

# Trainers Training

## Module - 2

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# Foreword

Domestic Workers Union is a huge unity of domestic workers in Lahore, Sheikhpura and Kasur working with a mission to expand its network to Punjab by 2020. Luckily Domestic Workers Union has successfully organized Domestic Workers union in Lahore, Sheikhpura and Kasur which is considered to be the most prominent success of the union. The first registration of the informal sector union is as Domestic workers union Lahore.

Majority of these workers are female from very low paid category workers with a low level of awareness and education. The Central Punjab region of the PWF had a lot of contribution in this long journey and determined to a continuous efforts to build up the capacity of the newly born organization of Domestic worker trade union to equip them with the tool of organising and occupation safety and health.

Now the DWU has decided to create organizing and Training networks among the domestic workers and to systematically upgrade their knowledge and skills to create awareness on side and to expand the sphere of work through its training and organising networks to Shekhpura, Kasur as well as to increase the membership .

The trainings will be composed of Module 1, Module 2 and Module 3 designed to step by step capability of the workers enabling them to enhance membership and to expand it to the other cities. We have developed Module one based on primary knowledge and skill which will be the first systematic module specifically for the Domestic workers union designed on the participatory methods of teaching.

We hope this module will be helpful for the target group and will strengthen Domestic Workers Union in term of organising and safety at work place by establishing the organising and training network from among the Domestic workers

May God help us in supporting this exploited class mainly females.

I would like to appreciate ILO, PWF, PWF (CPR) and DWU for their valuable input specially Adv. Saad Muhammad for his support in the design phase of Module 1 and ILO Pakistan Office for its financial support.

**— Dr. Muhammad Ishaque, Master Trainer PWF.**



## Previous work on Organizing the DW through ILO support:

ILO under the GE4DW (Gender Equality For Domestic Workers) Project supported the PWF in registering the first ever DW union with the Department of Labour Punjab. The DW union conducted tripartite meetings, convened rallies interacted with media, engaged government and employers and as a result the Domestic Workers Policy was initiated by the Govt of Punjab and presently a law for Domestic Workers is being reviewed for legislation by the Govt of Punjab. The DWU also increased its membership and opened a bank account of the DW and also imparted trainings on TU issues to Domestic workers during the support from the ILO Gender Project. As a support from the ILO in the Phase I of the project the DWU achieved in coming up with the draft Domestic Workers Policy 2018, As an achievement the Lahore high court made a committee on the domestic workers Draft Law Finalization of which the union is part as its member to give their remarks and suggestion. News of the DWU activities in international newspapers and interviews of the DWU leadership in various local TV Channels, Articles on the DWs issues and the work of the DWU, Massive rally of DWs in Kasur, 10 Corner Meetings with Domestic Workers in Field in district Kasur and Lahore for Organizing the DWU and making them members of union, creation of website of the DWU, Increased membership of DWU, Camp Office of DWU, the union's activities and its outreach to the workers has caught the attention of a few international trade unions and a Danish Trade union the LO/FTF council has been in contact with the union on exploring ways of possible support. This also is a great achievement and result by the union and the union again owes it to the support of the ILO & the participant's also spreaded awareness on social safety nets and their benefits in their relevant communities. As a result of the day and night struggle of DWU and with the support of ILO the union succeeded in putting political pressure on the government finally the parliament approved the Domestic Workers Act 2019 and gave the domestic workers legal coverage as worker under the law with all the benefits.

## Way Forward:

Capitalizing on the good work done by the DWU the union intends to carry out its organizing strategy and enhance the DWU network by registering union at Punjab level, provide trainings on TU issues to the workers, make trainers among DWs, improve outreach and visibility of the DW union through active engagement of media and social media, carry out research and mobilize further political support for the Implementation of the Domestic Workers Act 2019. The DWU also intends to lobby support to help the government ratify C-189 of the ILO, and to make amendments to enhance social safety net coverage to the DWs in Pakistan.

— **Aruma Shahzad, General Secretary DWU**

# Session plan No 1

## Introduction

### Objectives of the session:

The participants will be able to :

- To get known to each others
- To get skill of how to introduce each other to practice interviewing skills
- To practice taking notes of interview

**Time: 60 Minutes**

Key points	Teaching method	Teaching aid
<p><b>TASK:</b> Please choose a partner you know the least, and interview her/him seeking information on the following points:</p> <ul style="list-style-type: none"><li>• Name</li><li>• Age</li><li>• Position in union</li><li>• Trade union experience</li><li>• Expectations from this Seminar Training</li></ul>	Activity	charts
When introduction session is over ask the participant why we introduce at the start of the activity.		
<p><b>Relate their points with following:</b></p> <p>To have a smooth start To know the level of participants To develop trust among the participants To develop a friendly environment for learning To synchronize the minds of all participants To enable them to entre in proper learning session To warm up</p>		
<p><b>Summary:</b> Repeat the key learning point and advise the participants to always start the session with introduction</p>		

# Session plan No 2

Revision of important points from Module 1

## Objectives of the session:

The participants will be able to:

- To remind the previous learning
- To relate the current training with the previous one
- Systematically approach to design

**Time: 60 Minutes**

Key points	Teaching method	Teaching aid
<p><b>TASK:</b> Ask the participants in plenary session your own experiences with conducting of local activities following the systematic approach to the training you have learned from Module 1.</p> <p><b>Comment in concrete terms on the following areas:</b></p> <p>(a) Design of curriculum:                      (b) Initial behaviour</p> <p>(c) Terminal behaviour                      (d) Aim</p> <p>(e) Objectives                                      (f) Training methods utilized:</p> <p><b>(c) Programme administration:</b></p> <p>(g) Venue    (h) Food</p> <p>(i) Logistical facilities</p>	Lecture	Chart /board
<p>Summarize the points and advise for study and study.</p> <p>Practice and practice</p>		

# Session plan No 3

Develop a session plan

## Objectives of the session:

The participants will be able to:

- To step by step learn how to develop a session plan
- Using tools to develop a session plan
- Learn the key contents of the curriculum

**Time: 60 Minutes**

Key points	Teaching method	Teaching aid
<p>Subject preparation is very important. It is essential in giving "confidence" to the trainer and "structure" to the session. When analyzing the subject matter trained, the trainer will feel appreciated and understood by the participants.</p> <p><b>HOW TO PREPARE TRAINER'S NOTES</b></p> <p><b>1.</b> If the whole subject can be separated into smaller parts or "stages", these will assist the participants to understand and these could occur at: natural break points * after a period of time * a specific learning situation.</p> <p>The duration of the stages will depend upon "<b>ability</b>" and "<b>complexity</b>". The purpose of the stage is to enable the trainer to assess participants' progress. If the trainer is satisfied with the instruction proceeds, then s/he can continue. If the trainer is not satisfied, then the instruction is repeated or reinforced. This is accomplished by what is known as a <b>STAGE CHECK</b>.</p>	<p>Active lecture Question and answers Group work</p>	<p>Board Charts Cards</p>
	<p><b>Example:</b> Before we continue with the next topic, can you possibly tell us the first step to systematic approach to training design?</p> <p><b>2.</b> Break each stage down to "steps". Indicate the logical sequence of activities within each stage. <b>STEPS</b> will include:</p> <p><b>Key points:</b> These are critical pieces of information, which indicate how and why each step is performed.</p> <p><b>3.</b> Think about composing questions so that the answers highlight the key points.</p> <p><b>Remember:</b> Consider what the participants:</p> <p>MUST know SHOULD know COULD know</p>	



In that order, do not concentrate on the "could know" at the expense of the "must know". Trainer notes can take many forms. The method that we will cover should be used by all trained trainers under this project. We are in no way attempting to state that this is the best or only method to produce trainer's notes. But we have found, however, that this method is very effective with learner-centred approach

### Topic:

**Intro:** This systematic approach to training design will create an overview and structure when you design your programme:

**Body:** Key words using PP : Explain the steps and be open for Q/A along the way.

Hide the PP and proceed with:

**Stage check:** Ask participants to mention at least the first step Q/A - note down answers on the whiteboard,

**Conclusion:** Correct mistakes and give feed back Properly planned sessions permit the trainer to make the most efficient and effective use of time, resources, materials and consequently lead to cost- effective training.

Session plans come in a variety of forms depending on the topic trained, and an important part of each is the detailing of the learning activities. Session plans should indicate how the participants should participate actively.

Session plans provide a structure within which the learning is planned to take place. Careful checking of the session plans should be undertaken to ensure that this learning has every chance of being successful. Session plans are vehicles for the delivery of learning through the use of objectives, training methods and techniques and exercises.

### DO NOT FORGET:

- What is the aim, theme, and subject objective of your session

- Why are you giving this session. Is it your experience, your position or are you qualified by education etc.?
- What specific changes do you wish to effect in your participants in terms of knowledge, belief, attitude, or action?
- In what way is it important to you and your participants?
- How much time do you have to present your message? How can you make your session within the time available?
- Have you planned a way of capturing the attention of your participants?
- Have you planned to end your talk with a conclusion, summary or call to action?
- Do all your plans on what to say contribute usefully to your objectives?
- Have you prepared examples, illustrations and visual aids to ensure your session will be clearly understood?

Here are some rules for sequencing when you are writing your learning elements as part of your planning: i.e. first thing is first:

- a. Known to unknown
- b. Concrete to abstract
- c. Observation to reasoning
- d. Simple to complex
- e. The overall view to the detailed view
- f. Follow the correct chronological order

1. From Known to Unknown – in a Gender Awareness training for example, the topic “Biological Differences between Male and Female” comes before the topic “Gender Definition”. The former is a subject matter universally known to everyone of age while the latter is a conceptual knowledge NOT known to all.

When you organize the contents of your trade union programme with this method, it allows for easy introduction of unknown principles by using familiar concepts.



**2. From Concrete to Abstract** – simply means putting what is concretely experienced by the participants as the starting topics before you discuss a topic that is not immediately tangible for the participants. For instance, by opening a Workers' Rights workshop with the topic "Identifying Problems at the Workplace" you are provided with opportunities to discuss concrete problems through which the discussion of the more abstract topic "What Is Workers' Right" can then unfold.

**3. From Observation to Reasoning** – this method begins with topics that give the participants the opportunity to observe. This is followed-up with topics where learning is gained from the previous topics applied.

For instance, in an occupational health and safety programme, the topics "Types of Chemicals" and "Chemical Hazards" are introduced before the topic "Proper Handling of Chemicals".

**4. From Simple to Complex** – this method of organizing the contents of a trade union training programme places the most simple and easily understandable topic/subjects in the beginning of the programme. The not so simple topics are next, and it ends off with the most complex or difficult topic in the end.

When you organize the contents of your trade union programme with this method, it allows for easy introduction of unknown principles by using familiar concepts.

**5. From General to Particular** – on knowledge workshops such as "Contents of a Standard CBA", the programme normally introduces a general description of what a CBA is and its different sections. This is then followed-up with discussions on each of the particular sections within a standard CBA format.

**6. According to the Logical Procedure of Doing the Process** – this method of organizing topics/subjects normally applies to skills workshops such as

"Registering a Union", "Operating the Multi-Media Projector", "Developing a Curriculum", and the like.

In this method of organizing contents, the different steps (topic contents) identified are sequenced in the programme according to the order in which they are performed – that is, the first step in the set of procedures as the first topic, the second step as the next topic, and so on and so forth.

Then number the learning elements accordingly. Keep the learning elements in a sensible and logical sequence. Finally ask yourself: Is this learning element (which I am presenting) essential to participants to understand the topic. If in doubt, then leave it out.

Whatever type of task analysis you conduct, it is important to ask yourself the following question when you have completed your last level of analysis:

What has the participant to do in order to prove that s/he has learned the unit?

When asked about the unit, will s/he be able to answer them with the training explanations, descriptions and demonstrations that I have arranged for them?

Do the units cover all the fundamental parts of the topic, job or skill?

What changes is my training going to bring about in the attitudes of the participants?

Am I sure that my organization wants these attitudinal changes, anyway?

A last question that covers all of those above: If they do not, why not then?

Task analysis is a process that carries out an "Audit" or conducts an "Inventory" check of the knowledge skills and sometimes attitudes associated with performing a job, considering a training topic or examining a need statement.

**Summary:**

Repeat the key point

Include a message that one must be well organized while preparing session plan

# Session plan No 4

## Teaching Methods

### Objectives of the session:

The participants will be able to:

- Discuss Teaching methods
- Discuss the appropriate teaching method in session
- Discuss the effectiveness of each method

**Time: 60 Minutes**

Key points	Teaching method	Teaching aid
<p>What are the type of teaching methods Teaching method are of many kind It depends on the situation and the exper- tise of me serviced.</p> <ol style="list-style-type: none"><li>1. Active lecture</li><li>2. Question and answers</li><li>3. Group work</li><li>4. Demonstration</li><li>5. Role play</li><li>6. Study circle</li><li>7. Study tour</li><li>8. Brain storming</li><li>9. Buzz group</li><li>10. Game</li><li>11. Case study</li><li>12. Story writing</li><li>13. Picture story illustration</li><li>14. Debate</li></ol> <p>EXPLAIN each point and give example to clarify the critical points.</p> <p><b>Summary:</b> Use appropriate methods of teaching Select appropriate methods for the appro- priate topic Some need practice it depends weather knowledge, skill or behavior.</p>	<p>Active lecture Question and answers Group work</p>	<p>Board Charts Cards</p>

# Session plan No 5

## Teaching Aids

### Objectives of the session:

The participants will be able to:

- Discuss Teaching aids
- Discuss the appropriate teaching aids in the session
- Discuss the effectiveness of each teaching aid

**Time: 90 Minutes**

Key points	Teaching method	Teaching aid
<p>Audio video aids</p> <p>Training aids</p> <p>Teaching aids are the same terminology for training aids</p> <p>It is scientifically proven that:</p> <p><b>When we hear – we forget</b></p> <p><b>When we see – we remember</b></p> <p><b>When we do – we learn</b></p> <p><b>10 percent learning is through listening</b></p> <p><b>10 percent learning is with other five senses</b></p> <p><b>80 percent is the through our eyes as we see we remember</b></p> <p>Therefore on the basis of this scientific research we make our session visuals</p> <p>Instead of lecture we prefer active lecture.</p> <p>Active lecture means where visuals are present, and it becomes very interested.</p> <p>It always increases the interest of participants.</p> <p>Learning by doing is an effecting way of teaching where the participants are involved.</p>	<p>Lecture</p> <p>Question Answers</p> <p>So we need to use visual aids in our session. The prevailing practices of visual aids are as under:</p> <ul style="list-style-type: none"><li>• Black board</li><li>• White board</li><li>• Flip chart</li><li>• Flush card</li><li>• Writing pad</li><li>• Pencil, pen , etc</li><li>• Markers permanent</li><li>• Laptop</li><li>• Board marker</li><li>• Multimedia</li><li>• Slide projector</li><li>• Over head project</li><li>• Transparency</li><li>• Pictures</li><li>• Cartoons</li><li>• Models</li><li>• Structured questionnaire</li><li>• Calculator</li><li>• Stationary item</li><li>• Video camera</li><li>• Digital camera</li></ul> <p><b>Summary:</b></p> <ol style="list-style-type: none"><li>1. Repeat the key point</li><li>2. Always use teaching aids in your session</li></ol>	<p>Power point presentation</p>



# Session plan No 6

## Communication

### Objectives of the session:

The participants will be able to:

- Define communication
- Discuss about the type of communication
- Importance of communication
- Roll of communication in learning sessions
- Hindrances in communication

**Time: 75 Minutes**

Key points	Teaching method	Teaching aid
<p><b>What is communication?</b></p> <p>An urdu word " KHANAM Represent communication well.</p> <p><b>k</b> = khialaat</p> <p><b>A</b> = Ahsasat</p> <p><b>N</b> = Nazriat Awar</p> <p><b>M</b> = Malomat ( Means exchange of knowledge)</p> <p>Views, feelings, notions and information is called communication.</p> <p>As a trainers we transfer knowledge, views , notions and information too much in training.</p> <p>Communication is message sent and transferred to others.</p> <p>Training provides opportunity to the participants to get benefited from the senders of messages.</p> <p><b><u>Type of communication</u></b></p> <p>Intera personal communication</p> <p>One to one communication</p> <p>One to many communication and</p> <p>Mass communication</p> <p>The first idea is generated in ones mind and shares it to self and share all the planning he has structured in His/her mind. That is called intra personal communication</p>	<p>Lecture</p> <p>Question</p> <p>Answers</p> <p>Role play</p>	<p>Power point presentation</p>
	<p>When we share our idea we seek our friend to share that is called one to one communication Some time we want consultation or with our close friends and they are so many that is call one to many conversations, Mass communication mean a large scale communication to a crowd or as a general body of members that is called mass communication.</p> <p><b><u>Hindrances</u></b></p> <p>Show a slide and have a role play by some participants and prove that communication while it is verbal always misleading, and mis interpreted</p> <p>Hindrance in communication</p> <p>SMCR model</p> <p>Senders have so many hindrances</p> <p>Message itself is to misinterpret</p> <p>Channel can change the message</p> <p>Similarly, receiver has also having hinderances in communication</p> <p>Explain all the possible hinderance with examples Trainers communicate through:</p> <p>Verbal communication is where we use written or spoken words. Sometimes verbal communication is understood differently by the receiver of the message because:</p>	

## Key points

- Same word different meaning
- Different words have same meaning
- Use of acronyms and abbreviations
- Wrong word used
- Disorganized ideas
- Language barrier

There is a story of the trainer who said to a participant "When I crook my finger like this it means that you are to come to me". "And when I shake my head like this it means I am not coming" replied the participant.

Non-verbal communication is a silent language that does not use words but actions such as gestures, eye movement, symbols, facial expression, etc.

In order to improve communication skills, the trainer should:

1. Paraphrase by restating what the person said to you

**For example:** You said a while ago that two-way communication is more effective, now how do we ensure . . .

2. Behaviour description by reporting the specific observable action without accusing or judging their motives.

**For example:** Does your silence mean understanding of what we have discussed or do I need to explain further?

3. Perception check by describing what you perceive to check if your understanding is correct.

**For example:** Are you trying to say that verbal communication is widely used than . . . . .

Another useful way of communicating is asking questions. This technique is used basically to teach and to test.

Reasons for asking questions are:

- To get feedback

## Key points

- Arouse interest
- Maintain interest
- Obtain attention
- Provoke thinking
- Open a discussion
- Limit or end the discussion
- Direct participants attention
- Discover weaknesses
- Correct mistake
- Check knowledge and understanding

A trainer can use any of the question techniques as follows:

1. Open question - allows maximum freedom to answer questions:

**For example:** What do you think the impact of the trainers training programme is in the trade union?

2. Closed Question - requires specific information:

**For example:** What is an initial behaviour?

3. Probes - encourage further clarification of information. For example: Can you explain more about the point you have raised?

4. Mirror - restatement of information.

**For example:** We have said that participatory methods are effective because they allow for active involvement of participants in learning activities.

Communication in training is the successful sharing and interchange of information and meanings and to be successful it must be received, understood, accepted and result in some action on the part of the receiver, who is the participant.

Models help us to understand how communication is carried out. The sender, usually the trainer, who transmits the learning message, codes it suitably for an appropriate medium and sends it via a

## Key points

channel. The sender hopes that his or her message will result in an intended receiver response and in training these responses may result in the fulfilment of desired learning outcomes such as the learning of knowledge, skills and attitudes.

### Summary:

- Try to communicate clearly
- Make body language according to the words you are saying.
- Always confirm the message by repeating at the spot
- Better to write the message
- Keep your writing clear
- Keep the point of hindrance in messaging

## Session plan No 7

### The ILO and its structure

#### Objectives of the session:

The participants will be able to:

- Discuss about ILO
- Discuss its structure
- Its conventions and recommendations

**Time: 60 Minutes lecture Group work**

Key points	Teaching method	Teaching aid
<p>Introduction to International Labour Standards. Since 1919,</p> <p>The International Labour Organization has maintained and developed a system of international labour standards aimed at promoting opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and dignity.</p> <p>The only tripartite U.N. agency, since 1919 the ILO brings together governments, employers and workers of 187 member States , to set labour standards, develop policies and devise programmes promoting decent work for all women and men.</p>	<p>Active lecture Question answer</p>	<p>Presentation</p>



## Key points

### How ILO works

The unique tripartite structure of the ILO gives an equal voice to workers, employers and governments to ensure that the views of the social partners are closely reflected in labour standards and in shaping policies and programmes.

### The mission of ILO

The main aims of the ILO are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues.

ILO member countries (187 countries)

The ILO was founded in 1919, in the wake of a destructive war, to pursue a vision based on the premise that universal, lasting peace can be established only if it is based on social justice. The ILO became the first specialized agency of the UN in 1945.

### ILO conventions

So far ILO has approved 190 convention since it came in to being

Pakistan has ratified **36** convention What is convention?

What is recommendation?

### Core Conventions :

- The core labour standards consist of five standards, laid out in eight conventions:
- Freedom of association and the effective recognition of the right to collective bargaining (Convention No. 87 & No. 98)
- The elimination of all forms of forced and compulsory labour (Convention No. 29 & No. 105)
- The effective abolition of child labour (Convention No. 138 & No. 182)

## Teaching method

Active lecture  
Question answer

## Teaching aid

Presentation

- The elimination of discrimination in respect of employment and occupation (Convention No. 100 & No. 111)

### Convention related to Domestic Workers:

C189 Domestic Workers Convention

ILO is tripartite and the governing body in world consists of 56 members

28 from Govt.

14 from Trade unions

14 from Employers

All the convention are legislated by International labour conference

Its head office is in Geneva

The ILO has Decent work agenda and promotion of workers right without any discrimination

### Summary:

ILO is a worthy organization

Repeat key points

Visit ILO site for detail of labour update.

# Session plan No 8

## Asbestos

### Objectives of the session:

The participants will be able to:

- Define asbestos
- Detail discussion on asbestos
- Discuss hazards of asbestos
- Discuss campaign to ban asbestos

**Time: 75 Minutes**

### Key points

Asbestos is a term used to refer to six naturally occurring silicate minerals.

All are composed of long and thin fibrous crystals, each fiber being composed of many microscopic 'fibrils' that can be released into the atmosphere by abrasion and other processes.

Asbestos fibers are soft and flexible yet resistant to heat, electricity and corrosion. These qualities make the mineral useful, but they also make asbestos exposure highly toxic.

Pure asbestos is an effective insulator, and it can be used in cloth, paper, cement, plastic and other materials to make them stronger. But when someone inhales or ingests asbestos dust, the mineral fibers can become forever trapped in their body.

Over decades, trapped asbestos fibers can cause inflammation, scarring and eventually genetic damage to the body's cells. A rare and aggressive cancer called mesothelioma is almost exclusively caused by asbestos exposure. Asbestos also causes other forms of cancer as well as progressive lung disease.

### Teaching method

Active lecture

### Teaching aid

Power point presentation

Amphibole asbestos  
Crocidolite  
Amosite  
Anthophyllite  
Tremolite  
Actinolite  
Serpentine asbestos  
Chrysotile

Asbestos must be banned

This campaign has been carrying out in many countries and it has been banned.

ITUC is also carrying out campaign for its ban. We are also creating awareness among the workers to raise voice for its ban.

There are its substitutes in market but it is cheaper therefore it is used in many countries.

Asbestos-Related Diseases

Scientific studies show exposure to asbestos is linked to several diseases, including cancers.

The most common asbestos-related cancer is mesothelioma. But there are definite connections to asbestos lung cancer, ovarian cancer and laryngeal cancer.

## Key points

Other asbestos-related diseases include:

- Asbestosis
- Pleural effusions
- Pleural plaques
- Pleuritis
- Diffuse pleural thickening
- COPD

### Asbestos Exposure Risks

No amount of asbestos exposure is safe, but asbestos generally has the worst effects when a person is exposed to an intense concentration of it, or they are exposed on a regular basis over a long period of time.

More asbestos accumulates in the body with every exposure, and there is no known way to reverse the cellular damage it causes.

The vast majority of patients with asbestos-related diseases are men in their 60s or older. This is because asbestos-related diseases have a very long latency period, often taking decades to develop, and they usually trace back to occupational exposure at workplaces historically staffed by men.

### Asbestos-Related Occupations

The Agency for Toxic Substances & Disease Registry shows about 27 million workers were exposed to asbestos between 1940 and 1979. Regulations have reduced the risk of exposure in the workplace, but a degree of risk remains for many occupations.

Asbestos Manufacturing  
High-Risk Occupations  
Construction  
Electricity Generation  
Firefighting  
Heavy Industry  
Military Service  
Mining  
Shipbuilding

## Key points

The U.S. military used asbestos extensively from the 1930s to the 1970s, especially on Navy ships, causing veterans to bear a disproportionate burden of asbestos-related disease.

Family members of asbestos industry workers also bear an elevated risk of developing an asbestos-related disease due to secondhand exposure.

Workers often unknowingly brought asbestos dust home with them on contaminated clothing and tools. Finally, living in the vicinity of an asbestos-contaminated mine or processing facility puts individuals at risk of environmental exposure. Asbestos industry work sites have existed all across the United States, such as in the town of Ambler, Pennsylvania, and at landmarks such as Grand Central Station.

### Asbestos Products

When Americans are exposed to asbestos today, it is usually through renovation or demolition work on an old building that still contains legacy asbestos products.

### Discontinued Asbestos Products

Vinyl asbestos tiles  
Asbestos cement  
Asbestos roofing felt  
Asbestos reinforced plastics  
Asbestos adhesives, sealants and coatings

According to a rule released by the U.S. Environmental Protection Agency in 2019, manufacturers must seek government approval before they can start selling those discontinued uses of asbestos.

### Summary:

Repeat key points Unite for its ban  
Support ban campaign



# Session plan No 9

## Migrant workers

### Objectives of the session:

The participants will be able to:

- Define migration and migrant workers
- Safe migration
- Migration cycle
- Safe migration and ILO Guidelines

**Time: 30 Minutes**

Key points	Teaching method	Teaching aid
<p>Human migration is the movement of people from one place to another with the intentions of settling, permanently or temporarily at a new location. The movement is often over long distances and from one country to another, but internal migration is also possible; indeed, types of human migration include: internal migration: moving within a state, country, or continent external migration: moving to a different state, country, or continent</p> <p><b>Emigration:</b> leaving one country to move to another</p> <p><b>Immigration:</b> moving into a new country</p> <p><b>Return migration:</b> moving back to where you came from</p> <p><b>Seasonal migration:</b> moving with each season or in response to labor or climate conditions</p> <p>Discuss people who migrate.</p> <p>Tell participants that people who migrate fall into several categories:</p> <p>An emigrant is a person who is leaving one country to live in another.</p> <p>An immigrant is a person who is entering a country from another to make a new home.</p> <p>A refugee is a person who has moved to a new country because of a problem in their former home.</p>	<p>Lecture</p>	<p>Presnetation</p>
	<p>Have participants provide specific examples of each to demonstrate understanding of the differences between the three terms.</p> <p>Brainstorm reasons for migrating.</p> <p><b>Ask: Why do people move?</b></p> <p><b>What forces do you think drive human migration?</b></p> <p>Then explain to participant's s that people move for many reasons and that those reasons are called push factors and pull factors. Tell participants that push factors include leaving a place because of a problem, such as a food shortage, war, or flood. Tell participants that pull factors include moving to a place because of something good, such as a nicer climate, more job opportunities, or a better food supply. Ask: What effect does a region's economy; climate, politics, and culture have on migration to and from the area?</p> <p>Brainstorm additional reasons for migrating, such as Displacement by a natural disaster, lack of natural resources, the state of an economy, and more.</p> <p><b>Problems of migrant workers:</b></p> <ul style="list-style-type: none"><li>• Feeling of being separated from family and friends</li><li>• Children suffer without paternal patronship</li><li>• Lack of participation in family discussion lead to loss</li><li>• Lack of participation in allt social activities</li><li>• Issue in education of children</li></ul>	

## Key points

- Kid get strayed
- Access to the relevant offices
- Renewal of resident permit
- During illness missing support of family
- After duty cooking food
- Lack of access to hospital due lack of information
- Residential issue
- Transfer of amount
- Burden of gift to friend
- Costly air ticket
- Issues in documents
- Problems in medical check up
- Leave issue
- Nonpayment of wages
- Discriminatory behavior of different nationality and people

### Safe and orderly recruitment:

Legal way of recruitment is beneficial

### The difficulties in illegal recruitment

Risk of blackmailing

Too much expenses

While in legal way you have to pay prescribed fee

Legal remittance help the economy of the country

On expiry of contract one can establish business that develop economy of country and help in employment Social changes and development in human resources Experience gained and new technology shifted in the country

Knowledge and skills gained which enhance the profile of country

### **Migration cycle**

There are four components

pre departure

departure

arrival

return and stay in Pakistan

## Key points

### **ILO guidance of safe recruitment**

- Respect the right
- Decent work according to labour market need
- Enforcement of laws for all
- Protection of workers
- Monitoring of recruitment procedures
- National laws and implementation of agreement
- No charges for recruitment
- Transparent agreements
- Freedom of any force or barbarism
- Access to free and comprehensive information
- No confiscation of travel document
- Access to free and cheap resolution in case of disputes or exploitation

### **Summary:**

Repeat the key point

Never opt for illegal recruitment

# Session plan No 10

Presentations by participants

## Objectives of the session:

The participants will be able to:

- Practically conduct a presentation by 3 participants
- Learn skill or presentation

**Time: 30 Minutes**

### Key points

The participant are divided in groups of 3 each Who select a top for them

Prepare a session plan for themselves

And then give a briefing on how to present

What are the “do” or “do nots” during the session How to control the participants

How to make a session participatory

Advise the participants to come up with the presentation on the Flip chart or computer

And conduct 30 minutes session.

Make observer’s from the participant’s how was the session conducted and what improvement are needed.

Give time for preparation

#### **Summary:**

Main features of the presentation How to improve it

Preparation has no substitute

### Teaching method

Practical activity

### Teaching aid

Chart Markers

# Session plan No 11

## Reporting skill

### Objectives of the session:

The participants will be able to:

- Learn the reporting skill
- Define report
- Main components to be addressed
- Discuss the seminar report

**Time: 30 Minutes**

Key points	Teaching method	Teaching aid
<p>What is report?</p> <p>The feedback from the participants or some one else on the event is called a report</p> <p>The views of participants is also called a report. Why is it important to report?</p> <p>It is important to receive report from the participants to ensure that the message delivered clearly</p> <p>The trainer check his perception and the perception of the participants</p> <p>To keep it in a record for future use</p> <p>For audit purposes</p> <p>The main items to be included in the report are as under</p> <p style="padding-left: 40px;">Five “w” and one “H”</p> <p>These are the tools to be used while a report is being required</p> <ul style="list-style-type: none"><li>What</li><li>Why</li><li>When</li><li>Who</li><li>Where</li><li>And How</li></ul>	<p>Lecture</p> <p>Question answers</p> <p>For example</p> <p><b>What means:</b></p> <p>What was topic</p> <p>What was event about</p> <p><b>Why:</b></p> <p>What were the objectives of the event When mean date of programme Where was the event held</p> <p>Keep the words ABCD</p> <p>Accurate</p> <p>Brief</p> <p>comprehensive</p> <p>Descriptor</p> <p>Keep it simple and sweet</p> <p>Remember “kiss”</p> <p><b>Summary:</b></p> <p>Explain the abbreviation</p> <p>Keep writing clear</p> <p>Simple sentences</p> <p>Topic ,Date and venue be kept in mind</p>	<p>Presentation chart</p>



# Session plan No 12

## Evaluation

### Objectives of the session:

The participants will be able to:

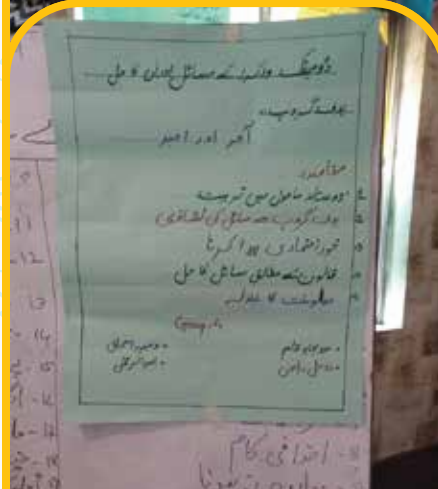
- Evaluate the training programme
- Discuss verbally the improvable points
- Pass through a process of evaluation of training

**Time: 30 Minutes**

Key points	Teaching method	Teaching aid
<p>Explain what evaluation is?</p> <p>How evaluation can be made?</p> <p>What are the main key points to evaluate?</p> <p>Why evaluation is necessary at the end of programme?</p> <p>It is a tool to improve the programme and the out put of evaluation is used as input for future programme Then relate it to the current evaluation of programme Ask the participants about the over all management of the programme</p> <p>How was the venue of the programme?</p> <p>How was the food served during the programme? How do you think about the learning in the programme?</p> <p>How was the communication of trainer?</p> <p>How was the information of resource person?</p> <p>How was the material used in the training?</p> <p>How about the participation in training?</p> <p>What are the suggestions to improve this programme?</p> <p><b>After all participants give their feedback close the programme.</b></p>	<p>Lecture</p> <p>Question answers</p>	<p>Presentation</p> <p>Chart</p>

# T T M - 1 Training Sessions

2 Days Photo Report





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