



International
Labour
Organization

► SKILL-UP Ethiopia project and GPSL3

Core Skills

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

Learner Handbook



Global Programme
on Skills and
Lifelong Learning

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

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

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

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- Soft skill-deficits at both operator and supervisor level
- Training opportunities for new recruits including core / soft skills

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Foreword

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

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

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

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

This Learner Handbook is designed to support this group of early school leavers, enabling them either to enter and retain employment or access further education and training for future employment. The Learner Handbook is largely pictorial and designed to support learner participation during training and afterwards. It includes a short summary of the key information covered during each core skills module, along with activities and tips, information and guidance on implementing core skills that will be useful for the young people after they have concluded the training and are entering employment.

Module 3, Session 1	28
Activity 3.1: Working safely: Risks, hazards, accidents and near misses.....	29
Activity 3.2: Occupational hazards in garment factories.....	30
Activity 3.3: Personal action plan for Module 3.....	31
Module 3, Session 2.....	33
Module 3, Session 3.....	36
Activity 3.4: Warning and safety signs in the training facility	36
Module 3, Session 4.....	37
Activity 3.5: Keeping a record of chemical hazard warning signs.....	38
Module 3, Session 5.....	40
Activity 3.6: Using personal protective equipment (PPE) in garment factories	40
Activity 3.7: Manual handling	40

Module 3, Session 6	43
Module 3, Session 7	46
Activity 3.8: How can factory workers minimize waste?	48
Module 3, Session 8	49
Activity 3.9: Risk assessment	49
▶ Module 4: Working together	51
Module 4, Session 1	51
Activity 4.1: How do we communicate?	51
Activity 4.2: Personal action plan for Module 4	52
Module 4, Session 2	53
Activity 4.3: Listening skills quiz	53
Module 4, Session 3	56
Module 4, Session 4	57
Activity 4.4: Open or closed questions	57
Activity 4.5: Role plays - Asking for help, support and feedback.....	58
Activity 4.6: Teamwork scenarios	58
▶ Module 5: Working productively	61
Module 5, Session 1	61
Activity 5.1: Time management quiz.....	61
Activity 5.2: Prioritizing tasks	62
Activity 5.3: Priority matrix task list scenario	62
Activity 5.4: Personal action plan for Module 5	63
Module 5, Session 2	64
Activity 5.5: Barriers and solutions to managing your time	64
Activity 5.6: Time management scenario / solution.....	65
Activity 5.7: The benefits of effective time management.....	65
Activity 5.8: Personal time study analysis	66
Module 5, Session 3	69
Activity 5.9: What is a problem?.....	69
Activity 5.10: Problem-solving in the workplace.....	69

Learner's name: _____

Location of training: _____

Programme overview

This Learner Handbook has activities for you to complete and is also to remind you of what you have learned on the Prevocational Core Skills Programme for Garment Workers in Ethiopia.

Programme modules

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

Module 1: Working in the garment industry in Ethiopia



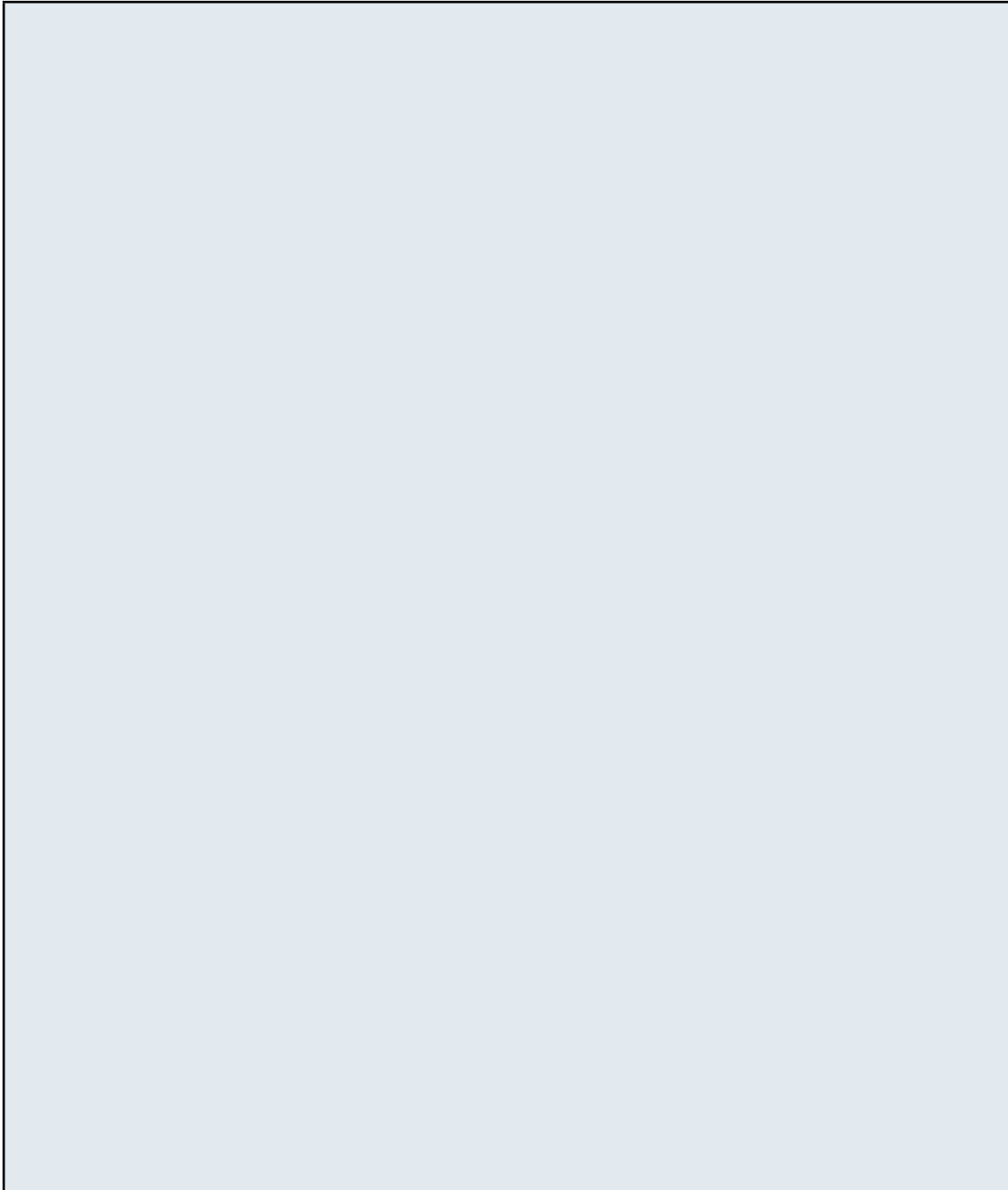
Module learning outcomes

- ▶ To get to know group members
- ▶ To agree group rules for the duration of the programme
- ▶ To define core skills and the Core Skills Framework for Garment Factory Workers in Ethiopia
- ▶ To set personal programme mission or goals
- ▶ To define garment or apparel production
- ▶ To describe the production functions in a garment factory
- ▶ To explore job roles in a garment factory
- ▶ To detail important information about the garment industry in Ethiopia
- ▶ To explore a typical working day in the life of an Ethiopian garment factory worker
- ▶ To detail the benefits of working in a garment factory
- ▶ To visit a local / national garment factory
- ▶ To describe:
 - Specific factory machinery and what it does
 - Roles and responsibilities of certain factory workers
 - Clocking in and out procedures
 - Security procedures
 - A typical working day
 - Duties and tasks
 - Opportunities for promotion – career options or paths
 - Rules and regulations
 - Reporting
 - Personal appearance and presentation in and around the factory
 - Personal conduct in and around the factory
 - Benefits of working in the factory
 - What workers would have liked to have known before they started working in the factory

Module 1, Session 1

My personal mission

Make a note of or draw a representation of your personal mission for this programme on this page.



Activity 1.1: Core skills for garment workers

Look at the images below. Make a note of the core skills the people in the images are exhibiting. You can choose more than one core skill for each image.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Communication

Teamwork

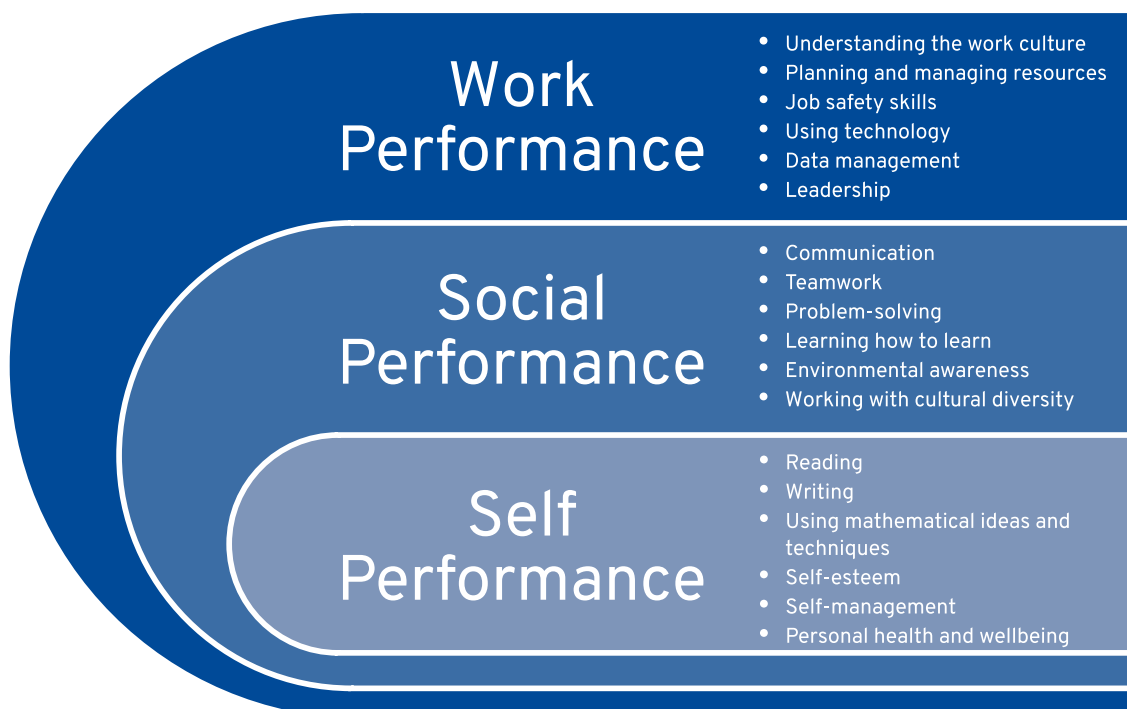
Understanding work culture

Personal health and wellbeing

Cultural diversity

Working safely

Core Skills Framework for Garment Workers in Ethiopia



Activity 1.2: Setting personal programme mission or goals



Turn the following broad goals into SMART goals:

"I want to find a new place to live"



.....

"I want to find a job"



.....

"I want to get a promotion to supervisor"



.....

Activity 1.3: Personal action plan for Module 1

▶ Module 1			
Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			

Core skills practised in Module 1, Session 1

Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Contributes with suggestions and effort
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated to learn
		Willing to learn
	Working with cultural diversity	Accepts difference between self and others

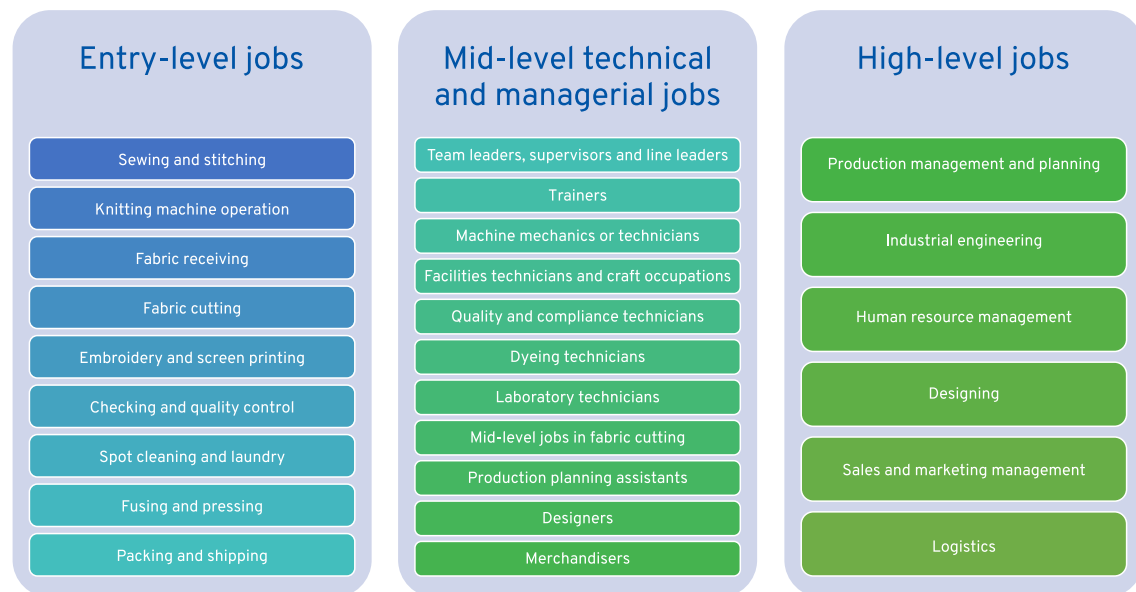
Module 1, Session 2

Activity 1.4: Definition of garment or apparel production



Garment production, also known as **apparel production**, is a process whereby fabric is converted into **garments**

Job roles in a garment factory



Core skills practised in Module 1, Session 2

Work performance	Understanding work culture	Learns about industrial work culture
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Contributes with suggestions and effort
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated to learn
		Willing to learn
	Working with cultural diversity	Accepts difference between self and others

Module 1, Session 3

Activity 1.5: A day in the life of an Ethiopian garment worker

Where does
she live?

Who does
she live with?

What time
does she get up
for work?

How does
she get
to work?

What time
does she start
work?

What job
does she do
in the factory?

How long
does she have for
a lunch break?

Example job description for a garment checker

1. Supervises and coordinates activities of workers engaged in sewing, pressing and inspecting garments in one department of garment factory
2. Inspects work for adherence to specifications
3. Trains workers in assembly of new-style garments
4. Notifies mechanic when machines malfunction
5. Makes sure team members meet quotas
6. Makes sure team members use equipment correctly and adhere to company policies
7. May include writing budget reports, processing shipping information and completing individual production tasks
8. Other duties vary by department, but common tasks include quality control and handling employees



Example job description for a stitching operator

1. Handling and moving objects - using hands and arms in handling, installing, positioning and moving materials
2. Controlling machines and processes - using either control mechanisms or direct physical activity to operate machines or processes
3. Inspecting equipment, structures and material - inspecting equipment, structures and materials to identify the cause of errors or other problems or defects
4. Monitoring processes, materials and surroundings - monitoring and reviewing information from materials, events or the environment, to detect or assess problems
5. Getting information - observing, receiving and otherwise obtaining information from all relevant sources



Example job description for a garment production supervisor

1. Supervises and coordinates activities of workers engaged in sewing, pressing and inspecting garments in a department of a garment factory
2. Inspects work for adherence to specifications
3. Trains workers in assembly of new-style garments
4. Notifies mechanics when machines malfunction
5. Makes sure team members meet quotas
6. Makes sure team members use equipment correctly and adhere to company policies
7. May include writing budget reports, processing shipping information and completing individual production tasks
8. Other duties vary by department, but common tasks include quality control and handling employees



Core skills practised in Module 1, Session 3

Work performance	Understanding work culture	Learns about industrial work culture
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Contributes with suggestions and effort
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated to learn
		Willing to learn
	Working with cultural diversity	Accepts difference between self and others

Module 1, Session 4

Core skills practised in Module 1, Session 4

Work performance	Understanding work culture	Learns about industrial work culture
		Understands the promotional ladder
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Contributes with suggestions and effort
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
	Working with cultural diversity	Accepts difference between self and others

Module 2: Working professionally



Module learning outcomes

- ▶ To reflect on the factory visit from the previous module
- ▶ To describe the “top ten takeaways” from the factory visit
- ▶ To list what must and could be included in an Ethiopian contract of employment
- ▶ To describe appropriate personal appearance and presentation in a garment factory
- ▶ To design a poster on personal appearance and presentation at work
- ▶ To detail the meaning and importance of good personal conduct in garment factories
- ▶ To describe organizational values that influence employee conduct
- ▶ To detail personal values and their importance to the workplace
- ▶ To list personal values that impact on workplace conduct

Module 2, Session 1

Activity 2.1: Reflection on factory visit – Top ten points

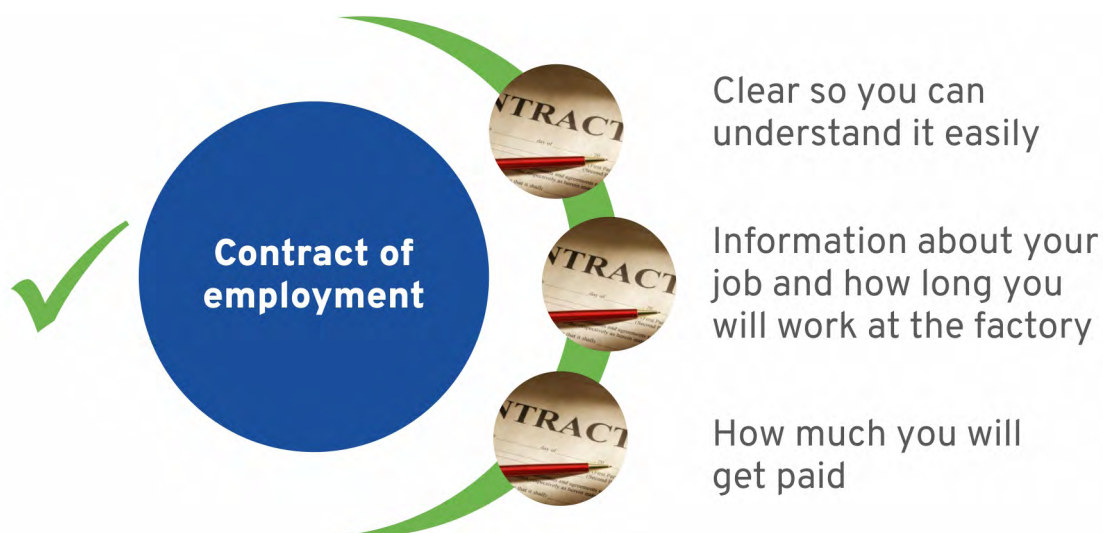
What do you remember about your visit to the garment factory? Your trainer will give you a category from the visit.

Record the **top ten points** of the most important information you learned in the chart.

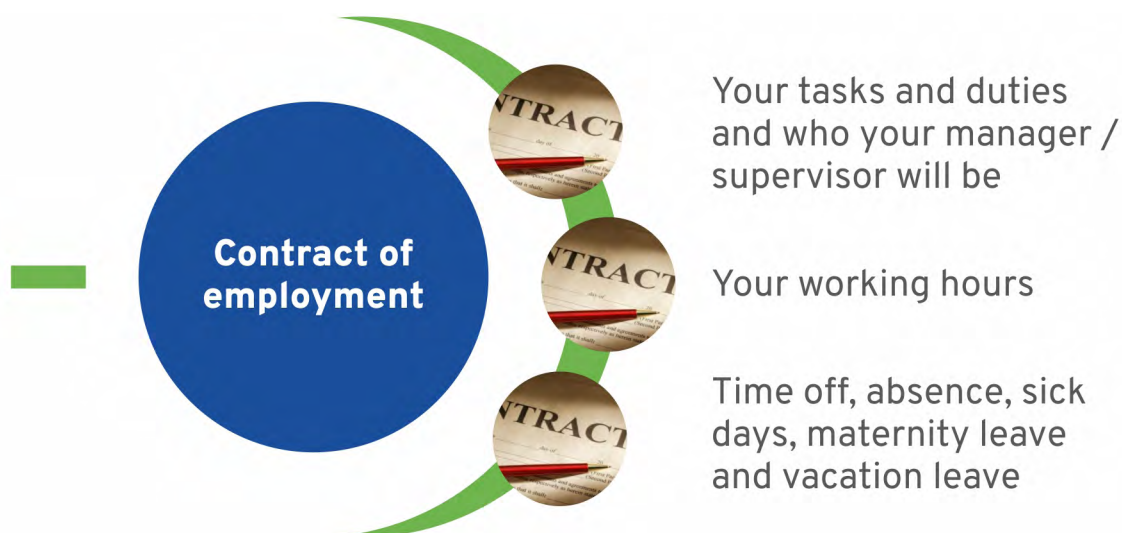
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

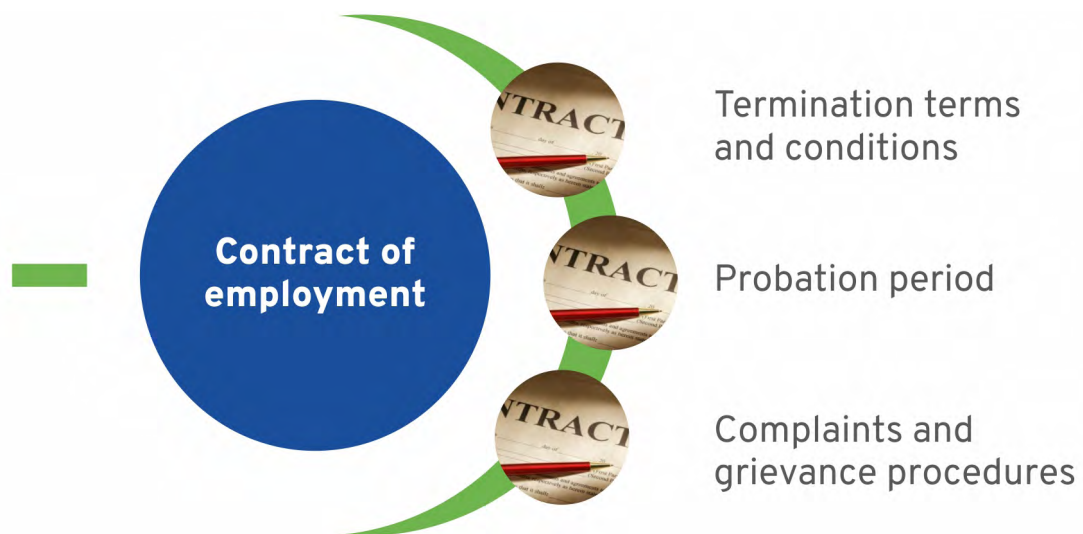
Industrial culture: Contracts of employment

A contract of employment is a signed agreement between an individual employee or a labour union and an employer. It establishes both the rights and responsibilities of the two parties: the worker and the company / factory. Under the Labour Law in Ethiopia, your contract of employment **must** contain the following:



Your contract of employment **could** also give you important information such as the following:





Activity 2.2: Personal action plan for Module 2

► Module 2			
Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			

Core skills practised in Module 2, Session 1

Work performance	Understanding work culture	Learns about industrial work culture
		Understands the promotional ladder
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Contributes with suggestions and effort
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated to learn
		Willing to learn
	Working with cultural diversity	Accepts difference between self and others

Module 2, Session 2

Activity 2.3: Personal appearance and presentation in a garment factory

Discuss and make notes of your positive first impressions of the images of these garment factory workers.



Personal appearance and presentation in a garment factory



Comfortable clothing that allows you to perform job well but protects you from hazards

Clothing that presents a professional appearance to co-workers, customers and visitors

Clothing should be neat, unwrinkled, clean and well-maintained

Workers should avoid torn, frayed and dirty clothing

Core skills practised in Module 2, Session 2

Work performance	Understanding work culture	Learns about industrial work culture
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
	Personal health and wellbeing	Displays basic hygiene skills
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Contributes with suggestions and effort
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated to learn
		Willing to learn
	Working with cultural diversity	Accepts difference between self and others

Module 2, Session 3



What is personal conduct at work?

Personal conduct at work is the way you act or behave on a day-to-day basis in and around the garment factory you work in.

What is a factory personal code of conduct?

A factory personal code of conduct defines how employees should act on a day-to-day basis.

It reflects the organization's daily operations, core values and overall company culture.



Why factories want good personal conduct



Activity 2.4: Personal conduct in garment factories

Watch the video and make a note of the aspects of positive personal conduct you see workers demonstrating.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Personal conduct in garment factories: Good practice



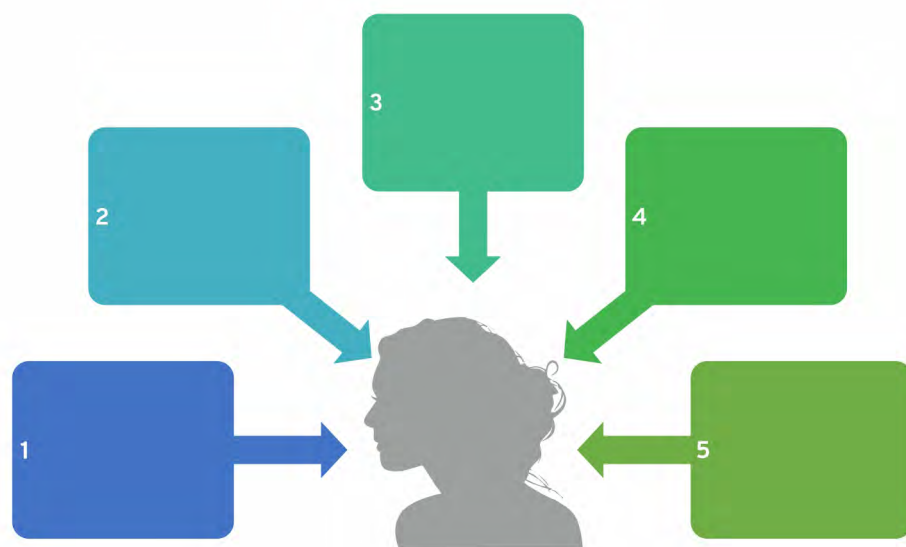
Core skills practised in Module 2, Session 3

Work performance	Understanding work culture	Learns about industrial work culture
		Understands expectations in relation to behaviour in factory environment
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
	Self-management	Displays the required standards for workplace attendance, punctuality, commitment, attitude and focus
		Takes responsibility for own actions
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Contributes with suggestions and effort
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
		Asks questions and follows instructions to adapt to new workplace systems or processes

Module 2, Session 4

Activity 2.5: Brand YOU!

Write down or visually present five words that you think other people might use to describe you.



Activity 2.6: Brand YOU! Personal values

Circle **10** of the following values that reflect what you feel are most important in your life. You can only choose 10 and no more!

Accountability, Achievement, Adaptability, Ambition, Balance, Being liked, Being the best, Caring, Caution, Clarity, Coaching, Commitment, Community life, Compassion, Competence, Conflict management, Continuous learning, Control, Courage, Creativity, Dialogue, Ease with uncertainty, Efficiency, Positivity, Entrepreneurial nature, Environmental awareness, Ethics, Excellence, Fairness, Family, Finances, Forgiveness, Friendship, Future generations, Generosity, Health, Humility, Humour, Independence, Initiative, Integrity, Independence, Job security, Leadership, Listening skills, Openness, Patience, Perseverance, Personal contentment, Personal growth, Professional growth, Power, Resilience, Self-discipline, Trust, Wisdom

Activity 2.7: Examining personal values

Complete as much of the table as you can in class time and finish for homework.

Select three of your ten values that are most important to you	Why do you believe this value is important to you?	Remember a time in your life when you really lived this value. How did you behave?	What would your reaction be if this value was not being displayed or honoured by others? Describe your thoughts, feelings and actions
1.			
2.			
3.			

Core skills practised in Module 2, Session 4

Work performance	Understanding work culture	Learns about industrial work culture
		Understands expectations in relation to behaviour in factory environment
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Self-management	Displays the required standards for workplace attendance, punctuality, commitment, attitude and focus
		Takes responsibility for own actions
	Communication	Follows workplace or community code of conduct
		Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Contributes with suggestions and effort
		Follows rules and procedures set by team
	Learning to learn	Demonstrates respect for others
		Motivated to learn
		Willing to learn

Module 3: Working safely and securely



Module learning outcomes

- ▶ To become familiar with key workplace safety and health terminology
- ▶ To state the most common hazards found in a garment factory
- ▶ To describe how hazards can cause harm or damage
- ▶ To list the parts of the Ethiopian Labour Law (2019) that relate to the occupational safety and health (OSH) obligations of employers and employees
- ▶ To become familiar with key international workplace health and safety signs and their meanings
- ▶ To discover the warning and safety signs in the training facility and their meanings
- ▶ To become familiar with chemical warning signs and their meanings
- ▶ To learn about the most common chemicals used in garment factories and the ratios they are used in
- ▶ To describe personal protective equipment (PPE), its function and how to use it effectively
- ▶ To be able to lift and carry heavy items correctly without damaging the back
- ▶ To know and understand what to do in the event of a fire in a garment factory
- ▶ To practise a fire drill to evacuate safely from the training facility building
- ▶ To know and understand the environmental impact of the textile and clothing industry
- ▶ To become familiar with the different types of waste generated in a garment factory and how to reduce and reuse waste
- ▶ To discover how apparel brands reuse and recycle fabric and clothes
- ▶ To take steps to prevent hazards in a garment factory
- ▶ To carry out a simple risk assessment in the training facility

Module 3, Session 1

Session energizer: Workplace safety quiz

Circle the correct answers in the following workplace safety quiz. There is ONE correct answer per question.

- 1. How many workers are injured at work every day around the world?**
 - (A) Just over 1,000
 - (B) Just over 10,000
 - (C) Just over 1 million
 - (D) Just over 10 million
- 2. Which of the following causes back injuries at work?**
 - (A) Lifting objects incorrectly
 - (B) Being physically unfit
 - (C) Poor posture
 - (D) All of the above
- 3. What is this sentence a definition of? *“Anything in the workplace that may cause harm or death to workers or visitors”***
 - (A) Risk
 - (B) Hazard
 - (C) Near miss
 - (D) Accident
- 4. It is the employer’s sole responsibility to keep the workplace safe and secure for workers and visitors.**
 - (A) True
 - (B) False
- 5. Which of the following is an example of a chemical hazard in a garment factory?**
 - (A) Excessive noise
 - (B) Exposure to cotton dust
 - (C) Working next to someone who has a virus
 - (D) Extremely hot working conditions
- 6. Workplace prohibition signs are usually...**
 - (A) Red
 - (B) Yellow
 - (C) Blue
 - (D) Green

7. What is considered good practice to do as a worker if there is a fire in the factory?

- (A) Collect your bag before leaving the factory
- (B) Keep working for as long as possible
- (C) Ask a co-worker to tell your supervisor
- (D) Close doors and windows if you have time

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

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



Score: / 8

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

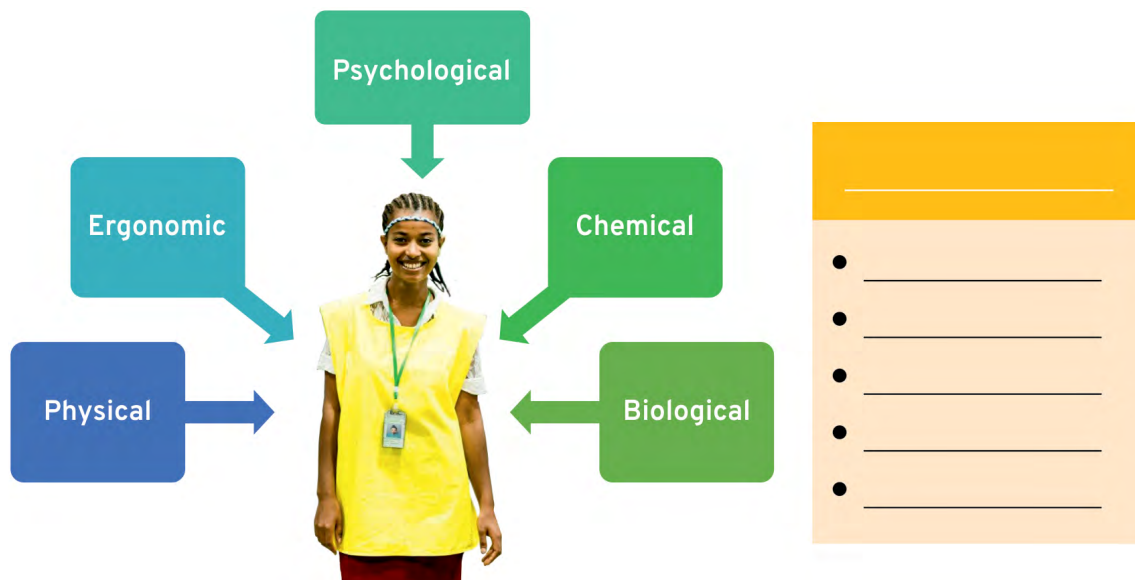
Read the descriptions and draw a line to match each one with the correct definition.

Hazard	An event that results in injury or ill health
Risk	An event not causing harm, but having the potential to cause injury or ill health
Accident	Anything in the workplace that may cause harm to people
Near miss	The likelihood that harm will be caused to people

Working safely: Risks, hazards, near misses and accidents



Activity 3.2: Occupational hazards in garment factories



Occupational hazards in garment factories

Physical	Ergonomic	Psychological	Chemical	Biological
- Excessive noise and vibration - Improper lighting - Insufficient ventilation - Extreme heat - Poor air quality - Blocked exits - Untidy work area - Absence of health facilities (lack of running water or drinking water, etc.) - Poor waste disposal - Potentially dangerous machinery	- Poor ergonomic design of workstations and work conditions - Badly designed machine stations - Repetitive nature of work - Awkward posture - Lifting issues - Long working hours - Manually operated machines	- Stress - Strain - Excessive physical workload - Abuse / Harassment - Fatigue	- Excessive exposure to cotton dust - Emissions of toxic substances from dye - Inhaling dust from fabrics - Inhaling dust from machines - Exposure to dangerous chemicals	- Exposure to biological agents (bacteria, viruses, infectious waste and infestations) - Poor nutrition - Problems from an imbalanced diet

Activity 3.3: Personal action plan for Module 3

► Module 3			
Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			

Session / Action	Action 1	Action 2	Action 3
Session 5			
Session 6			
Session 7			
Session 8			

Core skills practised in Module 3, Session 1

Work performance	Job safety skills	Complies with workplace health and safety policies and procedures
		Reports unsafe behaviour or equipment to supervisor
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
		Asks questions and follows instructions to adapt to new workplace systems or processes
	Working with cultural diversity	Accepts difference between self and others

Module 3, Session 2

Labour Law of Ethiopia: OSH obligations

Employers MUST



- Tell workers about any workplace hazards
- Assign a safety officer to workers and establish an occupational health and safety committee
- Provide workers with protective equipment, clothing and other materials and instruct them how to use them
- Record and report employment accidents and occupational diseases
- Arrange and pay for the medical examination of newly employed workers and for those workers engaged in hazardous work
- Make sure the workplace is safe and does not pose a health and safety threat to workers
- Take precautions to make sure that the work is not the source or cause of health and safety hazards to workers
- Be liable for employment injuries sustained by workers irrespective of fault, unless the injury is intentional, the worker does not follow OSH instructions, or the worker is intoxicated
- Give an injured worker timely first aid and take them to the nearest medical facility if needed
- Pay injury benefits and medical expenses, where appropriate

Employees MUST

- Follow the rules on OSH
- Tell the employer if any machinery is faulty and report any incidents and accidents relating to the fault
- Report hazards which they cannot prevent
- Report any workplace incident or injury
- Use all safety devices and appliances
- Follow all health and safety instructions



Employees must NOT!



- Interfere with, remove, displace, damage or destroy any safety devices or other appliances provided for their protection or the protection of others
- Obstruct any method or process that is there to minimize a hazard

Warning and safety signs: Colours and shapes



for prohibition / danger / fire-fighting

for caution / warning

for mandatory signs and to give information such as the location of a telephone

for absence of danger / first aid / emergency exit or escape



Prohibitions



Warnings



Information

Examples of safety and warning signs

Safety Signs



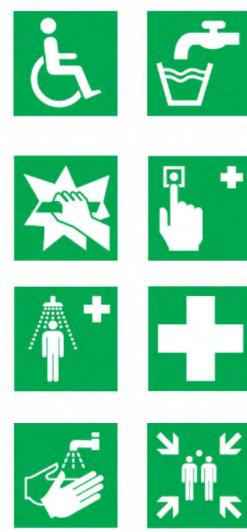
Warning Signs



Mandatory Signs



Information Signs



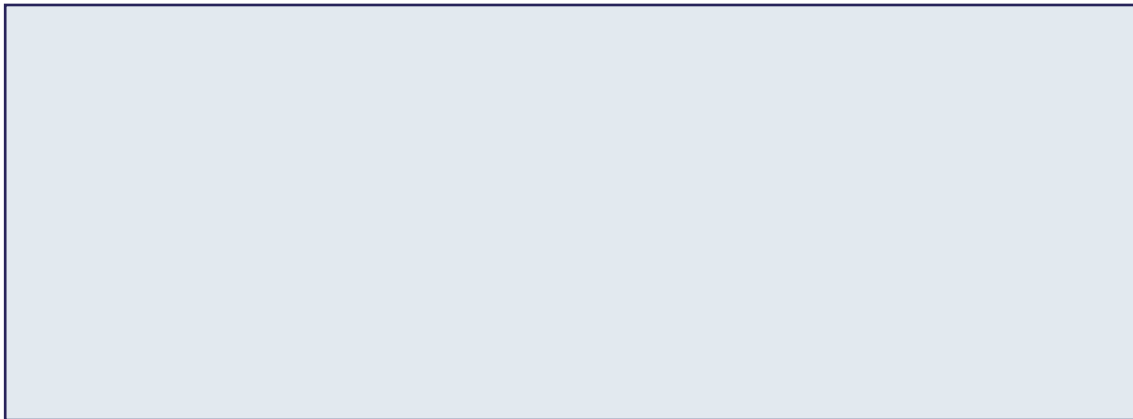
Core skills practised in Module 3, Session 2

Work performance	Job safety skills	Complies with workplace health and safety policies and procedures
		Reports unsafe behaviour or equipment to supervisor
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
		Asks questions and follows instructions to adapt to new workplace systems or processes
	Working with cultural diversity	Accepts difference between self and others

Module 3, Session 3

Activity 3.4: Warning and safety signs in the training facility

Record the signs you see in the department of the training facility you have been allocated.
Do you know what they mean?



Core skills practised in Module 3, Session 3

Work performance	Job safety skills	Complies with workplace health and safety policies and procedures
		Reports unsafe behaviour or equipment to supervisor
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
		Asks questions and follows instructions to adapt to new workplace systems or processes
	Working with cultural diversity	Accepts difference between self and others

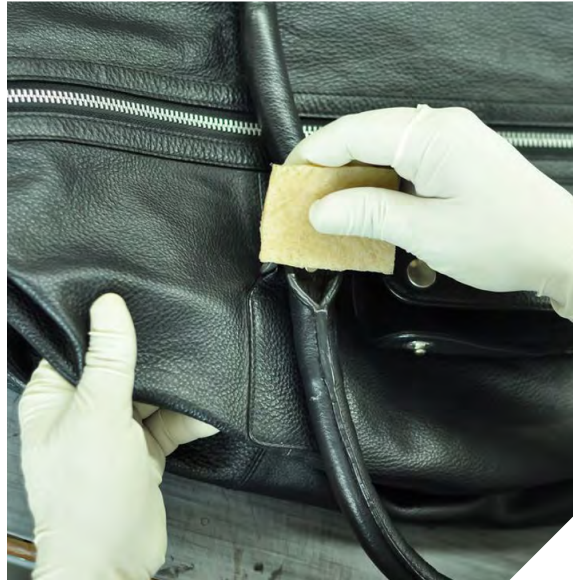
Module 3, Session 4

Chemicals used in garment factories

For cleaning factory machinery, floors, workstations and public areas

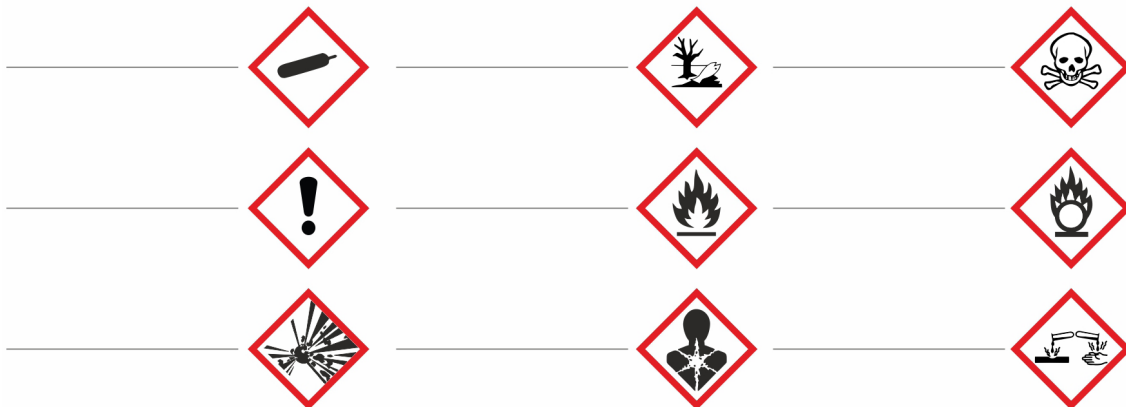
In the fabric dyeing process

When spot cleaning



Session energizer: Chemical hazard warning signs quiz

Match the sign with the correct meaning.



Serious health hazard	Flammable	Health hazard / Hazardous to the ozone layer
Explosive	Oxidizing	Gas under pressure
Hazardous to the environment	Acute toxicity	Corrosive

Working with chemicals checklist

Working with chemicals checklist



- Handle, use and store chemicals safely
- Work correctly and follow instructions
- Make sure you understand the information on the Material Safety Data Sheet for the chemical you are working with
- For some tasks, you may also need to wear personal protective equipment like protective gloves, masks, aprons and eye protection
- Wash your hands properly, dry them properly and use skin creams regularly
- Open windows and doors in the factory (if possible) when you are using chemicals

Activity 3.5: Keeping a record of chemical hazard warning signs

When you start working in the garment factory, record the chemicals you use, the tasks they are used for, the warning sign(s) and how to handle and store them safely. Remember your risk assessment! What could go wrong and what actions can you personally take?

Chemical	Tasks	Warning sign(s)	Dosage	How to handle safely when storing, preparing and using	The consequences of getting it wrong and actions to take

Core skills practised in Module 3, Session 4

Work performance	Job safety skills	Complies with workplace health and safety policies and procedures
		Reports unsafe behaviour or equipment to supervisor
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Using mathematical ideas and techniques	Estimates, measures and performs simple calculations with routine measurements for familiar workplace tasks
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn

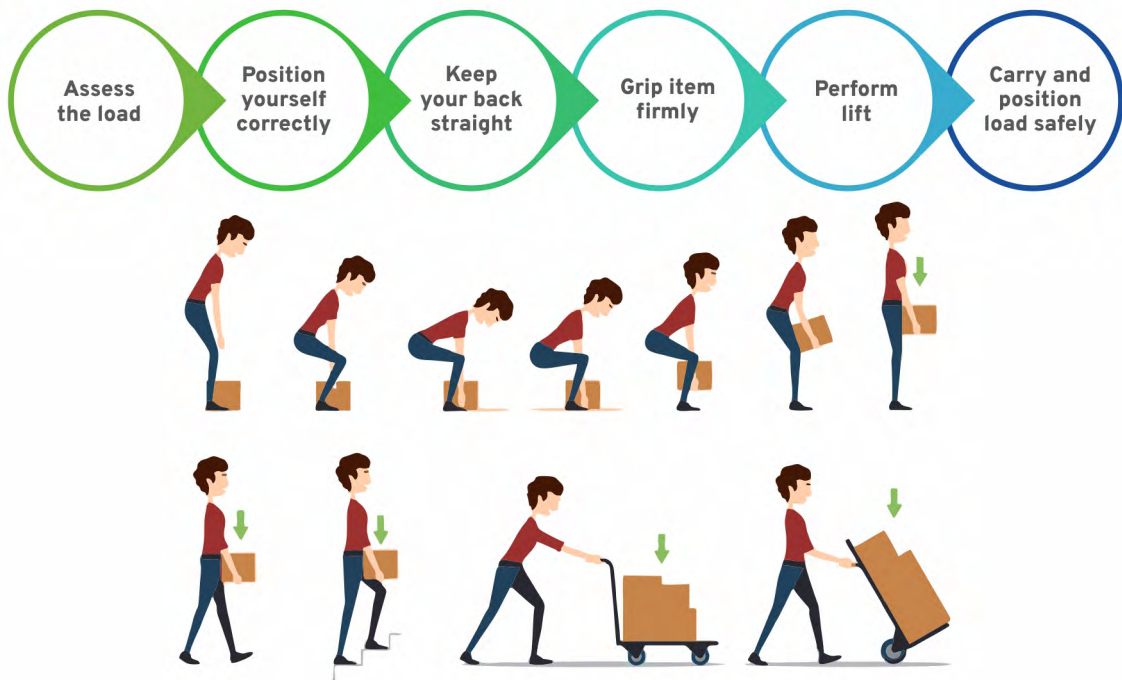
Module 3, Session 5

Activity 3.6: Using personal protective equipment (PPE) in garment factories



- Face shields
- Gloves
- Goggles and glasses
- Gowns
- Head covers
- Masks
- Respirators
- Shoe covers

Activity 3.7: Manual handling



Lifting guidelines on stairways



Use the handrail



Turn on the lights



Make sure that stairways are free from obstacles



When carrying objects up and down stairs, be sure the path is clear and hold onto the handrail, if possible



If wearing footwear such as heels or sandals, exercise extra caution when going up and down stairs

Important principles of manual handling

Task	Individual	Load	Environment
Evaluate the job to be done	Look at your own capabilities	Look at the load	Check the environment where the task takes place
Does it involve stretching, twisting or bending?	Are you strong or fit enough?	If it is too heavy, can it be split or lightened?	Is the floor slippery or uneven?
Can machinery be used to help or is team handling possible?	Are you trained?	If unstable, can handles be fitted or the load made safer?	Can the layout or floor condition be improved?

Core skills practised in Module 3, Session 5

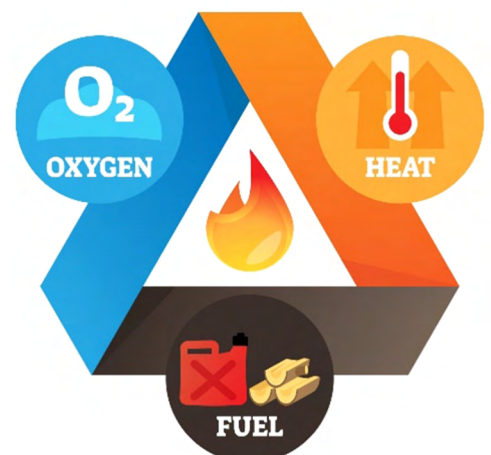
Work performance	Job safety skills	Complies with workplace health and safety policies and procedures
		Reports unsafe behaviour or equipment to supervisor
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
		Asks questions and follows instructions to adapt to new workplace systems or processes
	Working with cultural diversity	Accepts difference between self and others

Module 3, Session 6

Session energizer: Fire safety quiz

Circle the correct answers in the following workplace safety quiz. There is ONE correct answer per question.

- 1. Even when there are no signs of a fire, you should respond to every fire alarm as if it were real.**
 - (A) True
 - (B) False
- 2. The primary function of a fire door is to exit a building in the event of fire.**
 - (A) True
 - (B) False
- 3. Fire doors should be locked at all times.**
 - (A) True
 - (B) False
- 4. When you discover a fire, you should...**
 - (A) Sound the fire alarm and call the fire department
 - (B) Use a fire extinguisher to put out the fire, even without training
 - (C) Stay in the building until you figure out a way to extinguish the fire
 - (D) Run out of the building without warning others of the fire
- 5. Which of the following should you do if you are unable to evacuate a burning building?**
 - (A) Open the doors and windows to let the smoke out
 - (B) Break windows
 - (C) Breathe through your mouth
 - (D) Stay low under the smoke
- 6. What can you do to help prevent a fire at work?**
 - (A) Avoid using electrical equipment near flammable gases, vapours and liquids
 - (B) Clutter your workspace with paper and other combustibles
 - (C) Use electrical wires near flammable gases and liquids
 - (D) Avoid cleaning up oil spills and chemical spills



7. Before an emergency occurs, you should...

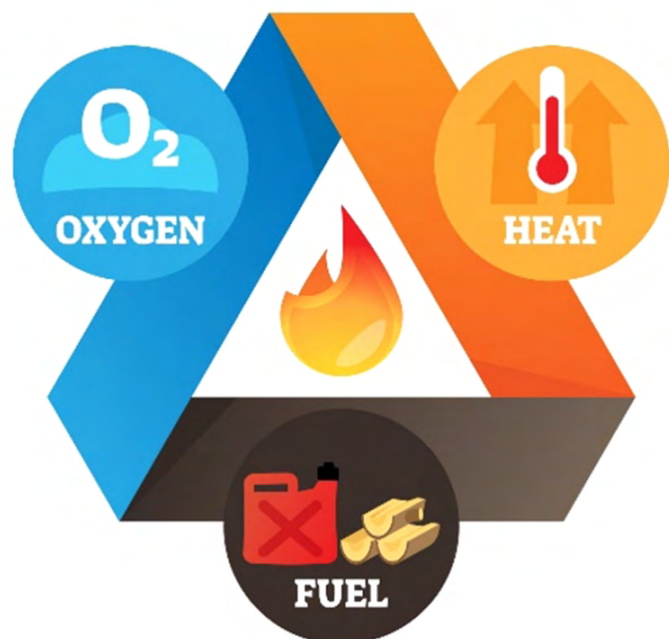
- (A) Be able to recognize the sound/signal of a fire or evacuation alarm
- (B) Know the person to contact in an emergency
- (C) Know the location of the fire alarms and how to use them
- (D) All of the above

8. Which of the following should you NOT do during a fire emergency?

- (A) Evacuate a building through designated exit routes
- (B) Keep fire doors shut to prevent the fire from spreading
- (C) Crawl low under the smoke while breathing only through your nose
- (D) Re-enter the building without permission from the authorities

Fire safety**Reduce the risk of fire**

- Fire can be prevented by controlling possible ignition sources (heat) and by proper storage of flammable materials
- Always ensure fire exits are kept clear, never place anything in front of a fire exit as this may stop someone getting out in the event of an emergency
- Familiarize yourself with the fire escape routes and the fire procedures for your factory
- Ensure fire exit doors are kept closed at all times
- Smoking is only allowed in designated smoking areas



Typical emergency or evacuation procedures

Step	Action
1	Keep calm – you need to be able to think clearly. Make sure you have the following information: • Where the fire is • What type of fire it is (what is burning) • How big the fire is
2	Sound the fire alarm.
3	Notify your supervisor / manager and inform Security. All fires are to be reported immediately.
5	Close the doors and windows in your designated work area and switch off any electrical equipment, before proceeding to the assembly area.
6	If the fire is in the designated work area and is too big to control, leave the area and make sure that nobody is left behind. Only use the appropriate firefighting equipment if you are trained and confident that you can use it safely.
7	Once the alarm has been activated, evacuate the area and proceed to the nominated assembly point.
8	Do not wait to clear your locker or take your belongings.
10	Close the doors and windows before leaving and make sure the door is closed behind you.
11	Walk briskly – do not run. Remove high-heeled shoes as they slow you down. Calmly assist co-workers and visitors who may need help.
12	If there is a lot of smoke, cover your nose and mouth with a wet towel and crawl on hands and knees.
13	Walk your way towards the ground floor and the outside of the building.
14	Once outside the building, make your way to the assembly point and await further instructions from your nominated fire marshal.

Core skills practised in Module 3, Session 6

Work performance	Job safety skills	Complies with workplace health and safety policies and procedures
		Reports unsafe behaviour or equipment to supervisor
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
		Asks questions and follows instructions to adapt to new workplace systems or processes
	Working with cultural diversity	Accepts difference between self and others

Module 3, Session 7

Session energizer: Waste quiz

Circle the correct answers in the following workplace safety quiz. There is ONE correct answer per question.

1. Addis Ababa produces over 3,500 tonnes of waste every day:

- (A) True
- (B) False

2. There are three key factors everybody should consider when thinking about how to deal with waste – the 3 Rs. Fill in the gap below:

Reduce

Recycle / Recover

3. Recycling is good for the environment but not a garment factory's profit.

- (A) True
- (B) False

4. The Reppie waste-to-energy power project, a power plant that converts waste into energy in Addis Ababa, is the first of its kind in Africa.

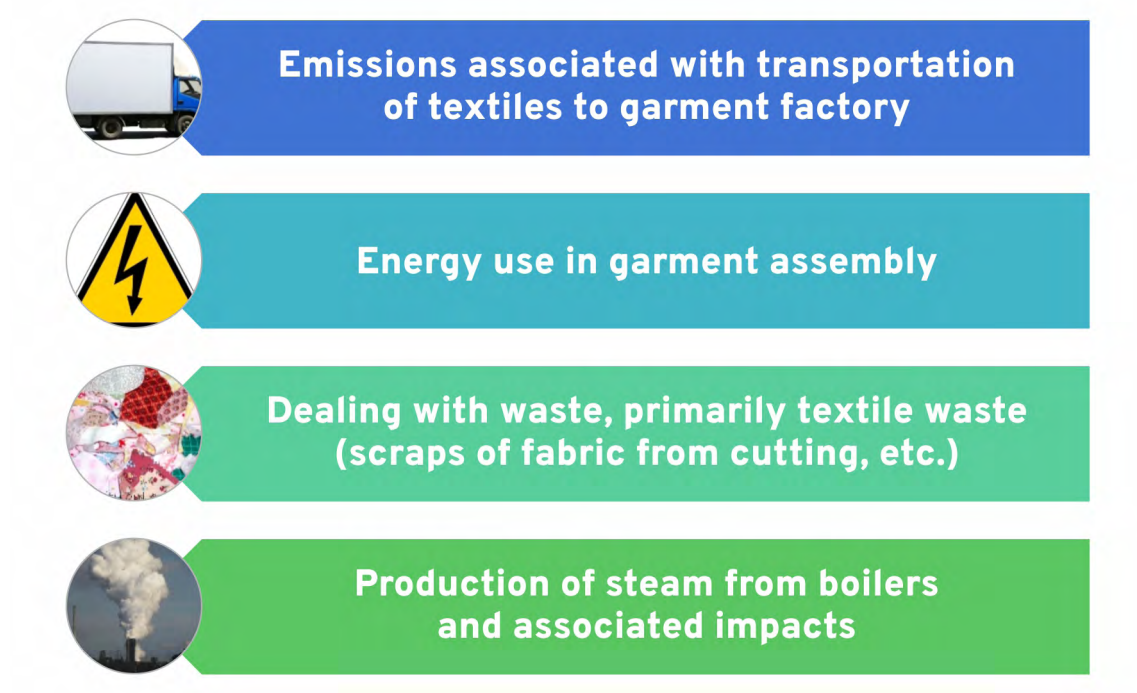
- (A) True
- (B) False

5. How much of Addis Ababa's trash does the new Reppie plant recycle to make green energy?

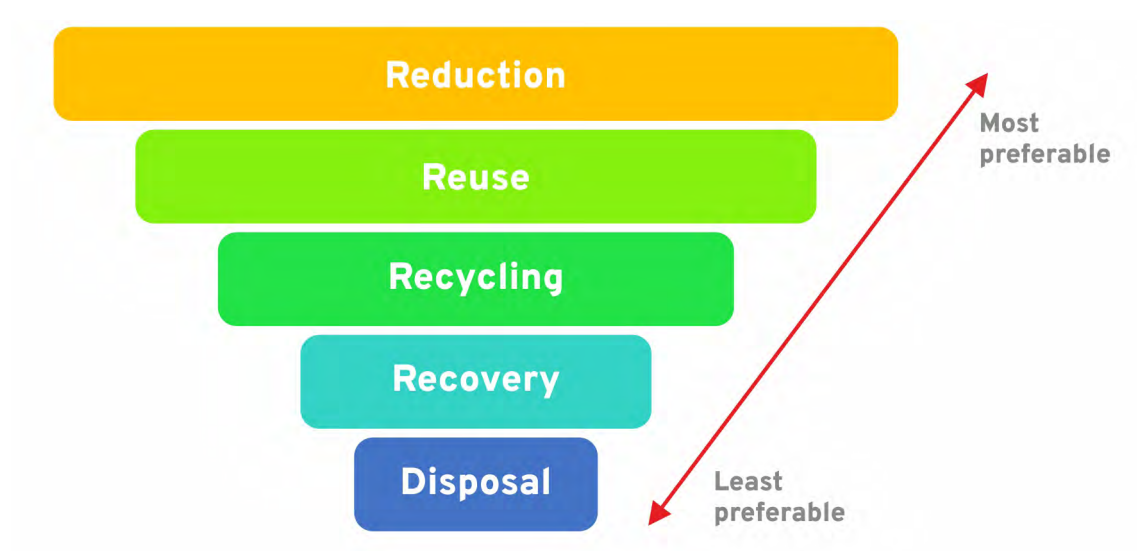
- (A) 100%
- (B) 80%
- (C) 50%
- (D) 30%



The environmental impact of the garment sector



The waste hierarchy



Activity 3.8: How can factory workers minimize waste?



Turn off taps after use / report dripping taps



Turn off lights in storerooms when not occupied



Opening a window or building door is a simple energy saving technique



Clean and maintain machines to make sure they work well and save energy over their lifespan



Ask if you don't understand your work tasks as making mistakes = waste



Ask if you can shut off machinery and equipment when not in use

Core skills practised in Module 3, Session 7

Work performance	Environmental awareness	Takes measures to reduce water use both in the workplace and at home
		Names the different types of waste generated in the workplace
		Identifies sources of environmental pollution in the workplace and at home
		Reports spillages and other environmental hazards immediately
Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Data management	Records basic data when required and with support
	Personal conduct skills	Demonstrates politeness
		Contributes to work

Module 3, Session 8

Preventing occupational accidents, injuries and diseases

Hazard	Risk	Prevention
Physical: Untidy work area Sewing machine electrical cable on the floor in the work area	Co-workers may trip over the cable	Plug in the machine as close as possible to where it needs to be Reposition the cable off the floor Ask a supervisor to tape or fix the cable to the floor
Biological: Exposure to biological agents There has been a national outbreak of a very contagious virus	Workers could transmit the virus to co-workers, and many could become ill	Ensure the correct PPE is worn, such as face masks Make sure that social-distancing rules are applied and adhered to Handwashing protocols to be enforced

Activity 3.9: Risk assessment

Location: _____ Names: _____

Potential hazard	Who is at risk?	Level of risk: low medium high	Staff responsibilities to eliminate the risk (Who? How?)
1.			
2.			
3.			
4.			
5.			

Core skills practised in Module 3, Session 8

Work performance	Job safety skills	Complies with workplace health and safety policies and procedures
		Reports unsafe behaviour or equipment to supervisor
	Environmental awareness	Recognizes what items can be recycled both in the workplace and at home
		Takes measures to reduce water use both in the workplace and at home
		Names the different types of waste generated in the workplace
		Identifies sources of environmental pollution in the workplace and at home
Self-performance	Reading	Reports spillages and other environmental hazards immediately
	Writing	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Personal conduct skills	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work

Module 4: Working together



Module learning outcomes

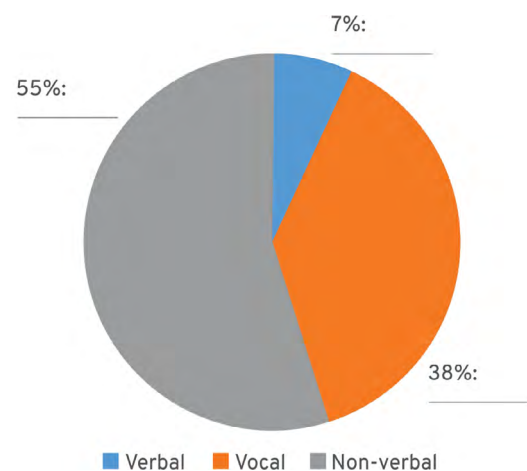
- ▶ To know and understand why communication is important to succeed at work
- ▶ To understand how we communicate verbally, vocally and non-verbally
- ▶ To understand what the communication process is and how it works
- ▶ To understand the importance of listening as a communication skill
- ▶ To discover how good learners are at listening
- ▶ To describe how to become a better listener
- ▶ To describe non-verbal communication
- ▶ To list ways in which we communicate non-verbally
- ▶ To design a poster to encourage positive non-verbal communication at work
- ▶ To examine why asking questions at work is a positive thing
- ▶ To discover the use of open and closed questions
- ▶ To carry out a series of role plays to put asking questions into practice
- ▶ To examine how teams work together successfully
- ▶ To discover the various roles within teams
- ▶ To examine one's own role in a teamwork activity

Module 4, Session 1

Activity 4.1: How do we communicate?

Label the percentages in the pie chart with the different forms of communication:

Verbal | Vocal | Non-verbal



Activity 4.2: Personal action plan for Module 4

▶ Module 4			
Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			

Core skills practised in Module 4, Session 1

Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
		Asks questions and follows instructions to adapt to new workplace systems or processes
	Working with cultural diversity	Accepts difference between self and others

Module 4, Session 2

Activity 4.3: Listening skills quiz

Complete the following quiz by putting a cross O in the box that represents what you do most often in the listening situations described.

Question	Always	Sometimes	Never
1. I do other things when speaking on the phone, if I'm busy			
2. When someone is talking to me, I am thinking of my reply			
3. When someone is talking to me, I am thinking of my own opinion			
4. If I don't fully understand what someone is saying to me, I ask them questions so I understand clearly			
5. I interrupt other people with my own ideas and opinions			
6. I finish other people's sentences			
7. If I am busy, I will ask someone to be quick when they speak to me			
8. Final score			

Scores: **Always** answer = 0 | **Sometimes** answer = 1 | **Never** answer = 2

How to become a better listener

1. Pay attention

Make sure you are not distracted and look at the speaker face on

Look at the speaker in the eyes if appropriate

Let the message / instruction come in

Watch the speaker's body language (what they do with their face and arms, how they stand, etc.)



2. Show the speaker you are listening

Use your own body and gestures to show that you are listening; lean in subtly to the listener

Nod occasionally, smiling at appropriate times and using other facial expressions

Make sure that the way you are standing or sitting seems “open” and interested in what the speaker is saying

Encourage the speaker to continue by giving small verbal comments like “Yes” or “I understand”.



3. Give feedback to the speaker

Reflect back to the speaker to make sure you have heard correctly.

“What I’m hearing is...” and *“Sounds like you are saying...”* are good ways to do this

You can also ask questions if you are not clear on certain points such as: *“What did you mean by...?”* *“Is this what you mean?”*



4. Do not interrupt!

Allow the speaker to finish each point before asking questions

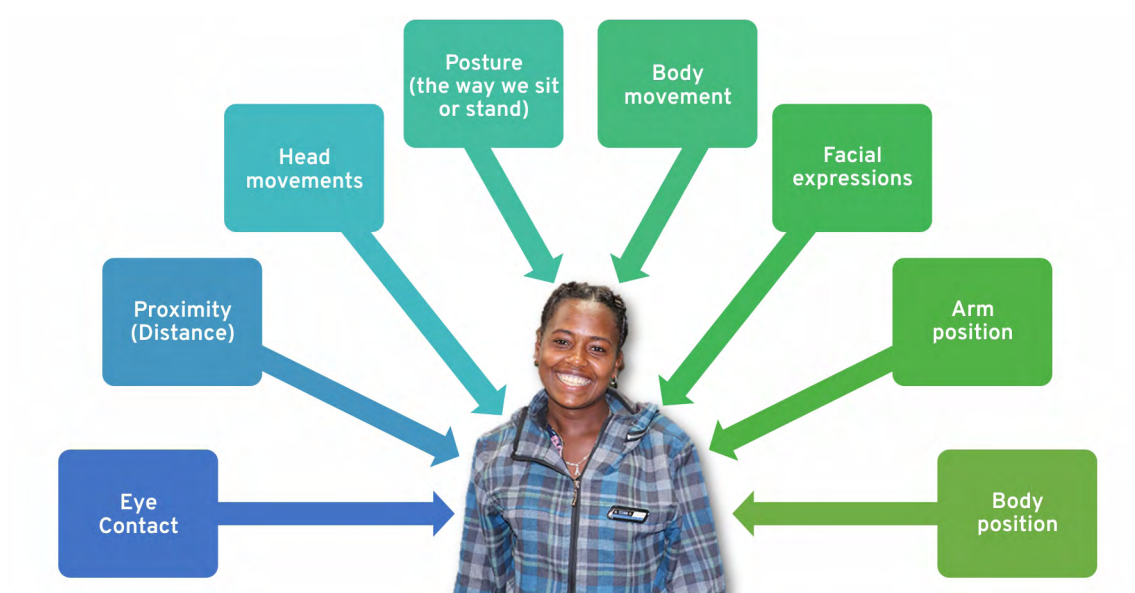


Core skills practised in Module 4, Session 2

Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
		Interprets simple non-verbal cues such as tone of voice and facial expression
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
		Asks questions and follows instructions to adapt to new workplace systems or processes
	Working with cultural diversity	Accepts difference between self and others

Module 4, Session 3

How we communicate non-verbally



Core skills practised in Module 4, Session 3

Self-performance	Reading	Understands simple text and symbols
		Checks that response to symbol or text is correct
		Interprets and acts on information in signs, symbols and text
	Writing	Records or copies basic information
		Writes short, simple text
	Personal conduct skills	Demonstrates politeness and confidence in the work environment
		Contributes efficiently to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
		Interprets simple non-verbal cues such as tone of voice and facial expression
	Teamwork	Operates as an active member of the team
		Takes responsibility for doing own share of work necessary to achieve team goals
		Demonstrates respect for others
	Learning to learn	Motivated and willing to learn
		Demonstrates perseverance and resilience when learning and applying new knowledge
	Working with cultural diversity	Listens and makes adjustments to communication strategies in order to work effectively with others from different cultural backgrounds

Module 4, Session 4

Questions for help, support and feedback

Why ask questions at work?

- ▶ Provides you with immediate feedback
- ▶ The answers you receive will help you understand a particular problem or situation
- ▶ Empowers the other person in the conversation – this is seen as respectful
- ▶ You can find out information that will help you do your job better!
- ▶ Helps you to learn important information from your managers and experienced co-workers
- ▶ Shows that you are willing and ready to learn
- ▶ Helps you to learn and grow as an employee
- ▶ Improves your relationships with co-workers and managers
- ▶ Shows you are open to change



How to ask meaningful questions for help, support and feedback

Meaningful questions should always:

- ▶ Show respect
- ▶ Be genuine for a particular need or item of knowledge

Ask yourself:

- ▶ Do I need a **definite and correct answer** for something?
- ▶ Do I need some **advice**?
- ▶ Do I need an experienced or educated **opinion** on something?

Activity 4.4: Open or closed questions

Which questions are open, and which are closed? Write your answers on the lines.



A **closed** question can be answered with a "yes" or "no" and is useful in certain situations



An **open** question asks for the person you are speaking to, to give more information rather than just a "yes" or "no"

Which questions are open, and which are closed? Write in the correct answer.

Was the team meeting, OK? _____

What happened at the team meeting? _____

Tell me; what happened next? _____

Did X happen? _____

Was that part good? _____

Could you tell me a bit more about that part? _____

Open and closed questions

Open questions are good for...	Closed questions are good for...
Starting a conversation: <i>"What exactly would you like me to do first?"</i>	Checking your understanding, or the other person's: <i>"Did you say you would like me to do XX first?"</i>
Finding out more detail: <i>"What should I do if I can't follow the pattern?"</i>	Concluding a discussion or making a decision: <i>"I'll ask Alem if I can observe her stitching collars, is that Okay?"</i>
Finding out the other person's opinion or issues: <i>"What would you do in my shoes / if you were me in this situation?"</i>	

Activity 4.5: Role plays - Asking for help, support and feedback

Role play 1

Learner A:

You have just started working in a garment factory that has a modern electronic clock-in system. You feel nervous as you can't remember how to use the system correctly and you cannot clock into work. You have a queue of people behind you, and they are looking frustrated! Ask the person in the queue behind you for some assistance!

Learner B:

You are queuing in line to clock into the factory behind a new starter. You can see she is having a few problems with the clock-in system, but you also have a long queue of people behind you that want to clock in! And you will be late for work if you don't clock in in the next three minutes!

Role play 2

Learner A:

You have just started working for a large garment factory in Hawassa as a stitching operator. You have been given your daily targets for sewing collars and feel you are going to struggle to complete your daily target. You need some advice! You are going to ask your supervisor as they are friendly and approachable.

Learner B:

You are the line supervisor for the stitching operators in a large garment factory in Hawassa Industrial Park. One of your new workers is consistently behind with their daily targets and looks like they could do with some help.

Activity 4.6: Teamwork scenarios

Scenario 1

You work in a small team of four on the garment pressing line in a large factory. One team member is continuously late for their shift. What impact does this have on the team, on the client who is expecting their goods and also on the factory itself?

Scenario 2

You are working with four other people in a packing team. Your team has a target to pack a large number of boxes with garments ready to go to the client in one day. Halfway through the working day, one of your team members gets an urgent call to attend a family emergency. What can the other members of the team do to help and make sure the target is achieved?

Core skills practised in Module 4, Session 4

Work performance	Leadership	Accepts responsibility for own actions
		Logically communicates thoughts, feelings and ideas to justify a position
		Contributes to motivating fellow team members
	Self-management	Displays the required standards for workplace attendance, punctuality, commitment, attitude and focus
		Takes responsibility for own actions
		Follows workplace or community code of conduct
Self-performance	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Interprets simple non-verbal cues such as tone of voice and facial expression
		Communicates in a way that is cognisant of cultural and language differences
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
		Takes responsibility for doing own share of work necessary to achieve team goals
	Learning to learn	Motivated and willing to learn
		Asks questions and follows instructions to adapt to new workplace systems or processes

Module 5: Working productively



Module learning outcomes

- ▶ To take a self-inventory of one's own time management skills and identify how to improve
- ▶ To learn to distinguish urgent tasks from important tasks and plan accordingly
- ▶ To identify common barriers to time management and how to overcome these barriers
- ▶ To complete a personal time study in order, meet personal goals
- ▶ To identify typical problems or issues at home and at work
- ▶ To recognize steps to solve workplace problems and issues
- ▶ To use a problem-solving method to solve a workplace issue
- ▶ To practise the key core skills of working together, positive communication and problem-solving by taking an active part in practical group activities

Module 5, Session 1

Activity 5.1: Time management quiz

Respond to the following statements by circling yes (**Y**) or no (**N**), depending on what is usually true for you. Score 1 point for each “yes” answer and 0 points for a “no” answer. Add up your points. The higher the points you have, the better you are with time management!

Question	Yes / No	Score
I work out how many hours I need a day to complete my tasks.	Y / N	
I meet deadlines I set for myself.	Y / N	
I begin working on long projects or tasks the earliest I can.	Y / N	
I have a daily list of things to do.	Y / N	
I do not let my personal and social life get in the way of my work duties.	Y / N	
I spend time before a project or task mapping out what I need to get done and by when.	Y / N	
I set myself specific goals for each day.	Y / N	
I begin my day with the most important project or task.	Y / N	
I complete most of my tasks when I am alert and focused.	Y / N	
I feel like I am usually on top of my tasks and duties.	Y / N	
Final score		

Activity 5.2: Prioritizing tasks

Think about which tasks are more urgent or important to complete more quickly than others. Think about this, then write A, B or C in the “Priority” column.

A = Most urgent | **B** = Less urgent | **C** = Least urgent

Task	Priority (ABC)
Read the children a bedtime story before bed	
Take the children to school	
Make ‘injeera’ for tomorrow morning	
Watch the big match on TV	
Go for a walk	
Make dinner for tonight	
Go shopping for weekly spices	
Mend ripped jeans	
Wash clothes for family to wear for a party at the weekend	
Visit a friend	

Activity 5.3: Priority matrix task list scenario

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

	Urgent	Not urgent
Important	Quadrant 1: Urgent and important (Tasks you should do immediately)	Quadrant 2: Not Urgent but important (Serious tasks that need to be done next)
Not important	Quadrant 3: Not important but urgent (Tasks that can be done a little later)	Quadrant 4: Not urgent or important: (Do not bother to do these tasks unless all of your other Quadrant 1-3 tasks are completed and you have the time)

Activity 5.4: Personal action plan for Module 5

▶ Module 5			
Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			

Core skills practised in Module 5, Session 1

Work performance	Understanding work culture	Learns to cope in a difficult work environment
	Leadership	Accepts responsibility for own actions
		Logically communicates thoughts, feelings and ideas to justify a position
		Contributes to motivating fellow team members
		Maintains a positive attitude to work, even under difficult circumstances
Self-performance	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
		Takes responsibility for doing own share of work necessary to achieve team goals
	Problem-solving	Recognizes that problems can arise
		Anticipates routine problems
		Implements familiar procedures to resolve problems

Module 5, Session 2

Activity 5.5: Barriers and solutions to managing your time

In the space provided, identify common time management barriers and suggest solutions for overcoming those barriers.

Time management barrier	Potential solutions
Procrastination	• Do the worst task/ the task you are dreading first to get it out of the way • Break tasks into smaller bite-sized pieces or chunks so they are more manageable • Plan to do these tasks when you are at your highest energy level / feel good • Give yourself a reward when you complete one of these tasks such as making yourself drink or resting for 10 minutes with your eyes closed • Change your work environment • Ask another person to check that you are working on / have completed the task • Remove distractions. Turn off your phone • Try to make it fun
Interruptions	
Distractions	
Not setting limits	
Not prioritizing	

Activity 5.6: Time management scenario / solution

Scenario

Zala works as a quality checker in a busy factory in Addis Ababa. She has three young children. One of them is not well at the moment and she has been up most of the night with him for the last week. Zala also has elderly parents, and their health is failing and she has to go to see them in another part of the city when she finishes work and take them food.

At work there is a big consignment of jeans going out to a brand this week. Her supervisor has given her the task of examining over 1,000 jean parts for defects (unfinished raw edges, broken buttons or hooks, puckers in seams, loose threads or stitches, badly sewn pockets and incorrect packaging) in the next week and returning the rejected parts or garments to their department for reworking. She is behind with her tasks and not on target to complete them.

What advice do you have for Zala to help her get her work tasks done and meet her target by the end of the week?

Barriers	Potential solutions

Activity 5.7: The benefits of effective time management

Benefits of managing your time

- You can get more done each day
- You can gain control over your life
- You can reduce your stress and improve your health
- You can "add more time" to your daily routine, thereby having time to do the things you really enjoy



Activity 5.8: Personal time study analysis

Identify your activities for one week at each time of the day.

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12am							
1am							
2am							
3am							
4am							
5am							
6am							
7am							
8am							
9am							
10am							
11am							

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9am							
10pm							
11pm							

Core skills practised in Module 5, Session 2

Work performance	Understanding work culture	Learns to cope in a difficult work environment
	Leadership	Accepts responsibility for own actions
		Logically communicates thoughts, feelings and ideas to justify a position
		Contributes to motivating fellow team members
		Maintains a positive attitude to work, even under difficult circumstances
Self-performance	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
		Asks relevant questions for clarification
	Teamwork	Operates as an active member of the team
		Follows rules and procedures set by team
		Demonstrates respect for others
		Takes responsibility for doing own share of work necessary to achieve team goals
	Problem-solving	Recognizes that problems can arise
		Anticipates routine problems
		Implements familiar procedures to resolve problems

Module 5, Session 3

Activity 5.9: What is a problem?

What is your group's definition of the word "problem"? Note your ideas in the box below.

A problem is...	
•	_____
•	_____
•	_____

"Problems are the gifts that make us dig out and figure out who we are, what we're made for, and what we're responsible to give back to life."

Tony Robbins

Activity 5.10: Problem-solving in the workplace

Problem-solving scenario:

Amadi has been working as a technician in the pattern-making department of a small family-run factory in Mek'ele. He really enjoyed his job up until a short while ago and was always being praised for his good work.

Six months ago, the factory employed a new technician manager and, since he has been there, Amadi has had a relationship issue with him. Amadi is always on time for work, produces the best work he can and meets his targets, but he feels like his manager doesn't think this is good enough.

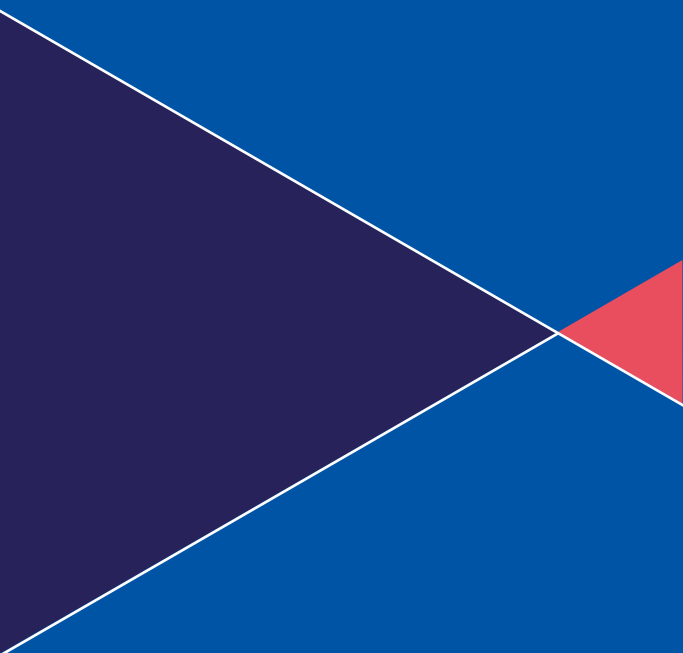
His manager always seems to be irritated with Amadi, shouting at him and criticizing his working practices. It is making Amadi really depressed as he feels he is being bullied at work. He is losing a lot of weight as he has no appetite and has started to dread going to work because of the actions of his boss.



Steps	Actions
Define the problem: Ask yourself – Is there actually a problem here? What is it exactly? How big is the problem or issue?	
Analyse the problem: Focus on finding out <i>why</i> this is happening	
Work out what to do: Look at your options for how you could resolve the issue and choose the most appropriate one for the situation	
Put the plan into place with commitment: Examine if you are doing what you committed to do to resolve the issue. Ask yourself how do I know that I am committed to resolving this issue?	

Core skills practised in Module 5, Session 3

Work performance	Understanding work culture	Learns to cope in a difficult work environment
	Leadership	Accepts responsibility for own actions
		Logically communicates thoughts, feelings and ideas to justify a position
		Contributes to motivating fellow team members
		Maintains a positive attitude to work, even under difficult circumstances
Self-performance	Personal conduct skills	Demonstrates politeness
		Contributes to work
Social performance	Communication	Follows simple instructions
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	Teamwork	Operates as an active member of the team
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	Problem-solving	Recognizes that problems can arise
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