

## Map of learning activities

TITLE	Overview and aims	Methodology	Best suited for representatives from...
<b>MODULE 1 – Introduction to global supply chains</b>			
<b>1.1: Following the dress: mapping global supply chain in the garments sector</b>	<p>Participants discuss a case and:</p> <ul style="list-style-type: none"> <li>• Visualize the different stages and players involved in one supply chain (garment);</li> <li>• Understand the complexities of global supply chains;</li> <li>• Appreciate the problem of poor working conditions and workers' abuse in global production.</li> </ul>	Group work on a Case Study, to map a GSC in the garment sector.	<ul style="list-style-type: none"> <li>• Lead companies aiming to improve supply chain organization;</li> <li>• Global, national and local employer organizations and trade unions;</li> <li>• National and local government responsible for legislative implementation and factory inspection;</li> <li>• Multi stakeholder initiatives and social auditors;</li> <li>• Global, national and local NGOs and women's organizations.</li> </ul>
<b>1.2: Following the flower: mapping global supply chains in the cut flower supply chain</b>	<p>Participants discuss a case and:</p> <ul style="list-style-type: none"> <li>• Visualize the different stages and players involved in one supply chain (garment);</li> <li>• Understand the complexities of global supply chains;</li> <li>• Appreciate the problem of poor working conditions and workers' abuse in global production.</li> </ul>	Group work on a Case Study, to map a GSC in the cut flower sector.	Ditto
<b>MODULE 2 – Global supply chains: where do women work and under what conditions?</b>			
<b>2.1: Where do you stand on gender equality?</b>	<p>Participants are encouraged to</p> <ul style="list-style-type: none"> <li>• Express their views and experiences about gender equality issues and 'break the ice' on a theme which might be controversial within the group;</li> <li>• Set the scene of the broader context of gender inequalities;</li> <li>• Enable the facilitator to assess participants understanding of gender equality and gender-based violence.</li> </ul>	Socio-metric. By moving from one side of a room to the other, participants can change their opinion, without having to give an explanation. The facilitator guides the debate.	<p>Ditto +</p> <ul style="list-style-type: none"> <li>• Factory and farm workers.</li> </ul>
<b>2.2: Gender dimensions of employment in global supply chains</b>	Participants discover and discuss the gender dimensions of employment and working conditions in global supply chains.	Group work using Jigsaw, a cooperative learning strategy that encourages people to develop their own understanding and then share knowledge with the group.	<p>Ditto +</p> <ul style="list-style-type: none"> <li>• Factory and farm workers.</li> </ul>
<b>MODULE 3 – Global supply chains and gender-based violence in the world of work</b>			
<b>3.1: What is our understanding of gender-based violence?</b>	This activity helps raise awareness and build consensus on the delicate topic of gender-based violence in the world of work.	Group activity: "brain-writing" in groups, giving definitions.	<p>Ditto +</p> <ul style="list-style-type: none"> <li>• Factory and farm workers.</li> </ul>
<b>3.2: Production pressures in the horticulture industry in Ethiopia</b>	<p>Acting in a role play, participants become more aware of:</p> <ul style="list-style-type: none"> <li>• How production pressures can result in violations of rights and gender-based violence;</li> <li>• The different challenges faced by managers, supervisors, workers and unions;</li> <li>• How problems can be resolved in a practical way at workplace level.</li> </ul>	Role play. Case Study 3.3. Dealing with production pressures in the horticulture industry in Ethiopia. More effective if used after Activity 1.2: <i>Following the Flower</i> .	<ul style="list-style-type: none"> <li>• Lead companies aiming to improve supply chain organization;</li> <li>• Global, national and local employer organizations and trade unions;</li> <li>• National and local government responsible for legislative implementation and factory inspection;</li> <li>• Multi Stakeholder Initiatives and social auditors;</li> <li>• Global, national and local NGOs and women's organizations.</li> </ul>

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<b>3.3: The vulnerability of immigrant farmworkers to sexual harassment</b>	The Case Study on immigrant workers in global supply chains helps participants: <ul style="list-style-type: none"> <li>• Realize that power imbalance creates occasions for abuse and gender-based violence against vulnerable workers, particularly women;</li> <li>• Appreciate the different pressures faced by managers, supervisors, workers and unions;</li> <li>• Find solutions to prevent sexual Harassment.</li> </ul>	Structured discussion, first in small groups and then in plenary. Case Study 3.1: <i>The vulnerability of immigrant farmworkers to sexual harassment.</i>	Ditto
<b>3.4: Exploring the specific causes of sexual harassment in global supply chains</b>	In this activity participants examine the different causes of sexual harassment in global supply chains and: <ul style="list-style-type: none"> <li>• Discuss the reasons that make sexual harassment a pervasive issue in global supply chains;</li> <li>• Assess the effect of production pressures and supply chain dynamics;</li> <li>• Consider the need to tackle issues in an integrated way.</li> </ul>	Group work using jigsaw, a cooperative learning strategy. Can be combined with Activity 2.2: <i>Gender dimensions of employment in global supply chains.</i>	Ditto + <ul style="list-style-type: none"> <li>• Factory and farm workers.</li> </ul>
<b>MODULE 4 – Whose responsibility? The governance and partnership framework to prevent and address gender-based violence in global supply chains</b>			
<b>4.1: Whose responsibility?</b>	This activity helps: <ul style="list-style-type: none"> <li>• Map out the multiple stakeholders who can play a role in preventing and combatting sexual harassment in global supply chains;</li> <li>• Assess the strengths and challenges of working in partnership.</li> </ul>	Mapping exercise in groups. Best used after Learning Activity 1.1 or 1.2.	Ditto + <ul style="list-style-type: none"> <li>• Factory and farm workers.</li> </ul>
<b>4.2: Working effectively in partnership</b>	The activity enables to: <ul style="list-style-type: none"> <li>• Gain consensus over the priorities for action on sexual harassment across the supply chain at global, national and local levels;</li> <li>• Design realistic actions to achieve the above goal;</li> <li>• Consider ways in to promote social dialogue around these issues;</li> <li>• Discuss opportunities and challenges of working in partnership across the global supply chain.</li> </ul>	Group work and poster presentation. Can be used as a follow-up to Learning Activity 4.1, to define practical actions to promote social dialogue.	Ditto + <ul style="list-style-type: none"> <li>• Factory and farm workers.</li> </ul>
<b>MODULE 5 – The role of managers and supervisors in preventing sexual harassment in the workplace</b>			
<b>5.1: Identifying sexual harassment and violence in the workplace</b>	These activities help participants identify what is meant by unacceptable workplace behaviour, sexual harassment and violence in the workplace, including verbal and physical abuse.	Various, in group work.	Two types of activities: <ol style="list-style-type: none"> <li>Primarily for managers and supervisors</li> <li>Primarily for workers.</li> </ol>



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<b>5.2: Role play on sexual harassment in the workplace</b>	Using role play, participants: <ul style="list-style-type: none"> <li>• Become more aware of sexual harassment and other forms of unacceptable workplace behaviour;</li> <li>• Develop a clearer understanding of acceptable workplace behaviour.</li> </ul>	Role play, using a real life scenario.	<ul style="list-style-type: none"> <li>• Lead companies aiming to improve supply chain organization;</li> <li>• Global, national and local employer organizations and trade unions;</li> <li>• National and local government responsible for legislative implementation and factory inspection;</li> <li>• Multi stakeholder initiatives and social auditors;</li> <li>• Global, national and local NGOs and women's organizations;</li> <li>• Workers and supervisors/first line managers.</li> </ul>
<b>5.3. Promoting decent workplaces – preventing violence</b>	This activity illustrates three different approaches to promoting decent workplaces and preventing sexual harassment, using case studies. Participants: <ul style="list-style-type: none"> <li>• Appreciate the role of different stakeholders and their concerns;</li> <li>• Recognize different approaches and strategies to prevent and address sexual harassment and violence in global supply chains.</li> </ul>	Guided discussion, small groups and then plenary. <ul style="list-style-type: none"> <li>• Case Study 8.3: <i>Challenging sexual harassment in horticulture through trade union organisation (Uganda).</i></li> <li>• Case Study 4.3: <i>Challenging sexual harassment in the apparel supply chain through MSI action.</i></li> <li>• Case Study 5.3: <i>Challenging sexual harassment in textiles through international support.</i></li> </ul>	Ditto.
<b>MODULE 6 – Identifying, monitoring and reporting on sexual harassment in the workplace</b>			
<b>6.1: Mapping the world of work</b>	Participants map out areas of the world of work where there is a risk of sexual harassment and evaluate potential solutions to problems identified.	Small group work using workplace maps.	<ul style="list-style-type: none"> <li>• Stakeholders involved in developing and implementing workplace gender-based violence programmes;</li> <li>• Programme managers, factory/farm managers and supervisors;</li> <li>• Representatives from global, national and local employers and trade unions;</li> <li>• Representatives from local, national and local NGOs and women's organisations.</li> </ul>
<b>6.2: Carrying out art focus groups</b>	In this activity art work is used to assess workers' job satisfaction, and through this process their experiences of verbal, physical or sexual harassment. It enables to develop a better understanding of forms of abuse which workers may experience, but are unlikely to speak about.	Focus group using art work, drawing, based on FWF experience.	<ul style="list-style-type: none"> <li>• Women workers, especially those with low levels of literacy, who cannot complete other forms of surveys.</li> </ul>
<b>6.3: Using theatre and role-plays to identify sexual harassment</b>	Participants gain a better understanding of sexual harassment, and how to identify it, through experiencing it in role-play. They also appreciate how other people experience this sort of situations and propose solutions.	Role-plays and forum theatre (only for very skilled facilitators.)	<ul style="list-style-type: none"> <li>• Stakeholders involved in developing and implementing workplace gender-based violence programmes;</li> <li>• Programme managers, factory/farm managers and supervisors;</li> <li>• Representatives from global, national and local employers and trade unions;</li> <li>• Representatives from local, national and local NGOs and women's organisations;</li> <li>• Trainers of managers and workers in factories and farms in global supply chains;</li> <li>• Legal and government agencies, victim advisers.</li> </ul>

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<b>6.4: Identifying sexual harassment on a tea plantation</b>	The activity shows how difficult it is to identify sexual harassment, even when companies go through an extensive audit process. A real-life scenario is used to illustrate the different forms that sexual harassment and violence can take in a tea plantation.	Group work or role play and discussion, using a real life scenario.	<ul style="list-style-type: none"> <li>• Stakeholders involved in developing and implementing workplace gender-based violence programmes;</li> <li>• Programme managers, factory/farm managers and supervisors;</li> <li>• Representatives from global, national and local employers and trade unions;</li> <li>• Representatives from local, national and local NGOs and women's organisations;</li> <li>• Social auditors.</li> </ul>

## MODULE 7 – Practical workplace initiatives to prevent and respond to sexual harassment and violence

<b>7.1: Making the arguments for a Sexual Harassment Policy in a garment factory or on a tomato farm</b>	Participants appreciate the different perspectives of managers and workers and the steps that need to be taken in developing a workplace policy on sexual harassment.	Role play.	<ul style="list-style-type: none"> <li>• Stakeholders involved in developing and implementing workplace gender-based violence programmes or supporting the establishment of sexual harassment committees;</li> <li>• Programme managers, factory/farm managers and supervisors;</li> <li>• Representatives from global, national and local employers and trade unions;</li> <li>• Representatives from local, national and local NGOs and women's organisations.</li> </ul>
<b>7.2: Setting up a sexual harassment committee</b>	Simple project planning techniques are used to help participants think about the individual components needed to develop a workplace sexual harassment committee and their interconnections during the planning process.	Small group activity.	Ditto
<b>7.3: Negotiating for sexual harassment to be included in occupational safety and health policies</b>	This role play enables participants to appreciate how women's sexual and reproductive health can be adversely affected by workplace rules and production pressures, and relate gender-based violence to occupational safety and health.	Role play on a scenario in a factory.	Ditto

## MODULE 8 – Social dialogue and working in partnership

<b>8.1: Social dialogue in the workplace: learning from case studies</b>	A series of case studies illustrate ways in which workers and managers can work together (social dialogue), and find solutions to gender based violence through collective bargaining, also in partnership with NGOs. Participants are also enabled to plan similar solutions in their own contexts.	In two parts, which can be run separately or together: 1) Case study in groups. 2) "Adapt and adopt" exercise in mini-groups, with peer review of respective plans.	<ul style="list-style-type: none"> <li>• Stakeholders involved in developing and implementing workplace gender-based violence programmes or supporting anti-sexual harassment committees;</li> <li>• Factory/farm managers and supervisors;</li> <li>• Representatives from global, national and local employers and trade unions;</li> <li>• Representatives from local, national and local NGOs and women's organisations.</li> </ul>
<b>8.2: Negotiating a collective bargaining agreement on violence and abuse in the workplace</b>	Participants appraise the benefits of and challenges in negotiating workplace collective agreements, going through the process of negotiating an agreement on sexual harassment.	Small group discussion or Role play.	Ditto

