Core Group Curriculum | Facilitators' Guide

Note for Facilitators

Before the training, facilitators are expected to become familiar with the training agenda, review and understand the key objectives, and prepare all necessary materials prior to the training.

Participants should be sitting in a circle or U-shape, with the exception of the group activities. Depending on the available training facilities, facilitators are expected to adapt the activities as needed.

As facilitators, your roles are to deliver information but more importantly, to actively facilitate and help participants reflect, discuss, and draw their own conclusions.

Facilitators should never tell a participant that "they are wrong" even if they perpetuate and reinforce harmful attitudes or myths, as they may further reinforce these thoughts otherwise. Ideally, the facilitators should allow the group to disagree and dispel the attitudes and myths themselves. If this does not happen, facilitators should challenge ideas in a supportive and constructive manner. In extreme cases, facilitators may acknowledge the participant's point and then request to continue the discussion after the training.

See Appendix 1 for the detailed guidance note to facilitators.

Who are the core group?

The core group will be responsible for the implementation of the strategy and action plan from WE Women. The core group may consist of:

- HR officers
- Section and department heads
- Compliance officers
- Welfare officers
- Production officers
- Finance managers
- Management representatives on Committees (including the PC)
- Other managers who are expected to implement the gender action plan

Because the structures of each factory may differ, it is advised to develop and agree *among the project team* and *with the factory management* on a common understanding of the hierarchy and who may qualify as part of the core group.

How to conduct a training with the core group?

To engage with the core group, the facilitators should put themselves in the shoes of the core group. They have been given a mammoth task of implementing WE Women, a long-term commitment to gender equality. As a facilitator, you should:

- Help clarify their roles and responsibilities under WE Women.
- Acknowledge their concerns, especially with the day-to-day operational challenges.
- Do not only focus on problems – brainstorm on solutions whenever challenges are raised.
- Focus on impacts and not the background details of the project.
- Look into the future, not the past.
- Avoid using idioms and development/NGO jargons.
- Be able to back up your claims.
- Get to the point.

TRAINING 2 – Building a culture and system that empowers women

Total participants: up to 30 (core group from one factory)

Venue: In factory

Duration: 6 hours

Objectives: The second training will help participants identify the key gender inequalities in their workplace. The participants will begin by brainstorming on the role of workplace culture in promoting an inclusive and gender equal environment for employees. Then, they will reflect on the internal and external assessment scores to identify the key gender challenges at work. Afterwards, the participants will dive into focus areas on women's health and a safe and inclusive working environment for women. During this discussion, the facilitators will first raise awareness on the issue, situational analysis of the existing policies and processes (how is their factory performing), and action planning.

Before starting the training (for facilitators): Review the internal and external assessment scores for the factory. Review the Workplace Health Facility Guidelines and Management Benchmarks to become familiar with the sections and questions.

Before starting the training (for participants): Participants are expected to complete their homework from the previous training on developing a consultative mechanism. Participants are also expected to have reviewed their internal and external assessment scores.

Materials needed:

- Flipcharts
- Markers
- VIPP cards
- Stickers
- A4 paper

Agenda

Activity	Time
Welcome back	20 minutes
Enabling a harmonious workplace culture	30 minutes
Reviewing our assessment scores	110 minutes

Policies, processes, and people	15 minutes
Promoting women's health	80 minutes
Promoting a safe working environment for women	90 minutes
Conclusion and wrap-up	15 minutes

Section 1: Opening the training

Time: 50 minutes

Training objectives:
(1) Welcome the participants to the training and recap on the homework
(2) Introduce the concept of workplace culture

1. Welcome back and recap (20 minutes)

Open the training by welcoming the participants back. Say that we will begin by presenting the home assignment. Ask everyone to put up their poster/flipchart on the wall/board in and explain their task in five minutes. Ask: *what challenges did they face while putting this together? How did you overcome this? What did you learn from conducting this exercise together as a group?*

Thank the participants for sharing. Say that in our training today, we will understand the situation in our workplace: how gender equal is our factory? We will do this by reflecting on our workplace culture and the internal and external assessment scores. Afterwards, we will do a deep dive into two focus areas that are important for the promotion of gender equality at work: promoting women's health and access to a safe and inclusive environment. Explain that these posters will remain on display to help them in later activities.

2. Enabling a harmonious workplace culture (30 minutes)

Explain that before talking about the challenges to gender equality, we should take a step back and reflect on our workplace as a whole and understand a bit more about it, and then we can move onto going into a detailed discussion on the state of gender equality in our factory.

Regardless of the strategy or plan, one of the most important aspects of a workplace is the culture. A happy, positive, and harmonious culture at work allows employees to flourish. But, what do we mean by a happy and positive work culture?

Stick a happy face and a sad face on the wall. The happy face represents a happy work place, and vice versa. Explain that the participants will now brainstorm on the necessary ingredients to a happy workplace. Ask them to think what do employees/workers (including themselves) need to feel happy in a workplace? Give each participant a yellow VIPP card to write two things at least. After they complete writing it down, as the facilitators to collect the responses. The facilitator will start grouping them responses together.

While the facilitators categorize the responses, ask the participants to repeat the exercise to identify the elements of an unhappy workplace and write it on a blue VIPP card. The facilitator will then collect the responses and identify some of the most common responses by participants.

The facilitator should probe to ensure the following points come out [please note that this is not an exhaustive list]:

<u>Elements of a happy workplace</u>

- Open communication
- Feeling supported
- Team spirit
- Commitment to excellence
- Feeling valued and recognized
- Feeling respected
- Compassion and understanding of issues and needs
- Emphasis on employees' well-being
- Supporting employees' skills and capacity development
- Feeling safe (harassment-free environment)
    - Women need to feel safe to be able to voice their thoughts and concerns
    - Middle management also need to feel safe to be able to share their thoughts with senior management

<u>Elements of an unhappy workplace</u>

- Poor communication
    - Unable to voice concerns
- Strict hierarchy
- Controlling bosses
- Bad attitude
- Lack of respect
- Feeling under-appreciated
- Unsafe working conditions
- Inappropriate behaviour
    - Shouting, harassment, inappropriate comments, name-calling, fear and intimidation

After highlighting what makes a happy and sad workplace, divide the participants into three groups. Give them a flipchart and ask them to write in two columns: (1) what they want from senior management to foster a happy workplace, and (2) what they can do as core group/middle management to foster a happy workplace, especially for workers.

Thank the participants for sharing their ideas.

Conclude by reinforcing that we all have a role to play in promoting a positive working environment:

- Senior management has a big role to play in setting the tone for any workplace culture. Leaders can take action to build and foster a culture.
- The core group of WE Women are also leaders – they act as role models for workers.

- The core group could take small steps to contribute to a happier environment. While leaders set the tone, it is employees that contribute to the culture. The core group needs to act every single day to promote an inclusive workplace.

Explain that for a workplace to develop a happy and healthy culture, it takes every single employee to not only believe in it, but to act upon it. As such, building a positive workplace culture is a long-term process – because it is integral to a workplace that employees look forward to coming to, it is important to build into any business plan or strategy.

Thank the participants for sharing their insights. Explain that it takes time to build this ecosystem, and it may not be possible to tackle all components of the ecosystem at once. For the remainder of the training today, we will go into deeper discussions and come up with concrete actions to build this ecosystem.

Section 2: Reviewing our progress on gender equality

Time: 110 minutes **Note to facilitator**: In this activity, the core group will review their assessment scores in their factory, identify successes, gaps, and also recommendations. At the end of this activity, they will activity five key actions on five indicators they can take for quick wins

3. Reviewing our assessment scores (110 minutes)

Divide the participants into five groups. Each group will work on one of the five sections from the assessment toolkit.

Paste five flip-chart across the room. The flipchart will have four columns: indicator, successes, gaps, and recommendations. Each flipchart will be dedicated to one of the five sections of the assessment tool.

Section #			
Indicators	Success	Gaps	Practical recommendation

Under successes and gaps, the groups are to categorize each indicator based on whether they think that they are performing well (success) or not (gaps). Inside the boxes, they have to justify their reasoning based on the assessment findings and their experiences – ask the participants to think back on the exercise yesterday on consultation and the homework on consultative mechanism (i.e. what have they heard about the experiences of managers and workers about their performance under the indicator?). Regardless of the success or gap, the participants are to come up with some ideas of how to improve upon the score.

In total, give the participants 40 minutes to complete the task of completing the flipchart.

After the groups complete their task, ask all the participants to form one group. Ask the participants to stand in front of the flipchart for Section 1. Invite one participant to from the group to present the successes and gaps. When selecting the presenters, make sure that the HR or compliance staff is not doing the presentation that typically falls under their domain, and really encourage the core group to go beyond their comfort zone.

After the presentation of the successes and gaps for all entire section, ask the other participants if they agree or disagree with the list of successes and gaps, and if there is anything missing.

Then, ask the presenter to share their recommendations. Ask the other participants if there is anything else they would add to the list of recommendations. Thank the group for sharing and move onto the next section.

After the presentation of all the sections, ask the participants to identify five indicators that require immediate action. Allow the participants to discuss, agree, disagree, and come to a consensus on the areas. Afterwards, ask the participants to reflect on the five indicators: *are there things we can do for quick gains? Or do these require long-term planning? Collect the responses on a flipchart and preserve it as a reference for next training session.*

Conclude this activity by saying that we see that there are areas in which we are performing well as at a workplace. In those areas, there is more that we can do as a team. And in some areas, there is a more urgent need for action. Through this exercise, we can identify the most important areas that our factory should address.

Section 3: Taking action on gender: Promoting a safe and healthy work environment (160 minutes)

Time: 160 minutes

Objectives: We have identified three core issues facing women workers to cover for the remainder of training 2 and training 3. The areas are: women's health, harassment and safety, and women in leadership and career progression. We have decided to only focus on three areas for a few reasons:

- Some of these issues may still be new to the core group, the facilitator will need to send time to go into deeper discussions and reflections.
- Given the time constraints, it is not possible to go over through all the issues covered in the toolbox in detail.
- Promoting gender equality can be overwhelming, it is important for the teams to be able to have some quick wins to build momentum.

Breakdown of activities: We will walk through the three issues (raising awareness), reflect on the factory's current performance in handling the issue (i.e. policies, the business processes), and action points. Some of the key questions we will ask are: Is it an issue and why is it an issue? What does the current situation look like now? What are the challenges? And what are the solutions? What are the changes that need to be made in the factory? Who do they need to engage for support?

Explain that now that we have a better overview of the gender gaps in our workplace according to the assessments, we will now focus in on the practical and operational realities of the gender issues we may face. We will talk about some of the challenges and concerns you may have in promoting gender equality in these areas. In today's training, we will focus on two important topics: promoting women's health and ensuring a safe and healthy working environment for women.

4. Promoting Health and Safety: Our Workplace Health System (80 minutes)

Part I: Awareness Raising (30 minutes)

Begin by asking participants to reflect on the why it is important for businesses to promote women's health. Summarize the key points they bring up (probe if necessary): workplaces have a business case to care for female workers' health as it is directly linked to productivity and performance as well, workplaces can be a space to give female workers access to health knowledge, services, and products.

Explain that as we discussed in the previous training, there are some common health ailments that face female workers, especially given that most of them are between the ages of 18 – 35. To understand more about the role of management on female workers' health, we will now engage in a group activity.

Divide the participants into four groups. Each group will be given the same four case studies. They will have to conduct a situational analysis by answering a few questions:

- What is the issue here and how is this affecting the worker? How is this affecting the workplace?
- As a manager in your factory, what would be the steps you will take to help this worker?
- What are the support systems in your factory that you can rely on to provide help?

The case studies:

- Sexual and reproductive health Head of admin is really tensed. Every month a big amount of money is being spent in cleaning sewerage line. Tons of wastage cloths seem to clog the drainage system. Welfare officer Parul is called and inquired about this situation. Parul is already perplexed, today 6 workers are absent, and she saw some of the workers hiding the waste cloths that were discarded. Are they using these chemical infused cloths during menstruation? Parul thought to herself and shuddered.
- Menstrual health: Yusuf is very angry at his line worker, every month some workers have to make excuses to take leave. When told to go to factory clinic they refuse to do so. t. He cannot accept that stomach ache can stop anyone from working. Yusuf has decided to complain to admin about some of his workers. They need to learn a lesson for shirking.
- Maternal health: Sheuly's feet was swollen when she got home, her feet was throbbing with pain because she was standing the whole day. The next day she went to her factory clinic and doctor told her that she needs to be careful because her fetus size is smaller than it should be. Doctor prescribed regular checkup, nutrition food and rest. Sheuly became sad, she cannot afford nutritious food and she has no time to take rest.
- Neonatal health: Taslima has just returned to the office after taking maternity leave. She is still breastfeeding. She feels very uncomfortable in speaking to her male supervisor about taking additional breaks to feed her child, who is staying at the on-site day care facility.

Give the participants 15 minutes to go through the questions. Ask one volunteer from each group to present one of the case studies – ensure that each group gets a chance to present one case study.

Thank the participants for their presentation.

Explain to the participants that there are many ways manager can provide support to workers. Managers could provide help informally – it can be as simple as making an exception for a worker who is unwell to take a longer break. Other times, managers can rely on the on-site clinics by referring workers there. However, while managers may want to provide help and

support to their workers, sometimes they are constrained by the resources and processes available in their workplace. Even if a manager wants to let a worker take extra rest or sometimes, managers can offer to speak and counsel a worker, this is done in an informal and case-by-case basis.

Even if a manager is committed (people), there needs to institutional support in terms of policies as well as processes.

Part II: Reviewing our policies, people, and processes (35 minutes)

Explain that now we will reflect on how our workplace systems can or cannot help us overcome some of the health challenges our workers may face. Say to the participants that one way to think about our workplace systems is by looking at three main parts: policies, processes, and people:

- Policies: This includes the workplace policy on health and safety, a clinic management policy, or any other policies related to health. They outline the roles and responsibilities of the workplace and their staff in promoting workers' health and well-being. They may also outline the quality and delivery of care.
- Processes: The processes related to health at work goes beyond the clinic itself to include management practices:
    - The clinic: the on-site facilities, the equipment and medication, and the referral system for workers
    - The outreach: promoting healthy lifestyles and practices among worker and managers, and educating workers and managers on factory policies and on-site services
    - The management systems: health planning and budgeting (short-term and long-term)
- People: Clinic staff and managers both have roles to play in implementing and managing on-site health services. Clinic staff should not only be seen as delivering health services, they are experts that should be brought in as part of discussions of health management. Similarly, managers, who may not have a health background, can also play a role in managing health systems.

To evaluate how your factory is currently managing health systems (looking at policies, processes, and people), share with the participants the Workplace Health Facility Guidelines and Management Benchmarks developed by BSR and Population Council. Explain that the scorecard helps factories review seven core areas that make up a workplace health facility, which are:

- Physical facility
- Products/equipment/materials
- Facility policies/procedures
- Referral/provision of care

- Education/counseling
- Management systems
- Corporate leadership

Explain to the participants that this scorecard can be used as a self-assessment of not only the on-site facilities, but the management systems as well. Divide the participants into three groups. Ask the participants to fill out the scorecard to the best of their knowledge. If they are unable to provide a score based on their knowledge, ask them to identify who they need to talk to in order to conduct this self-assessment. For each of the indicators, ask the participants to think about who in the factory is responsible for ensuring that the factory is meeting the guidelines set out in the scorecard.

Allocate the following sections for the groups:

- Group 1: Section 1 (physical facility), Section 2 (products, equipment, and materials), and Section 5 (education/counseling)
- Group 2: Section 3 (facility policies and procedures), Section 6 (management systems)
- Group 3: Section 4 (referral and provision of care), Section 7 (corporate leadership)

Give about 10 minutes for the participants to complete this self-assessment. After they have completed, ask the participants to give a brief summary of their findings and any additional steps they need to take in order conduct this self-assessment.

Bringing the group together in a plenary, ask them the following:

- Are your clinics adequate to provide the types of support for workers? If not, how would they go about accessing external services and products?
- Do you think that the supervisors, clinic staff, and managers have the adequate support and capacity to address these health issues, and other potentially more challenging health issues for workers? Why or why not?
- Do you think we are fully utilizing our staff in managing workplace health especially medical staff? Why or why not?
- Do you think that workers, supervisors, and managers would be open to discussing these issues? Why or why not?

After the participants complete the exercise, put up three flipcharts (one with policies, one with processes, and the other with people). Divide the flipcharts into two columns, writing strengths on one column, and areas of improvement on the other.

Ask the participants to share the strengths and areas of improvements they have identified for the three areas that make up a workplace system. Summarize the key strengths and areas

of improvement shared by the participants. Explain that some of the areas of improvement that they raised are very common across factories, for instance:

- Inadequate infrastructure: While the factory has invested in a clinic and a day care centre (with breastfeeding facilities), it is possible that the facility is not meeting the needs of employees. This would require discussions with senior management to look into the health budget to plan to refurbish existing facilities.
- Underutilization of the clinic staff: Oftentimes, medical staff are only asked to perform duties within the clinic. They are not involved in any discussions related to management health systems (for instance in planning or budgeting, or decision-making), even though they have the most familiarity with the issues in the factory.
- Lack of budgeting and planning: Most factories have a budget line for the clinic. However, this may not be reviewed periodically, and when it is, it does not involve
- Referral systems: It is not possible for the on-site clinic to provide for all the needs of workers. Most factories have some referral systems. Factories may wish to conduct regular assessments to see if the referral systems are adequate enough to address issues in the workplace.
- Lack of outreach with workers, supervisors, managers: Going back to the question about whether workers, supervisors, and managers are open to talk about health, they may have some awareness of the issue but feel uncomfortable in talking about it. The factory may need to do more than having the right policies, clinics, and referral systems. Management teams may need to conduct an outreach to overcome the discomfort.

Part III: Taking action (15 minutes)

After identifying some of the challenges, explain to the participants that we will brainstorm together and think about what we can do to improve upon our approach to health. Remind the participants to think back on the assessment toolbox indicator 9 and 10. Ask the participants: *what are some general practices or suggestions you would give to workers, supervisors, clinic staff, and managers to promote women's health at work? What can we do to ensure that our health and safety policies and processes?*

Write down the practices and suggestions from the participants on a flipchart (be sure to keep this flipchart. Make sure that the following suggestions come out from the participants, probe if necessary:

- Policy: A factory needs a strong health policy. For example: support to pregnant workers, services and products available in factory clinic, child care facility, breastfeeding corner.
- Mobilize capacity: The clinic staff needs a mandate to not only diagnose health issues, but also be involved in workplace discussions on health systems management.

- Resources: This includes budget (for medical supplies like medicine, sanitary napkin, infrastructure, outreach) and capacity to disseminate the policy and services provided by the factory
- Awareness raising: There should be a recognition on women's health needs at all levels, particularly at the worker and supervisor level, hygiene practices for self-benefit and workplace as well
- Supporting workers' well-being: Supervisors and managers should think about adapting workloads when workers are unwell or have underlying health challenges. They should also be allowing pregnant workers to have a lighter workload when and if necessary.
- Open mindset: Supervisors and workers need to be able to communicate more about these needs, whether it is workers feeling open to accessing on-site facilities or supervisors being more accommodating when workers share that they are feeling unwell.
- Good practices: Some good practices may include giving pregnant workers longer and more frequent breaks, providing general information on nutrition, supervisors to give time for workers to go to the clinic if they feel unwell, or need to breastfeed child, factory clinic to follow up on pregnant workers, give information on food nutrition in their budget, also mention about counseling for mental well-being, etc.

5. Promoting Health and Safety: Addressing Violence and Harassment (90 minutes)

Note to facilitators: Probing questions need to be used to map out unsafe areas in side factory and also the perpetrator. Instead of mentioning, "their" factory, talk about the general scenario inside factory they have heard about/experienced. The major highlight is the brainstorm and action plan so keeping time check, approximately 15 minutes is required for the mapping.

Emphasize the system of counselling, providing medical support in case of violence/harassment issue at home or commute. Participants may not want to be involved in a "personal" matter but it needs to be highlighted that violence is everyone's issue because this hampers a worker's mental and physical well-being.

Ensure indicators like 11, 12, and 14 are addressed in brainstorming session and also in the action plan.

Part I: A map of women's safety in a working day (30 minutes)

Begin by saying that: *since we are talking about how we can make our workplace more women friendly and enabling, then we also need to talk about their safety. We will now begin with a brief analysis on women's safe space. This means we will identify all the places to and from work where our women are unsafe*."

Paste a flipchart on the wall/board (if needed use two flipchart side by side) and sketch out the map on a flipchart with the help of participants. Ask the participants to imagine the average life of a female worker on a working day. Ask them, what are the locations she would pass by to get to and from work? Make sure that participants mention specific locations like home, indicate time they leave home, their commute (i.e. walking, bus), entering the factory, the security check points inside the factory and specific areas inside the working zone, indicate time when they go home, indicate the checking points they have to go through to exit factory.

After mapping out all the locations, ask the participants to indicate the risks women face in terms of safety – harassment and violence. Mark the places that are considered risky in red.

After the map is drawn, now ask about who and what poses the risk? Indicate that on the map with a different color marker. For instance:

- Security guard asking too many insensitive questions about sanitary napkins during a search, or staring at workers (female body guard should be the one who is checking and searching a female worker)
- Bus conductor touching hand/back while a woman is getting down or trying to get inside amidst the crowd.
- Any semi dark corner in the staircase or in toilet inside factory.

With reference to the map, explain that often times we think women are unsafe at night or in secluded area. Whereas in reality safety can be questionable in one's own home, on the roads and inside workplace. All these can happen in broad daylight too. Ask participants: *how do you think harassment or safety issue affects a woman (in terms of her well-being and her ability to work)? Do you think we can address the safety issue for our workers as the management?*

Summarize the key points raised by the participants. No matter whether harassment happens at home or in the workplace, it can have a negative impact on women – it affects her physical and mental health. This is a big concern for the factory. Even if a woman is affected outside of the physical workplace (commute or at home), it can affect her ability to concentrate and perform her duties. If it happens in the workplace, it not only affects her, but those around her who are witnesses.

While outside the factory, it may be difficult for management to intervene, but, management can provide support to those who may have experienced violence. Inside the factory, the management can play a direct role in preventing harassment. We will now participate in a short activity to think about what factory management can do to promote a safe and welcoming environment for women workers.

Part II: What is, what isn't harassment? (30 minutes)

Note to facilitators: Sexual harassment can be a very difficult concept to grasp. The findings from HERrespect show that participants tend to accept "milder" forms of sexual harassment (i.e. compliments on looks) to maintain cordial relationships at work. Other participants find it difficult to grasp that an act can be considered sexual harassment despite good intentions. It is important as a facilitator to allow for participants to openly ask questions and feel free to debate. It is also key for the facilitator to remind participants what constitutes sexual harassment can be difficult to grasp immediately, and that it is okay to take time to understand it.

Begin by asking participants to stand up in the centre of the room. Before starting the activity, as the participants what we mean by harassment. Probe the participants until the following points come out:

- Harassment is creating an unsafe and uncomfortable environment.
- Harassment constitutes acts that are unwanted, unwelcomed, and unasked for.
- Harassment can come in many forms. It can be verbal or physical. It can be an act or gesture.

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

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

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

- A manager tells a female worker that she looks good today.
- A manager stares at a female worker for long periods of time.
- A manager asks a female worker out for dinner.
- A manager puts his hand on the shoulders of a female worker to congratulate her.
- A manager offers to walk a female worker home because they finished work at a late hour.

Thank the participants for their inputs and engagement in the game. Reconvene as a plenary and say to the participants that all the examples in the game can be cases of harassment. Ask the participants if they agree, and if they find this surprising or not. Ask the participants if they have other examples that may constitute sexual harassment. Ask them to also share examples where they are unsure if it is sexual harassment or not. The facilitator's role here is important as to ensure that the participants do not feel judged and have the room to debate and reflect.

Share with the participants some of the data collected from the HERrespect pilot. The data shows that most managers and workers are unaware of the differences between the intention of an act and its impact. Explain that there is a lack of awareness of what constitutes sexual harassment among both workers and managers:

- 46% of participants do not think that making suggestive comments to a female worker is sexual harassment if she appears to be interested.
- 40% of participants think that it is not sexual harassment to ask a worker to meet after working hours.
- 73% of participants think that it is not sexual harassment if a person's intention is good. For instance, if a manager or supervisor offers to walk a female worker home after dark, it is cannot be seen as sexual harassment, because the manager or supervisor have good intentions.

Summarize and explain that even if the intention is good, the acts can still constitute as a form of harassment. While it is possible for a worker to be friends with a manager to the point of feeling comfortable in the scenarios mentioned above, we have to be mindful that because managers are in a position of power and authority, workers may not be able to express that they are uncomfortable. Other times, workers and managers may not say anything because they want to maintain good relationships in the workplace and avoid gossip.

Managers have a role to play in making sure that workers are comfortable. By making sure that workers feel safe and comfortable, they will be able do their jobs properly. Remind the participants that if they are unsure of whether a certain behaviour constitutes behaviour, they should speak to their HR or compliance officer for advice. They should also be encouraged to speak to a trusted peer.

Part III: Promoting women's safety – we can do something about it (30 minutes)

Building off of the map, initiate a discussion on what the factory can do to mitigate the risks. To help mitigate the risk, we will first identify some of the reasons why women may experience harassment.

After identifying some of the causes of harassment, brainstorm as a plenary on the types of possible actions the factory can take to promote women's safety. Remind the participants to think again on the policies, processes, and people who are and can be involved. To provide some hints for the participants, ask them to review the indicators 11, 12, and 14

Below is a table that summarizes some of the key risk and possible interventions.

	Home	Commute	Security checkpoint	Inside the workplace
Causes	*Social norms (acceptable to use violence against spouse)	*Acceptable behaviour by bus drivers *Acceptable behaviour by men (i.e. to catcall)	*Lack of training among security personnel *Absence of policy on security protocols	*Lack of awareness among managers, supervisors, and workers *Weak policy *Grievance mechanism is not utilized *Lack of trust among workers to report or share problems
Possible interventions	*Support workers who may feel unsafe at home (counselling)	*Provide transportation for staff *Training and awareness raising for staff	*Conduct training for security staff *Develop policies and procedures for security staff	*Establish a grievance mechanism *Develop strong policies on harassment *Provide training to managers, supervisors, and workers

When all the points have been brainstormed, divide participants into three groups. Based on the brainstorming, each group will write at least three immediate action points in one column. Mention that it has to be practical solutions in terms of system/policy that will address the safety of workers. On a second column, they will explain how they will implement or address the respective policy/system (responsible team/person, communication with management, duration, monitoring system). Give 15 minutes to complete the task.

Paste all the group work on the wall and facilitate the responses. Ask if there is anything that needs to be added. Say that these group works, brainstorming and action plans will be a guidance when they go back to their regular work and formalize them into reality.

Conclude by emphasizing that most of the time we tell women to be quiet, shy, patient, accepting (refer to ideal and reality where such qualities are referred as ideal for women) and that is why women often fail to protest and protect themselves, and they do not voice their concerns. There are certainly a lot of strong women who are brave, but we are now referring to the women workers who have come from small villages, who may not have received many

years of formal education, who has to work longer hours (refer back to “How we use our time”) and it is our duty to look after them. To take the initiative and enable safety for our own workers in terms of policy, sensitizing the middle management, security guards, strengthening grievance mechanism is crucial for the sake of good business, high productivity and above all, our right to a safe and healthy working environment.

Section 4: Conclusion and Wrap-Up

Note to facilitators: In this concluding session, summarize the key learnings from the day, reinforcing the need to look at people, policies, and processes. During this concluding activity, allow participants time to work as a group on their homework, and they are to complete it before coming to the last training.

6. Conclusion and wrap-up (15 minutes)

Thank the participants for their contributions for the day. Ask the participants to quickly go around the room and share one key learning of the day.

Explain that we started from a very broad perspective on what makes a workplace positive. We talked about the role of a positive environment (culture), which is something that is built by the people in it. We can all take small steps to contribute to a better working environment.

From our reflection on our assessment, we see that there are areas we are excelling in, areas where we are doing well and should continue improving on, and areas that need more attention. But as we also discussed, there are many concrete actions we can take to make improvements – these improvements are tied to factory policies, processes, and the people who are responsible or have a role to play.

When we looked specifically into two areas related to gender equality and women's empowerment – health and safety – we see that there are actions we can already take together.

Explain that before the next training, the participants will be divided into five groups. Each group will have to come up with an initiative, based on the action points and discussed raised, on the following topics:

- Engaging senior management and clinic staff on health planning and review
- Raising awareness amongst male supervisors on women's health needs (breastfeeding, menstrual health, maternal health, sexual and reproductive health)
- Raising awareness with supervisors on sexual harassment
- Engaging workers on sexual harassment
- Ensuring that security staff follow inspection procedures that are safe and respectful for women

Ask the participants to plan an initiative – this can be a training, a meeting, or campaign. They are asked to be as creative as possible. They will think about the resources they would need, the managers who are responsible for organizing the initiative, and how they will implement the initiative.

Explain that as part of the design phase, the participants will be expected to complete the consultation homework template – this time, they will be asked to complete this template

based on the initiatives they are designing. The participants should think about consultation as the first step to designing an initiative as well as a way of collecting feedback to understand the successes and challenges as they implement the initiative in their workplace.

Explain that the participants will have to present their initiative plan and the complementary consultation plan in the beginning of the third training.