

About the HERrespect Curriculum



Acknowledgements

The HERrespect Curriculum was funded by UK aid from the UK government, via the What Works to Prevent Violence Against Women and Girls Global Programme. The funds were managed by the South African Medical Research Council.

The curriculum draws on the third edition of the South African adaptation of *Stepping Stones*, as well as the SAMRC curriculum *Skhokho Supporting Success*. The approach and content have been adapted; however, the authors are very grateful for the opportunity to reference these materials in the process of writing this document.

Some exercises in the curriculum were adapted from *Promoting Gender Equity and Diversity: A CARE Training Curriculum for Facilitators* (CARE), *Yaari Dosti: Young Men Redefine Masculinity* (Population Council), *Building Intergenerational Relationships to Mitigate Gender-Based Violence and Promote Family Health* (Dil Mil), *Women's Economic Empowerment Initiative's Women in Factories Program - Foundational Training Curriculum* (CARE and Walmart Foundation), and *Program M* (Promundo).

Authors

The HERrespect curriculum is written by Marat Yu and Jessica Wan (BSR), Rachel Jewkes and Samantha Willian (South African Medical Research Council), and Nazneen Huq and Tasnova Rahman (Change Associates Ltd.). A.G. Shankar and Poorni Sampath (Swasti) provided technical support on capacity building and development of the management modules.

The curriculum is reviewed by Nwabisa Shai (MRC), Minna Maaskola (ILO), Jinat Ara Haque (We Can Campaign), Caitlin Helfrich (Talbot), Shamima Pervin (UNFPA), Dr. Rakib Abu, and Khaleda Khanom (BRAC).

© Business for Social Responsibility, South African Medical Research Council, 2018



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 work¹. 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.²

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.
- » Guidance on best practices and policies to prevent and address sexual harassment.

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

² 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>

- » 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.

How to Use the HERrespect Curriculum

Acknowledgements

The curriculum is written by Marat Yu and Jessica Wan (BSR), Rachel Jewkes and Samantha Willian (South African Medical Research Council), and Nazneen Huq and Tasnova Rahman (Change Associates Ltd.). A.G. Shankar and Poorni Sampath (Swasti) provided technical support on capacity building and development of the management modules.

The curriculum is reviewed by Nwabisa Shai (MRC), Minna Maaskola (ILO), Jinat Ara Haque (We Can Campaign), Caitlin Helfrich (Talbot), Shamima Pervin (UNFPA), Dr. Rakib Abu, and Khaleda Khanom (BRAC).

The HERrespect Curriculum was funded by UK aid from the UK government, via the What Works to Prevent Violence Against Women and Girls Global Programme. The funds were managed by the South African Medical Research Council.

Some exercises in this worker's manual were adapted from manuals of the South African MRC (Stepping Stones: A training manual for sexual and reproductive health communication and relationship skills), CARE (Promoting Gender Equity and Diversity: A CARE Training Curriculum for Facilitators), Population Council (Yaari Dosti: Young Men Redefine Masculinity), Dil Mil (Building Intergenerational Relationships to Mitigate Gender-Based Violence and Promote Family Health), CARE and Walmart Foundation (Women's Economic Empowerment Initiative's Women in Factories Program - Foundational Training Curriculum), Skhokho Families Book, and Promundo.

How to use the HERrespect curriculum

Overall Aim

The overall aim of HERrespect curriculum is to strengthen the relationships at home and work and to help participants engage in positive practices that support healthy living, non-violence, and future success.

Specific Objectives:

- » Participants reflect on their relationships, gender issues, and challenges in life and hone skills to continue to build strong, supportive relationships in workplace and at home.
- » To promote the practice of assertive and respectful communication at workplace and intimate relationships.
- » To encourage male managers and workers to reflect on how gender relations shape their roles and responsibilities at home and at work
- » To engage with management, mainly men, to become more active promoters of women's rights.
- » To create awareness and to sensitize participants about violence against women and intimate partner violence and support system available to respond to these issues.
- » To support workplaces to develop and implement policies and mechanisms to prevent and respond to workplace violence.

HERrespect Curriculum Components

The HERrespect Curriculum contains the following components:

- » An 18-hour curriculum for female workers
- » An 18-hour curriculum for male workers
- » An 18-hour curriculum for management
- » Three joint activities for management and workers (90 minutes each)
- » A set of workplace-wide campaign

Both the worker and management curriculum are a collection of six training guides and each module is intended to build on the previous ones. It is important to follow the sequence of exercises in the sessions and not just choose exercises. The earlier exercises build up to working through some difficult issues. Missing out those earlier exercises might make it difficult for participants to cope well with the harder, later exercises. Missing the later exercises would mean that participants would be introduced to some of the key issues (i.e. gender relations, power relations, violence against women). However, participants would miss out on key skills to help them resolve some of the issues they would discuss in the previous sessions.

The whole program aims at enabling individuals, their peers and their communities to change their behavior, individually and together, through what the sessions provide. The manual is based on the assumption that community-wide change is best achieved through a personal commitment to change from each of its members. This demands some effort from each participant involved in the workshop and, participants are strongly encouraged to make a commitment to attend all the sessions.

Planning Your Training

In implementing a workplace training program, it is important to:

- » **Allow enough time to build understanding of a topic and to complete the activities in each module or session:** each module will take 180 minutes to complete and each joint session will require 90 minutes to complete.
- » **Hold trainings at a time of day, and in an environment, where workers are able to concentrate:** We suggest midday or during the working day, as it is preferable to end of the day. We suggest trainings take place in a quiet, private place removed from the factory floor. This is especially important as participants may share personal stories in HERrespect training.
- » **Schedule trainings to minimize disruption to the daily, weekly, and monthly work schedules:** We suggest using “batch-setting” time, break times, or commute times to minimize disruption.
- » **Schedule training times in collaboration with management:** We suggest a meeting with floor managers, a selection of line managers, and human resources or welfare officers, in order to determine the best time to schedule trainings.

To learn more, check out our [guide](#) on implementing workplace-based trainings.

Training Guides

We recommend conducting the trainings in the order they are listed below.

Female Workers' Curriculum

The ideal group size for the female workers' training is no more than 25 participants. The group should be kept as a single-sex group (i.e. only women).

1 My Dream

To introduce the training program, develop basic communication skills (listening and body language) and enhance cohesion amongst participants

2 Let's Communicate

To further develop communication skills through reflecting on the different ways to communicate and to introduce participants to assertive forms of communication using "I" statements

3 Unpacking Gender & Relationships

To reflect on how gender roles inform the roles and responsibilities participants have at home and at work and to discuss the joys and challenges in relationships

4 Violence in Relationships

To reflect on the forms of violence women face at home and at work and their consequences

5 Author of My Story

To further develop the participants' skills in stress management and assertive responses to manage difficult situations at home and at work

6 Supporting Each Other

To create a support system for abused women and to acquaint female workers with factory policies and local laws on violence against women

Male Workers' Curriculum

The ideal group size for the male workers' training is no more than 25 participants. The group should be kept as a single-sex group (i.e. only men).

1 My Dream

To introduce the training program, develop basic communication skills (listening and body language) and enhance cohesion amongst participants

2 Let's Communicate

To further develop communication skills through reflecting on the different ways to communicate and to introduce participants to assertive forms of communication using "I" statements

3 Unpacking Gender & Relationships

To reflect on how gender roles inform the roles and responsibilities participants have at home and at work and to encourage participants to reflect on the time used by women on household responsibilities

4 Violence in Relationships

To reflect on the different forms of violence facing women at work and at home, and to begin discussions on providing support to abused women

5 Author of My Story

To introduce the participants to stress management skills, to encourage participants to use assertive responses to deal with difficult situations, and to reflect on the participants' roles as fathers and male authority figures

6 Supporting Each Other

To develop the participants' skills in becoming supportive to abused women, to introduce male workers to workplace policies on harassment

Management's Curriculum

The ideal group size for the management's training is no more than 25 participants. The group can be either a single-sex group or mixed group.

1 Getting Started

To introduce the training program, to encourage managers to reflect on their expected roles and responsibilities and what is expected of their workers, and to enhance cohesion amongst participants

2 Unpacking Gender & Relationships

To introduce the participants to the concepts of gender and power, to familiarize managers with the impact of female workers' household responsibilities affect their time use, and to reflect on the joys and challenges of working relationships

3 Let's Communicate

To develop communication skills (active listening and body language), to reflect on ways to manage stress at work, and to introduce participants to assertive forms of communication using "I" statements

4 Violence in Relationships

To reflect on the different forms of violence facing women at work and at home, and to begin discussions on providing support to abused women

5 Growing Together

To further develop the participants' communication skills in assertive responses to deal with difficult situations with workers and senior managers

6 Our Responsibilities to Make it a Better Workplace

To encourage managers to promote the well-being of female workers by preventing harassment in the workplace and beyond

Joint Activities for Management and Workers

Overall, 25 participants will be selected to join the joint sessions (10 female workers, 10 managers, and 5 male workers). The facilitators will select the participants for the joint sessions with the help of the factory's HERrespect team. Ideally, the 25 participants should comprise of at least one member from each of the batches (i.e. at least one from each of the four batches of female workers, one from each of the four batches of managers, and one from each of the two batches of male workers).

We encourage members of workplace's anti-harassment committee/internal compliant committee to participate in both the training and joint activities for management and workers.

1 The Joys and Challenges of Working in a Factory

To allow participants to reflect on their experiences of working in the factory and allow managers and workers to acknowledge that they all have joys and challenges at work

2 Building Respectful Relationships

To provide the space for participants to reflect on their experiences of power, relationships, and violence

3 Building a supportive workplace

To provide a space for participants to identify ways to apply their learnings from HERrespect holistically to prevent and respond to workplace violence, and to allow participants to develop an action plan individually and collectively

Workplace-wide Campaigns

Workplace-wide campaigns aim to disseminate messages on gender equity and violence against women to the entire workforce.

The facilitators coordinate with the HERrespect focal point and engage the factory HERrespect team to arrange the logistics and implement the campaign activities. The campaign activities will be short – a duration of a few days to one week at most. All campaign activities will be completed by the closing meeting of the HERrespect program, and workplace management are encouraged to continue similar campaigns beyond the project duration. HERrespect facilitators will work with factory management to plan, execute, and monitor the impact of the campaign.

Campaign topics can be jointly decided by HERrespect’s implementing partners and workplace management. Below are some suggested campaign topics:

1. **The contribution of female workers:** This first campaign aims to boost the confidence of female workers about their work in the factory, especially in the context of the global supply chain. The campaign encourages managers and male workers to recognize the work of their female workers and their own work globally.
2. **Teamwork:** This second campaign shows the workers and managers the importance of teamwork in their day-to-day workplace operations. This campaign highlights the role of communication and interpersonal skills.
3. **Gender equality:** The third campaign shows that gender equality is the key to a happy, harmonious and productive workplace.

Facilitation and the Facilitator’s Role

Given the participatory and reflective nature of the program, the role of the facilitator is important. The facilitator should:

- » Help the participants set ground rules and keep them
- » Encourage and guide participants to critically reflect on personal and social norms, values, practices, and choices
- » Encourage participants to contribute to the discussion
- » Listen to participants’ comments, questions and feedback
- » Keep focus and keep things moving
- » Help with observations and analysis
- » Help participants arrive at appropriate conclusions
- » Help participants to reach an appropriate consensus
- » Build trust
- » Help identify opportunities and potential
- » Summarize the discussion or ask others to do so
- » Maintain an environment of respect, compassion, and openness in the group

The difference between facilitation and training

Facilitation is derived from the word facilitate which means 'to make easy'. Facilitation is about bringing a group of people (whether they are acquainted or not) to work together for a certain goal. Facilitation is about empowering others.

A facilitator is different than a trainer. Whereas a trainer helps participants gain skills or knowledge on a particular topic, a facilitator would take participants on a process or a journey. A trainer may **tell** and **lecture** a participant about a topic, but a facilitator would not do that. A facilitator would probe the participants and guide the participants.

The skills and traits of a facilitator

A HERrespect facilitator must have a few key skills, these include: experience in participatory learning approaches, facilitation, communication and counseling. HERrespect facilitators should have a strong background on gender, power relations, and masculinity.

HERrespect facilitators should keep an open-mind and be non-judgmental, be creative and imaginative, and have patience and humor. HERrespect facilitator should be able to explain difficult concepts in simple, everyday language.

A facilitator changes mindsets

Active facilitation of HERrespect is vital. The facilitator must guide the participants in summarizing and drawing conclusions from each exercise and enable participants to summarize what they learned from each session.

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 "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.

It is also important for the facilitator to know when to stop a conversation that is derailing the discussions in the group. For instance, if someone has an unhelpful attitude and if they are unwilling to budge after probing and asking them to discuss further, then the role of the facilitator would be to acknowledge the participant's thoughts, and offer to continue the conversation after the training session.

Facilitators must master the curriculum

Ideally before the facilitator begins working with this manual the facilitator should attend a training course. Otherwise, it is important that the facilitator works through the material even if it seems familiar by practicing the delivering the sessions.

Beginning by reading the whole manual, together with the colleagues who will also run the training. Then facilitators should try out the exercises on each other, going through them in the sequence the manual suggests.

The order of exercises in the program is designed to help facilitators do this. It is best to draw on ideas and principles discussed in earlier sessions, to help a group question things which are raised in later sessions.

In doing so, this will enable them to get to know the material, to be confident in using it and think about how they may use ideas from earlier exercises in discussion of later ones.

The curriculum is a living document

After conducting the modules, the facilitator may find that the curriculum may require some adjustments or adaptations. The facilitator may have new ideas for some of the exercises based on their experiences with some of the participants. The facilitators are encouraged to continue contributing to the curriculum, should they find certain methods more effective in practice.

HERrespect is meant to challenge both participants and facilitators

This program is designed to challenge people's (including the facilitator's) attitudes and behavior towards themselves and others. The facilitator is likely to find this rather frightening and may also feel rather nervous about things going wrong, or not going according to plan.

Going through it beforehand will help to work through some of the worries and identify areas that might be difficult in the factory setting or community. Practicing the material as if the facilitator was a participant provides a chance to find out how it would feel to experience it at first hand. This will make the facilitator more effective as a trainer of others.

HERrespect is meant to challenge both participants and facilitators

In the HERrespect intervention the facilitator's role is to work with a group of factory workers and management to draw-out knowledge and ideas from different members of the groups, and to help them learn from one another and to think and act together.

The role of a skilled facilitator is to create conditions in which a group can work together effectively. The facilitator will take a group of people through a process of learning and discussion by introducing topics or concepts and guiding the group through thinking, reflecting and discussing topics or concepts without making a decision for the group participants.

Facilitators need to maintain an open and safe space

Facilitation entails creating a space and opportunity for group members to critically reflect on their own and broader community or societal norms, values, and practices. Within this space, participants can begin to evaluate their past, current, and future choices especially in light of whether or not their choices, practices, or values are contributing toward the kind of relationships.

Such critical reflection means that participants make themselves vulnerable by opening up about their thoughts and feelings on personal topics; therefore, facilitators need to ensure that the safe space of the group is maintained, respond with care and compassion to individuals, and still keep the workshop on track.

Facilitators bring the knowledge out of the participants

Concepts are introduced, and these are usually not new to the participants, and the facilitator's role is help participants to discuss the concepts, come up with their own understanding of them, and present them to the rest of the group in various ways.

For example, through brainstorming in a bigger group, small group discussions and presentation of group ideas to the bigger group, working in pairs by sharing personal stories or perspectives in turns, and self-reflection.

Additionally, facilitators need to ask poignant, thought-provoking questions to help participants to engage with and reflect on key issues.

A good facilitator is the key to success

The role of a facilitator becomes very important in the context of participatory workshop and needs to be executed in a careful yet fun, neutral but factual and firm way.

Structure of the Sessions

Objective Setting

The overall objectives of each session are presented for the facilitators. At the start of an exercise facilitators should not say what the objectives are as they may provide constraints on discussions in the session. The objectives can be summarized at the end of a session.

Reading the Italicized text

Throughout the manual, we have used italicized texts. They are things that the facilitators could say to the participants. When in doubt, always read the body language and reaction of the participants – you should adapt the messages depending on the participants' reactions.

Emphasis on “We” and “Us”, not “They” and “Them”

Throughout the text we have used the words “we”, “us” and “our” and have tried to avoid “they”, “them” and “their” in talking about concerns and dilemmas to make the point that we all benefit from listening and understanding ourselves and others. If you use the words “we”, “us” and “our” during your sessions, you will find that your participants will quickly develop confidence in you as someone who is willing to reflect and to share.

No note-taking

Please discourage note-taking during the sessions very strongly. Nobody needs any pen or paper, except when you provide it for particular drawing sessions. Note-taking can be very unsettling for other members of the group, particularly when people are talking about sensitive or private things. Also, a person who takes notes is not involving him or herself fully in the group's activities.

Using games and exercises

Many of the sessions include games and exercises, which some participants might object to as childish. Sometimes facilitators who are unfamiliar with participatory techniques prefer to have a discussion instead and find running a game or other interactive exercise a bit daunting. But a discussion is rarely as productive as an analysis of a game or an exercise. Most of the time, once people have had a go and seen how useful these techniques can be, they feel readier to continue with them in further sessions.

Role play

There are number of exercises in which participants are asked to do a role play. Role plays are an incredibly powerful learning tool because they require the actors to process, that is really think through, their ideas and not just repeat them. Participants remember lessons they learn through role play long after they would have forgotten facts they taught in lectures. Acting can feel daunting for people who are not used to it, but it's amazing how quickly participants can settle into different roles. We do not provide scripts for role plays. This is because role plays must reflect the real life of participants and they are the best people to know what that looks like. Try to avoid telling them what to do in the role play, although you can help them decide if they are shy to come forward with an idea. Remind them there are no prizes for good or bad acting.

The importance of de-rolling

After a role play, especially roleplaying difficult situations (i.e. violent situation), it is important to bring the participants back. This is because participants may roleplay situations that may bring about negative memories or negative emotions. Some of the ways to ask the participants to de-role include: asking the participants to state their name, one personal trait or quality, and one fact about them (i.e. where they live, the name of their spouse).

Brainstorming

Brainstorm means asking workshop participants to quickly come up with ideas or say what comes to mind when a certain concept is mentioned. The concept is not explained and is usually just one word, e.g., 'happy relationship'.

Working in pairs

Working in pairs means that the facilitator asks participants to find a partner within the group with whom they will discuss the issues the facilitator suggests as part of the exercise. This can also be used if an exercise appears to be difficult and the participants need to take the time amongst themselves to brainstorm and discuss first before coming back together as one group.

Breaking into small groups

This is an alternative to breaking the participants into pairs.. If some of the discussion topics in a particular exercise seem difficult and the participants are having a hard time thinking on their own, you should break the participants up into a small group. This will allow the participants to bounce ideas around.

Self-reflection exercise

A self-reflection exercise is an individual activity where participants are asked to close their eyes and think through particular issues in a quiet manner. The facilitator will read out a script starting with the posture that the participants must adopt, e.g., how they are seated or lying down, having their eyes closed and being relaxed. Then the facilitator will introduce the scenario which the participants are asked to visualize or think through. Then each statement of the scenario is read slowly, quietly and in a paced manner, with pauses after each statement to allow participants to visualize or think through the scenario in their minds. Taking a pause after the end of the activity is also important just to allow participants to get back into the workshop setting. Feedback will follow after the self-reflection exercise and usually the facilitator will have specific questions to go through with the participants.

Presentation

After each pair or small group work activity participants will be asked to present their discussion points whether it is verbal feedback or written work on flipcharts. After each group has been assigned, the facilitator must always remind participants that they will need to decide who will present the group's ideas to the bigger group. At presentation time, the facilitator must let each group present, only ask clarifying questions and give the participants time to discuss the meanings of their ideas. When all groups have presented, check to see if there are any discussion points laid out under the relevant step.

Energizing activities

Energizing activities are games that are used as ice-breakers and which have relevance for an upcoming exercise. These have an introduction and directions in a similar fashion to the rest of the exercises. The more important part of the exercise besides the fun activity itself, is to check in with participants about what they have learned from the exercise and its implications for them. Sometimes participants may not make a good guess as to the meaning of the exercise and the facilitator can just highlight what other meanings the participants should take from the activity.

Re-energizing activities

Sometimes during a longer activity or after a difficult activity, the participants may become tired. Sometimes, participants may not be able to focus (after all, we have a three-hour session). It is helpful to conduct short re-energizing activities (i.e. clapping, singing a song, playing a short game). A re-energizing activity can help motivate a group.

Sitting together in a circle

To encourage people to feel part of the group, as well as to participate fully, we would strongly encourage groups to sit in a circle or in U-shape rather than in rows. In this way, people are able to make eye contact and everyone is on the same level.

Counseling and giving advice

Many people may wish to come and ask your advice about their own situation. You either need to refer them to someone who can give them the right help, in confidence; or you need to decide what role - if any - you want to play in personal counseling. On the whole, as a facilitator it is better not to become involved in giving personal advice to participants. This is because your relationship with the person and with the rest of the group will change as soon as you become personally drawn into individual participants' personal issues. Also, the role of a counselor is a skilled one. Trained counselors, for instance, do not, in general, give advice. Instead they enable their clients to decide what to do for themselves, through asking relevant questions and giving them appropriate information. You need to make the best decision on this for yourselves and your participants, depending on your own community and situation.

Mental well-being of facilitators

Given the nature of the training, it is likely that the facilitators will hear stories of violence and sexual violence from the participants. It is crucial that facilitators are given the support needed to prevent stress and vicarious trauma. Please refer to the [“Guidelines for the prevention and management of vicarious trauma among researchers of sexual and intimate partner violence”](#) for more guidance.

Note for facilitators

Facilitators' notes are provided at the end or in the middle of exercise; they consist of tips, reminders, guides and additional information for maximizing the depth of discussion during the exercise. These notes are short and clear, and should encourage the facilitator to ensure that they have addressed them before closing the session and moving on to the next exercise.

Points to be highlighted

Some of the key points are given in bullet at the end of exercise. These are the direct/indirect messages that are highlighted for the facilitator to reiterate to the participants during training process.

Supportive Information for Facilitators

Detail information and background knowledge on the session topics for the facilitators are provided at the end of each session. Not all the content will be used during the exercise but it's always useful to be one step ahead before the training begins.