



International
Labour
Organization

Equality and non-discrimination at work in China: Training manual

Introduction and training guidance



ILO Country Office for China and Mongolia, Beijing
ILO DWT for East and South-East Asia and the Pacific, Bangkok



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Electronic training tools on CD-ROM for Introduction and training guidance

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Foreword

Equality of opportunity and treatment in employment is among the fundamental principles and rights at work that form the foundation of social justice. It is an integral part of the ILO's Decent Work Agenda which promotes opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. ILO's Convention concerning Discrimination in Respect of Employment and Occupation (No. 111) is the most comprehensive international instrument dedicated to the promotion of equality of opportunity and treatment in the world of work.

In order to contribute to the Chinese Government's objective of realizing harmonious and equitable development, the ILO and the Ministry of Human Resources and Social Security, with the financial support of the Government of Norway, partnered to promote the application of equality and non-discrimination principles at work in China.

The training package which you have before you is one of the fruits of this collaboration. It was originally conceived as a tool for knowledge sharing and capacity building for officials in labour and personnel departments, the business community, trade unionists, academics and civil society leaders in China, following China's ratification of Convention No. 111 in 2006. However, thanks to the rich contributions of many experts, both Chinese and international, the materials grew in depth, breadth and sophistication. It soon became clear that their usefulness would extend far beyond China, to women and men around the globe who are committed to realizing the principles of non-discrimination and equality of opportunity and treatment in the world of work.

It is our hope that the wealth of information in this training package will provide governments, employers and workers' organizations as well as those in the wider community, with the concepts, strategies and practical measures that will both inspire and enable them to eliminate discrimination at work.

A special word of thanks goes to Ms Constance Thomas, former Director of the ILO Office for China and Mongolia, whose dedication, expertise and unstinting efforts throughout her professional career to promote equality of opportunity and treatment provided the motive force that made this work possible.

Bill Salter
Director
ILO DWT for East and
South-East Asia and the Pacific

Ann Herbert
Director
ILO Country Office for China and Mongolia

Aims and acknowledgements

This training package is the result of many years of teamwork of numerous men and women dedicated to promoting a better understanding of the internationally recognized human rights principles of non-discrimination and equality of opportunity and treatment within the sphere of employment.

The principles of non-discrimination and equality are embedded in most countries' constitutions, in human rights treaties, in notions of decency, dignity and respect. They are cornerstones of development and the establishment of peaceful, harmonious and inclusive societies. They are internationally recognized as standards of conduct of primary importance.

Within the sphere of employment, non-discrimination and equal opportunity and treatment are considered to be basic human rights, fundamental labour rights, as well as matters of social and economic justice. Implementation of these principles and rights enables all persons, regardless of race, sex, religion, social or ethnic origin or disability, to strive to meet their full potential, to work their way out of poverty and to care for their families.

Pursuit of these objectives makes good business sense as competitive companies value the innovation and adaptability offered by workplace diversity and productive working environments. The opening up of recruitment processes allows companies to improve their talent pool, access to local markets and company image. In today's world, successful economies make the most of all human potential available, regardless of whether the person involved is black, brown or white; a man or a woman; a Buddhist, a Muslim or non-confessing.

Despite the legal requirements against discrimination, prejudices, stereotypes and biases permeate societies, form part of people's mindsets and are entrenched in institutions, affecting officials, company managers and workers alike. These views, often unfounded and wrong, result in discrimination and in actual employment practices that are often not at par with principles and aspirations of non-discrimination and equality. Overall, women earn less than men and many young women are turned away from jobs for which they are well-qualified because they may become pregnant one day. Migrant workers often do the jobs that others do not want to do because these are too dirty or dangerous. Yet migrants often earn less and are less protected than non-migrants. Blind musicians find it difficult to gain steady employment in an orchestra even if sight is not essential for playing music. For certain categories of workers, discrimination is considered as unavoidable, a "natural part of working life." But it does not have to be that way.

Information and advocacy are therefore needed to change behaviour and attitudes and make organizations more responsive. Strong and robust labour institutions which are committed to promote equality and non-discrimination principles are an essential part of an effective and sustainable development process geared at both economic and social development.

For all these reasons the International Labour Organization (ILO) has time and again declared equality at work a constitutional value of universal importance. In 1958, ILO member States adopted international labour standards for the progressive elimination of discrimination in employment and occupation. Since the onset of increasing global integration this core labour standard has been considered as one of the main, minimum ground rules for a fair globalization.

In 2008, the international community recognized in the ILO Declaration on Social Justice for a Fair Globalization that "achieving an improved and fair outcome for all has become even more necessary in [these times of globalization] to meet the universal aspiration for social justice, to

reach full employment, to ensure the sustainability of open societies and the global economy, to achieve social cohesion and to combat poverty and rising inequalities.” Gender equality and non-discrimination were singled out as essential for realizing decent work, and sustainable economic and social development and efficiency.

The Chinese government has committed the People’s Republic of China to promoting and ensuring equality of opportunity and treatment in employment and occupation by adopting the ILO Discrimination (Employment and Occupation) Convention, 1958 (No. 111) within the country in 2005 and ratifying it with ILO in 2006, and by enshrining internationally recognized standards on job equality in its law and practice.

Throughout the preparation of the package, international and national experts have been engaged, and situational analyses and law reviews have been undertaken so that equality principles can be better applied in policy formulation and service delivery to workers who face discrimination at work.

This training package provides evidence-based knowledge for capacity building on the application of fundamental labour principles consistent with ILO Convention No. 111. It explains the basic concepts and strategies for eliminating discrimination and promoting equality of opportunity and treatment in the world of work. It provides trainers with practical examples based on international and national experience and gives them step-by-step guidance so that they can train others in understanding discrimination and how to promote equality and rights at work.

We would like to express our appreciation to the national scholars and experts who provided contributions to the provision of training and the development of training materials on equality and non-discrimination at work in China. We owe lasting gratitude to Professor Cai Dingjian of the Constitutionalism Research Institute of China University of Political Science and Law and Professor Bai Nansheng of Renmin University of China. The loss of Prof. Cai’s intellectual leadership, untiring advocacy and compassion for the disadvantaged cannot be repaired, but his commitment will be a lasting inspiration for future generations waging the fight for workplace equality. Prof. Bai’s unmatched knowledge and dedication to improving the plight of rural migrant workers will stay with us as a lasting model of engaged scholarship.

We sincerely thank the representatives of the ILO constituents associated with the project, staff members of the International Cooperation Division of the Ministry of Human Resources and Social Security, the China Enterprise Confederation/China Enterprise Directors Association, and the All-China Federation of Trade Unions, as well as the Government of Norway for their support towards promoting the application of the Discrimination (Employment and Occupation) Convention, 1958 (No. 111).

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Mr Ren Zhanbin of the China Disabled Persons Federation and Mr Yue Songdong of the Development Research Centre of the State Council, who generously shared their knowledge during training. Many thanks also go to ILO colleagues Katerine Landuyt, Benedetta Magri, Emanuela Pozzan and Jillian Ferguson for their contributions to the training manual.

Many international and national directors, scholars and specialists have given their time and guidance to develop the training package. Special words of thanks for technical comments and support go to Ms Lisa Stearns, Ms Phyllis Chang, Ms Carole Petersen, Ms Zhang Youyun, Vice President of the China Association of Employment Promotion, Ms Guo Jianmei, Head of the Beijing Zhongze Women's Legal Consultation and Service Centre/Beijing Qianqian Law Firm (formerly the Centre for Women's Law Studies and Legal Services of Peking University), and the other members of the Project Expert Group on Promoting and Applying ILO Convention No. 111. We would also like to express our thanks for technical support to ILO colleagues Guan Jinghe, Shauna Olney, Barbara Murray, Richard Howard, Silvia Cormaci, Huang Qun, Wu Rulian and Liu Chunxiu. Many thanks for secretarial support go to Wu Ninan and Paveena Eakthanakit.

Finally we would like to thank all participants of training and validation workshops in Chifeng 2008; Xiamen 2008; Nanchang 2009; Chongqing 2009; Zhuhai 2009; Guilin 2009; Zhaoqing 2010; and in Beijing in 2009 and 2010 for sharing experiences and good practices on equality promotion in the Chinese labour market. We hope the training package will support you and many others in combating discrimination and promoting equality in workplaces. Indeed it is the intent of the authors that the training package will be used beyond China and serve to promote the application of ILO Convention No. 111 and the principles of non-discrimination and equality of opportunity and treatment at work in all parts of the world.

Constance Thomas, Nelien Haspels, Tim de Meyer, Marja Paavilainen and Hongman Zhang
December 2010, Geneva, Bangkok, Singapore and Beijing

1. Introduction

1.1 Aims

The purpose of the Discrimination (Employment and Occupation) Convention, 1958 (No. 111) is to protect **all** persons against discrimination at work. The Convention protects not only those who have already found employment or exercise an occupation, but also those who are preparing to work, seeking work, or risk losing their work. It covers all jobs and occupations in the public and private sector, and also applies to small businesses and those in informal employment. Since the adoption and ratification of Convention No. 111, the Chinese government has emphasized its commitment to upholding the human rights of workers by progressively incorporating equality and non-discrimination principles in employment and other laws and regulations.

The **Training package on equality and non-discrimination at work in China** was developed and issued by the ILO to support the application of Convention No. 111 in the country. The training package introduces the internationally recognized concepts and approaches to eliminate discrimination and promote equality of opportunity and treatment at work. It explains why the elimination of discrimination at work is fundamental for promoting social justice and economic development both within and across countries. The package provides a range of strategies, practical measures and tools from international and Chinese experience to combat discrimination and promote equality in workplaces. It aims at helping policymakers and practitioners in the employment and labour fields to:

- Design and implement policies and practical measures to promote equal opportunities and treatment and eliminate discrimination in employment and occupation
- Strengthen and enforce regulatory frameworks for ensuring fair employment and working conditions for all workers in the country.

The training package is intended for government officials, experts, trainers and representatives of employers' and workers' organizations, as well as those from universities, mass organizations and federations, non-governmental and community-based organizations and associations, which are engaged in non-discrimination work. It is hoped that this training package will benefit working men and women with special emphasis on those belonging to groups who face severe, often multiple, forms of discrimination in the labour market and, therefore poverty, because of their sex, ethnic, religious or social origin, disability or health status.

The training package on equality and non-discrimination at work in China consists of two parts:

- A **training manual** with in-depth information for use by experts, trainers, lecturers and researchers and those seeking in-depth knowledge on equality and non-discrimination in the law and in economic, employment and social policies
- A **handbook** with an overview for use in awareness raising and advocacy as a quick reference guide for policymakers, professionals and practitioners including participants of training workshops.

The learning objectives for the users of the training manual are to:

- Gain an in-depth understanding on concepts, issues, strategies and practical measures to combat discrimination in employment and occupation
- Recognize discrimination in law and in practice and promote equal employment opportunity and treatment in workplaces

- For trainers: Increase the capacity of trainers to provide participatory training on promotion of equality and elimination of discrimination in employment and occupation.

1.2 Structure

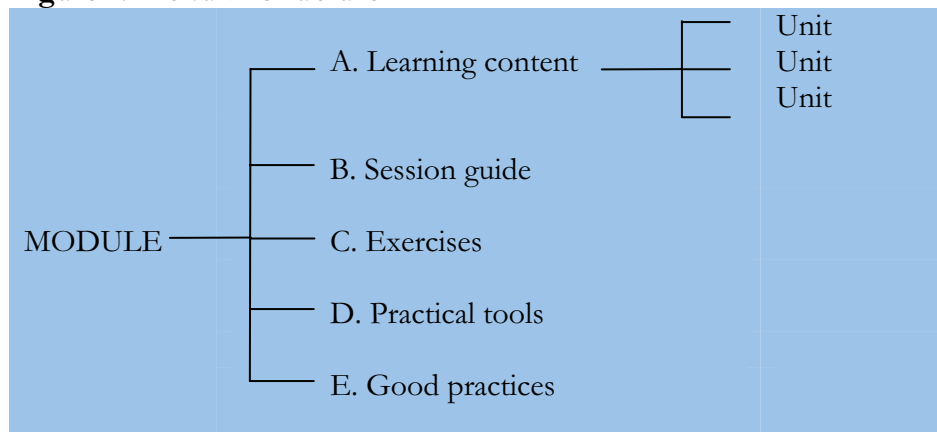
Training manual

The training manual contains two parts:

- The **Introduction and training guidance** introduces the structure and content of the manual and gives guidance for trainers on the methodology, design and planning of training, including session plans for the start and end of every training and training aids.
- The second part consists of five **Training modules**. Every module provides the trainers with the key learning content, a session guide, exercises, practical tools and good practices. The five modules cover:
 1. Overview: Equality and non-discrimination at work
 2. Promoting gender equality at work
 3. Promoting ethnic and religious equality at work
 4. Promoting equality at work for rural migrant workers in China
 5. Discrimination, health and disability.

The modular structure allows training organizers and trainers to adapt the training to the needs of specific audiences and select the subjects and exercises that are the most relevant. The modular structure is illustrated in the chart below.

Figure 1. Modular structure



Each module starts with a brief introduction on the units within the module and provides the module's learning objectives. Every module contains:

- A. Learning content - the subject knowledge:
 - Text for reading: Trainers read it before the training and share it with trainees in their own words or persons use it for self-study
 - Slide presentations with a summary of the learning content
- B. Session guide – guidance on the training process with tips for session preparation, delivery and conclusion:
 - Training map for the module listing the units with their learning objectives, training aids and the overall time requirements
 - Session plan for every unit with an overview of session steps, their timing and the key learning points for every unit

- C. Exercises - instructions for introducing, processing and concluding the exercises:
 - Step-by-step guide on preparation, process and content
 - Hand-outs for use during the training
- D and E: Practical tools and good practices for further reading are included separately in some modules.

Handbook

The Handbook on equality and non-discrimination at work in China gives a summary of the learning content of the five modules. It follows the outline of Module 1 which explains the content of the Discrimination (Employment and Occupation) Convention, 1958 (No. 111) with relevant excerpts from the other four modules. It contains four chapters:

1. The equality principle and standards on equality at work
2. Discrimination and equality: Concepts, principles and standards
3. Why is equality important for people, society and businesses?
4. Methods of application of Convention No. 111.

Distribution of training manual and handbook

In trainers' training all participants receive a full copy of the training manual and the handbook for participants prior to or at the start of the training. When the trainers in turn train participants they will generally provide trainees with the handbook and the training aids for the exercises used during the training. Trainers can also share the detailed learning content for each module as reference materials as requested by their audience.

1.3 Content of the training manual

Introduction and training guidance	
1. Introduction	• Introduces the training package consisting of a training manual and handbook, the aims of the training package, its intended users and end beneficiaries • Explains the structure, order and sequencing of the training manual and the handbook • Provides an outline of the content of the units in each module
2. Guidance for trainers on training methodology and design	• Discusses adult learning, the experiential learning cycle, and teaching and facilitation styles and methods at different stages of training • Gives tips for the design and planning of training on equality and non-discrimination, developing the training strategy and needs assessment, and selecting the training team and participants • Shows how to prepare for the training and gives tips for practical arrangements • Explains how to assess impact, obtain feedback and evaluate the training • Provides session plans for the start and end of every training event
3. Training aids	
Training modules	
Module 1. Overview: Discrimination and equality at work	
Unit 1.1 The equality principle and standards on equality at work	• Explores the origins of discrimination, the effects of bias and prejudice and introduces equality of opportunity and treatment as a fundamental principle

• Provides an overview of the key international policy instruments adopted by the ILO member States and the States Parties to the United Nations • Summarizes non-discrimination and equality in employment in Chinese laws and regulations
Unit 1.2 Discrimination and equality: Concepts, principles and standards • Analyses the definition of discrimination in Convention No. 111 • Explains key terms and definitions: Discrimination in law and in practice, direct and indirect discrimination, structural discrimination and harassment • Discusses the main grounds of discrimination prohibited under Convention No. 111, and other grounds prohibited under national and international labour standards • Shows how discrimination manifests at the different stages of the employment cycle • Highlights what is not discrimination: inherent job requirements, protective measures, affirmative action, reasonable accommodation and other exceptions
Unit 1.3 Why is equality important for people, society and business? • Reviews why certain employment practices are harmful to individuals, companies and societies • Explains why the elimination of discrimination at work is fundamental for promoting social justice and economic development both within and across countries
Unit 1.4 Methods of application of Convention No. 111 • Introduces the main content of a national policy to promote equality of opportunity and treatment in employment and occupation • Discusses the legal, policy and practical measures that can be taken at national, local and company levels to promote and enforce equality at workplaces • Illustrates the roles of different stakeholders and the importance of social dialogue and institutional measures for promoting equality
Module 2. Promoting gender equality at work
Unit 2.1 Sex discrimination at work: Concepts, standards and strategies • Outlines the basic concepts related to gender equality at work and the international instruments in which the principle is established • Analyses how sex discrimination manifests in the world of work • Discusses policy approaches, strategies and practical measures for the promotion of equality between men and women at work and the roles of different stakeholders
Unit 2.2 Sex discrimination at work in China • Provides an overview of the Chinese legal and policy framework on gender equality • Describes the common forms of sex discrimination prevailing in the Chinese labour market and the underlying reasons for sex discrimination at work in China • Introduces examples of practical measures to promote gender equality in employment and occupation in the country
Module 3. Promoting ethnic and religious equality at work
Unit 3.1 Ethnic and religious equality at work: Concepts, standards and strategies • Explains the basic concepts and the international legal instruments on non-discrimination on the basis of race, ethnicity, foreign origin and religious belief • Discusses obstacles to ethnic and religious equality in employment and occupation • Outlines policy and practical measures to promote ethnic and religious equality in employment and occupation and the roles of different stakeholders

Module 4. Promoting equality at work for rural migrant workers in China

Unit 4.1 Discrimination based on social origin: International concepts and principles for equality

- Shows how discrimination on the basis of social origin manifests and describes past and contemporary forms of this type of discrimination in employment and occupation
- Introduces equality principles, measures and strategies for promoting equality between people of different social origin
- Highlights practical measures to promote equality of all workers irrespective of their social origin

Unit 4.2 From discrimination to equality at work for rural migrant workers in China

- Outlines the changes in the legal and policy framework in China which regulate employment and occupation for rural migrant workers in the country's cities
- Analyses the main causes of inequalities and describes common forms of discrimination against rural migrant workers in China
- Provides an overview of the legal, institutional and promotional measures for bringing about equality for Chinese rural migrant workers in cities and highlights the roles of different stakeholders

Module 5. Discrimination, health and disability

Unit 5.1 Discrimination, health and disability: International concepts and approaches

- Introduces concepts and international legal standards for the promotion of equal opportunity and treatment at work for people with disabilities and health conditions
- Discusses the shift from charity and medical approaches to social and rights-based approaches to disability and provides key facts on HIV and Hepatitis B virus infections
- Highlights strategies and good practices for creating inclusive workplaces free from discrimination against people with disabilities and health conditions.

Unit 5.2 Promoting equality at work for people with disabilities and health conditions in China

- Outlines the definitions and the Chinese legal and policy framework on equality in employment for persons with disabilities, and HIV and Hepatitis B virus infection
- Considers the specific forms of employment discrimination faced by these groups
- Explains how to apply equality laws and policies and take practical measures to assert equality at work of persons with these impairments and illustrates the roles of different stakeholders.

2. Guidance for trainers on training methodology and design

2.1 Training methodology¹

Good communication and the free exchange of information through a process of open dialogue are at the heart of all training and human resources development. All learning is ultimately an individual process of self-development and adult learners are responsible for their own learning. Different people learn in different ways and at different rates. Some learn best by reading, others by listening and again others by involvement in activities.

High levels of participation and interaction through dialogue between trainers and adult learners and between learners promote effective adult learning. The role of the trainer is to share knowledge and help learners identify their individual and collective needs, priorities and potential. Trainers are not only teachers but also facilitators of learning. During training learners usually aim at acquiring new competencies in three domains as follows:

- **Cognitive**, mental and intellectual development – knowledge
- **Affective**, growth in feelings, values, appreciation and motivation – attitudes
- **Psychomotor**, physical movement and deeds including readiness to act – skills.

Training on the promotion of non-discrimination and equality in workplaces stimulates learning in all three domains. Learners need cognitive and affective skills to recognize how bias and prejudice may lead to employment discrimination, and how equality benefits individuals, companies and society. They then discern, develop, compare and test strategies for action during the training to put in practice later in real life in their own work and organizations.

Many methods of instruction can be used during training. No single one is better than the others. It is best to use a combination of learning methods and to alter the tempo of the training. A regular change of both the methods and pace will keep trainees interested and ready to learn.

Traditional teaching most frequently relies on lectures, often in combination with visual aids and question and answer (Q&A) sessions. For very large groups the lecture is the most common method of instruction. This type of training is content rich and often considered more academic, rigorous and professional. It is strong in the cognitive learning domain.

Lectures are most effective when the trainer is both an expert in the technical subject and able to deliver with a dynamic presentation style. Lectures are essential, but they need to be brief as attention spans of adult learners generally start to waver after 20 to 30 minutes, and they need to be complemented with other methods to make learning more effective.

Over the past few decades a range of additional training methods has been developed to stimulate adult learners to learn by asking them open questions, and to develop their own answers using their own experience as a starting point, engaging them to feel, think and act by applying the new content in their own context. This approach has become known as participatory learning or dialogue education. It covers a range of interactive methods varying from brainstorming ideas to discussion and analysis of case studies to doing roleplays or games and analysing their outcome.

¹ For sources, see the bibliography.

The use of a combination of training methods will best achieve the learning objective(s). Each method has advantages and disadvantages and is appropriate at different stages of the training as shown below.

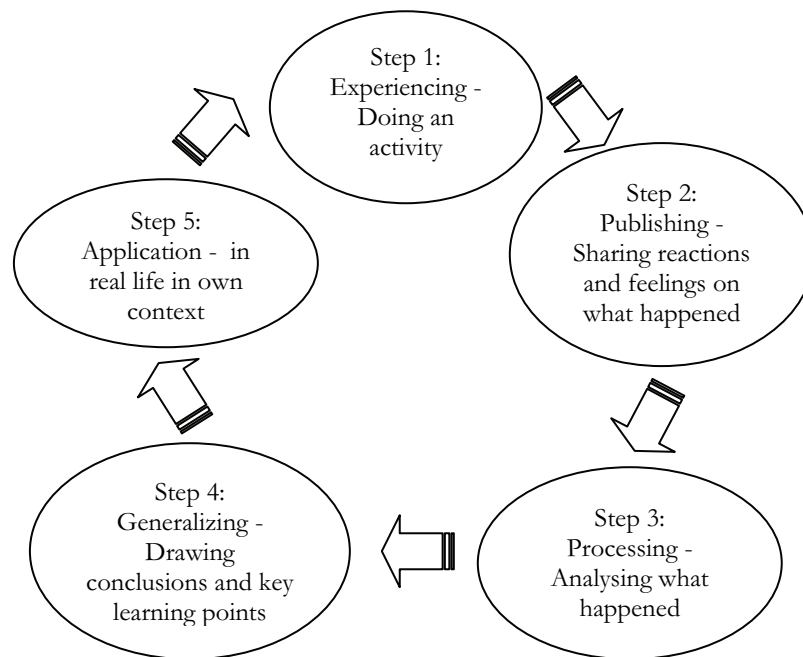
Box 1. Training methods and participation levels				
Approach	Method	Activity	Participation	Learning
Teacher-driven Top-down approach ↓ ↑ Bottom-up approach Learner-centered	Lectures	Listening	Low	“To receive” Passive ↓ ↑ “To do” Active
	Demonstration through visual aids (e.g. pictures, movies)	Seeing and listening	Low	
	Questions & Answers	Asking and answering questions	Low to moderate depending on individual students	
	Brainstorming & Discussion	Sharing and exchanging ideas	Low in large group; moderate to high in small group	
	Analysis & Presentation (of case studies or problems)	Reading, analysing, problem-solving, writing/drawing, and reporting	High	
	Role play, Games & Exercises	Using creative imagination, analytical and interpersonal skills	High to very high	
	Action-based Activities (e.g. on the job training)	Doing the real thing or applying knowledge and skills in real action	Very high	

Typically several training methods are used in every training session in a systematic and logical flow, also known as the experiential learning cycle.

Experiential learning cycle

Participatory training can also be described as “**learning by doing**” or “**experiential learning**.” Action and “experiencing” by participants form the starting point of their learning. The “theory” provided by the trainer in the form of lectures and presentations is kept brief: a short introduction of the session aims and instructions for the activity at the start of a session and a summary of the key learning points at the end of a session. The group first participates in an action, discusses a case study or does another practical exercise. Secondly, they share their feelings and observations on what they did. Then they move to the third step of analysing the experience and the fourth step of drawing learning points and conclusions from the exercise with the trainer. The last step takes place after the training when participants apply what they have learned in their work. See the figure below for the process.

Figure 2. Experiential learning cycle



“Learning by doing” methods have powerful learning effects because participants use all their skills and learn at many levels. During the ‘doing’, when playing a game or solving a riddle or problem, participants use their **“mind”**, **“heart”** and **“body,”** that is, all their intellectual, emotional and psycho-motor skills.

Key content and process of some main participatory methods are:

- **Brainstorming** is about discovering and listing new ideas, comments and opinions. It can be done in smaller or larger groups. The main aim is to generate and create ideas in a free flow without judgments
- **Buzz groups** of two to three persons allow for brainstorming and exchange of ideas, feelings, opinions and analysis allowing everybody to express their views in a small setting
- **Roleplays** enable participants to act out and play an experience as in real life. They increase self-confidence and have an empowering effect on the role players if done voluntarily by the players and facilitated well by trainers
- **Case studies** involve the presentation and analysis of a scenario or series of events, such as in a court case, that has happened or could happen, resulting in defining an opinion on how to go about solving a problem and developing recommendations



For training that emphasizes active participation and open dialogue, it is essential that trainers use a style of training that is consistent with the values of participation. These comprise an open-minded and sharing attitude, respect for others, interest in diverse experiences, willingness to change and engage in a critical review of opinions of self and others.

Adult learning

Trainers need to keep in mind the following adult learning characteristics for the successful training of adults as they:

- Come to training with established values, beliefs and opinions based on years of experience
- Compare new knowledge and information with previously learned experiences
- Tend to have a problem-solving orientation to learning. They relate the training to their own life and find it most useful if they can use it immediately
- Have a deep need to be self-directing
- Have pride, are sensitive to treatment and need to be given respect
- Need a break frequently as adults' style and pace of learning may have changed. They tend to concentrate less than children because the subjects are not completely new to them
- Finally, individual characteristics and differences among people increase with age.

Group size and dynamics

The size of groups affects the training dynamics. A large group means greater potential for diversity in talents, knowledge and skills, but less chance for active participation from all. A smaller group size allows for more active participation but a more limited range of contributions. The training method also determines the group size. For instance, a lecture can be given to either a small or large group, whereas games require smaller groups. General participation patterns in different group sizes are given in Box 2 below.

Box 2. General participation patterns in groups	
3-6 people	Everyone speaks.
7-10 people	Almost everyone speaks. Quieter people say less. One or two may not speak at all.
11-18 people	5-6 people speak a lot. 3-4 others join in occasionally.
19-30 people	3-4 people dominate.
30+ people	Little participation possible.

For an effective workshop, the group size should generally not be more than 25, if everyone is to have a chance to participate actively and equally. A group of 26 to 35 is still manageable, but participants will need to be divided in smaller groups more often and this means covering fewer training subjects.

What makes a successful trainer

The roles of the trainer are to teach and share their knowledge and skills, to facilitate the learning process of the participants, and to act as a role model and change agent. A good trainer has both teaching and facilitation skills: expertise on the subject and capacity to create a stimulating and safe training environment.

The role of the trainer varies at the different stages of the experiential learning cycle:

- At the start of training – both in the training as a whole and in each session – the trainer takes control because participants are unfamiliar with the training contents and methods, and the group dynamics are not yet formed. Some participants may feel uncertain, apprehensive or shy about participating. At this stage the trainer's role is to direct the training and make participants feel at ease by creating a friendly and supportive learning environment
- When the participants are comfortable, the trainer stimulates more active participation and encourages them to take the lead. At this stage, the trainer is mainly a facilitator

- After participants have carried out a task, contributed and shared their experience, the facilitator returns to the trainer's role to help them switch from action to reflection and analysis, and finally, to draw the key learning points for application in real life.

Trainers need good **communication skills**. They need to know how to:

- listen well
- use easy language and vocabulary that participants can understand well
- use non-verbal cues such as appropriate body language (e.g., how to stand and move around the room) and make eye contact with participants
- be fair and respectful to participants
- encourage diverse points of view and participation from everybody
- be alert, notice and respond to participants' changing needs
- take control and let go as necessary.

Trainers also need to have good **organizational skills**. Successful training requires careful preparation, organization and time management.

Trainers do not need to be 'experts' in everything and do not have all the answers. In a knowledge economy or organization, participants need to learn how to find new information by themselves. The trainer has a **"sign posting"** role, showing the participants how to learn and giving them directions on where to go. If trainers do not have enough knowledge on a specific subject, they can invite other resource persons for the sessions on that subject.

2.2 Design and planning of training on equality and non-discrimination

Training strategy and needs assessment

The organizations aiming to raise awareness and build capacities on equality and non-discrimination with this training manual should decide what they want to achieve, who they want to train, whom they want to reach with the training, and for what purpose. Key questions to ask are:

- How does training on equality and non-discrimination fit into the larger objectives and mandate of the organizations and what are their priorities?
- What are the end results expected from the trainees, those trained as trainers and the ones the trained trainers have trained: labour officials, company managers, and HRD or personnel officers and trade union or women's leaders?
- Who will benefit most from the training? Which organizations or persons will most likely use the training in actual practice and take further action measures?
- What are the skills, knowledge levels and competencies of the trainers and the trainees before the training?
- Do the training organizers have experience with organizing similar types of training? What were the strong and weak points and how can these be built on or overcome respectively in future capacity building?
- What in-house capacity exists and what resources are required from the outside?

Once these questions have been answered, those responsible for the training:

- Prepare a summary of the training needs, objectives and subjects
- Validate these with the organizations initiating the training
- Select target organizations and prospective trainers and trainees

- Plan the logistics:
 - What are the institutional arrangements and what is the division of duties?
 - What human and financial resources are needed at what time and place?
- When the above has been agreed, prepare the training programme, subjects and budget.

Selection of the training team

Participatory training on equality and non-discrimination for longer than one half-day is preferably provided by a training team rather than one individual trainer as participatory training is more intensive than traditional teaching.

The trainers are expected to have sound technical expertise, knowledge and practical work experience on the training subjects. Preferably at least one of the trainers should have experience in both teaching and in participatory training. The trainers do not need to be senior experts in all training subjects as mentioned above. Senior experts can be invited for specific subjects as needed.

Diversity in the training team is an asset. Make an effort to have one male and one female trainer and ensure that at least one of the trainers has the same ethnicity, migrant status, cultural, religious or disability or health status as participants. Avoid common gender and other stereotypes, such as having a male, Han, city-resident as the lead trainer and a woman, rural migrant or person from an ethnic minority group or with a disability as his training assistant.

Key qualifications and selection criteria for equality and non-discrimination trainers are:

- Academic or work experience in combating discrimination and promoting equality in law, employment, labour and social protection, and knowledge of gender issues in employment
- Knowledge about discriminatory workplace practices and the needs and conditions of workers prone to face discrimination at work in China
- Mandated and committed to provide training
- Good analytical capacity
- Good “people” communication and dialogue – speaking and listening skills

Selection of participants

Practical points for consideration in selecting training participants are:

- Decide on the total number of participants. For optimal participation, a group of 20 to 25 participants is ideal. Between 30 and 35 participants is doable. More than 35 participants will make it difficult to have active and equal participation of everybody.
- Ensure balanced representation among participants in terms of sex, age, type of organization and other criteria, as appropriate, such as ethnicity, migrant or health status, cultural, religious or political background. This is to allow for effective voice and representation of views and perspectives of all and to avoid domination of one group over the other in the training:
 - Generally the male/female ratio of representation should range between 40 and 60 per cent in mixed groups to allow for sufficient voice and balanced representation of all groups
 - Ensure a representation rate of at least one-third of participants from the under-represented, minority or disadvantaged group. Otherwise it will be difficult for them to have sufficient voice

- If capacity building among the under-represented group is part of the training aims and strategy, set aside more training places for them, for example, two-thirds women and one-third men
- Avoid tokenism, in other words, inviting only one or two persons of the under-represented group to make it look as if the training provides “equal opportunities and chances” for all. This is not effective, may be counterproductive and may be difficult for those in the minority position.
- Decide on the selection criteria for nominating organizations, the job profile of the participants that should be nominated, and the total number of participants that can be accommodated. Be clear and specific about the profile and number of nominees to nominating organizations. If possible, ask for a number of candidates so that the most suitable candidates can be selected on the basis of individual merit and the desirable group composition during the training.

The following Training aids are provided to help training organizers to plan the training and invite organizations to nominate participants:

1. Information note on the training package on equality and non-discrimination at work in China
2. Sample nomination form for trainers’ training on equality and non-discrimination
3. Checklist for organizers: Planning of training.

2.3 Preparation of training programme and logistics

Training programme design

The design of the training programme will differ according to the priorities and resources of the training organizers, the training objectives and the size, make-up and needs of the target groups.

For this type of training it is best to schedule 6 training hours in total per day, divided up in 4 blocks of around 90 minutes each with two breaks of 30 minutes in the morning and afternoon and a lunch hour of at least 90 minutes. In this way, the training can be slightly extended as needed without adapting the overall time schedule.

Several model training programmes for various audiences are provided in Training aid 4. These model training programmes are examples, **not blueprints**. They need to be adapted to the needs of the participants and tailored to the situation at hand for every training.

Tips on time management

- Time the training to suit the trainees’ availability, if possible based on their regular working hours
- Allocate an appropriate amount of time for each session and each activity, and provide a break every 1.5 or 2 hours
- Set a realistic timetable for the training. Effective learning is intensive, so keep the total training hours to 6 hours maximum as recommended above and allow for sufficient breaks. This enables participants to informally discuss the training with others
- Stick to the time. Make sure that a lecture is not longer than 20-30 minutes maximum. Cut lectures short if necessary. If you know you tend to speak longer than planned, set a strict time limit for yourself and use your watch for each presentation
- Provide for a variety of training methods in each session because people concentrate better for longer periods if they can participate actively. Ask questions during every presentation.

- The time of day also affects the concentration of your participants. Generally, people are fresh and ready to learn in the morning, but are less concentrated after lunch
- If the time is up before you can finish an active session or a lively discussion, ask for a collective decision from the participants whether and for how long to continue. Do not keep people hungry because they will not learn on an empty stomach.

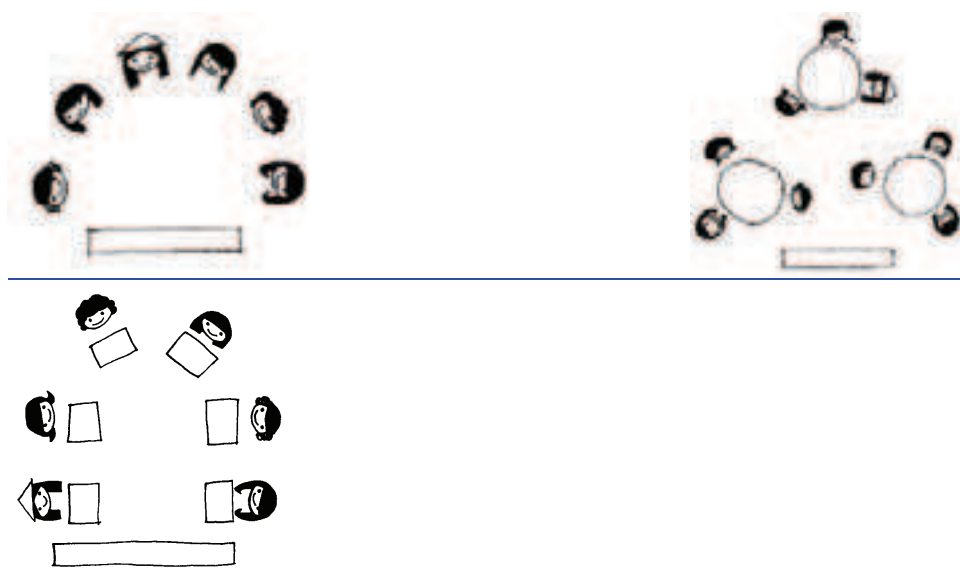
Training venue

Choosing an adequate training location is important because the type and set-up of the room(s) affect your participants' ability to learn. Action-oriented and experiential learning needs physical space to move around, because it involves "talking" and "doing."

When selecting the training venue, you should:

- Find a venue that is convenient for participants, for example, is it safe for female participants, is it accessible for people with disabilities?
- Visit the training venue **in advance** to make sure that it is suitable for the types of training activities you are planning to do and the space is large enough to accommodate all participants. If it is not, find a better alternative.
- Walk around the training venue and inside the training room(s) before the training, sit in various seats to check the perspectives and change the seating arrangements if necessary.
- Allow for enough space to enable participants to move around and for easy repositioning of chairs, tables or mats.
- Check and try to eliminate possible distractions and make sure:
 - The training place is away from noise and traffic
 - There is no blockage of view: everyone can see everyone else in the room
 - The sound system works and persons sitting the farthest from the trainer and from one another can hear the trainer and each other talking
 - The functioning of all training equipment needs to be checked beforehand.

Regarding the seating arrangements, the standard class room arrangement of chairs and tables in a row is not suitable for this type of training. Seating participants in smaller circles around tables or in a U-shape arrangement is recommended.



- It is important to prepare and check the training venue **before** the training starts

- Test all equipment **before** the session and make sure it is sufficient and in good working order (for example, the lights, electrical sockets or power points, extension cords, microphones, overhead projectors, video players, computers)

Session planning

A session guide is like a recipe: It tells you what training content and materials you need at every step of the training process and for how long. Even the most experienced trainers need a recipe and they prepare for a session in advance, especially if the topics are new.

When preparing the training content, materials and process, it is helpful to consider what participants **must know**, should know and could know. It is tempting for trainers to give participants as much information as possible. However, people cannot absorb too much information and will stop listening if lectures are too long. Smart trainers construct their session plan only around what participants **must know** and build up the training step by step in a logical way.

There are three basic components in a typical training session as follows:

1. Welcome, introduction and objectives – Always let participants know the objectives for each session. Start every session with a brief summary of the previous session. Actual training
 - Select an exercise to start or do during each session. Keep in mind that after two weeks people generally tend to remember:
 - 10 per cent of what they **read**
 - 20 per cent of what they **hear**
 - 30 per cent of what they **see**
 - 50 per cent of what they **hear and see**
 - 70 per cent of what they **say**
 - 90 per cent of what they **say and do**
 - Ensure that all trainees have equal opportunities to participate in the process. Gently encourage shy and quiet participants in the group to participate and tell those who are too dominant to give others the opportunity to speak
3. Conclusion – Always finish a session with the key learning points: What participants must know.

Prepare your training materials.

Materials in participatory training include a wide range of things, from basic stationery supplies like pens, papers, markers, scissors and tape, to handouts, case studies, pictures and other visual aids, games, and other action-based exercises that require a varying degree of preparation.

Most sessions in this training manual provide the necessary training materials and aids but they may need to be adapted to suit the needs of your audience.

Before each training session, you need to consider other details such as:

- Are the language, types and quality of the visual aids appropriate for everybody?
- Do you have enough copies of all training materials for all participants?
- Make sure you have a few alternative exercises in reserve in case the need arises to change the training programme.

Make a training flowchart.

When working with a training team or different training organizers and experts all of whom have their specific responsibilities, it is useful to draft a detailed training schedule or flowchart for the

entire workshop, session by session and activity by activity. An example of a training flowchart and a checklist for trainers for the preparation of training are given as Training aids 5 and 6 respectively.

2.4 Training evaluation and reporting

Training impact assessment

It can be useful to measure changes in the knowledge, attitudes and skills of participants by asking them to fill in a questionnaire before and after the training. Training aid 7 provides a pre- and post-training questionnaire on equality and non-discrimination at work.

Evaluations should be done during and at the end of every training. A workshop that includes a series of training sessions over several days should include daily evaluations as well as verbal and written evaluation exercises at the end of the course.

- A daily evaluation is an immediate and simple assessment of participants' feelings and views about the training on a particular day or session to check whether the training is on the right track and to get ideas for fine-tuning the training during the next days
- An end-of-course evaluation is more comprehensive. It seeks participants' views on their satisfaction with the course and what they have learned, their reactions to the training content and process, and their suggestions to improve future workshops.

Evaluations can be done in several ways and at different levels:

- Usually, the trainers assess the impact of the training by observing participants' behavior or changes in behavior during the training and the breaks. This is generally done by the training team during the day and they discuss it right after the day's sessions when preparing for the next day
- Direct feedback from the participants during the training can be obtained by asking them to:
 - Give their views in plenary at the end of the day
 - Write down their views and thoughts on a feedback worksheet or flipchart or in a box provided somewhere in the training room.
 - Fill out a one-page feedback form at the end of each day and an evaluation form at the end of the training.
- The feedback forms or flipcharts need to be analyzed by the training team at the end of each day and the summary outcome should be discussed with participants at the start of the next day.

A daily feedback form is provided as Training aid 8, and a sample training evaluation form for use at the end of the training is included as Training aid 9.

Training report

Writing a report about the training is usually part of every training. A report can serve as a reference for future action, for the record, for superiors or for donors.

Different types of reports require different formats. Writing reports is a daunting task for many, but the task is easier with advance planning. The first step in preparing a workshop report is to determine what type of report is needed for the workshop you are organizing by asking the following questions:

- Why is the report needed?
- Who is the report for?
- Does it have a particular format or style?

- Who will be responsible for taking notes during the workshop?
- Who will write the report?
- Who will review and check the report before distribution?
- Who will produce and distribute it?
- If someone needs to be hired to prepare the report, has this been included in the budget and organized?
- What is the deadline for the finalization of the report?

Preparing and writing a report can be done by one or more persons. When done by a team, clearly identify who will do what. The process of report writing involves the following steps:

1. **Take notes and collect information** during the training including speeches, training aids and group work outcomes
2. **Organize the information:** Decide how to organize the information: by topic, objective or day of the workshop and make an initial outline of the report
3. **Analyze the information:** Identify key issues in the workshop, participants' learning process (how they learned and what they were most or least interested in), key findings and lessons learned
4. **Write-up the report:** A good report should be clear and concise and cover only important information. Writing in chronological order by listing all the workshop activities and who did them is not recommended since this results in very long reports
5. **Check and review the report:** Once drafted, the report should be checked, reviewed (and usually edited for better reading) by one of the trainers to make sure that the information is correct and no important information is left out.

 See Training aid 10 for an example of a table of contents of a workshop report.

2.5 The start and end of every training

The first and the last training sessions are standard for every training workshop of several days. Most training workshops start with an opening ceremony and an introduction and the last sessions are about the planning of future action and an evaluation of the training, followed by a closing ceremony. Guidance on conducting these sessions including sample session guides are given below for adaptation by trainers to the specific needs of each target audience.

Opening and closing ceremonies

Training events usually start with an opening ceremony, as directed by the main training organizer. Guest speakers are invited from host organizations and traditional ceremonies may take place. It is recommended to reserve around 30 minutes for the opening ceremony and have an early refreshment break to allow for informal discussions among the guest speakers, the participants and the trainers.

The closing ceremony is usually done along the same lines as the opening ceremony. Participants can be provided with a "Certificate of Attendance," as appropriate.

Session plan 1. Introduction of programme and participants

Instructions for trainers

Overview

This session starts with an introduction of the participants, and the training aims, content and methodology. Participants express their learning expectations and what they plan to contribute to the training so that trainers can ensure the training will meet their needs. The first session is crucial for setting a tone that is conducive for learning and active participation during the training and starts with an “ice-breaker” - a light-hearted exercise that relaxes participants and creates a welcoming and friendly atmosphere in which everybody feels comfortable and encouraged to participate.



Aims

At the end of this session the participants will:

- Know about the training objectives, content, programme and participatory training methodology
- Have been introduced to the trainers and other participants
- Have expressed their expectations of and contributions to the training.



Time - 90 minutes



Training materials and preparation

At the start, provide every participant with:

- A ring binder or a folder containing:
 - Information note on Equality and non-discrimination at work in China: Training package
 - Training programme
 - List of participants
- A copy of the Training Manual on Equality and Non-Discrimination at Work in China in training of trainers' workshops and a copy of the Handbook on Equality and Non-Discrimination in China in other workshops or events
- Note book and pen

For step 3, prepare cards in two different colours, 2 or 3 cards of each colour for every participant.



Steps

Step 1. Introduction of participants – 45 minutes

- Share the session objectives.
- The introduction of participants can be done in plenary with every participant giving their name, the organization they represent and/or the province or city they come from. However, in order to break the ice at the start of the training it is recommended to do

the exercise by putting the participants into pairs (see the two options below), ask them to interview one another and introduce each other to the plenary as explained below:

- **Option 1.** Divide people into pairs by asking them to form a pair with a neighbour.
- **Option 2. Jigsaw puzzle:** In order to make the exercise more lively and stimulate informal, spontaneous discussions, the pairs can be formed by giving all participants one piece of a two-piece jigsaw puzzle as follows:



- **Training materials and preparation** – Prepare two-piece jigsaw puzzles with as many pieces as there are people in the training, including participants, trainers and organizers. For example, if there are 20 participants and 2 trainers, prepare 22 pieces of jigsaw pieces that will make 11 pictures. Alternatively, pairs of different coloured candies or similar items can be used.
- Walk around the room with the bag of jigsaws or candies and ask each person to take one piece. When all in the room have a piece, ask everyone to get up and find their ‘other half’ with the matching piece of their jigsaw or candy
- When the pairs are formed ask them to interview each other as explained above.

Step 2. Introduction of training aims, programme and methodology – 15 minutes

- Introduce the training aims using a slide or flipchart.
- Refer participants to the training programme and briefly go over its structure and contents. There is no need to read or explain the details of the training sessions at this stage. Inform the group that the programme is not fixed and can be adapted as needed.
- Introduce the participatory training methodology with a few sentences:
 - In participatory training, trainers and participants share expert knowledge and work experiences of everybody. Characteristics of this style of learning are: “learning by doing,” action-oriented and learner-centered.
 - The trainers’ job is to provide knowledge and facilitate the learning of participants: give guidance, help them in analysis and draw conclusions and learning points which they can later apply in real life.
 - Emphasize that participants are encouraged to share, ask questions and exchange ideas with others during the workshop. Listening is as important as speaking for everybody. All dialogue takes place in a sphere of mutual respect. Sharing of different opinions is encouraged.
 - The quality of the training depends on the quality of participation of everybody. Everybody has the responsibility for his or her own learning. Active participation helps to discover hidden talents and creativity, and increases levels of confidence and skills.

Step 3. Inventory of participants' expectations and contributions – 10 minutes

- Explain that the trainers need to know what participants would like to learn and what they can contribute. This will help to make sure that the training programme is suited to their needs, and identify resources in the group.
- Give each participant pieces of paper in two different colours and a marker. Tell them that one colour, for example, **yellow**, stands for expectations and the other colour, for example **blue** stands for contributions. Ask them to write:
 - Things they hope or expect to achieve during the training on a piece of yellow paper
 - Things they can contribute or share with others on a piece of blue paper
 - Their expectations and contributions can relate to content, training process, meeting people or any other aspect of the training.
 - Ask them to write clearly in big letters and be clear and specific. Participants do not need to write their names on the cards, and trainers may show examples while explaining as needed. If they make a mistake, they can ask for new cards. Give them about 5 minutes.
- The trainers start collecting the cards as soon as they are ready and cluster them by topic on a flipchart, board or wall space.

Step 4. Round-up - 20 minutes

- Briefly discuss the expectations and contributions under each topic. Ask the participants to clarify statements that are not clear. Cover each of the main topics and explain to what extent expectations may or may not be fulfilled during the training workshop. Usually the majority of expectations will be in line with the training objectives.
- In terms of contributions, emphasize that active participation and contributions from participants will be highly beneficial to themselves and to others during the training. Contributions from everyone are encouraged. Invite participants who are shy and did not write anything about their contributions, to share their ideas later in the training.

Session plan 2. Action planning and evaluation

Instructions for trainers

Overview

This session provides tools to help participants prepare for using the knowledge and skills gained during the training in their day-to-day working life and to share the information with others through a briefing session or training. The session concludes with an evaluation of training outcomes.



Aims – At the end of this session the participants will have:

- Planned concrete steps for follow-up action in their organization
- Reflected on the extent to which they have met the training objectives and expectations
- Evaluated the effectiveness of the training.



Time – 60-90 minutes



Preparation and materials

- Around 50 postcards in different styles (cartoon, abstract and realistic) with different subjects (landscapes, portraits, people, things and activities) and stamps.
- Training evaluation form for distribution during the middle of the training or at the start of the last training day (Training aid 9)
- One sheet of flipchart paper and marker pens for each group



Steps

Step 1. Individual action planning – 15 minutes

- Display the postcards with the pictures upwards on the floor in the middle of the circle of participants.
- Ask participants to develop their own individual action plan as follows:
 - Ask participants to sit in one big circle
 - Ask everybody to select one postcard that they like and go back to their seat
 - Give each participant a stamp, ask them to put it on the postcard and to fill in their address in the designated space on the postcard
 - Ask participants to make one to two promises to themselves on how they will apply what they have learned and valued in the training when they go back - like the New Year resolutions that many people make every year. Give them some time to think and ask them to write their plans on their postcards. They can also draw a picture if they wish
 - Ask 2-3 volunteers to share their individual action plans in plenary and collect all the postcards.
- Send the postcards to participants two weeks after the training to remind them of their follow-up plans.

Step 2. Action planning for organizations – 20-50 minutes



This step is included as the last exercise in Section C of every module.

Step 3. Written evaluation – 5 minutes

- Recall the aims of the training and the learning objectives of participants in plenary.
- Ask the participants whether they feel their expectations have been met and to what extent they have achieved their objectives.
- Explain that evaluations are useful to improve future training. Both a written and oral evaluation will be carried out.
- Distribute the Training Evaluation Form (Training aid 9) for those who have lost it and give the participants time to complete it. Collect the forms **before** the closing ceremony for analysis by the trainers and organizers after the workshop.

Step 4. Oral evaluation – 20 minutes

- Ask participants to sit in one big circle and do a round of oral evaluation: Each person will mention one strong point and one weak point of the training (for example, what they have discovered, what they liked and disliked, what they need further training on). The trainers join this evaluation.
- At the end, summarize the main evaluation points, thank all for their participation and wish them good luck.

3. Training aids

Training aid 1. Information note

Equality and non-discrimination at work in China: Training package

1. What is the training package about?

The training package introduces the internationally recognized concepts and approaches to eliminate discrimination and promote equality of opportunity and treatment at work. It explains why the elimination of discrimination at work is fundamental for promoting social justice and economic development both within and across countries. The package provides a range of strategies, practical measures and tools from international and Chinese experience to combat discrimination and promote equality in workplaces. It aims at helping policymakers and practitioners in the employment and labour fields to:

- Design and implement policies and practical measures to promote equal opportunities and treatment and eliminate discrimination in employment and occupation
- Strengthen and enforce regulatory frameworks for ensuring fair employment and working conditions for all workers in the country.

The training package on equality and non-discrimination at work in China consists of two parts:

- A **training manual** with in-depth information for use by experts, trainers, lecturers and researchers and those seeking in-depth knowledge on equality and non-discrimination in the law and in economic, employment and social policies
- A **handbook** with an overview for use in awareness raising and advocacy as a quick reference guide for policymakers, professionals and practitioners including participants of training workshops.

2. Who can use it?

The training package is intended for officials, experts and trainers in the employment, labour, equality and human and workers' rights fields, including:

- Officials in labour and personnel departments at the national, provincial and municipal levels in charge of policy formulation, implementation, enforcement and promotion
- Representatives of employers' and workers' organizations, universities, mass organizations and federations and civil society leaders.

It is hoped that this training package will benefit working men and women with special emphasis on those belonging to groups who face severe, often multiple, forms of discrimination in the labour market and therefore, poverty because of their sex, ethnic, religious or social origin, disability or health status.

3. How did it come about?

Equality at work is a constitutional value of universal importance. In 1958, the member States of the International Labour Organization (ILO) adopted international labour standards for the progressive elimination of discrimination in employment and occupation. Since the onset of increasing global integration this core labour standard has been considered as one of the main, minimum ground rules for a fair globalization. Equality and non-discrimination are essential for realizing decent work, and sustainable economic and social development and efficiency.

The Chinese government has committed the People's Republic of China to promoting and ensuring equality of opportunity and treatment in employment and occupation by adopting the

ILO Discrimination (Employment and Occupation) Convention, 1958 (No. 111) in 2005, and ratifying it with the ILO in 2006, and by enshrining internationally recognized standards on job equality in its law and practice. The training package was developed and issued by the ILO to support the application of Convention No. 111 in the country.

4. What is the content?

The training manual contains five modules:

Module 1. Overview: Discrimination and equality at work

Module 2. Promoting gender equality at work

Module 3. Promoting ethnic and religious equality at work

Module 4. Promoting equality at work for rural migrant workers in China

Module 5. Discrimination, health and disability

The handbook contains four chapters:

1. The equality principle and standards on equality at work
2. Discrimination and equality: Concepts, principles and standards
3. Why is equality important for people, society and businesses?
4. Methods of application of Convention No. 111.

Training aid 2. Sample nomination form

Nomination form for equality and non-discrimination training (Place and date)

1. Name:.....
2. Address and contact information:
Phone number: E-mail:
3. Sex ☐ Male ☐ Female
4. Age Years
5. Name of your organization:
6. Job title:
7. What are your main activities?
.....
.....
8. Who are your clients (sex, age, income level, activities)?
.....
.....
9. What support or services are you providing to your target groups?
.....
.....
10. How much experience do you have in promoting equality and non-discrimination in employment?
☐ none
☐ less than 1 year
☐ between 1 and 3 years
☐ more than 3 years
11. What do you expect from this training programme?
.....
.....
12. Any other comments?
.....
.....
13. **For training of trainers' workshops only:** How much experience do you have as a trainer?
☐ none
☐ less than 1 year
☐ between 1 and 3 years
☐ more than 3 years

Training aid 3. Checklist for organizers: Planning of training

No.	Tasks in planning of training	Yes	No
1.	Have I conducted a training needs analysis?		
2.	Do I understand the nature of the problems and am I sure these will be addressed by providing training?		
3.	Have the priority training needs been identified? Are they clear? Can they be met during the planned training?		
4.	Do I have a training strategy? Do I know what type of programme to organize and how to deliver it?		
5.	Am I clear about the objectives of the training?		
6.	Have I identified the participants who will most likely benefit from the training and/or have the potential to share the knowledge and skills from the training?		
7.	Have I considered cooperation with other groups or organizations that may benefit from the same types of training?		
8.	Do I have trainers?		
9.	Will an interpreter be needed in the training?		
10.	Are the inputs and resources available for this training?		
11.	Have I checked the time and place of the training with the participants and the trainers?		
12.	Do I have the training programme from the trainers?		
13.	Have I sent letters of invitation and the nomination forms to participating groups or organizations?		
14.	Have I received confirmation of participation and the nomination forms from all participants or participating agencies?		
15.	Have I organized and consulted with the trainers on other logistical details, including: • Finalization of the list of participants with contact information and other information, including sex, age, education or job title/years of experience? • Preparation of training materials and handouts for distribution? • Check and confirmation of the training venue and facilities? • Arrangements for transportation and accommodation for participants? • Organization of food and refreshments for the workshop? • Preparation of daily allowance for participants, if any? • Confirmation of the availability of the interpreter(s), if needed? • Arrangements for the workshop evaluation and reporting?		

Training aid 4. Model training programmes on equality and non-discrimination at work

Model 1. Training of trainers' workshop - 4 days

Time	Day 1	Day 2	Day 3	Day 4
08.30-10.00	Opening ceremony Intro exercise 1: Introduction of participants and training programme	Round-up of Day 1 Unit 1.3 - title	Round-up of Day 2 Training by Group 1 Peer reviews & Comments	Round-up of Day 3 Peer reviews & Comments
Morning break 10.00 – 10.30 hrs				
10.30-12.00	Intro exercise 2: Matching expectations and contributions	Unit 1.4 - title	Training by Group 2 Peer reviews & Comments	Final exercise 1: Action planning
Lunch 12.00 – 13.30 hrs				
13.30-15.00	Unit 1.1 – title	Training preparation: - Introduction - Preparation - Groupwork	Training by Group 3 Peer Reviews & Comments	Presentation of action plans Final exercise 2: Evaluation and feedback Closing
Afternoon break 15.00 – 15.30 hrs				
15.30-17.00	Unit 1.2 – title	Session continued	Training by Group 4 Peer reviews & Comments	

Model 2. Workshop with staff from Human Resource and Social Security Departments, employers' and workers' organizations and other mass and civil society organizations - 2.5 days

Time	Day 1	Day 2	Day 3
08.30-10.00	Opening & Group photo Activity 1: Ice breaking: Self-introduction	Review of Day 1 Activity 4: Buzz groups: Job advertisements Promoting gender equality in employment	Review of Day 2 Activity 6: Group work: Case studies
Morning break 10.00 – 10.30 hrs			
10.30-12.00	Introduction to C.111: Principles and definitions Activity 2: Group work: Discover discrimination C.111 application: Promotion and enforcement	Activity 5: Group work: Equal pay Video: Waging war on the pay gap Round up & international perspective	Activity 7: Group work by province: Action plan Evaluation and feedback Closing
Lunch 12.00 – 13.30 hrs			
13.30-15.00	Employment discrimination in China and countermeasures Activity 3: Role play: Do you have a chance?	Employment and occupation of migrant workers & discrimination on the ground of social origin Employment of persons with disabilities: National policies and local practice	
Afternoon break 15.00 – 15.30 hrs			
15.30-17.00	Legal framework on non- discrimination and equality in China	HIV/AIDS anti-stigma and discrimination, video: Hometown Fellow Discrimination on the ground of disability and health	

Model 3. Workshop with employers and their organizations – 2 days

Time	Day 1	Day 2
08.30-10.00	Opening & Group photo Activity 1: Ice breaking: Self-introduction Equality and non-discrimination at work: Concepts and principles Activity 2 – Group work: Job advertisements	Review of Day 1 C. 111 application Sharing good practice: Employing persons with disabilities: Company practice Promoting the employment of persons with disabilities: A national perspective
Morning break 10.00 – 10.30 hrs		
10.30-12.00	Why is promoting diversity and equality important to employers? Activity 3 – Role play: Do I have a chance of getting the job?	Objective job appraisals to promote pay equity Activity 5 – Group work: Lucy's case
Lunch 12.00 – 13.30 hrs		
13.30-15.00	Health related discrimination: Hepatitis B & HIV/AIDS HIV/AIDS anti-stigma and discrimination, video: Hometown fellow Gender discrimination in employment	Video: Sexual harassment in the workplace Adopting company policies on sexual harassment Activity 6 – Group work: EEO company policies
Afternoon break 15.00 – 15.30 hrs		
15.30-17.00	Equal employment of migrant workers Activity 4 – Group work: Case studies	Evaluation and feedback Closing

Model 4. Workshop with workers and their organizations – 2.5 days

Time	Day 1	Day 2	Day 3
08.30-10.00	Opening remarks Icebreaking: Self-introduction Group photo Overview of collective bargaining in China: Current situation, challenges and opportunities: Presentation & discussion	Review of Day 1 Group work: Case studies	Review of Day 2 Equal treatment agreements and company equality policies Group work: Action planning on putting equality on the collective bargaining agenda
Morning break 10.00 – 10.30 hrs			
10.30-12.00	Unions, collective bargaining, fairness and social harmony	Promoting pay equity through objective job appraisals Group work: Lucy's case on equal pay Video: Waging war on the pay gap Feedback and discussion	Discussion: Next steps for strengthening collective bargaining in China Evaluation and feedback Closing
Lunch 12.00 – 13.30 hrs			
13.30-15.00	Collective bargaining on women workers' issues in China: Presentation & discussion Trade unions promoting equality at work: What's new? Role play exercise: Do I have a chance of getting the job? What is non-discrimination in employment and occupation? Principles and definitions in C. 111	Non-discrimination and equality through collective bargaining: Practical guidance	
Afternoon break 15.00 – 15.30 hrs			
15.30-17.00	Exercise: Writing non-discriminatory job advertisements Why is non-discrimination good for workers, society and businesses? Roles of different stakeholders in promoting equality	Feedback and discussion Case study on collective bargaining for equality	

Model 5. Workshop with university lecturers and students – 3 days

Time	Day 1	Day 2	Day 3
08.30-10.00	Opening Introduction Expectations & contributions Group photo	Review of Day 1 Module 1. Equality and Non-discrimination at work: Overview (4) (cont'd) • Presentation: Application of C.111 • Exercise: Action against sexual harassment	Review of Day 2 Module 3: Ethnic and religious equality at work • Exercise: Brainstorming on ethnicity and religion – Prejudices or facts? • Presentation: Ethnic and religious equality at work in China • Exercise: Review of good practice examples
Morning break 10.00 – 10.30 hrs			
10.30-12.00	Module 1. Equality and Non-discrimination at work: Overview (1) • Exercise: Be aware of your own bias • C.111: Definitions, concepts and principles • Exercise: Writing non-discriminatory job advertisements • Exercise: Is it height discrimination or not?	Module 2: Gender equality at work (1) • Presentation: Gender equality at work: International perspective • Exercise: What type of discrimination is this? – Case studies	Module 4: Equality at work of rural migrant workers • Exercise: Rules of the game • Exercise: Rural migrant workers' equal employment - Case studies • Presentation: Equality in employment of rural migrant workers
Lunch 12.00 – 13.30 hrs			
13.30-15.00	Module 1. Equality and Non-discrimination at work: Overview (2) • Role play exercise: Do I have a chance of getting the job? • Presentation: Why is equality important for people, business and society? Module 1. Equality and Non-discrimination at work: Overview (3) • Presentation: Employment discrimination in China	Module 2: Gender equality at work (2) • Exercise: Ms Tang's dismissal case • Exercise: Protection and equality – Night work by women: Case study • Presentation: Gender equality at work in China	Module 5: Disability and equality at work • Video and discussion: Hometown Fellow • Presentation: Equality at work of people with disabilities • Exercise: Reasonable accommodation: The radio announcer's job application
Afternoon break 15.00 – 15.30 hrs			
15.30-17.00	Module 1. Equality and Non-discrimination at work: Overview (4) • Exercise: Discrimination in small enterprises • Presentation: Application of C.111 Training methodology	Module 2: Gender equality at work (3) • Exercise 6: Lucy's case on equal pay • Video: Waging war on the pay gap Training methodology	Training methodology Evaluation and feedback Closing

Training aid 5. Example of a training flowchart

WORKSHOP TITLE Date and place					
Date/ Time	Session/ Topic	Exercise/Activity	Format/ Seating	Equipment/ Materials	Respon- sibility
March 1 08.00-08.30	Registration		Table in front of training room	1 training folder for each participant	Secretary 1
08.30-08.45	Opening	Welcome remarks	Plenary/Circle of chairs	--	Directors
08.45-10.00	Introduction of participants	Exercise 1: Introduction of participants	Change seating to circles during the break	15 Jigsaw puzzles of 2 pieces each (for a group of 30 participants)	Trainer 1
10.00-10.30	Break				
10.30-11.15	Introduction to programme	Presentation Introduction of training aims and programme	Circle of chairs	flipchart paper, 4 pieces of 10x15cm paper and markers	Trainer 1
11.15-12.00	Expectations and contributions	Exercise 2: Expectations and contributions		50 cards (half of A4) each in two colours	Trainer 2
12.00-13.00	Lunch				
13.30-15.00	Unit 1.1 - title	Exercise 3: Title	Group seating	10-20 pieces of flipchart paper	Trainer 1
15.00-15.30	Break				
15.30-16.50	Unit 1.2 – title	Exercise 4: Title	Semi-circle or U-shape	2 flipchart stands, 2 markers	Trainer 2
16.50-17.00	Daily feedback	Plenary discussion	Group seating		Trainer 1

Training aid 6. Checklist for trainers: Training preparation

The trainers can use the following checklist to facilitate training preparation.

No.	Trainers' tasks in training preparation	Yes	No
1	Am I clear about the training objectives?		
2	Do I have the following information about my participants? • Total number • Age groups • Numbers of male and female participants • Education, work and other background information		
3	Are there any participants with specific needs (disabilities, members of an ethnic minority, particular gender or other cultural considerations, or other special circumstances) and are these needs addressed?		
4	Have I checked with the workshop organizer about the place and timing of the training?		
5	Have the training programme and schedule been developed?		
6	Have I discussed with other co-trainers (if any) about the content, training programme, training methods, and division of work in the preparation and the delivery of the training?		
7	Have I included participatory training methods that are suitable for the participants?		
8	Have I developed or adapted the session plans and the training materials for this group of participants?		
9	Am I clear about the key messages (what your participants must know) for each training session?		
10	Are the training aids and materials appropriate for the learning style of the participants? Are they available in sufficient numbers?		
11	Do I have games and exercises for energizers and group dynamics?		
12	Do I have the training evaluation forms or a game or exercise for getting participants' feedback about the workshop?		
Before the training starts:			
13	Have I double-checked with the workshop organizer if all the logistical arrangements are in good order before the workshop begins, e.g., the training venue, rooms and other facilities, and workshop materials?		
14	Is the seating arrangement suitable for the workshop opening and my first session?		
15	Are my notes, computer, electrical equipment, and all training materials ready for use?		

Training aid 7. Pre-and post- training questionnaire

Pre- and post-training questionnaire				
Filling out this form will help us better understand your background and training needs, so the content can be made more beneficial for you. There are no right or wrong answers.				
1.	Your sex:			
	☐ Male	☐ Female		
2.	You are from:			
	☐ Labour/ personnel department	☐ Labour inspection bureau	☐ Workers' organization	☐ Employers' organization
	☐ Other Please specify:			
3.	Are you aware of China's participation in international conventions related to discrimination in employment?			
	☐ Not at all	☐ A little bit	☐ Partly	☐ Mostly
	☐ Fully aware			
4.	Are you familiar with the Chinese national laws and regulations prohibiting discrimination in employment?			
	☐ Not at all	☐ A little bit	☐ Partly	☐ Mostly
	☐ Fully aware			
5.	Is discrimination in employment a serious issue in China?			
	☐ Definitely not	☐ No	☐ Hard to say	☐ Yes
	☐ Definitely			
6.	What do you think are the most serious grounds of discrimination in employment in China? (multiple choice)			
	☐ Gender	☐ Disability	☐ Social origin (e.g. Hukou)	☐ Age
	☐ Health	☐ Religion	☐ Political opinion	☐ Ethnic minority
	☐ Other (please specify)			_____
7.	Employers should be free to prefer one sex over the other for jobs			
	☐ Strongly disagree	☐ Disagree	☐ Hard to say	☐ Agree
	☐ Strongly agree			
8.	Women can only do jobs that are suitable for them			
	☐ Strongly disagree	☐ Disagree	☐ Hard to say	☐ Agree
	☐ Strongly agree			
9.	People with disabilities are not fit for paid employment			
	☐ Strongly disagree	☐ Disagree	☐ Hard to say	☐ Agree
	☐ Strongly agree			
10.	Preferential treatment in job recruitment for ethnic minorities is not justified			
	☐ Strongly disagree	☐ Disagree	☐ Hard to say	☐ Agree
	☐ Strongly agree			
11.	Rural migrant workers in cities should only do jobs that urban residents do not want			
	☐ Strongly disagree	☐ Disagree	☐ Hard to say	☐ Agree
	☐ Strongly agree			

Training aid 8. Daily feedback form

Date:

Venue:

1. Overall, how do you rate today's session? (Check (✓) in the box that applies.)

😊😊	😊	😐	😞	😞😞
Excellent	Good	So-so	Poor	Very poor

2. Please give more specific comments on timing, trainers' performance, training content and methods.

a) What did you like most today?

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.....

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b) What did you like least today?

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c) Were you confused about something today? If yes, please explain.

.....

.....

.....

d) What are your suggestions for making the remaining of the training better?

.....

.....

.....

Training aid 9. Training evaluation form

Please answer the questions below.

1. Overall, how do you rate this Workshop? (Check (✓) in the box that applies.)

😊😊	😊	😐	😞	😞😞
Excellent	Good	So-so	Poor	Very poor

2. Which three (3) subjects were the most useful to you?

.....

.....

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3. Which three (3) subjects were the least useful to you?

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.....

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4. What additional topics would you like to include in this training?

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5. Do you think the workshop was:
- ☐ Too long
- ☐ Too short
- ☐ Right length

6. Which training methods used in the programme would you like more of (e.g., trainers' presentations, handouts, energizers, games, role play, case studies, group work)?

.....

.....

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7. Which training methods used in the programme (as mentioned in No. 6 above) would you like less of?

.....

.....

.....

8. How would you rate the trainers' overall performance?

😊😊	😊	😐	😞	😞😞
Excellent	Good	So-so	Poor	Very poor

Remarks:

.....

9. How would you rate the overall organization of this workshop (e.g., accommodation, breaks for refreshments, interpretation, administrative and logistical support, etc.)?

😊😊	😊	😊	😞	😞😞
Excellent	Good	So-so	Poor	Very poor

Remarks:

.....

10. Do you feel adequately equipped to use the knowledge acquired through the workshop and take further action to combat discrimination and promote equality at work?

☐ Yes ☐ No

11. How would you like to modify/adapt the training for your target groups?

.....

12. Any other suggestions you may wish to make:

.....

Training aid 10. Table of contents of a training workshop report

The main contents of a training workshop report usually comprise the following:

Title page

(title, place and time of workshop, authors of report and preparation date, if relevant)

Table of contents

(with page numbers)

Summary of training outcomes

(with subheadings by objective, topic or day)

Conclusions and recommendations

(including key findings, main outcomes, lessons learned, summary of evaluations by participants and trainers)

Annexes:

1. Actual workshop programme
2. Actual list of participants
3. List of training materials used during the workshop
4. Outputs from participants such as results of group work and action plans
5. Results of evaluation or feedback of the workshop by participants
6. Trainers' evaluation of the training content and processes (optional)
7. Media records such as photographs, audio and video records.

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Equality and non-discrimination at work in China: Training manual

The principles of equality and non-discrimination are embedded in universal notions of decency, dignity and respect, and are fundamental for promoting social justice and economic development both within and across countries. This Training manual on equality and non-discrimination at work in China introduces the internationally recognized concepts and approaches to eliminate discrimination and promote equality of opportunity and treatment in workplaces. The manual is part of a Training package on equality and non-discrimination at work in China, developed and issued by the ILO to support the application of the Discrimination (Employment and Occupation) Convention, 1958 (No. 111) in the country. The training package contains:

- A training manual for use by experts, trainers, researchers and those seeking in-depth knowledge on equality and non-discrimination in the law and in economic, employment and social policies
- A handbook for use as a quick reference guide for policymakers, professionals and practitioners including participants of training workshops.

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