



Gender-based violence in global supply chains

Learning Activities

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Gender-based violence in global supply chains
Resource Kit

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Contents

Learning Activity 1.1	
Following the dress: mapping global supply chains in the garment sector	1
Learning Activity 1.2	
Following the flower - mapping global supply chains in the cut flower industry	5
Learning Activity 2.1	
Where do you stand on gender equality?.....	9
Learning Activity 2.2	
Exploring gender-specific elements of women’s employment in global supply chains	13
Learning Activity 3.1	
What is our understanding of gender-based violence?	17
Learning Activity 3.2	
Production pressures in the horticulture industry in Ethiopia	19
Learning Activity 3.3	
The vulnerability of immigrant farmworkers to sexual harassment	23
Learning Activity 3.4	
Exploring the causes of sexual harassment in global supply chains	25
Learning Activity 4.1	
Whose responsibility?	27
Learning Activity 4.2	
Working effectively in partnership.....	29
Learning Activity 4.3	
Promoting decent workplaces – preventing violence	31
Learning Activity 5.1	
Identifying sexual harassment and violence in the workplace	35
Learning Activity 5.2	
Role-play on sexual harassment in the workplace	39

Learning Activity 6.1	
Mapping the world of work.....	41
Learning Activity 6.2	
Carrying out art focus groups	45
Learning Activity 6.3	
Using theatre and role-plays to identify sexual harassment	49
Learning Activity 6.4	
Identifying sexual harassment on a tea plantation	51
Learning Activity 7.1	
Making the arguments for a Sexual Harassment Policy in a garment factory or on a tomato farm.....	55
Learning Activity 7.2	
Setting up a sexual harassment committee.....	61
Learning Activity 7.3	
Negotiating for sexual harassment to be included in occupational safety and health policies	65
Learning Activity 8.1	
Social dialogue in the workplace: learning from case studies.....	67
Learning Activity 8.2	
Negotiating a collective bargaining agreement on violence and abuse in the workplace	71

Learning Activity 1.1

Following the dress: mapping global supply chains in the garment sector



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Overview

Mapping exercise, in small groups and then in plenary, that allows participants to visualize the different stages and players involved in the garment supply chain. It should help clarify the different stakeholders and players.

Participants are presented with a case study. Within their small group they will sketch the global supply chain for a particular piece of clothing, highlight the risks incurred by workers at various stages and identify the most affected players. They will also be able to start determining why and how workers will be affected by the identified risks.

Suggested time

One hour

Target group

Representatives of:

- Lead companies aiming to improve supply chain organization.
- Global, national and local employer organizations and trade unions.
- National and local government responsible for legislative implementation and factory inspection.
- Multi stakeholder initiatives and social auditors.
- Global, national and local NGOs and women's organizations.

Aims

- Visualize the different stages and players involved in one supply chain.
- Understand the complexities of global supply chains.
- Appreciate that it is relevant to focus on poor working conditions and workers' abuse in global production.

Preparation

- Make copies for the participants of the relevant case study (1.1.) available in the Resource Kit.
- Provide the necessary materials for drawing and note writing.
- Reproduce (or visually display) the Global Supply Chain chart available in the Resource Kit.
- If projection facilities are available show the FWF video indicated under "Resources".

Setting

- A room large enough to accommodate several groups.

Materials

- Hand-out with case study
- Flip charts and post-it
- Markers
- Tape (if needed)

Time/Steps

- *(Optional, if time and projection facilities are available)*
Show the FWF video indicated under “Resources”. (7 minutes)

In small groups, ask participants to:

Step 1: (suggested time: 15 minutes)

- Read the description of global supply chains (if not already presented in plenary) and the garment case study provided as a hand-out. Note down the different stages and players involved in the garment supply chain. Study the supply chain graphic provided, noting the many different stakeholders and players.

Step 2: (suggested time: 15 minutes)

- With a piece of flip chart paper draw out the global supply chain for a cotton women’s dress that has embroidery on the collar and pearl buttons. Start with the embroiderers (probably home workers), supplying factories and end with the consumer and global brand/company. Participants will decide in which countries the garment is made, where it is sold, and by which brand.
- *With a marker or stickers, highlight up to **five** points in the global supply chain at which they think poor working conditions may prevail.*
- *Then, highlight **five** players involved in the global supply chain that they think will be most affected by poor working conditions.*

Step 3: (suggested time: 30 minutes)

- Later, in plenary, a representative of each small group will present their drawing with notes and will comment them briefly. Following the small group presentations, participants will discuss the conclusions and prioritize the most important differences identified between the ideal situation and the current reality.

How to adapt it

- With a small number of participants, perform the activity in plenary. The facilitator can present or read the case from the hand-out (rather than giving each participant a copy) to stimulate discussion and brainstorming. S/he then guides the discussion.
- The same activity, in particular with a target group including either a majority of gender experts, or of gender-sensitized trade unionists, may be proposed later in the learning process, once the concepts of gender-based violence have been introduced.

A more focused request may be added and participants asked to:

- *With a marker or stickers, highlight up to **five** points in the global supply chain at which they think verbal, physical and sexual harassment and abuse might be an issue.*
- *Then, highlight **five** players involved in the global supply chain that they think might be most affected by sexual harassment.*
- *Using a post-it note make a brief note (or drawing) of why and how they think each of the five players will be affected by sexual harassment – consider everyone involved, as well as the organizational impact.*

If more time is available, a plenary discussion should then focus on specific proposals for improvement.

Tips

- The exercise must clarify the invisible complexities of global supply chains and help appreciate the risk of weaknesses in workers' protection in any global supply chain.
- Ensure that there is enough time to complete the sharing session and to debrief afterwards.
- Plan in advance how the results will be captured and used, and be sure to translate the outputs into a format that participants can use easily, as the results of this exercise might be useful for further learning activities.
- Drawings may be used instead of writing post-it notes if participants prefer.

Resources

- Fair Wear Foundation video available on YouTube that explains global supply chains in the garment sector. This provides a useful introduction to the complexities of global supply chains.
<https://www.youtube.com/watch?v=SfQgfKz8t9w>
- Global Supply Chain Chart available in the Resource Kit.

Hand-out

Please refer to **Case Study 1.1.** ➔ **Global Garment Industry**

Learning Activity 1.2

Following the flower - mapping global supply chains in the cut flower industry



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Overview

Mapping exercise, in small groups and then in plenary, that allows participants to visualize the different stages and players involved in the horticulture chain.

This learning activity uses the information on global production and the case study of the cut flower global supply chain. In small groups, participants will study the global supply chain graphic for garments and think about how much also applies to cut flowers grown in East Africa and sold in a European supermarket. They will highlight the risks incurred by workers at various stages and identify the most affected players.

Suggested time

One hour

Target group

Representatives of:

- Lead companies aiming to improve supply chain organization.
- Global, national and local employer organizations and trade unions.
- National and local government responsible for legislative implementation and factory inspection.
- Multi stakeholder initiatives and social auditors.
- Global, national and local NGOs and women's organizations.

Aims

- Visualize the different stages and players involved in one supply chain.
- Understand the complexities of global supply chains.
- Appreciate that it is relevant to focus on poor working conditions in global production.

Preparation

- Make copies for the participants of the relevant case study (1.2.) available in the Resource Kit.
- Provide the necessary materials for drawing and note writing.
- Reproduce (or visually display) the global supply chain chart available in the Resource Kit.
- If projection facilities are available show one of the videos indicated under "Resources".

Setting

- A room large enough to accommodate several groups.

Materials

- Hand-out with case study
- Flip charts and post-it
- Markers
- Tape (if needed)

Time/Steps

- *(Optional, if time and projection facilities are available)*
Show one of the videos indicated under "Resources". (Variable duration 5 –13 minutes)

Step 1: (suggested time: 15 minutes)

In small groups, ask participants to:

- Read the description of global supply chains (if not already presented in plenary) and the case study provided as a hand-out. Note the different stages and players involved in the garment supply chain displayed in the chart and consider how much will also apply to cut flowers grown in East Africa and sold in a European supermarket. Note the many different stakeholders and players.

Step 2: (suggested time: 15 minutes)

- With a piece of flip chart paper draw out the global supply chain for a rose to be sold on Valentine's Day in Europe. Start with the workers (probably most of them women working on supply farms) and end with European wholesalers and consumers. Participants will decide in which countries the flower is cut, where it is sold and under which circumstances.

*With a marker or stickers, highlight up to **five** points in the global supply chain at which they think poor working conditions may prevail.*

*Then, highlight **five** players involved in the global supply chain that they think will be most affected by poor working conditions.*

Using a post-it note make a brief note (or drawing) of why and how they think each of the five players will be affected – consider everyone involved, as well as the organizational impact.

Step 3: (suggested time: 30 minutes)

- In plenary, a representative of each small group will present their drawing with notes and comment it briefly.
- Following the small group presentations, participants will discuss the conclusions and prioritize the most important differences identified between an ideal situation and the current reality.

How to adapt it

- With a small number of participants, carry out the activity in plenary. The facilitator can present or read the case from the hand-out (rather than giving each participant a copy) to stimulate discussion and brainstorming. S/he then guides the discussion.
- The same activity, in particular with a target group including either a majority of gender experts, or of gender-sensitized trade unionists, may be proposed later in the learning process, once the concepts of gender-based violence have been introduced.

A more focused request may be added and participants asked to:

- *With a marker or stickers, highlight up to **five** points in the global supply chain at which they think verbal, physical and sexual harassment might be an issue.*
- *Then, highlight **five** players involved in the global supply chain that they think will be most affected by sexual harassment.*
- *Using a post-it note make a brief note (or drawing) of why and how they think each of the five players will be affected by sexual harassment – consider everyone involved, as well as the organizational impact.*
- *If more time is available, a plenary discussion should then focus on the concrete proposals for improvement.*

Tips

- The exercise must clarify the invisible complexities of global supply chains and help appreciate the risks of weaknesses in workers' protection in any global supply chain.
- Ensure that there is enough time to complete the sharing session and to debrief afterwards.
- Plan in advance how the results will be captured and used, and be sure to translate the outputs into a format that participants can use easily, as the results of this exercise might be useful for further learning activities.
- Drawings may be used instead of writing post-it notes if participants prefer.

Resources

- Global Supply Chain Chart available in the Resource Kit.
- Video: DANGEROUS FLOWERS: The Impact of the cut flower industry in Kenya
<http://youtu.be/-xKtm7KNiO4>
- Video: Sowing The Seeds Of Women's Rights
<http://youtu.be/rIr1V9iu84g>

Hand-out

.....
Please refer to Case Study 1.2 ➡ The horticulture and cut flower global supply chain
.....

Learning Activity 2.1

Where do you stand on gender equality?



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Overview

This activity encourages participants to express their views and experiences about gender equality issues. By moving from one side of a room to the other, participants can change their opinion, without having to give an elaborate explanation. The facilitator guides the debate, asking views from the various corners, avoiding lengthy discussions and preventing vocal participants from dominating the discussion.

Suggested time

15-30 minutes

Target group

Representatives of:

- Lead companies aiming to improve supply chain organization.
- Global, national and local employer organizations and trade unions.
- National and local government responsible for legislative implementation and factory inspection.
- Multi stakeholder initiatives and social auditors.
- Global, national and local NGOs and women's organizations.
- Factory and farm workers.

Aims

- To 'break the ice' on a theme which might be controversial within the group.
- To set the scene of the broader context of gender inequalities.
- To enable facilitators to assess participants understanding of gender equality and gender-based violence.

Preparation

Prepare a list of statements appropriate to the group. The following is an indicative list of questions (facilitators can add questions that are relevant to their country or cultural context):

- Women's place is to care for children and their families.
- Men carry out more important work than women.
- Women's work and skills in the home and in the labour market are under-valued.
- Women are more caring than men and therefore better suited for certain kinds of jobs than men.
- Women are less likely than men to have access to both economic and social resources.
- Wealth and poverty are nearly equally divided between women and men.
- Sexual harassment in the workplace is experienced by equal numbers of women and men.
- Place three flip charts around the room marked 'yes', 'no' and 'not sure'.

Setting

- A room or any other space where participants can move rapidly and freely.

Materials

- Flip charts or posters

Time/Steps

During the exercise:

- Participants are asked to stand up.
- The facilitator reads from the list of statements. When each statement is read, participants are asked to move and stand by the flip chart that best reflects their answer to the question. Half-way positioning is also allowed.
- At each stage of the activity participants are randomly asked to explain why they are standing beside their chosen flip chart. Facilitators will encourage a limited discussion among participants on each statement.

How to adapt it

- Additional comments can also be read out about sexual harassment in order to examine myths and justifications for sexual harassment:

“She deserved it. She provoked the man through her gestures, behaviour, and clothing.”

“It only happens to a certain kind of woman.”

“It happens to poor women who seek advantages or support.”

“The woman is inventing the story or exaggerating.”

“Men will be men.”

“He just reprimanded her because she didn't finish her work.”

“He was having a bad day.”

Learning Activity 8.1 also contains a list of quotations from managers and workers – these could be used as alternatives to the quotes above.

Tips

- The number of statements to be read aloud will depend on the amount of time and extent of discussion generated. However, aim to have a selection of statements allowing 2-3 minutes exchange for each.
- Introduce statements that are relevant to participants' sector or country context.

Resources

<http://compass.itcilo.org/methodology/sociometric>



Learning Activity 2.2

Exploring gender-specific elements of women's employment in global supply chains

Overview

Existing employment issues in global supply chains may have different impacts on men and women workers. Trainers will provide an opportunity for participants to relate to their own personal experience (and refer to local and national situations) and exchange views with other participants in order to arrive at a deeper understanding of the gender facets of each issue. Jigsaw is a cooperative learning strategy that encourages people to develop their own understanding and then share knowledge with the group as a whole.



Suggested time

90 minutes

Target group

Representatives of:

- Lead companies aiming to improve supply chain organization.
- Global, national and local employer organizations and trade unions.
- National and local government responsible for legislative implementation and factory inspection.
- Multi stakeholder initiatives and social auditors.
- Global, national and local NGOs and women's organizations.
- Factory and farm workers.

Aims

- Develop a deeper and shared understanding of existing gender differences in employment and working conditions in global supply chains.
- Stimulate discussion on issues about which participants may have very different views and personal experiences.
- Allow an in-depth consideration of existing problems, introducing a gender perspective.

Preparation

- Prepare a series of cards/sheets each one presenting an assumption on employment and working conditions in global supply chains, based on the contents of Briefing 2. You may use the Summary of key points or develop different statements, according to context.
- Each issue represents a 'piece' of a larger picture of working conditions in global supply chains.

- Collect additional sources of information for the working session, including visual presentations.
- Provide reflection questions that will guide the participants through all the important learning aspects of the 'piece' including background information, context, actors and consequences.

A typical reflection question could be:

Read the assumption on the card(s) given to your group. Reflect on your personal experience of the issue, referring to local and national data and situations of which you are aware. Then, try and achieve consensus on whether or not men and women are affected differently from these issues, how and why.

Setting

- A room large enough to accommodate several groups.

Materials

Cards with statements

- Flip charts or post-it and space for posting
- Markers
- Tape (if needed)

Time/Steps

With more than eight or ten participants:

Step 1: (suggested time: 30 minutes)

- Divide participants into smaller groups, give each group one or more cards and ask participants to discuss the issues presented in the cards, focusing on the differences in treatment and opportunities for women and men.
- Participants should be encouraged to express their opinions freely, to refer to local and national situations they are knowledgeable about and to relate to their own personal experience. Each group will analyse different issues. Allow each team to examine their 'piece(s)' separately, using the resources or tools provided (such as brief articles, images or access to the internet).
- Instruct the groups to identify someone to take notes, and someone to keep time. This will ensure that the activity is recorded and that all questions are covered within the time limit. Then close the discussion for a report back.

Step 2: (suggested time: 45 minutes)

- Each group has 5 minutes to debrief in plenary. The report back between groups provides information to all the participants about each of the issues examined. Instruct each group to report back on their observations and key reflections clearly and comprehensively.
- 15-20 minutes final discussion: to ensure that the gender aspects have been correctly addressed and that the group is now aware of existing gender differences in impact and conditions of the various issues discussed.

How to adapt it

- With a small number of participants, all (or many of) the issues may be discussed in plenary.
- The facilitator can use questions from the hand-out (rather than giving each participant a copy) to stimulate discussion and brainstorming.
- The facilitator guides the discussion to ensure that the gender aspects are correctly addressed and that the group becomes aware of existing gender differences in impact and conditions of the various issues discussed.
- See the link in Resources below for original exercise and tips.

Tips

- Instruct the working groups to use visual debriefing resources.
- A double debrief can be effective: in a second debrief, an expert is present to make any corrections or additions to the discussion.

Resources

<http://compass.itcilo.org/methodology/jigsaw>



Learning Activity 3.1

What is our understanding of gender-based violence?

Overview

This is an awareness-raising and consensus-building activity using a participatory methodology. Cultural norms and existing gender relations may hamper an open discussion on the subject of gender-based violence at work and hinder a full understanding of the phenomenon, even with highly educated participants. This activity may help participants progress in their understanding of existing facts and help to arrive at a consensus over an agreed definition of gender-based violence at work.

Suggested time

90 minutes

Aims

- Discuss and define gender-based violence and sexual harassment in the world of work.

Target group

Representatives from:

- Lead companies aiming to improve supply chain organization;
- Global, national and local employer organizations and trade unions;
- National and local government responsible for legislative implementation and factory inspection;
- Multi Stakeholder Initiatives and social auditors;
- Global, national and local NGOs and women's organizations.
- Factory and farm workers.

Preparation

- Collect sources of information for the working session, including short visual presentations.
- Search and provide official definitions for the terms to be discussed. Use international (UN, EU) and national references from contexts that are appropriate to the participants' reality. The selected definitions can be written on a flip-chart (to be displayed when required) or included in a slide (to be projected if technology is available).

Setting

Chairs in a circle or any other informal setting.

Materials

- Flip charts or posters with the terms to be discussed
- Post-it cards
- Markers
- Tape (if needed)

Time/Steps

Step 1: (suggested time: 20 minutes)

- Ask participants to sit in a circle of chairs (or use any other setting that may be conducive to confidence and sharing).
- Ask them to individually reflect on the term **“violence”** and express what they think or ‘feel’ about that term, using words or drawings on a post-it card. Invite them to focus on situations that are not necessarily associated with the world of work. Allow a few minutes for reflection and writing/drawing.
- Using the same instructions, repeat the exercise with the term **“sexual violence”** and then with **“sexual harassment”**.

Step 2: (suggested time: 30 minutes)

- Display three flip-charts, one for each term, and ask participants to post their cards accordingly.
- Allow participants to examine the definitions provided by others and encourage them to group the cards and facilitate a discussion in plenary to arrive at a shared definition for each term.

Step 3: (suggested time: 40 minutes)

- Once one or more definitions have been agreed for each of the terms, ask participants to consider the characteristics that each of the three terms may have in a working context. If visuals have been identified which illustrate cases of violence in the world of work, it may be good to use them at this stage.
- Facilitate a structured discussion over each of the terms again, taking into account the specific context.
- At the end of the discussion, show the official definitions which were prepared in advance (poster or slide) and allow for some concluding remarks from participants.

How to adapt it

- Limit the discussion to one term at a time.
- Divide into groups of four. Each group is given a sheet of flip chart paper and marker pen.
- Each group discusses what the terms (violence, sexual violence or sexual harassment) mean to them and agree on a definition.
- In plenary, each group spends two minutes explaining their definition to the whole group, followed by a trainer/facilitator-led general discussion on the differences in each group’s definition.
- At the end of the exercise the trainer shows the official definitions of violence, sexual violence or sexual harassment already prepared on a flip chart sheet and there is further discussion.

Tips

Depending on the target audience and on the ability of the facilitator to moderate the session, active methodologies such as those used by the Theatre of the Oppressed (e.g. Image Theatre and Forum Theatre) may be very conducive to achieving the desired aims. See resources below.

Resources

<http://www.partecipate.com/eng/methodology>

Learning Activity 3.2

Production pressures in the horticulture industry in Ethiopia

Overview

Production pressures may result in stress at all levels in the working environment. This activity looks at the issue of production pressures and the impact that this potentially has on workers' risks of gender-based violence. A role play is proposed to allow participants to appreciate the issues from different angles.

This Learning Activity is linked to [Case Study 3.3](#). ➔ It is also more effective if used after Activity 1.2 (Following the Flower) has been carried out.

Suggested time

90 minutes

Aims

- Understand ways in which production pressures can result in violations of rights and gender-based violence.
- Understand the challenges faced by managers, supervisors, workers and unions.
- Get an insight into how problems can be resolved in a practical way at workplace level.

Target group

Representatives from:

- Lead companies aiming to improve supply chain organization;
- Global, national and local employer organizations and trade unions;
- National and local government responsible for legislative implementation and factory inspection;
- Multi Stakeholder Initiatives and social auditors;
- Global, national and local NGOs and women's organizations.

Preparation

- Prepare the activity by collecting sources of information for the group work session, including relevant case studies.
- Provide contextual information and tips about the issues that can be discussed.
- Elaborate a version of the scenario in the hand-out which may be appropriate to the group, then prepare cards for the different roles, as detailed below:
 - Farm manager, responsible for getting the order out on time.
 - Supervisor, who will lose his job and status if he fails to keep up high productivity.
 - One or more female workers, who both have family responsibilities and know that their husbands will be angry with them if they are not home to cook their meals.
 - One worker who is a union member and has attended a gender-awareness course recently.

Setting

Any setting where a role-play for the proposed scenario may be easily carried out.

Materials

Scenario and role play cards

Time/Steps

Step 1: Reading (suggested time: 15 minutes)

Participants are asked to read *Case Study 3.2 Dealing with production pressures in the horticulture industry in Ethiopia* to gain an insight into the problems arising from production pressures.

Step 2: Role play (suggested time: 45 minutes)

Next, the group is split into small groups of 4 or 5 in order to develop a role-play to address the proposed scenario.

Step 3: Discussion (suggested time: 30 minutes)

When the role-play has been completed hold a discussion about each of the roles played:

- What are the main challenges faced by the farm manager, the supervisor and the workers?
- How can these challenges be resolved?
- What does the role-play tell you about the pressures on suppliers in global supply chains and the impact on workers?
- Finish by discussing what has been learnt about the pressures on suppliers in global supply chains and the impact this has on workers – and the solutions.

How to adapt it

If there is less time available the scenario can be discussed rather than role-played in small groups or in a plenary session.


Tips

The aim should be to stimulate a discussion about how different players can help to resolve the problems highlighted in the scenario. Start by identifying the arguments that each player is likely to make (manager, supervisor, worker or union). Then look at how they can resolve the problems.

To know more on how to design and run roles plays you can consult the ITCILO Compass:

<http://compass.itcilo.org/methodology/role-play/>

Resources

Case Study 3.3.  Dealing with production pressures in the horticulture industry in Ethiopia (and other resources in this module).

Hand-out

For all Participants – The Scenario:

It is the week in which roses are being picked for export to meet increasing demand for flowers on Valentine's Day, 14 February. All is going well, with (women) workers picking, grading, packing, harvesting, tending beds, and watering as planned. But three days before Valentine's Day – 11 February – a European supermarket increased its order so as to keep up with unexpectedly high demand. If the increased order is not fulfilled in the time demanded and to the quality expected, the farm, which is foreign owned but run by both local and expatriate managers, will lose all future orders from the supermarket. Local workers, especially front-line supervisors, know that they will not get a similar job nearby and so would need to move to work away from their home and family. Workers find it hard to get by on their low wages. While they depend on overtime pay, they are tired and have begun to make mistakes and to be careless.

Cards to be handed over individually to key players

Farm Manager

You are the one responsible for getting the order out on time.

From authoritative sources you can draw on the following information:

- Research has shown that working more than 48 hours per week:
 - Is bad for workers' health.
 - Reduces productivity and quality of work.
 - Causes stress.
 - Makes caring for children and dependents difficult.
- Tips for setting reasonable working hours:
 - Ensure good communication between supplier and buyer on orders (supermarket/brand).
 - Set reasonable production targets and schedules based on realistic labour efficiency rates.
 - Closely coordinate human resources plans, production targets and orders.
 - Predict the seasonal order pattern and plan accordingly.
 - Continually upgrade workers' skills through training, mentoring and coaching.
 - Improve communication with supervisors and line managers and between line managers and workers
 - Form a team of trade union members/worker representatives to supervise changes and provide on-going feedback.

Supervisor

You will lose your job and status if you fail to keep up high productivity.

From authoritative sources, you have heard that:

- Working more than 48 hours per week:
 - Is bad for workers' health.
 - Reduces productivity and quality of work.
 - Causes stress.
 - Makes caring for children and dependents difficult.

Female worker

You have family responsibilities and know that your husband will be angry if you are not home to cook his meal. It is also difficult for you to care for children and other dependents. However, you heavily depend on overtime pay to make a living.

From authoritative sources, you have heard that:

- Working more than 48 hours per week:
 - Is bad for workers' health.
 - Reduces productivity and quality of work.
 - Causes stress.

Worker who is a union member

You have attended a gender-awareness course recently.

From authoritative sources you can also draw on the following information:

- Research has shown that working more than 48 hours per week:
 - Is bad for workers' health.
 - Reduces productivity and quality of work.
 - Causes stress.
 - Makes caring for children and dependents difficult.
- Tips for setting reasonable working hours:
 - Ensure good communication between supplier and buyer on orders (supermarket/brand).
 - Set reasonable production targets and schedules based on realistic labour efficiency rates.
 - Closely coordinate human resources plans, production targets and orders.
 - Predict the seasonal order pattern and plan accordingly.
 - Continually upgrade workers' skills through training, mentoring and coaching.
 - Improve communication with supervisors and line managers and between line managers and workers.
 - Form a team of trade union members/worker representatives to supervise changes and provide on-going feedback.

Learning Activity 3.3

The vulnerability of immigrant farmworkers to sexual harassment

Overview

A culture of sexual harassment and abuse predominates in sectors that are heavily dependent on seasonal, migrant and unauthorized workers. This activity looks at the issues faced by immigrant workers in global supply chains. Analyzing a documented case study will help participants realize the imbalance in power relationships that creates occasions for abuse against vulnerable women workers.

The method to be used is a structured discussion in two phases: first in small groups, to allow more confidentiality and opportunities for each of the participants to express their views and then in plenary, to reach a consensus on possible organizational changes to avoid this problem.

Note this Learning Activity is linked to [Case Study 3.1](#) → *The vulnerability of immigrant farmworkers to sexual harassment.*

Suggested time

90 minutes

Aims

- Gain an insight into how vulnerable and precarious workers are particularly at risk of gender-based violence.
- Appreciate the different pressures faced by managers, supervisors, workers and unions.
- Devise organizational solutions aimed at preventing sexual harassment.

Target group

Representatives from:

- Lead companies aiming to improve supply chain organization;
- Global, national and local employer organizations and trade unions;
- National and local government responsible for legislative implementation and factory inspection;
- Multi Stakeholder Initiatives and social auditors;
- Global, national and local NGOs and women's organizations.

Preparation

- Prepare the activity by collecting sources of information for the group work session, including a handout of Case Study 3.3.
- Provide contextual information and tips about the issues that can be discussed.

Setting

A room where different groups can easily be accommodated.

Materials

- Handout with case study
- Flip charts and post-it cards
- Markers
- Tape (if needed)

Time/Steps

Step 1: Background reading (suggested time: 15 minutes)

Participants are split into small groups and asked to read the information in Case Study 3.3 on immigrant farmworkers, which contains a story of a woman farmworker's experience of sexual harassment (Patricia).

Step 2: Small group discussion (suggested time: 45 minutes)

In small groups, participants are asked to discuss the following questions:

- Whose responsibility was it that Patricia was sexually abused? Consider the role played by the manager, Patricia and the farm employer.
- Why was Patricia particularly vulnerable to sexual abuse?
- What organizational strategies could be introduced on the farm to help protect female immigrant farm workers from sexual abuse?
- For the last question, ask participants to elaborate on a flip chart their vision of the existing workplace problems and organizational changes needed.

Step 3: Reporting back and plenary discussion (suggested time: 30 minutes)

- Each group will provide a brief report on their discussion to the plenary, presenting the flip chart showing workplace problems and organizational changes needed.
- In the plenary session, facilitate a discussion of the different inputs provided by the small groups and draw up an agreed group response to the organizational changes that are needed to prevent sexual harassment of vulnerable women workers.

How to adapt it

The session can easily be adapted to a full group discussion or a role-play. The aim should be to stimulate a discussion about the workplace problems and organizational changes needed to prevent sexual harassment. Discuss this in relation to the role of the manager, supervisor, worker and union and how they can resolve the problems identified.

To know more on how to design and run roles plays you can consult the ITCILO Compass:

<http://compass.itcilo.org/methodology/role-play/>

Tips

- Give an introduction and set the scene to the activity, stressing how and why vulnerable women workers are more likely to be at risk of sexual harassment.
- Ensure that each group nominates a group member to provide the report back to the plenary session and clarify the timing of the reporting.

Learning Activity 3.4

Exploring the causes of sexual harassment in global supply chains

Overview

Jigsaw is a cooperative learning strategy that encourages people to develop their own understanding and then share knowledge with the group as a whole. The aim is to enable participants to learn from each other and understand the complexity of the causes of sexual harassment in global supply chains.

Learning Activity 2.2 ↻ covered the gender-specific elements of women's employment in global supply chains. Both activities use the jigsaw method. They can be run in combination.

Suggested time

90 minutes

Target groups

Representatives from:

- Lead companies aiming to improve supply chain organization;
- Global, national and local employer organization and trade unions;
- National and local government responsible for legislative implementation and factory inspection;
- Multi Stakeholder Initiatives and social auditors;
- Global, national and local NGOs and women's organization;
- Factory and farm workers.

Aims

- Discuss the specific reasons that make sexual harassment a pervasive issue in global supply chains.
- Appreciate the effect of production pressures and supply chain dynamics.
- Appreciate the need to tackle issues in an integrated way.

Preparation

- Prepare copies of Briefing 3.2, Paragraph 3, Characteristics of global supply chains and causes of gender-based violence in global supply chains including Chart 3 (The specific causes behind sexual harassment in global supply chains).
- Prepare a series of cards/sheets each one presenting one of the eight factors. Each issue will represent a 'piece' of a larger picture of issues in global supply chains.
- Collect sources of information for the working session, including visual presentations.

Setting

A room large enough to accommodate several groups.

Materials

- Cards, presenting the different factors (one “factor” per card)
- Copies of Briefing 2.2.3
- Flip-charts or post-it and space for posting
- Markers
- Tape (if needed)

Steps/time

Step 1: (suggested time: 30 minutes)

- Split into small groups of up to 4 participants.
- Hand each group one or more cards covering each of the eight factors listed in Chart 3. Each group will have different cards.
- Hand each group one copy of Briefing 2.2.3. Ask them to read only the short information related to the factors they have to discuss in their group.
- Each group will have someone nominated to take notes and someone to keep time.
- Ask participants to discuss and share experiences. Is it a factor that contributes to workers’ risks of sexual harassment and violence in global supply chains? How these risks can be tackled?

Step 2: (suggested time 15-20 minutes)

- Each group will provide a short report of the issues discussed (max 5’ each). This is followed by 10-15 minutes discussion where the different pieces of the jigsaw are discussed together.
- Ensure that the discussion draws out the additional factors (such as production pressures, supervisors’ incentives, low unionisation etc.) that are faced by factories and farms in global supply chains, and why these lead to greater risks of gender-based violence.

How to adapt the activity

If there is a small group the activity can be carried out in plenary. Each person is handed a card and they are discussed in the full group.

One option is to ask each participant to reflect individually and come up with three solutions and to note these on separate ‘post-it’ notes. These are then grouped by theme by the facilitator.

Resources

Chart 3 and information relevant to each factor listed in Chart 3 (as contained in Briefing 2.2.)

Overview of jigsaw methodology:

<http://compass.itcilo.org/methodology/jigsaw/>

Learning Activity 4.1

Whose responsibility?

Overview

This learning activity helps participants identify the multiple stakeholders in preventing and combatting sexual harassment in global supply chains and assess the strengths and challenges of working in partnership. This activity is best used after participants have either carried out Learning Activity 1.1 or 1.2 so as to build on the results of the previous exercise.

Suggested time

60-90 minutes

Target groups

Representatives from:

- Lead companies aiming to improve supply chain organization;
- Global, national and local employer organization and trade unions;
- National and local government responsible for legislative implementation and factory inspection;
- Multi Stakeholder Initiatives and social auditors;
- Global, national and local NGOs and women's organization;
- Factory and farm workers.

Aims

- Raise awareness of the existence of multiple stakeholders in preventing and combatting sexual harassment in global supply chains.
- Develop an understanding of the strengths and challenges of existing or potential partnerships.

Preparation

- Use Chart 1 from Module 1 to present a global supply chain (either reproduce it on a big chart; project it using a slide; or print it on sheets of paper). As an alternative, ask participants to draw their own.
- Make copies for participants, if needed.

Setting

- A room large enough to accommodate several groups.

Materials

- Chart on Global Supply Chain (as indicated above).
- Flip charts or post-it cards
- Markers
- Tape (if needed)

Time/Steps

If there are more than eight or ten participants:

Step 1: (suggested time: 30-45 minutes)

- Divide the participants into small groups.
- Ask participants to map the different partners that are involved in global supply chains, using the chart provided for in Module 1, and to examine their roles, by:
 1. Mapping the different partners that they consider should play a role at each stage of the supply chain.
 2. Follow this with a short discussion about how each partner they identified can play a role in preventing verbal, physical and sexual harassment.
 3. Highlighting any challenges.

Step 2: (suggested time: 30-45 minutes)

In plenary, groups report back:

- Ask each group to name one of the partners they have identified at the global level and to describe their role. Then move to the next group until all partners have been named and described.
- Conclude by stimulating a discussion in plenary about potential approaches to engaging stakeholders to address gender-based violence in global supply chains.

How to adapt it

- With a small number of participants, all the steps can be performed in plenary.
- Consider combining Learning Activity 4.2 as a follow up to this exercise.

Tips

- During report back, be prepared to elaborate on important stakeholders and on their role and characteristics, in case participants have missed any key actors in their analysis.
- Ensure that there is enough time for the identification and debriefing sessions. Plan in advance how the results will be captured and used; and how to translate the outputs into a format that participants can use easily.

Resources

Information Sheet 2 (available in Part C in electronic version).

Learning Activity 4.2

Working effectively in partnership

Identifying joint actions to prevent and respond to sexual harassment in the global supply chain – Poster presentation.

Overview

This learning activity builds participants' awareness of the importance of partnerships in the prevention and response to sexual harassment in the global supply chain. It can be used as a follow-up to the previous activity (Learning Activity 4.1) to allow participants to advance further by defining key priorities, joint actions and other ways to promote social dialogue.

Suggested time

60-90 minutes

Target groups

Representatives from:

- Lead companies aiming to improve supply chain organization;
- Global, national and local employer organization and trade unions;
- National and local government responsible for legislative implementation and factory inspection;
- Multi Stakeholder Initiatives and social auditors;
- Global, national and local NGOs and women's organization;
- Factory and farm workers.

Aims

- Develop a consensus over key priorities and actions to prevent and act upon sexual harassment across the whole supply chain at global, national and local levels.
- Design actions to achieve the above goal that are practical and realistic.
- Consider ways in which social dialogue around these issues can be promoted.
- Develop an understanding of the opportunities and challenges of working in partnership across the global supply chain.

Preparation

- Use Chart 1 from Module 1 to present a global supply chain (either reproduce it on a big chart; or project it on a slide; or print it on sheets of paper). As an alternative, ask participants to draw their own.
- Make copies for participants, if needed.
- If participants have already carried out the previous activity (Learning Activity 4.1), ensure that the results of the previous exercise are available for consultation. In particular ensure that participants can start this activity with a complete list of the different partners involved in global supply chains.

Setting

A room large enough to accommodate several groups.

Materials

- Chart on a global supply chain (as indicated above).
- Flip charts or post-it cards
- Markers
- Tape (if needed)

Time/Steps

If there are more than eight or ten participants:

Step 1: (suggested time: 45 minutes)

Divide the participants into small groups. Ask participants discuss within the group and produce three flip charts:

1. **Key priorities** for preventing and acting upon verbal, physical and sexual harassment across the whole supply chain at global, national and local levels (identifying the different roles of different partners where relevant).
2. **Practical actions** that will impact on women workers at the bottom of the supply chain, who are unlikely to be represented by trade unions.
3. **Ways to promote social dialogue**, how and at what level.

Step 2: (suggested time: 30-45 minutes)

In plenary, groups report back:

- Ask participants to post all their flip-charts by subject area (i.e. key priorities, practical actions, ways to promote social dialogue).
- Review the three themes, agree on existing areas of consensus and highlight different views, ideas and approaches.
- Conclude by stimulating a discussion about opportunities and challenges of working in partnership in global supply chains.

How to adapt it

- With a small number of participants, all the steps can be performed in plenary.
- It is useful to consider combining Learning Activity 4.1 as a preparatory phase to this exercise. Alternatively, a list of potential partners at the global level may be provided to participants prior to the exercise (on a board, on paper sheets, or a power point presentation).

Tips

- Moving from one group to the other while participants are performing the exercise, make sure that they have understood the task well, that they are carefully considering all the global partners and that they focus on practical actions and sustainable initiatives.
- Ensure that there is enough time to complete flip-chart writing after the initial discussion and to debrief afterwards.
- Plan in advance how the results will be captured and used and how they can be translated into a format that participants can use easily.

Learning Activity 4.3

Promoting decent workplaces – preventing violence

Overview

Guided discussion, in small groups and then in plenary, that leads participants to recognize the role of different stakeholders, their concerns and the identification of different approaches to prevent and address sexual harassment and violence in global supply chains.

Three case studies illustrate three different approaches to promoting decent workplaces and preventing sexual harassment. Each group will analyse one of the three case studies.

Suggested time

60-90 minutes

Target group

Representatives of:

- Lead companies aiming to improve supply chain organization.
- Global, national and local employer organizations and trade unions.
- National and local government responsible for legislative implementation and factory inspection.
- Multi stakeholder initiatives and social auditors.
- Global, national and local NGOs and women's organizations.

Aims

- Appreciate the role of different stakeholders and their concerns.
- Recognize different approaches and strategies to prevent and address sexual harassment and violence in global supply chains.

Preparation

- Make copies of the three case studies, in suitable number.
- Make copies for participants of the list of prepared questions.
- Pin large sheets of paper to the wall (or use a flip chart) on which participants' ideas are written. Post-it cards may be used instead.

Suggested headings per sheet could be:

- Main stakeholders and their role
- Economic and/or social benefits for each stakeholder
- Benefits from stakeholder partnership

Setting

- A room large enough to accommodate several groups.

Materials

- Handout for case studies and lists of questions
- Flip charts or post-it and space for posting
- Markers
- Tape (if needed)

Time/Steps

Step 1: (suggested time: 45 minutes)

- Divide participants into three groups and assign a case study to each of them. Ask participants to read the assigned case study.

In each small group, participants will discuss the following questions:

- a) Why is sexual harassment and verbal abuse an issue of concern?
- b) Who are the main stakeholders, and what role does each play?
- c) What are the economic and/or social benefits that each stakeholder seeks?
- d) What are the benefits of these stakeholders working together?

Additional questions (if time allows):

- e) Has this case study been successful in bringing together key stakeholders?
- f) Could the example have been successful without the participation of all stakeholders?

Step 2 (suggested time: 45 minutes)

- In plenary, each group will post the three charts they will have prepared, briefly present the assigned case study and provide a five-minute summary of the main points of discussion.
- A facilitator-led discussion will follow to draw common lessons from the three analysis.

How to adapt it

- The questions proposed are for guidance. Trainers are encouraged to adapt the questions to local circumstances. They should emphasise the importance of stakeholders working together.
- The results of Step 1 can be used for a “Force field” analysis to define which elements/actors can contribute to advancing or preventing actions to address sexual harassment and gender-based violence at the workplace.



For information and tools to conduct force field analysis :
https://www.mindtools.com/pages/article/newTED_06.htm

Tips

- Ensure that there is enough time to complete the sharing session and to debrief afterwards. Plan in advance how the results will be captured and used, and be sure to translate the outputs into a format that participants can use easily.

Resources

Three case studies in this Resource Kit:

- Case Study 8.3 on: Challenging sexual harassment in horticulture through social dialogue in Uganda
- Case Study 4.3 on: Challenging sexual harassment in the apparel supply chain through MSI action
- Case Study 5.3 on: Challenging sexual harassment in textiles through international support (BetterWork)



Learning Activity 5.1

Identifying sexual harassment and violence in the workplace

Overview

This activity is designed to help participants identify what is sexual harassment and violence in the workplace, including verbal and physical abuse. It is divided into two parts: a) is designed primarily for managers and supervisors, b) is designed primarily for workers.

Suggested time

60-90 minutes

Target group

- Activity a: managers and supervisors;
- Activity b: workers.

Aims

- Identify unacceptable workplace behaviour.
- Managers and supervisors will better understand what behaviour in their factories/farms constitutes sexual harassment and violence and appreciate its impact.
- Workers will better understand why they should not have to experience sexual harassment and violence.

Preparation

- Prepare cards showing examples of sexual harassment or
- Make copies for participants of the list of examples provided for in this exercise.
- Pin large sheets of paper to the wall (or use a flip chart) on which participants' ideas are written. Post-it cards may be used instead.

Setting

- A room large enough to accommodate several groups.

Materials

- Handout with examples or
- Pre-prepared cards with types of behaviour
- Flip charts or post-it and space for posting
- Markers
- Tape (if needed)

Time/Steps

Activity a: for managers and supervisors

Optional ice-breaker: (suggested time: 10 minutes)

As an ice-breaking exercise participants are divided into two groups. One group stands still and is spread out across the room. The other group walk freely around them for a few minutes, some walking close or brushing past the standing participants. Then they swap over. In the full group the participants briefly discuss how they felt when someone else came into their personal space.

Step 1: (suggested time: 15 minutes)

- In a group discussion the trainer/facilitator asks participants to use post-it notes or cards to say what they consider to be unacceptable behaviour in the workplace (e.g. sexual harassment, victimization, etc.).
- One example is written on each card and stuck on the board or wall. Participants are asked to write as many examples as they can in 5 minutes. The trainer groups different types of behaviour together and discusses with the whole group.

Step 2: (suggested time: 30 minutes)

- In the full group participants are asked to give examples of what they think classifies as sexual harassment, verbal and physical abuse or violence. The trainer pins up the definition of gender-based violence on the board (see box below with definition). The trainer notes all suggestions on the flip chart, grouping different types of behaviour. A full group discussion follows on what behaviour is acceptable and unacceptable – and why.

Step 3: (suggested time 30-45 minutes)

Participants break down into groups of 3- 5 and are given cards with three examples of sexual harassment, and verbal, physical or sexual abuse (see list below). In their groups they are asked to list:

- three reasons why these behaviours are generally seen as unacceptable (e.g. effect on recipient, against the law, creates tensions in the workplace);
- three possible reasons the behaviour takes place (e.g. production pressure, socially acceptable behaviour workplace culture);
- three suggestions of how to reduce the cause of the unacceptable behaviour (e.g. clear workplace statement on unacceptable behaviour, independent complaints procedures changing the organization of layout of workspace, training, or providing safe transport).

Each group gives a five-minute report back to the whole group, which is followed by a facilitated discussion and conclusions.

Activity b: for workers (the following exercises are 'pick and mix')

Optional ice-breaker: (suggested time: 10 minutes)

As an ice breaking exercise participants are divided into two groups. One group stands still and is spread out around the room. The other group walks freely around them for a few minutes, some walking close or brushing past the standing participants. Then they swap over. In the whole group the participants briefly discuss how they felt when someone else came into their personal space.

Activity 1: (suggested time: 15 minutes)

In small groups participants are asked to use post-it cards to draw three examples of behaviour that makes them feel uncomfortable at work (e.g. physical or verbal abuse or sexual harassment, victimization, etc.). Participants should be asked this question before being given any information on sexual harassment. Drawings are stuck on the board or wall. The trainer groups different types of behaviour together and discusses with the whole group.

Activity 2: (suggested time: 45-30 minutes)

The trainer reads out the definition of gender-based violence and sexual harassment (see Module 3). In the whole (or small) group participants are asked to give examples of what they think classifies as sexual harassment, abuse and violence. The trainer notes all suggestions on the flip chart, grouping types of behaviour. The trainer reads out the completed list. A whole group discussion follows, encouraging a debate about workplace behaviour – if appropriate participants could vote on whether they think different types of behaviour are sexual harassment.

Activity 3: (suggested time: 30 minutes)

- Participants break down into groups of 3-5 people. Examples of sexual harassment, verbal, physical or sexual abuse (see below) are read out. For each example the groups are asked to decide whether the behaviour is sexual harassment or not. They should be encouraged to discuss why these behaviours are generally seen as unacceptable (e.g. affecting the recipient, against the law, creates tensions in the workplace).
- In the small groups conclude the session by asking participants for suggestions about how to reduce unacceptable behaviour.
- Each group gives 5-minute report back to the whole group, followed by discussion (30 minutes).

How to adapt it

- The activities can be adapted to meet particular workplace conditions or they can be merged with one another. Individual elements of the exercise can be used separately.
- A list of quotes from managers and workers can be found in Learning Activity 7.1, which could also be read out for participants to (or written on cards) to promote further discussion.
- Given the sensitivity of the topic, consider whether it is appropriate to have separate groups of women and men.

Tips

Use the examples of workplace sexual harassment (listed below) to prepare cards for your group activity.

Resources

- Definition of gender-based violence which can be pinned to the wall (see Module 3)
- For further information about definitions of gender-based violence, including relevant UN and ILO instruments refer to Information Sheet 1.

**Examples of workplace sexual harassment, verbal, physical or sexual abuse
(for cards – can be changed as appropriate)**

Behaviour that may take place at the factory or farm or on the journey to/from work may include:

- ‘Staring’ or standing too close to the opposite sex
- Inappropriate touching of hands, arms or hair
- Men brushing up next to women on the bus or queue to tag in
- Men touching a women’s breasts
- Comments about women’s or men’s appearance or body or sexual habits
- Asking for sexual favours in return for something (e.g. overtime or job security)
- Forced kissing or fondling
- Coercive sex (rape)
- Sexually explicit language
- Abusive name-calling e.g. ‘prostitute’ ‘slut’
- Verbal abuse or foul language
- Shouting
- Invitations to meet someone of the opposite sex
- Pushing, pulling, hitting or shoving someone of the opposite sex
- Pulling hair
- Slapping, pinching, pricking with pins
- Sexually explicit magazine pictures on the wall
- Electronic pornography
- Abusive or sexual SMS or Facebook messages and photographs

Learning Activity 5.2

Role-play on sexual harassment in the workplace

Overview

This activity aims to raise awareness of sexual harassment through a role-play using a real life scenario.

Suggested time

60-90 minutes

Target group

Representatives of:

- Lead companies aiming to improve supply chain organization.
- Global, national and local employer organizations and trade unions.
- National and local government responsible for legislative implementation and factory inspection.
- Multi stakeholder initiatives and social auditors.
- Global, national and local NGOs and women's organizations.
- Workers, supervisors, first line managers.

Aims

- Recognise sexual harassment and other forms of unacceptable workplace behaviour, its impact on recipients and its causes.
- Develop a clearer understanding of acceptable workplace behaviour.

Preparation

- Prepare the activity by collecting sources of information for the group work session.
- Provide contextual information and tips about the issues that can be discussed.
- Elaborate a version of the scenario in the hand-out which may be appropriate to the group, then prepare cards for the different roles, as detailed below.

Setting

Any setting where a role-play for the proposed scenario may be easily carried out.

Materials

Scenario and role-playcards

Time/Steps

Step 1: (suggested time: 10 minutes)

Participants are asked to read the scenario below (or alternatively it can be read out):

A supervisor in a garment factory/ fruit farm is responsible for meeting a deadline to produce an order for dresses/grapes by the end of the week. The supervisor is male and the workers are all female. The supervisor is under pressure from the factory/farm owner to meet the deadline and is very stressed. His pay is linked to meeting the high production targets. The manager is under pressure from the lead company to get the order completed in time for the summer season in the chain of shops selling the dresses. If the order is not completed in the time stipulated by the company the factory risks losing future orders from the company. There are similar factories/fruit farms in the country competing for orders from this well-known international brand/supermarket.

Step 2: (suggested time: 30-45 minutes)

In small groups, ask participants to develop a role-play between the supervisor, who is putting pressure on the women workers to work faster in order to meet a deadline for an important order, and the women workers who are trying to keep up with the unrealistic targets they are expected to meet every day. The supervisor is shouting and using abusive language.

Each group acts out its role-play to the full group, followed by a general discussion about what happened, what impact it had on the woman worker and why it happened. If time the trainer could guide the discussion to consider ways in which the situations could be avoided in the future.

The group is asked to agree a list of *three* practical changes that could be made in the workplace so that they would not be subjected to behaviour that made them feel uncomfortable, afraid or harassed.

Step 3: (suggested time: 30 minutes)

Each group gives a five-minute report back on what they learnt from the role-play and the three practice strategies they agreed. This will be followed by a full group discussion of possible strategies.

How to adapt it

- Alternative scenarios can be drawn up for other sectors.
- A shorter activity can be run using the scenario as a basis for small group discussions.

Tips

- Encourage participants to be expressive in their role-playing.
- Participants tend to choose the roles they are familiar with. This is less challenging than trying to imagine the perspective of someone who has a different role from them in real life. Facilitators may ask participants to choose their roles and then ask them to swap their role with another participant. In other words, the people playing the trade union member and employer have to swap with each other. If groups are sitting with friends/ colleagues ensure all participants are mixed together.
- If the group is mixed gender, ask the women to play the supervisor role and the men to play the worker – or ask two men to play both parts.
- In the final 30 minutes each group is asked to act out its role-play to the whole group (5-10 min per group). During this time the facilitator can write up the main learning points from each role-play on a flip chart.

Learning Activity 6.1

Mapping the world of work

Overview

This Learning Activity will take place in small groups of 4-5 people. It is based on a scenario, which will show different areas of the world of work where women factory workers are at risk of sexual harassment. The exercise can be adapted to a farm environment.

Suggested time

60-90 minutes

Target group

- Stakeholders involved in developing and implementing workplace gender-based violence programmes.
- Programme managers, factory/farm managers and supervisors.
- Representatives from global, national and local employers and trade unions.
- Representatives from local, national and local NGOs and women's organizations.

Aims

- Identify the areas of the world of work where there is a risk of sexual harassment.
- Evaluate potential solutions to problems identified.

Preparation

1. Prepare a copy of the scenario for each group.
2. Find and reproduce a map of a factory or farm.
 - ❖ **Information Sheet 5 provides a printed map of a factory and farm for groups that can be used and adapted. However, participants drawing their own maps are likely to provoke more discussion.**

Setting

Any room large enough to accommodate several groups.

Materials

- Copies of scenario
- Flip-charts or large sheets of paper where to draw the map
- Post-it cards
- Pens (make sure to have red pens as well as black or blue ones)

Time/Steps

Step 1: (suggested time: 15 minutes)

Split into small groups of 4-5 people. Start by reading the scenario below.

Scenario

Meenah is 24 years of age and is a mother of two young children and her friend Shereen is 22 years old and single. They both work in a garment factory producing dresses for several well-known brands. Meenah starts her day by passing the children to her mother and getting the bus to work. She works on a production line that is mostly women; supervisors are all male. Production targets are prominently listed on the factory wall on a big sign; toilets are up two flights of stairs and are not always open. Near the toilets is the dispatch room where five men pack up the orders for dispatch. Meenah meets her friend Shereen for lunch. Over lunch her friend tells her that she is working by a window in the finishing section of the factory and a male machinist working in the next-door factory constantly makes sexual comments and sexually suggestive remarks. When they have eaten lunch they wash their plates and hands at a communal tap in a crowded area at the back of the factory. The factory doors are kept closed. They return to the production line where the supervisor is worried that they are not working fast enough and not meeting their targets. The supervisor will lose his incentive pay if the order is not ready for dispatch that evening.

At the end of the day Meenah queues up with the other workers to tag off, it is a cramped space and everyone, including supervisors, are standing closely together. A male worker near her stands very close. She waits in a long queue for the bus – when she gets on it is very crowded, with a lot of noisy men who got on at the factory further up the road.

Meenah's friend Shereen has to work late because the order has not been completed. The manager and supervisor are there and only a few other women. During the evening the manager calls Shereen into his office and closes the door. When she is allowed to go home, because it is late and dark, the supervisor is asked by the manager to chaperone her back to the accommodation for single workers, owned by the employer. There is poor lighting on the route home and the supervisor sits too near to her in the taxi. When she gets to her door, the supervisor helps her out but detains her before she can go in.

Step 2: (suggested time: 30 minutes)

3. In small groups draw an outline or map of a factory (real or imaginary) and mark with the red pens the danger points, where verbal and physical abuse or sexually harassment are likely. Remember there are many different forms of sexual harassment – verbal, physical, inappropriate contact, and coercive sex/sexual abuse.
4. In a discussion about why and where women could be at risk of sexual harassment (noting the different types of harassment to which they may be subjected) suggest practical ways to reduce the risk.
5. Identify the various organizational issues that might exacerbate the incidence of harassment (e.g. late night shifts or workspaces in the factory).
6. Next, hold a short discussion about how the factory should deal with danger points. Identify any specific challenges.

Step 3: (suggested time: 30 minutes)

Each group will give a 5-minute explanation of their map to the whole group and propose three key action points for the factory (or farm) to resolve problems identified (for example, to train more female supervisors, ensure factory gates are arranged so that women exiting the factory are not 'mobbed' or followed by male colleagues).

How to adapt it

- The activity can easily be adapted to a farm or plantation setting (see outline map of a farm in this Resource Kit).
- If there is insufficient time, if the group is small or if the group will benefit from the input of a facilitator, the activity can be carried out through a facilitated discussion in the full group. The maps contained in the Information Sheet s can either be projected onto a screen and/or provided in a paper format.

Tips

- Use the maps contained in the Resource Kit and encourage participants to further develop the map through their own drawings.
- Encourage participants to always identify a solution when a problem is identified.



Learning Activity 6.2

Carrying out art focus groups

Overview

This activity adapts the principle of focus group discussion by using art as a means to assess job satisfaction and identify sexual harassment and abuse. This practical activity is based on a monitoring and evaluation exercise used by Fair Wear Foundation (FWF) to assess its Workplace Education Programmes in Bangladesh and India. The technique assesses workers' job satisfaction, and through this process experiences of verbal, physical or sexual harassment. The artwork focus groups were carried out off-site.

Suggested time

60-90 minutes

Target group

- Women workers, especially those with low levels of literacy, who cannot complete other forms of surveys.

Aims

- Develop a better understanding of sexual harassment and other forms of abuse.
- Identify problems that workers experience, but are unlikely to speak about, including sexual harassment.

Preparation

- Make sure you have the questions at hand.
- Copy them on flip charts if you have literate participants.

Setting

A room large enough to accommodate several groups.

Materials

- Drawing paper
- Coloured pens
- If available: marker pens, coloured paper, scissors, sticky tape, colour stickers, A4 white paper, flip chart size paper.

Time/Steps

Step 1: (suggested time: 45 minutes)

In groups of three, ask participants to talk about:

- What do you like most about yourself?
- What do you dislike about yourself?

Next, each participant is asked to carry out some artwork to express their answers to the questions by:

- Drawing your own image on paper
- Use coloured pens to highlight what you like and what you don't like

This is followed by a presentation where three people tell the group about their drawings.

Step 2: (suggested time: 15 minutes)

In groups of three, ask participants to talk about:

- What have you enjoyed most about your family life?
- What have you enjoyed least about your family life?

Next each participant is asked to carry out some artwork to express their answers to the questions by:

- Drawing your family life and how you spend your time aside from work
- Use colour pens to highlight what you like and what you don't like

This is followed by a presentation where another three people tell the group about their drawings.

Step 3: (suggested time: 15 minutes)

In groups of three, ask participants to talk about:

- What have you enjoyed most at work?
- What have you enjoyed least at work?

Next each participant is asked to carry out some art work to express their answers to the questions by:

- Drawing the factory environment (including people, machines, pay, working time, etc.) on the flip chart paper
- Use coloured pens to highlight what you like and what you don't like in your factory

Step 4: (suggested time: 30-45 minutes)

An open discussion is held about the factory environment (prompted by the following questions):

- How do you feel in general about your work?
- How do you feel in general about your life?
- What do you do when you experiencing those feelings?
- What will be the ideal working conditions (people, machine, pay, working time, etc)?
- If you would be able to change one thing at work or in your life, what would you do?

How to adapt it

This activity can be adapted for use with workers from factories and farms and can be used as part of formal training for worker committees or for trade union/ NGO women's activities.

Tips

- An experienced facilitator should run this exercise.
- This activity aims to teach some practical skills in how to consult with women with low literacy levels.
- The facilitator should keep the questions in Step 4 on a separate piece of paper for reference during the discussion.
- It will be important once the activity has been completed to discuss with participants the specific skills that are needed in carrying out this activity.

Resources

- For further information see: FWF (2015) report on artwork focus groups. It includes ways in which the feedback/data from the artwork focus groups can be captured and recorded. Available at: http://www.fairwear.org/ul/cms/fck-uploaded/documents/fwfpublications_reports/FWFArtFocus-Report.pdf



Learning Activity 6.3

Using theatre and role-plays to identify sexual harassment

Overview

IMPORTANT: *This activity makes use of specialized techniques which enable participants to effectively identify and deal with forms of gender-based violence. This exercise is proposed here as a practical example of how theatre can be used to raise awareness of critical issues. However, psychological, psychosomatic and kinesthetic aspects need to be taken carefully into account when proposing this activity. Trainers are encouraged to avail themselves of specialized experts when trying out this exercise for the first time.*

This activity should be preceded by other activities to break the ice among participants and create a climate of trust. Also, various techniques can be used to ensure that participants adopt an open mind to accepting other people's views and to expressing their own feelings or experiences.

Suggested time

90 minutes minimum

Target group

Representatives from:

- Employers' organizations and trade unions at local, national and international level.
- Trainers of managers and workers in factories and farms in global supply chains.
- Local trade unions and NGOs supporting worker education.
- Legal and government agencies, and victim advisers.

Aims

- Develop an understanding of sexual harassment, and how to identify it, through experiencing it in role-play.
- Appreciate how other people experience this sort of situations and propose possible solutions.

Preparation

- Prepare the activity by collecting sources of information for the group work session.
- Provide contextual information and tips about the issues that can be discussed.
- Elaborate a version of the scenario in the hand-out which may be appropriate to the group, then prepare cards for the different roles, as detailed below.

Setting

Any setting where a role-play for the proposed scenario may be easily carried out. Large room, with possibility to move chairs and desks aside.

Materials

Scenario and role-play cards

Time/Steps

Step 1: Small group role plays (suggested time: 30 minutes)

Divide the group into small groups. Ask each group to develop a short scene (2 to 5' max) to show ways in which sexual harassment can happen in the workplace. In a mixed group it will be most effective if men play women and vice-versa, encouraging participants to learn experientially what being sexually harassed feels like.

Step 2: Plenary presentation (suggested time: 30 minutes)

Present these role-plays to the whole group. After the scene has been shown, ask the characters to stay in role for a few minutes while the rest of the group are invited to ask the characters questions. The characters should answer these in role.

The following are a sample of questions that can be asked:

- How does the woman feel and what does she fear?
- Why does he do this? How does he feel?
- Who else is there? Who witnesses it?
- Who is involved in it? How do they feel?
- What does the woman do? Why does she respond in this way?
- What do the other people do? Why do they act in these ways?
- What can a worker do to help him/herself when he or she experiences such problems?

Step 3: Re-play (suggested time: 30 minutes)

Re-play the role-play showing some of these strategies. At the end carry out a de-briefing by asking each participant to say their name and make a statement about themselves from real life.

How to adapt it

- The role-play can be adapted to reflect different and specific workplace problems that may create further risks for women, for example, around production deadlines, working late or forced overtime.

Tips

- Encourage participants to play unfamiliar roles, opposite of their own role, (e.g. the trade unionist plays the employer, men role-play being a woman being sexually harassed etc).

More on this technique: <http://www.theatreoftheoppressed.org/en/index.php?useFlash=0>

Learning Activity 6.4

Identifying sexual harassment on a tea plantation

Overview

This Learning Activity uses a real life scenario reported in a journal (contained in a reading resource below) to illustrate the different forms that sexual harassment and violence takes in a tea plantation. In particular it illustrates how difficult it is to identify sexual harassment, even when companies go through an extensive audit process. It illustrates the multi-layered problems attached to identifying and addressing sexual harassment. Small group discussion is the suggested method.

Suggested time

60-90 minutes

Target group

- Stakeholders involved in developing and implementing workplace gender-based violence programmes;
- Programme managers, factory/farm managers and supervisors;
- Representatives from global, national and local employers and trade unions;
- Representatives from global, national and local NGOs and women's organizations.

Aims

- Realize the causes and consequences of gender-based violence on a tea plantation.
- Appreciate the roles played by different stakeholders and of social dialogue in devising practical workplace strategies to prevent and eliminate gender-based violence.

Preparation

- Prepare the activity by collecting sources of information for the group work session, including relevant case studies.
- Provide contextual information and tips about the issues that can be discussed.
- Elaborate a version of the scenario in the hand-out which may be appropriate to the group.

Setting

A room large enough to accommodate several groups.

Materials

Reading resource.

Time/Steps

Step 1: Preparation (suggested time: 15 minutes)

In small groups or in the full group read the summary of the report that appeared in 'The Ecologist' in April 2011 about sexual harassment in the tea sector.

Step 2: Small group discussion (suggested time: 45-60 minutes)

Split into small groups of between four and six people. Ask participants to nominate one person per group as rapporteur for the final plenary session.

Ask each group of participants to refer to the reading resource and identify the situations in which sexual harassment is claimed to have taken place and summarize the:

- **problems** of identifying sexual harassment;
- **reasons** *why* you think the alleged harassment took place; and
- **circumstances** that might encourage sexual harassment in a tea plantation.

Participants are invited consider the following questions:

- What information will you need to collect to take further action?
- How would you collect this information?
- What action do you recommend to resolve the problems identified?
- How can social dialogue play a role?

On the basis of their discussions, groups are asked to draw up a practical action plan to deal with the problems that SOMO allege existed at the plantation.

Step 3: Plenary discussion (suggested time: 15-30 minutes)

In the plenary session, ask rapporteurs to present each group findings and discuss the differing approaches that might be adopted and how they might interact.

How to adapt it

- The activity can be shortened/adapted to small group or plenary discussion.

Tips

- If participants have literacy difficulties, the article can be summarized and/or read to participants.
- When each group presents their findings, write up the main learning points from each presentation on a flip chart.

Resources

Sexual harassment in the tea sector

The Dutch research organization SOMO, which monitors the operations of multinational companies, uncovered evidence that some female workers at the Kericho tea estate in Kenya, operated by Unilever, have deplorable working and living conditions and have been victims of sexual harassment and abuse at the hands of company supervisors. There have been similar findings in the past from UK NGO War on Want and the Kenyan Human Rights Commission (KHRC).

Unilever denied the allegations and were not aware of any problems of sexual harassment at its Kericho plantation, and says that it will act on any case where there is evidence of such behaviour taking place. The company has Rainforest Alliance certification, where it successfully meets nearly 100 social, environmental and economic criteria. The certification body's audits in 2010 found no evidence of problems. According to the Rainforest Alliance's Sustainable Agriculture Division, "With regards to the allegation of sexual harassment, we found that the estate has a clear policy on sexual harassment. It was clear that the company has put in place positive measures to create both awareness and the empowerment of women – who are the victims mentioned in the SOMO report – but also that these measures are aimed at being able to identify the problem early enough if it occurs." It later added that: "In the November 2010 audit no evidence was found to support them. What we have said is that we need evidence and specifics so that independent auditors can follow up the allegations. Without these it would be difficult to do more than the thorough research audit conducted in November 2010."

The company said it had only dealt with one instance of sexual abuse in almost a decade, which they say was fully investigated and appropriate action was taken. Unilever also said that it had put in place several measures to ensure that allegations of inappropriate behaviour can be reported by workers: "These include regular rotations of our plantation unit leaders, a free telephone hotline for workers to register complaints anonymously, and a welfare committee with female representation to improve liaison between our workers and management on welfare issues." Following the publication of the earlier SOMO and KHRC reports, Unilever says it investigated all the claims made in relation to sexual harassment, working and living conditions at the Kericho plantation, and found nothing of concern.

A visit to the Kericho plantation in March 2011, by the authors of the *Ecologist* report, heard further allegations of sexual harassment, with some women at the estate claiming they have no choice but to have sex with male supervisors in order to survive. Sex is reportedly demanded by supervisors in return for allocating lighter duties, for help with securing better housing, organizing repairs to property and for extra money for women desperate to supplement their wages. Some women have claimed that they feel coerced into having intercourse in order to avoid being targeted by supervisors. Accommodation was also found to be in a state of disrepair and workers also alleged that some employees at the plantation are kept on a temporary basis for months – or even years – at a time, rather than be provided with contracts or benefits promised to permanent workers.

Voices of women working on the plantation

“I can’t show you my house...I’m just too embarrassed. I tried to get a transfer, but my options are a bribe of about 500 Kenya Shillings or to sleep with the supervisor. But he won’t sleep with me. At 48 he thinks I am too old.”

“It’s completely normal here...I’d say all of us, all the time, sleep with the supervisor, or agree to have regular sex, in order to get a lighter shift.”

“I didn’t choose this. I have sex with supervisors to survive, to pay school fees, to keep my house or to get a repair done. I think of the money when I have sex, or what I am getting. Nothing else. There’s no pleasure, or choice.”

“It is as bad as you see... sexual harassment and coercive sex [are] absolutely standard for all women under forty. You don’t go to the toilet at night...”

One young woman told her story of repeated abuse. She had to have sex with the supervisor in order to get the job in the first place and experienced repeated harassment and abuse; she was told that she would have to have sex with the supervisor or else her wages would be deducted. Others claimed they had to have sex in return for being allocated accommodation and or in getting lighter work or easier shifts. Better shifts make it possible for women to work round children’s school days, and to run the house – most work between 8 and 12 hours a day. Women pluckers who refuse sexual advances from male supervisors pay a high price and are given too much work or allocated work in lonely or dangerous plucking zones. Women do not report abuse and sexual harassment for fear of further reprisals, and also because the management could not be trusted to investigate abuse properly. Unions on the tea estates do not deal with the issue of sexual harassment and workers who are union members report being harassed, being allocated heavier tea picking duties or even dismissal if they raise difficult issues with the management.

Note: ITC-ILO does not verify or endorse the claims of either the SOMO report or the companies involved. The Ecologist report is being used as the basis of a training exercise.

Source: PG Tips and Lipton tea hit by ‘sexual harassment and poor conditions’ claims, by

Verity Largo and Andrew Wasley. http://www.theecologist.org/News/news_analysis/847973/pg_tips_and_lipton_tea_hit_by_sexual_harassment_and_poor_conditions_claims.html

Learning Activity 7.1

Making the arguments for a Sexual Harassment Policy in a garment factory or on a tomato farm

Overview

This Learning Activity helps participants identify the arguments for drawing up a workplace policy on sexual harassment. It uses World Café, a well-tested methodology to host constructive conversations over matters of common concern.

Suggested time

60-90 minutes

Target group

Representatives from:

- Stakeholders involved in developing and implementing workplace gender-based violence programmes;
- Programme managers, factory/farm managers and supervisors;
- Representatives from global, national and local employers and trade unions;
- Representatives from local, national and local NGOs and women's organizations.

Aims

- Appreciate the different perspectives of managers and workers and the steps that need to be taken in developing a workplace sexual harassment policy.

Preparation

- Prepare the activity by collecting sources of information for the group work session, including relevant case studies.
- Provide contextual information and tips about the issues that can be discussed.
- Elaborate a different version of the scenario in the hand-out which may be appropriate to the group, if needed.

Setting

A room with tables set as if in a café (see materials below).

Materials

- Flip charts, or paper tablecloths, or large sheets of paper to cover the “café” tables
- Post-it cards
- Markers

Time/Steps

Step 1: Preparation (suggested time: 15 minutes)

Read and/or distribute the scenario and the quotes from workers and managers about sexual harassment (See Resources).

Step 2: World Café (adapted) (suggested time: 45 minutes = three rounds of 15' or 4' rounds of 10')

Participants are brought together around café-style tables that are set in conversational clusters. Each table is hosted by a 'facilitator' which introduces relevant questions on the subject matter topic. The host visualizes together with the table members all the key ideas writing right on the table (which is covered with flip chart paper), or on a flip chart.

For this activity, it is suggested to have three (or four) tables, one hosted by a workers' representative (or by a participant or a facilitator who is knowledgeable about workers' issues), one hosted by a manager (or by a participant or facilitator who is knowledgeable about managing issues), one hosted by a representative of a retailer company (or by a participant or facilitator who is more knowledgeable about the point of view of buyers/retailers). An additional fourth table could discuss the views of consumers' associations, or of farm/factory owner.

The objective of the conversations at each table is to develop arguments in favour of a workplace sexual harassment policy and/or other practical initiatives in the workplace to prevent sexual harassment, keeping into account the various perspectives of the different actors.

The activity is organized in "conversation rounds" of about 10'. During which the host takes notes of the key points of the discussions (key arguments for instance). Upon completion of one conversation round, the host remains at the table and the members (ambassadors of meaning) travel to another table. The host welcomes them and briefly updates them on the ideas collected by the previous group. After successive rounds of discussion new interesting conversation patterns may arise.

Step 3: Plenary discussion (suggested time: 20-30 minutes)

After a three or four rounds of conversation, the hosts are asked to summarize in plenary the held at their tables in plenary.

De-briefing questions could include:

- What are the key commonalities in the arguments from the various tables?
- What do views diverge?
- What could be done to work in partnership?

How to adapt it

- This activity can be run as a shorter, less complex activity based on a discussion about the scenario.
- The activity can be adapted to different sectors or groups of learners.
- Encourage participants to use the relevant quotes, followed by a short discussion of each quote and how the problem can be resolved.
- Variation of Step 3: At the end of the world café the hosts, instead of presenting the results individually, can be asked to enact a very short role play, presenting to each other their arguments on why and how to prevent sexual harassment to happen in the factory/farm. This brief role play should be then followed by plenary discussion, guided by the lead facilitator.

Tips

- The scenario can be summarized and/or read to participants.
 - If groups are sitting with friends/ colleagues ensure all participants are mixed.
 - If time is short, or if participants have literacy difficulties, read out or summarize the text of the scenario and quotes.

Resources

Printed copy of the scenario and quotes (below) for participants to read.

Scenario

The factory/ farm has a fast turnover of young workers, many of whom are migrants from rural areas. Their accommodation is about 3 kilometers away from the factory/farm. There are several nearby competitor factories/farms that often employ former workers of the factory. The majority of the workforce is female and all but one of the supervisors is male. The factory/ farm is owned and managed by an influential local man and his son; his son recently returned from studying abroad and assists him. The manager of day-to-day operations has worked in the factory/farm for several years. His main concern is to ensure that orders from retailers in Europe and America keep coming to the factory/farm and that orders are completed to the tight deadlines imposed by the retailer. In particular he needs to make sure that last minute changes to orders are complied with. If he doesn't meet these (often unreasonable) demands the retailer may take their orders elsewhere.

There have been rumours for several months about sexual harassment in the factory/farm. It is rumoured that two women have been raped when 'chaperoned' home after a late shift but details are not clear. No one has made a complaint or spoken publicly about it and it is common gossip that one of the managers often spends a long time in his office with younger female workers, who also seem to be the ones who get allocated the best shifts. No one knows exactly what happens behind the closed doors but there is lots of gossip. Recently sexually offensive graffiti appeared outside the toilets used by women workers – the toilets are near their production lines but men work there on the night shift. The place where orders are packed has only male workers - women sometimes have to take things there but feel uncomfortable because they feel the men 'stare' at them and they often hear comments and laughs after they leave. Women production workers are embarrassed and offended by the graffiti. Women are also uncomfortable when they walk through the security gates of the factory/farm as there are often groups of men who 'stare' at them standing outside the gates.

Quotes of managers and workers

The quotes below are based on real-life quotes from managers and workers.

Quotes by managers

“I have been to the farms. The women looked very safe there.”

“I have never seen or heard anyone being abused or yelled at. When I was in the factories, the workers all smiled at me. This is an indication that they are not harassed.”

“I thought sexual harassment is something in the 30s. It has already been eliminated, right? Why do you want to address such an old issue?”

“Our supplier was founded by the person who brought the idea of microfinance to Bangladesh. I don't think the problem of violence against women is relevant to his factory.”

“If my workers are happy then it is going to benefit my business. They will work in the factory for long time and I will have a stable workforce. AHC meetings have helped my workers in coming forth with problems although these problems are of very practical nature like excessive heat in their room or a co-worker bullying another worker.”

“I agree that rape, murder, beating up women, etc. are violence against women. But yelling? No, no... Everyone yells in Bangladesh. Especially at work, something was done wrong. One yelled at the other. It is normal. If you call this harassment, then I cannot manage a factory.”

“There is no way for affected workers to convey complaints. Without any system in place to what could the complaint of the worker possibly lead to, if not to more sexual harassment?”

Quotes by workers

“The tailor would slap them, prick them with his needle and even kick them, for no reason at all.”

“Management calls us names throughout the time we are working. They call us ‘stupid’, ‘lazy’, ‘useless’, ‘bastard’s child’. They say, ‘you don’t deserve any better’. There is physical abuse as well. Our ears are often pulled, and managers yell directly into our ears.”

“Garment factories are places of dirty language and abuse. Those who have done a lot of sinning come here for penance.”

“Pretty girls in the factory are harassed by male managers. They come on to the girls, call them into their offices, whisper into their ears, touch them (...) bribe them with money and threaten them with losing their jobs if they don’t have sex with them.”

“The supervisor at the farm often spoke to me in obscene language, called me names and asked if I had any desires. If I asked him for leave, he would tell me that I needed to ‘adjust’ with him for leave. He told me that even to go to the bathroom, I needed his permission.”

“According to the Honduran government’s Public Ministry spokesman Casco, a foreman in a banana company pack-house, had a number of women workers under his authority and regularly harassed two in particular, telling them if they did not have sexual relations with him, they would lose their jobs.”

“A woman worker at a dairy company in Malawi was suspended because she refused to let a manager touch her breasts. It was the manager’s habit to touch the breasts and behinds of the women workers as he did his routine inspection of the production area each morning.”

Sources: AWAJ Foundation and AMRF Society (2013); Fair Wear Foundation; Better Work.

To know more about the World Cafe and for additional resources, real stories and material in different languages go to <http://www.theworldcafe.com/>



Learning Activity 7.2

Setting up a sexual harassment committee

Overview

This activity uses simple project planning techniques to help participants think about the individual components in the process of developing a workplace sexual harassment committee. It is especially suitable as a basis for planning more complex social dialogue initiatives.

Suggested time

60-90 minutes

Target groups

This activity is especially useful for

- Project planners.
- Representatives from groups where there is an understanding about the world of work (e.g. employers' organizations, trade unions, governments or NGOs or organizations supporting workplace sexual harassment committees).

Aims

- Identify the components which are necessary to set up an effective and sustainable workplace sexual harassment committee (e.g. such as those required by Indian legislation).
- Appreciate the relationships between different elements of a project planning process and timeframe.

Preparation

- Prepare for the activity by collecting sources of information for the group work session and provide contextual information and tips about the issues that can be discussed.
- Copies of the "List of activities needed to set up an effective anti-sexual harassment committee" (one per group). Sets of individual cards with one activity per card may be prepared in advance (see Step 1 below).

Setting

A room large enough to accommodate several groups.

Materials

- Flip charts or post-it cards
- Markers
- Tape (if needed)

Time/Steps

Task: small group activity

Step 1: Small group work to plan a project (suggested time: 30 minutes)

- In small groups participants read the list of different activities that might be necessary for the successful setting-up and running of a workplace sexual harassment committee. (These can be printed onto individual cards, prepared in advance and given to each group, or participants can write them using individual cards).
- The groups discuss the activities needed for setting up a sexual harassment committee (e.g. for their workplace). They can add their own ideas to the list of activities.
- The groups then consider each stage to be included up process (e.g. winning support or training) and what will need to be carried out before moving onto the next stage.
- The cards are then arranged in the form of a semi-linear process in a logical timeframe.
- The process should take into account the different situations in each workplace, for example, whether there is a trade union or not. Not all the issues listed need to be included in every process.
- Some stages will run alongside each other, so expect branches and side shoots in the plan/diagram. There is no correct order and the order will not be always be linear. For example, there may be concurrent activities that are shown as feeding into a central activity.
- The level of detail required for each project will depend on the size, complexity and level of effective social dialogue in the workplace.

Step 2: Developing an outline plan (suggested time: 30 minutes)

Develop an outline project plan drawing on the following relevant stages and putting them into an order that will result in a successful workplace sexual harassment committee.

Step 3: Plenary presentations and discussion (suggested time: 30 minutes)

Each group should present their project plan to the whole group and explain the reasons for how it has been arranged, pointing out any activities where there was uncertainty where it should be placed in the timeframe. Following the group presentations there is a whole group discussion.

How to adapt it

- Trainers can simplify the activity to suit different groups of participants by identifying the steps in setting up and maintaining a workplace sexual harassment committee
- Trade union workshops could adapt this model to focus on trade union priorities on gender-based violence at work for the collective bargaining process.

Tips

- Trainers who are familiar with the Jigsaw methodology, Gant charts or Mind Maps can draw on these to assist participants conceptualize the task.
- If post-it cards are provided participants can put each card into place to form the action plan.

Resources

- Paper copy of the list of possible actions or actions printed on separate cards
- Post-it cards

List of activities needed to set up an effective anti-sexual harassment committee

- Preparing an argument about the benefits of reducing sexual harassment
- Winning the support of the local community
- Engaging men in a campaign against gender based violence
- Publicizing sexual harassment and gender based violence through media and community education
- Winning support of factory/farm manager
- Training for managers
- Training for supervisors
- Training for workers
- Training for trainers

- Gaining external support and possible funding
- Develop a strategic action plan
- Knowing the law
- Find out what other organizations or workplaces are doing about sexual harassment
- Setting up a confidential hotline, helpline or advice centre
- Connecting with other initiatives on e.g. HIV/AIDS or sexual and reproductive health programmes

- Contacting the trade union/ employer to ask for support
- Organizing trade union women's workshop or a union meeting
- Researching on the website of the global/national union - or ITUC - for advice on dealing with sexual harassment
- Contacting a local women's NGO to help develop a strategy

- Identifying buyer and agreeing role of brand/supermarket
- Setting up a workers' confidential hotline
- Conducting a workplace survey on sexual harassment
- Interviewing workers on their experience of sexual harassment
- Running a focus group discussion for workers, using art
- Increasing awareness of the problem through community and participative theatre
- Identify workers' safety after late shifts and transport issues
- Identify issues in employer provided accommodation.

- Defining sexual harassment
- Informing workers what behaviour is not acceptable at work
- Agreeing what disciplinary action will be taken in cases of sexual harassment
- Agreeing a sexual harassment complaints' procedure
- Agreeing a process for independent investigation of a complaint of sexual harassment
- Agreeing a company policy on sexual harassment
- Electing a workers' committee
- Agreeing how to ensure confidentiality
- Setting up formal complaints process



Learning Activity 7.3

Negotiating for sexual harassment to be included in occupational safety and health policies

Overview

This activity is based on a scenario of gender-based violence in a factory in the context of women's sexual and reproductive health.

Suggested time

60-90 minutes

Target groups

- Stakeholders involved in developing and implementing workplace gender-based violence programmes
- Programme managers, factory/farm managers and supervisors.
- People responsible for health and safety at work.
- Representatives from employers and trade unions.
- Representatives from NGOs and women's organizations.

Aims

- To consider gender-based violence in the context of occupational safety and health.
- Appreciate how women's sexual and reproductive health can be adversely affected by workplace rules and production pressures.

Preparation

- Prepare the activity by collecting sources of information for the group work session, including relevant case studies.
- Provide contextual information and tips about the issues that can be discussed.
- Elaborate a version of the scenario in the hand-out which may be appropriate to the group, if needed.

Setting

A room large enough to accommodate several groups.

Materials

- Flip charts or post-it cards
- Markers
- Tape (if needed)

Time/Steps

Step 1: Preparation (suggested time: 15 minutes)

Read or distribute printed copies of the scenario below.

Scenario

A group of factory workers have been involved in a community women's health project. The project had made them think about the factory where they worked and they had come to realize that many aspects of their working lives affected their own sexual and reproductive health. These include the following:

- Strict limits on the number of times they were allowed to go to the toilet, which meant that the women suffered from debilitating urinary complaints such as cystitis;
- In order to reduce the number of times they needed to use the toilet, many of the women drank less water and became dehydrated;
- Workers going home after late shifts had to wait to be picked up by private (unregulated) transport in an unlit area outside the work gates - several women have been raped or harassed nearby, while waiting for buses or taxis.

Step 2: Separate small group discussions (suggested time: 45 minutes)

Split participants into two groups.

One group will analyze health-related issues, the second one will consider safety issues for workers. In both cases, participants will start discussing the problems highlighted in the scenario. Then, they will brainstorm on other problems which may arise in different types of firms or plants or farms, setting out the arguments and agreeing a workable solution to each problem.

Step 3: Plenary discussion (suggested time: 30 minutes)

Each group will provide a five-minute report back on the outcome of their discussions. Hold a discussion about the different solutions proposed and how they can be included in future occupational safety and health policies.

How to adapt it

- The activity can be run as a shorter discussion based activity (in plenary or small groups), using Steps 1 and 2 of the task.
- If participants have literacy difficulties, read out or summarise the text.
- The activity can be adapted to different sectors or groups of learners.

Tips

- The final plenary session is an opportunity to examine ways to resolve the challenges. Aim to emphasise the role played by the different stakeholders, the arguments that each will make, and how challenges can be overcome.

Resources

Paper copy of the scenario.

Learning Activity 8.1

Social dialogue in the workplace: learning from case studies

Overview

This exercise will help participants gain insight into how trade unions and employers can work together to develop collective bargaining agreements to set out policies and procedures. They will analyse case scenarios and assess whether they can be adapted to and adopted in their contexts. The activity is split in two parts: in the first part participants analyse elements of good practice, in the second part they imagine how these can be adapted to their contexts.

Suggested time

60-120 minutes

Target groups

Stakeholders wishing to develop actions to address gender based violence at work, through social dialogue.

Aims

- To discuss the role of the different stakeholders in actions to address gender-based violence in the world of work.
- To identify elements of success in examples of actions to address gender-based violence through social dialogue.
- To define strategies to address gender-based violence in social dialogue processes.

Preparation

Select some of the examples of good practice illustrated in the Case Studies of Module 8, (Examples of social dialogue to address sexual harassment or gender based violence) as relevant to the context of participants, and make copies for the different groups.

Time/Steps

Part 1: Analyzing successful cases

Step 1: Case study (suggested time: 30 minutes)

Each small group will be assigned one Case Study. Participants will first individually read and then discuss the Case Study, using the guiding questions below:

- Who were the key stakeholders in the case study?

- What made it possible for the initiative to succeed?
- What are the most important results?
- What could be future obstacles to the successful continuation of the initiative?

A rapporteur will note the most important points on a flip chart.

Step 3: Sharing in plenary (suggested time 30 minutes)

- Each group will have 5 minutes to report on their discussion. Plenary discussion will follow, and the facilitator will encourage participants to choose the practice they feel as more relevant to their own context.

Part 2 : Adapting and adopting

Step 4: Adapting to context (suggested time 30 minutes)

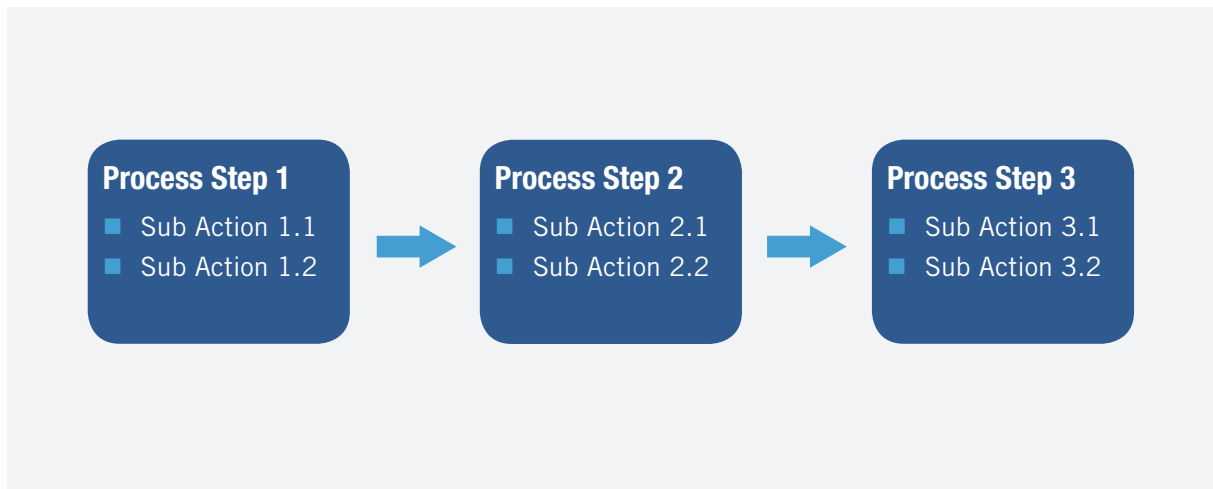
- On the basis of the previous presentations, participants will choose the practice that they deem more relevant to their workplace contexts, and join that group. Group composition may therefore change, if needed. In groups, participants will discuss how the case could be possibly adapted to their contexts. Leading questions will be:
 - Would it be possible to adapt this practice to your context?
 - What would you/your organization need for such a plan to happen in terms of:
 - Capacities?
 - Resources?
 - Partnerships?

Step 5: Mapping the process (suggested time: 30 minutes) (optional)

In this last part of the exercise participants will imagine, in groups or individually, the various stages of the process of getting their plan from idea to completion.

They will have to take into account what already exists that is:

- Is all the necessary legislation in place?
- Are there institutions with adequate capacity to support their plan?
- Which stakeholders would they need to involve? Employers? Workers? Women's NGOs? Local government? Media?
- How would company managers and supervisors be involved?
- How would workers, both women and men, be directly involved in the plan?
- When would each action take place?



Each step will be written on a post-it note or large card, so as to draw a process map. The process map should include all the sub-level activities required to bring the plan to completion, including how to monitor and evaluate results.

Step 6: Peer review (suggested time: 20 minutes)

This exercise can be run by pairing participants, or groups, so that they can “peer review” each other’s plans. Participants or groups will present their process maps to one other and ask them to discuss their ideas and, in particular, any assumptions or risks that need to be considered (10 minutes each). Mutual feedback will help them improve their plans.

How to adapt it

This activity can be made shorter by selecting only one good practice and asking participants to discuss directly how they would be able to adapt it to their contexts. If participants have literacy/language difficulties, the facilitator can summarize the case study and present it in its main points.

Tips

Make sure that during the peer review all groups have a possibility to give and receive feedback. Make sure that everyone are aware of the importance of peer learning and active listening.

Resources

Paper copies of Case Studies selected from Module 8.



Learning Activity 8.2

Negotiating a collective bargaining agreement on violence and abuse in the workplace

Overview

This activity looks at the process of negotiating an agreement on sexual harassment, through a discussion in small groups.

Target group

- Stakeholders involved in developing and implementing workplace gender-based violence programmes;
- Programme managers, factory/farm managers and supervisors;
- Representatives from global, national and local employers and trade unions;
- Representatives from local, national and local NGOs and women's organizations.

Suggested time

60-90 minutes

Aims

- Appreciate the role and the benefits of and challenges in negotiating workplace collective agreements.

Preparation

- Prepare the activity by collecting sources of information for the group work session, including relevant case studies.
- Provide contextual information and tips about the issues that can be discussed.
- Elaborate a version of the scenario in the hand-out which may be appropriate to the group, if needed.

Setting

A room large enough to accommodate several groups.

Materials

- Flip charts or post-it cards
- Markers
- Tape (if needed)

Time/Steps

Step 1: Preparation (suggested time: 30 minutes)

Read the following scenario. In plenary

Scenario

A new collective agreement on sexual harassment is to be negotiated in a factory.

To date the union has had a number of off-site meetings with garment workers about the culture of sexual harassment that exists in the factory and the growing number of complaints from workers. Several young women workers have been sexually assaulted on their way home from work and production pressures have become more pronounced in recent months.

One meeting has already been held between the manager and the union and the company realises that it needs to address the issue as it wants to retain its workers.

The manager is willing to consider a collective agreement.

In plenary, ask participants to consider the following:

- A clause on who is covered by the collective agreement and the date when it expires.
- Clauses setting out the main company provisions on sexual harassment (e.g. complaints committee, policy, complaints and grievance procedures for dealing with cases of sexual harassment, communications and information, training of managers, supervisors and workers, monitoring of the implementation of the agreement).
- The main parties to the agreement (usually the manager/employer and union representative)

Step 2: Work in two groups (suggested time: 30 minutes)

Split participants in two groups:

- Group One will examine the arguments of the employer / factory owner (who also carries out a rudimentary human resources role) / production managers (e.g. production pressures, strict deadlines, need to retain workers).
- Group Two will examine the arguments of the trade union representatives and of the women workers themselves (e.g. need for security, defence against sexual harassment, better work organization).

Distribute as a hand-out the ITUC Sample sexual harassment clause for collective bargaining agreements (below)

Sample sexual harassment clause for collective bargaining agreements: ITUC

(a) Introduction. The union and the employer recognise that sexual harassment may occur in the workplace and are committed to preventing and ending it. Sexual harassment is also a disciplinary offence.

(b) Definition. Sexual harassment is unwanted, unwelcome and unasked-for behaviour of a sexual nature. It can occur either on a one-time basis or as a series of incidents, however minor. Sexual harassment is coercive and one-sided and both males and females can be victims. See page 3 for examples of sexually-harassing behaviour.

(c) Action. A harassment victim may lodge a harassment complaint with a person of confidence, designated by the union in agreement with the company. The person(s) of confidence, who will be appropriately trained, shall investigate any harassment complaint, in a timely fashion and on a confidential basis.

An employee alleging harassment in the workplace has the right, after informing the person of confidence, to leave the work area without loss of pay, rights or benefits, and to refuse to return to the work area until there has been an investigation of the complaint. The redress must reflect the seriousness of the harassment case. It may be an apology, a transfer to another department or a layoff. The harasser, not the victim, must suffer the consequences of his or her actions.

The employers will include compulsory anti-sexual harassment training in its orientation for new employees in company time.

Source: ITUC (2008) Stopping Sexual harassment at work: A Trade Union Guide http://www.ituc-csi.org/IMG/pdf/Harcelement_ENG_12pgs_BR.pdf

Each group will come out with their own version of the model clause, taking into account the suggested scenario.

Step 3: De-briefing (30 minutes)

In the plenary each group gives a five-minute presentation about the outcomes of their group work. Discuss the steps that need to be put in place prior to negotiating a collective agreement and during the negotiation phase. Discuss the challenges and benefits of negotiating the collective agreement.

How to adapt it

- The activity can be carried out in a full group discussion or in small groups.
- Provide a range of examples of collective agreements.

Tips

- Ensure that participants are properly briefed about the preparation needed prior to negotiating an agreement, and the importance of monitoring and implementation of the agreement.
- Aim to emphasise the role played by trade union and employer representatives, and the arguments that each will make.
- Discuss the benefits of and challenges in negotiating a collective agreement.

Resources

- Refer to examples of collective agreements in this Resource Kit, for example, Case Study on Collective bargaining agreement on sexual harassment with banana producers in Latin America.



