct in the workplace</p> <ol style="list-style-type: none"> Instructions to co-workers are provided based on ethical, lawful and reasonable directives. 			

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Social performance	Environmental awareness	<p>Recognizes what items can be recycled, both in the workplace and at home</p> <p>Takes measures to reduce water use, both in the workplace and at home</p> <p>Names the different types of waste generated in the workplace</p> <p>Identifies sources of environmental pollution in the workplace and at home</p> <ul style="list-style-type: none"> • Reports spillages and other environmental hazards immediately 	<p>LO2 Apply work values/ethics</p> <p>2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines.</p> <p>2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines.</p> <p>2.3 Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.</p> <p>2.4 Company resources are used in accordance with transparent company ethical standards, policies and guidelines.</p>
Self-performance	Self-management	<ul style="list-style-type: none"> • Displays the required standards of workplace attendance, punctuality, commitment, attitude and focus • Follows workplace or community code of conduct 	<p>LO2 Apply work values/ethics</p> <p>2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines.</p> <p>2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines.</p> <p>2.3 Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.</p> <p>2.4 Company resources are used in accordance with transparent company ethical standards, policies and guidelines.</p> <p>LO4 Maintain integrity of conduct in the workplace</p> <p>4.1 Personal work practices and values are demonstrated consistent with acceptable ethical conduct and company core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p>

ILO Core Skills Framework		Mapping to FTVETA units of competence	
Category	Skill	Performance (Entry level: Level 1)	Mapping to FTVETA learning outcomes and assessment criteria
Self-performance	Data management	Records basic data when required and with support	<p>LO1 Follow routine spoken messages</p> <p>1.1 Required information is gathered by listening attentively and by correctly interpreting or understanding instructions.</p> <p>1.2 Instructions/information are properly recorded.</p> <p>1.3 Instructions are acted upon immediately in accordance with information received.</p> <p>1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear.</p>
	Reading	<ul style="list-style-type: none"> Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary) Interprets and acts on information in signs, symbols and text Checks that interpretation and response to signs, symbols or text is correct 	<p>LO2 Perform workplace duties following written notices</p> <p>2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines.</p> <p>2.2 Routine written instructions are followed in sequence.</p> <p>2.3 Feedback is given to workplace supervisor based on the instructions/information received.</p>
Using mathematical ideas and techniques	Personal conduct skills	Records or copies basic information in familiar workplace format	<p>LO2 Perform workplace duties following written notices</p> <p>2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines.</p> <p>2.2 Routine written instructions are followed in sequence.</p> <p>2.3 Feedback is given to workplace supervisor based on the instructions/information received.</p>
		Writes short, simple text in familiar workplace format	
Personal conduct skills	Personal conduct skills	Estimates, measures and performs simple calculations with routine measurements for familiar workplace tasks	<p>LO4 Maintain integrity of conduct in the workplace</p> <p>4.1 Personal work practices and values are demonstrated consistent with acceptable ethical conduct and company core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>4.3 Company values/practices are shared with co-workers using appropriate behaviour and language.</p>
		Demonstrates politeness and confidence in the work environment	
		Contributes efficiently to work and quality of outputs	

Module 3, Session 1: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes: Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 3. As this module is eight sessions in length, learners will not be able to take on board all the learning outcomes in one go, so trainers should focus on them session by session.</p> <p>Session learning outcomes:</p> <ul style="list-style-type: none"> To become familiar with key workplace safety and health terminology To state the most common hazards found in a garment factory To describe how hazards can cause harm or damage 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 PPT 3 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed
15 mins	<p>Session energizer: Workplace safety quiz</p> <ul style="list-style-type: none"> Ask learners to work in either table groups or pairs for this short workplace health and safety quiz. Ask learners to turn to page 41 of the Learner Handbook. Read through the quiz questions to ensure the whole group understands the questions and what they are supposed to be doing. Display PPT 4 and read through the first two questions with the whole group. Ask learner pairs to select the correct answer. Click the mouse in "slide-show" mode to reveal the correct answers to the first two questions. Display PPT 5 and repeat with the next two questions. Display PPT 6 and repeat with the next two questions. Display PPT 7 and repeat with the final two questions. Ask each group / pair to score themselves out of a possible eight points. <p>Explain that the group will be learning more about these aspects of staying safe at work during this module.</p> <p>Quiz answers: (correct answers indicated with a *)</p> <ol style="list-style-type: none"> How many workers are injured at work every day around the world? <ul style="list-style-type: none"> (A) Just over 1,000 (B) Just over 10,000 (C) Just over 1 million* (D) Just over 10 million 	<ul style="list-style-type: none"> Training room Laptop projector / smartboard PPT slides for Module 3 PPT 4 – 7 Learner Handbook 	<ul style="list-style-type: none"> Learners make educated guesses to answer the quiz questions

2. Which of the following causes back injuries at work?
 - (A) Lifting objects incorrectly
 - (B) Being physically unfit
 - (C) Poor posture
 - (D) All of the above*
3. What is this sentence a definition of: *"Anything in the workplace that may cause harm or death to workers or visitors?"*
 - (A) Risk
 - (B) Hazard*
 - (C) Near miss
 - (D) Accident
4. It is the employer's sole responsibility to keep the workplace safe and secure for workers and visitors.
 - (A) True
 - (B) False*
5. Which of the following is an example of a chemical hazard in a garment factory?
 - (A) Excessive noise
 - (B) Exposure to cotton dust*
 - (C) Working next to someone who has a virus
 - (D) Extremely hot working conditions
6. Workplace prohibition signs are usually...
 - (A) Red*
 - (B) Yellow
 - (C) Blue
 - (D) Green
7. What is considered good practice for a worker to do if there is a fire in the factory?
 - (A) Collect your bag before leaving the factory
 - (B) Keep working for as long as possible
 - (C) Ask a co-worker to tell your supervisor
 - (D) Close doors and windows if you have time*

8. What does the following sign on chemical packaging mean?

- (A) Serious health hazard
(B) Explosive
(C) Hazardous to the environment*
(D) Flammable



45 mins

Occupational safety and health overview

Explain to the group that when they work in a garment factory, it is very important that their employer keep them safe and that they be able to work safely. This is known as corporate social responsibility (CSR).

Point out that there are hazards in garment factories that they should learn about in order to prevent accidents or injuries to them or their co-workers.

Display **PPT 8** and read through the ILO objective regarding worker safety and health, explaining the objective in accessible language:

The promotion of decent, safe and healthy working conditions and environment has been a continuous objective of the ILO since its creation in 1919. The ILO Constitution (1919) established the principle that all workers should be protected from sickness, disease and injury arising from their employment.

Display **PPT 9** and read through the facts and figures on workplaces accidents and injuries. This information was taken from the publication: International Labour Office, Improving OSH for Young Workers: A Self-Training Package, Geneva: International Labour Office, 2019. Please update with more up-to-date facts as and when they become available.

According to the latest ILO estimates, 2.78 million workers die annually due to occupational accidents and diseases. Non-fatal workplace accidents are estimated to affect 374 million workers each year, meaning that over one million workers are injured at work every day.

Many of these accidents have potentially serious long-term consequences on workers' health and well-being as well as on their earning capacity.

Discuss the facts and figures, and anything that learners find surprising.

Actions garment factories take to keep workers safe

Explain that, among their responsibilities to workers, garment factories must take a number of measures to keep people working there safe, including:

- Workplace policies, procedures and regulations
- Design of the working environment
- Safety and warning signs
- Personal protective equipment (PPE)
- Emergency and evacuation procedures
- Employee training

- Training room
- Laptop
- Projector / smartboard
- PPT slides for Module 3
- PPT 8 – 11
- Learner Handbook
- Learners understand the ILO's objective regarding worker safety
- Learners understand the facts and figures for workplaces accidents and injuries
- Learners match the correct definition to its meaning

Explain that in this module you will be exploring some of these measures as an introduction to the huge subject of occupational safety and health (OSH).

Activity 3.1: Working safely: Risks, hazards, accidents and near misses

Ask learners to turn to **page 43** of the Learner Handbook. Explain that the words:

- Hazard
- Risk
- Accident
- Near miss

are important workplace safety terms that they should become familiar with. Read through the definitions as a whole group, then ask learners to work in pairs to draw a line matching each word with its correct definition.

Display **PPT 10**, which shows the correct definitions, and ask pairs to mark their activity and correct where necessary. Learners can also find the correct answers on **page 44** of the Learner Handbook. Display **PPT 11** and read through the more detailed descriptions of occupational accidents, occupational injuries and occupational diseases, giving an example of each.

45 mins

Activity 3.2: Occupational hazards in garment factories

Display **PPT 12** and explain that, when they are working in garment factories, learners will come across hazards that can pose a risk to their health and safety. Ask learners to turn to **page 45** of the Learner Handbook. Explain that there are five basic categories of occupational hazards in a factory:

1. Physical
2. Ergonomic
3. Psychological
4. Chemical
5. Biological

Explain what the categories mean and give one example of each. Split the whole group into five smaller groups and allocate a category of hazard to each group. Ask the groups to remember their factory visit at the beginning of the programme, and the talks given by members of staff, and to make a note of **five hazards** in their category that might be found in a garment factory. Learners should record them in the space provided in the Learner Handbook on **page 45**. Monitor the groups and assist where necessary, giving gentle clues and hints.

Ask each group to present their five hazards to and discuss as a whole group, gently correcting where appropriate.

Display **PPT 13** and ask learners to turn to **page 46** of the Learner Handbook. Go through the five categories and the examples for each, ensuring that learners understand all the different types of hazards. Give examples where necessary.

- Training room
- Laptop
- Projector / smartboard
- PPT slides for Module 3
- PPT 12 - 13

- Learners understand the types and categories of occupational hazards in a garment factory
- Learners suggest types of hazards for each sub-category:
 1. Physical
 2. Ergonomic
 3. Psychological
 4. Chemical
 5. Biological

30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 3.3: Personal action plan</p> <p>Recap what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Ask them to record their action(s) in the personal action plan on page 47 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 14, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 49 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 3 • PPT 14 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session
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Module 3, Session 2: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 15.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • To list the parts of the Ethiopian Labour Law (2019) that pertain to the Occupational Safety and Health obligations of employers and employees • To become familiar with key international workplace health and safety signs and their meanings 	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 15 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed
N/A	<p>Important notes to trainer:</p> <p>To bring the subject of occupational safety and health to life for the group at this introductory stage, it would be good to obtain a relevant policy or procedure from a local or national garment factory to show learners how factories protect the safety and health of everyone who works there. Talk to the group about the factory's code of conduct and corporate social responsibility. You could also share the safety and health policy of the training facility, if you cannot obtain one from a garment factory.</p>	<ul style="list-style-type: none"> • Training facility • Health and safety code of conduct or procedure / policy from local garment factory or training facility (enough copies for each learner) 	N/A
15 mins	<p>Session energizer: Group story</p> <p>Aim: To foster teamwork, communication and safety</p> <p>Method:</p> <p>Explain that the group are going to imagine an unsafe situation and tell the story of how this situation became safe, what happened and who helped them.</p> <ul style="list-style-type: none"> • The group should form a big circle. 	<ul style="list-style-type: none"> • Enough space in the training room for learners to sit in a big circle 	<ul style="list-style-type: none"> • Learners participate and carry on the story logically

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Health and safety regulations</p> <p>Explain that most factories have policies and procedures designed to maintain health and safety and comply with the Labour Law in Ethiopia.</p> <p>Explain the implications of non-compliance with regulations for factories:</p> <p>Greater risk of injuries and accidents</p> <p>Possibility of fines or prosecution</p> <p>Poor business reputation</p> <p>Financial loss to the factory</p> <p>If you have an example of a health and safety policy or procedure from a local / national garment factory, look through this briefly with the group at this point and discover some of the ways in which factories protect their workers. Also consider what factories expect of their workers in terms of working safety.</p> <p>Labour Law of Ethiopia: OSH obligations</p> <p>Ask learners to recall the previous module session on contracts of employment and remind the group that the Ethiopian Government's Labour Law stipulates that all contracts of employment must at the very least be written, be easy to understand, and state the work to be done and the rate and frequency of pay.</p> <p>Explain that the Labour Law also states the obligations (i.e. the things they must do) of both employers and employees regarding occupational safety and health at work. Display PPT 16 – 17 and read through the obligations of garment factory owners and managers regarding workers' health and safety, answering any questions. (Learners can follow on pages 50 - 51 of the Learner Handbook):</p> <p>Employers must:</p> <ul style="list-style-type: none"> • Tell workers about any workplace hazards • Assign a safety officer to workers and establish an occupational health and safety committee • Provide workers with protective equipment, clothing and other materials, and instruct them on how to use them • Record and report employment accidents and occupational diseases 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 3 • PPT 16 - 19 	<ul style="list-style-type: none"> • Learners know why factories have health and safety regulations • Learners understand the key parts of the Ethiopian Labour Law that set forth employers' and employees' obligations to make the workplace safe
	<ul style="list-style-type: none"> • One person starts to tell a story about a time where they were in an unsafe situation;- this could be true or imagined. • They can pass on the story-telling role to the person next to them in the circle at any time. • All they have to do is conclude their segment of the story with the words "and then..." • The next person in the circle carries on the story from where it was left off, talking more about the unsafe situation, and so on until you have roughly four learners left to take their turn. • The final three learners explain how the situation was made safe, who helped them, what happened, etc. • Carry on around the room until the story is finished. 		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> • Arrange, and pay for the medical examination of newly employed workers and for workers engaged in hazardous work • Make sure the workplace is safe and does not pose a health and safety threat to workers • Take precautions to make sure that the work is not a source or cause of health and safety hazards to workers • Accept liability for employment injuries sustained by workers irrespective of fault, unless an injury is intentional, the worker has not followed OSH instructions, or the worker is intoxicated • Give an injured worker timely first aid and take them to nearest medical facility, if necessary • Pay injury benefits and medical expenses where appropriate⁷ <p>Explain to the group that while factory owners have obligations to keep workers healthy and safe at work, they have health and safety obligations as workers, and these obligations must determine their behaviour in the workplace. Display PPT 18 - 19 and read through the employee obligations under the new Labour Law Proclamation, explaining the obligations in accessible language. (Learners can follow on page 51 of the Learner Handbook).</p> <p>Employees must:</p> <ul style="list-style-type: none"> • Follow the work rules on OSH • Tell the employer if any machinery is faulty and report any incidents and accidents relating to the fault • Report hazards which they cannot prevent • Report any workplace incident or injury • Use all safety devices and appliances provided • Follow all health and safety instructions <p>Employees must not:</p> <ul style="list-style-type: none"> • Interfere with, remove, displace, damage or destroy any safety devices or other appliances designed for their protection or the protection of others • Obstruct any method or process that is intended to minimize a hazard <p>Further explain any of the points as needed, giving relevant examples.</p> <p>Ask learners to work in three groups. Allocate one of the following categories to each:</p> <ul style="list-style-type: none"> • Local Factory • Employers in Ethiopia (Labour Law) • Employees in Ethiopia (Labour Law) <p>Without referring to their notes or the PPT slides, ask groups to detail five important points they remember about either employer or employee regulations. Receive feedback after a few moments and correct where necessary.</p>		

⁷ Extracted and adapted from the Ethiopian Labour Law Proclamation 2019: <https://chilot.me/wp-content/uploads/2019/12/1156.pdf>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Warning and safety signs</p> <p>Explain that an important part of OSH is understanding and following the safety and warning signs employers display in and around a garment factory.</p> <p>Display PPT 20 and ask learners to turn to page 52 of the Learner Handbook. Explain that there are generally four colours used for international safety and warning signs:</p> <ul style="list-style-type: none"> • Red: for prohibition / danger / firefighting • Yellow: for caution / warning • Blue: for mandatory signs and to give information such as the location of a telephone • Green: for absence of danger / first aid / emergency exit or escape <p>Display PPT 21 and explain that the shapes of the international signs are generally standardized:</p> <ul style="list-style-type: none"> • Round: Prohibitions and commands • Triangular: Warnings • Square: Information <p>Display PPT 22 – 23 and discuss some of the signs and their meanings, and why it is so important for workers to be able to recognize and follow safety and warning signs when working in garment factories. Learners can see the signs on page 53 of their handbooks. Encourage them to label the signs as you go through them to help them remember the meanings.</p> <p>Point out some of the signs in the training room and ask learners to guess their meanings.</p>	<ul style="list-style-type: none"> • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 20 – 23 • Learner Handbook 	<ul style="list-style-type: none"> • Learners start to recognize the meanings of the colours and shapes of safety and warning signs • Learners label a selection of safety and warning signs on paper and in the training room
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 3.3: Personal action plan</p> <p>Recap what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Ask them to record their action(s) in the personal action plan on page 47 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills practised in the session</p> <p>Display PPT 24, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 54 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 3 • PPT 24 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 3, Session 3: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 25.</p> <p>Session learning outcomes</p> <p>To discover the warning and safety signs in the training facility and their meanings</p>	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 25 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed
N/A	<p>Important note to trainers: During this session, learner groups will go out into the training facility to look for and record safety and warning signs. Ensure the area you allocate to your learner groups has a variety of signs: prohibitions; warnings/caution; mandatory/information; no danger/first aid/emergency or escape routes.</p>	<ul style="list-style-type: none"> • Training facility • A broad selection of warning and safety signs 	N/A
105 mins	<p>Activity 3.4: Warning and safety signs in the training facility</p> <p>Allocate areas of the training facility to groups of learners and ask them to carry out a “treasure hunt” activity: to search for and draw or take images of the signs they see and interpret their meanings. Groups should record their signs and possible meanings on page 55 of the Learner Handbook.</p> <p>Receive individual group feedback when the whole group is back together. Discuss with learners what they think they should do if they were to see other garment factory workers not complying with safety and warning signs. Relate this back to employee obligations under the Ethiopian Labour Law and personal workplace conduct (reporting to the relevant person at work).</p> <p>Reiterate that following safety instructions and observing warning signs is of utmost importance when working in a factory for keeping themselves and their co-workers healthy and safe at work.</p>	<ul style="list-style-type: none"> • Training facility • Warning and safety signs 	<ul style="list-style-type: none"> • Learner groups carry out the treasure hunt activity to search for and take images / draw the signs they see and their meanings
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 3.3: Personal action plan</p> <p>Recap what has been learned in the session, ask individual learners to reflect on their personal goals, and ask them to think of at least one action they will take away from this session. Ask them to record their action(s) in the personal action plan on page 47 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills practised in the session</p> <p>Display PPT 26, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 56 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 3 • PPT 26 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 3, Session 4: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 27.</p> <p>Session learning outcomes</p> <p>To become familiar with chemical warning signs and their meanings</p> <p>To learn about the most common chemicals used in garment factories and the ratios they are used in</p>	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 27 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed
N/A	<p>Important note to trainers: Learners will be studying the types of chemicals they will come across and maybe work with in a factory setting. It would be helpful if learners could see some chemicals in their original packaging so they can become familiar with the chemical warning signs, the dosages and the PPE required to handle them, and how to dispose of them safely. It would be a good idea to bring chemical packaging filled with water and/or take the class to the training facility storeroom and show the group the types of cleaning chemicals used there. This session is to enable learners to start to recognize warning signs, rather than how to use the chemicals themselves. Therefore, cleaning chemicals would be fine to demonstrate at this stage.</p> <p>Bring an example of a Materials Data Safety Sheet for one of the chemicals you bring to the session or take the group to see. You can issue these sheets when you talk through the chemicals and say that each chemical will have its own Materials Data Safety Sheet. When they start working with chemicals, it is a very good idea to look at the data safety sheet and make sure they understand exactly how to handle, use and store the chemical correctly so as to keep themselves and others safe at work.</p>	<ul style="list-style-type: none"> • Training facility • Chemicals, either used in a factory or in the training facility (cleaning chemicals) • Example of a Materials Data Safety Sheet (photocopy enough for each learner). 	N/A
15mins	<p>Session energizer: Chemical hazard warning signs quiz</p> <p>Chemicals used in garment factories</p> <p>Explain to learners that, in a garment factory environment, chemicals are used for the following reasons. Display PPT 28 and read through to the whole group (learners can follow in their handbooks on page 57):</p> <ul style="list-style-type: none"> • For cleaning factory machinery, floors, workstations and communal areas • In the fabric dyeing process • When carrying out spot cleaning <p>Chemical hazard warning signs</p> <p>Display PPT 29 and explain that there are warning signs found on chemical packaging and each sign has a particular meaning. Point out that learners will need to know the signs and the implications for handling, using and storing chemicals in the factory.</p> <p>Ask learners to turn to page 58 of the Learner Handbook and show them the nine international signs. Read out the various definitions in the box at the bottom of the quiz and explain their meaning. Ask learners to work in pairs to match the warning signs with the definitions.</p> <ul style="list-style-type: none"> • Serious health hazard 	<ul style="list-style-type: none"> • Laptop • Projector / smartboard • PPT slides for Module 3 • Learner Handbook • Pens for learners • PPT 28 - 30 	<ul style="list-style-type: none"> • Learner pairs make educated guesses when matching the chemical signs with the definitions

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> • Flammable • Health hazard / Hazardous to the ozone layer • Explosive • Oxidizing • Gas under pressure • Hazardous to the environment • Acute toxicity • Corrosive <p>Display PPT 30 to go through answers and ask learners to correct any signs they labelled wrongly. Point out that they will be looking at workplace chemicals in more detail in this session and discovering why working safely with chemicals is of utmost importance.</p>		
90 mins	<p>Activity 3.5: Chemicals used in garment factories</p> <p>Split learners into two groups and ask each group to consider why they need to know how to handle chemicals, liquids and equipment safely and securely when working in a garment factory. Ask each group to report their findings and discuss as a whole group.</p> <p>Some learners may give answers that relate to the following bullet points. If not, steer the conversation towards the following, simplifying where necessary:</p> <ul style="list-style-type: none"> • To keep yourself and others safe from, for example, chemical burns and poisoning • To minimize costs, e.g. by using the correct dosage • To maximize effectiveness, e.g. by using the correct chemical • To prevent damage, e.g. by not using the incorrect chemical on a surface • To reduce impact on the environment, e.g. by disposing of chemicals correctly <p>Explain that garment factory workers use many different chemicals that need to be handled carefully. They must be familiar with the signs and labels so that they know how the chemicals can be used safely and efficiently, and which are the right chemicals to use for a particular task.</p> <p>Explain that if learners use chemicals incorrectly or on the wrong surface it can cause damage. Also point out that if learners use chemicals incorrectly, it could cause harm to the health of factory workers!</p> <p>Display PPT 31 and ask learners to turn to page 59 of the Learner Handbook.</p> <p>Read through the information so that learners fully understand the implications of working with chemicals:</p> <p>Working with chemicals checklist</p> <ul style="list-style-type: none"> • Handle, use and store chemicals safely. • Work correctly and follow instructions. • Make sure you understand the information on the Materials Safety Data Sheet for the chemical you are working with. 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 31 • Learner Handbook • Storeroom within the training facility • A selection of chemicals • PPE to use with chemicals 	<ul style="list-style-type: none"> • Learner groups discuss and report findings on why they need to know how to work with chemicals, liquids and equipment safely and securely when working in a garment factory • Learners understand what a Materials Safety Data Sheet is and the importance of familiarizing themselves with it before using any chemical in a factory setting • Learners practise handling and storing the “chemicals” safely and appropriately

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> For some tasks, you may also need to wear personal protective equipment (PPE), such as protective gloves, masks, aprons and eye protection. Wash your hands properly, dry them thoroughly and use skin creams regularly. Open windows and doors in the factory (if possible) when you are using chemicals. 		
	<p>Bring a selection of cleaning chemicals to the session (if the chemicals are too dangerous to transport, just bring the original empty packaging) or take the group to the training facility storeroom and present the chemicals to the group in their original packaging. Demonstrate the following:</p> <ul style="list-style-type: none"> What the various chemicals look like (original packaging) What they do Which procedure / task they are used for Dosage and ratios (teaching the basic maths) Any hazard warning signs 		
	<p>Issue the Materials Data Safety Sheet for one of the chemicals showcased. Go through the data and stress the importance of understanding the information on the sheet and being training in the use of a particular chemical before working with it in a factory. Then talk through and demonstrate how to handle, use and store the selected chemical safely in accordance with the Material Safety Data Sheet, including using the appropriate PPE.</p> <p>Allow learners to practise handling and storing the “chemical” (but using the packaging you have brought to the session, which is full of water).</p>		
	<p>If you have shown learners the training facility chemicals rather than the ones, they will use in factories, introduce the different chemicals used in apparel manufacture, explaining how they must be used safely and effectively, in particular:</p> <ul style="list-style-type: none"> Bleach Disinfectant Cleaners Polishes Stain removers Dyes 		
	<p>Activity 3.6: Keeping a record of chemical hazard warning signs</p> <p>Ask learners to turn to page 60 of the Learner Handbook and explain that when they start working in the factory, it is a very good idea to keep a running record of:</p> <ul style="list-style-type: none"> The chemicals they encounter Which chemical to use for which task 		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<ul style="list-style-type: none"> The dosage The warning signs A record of how to handle the chemical safely when storing, preparing and using it The consequences of getting it wrong and the corrective actions to take <p>Explain to the group that they can use this table to record important information about the chemicals they will be working with once they have received training in the factory.</p> <p>Reflection / round-up and personal goals</p> <p>Activity 3.3: Personal action plan</p> <p>Recap what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Ask them to record their action(s) in the personal action plan on page 47 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 32, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 61 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> Training room Laptop Projector / smartboard Learner Handbook Pens for learners PPT slides for Module 3 PPT 32 	<ul style="list-style-type: none"> Learners are able to recap what they learned in this session Learners understand the core skills learned in this session

Module 3, Session 5: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes: Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 33.</p> <p>Session learning outcomes:</p> <ul style="list-style-type: none"> To become familiar with personal protective equipment (PPE), its function and how to use it effectively To be able to lift and carry heavy items correctly without damaging the back 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 PPT 33 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
N/A	<p>Important notes to trainer: You will be exploring personal protective equipment (PPE) in this session. It would be good practice to bring in some PPE, such as face masks, gloves, gowns and the hi-vis vests that are typically worn in a garment factory, so that learners can practise putting on, removing and disposing of/storing the items safely.</p> <p>You will also be exploring how to lift safely in this session. Bring a medium-sized empty box or even a small roll of fabric to the session for the group to practice the correct lifting techniques.</p>	<ul style="list-style-type: none"> • Training facility • A good and varied selection of PPE • A medium-sized empty box or even a small roll of fabric 	<p>N/A</p>
105 mins	<p>Activity 3.7: Using personal protective equipment (PPE) in garment factories</p> <p>Display PPT 34 and ask learners to turn to page 62 of the Learner Handbook.</p> <p>Ask learners to remember the blue mandatory signs from the previous session and their “treasure hunt” activity and point out that most of these signs are telling workers that they need to wear protective clothing or accessories to protect them from risks from workplace hazards.</p> <p>Look at some of the signs and talk through the main types of PPE used in garment factories:</p> <ul style="list-style-type: none"> • Face shields • Gloves • Goggles and glasses • Clothes coverings • Ear defenders • Head covers • Masks • Respirators • Shoe covers <p>Ask the group to work in pairs or table groups to discuss and note what the various items of PPE protect them from, and also the benefits to workers of wearing PPE.</p> <p>Ask the small groups to feed back to the whole group, display PPT 35 and talk through the benefits listed:</p> <p>Protects safety and health of workers</p> <p>Offers worker security</p> <p>Workers are more productive because they do not need to spend time or energy worrying about hazards and health risks</p> <p>Explain that the mandatory signs showing PPE mean that workers MUST wear this equipment in the area concerned. Failing to do so would put them and others at risk of accident or injury. It is worth pointing out that wearing masks can protect workers from biological hazards such as the COVID-19 virus, along with handwashing and safe-distancing measures.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 34 - 38 • Learner Handbook • A selection of PPE • An empty box or roll of fabric to practise lifting techniques 	<ul style="list-style-type: none"> • Learners suggest what the PPE signs mean • Learners suggest the benefits of wearing PPE • Learners demonstrate wearing PPE appropriately after trainer demonstration • Learners carry out manual handling activity using the correct techniques

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Showcase some of the items of PPE you have brought along to the session. Talk through what each item is, what it is used for, and how to wear it. Also explain what tasks and jobs PPE is required for in a factory environment.</p> <p>Ask a willing volunteer to wear the PPE that you demonstrated, explaining carefully how and how not to handle and wear it. Then ask for a few more volunteers to practise putting on the PPE appropriately. Give positive praise and feedback to help guide learners in using PPE correctly.</p>		<p>Activity 3.8: Manual handling</p> <p>Explain that working in a garment factory often involves lifting and carrying heavy items, for example rolls of fabric, deliveries, equipment, bags of fabric offcuts, trash, etc.</p> <p>Explain the importance of carrying out the correct manual handling technique to prevent damage to themselves or to others around them.</p> <p>Display PPT 36 and ask learners to turn to page 63 of the Learner Handbook. Read through the technique for lifting, while learners refer to the diagram in their workbooks:</p> <ul style="list-style-type: none"> • Only attempt to lift a load that is reasonable for you to lift. Get help if you need it for large loads. • Ensure you have a clear area to lift in; remove any obstacles in your way. • Place your feet evenly on either side of the load. • Reach down for the load, using your knees to lower your body towards it. • Grasp the load firmly underneath; do not try to hold it at the side. If the load is heavy, the base of the box may need support from your hand. • Lift the load, once again using your knees to raise the item, not your back muscles. • Do not twist or over-extend your body while lifting. • Place the load on a trolley if it is to be moved some distance, or maybe a box truck, depending on the shape of the box. • When placing deliveries on shelves, slide items into place rather than trying to lift them (over-extending). • Be extra careful with large, ungainly or awkward-shaped objects; always seek help. <p>Explain that the back is the most complex set of bones in the body and the rest of the skeleton is built around it. Damaging their back or the back muscles can have major implications. Back injuries cost the economy millions of pounds in lost people-hours every year. Add to this the lost earnings because of time taken off work and the consequences soon mount up.</p> <p>Demonstrate the correct lifting techniques to the group using something they are familiar with, such as an empty box or roll of fabric. Talk through the lifting technique as you demonstrate.</p> <p>Ask a few willing volunteers to practise the correct lifting techniques and invite others to give feedback on how well the volunteers carried out the technique (keep feedback constructive).</p> <p>Write up the following questions on the whiteboard / flipchart and ask the group to work in pairs to discuss their ideas:</p> <ol style="list-style-type: none"> 1. What types of loads and heavy objects do you think you will be lifting when working in a garment factory?

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>2. What would happen if you did not follow the correct technique?</p> <p>3. What should you do if the load is too heavy for one person to carry?</p> <p>Encourage the group to provide answers such as:</p> <ol style="list-style-type: none"> 1. Rolls of fabric, boxes, cleaning equipment such as vacuum cleaners, deliveries of supplies, stacks of finished or partially completed garments, garment offcuts and trash 2. Damaging their spine, potentially harming a co-worker and / or the load if dropped 3. Reduce the load to a manageable amount; get a co-worker to help (if possible) <p>Guidelines for lifting on stairs</p> <p>Display PPT 37 and ask learners to turn to page 64 of the Learner Handbook. Explain that if learners are lifting on stairways, they need to be extra cautious.</p> <p>Display PPT 38 and refer to page 65 of the Learner Handbook to reinforce the principles of manual handling. Read through the slide together, with learners following in their workbooks:</p> <p>Important principles of manual handling</p> <ul style="list-style-type: none"> • Task - Evaluate the job to be done. Does it involve stretching, twisting or bending? Can machinery be used to help or can other members of the team assist? • Individual - Look at your own capabilities. Are you strong or fit enough? Are you trained? • Load - Look at the load. If it is too heavy, can it be split or lightened? If unstable, can handles be fitted or the load made safer? • Environment - Control the environment in which the task takes place. Is the floor slippery or uneven? Can the layout or floor condition be improved? <p>If you have some time left, and if there are stairs in your establishment, allow learners to practise the lifting methods detailed in a safe space.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 3 • PPT 39 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 3: Personal action plan</p> <p>Recap what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Ask them to record their action(s) in the personal action plan on page 47 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 39, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 66 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>		

Module 3, Session 6: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 40:</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> To know and understand what to do in the event of a fire in a garment factory To practise a fire drill to evacuate safely from the training facility building 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 3 PPT 40 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed
N/A	<p>In this session you will be exploring what to do in the event of a fire in a factory. To bring this to life, take the group through a dummy fire drill in the training facility, showing learners what to do if they discover a fire, how to raise the alarm and congregate in a designated zone, etc. Resources to bring to this activity include:</p> <ul style="list-style-type: none"> Training facility evacuation map Training facility evacuation procedure 	<ul style="list-style-type: none"> Training facility Training facility evacuation map Training facility evacuation procedure 	N/A
15 mins	<p>Session energizer: Fire safety quiz</p> <ul style="list-style-type: none"> Ask learners to work in either table groups or pairs for this short workplace fire safety quiz. Ask learners to turn to page 67 of the Learner Handbook. Display PPT 41 and read through the first two questions with the whole group. Ask learner pairs to select the correct answer. Click the mouse in "slide-show" mode to reveal the correct answers to the first two questions. Display PPT 42 and repeat with the next two questions. Display PPT 43 and repeat with the next two questions. Display PPT 44 and repeat with the final two questions. Ask each group / pair to score themselves out of a possible eight points. <p>Answers: (correct answers Indicated with a *)</p> <ol style="list-style-type: none"> Even when there are no signs of a fire, you should respond to every fire alarm as if it were real. <ul style="list-style-type: none"> (A) True* (B) False The primary function of a fire door is to exit a building in the event of fire. <ul style="list-style-type: none"> (A) True (B) False* 	<ul style="list-style-type: none"> Training room Laptop projector / smartboard PPT slides for Module 3 PPT 41 - 44 Learner Handbook 	<ul style="list-style-type: none"> Learners make educated guesses to answer the quiz correctly

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>3. Fire doors should be locked at all times.</p> <ul style="list-style-type: none"> • (A) True • (B) False* <p>4. When you discover a fire, you should...</p> <ul style="list-style-type: none"> • (A) Sound the fire alarm and call the fire department* • (B) Use a fire extinguisher to put out the fire, even without training • (C) Stay in the building until you figure out a way to extinguish the fire • (D) Run out of the building without warning others of the fire <p>5. Which of the following should you do if you are unable to evacuate a burning building?</p> <ul style="list-style-type: none"> • (A) Open the doors and windows to let the smoke out • (B) Break windows • (C) Breathe through your mouth • (D) Stay low under the smoke* <p>6. What can you do to help prevent a fire at work?</p> <ul style="list-style-type: none"> • (A) Avoid using electrical equipment near flammable gases, vapours and liquids* • (B) Clutter your workspace with paper and other combustibles • (C) Use electrical wires near flammable gases and liquids • (D) Avoid cleaning up oil spills and chemical spills <p>7. Before an emergency occurs, you should...</p> <ul style="list-style-type: none"> • (A) Be able to recognize the sound/signal of a fire or evacuation alarm • (B) Know the person to contact in an emergency • (C) Know the location of the fire alarms and how to use them • (D) All of the above* <p>8. Which of the following should you NOT do during a fire emergency?</p> <ul style="list-style-type: none"> • (A) Evacuate a building through designated exit routes • (B) Keep fire doors shut to prevent the fire from spreading • (C) Crawl low under the smoke while breathing only through your nose • (D) Re-enter the building without the permission of the authorities* 		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
90 mins	<p>Fire safety</p> <p>Display PPT 45 and ask learners to turn to page 69 of the Learner Handbook. Explain that fire is a major cause of injury and property damage in garment factories.</p> <p>Tell the group the three requirements for a fire to start and take hold:</p> <ol style="list-style-type: none"> 1. Fuel 2. Oxygen 3. Heat <p>Explain that the risk of fire can be significantly reduced by controlling these three elements. Display PPT 46 and refer to page 69 of the Learner Handbook, and talk through how learners can help to reduce the risk of fire:</p> <p>Reduce the risk of fire</p> <ul style="list-style-type: none"> • Fire can be prevented by controlling possible ignition sources (heat) and by proper storage of flammable materials. • Always ensure that fire exits are kept clear; never place anything in front of a fire exit as this may stop someone getting out in the event of an emergency. • Familiarize yourself with the fire escape routes and the fire procedures for your factory. • Ensure that fire exit doors are kept closed at all times. • Smoking is only allowed in designated smoking areas. • Explain that all places of work, with or without the public, will have special measures they put into place in the event of a fire on the premises (including this training facility!) This is known as a fire evacuation plan. <p>Typical emergency or evacuation procedures</p> <p>Point out that all factories will have a fire evacuation plan and procedure, and it is very important that learners pay attention when being taught this on first joining the factory. If they miss the training for any reason, they must ask supervisors or managers for the instructions to be repeated. Display PPT 47 and ask learners to turn to page 70 of the Learner Handbook. Read through the model fire evacuation procedure. Explain that this is the correct procedure to follow in the event of a fire in any garment factory. Read through the procedure as a whole group to make sure all learners understand this important information and answer any questions.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 45 - 48 • Learner Handbook 	<ul style="list-style-type: none"> • Learners know and understand how fires are started • Learners know and understand how to reduce the risk of fire • Learners become familiar with typical evacuation procedures • Learners carry out a fire drill, behaving and communicating appropriately

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
Typical emergency or evacuation procedures			
Step	Action		
1	Keep calm – you need to be able to think clearly. Make sure you have the following information: <ul style="list-style-type: none"> • Where the fire is • What type of fire it is (what is burning)? • How big the fire is 		
2	Sound the fire alarm.		
3	Notify your supervisor / manager and inform Security. All fires are to be reported immediately.		
5	Close the doors and windows in your designated work area and switch off any electrical equipment, before proceeding to the assembly area.		
6	If the fire is in the designated work area and is too big to control, leave the area and make sure that nobody is left behind. Only use the appropriate firefighting equipment if you trained and confident that can use it safely.		
7	Once the alarm has been activated, evacuate the area and proceed to the nominated assembly point.		
8	Do not stay to clear your locker or take your belongings.		
10	Close the doors and windows before leaving and make sure the door is closed behind you.		
11	Walk briskly – do not run. Remove high-heeled shoes as they slow you down. Calmly assist co-workers and visitors who may need help.		
12	If there is a lot of smoke, cover your nose and mouth with a wet towel and crawl on hands and knees.		
13	Make your way towards the ground floor and the outside of the building.		
14	Once outside the building, make your way to the assembly point and await further instructions from your nominated fire marshal.		
Display PPT 48 and explain the idea of an evacuation map.			
Show the group:			
<ul style="list-style-type: none"> • Fire exits – signs and locations • Where the fire extinguishers are located • The marshal area / assembly point 			
Remind the group of the emergency number to call in the event of a fire and show them how to report a fire clearly and calmly.			

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Activity 3.9: Training building evacuation drill</p> <p>To demonstrate an evacuation procedure, take learners through a fire drill and evacuation of the training facility. Show the group the evacuation map and procedure for the facility and tell them what their roles and responsibilities are. Take the whole group through the evacuation and debrief afterwards, asking how learners found the activity, what was difficult, what they would do differently next time, etc.</p> <p>Reflection / round-up and personal goals</p> <p>Activity 3.3: Personal action plan</p> <p>Recap with learners what they have learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Also ask learners to identify two actions they could take to reduce the risk of fire when working in a garment factory.</p> <p>Ask them to record their action(s) in the personal action plan on page 47 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills practised in the session</p> <p>Display PPT 49, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 71 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 3 • PPT 49 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 3, Session 7: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 50:</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • To know and understand the environmental impact of the textile and clothing industry • To become familiar with the different types of waste generated in a garment factory and how to reduce and reuse waste • To discover how apparel brands reuse and recycle fabric and clothes 	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 50 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed
N/A	<p>Important notes to trainer: During this session it would be great to showcase the Addis Ababa-based ethical footwear company soleRebels. There is a video about this company embedded in the PPT slides. It would also be good if you could showcase the company's website and go through some of the sustainable and recycled materials they use, and the sustainable practices they foster in their business.</p>	<ul style="list-style-type: none"> • Training facility • Internet connection 	N/A

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Session energizer: Waste quiz</p> <ul style="list-style-type: none"> • Ask learners to work in either table groups or pairs for this short quiz on waste. • Ask learners to turn to page 72 of the Learner Handbook. • Display PPT 51 and read through the first two questions with the whole group. • Ask learner pairs to select the correct answers. • Click the mouse in “slide-show” mode to reveal the correct answers to the first two questions. • Display PPT 52 and repeat with the next three questions. • Ask each group / pair to score themselves out of a possible five points. <p>Answers: (the correct answers are indicated with a *)</p> <ol style="list-style-type: none"> 1. Addis Ababa produces over 3,500 tonnes of waste every day: <ul style="list-style-type: none"> • True* • False 2. There are three key factors everybody should consider about when thinking about how to deal with waste: the 3 Rs. Fill in the gap below: <ul style="list-style-type: none"> • Reduce • Reuse* • Recycle / Recover 3. Recycling is good for the environment but not a garment factory's profits. <ul style="list-style-type: none"> • True • False* 4. The Reppie waste-to-energy power project in Addis Ababa, a power plant that converts waste into energy, is the first of its kind in Africa. <ul style="list-style-type: none"> • True* • False 5. How much of Addis Ababa's trash does the new Reppie plant recycle to make green energy? <ul style="list-style-type: none"> • (A) 100% • (B) 80%* • (C) 50% • (D) 30% <p>Explain that in this session the group will be studying the types of waste a garment factory produces, how these impacts on human health and the health of the planet, and what some apparel brands are doing to reduce waste in Ethiopia.</p>	<ul style="list-style-type: none"> • Laptop • projector / smartboard • PPT slides for Module 3 • PPT 51 - 52 	<ul style="list-style-type: none"> • Learners make educated guesses to answer the quiz questions to the best of their ability

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
90 mins	<p>The environmental impact of the garment sector</p> <p>What is waste?</p> <p>Ask learners to think about the word waste. If necessary, explain it to the group to ensure full understanding:</p> <p>All humans produce various types of waste. At home, they produce human waste and waste when carrying out daily activities such as washing and cleaning. In the workplace, they also produce various types of waste, both solid and liquid. All these types of waste should be controlled and managed for the benefit of people and the environment.</p> <p>What is wasted in a garment factory?</p> <p>Ask learners what types of liquid and solid waste might be produced in a garment factory. Receive feedback and write their ideas down on the flipchart / whiteboard. Steer the suggestions to include the following:</p> <ul style="list-style-type: none"> • Human waste • Water • Energy • Fabric • Chemicals <p>Explain that if waste is not reduced or dealt with in the correct way, it can have a negative impact on human health and the health of the planet.</p> <p>Ethiopia's environmental policy goal</p> <p>Explain in accessible language that most countries around the world are trying to deal with waste more effectively or trying not to create so much waste in the first place. Ethiopia is no different. Each country will have policies and regulations to try and achieve these improvements.</p> <p>The environmental impact of the garment sector</p> <p>Recap on the growth of the garment sector in Ethiopia (Module 1) and the rise of industrial parks. Explain that, as well as providing thousands of new jobs for local people, industrial processes can have negative environmental impacts, causing climate change, loss of natural resources, air and water pollution, and extinction of species.</p> <p>Display PPT 53 and ask learners to turn to page 73 of the Learner Handbook. Go through the four main environmental issues arising from industrial garment factory processes. Simplify language as appropriate:</p> <ol style="list-style-type: none"> 1. Emissions associated with transportation of textiles to garment factories 2. Energy use in garment assembly 3. Dealing with waste, primarily textile waste (scraps of fabric from cutting, etc.) 4. Production of steam from boilers and irons, and their associated impacts⁸ 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 53 - 57 • Learner Handbook • Internet connection • soleRebels website for case study: https://www.solerebels.com 	<ul style="list-style-type: none"> • Learners know and understand the types and impacts of waste on the community and in the workplace • Learners suggest some areas where factories might be creating waste • Learners suggest some ways in which factory workers can prevent waste in the workplace • Learners become familiar with the “waste hierarchy” • Learners know and understand what businesses and factories in Ethiopia are doing to prevent, reuse and recycle waste

⁸ Adapted from ILO document: Environmental scoping study - Decent work in the garment sector supply chains, September 2017

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Waste hierarchy</p> <p>Display the waste hierarchy triangle on PPT 54 and ask learners to turn to page 74 of the Learner Handbook. Talk through the various stages of the hierarchy, using the following information to supplement your own knowledge:</p> <p>The waste hierarchy ranks the different ways of dealing with waste in order of desirability. At the top is waste reduction, which means not generating waste in the first place or minimizing the amount of waste produced. Below that is waste reuse (for example, refilling a drinks bottle), followed by recycling (processing of wastes into new raw materials). A fourth option is the recovery of energy by burning or biological treatment of wastes. Disposal, ideally in a landfill site, is the final option for wastes that cannot be dealt with in any other way. A landfill site is an area of land set aside for the final disposal of solid waste.⁹</p> <p>Water use</p> <p>Explain to the group in accessible language that the textile and garment industries use vast amounts of natural resources, such as water, land and other resources. This applies to the entire lifecycle of the garments they make: production of fibres, manufacturing, distribution, consumer use and end-of-life disposal. The factories are therefore major sources of environmental pollution, discharging huge volumes of wastewater.</p> <p>Water pollution is increasing worldwide and fresh water is increasingly scarce, with 2.3 billion people lacking basic sanitation services. Water is consumed on a large scale for the making and processing of fabrics in apparel production – this is known as wet production. Due to the large volumes of different chemicals used in the operations of a wet-processing unit, this part of the textile industry is characterized by the generation of chemical-intensive wastewater and is thus responsible for environmental pollution. To help combat this type of pollution, waste-water treatment technology is required for garment and textile industries with wet processing facilities.</p> <p>H&M sustainability: Water</p> <p>Remind the group that H&M source their apparel lines from Ethiopia and, as a company, have very strict guidelines on how they work with natural resources such as water.</p> <p>Display PPT 55, which illustrates H&M's five-step strategy to working with water in a sustainable way globally. The poster is in English so translate for learners:</p> <ol style="list-style-type: none"> 1. Water awareness H&M build awareness of water usage and global water challenges and people's dependence on access to fresh water 2. Knowledge of impact H&M measures the water impact and risk in suppliers' factories 3. Internal action Improving the use of water in suppliers' factories 4. Stakeholder engagement Collective action to address water issues 5. Influence governments Influencing global governments to manage water basins sustainably 		

⁹ Extracted from: <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80395§ion=5.2>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Activity 3.10: How can I reduce waste at home and in my community?</p> <p>Ask learners to work in pairs to think about some of the ways in which they could personally reduce waste of different types in their homes and communities. Groups should feed back to the whole group and discuss.</p> <p>Activity 3.11: How can factory workers reduce waste?</p> <p>Explain that, as factory workers, members of the group can take some simple steps to reduce waste, not just relying on brands, factory owners and managers to do this. The planet is everyone's resource!</p> <p>Split the group into three smaller groups and allocate the following categories:</p> <ul style="list-style-type: none"> • Water • Energy • Fabric <p>Ask the groups to think about the different ways in which they could prevent waste of their category in the workplace. If the groups are stuck for ideas, give some hints and suggest they consider how they treat energy and water in their homes. Are they careful in using these resources? If so, how? These ideas could also be applied in a factory.</p> <p>Ask each group to present their ideas and discuss as a whole group.</p> <p>Ask learners to turn to page 75 of the Learner Handbook, display PPT 56 and talk through how all workers in garment factories can help to minimize waste.</p>		
	<p>Reuse / Recycle</p> <p>Explain that there are worldwide fashion brands with eco-friendly principles of reusing waste materials (as they have seen in the case of H&M with water). This has resulted in improved factory processes and the creation of fashion products with added eco-value.</p> <p>Point out that some companies and factories in Ethiopia also recycle materials, such as fabrics. This is the case with one footwear company in Addis Ababa, soleRebels.</p> <p>Case study: soleRebels Addis Ababa – roots, culture, tires</p> <p>Ask learners what they know about the footwear brand soleRebels, which is based in Addis Ababa. Invite feedback.</p> <p>Display PPT 57 and play the video that features the company. This video is in English, so please replace it with a version in the local language, if you can source one, or stop the video at key points and explain the content.</p> <p>After the group have watched the video, point out that the company uses recycled car tyres for the soles of all their shoes and incorporates as much recycled + sustainable materials as possible. They use ingredients such as hand-spun + hand-loomed organic cotton fabrics and a range of unique natural fibres, including Abyssinian hemp, pure Abyssinian koba, pure Abyssinian jutes and Abyssinian leathers.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>The following is information from the company's website to add to your explanation:</p>	<p>soleRebels</p> <p>All of the company's shoes are hand-crafted making it a zero-carbon production process! Our products are made in this low-impact manner because proudly, historically that is the way it's been done here in Ethiopia! roots. culture. tires. is the way the company summarize this ethos of historic eco-sensibility, where great products are made in a low-impact manner because historically that is the way that things have been done. It makes great sense given that we have so many talented hands here in Ethiopia that are too often idle because of lack of opportunity and hand work creates great things.</p> <p>Our packaging is made from recycled shipping cartons and pairs are shipped in re-useable hand-loomed cotton bags.</p> <p>soleRebels also minimizes production waste by making innovative POP display units from scrap and natural materials, as well as re-using waste in production with our repurposing of production waste materials into production inputs. We come very close to our overriding goal of a near-ZERO waste effect from production.</p> <p>Learn more about the sustainable materials that go into our footwear:</p> <ul style="list-style-type: none"> • Recycled tires: https://www.solerebels.com/pages/recycled-tire-soles • Organic cotton: https://www.solerebels.com/pages/hand-spun-abyssinian-heritage-organic-cotton • Abyssinian pure leather: https://www.solerebels.com/pages/abyssinian-pure-leathers • Artisan-loomed fabrics: https://www.solerebels.com/pages/artisan-loomed-fabrics • Organic jute: https://www.solerebels.com/pages/ethiopian-coffee-growers-fund • Koba plant fiber: https://www.solerebels.com/pages/koba-plant-fiber 	
	<p>If you can get online and have time left in this session, show learners some of the materials that soleRebels use in the making of their footwear.</p>		
	<p>How factories currently reuse and recycle liquid and solid waste</p>		
	<p>To round off this session, point out that garment factories in Ethiopia have also made progress in reusing and recycling factory waste. Explain the following and the key words highlighted:</p>		
	<p>As far as energy is concerned, there is some awareness of the potential of sustainable energy. Most factories make use of the cheap sustainable hydro-power energy from Ethiopia's unreliable grid, using generators as back-up.</p>		
	<p>Some sustainable energy measures include the use of LED lighting inside and solar lights outside factories, hybrid cars and electric boilers. Some factories have plans to install electric boilers and LED lighting, reduce their fuel consumption and install rainfall catchment and solar solutions on factory roofs.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 3.3: Personal action plan</p> <p>Recap what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Also ask them to identify two actions they could take to reduce the risk of fire when working in a garment factory.</p> <p>Ask them to record their action(s) in the personal action plan on page 47 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 58, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 76 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 3 • PPT 58 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 3, Session 8: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 59.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • To know and understand the environmental impact of the textile and clothing industry • To become familiar with the different types of waste generated in a garment factory and how to reduce and reuse waste • To take steps to prevent hazards in a garment factory • To carry out a simple risk assessment in the training facility 	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 59 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed
N/A	<p>Important notes to trainer: During this session there will be an opportunity for learners to carry out a risk assessment within the training facility. Prepare for this activity by staging some obvious hazards and potential risks (within health and safety limitations) for learners to discover. Trailing wires, blocked doors, untidy workspaces are all good examples of hazards for the group to spot and discuss how they could be prevented.</p>	<ul style="list-style-type: none"> • Training facility • Staged "hazards" and potential risks 	N/A
105 mins	<p>Preventing occupational accidents, injuries and diseases</p> <p>Remind the group of the saying that "<i>prevention is better than cure</i>" and relate it to workplace hazards. Now they are aware of likely hazards in a garment factory and their obligations as workers under the Labour law, explain that they should further analyse the various hazards, start to identify the potential risks, and consider how such risks can be prevented.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • PPT slides for Module 3 • PPT 60 - 62 	<ul style="list-style-type: none"> • Learners suggest how risks in the workplace can be prevented

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Ask learners to turn to page 77 of the Learner Handbook and display PPT 60 - 61. Explain that the groups which worked together in the previous activity are now going to look at some of the risks and how they could prevent them in their allotted categories.</p> <p>Read through the examples on the PPT slides and explain each part: the hazards, the potential risks and how factory workers can prevent them. Receive feedback if learners have further ideas on how the risks could be prevented:</p>	<ul style="list-style-type: none"> • Learner Handbook • Training facility as setting for carrying out the risk assessment 	<ul style="list-style-type: none"> • Learners carry out a risk assessment in the training facility, categorize risks and suggest ways of preventing them
	<p>Hazard</p> <p>Physical: Untidy work area</p> <p>Sewing machine electrical cable on the floor in the work area</p>	<p>Risk</p> <p>Co-workers may trip over the cable</p>	<p>Prevention</p> <ul style="list-style-type: none"> • Plug in the machine as close as possible to where it needs to be • Reposition the cable off the floor • Ask a supervisor to tape or fix the cable to the floor
	<p>Biological: Exposure to biological agents</p> <p>There has been a national outbreak of a very contagious virus</p>	<p>Workers could transmit the virus to co-workers and many could become ill</p>	<ul style="list-style-type: none"> • Ensure the correct PPE is worn, such as face masks • Make sure that social-distancing rules are applied and adhered to • Handwashing protocols to be enforced
	<p>Activity 3.12: Risk assessment</p>		
	<p>Display PPT slide 62 to introduce learners to a very basic risk assessment form and ask the group to turn to page 78 of the Learner Handbook. Talk the group through the form and what it is used for in a place of work. (A risk assessment is a systematic examination of a task, job or process that you carry out at work for the purpose of identifying significant hazards and the risk of someone being harmed, and deciding what further control measures you must take to reduce the risk to an acceptable level.)¹⁰</p>		
	<p>Talk through scales of risk:</p>		
	<ul style="list-style-type: none"> • High – very likely to happen 		
	<ul style="list-style-type: none"> • Medium – likely to happen 		
	<ul style="list-style-type: none"> • Low – unlikely to happen 		
	<p>Talk through the following categories on the form, giving examples of each in a garment factory setting:</p> <ul style="list-style-type: none"> • Potential hazard • Who is at risk? • Level of risk: low medium high • Worker responsibilities to prevent / eliminate the risk 		

¹⁰ Extracted from: <https://www.hsdirect.co.uk/free-info/risk-assessment.html>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Once learners are comfortable with the risk assessment form and the various categories, allocate learners to small groups to carry out a risk assessment within the training facility. Allocate an area to each group for the purposes of their “inspection” and ask them to assess three separate hazards within their area. Learners may record their findings orally or pictorially if they have literacy issues that prevent them from completing the form.</p> <p>When the groups have completed their risk assessments, take feedback on findings. Point out that while it may not be the law in Ethiopian garment factories to carry out a risk assessment, it is good practice to do this when working (even if they do this only mentally) and to take every precaution to minimize risks.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 3 • PPT 63 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session
	<p>Reflection / round-up and personal goals</p> <p>Activity 3.3: Personal action plan</p> <p>Recap what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Also ask learners to identify two actions they could take to reduce the risk of fire when working in a garment factory.</p> <p>Ask them to record their action(s) in the personal action plan on page 47 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 63, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 79 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>		

Module 4: Working together

Module 4	Working together
Duration	10 hours (4 x sessions of 2.5 hours)
Mode	Classroom training Scenarios Role play Learner Handbook
Assessment	Knowledge test and observation with oral questions
Summary of content	<p>The fourth module equips learners with knowledge and understanding of the importance of good communication skills in the workplace. Learners will first study the theory of the communication process, then explore how much of our face-to-face communication is verbal, vocal or non-verbal. They will go on to discover the importance of having good listening skills and will ascertain how good they are at listening. Through a series of interactive activities, learners will discover the importance of listening and asking good questions, and how they can apply these skills in the work environment. Learners will gain an understanding of what a team is and how it functions. They will also learn the importance of being able to work harmoniously as part of a team to achieve success in the work environment.</p>

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Work performance	Understanding work culture	<ul style="list-style-type: none"> Accepts and responds to constructive feedback on work performance Evaluates superiors fairly when required and provides constructive feedback 	LO1 Develop effective workplace relationships 1.1 Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships. 1.3 Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon.
Leadership	Accepts responsibility for own actions	<ul style="list-style-type: none"> Logically communicates thoughts, feelings and ideas to justify a position Contributes to motivating fellow team members 	LO1 Develop effective workplace relationships 1.1 Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships. 1.2 Assistance is sought from work group when difficulties arise and problems are addressed through discussion. 1.3 Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon. 1.4 Differences in personal values and beliefs are respected and acknowledged.

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Self-performance	Self-management	<ul style="list-style-type: none"> Displays the required standards of workplace attendance, punctuality, commitment, attitude and focus Takes responsibility for own actions Follows workplace or community code of conduct 	<p>LO2 Apply work values/ethics</p> <p>2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines.</p> <p>2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines.</p> <p>2.3 Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policies and guidelines.</p> <p>2.4 Company resources are used in accordance with transparent company ethical standards, policies and guidelines.</p> <p>LO4 Maintain integrity of conduct in the workplace</p> <p>4.1 Personal work practices and values are demonstrated consistent with acceptable ethical conduct and company core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p>
	Reading	<ul style="list-style-type: none"> Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary) Interprets and acts on information in signs, symbols and text Checks that interpretation and response to signs, symbols or text is correct 	<p>LO2 Perform workplace duties following written notices</p> <p>2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines.</p> <p>2.2 Routine written instructions are followed in sequence.</p> <p>2.3 Feedback is given to workplace supervisor based on the instructions/information received.</p>
	Writing	<ul style="list-style-type: none"> Records or copies basic information in familiar workplace format Writes short, simple text in familiar workplace format 	<p>LO2 Perform workplace duties following written notices</p> <p>2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines.</p> <p>2.2 Routine written instructions are followed in sequence.</p> <p>2.3 Feedback is given to workplace supervisor based on the instructions/information received.</p>

ILO Core Skills Framework		Mapping to FTVETA units of competence	
Category	Skill	Performance (Entry level: Level 1)	Mapping to FTVETA learning outcomes and assessment criteria
Self-performance	Personal conduct skills	<ul style="list-style-type: none"> • Demonstrates politeness and confidence in the work environment • Contributes efficiently to work and quality of outputs 	<p>LO4 Maintain integrity of conduct in the workplace</p> <p>4.1 Personal work practices and values are demonstrated consistent with acceptable ethical conduct and company core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>4.3 Company values/practices are shared with co-workers using appropriate behaviour and language.</p>
Social performance	Communication	<ul style="list-style-type: none"> • Follows simple instructions • Asks relevant questions for clarification • Interprets simple non-verbal clues such as tone of voice and facial expression • Makes routine oral reports according to pre-established instructions • Communicates in a way that is cognisant of cultural and language differences 	<p>LO1 Follow routine spoken messages</p> <p>1.1 Required information is gathered by listening attentively and correctly interpreting or understanding instructions.</p> <p>1.2 Instructions/information are properly recorded.</p> <p>1.3 Instructions are acted upon immediately in accordance with information received.</p> <p>1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear.</p> <p>LO1 Develop effective workplace relationships</p> <p>1.1 Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships.</p> <p>1.2 Assistance is sought from work group when difficulties arise and problems are addressed through discussion.</p> <p>1.3 Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon</p> <p>1.4 Differences in personal values and beliefs are respected and acknowledged.</p>
			<p>LO1 Develop effective workplace relationships</p> <p>1.4 Differences in personal values and beliefs are respected and acknowledged</p> <p>LO2 Contribute to work group activities</p> <p>2.1 Support is provided to team members to ensure work group goals are met.</p> <p>2.2 Constructive contributions to work group goals and tasks are made according to organizational requirements.</p> <p>2.3 Information relevant to work is shared with team members to ensure designated goals are met.</p>
	Teamwork	<ul style="list-style-type: none"> • Operates as an active member of the team • Contributes with suggestions and effort • Follows rules and procedures set by team • Takes responsibility for doing own share of work necessary to achieve team goals • Demonstrates respect for others 	<p>Work with others</p> <p>IND BOT1 14 0220</p>
			<p>Work with others</p> <p>IND BOT1 14 0220</p>
			<p>Receive and respond to workplace communication</p> <p>IND BOT15 0202</p>
			<p>Demonstrate work values</p> <p>IND BOT16 02 20</p>

ILO Core Skills Framework		Mapping to FTVETA units of competence		Mapping to FTVETA learning outcomes and assessment criteria	
Category	Skill	Performance (Entry level: Level 1)	Work with others	LO1 Develop effective workplace relationships	LO2 Apply work values/ethics
Social performance	Learning to learn	<ul style="list-style-type: none"> Asks basic questions to source information Can identify and access sources of information Demonstrates motivation and willingness to learn Demonstrates perseverance and resilience when learning and applying new knowledge Asks questions and follows instructions to adapt to new workplace systems or processes 	IND BOT1 14 0220	1.1 Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships. 1.2 Assistance is sought from work group when difficulties arise and problems are addressed through discussion. 1.3 Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon.	Demonstrate work values IND BOT16 02 20 LO4 Maintain integrity of conduct in the workplace 2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. 2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. 2.3 Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policies and guidelines. 2.4 Company resources are used in accordance with transparent company ethical standards, policies and guidelines.
	Working with cultural diversity	<ul style="list-style-type: none"> Accepts difference between self and others Is respectful and open to learning about different cultures Listens and makes adjustments to communication strategies in order to work effectively with others from different cultural backgrounds 	IND BOT1 14 0220	LO1 Develop effective workplace relationship 1.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship 1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions LO2 Apply work values/ethics 2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. 2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policies and guidelines. 2.3 Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policies and guidelines.	4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.

Module 4, Session 1: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the aims and objectives for the module on PPT 3:</p> <p>Module learning outcomes</p> <ul style="list-style-type: none"> To know and understand why communication is important for success at work To understand how we communicate verbally, vocally and non-verbally To understand the communication process and how it works To understand the importance of listening as a communication skill To discover how good individual learners are at listening To describe how to become a better listener To describe non-verbal communication To list ways in which we communicate non-verbally To design a poster to encourage positive non-verbal communication at work To examine why asking questions at work is a positive thing To discover the use of open and closed questions To carry out a series of role plays to practise asking questions To examine how teams work together successfully To discover the various roles within teams To examine one's own role in a teamwork activity <p>Now display PPT 4, which shows the learning outcomes for the first session:</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> To know and understand why communication is important to success at work To understand how we communicate verbally, vocally and non-verbally To understand the communication process and how it works 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 4 PPT 4 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Session energizer: Picture dictation¹¹</p> <p>Aim: This extended energizer activity will clearly demonstrate the importance of good communication skills.</p> <p>Method</p> <p>Pre-activity brief:</p> <p>Draw a square or rectangle to represent a piece of paper on the flipchart and ensure that learners know the vocabulary needed for the activity, such as:</p> <ul style="list-style-type: none"> • "In the middle of the piece of paper" • "In the top/bottom/right-/left-hand corner of the piece of paper" • "In front of", "behind", "on top of", etc. <p>Explain to learners that you are going to give them some instructions (as they will receive from their supervisors in a garment factory), but you are going to describe a picture to them. All they have to do is listen and draw what they hear you describe. Explain that you are going to do this three times and sometimes the picture may be harder to draw correctly than others.</p> <p>Explain that there are two roles in this activity:</p> <ol style="list-style-type: none"> 1. The person who gives the instructions / message: the Sender (you) 2. The people who receive the instructions or message: the Receiver (the learners) <p>Issue three pieces of scrap A4 paper to each learner, one for each picture. Ask learners to number the papers 1 to 3.</p> <p>Step 1: Instruct learners to use paper 1. Turn your back on the group and dictate the picture (it should be very easy, consisting of basic shapes located at various points on the page). You must not use your hands or make eye contact with learners at all. When you are describing the picture, it is best to describe one object at a time slowly and to repeat each description two or three times. Make sure you give learners enough time to finish drawing one object before you move on to the next object.</p> <p>Step 2: Instruct learners to use paper 2. Keep your back turned to the group, but now use your hands and start to use hand gestures and pointing to guide the learners. Dictate the same picture as in the first step.</p> <p>Step 3: Instruct learners to use paper 3. Turn to face the group and, while you are dictating your pictures, use hand gestures, eye contact, smiling, nodding and positive language when the group are on track, and empathetic and helpful noises and facial expressions when they are not.</p> <p>Show the group your paper with the image you dictated on it and ask them to compare their three papers to see which was most similar (chances are it will be paper 3).</p> <p>Ask the group why it got easier as you added in hand gestures, facial expressions and positive language. Steer them towards the conclusion that, when you communicate with someone, it is not just about the words you say but the way that you say them and how you demonstrate your feelings with your body language.</p> <p>Explain that in this session they will be exploring positive communication and its importance to working with co-workers and supervisors / managers.</p>	<ul style="list-style-type: none"> • Flipchart and pens • Three pieces of scrap A4 paper for each learner 	<ul style="list-style-type: none"> • Learners take part in picture dictation activity • Learners offer suggestions as to why step 3 was easier to complete than steps 1 and 2

¹¹ Adapted from: <https://www.teachingenglish.org.uk/article/picture-dictation>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>What is communication and why is it important?</p> <p>Split the group into pairs and ask them to think about and discuss a time where they met someone they really liked or “clicked” with straightaway. (Emphasize that this does not need to be a romantic connection!). It could be a person of the same or different gender, someone who is a friend now, a partner, a person in a professional field such as a doctor, or even a person who served them in a café or restaurant.</p> <p>Activity 4.1: Someone special</p> <p>Display PPT 5 as a visual aid and to focus the conversation:</p> <p>A special person</p> <ul style="list-style-type: none"> • Who was the person? • What was the situation? • What was it about that person that you liked? • How did they speak to you? • What did they say? • What was their character / manner like? • Did they seem open and friendly? <p>After 10 minutes or so, bring the conversations to a close and ask for some volunteers to feed back on their special people. As you receive feedback, write up on the flipchart / whiteboard the key points that the volunteers mention regarding communication, for example:</p> <ul style="list-style-type: none"> • They listened to me when I spoke • They were smiling and friendly • They smiled with their eyes • They were kind • They were positive • They seemed “open” and approachable • They said positive things <p>Wrap up the discussion by pointing out that we are all naturally drawn to people with great communication skills, who speak positively, listen properly and are “open”, i.e. friendly, approachable and helpful.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • PPT slides for Module 4 • PPT 5 - 6 	<ul style="list-style-type: none"> • Learners identify communication skills that make them warm to a person • Learners know and understand the communication process

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>The communication process</p> <p>Remind learners of the roles from the icebreaker activity:</p> <ul style="list-style-type: none"> • The sender • The receiver <p>Display PPT 6, which illustrates the communication process and talk through with the group. Explain that any communication is the process of sending and receiving information or messages between two or more people. The communication process consists in the natural things we do, or the steps we take, to communicate well with someone.</p> <ul style="list-style-type: none"> • The sender is the person or people that sends a message. • They have to choose how they want to convey the message: with words, by the tone of their voice, with actions or gestures, or maybe in writing. • The receiver is the person who receives the message. • The receiver has to interpret the message; sometimes the receiver does not understand the message and so the communication process fails. • The receiver may give the sender feedback, which is another message sent by the receiver to the sender; this might be a reply or a question. 		
30 mins	<p>How we communicate</p> <p>Display PPT 7 and explain to the group that in face-to-face communication we communicate in three different ways. Note: This slide is animated in three different sections to bring the ideas to life. You will only be able to see this animation in “slide-show” mode:</p> <ol style="list-style-type: none"> 1. The words we say – Verbal 2. How we say the words – Vocal 3. How we act – Non-verbal <p>Ask the group which way they think is most important for good communication. Chances are that many in the group will say “verbal”.</p> <p>Activity 4.2: How do we communicate?</p> <p>Ask learners to turn to page 81 of the Learner Handbook. They will see a pie chart with percentages for the different “slices” of the pie and lines for them to write on. Ask pairs of learners to discuss which percentage matches each of the ways we communicate and to write “verbal”, “vocal” or “non-verbal” on the appropriate lines.</p> <p>Display PPT 8 to reveal the answers. Note: This slide is animated in four different sections to bring the ideas to life. You will only be able to see this animation in “slide-show” mode.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • PPT slides for Module 4 • PPT 7 - 8 • Learner Handbook 	<ul style="list-style-type: none"> • Learners learn the percentages of verbal, vocal and non-verbal communication in the communication process

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Explain that when we communicate only 7 per cent of our communication consists of what we say – the message or our words. How we say it, the tone of our voice, how loudly we say something and the emotion we convey make up a further 38 per cent, while as much as 55 per cent of communication consists of body language, that is what we do with our face, arms legs, eyes and hands.</p> <p>Next, talk through and explain / demonstrate the bullet points on the slide:</p> <p>Verbal – What you say (7%)</p> <ul style="list-style-type: none"> • Choice of words • Sentence construction • Vocabulary • Slang • Jargon <p>Vocal – How you say it (38%)</p> <ul style="list-style-type: none"> • Pronunciation / Enunciation • Accent • Pitch and Tone • Volume • Speed • Emphasis <p>Non-verbal – How you act (55%)</p> <ul style="list-style-type: none"> • Facial expressions • Eye contact • Gestures • Body language • Posture • Personal space • Grooming <p>Demonstrate by saying the same sentence several times but with different vocal and non-verbal cues, for example adopting a bored or impatient tone of voice, speaking loudly, using open or closed body language, or making or not making eye-contact (looking away or staring).</p> <p>Ask the group if they were surprised at the importance of the non-verbal communication. Explain that the group will be considering verbal, vocal and non-verbal communication in this and the next session. However, there is one communication skill that has not yet been mentioned but is the most important skill of all. Ask for suggestions as to what this skill could be and explain that all will become apparent in the next session.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 4.3: Personal action plan</p> <p>Recap with learners what they have learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the personal action plan on page 82 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 9, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 83 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 4 • PPT 9 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 4, Session 2: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 10.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • To understand the importance of listening as a communication skill • To discover how good learners are at listening • To describe how to become a better listener 	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • projector / smartboard • PPT slides for Module 4 • PPT 10 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed
15 mins	<p>Session energizer: Describe the photo</p> <p>Aim: For learners to take the Session 1 energizer to a more personal level and see how good communication in the workplace is necessary for full understanding of tasks and duties.</p> <p>Method</p> <ul style="list-style-type: none"> • Form pairs in which one learner will listen to their partner describing a photograph. • Get the learners sit back-to-back. • Give one learner a photograph and the other a blank piece of paper. • The challenge is for the first learner to describe the photograph in detail, while the second learner tries to draw it on their piece of paper. <p>Make sure the photos you choose are simple, showing a house, a cat, a dog or just simple shapes. The pair with the drawing most similar to their photograph are the winners.</p>	<ul style="list-style-type: none"> • Photocopies of a variety of simple photos, such as a house, a cat or a dog – enough for one photocopy per learner pair 	<ul style="list-style-type: none"> • Half of the learner pairs "dictate" the photograph as clearly as possible • Half of the learner pairs listen as attentively as possible to the instructions

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Debrief</p> <p>Ask learners how they found the energizer: now they have tried to complete the activity themselves. From the winning pair, try to elicit what was good about the communication style of the person “dictating” the photograph and how well the receiver listened. Do the same with a pair who produced one of the less successful representations of the photograph and ask what they found difficult. Reinforce the fact that communication is a two-way street. No matter how clearly someone communicates with you, if you are not listening effectively then the message falls on deaf ears.</p>	<ul style="list-style-type: none"> • Laptop • projector / Smart Board • PPT slides for Module 4 • Learner Handbook • PPT 11 	<ul style="list-style-type: none"> • Learners take part in activities that demonstrate the importance of listening well to others • Learners assess how well they currently listen by taking a listening quiz
	<p>Listening effectively</p> <p>Explain to the group that listening is the number 1 communication skill and that many people are not good listeners. According to research, we remember only between 25 and 50 per cent of what we hear if we do not concentrate. Poor listening could have very negative and dangerous consequences for relationships with co-workers and managers in a garment-factory environment.</p> <p>Demonstrate the importance of listening as a communication skill by carrying out the following two activities:</p> <p>Activity 1: Are you talking at me?</p> <ol style="list-style-type: none"> 1. Ask learners to pair up and face each other. 2. Ask them to begin speaking both at the same time about what they are going to do once class is over, for example go home, do the shopping or some other activity. 3. Allow one minute for the activity. 		
	<p>Debrief</p> <p>Explain that we speak at a rate of 125-140 words per minute. However, we can listen at 400 words per minute and think at nearly 1,000 words per minute, which is approximately 7 times faster than we speak. What this means is that our mind is often thinking when it should be listening. Be aware of this when you are next in a conversation. These are the moments when you are less likely to be listening effectively and therefore more likely to miss the message that the other person is trying to convey. Since we do not necessarily choose the person or people we must listen to, we must be prepared to listen to anyone and everyone.</p>		
	<p>Activity 2: Falling on deaf ears</p> <ul style="list-style-type: none"> • Ask one learner to volunteer to talk about what they like doing in their free time. • Ask them to go outside the room and take two mins to prepare what they are going to say. • Instruct the learners remaining in the room that, instead of listening when the volunteer begins to speak, they are to start subtly looking at their phones or each other, engage in small-talk with the person sitting next to them, laugh and generally not pay attention. <p>After two minutes, stop the activity and ask the volunteer how they felt when the group did not listen. Also ask what the group remembered of what the volunteer had said.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Activity 4.4: Listening skills quiz</p> <p>Ask the group how good they think they are at listening. Receive feedback. Display PPT 11 and ask them to turn to on page 84 of the Learner Handbook and answer quiz questions to check how good their current listening skills are. Read through the questions on the slide one by one, with the learners following in their handbooks. Learners should put a cross X in the box that represents what they do most often in the listening situations described.</p>		
	<p>Question</p>		
	1. I do other things when speaking on the phone if I'm busy.		
	2. When someone is talking to me, I am thinking of my reply.		
	3. When someone is talking to me, I am thinking of my own opinion.		
	4. If I don't fully understand what someone is saying to me, I ask them questions so I understand clearly.		
	5. I interrupt other people with my own ideas and opinions.		
	6. I finish other people's sentences.		
	7. If I am busy, I will ask someone to be quick when they speak to me.		
	<p>After they have completed the quiz, learners award themselves 0 points for each "always" answer, 1 point for each "sometimes" answer and 2 points for a "never" answer.</p> <p>Explain that the more points they have, the better they are at listening to other people. The maximum number of points for this quiz is ¹⁴.</p>		
45 mins	<p>How to become a better listener</p> <p>Display PPT 12 – 15 and ask learners to look at pages 85 - 88 of the Learner Handbook for some tips on becoming a better listener. Read through the tips, ask learners if they have any more to suggest, and discuss as a group. Write up other appropriate tips on the flipchart and encourage learners to make notes in their handbooks:</p> <p>1. Pay attention</p> <ul style="list-style-type: none"> • Make sure you are not distracted and look at the speaker face on. • Look the speaker in the eyes, if appropriate. • Let the message / instruction come in. • Watch the speaker's body language (what they do with their face and arms, how they stand, etc.). <p>2. Show the speaker that you are listening</p> <ul style="list-style-type: none"> • Use your own body language and gestures to show that you are listening; lean in subtly to the listener. • Nod once in a while, smiling at appropriate times and using other facial expressions. • Make sure that the way you are standing or sitting is "open" and shows interest in what the speaker is saying. 	<ul style="list-style-type: none"> • Laptop • Projector / smartboard • PPT slides for Module 4 • Learner handbook • PPT 12 - 16 	<ul style="list-style-type: none"> • Learners discover the importance of good listening skills and how to become a better listener • Learners carry out a role-play activity to demonstrate good listening skills

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> Encourage the speaker to continue by giving small verbal comments like “yes” or “I understand”. This is appropriate for if the conversation is one-to-one, but not so much in groups. <p>3. Give feedback to the speaker</p> <ul style="list-style-type: none"> Reflect back to the speaker to make sure you have heard correctly. <i>“What I’m hearing is...”</i> or <i>“Sounds like you are saying...”</i> are good ways of doing this. You can also ask questions if you are not clear on certain points, such as: <i>“What did you mean by...?”</i> or <i>“Is this what you mean?”</i> <p>4. Do not interrupt!</p> <p>Allow the speaker to finish each point before asking questions.</p> <p>Revisit Activity 1: Are you talking at me?</p> <ol style="list-style-type: none"> This time instruct learners to do the following: Ask learners to pair up and face each other. Ask them to take it in turns to speak about what they are going to do once class is over, for example go home or do the shopping. The person listening should demonstrate how attentive they are by putting into practice the points from how to be a better listener: paying attention, showing the speaker that they are listening, giving feedback to the speaker, and not interrupting! <p>Debrief</p> <p>Ask the group how they felt, as compared with when they did this activity before, and take feedback.</p> <p>Ask the group why it is so important to practise good listening skills when working in a garment factory. Discuss as a group and steer the conversation to include the following:</p> <ul style="list-style-type: none"> Good listening skills makes workers more productive. They enable workers to better understand the tasks they are given. Workers can better understand what they are supposed to be doing. Good listening skills build trust between supervisors and workers. They can help to resolve conflicts more easily. They develop strong working relationships. <p>Display PPT 16 and go through each of the points in turn so learners fully understand how important it is to listen and be listened to in the workplace.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 4.3: Personal action plan</p> <p>Recap what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the personal action plan on page 82 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 17, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 83 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 4 • PPT 17 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 4, Session 3: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the aims and objectives of the session on PPT 18.</p> <p>Session learning outcomes:</p> <ul style="list-style-type: none"> • To describe non-verbal communication • To list ways in which we communicate non-verbally • To design a poster to encourage non-verbal communication at work <p>Session energizer: My space, your space</p> <p>Aim: To show how personal space is an aspect of non-verbal communication</p> <p>Method</p> <ul style="list-style-type: none"> • Ask the group to stand up and each person to find a partner. • Arrange pairs face to face but with a wide-open space between them. • Label the members of each pair A and B. • First, instruct the As to walk slowly towards the Bs. • Tell the Bs to shout "stop!" when they feel that the distance between them and their partner is becoming uncomfortable for them personally. 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • projector / smartboard • PPT slides for Module 4 • PPT 18 • Space for learner pairs to face and walk towards each other 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed • Learners are aware of their own personal space and that it may differ from others'
15 mins	<p>Session energizer: My space, your space</p> <p>Aim: To show how personal space is an aspect of non-verbal communication</p> <p>Method</p> <ul style="list-style-type: none"> • Ask the group to stand up and each person to find a partner. • Arrange pairs face to face but with a wide-open space between them. • Label the members of each pair A and B. • First, instruct the As to walk slowly towards the Bs. • Tell the Bs to shout "stop!" when they feel that the distance between them and their partner is becoming uncomfortable for them personally. 	<ul style="list-style-type: none"> • Space for learner pairs to face and walk towards each other 	<ul style="list-style-type: none"> • Learners are aware of their own personal space and that it may differ from others'

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> When everyone has shouted “stop!”, ask the group to look and see how everyone has a different need where personal space is concerned. Next, it is the turn of the Bs to walk towards the As. Again, the As should shout “stop!” when they feel there is a comfortable space between them and their partner. Again compare and discuss the differences. <p>Debrief</p> <p>Link this into working in a garment factory, where sometimes space is tight and there are many people in one area. Also point out that learners may be working with people from different nations and cultures, and what is considered appropriate personal space will differ based on cultural, tribal and religious influences. Point out that in most nations and cultures, an arm’s length or slightly less is considered an appropriate distance. Link respecting someone’s personal space to non-verbal communication as a key aspect of good communication skills.</p>	<ul style="list-style-type: none"> Training room Laptop Projector / smartboard Learner Handbook Pens for learners PPT slides for Module 4 PPT 19 - 20 	<ul style="list-style-type: none"> Learners explore positive and negative aspects of non-verbal communication Learners suggest positive aspects of non-verbal communication from the images
45 mins	<p>Who would be more helpful?</p> <p>Display PPT 19, which shows an image of a happy, smiling garment-factory worker and a worker with a serious neutral expression. Ask the group which of the workers they think would be more helpful to work with (hopefully the happy smiling one!).</p> <p>Activity 4.5: How we communicate non-verbally</p> <p>Explain that there are many ways in which we communicate other than in words. This is known as non-verbal communication and accounts for 55 per cent of the communication process. It is therefore the most important aspect of communication, in our personal lives and at work!</p> <p>Ask the group to feed back some of the ways in which we communicate without words. Remind them of the notion of “personal space” from the energizer activity.</p> <p>Steer the conversation to encompass the following:</p> <p>How we communicate non-verbally</p> <ul style="list-style-type: none"> Eye contact Proximity (distance) Head movements Posture (the way we stand) Body movement Facial expressions Arm position Body position 		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Display PPT 20 and ask learners to turn to page 90 of the Learner Handbook. Go through each point in turn to ensure learner understanding.</p> <p>Display PPT 19 again, split the group into smaller groups of four and ask them to think about why the first image is a little more positive than the second in terms of non-verbal communication. Ask the groups to discuss, then feed back to the whole group. Incorporate the following points is not covered by the ensuing discussion.</p> <p>Image 1</p> <ul style="list-style-type: none"> • Smiling genuinely with eyes as well as mouth! – shows they are friendly and approachable • Leaning forward - to indicate they are interested and attentive • Facing you, body on – a mark of respect and to show interest • Standing tall – looking professional and alert / interested <p>Image 2</p> <ul style="list-style-type: none"> • Serious looking and unsmiling – looks unhappy and uninterested • Closed body language with arms crossed over body – tells people not to approach / unfriendly <p>Remind learners that body language or non-verbal communication differs across cultures and nationalities. Ask for examples. There could be some degree of difference within the group or they may have noticed differences when travelling to different parts of the country. These cultural, tribal and national differences should always be recognized and respected.</p>		
45 mins	<p>Activity 4.6: Designing a poster for positive non-verbal communication at work</p> <p>As a consolidation activity, split the group into four smaller groups and allocate one of the following categories to each:</p> <ol style="list-style-type: none"> 1. Eye contact and facial expressions 2. Arm and body position 3. Posture and body movement, including head 4. Hand gestures <p>Explain that each group is going to create a poster to represent the aspect(s) of non-verbal body language they have been allocated. The objective is to create a poster showing positive and negative examples of their category, and examples of what they feel is good practice when working in a garment factory. Issue the following to enable the groups to carry out the activity:</p> <ul style="list-style-type: none"> • Flipchart paper • A selection of marker pens <p>Ask groups to allocate the role of “artist” to a group member who feels confident enough. If you have an internet connection and a printer, you could allow groups to carry out some brief online research and print out examples. If groups are willing and there is time at the end of the session, they could showcase their aspect of non-verbal communication.</p>	<p>Flipchart paper</p> <p>A selection of marker pens</p>	<ul style="list-style-type: none"> • Learner groups work collaboratively on poster design

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 4.3: Personal action plan</p> <p>Recap with learners what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the personal action plan on page 82 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 21, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 91 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 4 • PPT 21 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 4, Session 4: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 22.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • To examine why asking questions at work is a positive thing • To discover the use of open and closed questions • To carry out a series of role plays to practise asking questions • To examine how teams work together successfully • To discover the various roles within teams • To examine one's own role in a teamwork activity 	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • Projector / smartboard • PPT slides for Module 4 • PPT 22 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed
15 mins	<p>Session energizer: Paper aeroplanes</p> <p>Aim: For learners to see how members of a team can work with or against one another</p> <p>Method</p> <ul style="list-style-type: none"> • Split the groups into smaller groups of an even number; four groups would be ideal. • Ask each group to come up with a team name. 	<ul style="list-style-type: none"> • 2 x A4 sheets of paper for each group • Space in the training room for learners to fly paper aeroplanes to one focal point 	<ul style="list-style-type: none"> • Learners work together to design and fly paper aeroplanes

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> • Explain that each team is going to make and fly a paper aeroplane in competition with the other teams in the room. The winners will be the group whose plane can fly farthest across the room. • Distribute 2 x A4 sheets of paper to each group and ask them to write their team name on them. • Give each group five minutes to practise making a paper aeroplane with the objective of making it fly as far as possible. • The two rules are that a) it must be a winged craft (teams may not just crumple the paper into a ball) and b) each group member must be involved in the design of the plane in some shape or form. • Set the timer for five minutes and ask the groups to begin work. They have two pieces of paper to practise different designs and can ask for more if they need them. • With around two minutes left, you should encourage groups to start flying their planes and adapting their designs accordingly. • Call time at five minutes and ask groups to write their group name on their final design. • Set up a launch point in the room and ask each group to nominate a pilot to fly the plane. • Call out each group pilot to fly its plane and see where the planes land. • Track which group's plane goes the farthest and declare the winning team. 		
	<p>Debrief</p> <p>Ask the winning team how each person in their team got involved in the activity. What were their roles, from ideas person to designer, engineer and pilot? Ask one of the other teams what they would do differently if they could do the activity again. Steer the conversation and responses to cover the fact that not everybody in a team has the same skills. Some team members will be better than others at certain tasks, but each member cooperates for the good of the whole team and does his or her part to the best of his or her ability. Link this to working in a garment factory and the importance of working together to achieve goals and targets, and also to support one another.</p>		
60 mins	<p>Asking for help, support and feedback</p> <p>Point out that when a group starts working, the members will need to build up a good working relationship with co-workers, supervisors and managers. They should apply the same principles of positive communication, both verbal and non-verbal, to all the people they come into contact with at work.</p> <p>Explain that sometimes learners will need to approach co-workers or managers to ask for help, support or feedback.</p> <p>Why ask questions at work?</p> <p>Ask the group the purpose of asking questions at work. Briefly receive feedback, then ask them to turn to page 92 of the Learner Handbook.</p> <p>Questions for help, support and feedback</p> <p>Display PPT 23 and read through the slide, discussing the points in turn, with the learners following in their workbooks. Point out that questions should be meaningful and considered. Do not ask lots of questions just for the sake of asking; you may come across as complaining!</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 4 • PPT 22 - 28 • Space for learners to carry out role plays in pairs 	<ul style="list-style-type: none"> • Learners suggest reasons why they might need to ask questions at work • Learners identify open and closed question types • Learners take part in role plays using the language learned to ask meaningful questions to request help, support or advice / opinions

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Why ask questions at work?</p> <ul style="list-style-type: none"> • Asking questions is a way of getting immediate feedback. • The answers you receive will help you understand a particular problem or situation. • Your questions empower the other person in the conversation; this is seen as respectful. • You can gather information that will help you do your job better! • Questions enable you to learn important information from your managers and experienced co-workers. • Asking questions shows that you are ready and willing to learn. • It helps you to learn and grow as an employee. • It improves your relationships with co-workers and managers. • It shows you are open to change. <p>How to ask meaningful questions for help, support and feedback</p> <p>Point out that meaningful questions should always:</p> <ul style="list-style-type: none"> • Show respect • Be genuine and related to a particular need or item of knowledge. <p>Display PPT 24 and point out to the group that, before asking questions of co-workers and managers, they should ask themselves the following questions about what they want to know:</p> <ul style="list-style-type: none"> • Do I need a definite and correct answer for something? • Do I need some advice? • Do I need an experienced or educated opinion on something? <p>Activity 4.7 Open or closed questions</p> <p>Point out that the most common types of questions they can ask when requesting help and advice are known as “open” and “closed” questions.</p> <p>Ask learners to turn to page 93 of the Learner Handbook, which describes open and closed questions. Display PPT 25, which has the same information as in the Learner Handbook, read through the slide together and ensure that learners fully understand the difference:</p> <ul style="list-style-type: none"> • A closed question can be answered with “yes” or “no” and is useful in certain situations. • An open question invites the person you are speaking with to give more information, rather than just a “yes” or “no” <p>Read through the questions in the activity as a whole group and ask learners to think which of them are open and which are closed. They should do this in pairs and note their answers in the spaces provided in the activity or record their answers, as appropriate. Allow a few minutes for this part of the activity then display PPT 26 with the answers.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Answers</p> <p>Which questions are open and which are closed?</p> <p>A. Was the team meeting OK? (closed)</p> <p>B. What happened at the team meeting? (open)</p> <p>A. Tell me, what happened next? (open)</p> <p>B. Did X happen? (closed)</p> <p>A. Was that part good? (closed)</p> <p>B. Could you tell me a bit more about that part? (open)</p> <p>Display PPT 27 - 28 and read through what each question type is good for, with some relevant examples. Learners can follow in the Learner Handbook on page 94. Open questions are good for:</p> <ul style="list-style-type: none"> • Starting a conversation: “<i>What exactly would you like me to do first?</i>” • Finding out more detail: “<i>What should I do if I can't follow the pattern?</i>” • Finding out the other person's opinion: “<i>What would you do in my shoes / if you were me in this situation?</i>” <p>Closed questions are good for:</p> <ul style="list-style-type: none"> • Checking your understanding, or the other person's: “<i>Did you say you would like me to do XX first?</i>” • Concluding a discussion or making a decision: “<i>I'll ask Alem if I can observe her stitching collars; is that OK?</i>” <p>Remind the group that they must listen to what their managers and co-workers are saying to them! Reiterate the importance of good body language and active listening as explained in this and the previous sessions, as they will need to use these skills when carrying out the following role plays.</p> <p>Activity 4.8: Role plays to practise asking for help, support and feedback</p> <p>Point out that body language and tone of voice can also play a part in the answers you get when you ask questions. It's not just what you ask, it's the way that you ask it! Tone of voice is very important in verbal communication. Demonstrate this quickly by asking a learner to pass you a piece of paper in a kind tone of voice with gently rising intonation, then by barking the order at the learner using exactly the same words.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
Role plays			
<p>Ask learners to work in pairs (one playing part A, the other part B) and ask them to turn to Activity 4.8: Role plays to practise asking for help, support and feedback on page 95 of the Learner Handbook, so the group can start to practise asking meaningful questions. Remind them to think about what it is they are asking for before they ask it!</p> <p>Ask pairs to swap roles so they get to practise asking and answering the meaningful questions. If you feel one or more pairs have performed the role plays well, and there is still time, invite them to perform them in front of the group.</p>			
Role play 1			
<p>A: You have just started working on in a garment factory that has a modern electronic clock-in system. You feel nervous as you can't remember how to use the system correctly and you cannot clock into work. You have a queue of people behind you and they are looking frustrated! Ask the person in the queue behind you for some assistance!</p>		<p>B: You are queuing in line to clock into the factory behind a new worker. You can see she is having problems with the clock-in system but you also have a long queue of people behind you who want to clock in! And you will be late for work if you don't clock in in the next three minutes!</p>	
Role play 2			
<p>A: You have just started working for a large garment factory in Hawassa as a stitching operator. You have been given your daily targets for sewing collars and feel you are going to struggle to complete your daily target. You need some advice! You are going to ask your supervisor as he/she is friendly and approachable.</p>		<p>B: You are the line supervisor for the stitching operators in a large garment factory in Hawassa Industrial Park. One of your new workers is consistently behind with their daily targets and looks as if they could do with some help.</p>	
<p>Receive feedback from the other learners as volunteers perform their role plays. How did they phrase their questions? Were the questions clear? Was there anything else they could have asked that would have made things clearer? (Keep peer feedback constructive!)</p>			

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Working together</p> <p>Activity 4.9: Working as part of a team</p> <p>Ask the learners to think of a time when they worked together with others to achieve a common goal. This could be in a community group, sports group or education group, or a voluntary or paid work group if learners have worked before.</p> <p>Display PPT 29 and read through the following questions so the group can follow:</p> <ul style="list-style-type: none"> • What was the composition of the team and what was your role / job? • Was it a good team? If yes, think about why; if not, think about why not. • What special strengths did each person in the team have, including you? • How do you think working as part of a team can help you when you start work in a garment factory? <p>Allow individual learners a few moments to consider their answers to the questions, then split the group into smaller groups of four (or tables) and ask the group members to discuss their own experiences.</p> <p>Receive feedback after the discussions and ask the following questions.</p> <p>Why do we have teams or work in groups in our social and working lives? Facilitate and receive feedback and steer the conversation towards the following points. Display PPT 29 and talk through the bullets:</p> <ul style="list-style-type: none"> • To share the skills and knowledge we have • To share the experiences we bring • To bring us together and build on our individual strengths • To improve processes and performance • Collaboration is sociable and enjoyable if it works well <p>Next, ask the group what makes one team work well and another not so well. Write the group's answers on the flipchart. Display PPT 30 and fill in any points not covered.</p> <p>A successful team has:</p> <ul style="list-style-type: none"> • Clear goals • Shared responsibilities • Shared skills and knowledge • Distinct roles for individuals • Support and respect for one another • Clear lines of communication 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 4 • PPT 29 - 31 	<ul style="list-style-type: none"> • Learners know and understand what a team is and how they can be successful • Learners identify their unique strengths and contributions to a team • Learners know and understand that teams are made up of people with different skills, knowledge, experience and roles

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Activity 4.10: What do I bring to a team?</p> <p>Ask learners to get back into the teams they were in for the paper aeroplanes energizer at the beginning of the session and think about what role they played. Ask the group to discuss the following questions:</p> <ul style="list-style-type: none"> • What did you personally contribute towards the team? • What were your knowledge and skills? • Did you have any experience of building a paper aeroplane before? • Do you think you could have done everyone's job in the team as well as they did? • Who came up with the ideas for the plane? • Who created the plane? • Who helped the group to work well together and motivated them? • Who was the organizer or gave everyone tasks to perform? • Who was good at solving problems if the plane did not fly well? • Who was the person who wanted to get the job done? • Who was mindful of time and kept everyone on track? <p>Discuss with the teams how many of the different roles they covered and if any role was missing, and if so what? Alternatively, if their team had several members with the same skills, how did this affect the team's success.</p> <p>Round off this activity by pointing out that teams contain people with different strengths and weaknesses, and stress that these differences are valuable for getting a job done. A team that works successfully will generally have a great variety of roles and strengths, which together make the team a great one! Reiterate the point that the sum of the team is greater than its individual parts, and this is why working together as a team can be so much more powerful than working alone.</p>		
	<p>Activity 4.11: Teamwork scenarios</p> <p>Ask the group to turn to page 96 of the Learner Handbook.</p> <p>Read out the following scenarios. Ask learners to work in the small teams they were in for the paper aeroplane activity in responding to the scenarios. They should think about their own behaviour and contribution to the team to make sure they worked well to achieve their goals.</p>		
	<p>Scenario 1</p>		<div style="border: 1px solid black; padding: 5px;"> <p>You work in a small team of four on the garment pressing line in a large factory. One team member is continually late for their shift. What impact does this have on the team, on the client who is expecting their goods and also on the factory?</p> </div>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Scenario 2</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You are working with four other people in a packing team. Your team has a target of packing a large number of boxes of garments for a client in just one day. Halfway through the working day, one of your team members gets an urgent call to attend a family emergency. What can the other members of the team do to help and make sure the target is achieved?</p> </div> <p>Point out to the group that each person will definitely find themselves in at least one team when they start working in the garment factory. Ask them to consider what they can do and contribute as individuals to make sure the team works well. They should record some of these actions in the personal goals section at the end of this session.</p>		
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 4.3: Personal action plan</p> <p>Recap with learners what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session. Learners should think what they will do to contribute to their teams and ensure that they work well and are successful.</p> <p>Ask them to record their action(s) in the personal action plan on page 82 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 32, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 97 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 4 • PPT 32 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 5: Working productively

Module 5	Working productively
Duration	10 hours (4 x sessions of 2.5 hours)
Mode	Classroom training Scenarios Role play Learner Handbook
Assessment	Knowledge test and observation with oral questions
Summary of content	

This session will explore ways in which learners can manage their time efficiently and effectively, in both their personal and professional lives. Learners will look at their current time-management skills, how they spend their time and how their time will be affected by taking up work, and will consider how to prioritize tasks and plan a work diary. This session will also look at the importance of effective problem-solving and good decision-making both in learners' personal and working lives. Learners will work through the step-by-step process of how to solve problems using an organized and logical approach, including how to identify and define a problem, explore options and find solutions. Learners will also gain an understanding of the process of making good decisions at work.

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Work performance	Understanding work culture • Learns to cope in a difficult work environment • Accepts and responds to constructive feedback on work performance	IND BOT16 02 20 Demonstrate work values	LO1 Define the purpose of work 1.1 The purpose for working and the “whys” of work are identified, reflected on and clearly defined for one’s development as a person and as a member of society. LO2 Apply work values/ethics 2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. 2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. LO3 Deal with ethical problems 3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied; work incidents/situations are reported and/or resolved in accordance with company protocols/guidelines. LO4 Maintain integrity of conduct in the workplace 4.1 Personal work practices and values are demonstrated consistent with acceptable ethical conduct and company core values.

ILO Core Skills Framework		Mapping to FTVETA units of competence		Mapping to FTVETA learning outcomes and assessment criteria	
Category	Skill	Performance (Entry level: Level 1)	Receive and respond to workplace communication	LO1 Follow routine spoken messages	
	Data management	<ul style="list-style-type: none"> Records basic data when required and with support 	IND BOT15 0202	<ol style="list-style-type: none"> Required information is gathered by listening attentively and correctly interpreting or understanding instructions. Instructions/information are properly recorded. Instructions are acted upon immediately in accordance with information received. Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear. 	
	Leadership	<ul style="list-style-type: none"> Accepts responsibility for own actions Logically communicates thoughts, feelings, and ideas to justify a position Contributes to motivating fellow team members Maintains a positive attitude to work, even under difficult circumstances 	Work with others IND BOT1 14 0220	LO1 Develop effective workplace relationships <ol style="list-style-type: none"> Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships. Assistance is sought from work group when difficulties arise and problems are addressed through discussion. Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon. Differences in personal values and beliefs are respected and acknowledged. 	
	Self-performance	<ul style="list-style-type: none"> Displays the required standards for workplace attendance, commitment, attitude and focus Takes responsibility for own actions Applies consistent level of effort to achieve work unit or production process goals Follows workplace or community code of conduct 	Demonstrate work values IND BOT16 02 20	LO2 Apply work values/ethics <ol style="list-style-type: none"> Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policies and guidelines. 	
	Self-performance	<ul style="list-style-type: none"> Displays the required standards for workplace attendance, commitment, attitude and focus Takes responsibility for own actions Applies consistent level of effort to achieve work unit or production process goals Follows workplace or community code of conduct 	Demonstrate work values IND BOT16 02 20	LO2 Apply work values/ethics <ol style="list-style-type: none"> Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines. Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines. Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policies and guidelines. Company resources are used in accordance with transparent company ethical standards, policies and guidelines. 	

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Self-performance	Reading	<ul style="list-style-type: none"> Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary) Interprets and acts on information in signs, symbols and text Checks that interpretation and response to signs, symbols and text is correct 	<p>LO4 Maintain integrity of conduct in the workplace</p> <p>4.1 Personal work practices and values are demonstrated consistent with acceptable ethical conduct and company core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>LO2 Perform workplace duties following written notices</p> <p>2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines.</p> <p>2.2 Routine written instructions are followed in sequence.</p> <p>2.3 Feedback is given to workplace supervisor based on the instructions/information received.</p>
	Writing	<ul style="list-style-type: none"> Records or copies basic information in familiar workplace format Writes short, simple text in familiar workplace format 	<p>LO2 Perform workplace duties following written notices</p> <p>2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines.</p> <p>2.2 Routine written instructions are followed in sequence.</p> <p>2.3 Feedback is given to workplace supervisor based on the instructions/information received.</p>
	Personal conduct skills	<ul style="list-style-type: none"> Demonstrates politeness and confidence in the work environment Contributes efficiently to work and quality of outputs 	<p>LO4 Maintain integrity of conduct in the workplace</p> <p>4.1 Personal work practices and values are demonstrated consistent with acceptable ethical conduct and company core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>4.3 Company values/practices are shared with co-workers using appropriate behaviour and language.</p>

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Social performance	Communication	<ul style="list-style-type: none"> Follows simple instructions Asks relevant questions for clarification Interprets simple non-verbal cues such as tone of voice and facial expression Makes routine oral reports according to pre-established instructions 	<p>LO1 Follow routine spoken messages</p> <p>1.3 Instructions are acted upon immediately in accordance with information received.</p> <p>1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear.</p> <p>LO1 Develop effective workplace relationships</p> <p>1.2 Assistance is sought from work group when difficulties arise and problems are addressed through discussion.</p>
	Teamwork	<ul style="list-style-type: none"> Operates as an active member of the team Contributes with suggestions and effort Follows rules and procedures set by team Takes responsibility for doing own share of work necessary to achieve team goals Demonstrates respect for others 	<p>LO1 Develop effective workplace relationships</p> <p>1.4 Differences in personal values and beliefs are respected and acknowledged.</p> <p>LO2 Contribute to work group activities</p> <p>2.1 Support is provided to team members to ensure work group goals are met.</p> <p>2.2 Constructive contributions to work group goals and tasks are made according to organizational requirements.</p> <p>2.3 Information relevant to work is shared with team members to ensure designated goals are met.</p>
	Problem-solving	<ul style="list-style-type: none"> Recognizes that problems can arise Anticipates routine problems Implements familiar procedures to resolve routine problems Takes initiative and thinks creatively to solve problems Informs supervisor of problems as they arise Contributes appropriately to solving complex problems 	<p>LO3 Deal with ethical problems</p> <p>3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied; work incidents/situations are reported and/or resolved in accordance with company protocols/guidelines.</p> <p>3.2 Resolution and/or referral of ethical problems identified are used as learning opportunities.</p>

ILO Core Skills Framework		Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	
Social performance	Learning to learn	<ul style="list-style-type: none"> Asks basic questions to source information Can identify and access sources of information Demonstrates motivation and willingness to learn Demonstrates perseverance and resilience when learning and applying new knowledge Asks questions and follows instructions to adapt to new workplace systems or processes 	<p>LO1 Develop effective workplace relationships</p> <p>1.1 Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships.</p> <p>1.2 Assistance is sought from work group when difficulties arise and problems are addressed through discussion.</p> <p>1.3 Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon.</p> <p>LO2 Apply work values/ethics</p> <p>2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines.</p> <p>2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines.</p> <p>2.3 Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policies and guidelines.</p> <p>2.4 Company resources are used in accordance with transparent company ethical standards, policies and guidelines.</p> <p>LO4: Maintain integrity of conduct in the workplace</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p>

Module 5, Session 1: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the module on PPT 3:</p> <p>Module learning outcomes</p> <ul style="list-style-type: none"> To take a self-inventory of their own time-management skills and identify how to improve To learn to distinguish urgent from important tasks and plan accordingly To identify common barriers to time management and how to overcome them To complete a personal time study in order meet personal goals To identify typical problems or issues at home and at work To recognize the steps required to solve workplace problems and issues To use a problem-solving method to solve a workplace issue To practise the key core skills of working together, positive communication and problem-solving by actively taking part in practical group activities <p>Display PPT 4 and run through the learning outcomes for this session.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> To take a self-inventory of their own time management skills and identify how to improve To learn to distinguish urgent from important tasks and plan accordingly 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 5 PPT 3 - 4 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed
N/A	<p>Important notes to trainers: In this session you will be working through a task prioritization scenario with the group. This will require you to photocopy and cut up the list of tasks on page 200 of this guide. Ensure you have enough copies for each group.</p>	<ul style="list-style-type: none"> Task prioritization pack, cut up and collated – one for each group 	N/A
15 mins	<p>Session energizer: Br. 86,400</p> <p>Split the group into smaller groups of four to five people. Tell each group they have 10 minutes to decide how to spend Br. 86,400 any way they wish. The only restrictions are that they cannot bank any money and if they do not use any of the money they lose it.</p> <p>After 10 minutes, discuss how and why the groups decided how to spend the money as they did.</p> <p>Explain to the group that 86,400 is the number of seconds in each 24-hour day and that, as often as possible, they should consider spending their time on things that are important to them, as they did with their money in this energizer.</p>	<ul style="list-style-type: none"> Training room Space for learners to form and work in small groups 	<ul style="list-style-type: none"> Groups decide how to spend their Br. 86,400 within the allotted 10 minutes Learners appreciate the importance of spending time as wisely as money

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Activity 5.1: Time management quiz</p> <p>Explain to learners that when they start working, they must be able to manage themselves effectively if they are to succeed. They need to be able to make independent decisions, meet deadlines, work cooperatively with co-workers, supervisors and managers and, at times, work under pressure.</p> <p>Explain to the group that the key to good self-management starts with good time management.</p> <p>Ask the group how well they think they currently manage their time. Receive feedback from a number of learners. Also consider when people like to get things done during the day. Point out that some of us are “morning” people, while others are “afternoon”, “evening” or even “night” people. Knowing at what time of the day you are most productive can also be helpful as you will know which tasks you can complete more quickly and efficiently at certain times of the day.</p> <p>Display PPT 5 and ask learners to turn to page 99 of the Learner Handbook. Explain that the group will be looking at how wisely they currently manage their time by taking a time management quiz. Learners must respond to a series of statements with a “yes” or “no” answer for what they usually do in the given circumstances. They can then discover whether they currently manage their time well or if there is room for improvement.</p> <p>Read each statement through with the group to ensure full understanding, explaining further if necessary. Instruct learners to respond to each statement, circling “yes” or “no” as appropriate. Emphasize that they should respond according to what they usually do in each situation.</p> <p>After they have completed the quiz, the group should add up their points, giving themselves one point for each “yes” answer and nothing for a “no”. Ask learners how they scored, discuss some of the statements and see what they do or do not do in managing their time. Explain that 10 is an excellent score. The lower your points, the more work is needed on time management. If they answered “no” to a particular statement, they need to work on that aspect.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 5 • PPT 5 - 6 	<ul style="list-style-type: none"> • Learners complete the time management quiz and discover whether they currently manage their time well and if they could improve in certain areas
	<p>Activity 5.2: Prioritizing tasks</p> <p>Point out that when they begin working there will be many tasks to complete each day and sometimes their supervisors will give them extra or urgent tasks that must be completed as soon as possible. Explain that this can be overwhelming if they are not accustomed to giving priority to certain tasks over others. Explain that you will now carry out a group exercise to try and prioritize tasks according to whether they are urgent or less important.</p> <p>Display PPT 6 and ask learners to turn to page 100 of the Learner Handbook.</p> <p>Explain that they are going to carry out a short exercise to practise prioritizing urgent and important tasks in a daily-life scenario.</p> <p>Split the whole group into smaller groups of four (ensure that each group has at least one person who can read well). Explain that in their workbooks and on the PPT slide they will see a list of tasks that have to be completed in a typical day. Read through each of the tasks to ensure that learners fully understand.</p> <p>Learners should work in their groups, reading through the list again and deciding how urgent or important each task is. If a task is super-urgent or important, they should give it an A rating. If a task is slightly less urgent or important, it should be given a B rating; if a task is considerably less important, it should be given a C rating. Explain that there are no “right” and “wrong” answers, but the group need to discuss each task and come to a consensus on the level of importance. Receive feedback from each group when they have completed the task. Point out similarities and differences between the groups’ decisions and ask them how easy or difficult it was to categorize the tasks.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment																				
	<table border="1"> <thead> <tr> <th>Task</th> <th>Priority (ABC)</th> </tr> </thead> <tbody> <tr> <td>Read the children a bedtime story</td> <td></td> </tr> <tr> <td>Take the children to school</td> <td></td> </tr> <tr> <td>Make 'injeera' for tomorrow morning</td> <td></td> </tr> <tr> <td>Go for a walk</td> <td></td> </tr> <tr> <td>Make dinner for tonight</td> <td></td> </tr> <tr> <td>Go shopping for weekly groceries</td> <td></td> </tr> <tr> <td>Mend ripped jeans</td> <td></td> </tr> <tr> <td>Wash clothes for family to wear for a party at the weekend</td> <td></td> </tr> <tr> <td>Visit a friend</td> <td></td> </tr> </tbody> </table> <p>Explain to the group that they will be taking this a step further in the next part of the session and looking at how they can apply task prioritization to the workplace.</p>	Task	Priority (ABC)	Read the children a bedtime story		Take the children to school		Make 'injeera' for tomorrow morning		Go for a walk		Make dinner for tonight		Go shopping for weekly groceries		Mend ripped jeans		Wash clothes for family to wear for a party at the weekend		Visit a friend			
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45 mins	<p>Activity 5.3: Priority matrix</p> <p>Explain that the group are now going to extend the notion of prioritization and consider how they might manage their time effectively when they start working. Display PPT 7 and ask the group to turn to page 101 of the Learner Handbook to learn about a priority matrix.</p> <p>Explain that a priority matrix is a simple tool to help people prioritize tasks and activities by deciding how urgent or important the tasks are and grouping them accordingly. Once the grouping has been done, learners can see clearly which tasks should be dealt with first, and how the remainder of the tasks should be treated. Explain that in this priority matrix the quadrants represent:</p> <p>Quadrant 1 - Urgent and important: These tasks are top of your to-do list. Do these first.</p> <p>Quadrant 2 - Not urgent but important: These tasks are serious and if not performed soon may move to the first quadrant. Plan your day to make sure these tasks get completed. Do these next.</p> <p>Quadrant 3 - Not important but urgent: These tasks can be put off until a bit later. If you are not careful, these tasks can waste valuable time. Do these later.</p> <p>Quadrant 4 - Not urgent or important: These tasks are serious time wasters. Do not bother with these tasks until all your other Quadrant 1-3 tasks are completed and you have time available.</p> <p>Explain that you are going to describe a workplace scenario. The groups are to imagine they work in a garment factory as sewing machine operators and have a set of tasks they must carry out. The group should read through the tasks and decide which quadrants in their matrix they belong to, plotting them on the matrix in one of the member's workbooks. All group members should be involved and their opinions heard and valued. To show the group what to do, click once on PPT6 in "slide-show" mode and one of the tasks from the scenario will land in the appropriate quadrant.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 5 • PPT 7 - 10 																					

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
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Photocopy and cut up the list of tasks – one copy for each group (you can find a clean copy of the tasks on **page 200** of this Trainer Manual).

Split the learners into the same groups as for the previous activity, ensuring each has one person who can read well. Read through the scenario:

The priority matrix task-list scenario

You work as a stitching operator in a large garment factory and have the following list of tasks that you must complete today. You work a nine-hour shift and have half an hour for your lunch break.
Read through the tasks your trainer gives you, decide as a group which quadrant in the matrix they should go into and plot them on the matrix in the workbook of one of the group members. All group members should be involved and their opinions heard and valued.



Check the hourly and daily production targets of current style from supervisor	Ensure that sewing machine is equipped with an eye guard or needle guard or puller cover	Talk to supervisor about doing some overtime
Write down a list of tasks you must complete at home at the weekend	Work on a priority order that needs to go to the client tomorrow	Get specific instructions and daily target from your supervisor
Speak to co-worker about a personal issue	Remove dirt or stains from fabric	Chat to a friend on the phone during the lunchbreak
Attend short early-morning briefing	Make sure you have a clean dust mask	Check the machine needle to see if it is blunt
Clean own machine and surrounding area	Check the performance of the sewing machine	Oil the sewing machine

Issue the packs and read through each task on **PPT 8** so that the group have full understanding what tasks are to be prioritized. As in the previous prioritization exercise, the learners in each group must arrive at a consensus on the level of importance of each task and where it should be placed in the matrix.

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>When the groups have finished placing the tasks, ask everyone to stand up and go round the other groups to see how similar or different their priorities are.</p> <p>Again, point out that there are no absolute right or wrong answers, although the obviously urgent and important tasks should be prioritized.</p> <p>Display PPT 9 - 10 and go through the suggested answers, discussing and debating with learners if they strongly agree or disagree on the various priorities. Point out that the priority matrix is a useful tool for distinguishing urgent and important tasks from ones that can wait – even if only for a while. Learners can also use this method in their private and social lives if they are overwhelmed with things to do.</p> <p>Reflection / round-up and personal goals</p> <p>Activity 5.4: Personal action plan</p> <p>Recap with learners what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the personal action plan on page 102 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 11, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 103 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 5 • PPT 11 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 5, Session 2: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes of the session on PPT 12.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • Identify common barriers to time management and how to overcome them • Complete a personal time study in order meet personal goals 	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • projector / smartboard • PPT slides for Module 5 • PPT 12 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
25 mins	<p>Session energizer: Ribbon / String of life</p> <p>Aim: To make learners aware that we always have less time than we think!</p> <p>Method</p> <p>For this time-management exercise, you need a ribbon or piece of string 100cm (1 metre) in length and a pair of scissors.</p> <p>Ask your team:</p> <ul style="list-style-type: none"> • What is the average lifespan of an individual internationally? (The normal response will be in between 75 and 85. The actual figure is 79 years, so you need to cut off 21cm of your ribbon. It is now 79cm long, meaning we have 79 years left). • What is the average age of the participants? • Let's say the number you get is 29, so you chop another 29cm off your ribbon. These years are what you might call "sunk costs"; you can't do anything about them. Your ribbon is now 50cm long. • So we have 50 years left? This is a trick question: people will say yes, but the true answer is no. • You still need to factor in a lot of variables: weekends, public holidays, casual/sick leave and annual holidays. • Every year has 52 weeks, so that's 52 Sundays per year. Multiply that by 50 years (the current length of our ribbon) and you get 7.14 years. Reduce the ribbon by 7cm. The same logic applies to Saturdays. Reduce by another 7cm. • There are at least 10 public/national holidays per year, which gives us 1.5 years when multiplied by 50. Reduce the ribbon by a further 1.5cm. • Across the world, we spend approximately 40 days a year on casual leave, sick leave and annual holidays. That's around 5 years, so cut off another 5cm. • You are now left with roughly 29.5 years. • But we still need to take into account sleeping, eating and commuting. • We spend a third of our day (and so a third of our year) sleeping. Assuming an average of 8 hours of sleep per day, we get 122 days x 50 = almost 17 years. Cut off another 17cm. • You need around 2 hours per day to eat lunch, breakfast, snacks and dinner. 30 days a year x 50 years = 4 years or so. Cut off another 4cm. • Lastly, let's factor in commuting and time spent traveling from one place to another for activities. If we average one hour a day, that's 2 more years. • We are now down to 6 years of life to achieve one's ambitions. <p>Debrief</p> <p>Ask learners if they are surprised at how little time we have to do the things we really want to do. Receive feedback. Point out that it's up to all of us to make the best of those precious 6 years!¹²</p>	<ul style="list-style-type: none"> • Training room • Space for learners to form and work in small groups • A piece of ribbon or string 100cm in length • A pair of scissors • A ruler to measure the ribbon / string 	<ul style="list-style-type: none"> • Learners participate in activity

¹² Extracted and adapted from: <https://everhour.com/blog/top-time-management-games/>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
35 mins	<p>Activity 5.5: Barriers and solutions to managing your time¹³</p> <p>Ask the group what some of the barriers are to completing tasks at home or, if they have worked before, at work? Receive feedback and write up suggestions on the flipchart / whiteboard, steering the discussion towards the following:</p> <ul style="list-style-type: none"> • Procrastination (delaying or postponing action, especially as a regular habit or practice) • Interruptions • Distractions • Not setting limits • Not prioritizing <p>Display PPT 13 and explain the terms used so all the group understands, especially the term procrastination. Ask the group to suggest some solutions to procrastination and write them up on the flipchart / whiteboard. Steer the suggestions towards the following and display PPT 14 so learners can follow as you read them out:</p> <p>Potential solutions to procrastination:</p> <ul style="list-style-type: none"> • Do the worst task (the task you are dreading) first to get it out of the way. • Break tasks into smaller bite-sized pieces or chunks so they are more manageable. • Plan to do these tasks when you are at your highest energy level / feeling good. • Give yourself a reward when you complete one of these tasks, such as making yourself drink or resting for 10 minutes with your eyes closed. • Change your work environment. • Ask another person to check that you are have completed or are working on the task. • Remove distractions. Turn off your phone. • Try to make it fun. <p>Ask learners to turn to page 104 of the Learner Handbook, where they will see a list of potential barriers and a space for solutions. Ask the group to transfer the solutions to procrastination into the space provided in the table.</p> <p>Do the same with the rest of the list of barriers:</p> <ul style="list-style-type: none"> • Interruptions • Distractions • Not setting limits • Not prioritizing <p>Ask learners to suggest solutions, write them up on the flipchart / whiteboard and encourage the group to transfer this information to the table in their handbooks.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 5 • PPT 13 - 14 	<ul style="list-style-type: none"> • Learners volunteer what some of the barriers are to completing tasks at home or, if they have worked before, at work • Learners suggest some solutions for procrastination • Learners transfer the solutions to the time management issues into their handbooks

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Activity 5.6: Time management scenario / solution</p> <p>Split the group into smaller groups of four learners, ensuring that one member the group has a good level of literacy. Ask each group to turn to page 106 of the Learner Handbook and look at the “Time management scenario/solution” handout. Read through the scenario together:</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 5 • PPT 15 	<ul style="list-style-type: none"> • Learners take a full part in the role-play activity, demonstrating learning from the session • Learners complete the personal time study analysis for homework
	<p>Scenario</p> <p>Zala works as a quality checker in a busy factory in Addis Ababa. She has three young children. One of them is not well at the moment and she has been up most of the night with him for the last week. Zala also has elderly parents, their health is failing and she has to go to see them in another part of the city when she finishes work and take them food. At work, there is a big consignment of jeans going out to a brand this week. Her supervisor has given her the task of examining over 1,000 jean parts for defects, such as unfinished raw edges, broken buttons or hooks, puckers in seams, loose threads or stitches, badly sewn pockets and incorrect packaging. She has to do this in the next week and return the rejected items or garments to their department for reworking. She is behind with her task and not on target to complete it.</p> <p>What advice do you have for Zala to help her get her work done and meet her target by the end of the week?</p>		
	<p>Ask groups to work together to discuss and complete the table with:</p>		
	<ul style="list-style-type: none"> • Time-management barriers • Time-management solutions 		
	<p>After 20 minutes, ask volunteers from each group to share the barriers they have identified and the solutions they have found to help Zala complete her target. Discuss as a whole group and come to a consensus across the groups as to what the barriers are and some of the potential solutions.</p>		
	<p>Activity 5.7: The benefits of effective time management</p>		
	<p>Ask learners to think about the different time-management strategies they have learned in this session. Point out the many benefits for our private life and our life at work if we can master time management.</p>		
	<p>Ask learners to work in their previous groups and discuss and write down four ways in which time management can help them.</p>		
	<p>Ask the groups to volunteer some of the benefits they have identified and discuss as a whole group. Did the groups list the same benefits or is each list unique?</p>		
	<p>Display PPT 15, ask learners to turn to page 107 of the Learner Handbook and share a few potential benefits with the class if they have not already been covered in the discussions, for instance:</p>		
	<ul style="list-style-type: none"> • You can get more done each day. • You can gain control over your life. 		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> You can reduce your stress and improve your health. You can “add more time” to your daily routine, thus having time to do the things you really enjoy. <p>Activity 5.8: Personal time study analysis</p> <p>For a simple homework task, ask learners to complete the personal time study analysis on page 108 - 109 of the Learner Handbook, identifying their activities at different times of day over one week and recording how they felt at those times. If some learners cannot write, encourage them to make drawings of what they were doing at the key times in the table. After doing this for one week, they can add up the hours they spent performing certain activities and, using the priority matrix, discover how to save time by doing the urgent and important things first. They will also begin to a pattern of when they have more energy and when they are tired. This will enable them to prioritize longer tasks or tasks that require greater concentration for times of day when their energy and concentration is at its highest.</p>		
30 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 5.4: Personal action plan</p> <p>Recap with learners what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the personal action plan on page 110 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 16, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 103 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> Training room Laptop Projector / smartboard Learner Handbook Pens for learners PPT slides for Module 5 PPT 16 	<ul style="list-style-type: none"> Learners are able to recap what they learned in this session Learners understand the core skills learned in this session

Module 5, Session 3: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session's outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 17.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> To identify typical problems or issues at home and at work To recognize the steps required to solve workplace problems and issues To use a problem-solving method to solve a workplace issue 	<ul style="list-style-type: none"> Sign-in / attendance sheet Laptop Projector / smartboard PPT slides for Module 5 PPT 17 	<ul style="list-style-type: none"> Learners recall the previous module Sign-in sheet completed

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Session energizer: A shrinking vessel¹⁴</p> <p>Aim: For learners to solve a problem by being adaptable</p> <p>Materials: A long length of rope or string</p> <p>Method</p> <ul style="list-style-type: none"> Using the rope, make a shape on the floor that the whole group can easily fit into. Slowly shrink this “vessel” or space over a period of 10-15 minutes. Learners must work together to figure out how to keep everyone within the shrinking boundaries. <p>Debrief</p> <p>Ask the group how easy it was to adapt to the shrinking boundaries and how they collaborated and decided what to do next. Point out that they have solving a problem and they will be discovering at how they can solve problems that arise in the workplace.</p>	<ul style="list-style-type: none"> Training room Space for learners to form and work in a large group A long piece of rope or string 	<ul style="list-style-type: none"> Learners solve the issue of fitting into the shrinking vessel by collaboration and trying out new ideas / adapting to the changes to the vessel
45 mins	<p>Activity 5.9: What is a problem?</p> <p>Tell the group that they have been given a great responsibility. They have to come up with a definition for the word “problem” for a national dictionary.</p> <p>Split learners into small groups of four and ask each group to discuss what a problem is. How would how they define it. They should make a note of their definitions in the space provided on page 111 of the Learner Handbook. After 5-10 minutes, ask a volunteer from each group to present their definitions and justifications. Make a list of the groups’ definitions and write them up on the whiteboard / flipchart.</p> <p>Display PPT 18, which shows the Cambridge Dictionary’s definition of the word, and compare their definitions with it.</p> <p>Problem:</p> <p>a situation, person or thing that needs attention and needs to be dealt with or solved.</p> <p>Some examples:</p> <ul style="list-style-type: none"> <i>Our main problem is a lack of cash.</i> <i>I’m having problems with my computer.</i> <p>Ask the group what types of problems people have at home and make a list on the whiteboard / flipchart. (Split the flipchart / board down the middle so you have two columns and record the personal problems in one of the columns, workplace issues and problems in the other).</p> <p>Learners are not required to discuss their private problems, just the types of problems people tend to have. Steer the conversation and the list towards the following issues if they do not come up naturally in discussion:</p> <ul style="list-style-type: none"> Not achieving a goal Being criticized 	<ul style="list-style-type: none"> Training room Laptop Projector / smartboard Learner Handbook Pens for learners PPT slides for Module 5 PPT 18 - 19 	<ul style="list-style-type: none"> Learners discuss and note their group’s definition of the word “problem” Learners volunteer some common problems people face at home and at work Learners volunteer some solutions to specific problems they or others have faced

¹⁴ Adapted from: <https://www.wrike.com/blog/top-15-problem-solving-activities-team-master/>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<ul style="list-style-type: none"> • Criticizing oneself • Finances • Health – yours, your family's and friends' • Relationships • Too many commitments • Something is too difficult • No direction • Every day feels the same (repetitive) • Friends or family interfering in your affairs • Being afraid of something • Expectations people have of you or your expectations of others <p>Explain issues and problems are not confined to our personal and social lives but may also arise in the workplace. Ask the group to suggest some of the issues they may face when they start work and write them up on the flipchart / whiteboard alongside the personal problems by way of comparison. Steer the conversation and the list towards the following issues, if they do not come up naturally in discussion:</p> <ul style="list-style-type: none"> • Poor communication • Lack of direction / management • Conflicting work styles / personalities • High-stress work environments • Not meeting goals or targets <p>Point out that the types of issues we may have at home and at work have similar causes. Tell learners that being able to solve problems at work is a very important core skill and employers are looking for employees who can come up with solutions to issues. Explain that you will be looking at how most problems can be addressed later in the session.</p> <p>Display PPT 19 and read out the quotation concerning problems. Learners can follow in the Learner Handbook on page 111:</p> <p><i>"Problems are the gifts that make us dig out and figure out who we are, what we're made for, and what we're responsible for giving back to life."</i></p> <p>Tony Robbins</p> <p>Explain that we can see problems as negative things that stop us from being happy or being our best selves, but we can also see problems as gifts that make us examine ourselves and our actions and challenge us to look for and find solutions.</p> <p>Ask learners to work in pairs to talk about a problem they or someone they know has had and how it was resolved. Receive feedback if people wish to share, focusing on the solutions. Make a note of the how the problems were solved on the flipchart / whiteboard.</p>		

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
45 mins	<p>Activity 5.10: Problem-solving in the workplace</p> <p>Explain that most problems and issues can be solved by putting into practice five separate steps. Display PPT 20 and ask learners to turn to page 112 of the Learner Handbook. Read through the problem-solving steps together.</p> <ul style="list-style-type: none"> • Define the problem. Ask yourself: Is there actually a problem here? What is it exactly? How big is the problem or issue? • Analyse the problem. Focus on finding out <i>why</i> this is happening. • Work out what to do. Look at your options for solving the problem and choose the option that is most appropriate. • Implement the plan with commitment. Consider whether you are doing what you committed to do to solve the issue. Ask yourself: How do I know that I am committed to solving this issue? • Evaluate progress. Ask yourself: Did the plan work? What needs to happen next? <p>Learners will now work in small groups to consider how to put into practice the first four steps of the problem-solving method.</p> <p>Split the group into smaller groups of four members. Ensure that each group has a member who can read and write well. Ask all learners to turn to page 112 of the Learner Handbook and read through the scenario, with learners following in their handbooks.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 5 • PPT 20 	<ul style="list-style-type: none"> • Learners apply a simple problem-solving method to a garment-factory scenario
<p>Problem-solving scenario</p> <p>Amadi has been working as a technician in the pattern-making department of a small family-run factory in Mekelle. He really enjoyed his job until a short while ago and was always being praised for his good work. Six months ago, the factory employed a new technical manager and, since he has been there, Amadi has had a relationship issue with him. Amadi is always on time for work, works to the best of his ability and meets his targets, but it feels as if his manager thinks this is not good enough. His manager always seems to be irritated with Amadi, shouting at him and criticizing his working practices. This is making Amadi really depressed and he feels he is being bullied. He is losing a lot of weight as he has no appetite and has started to dread going to work because of the behaviour of his boss.</p> <p>Ask the groups to go through the steps of the problem-solving method and make a note of their decisions in the space provided in their workbooks on page 113.</p> <p>After 20 minutes or so, ask volunteers from the groups to summarize the steps they would take to try and resolve the issue. After all of the groups have presented their ideas, initiate a group discussion and try to reach consensus on the most positive and appropriate way forward.</p>			

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
30 mins	<p>Point out to learners that all workers have a human right to be treated with dignity under the Ethiopian Labour Law 2019. Each factory will also have a standard operating procedure to follow if a member of staff wants to report a person within the factory who they feel is infringing that right. This is known as a “grievance procedure” and it is very important that all workers know what they should do and who to report issues to if they feel their dignity is not being respected. Crucially, any solution to a problem MUST be in accordance with factory procedures and must comply with the law.</p> <p>Tell the group that in the final session they will be taking part in some extended activities to put into practice the core skills they have learned throughout the programme.</p> <p>Reflection / round-up and personal goals</p> <p>Activity 5.4: Personal action plan</p> <p>Recap with learners what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the personal action plan on page 102 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Core skills learned in the session</p> <p>Display PPT 21, which shows the core skills learned in this session. Go through with learners, relating each skill to the session activities. The core skills are also displayed on page 113 of the Learner Handbook, so learners can read and follow along. Explain and reiterate the core skills learned in accessible and relevant language.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT slides for Module 5 • PPT 21 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session

Module 5, Session 4: 2.5 hours

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome learners. Recap on the previous session’s outcomes. Hand out sign-in / attendance sheet and ask learners to sign in. Go through the learning outcomes for the session on PPT 22.</p> <p>Session learning outcomes</p> <ul style="list-style-type: none"> • To practise the key core skills of working together, positive communication and problem-solving by actively taking part in practical group activities 	<ul style="list-style-type: none"> • Sign-in / attendance sheet • Laptop • Projector / smartboard • PPT slides for Module 5 • PPT 22 	<ul style="list-style-type: none"> • Learners recall the previous module • Sign-in sheet completed

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
90 mins	<p>Explain to the group that in this final session they will be putting into practice some of the core skills they have learned throughout the programme by taking part in some practical activities. Point out that all learners should take an active part in the activities to enable you, as trainer, to see what each learner has learned during the programme.¹⁵</p> <p>Activity 5.11: Marshmallow spaghetti tower (40 mins)</p> <p>Aim: To demonstrate to learners that they can solve problems better as a team than they can alone. Developing collaboration and communication skills will therefore lead to better problem-solving outcomes.</p> <p>Materials (per team):</p> <ul style="list-style-type: none"> • 20 sticks of uncooked spaghetti • 1 roll of masking tape • 1 metre of string • 1 marshmallow <p>Method</p> <ul style="list-style-type: none"> • The goal of this activity is to see which team can use the materials provided to build the tallest tower within the allotted time period. • The tower must be able to stand on its own. • To make this exercise more challenging, try adding a marshmallow to the top of the tower. • This team problem solving exercise helps teams think on their feet while building camaraderie and leadership. <p>Debrief</p> <p>Ask the winning team to describe how they communicated and cooperated to get the task done. Remind them of their roles in the paper airplane energizer: Who played what role? Did everyone get involved?</p> <p>Line up blind (10 mins)</p> <p>Aim: To communicate effectively</p> <p>Materials</p> <ul style="list-style-type: none"> • Blindfolds for each person <p>Method</p> <ul style="list-style-type: none"> • Blindfold everyone and whisper a number to each person, beginning with one. • Tell them to line up in numerical order without talking, but they can make noises. • Instead of giving them a number, you could also have them line up by height, age, birthday, etc. • The group should keep practising with different line-ups. 	<ul style="list-style-type: none"> • Training room • Space for learners to form and work in a large group • For each team: <ul style="list-style-type: none"> • 20 sticks of uncooked spaghetti • 1 roll of masking tape • 1 metre of string • 1 marshmallow • Blindfolds for each learner (you could ask the group to bring in an old T-shirt for this purpose) 	<ul style="list-style-type: none"> • Learners create a marshmallow spaghetti tower using communication, collaboration and problem-solving skills • Learners line themselves up while blindfolded by inventing vocal and non-verbal codes, using voice and touch • Learners work together to agree on the 10 items and their ranking within the 30-minute timeframe • Learners are able to reflect on the core skills used in each activity and their relevance and importance in the workplace

¹⁵ Activities adapted from: <https://www.wrike.com/blog/top-15-problem-solving-activities-team-master/>

Timing (approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Debrief</p> <p>Ask the group what made them get better with time. Why do they think they were not very good at the beginning (if this was the case)? Learners should say that their communication got better and they found ways to communicate without speaking, such as using noises as code.</p> <p>Stranded (35 mins)</p> <p>Aim: To help with communication and decision-making</p> <p>Materials: The training room and the items within it</p> <p>Method</p> <p>Explain the setting:</p> <ul style="list-style-type: none"> • The entire group has been stranded in the training room. • The doors are locked and knocking down the doors or breaking the windows is not an option. • The group have 30 minutes to decide on 10 items in the training room they need for survival and rank them in order of importance. • The goal of the game is to have everyone agree on the 10 items and their ranking within the 30-minute timeframe. <p>Debrief</p> <p>Ask the group how easy/difficult it was to agree on the 10 items. Did the group agree or disagree? How did people communicate to persuade others to consider their ideas? Were some people taking the lead and not allowing others to talk? Did some people shout to make themselves heard? Explain that decision-making is much like problem-solving: to come to a consensus the team must work politely and communicate well, listening as well as speaking. (Remind them of the session on listening skills, too!)</p>		
45 mins	<p>Reflection / round-up and personal goals</p> <p>Activity 5.4: Personal action plan</p> <p>Recap with learners what has been learned in the session, ask individual learners to reflect on their personal goals and invite them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the personal action plan on page 102 of the Learner Handbook. Monitor this activity, reviewing what learners are recording and giving feedback as appropriate.</p> <p>Learner certification</p> <p>Display PPT 23 and congratulate all learners on completing the programme.</p> <p>Issue training-institution certificates to learners for participating in the Prevocational Core Skills Programme. If you are issuing FTVETA generic module certification, make sure you have carried out and recorded the results of the necessary assessments and contact the FTVETA for certification in advance of the final session.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / smartboard • Learner Handbook • Pens for learners • PPT 23 • Learner certificates 	<ul style="list-style-type: none"> • Learners are able to recap what they learned in this session • Learners understand the core skills learned in this session • Learners receive programme attendance certification from the training institution or from the FTVETA

Annex 1: Prevocational Core Skills Programme mapping

▶ Mapping to the ILO Core Skills Framework for the Garment Sector

The purpose of the Prevocational Core Skills Programme for the garment sector in Ethiopia is to upskill the **core skills of new and returning workers to the garment sector**. The entry-level occupations and performance statement from the new ILO Core Skills Framework for the Garment Sector are detailed below. There follows a snapshot mapping table that clearly shows which entry-level core skills from the new framework are covered in the Prevocational Core Skills Programme.

Entry- level occupations	Entry-level (Performance level 1) demonstrates:
Sewing and stitching	<ul style="list-style-type: none"> ▶ The application of core skills to routine tasks under direct supervision with limited responsibility using a range of known procedures in day-to-day life and entry-level positions ▶ Foundational core skills knowledge (or the ability to acquire this knowledge) for everyday life; further learning and preparation for entry-level work ▶ Limited autonomy and judgement in identifying and reporting simple issues and problems
Knitting-machine operation	
Fabric receiving	
Fabric cutting	
Embroidery and screen-printing	
Checking and quality control	
Spot cleaning and laundry	
Fusing and pressing	
Packing and shipping	

Category	Skills	Entry level: Performance level 1	Prevocational core skills mapping				
			M1	M2	M3	M4	M5
Self-performance	Reading	Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary)	✓	✓	✓	✓	✓
		Interprets and acts on information in signs, symbols, and text	✓	✓	✓	✓	✓
		Checks that interpretation and response to signs, symbols and text is correct	✓	✓	✓	✓	✓
	Writing	Records or copies basic information in familiar workplace format	✓	✓	✓	✓	✓
		Writes short, simple text in familiar workplace format	✓	✓	✓	✓	✓
	Using mathematical ideas and techniques	Estimates, measures and performs simple calculations with routine measurements for familiar workplace tasks			✓		
		Uses familiar 2D and 3D shape and angle properties to complete familiar workplace tasks					
	Personal conduct skills	Demonstrates politeness and confidence in the work environment	✓	✓	✓	✓	
		Contributes efficiently to work and quality of outputs	✓	✓	✓	✓	✓
	Self-management	Displays the required standards for workplace attendance, commitment, attitude and focus		✓	✓	✓	
		Takes responsibility for own actions		✓		✓	✓
		Applies consistent level of effort to achieve work-unit or production-process goals					✓
		Follows workplace or community code of conduct		✓	✓	✓	✓
	Personal health and wellbeing	Displays basic hygiene skills		✓			
		Applies knowledge of nutrition					
		Understands personal health and family planning measures					
Demonstrates knowledge of complaints processes and basic workers' rights		✓	✓				
Social performance	Communication	Follows simple instructions	✓	✓	✓	✓	✓
		Asks relevant questions for clarification	✓	✓	✓	✓	✓
	Interprets simple non-verbal cues such as tone of voice and facial expressions				✓	✓	
	Makes routine oral reports according to pre-established instructions					✓	
	Communicates in a way that is cognisant of cultural and language differences				✓	✓	

Category	Skills	Entry level: Performance level 1	Prevocational core skills mapping				
			M1	M2	M3	M4	M5
Social performance	Teamwork	Operates as an active member of the team			✓		✓
		Contributes with suggestions and effort	✓	✓	✓	✓	✓
		Follows rules and procedures set by team	✓	✓		✓	✓
		Takes responsibility for doing own share of work necessary to achieve team goals					✓
		Demonstrates respect for others	✓	✓	✓	✓	✓
	Problem-solving	Recognizes that problems can arise			✓		✓
		Anticipates routine problems			✓		✓
		Implements familiar procedures to resolve routine problems			✓	✓	✓
		Takes initiative and thinks creatively to solve problems					✓
		Informs supervisor of problems as they arise					✓
		Contributes appropriately to solving complex problems					✓
	Learning to learn	Asks basic questions to source information		✓	✓	✓	✓
		Can identify and access sources of information			✓	✓	✓
		Demonstrates motivation and willingness to learn	✓	✓	✓	✓	✓
		Demonstrates perseverance and resilience when learning and applying new knowledge			✓	✓	✓
		Asks questions and follows instructions to adapt to new workplace systems or processes		✓	✓	✓	✓
	Environmental awareness	Recognizes what items can be recycled, both in the workplace and at home			✓		
		Knows how to correctly place items for recycling, both in the workplace and at home			✓		
Takes measures to reduce water use, both in the workplace and at home				✓			
Names the different types of waste generated in the workplace				✓			
Identifies sources of environmental pollution in the workplace and at home				✓			
Reports spillages and other environmental hazards immediately				✓			
Working with cultural diversity	Accepts difference between self and others		✓		✓	✓	
	Is respectful and open to learning about different cultures				✓	✓	
	Listens and makes adjustments to communication strategies in order to work effectively with others from different cultural backgrounds				✓	✓	

Category	Skills	Entry level: Performance level 1	Prevocational core skills mapping				
			M1	M2	M3	M4	M5
Work performance	Understanding work culture	With guidance, learns about and adapts to industrial work culture	✓	✓			✓
		Understands expectations in relation to behaviour in the factory environment, including work ethics, discipline, punctuality, compliance, honesty and integrity		✓			✓
		Learns to cope in a difficult work environment		✓			✓
		Understands the promotional ladder	✓				✓
		Accepts and responds to constructive feedback on work performance				✓	✓
		Evaluates superiors fairly when required and provides constructive feed-back				✓	✓
	Planning and managing resources	Uses time and resources as efficiently as possible			✓		✓
		Adheres to kaizen principles					
		Ensures that quality requirements are met					
		Minimizes waste			✓		
	Job safety skills	Complies with workplace health and safety policies and procedures			✓		
		Reports unsafe behaviour or equipment to supervisor			✓		
	Using technology	Learns to use familiar machines effectively to complete workplace tasks					
		Monitors for problems					
		Solves routine problems or notifies supervisor when more complex problems arise					
		Adapts to new technology when required					
	Data management	Records basic data when required and with support					✓
	Leadership	Accepts responsibility for own actions				✓	✓
		Logically communicates thoughts, feelings and ideas to justify a position				✓	✓
		Contributes to motivating fellow team members				✓	✓
Maintains a positive attitude to work, even in difficult circumstances					✓	✓	

► Mapping to the FTVETA Generic Modules for Basic Textile Operations at Level 1

The following level-1 garment-sector generic modules devised by the FTVETA were considered when developing and mapping the Prevocational Core Skills Programme:

1. Demonstrate work values
2. Work with others
3. Receive and respond to workplace communication

FTVETA Generic Module	GLH	Learning outcomes	Performance criteria	Prevocational core skills mapping				
				M1	M2	M3	M4	M5
Demonstrate work values	9	LO1: Define the purpose of work	1.1 One's purpose for working and the "whys" of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.	✓	✓			✓
			1.2 Personal mission is achieved in harmony with company's values.	✓				✓
	LO2: Apply work values/ethics	2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines.	✓	✓	✓	✓	✓	
		2.2 Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines.	✓	✓	✓	✓	✓	
		2.3 Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policies and guidelines.	✓	✓	✓	✓	✓	
		2.4 Company resources are used in accordance with transparent company ethical standards, policies and guidelines.	✓	✓	✓	✓	✓	
		3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied; work incidents/situations are reported and/or resolved in accordance with company protocols/guidelines.	✓	✓	✓		✓	
		3.2 Resolution and/or referral of ethical problems identified are used as learning opportunities.	✓	✓	✓		✓	
		LO4: Maintain integrity of conduct in the workplace	4.1 Personal work practices and values are demonstrated consistent with acceptable ethical conduct and company core values.	✓	✓	✓	✓	✓
	4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.		✓	✓	✓	✓	✓	
	4.3 Company values/practices are shared with co-workers using appropriate behaviour and language.		✓	✓	✓	✓	✓	

FTVETA Generic Module	GLH	Learning outcomes	Performance criteria	Prevocational core skills mapping				
				M1	M2	M3	M4	M5
Work with others	9	LO1: Develop effective workplace relationships	1.1. Duties and responsibilities are performed in a positive manner to promote cooperation and good relationships.	✓	✓	✓	✓	✓
			1.2. Assistance is sought from work group when difficulties arise and problems are addressed through discussion.	✓	✓	✓	✓	✓
			1.3. Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon.	✓	✓	✓	✓	✓
			1.4 Differences in personal values and beliefs are respected and acknowledged.	✓		✓	✓	✓
		LO2: Contribute to work group activities	2.1 Support is provided to team members to ensure work group goals are met.	✓	✓	✓	✓	✓
			2.2 Constructive contributions to work group goals and tasks are made according to organizational requirements.	✓	✓	✓	✓	✓
			2.3 Information relevant to work is shared with team members to ensure designated goals are met.	✓	✓	✓	✓	✓
Receive and respond to workplace communication	9	LO1: Follow routine spoken messages	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions.	✓	✓	✓	✓	✓
			1.2 Instructions/information are properly recorded.	✓	✓	✓	✓	✓
			1.3 Instructions are acted upon immediately in accordance with information received.	✓	✓	✓	✓	✓
			1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear.	✓	✓	✓	✓	✓
		LO2: Perform workplace duties following written notices	2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines.	✓	✓	✓	✓	✓
			2.2 Routine written instructions are followed in sequence.	✓	✓	✓	✓	✓
			2.3 Feedback is given to workplace supervisor based on the instructions/information received.	✓	✓	✓	✓	✓

Annex 2: FTVETA Generic Modules assessment criteria

The following tables show FTVETA assessment requirements for the Generic Modules mapped to the Prevocational Core Skills Programme for the garment sector. The FTVETA guidance gives the trainers freedom to develop their own assessments.

Demonstrating work values: 9 GLH (IND BOT1 16 0220)

Evidence Guide	
Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Defined his or her unique sense of purpose for working • Clarified and affirmed work values/ethics/concepts consistently in the workplace • Demonstrated work practices satisfactorily and consistently in compliance with industry ethical standards, organizational policies and guidelines • Demonstrated personal behaviour and relationships with co-workers and/or clients consistent with ethical standards, policies and guidelines • Used company resources in accordance with company ethical standards, policies and guidelines. • Followed company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behaviour
Underpinning knowledge and attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Occupational health and safety • Work values and ethics • Company performance and ethical standards • Company policies and guidelines • Fundamental rights at work including gender sensitivity • Work responsibilities/job functions • Corporate social responsibilities • Company code of conduct/values • Balancing work and family responsibilities
Underpinning skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • Interpersonal relations • Communication • Self-awareness, understanding and acceptance • Application of good manners and right conduct
Resource implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written test • Observation / Demonstration with oral questioning
Context of assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Work with others: 9 GLH (IND BOT1 14 0220)


Evidence guide	
Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Provided support to team members to ensure goals were met • Acted on feedback from clients and colleagues • Accessed learning opportunities to extend personal work competencies to enhance team goals and outcomes
Underpinning knowledge and attitudes	<p>Demonstrates knowledge/understanding of:</p> <ul style="list-style-type: none"> • Relevant legislation that affects operations, especially with regards to safety • Reasons why cooperation and good relationships are important • The organization's policies, plans and procedures • How to elicit and interpret feedback • Work group member's responsibilities and duties • The importance of demonstrating respect and empathy in dealings with colleagues • How to identify and prioritize personal development opportunities and options
Underpinning skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • Ability to read and understand the organization's policies and work procedures • Ability to write simple instructions for particular routine tasks • Ability to interpret information gained from correspondence • Communication skills to request advice, receive feedback and work with a team • Planning skills to organize and arrange work priorities • Technology skills, including the ability to select and use technology appropriate to a task • Ability to relate to people from a range of social, cultural and ethnic backgrounds
Resource implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written test • Observation / Demonstration with oral questioning
Context of assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

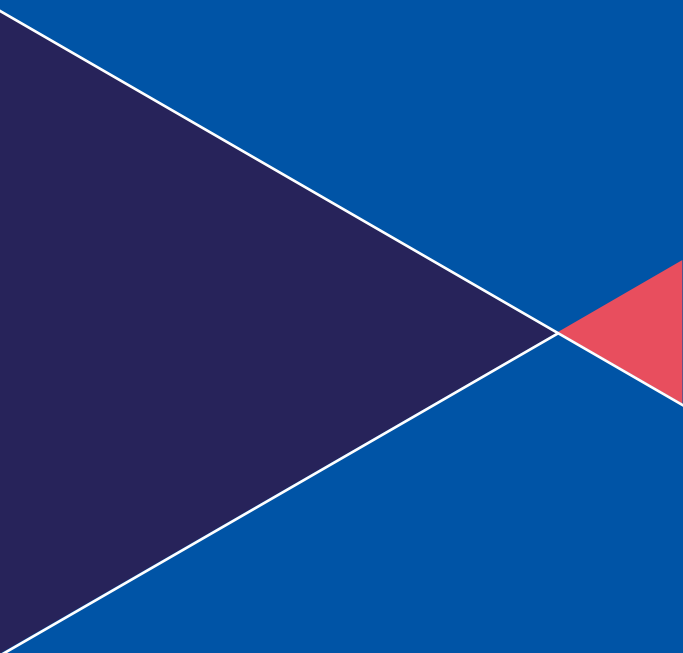
Receive and respond to workplace communication: 9 GLH (IND BOT1 15 0220)

Evidence guide	
Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Demonstrated knowledge of organizational procedures for handling verbal and written communications • Received and acted on verbal messages and instructions • Demonstrated competence in recording instructions/information
Underpinning knowledge and attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organizational policies/guidelines in processing internal/external information • Ethical work practices in handling communications • The communication process
Underpinning skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • Conciseness in receiving and clarifying messages/information/communication • Accuracy in recording messages/information
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of assessment	<ul style="list-style-type: none"> • Competence may be assessed through: • Interview / Written test • Observation / Demonstration with oral questioning
Context of assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Activity 5.3: Priority matrix

Photocopy enough of these sheets for each group taking part in the activity. Cut them up along the dotted lines and issue them to the groups for them to place on their priority matrices.

 Check the hourly and daily production targets of current style from supervisor	Ensure that sewing machine is equipped with an eye guard or needle guard or puller cover	Talk to supervisor about doing some overtime
Write down a list of tasks you must complete at home at the weekend	Work on a priority order that needs to go to the client tomorrow	Get specific instructions and daily target from your supervisor
Speak to co-worker about a personal issue	Remove dirt or stains from fabric	Chat to a friend on the phone during the lunchbreak
Attend short early-morning briefing	Make sure you have a clean dust mask	Check the machine needle to see if it is blunt
Clean own machine and surrounding area	Check the performance of the sewing machine	Oil the sewing machine



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