HERrespect Curriculum

Women Workers



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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[1]. 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.

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[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

» 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: My Dream

Three-Hour Training



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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 the first three-hour workshop for HERrespect, it will introduce the HERrespect curriculum and set up basic ground rules for discussions for the training. This workshop will build group rapport, introduce basic listening and body language skills, and allow participants to set personal goals. This training is best used in groups of between 20 and 25 people and can be given to women.

What Is Included?

This package will help you 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 HERrespect

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

It is important that you work through the material in advance of training even if it seems familiar to you. Unlike many other training sessions, your main purpose is not to deliver information, but to actively facilitate discussions among participants. 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 participants when necessary. 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 to avoid the group environment potentially reinforcing unhelpful attitudes or popular myths.

How Do I Use the Document?

Facilitator's Tips provide helpful information about how to conduct a session. Trainer's Tips might provide guidance on how to encourage participation or how to adapt a training to respond to differences in beliefs or behaviours in different places or among different groups of people. Trainer's Tips have been gathered from training professionals.

Facilitator'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:
50 minutes

Facilitator: Open the training by (1) introducing the facilitator and participants and (2) introducing HERrespect.

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

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

1. Welcome and introduction (10 minutes)

Inform factory management in advance the exact time to start the workshop, but allow at least 5 minutes together all participants.

Open the training by introducing yourself. "*Today we are here to talk about a new and different program in your factory. But before everything, 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.*"

Italics (slanted letters) provide an example of what a trainer could say in a session.

2. Getting to know each other (20 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.

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.

Plan the timing: Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Having a training 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 section of the training.

Time	Topics
10 minutes	Welcome and introduction
20 minutes	Getting to know each other
20 minutes	HERrespect program overview
15 minutes	Workshop expectations and creating a safe space
10 minutes	Agreeing training ground rules
10 minutes	Trust, confidentiality and being non-judgmental
30 minutes	Active listening and its benefits
30 minutes	Body language – it's really powerful
25 minutes	I dream to be…
10 minutes	Closing

Gather Materials

The materials listed below will be used during the training:

» *Flip chart*
» *Markers*
» *White board*
» *Masking tape/clips*
» *A visual chart of HERrespect overview*
» *A tray or bowl*
» *Small slips of paper*
» *Visual chart on HERrespect*
» *Small square laminated picture*
» *Poster of training ground rules*
» *Change Maker's badge*

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Training room arrangement:
Adjust the 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 recommended for the training.

Open the Training

Time:
50 minutes

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1. Welcome and introduction (10 minutes)

In advance, inform factory management the exact time to start the workshop. Allow at least 5 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. But before we start, we need to get to know each other. We might know each other as peers working in the same factory, but today let's try to find out a little more through an interesting game."*

2. Getting to know each other (20 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.

Tell the participants: *"The sheet you have selected has a picture printed on it. You should identify another participant who you think has the perfect match with your picture".*

Once all the participants pick their sheets from the bowl, ask them to find their appropriate partners. Encourage them to get up, move around, talk to each other until they find their partner. It should be interactive and fun.

Ask them to introduce themselves to the partner they have found and share each other's favorite activity in their leisure time. Give each pair two minutes.

Later, ask each pair to quickly show their slips to the big group and introduce each other (also their favorite activity). This process goes on until all participants have been introduced to the group.

Facilitator's Tips

Before coming to the training, you should prepare pairing slips of paper (with a picture of a well-known female figure). Keep extra slips and pens for additional participants. While preparing the sheets, please use examples of a few female achievers in Bangladesh. For example: 'Mamotaj', the 'famous folk singer and member of parliament'. Please make sure that, controversial topics like political and religious themes are avoided.

Conclude the session by saying: *"Since we all work in the same factory, it is important that we know our colleagues well so that we can support each other on a daily basis. The starting point of HERrespect is to help us all understand ourselves and one another better."*

Inform the participants that they will gain insights on the HERrespect project in the next activity.

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

> **Facilitator's Tip**
>
> Avoid explaining in detail the different components of HERrespect to participants. Present a few images to illustrate the core theme of the training, frequency and duration.

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 should 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 flip chart; tell them that we will revisit them throughout the training.

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

In this group, we are going to talk and learn about our experiences of being a woman and a female worker – what you enjoy and what you find challenging, your relationships with husbands/other family members, with co-workers and with management. 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 being confrontational.

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

At this point facilitator will put up the visual chart on HERrespect project overview and introduce the project components.

We will meet at least six times throughout the project, this 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 will not be talking at you – 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 learn some new skills so that you will live and work happily. Through the HERrespect training, you will become great Change Makers. But first, what is a Change Maker?

Facilitator's Tips

Assistance in group work:
Assist groups with ideas on how to present their work on 'responsibility' if they are struggling. But do not 'tell' them how to do the task. A facilitator should encourage the participants to think, engage, and come up with answers themselves.

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 criticisms may even help us become better facilitators!

What is a Change Maker?

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 in 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 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.

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. The joint sessions will be held after the third, fifth and sixth (final) trainings, and some of you will be invited to join to interact with participants from the other groups. 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 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: 35 minutes

FACILITATOR: During this time the participants will discuss training expectations, agree on the ground rules and learn about trust and confidentiality.

4. Workshop expectations and creating a safe space (15 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 say first "I want to understand/learn more about…" and second "I don't want…"

Summarize and cluster the expectations that participants have shared. Specifically, explain to the participants if they raise aspects that are not going to be addressed in the training, and try to reassure participants and address their concerns, and follow up with them afterwards on an individual basis if necessary and appropriate.

5. Agreeing training ground rules (10 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 rules.

Ask the participants: *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 out on the flipchart. You can expect the following responses from the group:

- Respect time - start on time and end on time
- Complete involvement in the training
- Respect each other's 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
- Participants own their stories and no one should feel obligated to share (i.e. if someone else knows about a story of another participants they are not to mention it for them)

Ask the participants if there are any other rules they would like to add. Suggest any key rules that haven't been mentioned. Discuss and agree on the rules and

Facilitator's Tip

Nominate one volunteer to take responsibility for the ground rules flip chart. Ask her to bring it to the trainings and keep it safe. 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 and in case the volunteer forgets to bring the chart or is absent.

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 rules to allow personal sharing in this room without causing problems for our relationship at home and at work. Let us discuss on how we can do so in the next discussion.*

6. Trust, confidentiality and being non-judgmental (10 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:

» 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 that we learn a lot from talking together and critically reflecting about 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.
» Explain that 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, parent or partner or other 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.

Conclude the session by saying: *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 build 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. Ask if everything is covered and ask the participants if they have any additional inputs.

Explain that we now know the basics about trust, confidentiality and now 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 private stories outside the group
» If we want, we may also share our pressing but sensitive issues as another person's story
» Always talk about problems in a caring way without judging or joking.

Active Listening and Body Language

Time: 60 minutes

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

7. Active listening and its benefits (30 minutes)

Tell the participants: *We will need to do a lot of listening in this workshop, and in life more widely. Active listening often means we properly understand the person we are talking to. By listening actively, we make sure that the person we are speaking to feels that we acknowledge what they have to say. In this exercise we are going to look together at the skills of good listening.*

Ask participants to divide into pairs, and one of them should start by talking about one of their life events to their partner. The listener should say nothing, but should just concentrate hard on hearing what is being said. After a couple of minutes, you will ask the listeners to stop listening. At this stage, the speaker should continue to describe their experience, but the listener should stop listening completely. The person could yawn, look elsewhere, turn round, whistle, and do whatever they like: the important thing is that they are no longer listening, although the speaker is trying to continue telling the story.

After a couple of minutes again, you will call “Halt”. At this stage, the speaker and listener should change roles. The two stages of the exercise should then be repeated, with the former listener now becoming the speaker and the former speaker now becoming the listener.

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. The whole exercise should take eight minutes. Call the group together at the end.

Ask participants how they felt first as speakers, encouraging them to compare telling their story to a willing listener and telling it to a bad listener. Then ask participants to describe and compare how they felt as good and bad listeners.

Ask the participants: Can you share any examples when you encountered bad listeners in your lives? Give example, e.g.

- You asked your husband to buy pumpkins from the market on his way back from work, but he bought papaya instead.
- While supervisor is saying something to a worker, she looks somewhere else.
- While worker was telling her supervisor that she is sick, he started chatting with another supervisor.

Summarize the session by describing some of the attributes of good listening which they experienced and then some of the attributes of bad listening. Ask

participants others ways we communicate, apart from the use of language. When someone mentions body language, explain that by being aware of our own body language, we can often change it, in order to communicate a different mood to others around us. This is what we are going to look at next.

8. Body language – it's really powerful (30 minutes)

Ask participants to divide into pairs, working with someone with whom they have not worked before. Each pair should think of a situation that they have been in, in the context of a relationship (i.e. husband and wife, worker and supervisor), that they can act out without talking. First, the pair should establish the two characters and their relationship and describe what happened using words. Now 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 this. 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 going 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 picked out.

Brainstorm with the participants about 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 them to show different body stances to illustrate each emotion.

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.

Dreams and Aspirations

Time: 25 minutes

Facilitator: During this time the participants will identify the dreams and goals they would like to achieve in the next five years. They will reflect on the “enablers” (positive relationships and other factors) that will help them achieve these goals.

9. I dream to be… (25 minutes)

Tell the participants: *Communication brings clarity and helps in cultivating meaningful relationships in our life. The skills we discussed in previous activities foster some basic skills for good communication which is important in maintaining balanced and positive relationships. Strengthening the relationships in our lives is crucial for many reasons. It helps us to achieve what we want in life. We need support from family and people close to us to realize our goals and dreams.*

But is good communication and family support enough to get a fruitful life? We do our work in the factory we go home and work at home. But how many times have we thought about what we want in our life, our dreams for ourselves? Raise your hand.

So let us now for a moment reflect on our dreams or goals in life in this exercise.

Ask everyone to think back five years ago, maybe you were still helping your family in village, studying or just married, look at yourselves now, what has been changed?

Look into the next 5 years, what change do you want to see for yourselves?

Give each participant a pencil, sketch pen and a color paper and ask them to draw their goals for the next five years.

Tell the participants: *It does not have to be a perfect picture but should show elements that describe your goal that you want to achieve in the next five years, it may be a personal or career goal"*.

Give the participants ten minutes for the drawing activity.

After the drawing is done, ask all the participants to show their pictures with each other and give them time to share their goals with each other.

Emphasize that, goals are important in life, however in order to achieve one's desired goals, one needs to work towards them.

Ask the participants: *Who are the most important people (or relationships) that they will need to interact with to achieve their goals?* (E.g. parents, husband or manager)

To meet our goals, we need to have support from others. What support do you need? What challenges do you expect to face?

After the brainstorming, summarize by highlighting the importance of setting goals in life and balancing relationship. Reassure the participants that we will address some of these challenges and the support needed throughout this training. And by the end of the training, they will learn some strategies and key communication and interpersonal skills to overcome some of these challenges.

Close the Training

Time: 10 minutes

Facilitator: During this time you ask the group some questions that help them summarize and reflect on the knowledge they have learned and set some work until you meet again to ensure the learning's continue in between sessions.

10. Closing (10 minutes)

Conclude by probing the following question: *We discussed today the importance of listening and body language, and set some goals for ourselves. What is one thing that you have learned today that you will be able to put into practice?*

To close this training session, the facilitator should give instructions to the participants to complete two activities before the next session. The first task is for the participants to reflect on the key learning from today's session.

Participants should be reminded of the key reflective questions they have as Change Makers:

» What have I learned?

» How am I going to change?

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?

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

Module 2: Let’s Communicate

Three-Hour Training



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Overview

This is a guide about how to facilitate three-hour training on enhancing communication and listening skills, while reflecting on stress management issues, with the aim of enabling participants to learn about communication and life skills. The skills will help 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 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. 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 work through the material even if it seems familiar to you. Unlike much other training, your main purpose is not to deliver information, but actively facilitate. 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. They 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

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.

Plan the timing: Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Having a training 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 section of the training.

Time	Topics
15 minutes	Welcome and reflections of previous session
10 minutes	Hand Push
45 minutes	Attack, Avoid and Manipulate
40 minutes	"I" Statement
30 minutes	Understanding stress at home and at work
30 minutes	Effective stress management
10 minutes	Conclusion and summary

Gather Materials

The materials listed below will be used during the training:

- Flip chart
- Markers, sketch pens
- Soft boards
- Masking tape/clips, push pins
- Scenario cards
- Paper sheets
- Different VIPP card
- Balloon
- Poster on training ground rules

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 U-shape is recommended for this training.

Let's Communicate Three-Hour Training

Time: 25 minutes

Trainer: Open the training by welcoming everyone to the session and energize the group with an opening activity.

11. Welcome and reflections of previous session (15 minutes)

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.

Ask the participants to recall what they learnt during the last session. (Remind them if they have forgotten) Encourage to share their experiences of sharing their new learning from the training. Ask the participants if there they practiced the skills, or shared the key messages. Listen and collect responses in facilitators' diary.

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

Different responses to conflict

12. Hand Push (10 minutes)

Ask participants to form two lines, facing each other. Each participant touches palms with the participant facing her in the other line. Call one line "Line 1" and the other "Line 2".

Ask all the participants in Line 1 to start pushing against the person in Line 2, only using their palms. People in Line 2 can respond in any way they like.

After 30 seconds or so, ask everyone to stop and then to change roles. This time, Line 2 members should push against Line 1 members and Line 1 members can respond as they choose.

After another 30 seconds or so, ask everyone to sit down in a big circle. Ask people how they felt doing this exercise. Did they respond by pushing back or by giving in, or what? How did this relate to their real life experience of conflict for example in your relationship? When someone pushes you do you give up or fight back? There are no right or wrong answers but sometimes our relationships are influenced by how we respond.

Facilitator's Tips

Keeping time on check: Brainstorming and collecting responses on a flipchart can be tricky. Keep time on check (might ask your co-facilitator to help) and record relevant responses, maintain brevity in language. Avoid repetition and evasion.

Time: 85 minutes
Trainer: During this time, participants will be introduced to different ways of communicating, and then learn an assertive ways to express their feelings.

13. Attack, Avoid and Manipulate (45 minutes)

Begin by saying that the previous activity showed that the way we communicate and respond has consequences. It can either resolve or clarify a situation or worsen it by increasing tension. Therefore, knowing the many different styles of communication can help us to improve how we communicate to the people in our lives and improve our relationships. There are lots of different ways to communicate and sometimes we do so in ways that are not helpful. We would all like to be able to say what we want, express how we feel, and have the other person listen to us. Sometimes in a situation, such as a conflict or disagreement, we may attack the other person. Other times, we may simply avoid conflict and do not say what we want. We may be very manipulative. In some cases, we are able to communicate powerfully and effectively.

All of us use some of these strategies. In this activity, we are going to discuss how we communicate in different ways. We will look at how our way of communication can influence the behaviour of others.

We are going to start with thinking of types of behaviour which are verbally **attacking, avoiding or manipulative**. Remind the group to think about their marriage, family and workplace. Put these as headings on a flip chart and ask the group:

1. *Are you familiar with verbally attacking behaviour during a conflict or disagreement? Why types of behaviour may be attacking? List these.*
2. *Are you familiar with behaviour that is passive or avoids addressing the issues in conflict? What types of behaviour avoids the issues? List these.*
3. *Are you familiar with manipulative behaviour? What types of behaviour is a sign of the use of manipulative tactics in an argument? List these.*

GUIDE FOR FACILITATORS ON CLASSIFYING POSSIBLE ACTIONS/BEHAVIOR		
Attacking	Avoiding	Manipulative
Shouting	Withdrawal	Threatening to leave or kill
Interrupting	Sulking in silence	Begging and pleading
Exploding	Avoiding conflict at all costs	Making others feel guilty
Warning (If you don't do this!)	Talking behind someone's back	Emotional blackmail

GUIDE FOR FACILITATORS ON CLASSIFYING POSSIBLE ACTIONS/BEHAVIOR		
Attacking	Avoiding	Manipulative
Revenge (I'll get you back for this!)	Trying to forget about the problem	Crying
Insulting	Not saying what you think	Offering something, e.g. conditional on support about something completely
	Not being honest in sharing	
	Pretending to agree	
	Being polite but feeling annoyed	

Remind the group that we all use some of these approaches sometimes. Often they may be the easiest way of dealing with a situation in the short term, but in the long term, there can be problems. Mention that if we attack, we may impose our view on the other person, but we are unlikely to solve the problem. For instance, if your husband "wins" an argument with you through raising his voice or using inappropriate language, has he really "won" the argument? What do you think? (Open this question up for participants to answer)

Say that when we have a disagreement or have to make a tough decision, we would like to come to a good agreement by:

» Getting the other person to understand our position
» Making an agreement that both parties will be able to stick to
» Being comfortable

Now demonstrate with the help of six volunteer participants by using all three types of behaviour when faced with a problem or in a conflict situation. Brief the six participants on the statement given to them and assign the style they have to demonstrate. Ask one to read out the first part and the other one will give the response according to the mentioned style

Facilitator's Tips

Role-play:
You can either ask the same participants to perform the roleplay of the workplace or choose new ones. This will depend on both time and willingness of participants.

At home

(a) Aggressive: note to facilitator: do NOT read out the type: aggressive etc.

Husband: "I don't want you to go to the work in the factory, you need to stay at home and take care of family and the children. Women's place is at home not outside it."

Response: "Why should I do everything? Am I your maid? You are just jealous because you never want my freedom. To hell with you, I will do whatever I want!'

What type of response was that? Aggressive, passive or manipulative?

(b) Passive:

Husband: “I don’t want you to go to the work in the factory, you need to stay at home and take care of the family and the children. Women’s place is at home not outside it.”

Response: “You are my husband and I must consider your words.” *What type of response was that? Aggressive, passive or manipulative?*

(c) Manipulative:

Husband: “I don’t want you to go to the work in the factory, you need to stay at home and take care of the family and the children. Women’s place is at home not outside it.”

Response: “Ok, I won’t go to the work in the factory but you have to bear all the financial responsibilities of the family. We remain poor forever and can’t develop our financial status. At the same time our children can’t get proper education. It will be your fault and wouldn’t have happened if I had been able to do my job in the factory.” *What type of response was that? Aggressive, passive or manipulative?*

At work

Manager/Supervisor: Why were you absent without notifying me?

(a) Aggressive:

Manager/Supervisor: Why were you absent without notifying me? Response: Because I need the leave. I have every right to take leave! *What type of response was that? Aggressive, passive or manipulative?*

(b) Passive:

Manager/Supervisor: Why were you absent without notifying me?

Response: It was urgent. (then remain quiet). *What type of response was that? Aggressive, passive or manipulative?*

(c) Manipulative:

Manager/Supervisor: Why were you absent without notifying me?

Response: I was sick because you made me work so hard and I got so tired. What else can I do? (starts crying) *what type of response was that? Aggressive passive or manipulative?*

Ask the group: if we using attacking/passive/ manipulative behaviour will have a good solution? If not, why not.

Ask if anyone can demonstrate how a solution can be reached in a more effective manner than the methods shown in the roleplay. Participant would use same scenarios for work and home, only the response will be different. Assist

participant in doing the roleplays if needed.

Husband: *"I don't want you to go to the work in the factory, you need to stay at home and take care of the family and the children. Women's place is at home not outside it."*

Response: *"I understand your worry about me and the family but I think I should go to the work. That way we both can contribute in the family. As a result, our financial condition will improve, children can go to school and we both can save for our future as well. These days many women go to work and share responsibility with their husbands."*

And

Manager/Supervisor: Why were you absent without notifying me?

Response: *"That day I had a family emergency at home and I had to take care of it. I wanted to call but I didn't have airtime and we spent all the money at home getting my son to the hospital. I will inform you of any family emergency in the future so that you will know why I have to be absent."*

Ask the group what they think of that way of responding. What might the outcome have been? Which would have provided the best outcome and why?

Explain that in the next exercise we will learn how we can communicate assertively. It is not just about what we say, but also how we say it: through our body language. Remind them of the first session (refer to module 1).

Note that the role of the facilitator here is to ask the participants to ask a neutral question to get the participants to start thinking about the types of responses. The facilitator should not give the answer directly, but engage the participants to think of an answer themselves through reflection.

14. "I" Statement (40 minutes)

Ask participants, in times of disagreement/conflict how do we usually address/correspond with the person? Listen to responses. Say we tend to use 'You' statement in difficult situation. Explain that when someone has a problem with another person, we tell them so by using a 'You' statement," for example, "Because of your fault the finish work is very poor!", "You need to be quick in your job", etc. By phrasing it that way, the listener is likely to get defensive, and begin to argue.

Say that we are going to learn about assertive communication using what we call 'I' statements. This will show how it is possible 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, but with practice it can become an unconscious reaction rather than a laboured response. It is a tough discipline and needs practice.

It is worth pointing out that it can be used at home with your husband, at work, 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 partner!

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. This way, you are describing the situation 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

Examples: I feel…Because…And I would like…

“I panic and become more anxious when I am called names for my work. I try so hard but sometimes for various reasons I happen to lose concentration. I feel that supportive and kind words can help me relax and concentrate on my work more.”

"I feel sad and concerned when you come home every night after drinking with your friends. I would like to see more of you and I would like us to have more money for the family. I would like it if we could agree an amount of money that you can use with your friend so that we have enough money for expenses at home."

“I feel very pressurised when you ask me to make you breakfast in the morning, and I am sorry it’s late. I would like us to share out the work in the home because I have to feed and care our two month old grandson-Rashed and our young daughter- Amina before I can help the adults”

These statements carry no blame and are phrased not to annoy 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.

Ask participants to work in pairs and first to identify one aspect of their current relationship with their husband or wife, siblings with someone else at home that they would like to change. Ask half of the pairs to work on identifying another aspect of their current relationship with their colleague or supervisor that they would like to change. 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.

Call the group back together again and participants to share examples. Giving everyone an opportunity to comment on them and to offer suggestions as to how they might be improved.

Ask all participants to commit themselves to making one "I" statement to somebody (everyday if possible) before the next session. 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.

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

Effective Stress Management

Time: 60 minutes
Trainer: During this time, participants will discuss stress at home and at work, and learn different ways to manage it.

15. Understanding Stress at Home and at Work (30)

Say that we will do a fun activity before the next discussion. Give each participant a balloon to blow. Mention that they can blow it as big or small as they want. In case any balloon bursts do not replace it with a new one. Facilitator will ensure different sizes of balloon are being blown.

After 1 minute, ask everyone to toss their balloons and play with them. After few seconds, halt the game and ask everyone to hold the nearest balloon they have in front of them. Ask- How does the balloon they are holding feel like? Are they soft or tight? Why do they feel that way?

Based on responses, explain that, ‘*Our human mind is like a balloon. When we have too much pressure, our head feels like it’s going to burst. Sometimes the outburst results in anger, irritation, lack of sleep/concentration/appetite, etc. We are more relaxed when we are not under pressure or can handle the pressure properly; we will feel our heads soft like a small balloon. The smaller balloon can sustain longer too! When we are less stressed, we will also be healthier and more productive.*’

Begin the session by saying that stress is a common during work. Ask the participants to spend a couple of minutes to think about the following: *do you experience stress at work and family? If so, what kinds of stress?*

Bring the group back and divide the participants into groups of 4/5 people. Assign two groups to work on stress at ‘work’ and other two at ‘home’. Give each group one chart paper and markers. Write down the word “Stress at Work” in the

center of the paper and put a circle around the word. 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.

Likewise, the other two groups would write down the word “Stress at home” in the center of the paper and put a circle around the word. List *“What causes you stress at home?”* Write the words next to the word stress (in a web-like format). Remind them to think about relationship with spouse, in-laws, siblings and how some issues arise between spouse and in-laws.

After they have listed the sources of stress at work/home, ask the participants “*How do you react to stress? What do you do when you are stressed out?”* Write down the reactions to stress around the web. Give 10 minutes to complete the group work. Participants would hang their poster in the wall for the big group to see and reflect on the responses. Facilitator would summarize the poster paper and ask if there is anything that needs to be added to any of the chart.

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. 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. Let us discuss how we can help ourselves to manage stress”*

16. Effective Stress Management (30 minutes)

Begin by saying, *‘let us discuss some of the mechanism that can help us to manage stress effectively.’ We all are different from one another and there is more than ‘one’ solution. We can try different methods and techniques to see which ones work for us. What we are about to discuss will help us in understanding how we can help ourselves.’*

Explain that managing stress is all about taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, fun and also to build resilience to hold us up in pressure and facing new challenges.

Firstly, we need to identify the sources of stress. We can notice and analyses our own habits and attitudes to recognize the causes. Secondly, check how you are dealing with this stress. Facilitator should refer to the chart from the group work and highlight some of the unhealthy coping mechanism, e.g. shouting, smoking, etc., came up by the participants.

Say that there are many healthy ways to manage stress which are also more effective. But they require 'change' in attitude and habit. Ask participants if they have anything to share on the methods. Some examples include:

» Talk to a good friend, use "I" statements
» Get involved in sports/workout. Do something you enjoy every day
» Religious activity for spiritual relief
» Having a good laugh.
» Gardening
» Spend quality time with family/friends/colleagues.
» Meditation
» Counseling/therapy (ask for information of support network, if any)

Facilitators can share some tips on stress management with participants, also ask participants to share their personal experiences/stories.

» Don't try to control everything: some things are beyond our control, for example other people's behavior and attitude. It is better to focus on our own.
» Acceptance: we cannot change or prevent certain stressor, e.g. death or illness. So accepting certain reality but keep a positive mindset will help us to cope better.
» Forgive: we need to let go of anger and resentments. We should accept we live in an imperfect world and we all make mistakes. Forgiveness will help us moving on without the negative energy.
» Sharing feelings: sometimes expressing what you feel with others solves half of the problem. We can do that with a trusted friend or seek professional help from therapist/counselor.
» Maintain a healthy lifestyle: avoiding narcotics, sleep sufficiently and properly, eating right will keep us physically and mentally healthy.

Bring the discussion to an end by saying that we can all try to work and see which way is most effective for us and share our experience in our next training.

Close the Training

Time: 10 minutes

Trainer: During this time you ask the group some questions that help them summarize and reflect on the communication skills they have learned.

17. Conclusion and summary (10 minutes)

Conclude by saying that good communication is an essential tool in building happy, conflict free marriages and achieving productivity and maintaining strong working relationships at all levels of a factory. Communication is key to your success—in relationships, in the workplace, and throughout your lifetime.

Ask if there are any more questions about today's session that anyone would like to ask.

Remind the participants that they have two tasks before the next session. First, the participants should think about what they have learned in this session and how they plan on making changes

Second, participants should identify one thing which they have learned that they intend to share with another person (i.e. colleague, family member, and friends, neighbour) before the next session.

Participants should be reminded of the key reflective questions they have as Change Makers:

» What have I learned?
» How am I going to change?

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 everyone of the time and place for the next meeting and say you look forward to seeing them all again there.

Module 3: Unpacking Gender & Relationships

Three-Hour Training



This is a guide about how to facilitate a three-hour workshop to reflect on social norms and stereotypes of society towards women and men, and explore the ideal and reality and of being men and women in the society. This training is best used in groups of between 20 and 25 people and can be given to both men and women.

What Is Included?

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

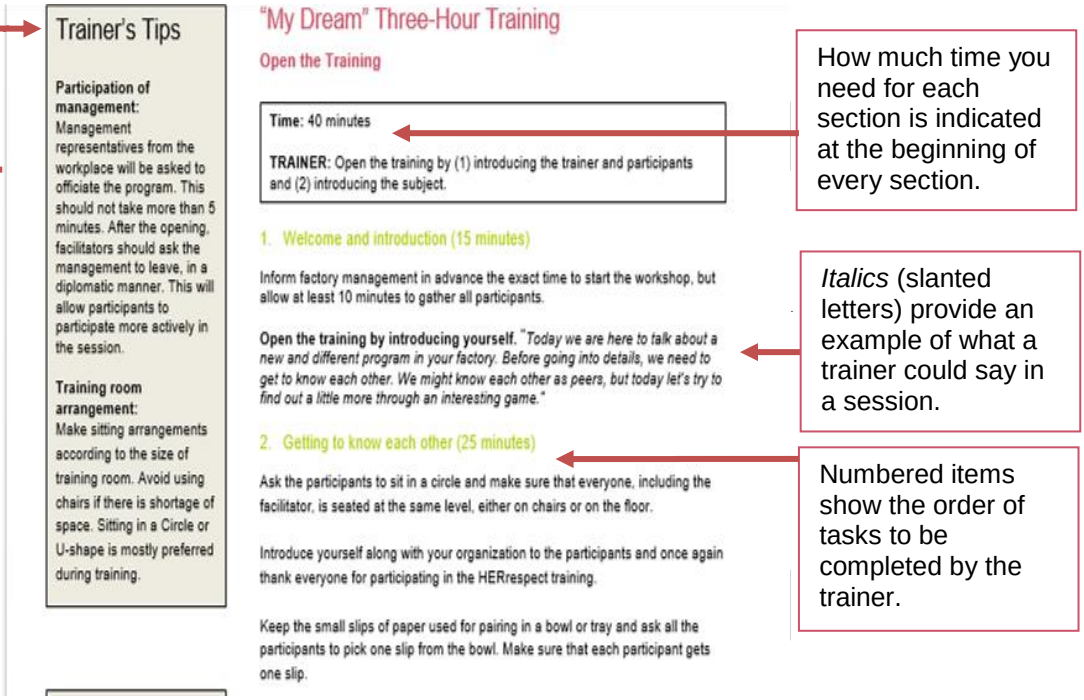
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It is important that you work through the material even if it seems familiar to you. Unlike much other training, your main purpose is not to deliver information, but actively facilitate. As a facilitator you must summarize and draw conclusions from each exercise and enable participants to summarize what they learn from each session. You also must be able to challenge. They 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?

Facilitator's tips provide helpful information about how to conduct a session. Trainer's Tips might 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 have been gathered from 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 section is indicated at the beginning of every section.

Italics (slanted letters) 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.

Plan the timing: Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Having a training 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 section of the training.

Time	Topics
10 minutes	Welcome and reflections of previous session
40 minutes	Questioning gender roles and norms
60 minutes	Men and Women- Ideal and Reality
60 minutes	Joys and Challenges in relationships
10 minutes	Conclusion and Summary

Gather Materials

The materials listed below will be used during the training:

Flip chart

Markers, pens

Flipchart with the schedule of an average day for a married female garment worker/management with two children and of a married male garment worker/management

Masking tape/clips, push pins

Visual aid (birthday gift activity)

Paper sheets (A4)

"Unpacking gender roles and relationships" Three-Hours Training

Open the Training

Time: 55 minutes

Trainer: Open the training by welcoming to the session and reflect on the previous session and during this time a discussion will be initiated on gender role and power through an energizing activity.

18. Welcome and reflections on previous session (10 minutes)

Welcome everyone back to the session and thank everyone 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 volunteer to put up the ground rules chart on the wall. In case of unavailability remind the agreed rules.

Ask the participants to recall their learning from the previous session and also ask them whether they were able to practice the "I" message that was learnt in previous training session and how it went. **Ask for example:** *"Some examples of how you have applied your new skills so far. Have you found new ways to manage stress? What was the result?"*

Questioning gender roles and norms

19. Common Perception of Gender role (20 minutes)

Tell the participants, *"We will discuss topics related to gender and how women and men are expected to behave and interact with one another during this session. We will start with a drawing game".*

Divide the participants into groups of five. Give each group a subject: nurse, farmer or supervisor of a garment factory. Then ask each participant in the group to draw the subject. Ask them to do a quick and simple drawing, and after completing give a name to the character of the drawing. Give each group 5 minutes to finish task. Remind them that this is not an art class and it does not matter how it looks but ask to try to be as realistic as possible in illustrating clothes, tools, activities, etc.

Refer to the subject of the drawing only as farmer / nurse / supervisor / police / cricketer. Never refer to the subject as he or she or by any other pronoun or word that might imply the gender of the subject. There should not be any discussion on gender issues while the participants are drawing.

After everyone has completed their drawings, invite the participants to put it up on the walls. Invite them to look at the other pictures and interact with each other. Give them 5 minutes to walk around and look at the pictures. It is possible that

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 U-shape is recommended for the training.

most participants will draw the farmer as male and nurse as female, and supervisors as male.
Ask the group to reflect on the followings, remind them that there is no wrong answer.
What is the gender of the farmer, the nurse, supervisor, police, cricketer?
Why is the nurse female? Why are the farmer and supervisor male?
Ask the group whether they think that in reality women can be supervisors, farmers, worker, cricketer, engineer and many more if she wants to be. Gently challenge the group if they say no, push until everyone accepts that these roles can be done by anyone. Likewise, men too can be nurse, cook, worker and whatever they aspire to be (refer to module 1 I Dream to be) that everyone can aspire to be as per our dream). Explain that this is a reflection of our perception, of what a man or woman are expected to do.

Ask participants if what they can always do what they want to do. Tell them we will play another game.

20. 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 tell 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 tell 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 tell 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:

A time when they used their power over someone in a negative way

A time when someone used their power over them and how that made them feel

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.

Unpacking gender roles and norms

Time: 130 minutes
Trainer: During this time participants will explore the differences in the perception we have regarding men and women and they will discuss the happiness as well as problems that women have to face in relationships both at home and workplace.

21. Men and Women- Ideal and Reality (60 minutes)

Time: 60 minutes

TRAINER: During this time, participants will look at how women and men are expected to behave because of pressures in our family, communities, at work, and in society.

Ask participants to break into groups of five and to take some flip chart paper, where you have already written the following two heading, in two columns "what do women do and how do women behave?" and the other "what do men do and how do men behave?"

Ask the group to discuss how women are expected to behave, their roles and responsibilities, what are they expected to say and not say both at home and work? List this in the column for women.

After a few minutes ask the group to now discuss the second column, and to reflect on how men are expected to behave, their roles and responsibilities, what are they expected to say and not say both at home and work? List this in the column for men.

Bring the small groups back together and discuss the flipcharts, choose one group to present their chart and add anything that others had in addition. So now you have one flipchart that captures all the ideas. Use this chart for the rest of the exercise.

Now ask the group to reflect on their own lives. As a woman, do you do everything listed in the column for women? Ask them to first think quietly on their own for a minute or two and then share with their group. You will probably have some women saying they do not do some of the things – acknowledge this reality, do not add anything to the column at this point.

Now ask the group to look at the column for men, ask them if there is anything in that column that THEY do. Circle anything that these women do that is in the men's column. Again give them a minute or two to reflect quietly first, then share. If they are not coming up with much ask them a few questions e.g. if "provide/bring in money" is on the column ask them if they also earn money. OR if "make decisions" is on the list ask them if they also sometimes make important decisions about their children, health care etc. OR if "protect" is on the list ask them if they ever protect their children.

Now ask them to reflect on the column for women and ask them if their husband ever does anything on this column. Circle anything that men do that is in the women's column. Again give them a minute or two to reflect quietly first, then share. If they are not coming up with much ask them a few questions for example: does he ever cook, if you are ill does he ever make you some chai,
Now ask the men if there is anything in the column for women that they would like to do – circle this in another color.

Now ask the women if there is anything in the column for men that they would like to do – circle this in another color.

Reflect on the flipchart- probably you have many behaviors in both columns circled, showing that in reality often women do, or want to do, what is expected of men and men do what is expected of women. We see that our family and friends expect us to behave in certain ways, and yet often our reality is different. Initiate a discussion using the following questions: How do you feel about the fact that you don't always meet all the expectations, sometimes you do things traditionally expected of men, or you don't do things expected of women? How easy it is for people of your gender to live up to what families and society expects? What are the main things which cause these difficulties? Ask the same questions for opposite gender.

Ask: *Is it easier to live as a man or woman in our community? Do these differences feel fair? Why or why not?*

Conclude by explaining that the idea of this exercise is to help people appreciate that there are expectations in our marriages, families, among peers, at work and in the community of how we should behave. But they place different pressures on us, as well as providing us with different opportunities. Sometimes we are under pressure to behave in ways that we do not want to behave, that don't make us happy and may undermine our ability to achieve our goals in life (Refer to module 1 'I dream to be')

22. Joys and Challenges in Relationships (60 minutes)

Divide participants into groups of five, working with different people Explain that we are now going to move on to talk about our relationships at home as well as at our working place. 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 husbands and wives, worker and 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 cards 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 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 this family/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. One group will act out the happy relationship at home. Another group will act out a relationship at work. The third group will act out the unhappy relationship at home. The last group will act out an unhappy relationship at work.

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 the role play of happy relationship at home and at work):

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

If it is a happy relationship (i.e. husband-wife, supervisor-colleague), 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 the role play of unhappy relationship at home and at work):

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

If it is an unhappy relationship (i.e. husband-wife, supervisor-colleague), what would you do to change the relationship to make it happy?

Do you think it is the man or woman’s job to make this a happy relationship?

Ask the unhappy role play actors to follow this advice and change their role play so that the family situation becomes happy. For this change you will want the characters acting the husband and wife 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 neighbor).

After the role play is over, ask participants if they have enjoyed the activity. Conclude by saying that “*happy relationships should be respectful, show cooperation and support, love and there should be no violence. We often finds it hard to talk about difficulties we have in relationships among families as well as 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, 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 live and work."

Close the Training

Time: 10 minutes

Trainer: During this time you ask the group some questions that help them summarize and reflect on the knowledge they have learned.

23. Conclusion and Summary (10 minutes)

End by asking three people about what they have learned in this session.

Sum up by saying that we have all seen how we contribute to the happiness of our home and may contribute to occasions when there is unhappiness. Remind them that, good communication skills may help them in many ways in their family; workplace and the community (refer to module 2)

Participants should be reminded about "change maker". Change makers are the leaders and change makers for today and tomorrow – they have the opportunity to shape the world we want. Change maker's duties are preventing and eradicating violence against women, and create a world in which men and women live in healthy and respectful relationships with each other.

Remind the key reflective questions they have as Change Makers:

What have I learned?

How am I going to change?

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?

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.

Remind a selected group of participants that there will be a joint session with a group of management and male workers to discuss the lessons learnt from the first three modules.

Module 4: Violence in relationships

Three-Hour Training



Overview

This is a guide about how to facilitate a three-hour workshop to identify different aspects of our relationships and nurturing them with enhanced skills. This training is best used in groups of between 20 and 25 people and can be given to women.

What Is Included?

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

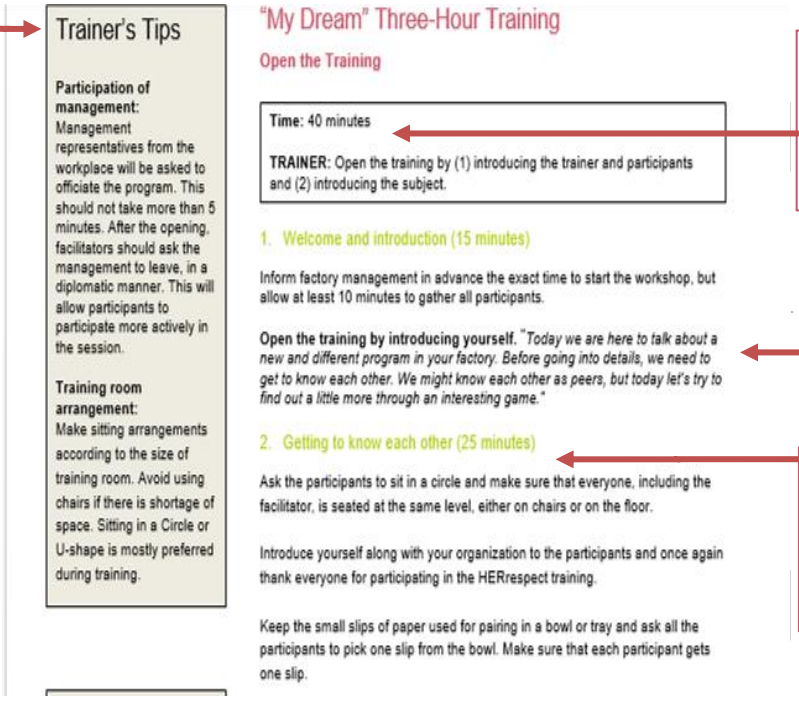
Facilitating HERrespect

Ideally before you begin working with this module you should attend a training course. HERrespect training demands a number of skills. 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 work through the material even if it seems familiar to you. Unlike much other training, your main purpose is not to deliver information, but actively facilitate. 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. They 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?

Facilitator's tips provide helpful information about how to conduct a session. Trainer's Tips might 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 have been gathered from 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 section is indicated at the beginning of every section.

Italics (slanted letters) 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.

Plan the timing: Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Having a training 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 section of the training.

Time	Topics
15 minutes	Welcome and recap of the previous session
20 minutes	Statues of power
60 minutes	Ways to be hurt in relationships
40 minutes	Consequences of violence
35 minutes	Support systems for abused women
10 minutes	Conclusion and Summary

Gather Materials

The materials listed below will be used during the training:

- Flip chart
- Markers, pens
- Masking tape/clips
- VIPP card

Open the Training

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 U-shape is recommended for the training.

Time: 35 minutes

Trainer: Open the training by welcoming to the session and reflect on the previous session and then an energizing activity showing different types of power and it affects us.

24. Welcome and recap of the previous session (15 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 participants to recall what they learnt during the last session. Remind key messages if necessary. Also ask them to share with the group if they have thought about how gender plays a role in their lives at home and at work? Did they notice how their gender affects their behavior, or how they are expected to behave, in relationships? Which learnings they have shared with others and how? What kind of responses did they get?

Tell the participants: *"Today we are going to focus more on our relationships and discuss what happens in them. We will begin with a game".*

Facilitator's Tips

This exercise on Statues of Power can activate strong associations and emotions quickly, and it is recommended that you are conscious of this. Those who have strong emotional reactions might welcome an opportunity to talk about them, in which case it can be a good idea to have feedback in small groups.

25. Statues of Power (20 minutes)

Divide the group into pairs. Each pair is going to produce an image which they act, like a photograph. They may speak but not move. The image will show one person in a position of power over another person. Allow them a few minutes to prepare, then ask them to swap around (so that the powerful figure becomes the powerless and vice versa) and show power in a different way.

Now go round and give each pair the opportunity to show one of their images them to the rest of the group.

For each image ask the group: what type of power is being shown here? Ask the two actors to summarise in one or two words: *how does it feel to have power? How does it feel to be without power?*

Conclude by saying that we often think about power as strength and sometimes violence, but there are positive ways of showing power. We should remember that there is also the power of having knowledge and wisdom, the power of being able to resolve disputes, the power of being able to nurture and support a family. When we use power over someone in a negative way it may feel good to us, but they may say they feel bad, scared, small or humbled, which are negative

emotions. If we use power in a positive way then the person we use power to support also feels good. If none of the pairs showed power as being something positive, ask them to quickly show power again but this time each do so in a way that is positive – the power to do good.

Violence and ways to get hurt in relationships

Time: 135 minutes

Trainer: During this time participants will brainstorm on forms of violence, critically reflect on the consequences of violence and how to support its victims.

26. Ways to be hurt in relationships (60 minutes)

Explain that in this session we are going to think about different ways you can be hurt in relationships. We have all seen this happening in our families, neighbourhoods, sometimes even at workplace – and many of us have experienced it ourselves. We are going to start this exercise as a whole group by acting out some of the ways we are hurt in our day-to-day lives at home and at work.

This activity will begin with a roleplay. From 6 to 8 groups, give each group 10 minutes to develop two very short role plays (2 minutes each) showing a situation in which women face violence, one at home and the other at workplace.

Ask three groups to present the home-based 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:

- How does she feel when he does this?
- Why does he do this? How does he feel?
- What is the role of other people present? Who are they, what do they do, why and how do they feel?

Ask participants what ways are we hurt at home by people using power over us? Make a list of the different situations of getting hurt in relationships mentioned on a flip chart. Encourage the group to suggest non-physical and physical forms and make sure that at least one example of each of the categories of abuse listed in the box has been suggested.

Emotional or psychological	Physical or sexual	Financial
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;	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

Facilitator's Tips

Many women find it particularly difficult to talk about the ways in which their partner abuses them as they feel that they are to blame or responsible as they 'chose' this man. Encourage people to think about the situations of others if it is easier than personalizing it.

Remind the participants that this is a safe space and if they are having a difficult sharing their own experiences, they can talk about their experiences as something that happened to their friends.

not caring his wife's health and well-being; making; yelling; throwing things and threatening violence		

When the list is complete go down the list and ask for each one: *is this something which wives only experience from their husband or may they also experiences it from the workplace?*

Ask three groups to present the workplace-based 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:

» How does she feel when he does this?

» Why does he do this? How does he feel?

» What is the role of other people present? Who are they, what do they do, why and how do they feel?

Ask participants what are the ways we are hurt at work by people using power over us? Refer to the list and ask participants to identify similar violence that may happen in the workplace. The group may also suggest other forms of harassment:

Physical harassment	**Verbal harassment**	**Non- verbal/Visual harassment**
Unwelcome touching in a sexual manner such as kissing, patting, pinching, glancing and staring with lust	Unwelcome comment about a person's private life, body parts or appearance, sexually suggestive jokes and comments	Sexually suggestive body language and/or gestures, e.g. repeated winks, licking lip and gesture with fingers
Written or graphic harassment	**Psychological/emotional harassment**	
Displays of pornographic materials, sexually explicit pictures	Persistent proposals and unwelcome requests, unwanted invitation to go out on dates, insults, taunts and innuendos of a sexual nature	

End the roleplay by de-rolling. 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 perpetrators are men and not all men are perpetrators.

27. Consequences of Violence (40 minutes)

In this exercise we are going to reflect on the consequences that may follow violence for victims and perpetrators. Ask participants to divide into groups of five and give each group 6-8 VIPP cards and markers.

Facilitator's Tips

The facilitator should be aware that sometimes men can experience positive consequences 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.

Part 1: Consequences of Violence at Home

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 and the possible consequences men may face in doing this violence. Remind participants to use separate VIPP cards for women and men.

Ask the group to come together. Make two columns in a flipchart with 'men' and 'women' as heading. Each group will paste their cards on the respective columns about the consequences of violence for women and men. After the first group ask participants: *Does everyone agree? Did the other groups have anything else? 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 and men 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, disability, depression, anxiety, fear, embarrassment, shame, difficulty sleeping, being frightened of it happening again, hating her husband, 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.

Consequences that may follow for men may include: feeling guilty and 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, he may get divorced, lose her love, and may be shunned by friends or family. Men may also feel "like a real man", they may get recognition from their peers and get higher status. When these "positive" consequences come up, facilitators can ask participants why some men will feel good and relate that to social norms.

Ask the group what are the consequences for children in families where their mother is abused? Explain that children may become depressed and/or act out in aggressive ways at home and school. They may do poorly at school and may struggle to communicate well with other children. Boys who witness violence at home grow up learning to use violence themselves. Girls are more likely to later become victims.

Part II: Consequences of Violence at Work

Ask them to do the same exercise again but focus on the kinds of violence women face in factories. Ask them to write down the consequences facing women and men. Add this to the flipchart.

In the workplace, violence can have a negative impact on both the perpetrator 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 perpetrator feel?

Consequences that may follow for women may include: physical injuries, 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 supervisees.

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.

Conclude that there are a lot of consequences that come from violence. 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.

28. Support systems for abused women (35 minutes)

Facilitator's Tips

Make a list of contact number and address of different service providers (e.g. victim support center, hotline, counseling, legal aid services and shelter provided by government and non-government organizations), service providers should be those which are available in the vicinity of the factory and workers' community.

Begin by explaining that in this exercise we are going to think about how women experiencing violence can get help, including how people like us who can help when we see a woman being mistreated.

Ask participants the places and people from whom a woman can get help if she experiences violence from her husband or a member of his family and make a list of them. For instances, sources of help may be formal: police, crisis centre, or they may be informal: mother-in-law, father-in-law, neighbours, friends, your family, or trusted women community leaders.

Recall a role play of violence at home acted out in previous session, ask five to six participants to re-enact the situation, this time showing both the violence and how and where the victim seeks support.

Ask the whole group to discuss what the advantages of seeking this type of help are and what may be the difficulties which a woman could face if she asked for help from this source.

Ask participants the places and people from whom a woman can get help if she experiences violence at workplace and make a list of them.

Recall a role play of violence at home acted out in previous exercise, ask five to six participants to re-enact the situation, this time showing both the violence and how and where the victim seeks support.

Ask the whole group to discuss what the advantages of seeking this type of help are and what may be the difficulties which a woman could face if she asked for help from this source. Remember to de-role from this exercise by asking each participant acting to say ‘My name is Ruchira and I am not an abused wife’ or ‘My name is Nafisa and I am not an abusive husband’.

Conclude by saying that it is important to know where to seek help if you or your friends are in need. Distribute the list of service providers to the participants and inform participants that we will revisit these support services in the last training.

Time: 10 minutes

Trainer: During this time you will also ask the group some questions that help them summarize and reflect on the knowledge they have learned.

29. Conclusion and Summary (10 minutes)

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

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 and share with their family members and colleagues in the factory. 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 forward. This process should continue until all the participants' have completed sharing their experiences. Tell the participants in the group that we are closer together and everyone in the group is part of the support system. Also remind them that as Change Makers, they should provide support to one another. Tell the participants that they are a support system for one another, and that they should seek the help of their peers if they need it.
Before leaving the training, participants should be reminded of the key reflective questions they have as Change Makers:

» What have I learned?
» How am I going to change?

Ask the participants to take the messages they have learned and spread it to a friend, family, 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?

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

Facilitator's Tips

For many participant this module may have opened their own experiences, facilitator should be very warm and kind in the closing, and pay close attention to see if anyone looks like they may need support. If so, talk to her after the session and refer her as appropriate.

Module 5: Author of my story

Three-Hour Training



Overview

This is a guide about how to facilitate a three-hour workshop to identify ways to prevent the consequences of violent relationships and develop skills for harmonious relationships at work and home. This training is best used in groups of between 20 and 25 people and can be given to women.

What Is Included?

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

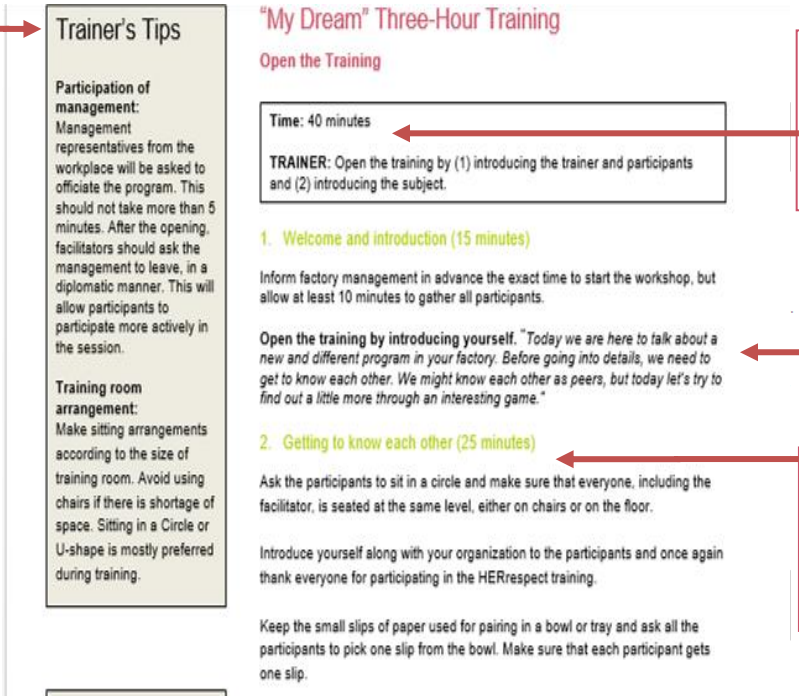
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Trainer's Tips

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 section is indicated at the beginning of every section.

Italics (slanted letters) 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.

Plan the timing: Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Having a training 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 section of the training.

Time	Topics
10 minutes	Welcome and recap of the previous session
15 minutes	Opening fist
40 minutes	Managing stress at work
60 minutes	Assertive responses
40 minutes	Saying "No" in respectful ways
15 minutes	Conclusion and Summary

Gather Materials

The materials listed below will be used during the training:

- Flip chart
- Colored markers, pens
- Masking tape/clips, push pins
- Soft board

Open the Training

Time: 25 minutes

TRAINER: During this time participants will reflect on the previous session and then play this quick challenging game as an energizing opening activity.

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

Sit in a circle with the group. Welcome everyone back to the new session. Thank everyone for coming.

Ask each participant if they have reflected on their own relationships with partners and colleagues, and ask if anyone would like to share. Also encourage participants to share experience when she provided support to a family or friend who is in a difficult relationship in at home or workplace.

Review the last session. Ask participants to remind us what we learnt together at the last Session. Remind them if they have forgotten.

Explain that we are going on to discuss ways to resolve conflict and manage stress at home and at work in this session but will start, as usual, with a game.

31. 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 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 in relation to their relationships at work. Explain that we do not want people who experience violence to feel that that are responsible for it or responsible for preventing it, but situations of disagreement or misunderstanding often lead to verbal or physical violence. 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. They can also be used to persuade people who have power over us to listen to our point of view.

Managing stress at work

Facilitator's Tips

Be very careful not to make the solutions the women's' responsibility i.e. avoid the women having to be the peace-maker. In some cases she should not be expected to solve the situation.

Focus on the techniques to cope with problems, and raise the importance of seeking help.

Time: 40 minutes

TRAINER: Participants will reflect on the causes of stress at work and ways to manage that.

32. Managing stress at work (40 minutes)

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 leads to anxiety and unhappiness.

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?* 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, conflicts with colleagues and supervisors, and violence in case they do not come up.

After the discussion of the types and causes of stress, explain to participants that like the situations happened at home, for every problem at work there is often a solution or a number of solutions to mitigate the situations.

Ask four to five participants to volunteer for a role play. Ask them to decide on one scenario listed in the web to act out. Give them five minutes to prepare a short skit of three to four minutes. While they are preparing, the other participants

should start thinking about solutions to the stressful scenario. The facilitator will ask the following questions to push the participants to think of a solution:

» Is there any way we can resolve this problem completely? If yes, then how we do so? If no, then ask if there is any solution to reduce the problem?
» Do you think any learning from the last four training can help in mitigating some problems? (refer to body language, active listening, effective communication, I statements)

Ask the volunteers to act out the stressful situation. Ask the audience:

» What did you think about the role play?
» What would you change to improve the situation?

Open up the scene to the other participants and ask them for suggestions to improve the stressful situation by asking what can be done to address these problems. Give an opportunity to three to four participants to offer solutions. Ask the role players to incorporate these suggestions and act out a solution to the same stressful situation.

Tell the participants that some Change Makers in the group will attend a joint session with management and they will discuss with management some of their solutions to stressful situations by using the skills they have learned since module 1 (i.e. speaking assertively).

Conclude this session by reminding the participant's two things: they have a role to play in alleviating stress in the workplace and at the same time, those around them (i.e. managers) can help make their work environment less stressful. Workers have a support network amongst themselves, especially the participants in this training.

Skills to become my own author

Time: 100 minutes

TRAINER: Participants will learn the skills to be more assertive in an effective and respectful manner.

33. Assertive Responses (60 minutes)

In this session we want to put together all of the ideas and skills we have been covering in previous trainings. Ask participants to recap, then facilitators add what was left out. The main ones include:

» The importance of body language in how we communicate
» The differences among styles of communication: passive, passive-aggressive, aggressive, and assertive

» Understanding how we can use I statements and better communication
» How women and men are expected to behave
» Happy and unhappy relationships
» Ways of being hurt and the consequences of violence
» How we can support abused women

Tell them we will now move onto applying all the skills we have learned to deal with difficult situations. But before that, we must reflect on the following:

» Understanding how we can address problems assertively
» Understanding how we can use "I" statements and better communication in difficult situations

Ask participants to break into four groups with five to six participants each, and ask each group to plan a roleplay. Ask group one and two to roleplay a situation of violence at home and group three and four to role play violence at work. Give each group 5 minutes for preparing a two to three minutes roleplay.

Ask the groups to present the roleplays to the other participants. Start with the role play at home (group one and two) and then at work (group three and four). For each one ask: *what are the types of abuse and violence that we are seeing demonstrated in the role play?*

Next ask each group to discuss how they would change the ending of the other scenario/play problems to a better outcome. Each group is given 5 minutes for discussion.

Remind them that the main victim of violence should also play a role in solving problems. But remind them that it is not the victim's responsibility to stop violence. He or she should talk to someone about the problem and work out what they would like to change to make things better. This should be realistic. Then use an "I" statement to have a conversation to help change things at home. Give the "directing" group (the group that is changing the other group's situation) time to plan their act. Then the "directing" group should change the situation to a different outcome.

Ask group three and four to act out the new scenario at home giving the better outcome.

Ask the participants the following questions: *Can you see good listening skills being used to help the victim of violence and abuse?* Then ask: *what are the solutions that we see? Can you identify the" I" statement being used?*

Then ask group one and to act out the new scenario at workplace giving the better outcome.

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 our homes and in the workplace to try and build greater harmony. We have shown through the roleplay that everyone can play a role in resolving violence, even the victims of violence themselves.

Conclude by de-roling. Emphasise that it is just a role play and although it can

Facilitator's Tips

Time check:
Keep track of time during preparation and delivery of roleplay

De-roling:
To help the participants come out the character, each performer at the end of the roleplay can say one line statement opposing violence. For example: "I am Rafiq, I do not curse/ call names to my wife."
Or, "I am Mina, I assert myself instead of just crying or arguing"

evoke quite strong emotions it is important to remember that you are just acting.

34. Saying “No” in respectful ways (40 minutes)

Start by explaining that it is often difficult for us to say clearly what we want. Sometimes we agree to things even if we do not want them because the other person do not expects us to saying ‘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 even though women are often not expected to ‘say no’ in Bangladesh we often do have to say ‘no’ to things in our lives.

We are going to do role plays of two different kinds of situations: In the first, one person wants to say ‘No not now’ in a way that doesn’t 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 wife and the other her husband. The husband should request something of the wife and she should say ‘no!’ or ‘no not now’. Give them 2-3 minutes to agree the situation.
Then call everyone into a circle and ask each pair to share. Does everyone agree that the wife was able to say ‘no’ in a way that was effective and assertive? Can a wife do this without being to be disrespectful? Ask the ‘husbands’ how did it feel when your wife said ‘no!’ to you?

Facilitator’s Tips

The decisive factor in classifying certain behavior as sexual harassment is the unwelcome nature of the behavior. During the discussion, facilitators can reinforce what constitute sexual harassment in the workplace.

Ask the group to return to their pairs and suggest that one should now be a line supervisor/manager and the other his worker. The supervisor/manager should request something of the worker and she should say ‘no!’ or ‘no not now’. Indicate that the situation can be work-related (e.g. work overtime tonight), non-work related (e.g. supervisor asking his worker to have tea with him after work), or a mixed of those (e.g. manager asking his worker to be his “partner”, hinting that she will get a promotion). Give them 2-3 minutes to agree the situation.

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

Ask the group: *What are the other ways of saying ‘no’ without showing disrespect? It is generally important that we do it in a way that is respectful. This means we can:*

» 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

Choose, after discussion with the group, three role plays to present to the meeting of all the peer groups, with a special request that when a person says ‘no’ in a certain way they mean it and their wish should be respected.

Close the Training

Time: 15 minutes

TRAINER: During this time you will also ask the group some questions that help them summarize and reflect on the knowledge they have learned.

35. Conclusion and Summary (15 minutes)

Wrap up by going over what the participants have learned today: they learned to be assertive even in difficult situations at home and at work; they identified the cause of stress at work and are able to find solutions. Tell them that these are all essential skills in maintaining harmonious relationships and addressing difficult issues with supervisors and at home with husbands.

Ask the participants to *think about how they may change their own story at home and in the workplace, just as they changed the outcome of the role play*.

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

Remind the participants that they are Change Makers. Tell the participants that as a Change Maker, they are role models for respect and partnership between women and men in the family, the workplace, and in the community. Change Makers are empowered to make a positive impact in their lives, and the lives of those around them. Ask them to reflect on how, as Change Makers, they can spread this message to their peers at home and in the workplace. Open the group up for a wrap-up discussion by asking them the following questions:

- 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?

Remind everyone that there will be a meeting with factory management and that it is important that the change makers that will attend the joint sessions are ready to role-play again and share the ideas with management. If need be, the facilitator should offer to speak to those participants after the session.

Remind everyone of the time and place for the next meeting and say you look forward to seeing them all again there.

Module 6: Supporting Each Other

Three-Hour Training



Overview

This is a guide about how to facilitate a three-hour workshop to create a support system within oneself and the workplace. This training is best used in groups of between 20 and 25 people and can be given to women.

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.

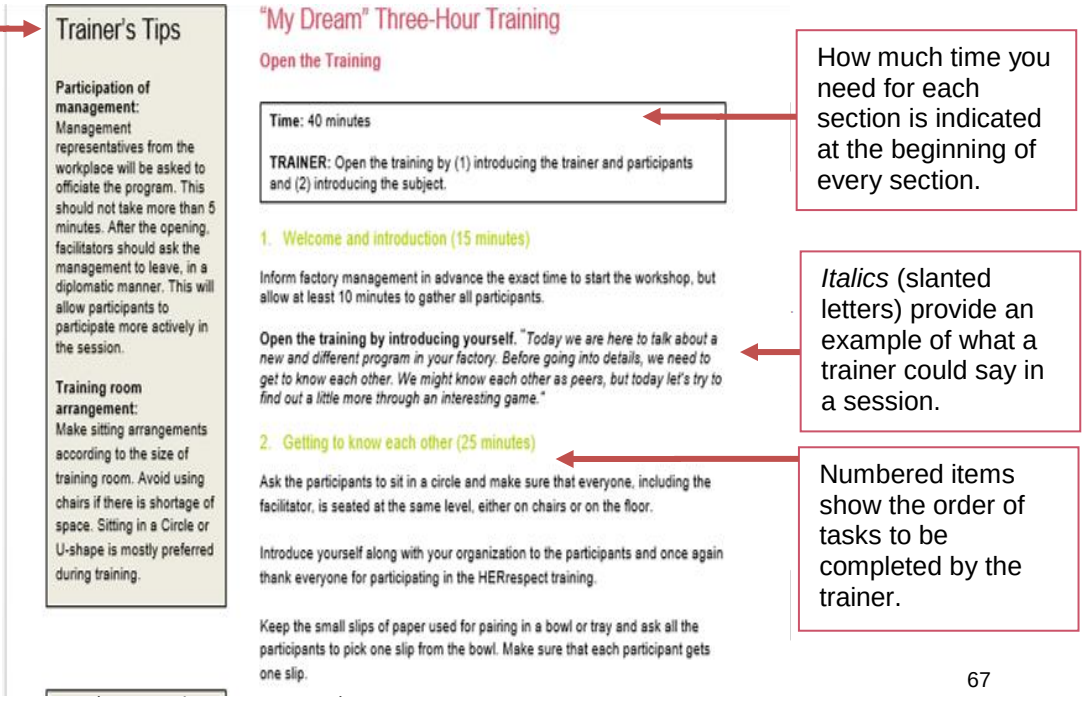
Facilitating HERrespect

Ideally before you begin working with this module you should attend a training course. HERrespect training demands a number of skills. 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 work through the material even if it seems familiar to you. Unlike much other training, your main purpose is not to deliver information, but actively facilitate. 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. They 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?

Facilitator's Tips provide helpful information about how to conduct a session. Trainer's Tips might 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 have been gathered from 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 section is indicated at the beginning of every section.

Italics (slanted letters) 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.

Plan the timing: Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Having a training 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 section of the training.

Time	Topics
15 minutes	Welcome and recap of the previous session
35 minutes	Providing support as Change Makers
90 minutes	Factory policies and local laws on violence against women
40 minutes	Training expectations review and leaving as informed Change Makers

Gather Materials

The materials listed below will be used during the training:

Flip chart
Colored markers, pens
Printed handout (yet to finalize)
A4 size papers

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 U-shape is recommended for the training.

Open the Training

Time: 50 minutes

Facilitator: During this time participants reflect on previous training and learn about different levels of confidence.

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

Welcome everyone back to the training and thank everyone for coming. Begin by saying: *"Today is the last day of our training session. 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 training session but let us commit that the learning's from HERrespect will be taken forward through our efforts and practice in our daily life. This is only for the betterment of us and our relationships."*

Ask the participants to recall what they learnt together during the last session, what their goal in life was and some of the support systems that can help them to achieve their goal. Ask them to share their experiences of their homework from the previous session. As Change Makers, how did they bring positive messages to their friends, family, and colleagues? Did they talk about changing the ending of their own stories at home and at work? Did they talk about where stress comes from at work and ways they can address it?

Were they were able to do it, if they faced any difficulties in doing it and how their family members and colleagues reacted to it. Remind them if they have forgotten.

37. Providing support as Change Makers (35 minutes)

Explain that in this exercise we are going to think about how we can best support women experiencing violence. Remind the participants that they should think about everything they have learned in this HERrespect journey since Module 1. Remind them of what they learned on:

Trust and confidentiality

Communication (body language, active and passive listening, different styles of communication, being assertive)

Gender – how we are expected to behave

Happy and unhappy relationships

Being hurt in relationships (abuse in relationships)

Forms of violence and consequences of violence

Support networks and resources available to abused women

Assertive "I" responses in difficult situations

Managing stress and identifying the causes of stress

Remind the participants again that they are indeed Change Makers. And since they have started the training, they have gained many skills to continue being a positive influence in their families, communities and workplaces. Now, it is their turn to think about how they can provide support as a friend, family, colleague, neighbour, and peer to abused women.

Tell the participants that there are many ways to be supportive and that they are all more than capable of being supportive to those around them. This is an opportunity for them to put their training into practice. Let's discuss what it looks like to be supportive.

Encourage the participants to think on their own the different qualities in a supportive colleague, family, or neighbour. The facilitator should not immediately give the answers to the participants. The following qualities should be suggested by the participants:

LISTENING – explain that most women who experience violence find it very difficult to talk about it. You can help a woman to talk by offering to listen. And in many cases she is not likely to tell you so perhaps you can raise the issue, as difficult as that is Ask: what are the characteristics of a good listener?

Remind everyone one of the listening skills exercise in the first session and mention that it is very important not to be judgemental when you listen.

DO NOT BLAME HER – write this on the flipchart and mention that you cannot support a person experiencing violence if you tell them it was their fault. Violence is the fault of the perpetrator it is never the fault of a victim.

NO ONE EVER DESERVES VIOLENCE – No matter what anyone does, no one ever deserves to experience violence. Reiterate that no matter what we could have possibly done wrong, it is unacceptable that we experience violence as a consequence.

DO NOT TELL HER WHAT TO DO – it is very important that a person listening to someone who has experienced abuse does not tell her what to do. Abused women should be asked what they would like and what they think might make their situation better. They need to find the solutions themselves.

HAVE EMPATHY – for the victim, it is helpful for the listeners to try their best to put themselves in the victim's shoes, even though this may not be possible. This should not be confused with sympathy, which is having pity for the victim. Empathy is trying to understand someone else's position and showing support.

WHO CAN HELP? Ask her who she has who she can try to get help from to try to end the violence.

ASK ABOUT SAFETY At the same time, some men severely injure or kill their wives. It is important to ask a woman how unsafe she feels. It is a sign of great risk when violence is getting more and more severe. Women are often worried about being able to leave as they may lose their ID book and papers and not have clothes and so forth. Women who live with violence can prepare for the day when they may have to leave in a great hurry by trusting a friend with a copy of their official papers and some money, or having them packed in a bag that could be quickly taken if she had to leave in a great hurry. Women can make themselves safer by planning how they could leave. Women workers may feel unsafe at workplace. Some persons of the managerial body may violent or oppressive. Nevertheless, there are rules and system in workplace and everyone should be informed about the support system.

After going through all the key qualities a supportive colleague, friend, family member, or neighbor should have, the facilitator should encourage all the Change Makers to practice being supportive in their professional and personal lives. The facilitator should remind the Change Makers that they can rely on one another for support.

38. Factory policies and local laws on violence against women (90 minutes)

Time: 130 minutes

Facilitator: During this time participants will be discussing about policies that exist in the factory as well as about the required ones and also reiterate on the change making process.

Part I: Factory Policies

Divide participants into groups of five and give a flipchart paper and marker to each group. Give the groups 15 minutes to provide answers to the following questions:

What are the existing policies on violence including sexual harassment at work?

Who should you go to if you encounter acts of violence and sexual harassment at work?

What would an ideal policy look like?

After 15 minutes, in turns, ask each group to bring their flipcharts and present their answers. The facilitator should help summarize the key points. The facilitator highlight the similarities in the "ideal" policies as presented by the different groups (the facilitator can draw a circle around the commonalities raised). The facilitator should ask the groups to take a look at all the similarities and keep them in mind for the next part of the activity.

The facilitator should present the actual factory policies to the participants. The facilitator should highlight similarities and differences from what the participants have come up with in their flipcharts. Then, the facilitator should point out whether or not some of the "ideal" policies are already in the existing factory policy. The facilitator should ensure that the participants understand all aspects of the policy, and ask them if they have any questions or need further clarifications, as sometimes policies are written in complex language.

After reviewing the policy, the facilitator should ask the following and using a new flipchart, mark down the responses:

- What are the gaps? In other words, what issues around workplace violence and harassment are not covered in the existing policies? What policies do you think should be established in your factory regarding sexual harassment and violence?
- Now that you know the policy, who or where you should go to if you are harassed or abused at work? (Probe further, if not raised by participants, about the role of the supervisor, HR office/compliance officer, and management)

Ask the participants whether they understand the existing policies in the factory. Finish this first part of the exercise by asking the following questions, remind the participants that these responses are anonymous and they will be shared with factory management during the joint sessions:

- Do you feel confident that with these policies in place, your supervisor and factory management is capable of dealing with instances of violence and harassment at work? Why and why not?
- Would you use the available channels to get help if you encounter violence at work?

Before moving onto the second component, distribute a print copy of the factory policies to each participant. Remind them that if they any additional questions on the factory policies, they should address them to their HR/compliance officer.

Part II: Local Laws

The second component of this activity would involve an explanation and discussion on the national laws on sexual harassment and violence. The facilitator should go over the key areas of laws that are relevant to the factory worker (see Appendix).

The facilitator should write down the bullet points on a flipchart so the participants can see the relevant laws. The facilitator should ask if the participants have any additional questions. If the facilitator is unable to answer these questions, they can refer the workers to their HR/Compliance officer.

The trainer will distribute a copy of the national laws and factory policies to all female garment workers. The trainer will go through both the laws and the factory policies with the female garment workers, and allow them to ask follow-up questions. Each worker will get one copy of the policy-list on sexual harassment and violence to take home with them.

39. Training expectations review and leaving as informed Change Makers (40 minutes)

Explain to participants that you are now at the end of the workshop and it is always helpful to a facilitator to learn from participants what they think of the training sessions of HERrespect program. Do they have suggestions for next time it is run? It is also good practice always to review a workshop process, so that everyone has a chance to reflect on what they have learnt. Reiterate their role as Change Makers in their workplace, communities, and families.

Say that you would like to begin this process by reviewing the expectations which everyone had of the workshop when they first began it. Remind participants that each of them mentioned things they wanted from the workshop in the first training. Goes around the circle now, asking each participant to be honest and open and:

What are the top two lessons they have learned from the HERrespect training

What is one thing they would have done differently in the training
What is your overall comment about the workshop

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.

End the session with an interesting task. There will be some poster paper put up on the wall. All Change Makers can write down two commitments they have (one for at home and one for the workplace) (on VIPP cards) and stick it on the poster paper. They don't have to write their names down on the VIPP card. Keep one color for female workers, male workers, and managers. It would be interesting to see what they write and this poster can shared at the last joint session.

Before the participants go, remind them one last time the reflective questions they should think about after leaving this training:

- 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?

You could then finish the whole proceedings by thanking all the participants for their great support and hard work throughout the workshop and by asking everyone to close with a song.