Core Group Curriculum | Facilitators' Guide

Note for facilitators

Before the training, facilitators are expected to become familiar with the training agenda, review and understand the key objectives, and prepare all necessary materials prior to the training.

Participants should be sitting in a circle or U-shape, with the exception of the group activities. Depending on the available training facilities, facilitators are expected to adapt the activities as needed.

As facilitators, your roles are to deliver information but more importantly, to actively facilitate and help participants reflect, discuss, and draw their own conclusions.

Facilitators should never tell a participant that "they are wrong" even if they perpetuate and reinforce harmful attitudes or myths, as they may further reinforce these thoughts otherwise. Ideally, the facilitators should allow the group to disagree and dispel the attitudes and myths themselves. If this does not happen, facilitators should challenge ideas in a supportive and constructive manner. In extreme cases, facilitators may acknowledge the participant's point and then request to continue the discussion after the training.

See Appendix 1 for the detailed guidance note to facilitators.

Who are the core group?

The core group will be responsible for the implementation of the strategy and action plan from WE Women. The core group may consist of:

- HR officers
- Section and department heads
- Compliance officers
- Welfare officers
- Production officers
- Finance managers
- Management representatives on Committees (including the PC)
- Other managers who are expected to implement the gender action plan

Because the structures of each factory may differ, it is advised to develop and agree *among the project team* and *with the factory management* on a common understanding of the hierarchy and who may qualify as part of the core group.

How to conduct a training with the core group?

To engage with the core group, the facilitators should put themselves in the shoes of the core group. They have been given a mammoth task of implementing WE Women, a long-term commitment to gender equality. As a facilitator, you should:

- Help clarify their roles and responsibilities under WE Women.
- Acknowledge their concerns, especially with the day-to-day operational challenges.
- Do not only focus on problems – brainstorm on solutions whenever challenges are raised.
- Focus on impacts and not the background details of the project.
- Look into the future, not the past.
- Avoid using idioms and development/NGO jargons.
- Be able to back up your claims.
- Get to the point.

Training 1 – Journey to WE Women: Understanding gender and communication

Total participants: up to 30 (10 from each factory, three factories total)

Venue: Off-site

Duration: 6 hours

Objectives: The first training aims to introduce WE Women and how it differs from other women's empowerment projects through an emphasis on raising awareness, developing skills, and improving business processes to start a journey of change. Participants will be sensitized to gender equality focusing on norms, gender roles, gender division of labour, and key empowerment issues, including workers' health, violence and harassment, and career progression. Then, participants will reflect on the importance of communication for the success of WE Women specifically through feedback loops.

Before the training (facilitators): The facilitator should identify the reporting structure of the core group members, especially the HR manager.

Materials needed:

- Flipcharts
- Markers
- VIPP cards
- Stickers
- A4 paper
- Projector
- Homework templates (Collecting and giving feedback)

Agenda

Activity	Time
Welcome	10 minutes
Getting to know each other	20 minutes
Introduction to WE Women	30 minutes

Training ground rules	10 minutes
Why is gender equality important to our workplace?	185 minutes
The importance of communication	90 minutes
Conclusion and wrap-up	15 minutes

Section 1: Opening the training

Time: 70 minutes

Training objectives:

1. Welcome the participants to the training
2. Break the ice by engaging in fun, getting to know each other games
3. Introducing the business case for gender equality (rationale for WE Women)
4. Set up ground rules for the training

1. Welcome (10 minutes)

Open the training by introducing yourself. *"Today, we are here to start the first of three capacity-building sessions for the core group as part of WE Women. We are bringing together three of the company's strategic suppliers to encourage peer learning and reflection, then, the subsequent sessions will be held in your respective factories. We understand that you have a busy schedule and we appreciate you taking the time to join us for this full-day training."*

Introduce yourselves and your organization's name. Go around briefly to ask the participants to say their name, their position, and the factory they work in.

Explain that the purpose of today's training is to introduce WE Women and to understand the important role the core group plays. The session today will also help participants develop a better understanding on gender. As well, we will talk about the one of the most important success factors of WE Women, which is communication.

Explain that compared to other trainings, this training is interactive and combines presentations, discussions, group work, and games. Explain that before we begin the training, we will participate in a short icebreaker to get to know each other.

2. Getting to know each other (20 minutes)

Begin the ice-breaker by saying that we will introduce each other in a different manner where we will learn more than just each other's name. Give a pen and paper to write down the following things about themselves.

- Name
- Skill or talent outside of work
- Favourite hobby
- Favourite food

- Name one woman that they look up to (outside their family)

Ask participants to fold the paper into a plane. After the plane is being made, say they we all will play with for a while by flying it in the air. Say that everyone has to fly keep on flying the plane up in the air. Mention not to throw the plane at each other so that anyone is hurt. After doing 3-4 rounds of flying each other's plane they would stop when facilitator asks them too. Participants would grab the nearest plane.

Ask one participant to come with their plane and call out the person's name written on the plane. The participant would introduce person described in the plane – they should introduce their name, one interesting fact (hobby, skill, favourite food), and the one woman they look up to outside of their family. The person who was introduced would repeat the same with their plane, being sure to pick one interesting fact about the person they are introducing. This will continue until everyone has a chance to be introduced to the group.

3. Introduction to WE Women (30 minutes)

Begin by asking participants to list down the 'gender' or 'women' project that they have heard of. Ask them if they have participated in any of them in the past. Ask them how they were involved in these projects, and some of the changes they have seen.

Then ask participants: *What is WE Women? Based on your understanding, what are the differences of WE Women from other projects?*

After collecting some initial responses from the participants, Using the deck, explain to the participants the overall goal of WE Women, emphasize on the following points:

- **WE Women is not a project**, but a start of a long-term commitment towards building an inclusive and gender equal workplace.
- WE Women will show factory management teams how to **integrate gender equality into business performance and business processes** – through WE Women, gender equality will become business as usual.
- WE Women is about **building the capacity of factory management teams** to increase awareness on gender equality and its business and social benefits, and to provide management teams the skills to develop, revise, and implement a gender strategy and action plan.

Ask the participants: *What are the benefits to your workplace if you invest in gender equality through WE Women?* Make sure the participants mention that given the fact that creating a more inclusive and rewarding environment for women means that they are more likely to stay and work longer in the factory. Probe further and ask them the average years of service for female workers and whether they know why they leave the factory. Ask also the time needed to on-board a new worker.

Say that now that the participants have a clearer understanding of what WE Women is, ask them about what they expect to be the roles and responsibilities for them personally, for the core group as a whole, and for senior management.

Conclude the discussion by saying that *WE Women is a journey for all of us. Like any other journey, certain preparations and arrangements need to be taken and made. And all of you sitting together are the core group who will start this journey. The three days training is our preparation to make this journey successful and reach the final destination i.e. an enabling and empowering workplace for women and also men.*

4. Training ground rules (10 minutes)

Explain to the group that this training will give them the time and opportunity to reflect, share, explore and learn new things. In order to make the best use of their time and get the most out of it, it is important that we all agree on some ground rules.

Ask the participants, what are our rules which must be followed by us all for the training to be successful. Ensure the following points come out:

- Respect time, start on time and end on time
- Complete involvement in the training
- Respect others views and opinions
- Turn off cell phones
- Be respectful of other participants
- Talk loud enough for all to hear
- Talk one at a time
- No distractions among the group
- Maintain confidentiality, etc.

Conclude the session by saying: *We all have agreed upon some rules to conduct this training. Now we can commit to some basic ethics to allow personal sharing in this room without any hindrance. Let us talk about how we can do so in the next discussion.*

Section 2: Why is gender important to our workplace?

Time: 185 minutes

Note to facilitator: The purpose of the following activities is raise awareness amongst core group members on the differences between women and men: the differences in women and men's needs and well-being; the social and gender norms that influence how women and men are expected to behave and express themselves; and, the differences in the working time and distribution of unpaid care work. The key points to drive to senior management is that gender equality is not just about treating women and men equally, but to respond to the differentiated needs and provide an equal playing field for women and men.

While all of the activities in this section are to sensitize participants to gender, each activity has to be linked to workplace implications. These will be highlighted as "workplace relevance" in the notes to facilitator.

5. Let's draw! A gender icebreaker (25 minutes)

Tell the participants, *"We will discuss topics related to gender and how women and men are expected to behave and interact with one another during this session. We will start with a drawing game".*

Divide the participants into groups of five. Give each group a subject: leader, nurse, supervisor, and cricketer. Then ask each participant in the group to draw the subject. Ask them to do a quick and simple drawing, and after completing give a name to the character of the drawing. Give each group five minutes to finish task. Remind them that this is not an art class and it does not matter how it looks but ask to try to be as realistic as possible in illustrating clothes, tools, activities, etc.

Refer to the subject of the drawing only as leader, nurse, supervisor, and cricketer. Never refer to the subject as he or she or by any other pronoun or word that might imply the gender of the subject. There should not be any discussion on gender issues while the participants are drawing.

After everyone has completed their drawings, invite the participants to put it up on the walls. Invite them to look at the other pictures and interact with each other. Give them five minutes to walk around and look at the pictures. It is possible that most participants will draw a male farmer, a female nurse, and a male supervisor.

Ask the group to reflect on the followings, remind them that there is no wrong answer.

- What is the gender of the leader, the nurse, supervisor, cricketer?

- Why is the nurse female? Why are the cricketer and supervisor male?

Ask the group whether they think if women can be supervisors, farmers, worker, cricketer, engineer and many more if she wants to be. Gently challenge the group if they say no, push until everyone accepts that these roles can be done by anyone. Likewise, men too can be nurse, cook, worker and whatever they aspire to be.

Explain to everyone: women and men can be anything they want, so as long as they have a supportive upbringing, equal access to opportunities, education, and trainings. To further explain why a person's gender should not be a limitation of what they can and cannot achieve, explain to the participants the difference between the following terms: gender, sex, gender equality, and gender equity (with the help of pictures attached at the end of module). Use the pictures to keep the discussion simple. Summarize by saying that through WE Women, we are promoting both gender equality and equity. We have to treat women and men equally, and at the same time, in order to promote an inclusive workplace for women and men, we may need to take measures (as in the picture) to ensure that women have equal opportunities.

Conclude by saying that *This drawing activity was to help us reflect on our perception of what a man or woman can do, and how certain imposed norms limits our potential and way of thinking, and ultimately, what we can and cannot do.*

6. Women and Men: Ideal and Reality (50 minutes)

Ask participants to break into groups of five and to take some flip chart paper. Divide the paper into two columns and head one 'the ideal' and the other 'the reality.'

Ask half of the groups to discuss how women are expected to behave, their roles and responsibilities, what are they expected to say and not say both at home and work? List this in the 'ideal' column in the box.

After a few minutes ask them to reflect on their own lives, do they fit into all of these? Discuss what the reality of life is for women in the family and in the factory. Make notes in the other column 'the reality'. Give ten minutes to complete.

After this is done, give each group another flipchart and repeat the exercise and make the same list for men- what is the ideal and what is the reality for men. Give another ten minutes to complete.

Call everyone back into the group and put up all the posters on the wall. Choose one small group and ask them to present their flip chart for women. *Did the other groups have the same things on their charts? Anything different? (Group with different ideas/thoughts would show it from their flipchart)*

Choose another group and ask what they have in the column of ideal and reality for men. *Does everyone agree? Is anything missing? (Group with different ideas/thoughts would indicate it from their flipchart)*

Initiate a discussion using the following questions: How easy it is for people of your gender to live up to what families and society expects? What are the main things which cause these difficulties? Ask the same questions for opposite gender.

Ask: *Is it easier to live as a man or woman in our community? What is the situation of both men and women at workplace? Ask from real life experience.*

Conclude by explaining that the idea of this exercise is to help people appreciate that there are expectations in our workplaces, marriages, families, among peers and in the community of how we should behave:

- Sometimes the people around us can place different pressures on us, as well as prevent us from different opportunities.
- Sometimes we are under pressure to behave in ways that we do not want to behave, that don't make us happy and may undermine our ability to achieve our goals in life.
- Social norms have fixed certain ideal qualities/characteristics for both men and women, but reality says we all are human and thus unique in our own way.

Ultimately, we should appreciate and acknowledge a person (man or woman) as they are and not be judgemental based on these norms.

7. The way we use our time (50 minutes)

Note to facilitator: This activity builds on the previous activity as the time-related consequences of social and gender norms. Because women are expected to perform the majority of unpaid care work and household chores, they are more likely to have a longer working day than men, especially if they are employed. This activity is to sensitize participants to the invisible work that women do. As this activity is related to the previous, the facilitator can shorten some of the discussions if it feels repetitive by making references.

Workplace relevance: Because women take on the lion's share of household responsibilities, they are likely to be more tired during the working day. Female employees may also be less inclined to take on workplace roles that require longer working hours as they are expected to fulfill household responsibilities after work. This, inevitably, exacerbate some of the health issues we discussed in the first activity.

As we discussed the previous exercise, women, like men, may find it difficult to meet all of our family's and friends' expectations on being an "ideal" woman. For example, many men may expect that when they come home, their wives have tea ready, even though she is taking care of their children and preparing dinner. Or even though both the husband and wife work, the husband still expects the wife to perform the majority of household chores. Now we will do engage in a fun and reflective activity by thinking about how we spend our time on a day we go to work. We will work in groups and then compare our results as a group. Then, we will compare how we spend our time and how female garment workers spend their time on an average work day.

Divide the participants into six groups. Give the groups a flip chart and some markers. The groups are given 10 minutes to think about how the following people (facilitator to assign one for each group) spend their 24 hours in a given day:

- Married female supervisor with two children
- Single female supervisor
- Married female operator with 1 child
- Married male supervisor with two children
- Single male supervisor
- Married male operator with 1 child.

For instance, we would get up at 7 a.m., and we would have our breakfast for half an hour. We will then head to work. Ask them specifically to think about the time they spend each day on the following activities:

- Work in the factory
- Commuting to and from the factory
- Household chores
- Child care and dependent care
- Shopping (household)
- Leisure
- Sleep

Remind them that it does not have to be perfect.

After drawing the timelines, asks the groups to present. After the presentations, ask the groups to identify the differences:

- Where are the differences?
- Why are there differences? (Probe: Why are there differences in time use between women and men? Why are there differences between those married with children and single?)

Remind the participants that the purpose of the activity is not to make men feel ashamed about the amount of leisure time they have in a day or the extra time they have to sleep compared to women. Tell them that this activity is to remind them that some of the work we do at home, such as cooking, cleaning, taking care of children, shopping, collecting water, is work and takes up more time in a given day – oftentimes, these activities take up more time than we realize! Ask them *are differences in the "average day" for women and men depending on their titles in the factory (managers, supervisors, and workers)? Does the longer working day for female employees affect the workplace? If so, how is this relevant for managers?*

It is important that during this exercise, we clarify any misconceptions. Particularly,

- Would we still want to promote women in the workplace, despite know that they have more responsibilities at home than men?
- As a consequence of household responsibilities, would managers only choose to promote single women to be supervisors?
- What other qualities would they look for in giving out promotions?

Before concluding, ask the participants to conduct a quick brainstorm on some of the support that factories can provide to ensure that women are not held back in the workplace as a result of care and household responsibilities.

Conclude by summarizing and drawing out the following points (if they have not come up from the discussions, prompt the participants):

- Women spend a considerable time on household and care responsibilities. Because this work is unpaid, it is often invisible as a result. We do not realize how much time is spent until we think about it). This is also what is expected of women by social and gender norms.
- Because women hold the lion's share of these responsibilities, they are affected in the workplace in two ways: (1) they have a much longer working day then men, with less time for rest and leisure to recuperate after work, (2) they are expected to meet household and care responsibilities regardless of their responsibilities in the factory.
- Despite this, the workplace should not shy away from promoting female employees with family responsibilities. Otherwise, the workplace will lose out on the talents and contributions of female employees. The workplace should think of ways to provide support to them and allow them to juggle their family responsibilities with work.

8. Gender and Well-Being (60 minutes)

Note to facilitator: This activity is to sensitize management on how gender norms, stereotypes, unpaid care work can have adverse effects on a person's well-being especially a women worker/employee. The discussion will link the previous activities and help participants to reflect on the role of the workplace in promoting workers' well-being through gender equality.

Please note that we are not purposely excluding discussions about trans persons or intersex persons or persons who are disabled/differently abled. For the ease of introduction for the participants, we are talking only about women and men Say that once we acknowledge the notion of equality and strengthen our workplace system and belief, the door will be wide open to everyone else to make an inclusive workplace If this question does come up from the participants, please provide this explanation but acknowledge that there are those who do not identify with the gender prescribed by their sex.

Workplace relevance: When we talk about workers' well-being, we are talking about a wide-range of aspects of a workers' personal and work-life:

- Work-life balance
- Quality and safety (physical environment of the work and home)
- Access to financial services and products (bank accounts, savings, etc.)
- Personal and professional development (education and skills)
- Physical and mental health

The ability of a workplace to promote workers' well-being is a key factor in determining a company's long-term success. There are many studies that show a direct link between productivity levels and the general health and well-being of the workforce. As well, one of the deciding factors for employees to stay with their employer is the access to workplace benefits (as this contributes to their overall well-being at work and at home).

Business and organizations are increasingly recognizing the need to take the well-being of their workers seriously, as they see the importance of appreciating its most important resources, the human resources. It is important to address well-being issues because it is becoming increasingly clear that many workplace problems draw from a lack of commitment to the needs of their workers.

Conversely, a lack of recognition on the need to promote workers well-being may give raise to workplace problems, such as stress, bullying, conflict, alcohol and drug abuse and mental and physical health challenges.

What can workplaces do to promote well-being – for both women and men employees? How can factories accomplish this in a sustainable way? Workplace can take leadership and show their commitment to workers' well-being by clearly communicating their strategies and plans. They can invest in the learning and development to show that they

want to support the growth of their employees, making it a more decent and satisfying environment. WE Women wants to communicate a key message to factory teams: to emphasize wellbeing in workplace in sustainable and systematic ways that will ascertain a worker/employees development in workplace, personal security and status of health.

Begin by saying that in our last activities, we have focused on how our gender can affects at home and in society, and this can have a direct impact on work. Explain that now we will look at how gender affects our well-being in the workplace.

Draw a human figure at the centre of a flip chart. Say that we will look at this picture only as an employee. Ask the participants to think, what are the needs of employees/how do we promote their well-being at work or through work? Probe until the following points come out:

- Finances: One of the biggest benefits of being employed in an RMG factory is the salary, which helps employees afford a better life for themselves and their families. However, most workers may not have financial literacy (how to manage their finances, a budget, and savings). They may also not have access to a bank account.
- Health services and products: With the working hours and the availability of nearby health services and products, most employees may have access to health services and products only through the workplace whether it is the on-site clinic or through the referral systems.
- Skills development: Some of the employees that join the factory may not have had the opportunity to receive training or skills development prior to starting their job. Receiving on-the-job training is an opportunity for them to develop skills and learn – this is not limited to only skills on using the equipment or machines, as it can include communication, financial literacy, numeracy, and/or other skills.
- Confidence-building: Being a productive member of the workplace can give employees a sense of self-worth and confidence. When they feel valued at work, they are likely to become more confident.

Based on the needs that all employees have, ask the participants to reflect on the differences in needs that women and men may have. Ask the participants to think back on the first icebreaker activity on gender – remind them of the differences between gender and sex. Ask participants how this employee is affected, at the workplace, by our rules and expectations of gender in society (refer to gender equality and equity and the previous three activities on gender sensitization). Also ask, will women and men have different experiences on the basis of their sex? Ensure the following points are raised (this is not an exhaustive list):

- Ability to make decisions: Women employees may earn a salary but may not be able to dictate what they do with the salary at home.
- Financial pressures: Men and women employees may have different financial pressures at home. Women employees may be expected to send money to their families in the village on a regular basis. Men employees may feel pressured to

provide for all the family expenses with their salary as they are expected to be the breadwinner.

- Ability to take up leadership positions: Women may be less likely to have access to skills development or training programs. Coupled with the pressure and expectations at home, they may also not be able to take on leadership roles.
- Physical and mental health at work: Women and men have some similar health needs at work (i.e. ergonomics). While both women and men have needs related to their sexual and reproductive health, women have different needs (i.e. menstruation, pre- and post-natal needs).
- Impact of work on their health: Both women and men in the RMG sector work long hours. If women are also having to take on household and care responsibilities, this is likely to affect their health. For men, while they may not have to perform household and care responsibilities at home, the pressure of having to be a breadwinner may have a negative impact on their mental health due to stress.

Explain that there are many actions the factory can take to promote workers' well-being. Explain that we will take the promotion of good mental and physical health as an example here. Ask the participants about their experiences in promoting women and men's health:

- What types of projects or initiatives have you adopted to promote women's health (e.g.: HERproject)? If yes, was the project helpful?
- What do you feel were the gaps/missing element in those projects? How do you know these are the gaps or missing elements?
- Are these health issues still a concern for you as a factory manager/welfare? If so, why is it an issue?
- What are your experience regarding health issues of men? Is this a concern for the factory, why or why not?
- Is there any scope to address mental health issues?

Ask the participants to sit in their factory groups. Give the participants time to provide responses to these questions on a flipchart. Once the participants have come up with their responses, invite one group to take the lead to present their answers to the other groups. After their presentation, ask the other groups if they have had similar/different responses.

Then, in a plenary discussion, ask the participants what the role of the factory could be in addressing women's and men's health at work:

- What is the role of the factory in promoting women's and men's health?
- What is the role of managers and supervisors in promoting workers' health?
- Do men have a role to play in women's health? If so, what is it?

Write down significant responses on a flipchart. While the discussion will use health as an example, the main idea is to illustrate to the participants that when considering any aspects of promoting workers' well-being, they need to understand the specifics of the workers' need, especially through a gender lens to understand the difference in needs between women and men workers. Another aspect to consider is how to leverage existing policy and

programs. Even when we talk about women's health issues or any women-specific issues, it is important to engage men in the dialogue and to make them feel like they have a responsibility as well as a role to play – their contributions are valued. It is also crucial to establish an effective feedback mechanism, which would help you make sure that you are not only responding to the existing needs but addressing emerging needs.

Conclude the discussion by saying that from our activities today we all have realized that despite all the challenges both man and woman face in their day-to-day lives, women tend to face more issues because of social norms, way of living which eventually takes toll on their well-being. Factories can play a big role to play in improving well-being – this can come in the form of providing access to health services and products, providing training and skills development, or even showing employees that they are appreciated and valued. As we see, by taking a gender lens, we can ensure that we are addressing the specific needs that women and men have in our workplaces.

Section 3: The importance of communication

Time: 90 minutes

Note to facilitators: The purpose of this section is to showcase the importance of communication for the core group. This is especially important for this group because they play a role of being a bridge between senior management and workers. They need to not only talk about WE Women, but they are the listeners. They must listen to the ideas and suggestions from senior management as well as collecting feedback from workers. They must also listen to their peers (other managers).

9. Why should we communicate? (10 minutes)

Explain that we will now move onto discussing a key success factor of WE Women or any initiative in the factory – this success factor is communication. Begin by asking participants why they think communication is an important in the factory. Collect some of the thoughts and suggestions from the participants (ask them to also think about the previous exercise on employees' well-being). Thank the participants for sharing. Explain that even if you have excellent well-being policies and programs, if they are not effectively communicated at work, on the one hand you may fail to receive the recognition for your efforts and on the other, you will not be able to understand what works and what does not work.

Then, ask the participants why communicate is an integral part of WE Women. Ask the participants, what would good communication look like?

Thank the participants for sharing. Summarize based on the points they have shared. Explain that for WE Women, it is important to communicate because:

- **WE Women is a workplace-wide and long-term commitment to gender equality:** WE Women is likely going to bring about long-term and lasting change in the factory. This needs to be communicated to the entirety of the factory, as you are likely going to need the support from everyone for this to be a success.
- **WE Women is about improving policies, systems, and processes:** Because WE Women will bring about changes to internal systems, this needs to be communicated. Managers need to know what their responsibilities are. Senior management need to give their support to these changes publicly. And workers need to know what to expect.
- **WE Women is also about listening to the needs of our workplace:** As we saw in conducting the self-assessment tool, in order to understand the situation for women workers and the state of gender equality, we need to listen and collect feedback from senior management, managers, committee members, and also workers.

Explain that we will now engage in a fun activity to practice listening, before we go into an activity on collecting feedback.

9. The importance of active listening (30 minutes)

Divide the participants into pairs, and give an instruction, that within each pair one person has to start describing an event in her/his life, to the other person. The listener should say nothing but should just concentrate well on hearing what is being said. After a couple of minutes, ask the listeners to stop listening. At this stage, the speakers should continue to describe his/her experience, but the listener should stop listening completely. The persons could yawn, look elsewhere, turn around, whistle, or do whatever they like, but they should no longer listen, although the speakers continue to tell their story.

After another couple of minutes, say "Halt!" At this stage, ask the speakers and listeners to exchange their roles. The above two stages of the exercise should then be repeated, with the listeners becoming the speakers and the speakers becoming the listeners.

Once you are sure that everyone has understood the instructions, ask everyone to break into pairs. Then call out "Start", and time each section of the exercise for two minutes. Thus, the whole exercise should take eight minutes. Call the group together at the end.

Ask the participants how they felt, first as speakers, encouraging them to compare their experience of sharing their story with a willing listener, and with a bad listener. Also ask them to describe and compare how they felt as good and bad listeners. List the responses on a flipchart.

Facilitate a discussion around following questions;

1. Can you share any examples of poor communication that you have experienced?
2. Do you think communication is important in your day to day work life? If so, why?
3. Why do you think you should listen to your workers?
4. Why do you think your boss should listen to you? How do you make them listen to you?
5. Do you think power (i.e. your position in the workplace vis-à-vis the hierarchy) would have a role to play in listening and communicating?

Summarize the session by describing some attributes that participants mentioned of good listening which the participants experienced and identified during the exercise (e.g. responsible listening, asking questions, clarifying any doubts), and some attributes of bad listening (not being attentive, disrespect towards the other person, personal bias, etc.). Stress that these are points they have just raised in the discussion.

Going back to the point about the relationship between power and listening, remind the participants that it is especially important for those in more senior positions to listen to more junior employees. Remind them that from the discussions, managers may have to present themselves assertively (for instance, using "I" statement, remaining confident) when they want their bosses to listen to them – this can be difficult. Similarly, workers may also find it difficult to communicate and share their thoughts and concerns with managers. Managers should be mindful of the position of power they are in, especially in listening to workers.

11. Developing Feedback Mechanism (50 minutes)

Note to facilitator: Participatory committee is already set up inside factory, but the emphasis is on how to make it functional and mainstream gender into the structure. Encourage participants to take active part in the discussion. Do not give advice or talk to them while the discussion is going on, rather observe if any power dynamics is seen or someone is left out, and make sure that this dynamic is captured in the reflection.

Allocate about 20 minutes for the group work, 15 minutes for the groups to share, and the remainder of the time for a facilitated reflection. Adjust the time as needed.

Say that as we discussed, in order for WE Women to be successful, we need to be able to communicate with each other, to senior management, and to workers. As we saw in the last activity, one of the most important part of communication is to listen. And in communication, we should be mindful of the differences in power – if we are in a more powerful position, we should make extra effort to listen to those who are in a less powerful position.

Begin the session by saying that for any successful business to run it is important to have effective system for employee feedback, especially, the collect feedback in the following areas:

- Workers' Feedback: A very important form of employee feedback is from a manager to a worker, but this mechanism would be even more effective if a worker also has the ability to provide feedback to the manager.
- Upward feedback: Communication has to travel from the worker level all the way to senior management. This includes the feedback the management (the core group) has for senior management.
- Horizontal feedback: Managers (i.e. the core group) should also be able to voice their opinions and suggestions amongst themselves.

Explain that this is the role that the core group of WE Women can play – they are responsible for and can build this bridge and hold both ends (management and worker) together to develop an effective feedback mechanism.

Explain that WE Women is not just about empowering women but about changes to the whole system of factory. A factory needs people with the confidence to stand up for what they believe in; people who understand the conflict and create new ways to work and develop better solutions. Well-thought out corporate feedback mechanisms can take a company closer to its goals and create a culture of constant improvement. And having a feedback mechanism is a great way to encourage and reward excellent work. This process can also be an effective way to critique performance and find a new way ahead. If done properly, it not only improves performance but also builds positive, healthy working relationships.

Ask participants: *Are you currently collecting feedback from workers? If so, how often do you collect feedback, and what are the existing mechanism used?* [Facilitators should pay attention to see if the PC is mentioned, and if so, how they are playing a role in collecting feedback.]

Thank the participants for sharing. Ask the participants: *what is the role of the participatory committee in collecting feedback? How do they act as a bridge between worker and management?* Collect some initial thoughts from the participants. Explain that we will now conduct an activity on how we can use PC in the most effective way to help in developing feedback mechanism.

Divide participants in three groups (within their factory group). Explain that each group will act as participatory committee members and conduct meeting amongst themselves on given topics. Give each group pen and paper to write down their action points. The following will be the topics:

- Factory plans to promote more women operators as supervisors and for that your MD asks you to collect feedback from workers (both men and women) and also management (senior/middle), on the challenges and opportunities in order to come up with a plan. What steps will you take to collect feedback on this?
- The MD wants to expand the current initiatives in promoting women's health, and you have been tasked with identifying the quick wins and also the most urgent issues that the factory must deal with. Who will you speak to and how would you collect their feedback?
- Factory wants to engage men to promote women's empowerment. The GM is concerned that some of the male workers and managers may feel excluded in WE Women, as it is a program on gender equality, with a specific focus on women's empowerment. Who will you talk to and how will you collect your feedback on developing a plan on women's empowerment?

Give 20 minutes to the groups to discuss amongst themselves quietly and draw a tentative plan. Ensure everyone is participating in the discussion without intervening in the group work.

Ask two volunteers from each group to share their communications plan. After the presentation, ask the other groups if they have any questions or suggestions. Take notes on the key points raised across the three groups during the presentations.

Thank the participants for their presentation. Now, ask participants to reconvene as a group and ask the participants to share their experience in being part of the participatory committee. Ask them to reflect back on the communication skills used in this meeting – *did they feel that they were able to get their point across to their group effectively? Did they feel listened to by the other members of the group? Were they able to give feedback and collect feedback in the meeting? What are the communication skills needed in this type of way of collecting feedback?*

Conclude by saying that this activity highlights two important lessons about collecting feedback. First, in order to develop a plan or strategy to collect feedback, we need team spirit, cooperation and respect amongst the group members, especially in a mechanism like the PC. And we also see that an effective communication plan would involve collecting feedback from all areas of the factory – senior management, our peers (managers), supervisors, and workers. There are many ways we can collect feedback, from holding discussions or conducting a survey.

Section 4: Conclusion and wrap-up

Time: 15 minutes

Note to facilitators: In this short conclusion, the participants will have an opportunity to share a key learning of the day and understand the take-home assignment they need to complete before the next training, which will be held in their respective factories.

12. Conclusion and wrap-up (15 minutes)

Thank the participants for their time, attention, and effort in completing the first day of capacity-building for WE Women. Going around the room, as the participants to share one important learning from today that they would like to take back to their factory and what they intend to do with the lesson (action point).

After going around the room, explain that the participants have some tasks to complete before the next training:

- Review the internal and external assessment scores.
- Complete the homework. Explain that the groups are to build on their experiences in developing a consultation plan (activity on Developing Feedback Mechanisms). They are to develop a way of collecting and giving feedback for WE Women – they can build on the three topics they touched upon in the training, or any topic that they may find relevant to WE Women. Explain that they will come back at the beginning of next training to present their work.

Remind the participants that the next training will be held in their respective factories.

Template for Collecting Feedback

Step 1. Identifying key purpose of the consultation

What is the purpose of the consultation?

Step 2. Deciding on consultation method and stakeholder to consult

Who you want to consult with	How would you go about consulting them

Step 3. Allocating the tasks

Who is in charge of the consultation process (including preparation, actual consultation, review of consultation results)? What are their roles and responsibilities?

Responsible managers	Tasks

Step 4. Reviewing and implementing based on the consultation

What would you do with the data collected through the consultation?