

HERrespect Curriculum

Male Workers



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Authors

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

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

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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 work¹. Women, most of them young and migrants from rural areas, are prone to workplace violence because of an interplay of social norms which condone violence against women (VAW), unbalanced power dynamics between managers and workers, inequitable gender attitudes, and poor awareness and execution on legal and compliance requirements.

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

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

What is HERrespect?

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

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

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

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

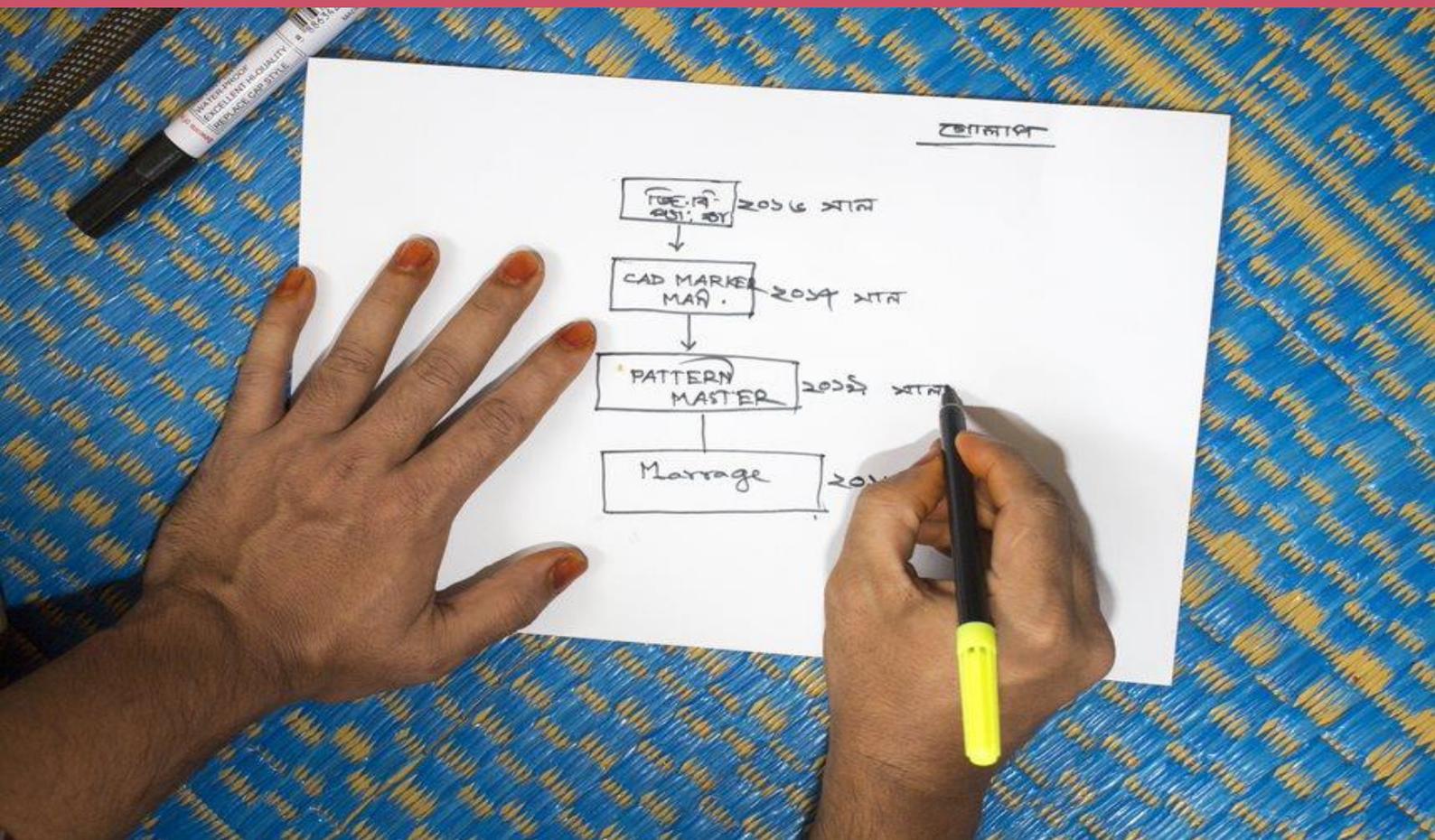
The HERrespect program methodology focuses on the following guidelines:

- » **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



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 men.

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 behaviors in different places or among different groups of people. Trainer's Tips have been gathered from training professionals.

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 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 |
| 15 minutes | Trust, confidentiality and being non-judgmental |
| 25 minutes | Active listening and its benefits |
| 25 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*
- » *Colored paper*
- » *Pens/Pencils*

Facilitator's Tips

Participation of management:

In advance, inform factory management the exact time to start the workshop. Allow at least 5 minutes to gather all participants.

Management representatives from the factory 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:

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.

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.

"My Dream" Three-Hour Training

Open the Training

Time:

55 minutes

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

1. Welcome and introduction (15 minutes)

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 tell their partner their 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.

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)

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.

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.

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 man and a male worker – what you enjoy and what you find challenging, your relationships with your wife/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 wives, 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.

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?

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

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

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: 40 minutes

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

Facilitator's Tip

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

Facilitator's Tip

Nominate one volunteer to take responsibility for the ground rules 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.

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

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 (15 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 write the qualities 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: 50 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 (25 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 wife to cook some mutton for dinner, you return home and she made chicken instead .
- » While supervisor is saying something to a worker, he or she looks somewhere else.
- » While worker was telling his or her supervisor that he or she is sick, the supervisor 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 (25 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 before you were recruited into the factory, maybe you were helping your family in village, had a different job, 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 colored 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, wives 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



Overview

This is a guide about how to facilitate a three-hour workshop to introduce key skills in communication. At the end of this workshop, participants will learn the various styles of communication: passive, passive aggressive, aggressive, and assertive. This training is best used in groups of between 20 and 25 people and can be given to men.

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. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths

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 |
|------------|---|
| 20 minutes | Welcome and reflections of previous session |
| 10 minutes | Hand Push |
| 70 minutes | Attack, Avoid and Manipulate |
| 70 minutes | "I" Statement |
| 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

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: 40 minutes

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

1. Welcome and reflections of previous session (20 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.

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

Different responses to conflict

2. Hand Push (10 minutes)

Ask participants to form two lines, facing each other. Each participant touches palms with the participant facing him 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

This exercise may get out of hand if the participants push too hard. While it is important that the participants enjoy this exercise and get into it, make sure no one is pushed over!

Communication styles

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: 140 minutes

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

3. Attack, Avoid and Manipulate (70 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

| <i>Attacking</i> | <i>Avoiding</i> | <i>Manipulative</i> |
|---------------------------------------|------------------------------------|---|
| Shouting | Withdrawal | Threatening to leave or kill |
| Interrupting | Sulking in silence | Begging & 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 |
| 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 you “win” an argument with your wife or female colleague through raising your voice or using inappropriate language, did you really “win” 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.

Wife: "Stop going to tea stalls after work, I want you to come straight home!"

Response: "Why is it any of your business what I do after work? I am bringing home the money. To hell with you, I will do whatever I want!"

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

(b) Passive:

Wife: "Stop going to tea stalls after work, I want you to come straight home!"

Response: "OK, I must do whatever you say, if I you don't like it I won't go and talk with my friends."

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

(c) Manipulative:

Wife: "Stop going to tea stalls after work, I want you to come straight home!"

Response: "Ok, I won't go to the tea stalls after work and I will just come straight home. It doesn't matter that I work all day to support the family. I will just come home and sit here and do nothing. We can all suffer because I have missed the opportunity to do some business deals with my friends"

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

At work

Manager/Supervisor: Why are you so slow in the production line?

(d) Aggressive:

Response: I have been working for hours! How dare you tell me I am slow! You just walk around all day making nothing! There are many people who are slower than me, why don't you go to shout at them?

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

(e) Passive:

Manager/Supervisor: Why are you so slow in the production line?

Response: I am very sorry to causing you this much trouble, I will speed up, I am very sorry.

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

(f) Manipulative:

Manager/Supervisor: Why are you so slow in the production line?

Response: Slow? If you only knew what I have suffered this week. My child is sick and my sister has taken her to hospital as my wife is about to have another baby. My mother has asked for money for my sister's dowry and I have to repair the roof at home because the monsoon will still start. I have so many worries

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 participants in doing the roleplays if needed.

Wife: Stop going to tea stalls after work, I want you to come straight home!

Response: *"I feel pressurised when you tell me to come straight home from work. I understand that you want me to spend more time here but I work very long hours and I need to unwind after work and catch up on politics and business with my friends. I would like you to accept that I will just spend a few minutes each day doing this."*

And

Manager/Supervisor: Why are you so slow in the production line?

Response: *"The last few days I have been working very long hours, and I have some problems at home and I feel tired. I normally work very fast, but I feel tired today. I would like you to understand that I am an experienced worker and there is a reason for me being slower today and to trust me that I will work faster as soon as I feel able to do so."*

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 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.

4. "I" Statement (70 minutes)

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 wife, 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.

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

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

"I feel upset when you complain that I am not saving enough for the family. I have to send money back home to support my parents, so do you. I'd like us to discuss a financial plan so that both of us will contribute to the household expenditures fairly."

"I feel uneasy when you fight with my mother. I understand that you are stressed and she can be difficult at times, but I would like for us together to try to get along because we are one family."

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

Ask participants to work in pairs and first to identify one aspect of their current relationship with their wife or 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. Explain to the participants that it is often very difficult to start using "I" statements, especially since we are not used using these statements on a regular basis. You may suggest that they try to use it first in an easy context, with a friend over a small problem. You can begin just by saying "I feel happy when..." and see how that works. Explain to the participants that with practice, "I" statements become easier over time.

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

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.

5. Conclusion and summary (10 minutes)

Conclude by saying that good communication is an essential tool in promoting a family life with less fighting and more happiness, between everyone in your family. Good communication can also help achieve 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. Participants should practice “I” statements and see how others react. Remember one case and report it back to the group.

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

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

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:

- » 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



Overview

This is a guide about how to facilitate a three-hour workshop to reflect on social norms and stereotypes of society towards men, and critically engage in how our relationships both at home or at work, both informed by gender relations, affect our well-being. 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.

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. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

How Do I Use the Document?

The diagram illustrates the layout of the training document, showing a 'Trainer's Tips' sidebar and a main training agenda titled 'My Dream' Three-Hour Training. Red arrows point from callout boxes to specific elements in 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. (Callout box pointing to the Trainer's Tips sidebar)

Trainer's Tips (Sidebar content):

- 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 (Main agenda):

- 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. (Callout box pointing to the 'Time: 40 minutes' label)

Italics (slanted letters) provide an example of what a trainer could say in a session. (Callout box pointing to the italicized text in the first activity)

Numbered items show the order of tasks to be completed by the trainer. (Callout box pointing to the numbered activity list)

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 |
| 50 minutes | Questioning gender roles and norms |
| 60 minutes | Men and Women- Ideal and Reality |
| 50 minutes | The way we use our time |
| 10 minutes | Conclusion and Summary |

Gather Materials

The materials listed below will be used during the training:

Flipchart

Markers, pens

Paper sheets (A4)

Flipchart with female worker's schedule and female worker with two children's schedule

Poster of the woman with many arms

“Unpacking gender roles and relationships” Three-Hours Training

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: 60 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.

6. 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 the volunteer forgets the chart, remind the participants of 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. What was the result?”

Questioning gender roles and norms

7. How women and men express themselves (30 minutes)

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

Ask the participants to form two lines facing each other.

Tell them that you are going to say a word and that the two lines should turn themselves into statues that represent that word. LINE 1 should make statues representing how women would express the word, and LINE 2 should make statues representing how men would express the word.

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

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

Beauty

Grief

Strength

Anger

Facilitator’s Tips

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

Pain

Gentleness

Power

Love

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

Ask the group the following questions:

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

What was the most difficult “statute”?

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

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

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

Men and women may have the same emotions, but they often express in different ways. Why? The ways girls and boys are raised often influences how they express themselves. From a very early age we are taught how to behave. For example, boys are taught that they should never cry and should always be tough, and girls are taught to be gentle and obedient. These restrictions make it difficult for women and men to express themselves, because they always have to think about how they are expected to behave. It is important that both women and men are able to express themselves in a variety of ways.”

8. 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:

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

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

Unpacking gender roles and norms

Time: 110 minutes

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

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

Part I: What are my roles and responsibilities as a man?

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 men do and how do men behave?" and the other "what do women do and how do women behave?"

Ask the group to discuss 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.

After a few minutes ask the group to now discuss the second column, and to reflect on 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.

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.

Pause here and ask the participants the following questions:

1. Who has more rules and restrictions?
2. Who has more power and privileges? (If the participants are unable to come up with answers, prompt them by asking them: are women usually

Facilitator's Tips

The first part of this activity will try to illustrate to male participants the roles, responsibilities, and privileges associated with being men. Participants will get to reflect on the differences between women and men, and the fact that women face many challenges in society that men may not.

- the ones making decisions at home? Or is this usually men's role?)
3. What would happen at home if you reversed the rules for one day? Why would it cause problems and unhappiness?
 4. Why would you not want to have women's rules and responsibilities for a day?
 5. If you would not like them, do you think it is fair that women should have them?

Thank the participants for their thoughts. Ask the participants to think about the following statement, and they do not have to provide a response: *Women and men have different roles, responsibilities, and privileges. Based on our experience so far with this activity, we see that there are some rules and responsibilities that women have that we may not – and those are also responsibilities and rules we do not want for ourselves.*

Part 2: Being the “ideal” man

Now ask the group to reflect on their own lives. As a man, do you do everything listed in the column for men? 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 men saying they do not do some of the things – acknowledge this reality, do not add anything to the column at this point.

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:

1. How do you feel about the fact that you don't always meet all the expectations, sometimes you do things traditionally expected of women, or you do not do things expected of men?
2. How easy it is for men to live up to what families and society expects?
3. What are the main things which cause these difficulties?
4. Do you think some of this stress of not being an “ideal man” can be relieved? How? (participants may give examples on accepting wives to work to relieve the financial pressure)
5. How do you adjust your own expectations? How do you adjust expectations of others on you?

Conclude by explaining that the idea of this exercise is to help us 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 to our own lives and that of others.

Facilitator's Tips

In Bangladesh, Real Men (Asol Purush) are perceived to make decisions and control the family; they never express their emotions publicly and no one ever sees them cry. Manliness associates with physical strength, muscle power and sexual prowess.

Good men (Valo Manush) is a more subordinated masculinity. They are perceived to hold the virtue of keeping good relations in family and social lives. They try to earn their livelihood honestly and are willing to help others.

A research in northern Bangladesh shown that men respect a “Good Man” but want to be “Real Man”.

10. The way we use our time (50 minutes)

Facilitator's Tip

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

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

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

Time: 50 minutes

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

Begin the activity by saying: *Women, like men, may find it difficult to meet all of our family's and friends' expectations on being an "ideal" woman. For example, we may expect that when we come home, our wives have tea ready for us, even though she is taking care of your children and preparing dinner. Now we will do engage in a fun and reflective activity by thinking about how we spend our time on a day we go to work. We will work in groups and then compare our results as a group. Then, we will compare how we spend our time and how female garment workers spend their time on an average work day. .*

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

- Work in the factory
- Commute
- Household chores and child care
- Leisure
- Sleep

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

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

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

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

Facilitator's Tip

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

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

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

Ask the group the following questions:

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

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

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

Ask: *Do you think some of the stress on your wife and female colleagues will be lifted if you contributed differently?*

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

Conclude the discussion by citing the importance of daily domestic work, especially given the time it takes. Explain that it is undervalued and rarely noticed by those who do not perform domestic chores. The exercise is not to belittle men and their work. This is to make us realize that everyone contributes at home, but

women's work remains an "invisible" sometimes because it is not paid and not recognized.

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.

11. Conclusion and Summary (10 minutes)

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

Before the next session, ask the participants to try to think critically about how their gender has influenced their behavior either at home or at work. Ask them to think of one example to share with the group next time.

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?

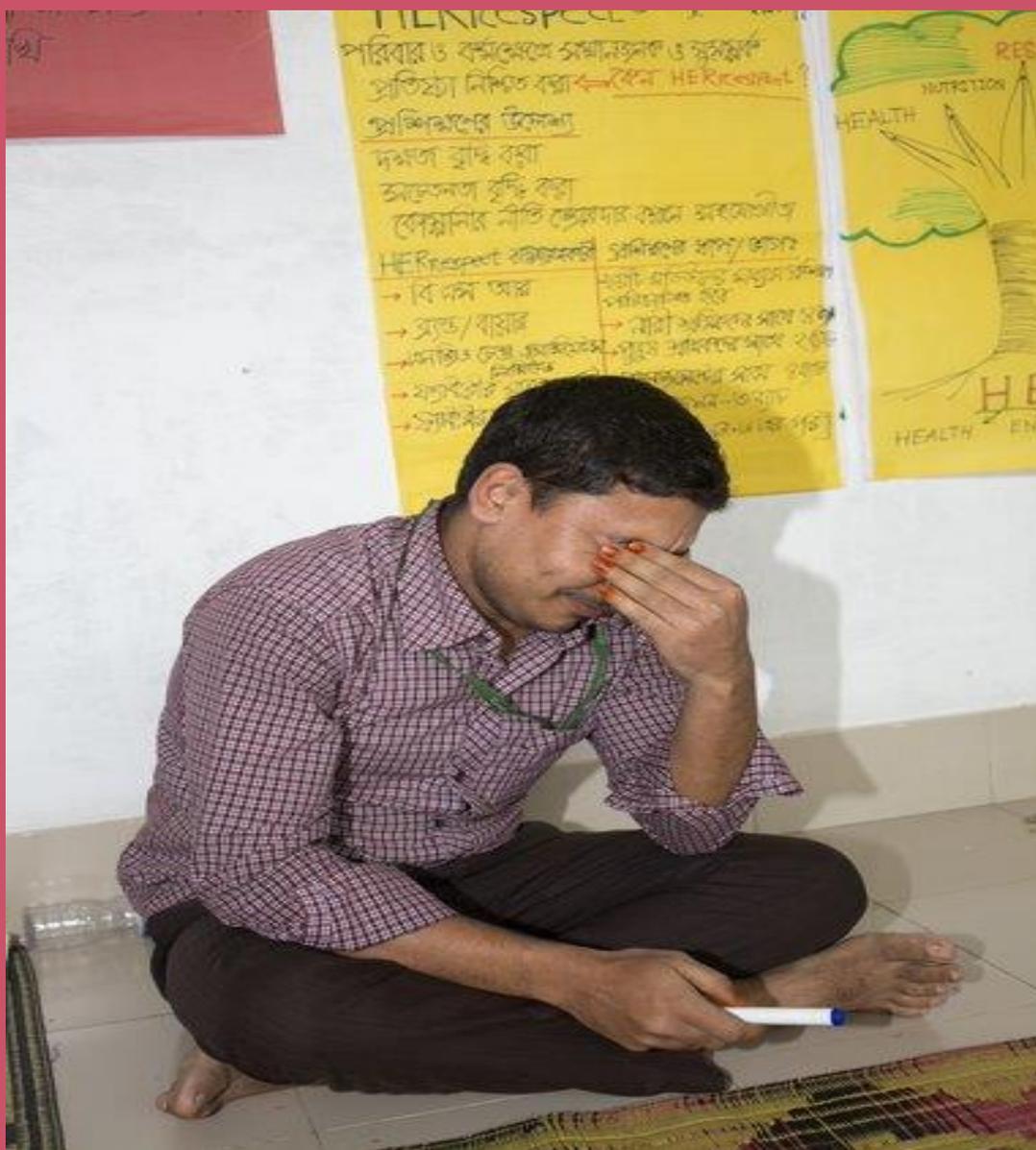
How will we share these messages in our family, workplace and community?

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. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

How Do I Use the Document?

The diagram illustrates the layout of the training document and how to use it. It features a central page titled "My Dream" Three-Hour Training" with several sections. Red arrows point from callout boxes to specific elements on the page:

- 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.** (Points to the "Trainer's Tips" sidebar)
- How much time you need for each section is indicated at the beginning of every section.** (Points to the "Time: 40 minutes" box)
- Italics (slanted letters) provide an example of what a trainer could say in a session.** (Points to the italicized text: "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.")
- Numbered items show the order of tasks to be completed by the trainer.** (Points to the numbered list item "1. Welcome and introduction (15 minutes)")

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.

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 |
| 70 minutes | Abuse in relationships at home |
| 10 minutes | O Sipho! |
| 50 minutes | Abuse in the workplace |
| 30 minutes | Support for abused women |
| 10 minutes | Conclusion and summary |

Gather Materials

The materials listed below will be used during the training:

- » Ball
- » Flip chart
- » Markers, pens
- » Masking tape/clips
- » VIPP card
- » A4 paper sheets
- » Handout with service offerings for abused women

“Violence in Relationships” Three-Hour Training

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: 10 minutes

Trainer: Open the training by welcoming to the session and reflect on the previous session through a fun energizer.

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

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

Begin the recap of last session with a quick energizer. Pass a ball around the room. Each participant should identify one thing they learned in the last module. If the same participant catches the ball twice, he can either identify a second thing they learned or throw the ball to another person.

After passing the ball to each of the participants, 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.”*

Violence and ways to get hurt in relationships

Time: 130 minutes

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

13. Abuse in relationships at home (70 minutes)

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

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

others at home.

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

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

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

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

| 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; not caring his wife's health and well-being; making; yelling; throwing things and threatening violence | Slapping; bearing; pinching; hair pulling; threatening or attacking; locking his wife in a room; forcing a woman to have sex | Refusing to give to support your child; taking his wife's earnings; not sharing the money in the home fairly |

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

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

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

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

Part II: Consequences of violence at home (40 minutes)

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

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

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

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

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

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

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

Facilitator's Tips

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

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

Facilitator's Tips

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

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

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

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

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

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

Ask the group: *How many remember their father beating their mother at home when they were children? What was it like for them? What did they feel when it happened/how did they see their mother was feeling?*

Ask the group to reflect on the consequences of violence, not only for women and men, but also for children in the family. On a separate flipchart, list out all the consequences for children in families where their mother is abused. Ask the participants to think about both immediate and long-term consequences. In case it does not come up, as a facilitator, you may add that children may become depressed, and act out with aggression at home and school.

Discuss in the group whether having seen the use of violence makes the men more likely to beat their wives or less likely? Why? If they say less likely then you should emphasise to all men the lesson about how terrible it is to see your mother beaten. If they say more likely you should mention that men who witness abuse are more likely to use violence and it is part of the terrible cycle of use of violence in homes.

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

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

Facilitator's Tip

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

Facilitator's Tips

Before the training, prepare a sheet of paper with the different scenarios representing each form of harassment: physical, verbal, mental, and sexual.

For instance:

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

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

14. O Siphoh! (10 minutes)

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

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

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

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

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

Congratulate the group for a game well-played.

15. Abuse in the workplace (50 minutes)

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

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

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

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

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

Explain to the participants that all four scenarios presented by the groups are considered violence in the workplace. In the first instance, the manager is grabbing a worker (physical violence). In the second scenario, the manager is

insulting the worker (verbal violence). In the third scenario, the manager is kicking a worker's belongings (emotional violence). And in the last scenario, the manager is making suggestive comments (sexual violence).

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

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

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

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

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

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

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

Facilitator's Tips

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

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

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

If this does not come up in the list of "appropriate" behaviors, ask participants what they think about "innocent teasing", or jokes that managers may tell about their female workers, or may call their female workers names. Ask the participants whether or not they think that this kind of behavior can be seen as disrespectful to the female workers. Introduce the term 'harassment' and say that *"it is really another word for inappropriate behavior and since it undermines women workers rights in the workplace and is bad for business it is prohibited by law and by policies."*

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

Part II: Consequences of violence and harassment in the workplace (20 minutes)

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

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

Facilitator's Tips

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

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

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

The facilitators should probe the participants and ask them if they can think of a situation where yelling or using violence is a legitimate method of disciplining a worker. Ask them how they would feel if their managers or other managers in the factory are using violent means of communicating with their workers? Ask them if they feel that using violent means of communication is normal in factories?

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

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

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

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

Explain to the participants that, "Sometimes, your colleagues in the factory could be facing the problem of violence. Try to understand their issues and provide support to address their issues, without talking behind their back and spread rumors. Being empathetic and supportive will increase their confidence, and they will be thankful for the help and support that you extend to them when they need it. Sometimes, your support can help someone deal with an unhappy situation at

home or at work. When you support your workers, they will be able to concentrate better on their work, and this can positively affect the production process in the factory.”

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

16. Support for abused women (30 minutes)

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

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

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

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

Stopping an act of violence

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

Preventing future acts of violence

- » Speaking to the person who is using violence

Providing support to abused women

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

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

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

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

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

Time: 10 minutes

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

17. Conclusion and Summary (10 minutes)

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

Conclude by reinforcing the message to the participants that victims of violence need our support and as Change Makers, it is our responsibility to help if they are facing violence. We should also take steps to stop violence when we see it happening somewhere. Tell the participants that they are going to play a key role as Change Makers by creating an enabling environment in the factory that is free of violence.

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.

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.

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. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

How Do I Use the Document?

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 recap of the previous session |
| 10 minutes | Opening fist |
| 40 minutes | Managing stress at work |
| 60 minutes | Assertive responses |
| 50 minutes | Thinking about fatherhood |
| 10 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

“Author of my story” Three-Hour Training

Open the Training

Time: 20 minutes

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

18. 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.

19. Opening fist (10 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.

20. 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: 60 minutes

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

21. 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 two 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.

Thinking about fatherhood

Facilitator's Tips

This exercise can be triggering as some of the participants may have feelings of abandonment or negative experiences with their fathers. It is important that as a facilitator that you give the participants the space they need to reflect. And if a participant looks distressed, remind the group that they should take a break from reflecting and writing/drawing. Remind them that they can take a deep breath, stretch their arms and legs, or stand up and take a walk.

Time: 50 minutes

Facilitator: This activity will get the men to think about their experiences with their male authority figure (i.e. their father) and how they can take the positive aspects of their fathers and learn not to emulate the negative aspects.

22. Letter to my father (50 minutes)

Explain to the participants that we will end this module with a reflective activity. Explain that this activity will require participants to be emotionally open and require them to concentrate. Encourage the participants to take breaks, relax, stand up and move around, and take deep breaths as needed.

Give each participant a sheet of paper and a pen. Ask him to write a letter to his father. Explain to the participants that they have 10 minutes to think and write everything they want to share with him.

Ask the participants to remain silent and ask the participants to try to adjust their seats as they wish to have some space from the group.

Explain that they are not required to write their names on the letter and they do not have to turn in the letter. They are welcome to share the contents of the letter with the group if they wish. If participants do not wish to write, they can either draw a picture as if they have an opportunity to explain it to their fathers or they can sit quietly or reflect.

The letter can be about their childhood memory, their relationships with their fathers, or something meaningful they have done together.

After writing the letter or after completing their drawing, invite the participants to sit in a circle. Ask the participants to respond to the following questions: Is there one thing about your father that you do not want to take into their relationship with your children? Is there something about your father that you do not want to repeat with your children? [If they do not have children, ask them about their future children] To help the participants start discussions, explain that this can be either character traits or actions.

After the participants have shared their thoughts, ask the participants:

1. What are the things that caught your attention or caused the most impact?
2. Can you identify the positive things you would like to put into practice or teach their children?
3. Is there anything you would like to leave behind?

Explain to the participants that it is important to reflect on our relationships with our fathers. We need to heal and learn from this experience, especially when we have to take up our roles as fathers.

Ask the participants to think about their relationships with their children (and for participants without children, they should think about their future children). Based on what has been discussed, ask them: *what is one thing they would like to do differently as fathers?* Ask the participants to write down their response in their notebooks (if they have forgotten to bring their notebooks, provide a piece of paper for them to write this down).

Ask them, *what is one positive action or characteristic that my father has that I would like to emulate?*

Explain to the participants that they now have an opportunity to plan to emulate the positive actions of their fathers and transform the negative lessons learned in the past. Ask the participants to think about one thing they can do immediately after coming home from work today: *What is one positive action I would like to emulate or What is one negative lesson I would like to transform?* Give the participants a couple of minutes to think about this on their own. As the facilitator, you can give an example of one thing they would like to change and a type of action they can take. For instance, if someone wants to be more involved in the care of their sons than their fathers were, then one thing they can do is accompany their son to his cricket games in the community.

Ask the participants if there is one message that they would like to pass onto their children. Ask them to write down this message in their notebooks.

Ask the participants: *how are you going to spread this message?* Give them a couple of minutes to think quietly about this.

Conclude this activity by saying that we just reflected on the experiences we had with our fathers and what fatherhood means to us. Through our reflections, we see that we can take the positive aspects from our fathers and learn from the negative aspects, so that we do not repeat them. We have the power to bring about the positive changes we want to see in our relationships.

Close the 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.

23. Conclusion and Summary (10 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 and men.

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. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

How Do I Use the Document?

The diagram illustrates the layout of the training document and how to use it. It features a central page titled "My Dream" Three-Hour Training" with several sections. Red arrows point from callout boxes to specific parts of the page:

- 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.** (Points to the "Trainer's Tips" sidebar)
- How much time you need for each section is indicated at the beginning of every section.** (Points to the "Time: 40 minutes" box)
- Italics (slanted letters) provide an example of what a trainer could say in a session.** (Points to the italicized text in the "Open the Training" section)
- Numbered items show the order of tasks to be completed by the trainer.** (Points to the numbered list items)

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.

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 |
|------------|--|
| 30 minutes | Welcome and recap of the previous session |
| 55 minutes | Skills for support |
| 30 minutes | What do we do if we encounter harassment at the workplace? |
| 40 minutes | I want to do something about it! |
| 25 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 on service offerings
- » A4 size papers
- » Flipchart on workshop expectations from Module 1

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.

Facilitator's Tips

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

"Let's Support Each Other" Three-Hour Training

Open the Training

24. Welcome and recap of the previous session (30 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 learnings 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 we discussed together during the last session. We reflected on men and women's roles in providing care at home. We discussed the sources of stress in our lives and together, we identified ways to deal with that stress healthily. We also had an opportunity to reflect on our relationships with our fathers, and we reflected on both the positive aspects we would like to emulate, and the negative aspects we would like to transform. Ask them to share their experiences of their homework from the previous session. *Have you taken action to emulate one positive action or transform a negative lesson? Have you had an opportunity to become more engaged in the care of your children or your partners? 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.

Explain that today, we will start by exploring the role they can play as a supportive friend or colleague. Then, we will discuss the roles we can play in supporting people in times of stress and in preventing violence in the workplace, at home, and in the communities. They will talk about factory policies and laws in Bangladesh. They will conclude the training by working on their action plans as a Change Maker in preventing violence against women and promoting positive and harmonious relationships at home, at work, and in their communities.

Skills for support

Time: 55 minutes

Facilitator: During this time, participants reflect on previous trainings and harnessing all the skills they have gained to provide support. They will learn how to provide support directly by listening and being empathetic. They will also provide support by knowing the different services in order to seek help.

25. Skills for support (55 minutes)

Explain that in this exercise we are going to think about how we can best support people in times of stress and contribute to preventing violence in the workplace, at home, and in the communities. Remind the participants that they should think about everything they have discussed and reflected on in this HERrespect journey since Module 1. Remind them of what they reflected on:

- » Trust and confidentiality
- » Communication (body language, active and passive listening, different styles of communication, being assertive)
- » Gender – how we are expected to behave
- » Being hurt in relationships (abuse in relationships)
- » Forms of violence and consequences of violence at home and at work
- » Support networks and resources available to abused women
- » Men's role in providing care
- » 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 reflect on how they can provide support as a friend, husband, father, son, colleague, neighbour, and peer.

Explain to 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.

Ask the participants to think of the different qualities in a supportive colleague, family, or neighbour. Give them a minute or two to think about these and then ask what these are and write them on a flip chart.

The following qualities could be suggested by the participants, if any of them are not suggested you should ask the group if they also think that ... would be an important quality:

- » Listening
- » Be respectful
- » Do not blame her
- » Recognize that no one ever deserves to be victimised

- » Do not tell him or her what to do
- » Have empathy
- » Ask who can help?
- » In a case of violence, ask about safety

There may be other things suggested. Ask: *is anyone surprised by what is on the list? Does everyone agree?* Then, go through each of the concepts and ask someone to explain what this means when you are supporting someone.

Ask the men to divide into pairs and have one man share a source of stress or worry in their lives whilst the other acts as a supportive listener. After 5-10 minutes ask them to reverse roles.

Call the group together. *How did that feel? How many would say they had a really good conversation? What was the hardest part of being a good listener? Were there any parts where the person telling the story didn't feel the listener was doing his job well? What were they? Do they think they have learned skills to be a more supportive person during the program?*

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 should also test out their listening skills at home with their wives and families. They may learn a lot about stress that they feel they experience in their lives.

Conclude this activity by reminding the participants that they can provide help to abused women by being supportive. And they can also help by directing women to the services that are dedicated to helping women in abusive relationships (ask them to recall the sheet that was distributed in Module 4).

Facilitator's Tips

Be sure to have extra copies of the service offerings for abused women. If some of the participants did not attend Module 4, spend a bit of time going over all the services one more time.

Knowing what to do if there is harassment in your factory

Time: 30 minutes

Facilitator: During this time participants will discuss about policies that exist in the factory.

26. What do we do if we encounter harassment at the workplace? (30 minutes)

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

Begin this activity by asking the participants what they will do if they are a witness to harassment or violence in the workplace. Would they file a complaint, and if so, how do you file a complaint?

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

They will need answer the following in their groups:

- » What does the factory policy say about harassment?
- » What are the steps she will need to take to file a formal complaint? Who should she speak to?
- » How long would this procedure take?

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

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

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

If the participants do not raise this directly, ask the participants if they would think of going to talk to the female worker about this. Acknowledge their responses and acknowledge that they are trying to show that they care about their workers' well-being. Ask them to reflect on the following: *Suppose you talked to a female worker about the incident. She appears to be shocked and upset that you brought it up and is clearly uncomfortable. What do you do in this case?*

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

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

Taking action

Time: 40 minutes

Facilitator: In this activity, participants will think about actions they can take, as Change Makers, to prevent violence against women. This is an opportunity to work individually and as a group to make an action plan.

27. I want to do something about it! (40 minutes)

Say to the participants that: we have all been on a journey about building happier relations with women in our lives, from happy marriages to preventing and reporting workplace abuse against women. We started this journey by reflecting on our dreams and goals in life. We developed communication skills by discussing about active listening, body language, the differences among passive, manipulative, and aggressive forms of communication, and the use of “I” statements.

We reflected on the roles and responsibilities that men and women are expected to fulfill, and how this impacts we use our time daily on work, leisure, and sleep. We discussed about the abuse that occurs in relationships at home and at work, and reflected on the ways we can prevent violence against women.

We reflected on our roles as men and our roles as fathers and husbands. We discussed ways to manage the stress we find at work in healthier ways. We reflected on how we can emulate the positive experiences and transform the negative lessons as sons to our fathers. We are ending here today after discussing how we can provide support to women and men, and what we can do to prevent violence and harassment in our workplace. We have been on an exciting, difficult, reflective, and empowering journey together.

Tell the participants: *As the last activity before closing the HERrespect training, you will have an opportunity to work on an individual action plan and an action plan as a group to prevent violence against women and promote more harmonious relationships at home, at work, and in the community.*

Part I: My commitment

Each participant will be given a card that says, “I am a Change Maker, and I want to.....To do this, I will.....” Give the participants some colorful pens to write on their cards. On this piece of paper, the participant will write down one thing they will do as Change Makers to bring about positive change at home, in the communities, and at work. In the first blank space, the participant will write down what kind of change they want to see (for example: I want to have a happier marriage; I want to enjoy my children more; I don’t want to hurt my wife or sister; I want to talk to my wife more; I want to end violence in the workplace; I want to reduce the amount of work my wife is doing at home by herself; I want a happier working environment). In the second blank, the participant will write down an action statement. Help them formulate one by asking them the following

question: *What is one action you can take on a daily basis to achieve the goal in the first statement?*

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

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

Part II: Building a harmonious workplace

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

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

28. Training expectations review and leaving as informed Change Makers (25 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.

Facilitator's Tips

Remember to bring the flipchart from the first Module to this session to remind the participants of their workshop expectations.

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 (show the participants the flipchart). 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 your favourite part of the training?
- » What is one thing they would have done differently in the training?

Write down these responses on a flipchart. 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 the different sessions (female workers, male workers, and managers). It would be interesting to see what they write and this poster can be shared at the last joint session, and will be useful to review the process.

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

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

As usual, they have a second task. What are they going to bring to their families, workplace, and communities? They should reflect on the following:

- iii) What messages do we have for the men in our family, workplace and community?
- iv) What messages do we have for the women in our family, workplace and community?
- v) 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.