

# HERrespect Curriculum

## Management



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# Overview of HERrespect

## Promoting Positive Gender Relations in Bangladesh's RMG Sector

Different forms of violence against women disempower female workers and affect productivity and morale. BSR's HERrespect takes a holistic approach — linking international buyers and their supplier factories to local NGOs — to promote positive gender relations in the workplace and family.

### Why HERrespect?

In spite of economic opportunities for advancement, women workers in the global supply chain are still at risk of different forms of harassment in the workplace: between 40 to 50 per cent of women experience some form of harassment at work<sup>1</sup>. Women, most of them young and migrants from rural areas, are prone to workplace violence because of an interplay of social norms which condone violence against women (VAW), unbalanced power dynamics between managers and workers, inequitable gender attitudes, and poor awareness and execution on legal and compliance requirements.

Many middle management, mostly men, do not possess essential skills to manage workplace relationships; they also have difficulty behaving appropriately in a high-pressure environment, and may find harsh disciplinary actions an easy and accepted way to get workers to be more productive.<sup>2</sup>

Many female workers also experience violence at home and in other intimate relationships.

Violence against women not only a violation of rights and leads to long-term negative impact on women's physical health, mental health, and general well-being, it is also costly for the workplace due to the loss of productivity and increase in turnover and absenteeism.

### What is HERrespect?

With the support and technical assistance from [What Works to Prevent Violence against Women and Girls Global Program](#) (an initiative supported by DFID, UK government's Department for International Development), BSR develops HERrespect to build harmonious workplace to prevent and address violence against women, by partnering with companies and their suppliers through participatory training and factory policy development.

The 12-month workplace-based program aims at preventing and addressing violence against women by building harmonious workplaces in the RMG industry through the following interventions:

- » Training for middle management, female workers, and male workers on gender equitable attitudes and relationships and interpersonal skills to prevent and address workplace harassment and intimate partner violence.
- » Factory-wide campaigns on prevention and response to violence.

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<sup>1</sup> ITUC. 2015. *Gender-based violence at work*. Available at <http://www.ituc-csi.org/gender-based-violence>

<sup>2</sup> Better Work. N.D. *Garment Factory Characteristics and Workplace Sexual Harassment*. Available at <http://betterwork.org/global/wp-content/uploads/Research-Brief-Sexual-Harassment-LR-Rnd5-4.pdf>

- » Guidance on best practices and policies to prevent and address sexual harassment.
- » Providing information on service providers for women in need – shelters, legal advice, health services, counselling, etc.
- » Mobilize local business action to prevent and address sexual harassment.

## Why Workplace-Based Trainings?

Women represent between 60 and 80 percent of the global export manufacturing labor force and 70 percent of the agricultural labor force. Working directly in workplaces provides an entry point to shift workplace practices, transforming them to recognize gender equality as a business priority, and to reach workers' families and communities. The workplace can act as an incubator for dialogue between men and women on the underlying issues that lead to violence, and also provides a space to reach women who, despite gaining financial independence, are still at risk.

## HERrespect Methodology

### Methodology

The HERrespect program methodology focuses on the following guidelines:

- » **Create a safe, friendly environment for learning:** To ensure that participants are comfortable in sharing and learning, HERrespect will maintain a safe and respectful learning environment.
- » **Practice good communication skills:** HERrespect facilitators are trained facilitation to ensure that participants learn material and also feel safe, listened to, and confident enough to voice their questions without judgment.
- » **Participatory and reflective learning:** Unlike conventional trainings where a facilitator may tell or teach a participant about a specific topic, HERrespect uses a participatory and reflective methods to ensure that the trainings can lead to changes in attitudes and behavior.
- » **Reaching both workers and managers:** Raise awareness on gender relations and build interpersonal and communication skills for both workers and managers through peer group trainings tailored to the everyday challenges and needs of each group.
- » **Engaging both women and men:** To encourage discussion and reflection on gender relations, power, and violence in their day-to-day lives, peer group sessions are held for managers, female workers, and male workers.
- » **Encouraging dialogue between workers and managers:** To encourage dialogue and to promote a harmonious workplace, managers, male workers, and female workers engage in joint sessions that build on the foundations developed in the peer group sessions.
- » **Tailor content:** To help participants acquire and retain as much knowledge as possible, the training content is tailored to the cultural context, education level of participants, and accounting for their level of literacy.
- » **Enhancing workplace systems:** The HERrespect team will assess and provide advice on the harassment policy of the workplace, improve the prevention and redressal of violence against women, and help establish and/or improve the anti-harassment committee.

- » **Measuring outcomes and impact:** A combination of qualitative (interviews and focus group discussions) and quantitative methods (i.e. surveys) are used to measure the impact of the various HERrespect interventions.

# Module 1: Getting Started

Three-Hour Training



## Overview

The 12-month program aims at promoting more gender equitable attitudes and relationships among women and men in the RMG industry. By training female workers, male workers, and management, HERrespect will raise gender awareness and improve interpersonal skills to prevent and address sexual harassment in the workplace and intimate partner violence at home.

This is a guide about how to facilitate a three-hour workshop to introduce the HERrespect curriculum and set up basic ground rules for discussions for the training, sensitize the mid-management about workers issues, especially female workers, introduce basic listening and body language skills, and take positive action towards understanding and addressing issues of workers. This training is best used in groups of 20 to 25 participants (in mixed sex groups) and is designed for factory supervisors and mid-management.

### What Is Included?

This packet will help you, the facilitator, lead a session to introduce the training program, develop listening skills and enhance cohesion amongst participants. It includes a proposed training **agenda**, the **materials** needed to conduct the training, and **examples** of what to say while training.

### Facilitating HER respect

Ideally, before you begin working with this module you should attend a full HERrespect training course yourself. HERrespect training demands a number of skills and an open mindset especially towards gender issues and that you have explored your own views around gender norms, and experiences around violence. These include: experience as a participant in participatory learning approaches; facilitation, communication and counseling skills and experience; understanding gender issues - social norms, discrimination, masculinity, dual burden that women experience, vulnerability of women and girls and various sexual orientations; also having open-mindset towards different culture, region, religion, innovation, creativity and humor.

It is important that you read through the material even if it seems familiar to you. Unlike some other training, your main purpose is not only to deliver information, but to actively facilitate and help participants to reflect and critique and through this process to build the skills that this session focuses on. As a facilitator, you should encourage participants to summarize and draw conclusions from each of the exercises. The facilitator's role is to draw the summaries and conclusions brought up by participants together. . You must also be able to challenge ideas and discussions, in a supportive, constructive manner. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, we should avoid ever saying that "you are wrong". It is very important to challenge the ideas at times as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

## How Do I Use the Document?

Facilitator's Tips provide helpful information about how to conduct a session. Facilitator's Tips provide guidance on how to encourage participation or how to adapt a training to respond to differences in beliefs or behaviors in different places or among different groups of people. Facilitator's Tips are based on experiences of training professionals.

### Trainer's Tips

**Participation of management:** Management representatives from the workplace will be asked to officiate the program. This should not take more than 5 minutes. After the opening, facilitators should ask the management to leave, in a diplomatic manner. This will allow participants to participate more actively in the session.

**Training room arrangement:** Make sitting arrangements according to the size of training room. Avoid using chairs if there is shortage of space. Sitting in a Circle or U-shape is mostly preferred during training.

### "My Dream" Three-Hour Training

#### Open the Training

**Time:** 40 minutes

**TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

#### 1. Welcome and introduction (15 minutes)

Inform factory management in advance the exact time to start the workshop, but allow at least 10 minutes to gather all participants.

**Open the training by introducing yourself.** *"Today we are here to talk about a new and different program in your factory. Before going into details, we need to get to know each other. We might know each other as peers, but today let's try to find out a little more through an interesting game."*

#### 2. Getting to know each other (25 minutes)

Ask the participants to sit in a circle and make sure that everyone, including the facilitator, is seated at the same level, either on chairs or on the floor.

Introduce yourself along with your organization to the participants and once again thank everyone for participating in the HERrespect training.

Keep the small slips of paper used for pairing in a bowl or tray and ask all the participants to pick one slip from the bowl. Make sure that each participant gets one slip.

How much time you need for each session is indicated at the beginning of every session.

*Text in Italics* provide an example of what a trainer could say in a session.

Numbered items show the order of tasks to be completed by the trainer.

## Prepare for the Training

### Agenda

Familiarize yourself with the agenda of the training. The three-hour training agenda below provides guidance on how much time you should spend on each session of the training.

### Facilitator's Tips

**Be prepared:** Before starting the training it is important that you familiarize yourself with the training agenda, review and understand the key lessons, and gather materials for the training.

**Prepare the location:** Think about where you are going to have the training. It is best that the training be conducted in a quiet location without distractions. Sitting in a Circle or U-shape is mostly preferred during training

**Plan the timing:** Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Scheduling trainings after work or before meals may not be as effective because the participants might be too tired or too hungry.

Time	Topics
15 minutes	Welcome and introduction
20 minutes	Getting to know each other – My Airplane
20 minutes	HERrespect program overview and the concept of Change Makers
10 minutes	Workshop expectations and creating a safe workplace
15 minutes	Agreeing to training ground rules
30 minutes	Trust, confidentiality and being non-judgmental
60 minutes	Managers and workers: ideal and reality
10 minutes	Summary and Conclusion

### Gather Materials

The materials listed below will be used during the training:

- » *Flipchart*
- » *Colored markers*
- » *Plain paper*
- » *Pens and pencils*

## Facilitator's Tips

### Participation of Senior Management:

Senior management representatives from the workplace will be asked to introduce the program. This should not take more than 5 minutes. After the opening, facilitators should ask the management to leave, in a diplomatic manner, as the facilitator you should discuss with them in advance so everyone is clear on the expectations and process. This will allow participants to engage more actively in the session.

## Facilitator's Tips

Include additional questions for the activity according to the nature of the participants. You can also suggest to the participants to make boats or kites for this activity to introduce each other.

# “Towards Building my Vision” Three-Hour Training

## Open the Training

**Time:**  
35 minutes

**Facilitator:** Open the training by introducing the facilitator and participants.

### 1. Welcome and introduction (15 minutes)

Inform the factory senior management in advance on the exact time to start the training, but allow at least 5 minutes to gather all the participants.

Open the training by introducing yourself. ***“Today we are here to talk about a new and different program in your factory. Before going into details, we need to get to know each other. We might know each other as peers, but today let's try to find out a little more about ourselves through an interesting game.”***

Introduce yourself along with your organization name to the participants and thank everyone for participating in the training. Thank the factory management for choosing to implement the HERrespect project.

### 2. Getting to know each other - My Airplane (20 minutes)

**Activity:** Provide the participants with a plain paper and ask them to write:

- » Their name
- » One thing they enjoy when not at work
- » A talent they have which is not used in the workplace

Subsequently ask them to make a beautiful paper airplane using their sheet, after providing a brief demonstration on how to make it. After they have made the airplanes, ask all of them to throw their airplanes around the room. Instruct them by saying, "If you find an airplane, pick it up and keep throwing it for two to three minutes". The participants should not throw the airplane into other people's faces since it may hurt them and is disrespectful.

In the end, ask them to pick up one airplane, and ensure that each participant has one paper airplane.

Ask the participants to find the owner of the airplane and introduce themselves. Give them two minutes for getting introduced to each other.

Now ask the participants to stand in a circle and introduce their partner to the big group, and motivate them to be creative when doing so. This procedure goes on until all participants are introduced to each other.

Conclude the session by asking the participants whether they learnt something new about their colleagues.

Once the sharing has been completed, conclude the activity by saying, "**We are all working in this factory. It is important to know our colleagues well so that, we can support and connect with each other in our day to day life**".

Inform the participants that they will gain insight on the HERrespect project in the next session.

### 3. HERrespect program overview and the concept of Change Makers (20 minutes)

#### Facilitator's Tip

Avoid explaining in details the different components of HERrespect to participants. Present a few images to illustrate the core theme of the training, frequency and duration.

**Time:** 20 minutes

**Facilitator:** During this session, help the participants to understand the HERrespect program and its importance in creating a safe and equitable workplace.

**Ask the participants:** *when someone says to you that we should respect each other, what comes up in your mind immediately? Who do you respect? Who would you like to respect you? When other people respect you, how do you feel? When other people disrespect you, how do you feel?*

Write down participants' responses on a flipchart; explain to them that throughout this training, we will look at the key elements of respectful relationships.

#### Facilitator's Tips

##### **Training expectations, review and closing:**

Make sure that you accept criticism of yourself without being defensive. We often find it very hard as facilitators to listen to and accept criticism! But facilitators should remember that it is not possible to please every single participant in the room, and the facilitator should not take criticism personally. Some of the criticism may help us become better facilitators!

**Discuss what the training is about:** *In this training, we will be reflecting as a group on how to respect ourselves and others, at work and at home.*

*In this group, we are going to talk and reflect on our experiences of being a male or female member of our community, AND a supervisor or team leader AND a husband or wife. We will discuss the great parts and the challenges. We will reflect on how we can communicate and express our feelings better, and practice this with one another to express ourselves more honestly without confrontation, which hellos to build respect and trust.*

*The relationships we have in life affect how we feel about ourselves. When we have a positive relationship, with our wife, husband, partner, parent, workers, managers, etc., it makes us happy. Sometimes we feel sad and helpless when we are in difficult relationships, we will talk about getting support when facing challenges and ways to cope with and handle the situations.*

*We will meet at least six times throughout the project, this session being the first one. Each meeting will last for three hours, during which, we will have fun and discuss various aspects of the relationships in our lives. We will give each of you a notebook (distribute the notebooks), and you will be asked to do some ongoing work over the HERrespect training.*

*During these sessions, we want everyone to participate actively, as your ideas, feelings and suggestions are important and acknowledged. We hope that by the end of HERrespect you will have more ideas and develop some new skills so that you will live and work more happily. Through the HERrespect training, you will become great Change Makers. But first, what is a Change Maker?*

### What is a Change Maker?

Ask the participant: *Has anyone heard of this term, “Change Makers”, before? Can anyone share with us what you think it means?”* Take a few of the ideas from the participants and describe how this term is used for our program:

*Every one of you is a Change Maker.*

*The ‘Change Makers’ approach lets people understand how every change starts with one’s self. A Change Maker is a role model for respect and partnership between women and men in the family, workplace and the community. A Change Maker is loving, non-violent and powerful. A Change Maker does not use violence or support violence in the family or in the workplace. A Change Maker inspires everyone in their community to respect one another and stop violence against women. Change Makers respect everyone and believes in equality between men and women.*

*Change Makers will work with men and women in their workplace, family and communities to support change in knowledge and attitudes on gender equality, violence against women and women’s empowerment. Change Makers are the leaders and change makers for today and tomorrow. They have the opportunity to shape the world we want.*

*As you go through this training you will become Change Makers in this factory, your community and your family.*

*We have responsibilities as Change Makers – but that change starts from within; through this, Change Makers become empowered to make a positive impact in their workplace, families, and communities. Throughout the training modules, Change Makers should reflect upon the following questions after each module:*

- » *What have I learned?*
- » *How am I going to change?*
- » *What messages do we have for the men in our family, workplace and community?*
- » *What messages do we have for the women in our family, workplace and community?*
- » *How will we share these messages in our family, workplace and community?*

### Joint sessions

*We work with management, male and female workers in HERrespect, and we will organize three “joint sessions”, so that we will have more interactions between different participants, yourselves as managers and the female and male workers. The joint sessions will be held after the third, fifth and sixth (final) trainings, and some of you will be invited to join and interact with participants from the workers training session. We will share learning, discuss issues related to workplace relationships and give feedback to the training.*

*During the joint sessions, we will also have a deeper discussion about our roles as Change Makers. You will reflect on how you can share what you have learned with colleagues and family members.*

*Does anyone have any questions on what is being said so far?*

## Training Expectation and Ground Rules

**Time:** 55 minutes

**TRAINER:** During this time the participants will discuss training expectations, agree on the ground rules and discuss about trust and confidentiality, and being non-judgmental.

### Facilitator's Tip

Remember to keep this flipchart with the workshop expectations. This flipchart should be shown to the participants again in Module 6.

### Facilitator's Tip

Nominate one volunteer to take responsibility for the ground rules flipchart. Ask him/her to bring it during the training and keep it safely; the volunteer must remember to bring it each time. She should put it up at the beginning of each session. If the participants are not able to list responses for setting ground rules, initiate a discussion and help them to come up with points. Keep a record of the rules in a sheet/flipchart so it can be referred to if necessary in case the volunteer forgets to bring the chart or is absent.

#### 4. Workshop expectations and creating a safe workspace (10 minutes)

Explain to the participants that it is helpful for the facilitator to understand what the participants expect from the training and to record these views so that they can be reviewed at the end of the training.

**Ask each participant:** to first say, "I want to understand or learn more about..." and second, "I don't want..." Ask participants to record their expectations in their notebooks.

Summarize and cluster the expectations that participants have shared. Specifically, explain to the participants if there are any aspects that are not going to be addressed in the training, and try to reassure participants about their concerns, and follow up with them individually afterwards if necessary and appropriate.

#### 5. Agreeing to training ground rules (15 minutes)

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

Ask participants what rules they need to follow during the training.

***What are our rules which must be followed by us all for the training to be successful?***

Collect responses from all the participants and list them on the flipchart. Do not impose rules, they must come from the group, you could propose one or two but only add them if the group supports them. You can expect the following responses from the group:

- » *Respect time, start on time and end on time*
- » *Complete involvement in the training*
- » *Respect others views and opinions*

- » *Turn off cell phones*
- » *Be respectful of other participants*
- » *Talk loud enough for all to hear*
- » *Talk one at a time*
- » *No distractions among the group*
- » *Maintain confidentiality, etc.*
- » *Participants own their stories, and no one should feel obligated to share (i.e. if someone else knows about a story about another participant, they are not to mention it for them).*

Ask the participants if there are any other rules they would like to add. Discuss and agree on the rules and list them. Ask if they agree to follow these rules. Display the training rules chart on the wall in the training room during every training session.

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

## 6. Trust, confidentiality and being non-judgmental (30 minutes)

**Ask the participants:** *Can you think of a very personal problem or worry you have experienced in your life?*

*Who would you tell about this issue?* Ask volunteers to share who their confidante is. They do not need to share their personal problem.

*Why would you tell that person and not someone else?*

Summarize participants' descriptions of the trustworthy person, and note down on a flipchart. Particularly, pay attention to the behaviors of a trustworthy person. You should expect all participants to act as a trustworthy person as this is essential in maintaining confidentiality and build trust throughout the training. These behaviors should include (if they have not been mentioned you can suggest them at the end):

- » Non-judgmental
- » Listens well
- » Will not tell other people

Ask the group to discuss the benefits and risks to themselves in discussing our personal experiences in a group setting.

Explain to the participants that:

- » We learn a lot by talking together and critically reflecting on our own real life experiences. It can help us understand our lives, solve problems, feel better

and gain strength as a group, and know that we are not alone in our struggles.

- » We cannot be sure that no one in this group will talk to other people about our stories. If one of us tells someone a secret outside the group, someone might be angry or hurt. A member of the group may get into trouble with a colleague, partner or a family member. Likewise, misunderstanding and distress can occur in family and at workplace too if we cannot keep trust and maintain confidentiality during these sessions.

*One of the ways that we can try to reduce the risks and enjoy the benefits of being open and honest in this group is to make sure that we all behave in ways that builds trust. We must make sure we keep our discussions confidential (you can share your own experiences and lessons, but not what others say), listen to each other, and be non-judgmental.*

Ask the group to briefly reflect on our rules, and ask them how they apply in their roles as management.

Explain to the participants by saying, *“When you are able to build trust and confidentiality among you and your workers, you can share your need for meeting targets on time, as there is pressure from the higher management. When the workers trust you, they are more likely to understand and cooperate with you to meet targets. They will also be more comfortable sharing any personal problems, which gives you the opportunity to consider if you can support them, and keep them working well. This will make the workplace environment a more pleasant one.”*

Ask participants for examples of managers being judgmental. For example, when a female worker skipped work the day before without informing the management, what would a judgmental response look like then when you meet her the next day? Ask for some ideas

Then ask what would a non-judgmental response would look like? Ask for some suggestions.

**Conclude the session by saying** that we now know the basics about trust, confidentiality and understand the benefits of sharing. But, some people may still feel uncomfortable sharing certain things, so we should:

- » Care for each other and not tell our private stories outside the group
- » If we want, we may also share our pressing but sensitive issues as another person’s story, in other words we could say “I have a friend who does x,y,x”
- » Always talk about problems in a caring way without judging or joking.

**Conclude the session by saying,** *“As a supervisor or team leader, it is important that you build respect trust among your workers. When there is respect and trust, you can build healthy relationships at the workplace. You will be someone whom your workers respect and who trust you, and you can lead by example”.*

## 7. Managers and workers: ideal and reality (60 minutes)

### Facilitator's Tip

Participants may bring up the following qualities for managers:

- Hard working
- Motivated
- Innovative
- Natural leader
- Commanding

The following qualities may be listed for workers:

- Caring
- Responsible
- Obedient
- Loyal
- Hard working

**Time:** 60 minutes

**Facilitator:** In this activity, participants will unpack the notion of the ideal manager and workers. They will reflect on what they are expected to achieve and do compared to the reality of the constraints they face in their working environment and skills

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

Ask the group to discuss the expectations workers, senior managers, and co-managers have on how managers are expected to behave, their roles and responsibilities? What are the qualities we expect to see in a manager (ask them to think about what is expected of them by their top managers)? List this in the 'ideal' column in the box.

After a few minutes ask them to reflect on their own experiences in the factory. Do they fit into all of these? Discuss what the reality looks like for managers. Make notes in the other column 'the reality'.

After a few minutes give the group another piece of flip chart and ask them to think about workers and ask them to repeat the exercise: how are workers expected to behave? What are the qualities we expect to see in a worker? What are their roles and responsibilities? Make a list of what is the ideal and what is the reality for workers.

Call everyone back into the group. Choose one small group and ask them to share their flip chart and firstly look at the ideal for managers. *Did the other groups have the same things on their charts? Anything different? (Group with different ideas/thoughts would show put up their flipchart)*

Choose another flip chart and ask the group what they have in the column of 'the reality'. *Does everyone agree? Anything missing? (Groups with different ideas/thoughts would show put up their flipchart)*

Initiate a discussion using the following questions: How easy it is for managers to live up to what is expected in the factory setting? What are the main constraints which cause these difficulties?

Ask the same questions for workers.

Ask: *Do you see any similarities between workers and managers? Do workers and managers face similar constraints that prevent them from reaching the "ideal"?*

Conclude by explaining that the idea of this exercise is to help us all appreciate

### Facilitator's Tip

In the discussion of what is "ideal" and what is the "reality", the aim is to get managers to realize that they cannot meet the "ideal", and that they need to manage their expectations. Similarly, they should recognize that workers cannot meet all the "ideal" expectations.

Encourage the participants to reflect on the reality of the constraints in their working environment and skills for both managers and workers.

that there are expectations in the workplace on how we should behave. Our top management may have certain expectations about how we should act as managers, and sometimes we cannot meet all of those expectations. We would want our top managers to be understanding and realize that we face many constraints. This is the same for our workers. We sometimes have expectations that they cannot meet due to constraints.

## 8. Summary and conclusion (10 minutes)

**Time:** 10 minutes

**Facilitator:** During this session, you will play a game to reinforce the importance of working together and communicating well. You will also ask the group some questions that help them summarize and reflect on the knowledge they have learned.

Conclude by probing the following question: *We discussed today the importance of understanding ourselves and our co-workers. What is one thing that you have learned today that you will be able to put into practice?* Give everyone a few minutes to think about this and write it in their notebooks.

To close this training session, the facilitator should ask all the participants to complete two activities before the next session.

The first task for the participants is for them to reflect on what managers and workers are actually like in reality, in contrast to what is expected of them, the ideals that we discussed before. Mention that they will be asked to share their reflections at the beginning of the next session.

The second task is to share some of their key learning from this training with their family, friends, or colleagues, so ask them to think about, and to write down in their notebooks:

- » What messages do we have for the men in our family, workplace and community?
- » What messages do we have for the women in our family, workplace and community?
- » How will we share these messages in our family, workplace and community?

Thank everyone for their active participation and say that we will continue to learn and share in our next training session.

# Module 2: Unpacking Gender and Relationships

Three-Hour Training



## Overview

This is a guide about how to facilitate a three-hour workshop to reflect on social norms and stereotypes of society towards women, and explore the joys and challenges of relationships, especially at the workplace, and how to change unhappy relationships into happy ones. This training is best used in groups of between 20 and 25 people and can be given to women.

## What Is Included?

This packet will help you lead a session on reflecting on social norms and stereotypes of society towards women, and explore the joys and challenges of relationships, especially at the workplace, and how to change unhappy relationships into happy ones. It provides the approach, activities, and resources for training on the topic, including a training **agenda with key messages**, the **materials** needed to conduct the training, and examples of what to say while training.

## Facilitating HER respect

Ideally before you begin working with this module you should attend a training course. HERrespect training demands a number of skills. These include: experience in participatory learning approaches, facilitation, communication and counseling skills, gender awareness, masculinity, open-mindedness, creativity, imagination – and humor.

It is important that you read through the material even if it seems familiar to you. Unlike some other training, your main purpose is not only to deliver information, but also to actively facilitate and help participants to build the skills that this session focuses on. As a facilitator, you must summarize and draw conclusions from each exercise and enable participants to summarize what they learn from each session. You must also be able to challenge. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

## How Do I Use the Document?

Trainer's Tips provide helpful information about how to conduct a session. Trainer's Tips provide guidance on how to encourage participation or how to adapt a training to respond to differences in beliefs or behaviors in different places or among different groups of people. Trainer's Tips are based on experiences of training professionals.

**Trainer's Tips**

**Participation of management:**  
Management representatives from the workplace will be asked to officiate the program. This should not take more than 5 minutes. After the opening, facilitators should ask the management to leave, in a diplomatic manner. This will allow participants to participate more actively in the session.

**Training room arrangement:**  
Make sitting arrangements according to the size of training room. Avoid using chairs if there is shortage of space. Sitting in a Circle or U-shape is mostly preferred during training.

**"My Dream" Three-Hour Training**

**Open the Training**

**Time: 40 minutes**

**TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

**1. Welcome and introduction (15 minutes)**

Inform factory management in advance the exact time to start the workshop, but allow at least 10 minutes to gather all participants.

Open the training by introducing yourself. *"Today we are here to talk about a new and different program in your factory. Before going into details, we need to get to know each other. We might know each other as peers, but today let's try to find out a little more through an interesting game."*

**2. Getting to know each other (25 minutes)**

Ask the participants to sit in a circle and make sure that everyone, including the facilitator, is seated at the same level, either on chairs or on the floor.

Introduce yourself along with your organization to the participants and once again thank everyone for participating in the HERrespect training.

Keep the small slips of paper used for pairing in a bowl or tray and ask all the participants to pick one slip from the bowl. Make sure that each participant gets one slip.

How much time you need for each session is indicated at the beginning of every session.

*Text in Italics* provide an example of what a trainer could say in a session.

Numbered items show the order of tasks to be completed by the trainer.

## Prepare for the Training

### Agenda

Familiarize yourself with the agenda of the training. The three-hour training agenda below provides guidance on how much time you should spend on each session of the training.

### Facilitator's Tips

**Be prepared:** Before starting the training it is important that you familiarize yourself with the training agenda, review and understand the key lessons, and gather materials for the training.

**Prepare the location:** Think about where you are going to have the training. It is best that the training be conducted in a quiet location without distractions. Sitting in a Circle or U-shape is recommended for this training.

**Plan the timing:** Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Scheduling trainings after work or before meals may not be as effective because the participants might be too tired or too hungry.

Time	Topics
10 minutes	Welcome and reflections of the previous session
30 minutes	How women and men express themselves
20 minutes	Power over, power to, power within
50 minutes	The way we use our time
60 minutes	Joys and challenges in working relationships
10 minutes	Conclusion and summary

### Gather Materials

The materials listed below will be used during the training:

1. Flipchart
2. Colored Markers
3. Flipchart with the schedule of an average day for an unmarried female garment worker and a married female garment worker with two children
4. Poster of the woman with many arms
5. Pencils
6. Paper

# Unpacking Gender and Relationships

## Open the Training

### 1. Welcome and reflections on previous session (10 minutes)

Welcome everyone back to the session and thank everyone for coming. Inquire about late-comers and/or non-attendees. Make a note if you need to follow up with anyone. Remind the participants the importance of attending the training regularly. Reiterate that all the modules are interconnected and being absent will affect their learning process.

Ask the participants to recall their reflections from the previous session. Ask them the following: *How did the discussions from the last module change the way you think about the ideal and real manager and worker? Has that changed your expectations about yourself? What about your workers?*

Invite them to share their experiences with the group if they are comfortable doing so. Thank them for sharing their experiences.

## Questioning gender roles and norms

**Time:** 50 minutes

**FACILITATOR:** The participants will engage in two energizing activities to start reflections on gender and power.

### 2. How women and men express themselves (30 minutes)

Ask the participants to walk around the room in silence, paying attention to the movement of their body when they walk (feet, legs, arms, hands, torso, neck and head). As they walk around the room, tell them to walk “hard”, “soft”, “quickly”, “slowly”.

Ask the participants to form two lines facing each other.

Tell them that they are going to close their eyes and then you are going to say a word and that each person should turn themselves into statues that represent that word. LINE 1 should make statues representing how women would express the word, and LINE 2 should make statues representing how men would express the word. After each statue they can open their eyes.

Half way through the exercise, ask the participants to switch lines. Get LINE 1 to make statues representing how men would express the word, and LINE 2 on how women would express the word.

Ask participants to close their eyes before you say each of the following words:

Beauty  
Grief  
Strength  
Anger  
Pain

## Facilitator's Tips

It is important to get the participants to switch lines half way through the exercise. This would encourage male participants to try playing the role of a woman. It would not only be fun, but prompt all participants to try to think outside of their own gender roles.

Gentleness

Power

Love

After the participants make statues for each word with closed eyes, they should open their eyes and observe and comment on the similarities and differences between themselves and the statue made by the person across from them.

Ask the group the following questions:

What was it like to try to express yourself like a woman?

What was the most difficult “statue”?

What similarities and differences did you notice between the “male statues” and “female statues”?

During which words did you see the most differences? During which words did you see the most similarities?

Close the session by saying that *“We are often brought up to think that women and men are completely different. Men have power and rights, and women do not. A game like this shows us that in fact, there are a lot of similarities between women and men. Women can be powerful and men can be gentle.”*

*Men and women may have the same emotions but they often express them in different ways. Why?*

*Ask the group if they have any thoughts about why this is the case. If no one says anything at first allow them to talk in groups of two or three to the people sitting next to them, for 2-3 minutes. Then take a few thoughts from the group. You could add the following if it has not already come up from the group.*

*“They ways girls and boys are raised often influences how they express themselves. From a very early age we are taught how to behave. This teaching can be direct from family and teachers and also indirect from TV, radio, books etc. For example, boys are taught that they should never cry and should always be tough, and girls are taught to be gentle and obedient. These restrictions make it difficult for women and men to express themselves, because they always have to think about how they are expected to behave. It is important that both women and men are able to express themselves in a variety of ways.”*

### 3. Power over, power to, power within (20 minutes)

Go around the group and assign either the color blue or the color green to each person (there should be a roughly equal number of blues and greens)

Now ask them to imagine that as a group they are getting 30,000 Taka (pretend, they will not really be getting money!) and they have to decide as a group how they will spend that money. Each person should put an idea forward and then decide as a group on the best idea.

After a few minutes shout ‘stop’ and ask the blues to stand up and the greens to stay sat down and they have to continue the discussion as a group like this.

After another few minutes, shout stop again and explain to them that anyone who is green now has to ask for permission from the blues before they speak.

After another few minutes, shout stop again, now every time a green asks for permission to speak, the blues have to say no and that green person has to stop speaking altogether. Other greens should keep asking for permission and the blues should keep saying no.

When most of the greens have lost the power to speak, draw the activity to a close and ask the greens how it felt to have less and less power? (Did they feel resentful? Hopeless? Angry?) What about the blues, how did they feel? Draw out the most relevant points and then end by asking people to sit quietly for five minutes and think about:

1. A time when they used their power over someone in a negative way
2. A time when someone used their power over them and how that made them feel
3. A time when they either used their power within or joined their power with another person for good

Do not ask people to share, simply give them time to think about this.

#### 4. The way we use our time (50 minutes)

### Facilitator's Tip

Before the module, the facilitator should prepare a typical unmarried female garment worker's schedule and a married female garment worker's schedule (with children) before the training. This can be done on a flipchart.

Make sure you tally up the amount of time married female garment workers with children and unmarried female garment workers spend each day on key activities: household chores (including child care and water collection), paid work, sleep, leisure, and commute.

Note that time to eat during the day should not be considered leisure time.

**Time:** 50 minutes

**TRAINER:** In this activity, participants will compare the differences in how women and men spend their time during a work day. Through this activity, the participants will realize the amount of time required to perform household chores and childcare, which are usually women's responsibility.

**Begin the activity by saying:** Now we will do a fun and reflective activity by thinking about how we spend our time on a working day. We will begin by exploring how we, as male and female managers, use our time. We will work in groups and then compare our results. Then, we will explore the experiences of our female workers. We will compare how we spend our time and how garment workers spend their time on an average work day.

Divide the participants into groups of five to six for a total of four groups. If there are female participants in this training, group them together into one all-female group. Give the groups a flipchart and some markers. The groups are given 10 minutes to think about how they spend their 24 hours in a given day. For instance, we would get up at 7 a.m., and we would have our breakfast for half an hour. We will then head to work. Ask them specifically to think about the time they spend each day on the following activities:

Work in the factory

Commute

Household chores and child care

Leisure

Sleep

Remind the groups that they are to give a rough estimate of how they spend their time. Remind them that it does not have to be perfect.

When the groups have completed their task, ask two volunteers from each group to present their schedule to the group. The facilitator will ask the groups whether there were any differences in how they spend their time. If there are, ask the participants to share with the group where these differences lie (i.e. is it in child care? Is it in household chores?)

After all the groups have presented their schedule, the facilitator should tally how much time the male managers spend on an average work day on paid work, commute, household chores and childcare, leisure, and sleep. The facilitator should write the total time spent on those activities on a separate flip chart.

### Facilitator's Tip

The facilitator should guide the discussion on differences in time-use by asking the participants to pay attention to the time spent on paid work, unpaid work (household chores and childcare) and most importantly, whatever time is leftover in a day for self-care such as sleeping and leisure.

Invite the participants to join as one big group again (i.e. all participants working together). Ask them to come up with what an average day looks like for a female worker. If they are unable to come up with some ideas, prompt them by asking the following: Who makes your breakfast? Who feeds the kids? Who washes the dishes and clothes?

Tally up the amount of time spent each day on paid work, commute, household chores, leisure, and sleep. Ask them to discuss how this schedule would change if she were to have children.

Now, tell the participants that you will now show them what an average work day looks like for women and compare it to the schedule they have come up with. You will first show them a schedule for an average work day for an unmarried female garment worker. Ask them to identify some of the differences in the time spent on household chores, leisure, and sleep. Then, move onto show them the schedule of a married female garment worker with two kids. Ask them the same question and ask them to look at the differences in the time spent on some of the key activities.

Ask the group the following questions:

1. Do you see any differences in the schedule you have prepared for women and what it actually looks like for women? How about for female workers with children?
2. Can you identify any differences in how women and men spend their time each day? Where do you see the biggest differences?
3. Are you surprised by the differences? Probe the participants to get them to think about the time spent on housework by women, if they do not point this out themselves.
4. Who do you think has a longer work day? Who has a longer day if we also consider the time spent on household chores and child care?

Show the participants the poster of the woman with many arms doing all types of unpaid work. Ask the participants what they think of the poster, after the activity they just engaged in. Remind the participants that the purpose of the activity is not to make men feel ashamed about the amount of leisure time they have in a day or the extra time they have to sleep compared to women. Tell them that this activity is to remind them that some of the work we do at home, such as cooking, cleaning, taking care of children, shopping, collecting water, is work and takes up more time in a given day – oftentimes, these activities take up more time than we realize! Ask the participants: Does the longer working day for female workers affect the workplace? If so, how is this relevant for managers?

Remind the participants that the majority of men, at one time or the other have already engaged in some kind of daily domestic activity, even though they

seldom talk about this. For example, in Bangladesh, it is common for men to take care of the shopping for the family, which lessens the amount of time women have to spend on household chores. Such experiences, when shared, can be used to illustrate the possibility of men engaging in household chores. Before closing this activity, ask men to think about the types of domestic activity that they can engage in to help their wives at home. Ask a few participants to share their thoughts with the group.

**Conclude** the discussion by citing the importance of daily domestic work, especially given the time it takes. Explain that it is undervalued and rarely noticed by those who do not perform domestic chores. The exercise is not to belittle men and their work. This is to make us realize that everyone contributes at home, but women's work remains an "invisible" sometimes because it is not paid and not recognized.

## 5. Joys and challenges in working relationships (60 minutes)

### Facilitator's Tip

The facilitator should ensure that the participants discuss two different relationships at work: middle management and senior management, and middle management and workers.

If there are senior management in the training, probe the participants further to discuss and reflect on their relationships with the brands, for instance, brand reps or compliance officers.

**Time:** 60 minutes

**TRAINER:** In this activity, participants will reflect on the joyful and challenging aspects of their relationships in the workplace. They will discuss some ways to turn a challenging relationship into a joyful one. They will discuss the benefits of respectful relationships in the workplace.

Divide participants into groups of five. Explain that we are now going to move on to talk about our relationships in the factory. First hand out five pieces of paper and a pen or pencil to each group and ask them to write anything that comes to mind when you think of relationships between workers and middle management, and middle management and senior management. Explain they can be good or bad, funny or happy or sad. Encourage participants to use real life experiences when doing this exercise but do not use real names. Give ten minutes for each participant to complete this task.

While they are doing this, write on top of two flipchart papers: 'Joys' and 'Problems/Challenges'. Collect the pieces of paper into one large pile and explain that you want to go through what has been written and ask the group if it is a joy or a problem.

Take the first piece of paper and ask 'is this a joy or a problem?' *Does everyone agree?*

Sometimes the paper will be obviously a joy and you need not discuss it. It may also duplicate a previous paper and so no need to have a discussion on that too. If what is written is unclear, ask the group '*how does this happen in relationships*' so that someone can explain. Then everyone can decide if it's a joy or problem.

Sometimes there will be disagreement and so then make a column in 'joys' paper which is 'both joy and problem'. Make sure the group discusses when something can be both joys and problems. It is particularly important that you get each of the problems explained and everyone sees that they are problems. When the 'problems' are identified and discussed, ask the whole group: for the unhappy situations what could be done in the workplace to make relationships better and resolve the conflict? How could people act differently? Listen to suggestions.

Ask for volunteers (could be 4 groups, 2 – 3 actors in each) who would each act out one situation. Two groups will act out the happy relationships at work. One of

those groups will act out a happy relationship between a supervisor and senior management. The other group will act out a happy relationship between a supervisor and worker.

The other two groups will act out unhappy relationships at work. One of those groups will act out an unhappy relationship between a supervisor and senior management. The other group will act out an unhappy relationship between a supervisor and worker.

Ask the two groups to act out the happy relationships first. Ask the following questions to the participants after performance (i.e. ask these questions after each roleplay):

Is this a happy or unhappy relationship? Why is that the case?

If it is a happy relationship, what makes the relationship a happy one.

Then, ask the two groups with the unhappy relationships to perform in front of the big group. Ask the following questions to the participants after their performance (i.e. ask these questions after each roleplay):

Is this a happy or unhappy relationship? Why is that the case?

How would you feel if you were in this relationship? [Probe the participants to talk about the stress felt by supervisors, senior management, and workers]

What would you do to change the relationship to make it happy?

Who in the relationship is responsible for making this a happy relationship?

Ask the unhappy roleplay actors to follow this advice and change their roleplay so that the situation becomes happy. For this change you will want the characters acting to remain the same, but you may want to change some of the other characters if you want to introduce any new people into the story (e.g. a helpful colleague).

Thank the roleplayers for their performance. Ask them to derole by stating their name and their hometown and one thing that makes them happy.

Ask the participants the following:

If you were to be in an unhappy relationship with a senior manager, do you think you would take the initiative to change this relationship into a positive one?

If not, why would you hesitate? What are the barriers and challenges?

If you were to be in an unhappy relationship with a worker, do you think you would take initiative to change this relationship into a positive one?

If not, why would you hesitate? What are the barriers and challenges?

Do you think the position and gender of a staff in the factory affect how people behave to one another? How?

Can you make the changes that are necessary to turn unhappy into happy relationships like you saw in the roleplays? Think about the position of the person in the roleplay.

Explain that we may find it difficult to take action to transform an unhappy relationship into a happy one. We may find it easier in some relationships than in others. For instance, it is often easier for us to take initiative and speak to our workers to improve those relationships. However, we may find it challenging to speak to our supervisors about this.

Ask the participants to recall the game we played earlier on “power over, power within, and power to”. Ask if the participants can see the similarities between the game they played and speaking to their supervisors about an unhappy relationship with them (when one group could not speak to another group). But as we have seen in this exercise, there are aspects of the relationships we can change to transform the relationship from an unhappy to a happy one.

Summarize the key points brought up by the participants and explain that this game showed us that we often do not feel comfortable speaking to someone who is more powerful, especially if we want to talk about stressful issues. This may remind you of your relationship with senior management. Similarly, workers may feel the same way about you – they may not be able to speak to you directly because you are in a more powerful position than them.

Conclude by asking the group if they can quickly say what they think the key elements of a respectful relationship are. Once they have given a few ideas you may want to add the following if it has not already been covered.

*“Happy relationships should be respectful, show cooperation and support, love and there should be no violence. We often find it hard to talk about difficulties we have in relationships at the workplace. This exercise has shown that there are many joys in these relationships but also many problems. It has also highlighted that many of the problems stem from the unequal status, for example, supervisors and management are in more powerful positions and men are more powerful, and it is so important to think about that and find ways to improve the situation. We hope we will be able to find ways as a group, and change the way in which we work.”*

## 7. Conclusion and Summary (10 minutes)

Conclude the day’s session by asking three people about what they have learned about how both women and men are affected by the way society expects us to behave. Ask them to talk about whether or not these expectations place pressure on men and especially women (encourage them to think about time use).

Reiterate to the participants that as managers they can be much more effective if they understand the challenges facing female workers – they face pressures due to the time they have to spend on household chores and childcare and they also have specific health needs, especially when it comes to menstruation and maternal health.

Before the next session, ask the participants to try to think of an instance when you felt you had to act in a certain way because that is what is expected from someone of your gender either at home or at work.

Ask if anyone has any question regarding today’s session. Participants should be reminded of the key reflective questions they have as Change Makers:

- i) *What have I learned?*
- ii) *How am I going to change?*

The first task the participants to reflect on one aspect of their relationships with either senior managers or workers they would like to change to make the relationship happier and more harmonious. Ask them to think of one action they could take to start building happier relationships.

The second task for the participants is to share the key messages they have learned from this training module with their family, friends, and peers:

- i) What messages do we have for the men in our family, workplace and community?*
- ii) What messages do we have for the women in our family, workplace and community?*
- iii) How will we share these messages in our family, workplace and community?*

Thank everyone for their presence. Wrap up by saying that in our next session we will delve deeper into our relationships and reflect on how we can mitigate the challenges in it.

# Module 3: Let's Communicate

Three-Hour Training



## Overview

This is a guide about how to facilitate three-hour training on enhancing communication and listening skills, while reflecting on workers issues, with the aim of enabling participants to learn about communication and active listening skills. Participants will also learn about assertive communication and art of giving feedback, to build and establish effective relationships at the workplace and their homes. This training is best used in groups of 20 to 25 male/ female participants, and can be given to factory supervisors and mid-management.

## What Is Included?

This guide will help you to facilitate a session on strengthening communication at the workplace and building active listening skills and learning the art of giving feedback. It provides the approach, activities, and resources for training on the topic, including a training **agenda with key messages**, the **materials** needed to conduct the training, and examples of what to say while training.

## Facilitating HER respect

Ideally, before you begin working with this module, you should attend a training course. HERrespect training demands a number of skills and knowledge on the focal topics. These include experience in participatory learning approaches, facilitation, communication and counseling skills; sensitivity towards gender equality and women's issues, open-mindedness; creativity, imagination, and humor etc.

It is important that you read through the material even if it seems familiar to you. Unlike some other training, your main purpose is not only to deliver information, but also to actively facilitate and help participants to build the skills that this session focuses on. As a facilitator, you must summarize and draw conclusions from each exercise and enable participants to summarize what they learn from each session. You must also be able to challenge. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

## How Do I Use the Document?

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**Trainer's Tips**

**Participation of management:**  
Management representatives from the workplace will be asked to officiate the program. This should not take more than 5 minutes. After the opening, facilitators should ask the management to leave, in a diplomatic manner. This will allow participants to participate more actively in the session.

**Training room arrangement:**  
Make sitting arrangements according to the size of training room. Avoid using chairs if there is shortage of space. Sitting in a Circle or U-shape is mostly preferred during training.

### "My Dream" Three-Hour Training

#### Open the Training

**Time: 40 minutes**

**TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

#### 1. Welcome and introduction (15 minutes)

Inform factory management in advance the exact time to start the workshop, but allow at least 10 minutes to gather all participants.

Open the training by introducing yourself. *"Today we are here to talk about a new and different program in your factory. Before going into details, we need to get to know each other. We might know each other as peers, but today let's try to find out a little more through an interesting game."*

#### 2. Getting to know each other (25 minutes)

Ask the participants to sit in a circle and make sure that everyone, including the facilitator, is seated at the same level, either on chairs or on the floor.

Introduce yourself along with your organization to the participants and once again thank everyone for participating in the HERrespect training.

Keep the small slips of paper used for pairing in a bowl or tray and ask all the participants to pick one slip from the bowl. Make sure that each participant gets one slip.

How much time you need for each session is indicated at the beginning of every session.

*Text in Italics* provide an example of what a trainer could say in a session.

Numbered items show the order of tasks to be completed by the trainer.

## Prepare for the Training

### Agenda

Familiarize yourself with the agenda of the training. The three-hour training agenda below provides guidance on how much time you should spend on each session of the training.

### Facilitator's Tips

**Be prepared:** Before starting the training it is important that you familiarize yourself with the training agenda, review and understand the key lessons, and gather materials for the training.

**Prepare the location:** Think about where you are going to have the training. It is best that the training be conducted in a quiet location without distractions. Sitting in a Circle or U-shape is mostly preferred during training

**Plan the timing:** Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Scheduling trainings after work or before meals may not be as effective because the participants might be too tired or too hungry.

Time	Topics
10 minutes	Welcome and recap of the previous session
20 minutes	Active listening and its benefits
20 minutes	Body language
60 minutes	Managing stress at work
60 minutes	"I" statements
10 minutes	Summary and conclusion

### Gather Materials

The materials listed below will be used during the training:

- » Flip charts
- » Markers
- » Sketch pens
- » Paper sheets (A4)
- » Masking tape/clips, push pins
- » Plastic balls
- » Soft board

## “Let’s Communicate” Three-Hour Training

### Open the Training

#### 4. Welcome and review of the previous session (10 minutes)

**Time:** 10 minutes

**TRAINER:** Open the training by welcoming all to the session, and reflect on the previous session.

Welcome everyone back to the session and thank everyone for coming. Enquire about late-comers and/or non-attendees. Reiterate to the participants the importance of attending the training regularly. Remind them that all the modules are interconnected and being absent will affect their learning process.

### Facilitator’s Tip

Be sure to tell the participants where and when the joint session will be held.

Explain to the participants that some of them have been selected to participate in the first joint session for female workers, male workers, and management. Name the participants. Remind these participants that they will share their learnings and experiences from the first three modules with workers.

Ask the participants to recall the discussions and reflections from the last session (on gender roles, gender differences in time-use, joys and challenges in working relationships between senior management and managers, managers and workers). Ask the participants if there is one aspect they would like to change about their relationship with their senior managers or their relationship with their workers. Ask them to share what they would like to change, and how they may like to actualize that change.

The participants who were responsible for keeping the ground rules should bring the sheet with them to share learnings with the group about rules and confidentiality. If they have forgotten, refer to your notes to remind everyone what the group agreed upon.

#### 5. Active listening and its Benefits (20 minutes)

**Time:** 40 minutes

**Facilitator:** During this time the participants will learn the basic techniques of listening skills and use of body language.

**Begin the exercise by saying,** *“Today, we will begin with a fun activity that shows the benefits of listening to each other. In this exercise, we will explore the value of listening skills as vital for interpersonal communication”.*

Divide the participants into pairs, and give an instruction, that within each pair one person has to start describing an event in her/his life, to the other person. The listener should say nothing, but should just concentrate well on hearing what is being said. After a couple of minutes, ask the listeners to stop listening. At this stage, the speakers should continue to describe his/her experience, but the

listener should stop listening completely. The persons could yawn, look elsewhere, turn round, whistle, or do whatever they like, but they should no longer listen, although the speakers continues to tell their story.

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

## Facilitator’s Tip

You can change examples based on context and situation.

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

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

Facilitate a discussion around following questions;

1. *Can you share any examples of poor communication has occurred in your lives?*
2. *Do you think communication is important in your day to day work life? If so, why?*
3. *Why do you think you should listen to your workers?*

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

Now that we have all just practiced the wonderful skill of active listening, let us think about other important ways of communicating. Ask the participants how else we can communicate with one another, apart from talking and writing (using language). When someone mentions body language, explain that by being aware of our own body language, we can often alter it, in order to communicate different moods and vibes to others around us. This is what we are going to look at next.

## 6. Body language – it’s really powerful (20 minutes)

Ask the participants to divide into pairs, working with someone with whom they have not worked before. Each pair should think of one situation that one of them has had in a relationship which they can act out without talking. The pair should first establish the two characters and their relationship and describe what happened. Without saying anything aloud, they should act out the situation between them, only using their bodies and faces, and with no words.

Give the pairs a few minutes to work on their role play. Then ask everyone to return to the circle. Pick out two pairs, whose scenes looked particularly clear. Ask the first chosen pair to show the others their scene by coming forward into the middle of the circle, so that everyone can see.

Ask members of the audience to tell the story of this pair's situation. It does not matter if the audiences do not know the details, but point out how easy it can be for us to know what is going on in general through what we do with our bodies.

Repeat this viewing exercise with the second pair whom you have chosen.

Brainstorm with the participants on the kinds of emotion we can communicate with our bodies: such as pleasure, dejection, anger, submission, strength, weakness, power and so on. Ask them to add to this list, encouraging one participant to show a different body stance to illustrate each emotion to the rest of the group (have at least six participants show six different emotions with their bodies).

Conclude the session by asking participants to start to think about the way that they use their own bodies to say things to one another over the next few days and weeks. Encourage them to think how they might use their bodies differently in different contexts, in order to convey different messages to people.

## 7. Managing stress at work (60 minutes)

**Time:** 60 minutes

**FACILITATOR:** This activity will help participants to understand the sources of stress at work through a discussion and mapping of the points of stress at work.

Begin the session by saying that stress is a common factor during work-time. Stress is the pressure from the environment, which cause strains within the person. Stress puts pressure on us, which may contribute to anxiety and unhappiness. We may act in ways we normally would not when we are stressed. In this activity, we will look at the causes of our stress at work.

Ask the participants to spend a couple of minutes to think about the following: *do you experience stress at work? If so, what kinds of stress?*

Again, ask the participants to talk to the person sitting next to them to bounce a few ideas around. Give them a few minutes.

Bring the group back and ask the participants to give responses to the two questions. Write down the type of stress on a flip chart.

On another flipchart, write down the word "Stress at Work" in the center of the paper and put a circle around the word. As the "*What causes you stress at work?*" Write the words next to the word stress (in a web-like format). Remind them to think about difficult relationships, conflict with senior management, colleagues and female workers in case they do not come up.

After they have listed the sources of stress at work, ask the participants “*How do you react to stress at work? What do you do when you experience stress?*” Write down the reactions to stress around the web.

Ask the participants to reflect on the reactions to stress. Ask the group if any of the ways of reacting to stress in the web are positive ways they have been using to react to and deal with stress at work. Ask the participants to explain why they think some of these ways of reacting to stress is healthy.

Ask the participants whether some of the ways of reacting to stress is unhealthy for both you and the people around you. Ask the participants why they think some of these ways of reacting to stress is unhealthy. Circle these on the flipchart with a different color, and explain to the participants that we will come back to these negative ways to react in the following activity.

Ask the participants to share some of their experiences in reacting to stress negatively: *How does it make you feel when you reacted negatively to stress? How does it make the other person feel?* Explain that stress does make us act in a way that we may not in other circumstances. And sometimes, other people are negatively affected by our reactions to stress, especially if we say things we do not mean, assign blame to them, etc.

**Conclude this activity by saying to the participants:** *“We all encounter stress at home and at work. Sometimes, stressful situations make us very angry. As you have noticed, some of the ways in which we react to stressful situation is not healthy.”* Explain that we will now move on to practicing one way to communicate our stress to others in a healthier way, using what is called “I” statements.

## 6. “I” Statements (60 minutes)

**Time:** 60 minutes

**TRAINER:** During this session, you will explain assertive communication to the participants. You will support the participants in practicing “I” statements to communicate how they feel, especially when they are stressed.

Say that we are going to learn about assertive communication using what we call ‘I’ statements. “I” statements are very useful when we are facing stressful situations, because we would be able to face someone with whom you have a problem without either antagonising them or withdrawing from the problem. It will also be a good practise to make non-judgmental statements.

Explain that ‘I’ statements are a useful way of separating feelings and facts in order to clarify what a problem really is. The formula may seem strange and unfamiliar at first, but with practice it can become an unconscious reaction rather than a labored response. It is a tough discipline and needs practice.

It is worth pointing out that it can be used with your partner, colleagues, at the market or the shops, with friends, on public transport or at any time when you feel that your needs are not being met. It is not just for use with a worker or another manager!

Explain that there are four key elements in an “I” statement. Write these on a piece of flip chart

**I** – first element is ‘I’ and this reminds us that we have to be specific that we are talking about ourselves (and not saying “you”)

**Feel**– the second element is the response, a feeling or an emotion, which describes the impact of the situation you want to change upon you.

**The action or reason** – the third element is a reason – the reason why you are feeling the way you do. Make this description and not blaming the other person.

**What I would like** - the fourth element is the suggested solution. It should not be a demand but a statement of what you would like.

Write a couple of examples and ask participants to identify the four elements.

**Conversations between supervisors and senior management:**

"I feel a lot of pressure when I am given a target that I cannot meet with my current batch of workers. I would like more time from management".

**Conversations between supervisors and workers:**

"I feel extremely frustrated when I give you an instruction about a job and you do not follow it. I would like you to listen attentively when I am describing a job and ask questions immediately if you do not understand or are unsure how to do something so that there are fewer mistakes made."

These statements carry no blame and are phrased not to aggravate the listener. The expectations within them are presented in a non-judgmental manner (there is no "you must...") and are not accusing the listener. They state the speaker's expectations or hopes, but they do not demand that they be met.

**Activity:** Explain to the participants that they will get to practice using “I” statements. Ask participants to work in pairs. First, participants will identify one aspect of their current relationship with a worker that they would like to change. Ask the participants to refer to some of the stressful situations they have just identified in the previous activity. In this role play, one person can be a manager talking to a worker in the line. Ask them to prepare one "I" statement which they could use to address this difficulty they are facing in their lives. Partners can help each other to make their statements clear and clean.

**Facilitator’s Tip:**

Facilitator can highlight the following when giving feedback:

- Tone
- Not to embarrass workers in front of others
- Provide continuous, not one-time, feedback

Ask the participants to try the activity again, this time, pairing with a different participant. Participants will identify one aspect of their current relationship with a senior manager that they would like to change. Ask the participants to refer to a stressful situation, again referring to the ones listed in the previous activity. Ask them to repeat the same exercise, receiving feedback from their partners.

Ask the pairs to come forward and present their situation. Be sure to alternate the examples (i.e. one pair demonstrating a conversation between a worker and supervisor, the next pair between a supervisor and a senior manager, etc.) Instruct the other participants to observe carefully.

Now ask the following questions:

- » What was the supervisor trying to do in this scenario?

- » Was the worker listening to the supervisor?/Was the senior manager listening to the supervisor?

Give everyone an opportunity to comment on them and ask the participants for their suggestions to improve the way the manager is giving their worker feedback.

Conclude by ask all participants to commit themselves to making one "I" statement to somebody (everyday if possible) before the next session. Explain to the participants that it is often very difficult to start using "I" statements, especially since we are not used using these statements on a regular basis. You may suggest that they try to use it first in an easy context, with a friend over a small problem. You can begin just by saying "I feel happy when..." and see how that works. Explain to the participants that with practice, "I" statements become easier over time.

Encourage all participants to note down the "I" statements they used in the notebook and the reaction of the person being spoken to.

## 7. Closing the training (10 minutes)

**Time:** 10 minutes

**TRAINER:** During this session you will present the conclusion and will also ask the group some questions that will help them summarize and reflect on the discussions they had in this session.

Conclude by probing the following question: *Today, we reflected on and discussed about good communication being an essential tool in achieving productivity and maintaining strong working relationships at all levels in a factory and in other relationships. We discussed the importance of listening and body language. We discussed the sources of our stress in the workplace. We also practiced "I" statements as a way to deal with stressful situations and as a way to talk to someone without antagonizing them or assigning blame.*

*What are the key messages you will take away from today's session?*

The first task for the participants to complete before the next session is to practice an "I" statement every day, even if it is an statement like "I feel very happy when...".

The second task is to share some of their key learning from this training with their family, friend, or colleague:

- » What messages do we have for the men in our family, workplace and community?
- » What messages do we have for the women in our family, workplace and community?
- » How will we share these messages in our family, workplace and community?

Remind the participants that some of them have been selected to participate in the joint session. List the participants who will be joining the session. Explain to them that they will share their learnings and experiences from the last three modules with the female workers and male workers. Thank everyone for their active participation and say that we will continue to reflect and share in our next training session.

# Module 4: Violence in Relationships

Three-Hour Training



## Overview

This is a guide about how to facilitate a three-hour workshop to identify and address factors that lead to violence against women, including statues of power, abuse in relationships, consequences of violence and how factory Managers can support workers who face violence in addressing it. This training is best used in groups of between 20 and 25 people and can be given to women.

## What Is Included?

This packet will help you lead a session on violence against women, statues of power, abuse in relationships and consequences of violence. It provides the approach, activities, and resources for training on the topic, including a training agenda with key messages, the materials needed to conduct the training, and examples of what to say while training.

## Facilitating HER respect

Ideally before you begin working with this module you should attend a training course. HERrespect training demands a number of skills. These include: experience in participatory learning approaches, facilitation, communication and counseling skills, gender awareness, masculinity, open-mindedness, creativity, imagination – and humor.

It is important that you read through the material even if it seems familiar to you. Unlike some other training, your main purpose is not only to deliver information, but also to actively facilitate and help participants to build the skills that this session focuses on. As a facilitator, you must summarize and draw conclusions from each exercise and enable participants to summarize what they learn from each session. You must also be able to challenge. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

## How Do I Use the Document?

Trainer's Tips provide helpful information about how to conduct a session. Trainer's Tips provide guidance on how to encourage participation or how to adapt a training to respond to differences in beliefs or behaviors in different places or among different groups of people. Trainer's Tips are based on experiences of training professionals.

### Trainer's Tips

**Participation of management:**  
Management representatives from the workplace will be asked to officiate the program. This should not take more than 5 minutes. After the opening, facilitators should ask the management to leave, in a diplomatic manner. This will allow participants to participate more actively in the session.

**Training room arrangement:**  
Make sitting arrangements according to the size of training room. Avoid using chairs if there is shortage of space. Sitting in a Circle or U-shape is mostly preferred during training.

### "My Dream" Three-Hour Training

#### Open the Training

Time: 40 minutes

**TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

#### 1. Welcome and introduction (15 minutes)

Inform factory management in advance the exact time to start the workshop, but allow at least 10 minutes to gather all participants.

Open the training by introducing yourself. *"Today we are here to talk about a new and different program in your factory. Before going into details, we need to get to know each other. We might know each other as peers, but today let's try to find out a little more through an interesting game."*

#### 2. Getting to know each other (25 minutes)

Ask the participants to sit in a circle and make sure that everyone, including the facilitator, is seated at the same level, either on chairs or on the floor.

Introduce yourself along with your organization to the participants and once again thank everyone for participating in the HERrespect training.

Keep the small slips of paper used for pairing in a bowl or tray and ask all the participants to pick one slip from the bowl. Make sure that each participant gets one slip.

How much time you need for each session is indicated at the beginning of every session.

*Text in Italics* provide an example of what a trainer could say in a session.

Numbered items show the order of tasks to be completed by the trainer.

## Facilitator's Tips

**Be prepared:** Before starting the training it is important that you familiarize yourself with the training agenda, review and understand the key lessons, and gather materials for the training.

**Prepare the location:** Think about where you are going to have the training. It is best that the training be conducted in a quiet location without distractions. Sitting in a Circle or U-shape is recommended for the training.

**Plan the timing:** Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Scheduling trainings after work or before meals may not be as effective because the participants might be too tired or too hungry.

## Prepare for the Training

### Agenda

Familiarize yourself with the agenda of the training. The three-hour training agenda below provides guidance on how much time you should spend on each session of the training.

Time	Topics
10 minutes	Welcome and recap of the previous session
60 minutes	Abuse in relationships at home
10 minutes	O Siphoh!
60 minutes	Abuse in the workplace
30 minutes	Support for abused women
10 minutes	Summary and Conclusion

### Gather Materials

The materials listed below will be used during the training:

1. Flip charts
2. Markers/Pens
3. Masking Tape/clips
4. Flip board
5. Prepared chart on different forms and consequences of violence
6. VIPP cards
7. Prepared chart on Key Messages
8. Picture of a worker
9. Soft Ball
10. Value clarification statements sheet

# Violence in Relationships

## Open the Training

**Time:** 10 minutes

**FACILITATOR:** Open the training by welcoming everyone to the session and reflect on the previous session.

### 1. Welcome and recap of the previous session (10 minutes)

Thank all the participants for coming and welcome them to the session once again. Reiterate to the participants that it is important to attend the training regularly. Remind them that all the modules are interconnected and being absent will affect their learning process.

Ask the participants to recall what they have discussed and reflected on last session on communication. Ask the participants to answer the following: *Why is communication important? What entails good communication?*

Ask the participants if they were able to practice “I” statements at home or at work. Ask the participants: *Did you find it difficult to use “I” statements? How did the other person react when you used “I” statements?*

**Tell the participants:** *“Today we are going to focus more on our relationships and discuss what happens in them.”*

## Violence and ways to get hurt in relationships

Time: 120 minutes

Facilitator: During this time participants will brainstorm on forms of violence, critically reflect on the consequences of violence for both victims and persons who use violence. The participants will reflect on violence at home and its consequences. The participants will then engage in an icebreaker. This is followed by an exercise on identifying violence and its consequences in the workplace.

### 2. Abuse in relationships at home (60 minutes)

#### Part I: Ways to be hurt in relationships at home (30 minutes)

Explain that in this session we are going to think about different ways men can hurt at home. We have all seen this happening in our families and neighbourhoods – and many of us have used violence ourselves. We are going to start this exercise as a whole group by acting out some of the ways men hurt others at home.

This activity will begin with a roleplay. Form 6 to 8 groups, give each group 5 minutes to develop two very short role plays (2 minutes each) showing a situation in which hurt is caused. Ask the groups to come up with home-based scenarios.

Ask groups each to present the scenario to the whole group. After each role play has finished, ask the characters to stay in role for a few minutes whilst you invite the rest of the group to ask the characters questions. The characters should answer these in role. The sorts of questions which they might ask are:

- » Why does the person who use violence do this?
- » What is the role of other people present? Who are they, what do they do, why?

Make a list of the different types of hurt (or violence) portrayed in relationships mentioned on a flip chart. As you do so ask the group if what has been shown in violence and try and get the group to 'own' the idea that even the emotional and economic acts may be forms of violence. If it has not come up from the role plays, ask the group if there are other non-physical ways in which we can cause hurt and make sure that several examples of each of the categories of abuse listed in the box has been suggested.

<b>Emotional or psychological</b>	<b>Physical or sexual</b>	<b>Financial</b>
Insults; being put down in front of others; forbidding a partner to leave the house, or from seeing family and friends; wanting to know everything a partner does; offering no help with work in the home; preventing his wife from speaking with other men; not caring his wife's health and well-being; making; yelling; throwing things and threatening violence	Slapping; bearing; pinching; hair pulling; threatening or attacking; locking his wife in a room; forcing a woman to have sex	Refusing to give to support your child; taking his wife's earnings; not sharing the money in the home fairly

This is a very emotionally charged exercise and you need to conclude it with the facilitator drawing out lessons from it. The key messages are:

- a) Women's violence towards men will be raised but you should get the group to agree that men's violence is more serious as men have more power and it is unusual for men to be injured by women but men often injure women. Ultimately men can divorce women and that is very harmful for women, especially those who do not work, but its very hard to leave an abusive husband

- b) There are many forms of violence and most men have used some of them at some stage
- c) We all need to accept that we use violence against women and it hurts women
- d) How does using violence make us feel as men: does it make us feel good to be violent or does it make us feel that we have not been properly manly? Say we explore this more next

End the roleplay by de-rolling. Ask the participants to state their name, their position in the factory, and their favourite sports player (i.e. cricket player). Emphasise that it is just a roleplay and although it can evoke quite strong emotions it is important to remember that you are just acting. Mention to participants that not all persons who use violence are men and not all men use violence.

### Part II: Consequences of violence at home (30 minutes)

Explain to the participants that we are now going to reflect on the consequences that may follow violence for victims and persons who use violence.

Ask the participants to divide into groups of five and give each group 6-8 VIPP cards and markers.

Explain that we want to start by considering violence by husbands against their wives. Ask them to record all the consequences for women as victims of violence. Ask the groups to come together. Draw two columns on a flipchart – label one column with “Women”. Leave the other one blank for now.

Each group will paste their cards on the respective columns about the consequences of violence for women. After the first group finishes pasting their cards, ask participants – *“Does everyone agree? Do the other groups have anything else to add to this?”* Ask the second group to come and put up the new points (which is not given by the previous group). *Continue discussion until all groups have shared their opinions.*

The facilitator should make sure that all the consequences of violence for women are mentioned in the flipchart. If the participants do not name some of the consequences, you can suggest some possible consequences and see if the participants agree or not.

**Consequences that may follow for women may include:** physical injuries which may even be fatal or lead to a disability, depression, anxiety, fear, difficulty sleeping, being frightened of it happening again, hating her husband, unplanned pregnancy, getting addicted to alcohol or any other forms of substance abuse, divorce, suicide, reporting abuse to the police and shaming the family. Participants may mention losing a pregnancy and sometimes separation, divorce or resigning from job. Re-victimization, social exclusion, trafficking, forced sex work

Now, repeat the same exercise for men. Ask the participants to go back to their groups of five and give each group 6-8 VIPP cards and markers. Explain that they should now think about the consequences for men.

### Facilitator’s Tips

The facilitator should be aware that sometimes men may have perceived gains as a result of violence. Men may “feel like a real man” or gain social status among peers by being violent towards women. However, this is largely due the way men are taught from a young age (social norms). Facilitators should be mindful of this positive consequence and be able to respond if this is brought up by the participants. As the facilitator, you need to explain that men feel “good” by being violent because they are taught that this is something they should do.

If participants bring up some of these perceived gains from using violence, the facilitator should be prepared to probe further by asking why participants feel good and relate that to social norms.

Ask the groups to come together. Write in the second column, "Men". Each group will paste their cards on the respective columns about the consequences of violence for men. After the first group finishes pasting their cards, ask participants – *"Does everyone agree? Do the other groups have anything else to add to this?"* Ask the second group to come and put up the new points (which is not given by the previous group). Continue discussion until all groups have shared their opinions.

The facilitator should make sure that all the consequences of violence for men are mentioned in the flipchart.

**Consequences that may follow for men may include:** feeling guilty, bad about himself, get depressed, getting addicted to alcohol or any other forms of substance abuse experience gossip, fear he will get punished, being arrested and possibly jailed and then not be able to earn money for the family, he may get divorced, lose her love, and may be shunned by friends or family, get fired by employers.

## Facilitator's Tips

If participants say that it is less likely for men to beat their wives after witnessing violence at home growing up, then you should emphasise how terrible it is to see your mother beaten.

If they say more likely, you should mention that men who witness abuse are more likely to use violence and its part of the terrible cycle of use of violence in homes.

After listing out the consequences of violence for both women and men, ask the participants: *Are you surprised by what is up on the flipcharts? Are there any points you had not thought about before?*

Ask the group to reflect on the consequences of violence, not only for women and men, but also for children in the family. Ask the group: *How many remember their father beating their mother at home when they were children? What was it like for them? What did they feel when it happened/how did they see their mother was feeling?*

On a separate flipchart, list out all the consequences for children in families where their mother is abused. Ask the participants to think about both immediate and long-term consequences. In case it does not come up, as a facilitator, you may add that children may become depressed, and act out with aggression at home and school. Discuss in the group whether having seen the use of violence makes the men more likely to beat their wives or less likely? Why?

Conclude by saying to the group that sometimes, men may use violence for short-term goals, such as showing anger or to have a laugh with their friends when harassing a woman. But from what we have just discussed, violence negatively impacts men as well. In the end, men do not feel good after using violence, and it can reduce love in a marriage, reduce intimacy, and lead to unhappiness at home.

Ask the participants to reflect on the following (they are not expected to respond): *Is a man happier in a home where his wife cowers from him and fears him, or in a home where she runs to him to embrace him? Is the home happier when she tries to cook the tastiest food to show her love or where she always cooks with the fear of being punished if she burns something?*

## Facilitator's Tip

It is important as a facilitator to realize that the last exercise is very intense and may invoke intense emotional responses from participants. This fun and light energizing game will recharge the participants before the next activity.

## Facilitator's Tips

Before the training, prepare a sheet of paper with the different scenarios representing each form of harassment: physical, verbal, emotional, and sexual. Make sure you come up enough examples so that each of the groups get different scenarios for each form of violence.

For instance:

- Physical – a manager physically grabs a worker
- Verbal – a manager calls a worker stupid and slow
- Emotional – a manager kicks a workers' belongings
- Sexual – a manager makes suggestive comments to a worker

All the scenarios that are given to the participants should constitute harassment.

### 3. O Siphoh! (10 minutes)

Explain to the participants that they will now engage in a fun game that shows how we can communicate our feelings to others just through our voice and bodies, as we discussed and reflected together back in Module 2.

Ask the participants to give a common name (not the name of any particular person in the room!). Using this name, and saying "O [name]", show how you can say it with anger, with fear, with sexiness, with laughter. As the facilitator, give an example of this to the group.

Ask each of the participants to take turns, in the circle, to say "O [name]", and ask each one to try to say it in a different way, expressing a different feeling. Ask them to be creative. Ask the group to identify the feeling after each participant has expressed himself.

Ask the participants what they have learnt from this, for instance, they may point to the use of loud or soft voices, confidence or unconfident voices, emphasis, facial expressions, eye contact, body language and so on.

Encourage everyone to repeat the phrase again. Ask them to use it to give a different message than before. Ask them to incorporate all the elements to express themselves: with voice, body language, facial expression, eye contact, etc.

Congratulate the group for a game well-played.

### 4. Abuse in the workplace (60 minutes)

#### Part I: Violence and harassment in the workplace (30 minutes)

Explain to the participants that: *As we have just discussed earlier, women may become victims to many forms of violence at home. They may also face violence in the workplace. Women may deal with inappropriate behavior in the workplace, which can make them feel uncomfortable and causes them stress.*

Divide the participants into groups of five to six. Each group will receive a list of scenarios written on a piece of paper. Each group will receive four scenarios (one representing each type of inappropriate behavior: physical, verbal, emotional, and sexual). These are all scenarios that take place in a workplace setting. The participants will have to answer the following question:

- » Is the action inappropriate? Why or why not?
- » How does it make the person feel?

Give the groups a couple of minutes to discuss amongst themselves. Ask two volunteers from each group to present their responses: one volunteer will read the scenario and the other will answer the two questions (is it inappropriate behavior and why? Does this behavior constitute as violence?).

Explain to the participants that all four scenarios presented by the groups are considered violence in the workplace. In the first instance, the manager is using physical violence. In the second scenario, the manager is using verbal violence. In the third scenario, the manager is using emotional violence. And in the last scenario, the manager is using sexual violence.

Explain to the participants that we will now reflect on some scenarios as a group. Ask the participants whether the manager is acting appropriately in the following scenario.

**Scenario One: A manager stands very close to a female worker to congratulate her. She later tells a colleague that she feels uncomfortable.**

Ask the participants: *Is this appropriate or inappropriate? Why or why not?*

The participants may say that this is not inappropriate. Ask the participants what they think about the following statement: *“The manager is not making physical contact, and it is the intention that matters. He was standing close to her in a friendly way.”* Ask the participants: *Is it inappropriate if the manager did not intend to cause harm?* Discuss with the participants whether the intent of the act matters.

After a discussion on both the intent and impact of an action, ask the participants to reflect on the following:

*Although we have good intentions, we may impact others with our actions. And sometimes, our actions can lead to a negative impact on the other person. What matters, then, is the impact more than the intent.*

Explain that although the action is based on good intentions, if the act makes someone uncomfortable, it is called “*harassment*”. Ask if any of the participants have heard about this term. Explain that inappropriate behavior in the workplace is called harassment.

Ask the participants to consider a second scenario.

**Scenario Two: A manager is calling one of his workers a bitch. He thinks that this is a way to motivate the worker to work harder.**

Ask the participants: *Is this appropriate or inappropriate? Why or why not?*

The participants may say that this is not inappropriate. Ask the participants: *Is it inappropriate if the manager did not intend to cause harm?* Discuss with the participants whether the intent of the act matters. Ask the participants whether or not they think that this kind of behavior can be seen as disrespectful to the female workers. Explain to the participants that this is considered harassment as well, because it is not only hurtful, but it is also an insult that is disrespectful.

Ask the participants if they think some interactions in the workplace that is considered appropriate behavior between women and men. After collecting some responses, ask the participants whether or not some of these behaviors can be considered inappropriate. Ask the participants to think about whether or not they would accept this behavior if it happened to their sister or wife at work. Ask the participants to share some of their thoughts.

## Facilitator’s Tips

If the participants are unable to come up with some examples of appropriate/inappropriate behavior themselves, ask them what they think about:

- Being hugged
- Being told they look nice today
- Having their breasts stared at
- Being touched

Conclude this activity by explaining to the participants that there are very clear actions that are considered harassment in the workplace. And at times, there are situations where it is not as clear cut. Sometimes, even if there is no intention to do harm, the other person may be negatively affected. At all times, we must think beyond our own intentions, but we need to think about, how would the other person feel?

## **Part II: Consequences of violence and harassment in the workplace (30 minutes)**

Explain that similar to violence at home, in the workplace, violence can have a negative impact on both the person who is using violence and the victim. What happens to a female worker if she is being abused at work? What would it feel like being a peer to witness the abuse? How would the person who uses violence feel?

Ask the participants to identify some of the consequences for women. Write these responses down on a flipchart. After collecting the responses, ask the participants to think of the consequences for the person who is using violence at the workplace.

### **Facilitator's Tips**

Facilitators should be mindful that supervisors who are violent towards female garment workers may gain social status among other supervisors, as there are positive consequences for men for being violent. When these "positive" consequences come up, facilitators can ask participants why some men will feel good and relate that to norms in the factories.

**Consequences that may follow for women may include:** physical injuries which may even be fatal, disability, depression, anxiety, fear, embarrassment (i.e. in front of other colleagues), shame, difficulty sleeping, being frightened of it happening again, suicide, reporting abuse to the police and shaming the family, reporting it at work and fear of losing their job, losing a pregnancy, fear of losing their job, inability to concentrate at work

**Consequences that may follow for men may include:** feeling guilty, bad about himself, depression, drink alcohol/usage of drugs (phensedyl, yaba, marijuana etc).fear he will get punished, get fired by employers, being arrested and possibly jailed and then not able to earn money for the family, fear judgment by their peers, fear of losing respect from their supervisors, relatives, family and society.

The facilitators should probe the participants and ask them if they can think of a situation where yelling or using violence is a legitimate method of disciplining a worker. Ask them if they feel that using violent means of communication is normal in factories?

If the participants say that it is an acceptable means of communication, ask them how they would feel if their managers (i.e. senior managers or top managers) are using violent means of communicating with them?

Explain that given the consequences of violence for women and men, violence is not an effective means to get the workers to be more productive or be more responsive.

Remind the group that we have identified a lot of consequences that come from violence. Explain that when there is violence, everyone suffers. Ask the group how they feel about the following statement:

"Even if violence only happens to one woman, this is unacceptable and it should end because violence limits a woman's ability to be happy and successful."

Ask the participants to share their thought, especially whether or not they agree or disagree with that statement.

Explain to the participants that, “Sometimes, your workers in the factory could be facing violence. Try to understand their issues and provide support to address their issues. Being empathetic and supportive will increase their confidence, and they will be thankful for the help and support that you extend to them when they need it. Sometimes, your support can help someone deal with an unhappy situation at home or at work. When you support your workers, they will be able to concentrate better on their work, and this can positively affect the production process in the factory.”

Conclude by saying that if a worker is facing violence at home or inside or outside the factory, you can support her by referring her to services that are available nearby, like counselling (this could also be established in the factory). The HR should also have knowledge of any social protection schemes that will help the victim of violence in distress.

### Support for abused women

#### 5. Support for abused women (30 minutes)

As we have discussed and reflected on in the exercises in this module, women may face violence at home and in the workplace. We reflected on the negative consequences for women who are victims of violence. We will now engage in an activity that will help us identify ways we can best support victims of violence.

Ask the participants to give an example of the worst form of violence they have witnessed. Ask them the following: *did you witness violence against your sisters? Did you witness your male friends, family members, or neighbors use violence against their wives?* Ask the participants how they felt about these incidences.

Ask the participants if they think that there is something they can do personally to stop the violent act if they witness it, and what they can do to prevent violent acts from recurring. Ask the participants to share some of the thoughts and ideas.

Write down the participants' responses on a flipchart under one of the three headings (stopping an act of violence, preventing future acts of violence, providing support for abused women). Some of the responses the participants may come up with may include:

#### Stopping an act of violence

- » Intervening and telling the person using violence to stop
- » Trying to calm the person down
- » Calling the police/Report it to HR
- » Asking nearby friends and family to help with stopping the person using violence

#### Preventing future acts of violence

- » Speaking to the person who is using violence

Providing support to abused women

- » Talking to the woman who is being abused
- » Referring her services for abused women (i.e. counselling, shelters)

Ask four participants to volunteer to roleplay in front of the group to demonstrate how they could potentially talk to a woman who they know is being abused. One group will act out a scenario where they know a neighbor's wife is being abused. The other group will act out a scenario where they have witnessed a woman being harassed in the community.

Provide some guidance to the roleplayers, reminding them to use "I" statements, to talk to women without blaming them, and do not push them if they do not feel comfortable in talking. Ask the other participants as well to provide guidance to the roleplayers.

Thank the volunteers for their roleplay. De-role by asking them to state their name, the factory they work in, and their favorite food.

Conclude by saying to the participants that there is something they can do if they witness violence. They should also feel that they can provide support to women who have been abused. Remind the participants of the skills and knowledge they have acquired through the discussions and reflections in HERrespect on communication, gender and roles, responsibilities, and privilege, and now on violence and harassment.

## 6. Summary and Conclusion (10 minutes)

Invite them to stand in a circle and **tell them**, "*Let us recall the learnings from today's training*".

**Activity:** Give a soft ball to one of the participants and ask him/her to recall very quickly one important learning's from today's session that they will practice to help someone who is facing violence in their workplace or family, and also the community. Once the learning has been shared, ask the participant to pass the ball to the person standing to his/her right and take a step backward. This process should continue until all the participants' have completed sharing their experiences.

Reinforce to the participants that victims/survivors of violence need our support and as Change Makers, it is our responsibility to help our workers, if they are facing any gendered discrimination or violence. We should also take steps to stop violence when we see it happening somewhere. Tell the participants that they are going to play a key role as change makers by creating an enabling environment in the factory that is free of violence.

Tell the participants that they have two tasks to complete before the next training. The first task is for the participants to think of ways to provide support to their workers in the factory or someone in their community.

Then, the second task is for the participants to share the key messages they have learned from this training module with their family, friends, and peers:

1. *What messages do we have for the men in our family, workplace and community?*

2. *What messages do we have for the women in our family, workplace and community?*
3. *How will we share these messages in our family, workplace and community?*

Thank everyone for their presence and active participation and wrap up the day's training session.

# Module 5: Growing Together

Three-Hour Training



## Overview

This is a guide about how to facilitate a three-hour training to help participants to understand the need for and benefits of managing stress better and how good relationships and mutual care and support can lead to happiness and productivity. It focuses especially on skill-building for stress and anger management.

### What is Included?

This guide will help you to facilitate training on building skills for dealing with stress and anger, and for creating and maintaining good interpersonal relations. It provides the approach, activities, and resources for training on the topic, including a training **agenda with key messages**, the **materials** needed to conduct the training, and examples of what to say while training.

### Facilitating HERrespect Training

Ideally, before you begin working with this module, you should attend a training course. HERrespect training demands a number of skills and knowledge on the focal topics. These include experience in participatory learning approaches, facilitation, communication and counseling skills, sensitivity towards gender equality and women issues, besides open-mindedness, creativity, imagination, and sense of humor.

It is important that you read through the material well, even if it seems familiar to you. Your main purpose here is not to deliver information, but to actively facilitate and help participants to reflect. As a facilitator, you must summarize and draw conclusions from each exercise and also enable participants to summarize what they learn from each session. You also must be able to challenge. The key to building participants' knowledge through participatory processes is the ability to challenge what is said in the groups in a way that makes participants think, rather than just saying "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

### How Do I Use the Document?

Facilitator's Tips provide helpful information about how to conduct a session. Facilitator's Tips provide guidance on how to encourage participation or how to adapt a training to respond to differences in beliefs or behaviors in different places or among different groups of people. Facilitator's Tips are based on experiences of training professionals.

#### Trainer's Tips

**Participation of management:**  
Management representatives from the workplace will be asked to officiate the program. This should not take more than 5 minutes. After the opening, facilitators should ask the management to leave, in a diplomatic manner. This will allow participants to participate more actively in the session.

**Training room arrangement:**  
Make sitting arrangements according to the size of training room. Avoid using chairs if there is shortage of space. Sitting in a Circle or U-shape is mostly preferred during training.

#### "My Dream" Three-Hour Training

##### Open the Training

Time: 40 minutes

**TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

##### 1. Welcome and introduction (15 minutes)

Inform factory management in advance the exact time to start the workshop, but allow at least 10 minutes to gather all participants.

Open the training by introducing yourself. *"Today we are here to talk about a new and different program in your factory. Before going into details, we need to get to know each other. We might know each other as peers, but today let's try to find out a little more through an interesting game."*

##### 2. Getting to know each other (25 minutes)

Ask the participants to sit in a circle and make sure that everyone, including the facilitator, is seated at the same level, either on chairs or on the floor.

Introduce yourself along with your organization to the participants and once again thank everyone for participating in the HERrespect training.

Keep the small slips of paper used for pairing in a bowl or tray and ask all the participants to pick one slip from the bowl. Make sure that each participant gets one slip.

How much time you need for each session is indicated at the beginning of every session

*Text in Italics* provide an example of what a facilitator could say in a session.

Numbered items show the order of tasks to be completed by the facilitator.

## Facilitator's Tips

**Be prepared:** Before starting the training it is important that you familiarize yourself with the training agenda, review and understand the key lessons, and gather materials for the training.

**Prepare the location:** Think about where you are going to have the training. It is best that the training be conducted in a quiet location without distractions. Sitting in a Circle or U-shape is mostly preferred during training

**Plan the timing:** Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Scheduling trainings after work or before meals may not be as effective because the participants might be too tired or too hungry.

## Prepare for the Training

### Agenda

Familiarize yourself with the agenda of the training. The three-hour training agenda below provides guidance on how much time you should spend on each session of the training.

Time	Topics
15 minutes	Welcome and Recap of the Previous Session
15 minutes	Opening Fist
60 minutes	Assertive responses
40 minutes	Saying no in respectful ways
45 minutes	Giving positive feedback
10 minutes	Conclusion and Summary

### Gather Materials

The materials listed below will be used during the training:

- Flip charts
- Markers, pens
- Masking tape/clips
- Small slips of paper
- Soft ball
- A4 sheets
- Sketch pens
- Small chits of paper
- Pre-prepared questions for all the sessions
- Printed copies of roleplay scenarios
- Printed copy of "The story of Nails"
- Relaxation script
- Referral source sheet

## Facilitator's Tips

### Training room arrangement:

Make sitting arrangements according to the size of training room. Avoid using chairs if there is shortage of space. Sitting in a Circle or a U-shape is recommended for the training.

## Growing Together

### Open the Training

**Time:** 30 minutes

**FACILITATOR:** Open the training by welcoming all to the session and reflect on the previous session. The participants will begin this module by playing a game that allows participants to reflect on the power of communication and persuasion when confronted with aggression.

### 8. Welcome and recap of the previous session (15 minutes)

Welcome everyone to the session and thank them for coming. Enquire about late-comers and/or non-attendees. Remind the participants of the importance of attending the training regularly. Reiterate that all the modules are interconnected and being absent will affect their learning process.

Ask the participants to recall their learning from the previous session. Ask the participants if they were able to share the messages during the last session on power relations, causes and consequences of violence with their family, friends, and colleagues?

Ask them to share their experiences with the group if they feel comfortable doing so. Appreciate them for sharing their experiences.

### 9. Opening fist (15 minutes)

Explain the following to participants, acting it out as you say it:

*We have seen how our body language is part of how we communicate. For instance, if someone is acting aggressively towards us, they may be leaning forward at us, with clenched fists. By changing our body language, we can improve the situation. For instance, if we are sitting down, we can relax our shoulders, uncross our arms, open our palms upwards, uncross our legs, and hold our heads straight, look straight at the aggressor...*

*All these things create a more measured response in the aggressor! Victims of aggression can sometimes defuse a situation and that stops the aggression escalating to physical violence and can make space for discussion of the source of tension or conflict.*

Now ask participants to divide into pairs. First one will act as the aggressor and the other will respond aggressively. The aggressor must hold their hand up in a very tight fist and feel very angry. The other person has to respond aggressively and try to physically force the aggressor to undo their fist.

After a couple of minutes ask one to adopt the role of a persuader. The aggressor must hold their hand up in a very tight fist and feel very angry. The persuader has to try to persuade the aggressor to undo their fist.

The persuader should use all their skills to persuade the aggressor to calm down and to open their fist. The persuader and aggressor must not touch each other, but the persuader can say or do anything which they think will work to calm down the aggressor and persuade them to open their fist. If the aggressor thinks that the persuader has done a good enough job, they can agree to open their fist. But they must not give in too easily! Now swap roles.

Give the pairs 5 minutes each way to try out their persuasion on each other.

What was more successful physically forcing the aggressor to open the fist or persuading him or her to? See by a show of hands how many people managed to persuade their partners to open their fists! Praise and encourage everyone.

Ask participants to discuss what they have just experienced in this exercise and ask them to reflect on their relationships at work. Explain that it is important to understand that there are techniques that can be used to reduce tension and these can be part of how we prevent violence. This exercise showed that we can use our words as opposed to using physical means or violence to get someone to listen. These techniques can also be used to persuade people who have power over us to listen to our point of view, for instance, we can use these techniques to speak to our senior managers.

## 10. Assertive Responses (60 minutes)

**Time:** 140 minutes

**FACILITATOR:** Participants will garner the skills to become more assertive in an effective and respectful manner. They will do so through assertive responses, saying no in respectful ways, and giving positive feedback. Assertive responses will help participants diffuse difficult and stressful situations with senior managers and workers. By practicing saying no in respectful ways, managers can manage the expectations of senior managers and set boundaries. And through giving positive feedback, managers can become more effective in gaining cooperation and the trust of their workers.

Say that in this activity, we wish to put together all of the ideas and skills we have covered in the previous trainings. Explain that we should recap the main ones:

- Understanding the differences between the ideal and real managers and workers
- Understanding the pressure we are under due to how we live and what we expect of men and women
- Understanding the joys and difficulties in relationships at work, especially between senior managers and supervisors, and between supervisors and workers because of the differences in power
- Understanding the causes of stress at work
- Understanding the importance of body language and active listening in communication
- Understanding how we can use "I" statements for better communication
- Understanding what abuse is and the consequences of violence

**Activity:** Divide the participants into four groups, with five or six members in

each group. Ask the groups to prepare a short roleplay or skit each, about three to four minutes long.

Ask two groups to act out a scenario between top managers and managers. Ask the other two groups to do a scenario between managers and female workers. Ask one group from each of the two scenarios (i.e. one top manager and one female worker) to act out a scene where the manager witness an act of violence. For instance, in the top management scenario, the top manager may be abusive towards a fellow supervisor. For the female worker scenario, it may be a supervisor from another line, or your co-supervisor, abusing a female worker.

If the participants seem stuck and cannot think of a scenario, you can suggest the following:

You are facing a lot of pressure from your senior managers because of the demands from the brands. It is two weeks before Ramadan. You catch one of your female workers spending half an hour in the bathroom gossiping.

You witness your co-supervisor on your line yelling at a female worker and calling her names.

You have fallen behind on production schedule due to a strike. You are trying hard to make sure you meet all the deadlines. Some of the line workers are not working efficiently. You take some time to tell them how to improve their productivity. Five minutes later, you see them going back to the same old method. You tell them again. They ignore you and continue working inefficiently.

Ask one of the groups to present the scenario with top management. At the end of the scene, ask the audience to either propose a solution or take up a role which helps to solve the problem. Or, the participant may choose to take up a role as the helpful supervisor at work.

As the facilitator, you can help the participants think of solutions by asking them the following questions: *Can you see good communication skills being used to deal with these difficult situations?* Then ask: *what are the solutions that we see?* *Can you identify the "I" statement being used?* Remember to use the skills you have learned so far in this training, especially on being assertive, using "I" statements, and expressing your anger in a healthy way.

Ask the participants to act out the solution.

After roleplaying some solutions, ask the original roleplaying group whether they think the solution has helped them with their scenario. Ask them to explain how the solution has helped them either in resolving the problem, or making the victim feel supported.

Follow the same method for the second scenario with female workers. And again, repeat the same method for the two scenarios. Remember to ask the participants to actively engage in the roleplay to find a solution.

Make sure the participants are reflecting on all the lessons learned up until this point in the training. Explain that this exercise has brought together all of our new skills. Our challenge is now to use these in the workplace to try and build greater harmony. We have shown through the roleplay that everyone can play a role in resolving violence. Especially as managers, we can play a big role in preventing violence in the workplace. The skills we are developing can also be at home, and also in our communities.

**Conclude by de-rolling.** Ask the roleplayers to state their name, their position at

## Facilitator's Tips

As a facilitator, tell the participants that this is just a role-play and stress on the importance of de-rolling after each role play.

These role play can evoke quite strong emotions, and as a facilitator, you must be able to tell the participants that this is not reality here, but we are looking at the reality of the world around us, and as Change makers, we are thinking together about how we can change these existing inequalities by learning to manage ourselves better by learning to control our anger and respond assertively.

the factory, and their favorite sport. **Say**, “Remember, using assertive communication skills can bring harmony in difficult situations even when you are angry or frustrated. We may be facing stressful situations at work, but that does not mean that we show our anger in a violent or negative way to our workers. We need to channel our anger by speaking to them assertively, so that there is harmony in relationships and at work, our homes and the community.

### 11. Saying “no” in respectful ways (40 minutes)

Start by explaining that it is often difficult for us to clearly say what we want. Sometimes we agree to things even if we do not want them because the other person does not expect us to say “No I don’t want to!”

In this activity we are going to share our experiences of saying “no” and practice saying ‘no’ in different ways to make it clear how we feel and what we want to say without offending the other person.

Go round the group and ask each person to share an experience of a time in their life when they have said ‘no!’ Who did they say it to? What did they say no to? What happened?

Explain that in the factories, as supervisors and managers, we are often not expected to “say no” to senior management. But oftentimes, we do have to say “no”.

We are going to do roleplays of two different kinds of situations: In the first, one person wants to say “No not now” in a way that does not hurt or offend the other person, but helps them to listen to and understand their needs. In the second situation, the person saying “no” really means ‘no’.

Ask the group to return to their pairs and suggest that one should now be a supervisor and the other a senior manager. The senior manager should request something of the supervisor and he or she should say “no!” or “no not now”. Give them 5 minutes to agree to the situation and roleplay.

Then call everyone into a circle and ask each pair to share. Does everyone agree that the supervisor was able to say “no” in a way that was effective and assertive? Can a supervisor do this without being to be disrespectful? Ask the senior managers, how did it feel when your supervisor said “no!” to you?

Ask the pairs if any of the senior managers ignored the no. If not, invite a pair to roleplay in front of the group and ask the senior manager to say no to the no, no matter what. Ask the participants: *how did it feel when the senior manager did not listen to you say “no”?* *Why do some people insist even if you say no?* *How does that affect the relationship between the two people?* (Ask them to reflect on the learnings from the joys and challenges of relationships in the workplace exercise from Module 2)

Explain that sometimes, people may not listen to us even when we tell them no. It can be very upsetting and stressful when someone does not acknowledge when we take up the courage to say no and draw limits. This is a reminder that we should not only expect our saying no to be respected by others, but that we should also respect others when they say no to us. For instance, if our female workers tell us no, we should try and empathize with understand why they are saying no.

Ask the group: *Are there more effective ways of saying “no” without showing disrespect?*

#### Facilitator’s Tips

We often think of “saying no” as something that is important for female workers. But this is equally important for middle managers. They have to be able to say no to the requests from senior managers. By saying no, they can avoid being put in a stressful situation.

#### Facilitator’s Tips

The participants may suggest the following as more effective ways to say no:

- » Use persuasion
- » Offer alternatives
- » Explore the consequences and so persuade a different course of action
- » Show a gap in an argument, but in a respectful way

Ask two pairs to take turns presenting their roleplays in front of the whole group. Ask the participants to stop before the manager says no. Ask the other participants to give comments and suggestions to make the “no” more effective (i.e. offering alternatives, using persuasion). Ask the roleplayers to act out the suggestions. Ask the second pair to present their roleplay, and do the same by acting out the suggestions given by the participants.

Ask the participants what they thought of the other ways of saying “no”? Do they think that these ways of saying no are more effective? Why or why not?

Conclude by saying: sometimes, we need to learn to say no to others to protect ourselves. It is also a way to manage expectations and to prevent stressful situations. For instance, with senior managers, we may say no if we know that a production target or specific task is impossible to meet or if it will put a lot of strain on us and our workers.

## 12. Giving positive feedback (40 minutes)

Explain to the participants that positive feedback is a strategy to promote good behaviour in workers. The trick is to start using it without any pressing or urgent issues that we want to control. This is an effective way of setting, communicating, and enforcing our expectations without using any strategies or behaviors that are hurtful to workers or increase problems.

Explain that the first step in giving positive feedback is to identify the good behaviour, or the type of behaviour we want to see more often. Then, we reward or praise it.

Ask the participants to think of a time when they were told they have done something well. This can be at home growing up. This can also be an example of when a senior manager praised your work. Ask the participants:

What was your experience receiving praise for doing something well?

How did it make you feel?

Explain that everyone wants to be good and be recognized for being good and positively rewarded through praise. In the workplace, it is important for workers to get positive feedback about their work, as this gives them the message that they are contributing and are important to their team.

Some workers, if they are not receiving praise for their good work may become demotivated. However, if good work is praised and rewarded, it can motivate the worker to strive to do more, work harder for even more praise. It can also boost the self-esteem and confidence in workers.

Ask the participants: *Why is it important for workers to be confident? What do you think happens if you continue praising certain behaviors (i.e. good behaviour)?*

Explain that workers will recognize the desirable behaviour through praise. They do not need to guess what they should or should not do.

Ask the participants to give some examples of praise phrases. Write these down on a flipchart.

Ask the participants to practice giving praise in a roleplaying exercise. Ask two volunteers to come in front of the group and demonstrate a scenario where a manager would praise a worker. Explain that the roleplayers can refer to the list of praise phrases on the flipchart.

### Facilitator’s Tips

Some praise phrases include:

- » “Well done... you have...”
- » “Thank you for...”
- » “I really like it when...”
- » “It’s wonderful/very helpful when...”
- » “It makes me so happy when...”
- » “You did very well by/when...”
- » “You did a great job...”
- » “I really appreciate it when...”
- » “It is very helpful to the team when you...”

Thank the roleplayers for their performance. Ask the participants to split into pairs. Ask each person to say something that praises them, but it has to be truthful. Remind the participants that praising works best when you specifically tell the person:

What it is you liked

What it is they are receiving praise for in the first place

Remind the participants about their discussions and reflections on communication skills: body language, active and passive listening, speaking assertively, and using “I” statements.

Give the pairs a few minutes to practice. Call the group back together and asked the participants how they felt about being praised. Ask them:

Did you like it? How does it make them think about themselves?

Were they told what it is that they did well to deserve such good praises?  
[Remind the participants that it is important to give feedback so the workers know what they have done right and well]

As a group, before concluding the activity, ask the participants to brainstorm praises they could use with their workers in the factory. Write some of these praises on the flipchart.

Conclude by saying to the participants that it is important to give positive feedback because it not only builds confidence in our workers, but it will encourage the good behaviour we would like to see.

### 13. Summary and Conclusion (10 minutes)

**Time:** 10 minutes

**FACILITATOR:** During this session, you will close the day’s session and also ask the group some questions that help them summarize and reflect on the knowledge they have learned.

Conclude by saying to the participants: *Today, we reflected on the importance of using communication skills in dealing with stressful situations in the workplace. Through our roleplays, we practiced assertive responses, saying no in respectful ways, and giving positive feedback.*

Ask the participants to *think about how they may change their own story in the workplace, just as they changed the outcome of the roleplays.*

Remind the participants that they may be able to do things differently, but it does not necessarily mean that they themselves can fix workplace violence. But the skills they have gained so far will give them tools to at least do things differently.

Ask the participants to do two tasks before the next session. First, ask the participants to provide positive feedback to their workers. Ask them to write down their experiences in their notebooks and share these experiences at our next meeting.

Wrap-up by asking them the following question:

How can they influence their colleagues, family, and friends and how can they share the positive messages from today’s session with them?

What are the messages they will share? How? And what kind of support would they need to share these messages?

Inform the participants that after completing this module, they will be meeting in a 'joint session' with the workers where they will interact with each other, share learnings and give feedback from the training and will also recommit themselves to be 'Change Makers'.

Thank everyone for their presence and active participation and wrap up the day's training session.

# Module 6: Our Responsibilities to Make it a Better Workplace

Three-Hour Training



## Overview

This is a guide about how to facilitate a three-hour training on building awareness about the existing factory policies regarding protection of women from gender discrimination and violence, creating a support system within and around the workplace (including identification of relevant resources and services), and reflecting on personal behavior patterns with the aim of altering them in favor of violence prevention. This training is best used in groups of 20 to 25 male and/or female participants, and can be given to factory supervisors and mid-management.

## What Is Included?

The guide includes a proposed training **agenda**, the **materials** needed to conduct the training, and **examples** of what to say while training.

## Facilitating HERrespect

Ideally before you begin working with this module you should attend a training course. HERrespect training demands a number of skills and qualities. These include experience in participatory learning approaches, facilitation, communication and counseling skills, and sensitivity towards gender equality and women issues, besides masculinity, open-mindedness, creativity, imagination, and sense of humor.

It is important that you read through the material even if it seems familiar to you. Unlike some other training, your main purpose is not to deliver information, but to actively facilitate and help the participants to reflect. As a facilitator, you must summarize and draw conclusions from each exercise and enable participants to summarize what they learn from each session. You also must be able to challenge. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

## How Do I Use the Document?

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**Participation of management:**  
Management representatives from the workplace will be asked to officiate the program. This should not take more than 5 minutes. After the opening, facilitators should ask the management to leave, in a diplomatic manner. This will allow participants to participate more actively in the session.

**Training room arrangement:**  
Make sitting arrangements according to the size of training room. Avoid using chairs if there is shortage of space. Sitting in a Circle or U-shape is mostly preferred during training.

### "My Dream" Three-Hour Training

#### Open the Training

Time: 40 minutes

**TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

#### 1. Welcome and introduction (15 minutes)

Inform factory management in advance the exact time to start the workshop, but allow at least 10 minutes to gather all participants.

**Open the training by introducing yourself.** *"Today we are here to talk about a new and different program in your factory. Before going into details, we need to get to know each other. We might know each other as peers, but today let's try to find out a little more through an interesting game."*

#### 2. Getting to know each other (25 minutes)

Ask the participants to sit in a circle and make sure that everyone, including the facilitator, is seated at the same level, either on chairs or on the floor.

Introduce yourself along with your organization to the participants and once again thank everyone for participating in the HERrespect training.

Keep the small slips of paper used for pairing in a bowl or tray and ask all the participants to pick one slip from the bowl. Make sure that each participant gets one slip.

How much time you need for each session is indicated at the beginning of every session.

*Text in Italics* provide an example of what a facilitator could say in a session.

Numbered items show the order of tasks to be completed by the facilitator.

## Facilitator's Tips

**Be prepared:** Before starting the training it is important that you familiarize yourself with the training agenda, review and understand the key lessons, and gather materials for the training.

**Prepare the location:** Think about where you are going to have the training. It is best that the training be conducted in a quiet location without distractions. Sitting in a Circle or U-shape is recommended for the training.

**Plan the timing:** Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Scheduling trainings after work or before meals may not be as effective because the participants might be too tired or too hungry.

## Prepare for the Training

### Agenda

Familiarize yourself with the agenda of the training. The three-hour training agenda below provides guidance on how much time you should spend on each session of the training.

Time	Topics
10 minutes	Welcome and recap on the previous session
60 minutes	Women's health and well-being
20 minutes	What is and what isn't inappropriate behavior in the factory?
40 minutes	What do we do if we encounter harassment at the workplace?
25 minutes	I want to do something about it! (personal action plan)
25 minutes	Training expectations, review, and leaving as informed Change Makers

### Gather Materials

The materials listed below will be used during the training:

Flip charts

Large size brown sheets

Colored markers, pens

Personal change makers pledge cards

Change makers pledge cards

Workshop expectations flipchart from module 1

## “My Responsibilities”- Three-Hour Training

### Open the Training

#### Facilitator’s Tips

##### Participation of management:

Senior management representatives from the workplace will be asked to officiate this last session. Since it is the last day of training, and would contain some of the most important reflections, request them to be a part of the entire three-hour training.

##### Training room arrangement:

Make sitting arrangements according to the size of training room. Avoid using chairs if there is shortage of space. Sitting in a Circle or a U-shape is recommended for the training.

#### Facilitator’s Tip

Before this session, the facilitator should prepare a flipchart with the lifecycle of a woman and a man. Divide the flipchart into three columns. The first column will have the lifecycle: infancy and childhood, adolescence, and adulthood.

In the second column, write women. And in the third column, write men.

This will serve as the template for the participants to use to understand the health issues facing women and men at different stages of their lives.

**Time:** 10 minutes

**FACILITATOR:** Open the training by welcoming everyone to the session and reflect on the previous session.

#### 14. Welcome and recap of the previous session (10 minutes)

Welcome everyone to the session and thank everyone for coming. Begin by saying: *“Today is the last day of our training. We all have been participating in the trainings for the past few months, enlightening our minds and growing together. This may be the end of the training but let us commit that the learnings from HERrespect will be taken forward through our efforts and practice in our daily life. This is for the betterment of us and our relationships.”*

Ask the senior management to leave before asking the participants to do a recap of their last session.

Ask the participants if they had an opportunity to practice the communication skills they developed on assertive responses, respectful ways of saying no, and giving positive feedback. Ask the participants: *“How did the other person react?”* Appreciate them for sharing their experiences.

Explain that in this last session, we will discuss and reflect on the different ways managers can actively promote female workers’ well-being in the factory. We will also discuss the factory policies in place to prevent violence at work. At the end of today’s session, we will all come up with our individualized action plans on what we can do as Change Makers and what we can do as a team to prevent violence against women.

#### Promoting female workers’ well-being

#### 15. Women’s health and well-being (60 minutes)

**Time:** 60 minutes

**TRAINER:** During this time participants will gain an understanding of the differences between women and men’s health needs. They will discuss two health needs facing female workers: menstruation and maternal health. The factory nurse will join this session to explain and discuss the health issues with the participants.

**Begin this activity by saying:** *Before concluding today’s session, we will now talk about the well-being of women and men. Our well-being is dependent on how healthy we are. As we know, men and women may have different health needs, as they face different health issues. As managers, we need to talk about the health of our female workers because not only is it important for the long-term well-being of female workers, if we can address some of these needs, we can reduce health-related absenteeism and productivity losses. In this exercise, we will learn about the health issues facing women and we will learn how and when to talk about these issues at work. We will begin by looking at the health issues facing women and men during their life-cycle.*

## Facilitator's Tip

In the menstrual cycle, women can experience premenstrual symptoms a few days before her period. These symptoms include tenderness, muscle aches, and bloating.

During a woman's period, a woman's uterine lining and extra blood are shed. She may experience severe cramping, anemia, acne, change in appetite, feeling sad, feeling tired, an upset stomach, trouble sleeping, constipation, joint or muscle pain, headache or backache, diarrhea, and bloating.

## Facilitator's Tip

During the menstrual cycle, women will have specific needs. Many female workers may not have access to sanitary napkins, which is important in allowing women to perform their daily tasks and in keeping good hygiene. Without access to this, many women use of other materials (i.e. scrap cloth), which can cause infections.

To address some of the symptoms, women may need to take painkillers (i.e. aspirin, acetaminophen, ibuprofen, or naproxen).

Women with severe symptoms should consult the doctor. A doctor would be able to give advice on further treatment.

Divide the participants into four small groups, give each of the groups a flip chart with the lifecycle of a woman and a man (infancy and childhood, adolescence, and adulthood) (see Appendix 1 for the list of health issues). Ask the participants to identify the health issues facing women and men in different stages of life. Ask the groups to start with the person of the same gender as them, and ask, what are the health issues facing them? If there are mixed groups of both women and men, they can start with either genders.

After they have a good discussion, call everyone into one group and ask what they have learned. Ask the participants to share some insights: *what are the common health issues facing both women and men? What are some health issues that only face women?* Write down the responses on the flipchart. Make sure the following needs are brought up by the participants:

Menstruation

Maternal health

Explain to the participants that we will discuss two very important health issues facing female workers: menstruation and maternal health. Explain to the participants that these are issues that are very relevant for them, as these are two issues that face the female workers in their factories and these issues are directly linked with workplace productivity and absenteeism.

## Women's well-being and menstruation

Begin by asking the participants what they know about the menstrual cycle (see Appendix 2). Remind the participants that this is a safe space, and that it is important all the participants feel comfortable in engaging in this discussion. Ask them the following:

What is the menstrual cycle?

What are some of the symptoms women may have during her menstrual cycle?

What are some of the specific needs a woman may have during her menstrual cycle?

Write their responses on a flipchart under the headings "What is the menstrual cycle", "Symptoms", and "Needs". Thank the participants for their contributions. Ask the participants if they find any of the things listed to be surprising. Clarify any misunderstandings about the menstrual cycle.

Then, ask the participants: *How would this affect her in the factory?* Ask a few participants to share their thoughts. Summarize some of the points that are brought up by the participants. Make sure that the participants bring up the fact that some of these symptoms related to menstruation may affect a female worker's performance in the workplace or lead to absenteeism.

Explain to the participants that they will now be divided into three groups. Each group will have one scenario related to female workers and menstruation at the workplace. Each group will have a couple of minutes to talk about the scenario and what they could do, as managers, to address the issue. They will present their solution(s) to the entire group:

A female worker on your line looks very pale. She seems to be in pain. She looks very tired. She does not say anything to you.

A female worker on your line looks very pale. She seems to be in pain. She looks very tired. She tells you that she is feeling unwell.

You notice that a female worker on your line is absent a few days every month. After several months, you seem to notice a pattern. She seems to be absent around the same time each month.

After a few minutes, ask the groups to take turns presenting their solutions to the entire group. Ask the participants if they agree with the solutions or not.

It is expected that some of the participants will suggest asking the female worker directly whether they are on their period. If this happens, ask the participants: *do you think this may be inappropriate? Why?* (Encourage the participants to think about what they discussed about intention and effect, and that sometimes, our good intentions may make others feel uncomfortable.)

Acknowledge the fact that the participants are trying to show they care for their well-being of their workers. However, explain that it is a personal matter and it is inappropriate to ask this. Explain that this may constitute as harassment in the workplace.

Ask the participants if they have other solutions. Some of the solutions that the facilitator should encourage include:

- Ask the female worker if she is feeling unwell. Suggest to her that she should go to the factory clinic.
- If the female worker does not go to the clinic, inform the clinic that there is a worker on your line who appears to be unwell. Explain that you have already suggested for her to go visit the clinic but she has yet to do so.
- If the female worker is absent regularly, ask her if she is feeling well. Suggest to her that she should visit the factory clinic just to make sure everything is okay. You can also ask the welfare officer or clinic staff to discuss with the

Thank the participants for their solutions. Remind them that there are many ways they can show that they care about their female workers without being invasive.

### **Women's well-being and maternal health**

Begin by asking the participants what they think are the specific health needs of women during the stages of pregnancy (see Appendix 3). Ask the participants:

What are women's health needs during early pregnancy?

What are women's health needs during late pregnancy?

What are women's health needs after giving birth?

Thank the participants for their contributions. Clarify any misunderstandings and help fill in any gaps in knowledge.

Ask the participants: *Do you know some of the danger signs during a pregnancy? Why is this important for managers to know?*

Ask the participants what they think about the following statement: *"Female workers who are pregnant have different health needs than other workers. The workplace and managers should take special measures to accommodate them to ensure both their well-being and productivity"*. Ask a few participants to share their thoughts. Summarize some of the points that are brought up by the participants. Make sure that the participants bring up the fact that some of these symptoms related to pregnancy and how it may affect a female worker's performance in the workplace or lead to absenteeism.

Explain to the participants that they will now be divided into three groups. Each group will have one scenario related to female workers and pregnancy. Each group will have a couple of minutes to think about the scenario and what they could do, as managers, to address the issue. They will present their solution(s) to the entire group:

A female worker seems to be pale and has to go to the bathroom frequently.

A female worker has announced to you and your colleagues she is pregnant. She is about five months into her pregnancy and she suddenly has severe abdominal pain.

A female worker has returned to work after giving birth. You notice that she is not as productive as she was before her leave.

After a few minutes, ask the first group to present solutions to their scenario. Ask if the other participants have suggestions as well. It is expected that some of the participants will suggest asking the female worker directly whether they are pregnant (in the first scenario). If this happens, ask the participants: *do you think this may be inappropriate? Why?*

Acknowledge the fact that the participants are trying to show they care for their well-being of their workers. The facilitator should pose the following questions to the participants: *what if the female worker you asked is single? What is she if widowed? What if she is not pregnant?* Explain that this may constitute as harassment in the workplace to ask a female worker if she is pregnant.

Ask the second group to present their solutions to their scenario. If the group does not identify this as a danger sign for a pregnant woman, ask the nurse to help remind the group of the symptoms that are expected and danger signs during a pregnancy. The group should also ask for immediate medical help for the worker, if she is showing the danger signs.

Ask the third group to present their solutions to the whole group. Again, similar to the solutions discussed in the exercise about menstruation, the managers should not ask immediately, "is it because you just gave birth". The managers can make a suggestion to the worker that she should visit the factory clinic if she is feeling unwell. The manager should also think about what they can do to lighten the workload for the worker.

Thank the groups for their solutions and their thoughtful responses. Explain to them that before concluding this exercise, they should discuss some of the factory policies in place for pregnant female workers. Ask them the following:

How does the factory identify pregnant workers?

What are the factory policies on pregnancy? How much leave would a pregnant worker get before and after birth?

What are the roles and responsibilities of the managers to accommodate pregnant workers?

The facilitator may ask the help of compliance officers/HR officers who may be in the training to help provide clarifications and explanations.

**Conclude by saying:** *We just discussed some health issues facing women, and some of the issues we discussed we may find difficult or too private to discuss. But it helps us all, as managers in the factory, if we understand the problems women may face, we can be understanding and know how to help.*

## Let's do something about harassment!

### Facilitator's Tips

For this last training, it is important that the compliance officer is present to discuss the factory policies with the participants.

### Facilitator's Tips

Some participants may say that they are unsure of whether an act constitutes harassment or not. For instance, participants may say that they need more information and need to know more about the context before making a judgment. Acknowledge that some cases are not as clear cut.

**Time:** 60 minutes

**FACILITATOR:** This activity offers an opportunity for the participants to think critically about what is and is not harassment. Participants are invited to reflect on actions they can take to prevent harassment and violence in their workplace and communities.

### 16. What is, what isn't harassment? (20 minutes)

Explain to the participants that: *As we have discussed in Module 4, violence can come in many forms (physical, verbal, non-verbal/visual, written/graphic, emotional, and financial). We also reflected on the many negative consequences of violence on both the victim and the perpetrator. We also discussed what harassment is, and what constitutes appropriate and inappropriate behavior. Now we will engage in a full activity that tests our knowledge on harassment.*

Ask the participants to stand up. Explain that the left side of the room represents "this is **not** harassment", the right side represents "this is harassment", and the middle of the room represents "unsure". Explain that you will read out some scenarios and the participants will have to walk to the left, right, or centre of the room to represent their views.

After reading each scenario and the participants have decided, ask one participant from each of the viewpoints to explain why they think a certain act is harassment or is not harassment. Also ask the participants who were unsure.

The scenarios are [note that all cases may constitute as harassment]:

A manager tells a female worker that she looks good today.

A manager stares at a female worker for long periods of time.

A manager wants to reward a female worker for her hard work by asking her to go out for dinner after work.

A manager puts his hand on the shoulders of a female worker to congratulate her.

A manager calls a female worker stupid and lazy.

A manager compliments a female worker by telling her she looks better ever since she has lost a lot of weight/gained some weight.

Thank the participants for their inputs and engagement in the game. Explain to the participants that as we discussed in module 4, what may appear as harmless or endearing is not appropriate in the workplace. Regardless of whether the intention is good and we came from a good place, explain that as managers have a role to play in making sure that workers are comfortable. By making sure that workers feel safe and comfortable, they will be able to do their jobs properly. Remind the participants that if they are unsure of whether a certain behavior constitutes behavior, they should speak to their HR or compliance officer for advice.

## 17. What do we do if we encounter harassment at the workplace? (40 minutes)

Explain to the participants that *sometimes, violence may occur in our factories. Now, we will talk about our roles and responsibilities as factory managers to prevent harassment in the workplace. We will also discuss the procedures in place in the factory to prevent harassment and violence. At the end of the activity, we will think about other ways we can help those who have been victims of violence at work.*

Ask the participants for their thoughts on the following statement: “*Within the factory, we have a special role to play in preventing violence in the workplace as managers.*”

Explain that managers have a responsibility to ensure that workers are in a safe, harmonious, and violence-free work environment. Ask the participants to give suggestions on the following:

- » What can a manager do to prevent violence in the workplace?
- » What can a manager do to make sure the necessary actions are taken to make sure acts of violence are addressed appropriately?

Write these responses down on a flipchart under the columns of “prevention” and “remedy”.

Divide the participants into groups of five to six. Ask the participants what they would do if a worker tells them that she has experienced any violence or been abused in the factory. Give each group five minutes to write down the procedure on a flipchart.

They will need answer the following in their groups:

What does the factory policy say about harassment?

What are the steps she will need to take to file a formal complaint? Who should she speak to?

How long would this procedure take?

After five minutes, ask one group to present the factory policies and the procedures. Thank the participants for their presentations. Ask the compliance or HR officer to present the official factory policy, including the role of the managers, what is defined as harassment, and the formal complaints procedure. Ask the officer to clarify some of the misunderstandings. While the officer is making the clarifications, highlight the steps that are missing, and highlight the steps that are incorrect on the flip charts.

Ask the participants: in addition to helping a worker file a formal complaint if we have been approached, what can we do if we are a witness to an incident at work and we are not approached for help directly?

Ask the participants to discuss amongst themselves in pairs for a few minutes to come up with a response. Ask some of the pairs to give some suggestions on what can be done.

If the participants do not raise this directly, ask the participants if they would think of going to talk to the female worker about this. Acknowledge their responses and acknowledge that they are trying to show that they care about their workers’ well-being. Ask them to reflect on the following: *Suppose you talked to a female*

### Facilitator’s Tips

Remember to ask the HR or compliance officer to be present during this last session. If they are busy, ask them to join the session 1.5 hours after the starting time.

It would be good to speak with them beforehand about their role in this last session, which is to explain the factory policy on harassment, the formal complaints procedure, and the role of managers.

*worker about the incident. She appears to be shocked and upset that you brought it up and is clearly uncomfortable. What do you do in this case?*

Give the participants a couple of minutes to think about this, as it is a very difficult situation. After a few minutes, ask the participants for some suggestions. Explain to the participants that sometimes, we may show care and it may not have the intended result. One of the things we can do, if our worker is being harassed, is to let them know that we are there to listen if they want to talk. Additionally, we can report the incident to our HR or compliance officer.

Conclude by reminding the participants that there are factory policies in place to address workplace violence and harassment. Remind the participants that they can all work together to prevent violence. Beyond this, they can work together to create a harmonious and happier workplace, as they will do so in the following exercise.

### Leaving as informed Change Makers

**Time:** 50 minutes

**FACILITATOR:** As the last activities before concluding the HERrespect program, the participants will come up with their own personalized action plan to become empowered Change Makers to promote gender equality and reduce violence at work, in their communities, and at home. The participants will also reflect on what they have learned over the last six modules.

### 18. I want to do something about it! (25 minutes)

Explain to the participants that they will engage in two interesting tasks that will help them come up with their “personal action plan”.

#### **Part I: My commitment (10 minutes)**

Each participant will be given a card that says, “I am a Change Maker, and I want to.....To do this, I will.....” Give the participants some colorful pens to write on their cards. On this piece of paper, the participant will write down one thing they will do as Change Makers to bring about positive change at home, in the communities, and at work. In the first blank space, the participant will write down what kind of change they want to see (for example, I want to end violence in the workplace, I want to reduce the amount of work my wife is doing at home by herself, I want a happier working environment). In the second blank, the participant will write down an action statement. Help them formulate one by asking them the following question: *What is one action you can take on a daily basis to achieve the goal in the first statement?*

The facilitator should encourage the participants to look through their HERrespect notebooks to recall some of the key lessons they are taking away from the training and some messages they want to spread to our families, communities, and workplace.

After the participants have completed their task, explain that this card is for them to keep on their desks or at home. This card is to remind them that they want to see positive change in creating happier and more harmonious relationships in their lives. This card also reminds them that there is an action they can take each and every single day to make that change a reality.

Give the participants a second colorful card. Ask them to write down one specific commitment they have for the workplace. Tell the participants that these pledges are anonymous and will be displayed in the HERrespect exhibit on a wall. Tell them they do not have to write their names on the card. Explain to the participants that this wall will remind the participants that they, along with other Change Makers, are all making commitments to build a happier workplace.

## **Part II: Building a harmonious workplace (15 minutes)**

In addition to working individually to promote happier and healthier relationships, they can work together to do so. Explain to the participants that as managers, they have an important role to play in the factory in making sure the key messages of HERrespect remain in the factory even after the end of the training.

The facilitator will lead a discussion on possible actions the participants can take:

Help establish a committee in the factory, along with the compliance and HR officers, to monitor the prevalence of violence in the workplace

Discuss with line workers on a regular basis to talk about well-being in the factory and encourage new staffs to join

Hold regular meetings with some of the female workers who are Change Makers to work together on promoting well-being

Work with management to organize annual campaigns on one of the themes captured in HERrespect for International Women's Day (March 8) or International Day for the Elimination of Violence against Women (November 25)

Broadcast slogans and other messages to promote the HERrespect messages using the PA system

The facilitator can write down some of these ideas on a flipchart, these suggestions will be shared in the joint session. The facilitator should help the participants come up with some concrete steps in actualizing some of these plans. For example, if the participants suggest a regular group meeting, ask if any of the participants are willing to take up the responsibility to set up the meetings.

### **Facilitator's Tips**

Be sure to discuss any negative points which are raised by the participants so that you understand clearly why they felt disappointed or let down. Discuss it in a relaxed and friendly way, do not defend anything, their view is valid no matter what they say. Make sure that you take note of this so that you can modify the way in which you run future workshops.

## **19. Training expectations review and leaving as informed Change Makers (25 minutes)**

Explain to the participants that you are now at the end of the HERrespect program. They will now have time to reflect on what they have learned since the first module.

Say that you would like to begin this process by reviewing the expectations which everyone had from the training when it started. Remind participants that each of them mentioned things they wanted from the training in the first session. Now go around them, and requesting each participant to be honest and open, ask them to comment on:

What were your expectations coming into this training? Did the program meet your expectations? Did it not meet your expectations? Did it go beyond your expectations?

What are the top two lessons you have learned in HERrespect?

What is one thing you would have done differently in the training?

Explain to the participants that it is always helpful for a facilitator to learn from participants about what they think of the training sessions of HERrespect program. Do they have any suggestions for the next time it is conducted? It is also a good practice to review a workshop process, so that everyone has a chance to reflect on what they have learned.

After this discussion, close the workshop and thank everyone for being brave enough to share their lives here with each other and being open to new learning.

Say that we will end the HERrespect training session with a game called Cobweb.

**Activity:** Explain that one participant will hold the end of the rope of a rope ball and throw it to someone, once you have the rope do not let go of one end, so each time someone throws the rope another person is added to holding the rope – to the web.. That person will hold the rope and throw the ball again to another person. On receiving the rope ball, each participant will share a personal pledge (something learnt from the training) that will be applied to his/her relationship/behavior. The rope ball will be passed to all till everyone is holding the thread of the ball and the collective pledges are shared.

Ask everyone to look at everyone else's hands now. We will see a spider-web like mesh is formed which is connecting everyone. This exercise reminds us how interconnected we all are, and that if we want to have a beautiful life with no violence and abuse, we need to support and care for each other. If one of us drops the thread then there will be a break in the connecting network which means each one of us must contribute from our end to hold our relationships, enabling balance and connectivity.

This cobweb tells us that the power of unity and the commitments collectively will bring about changes in the society. This will help in overcoming abuses that our mothers, sisters, daughters and everyone that we are associated with go through in their daily life.

Remind everyone of the confidentiality pledge at the start of the training. Complete the proceedings by thanking all the participants again for their great support and hard work throughout the training sessions. End the session with a song.

## Appendix 1:

### Gender and health (lifecycle approach)

Stage	Women	Men
Infancy and childhood	<ul style="list-style-type: none"><li>• Malnutrition</li><li>• Anemia and micronutrient deficiencies</li><li>• Waterborne illnesses</li><li>• Serious illnesses (diarrhoeal diseases)</li></ul>	<ul style="list-style-type: none"><li>• Malnutrition</li><li>• Anemia and micronutrient deficiencies</li><li>• Waterborne illnesses</li><li>• Serious illnesses (diarrhoeal diseases)</li></ul>
Adolescence	<ul style="list-style-type: none"><li>• Menstruation pains and other symptoms</li><li>• Anemia and micronutrient deficiencies</li></ul>	<ul style="list-style-type: none"><li>• Injuries</li><li>• Micronutrient deficiencies</li><li>• Drug use</li><li>• Smoking</li></ul>
Adults	<ul style="list-style-type: none"><li>• Menstruation pains and other symptoms</li><li>• Pregnancy and complications</li><li>• Sexually transmitted illnesses</li><li>• Anemia and micronutrient deficiencies</li></ul>	<ul style="list-style-type: none"><li>• Injuries</li><li>• Smoking</li><li>• Sexually transmitted illnesses</li><li>• High blood pressure</li><li>• Micronutrient deficiencies</li></ul>

## Appendix 2:

### Menstruation cycle

Steps of the menstrual cycle

The first day of bleeding is the first day of a new cycle, this can last around five days (but can be between two to seven days)

The middle of the cycle is when a woman ovulates (egg released from the ovary). If the egg is not fertilized, a woman will have her monthly bleeding

During pregnancy, a woman's bleeding stops. After giving birth, a woman may not start her periods right away.

Some of the symptoms that women may have during the menstrual cycle include:

Acne

Swollen or tender breasts

Cramps

Change in appetite

Feeling sad

Feeling tired

Upset stomach

Trouble sleeping

Constipation

Joint or muscle pain

Headache or backache

Diarrhea  
Bloating

### **Appendix 3:**

#### **Maternal Health**

Signs of early pregnancy

Missed period

Feeling tired

Morning sickness (vomiting in the morning or other times of day)

Frequent urination

Swollen and tender breasts

Belly gets bigger

Getting pregnancy masks (uneven darkening of the skin on the face, breasts, and belly)

Ways to keep health during pregnancy

Eating healthy

Eating iron-rich foods

Vitamins and supplements

At least three check-ups during her pregnancy with a doctor

Danger signs of pregnancy

Vaginal bleeding

Convulsions or fits

Severe headaches with blurred vision

Swelling of face or hands

Fever and feeling too weak to get out of bed

Severe abdominal pain

Fast or difficult breathing

Signs that labour is near

Pink mucus comes out

Clear water comes out

Pain (contractions) begin

Ways to stay healthy after birth

Rest, especially the first six weeks after giving birth

Eat healthy

Exercise moderately and regularly six weeks after giving birth

Drink water or juice to stay hydrated