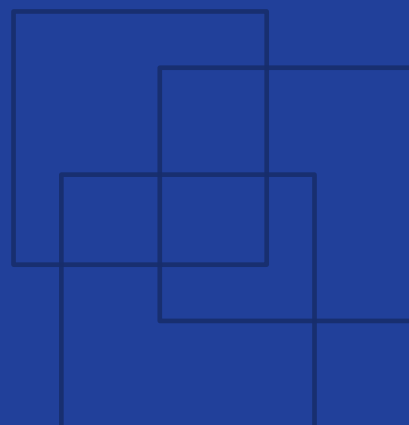




International  
Labour  
Organization

# Inclusive factories

Working conditions



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# Factory Improvement Toolset

The Factory Improvement Toolset (FIT) is an innovative self-facilitated, activity-based learning approach designed by the International Labour Organization (ILO) to create more decent and sustainable employment. FIT supports manufacturers in global supply chains to improve productivity, competitiveness and working conditions by upgrading production systems and factory practices.

FIT has been developed to be a sustainable, time- and cost-efficient option for supporting factories to enhance productivity through improved business practices and working conditions. FIT focuses on areas of production improvement and actions to be taken specific to each participating factory. It can be utilized as stand-alone learning tools or to complement other training programmes.

With each module lasting no more than 2.5 hours, FIT enables factories to train personnel, whilst minimizing interference with production realities. The easy-to-use methodology makes it possible to rapidly scale the implementation to reach a large cohort of trainees across multiple production facilities.

Working in small groups, participants review real-life situations and engage in discussions to determine improvements to be made in factory without an external trainer or specialist. This self-facilitated, activity-based and highly participatory learning approach positions participants as both student and teacher and makes the toolset self-tailored to the needs and interests of each group.

## About this module

This FIT module on Inclusive factories is a training for garment manufacturers to improve working conditions. Participants will work on eliminating discrimination and making the factory more inclusive for all employees. This module takes 2.5 hours to complete.

## Upon completion of the training, participants should have:

- Understood inclusion and the importance of making the factory more inclusive.
- Identified what can be done to eliminate discrimination in the factory through more inclusive recruitment, contracting, training and promotion practices.
- Assessed how to create a more inclusive workplace environment in their factory.

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The **Factory Improvement Toolset** of the **International Labour Organization (ILO)** are developed and provided by the ILO's **Enterprises Department**.

**Authors:** Thomas Bayliss, Alix Machiels, Sara Andersson, Charles Bodwell.

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# Guidelines for successfully using the training tool

## Read out-loud

The FIT tool is designed for participants to take turns reading the instructions in the modules out loud to the group. At least one member of the group should be selected in the beginning of the session to take this responsibility.

## Work as a group

Always work in groups of 5-7 during a FIT session. The programme will not be successful if participants work independently or do not collaborate with each other.

## Be active

Encourage everyone in the group to actively contribute to the discussion. Ensure that no group member dominates the discussion or does not participate at all.

## Monitor the time

Select one member of the group to monitor the time for each activity and remind the group when it is time to move to the next exercise.

## Complete the action plan

Complete the action plan at the end of the session. This will help ensure that FIT results in improvements in the factory. Review the plan a while after the session to make sure that actions in the plan has been completed accordingly.

# Icons

A set of icons is used throughout the modules to provide easy to recognize reference points for different tasks within each session and activity.



## Read out loud

One member of the group should read out loud to the rest of group.



## Knowledge link

Knowledge and skills are linked to other FIT learning resources and support.



## Time allotted

Indicates how much time each sessions and activity should take.



## Supplies needed

Indicates that supplies may be necessary to complete the session.



## Begin step-by-step instructions

Indicates that the step-by-step instructions for an activity are beginning.



## Think about it

Indicates additional information for the participants to think about.

# Measuring your performance

Measuring operational efficiency is a key aspect of running a productive factory. The box(es) below guides you in understanding which measurement indicator(s) can be used to measure and evaluate the performance of your factory in relation to the topic of this FIT module.

<b>Indicator 1</b>	<b>Gender ratio in manager / supervisor positions</b>
<b>Definition</b>	The amount of male employees in manager and supervisor positions compared to the amount of female employees in manager and supervisor positions. Example: A ratio of 1:2 (male to female) means that there is 1 male for every 2 females.
<b>Purpose</b>	To understand whether there are more male or female employees in manager / supervisor positions, and identify ways to balance the numbers to make the factory more inclusive.
<b>Calculation</b>	Calculate the amount of men and women in supervisor and manager positions, then simplify the numbers you find to obtain a ratio. Example: 5 women and 20 men is a ratio of 1 woman to 4 men (1:4).
<b>Frequency</b>	Calculate every 6 months, or once a year.
<b>Responsible</b>	HR manager

<b>Indicator 2</b>	<b>Share of employees with disabilities (%)</b>
<b>Definition</b>	The amount of employees with disabilities (both physical and mental) in your factory as a percentage of the total amount of employees in your factory.
<b>Purpose</b>	To understand how many employees with disabilities are currently working in your factory, and how you could increase this amount to make the factory more inclusive.
<b>Calculation</b>	$(\# \text{ of employees with disabilities} / \text{total} \# \text{ of employees}) \times 100\%$
<b>Frequency</b>	Calculate every 6 months, or once a year.
<b>Responsible</b>	HR manager





Session 1

# Business case study

## Goals

**Preparing you for the type of discussions you will have with other group members throughout the learning module and understanding the benefits of being exposed to different perspectives.**

**Understanding why making the factory more inclusive is important to improve working conditions and productivity.**

# Session 1

## Overview



**One member should read the full session out loud to the rest of group**



**15 minutes**



**Learning manual, pens, markers and poster paper**

A business case study presents a real-life situation for learners to reflect on and discuss with other group members. By discussing the case, students learn from others' ideas and perspectives, and develop an understanding of the topic at hand within the workplace.



**One group member reads the case study out loud**



**The whole group discusses the case study**



**Everyone develops a deeper understanding of the topic**

# Activities

Activity

1



15 minutes

## Case study review and respond

The case study below presents a situation that could happen in real life.



### Instructions:

- 1) As a group, listen to one member read the case study below while following along in your learning module.

Thy is a new Human Resources manager at HS garment factory. The factory is not hiring people with disabilities even when they are qualified, or have small disabilities that do not affect their work, such as a limp or stutter. This means that the factory turns down many good applicants, and has difficulties filling positions. Thy also sees that there are a lot of women working in the factory, but that all supervisors are men. Women do not get promoted and get paid less than men in the same position even though they have equal skills. They do not feel valued, and turnover is high.

Thy decides to make some changes. Workers get hired based on skills rather than based on gender or disability. Thy makes small efforts to accommodate people with disabilities, such as moving a worker with a limp to the first floor. Training opportunities are given to all staff. Women and people with disabilities are encouraged to take part so that they can develop skills needed to get promoted. Last, Thy sets up a mandatory training to prevent women and the employees with disabilities from being treated unequally. Managers are responsible for making sure that this does not happen in their unit.

Thanks to these changes, all workers have opportunities to develop their skills and feel more valued, respected and included. They perform better and stay with the factory longer. Productivity improves, and the factory becomes a better place for all.

- 2) Together, discuss Thy's situation by answering the three questions in table 1 on the next page.

## Table 1. Questions about Thy's situation

1. Which problems did Thy identify in the factory?

2. What does Thy do or change in order to solve these problems?

3. What are the results of Thy's solutions for the factory and its workers?

This page has been intentionally left blank and can be used for note taking.



## Session 2

# Learning about the topic

### Goals

**Understanding what an inclusive factory is, and its significance for workers and the factory as a whole.**

**Identifying discriminatory practices and discussing strategies to eliminate discrimination during hiring, training and promotion processes.**

**Evaluating measures for creating a more inclusive workplace environment where everyone feels included and respected.**

# Session 2

## Overview



One member should read the full session out loud to the rest of group



100 minutes



Learning manual, pens, and markers

This training module aims to help you improve the way your factory operates by making it more inclusive for all. To make your factory inclusive, you must start by eliminating discrimination. Discriminating means treating someone differently or unjustly based on differences and personal characteristics such as gender, age, or looks.

Your factory should be a place where everyone feels included and respected, and where all staff is treated equally. This makes your factory a better place to work, lowers staff turnover, and improves productivity.

**Understanding** what an inclusive factory is

**Identifying** discriminatory practices

**Creating** an inclusive environment

First, you will learn more about what an inclusive factory is. Then you will explore how you can eliminate discrimination in recruitment and training practices to make the factory more inclusive. Finally, you will evaluate measures that can be taken to create a more inclusive working environment in your factory.



# Activities

Activity

## 2a



20 minutes

### Inclusive factories

In an **inclusive** factory, everyone feels included and respected, and all staff is treated equally. This makes your factory a better place to work, lowers staff turnover, and improves productivity. In this activity, you will learn why inclusion is important.



### Instructions:

- 1) Together, complete the self-assessment exercise in table 2 by putting a ✓ on the right if your factory follows these practices.
- 2) Have a participant read aloud the two scenarios in table 3 and discuss the differences between factory A and B. Then, together, answer the two questions below the scenarios.
- 3) Together, look at the list of benefits of having inclusive practices in table 4, and put a ✓ in the right column if you think it is important. Then, have a participant read aloud the text box below table 4.

Table 2. Self-assessment

#### Good practices



- |   |  |
|---|--|
| 1. Does your factory offer the same pay and working conditions to all workers regardless of their gender, (dis)ability, or other?             |  |
| 2. Does your factory hire and promote the same amount of men and women into management positions?   |  |
| 3. Does your factory hire and promote workers based on their skills and abilities rather than based on individual characteristics?            |  |
| 4. Is your factory willing to recruit, accommodate and support people with disabilities?  |  |
| 5. Does your factory offer the same training opportunities to all staff regardless of their characteristics?                                  |  |
| 6. Does your factory support women who are pregnant, nursing or those who have children (for example through benefits or welfare facilities)? |  |





There are no differences in how people (men and women, with or without disabilities) perform at work when they are given the right environment and equal opportunities. It is discriminatory attitudes and environments that can be disabling, not a person's gender, physical abilities, or others.

**Table 4. Inclusive factories – Benefits**

**Benefits for workers:**

✓

- |   |  |
|---|--|
| 1. All workers have more opportunities to develop their skills. |  |
| 2. Workers feel more valued.                                    |  |
| 3. Workers communicate with supervisors more often and better.  |  |
| 4. Workers feel more motivated to work well.                    |  |
| 5. Workers want to stay at their job longer.                    |  |
| 6. Workers feel more respected by your factory and others.      |  |

**Benefits for the factory:**

✓

- |  |  |
|--|--|
| 1. Lower turnover of staff.  |  |
| 2. Increase in productivity for your factory.                          |  |
| 3. Staff take greater care and improve the quality of their work.      |  |
| 4. Teamwork improves thanks to better communication and relationships. |  |
| 5. Your factory has a better reputation and attracts good workers.     |  |
| 6. Increase in the number of orders thanks to your good reputation.    |  |

Activity

# 2b



20 minutes

## Understanding discrimination

In an inclusive factory, discrimination is eliminated. **Discrimination** is the differential or unjust treatment of someone based on differences or personal characteristics such as gender, age, or looks. In this activity, you will learn more about why eliminating discrimination is important.



### Instructions:

- 1) Together, look at the individual differences in table 5, and put a ✓ in the Yes or No column depending on whether these differences are present in your factory. Then, read the text box on the next page.
- 2) Have a participant read aloud the scenario in table 6, then discuss the three questions below the scenario.
- 3) Together, based on the list in table 5, discuss: Do you think some people or groups of people may experience discrimination (be treated differently or unjustly) in your factory because of their differences or personal characteristics?

Table 5. Individual differences

In our factory...	Yes	No
1. People speak different languages.		
2. People come from different ethnic groups.		
3. We have both men and women.		
4. We have workers with physical and / or intellectual disabilities.		
5. We have people who are single and married.		
6. People have different physical features (height, skin colour, etc.).		
7. People are from different social classes or castes.		
8. People have different political beliefs.		
9. People have different religions.		
10. People are from different regions.		

11. We have people of different ages.		
12. We have people who do not have children, and people who are pregnant, nursing or have children.		
13. We have people with different relationship orientations (straight / gay / lesbian / other).		
14. We have people who are migrants and people who are locals.		
15. People have different nationalities.		



Hiring people from different groups does not mean being inclusive. A factory may hire workers with disabilities, but if they don't have the same working conditions as workers without disabilities, then it is not inclusive.

**Table 6. Understanding discrimination**

**Scenario:** Puja, a dedicated and productive worker, has been working in factory X for the past three years. She can perform six operations. Puja recently found out that her salary is lower than Arun's. Arun has been working at the factory for one year. He can perform two operations. Recently, the factory announced that it would select three new line supervisors. Arun was promoted, but not Puja. She is very disappointed. The factory also recently started a leadership training. Puja thinks this could help her get promoted, but she is not allowed to take part, because she has a small disability (she limps). Puja feels that the factory does not value her. She quits, and finds work in another factory.

1. Was Puja treated differently, and/or unjustly? Why, or why not?

2. How did Puja feel when she was discriminated against? What was the result?

3. What was the consequence of discriminatory behaviour for factory X?

Activity

# 2c



20 minutes

## Hiring inclusively

**Hiring inclusively** involves (1) recruiting and contracting workers without discrimination, and (2) making small efforts to accommodate people with special requirements. In this activity you will learn more about how to make your hiring systems more inclusive.



### Instructions:

- 1) Together, discuss: What criteria do you take into account when hiring a new worker / supervisor / manager?
- 2) Together, read the text box below. Then, look at the statements in table 7. These are common statements that are untrue and prevent factories from hiring inclusively. For each one, discuss:
  - Have you heard this statement before?
  - How could this statement prevent factories from hiring inclusively? How might it be unfair?
- 3) Together, look at table 8 listing inclusive hiring practices. For each practice, discuss whether it would be highly effective (1), somewhat effective (2) or not very effective (3) in your factory.



Discrimination is often caused by **biases** (false, preconceived ideas towards a certain group of people). Everyone has biases, but it's important to realise that they are untrue, and that people should be assessed on their individual skills, not based on assumptions.

Table 7. Common untrue statements

- |  |
|--|
| 1. Women are better suited for subordinate roles and men are more suited to supervisor and leadership roles.   |
| 2. People with disabilities will create additional costs for the factory and threaten health and safety.   |
| 3. People who come from lower class backgrounds are less likely to succeed at the workplace and are less suited for leadership roles.                                      |
| 4. Only hiring staff from one same ethnic/racial group will help to ensure staff work well together and prevent conflicts.   |
| 5. Women who are married or have children are problematic and will be less productive than women who are single and have no children as they will prioritize their family. |

6. People who are older are slower. Young people will be more motivated and work faster.
7. Men do not have very nimble hands and are more likely to rush work, and therefore are not very good at doing delicate stitching and embroidery tasks.
8. Getting women to do ‘women’s work’ and men to do ‘men’s work’ helps to make sure the factory is most productive.
9. Pregnant women are unproductive and will not want to work anymore after having a baby.
10. People with disabilities work slowly and less productively as they do not have the same capacities.

**Table 8. Inclusive recruiting & contracting**

<b>Good practices</b>	<b>1 – 3</b>
1. During recruitment, the applicants’ name and gender is hidden on applications so that people are evaluated based only on their skills.	
2. Quotas are introduced to increase diversity in certain roles (for example, aim for at least 20% of supervisors to be women by 2021).	
3. Mention that equal pay and working hours for women, men and people with disabilities are provided in vacancies to attract more people for positions.	
4. Reach out to communities under-represented in your factory to encourage a greater number of people from those communities to apply for jobs.	
5. Train staff in HR about the importance of unbiased recruitment and how to reduce discrimination in hiring processes.	
6. When recruiting, avoid targeting a certain type of person (e.g. “Man, 20 to 30 years old”). Job ads should only display necessary skills and experience.	
7. During interviews, do not ask about family situation or marital status. This has nothing to do with employee performance.	
8. Ensure that everyone is offered equally good contracts (for example duration of contract, renewal frequency, etc.).	
9. Ensure that men and women, workers with and without disabilities in the same position are paid the same wages.	
10. Never terminate contracts if an employee gets pregnant or loses some physical abilities.	

Activity

2d



20 minutes

## Training and promoting for inclusion

Ensuring that all workers have equal access to **training and promotion** opportunities promotes inclusion in the factory and helps remove discrimination. In this activity, you will look at ways to provide equal training and promotion opportunities to all staff.



### Instructions:

- 1) Together, discuss the questions below:
  - Who gets access to staff trainings (criteria for participating)? Does everyone get equal access?
  - Based on which criteria do you promote workers? Does everyone get an equal chance to be promoted?
- 2) Have a participant read aloud the scenario in table 9. Then, together, complete the table by identifying problems and providing recommendations to make the training more inclusive.
- 3) Together, look at the good practices for ensuring equal access to training and promotion opportunities in table 10. Rank each strategy based on whether you think they would be (1) effective, (2) somewhat effective, or (3) not very effective in your factory.



Table 9. Training for inclusion

**Scenario:** Cheng, a sewing operator is invited to take a training to improve her sewing skills. Other female workers want to attend the training, but it is at night, in a centre far away from the factory. Some workers don't know how to get there and then back home afterwards, and think it is unsafe to go home late at night by themselves. Others cannot attend because they need to take care of their family. Cheng attends, and learns a lot about how to improve sewing quality. After the training, Cheng is excited to use her new skills. She is even selected as best worker of the month. But, she quickly realises that there are no opportunities for women workers to be promoted to line supervisor, and she doesn't receive any pay bonus even though she has made great improvements. She feels disappointed and thinks that there was no point attending the training. She stops making efforts at work and stops helping others to perform better.

Problems	Recommendations



**Training and promotion** are and should be linked – those who have access to trainings can improve their skills and confidence and are more likely to be promoted. If some people (for example, women) do not have access to training, they are unlikely to get promoted.

**Table 10. Training and promoting for inclusion**

Strategies	1-3
1. If training takes place at night, measures are taken to ensure that all workers are safe (e.g. having pre-arranged transportation for workers to get to the training and home afterwards safely).	
2. If trainings take place outside of the factory, ensure that transportation options are available (a shuttle for example). This will ensure better attendance, which means your training is more cost-efficient.	
3. Organize trainings during the day or during working hours to allow women and men with family obligations to attend these trainings.	
4. Ensure that trainings take into account special requirements (for instance more verbal training if workers can't read).	
5. Offer pay or other incentives for people who attend trainings and make an effort to improve their skills to encourage those who may have more difficulties attending.	
6. Consider trainings taken when selecting workers for promotion so that there is a clear link between training and skills level and promotion.	
7. Ensure that everyone has access to training opportunities so that everyone can be considered equally for promotion opportunities.	
8. Ensure that both women, men and people with disabilities are given equal consideration when looking to promote workers.	

## Activity

# 2e



20 minutes

## Creating an inclusive workplace

Eliminating discriminatory practices is not enough to keep the factory inclusive. You also need to maintain an **environment** where everyone feels welcome and safe no matter their gender, age, or others. In this activity, you will learn how to create an inclusive working environment.



### Instructions:

- 1) Together, look at the barriers preventing women and people with disabilities from staying at the factory in table 11. Match each barrier with the appropriate solution (letter). Then, read the first text box below. Solutions are at the bottom of the page.
- 2) Have three participants read aloud the three scenarios in table 12. For each scenario, discuss:
  - What measures were taken to support the person and help them participate fully and effectively in their jobs?
  - Do you think this person would perform just as well as anyone after the measures are taken to support them?
- 3) Together, brainstorm: What are other things you could do to make your factory more inclusive? Write your ideas in table 13 (examples are given to guide you), then read the second text box below.



Even if recruitment, training and promotion opportunities are improved, women and people with disabilities still may face **additional barriers** that make it more difficult to work (e.g. pregnancy or workplace hazards that have a greater impact on people with disabilities). Often, these barriers can be addressed.



To provide inclusive protection to women, factory managers should:

- Give pregnant workers at least 90 days of maternity leave.
- Pay workers correctly during maternity leave.
- Prevent maternity leave affecting a worker's employment status, position, wages, service benefits or seniority.
- Never terminate workers who are on maternity leave or force them to resign.

Table 11. Removing barriers

Staff are leaving because...	Letter	Solutions
Women are pregnant or nursing and the factory does not support them.	C	a. Ensure wage equality by checking that men and women in the same jobs are being paid the same amount.
There are very few opportunities for women and people with disabilities to be given additional responsibilities or promoted.		b. Ensure that people are entitled to some form of health insurance or provide staff with paid injury leave to let staff properly recover after accidents.
There are health and safety concern for people with disabilities that are not being addressed by management.		c. Management provides a nursing room for breastfeeding, maternity leave for women, pre and post-natal health care and adequately addresses health risks for pregnant and nursing women who want to continue to work at the factory.
They do not feel rewarded or valued for the hard work they are doing for the factory.		d. Assign a manager to listen to concerns from people with disabilities and address them adequately.
Benefits such as holiday pay is not given consistently to all men, women and people with disabilities.		e. Take action against sexual harassment by ensuring zero tolerance towards those who sexually harass staff.
They do not receive injury compensation to help them to take time off to recover. Their injuries get worse making work too painful.		f. Promote an environment where people accept differences by having a diversity policy or work events celebrating diversity (e.g. shared lunches).
They feel that they are treated unfairly because they are paid less than others.		g. Promote a greater number of women and people with disabilities in leadership roles by ensuring equal access to trainings.
They are being sexually harassed and management are not taking action against perpetrators.		h. Ensure that compensation systems such as holiday pay are paid out correctly and consistently to all staff.
Supervisors and other workers do not pay much attention to them due to cultural/religious or other differences.		i. Ensure incentive systems are in place to reward staff who stay with the factory for a long time.

Solutions: C, G, D, I, H, B, A, E, F

Table 12. Scenarios

**Scenario 1:** Dara is a seamstress at HS garment factory. She has bad eyesight, but her supervisor gives her a station with good lighting and a magnifying glass to help her see the stitching better. Dara’s supervisor also gives her extra instructions on the finer details of new designs. This is still difficult for Dara. After discussing it with her supervisor, Dara is moved to another sewing unit in which simpler operations are carried out that do not rely on eyesight as much. Dara is happy that she can keep her job and is determined to perform well.

**Scenario 2:** Hanh is a line supervisor at the HS garment factory. He gets into a serious motorbike accident and now needs crutches to move around. His manager talks to Hanh about how they can support him. After this, the factory takes small measures to prevent him from standing for long periods, reassign some manual tasks, and assign Hanh to a lower floor so that he doesn’t have to go up and down so many stairs. These small changes mean Hanh feels supported and is able to continue working without pain. Other workers see this and this makes them want to stay in the factory.

**Scenario 3:** Ngoc has been a seamstress at a garment factory for six years. Ngoc is pregnant. She is worried that she might get fired. She wonders how she is going to support her baby if she cannot work. Her factory tells her that they give paid maternity leave to staff who have been with the factory for at least one year, and they also provide childcare support (such as a functioning care centre) and a nursing room for mothers. Ngoc can continue working at the factory during her pregnancy and after giving birth to her new baby. She repays the factory by returning to the factory after her maternity leave and showing motivation at work.

Table 13. Making the factory more inclusive

Examples: Allowing staff from different religions to take a day for their religious holiday; Allowing pregnant women to take more frequent breaks.





Session 3

# Your action plan

## Goals

**Summarizing and revising the new knowledge gained.**

**Identifying concrete applications of the new knowledge that benefit your factory.**

## Session 3

# Overview



One member should read the full session out loud to the rest of group



20 minutes



Learning manual, pens, and markers

Throughout this module you have gained knowledge about what it means to be an inclusive factory, and how you could introduce more inclusive practices to your factory by eliminating discrimination and making staff feel included and respected.

**Understanding** what is an inclusive factory

**Identifying** discriminatory practices

**Creating** an inclusive environment

In this session you will think of ways to apply your new knowledge by reviewing best practices and drafting your own inclusive factory action plan.



A sample inclusive factory policy is available online for you to print out and use in your own factory. To obtain it, contact your factory's FIT coordinator!



# Activities

Activity

# 3a



5 minutes

## Best practices checklist

In this activity, you will review best inclusion practices as a next step for evaluating your own and implementing improvements.



### Instructions:

- 1) Together, look at the list of best practices in table 14, and put a ✓ in the column on the right if you use these practices in your factory.

Table 14. Inclusive factories

Best practices	✓
1. Factory management drafts, communicates and implements an inclusive factory policy, and ensure that employees understand the policy.	
2. Factory management actively corrects bias and avoids discrimination during the recruitment and contracting process.	
3. Factory management ensures that there are equal training opportunities for all staff to develop their skills, linked to equal promotion opportunities.	
4. There is at least one person within the management team responsible for working towards making the factory more inclusive.	
5. Supervisors are provided with training on how to make the factory more inclusive, and are responsible for applying this in their own team.	

Activity

# 3b



15 minutes

## Your action plan

In this activity, you will think of ways to apply your new knowledge to make your factory more inclusive by drafting your own action plan.



### Instructions:

- 1) Together, fill in the action plan (table 15) on the next page. Identify a key problem that you want to solve and write down the solutions you identified while working on this module.

**Table 15. Inclusive factories – Action Plan**

<b>Problem identified</b>				
<b>Solutions identified</b>	<b>Action(s) to be taken</b>	<b>Person responsible</b>	<b>By when?</b>	<b>How will improvements be measured?</b>

# Inclusive factories

The Factory Improvement Toolset (FIT) is an innovative self-facilitated, activity-based learning approach designed by the International Labour Organization (ILO) to create more decent and sustainable employment. FIT supports manufacturers in global supply chains to improve productivity, competitiveness and working conditions by upgrading production systems and factory practices.

FIT is being piloted in Asia under the regional Decent Work in the Garment Sector Supply Chains in Asia project funded by the Government of Sweden.

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