



USAID
FROM THE AMERICAN PEOPLE

**USAID ENGENDERING INDUSTRIES:
ENGAGING MEN FOR
GENDER EQUALITY**



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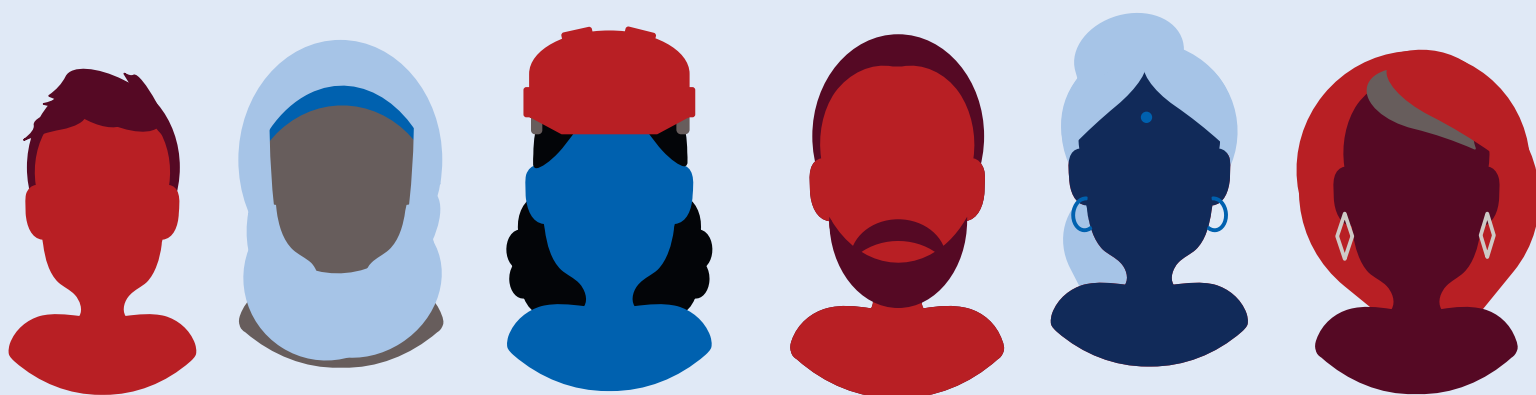
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Acronyms

BRPL	BSES Rajdhani Power Limited
CARE-GBV	Collective Active to Reduce Gender-Based Violence
DV	Domestic Violence
EDESur	Empresa Distribuidora de Electricidad del Sur
EPLI	Employment Practices Liability Insurance
GBV	Gender-Based Violence
GEM	Gender-Equitable Men
IBEDC	Ibadan Electricity Distribution Company
ICRW	International Center for Research on Women
KSA	Knowledge, Skills, and Abilities
SEAH	Sexual Exploitation, Abuse, and Harassment
SH	Sexual Harassment
SMART	Specific, Measurable, Achievable, Relevant, and Time-Bound
SOGIESC	Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics
STEM	Science, Technology, Engineering, and Math
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TFGBV	Technology-Facilitated Gender-Based Violence
ToT	Training of Trainers
USAID	U.S. Agency for International Development
UN	United Nations
WHO	World Health Organization



Glossary

ALLY: Any person who actively promotes and aspires to advance the culture of inclusion through intentional, positive, and conscious efforts that benefit people as a whole. A male ally is any person identifying as a man who advocates for and speaks up in support of gender equality and against other forms of discrimination and bias. (Source: [Atcheson, 2018](#); [Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))

CAREGIVER: A key figure, such as a significant other or other family member, who provides unpaid assistance in caring for an individual, whether that individual is a young child, family member with disabilities, or elderly parent. (Source: [MenCare-50-50-South-Africa-Manual](#))

CISGENDER: People who identify with the gender that is typically associated with the sex they were assigned at birth. For example, a person who was assigned “female”

at birth and identifies as a girl or woman is a cisgender woman. (Source: [Glossary of Sexual Health Terms | Planned Parenthood](#))

CULTURE: The beliefs, customs, and practices of a society or a group within a society (such as youth culture) and the learned behavior of a society. (Source: [MenCare-50-50-South-Africa-Manual](#))

DISCRIMINATION: Unfair treatment of a person or a group of people based on a particular characteristic, such as race, gender, disability, age, or sexual orientation. (Source: [MenCare-50-50-South-Africa-Manual](#))

DIVISION OF LABOR: The way that different tasks and jobs are allocated in a family, community, or workplace. For example, in many societies, there is often a clear division of labor between men and women, with home-care tasks such as caring for children given to women and technical tasks, such as fixing electrical appliances, given to men. (Source: [MenCare-50-50-South-Africa-Manual](#))

DOMESTIC WORK: Work performed for the purpose of maintaining a home, such as cooking and cleaning. (Source: [MenCare-50-50-South-Africa-Manual](#))

EXPLICIT DISCRIMINATION: The conscious process in which one person evaluates another, deems them “acceptable” or “unacceptable,” and then treats them according to that judgment. Unlike implicit bias, which is most often unconscious or automatic, explicit bias means holding a clear and conscious judgment about groups of people based on their identity (Source: [Jed Foundation](#)).

FEMALE: A binary sex status generally associated with a number of physical/physiological characteristics, such as a vulva and XX chromosomes. As a legal marker, a binary sex (male or female) is typically assigned at birth. (Source: [Glossary of Sexual Health Terms | Planned Parenthood](#))

GENDER: A socially constructed set of rules, responsibilities, entitlements, and behaviors associated with being a man, a woman, or a gender-diverse individual, and the relationships between and among people according to these constructs. These social definitions and their consequences differ among and within cultures, change over time, and intersect with other factors (e.g., age, class, disability, ethnicity, race, religion, citizenship, and sexual orientation). Though these concepts are

linked, the term gender is not interchangeable with the terms “women,” “sex,” “gender identity,” or “gender expression.” (Source: [USAID 2023 Gender Equality and Women’s Empowerment Policy](#))

GENDER EQUALITY: Equal enjoyment of human rights, socially valued goods, opportunities, and resources by all individuals independent of their sex or gender identity. Gender equality means more than parity in numbers or laws on the books; it means that all people have equal access and freedoms and that rights, responsibilities, and opportunities do not depend on the sex an individual is assigned at birth or their gender identity. Gender equality is fundamental to human development for all women and girls, men and boys, and individuals of other gender identities. It is both a human rights issue and a precondition for, and indicator of, sustainable development. (Source: [USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#))

GENDER EQUITY: The process of reaching equality and of being fair to women, men, boys, and girls. To ensure fairness, equity measures or interventions must be carried out to compensate for cumulative economic, social, and political disadvantages that prevent women, men, boys, and girls from operating on a level playing field. (Source: [Interagency Gender Working Group, Gender-Related Terms and Definitions](#))

GENDER NORM: A type of social norm. Among the characteristics of gender norms is the strong role of power in maintaining norms that normalize inequality between women, men, and gender-nonconforming people. (Source: [USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary, Gender Norms and Masculinities](#))

GENDER ROLES: Society’s ideas of what it means to be a man or woman and the different roles that men and women should play. These roles are socially constructed. In other words, we learn these roles from our parents, family, cultural groups, and social context. The way men and women are expected to behave and to be varies across cultures and communities, and these roles can change over time. In most communities, however, gender roles are very specifically defined and differ between men and women. More often than not, these differences result in inequality or power differences between men and women. (Source: [MenCare-50-50-South-Africa-Manual](#))

GENDER STEREOTYPES: Simplistic generalizations about the differences between genders, gender characteristics, and roles that men and women should play. Most stereotypes are built on inaccurate information. In the last century, people have started to free themselves of gender expectations so that they can choose who they want to be. In society at large, however, stereotypes still exist about typical traits for men and women. (Source: [MenCare-50-50-South-Africa-Manual](#))

GENDER-TRANSFORMATIVE APPROACHES: Attempts to redefine women's and men's gender roles and relations. (Source: UN Women Training Centre, Gender Equality Glossary). Gender-transformative approaches address the causes of gender-based inequalities and work to transform harmful gender roles, norms, and power relations. (Source: [UNICEF Technical Note on Gender-Transformative Approaches; Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))

GENDER-BASED VIOLENCE (GBV): Any harmful threat or act directed at an individual or group based on actual or perceived sex, gender, gender identity or expression, sex characteristics, sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity. Although individuals of all gender identities may experience GBV, women, girls, and gender-nonconforming individuals face a disproportionate risk of GBV across every context due to their unequal status in society. GBV is characterized by the use or threat of physical, psychological, sexual, economic, legal, political, social, and other forms of control, coercion, and/or violence. It can occur across all spheres of life and is perpetrated by a diverse array of actors, including intimate partners; family members; persons in positions of power, authority, or trust; friends; acquaintances; or strangers. (Source: [United States Strategy to Prevent and Respond to Gender-Based Violence Globally: 2022 Update](#))

HARMFUL MASCULINITY(IES): Notions of how to be a man that undermine women's empowerment and gender equality and that support patriarchal structures and unequal gender power dynamics. They cause harm to women, men, and nonbinary persons. (Source: [MenCare-50-50-South-Africa-Manual](#))

HEALTHY MASCULINITY(IES): Notions of how to be a man that are supportive of women's empowerment and gender equality, that undermine patriarchal structures and unequal gender power dynamics, and that do not cause harm to women, men, or nonbinary persons. (Source: [MenCare-50-50-South-Africa-Manual](#))

IMPLICIT BIAS: Attitudes or stereotypes that affect a person's understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. (Source: [Unconscious Bias, Implicit Bias, and Microaggressions: What Can We Do about Them? | American Bar Association](#), 2019)

LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER, AND INTERSEX (LGBTQI+): LGBTQI+ stands for lesbian, gay, bisexual, transgender, queer, and intersex people. The + at the end of the acronym acknowledges people of diverse sexual orientations, gender identities, gender expressions, and sex characteristics (SOGIESC) who are not covered by the rest of the acronym. (Source: [USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#))

MALE: A binary sex status generally associated with a number of physical/physiological characteristics, such as a penis and XY chromosomes. As a legal marker, a binary sex (male or female) is typically assigned at birth. (Source: [Glossary of Sexual Health Terms | Planned Parenthood](#))

MAN BOX: A set of beliefs communicated by parents, families, the media, peers, and other members of society that place pressure on men to be a certain way. (Source: [MenCare-50-50-South-Africa-Manual](#))

MEN'S ENGAGEMENT: Programmatic approach that involves men a) as clients and beneficiaries, b) as partners, and c) as agents of change in actively promoting gender equality, women's empowerment, and the transformation of inequitable definitions of masculinity. Men's engagement also includes broader efforts to promote equality with respect to caregiving, fatherhood, and the division of labor as well as ending GBV. (Source: [Interagency Gender Working Group, Gender-related Terms and Definitions; Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))

MICROAGGRESSIONS: Everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership ([Unconscious Bias, Implicit Bias, and Microaggressions: What Can We Do about Them?](#) | American Bar Association, 2019).

MASCULINITY: Social meaning of manhood, which is constructed and defined socially, historically, and politically rather than being biologically driven. There are many socially constructed definitions of what it means to be a man, and these can change over time and differ from place to place. The term relates to perceived notions and ideals about how men are expected to behave in a given setting. Masculinity is not just about men; women may perform masculine practices and contribute to its meaning as well. (Source: [UN Women Training Centre, Gender Equality Glossary; Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))

PATRIARCHY: Traditional form of societal organization that often lies at the root of gender inequality. According to this kind of social system, men (or what is considered masculine) are accorded more importance than women (or what is considered feminine). Traditionally, societies have been organized in such a way that property, residence, and inheritance, as well as decision-making regarding most areas of life, have been the domain of men. This is often based on appeals to biological reasoning (the idea that women are more naturally suited to be caregivers, for example) and continues to underlie many kinds of gender discrimination. (Source: [UN Women Training Centre, Gender Equality Glossary; Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))

SEX: The biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females. (Source: [Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))

SEXUAL HARASSMENT: Unwelcomed conduct of a sexual nature, which creates an intimidating, hostile, or offensive work environment, or which is tied to an employment decision (such as the victim being fired or not receiving a promotion). It can include verbal, non-verbal, or physical harassment of a sexual nature, as well as offensive remarks related to a person's actual or perceived sex, gender, gender identity or expression, sex characteristics, or sexual orientation. While typically involving a pattern of conduct, sexual harassment may take the form of a single incident. In assessing the reasonableness of expectations or perceptions, the perspective of the person who is the target of the conduct shall be considered. (Source: Adapted from [USAID Protection From Sexual Exploitation and Abuse \(PSEA\) Policy](#))

SURVIVOR-CENTERED APPROACH: An approach that facilitates a process in which a victim of GBV can become a survivor. It prioritizes the best interests and needs of the person who has experienced harm and returns power to the victim at every stage of the grievance management mechanism and process. It recognizes that a person can experience harm even if the offender did it unintentionally. It also recognizes that the impact of an action is more important than the intent of the person who acted. (Source: Adapted from [USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#) and [Jones-Renaud, 2018](#))

WOMEN'S EMPOWERMENT: Women and girls gaining power and control over their own lives. It involves raising awareness, building self-confidence, expanding choices, increasing access to and control over resources, and taking action to transform the structures and institutions that reinforce and perpetuate gender discrimination and inequality. Women's empowerment cannot be achieved in a vacuum; men must be brought along in the process of change. Empowerment should not be seen as a zero-sum game in which gains for women automatically imply losses for men. (Source: [UN Women Training Centre, Gender Equality Glossary; Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))

I. Introduction

USAID'S ENGENDERING INDUSTRIES PROGRAM

USAID's [Engendering Industries](#) program works with organizations in male-dominated industries to increase economic opportunities for women and improve gender equality, diversity, and inclusion in the workplace.

Launched in 2015, Engendering Industries demonstrates USAID's commitment to promote resilience in developing countries by fostering enterprise-driven innovation, inclusive economic growth, and gender equality and women's economic empowerment.

Expanding women's participation in male-dominated sectors leads to tangible economic empowerment outcomes for women, such as formal employment opportunities and higher income. Additionally, increased gender equality improves business performance and helps organizations meet their bottom-line goals by enhancing employee satisfaction, reducing turnover, and driving productivity. Moreover, well-functioning organizations create stronger and more resilient economies.

Sociocultural norms, education and training gaps, and women's inability to balance work and caregiver responsibilities are some of the limiting factors that negatively impact women's workforce participation. Through its Intensive Program and Accelerated Program, Engendering Industries partners with 67 organizations across 38 countries, delivering a unique approach to increase gender equality in male-dominated industries. Through customized best practices, demand-driven coaching, and training programs, Engendering Industries builds the capacity of leaders to implement gender equality interventions in their organizations.

Engendering Industries is advancing men's engagement by involving men as agents of change in actively promoting gender equality, women's empowerment, and the transformation of inequitable masculinities. This training manual is the result of an adaptive learning process, created out of a yearlong series of pilot trainings that Equimundo and Engendering Industries led for men's engagement allies at several male-dominated industry partners participating in the program.

MEN'S ENGAGEMENT FOR GENDER EQUALITY WITHIN MALE-DOMINATED INDUSTRIES

ADDRESSING GENDER INEQUALITIES IN EMPLOYMENT OUTCOMES AND DISPARITIES

Engendering Industries' formative research on power sector utility companies shows that women work in diverse jobs at all management levels alongside men.¹ Despite this range of women's employment in such a male-dominated industry, women are not equally represented in all departments; certain positions, particularly on the technical side of company operations, remain overwhelmingly dominated by men. Even when controlling for the large number of men working in technical field operations, gender disparities in employment persist.

The findings reveal inequalities in employer practices and outcomes as well as disparities in the way organizations run their businesses, both of which ultimately impact the ability of women and men to participate fully in the energy sector.

¹ USAID, *Engendering Utilities*.

While management and company officials of many partner organizations have expressed a strong desire to hire more women and improve gender outcomes within their companies, the study shows that this desire is not typically linked to a corporate or organizational strategy designed to increase the number of women employees in a company.

The study also discusses how men at partner utilities can show leadership on and benefit from certain gender equality interventions. For example, at several companies, men have mentioned that they would like paternity leave to be offered as a benefit. Furthermore, the study notes that men are encouraged and reassured when they see other men supporting gender equity initiatives and recommends that both men and women champion change for gender equality within partner organizations.

ENGAGING MEN AS CHANGE AGENTS AND ALLIES

Engaging both men and women on gender equality within partner organizations is a necessity. It helps organizations more effectively address inequalities in employment outcomes and disparities in the way they run their businesses.

In January 2021, Engendering Industries identified the importance of supporting men's engagement "through identification of male change agents and motivating them to act as promoters and ambassadors for gender equality."²

Some best practices include those that

- Recognize male employees as critical stakeholders in achieving gender equality in the workplace.
- Raise awareness among male employees about gender equality issues, toxic masculinity, and how gender equality benefits both women and men as well as the organization.
- Encourage male employees to become mentors, allies, change agents, ambassadors, and sponsors, with active roles and responsibilities identified in job descriptions and/or change management plans.
- Encourage male employees to actively participate and become vocal supporters in awareness-raising campaigns such as the #HeForShe campaign, which asks men to speak out against violence and discrimination against women and girls around the world.
- Coordinate company and division dialogues in which men and women hold small group discussions and interactive trainings, sharing their corporate culture change goals and how to achieve them.
- Support male leaders to amplify and model what male allyship looks like and encourage other male employees to participate in achieving culture change and gender equality goals.
- Create a safe space for men to talk about the impacts they experience as a result of gender imbalance and gender inequality and provide opportunities or even encourage them to step out of traditional roles and patterns.

² USAID, *Delivering Gender Equality*.

ABOUT THIS TRAINING MANUAL

WHO SHOULD USE THIS TRAINING MANUAL

This training manual is designed to be used by staff members of organizations or companies within traditionally male-dominated industries, with a particular focus on organizations participating in USAID's [Engendering Industries](#) program. It could also be used and/or adapted by gender equality organizations wishing to train facilitators on engaging men for gender equality. It could also be delivered as a direct training by gender equality facilitators in a workplace setting. It is designed to support the delivery of gender-transformative group education processes to men and women.

GENDER INCLUSIVITY

Throughout the training manual, “men” and “women” refer to all people who self-identify as such, including both cisgender and transgender men and women. Although the activities can be relevant for persons of all gender identities, they were intentionally designed to expose and interrogate the inequities within the gender binary and, therefore, generally work within these structures.

As such, this training manual addresses the gendered experiences of men and women and the transformation of harmful gender stereotypes and norms. It acknowledges the limitations of the gender binary and the marginalization that nonbinary, gender-nonconforming, and queer people experience. Users of the manual are encouraged, therefore, to be inclusive of all gender identities of training participants and sensitive to the intersectionality of participants' gender identities (cisgender, transgender, and nonbinary) with other aspects of their identities, such as sexual orientation, race/ethnicity, socioeconomic status, and religious affiliation.

THE GOAL OF THIS TRAINING MANUAL

The manual aims to foster reflection, dialogue, and analysis on how gender norms create inequality and disparities in rights, opportunities, and access to resources for men, women, and nonbinary persons, in all their diversity, within organizations. It also illustrates how gender norms reinforce patriarchal values and practices in the workplace.

The manual seeks to engage men through reflection and dialogue that promote healthy masculinity and attitudes and practices that reflect the values of equality, respect, collaboration, and allyship with women.



2. General Guidelines

TRAINING MANUAL ORGANIZATION AND CONTENT

This training manual contains multiple activities, organized into thematic units, that can be used to train and raise awareness using a variety of methods such as workshops, seminars, reflection groups, and individual work. Engendering Industries hopes that in most settings, implementers will be able to deliver the training through a series of workshops using selected activities over a set period (for example, a half-day workshop once a month for six months).

THEMATIC UNITS

The training manual is organized into ten thematic units, each of which contains training activities relevant to the thematic content of the unit.

- Unit 1: Introductions
- Unit 2: Gender Basics
- Unit 3: Gender Socialization, Roles, Norms
- Unit 4: The Gendered Division of Work
- Unit 5: Power
- Unit 6: Gender-Based Violence (GBV)
- Unit 7: Sexual Exploitation, Abuse, and Harassment (SEAH)
- Unit 8: Allyship for Healthy and Inclusive Workplaces
- Unit 9: Interpersonal Communication Skills
- Unit 10: Changes, Commitments

Each unit begins with a brief explanation of its overall learning objectives and the thematic content covered.

ACTIVITIES

Each thematic unit contains a series of activities that have been sourced from training manuals from Africa, Latin America, and Asia; revised for a workplace context; and adapted where necessary. The level of complexity and time needed for each activity varies, so the training manual can be adapted to diverse settings and stakeholders. Although there are topics that transcend workplace cultures, the authors have focused the content to be relevant to a corporate setting.

Engendering Industries has prioritized activities from manuals used in training processes that have been rigorously evaluated and that, according to [What Works to Prevent Violence](#)³ and USAID's [Collective Action to Reduce Gender-Based Violence](#),⁴ have been effective in reducing violence against women and girls⁵ and changing inequitable attitudes and practices. Additional activities from other relevant resources have also been included.

3 *What Works to Prevent Violence. A Community Mobilisation Training Manual.*

4 UUSAID, "Collective Action."

5 See Kerr-Wilson et al., *A Rigorous Global Evidence Review.*

Each activity uses a standardized format:⁶

SUGGESTED AUDIENCE: Each activity indicates which groups of participants it can be used with (mixed-gender, men only, or women only).

TITLE AND LENGTH: You may choose to share the title with the group. The activity's recommended length is also indicated but varies depending upon the number of participants and any adaptations you make to accommodate participant characteristics and the time available.

OBJECTIVES: By the end of the activity, participants will be able to state their expectations for the training.

KEY MESSAGE(S): Expectations can be varied and related to the thematic content, methodology, relations, outcomes, and process.

MATERIALS: The materials required to facilitate the activity are listed. Materials are optional for some activities.

PREPARATION: These are the steps that you should take in advance to prepare for the activity. They should be completed prior to each session to save time and to help the activity flow smoothly.

PROCEDURE: These are the steps to carry out the activity; they may need to be adapted to different contexts. Be attentive to whether the steps are appropriate for the participants they are working with.

Most of the activities include group discussion questions to help guide the discussion on the activity topic. These questions serve as guidance; it is not necessary to discuss all questions or to ask them in the order in which they are listed.

CLOSING STATEMENT(S): Final statement(s) are provided for you to give to the group at the end of each activity. The closing statement(s) emphasize the activity's key message(s).



FACILITATORS' NOTES: These tips address specific aspects of the methodology and/or thematic content of the activity that may require particular attention.

CHECKING IN AND OUT

Checking in is a good way to start each new training session. It can be as simple as going around a circle and letting each participant briefly say who they are and how they are doing/feeling. Other areas you can cover when checking in are:

- Whether something new has happened for them since the previous session.
- Whether they have taken any action since the previous session.
- One word that describes their state of being.
- Their reflection on the discussions so far.

Checking out is when participants make concrete commitments to actions they will take before the next session. Checking out-type exercises are already included in many activities, but it is always useful to end a session with participants making a commitment to do something practical before the next session.

⁶ Adapted from Equipundo, *Manhood 2.0*.

In the **check-out** exercise, you can also conduct a light debrief of the session to enable participants to share what they liked most (or least) about the activity and what they learned. This is also an opportunity to address any emotions that might still need processing before the end of the session.

SEQUENCING OF THEMATIC UNITS IN THIS TRAINING MANUAL

The order in which the thematic units are presented is the suggested sequencing for the training. This is because the activities in each new unit build on those of the previous unit, not only in terms of new knowledge, but also in relation to participant engagement at both the emotional and cognitive levels.

As such, the selection and order of activities should endeavor to reflect the sequencing of the thematic units, which are organized in the following thematic blocks:

UNIT 1

Unit 1 contains introductory activities that cover the purpose and focus of USAID's Engendering Industries program, expectations, and objectives and create an atmosphere of mutual trust.

UNITS 2-4

Unit 2-4 focus on ensuring that participants have a solid understanding of the sociocultural character of gender identities, roles, norms, stereotypes, and relations and how gendered socialization lead directly to gender inequalities in opportunities, rights, and access to resources. How much activities from these units will be used depends on participants' previous exposure to gender topics, their level of knowledge, and the degree to which their attitudes and behavior are gender-equitable.

UNIT 5

Unit 5 focuses on power and includes activities to deepen participants' understanding of what power is, how it can be used and abused by individuals and groups, and the multiple sources of power that exist (such as gender, race, age, religion, and class/caste) and how they intersect. Given that gender is a significant source of power imbalances between men and women in all societies, we recommend that some core gender topics are covered using activities from Units 2–4 before proceeding to Unit 5.

UNIT 6

Unit 6 focuses on gender-based violence (GBV), with an emphasis on violence that occurs when men use their power over women in abusive and harmful ways. Activities in Unit 6 can have a greater impact if some activities from Unit 5 are implemented directly beforehand.

UNIT 7

Unit 7 focuses on sexual exploitation, abuse, and harassment (SEAH), including microaggressions, which can cause harm to individuals in work settings, especially women, and create unhealthy work environments.

UNITS 8-9

Units 8–9 contain activities that concentrate on behavioral change and skills development to nurture healthy organizational cultures and secure work environments that are free from GBV. They also foster allyship and hone healthy interpersonal communication skills. Coming near the end of the training, they build upon the content in previous modules that guided participants to an understanding and internalization of how gender, power, violence, and sexuality interact.

UNIT 10

Unit 10 includes activities that enable participants to make firm commitments to personal changes in their relationships, families, and work settings and to agree on action plans to strengthen gender equality in their work environments.



Daniel Iyoha-Ojie from Ibadan Electricity Distribution Company (IBEDC) in Nigeria, speaking at one of their “Discussing Issues Surrounding Career Opportunities (DISCO) for Women” events. After going through two Engendering Industries Men’s Engagement trainings, Daniel has become one of IBEDC’s 21 “manbassadors,” a name given to a group of IBEDC staff working to advance gender equality at the company. Daniel gives the following advice to other men who are interested in engaging on gender equality efforts: “Remember the concept of Ubuntu, that... if men win, and women don’t win, then by the Ubuntu spirit, nobody wins. If everybody wins, we all win.”

DESIGNING CUSTOMIZED TRAININGS USING THIS TRAINING MANUAL

This training manual is intended to be used by trained men and women facilitators working together as small teams in mixed-gender settings and/or separately with single-gender participant groups. Participants could be, for example, line managers across an organization, support and administrative staff, senior management, technical staff, and/or a combination of these staff members.

When planning training events and choosing an appropriate set of activities from this training manual, consider the degree to which patriarchal models of gender norms, identities, roles, and relations are embedded in society/culture and in the workplace’s organizational culture.

- The time available for the trainings.
- Previous training in gender-related topics that participants might have had access to.
- Participants’ roles in the organization, in particular the formal hierarchical relationships that can influence their willingness to openly discuss issues (like power or violence) that can be threatening or uncomfortable.
- Already identified gender equality priorities and/or areas of concern with the organization.

More information regarding the selection and training of facilitators can be found in [Section 3](#).

SAMPLE AGENDAS

The following sample agendas illustrate different ways that the training manual can be used in different settings. When planning agendas, review the proposed timing and adjust the steps in proposed activities. As such, the time allocated for some activities in the sample agendas below may be less than that mentioned in the descriptions of the activities.

When planning trainings, you should first be clear about the objectives of the session(s) and choose activities accordingly, considering the recommended sequencing of units and activities as much as possible.

Activities may vary between target groups and may depend on participants' level of knowledge of gender equality principles and any trainings they have previously attended.

SAMPLE HALF-DAY WORKSHOP

Target Audience: Staff in an office setting where inequitable gender role models are common.

Activity 1.3: Objectives and expectations	20 minutes
Activity 1.4: Creating a safe place	45 minutes (or less)
Activity 2.4: Gender fishbowl	60 minutes
Break	
Activity 4.2: The work we do and the value it's given	60 minutes

SAMPLE TWO-DAY WORKSHOP

Target Audience: Staff with little or no previous training in gender, in a cultural context of high societal levels of GBV and potential sexual harassment within the organization.

DAY I – MORNING

Activity 1.1: Who we are and why we are here	30 minutes
Activity 1.2: Expectations	45 minutes
Activity 1.3: Objectives	20 minutes
Activity 1.4: Creating a safe place	45 minutes
Break	
Activity 2.2: Sex, gender, gender equality, and gender equity	30-45 minutes
Activity 2.4: Gender fishbowl	60 minutes
Activity 3.3: Man box, woman box, human box	90 minutes

DAY I – AFTERNOON

Activity 4.2: The work we do and the value it's given	90 minutes
Break	
Activity 5.1: Exploring the meaning of power	90 minutes

DAY 2 – MORNING

Recap of Day 1	10 minutes
Checking in	5 minutes
Activity 6.1: What is gender-based violence?	60 minutes
Break	
Activity 6.2: Effects of gender-based violence	75 minutes
Activity 7.2: Sexual harassment in the workplace environment	45 minutes

DAY 2 – AFTERNOON

Activity 7.3: Sexual harassment in the workplace case studies	45 minutes
Activity 8.2: Allyship: creating safer work environments or Activity 8.5: Allyship: bystander intervention	45 minutes
Break	
Activity 9.1: Healthy and unhealthy communication in the workplace	45 minutes
Activity 10.2: Making commitments to an equitable workplace	45 minutes

SAMPLE FOUR-DAY WORKSHOP

Target Audience: Staff who have had little or no previous training in gender, in a cultural context of high societal levels of GBV and rumors of sexual harassment within the organization.

DAY 1 – MORNING

Activity 1.1: Who we are and why we are here	30 minutes
Activity 1.2: Expectations	30 minutes
Activity 1.3: Objectives	20 minutes
Activity 1.4: Creating a safe place	45 minutes
Break	
Activity 2.1: What is this thing called gender?	75 minutes
Activity 2.2: Sex, gender, gender equality, and gender equity	30-45 minutes

DAY 1 – AFTERNOON

Activity 2.3 Gender values	45 minutes
Activity 2.4: Gender fishbowl	60 minutes
Break	
Activity 3.3: Gender socialization—how we are taught our gender	90 minutes

DAY 2 – MORNING

Recap of Day 1	10 minutes
Activity 4.2: The work we do and the value it's given	90 minutes
Break	
Activity 5.1: Exploring the meaning of power	90 minutes

DAY 2 – AFTERNOON

Activity 5.3: Who is more powerful?	60-90 minutes
Activity 6.1: What is gender-based violence?	60 minutes
Break	
Activity 6.2: Effects of gender-based violence	75 minutes

DAY 3 – MORNING

Recap of Day 2	10 minutes
Activity 7.2: Sexual harassment in the workplace environment	60 minutes
Activity 7.3 Sexual harassment in the workplace case studies	60 minutes
Break	
Activity 7.5: Preventing and responding to sexual harassment and gender-based violence in the workplace	90 minutes

DAY 3 – AFTERNOON

Activity 8.1: What is allyship in practice	90 minutes
Activity 8.2: Allyship: creating safer work environments	60 minutes
Break	
Activity 8.3: Allyship: walking the talk	60 minutes
Activity 8.4: Allyship: putting our values into practice	90 minutes

DAY 4 – MORNING

Recap of Day 3	10 minutes
Activity 8.5: Allyship: bystander intervention	60 minutes
Activity 8.6: Men's allyship roadmap	45 minutes
Break	
Activity 9.1: Healthy and unhealthy communication in the workplace	30 minutes
Activity 9.2: Are you listening?	45 minutes

DAY 4 – AFTERNOON

Activity 9.3: Dealing with conflict—the four phrases	45 minutes
Activity 9.4: Managing anger	45 minutes
Activity 9.5: Microaggressions	30 minutes
Break	
Activity 10.2: Making commitments to an equitable workplace	60 minutes

TWELVE, WEEKLY, 90-MINUTE SESSIONS

Target Audience: Male technical and administrative staff. (In some sessions, you may need to review the timing of activities.) Brief check-in and check-out exercises can be integrated into each week’s agenda.

Week 1	Shortened versions of: (45 minutes)
	<ul style="list-style-type: none"> • Activity 1.1: Who we are and why we are here? • Activity 1.2: Expectations • Activity 1.3: Objectives • Activity 1.4: Creating a safe place
	Activity 2.3 Gender values (45 minutes)
Week 2	Activity 3.1: Gender socialization—how we are taught our gender
Week 3	Activity 3.2: Unpacking the man box
	Activity 3.4: My father’s impact, my mother’s impact
Week 4	Activity 4.1: Who does the care work?
Week 5	Activity 5.1: Exploring the meaning of power
	Activity 5.6: The power map
Week 6	Activity 6.1: What is gender-based violence?
	Activity 6.2: Effects of gender-based violence
Week 7	Activity 7.1: Focus on SEAH—key concepts
	Activity 7.2: Sexual harassment in the workplace environment
Week 8	Activity 7.3: Sexual harassment in the workplace case studies
Week 9	Activity 8.1: What is allyship in practice
	Activity 8.2: Allyship: creating safer work environments
Week 10	Activity 8.3: Allyship: walking the talk
	Activity 8.5: Allyship: bystander intervention
Week 11	Activity 9.1: Healthy and unhealthy communication in the workplace
	Activity 9.3: Dealing with conflict—the four phrases
Week 12	Activity 10.1: Motivators and barriers to personal change and change at work
	Activity 10.2: Making commitments to an equitable workplace

SIX ,WEEKLY (OR BI-WEEKLY), 60-MINUTE SESSIONS

Target Audience: Mixed-gender groups or all-male groups of technical and administrative staff.

(You may need to review the timing of activities.)

Brief check-in and check-out exercises can be integrated into each week's agenda.

Week 1	Activity 3.2: Unpacking the man box
Week 2	Activity 4.1: Who does the care work?
Week 3	Activity 5.1: Exploring the meaning of power
Week 4	Activity 6.1: What is gender-based violence
Week 5	Activity 7.3: Sexual harassment in the workplace case studies
Week 6	Activity 10.2: Making commitments to an equitable workplace

TRAINING SIZE

Groups should not exceed more than 25 participants to ensure that everyone can actively participate.

IMPLEMENTING THE TRAINING MANUAL⁷

CHOOSING THE VENUE

Carefully select the venue or space for the trainings. In many settings, the organization may already have a conference or meeting room that can be used if privacy can be guaranteed.

There are distinct advantages, however, to carrying out trainings in an external venue where participants can disconnect from the work environment, greater confidentiality can be achieved, and participants are not distracted by having access to their workstations (to answer emails, for example).

MIXED-GENDER AND SINGLE-GENDER SPACES

Mixed-Gender Spaces

When working with mixed-gender groups, you should endeavor to balance the number of women and men in training sessions and processes and make any necessary adaptations when you know that some participants are transgender, nonbinary, gender-nonconforming, or queer. Many of the activities integrate group work sessions for men and women separately to allow them to reflect and analyze the topics from their own perspectives and experiences as women and men before sharing in joint plenary sessions. Nonbinary persons can join the groups in which they feel most comfortable, or if there are two or more nonbinary persons, they can form a separate group.

Men-Only Spaces

In many company settings, due to male dominance in the industry, it may not always be feasible to work with balanced mixed-gender groups, and it may be strategically important to organize some men-only sessions before holding mixed-gender sessions. This is particularly pertinent in social and organizational contexts where resistance to gender equality comes mostly from men or in which men do not often get the opportunity to reflect on gender issues. Participation in men-only spaces can be an opportunity for men to reflect and discuss the issues on their own, as a first step, before introducing mixed-gender spaces. Most of the activities in this training manual can be used in men-only training spaces with minimal adaptation, and where appropriate, some tips have been provided for doing so.

⁷ Adapted from Equimundo, *Manhood 2.0*.

Women-Only Spaces

In general, women in organizations may be more open to gender equality and have more awareness and knowledge of the topic than the men in their companies. Even so, women-only spaces provide benefits: they can strengthen women's individual and collective empowerment and create important bonds of solidarity between them. Many of the activities in this training manual also work well in women-only training spaces with some adaptation, and where appropriate, these have been highlighted and some tips have been provided for adapting them.

RECRUITING PARTICIPANTS

In recruiting participants, it is important to bear in mind not only the goals of raising awareness and fostering individual and organizational changes across all levels of the organization but also the inclusion of staff members who are already interested in the issues and can be influencers in their teams and offices as well as at the company level. Similarly, you may decide to bring together staff of similar grades and roles to create a peer-to-peer environment for the training.

Whether to include staff across the hierarchy of the organization, with varying roles and responsibilities (and therefore with different types of authority and power), will depend on your assessment of people's openness to candid and constructive reflection, analysis, and sharing. It is important, however, to train middle and senior management, not only junior staff; if only the latter receive training, they may be frustrated when trying to implement change if their superiors are unsure of where they are coming from and/or feel threatened.

In companies that are very hierarchical, it may be advisable to train senior managers separately to give them a chance to speak up on issues without compromising their role. At the same time, separate trainings for junior staff can help them open up about challenges and issues in their organization without the presence of senior employees.

In pitching the training to staff, it is strategic and wise to emphasize the idea of the proposed training sessions fostering and strengthening "personal and professional growth" and/or "healthy work environments" in aspirational language that emphasizes staff's proactive engagement and builds on their identification with the goals and values of the organization.

FOSTERING CONTINUED PARTICIPATION

Many participants value this unique opportunity to come together in spaces that are sanctioned by their organization to discuss the issues affecting them and their work environment. When a safe space is successfully created, participants are often motivated to return to the group for future training sessions, without feeling that it is obligatory.

When considering incentives for participation, be guided by the practices that are common in your organization. For example, if the training lasts a full day, it might be customary to provide lunch and other snacks for the participants and provide transport if the training takes place in an external venue.

Other ways to foster continued participation and sustainability:

- Before the training ends, encourage participants to form a support network to continue to meet and support each other as participants.
- Identify participants who display the skills and motivation to be facilitators and equip them to facilitate new groups in their workplaces.
- Encourage participants to create their own action teams to mobilize other work colleagues and to develop awareness-raising and informational activities with their teams and across the organization.
- Collaborate with senior management to encourage participation, provide staff with time to participate, and link performance to staff key performance indicators.

3. Methodology and Facilitation⁸

PARTICIPATORY METHODOLOGIES, EXPERIENTIAL LEARNING, AND GENDER-TRANSFORMATIVE PROGRAMMING

The methodology employed throughout the training manual uses **experiential learning approaches and participatory methodologies**. This means that the training activities are rooted firmly in the life experiences, realities, hopes, and aspirations of the participants to promote shared reflection, dialogue, critical analysis, and in-depth questioning. This enables participants to deepen their knowledge, come to a better understanding of the thematic content, and articulate proposals and strategies for change.

Participatory methodologies are grounded in the following principles:

- Learning begins with the experience and knowledge of the participants, as opposed to an established theory or set of knowledge.
- The educational approach is learner-centered and aims to reinforce learners' self-esteem and self-confidence and to develop a positive, realistic self-concept.
- After the participants have shared and critically analyzed their own experiences, they look for general commonalities and patterns.
- New information from different sources (including outside experts, specialized texts, and documentaries or other films) is then introduced to deepen analysis and stimulate the collective creation of new ideas and reinterpretation of existing knowledge.
- Participants then apply what they have learned. In ongoing processes of change that need continuous monitoring and evaluation, they practice new skills and develop strategies and action plans to transform those aspects of their reality that they have identified as unjust and as obstacles to their basic rights.

The use of experiential learning approaches and participatory methodologies aligns with **gender-transformative programming** that actively targets discriminatory and harmful practices, stereotypes, and norms and seeks to transform underlying gender inequalities.

Gender-transformative programs move beyond the individual level to also address the interpersonal, sociocultural, structural, systemic, and community factors that influence gender-related attitudes and behaviors. Individual attitude and behavior change does not happen in isolation; larger social, political, and economic forces drive societal and individual change around gender relations, gender power relations, and masculinities. For this reason, gender-transformative approaches must aim to effect change at multiple levels of society.

This training manual focuses on transformation at the individual, interpersonal, and systemic levels as well as changes to the inequitable aspects of workplace environments and organizational cultures.

⁸ Text adapted from Amnesty International, *Facilitation Manual*, and Equimundo, *Manhood 2.0*.

CHOOSING AND TRAINING FACILITATORS⁹

CRITERIA FOR CHOOSING FACILITATORS

Choosing the right facilitators and investing in their training is an important step to develop successful group interventions. It is recommended that one or two facilitators lead small groups of no more than 25 participants.

When working with mixed-gender groups, it is highly recommended that the facilitation team has a man and a woman facilitator who can model respectful and equitable gender relations to the group.

All-men and all-women groups should be facilitated respectively by facilitators of the same gender as the participants to maximize trust, minimize participants' resistance, and create an atmosphere conducive to processes of experiential learning.

In general, the following criteria and qualities should be used when choosing facilitators:

Facilitator Criteria

1. Strong communications skills—this means being both an engaging speaker and an engaged/active listener.
2. Organizational skills and good time management to be able to facilitate workshops.
3. Interest in working with members of the organization on issues related to engaging men to support gender equality.

Facilitator Qualities

1. Ability to guide discussion and enable everyone to participate.
2. Ability to respond constructively to challenging topics that may bring out resistance.
3. Ability to make others feel safe and comfortable discussing sensitive topics.
4. Has the respect of coworkers and a good reputation in the company (this does not exclude junior staff from being facilitators but should be a consideration).



⁹ Text adapted from Equimundo, *Manhood 2.0*.

Chosen facilitators' skills and capacities should then be strengthened through specific training on how to use this manual, focusing on the following:

1. The thematic content of the training manual.
2. Participatory, gender-transformative methodologies.
3. Personal knowledge of and commitment to gender equality.

A major challenge for facilitators accustomed to knowledge-based curricula is how to unlearn top-down models of “teaching” in favor of a more dynamic, group-centered approach. As such, the following are additional recommendations for selecting facilitators:

- Choose facilitators who are respected but relatable; facilitators from the same organization may be more accepted (although in some settings, facilitation and information provided by “outsiders” may be more accepted) and less likely to move away or drop out.
- Avoid selecting facilitators in positions of authority who might threaten or limit active participation.
- When training other facilitators, allow enough time for facilitators to transform their own perceptions and practices and to master the content of the training manual.
- Make sure that trainings include an overview of local laws and organizational policies regarding GBV, including sexual harassment (SH) prevention and response, other related issues such as discrimination and equal opportunities, and information on local support services and resources.

TRAINING FACILITATORS

In general, plan for facilitator trainings to last at least five to ten days.

The trainings should allow trainee facilitators the chance to see how each activity should be implemented (with experienced facilitators modeling the activities), an opportunity to practice the activities themselves, and time to develop bespoke agendas that they will implement within their own organizations.

Motivating and Retaining Facilitators

It is important to think of strategies to support, motivate, and retain facilitators. Facilitators may move away or drop out of the intervention over time, especially if they begin to experience facilitation as an additional workload. Factors that might contribute to a decision to drop out should be identified and explored during facilitator selection and training, then reassessed during implementation.

You may also want to consider graduated or cascading facilitation structures, whereby a select group of participants graduate to become facilitators, replacing or alleviating some of the workload of existing facilitators.

The quality of group education can only be as good as the quality of the training and ongoing support provided to the facilitators. Remember that they will be interacting with participants on a regular basis, providing support, and sometimes listening to difficult stories. This can be challenging, exhausting, and emotionally draining. Without adequate support, it will be harder to retain and motivate facilitators in the long term.

The following strategies are recommended to motivate and retain facilitators:

- Make sure not to overburden facilitators with too many groups, constant travel, or lots of paperwork. Be considerate and calculate the amount of time a facilitator puts into preparing for, implementing, and monitoring the intervention.
- If certain tasks are too time-consuming, work with the facilitators to simplify the programmatic and administrative procedures.
- Ensure facilitators are provided with (and do not struggle to obtain) the materials needed to successfully implement the intervention—in some settings, this might include materials that might not be obvious or available.
- Incentivize facilitators by offering financial remuneration and/or other recognition if the trainings they deliver are outside of or additional to their role/scope of work. Similarly, their contribution to the company can be taken into consideration during performance evaluations and/or as part of salary increase or promotion decisions.



FACILITATION GUIDELINES¹⁰

SEE YOURSELF AS A FACILITATOR, NOT A TEACHER

The role of the facilitator is to create an open and respectful environment and a safe space in which participants can feel comfortable sharing and learning from each other. You do not have to be a gender equality expert and **do not need to have all the answers**.

The role of the facilitator is to promote reflection and participatory learning, present information neutrally, and create a horizontal learning experience where the participants can learn from each other and from active participation in the activities. To this end, ask questions to better understand where participants are coming from and guide them in group reflections to look critically at discriminatory practices as well as harmful norms around gender.

Be aware of your position of power; accordingly, avoid judgmental and authoritarian attitudes. Never impose your feelings or opinions on the group and do not aim to instill fear, because participants can often “switch off” their emotions, interest, or engagement with the topic or feel paralyzed while participating. Always be conscious of the language you use and the messages you present to the participants.

Review your own views, assumptions, and prejudices, and avoid bringing them to the group. Be aware of whether participants from particular social, cultural, or religious backgrounds trigger certain emotions in you—positive or negative—that may affect your own work in the group.

Include as much physical movement as possible so that participants remain active, alert, and interested.

Be friendly and create a good rapport with your participants.

Many of the themes in the training manual are complex and sensitive. During sessions, pay attention to the participants’ comfort level. In some cases, you may need to refer individuals to professional services such as counseling. Before you facilitate any session, it is essential that you have a list of available resources for participants should they need additional assistance. It is also imperative that all facilitators are well versed in local laws on GBV and other relevant, connected issues; confidentiality; and mandatory reporting. It is important to

¹⁰ Text adapted from Equimundo, *Manhood 2.0*.

be aware of the practical realities of the group members' lives and understand that they may face challenges or dangers when trying to make changes.

Changing attitudes and behaviors is a long process. Participation in these activities will not necessarily lead to an immediate transformation of participants' lives and relationships or of the organization. However, it is a big step toward promoting personal change.

GUIDELINES FOR RUNNING EACH TRAINING SESSION

Review the activity and guidance. Prior to each session, review the “Materials Needed,” “Preparation,” “Procedure,” and “Facilitator Notes” sections of all the activities you will be using. This will help ensure that you are prepared to facilitate each activity and will allow you time to gather additional materials and become more informed on the topic, if necessary.

Prepare the space. Always arrange chairs in a circle unless otherwise noted. It is recommended that participants be offered some type of refreshment and engage in physical activity and motion during the sessions. Beverages and food tend to be highly valued by participants and help them stay in the group process. You can use masking tape to hang flip chart papers created during the activities and discussions in visible places to remind participants of key topics.

Check in at the beginning of each session. It is important to begin each training session by warmly welcoming back the group and checking in. A [check-in](#) provides time for group participants to share any thoughts and comments they have had based on the discussion from the last session and to share personal experiences related to their efforts to implement changes. To preserve time for the session activities, keep check-ins brief, without responses or discussion—check-ins should not last more than ten minutes.

Review the group agreements. Most of the training sessions will ask group participants to share personal experiences. To create a safe space, at the beginning of every training session, review the ground rules that were established by the group in [Activity 1.4 Creating a safe place](#). This promotes trust and confidentiality within the group.

Carry out the activity—but be flexible and creative and contextualize activities. Each activity contains procedures to take the group through exercises and group discussion questions to prompt critical reflection. The proposed structure should serve as a general guide; it is not necessary to apply it exactly. You can change the order of some activities' steps or adapt the examples to make them more relevant to your group's reality and to reflect your own knowledge and skills.

Where possible, add examples from your daily life and experiences; this will help participants become emotionally involved and identify more closely with the material. Sharing personal experiences also helps to model the behavior you want from the participants. Be careful, though, not to stray too far from the training manual, as this can prevent you from reaching the training sessions' objectives.

Use icebreakers and energizers. Icebreakers are short activities that help participants build trust in the group, usually in a lighthearted way. They are a great way to open a session, allowing participants to move around, share, and become comfortable with one another.

Energizers are short activities that are most helpful when the group appears to have low energy, lose interest, or fail to respond to the activity. They help to change the routine, get people in motion, and relieve fatigue and boredom. They take only a few minutes. Examples can be found in [Annex A](#).



Keep group discussions open-ended and among participants. Group discussions can be the most important part of each activity. They are opportunities for participants to reflect on what they have been doing, talk about their thoughts with one another, and think critically about how to see changes in their own lives and work environments. It is important for facilitators to make sure that conversations remain open, judgment-free, and comfortable. Try to get the group to talk to one another rather than having one-on-one conversations with you.

Check out at the end of each training session. End each training session with a [check-out](#) that emphasizes some of the key messages or lessons that they learned during that session. Use this time to reflect on the main conclusions of the day, to announce the next activities, or to see what can be improved and what worked well. A check-out is also an opportunity to deal with lingering emotions, if present. It is important to provide adequate time for the check-out, especially in modules that are more sensitive.

Ask questions that promote dialogue. See your group as a process. Ask “process questions” that stimulate participants to reflect more, cannot be answered with a “yes” or “no,” and are unbiased.

For example, rather than asking “*Do you think sexual harassment occurs in your workspace?*” formulate the question in a way that will not get a simple yes-or-no answer: “*What do you think about the organization’s policy on sexual harassment? How well is it implemented?*”

Likewise, keep questions simple and to the point, using “When?” “Where?” “What?” “How?” “Who?” and “Why?” as much as possible and continuing with a full sentence. For example: “**What** were you thinking when that happened?” or “**Why** do you think that is?”

Beware of leading or biased questions. Instead of asking something like: “*In order to be a good colleague, will you talk to your other male colleagues about allyship with women?*” try “*What actions will you take with your male colleagues to promote allyship with women in the organization?*”

Be conscious of your own biases; make an effort to leave your feelings and values out of the questions, and instead guide participants in identifying problems and solutions.

TIPS FOR SUCCESSFUL FACILITATION

The following are useful tips to help you facilitate the activities in this training manual. They will help you to encourage and create a respectful environment in which participants feel comfortable sharing their opinions and experiences as well as listening to and learning from others.

Creating and maintaining a welcoming and safe environment. Ask participants to decide on a set of agreements and remind them of those agreements throughout the sessions. Important group agreements relate to listening to and showing respect for others (for example, not talking when others are speaking, not making rude comments, or not talking on the phone) as well as confidentiality and participation.

Avoid being judgmental. Remember, your role is to facilitate discussion and reflection. Your role is not to teach or punish anyone. Be friendly and create a good rapport with your participants. Be aware of your own position of power—avoid judgmental and authoritarian attitudes. Never impose your feelings or opinions on the group.

Promote inclusion. Ensure that all participants have the opportunity to speak. Be careful not to let one person dominate the conversation or make other people feel that they cannot share their opinions. Encourage people to share their experiences and learn to identify when people want to speak but may be too shy to say something unless called on.

If a participant begins to take over a group by speaking too long, find an opening and kindly say, *“It sounds like you have a lot of valuable experiences to share with the group. That’s great! Do others have similar or different stories they would also like to share?”*

Address participants’ concerns. Training sessions can serve as an important opportunity for participants to receive help and advice. As a facilitator, it is important that you validate people’s concerns, but you can also engage the larger group in helping to propose solutions. Ask the group, *“How do you think this concern could be resolved?”* or *“Has anyone faced a similar situation? What did you do?”* Avoid giving unsolicited advice!

Know and use referral services. Some situations or challenges that participants face may require outside support. In addition, some participants may prefer to discuss a particular topic, obtain information, or seek support outside of a group setting, or they may need attention from a specialized service provider. As a facilitator, you should be knowledgeable about services and resources to which you can refer participants if needed.

Manage conflicts respectfully. If a conflict arises among the group, or if a participant shares a discriminatory view, remind the participants of the group agreement. Encourage other members to help mediate the situation. Ask the group what they think about the question or how they would suggest handling the situation. When necessary, you can offer brief responses to questions and clarify misinformation.

Appreciate honesty and openness. Encourage participants to be honest and open. They should not be afraid to discuss sensitive issues for fear of ridicule from their peers. Thank the group members for sharing their personal stories. Never force anyone to participate in the activities. Instead, try to create an environment in which the participants feel comfortable.

Promote movement and interaction. Include as much physical movement as possible so that participants remain active, alert, and interested. Use short energizer activities in between activities to keep the participants engaged in the topics you are discussing.

Manage your time. Keep track of time; do not spend more than about two hours on a given activity. If you are running workshops, take regular breaks. Keep in mind participants' attention spans and schedules.

Be respectful in your presence and appearance. Try to be as respectful as possible in your appearance and your nonverbal and verbal presentation. This includes dressing in a professional manner and addressing individual participants with respect (work on remembering their names—a simple name game can help with that). Avoid emotional reactions and ensure you understand the point a participant wanted to make.

Be careful of topics that may re-traumatize a participant. Given the sensitivity of some issues in the training manual, it is possible that some participants will bring up personal experiences of trauma or abuse. It is important that at the beginning of each session, you remind participants that they are welcome to leave the room if they feel uncomfortable. No one is required to share any sensitive information.

Also remind participants of the resources that are available to them and that you are available after the session to talk further. Refer participants to service providers with whom they can discuss any issues they may be having. Keep a list of locally available services, including persons trained specifically in addressing GBV. It is also helpful to go over the ground rules (group agreements) about respecting confidentiality in the group setting and remind the participants not to share any personal information that they do not want revealed outside of the group.

Keep discussions from going too far from the key messages. One of the main facilitator tools you can use is the “bank,” also known as the “parking lot.” While all discussions are welcome, if a participant brings up a topic that cannot be addressed within the time allotted, write it on a flip chart labeled “bank” or “parking lot.” It is important that these topics be revisited at another time. However, if the topic is completely unrelated to the training manual, you can say something like, *“That’s a great comment. We don’t have time to address that right now, but let’s talk more about it after the session.”*

NAVIGATING SENSITIVE OR TABOO TOPICS AND DEALING WITH DIFFICULT SITUATIONS¹¹

Gender-transformative training processes often address sensitive and culturally taboo topics. If participants become restless, lose concentration, try to sabotage debate and dialogue, or become aggressive, this can often be a sign that they feel threatened by the sensitive issues that they are dealing with.

As a facilitator, you can use your personal experience with taboo subjects strategically to stimulate the participants to open up and take part in the learning process more fully.

You should always challenge contentious or outrageous statements and enable participants to unpack the prejudices that lie behind such statements. Avoid entering into direct conflict or “tit-for-tat” arguments with individual participants; instead, invite them to explain why they feel that way. When they have done so, ask the group if they agree or if they have other opinions or perspectives on the issue. If not, offer an alternative opinion to stimulate debate and discussion. At the end of the discussion, cite statistics or concrete examples, if possible, to clarify the issue, but without humiliating or putting down the participant(s) who made the contentious statement.

In most cases, especially when statements relate to ingrained cultural stereotypes, norms, and phobias, is very unlikely that participants will openly and immediately change their opinion. However, by challenging the statement as facilitator, you will provide an alternative point of view that the participants will be more likely to consider and, hopefully, adopt at a later period.

¹¹ Text adapted from Amnesty International, *Facilitation Manual*.

Be aware that some very sensitive topics may be talked about in a humorous way—know when to laugh and when to listen and be open to opinions on topics that may not reflect your own values (such as opinions about alcohol, drugs, or sexual behavior).

Dealing with feelings and emotions. Before beginning to use this training manual, compile a list of available emotional support resources within the company and externally to which you can refer participants if necessary. Remembering and sharing past experiences can arouse a vast array of emotions in and between participants, and they should feel able to express these freely. So, too, can reflecting on and analyzing situations of abuse of power, violence, and discrimination. When participants do share emotional personal stories, show your appreciation, understanding, and empathy.

For some participants, these conversations can result in feelings of sadness, anger, guilt, and shame that they may express by crying. Do not be afraid of allowing participants to share their emotions or to cry. Acknowledge the emotion that they are sharing and empathize with the participant(s). It is important to let them share, but also to move on and maintain the flow of the activity. If any participants need assistance, you may want to speak to them afterward to provide information about where they can seek support, referring to the list of resources compiled.

Openness and honesty in sharing feelings and emotions are indicative of an environment of trust and confidence and are crucial in achieving cohesion within the group. They are also fundamental to acknowledging the damage and hurt that violence and discrimination cause to individuals, teams, and work environments.



4. Monitoring, Evaluation and Learning¹²

This section presents facilitator guidance for planning and carrying out monitoring, evaluation, and learning while implementing the activities in this manual.

DEVELOPING AN ACTION PLAN

WORKING GROUP

Developing an **action plan** is key to maximizing the effective implementation of this training manual. You can do this by setting up a **working group** that consists of facilitators who have been trained on how to use the manual and key staff members from relevant departments such as learning and development and human resources. The working group will be responsible for developing and implementing the action plan and for monitoring and evaluating it.

[Annex B.I](#) contains a suggested action plan template.

As a first step, the working group can carry out a SWOT analysis of the organization's capacity to implement the training manual.¹³ This will inform the following elements of the action plan:

- An overall goal or vision for the implementation process.
- Organizational/workforce data, segregated by gender, related to the composition of the workforce (technical, administrative, etc.), management, board, and contractors. If that data is not already available, generating it can become part of the action plan.
- Outcomes (expected results) that will occur as a result of executing the action plan.
- Selection and description of the activities from the training manual that will be used, the audience, and the frequency of implementation (output-level information).

Similarly, the action plan can also include other interventions across the organization to complement and reinforce the activities in the manual, such as internal communications plans and awareness-raising campaigns. If you have access to external, donor-funded implementation or technical support, you can also include that in your action plan.



¹² Text adapted from Equimundo, *Manhood 2.0* and the original outline for a gender-transformative male engagement methodology targeting selected staff of organizations participating in USAID's Engendering Industries project, prepared by Patrick Welsh, May 11, 2021.

¹³ A SWOT analysis identifies strengths, weaknesses, opportunities, and threats.

OUTPUTS AND OUTCOMES

In developing the action plan, these are the principal elements you can include at the **output level**:

- The timeframe for carrying out the action plan. For example: a six-month period with four workshops and one seminar each month.
- The number and types of methods that will be used to implement the training manual and their duration. For example: 24 half-day workshops and 6 two-hour seminars.
- The activities from the training manual that will be used in each of the methods selected. For example: For the half-day workshops: Activity 1.3: Objectives and expectations; Activity 1.4: Creating a safe place; Activity 2.4: Gender fishbowl; Activity 4.2: The work we do and the value it's given.
- The number of the participants in each activity and their gender distribution. For example: 20 participants in each workshop and in each seminar (60 percent men and 40 percent women).
- The target groups within the organization with whom activities will be implemented. For example: workshops with male and female middle-management staff from different departments across the organization (technical, operational, administrative, etc.); seminars with senior management.
- The resources you will need—human, economic (budget), and technical. For example: number of trained facilitators, funds for materials and refreshments, internal technical and operational support needed (and external if feasible).

The action plan should also include the principal expected **outcomes** (results). These should be linked to the overall goal of the training manual (see [The Goal of This Training Manual](#)), to the specific training manual activities that you have included in the action plan, and to other awareness-raising actions that will take place across the organization.

The anticipated outcomes of implementing this training manual are increased **knowledge, skills, and abilities** among participants.

- **“Knowledge”** refers to the subjects, topics, and items of information that a participant should know after completing the training.
- **“Skills”** refers to the technical or manual proficiencies that the participants should have learned or acquired after completing the training.
- **“Abilities”** refers to the capacity to apply knowledge and skills simultaneously, which participants should be able to demonstrate after completing the training. It may also refer to personal or social attributes or talents that a trainee may possess.

Some examples of possible outcomes related to increased **knowledge, skills, and abilities** are included below.

- Participants will increase their **knowledge** of the links between harmful gender stereotypes and norms, and sexual harassment in the workplace.
- Participants will increase their **skills** for building a safe work environment.
- Participants will increase their **ability** to be an ally for gender equality in the workplace.

Other anticipated outcomes reflect **shifts in participants' attitudes**. Critical reflection and analysis will enable participants to question harmful gender stereotypes and norms and to move toward ideas, opinions, and beliefs that are gender-equitable and indicative of participants' commitment to gender equality. Some examples of possible outcomes related to positive **shifts in participants' attitudes** are included below.

- Increased belief that gender is socially constructed and not genetically determined.
- Rejection of the idea that men are genetically predisposed to using violence.
- Increase in support for equal opportunities for women and men in leadership roles.

MONITORING

Regular **monitoring** helps to answer output-level questions such as how many sessions were conducted and how many participants attended each session.

The purpose of regular monitoring is to understand the immediate results or outputs of the implementation process and to help implementers and/or facilitators identify challenges, barriers, opportunities, and unexpected impacts as the intervention is being rolled out.

MONITORING OUTPUTS

At the bare minimum, the working group should aim to monitor outputs, using performance indicators that will help show what is being done (for example, number or percentage of facilitators trained, number of participants recruited, and number of training sessions carried out).

Output indicators can typically be monitored using data collection tools and supporting documentation such as attendance sheets and photos/descriptions of training activities.

MONITORING FACILITATORS' PERFORMANCE

Members of the **working group** can carry out **periodic monitoring visits** (see [Annex B.2](#)) to observe sessions in progress and to collect regular feedback and capture lessons learned. This will help them and the facilitators to quickly identify and address problems as they arise. When doing so, they should make sure not to disrupt the normal schedule of the group or to distract from the session itself. After the session, constructive feedback can improve facilitators' command of the thematic content of the training manual, use of participatory methodologies and facilitation skills, and confidence.

Facilitators can also carry out a **self-appraisal** of their own performance after each training session by discussing together what went well, which aspects of the content and methodology they had difficulties with, and what they did (and can do) to overcome those difficulties. Doing so enables them to identify areas where they can improve and areas where they may need some additional support.

If a working group member (or someone else) is supervising a training session, it can be useful for the facilitators to share their self-appraisal reflections with the supervisor before the supervisor gives them feedback on their performance as facilitators.

EVALUATION

Evaluation aims to assess the longer-term outcomes and overall impact of the training manual implementation by

1. Measuring increases in participants knowledge, skills, and abilities;
2. Measuring shifts in participants' attitudes (from gender-inequitable to gender-equitable); and
3. Assessing the quality of the implementation process itself, including the effectiveness of the facilitation.

When evaluating, it is important to bear in mind the following:

- Because people are giving their time and effort to participate, it is your responsibility to understand whether the program has any kind of positive or negative impact.
- Even though evidence of change from similar programs exists already, it is important to ensure that the specifics of your adaptation and implementation are also working.
- You cannot assume that because an activity worked in a different context, with another population, or even when implemented by a different organization, that it will work again in the same way.
- You can learn what is working or not working, identify challenges and gaps in your intervention, and adjust it accordingly.

What to evaluate and how are guided by the outcomes in the action plan and the actual training manual activities implemented in a given timeframe. It is important to be strategic and consider practical constraints such as

- The time frame you have to administer the evaluation tools;
- The length of time participants can spend filling out or responding to your questions; and
- Ethical considerations such as safety and confidentiality.

PRE- AND POST-TESTING TO MEASURE INCREASES IN PARTICIPANTS' KNOWLEDGE, SKILLS, AND ABILITIES

The Participant Self-Assessment should be completed by each participant at the beginning and end of the training. In general, a training session should result in increased knowledge, skills, and abilities among participants. These can be measured by applying pre- and post-tests aligned with the activities used in the training session. When designing pre- and post-test tools, refer to [Annex B.3](#) to select the items that correspond to the activities you are planning to use in your training session. Each item is tagged with either K (knowledge), S (skill), or A (ability) and requires one of the following responses: “strongly disagree,” “disagree,” “neutral,” “agree,” “strongly agree,” and “don't know/unsure.” The letters are to guide you, and you should not include them in the tests you provide to participants. They are meant only to help you understand whether the training has met its objectives.

Here is an example of pre- and post-test tool questions for a training session that includes Activities 2.3, 3.1, and 4.1:

- I am able to explain how values, attitudes, and beliefs affect how we behave and our expectations of men and women (Activity 2.3).
- I agree that social institutions play a role in teaching patriarchal gender roles (Activity 3.1).
- I understand how gender roles influence the distribution of care work within the household and workplace (Activity 4.1).

You can adapt the pre- and post-test items to speak to the cultural and training context, if necessary. It is

recommended that the pre- and post-test survey responses be kept anonymous, so participants feel comfortable sharing their candid responses.

PRE- AND POST-TESTING TO MEASURE SHIFTS IN ATTITUDES

A training process using this manual should also result in changes in participants' attitudes that reflect a shift toward gender-equitable ideas, opinions, and beliefs. While increases in knowledge, skills, and abilities can be assessed after each training session, when **measuring shifts in attitudes**, is it best to carry out pre- and post-testing **over a longer period of time**, such as the duration of the action plan, within which you will cover a significant proportion of the units and activities in the manual.

If you decide to measure shifts in gender-related attitudes, you can do so by including key attitude-related statements in the first pretest at the start of the first training session and in the post-test at the end of the final training session.

[Annex B.4](#) contains a set of possible attitude-related statements that you can consider for pre- and post-test surveys. Each statement is linked to one or more of the units in the training manual, meaning that it is more likely that positive shifts will occur if activities from those units have been implemented as part of the training process. The attitude-related statements require the same responses as the knowledge, skills, and ability items. Similarly, the second column (which indicates the units to which the gender-related attitude statements are linked) are for your guidance only. You should not include them in the pre- and post-test tool you provide to participants.

Here are examples of pre- and post-test gender-related statements you could use for a training process that includes activities from Units 2, 3, and 4:

- A person's gender is determined biologically by their genes.
- Some jobs are best done by men because of their physical makeup.
- Men are born to be leaders.
- A woman's most important role is to take care of her home and family.

PARTICIPANTS' APPRAISAL OF TRAINING CONTENT DELIVERY AND FACILITATION

At the end of each training day (or session, if shorter than a day), you can gather data from participants about the effectiveness of the content delivery and facilitation styles, techniques, and methods used. You can use these to make any necessary tweaks to the training agenda and methodology.

See [Annex B.5](#) for questions you can use and suggestions on how to apply them.

PARTICIPANTS' EVALUATION OF TRAININGS RECEIVED¹⁴

At the end of the training process, you can facilitate a collective evaluation with participants with the following objectives:

- To assess their overall satisfaction with the trainings, the facilitation styles, techniques and methods used, and group participation.
- To reflect on new knowledge acquired and its usefulness for life and work situations.
- To identify changes that have occurred and others that can be implemented in participants' day-to-day lives and in the professional sphere.

¹⁴ Taken and adapted from evaluation tools developed by Women's Refugee Commission and Mercy Corps in Nigeria, 2020.

Annex B.6 contains evaluation questions you can choose from, depending on which areas you wish to prioritize. You can also use the questions to organize follow-up focus group discussions and/or in-depth interviews with participants sometime after the trainings (three or six months later, for example), once participants have had the opportunity to put new learnings and commitments into practice in their homes and work environments.

LEARNING

Facilitators can organize **periodic debriefing sessions** (face-to-face or online) with other facilitators to provide a platform to share reflections on what has worked well (and not so well), analyze challenges they have faced, articulate lessons learned, and propose solutions. These sessions can also boost facilitators' confidence and ownership of the training processes. The qualitative data from monitoring visits, facilitators' self-appraisal exercises, and participants' evaluations are important inputs for the debriefing sessions.

Facilitators can also set up a semiformal **community of practice**, such as a WhatsApp group, through which they can share learnings and insights and can support each other with planning and executing activities using the training manual.

Facilitators could also connect to the [MenEngage Alliance](#) network in their region and/or country for additional peer-to-peer learning opportunities.

Joseph Ogba Ogbonna from Imo State Water and Sewerage Corporation (ISWSC) in Nigeria leading a session with other ISWSC staff members about allyship for gender equality. Joseph, along with six other ISWSC representatives, attended the Engendering Industries Regional West Africa Engaging Men for Gender Equality Training of Trainers. Joseph says that, since the ToT, wherever he finds himself, he speaks up for women.





UNIT I: Introductions

UNIT PURPOSE: The activities included in this unit can be used to create an atmosphere of mutual trust that is conducive to learning. Through these activities, participants will learn about the objectives of the training and be able to express their expectations for the sessions.

All the activities integrate an experiential learning approach to set the tone for the rest of the activities.

In many settings, especially if time is limited, it may not be possible to carry out all of these activities as they are presented, and it may be useful to merge the key aspects of each one to ensure that the four key areas are covered: getting to know each other, expectations, objectives, and creating a safe space for the upcoming training process.

Activity 1.1 Who We Are And Why We Are Here
Activity 1.2 Expectations
Activity 1.3 Objectives
Activity 1.4 Creating A Safe Place

ACTIVITY 1.1 WHO WE ARE AND WHY WE ARE HERE¹⁵

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 30 minutes

OBJECTIVES: By the end of the activity, participants will be able to:

- Introduce themselves.
- Get to know each other and the diversity of experiences, talents, and expectations in the group.

KEY MESSAGES: This is the start of a journey of reflection and learning for personal growth that will help us strengthen our work environments as safe and equitable spaces.

MATERIALS: None.

PREPARATION: Review the activity and be sure you understand the content, teaching methodology, and timing.

PROCEDURE:

Getting to Know Each Other (20 minutes)

1. Warmly welcome participants to the training.
2. Introduce the process:

Today we begin an incredible journey together. It is a journey of self-reflection, growth, and change for us as individuals and for our workplace environment. We will grow stronger, better, and healthier, and our workplace environments will become safer and more equitable.

Each of us brings something unique to this space—our character, our ideas, and our experiences. Your contributions are what will enrich this process and give it meaning. Therefore, it is important that we get to know each other (more) and that we get comfortable together as we embark upon this journey together.

3. Ask participants to form pairs and have an in-depth discussion about the four points below. Explain to participants that after the discussion, they will each introduce their colleague to the group, so it is important to listen carefully.
 - Tell each other their names and what work they do in the organization.
 - Share things about the organization and their role in it that they feel good about or that inspire them.
 - Discuss what they each feel they can bring to the training that will benefit others (a skill, talent, attitude, approach, experience, etc.).
 - Discuss what they are expecting to get out of the training.

¹⁵ Adapted from CARE Rwanda, "Indashyikirwa Rwanda," 2–5.

4. Ask each participant to introduce their colleague to the group and share the strength their colleague brings to the group. Write the strengths on a flip chart.

Have them share their expectations and write them on the flip chart.

Once everyone has been introduced, refer to the flip chart of strengths and ask participants what they have learned from this activity.

Emphasize that everybody is unique and has different innovative qualities. No matter a person's role in the organization, everyone can learn from one another.

5. Explain that you are now going to do another exercise. *Give the instructions:* All participants will begin by walking around the room greeting each other, saying "hello," and just moving about. When you clap your hands, you will call out a category, such as "favorite color." Participants will group themselves by category; for example, those whose favorite color is blue will stand together and those whose favorite color is green will stand together.

Continue to explain that once the groups have formed, you will ask them to identify themselves (such as "We are the Blue group"). You will then give everyone a topic to discuss within their groups for one minute. When you announce that time is up, the participants will begin wandering around the room freely again, waiting for you to announce the next category. (See the list of categories and questions below.)

6. Carry out the exercise: After a few seconds, call out the first category. Groups may have a little trouble getting organized in the first round, so you can help them by asking questions ("Are you a blue? I see some other blues over there.") Use the following list of categories and discussion questions for each round.
 - a. Birth order (first born, second born, third born, etc.)
 - b. Favorite color
 - c. Favorite food
 - d. Favorite hobby or talent (sewing, singing, playing an instrument, playing sports, cooking, etc.)
 - e. Birth month

Group Discussion Questions (10 minutes)

- What makes you laugh?
 - What do you do to relax?
 - If you could have dinner with anyone in the world, who would it be and why?
 - If you could go back to yesterday and change one thing, what would it be and why?
 - What are you most looking forward to in this process?
7. After you have repeated the activity a few times, return to the main group and use some or all of the following questions to enable participants to get to know each other better.

CLOSING STATEMENTS: Highlight that although we have many differences, we also have many things in common. One of those things is that we all work for the same organization and want to contribute to making our work environments safe, friendly, and equitable.



FACILITATORS' NOTES: Try to get as many participants as possible to express themselves without putting pressure on individuals. It takes some people longer than others to feel comfortable sharing in a new group.

Keep your eyes open for more outgoing participants who may dominate the conversation; try to moderate their participation without making them feel censored.

Keep a steady pace and a lighthearted atmosphere to help break the ice.

If you want to introduce an initial element of gender analysis to this activity, you can also get the participants in their pairs to talk about the following:

1. What's something you have done to support gender equality that you're proud of?
2. As a child or teenager, when did you first realize there were differences between genders?
3. As an adult, has there been a time when you experienced being stereotyped with assumptions that don't fit how you define yourself?
4. What do you most like about working for the organization? How does your organization treat women? How does it treat other people affected by harmful stereotypes like those related to race and ethnicity, age, and class?

With large groups, this activity can be time-consuming, so it is necessary to think about how much time you have for the full training. You can reduce the number of questions that pairs reflect on if necessary.

NOTES:

ACTIVITY 1.2 EXPECTATIONS¹⁶

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 30 minutes

OBJECTIVES: By the end of the activity, participants will be able to state their expectations for the training.

KEY MESSAGES: Expectations can be varied and related to the thematic content, methodology, relations, outcomes, and process.

MATERIALS: Flip charts, markers, masking tape

PREPARATION:

- Prepare two flip charts, one with the title “What’s Exciting/Interesting!” and the other with the title “What Concerns Us.”
- Have a large stack of small blank cards or papers available (approximately A5 size), enough for at least four per participant.
- Put markers and piles of A5 cards on the tables or floor near participants.

PROCEDURE:

1. Explain that you are going to divide into pairs, women paired with women and men paired with men. In pairs, participants will reflect upon and answer the following questions:
 - a. What interests or excites you about this course?
 - b. What concerns you about this course?
2. Pairs will have five minutes to respond to the questions. Each pair should come up with at least one answer per question and write their answers on the cards provided (one answer per card). Encourage participants to respond in relation to their personal and professional interests and concerns. Once they are finished, they can hang their cards on the corresponding flip charts.
3. Ask participants to divide into same-sex pairs by finding the person sitting closest to them who is the same sex. Assist as needed, make sure that everyone has cards and markers, and let them know that it’s time to begin.
4. Call out when there is one minute left and when time is up. Ensure that all participants have hung their cards on the corresponding flip charts.
5. Walk to the “What’s Exciting/Interesting!” flip chart. Read participants’ responses and try to draw out similarities and unique elements. Take comments or questions from participants.
6. Move to the “What Concerns Us” flip chart. Read participants’ concerns. Try to group them into similar categories.
7. For each of the main concerns, ask participants what you can do as the facilitator and what they can do as participants to address that concern. Take one or two responses for each.

¹⁶ Adapted from CARE Rwanda, “Indashyikirwa Rwanda,” 6–7.

8. Ask participants whether they would like to discuss any expectations or concerns that have not been raised yet. Allow for one or two additional contributions.
9. Explain that you will now take a break. When you return, you will discuss how to create a safe space within your group to share personal experiences and ideas throughout this program.

CLOSING STATEMENTS: Highlight that our expectations can be varied, pointing out those that are related to the thematic content, methodology, relations, outcomes, and process.

Acknowledge any expectations that go beyond the scope of the training, recognizing their importance but clarifying that they will not be part of the upcoming training process.



FACILITATORS' NOTES: If and how you use this activity will depend on how much time you have for the training process. If time is limited, you can integrate steps to get an idea of participants' expectations into Activity 1.1 or 1.3.

Aim to create an upbeat atmosphere by maximizing participation and enabling discussion and dialogue.

If there are many concerns, talk with the participants about how to address those concerns constructively.

Try not to overemphasize concerns in ways that might undermine the process or predispose the participants to feeling unnecessarily anxious about the trainings they will take part in.

NOTES:

ACTIVITY 1.3 OBJECTIVES

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 20 minutes

OBJECTIVES: To familiarize participants with

- The purpose and focus of USAID's Engendering Industries program.
- The objectives and agenda of the training process you will carry out with them.

KEY MESSAGES: This training is part of a process that aims to enhance men's engagement in gender equality issues within organizations supported by USAID's Engendering Industries program.

MATERIALS: Laptop, projector, flip chart paper, markers, and masking tape

PREPARATION: If you will not be using a PowerPoint presentation, write the profile of Engendering Industries and the objectives of this training on flip chart paper or print them out and give copies to the participants.

You will need to prepare the specific objectives and agenda for this training process (workshop or series of workshops) and can print them out to give to the participants or use PowerPoint to project them.

PROCEDURE:

Profile of Engendering Industries¹⁷

- I. Use the following information to familiarize the participants with Engendering Industries:
 - a. USAID's Engendering Industries program works with organizations in male-dominated industries to increase economic opportunities for women and improve gender equality, diversity, and inclusion in the workplace.
 - b. Expanding women's participation in male-dominated sectors leads to tangible economic empowerment outcomes for women, such as formal employment opportunities and higher incomes.
 - c. Increased gender equality improves business performance and helps organizations meet their bottom-line goals by enhancing employee satisfaction, reducing turnover, and driving productivity.
 - d. Well-functioning organizations create a fuel economic growth, bolster economies, catalyze social development, and create an enabling environment for private investment.¹⁸
 - e. Sociocultural norms, education and training gaps, and the inability of women to balance work and caregiver responsibilities are some of the limiting factors that negatively impact women's workforce participation.
 - f. Engendering Industries has partnered with 67 organizations across 38 countries.
 - g. Engendering Industries is advancing men's engagement by carrying out workshops on creating men allies for gender equality. These allies advocate for gender equality initiatives and also understand how gender equality benefits both women and men.

¹⁷ USAID, "Engendering Industries Presentation."

¹⁸ USAID, "About Engendering Industries."

Presentation of the Objectives and Agenda of This Training Process

1. Explain that this training process (workshop or series of workshops) is part of the men's engagement initiative mentioned just now.
2. If you have not already carried out Activity 1.2, brainstorm with the participants about their expectations for this workshop.
3. Share the objectives of this training process (workshop or series of workshops):
Overall objective: To provide an opportunity for staff to critically review their attitudes to gender, equality, and diversity and put into practice changes that will contribute to safe, healthy, and equitable relations and work environments.
Specific objectives: (Prepare specific objectives in accordance with the training manual activities you will be using for this initial workshop/activity.)
4. Allow for questions related to the objectives of the training.
5. Ask the participants to share how they think the objectives align with their expectations (refer to the "What's Exciting/Interesting!" and "What Concerns Us" flip charts if you carried out Activity 1.2 before this activity).
6. Share the agenda you have prepared for the training and agree on any necessary modifications with the participants.

Logistics

1. Go through any logistical/administrative issues with the participants (for example, health and safety, access to toilets, use of training center facilities, mealtimes/venue).

CLOSING STATEMENTS: Highlight that this training is the beginning of a process, and that by the end of the training, participants will make commitments to carrying out concrete actions that help enhance gender equality in their homes, communities, and workplaces.



FACILITATORS' NOTES: As you present the objectives and agenda to the participants, bear in mind that different groups of trainees' specific interests and needs can make it necessary to be flexible with the timing of some of the activities. Try not to go too far over time with the first activities, though. You will find that you will be able to deal with some issues that come up in more detail as the activities progress.

NOTES:

ACTIVITY 1.4 CREATING A SAFE PLACE¹⁹

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 45 minutes

OBJECTIVES: To maximize participation and enable people to express their ideas, experiences, and feelings, it is important to agree on how to create and manage a safe space characterized by mutual respect and trust.

KEY MESSAGES: This training is part of a process that aims to enhance men's engagement in gender equality issues within organizations supported by USAID's Engendering Industries program.

MATERIALS: Flip chart paper, markers, masking tape

PREPARATION: On a blank piece of flip chart paper, write the title "Characteristics of a Safe Space."

On a second flip chart, write the title "Discussion Questions" and the following questions:

- Why is this important?
- What makes this challenging to do?
- How can we overcome those challenges?
- What can we commit to as a group to make sure that our space maintains this quality for everyone?

PROCEDURE:

Introduction

1. Conduct a small energizer if necessary to motivate or center the group.
2. Explain: In this activity, we will explore how we can make the upcoming training process a safe space for all of us to share our ideas, feelings, and experiences.

Guided Personal Reflection

1. Continue: *We are now going to do a personal reflection exercise. A reflection exercise is one that we think about in our own minds, without discussing with others, based on our own ideas and experiences. It's an opportunity for us to get in touch with our own emotions and thoughts, without feeling pressure or the influence of others. Once we have taken time to reflect personally, we may decide to share our ideas and emotions with others if we feel safe to do so. Personal reflection will be new for some of us. At first, it might make us feel a little uncomfortable, might make us laugh, or might make us feel curious and eager. All of these emotions are ok. Eventually, personal reflection will become more comfortable and will help us to learn and grow.*

For this personal reflection exercise, I am going to ask you to close your eyes. Closing our eyes can help us to block out distractions from the world around us and get in touch with what's inside of us. I will read out questions for you to think about in your mind about your own life. Try to remember the images and pictures clearly in your mind. When we are done, I will ask anyone who is comfortable to share their thoughts with the group. Let's begin; please close your eyes now.

¹⁹ Adapted from CARE Rwanda, Indashyikirwa Rwanda, 8–12.

2. Once everyone's eyes are closed, read the following guided imagery. Read it very slowly so that participants have time to imagine many details. When you see the word "pause," stop and let a few seconds pass. Do not rush.
 - *With your eyes closed, think about a time when you felt very safe sharing personal information with an individual or group. (pause)*
 - *Try to remember the details of that time. Who were you with? What personal information were you sharing? (pause)*
 - *Think about what made you feel so safe. Did you feel safe automatically or did that person say or do something to make you feel safe? (pause)*
 - *Did you have any concerns about sharing personal information? If so, what were those concerns? (pause)*
 - *What helped you to get over those concerns and feel more comfortable sharing? (pause)*
 - *How did you feel after you shared the personal information? (pause)*
 - *Did it help you in some way to share the information?*
 - *How did sharing personal information about yourself affect your relationship with the individual or group? (pause)*
 - *Now, when you are ready, please open your eyes.*

If appropriate and feasible, you can play prerecorded guided imagery in place of leading the activity in person.

Characteristics of a Safe Space

1. Bring participants' attention back to the main group and ask them: *Based on the experiences that you have reflected on, what do you feel are the characteristics of a safe space?*
2. Write participants' responses on the flip chart entitled "Characteristics of a Safe Space." Probe as needed to fully understand their ideas; for example, if someone says "confidentiality," ask them what they mean by "confidentiality."
3. Ask participants whether there is anything missing from the list. If the following have not been included, ask participants what they think about these characteristics:
 - Confidentiality (keeping things secret or private)
 - Nonjudgmental behavior (supporting people rather than looking down upon them; not judging their opinions or ideas)
 - Open communication (everyone is free to speak about their feelings without fear of repercussions, and people discuss problems or issues directly rather than behind someone's back)
 - Commitment (everyone shows equal commitment to creating a safe space and to the process; you can trust and rely upon others)
 - Trust (trust is usually built by combining the characteristics above)
4. Summarize: *Although we are all different, there is commonality in what creates a safe space for all of us. From this list, let us try to identify the characteristics that will be most important to us for this process.*
5. Review the list and try to group similar responses into categories. Once you group them, put a star next to the four that seemed to be mentioned the most. Ask participants whether they feel these are the most important characteristics for the process and make changes as necessary. Circle the four characteristics identified as most important for creating a safe space during the workshop.

6. Confirm with the participants that they all feel comfortable adhering to these commitments throughout the course of the training.
7. You can use masking tape to hang the list in a visible place, so participants are reminded of the group agreements throughout the workshop.

CLOSING STATEMENTS: Remind the participants that maintaining a safe space is a shared responsibility and that there will be moments during the process when we will remind ourselves of the commitments made just now and add any other proposals as necessary.



FACILITATORS' NOTES: During the personal reflection exercise, do not rush.

In some settings, workplace hierarchies may be problematic for the process. Some participants may be concerned about sharing their reflections if their supervisors or managers are also in the training space. If that is the case, when unpacking the characteristics of a safe space, you can give out slips of paper or cards for participants to answer “what do you feel are the characteristics of a safe space?” anonymously. Get participants to deposit them in a bag or box, and then you can draw them out and post them on a flip chart or on the wall.

If your training time is limited, instead of the procedure proposed above, you can simply brainstorm “ground rules” (or group agreements) with the participants to ensure the smooth functioning of the upcoming process, create a safe space, and maximize participation.



Engendering Industries Change Management Coach Khumo Mokhethi (second from left) and Equipundo: Center for Masculinities and Social Justice Facilitator Douglas Mendoza (third from left) meet with training participants from EDENORTE during an Engendering Industries Engaging Men for Gender Equality training event in the Dominican Republic



UNIT 2: Gender Basics

UNIT PURPOSE: The activities included in this unit will enable participants to understand the concepts of sex and gender and how they are related, as well as to explore and understand the concept of gender equality.

While some participants may have some prior knowledge of gender, these participatory activities will integrate reflections on sex, gender, and gender equality, focusing on real-life experiences while filling in and leveling out any gaps in knowledge.

The experiential learning approach will also help generate trust and create bonds that are important for gradually moving into more demanding topics.

Activity 2.1 What is this Thing Called Gender?
Activity 2.2 Sex, Gender, Gender Equality, and Gender Equity
Activity 2.3 Gender Values
Activity 2.4 Gender Fishbowl

ACTIVITY 2.1 WHAT IS THIS THING CALLED GENDER?²⁰

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 1 hour 15 minutes

OBJECTIVES: To discuss the differences between sex and gender and to reflect on how gender norms influence the lives and relationships of men and women.

KEY MESSAGES:

- Although there are biological differences between males and females, many of the differences we attribute to men and women are constructed by our society.
- These differences are not part of our biology; we are not born this way.
- These characteristics can be learned from key socializing entities such as family members, friends, cultural and religious institutions, traditional and social media, and school, and they can be reinforced in the workplace.

MATERIALS: Flip chart paper, markers, masking tape

PREPARATION: Prepare two flip chart papers with the titles “Man” and “Woman.”

PROCEDURE:

PART I

1. Explain to the participants that this activity will help them think about the gender attributes and roles assigned to men and women and how society influences our ideas and expectations of being women and men.
2. Hang two pieces of flip chart paper titled “man” and “woman” on the wall.
3. Ask the participants what it means to “be a man” within their usual context or society.
4. Write down the words and phrases they say on the flip chart paper that says “man.” Explain that the responses can be positive or negative and that the participants should think of both biological aspects and social characteristics.
5. After everyone has responded, ask the group what it means to “be a woman” within their usual context or society.
6. Write down these words and phrases on the flip chart paper that says “woman.” Remind them to think of both biological and social characteristics.

²⁰ Adapted from ManCare, *Bandebereho Facilitator's Manual*, 10–12.

PART 2

1. After all the responses are written down, exchange the titles on the pieces of paper so that the paper that was originally titled “man” now says “woman” and vice versa.
2. Ask the participants if the characteristics (social and biological) they mentioned for men could also be attributed to women. Then ask whether the characteristics mentioned for women could also be attributed to men.
3. Explain to the group that the BIOLOGICAL characteristics of women that cannot be attributed to men (and vice versa) are what constitute our sex. Sex is biological—that is, we are born with male or female reproductive organs and hormones.
4. Next, explain that the SOCIAL characteristics of women—the roles and characteristics that we usually associate with women but that can pertain to both women and men—constitute our gender. Gender is how we are socialized—that is, how attitudes, behavior, and expectations are formed based on what society associates with being a woman or a man. We are not born with these characteristics but learn them as we grow up.
5. Tell the group that it is very easy to confuse gender with sex, but that gender is constructed by our society. Society assigns certain attitudes and behaviors to individuals based on their sex (for example, women care for children, whereas men are providers/breadwinners), and every individual is influenced by these social expectations. These social expectations based on sex do not remain the same but change over time.

PART 3

1. Now, open the discussion using the questions below. Help the group discuss which characteristics the participants do not think can be attributed to both men and women and why. However, make sure not to present these sex and gender categories as inflexible or unchanging.

Questions for Group Discussion:

- a. Where do we learn the characteristics that we associate with being a man or woman?
- b. How do our families and friends influence our ideas of how women and men should look and act?
- c. Do these gender roles influence the way that boys and girls are raised?
- d. Is it hard to live up to these expectations of being a man or woman?
- e. How do these different expectations of how women and men should act influence our relationships with our partners and families?
- f. Do you think that expectations for how men and women should look and act are different today than when your parents and grandparents were growing up? How? Why?
- g. How do the ways that we are supposed to “be men” and “be women” influence our work environments?
- h. What are some distinct ways that men and women are treated differently in a work setting? What does this have to do with their sex or gender roles? (Note for the facilitator: think about the stages of the [Engendering Industries Best Practices Framework for Male-Dominated Industries](#) employee life cycle, including attraction and talent outreach; recruiting and hiring; onboarding and training; performance management, compensation, and benefits; talent and leadership development; retention and employee engagement; succession planning and promotion; and separation and retirement.)
- i. How does your organization work to make sure that all of its employees are treated equally and that their needs are met?

CLOSING STATEMENTS: “Sex” refers to the biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males or females.²¹

“Gender” refers to a socially constructed set of roles, norms, rights, responsibilities, entitlements, expectations, and behaviors associated with women, men, and individuals of diverse gender identities, as well as the relationships between and among them. These social definitions differ among and within cultures, change over time, and often intersect with other factors such as age, class, disability, ethnicity, race, religion, and sexual orientation. All individuals are subject to these expectations and sanctions, including transgender and nonbinary individuals. The term “gender” should not be used interchangeably with women, sex, or gender identity.

Society attributes different characteristics, attitudes, and behaviors to men and women and places values on them. Generally, everything related to being a man is given a greater social and cultural value.



FACILITATORS' NOTES: Keep in mind that some participants may show some resistance to the idea of gender, particularly if they hold conservative religious beliefs. While acknowledging the biological differences that exist between men and women, you can use a human rights framework to support the idea that inequalities between women’s and men’s roles are social and cultural. The issue is not about men and women being the same but about having equal opportunities and rights.

Some participants may introduce the idea of intersex people. If so, use the following information to clarify what intersex means:

“Intersex people are born with sex characteristics (including genitals, gonads, and chromosome patterns) that do not fit typical binary notions of male or female bodies.

‘Intersex’ is an umbrella term used to describe a wide range of natural bodily variations. In some cases, intersex traits are visible at birth, while in others, they are not apparent until puberty. Some chromosomal intersex variations may not be physically apparent at all. According to experts, between 0.05 percent and 1.7 percent of the population is born with intersex traits; the upper estimate is similar to the number of red-haired people.

Being intersex relates to biological sex characteristics and is distinct from a person’s sexual orientation or gender identity. An intersex person may be straight, gay, lesbian, bisexual, or asexual and may identify as female, male, both, or neither. Because their bodies are seen as different, intersex children and adults are often stigmatized and subjected to multiple human rights violations, including violations of their rights to health and physical integrity, to be free from torture and ill-treatment, and to equality and non-discrimination.”²²

For more information, see the [Intersex Fact Sheet](#) prepared by the UN Free and Equal campaign and the article “[Sex Redefined](#).”²³

21 USAID, *Delivering Gender Equality*.

22 Free and Equal, Fact Sheet: Intersex.

23 Ainsworth, “Sex redefined,” 288–291.

ACTIVITY 2.2 SEX, GENDER, GENDER EQUALITY, AND GENDER EQUITY

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 30–45 minutes

OBJECTIVES:

- To deepen understanding of “sex” and “gender” and to be able to differentiate clearly between the two concepts.
- To comprehend the terms “gender equality” and “gender equity” and their implications for relationships between men and women.

KEY MESSAGES:

- Sex comprises the biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females. (Source: [Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))
- Gender is a socially constructed set of rules, responsibilities, entitlements, and behaviors associated with being a man, a woman, or a gender-diverse individual, and the relationships between and among people according to these constructs. These social definitions and their consequences differ among and within cultures, change over time, and intersect with other factors (e.g., age, class, disability, ethnicity, race, religion, citizenship, and sexual orientation). Though these concepts are linked, the term gender is not interchangeable with the terms “women,” “sex,” “gender identity,” or “gender expression.” (Source: [USAID 2023 Gender Equality and Women’s Empowerment Policy](#))
- Gender equality is the equal enjoyment of human rights, socially valued goods, opportunities, and resources by all individuals, independent of a person’s sex or gender identity. Gender equality means more than parity in numbers or laws on the books; it means that all people have equal access and freedoms and that rights, responsibilities, and opportunities do not depend on an individual’s sex assigned at birth or their gender identity. Gender equality is fundamental in human development for all women and girls, men and boys, and individuals of other gender identities. It is both a human rights issue and a precondition for, and an indicator of, sustainable development. (Source: [USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#))

Gender equity is the process of reaching equality and fairness for women and men, boys and girls. To ensure fairness, equity measures or interventions must compensate for cumulative economic, social, and political disadvantages that prevent women and men, boys and girls from operating on a level playing field. (Source: [Interagency Gender Working Group, Gender-Related Terms and Definitions](#))

MATERIALS: Participant Handout I: “The Sex and Gender Game.”

PREPARATION: One copy per participant of Participant Handout I: “The Sex and Gender Game.”

PROCEDURE:

1. Ask the participants what the word “sex” means. Then ask them to explain what “gender” means to them. After hearing from the group, clarify the concepts by providing the following meanings:

“Sex” refers to the biological and physiological characteristics that define men and women (as male or female). The following are some examples of sex characteristics:

- Women menstruate and can become pregnant, while men do not.
- Men have testicles, while women do not.
- Women have developed breasts that are usually capable of lactating while men have not.
- Men generally have larger bones than women do.

“Gender” refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. The following are some examples of gender characteristics:

- In most countries, women earn significantly less money than men for similar work.
 - In some societies, many more men than women smoke, as female smoking has not traditionally been considered appropriate.
 - Until recently, men were allowed to drive cars in Saudi Arabia while women were not.
 - In most of the world, women do more unpaid housework than men.
 - “Male” and “female” are sex categories, while “masculine” and “feminine” are gender categories.
 - Gender expressions and identity can vary greatly between cultures and societies and change over time.
2. Distribute Participant Handout 1 (below) and ask the participants (individually) to indicate whether the statements refer to sex or gender by putting an “X” in the corresponding column. After giving the participants a chance to read and answer the statements independently, discuss each of the answers with the entire group.

Explain that there are other terms related to the word “gender” that also need to be explored. Ask participants what they think “gender equality” means. Allow plenty of time for discussion.

After hearing from the participants, provide the following definition²⁴

Gender equality is the equal enjoyment of human rights, socially valued goods, opportunities, and resources by all individuals, independent of a person’s sex or gender identity. Gender equality means more than parity in numbers or laws on the books; it means that all people have equal access and freedoms and that rights, responsibilities, and opportunities do not depend on an individual’s sex assigned at birth or their gender identity. Gender equality is fundamental in human development for all women and girls, men and boys, and individuals of other gender identities. It is both a human rights issue and a precondition for, and an indicator of, sustainable development. (Source: [USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#))

(Note: You can read the definition slowly, two or more times; write it on a flip chart before the activity starts; or makes copies for each participant.)

3. Ask the group if the definition makes sense. Allow them to ask any questions about it.

Ask if anyone knows the difference between gender equality and gender equity. You can provide the below definition of equity if they are unclear.

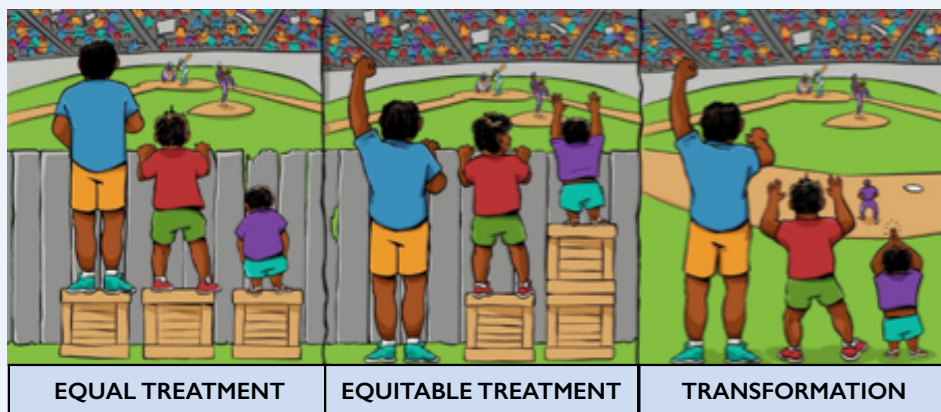
²⁴ USAID, *Delivering Gender Equality*.

Gender equity is the process of reaching equality and fairness for women and men, boys and girls. To ensure fairness, equity measures or interventions must compensate for cumulative economic, social, and political disadvantages that prevent women and men, boys and girls from operating on a level playing field. (Source: [Interagency Gender Working Group, Gender-related Terms and Definitions](#))

4. After their responses, provide an explanation:

As discussed, gender equality means all genders have the same opportunities and ability to enjoy human freedoms—meaning that they are provided the same benefits equally. Gender equity is different, as it provides the opportunities and resources to address the specific needs of a gender to achieve gender equality.

Facilitator Note: If the participants are struggling with the difference between these concepts, this diagram is useful to show different approaches to improving gender equality. The picture on the left shows what happens when equal benefits and resources (the boxes) are provided. Even though all three people get the same resources, their view over the fence is different because of their differences as people. Equity is represented in the middle picture, where the people are given different resources to meet their specific needs, resulting in equal views of the game. Finally, the third panel represents transformation, where the barriers are removed completely, and all can see the game, creating equality. Emphasize that equality is the goal, and equity is a way to get closer to the goal. Equality can only be achieved if transformation takes place.



5. Ask the group to discuss whether gender equality and/or gender equity exist in their workplace/organization, community, and/or country. If it is helpful, provide one example of gender equality and gender equity in their context to confirm they understand the difference between the two concepts.

- As the group discusses this question, write down any statements that explain why women do not share equal opportunities, rights, and access to and control of resources with men in all spheres of society. Be sure to include some of the following points if they are not mentioned by the group:
 - Girls and boys, men and women, are socialized differently in many societies, which limits their opportunities and choices with regard to education and access to certain jobs and paid work in general.
 - In many countries, girls and women are underrepresented in secondary or tertiary education due to missing support from parents.
 - Women in many countries are more likely to experience sexual and domestic violence than men.
 - Men are paid more than women for the same work (in most cases).
 - Men hold more positions of power within the business sector.
 - Women in many countries carry the burden of domestic and care work.

6. After clarifying the meaning of gender equality, ask the group the following questions:

- Why should women work toward achieving gender equality?
- What benefits does gender equality bring to women's lives?

Now ask the same questions, focusing on men:

- Why should men work toward achieving gender equality?
- What benefits does gender equality bring to men's lives?

Bring the discussion to a close, asking:

- What actions can women take to help create gender equality?
- What actions can men take to help create gender equality?
- What can women and men do together to work toward gender equality?
- How does gender equality benefit the relationship between women and men?
- How do gender ideas and values influence the ways men and women interact in work environments?
- What can we do together to work toward gender equality in our own workplaces?

CLOSING STATEMENTS: Sex is a fact of human biology; most of us are born male or female; it is men who impregnate and women who conceive, give birth, and breastfeed the human baby.

We have constructed an edifice of social attitudes and assumptions, behaviors, and activities based on this biological difference: these are our gender roles and identities.

Gender equality does not mean that men and women will or should be the same, but rather that they should have the same opportunities, rights, and access to resources and services.

Gender equality also means that people should be free to decide how they want to express their identity and that they should not be limited or defined by their sex; people should not feel obliged to reproduce narrow, limited visions of "masculinity" and "femininity."

If a discussion has arisen on the concept of being intersex: Some intersex people are not easily identifiable as male or female when they are born; others reach childhood or puberty before discovering that they have elements of both biological sexes. See the facilitators' notes below for more information.



FACILITATORS' NOTES: Some participants may challenge, quite rightly, the idea that only two sexes exist if they have already had contact with the concept of intersex people. If so, acknowledge the existence of intersex people, some of whom are not easily identifiable as male or female when they are born, and some of whom discover at or before puberty that they have elements of both biological sexes.

You can use the following information from the UN Free and Equal Campaign [Intersex Fact Sheet](#) to expand participants' understanding of intersexuality.

- *"According to experts, between 0.05% and 1.7% of the population is born with intersex traits – the upper estimate is similar to the number of red-haired people."*

"Discrimination: Intersex persons are often subjected to discrimination and abuse if it becomes known that they are intersex or if they are perceived not to conform to gender norms. Anti-discrimination laws do not typically ban

discrimination against intersex persons, leaving them vulnerable to discriminatory practices in a range of settings, including access to health services, education, public services, employment, and sports.”

“Because their bodies are seen as different, intersex children and adults are often stigmatized and subjected to multiple human rights violations, including violations of their rights to health and physical integrity, to be free from torture and ill-treatment, and to equality and non-discrimination.”

“It has become common practice to subject intersex children to unnecessary surgical and other procedures for the purpose of trying to make their appearance conform to binary sex stereotypes.”

For more information, see the [Intersex Fact Sheet](#) and the article “[Sex Redefined](#).”²⁵

In some contexts, discussions addressing lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI+) persons will be welcomed, while in other contexts, this will not be accepted. For contexts where it is acceptable to discuss such topics, here are some optional materials on the difference between sex, gender identity, and sexual orientation to review.

- [What’s the Difference Between Gender and Sexuality?](#)
- [Glossary of Terms: LGBTQ](#)
- [Sexual Orientation and Gender Identity](#)
- [A Guide to Gender Identity Terms](#)
- [Sexual Orientation and Gender Identity](#)

NOTES:

²⁵ Ainsworth, “Sex redefined,” 288–291.

PARTICIPANT HANDOUT 1: THE SEX AND GENDER GAME

Does the statement refers to gender or sex?			
		Gender	Sex
1.	Women give birth to babies; men don't.		
2.	Girls should be gentle; boys should be tough.		
3.	Women or girls are the primary caregivers for sick people in most households.		
4.	Women can breastfeed babies.		
5.	Many women cannot freely make decisions, especially regarding sexuality and couple relationships.		
6.	Men's voices change with puberty; women's voices do not.		
7.	Four-fifths of the world's injection drug users are men.		
8.	Women get paid less than men for doing the same work.		
9.	A woman should obey her husband in all things.		
10.	To be a man, you need to be tough.		
11.	A real man produces a male child.		
12.	Men need sex more than women do.		

ACTIVITY 2.3 GENDER VALUES²⁶

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 45 minutes

OBJECTIVES: To explore our values and attitudes about our gender identities and about being men and women.

KEY MESSAGES:

- We receive messages from family, community, and the media (social and traditional) about how we should act as men and women and relate to each other.
- These messages influence our attitudes and beliefs about men and women, often without us even realizing it!

MATERIALS: Flip chart paper, markers, masking tape.

PREPARATION: Prepare three flip chart papers with the titles “Agree,” “Disagree,” and “Not Sure.”

Before the activity begins, tape the three posters on the wall, leaving enough space between each sign to allow a group of participants to stand near each one.

Review the list of statements below and decide how many and which ones you will use, considering the characteristics of the participants, the context, and the time available. You can also develop your own statements, such as common stereotypes in your society or company.

PROCEDURE:

1. Explain to the group that you are going to do an activity that will help them to reflect on their attitudes and beliefs about gender and about being men and women. Remind the participants that everyone has a right to their opinion and that no response is right or wrong.

Ask the group to stand up and move to someplace where there is plenty of space near where you have hung the three posters on the walls.

Explain that you are going to read a series of statements. After you have read a statement, the participants should stand in front of the sign that reflects their own opinion—they can agree with the statement, disagree with the statement, or say that they are not sure whether they agree or disagree.

List of statements:

- It is easier to be a man than a woman.
- The biology of women and men limits their ability to perform specific jobs.
- Men can't clean the house or wash dishes.
- Men should make the final decisions in the household.
- Men take on leadership roles because they are mentally stronger and better than women at decision-making.
- Women are better leaders. They have more soft skills.

²⁶ Adapted from ManCare, *Bandebereho Facilitator's Manual*, 8–9.

- Women in leadership do not support other women.
 - Women are more emotional than men, inhibiting their ability to lead.
 - A woman is more of a woman once she has had children.
 - If a difficult decision must be made in a family or company, the man should make the final decision.
 - Men are naturally more violent than women.
 - Women gossip; men exchange information.
2. Read aloud the first statement you have chosen. After the participants have stood near the sign that illustrates their opinion, ask them to explain why they are standing there (why do they agree or disagree, or why are they unsure?). Ask whether anyone wants to change their mind.

Read the next statement and continue the same steps for each statement you have selected and have time for, allowing participants to explain their opinions.

After you have finished, ask the group to sit down in their chairs and ask the following questions:

Questions for Group Discussion:

1. Which statements did you have the strongest opinions about? Why do you think this was the case?
How did it feel to talk about an opinion that was different from some of the other participants' opinions?
How do you think our opinions and beliefs about men and women might influence how we interact with men and women?
How do gender values influence the ways men and women interact in work environments?

CLOSING STATEMENTS

The ideas we have about men and women (stereotypes) influence our attitudes and values and how we behave in private and public settings, often subconsciously.

Exploring our attitudes toward men and women of different ethnicities, ages, and jobs/roles can help us make different choices about how we behave in our families and with work colleagues.

Everyone should be treated equally as people and should have the same rights and opportunities, independent of their sex, gender, age, ethnicity, religion, class, social status, and role in the organization.



FACILITATORS' NOTES: During the activity, ensure that women and men have equal opportunity to share their ideas and opinions. In some settings, men may be the first to express their opinions and may be less wary of doing so. If two men have spoken in a row, address the women directly and say, *“Let’s hear from the women. Which one you would like to share an idea, thought, or opinion?”*

Encourage participants to be brief—no long discourses!

If all the participants agree about any of the statements, express an opinion that is different from theirs to get the discussion going.

If some participants do not know whether they agree or disagree and do not want to stand beside any of the three signs, ask them to say more about their reactions to the statement.

Depending on the amount of time you have and the group of participants, you can use only “Agree” and “Disagree” signs.

If there are marked differences between men’s and women’s degrees of agreement or disagreement, point this out and ask why that is the case.

Use one or more of the work-related statements if you are particularly interested in discussing how gender values express themselves in the work environment.

NOTES:

ACTIVITY 2.4 GENDER FISHBOWL²⁷

SUGGESTED AUDIENCE: This activity is designed to be used with mixed-gender groups. For tips on adapting it for single-gender groups, see the facilitators' notes at the end of the activity.

TIME: 60 minutes

OBJECTIVES:

- To enable participants to speak out about their experiences of gender and be listened to.
- To develop a better understanding of and empathy for the experiences of people of other genders.

KEY MESSAGES:

- Gender norms shape people's lives, molding and limiting gender identities, roles, and relations.
- Because of gendered socialization processes, men and women have unequal access to opportunities, rights, and resources. Differences in socioeconomic status, age, race/ethnicity, and immigrant status compound this inequity.
- Breaking with gender stereotypes and expected roles is key to achieving gender equality but can have negative consequences for both girls/women and boys/men. Ridicule, social exclusion, threats, and violence are used to keep women and men in their boxes.
- The roles of men and women are constantly changing. It has slowly become less difficult to break with established gender norms, but that can still be challenging in many contexts where norms are deeply entrenched.

MATERIALS: None

PREPARATION: Read through the statements below and decide which ones are most suitable for the group you will be working with.

PROCEDURE:

PART I: THE GENDER FISHBOWL EXERCISE

1. Divide the participants into a men's group and a women's group, with participants choosing the group they identify with. (If some do not identify with either category, invite them to be observers, and feed in their comments as the activity unfolds and after the activity).

Ask the men's group to sit in a circle in the middle of the room and the women's group to sit around the outside of the circle, facing in.

2. Start a discussion with the men by asking the questions below. Choose the questions you think are more suited to the group. If you have limited time, you can choose either the questions that are most relevant to your group or the preselected, bolded ones. The women must observe and listen to what is being said. They are not allowed to speak out, engage in side conversations, or laugh.

Questions for the men's group

1. What do you think is the most difficult thing about being a man in your home country and in the country where you live now?

²⁷ Adapted from The HIV-AIDS Network–Africa, "Tsimba Community Mobilisation Materials," 61–62, and MenCare, The MenCare 50:50 Project, 34–35.

2. What do you remember about growing up as a boy in your home country or community? What did you like about being a boy? What did you dislike? What was difficult about being a teenage boy?
 3. What do you think women need to understand better about men?
 4. What do you find difficult to understand about women?
 5. Name something that you never want to hear again about men.
 6. How can men support women to advance in the workplace?
 7. Who are some examples of women and men role models or influences supporting your advancement in the workplace?
3. Stop the discussion when the men have talked for 15 minutes.

Ask the women to switch places with the men and lead a discussion with the women while the men listen. Refer to the questions below for the women. You can ask the women the same questions as you asked the men, but doing so might influence the answers given by the women. The men must observe and listen to what is being said. They are not allowed to speak out, engage in side conversations, or laugh.

Questions for the women's group

- a. What do you think is the most difficult thing about being a woman in your home country and/or the country where you live now?
- b. What do you remember about growing up as a girl in your home country or community? What did you like about being a girl? What did you dislike? What was difficult about being a teenage girl?
- c. What rights are hardest for women to achieve in your home country and the country where you live now?
- d. What do you think men need to understand better about women?
- e. What do you find hard to understand about men?
- f. Name something that you never want to hear again about women.
- g. Are there any instances when you feel you are being treated differently in the workplace because of your gender? If so, what would you like to change?
- h. What do you need from men to be more successful or advance in the workplace?
- i. Who are some examples of women and men role models or influences supporting your advancement in the workplace?

STEP 2: DEBRIEF AND DISCUSSION

1. Debrief about the activity using the following suggested guidelines:
 - a. Invite participants to share how it felt to be in the inner circle, starting with the men and then continuing with the women. Discuss how it felt to remember the experiences they shared. Ask how it felt being in the outer circle.
 - b. Ask the women to share their observations of the men's discussions. Then ask the men to share their observations of the women's discussion. Bring out differences and similarities.
 - c. Invite each group to ask any questions they have for the other group: first the women, then the men.
 - d. Open up the discussion, inviting participants to share insights or learnings from the activity.

2. Other possible debriefing questions:
 - a. What surprised you about this activity?
 - b. How did it feel to talk about these things with others listening?
 - c. What has changed in our lifetimes in relation to gender roles and identities? What has not changed (much)?
 - d. How might individuals who do not identify specifically as a woman or a man feel in society?

CLOSING STATEMENTS: Use key insights from the exercise and the key messages above to close the activity.



FACILITATORS' NOTES: Often, our opinions and perspectives about other genders are informed by stereotypes and gender and social norms reinforced over time by many sources, such as the media or our peers. This often makes it difficult for us to understand other genders and their needs and concerns. By better understanding people of other genders and their needs and experiences, we can have greater empathy for their experiences and how those experiences affect them, particularly in the workplace.

The gender fishbowl helps participants understand gender norms. However, remember that these norms may be affected by class, culture, ethnicity, and other differences.

Make sure that you adapt the activity to suit the context and group you are working with. For example, if the statements are not an accurate reflection of the gender roles and expectations in your country or context, then use other statements that reflect your area more accurately.

Encourage participants to reflect on whether these points apply to them:

- It is often difficult to live up to or fulfill the gender role society expects of us.
- The messages society gives us about gender can negatively affect our behavior and relationships and our advancement and productivity in the workplace.
- Gender roles can create unequal ways of living and being in society, relationships, and workplaces.
- Our expectations of the role a man or woman should play keep people trapped “in the box,” even if they want to move out of the box (in other words, people often cannot see the advantage to themselves in moving out of the box).

Adapting the activity for single-gender groups:

This activity works best with a mixed-gender group of participants, but you can run it with single-gender groups by dividing the participants into two smaller groups. Ask the first group to answer the first three or four questions from the list of questions relevant to their gender. You might also ask a fourth question: “What do you think is the most difficult part about being a woman/man in your country?” Refer to the opposite gender of those in the group. Then ask the second group to answer as many questions as possible from the list relevant to the other gender (men if the group is all women; women if the group is all men).

Depending on the participants, consider intergenerational groups, such as a younger group alone with an older group listening, and vice versa.

If the participants come from different countries, ask them to think about circumstances in their country of origin as well as the country where they are currently living. Discuss the differences.

NOTES:



UNIT 3: Gender Socialization, Roles, Norms

UNIT PURPOSE: The activities in this unit enable participants to look back on their childhoods and lives, remembering and sharing how they were raised as boys and girls.

This entails exploring the idea of the Man Box—harmful masculinities (and the Woman Box); the impact these have on women, men, families, and society; how these operate in the work environment; and their consequences for equitable gender relations in workplaces.

Emphasis is placed on linking participants' experiences with the influence of their fathers, mothers, and/or other caregivers to understand how gender stereotypes, processes of socialization, and social norms determine gender roles and influence unequal opportunities, rights, and access to resources for girls/women and boys/men.

Many of the activities enable critical reflection on participants' actual attitudes to gender and beliefs around gender identities and the roles of men and women and the relations between them—highlighting stereotypes and prejudices.

Several of the activities reflect on the role of culture and religion in reinforcing gender inequalities. Similarly, understanding gender inequalities as a cultural issue can help debunk the idea that it is a Western phenomenon.

For many men, addressing the issue of “fatherhood” is a strategic entry point for their wider involvement in discussions on gender equality, masculinities, power, and violence, particularly for men who are already fathers or are planning to become so in the near future.

By guiding men to reflect on and analyze the roles played by their fathers and mothers (or other caregivers) in raising them and their siblings and helping them move beyond the traditional idea of fathers as material providers to their children, these activities focus on the benefits to all when men are involved, responsible fathers.

Discussing involved, positive fatherhood in mixed-gender groups also enables women to deconstruct their traditional ideas of parenting roles for women and men and to reflect on their expectations and concerns about the equitable participation of men in raising and caring for children.

In some of the activities, discussions on gender socialization also include an analysis of how gender stereotypes, roles, and norms can influence work environments and can be reproduced within them.

- Activity 3.1 Gender Socialization—How We Are Taught Our Gender
- Activity 3.2 Unpacking The Man Box
- Activity 3.3 Man Box, Woman Box, Human Box
- Activity 3.4 My Father’s Impact, My Mother’s Impact
- Activity 3.5 Culture Versus Tradition Versus Religion—What’s The Difference

ACTIVITY 3.1 GENDER SOCIALIZATION—HOW WE ARE TAUGHT OUR GENDER²⁸

SUGGESTED AUDIENCE: This activity is designed to be used with mixed-gender groups. For tips on adapting it for single-gender groups, see the facilitators’ notes at the end of the activity.

TIME: 2–2½ hours

OBJECTIVES:

- To understand the role social institutions (family, workplace, school, religion, mass media, etc.) play in teaching us how to be men or women.
- To recognize the benefits and costs of gender norms and gender socialization (beliefs, attitudes, values, and behavior).

KEY MESSAGES:

Several cultural and social institutions play a role in teaching patriarchal gender roles:

- Family
- Schools
- Workplaces
- Religion
- The media
- Internal policing and external security (police, prisons, military)
- Traditional initiation schools/institutions
- Peers and friends

In particular, some institutions play a key role in teaching men about gender. This is because they involve or reach a lot of men. It may also be because they are run by men, who hold positions of power, or because they exclude women or treat men and women very differently.

Diverse institutions play different roles in maintaining gender inequality. Some institutions (such as the family or religion) teach men that it is natural that they have more power than women. Other institutions (such as the military and some workplaces) are dominated by men and express male power. Other institutions (schools and the media) send messages to men and women about men’s superiority.

²⁸ From Sonke Gender Justice Network, *Sonke Change Manual*, 106–111. Adapted from original activity in CANTERA, “*El Significado de Ser Hombre*,” with additions and further modifications of the version included in CARE. (2013). *Gender Equity and Diversity: Facilitator Manual*. Module 501 Engaging Men and Boys for Gender Equality.

The messages men receive from these institutions promote ideas, attitudes, values, and behavior that presuppose men's superiority over women and women's inability to make independent decisions about their personal development. This often entails censoring attributes that society considers to be "feminine," such as tenderness, caring, and sensitivity. As such, the socialization of masculinity is a dehumanizing experience for many men, as it censors and punishes expressions of manliness that do not correspond to the patriarchal model. Furthermore, it can lead to the subjugation and violent treatment of women.

MATERIALS: Flip chart paper, markers, masking tape, B5 size cards (one per participant).

PREPARATION: Review the activity and be sure you understand the content, teaching methodology, and timing.

PROCEDURE:

PART 1: FORMATION OF GROUPS (10 MINUTES)

- I. Begin by explaining that the group will now begin personal/group reflection and analysis of their own lives and experiences.

Divide participants into two groups of men and two groups of women, ensuring that they are as heterogeneous as possible to have a wide variety of life experiences within each group. (If there are participants who do not identify as either men or women, ask them to join the group they feel most comfortable in).

Give each group one of the following question guides. There will be one question guide specifically for Group 1 (men) and another for Group 2 (women), and the third guide should be provided to both the other group of women (Group 3) and the other group of men (Group 4).

SMALL GROUP QUESTION GUIDE

Group 1 of Men: Influence of Other Men and Religion/Cultural Traditions

1. Influence of male relatives

- a. When we think about our fathers, uncles, older brothers, grandfathers, and other male relatives and friends who have influenced our way of being men (or still do), what type of attitudes, values, and behavior do we associate with them? (For example, this may include things they did, said and how they said them, how they related to women and other men, or how they expressed feelings.)
- b. Which of these (attitudes, values, behaviors) were beneficial for our personal development, and which were damaging, and why?

2. Influence of religion/tradition

- a. When we were growing up, what role did religion and cultural traditions and values play in forming our attitudes, values, and behaviors as men? (For example, this may include how we should be, what we should do and say, or what we should think and feel.)
- b. What were/are the benefits/advantages of religion and cultural traditions and values for our personal development as men, and what were/are the costs/disadvantages?

Group 2 of Women: Influence of Other Women and Religion/Cultural Traditions

1. Influence of female relatives

- a. When we think about our mothers, aunts, older sisters, grandmothers, and other female relatives and friends who have influenced our way of being women (or still do), what type of attitudes, values, and

behavior do we associate with them? (For example, this may include things they did, said and how they said them, how they related to men and other women, or how they expressed feelings.)

- a. Which of these (attitudes, values, behaviors) do we consider were beneficial for our personal development, and which do we consider were damaging, and why?

2. Influence of religion/tradition

- a. When we were growing up, what role did religion and cultural traditions and values play in forming our attitudes, values, and behaviors as women? (For example, this may include how we should be, what we should do and say, or what we should think and feel.)
- b. What were/are the benefits/advantages of religion and cultural traditions and values for our personal development as women, and what were/are the costs/disadvantages?

Groups 3 and 4 (Men and Women Separately): Influence of Family, Educational System, and Workplace

1. *When we were children (young boys/girls), which attitudes, values, and behaviors were rewarded in us by **family members** (including mother, father, grandparents, brother/sisters) and **at school** (by teachers and peers), and which were we reprimanded or punished for? (Note: this refers to things we thought, said, did, didn't do, etc.)*
2. *As we grew older (young men/women), which of our attitudes, values, and behaviors were rewarded at work (by supervisors and coworkers), and which were we reprimanded or punished for, either explicitly or implicitly? (Note: this refers to things we thought, said, did, didn't do, etc.) What kind of directions, careers, and job functions were we steered toward in the first place?*
3. *Which of these (attitudes, values, behaviors) identified in questions 1 and 2 were beneficial for our personal development, and were damaging, and why?*

Tell the participants that the question guides are a stimulus to sharing within the group, remembering their childhood, adolescence, and youth and things they learned within their families, schools, and communities about being men and women. Each group member should be given the chance to share before moving on to the next question. Encourage the participants to be as open and honest as possible, reminding them that we can all learn from each other.

STEP 2: GROUP WORK (40 MINUTES)

1. Ask each of the groups to find a quiet space where they can meet to reflect and share. Instruct the groups to select one member to coordinate the dialogue and another to take notes.
2. Give each group a flip chart and markers and ask them to synthesize their reflections to share in the main group session.

STEP 3: MAIN GROUP (30 MINUTES)

1. Bring all the groups into a semicircle in front of the board or wall where they will present their flip charts. As they come together, write down (or make a mental note about) any points that catch your attention and that you think should be discussed later in the main group session.
2. Ask group 1 (men) to present their flip chart, explaining to the rest of the participants that they focused on male role models within their families who have influenced their development as men.
3. Ask group 2 (women) to present their flip chart, explaining to the rest of the participants that they focused on female role models within their families who have influenced their development as women.

4. When both groups have finished their presentations, invite the members of the other groups to ask clarifying questions.
5. Inform the participants that the other two groups (of men and women) focused on how family, school, and workplaces have influenced their development as men and women. Ask group 3 (women) to present their flip chart.
6. Ask group 4 (men) to present their flip chart.
7. When both groups have finished their presentations, invite the members of the other groups to ask clarifying questions.

STEP 4: DIALOGUE AND DISCUSSION (30 MINUTES)

1. Invite participants to share how they feel when remembering their childhoods and influences on their development.
2. Ask participants to take a good look at all the reflections and analyses on the flip charts and invite them to draw attention to any issue that they would like to debate with the group. Allow time for each point to be discussed. Challenge ideas that reinforce patriarchal values or attitudes.
3. Focus on issues that you feel need further unpacking and discussion and that have not been selected by the participants. Focus on contentious issues, the reproduction of stereotypes, and major similarities and differences between the reflections from the groups. Ask the participants how gender socialization processes influence workplace hierarchies, dynamics, and relations.
4. If the topic has not already come up, ask the men from group 1 how the women in their childhoods (including mothers, sisters, aunts, grandmothers, and female friends) influenced their development. Ask the women from group 2 the same question about the influence of men (including fathers, brothers, uncles, and grandfathers) on their development. Highlight areas in which boys and girls were treated differently by both women and men and ask participants why this occurred and how it affects men and women today, both at home and in the workplace.
5. Feel free to ask the groups if there are things they particularly agree with or strongly oppose and to share why they feel that way.
6. If appropriate, briefly discuss the role that traditional and social media (including their companies' communications) play in reinforcing gender stereotypes, roles, and norms.

STEP 5: SYNTHESIS (10 MINUTES)

1. Carry out a brief synthesis of the session, highlighting how we learn to be men and women and explaining the role of the family, schools, religion, the media, and other social institutions like the workplace and internal policing/external security entities (police, prisons, and the military), emphasizing the following:
 - What each social institution teaches us about being men and women.
 - The similarity in the messages conveyed by each of the social institutions and the complicity that exists between them.
 - How each social institution helps to maintain the imbalance of power between women and men.
 - The consequences for women (such as opportunities, rights, access to resources, and personal safety and security) of the gender socialization processes that boys and girls experience and their dehumanizing effects on men and for relationships between men and women.

- The similarities and differences (nuances) in socialization processes that men and women can experience in relation to other aspects of their identities, such as race/ethnicity, religion, and class.

STEP 6: PROPOSALS FOR CHANGE (30 MINUTES)

1. Give a B5 card to each participant and ask them to write down one thing that they can do in their family, school, workplace, community, or religion to challenge and change the way that young boys and girls are brought up.
2. Invite the participants to come up to the front one by one and share their proposals, taping them to the wall.
3. As the cards are being posted on the wall, group similar proposals together. Once they have all been posted, briefly summarize the major proposals.
4. Ask the group whether there is any other proposal they would like to make.

CLOSING STATEMENTS: Close the activity, reaffirming that every little effort counts, no matter how small it may seem at the time, and that changes in the way boys, girls, young men, and young women are brought up are important not only for them but for their future partners, families, companies, communities, and economies.



FACILITATORS' NOTES: This activity enables participants to remember people, situations, and experiences from their childhoods that, when shared and reflected upon in a safe environment, may provoke feelings of sadness, frustration, loss, and anger as they discover new meanings and even remember things that have been “forgotten” or ignored. It is important to encourage participants to express their feelings but without pushing too hard and threatening their sense of security. It is important that you be positive and empathetic, reaffirming men and women when they share intimate, personal experiences, as this helps create an atmosphere of acceptance of the kind of sharing that is not common in everyday social spaces, especially between men.

Spend some time with each of the groups to clarify doubts and queries and to stimulate reflection and sharing. It can help the groups to deepen their analyses if you share something from your own experience with them.

During the main group session, focus on issues that you feel need further unpacking and have not been brought up by the participants. Focus on contentious issues, reproduction of stereotypes, and major similarities and differences between the reflections within the groups. Remember, however, that most of the intimate sharing will take place in small groups, so do not be surprised if the main group session is more of a rational analysis of experiences than the small group work is, as it is not easy to share personal feelings in a large group. This does not mean that the participants are not being challenged at an emotional level, and it is important to acknowledge that each individual is embarking on a personal and unique journey. Still, try to encourage participants to share stories or to give examples in the large group as well.

In a similar way, women are also reprimanded and punished for acting in “masculine” ways, which can lead to forms of psychological violence like social isolation and exclusion. In more extreme circumstances, women who do not conform to society’s patriarchal stereotypes of femininity can experience physical and sexual violence, as in the case of the “corrective” rape of lesbians. In work settings, women bosses are often ridiculed, not taken seriously, and given offensive nicknames.

Where using single-gender group work, try to include both a man and a woman on the facilitation team so that they can provide direct support during the small group work in an unthreatening way.

Adapting the activity for single-gender groups:

When forming groups to discuss the influence of other men and women and religion/cultural traditions, ask group 1 to focus on relatives of their own gender and group 2 to focus on relatives of the other gender. Groups 3 and 4 can both discuss the influence of family, the educational system, and media; alternatively, group 3 can focus on family members and group 4 on school, with both groups also reflecting on the role of the media.

NOTES:

ACTIVITY 3.2 UNPACKING THE MAN BOX²⁹

SUGGESTED AUDIENCE: This activity is designed to be used mostly with groups of men. For tips on adapting it for mixed-gender groups, see the facilitators' notes at the end of the activity or use [Activity 3.3: Man Box, Woman Box, Human Box](#).

TIME: 60 minutes

OBJECTIVES:

- To recognize the challenges men face in trying to fulfill societal expectations about gender roles.
- To understand the costs of rigid forms of masculinity and that it is possible to change.

KEY MESSAGES:

- Boys and men receive many harmful, sometimes contradictory messages on what it means to “be a man.”
- If boys and men do not conform to these messages of masculinity, that does not mean they are “less than” or not good enough.
- Boys and men can and should work to redefine more positive and more inclusive forms of masculinity.

MATERIALS: Flip chart paper, markers, masking tape

PREPARATION: Review the activity and be sure you understand the content, teaching methodology, and timing.

PROCEDURE:

MAIN GROUP DIALOGUE

1. Ask the group the following questions:
 - a. *What are some of the messages a boy is given when he is told to “act like a man”?*
Make sure they understand that they are discussing external messages that boys and men receive from others in their community/society.
 - b. *What does society value about men and boys? What defines a “successful” man?*
(*Probing questions: What kind of career should they have? What should their family look like? What about their financial situation?*)
 - c. *In a workplace environment, what messages do your colleagues and supervisor send to men about the “right” way to behave or the functions they should have? Are there any spoken or unspoken rules for men to follow?*
Explain to participants that this is not a list of things they think are true but the messages that men are given about what they must do to act like a man in the workplace.
2. Write the responses on the flip chart as they are spoken. Keep repeating the phrase “act like a man” with different inflections in your voice to encourage participants to think of more words.
3. Discuss where these messages come from (“Who is the messenger?”).
“Do they come from your father? Your teacher? Other family members? Images on television? Your peers and friends?”

²⁹ From Equimundo, *Manhood 2.0*, adapted from Men's Resources International, “Change-Makers Training Facilitator Handbook.”

Your colleagues at work or in workplace environments?

Do the messages or delivery differ if they come from a man or a woman (mother, father, teacher, sibling, or peer)?”

You can have the participants act out how the messages are delivered.

4. Draw a box around the list and say, “This is the ‘Man Box.’”

Reflections on the Man Box

1. Ask the group if this seems familiar. Do they (or someone they know) visit this box?
2. Ask the group to share any experiences or feelings about the messages they have been given (or seen men close to them given).
3. Explain that the term “Man Box” refers to gender roles and expectations of how men and boys must behave; these expectations come from family, peers, coworkers, society, media, stories, and other sources, with all of these actors and the messages they send influencing the construction of this box. You may want to discuss ideas of manhood and what it means to “be a man” and tie these messages to the characteristics from the “act like a man” list.
4. Ask, “How do these messages relate to how some people (or we) think about men and women? How does that affect our workplace environments?”

A key point is that “these identities are based upon a set of beliefs communicated by parents, families, coworkers, media, peers, and other members of society, that place pressure on men to be a certain way.”³⁰

5. Ask the group what advantages there are for men to follow these rules and fit inside the box. Write the advantages down on flip chart paper.

(Examples include being acknowledged or recognized, believing one is more attractive to women, and being considered more successful.)

6. Explain that men who stay in the box are often perceived to be better or more respected. Remind the group that men and boys work hard to stay in the box because they want these perceived benefits.

Reflections on Not Complying with the Man Box

1. Refer back to the drawing of the Man Box and ask the group to brainstorm characteristics or behaviors that are not traditionally “manly.” Write these around the space outside of the box.
2. Ask the group what happens to a man or boy who does not fit in this box or chooses to step out of the box. Write these responses around the outside of the box.
3. Ask how behaviors and roles outside the box are perceived. (Are they “feminine”? How do they differ from what is inside the box?)
4. How might men be treated in workplaces if they did not comply with the Man Box? Who would treat them that way?

Mention that there can be consequences when individuals do not conform to these societal expectations of gender roles (for example, being called names or being isolated from peers or friends because they are not “tough enough”).

Explain that this shows how society trains men to fit into a box by rewarding certain kinds of behavior and punishing other kinds of behavior.

³⁰ Heilman et al., “The Man Box.”

Advantages and Disadvantages of Complying with the Man Box

1. Ask, *“Are there any disadvantages to staying in the box? What does it cost individual men to live inside the box? What does it cost specifically in the company/workplace?”* Write “Disadvantages of Staying in the Man Box” on a separate flip chart sheet.

If participants do not think of any, prompt them with the following examples of disadvantages: peer pressure to act one way even when you do not want to; impact on physical and mental health (being tough and getting into fights means risks to your body); “switching off” feelings—fear of being “weak” means you cannot be sad even when you feel down; and isolation, which you can sometimes feel if you do not conform to others’ standards.

In a workplace setting, men who comply with the Man Box are generally seen as powerful and successful and therefore are more likely to receive opportunities to advance, including promotions and leadership positions, higher salaries and compensation packages, and higher rates of recruitment.

2. Explain that sometimes the box compels men to act out behavior that is harmful to themselves and others to make sure others see them as being in the box. Can they think of some examples? Prompt participants with the example of fighting with others to be seen as “tough” and/or point out that, globally, men’s life expectancy is lower than women’s and that deaths from homicide and suicide are higher among men than women.

Advantages of Stepping Out of the Man Box

1. Ask, *“Are there any advantages of stepping out of the box?”*

Write answers on a separate flip chart paper. If participants do not say anything, prompt them with the following examples: not conforming to others’ ideas of who you are, not being embarrassed to get help if you are sad or depressed, and having stronger connections with others because you are being who you are instead of who others expect you to be.

2. Ask, *“Can you think of examples of men in your life (family, community, workplace) who do not conform to the messages inside the box?”* Related questions:
 - a. Who are some famous examples of men who have not conformed to these messages?
 - b. Do you have coworkers or supervisors who reject these messages and instead are allies for women’s rights and equality in the workplace?
 - c. Have you seen male figures who you love and respect cry?
 - d. Are male figures you love and respect who have turned away from violence?
 - e. How do these men seem—for example, happy or satisfied?

Envisioning a Healthy Version of Manhood

1. Say, *“We’ve just spent the past session together talking about different aspects of manhood, some with positive impacts on people and others with negative consequences. The point of this session was not to immediately assume that everything within the Man Box is harmful and everything outside of the Man Box is healthy—being a man isn’t inherently a bad thing. However, a lot of what we talked about today shows that the way a lot of people conceptualize manhood and masculinity has harmful consequences for themselves and others. I want to spend the next couple of minutes talking about a version of manhood that we could describe as ‘healthy.’”*
2. Ask the participants to call out attributes already written on the flip chart that they would consider “healthy” for men and those around them. When a participant calls out an attribute, ask why they think it would be healthy; if there is consensus in the group, circle the word on the flip chart. (Participants can also add words to the flip chart if they want to.)

Facilitator Note: It is okay if some of the attributes inside the box are deemed “healthy,” but they usually need a qualifying statement or context. For example, the word “protector” is often associated with manhood. Being a protector is not inherently a negative trait if it does not manifest in a controlling way and if the protector allows those who he is protecting autonomy and the ability to make decisions about their own lives. The point of this part of the activity is to dig into the nuances of manhood and masculine norms and to discuss what positive impacts men could have on the lives of people around them.

3. Ask: *“What kind of support would be needed for men to adopt the ‘healthy’ attributes of manhood that are circled here? By whom?”*
4. Discuss what the participants can do to change their own behaviors and attitudes (or those of other men) in the workplace and to be role models for other boys and men. Write these down.

CLOSING STATEMENTS: Although being outside of the box will lead to some of the positive outcomes discussed, it will not happen all at once.

Staying in the box can be harmful, and we should continue to think of ways to break out of this box to be truer to ourselves.



FACILITATORS' NOTES: Adapting the activity to focus simultaneously on the Man Box and the Woman Box:

- This activity, as it stands, can be used with a mixed-gender group or an all-men group when there is particular interest in understanding that masculinity is a gendered social construction.
- The activity can be easily adapted, however, to simultaneously draw out characteristics of the “Woman Box.” You can do this by splitting the participants into one group of men and another of women. Facilitated by a woman, the women’s group answers the questions in relation to the messages girls and women receive from culture/society about being women.
- When both groups have finished, facilitate a large-group session for both groups to share feedback and analyze the major similarities and differences between the Man Box and the Woman Box.
- Depending on the group and time available, you can probe how race/ethnicity or economic background plays a role in the Man Box.

NOTES:

ACTIVITY 3.3 MAN BOX, WOMAN BOX, HUMAN BOX³¹

SUGGESTED AUDIENCE: This activity is designed to be used with mixed-gender groups. If you adapt [Activity 3.2: Unpacking the Man Box](#) for mixed-gender groups, there is no need to use this activity.

TIME: 1 hour and 30 minutes

OBJECTIVES:

- Understand the concept of the “Human Box.”
- Recognize the challenges men and women face in trying to fulfill societal expectations about gender roles, particularly in the workplace.
- Understand the costs of rigid forms of masculinity and femininity in the workplace and that it is possible to change.

KEY MESSAGES:

- A person, regardless of their gender or sex, can have any combination of characteristics inside the Human Box. Such decisions should be based on their personal choices as individuals and human beings, not forced upon them based on their gender.
- When we aspire to the ideals of the Human Box, we are changing the question from “How should a man/woman act?” to “How would a human being act?”
- Similarly, we can also change the discourse from “What are the things that a mother/father should do?” to “What are the things that a parent should do?”

MATERIALS: Flip chart paper, markers, masking tape

PREPARATION: Review the activity and be sure you understand the content, teaching methodology, and timing.

PROCEDURE:

1. Divide the participants into two groups: men in one group and women in the other group.
2. Give each group a piece of flip chart paper, a marker, and the following instructions. Give them 20 minutes to complete the following activity.
 - a. **Men’s group:** Ask a group member to draw a big square on the flip chart for the group. The box should be almost as big as the paper on the flip chart, but make sure there is room to write items outside the square. Ask the group to brainstorm a list of what society expects from a person when they tell them to “act like a man.” This can include messages from families, workplaces, or communities at large. Place this list inside the square or “box” on the flip chart paper.

Ask the group to place characteristics that their societies label as “not acting like a man” on the flip chart paper outside the box.

When the groups have finished filling in their boxes and the area around their boxes, ask the participants to take two or three extra minutes and circle the items on the flip chart that directly relate to men’s roles in the workplace.

³¹ From REDMAS, Equimundo, and EME, “Program P: A Manual.”

- b. **Women's group:** Ask a group member to draw a big square on the flip chart for the group. The box should be almost as big as the paper on the flip chart, but make sure there is room to write items outside the square. Ask the group to brainstorm a list of what society expects from a person when they tell them to "act like a woman." This can include messages from families, workplaces, or communities at large. Place this list inside the square or "box" on the flip chart paper.

Ask the group to place characteristics that their societies label as "not acting like a woman" on the flip chart paper outside the box.

When the groups have finished filling in their boxes and the area around their boxes, ask the participants to take two or three extra minutes and circle the items on the flip chart that directly relate to women's roles in the workplace.

- c. Ask a representative from each group to present the output of their group to the rest of the participants. Each group should take five to ten minutes for their presentation.

3. Lead a discussion with the entire group:

- a. *Where do these messages come from? Who is the messenger? Do the messages differ if they come from a man or a woman (mother, father, teacher, sibling, peers)?*
- b. *What are the differences between the two boxes? Are they opposites of one another? Howso?*
- c. *What are the advantages for men who stay in the Man Box and for women who stay in the Woman Box?*

For example, men who stay in the Man Box may be well respected by other men and women. Women who stay in the Woman Box may find it easier socially if they get married.

- d. *What are the disadvantages of staying in the Man Box or Woman Box?*

For example, men may feel constant pressure to provide or feel depressed that they cannot comply with all aspects of the Man Box. Women may be unable to get work outside the home or advance in their careers, even though they would like to.

- e. Are there any advantages of stepping out of the box? What are they?

For example, there may be more open communication between partners or more peaceful households because each person is part of the decision-making process.

4. With all the participants, make another box on a new piece of paper from the flip chart. Label this box "Human Box."

Explain that there are many positive characteristics inside the Man Box. In fact, much of the empowerment work done with women aims to create the conditions that enable women to have skills, voice, and agency over the decisions that affect their lives—things traditionally seen as "masculine" in patriarchal societies.

Examples of this include being a leader, having or advancing a career, becoming involved in politics, and being an active participant in decision-making in the household or workplace.

5. Ask the participants to point out the positive qualities of the Man Box. Write them inside the Human Box.

Examples might include being loyal and wanting to protect those around them, providing a livelihood for their family, and being a leader and an active decision-maker.

6. Explain that there are also many positive characteristics inside the Woman Box; ask the participants to point some out. Write them inside the Human Box.

Examples might include spending time with children, expressing emotions, being affectionate and loving, and playing an active role in domestic chores.

Remind the participants of the circled items that the participants felt directly related to the roles that men and women play in the workplace. Point out how many of these items are now in the “Human Box.”

7. Discuss what the participants can do to change their own behaviors and attitudes (or those of other men and women) **in the workplace** and be role models for other colleagues. Write these down on a flip chart.
8. Invite participants to decide on one task that they will do that falls outside of their respective gender boxes. They should come to the next session ready to discuss what it was like to perform this task. For many women, this may mean not doing a task that they usually do. Ask them to examine why this might be.

CLOSING STATEMENTS: Although stepping outside of a gender box can have positive outcomes, these will not happen all at once, and being outside that box will not always be easy.

However, staying in the Man Box or Woman Box can be harmful, and we should continue to think of ways to break out of these boxes to be truer to ourselves.



FACILITATORS' NOTES: Adapting the activity for men-only groups:

If this session is being held with only men, follow the activity as instructed, having one group of men be the “men’s group,” and the other group of men be the “women’s group.” This adaptation can be especially impactful for men who have to think from a woman’s perspective.

Depending on the group and time available, you can probe how race/ethnicity, age, migration status, or economic background play a role in the Man Box.

NOTES:

ACTIVITY 3.4 MY FATHER'S IMPACT, MY MOTHER'S IMPACT³²

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 60 minutes

OBJECTIVES: To encourage participants to reflect on the influences their fathers and mothers (or other female and male primary caregivers or father or mother figures) had on their lives growing up, including how to use the positive influences and how to avoid the negative aspects so they do not continue those traits.

KEY MESSAGES:

- Who we are today was shaped by our experiences growing up, but those experiences do not have to determine who we will become in the future.
- Reflecting on our own past enables us to make positive choices for the future by replacing negative attitudes and behaviors with positive ones.

MATERIALS: None

PREPARATION: Review the activity and be sure you understand the content, teaching, methodology, and timing. Compile a list of available counseling service providers within the company and externally that you can refer participants to, should they need them following this or any of the other sessions.

PROCEDURE:

INTRODUCTION

1. Explain to the group that this activity will let them reflect on the influence that their mothers and fathers (or male/female primary caregivers, father/mother figures) had on them when they were growing up. Tell them that they will think about how they can learn from the positive aspects of their parents or primary caregivers in raising their own children and how to avoid the negative aspects so that they do not continue those traits.

PART I: OUR FATHERS' IMPACT

1. Tell the group that first, they will think about the influence their fathers had on them. If a participant did not grow up with their father, explain that they can think of another man who was important to them during their childhood—an uncle, grandfather, or older brother.
2. Ask everyone to close their eyes and think about an object or a smell that reminds them of their father. It can be a tool, a book, a piece of clothing, the smell of beer, etc.
3. Ask them to spend a few minutes focusing on the object or the smell that they identify with their father. What emotions does this object or smell recall for them?
4. After two minutes, ask the participants to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell they identified. Ask them to share how it relates to their father or main male role model from their childhood. Give them five minutes to share.

³² Adapted from ManCare, *Bandebereho Facilitator's Manual*, 51–53 (previously from the activity "My Father's Impact" from REDMAS, Equimundo, and EME, "Program P Manual.")

5. Once everyone has finished sharing, read the statements below out loud:
 - *“One thing that my father did (related to gender norms) that I want to repeat with my own children is...”*
 - *“One thing that my father did (related to gender norms) that I do not want to repeat with my own children is...”*
6. Then, explain that each person should think about these two statements, imagining how they would like to be in the future. Ask them to share their thoughts with the person sitting next to them.

Give them ten minutes to share.

PART 2: OUR MOTHERS' IMPACT

1. Next, ask everyone to close their eyes again and think about an object or a smell that reminds them of their mother. If a participant did not grow up with their mother, explain that they can think of another woman who was important to them during their childhood—an aunt, grandmother, or older sister.
2. Tell everyone to spend a few minutes focusing on the object or the smell that they identify with their mother. What emotions does this object or smell recall for them?
3. After two minutes, ask the participants to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell and how it relates to their mother or main female role model from their childhood. Give them five minutes to share.
4. Once everyone has finished sharing, read the statements below out loud:
 - *“One thing that my mother did that I want to repeat with my own children is...”*
 - *“One thing that my mother did that I do not want to repeat with my own children is...”*
5. Then, explain that each person should think about these two statements, imagining how they would like to be in the future. Ask them to share their thoughts with the person sitting next to them.

Give them ten minutes to share.

PART 3: QUESTIONS FOR GROUP DISCUSSION

1. What are the positive things about your relationship with your father/father figure that you would like to put into practice?
 - a. In your homes?
 - b. In your workplaces?
2. Which things would you rather leave behind?

How did traditional definitions of manhood impact the way our fathers cared for us as children? [Some examples: Men cannot cry; men should not express physical affection to sons, such as kissing or hugging; men use violence to resolve conflict.]
3. What are the positive things about your relationship with your mother/mother figure that you would like to put into practice? Or that you would like work colleagues (men and women) to put into practice?
 - a. In your homes?
 - b. In your workplaces?
4. Which things would you rather leave behind to create more equal living and working environments? Why?

How do traditional definitions of womanhood impact the way women are raised and treated?
[Examples: Women are responsible for raising children and doing domestic work; women are weaker; etc.]

How can we “leave behind” harmful practices to be more gender equitable?

- a. In our homes?
- b. In our workplaces?

CLOSING STATEMENTS: Highlight the idea that both men and women can take on roles in the workplace related to caring for others (emotionally and materially) and fostering a safe and healthy work environment.



FACILITATORS' NOTES: This activity can have a significant emotional impact on participants and facilitators because participants may recall violent experiences or other traumatic life events, such as abandonment. Therefore, it is important to listen respectfully to the participants, without judging or pressuring them.

If necessary, share the list you compiled before the activity of available emotional support resources within the company and externally³³ with participants who have demonstrated emotional distress. Alternatively, hand out the list at the end of the session to all the participants.

NOTES:

³³ Engendering Industries partner Eko Electricity Distribution Company (EKEDC) has a pool of lay counselors trained; Engendering Industries partner Liberia Electricity Corporation has partnered with Action Aid to assist with sexual harassment reporting and counseling.

ACTIVITY 3.5 CULTURE VERSUS TRADITION VERSUS RELIGION—WHAT’S THE DIFFERENCE?

SUGGESTED AUDIENCE: This activity can be used with mixed-gender groups or single-gender groups.

TIME: 40 minutes

OBJECTIVES:

- To provide an opportunity for the group to deepen their understanding of culture, tradition, and religion and how they relate to one another and to gender concepts.
- Explore how culture, tradition, and religion impact the workplace.

KEY MESSAGES: Culture, tradition, and religion, while interrelated, are actually different things.

MATERIALS: Flip chart paper and pens

PREPARATION: Ensure you have all the materials needed for the activity.

PROCEDURE:

1. Lead participants to brainstorm words they associate first with “culture,” then with “tradition,” and finally with “religion.”

Record these words on three separate flip charts, being careful to include all contributions. Repetition is not a problem; simply add a tick mark next to the phrases that are repeated.

After a substantial list of words has been created, it is time for the group to agree on working definitions for these three words. There is no right or wrong answer here; your job as facilitator is simply to bring out what they already know. To help the group do this, divide them into smaller groups and tell them they have ten minutes to come up with the definitions.

Once ten minutes have passed, ask each group to write their definitions on flip-chart paper or the whiteboard. Ask each group to read their definitions aloud and post them on the wall.

Guide the discussion to reflect on how culture and tradition (separately and together) influence ideas around gender stereotypes, roles and norms, and gender inequalities. Ask for ideas on how to challenge harmful notions and practices that arise from our culture(s) and/or tradition(s).

- a. How do some of the traditions and cultural practices you mentioned affect people who identify as men and women differently?
 - b. How do these traditions and practices constitute forms of violence against women, girls, boys, and men? How can we transform these traditions and cultural practices to break the cycle of violence?
 - c. Are there examples of cultural norms and traditions that celebrate gender equality? What about racial/ethnic equality?
 - d. We often talk about how religion creates justifications for inequalities and violence. What are some ways that religion can actually uphold the values of peace and equality across genders?
2. Leave these definitions up around the room for the rest of the training session.

CLOSING STATEMENTS: Wrap up the session by highlighting the key differences between culture, tradition, and religion using the definitions below in the facilitators' notes.



FACILITATORS' NOTES: The following definitions can assist you in guiding the participants as they develop their definitions.

Culture:³⁴

The set of shared attitudes, values, goals, and practices that characterize an institution, organization, or group. Culture is not static but is externally affected and capable of evolving over time through contact between societies/ groups that may produce or limit change. Traditions may be unique to particular cultures or may be shared across various cultural groups.

Tradition:

Beliefs or customs that are taught by one generation to the next, often orally. Traditions are viewed as ancient, unchangeable, and deeply important, though they may sometimes be much less “natural” than is presumed. Most traditions evolved for one reason or another, often to highlight or enhance the importance of a certain political, economic, or religious institution.

Religion:

A set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency (God) or agencies (gods), usually involving devotional and ritual observances and often containing a moral code governing the conduct of human affairs. It is a specific, fundamental set of beliefs and practices generally agreed upon by a number of persons or institutions.

Social Norms:

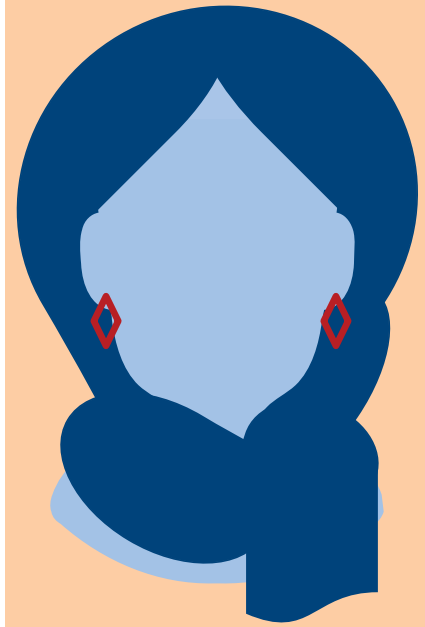
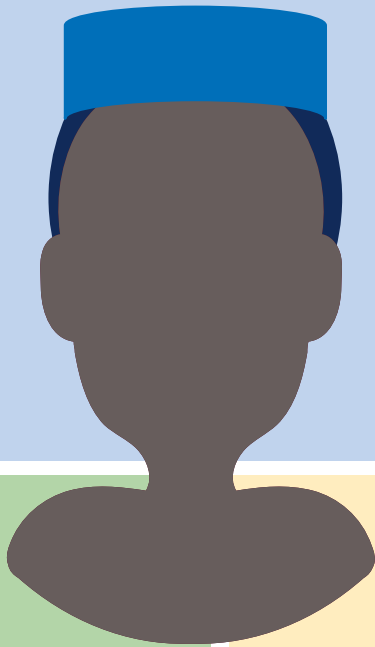
Deeply ingrained behavior patterns that are typical of specific groups. Such behaviors are learned from parents, teachers, peers, and many others whose values, attitudes, beliefs, and behaviors are influenced by the context of their own lives. Some norms are healthy, and some are not. Some contribute to the betterment of individuals, families, and communities; others contribute to oppression, ill health, and suffering.

NOTES:

³⁴ From a social-anthropological viewpoint, there are around 100 different definitions for “culture.” This one is used for purposes of this training, but others can be used too.



Douglas Mendoza, a Facilitator from Equimundo: Center for Masculinities and Social Justice, leading a session at an Engaging Men for Gender Equality Training of Trainers with participants from EDESUR, EDEESTE, EDENORTE, the Women's Ministry, and the Ministry of Energy and Mines in the Dominican Republic



UNIT 4: The Gendered Division of Work

UNIT PURPOSE: The activities in this unit explore how different types of work are distributed (in home and professional settings), the value (including monetary) they are given, and the implications for girls/women and boys/men.

Productive labor, linked to traditional masculinities, is remunerated financially and socially valued; reproductive labor, linked to traditional femininities, is unpaid, of less value socially, and considered to be work that women are expected to contribute out of love and service to their families and communities.

As such, these activities enable discussion to acknowledge and value the work that women carry out, and that is often made invisible. They also include an analysis of the limitations that can be created when some women consider that men cannot provide care and carry out other work perceived as “female” to the same standards that women do.

This unit enables participants to understand how inequalities play out in practical ways—even in families and work environments where there are no or few visible tensions related to roles and relations—and to analyze how families and workplaces can benefit from all people showing non-stereotypical attitudes and behavior.

These activities also aim to enable men to make concrete changes in their contributions to domestic work and caregiving in ways that go beyond “occasionally helping out” and that are based on shared responsibility.

ACTIVITY 4.1 WHO DOES THE CARE WORK?³⁵

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups. In single-gender groups, some participants can play the role of the “other gender.” This activity can be used as an initial icebreaker/introduction to the theme before carrying out [Activity 4.2](#) or as a stand-alone activity.

TIME: 1 hour 30 minutes

OBJECTIVES: To reflect on how gender roles influence the distribution of care work, including caring for children and household tasks, and to encourage a more equitable distribution of housework between men and women.

KEY MESSAGES:

- Women and men are raised to perform different roles within care work, with women usually bearing a significant proportion of the care work (including childcare and domestic work). These roles and norms are often reflected in the workplace as well.
- Women and men are capable of sharing care work—the key is discussing and communicating a fair distribution of tasks that is right for each family.

MATERIALS: None

PREPARATION: Review the activity and be sure you understand the content, teaching methodology, and timing.

PROCEDURE:

1. Explain to the participants that this activity will help them to reflect on how gender roles influence the distribution of care work within the household.

PART 1: WHO DOES THE CARE WORK?

1. Ask six individuals from the group to volunteer to participate in role-play.
2. Explain that each of the volunteers will represent a member of a household doing care work (childcare, eldercare, housework). Assign each participant a role:
 - The first person is caring for a child.
 - The second person is cooking dinner.
 - The third person is washing clothes.
 - The fourth person is sweeping the house.
 - The fifth person is caring for someone who is sick.
 - The sixth person is caring for an elderly family member.

³⁵ From ManCare, *Bandebereho Facilitator's Manual*, 93–96, adapted from the activity “Domestic Tasks: We only notice when nobody does them!” in Equimundo, “Program H Manual.”

3. Give the volunteers one minute to prepare their characters. Tell them that on the count of three, the role-play will begin, and they should not stop doing their household task until you tell them to.

Begin the role-play: *“One, two, three...”*

After **one minute**, ask the person who is caring for the child to stop. Tell them to give the task of caring for the child to one of the five remaining people in the household. Explain that the person has to care for the child in addition to their other task. Let the role-play continue for **one minute**.

After **one minute**, ask the person who is cooking dinner to stop and give his or her task to another member of the household. Explain that that person now must perform all the tasks assigned to him or her. The four remaining members of the household are now sharing all six household tasks. Let the role-play continue for **one minute**.

After **one minute**, ask the person who is washing clothes to stop and give his or her duty to another member of the household. The three remaining household members should now be sharing all six tasks. Let the role-play continue for **30 seconds**.

After **30 seconds**, tell the fourth person to stop and give his or her duty to the two remaining household members.

After **30 seconds**, tell the fifth person to stop and give his or her duty to the last household member. Remind the remaining household member that he or she is now responsible for all six tasks.

After **30 seconds**, ask the last person to stop working and sit down. Open the discussion using the questions below.

Questions for Group Discussion

- How did you feel doing this exercise?
- How did the people who were still working feel when the others stopped?
- How did the last worker feel?
- Which of these activities do you perform at home?
- Who generally performs these activities? Why?
- Who has a role in reinforcing the distribution of activities?
- Is it realistic for men to do this work? Why or why not?
- In what ways can men participate more fairly in the home, even when they work full-time?
- There is some evidence that boys who see their fathers participate in housework are more likely to do it later in life. What are your thoughts on this?
- What are the implications for work-life when women (and possibly teenage girls) mainly carry out these activities? For men? For women? For young women? Does it have an impact on their potential career paths and economic opportunities?
- How does it limit women’s and men’s ability to be themselves?
- How can men contribute more to care-related activities in the workplace?

Work Environment-Related Questions

- This activity reflects the home environment, but how does it relate to the workplace setting too? Do the same patterns and separation of roles and responsibilities exist? Which tasks or functions are stereotypically assigned to women or men in the workplace? Which do women or men take up by default?
- Do these roles and responsibilities affect a person's performance in the workplace? Should that be taken into consideration?
- How does this affect someone's life cycle as an employee and their career path? (Think about advantages and disadvantages in performance, compensation, promotion, and retention.)

CLOSING STATEMENTS: Tell the participants that gender roles and the distribution of work in families are often reproduced in workplace settings.

Facilitate a discussion on why that occurs and how it can be changed.



FACILITATORS' NOTES: While the volunteers are preparing the role-play, you can ask the other participants to form small groups of two or three and talk about the work that they generally carry out within the home on a regular basis.

Although this is a fun activity, it is important to do an in-depth debrief using the questions provided.

NOTES:

ACTIVITY 4.2 THE WORK WE DO AND THE VALUE IT IS GIVEN³⁶

SUGGESTED AUDIENCE: This activity is designed to be used with mixed-gender groups. For tips on adapting it for single-gender groups, see Facilitators' Notes at the end of the activity. This activity can be done in addition to or in lieu of [Activity 4.1](#).

TIME: 1 hour 30 minutes

OBJECTIVES: To comprehend the social value placed upon the different types of work associated with being men and women and how the gendered division of work leads to unequal access to opportunities and rights for women and men.

KEY MESSAGES:

Women and men are often assigned different roles in society, which means that

- Women and men do different things during the day.
- Women usually work longer hours.
- Men usually have more leisure time.
- Women have more varied tasks, sometimes doing more than one thing at a time.
- A woman's perceived role is often that of caregiver and mother, and a man's perceived role is often that of provider (breadwinner), protector, and authority/head of the household.

Women's roles carry a lower status—and are often unpaid:

- Women's work in the house is usually not paid and is not seen to be work.
- When women work outside the house, it is generally an extension of the work they do in the house. This work is usually paid less than men's work. Even when women work outside the home, they also do a substantial amount of household work as well.
- Men's work is usually outside the home, is usually paid, and is seen to be work.
- More of women's work is unpaid or underpaid compared to men's work.

Gender roles are not only different but also unequal:

- Men's roles (breadwinner, authority figure, protector) carry a higher status and give men more power, money, and privilege in society.

Productive and reproductive work are associated with different genders and have different values:

- "Men's" work is socially and economically valued and is known as "productive work," as it produces goods and wealth.
- "Women's" work is socially and economically undervalued and is known as "reproductive work," as it focuses on the biological, cultural, and social reproduction of humanity.
- Many women carry out both types of work on a daily basis. Even when they are in leadership positions, women are more likely than men to also be responsible for carrying out and/or organizing care work.

³⁶ From Sonke Gender Justice Network, *Sonke Change Manual*, 66–71. Multiple versions of this activity have appeared in different manuals over the years, including Sonke's OMC manual, *Working with Men and Boys to Reduce the Spread and Impact of HIV and AIDS*, Activity 2.6. Other versions were also included in Sonke's *Facilitator's Guide to Adolescent Sexual and Reproductive Health and Rights* (2013), 23. The Sonke Change Manual is adapted from CANTERA, *El Significado*, and includes additions and further modifications of the version included in CARE. (2013). *Gender Equity and Diversity: Facilitator Manual*. Module 501 Engaging Men and Boys for Gender Equality.

- Few men take systematic responsibility for reproductive or care work.
- After official work hours, more men than women are able to set aside time for themselves and/or for socializing and meeting with their friends.

MATERIALS: B5 size cards of two different colors (one of each color for each participant), Participant Handout 2: The 24-Hour Day

PREPARATION: Review the activity and be sure you understand the content, teaching methodology, and timing. Make one copy of Participant Handout 2 per participant, corresponding to each participant's gender.

PROCEDURE:

PART 1: INDIVIDUAL EXERCISE (15 MINUTES)

1. Give each participant a copy of the version of Participant Handout 2: The 24-Hour Day that corresponds with their gender (there is one sheet for men and one for women).
2. Go through Participant Handout 2 with the participants, explaining to them that it is a tool to identify the different types of work that men and women do on a daily basis and the value that society gives to those types of work.
3. Some of the participants might live alone. If this is the case, invite them to remember what things were like when they were in a relationship or when they lived with family.
4. Invite each participant to think about the activities that they carry out on a typical day, starting at 1:00 a.m. Then, ask participants to write them down next to the corresponding times. Participants may want to group blocks of time together (for example, the hours that they sleep). Tell them to write "yes" or "no" next to an activity to indicate whether it is paid or not.
5. When they have finished, invite them to do the same for the people of another gender in their household, carefully thinking through all of the activities those people carry out in a typical day within the home, outside the home, and in the community. Emphasize that this should include their wife/husband/partner, if they have one, their mother/father, grandmother/grandfather, and sister/brother. Be sensitive to participants in the group who might be single, in same-sex relationships, or nonbinary, and instruct them to make changes in the headings as necessary. Tell them to write "yes" or "no" next to each activity, depending on whether it is paid or not.

PART 2: GROUP WORK (45 MINUTES)

1. Break participants into two groups of men and two groups of women. (Be mindful of age, ethnicity, first language, and where participants' families live, as this will influence the dialogue.)
2. In the small groups, have one member coordinate and another take notes. The coordinator will invite each member of the group to share their handout with the others, explaining the activities that they carry out and those that the men or women they live with carry out, as well as any feelings or reflections they may want to share.
3. Once all the members have shared their handouts, the coordinator of the group should facilitate a dialogue using the following questions as a guide:
 - a. What similarities and differences are there in the activities and tasks that men/women carry out? How can we explain these similarities and differences?

- b. What similarities and differences are there in the activities and tasks that the women/men in our households carry out? How can we explain those similarities and differences?
- c. How are the activities and tasks that women/men carry out assigned to them? What choice do they have in whether or not to accept these tasks?
- d. What activities and tasks do we enjoy doing and why?
- e. What activities and tasks do we not enjoy doing, and why not?
- f. How does this affect our work life? Is there a difference between the impact on women and the impact on men?

Based upon the previous debate and discussion, invite the groups to prepare a short skit to represent the different roles, activities, and tasks that men and women of different ages carry out and the social values placed upon them.

PART 3: MAIN GROUP SESSION (40 MINUTES)

1. Invite one of the groups to present the skit it has prepared and instruct the other participants to carefully observe the work that both men and women are carrying out and the implications for their own personal development and participation in society.
2. After the group has presented its skit, invite the rest of the participants to share comments, observations, and reflections on the skit they have just seen. The following questions can be useful in stimulating debate.
 - a. How do you feel about the skit we have just seen?
 - b. What most caught your attention in the skit?
 - c. What work were men and women doing in the skit?
 - d. Who was working harder, the men or the women?
 - e. Is “women’s work” valued in society? Why (not)?
 - f. What mechanisms are used to undervalue or minimize the importance of the work that women carry out?
 - g. Are there household tasks that men are typically expected to do? How do these tasks relate to notions of masculinity?
 - h. If more women are doing “men’s work” these days, why are more men not doing “women’s work”?
 - i. How is this reflected in a workplace environment?
3. Give all groups the opportunity to present their skits. In the discussion and debate that follows each skit, encourage the participants to focus on new issues that arise (to avoid repetition) as well as to reaffirm recurring themes.
4. Encourage participants to freely share their feelings about the work they do and the work that the people of another gender in their household do.
5. When all the skits have been presented and debate and discussion exhausted, ask the men who had to play women’s roles in the skits how they felt about doing that.

PART 4: PROPOSALS FOR CHANGE (30 MINUTES)

1. Give each participant two large index cards of different colors.

2. Ask the men to write the care work that they are willing to undertake in their homes on a regular basis on their first card.
3. Ask them to write one thing they will do to value the work that women carry out in the home on the second card.
4. Ask the women to write the care work that they need men to carry out with commitment and responsibility (in their family and/or society) on the first card.
5. Ask them to write one thing that men must do to value the work that women carry out in their homes on the second card.
6. Write the following on a board or signs posted on the wall:
 - “Care work that I will carry out on a regular basis.”
 - “Things I will do to value the work that women carry out in my home.”
 - “Care work I need men to carry out with commitment and responsibility.”
 - “Things that men must do to value the work that women carry out in the home.”
7. Invite the men participants, one by one, to read to the rest of the group what they have written on the first card and to tape it to the wall under the first heading, “Care work that I will carry out on a regular basis.”
8. Repeat the same procedure with the second card under the heading: “Things I will do to value the work that women carry out in my home.”
9. Repeat steps 7 and 8, allowing the women to read and post their sets of two cards for the second two statements in step 6.
10. Invite comments, reflections, and further suggestions from the group.
11. Ask the participants if there are any types of domestic work that they are NOT willing to do and why not.
12. Ask the participants what the implications of this activity are for the workplace. How about formal and informal spaces?

CLOSING STATEMENTS: Carry out a brief synthesis of the main issues raised throughout the activity, focusing on the relationship between a person’s gender, the types of work they carry out, the social value placed on that work, and their access to other opportunities and rights in society.

Use the key messages at the start of this activity to summarize and close the activity.



FACILITATORS’ NOTES:

This activity is a good way to understand the idea of gender roles and the fact that women and men are expected to play different roles in the family, community, and workplace because of society’s ideas about the differences between men and women. But remember that these gender roles may also be affected by differences based on class, ethnicity, and other characteristics.

Bear in mind that many men do take part in some domestic work, usually as a way of helping out occasionally when there is a specific need, but rarely as an expression of shared responsibility.

Be aware that this exercise might make some men feel a sense of guilt or frustration when they so graphically see

the injustices inherent in the ways that productive and reproductive work are socially divided. Enable them to move beyond that sensation, asserting the importance of taking small steps individually to change things where we can, which is usually within the family structure. Each one can take greater responsibility in a real way. Men can make similar changes in their work settings by, for example, cleaning up after trainings and meetings, keeping communal kitchen and recreational areas clean, preparing tea and coffee for others, washing dishes, or volunteering to take notes during meetings. Organizations can make changes such as enacting and implementing policies such as flexible work schedules and maternity and paternity leave.

Remember also that when a man decides to change the way he relates to domestic work, this affects the women who have been carrying it out for years! Men should be sensitive when they decide to take part in domestic work and ensure that changes that they instigate do not make women feel threatened, undervalued, or displaced. This can happen often, especially if the women involved have had no access to gender training. Men should talk about and negotiate changes with the women involved beforehand, and those changes should be subject to the women's approval.

This activity can be carried out with groups of all men. To do so, you may need to be proactive in enabling some of the men to acknowledge and value the work carried out by women. In Part 4: Proposals for Change, you can eliminate the instructions for women's groups and focus only on men's commitments to "care work that I will carry out on a regular basis" and "Things I will do to value the work that women carry out in my home."

NOTES:

PARTICIPANT HANDOUT 2: THE 24-HOUR DAY

The 24-Hour Day (Men)			
The activities I carry out	Paid Yes/No	The activities the women in the household carry out	Paid Yes/No
1:00 a.m.		1:00 a.m.	
2:00 a.m.		2:00 a.m.	
3:00 a.m.		3:00 a.m.	
4:00 a.m.		4:00 a.m.	
5:00 a.m.		5:00 a.m.	
6:00 a.m.		6:00 a.m.	
7:00 a.m.		7:00 a.m.	
8:00 a.m.		8:00 a.m.	
9:00 a.m.		9:00 a.m.	
10:00 a.m.		10:00 a.m.	
11:00 a.m.		11:00 a.m.	
12:00 p.m., noon		12:00 p.m., noon	
1:00 p.m.		1:00 p.m.	
2:00 p.m.		2:00 p.m.	
3:00 p.m.		3:00 p.m.	
4:00 p.m.		4:00 p.m.	
5:00 p.m.		5:00 p.m.	
6:00 p.m.		6:00 p.m.	
7:00 p.m.		7:00 p.m.	
8:00 p.m.		8:00 p.m.	
9:00 p.m.		9:00 p.m.	
10:00 p.m.		10:00 p.m.	
11:00 p.m.		11:00 p.m.	
12:00 a.m., midnight		12:00 a.m., midnight	
Man: Total paid hours (A): Total unpaid hours (B): Total hours of labor (A+B):		Women: Total paid hours (A): Total unpaid hours (B): Total hours of labor (A+B):	

PARTICIPANT HANDOUT 2: THE 24-HOUR DAY

The 24-Hour Day (Women)			
The activities I carry out	Paid Yes/No	The activities the men in the household carry out	Paid Yes/No
1:00 a.m.		1:00 a.m.	
2:00 a.m.		2:00 a.m.	
3:00 a.m.		3:00 a.m.	
4:00 a.m.		4:00 a.m.	
5:00 a.m.		5:00 a.m.	
6:00 a.m.		6:00 a.m.	
7:00 a.m.		7:00 a.m.	
8:00 a.m.		8:00 a.m.	
9:00 a.m.		9:00 a.m.	
10:00 a.m.		10:00 a.m.	
11:00 a.m.		11:00 a.m.	
12:00 p.m., noon		12:00 p.m., noon	
1:00 p.m.		1:00 p.m.	
2:00 p.m.		2:00 p.m.	
3:00 p.m.		3:00 p.m.	
4:00 p.m.		4:00 p.m.	
5:00 p.m.		5:00 p.m.	
6:00 p.m.		6:00 p.m.	
7:00 p.m.		7:00 p.m.	
8:00 p.m.		8:00 p.m.	
9:00 p.m.		9:00 p.m.	
10:00 p.m.		10:00 p.m.	
11:00 p.m.		11:00 p.m.	
12:00 a.m., midnight		12:00 a.m., midnight	
Women: Total paid hours (A): Total unpaid hours (B): Total hours of labor (A+B):		Men: Total paid hours (A): Total unpaid hours (B): Total hours of labor (A+B):	



UNIT 5: Power

UNIT PURPOSE: The activities provided in this unit aim to enable participants to understand what power is, how it is used, and what purposes it is used for. This includes exploring the links between gender, power, discrimination, diversity, and inclusion and analyzing the different sources of power (including gender, ethnicity, age, class/caste, and social status) and how these determine patterns of discrimination and social inclusion or exclusion.

As well as personal power, many of the activities in this unit focus on understanding systems of power (including gender, racism, classism, and ageism) and how they afford privileges, rights, and opportunities to some people based on shared characteristics while denying or limiting them to others who do not share those characteristics.

The power that a person wields is as complex as their intersecting identities—they may be able to hold power and influence in some aspects of their lives but not others. Furthermore, power is relational within specific groups of people—for example, men generally hold power over women in society, but among men, power hierarchies also exist.

Analysis of those systems includes an intersectional approach to unpacking power and privilege to enable participants to make individual and collective commitments to challenging and changing abusive power dynamics, particularly in their homes and workplaces.

Power, how it is used and abused, and its consequences are at the heart of the training manual. If you have carried out some activities from the previous units with a certain group of participants before this unit, trust has been built between participants (and with you and other facilitators) to be able to carry out activities that require an honest look at one's own power, where it comes from, how it is used, and the consequences for others.

Several of the activities enable an analysis of the formal and informal power hierarchies within an organization while also exploring visible and invisible power dynamics. The basic premise is that “power over” (to control, dominate, coerce...) can be replaced by “power to” and “power with” (collective power).

- Activity 5.1 Exploring the Meaning of Power
- Activity 5.2 Power Walk
- Activity 5.3 Who is More Powerful?
- Activity 5.4 The Circle of Discrimination
- Activity 5.5 Power Flower
- Activity 5.6 The Power Map

ACTIVITY 5.1 EXPLORING THE MEANING OF POWER³⁷

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 90 minutes

OBJECTIVES:

- To understand what power is and the different types of power.
- To be able to describe what we have learned from our own experiences of power and powerlessness

KEY MESSAGES:

Feeling powerful feels like being

- In control
- Knowledgeable
- Brave
- Big
- Potent
- Happy

Feeling powerless feels like being

- Small
- Unwanted
- Fearful
- Unconfident
- Incompetent
- Downtrodden

MATERIALS: Pieces of blank paper, markers, tape, Participant Handout 3: Different Types of Power (located after Activity 5.2), Guidelines for Group Discussion (below)

PREPARATION: Photocopies of Participant Handout 3: Different Types of Power and Guidelines for Group Discussion.

³⁷ From Sonke Gender Justice Network, Sonke Change Manual, 50. This was originally taken from Masibamisane SANDF, EngenderHealth, PPASA, and Women's Health Project, "HIV/AIDS and Gender Equity Training Project" and adapted for inclusion in the OIT manual (Activity E1.1, 119). This version has been further adapted to include greater participation.

PROCEDURE:

PART 1: INDIVIDUAL EXERCISE (15 MINUTES)

1. Give each participant a sheet of paper. Ask them to draw a line down the middle. On the left-hand side, invite them to draw a situation in which they felt powerful, and on the right-hand side, to draw a situation that made them feel powerless. Encourage the participants to draw from experiences in the workplace setting—these do not need to be within their current company or position. (If they do not have applicable workplace experiences, they may use experiences they remember from their childhood or adolescence or experiences in the family, at school, or in the community.)

PART 2: GROUP WORK (35 MINUTES)

1. Form small single-gender groups of between four and five participants.
2. Give each group a copy of the following guidelines for group discussion, explaining what these consist of.

Guidelines for Group Discussion

- a. Choose one of the group members to facilitate the discussion and another to take notes.
- b. The appointed facilitator should invite each of the participants to share their drawings of the situations in which they felt powerful and those in which they felt powerless with the other members of the group.
- c. The appointed facilitator should then coordinate reflection upon and analysis of those situations, using the following questions as a guide:
 - How did we feel when we had power?
 - How did we feel when we had little or no power?
 - Where does power come from? How is it used and for what ends?
 - Which individuals and/or groups have power in our society? Why?
 - What do we mean by “power”?
4. The group should then prepare a synthesis of their answers on flip charts.

PART 3: MAIN GROUP SESSION (30 MINUTES)

1. Invite the groups to share their flip charts, leaving time for questions to clarify points that are not apparent. You may decide to ask all of the men’s groups to present first, followed by the women’s groups, or vice versa. When all the groups have shared their flip charts, open up debate and discussion using the following questions as a guide.
 - a. What do the groups have in common? What differences are there?
 - b. Where are their marked differences between the men’s groups and the women’s groups? Why is this so?
 - c. What kinds of situations make us feel powerful?
 - d. What kinds of situations make us feel powerless?
 - e. Are we always in situations where someone has power?
 - f. How do gender roles and gender norms affect the power that people have?
 - g. What are the different types of power that we can have?
 - h. How can we work to reduce the power imbalances in the workplace?

PART 4: SYNTHESIS (10 MINUTES)

1. Provide a copy of Participant Handout 3: Different Types of Power and use it to sum up the discussion and the main points that came out of the participants' stories.

CLOSING STATEMENTS: In this activity, we explored personal reflections about experiences related to power and powerlessness.

Power can be used negatively to create power over someone else, which can bring about feelings of powerlessness in that other person. Power can also be wielded positively, such as in the case of “power with.” In this use, power is used collectively to create shared feelings of power.

Gender often plays a role in the way that power relations play out.



FACILITATORS' NOTES: It is important to talk about the difference between feeling powerful as individuals and the economic, political, and social power that comes with belonging to more powerful groups in society. For example, some individual women may feel powerful in their own lives, but as a group, women lack economic, political, and social power. If any participants talk about knowing many powerful women, be sure to make this point.

Acknowledge, too, that men can feel powerless on an individual basis or in relation to other social conditions like unemployment, their skin color, or class, but that as a gender, men belong to a group that has power over women in all spheres of life.

NOTES:

ACTIVITY 5.2 POWER WALK³⁸

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 60–90 minutes

OBJECTIVES: Understand how gender, race, age, migration status, ethnicity, and other factors influence how much power people have over others in society and the workplace and how power can be used to restrict some people's progress in life and professionally.

KEY MESSAGES:

- Power has many different faces and meanings.
- We have many aspects to our identities (such as our gender or ethnicity); some of these identities can give us more power or privilege in the workplace than others, depending on the situation.
- It is important to find ways to break out of these “power over” systems and offer support to others, in particular in reference to gender inequalities.

MATERIALS:

- A set of character cards (see “Preparation”)
- Box, bag, or hat
- A room or open space large enough for participants to do the Power Walk
- Participant Handout 3: Different Types Of Power

PREPARATION: Make one copy per participant of Participant Handout 3: Different Types Of Power.

Review the activity and be sure you understand the content, teaching methodology, and timing.

The following are characters to be used in the Power Walk; write one character description on each card. These characters have been chosen to show participants the effects of a range of situations in which people have power over others, including patriarchy (based on gender), economic exploitation (linked to class), racism, xenophobia (hatred of foreigners), religious discrimination, and discrimination based on mental or physical disability. Adapt this set of characters to reflect the realities of oppressive “power over” systems in your context.

1. Male company director, elderly, divorced
2. Young female company manager, single mother
3. Middle-aged woman executive from an ethnic minority, soon to retire
4. Middle-aged male employee with no university education
5. Foreign woman, documented immigrant working as an engineer
6. Undocumented man working as a cleaner
7. Male receptionist, single, in his 30s
8. Woman driver, single, in her 40s, mother of four
9. Female student/intern, Muslim, on placement from university
10. Secretary, married mother of three in an abusive relationship

³⁸ Equimundo, *Manhood 2.0*, adapted from Tumursukh et al., *Transforming Masculinities*.

12. British, female engineer, 25, sponsored by UK development organization
13. Gardener/handyman, Muslim refugee
14. Electrical engineer who has a physical disability, from a poor family
15. Apprentice bookkeeper, just left school
16. Computing expert, 30, female, alcoholic
17. Male marketing executive, father of two, with mental health issues
18. Young woman, recently graduated from university, looking for a job
19. Middle-aged woman, working as an assistant, caring for an elderly family member

PROCEDURE:

PART I: POWER WALK

1. Introduce the activity by explaining to participants that this activity, called the “Power Walk,” will look at how gender, age, ethnicity, and other factors influence how much power people have in a work setting and how power can be used to restrict some people’s progress.
2. Put all the character cards in a box, bag, or hat for participants to select.
3. Ask the participants to stand in a row. Have each pick one card from the box, bag, or hat.
4. Ask each participant to read aloud the role they have picked. Explain that you want them to take on the characters that have been written on the cards.
5. Ask the participants to close their eyes and think about what it would be like to be the character they have been given. What would that character’s day look like? After a minute, ask them to open their eyes.
6. Tell them that you will read a series of statements. For each statement, you would like them to consider whether that statement applies to their character. If it does, they should move forward one step. If it does not, they should stay where they are.

Remind participants to speak up and ask for help from the rest of the group if they are unsure how a particular statement applies to their character.

7. Read the following statements one at a time and ask participants to silently move forward one step if the statement applies to them. You do not have to go through all of the statements, just as many as you can. (Start from the top and move down until you reach the end.)
 - When at work, I don’t have to worry about domestic issues.
 - I have had (or will have opportunities) to further my education.
 - I can easily find the time to go out with my friends when I want to.
 - My home situation never has a negative effect on my work performance.
 - I earn enough money to make a good life for myself and my children.
 - I am treated better by my employer because of my gender.
 - It is easy for me to get a loan to start a business if I should need one.
 - If I have a health problem, I know I’ll have the support of my supervisor to take the time I need.
 - If I were to be harassed at work, it would be easy for me to report it.

- If my boss harassed a colleague at work, I would feel safe reporting it.
- I'm always taken seriously at work because of who I am.
- The work I do gives me a lot of satisfaction.
- The work I do is appreciated by others in the organization.
- I never feel intimidated at work by my immediate superiors.

8. When you finish all of the statements, ask the participants to read their roles out loud again.

PART 2: DEBRIEF—GROUP DISCUSSION QUESTIONS

1. Ask the participants to no longer play their character, but to remain where they are standing, and discuss the activity using the following questions:
 - If you did not move or moved very little, how does it feel to see where the others are standing? Does it feel right to be so far behind the others? Who or what is to blame for your position?
 - If you moved a lot, how does it feel to be ahead of many of the others? Does it feel right to feel so far ahead? Why are you so far ahead?
2. Ask participants to sit back down in a circle and hand in their character cards.
3. Explain that differences based on gender, age, sexuality, or other characteristics often relate to power and privilege. Some people who feel powerless can also have power over others depending on the situation. Proceed to the following discussion questions:
 - How does a person's race or ethnicity impact how much power they may have? How does their gender impact how much power they have? How does the intersection of the two impact how much power a person has?
 - What would need to happen in our workplace and society for everyone in this group to stand together in the same line (that is, to distribute power more equally)?
 - How can this activity help you think about and perhaps make changes in your own lives? In your relationships? In the workplace?

CLOSING STATEMENTS: In this activity, we looked at the different ways people have power over others.

Many people can be impacted in multiple ways by “power over” systems. For example, the effects of racism, sexism, and poverty may impact a young, unemployed black woman. Most people have some experiences of privilege in their lives and some experiences of oppression.

Men are privileged by patriarchy—a system in which men on the whole have power over women. But there are limits to these privileges. For example, the privilege of the white male congressman is far greater than that of the male veteran with physical disabilities.

As we talked about with the Man Box, it is important to find ways to break out of these “power over” systems and support others who are trying to do the same.

Hand out Participant Handout 3: Different Types of Power so participants can read more about different types of power at home. (Note: if you have carried out [Activity 5.1: Exploring the Meaning of Power](#), you might already have given this information to the participants.)



FACILITATORS' NOTES: Though the activity is brief, taking on the role of some of these characters can be an emotional experience, especially for those characters who experience the most oppression. Be aware of how people react emotionally to the activity.

Remind participants that they can choose to step out of the activity at any point. When you ask participants to hand in their character cards at the end, encourage them to remind themselves that they are now back in the group and are no longer “in character.”

NOTES:

PARTICIPANT HANDOUT 3: DIFFERENT TYPES OF POWER

Power exists in relation to other people: Many times, we think of our power in comparison to someone else. We can have or not have power, or have less or more power, in relation to somebody else or a group.

Power also exists within us: We also have internal power that influences what we can and cannot do. As we become more aware of and nurture our inner potential, we become empowered and our relationships with others change (see “Power Within” below).

Power is not fixed: It is not something we have all the time. We are constantly moving in and out of situations and relationships where we have more or less power.

Positive and negative feelings: We often feel positive and in control when we are feeling powerful and have negative feelings when we are feeling less powerful. This affects our ability to influence and take action in a situation.

There are different types of power that can be used in different ways:

POWER OVER: Control over somebody or a situation in a negative way, usually associated with repression, force, corruption, discrimination, and abuse. Wielding this kind of power means taking it from somebody else and then using it to dominate and prevent others from taking it—a win-lose situation.

POWER WITH: Power on the basis of collective strength and/or numbers—having power with people or groups, finding common ground,, and building a common goal to benefit all those in the relationship. This power multiplies individual talents and knowledge and is based on support, solidarity, and collaboration.

POWER TO: The ability to shape and influence one’s life. It means having the ideas, knowledge, skills, money, and ability to convince yourself and others to do something. With lots of people who have this kind of power, we create “power with.”

POWER WITHIN: A kind of power related to a person’s feeling of self-worth and self-knowledge. It is related to that person’s ability to imagine a better life for themselves and to have hope and the sense that they can change the world—the feeling that they have rights as a human being. It involves having a sense of self-confidence and a feeling that they have value because they exist.

ACTIVITY 5.3 WHO IS MORE POWERFUL?³⁹

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 60–90 minutes

OBJECTIVES:

- To enable participants to describe what they have learned from their own experiences of power and powerlessness.
- To identify the different groups that have power and the groups that are targeted for unfair treatment and explore the reasons for the differences.

KEY MESSAGES:

People often blame the less powerful for their lack of power.

In other words, they blame the victims of oppression rather than the oppressors, such as by saying that it is women who are mainly responsible for oppressing other women.

- More powerful groups control more resources than less powerful groups. People who control resources have greater power in society than those who do not. These resources include:
- Economic resources (work, credit, money and property, social security, health insurance, housing, land, social capital, networks)
- Political influence (positions of leadership, influence over decision-making, influence over opinions of others)
- Education (formal/informal education)
- Time (hours available to use for a person’s own advancement, relaxation, or networking, flexible paid hours)
- Internal resources (self-esteem, self-confidence, mental and physical recovery, personal target setting)

More powerful groups stay in control because of ideas about their superiority. For instance, in South Africa, the systems of apartheid enabled White people to feel and act superior and enacted political, social, economic, physical, and psychological violence against Black people. Naturalized citizens feel powerful over foreigners or refugees. In the same way, men maintain their power over women because of patriarchy (a social system based on the idea of male superiority). Both women and men maintain this system.

In many contexts, more powerful groups can use multiple forms of violence or social and emotional manipulation to maintain control. Violence against women, actual or threatened, is sometimes about loss of control by men but is more of a tactic used to maintain men’s power over women.

In workplace settings, power dynamics are invariably linked to hierarchical structures. For example, executive management teams and boards have power over who is allowed to participate, access to resources and opportunities, and how decisions are made and by whom. Similarly, sexual or other harassment and discrimination in the workplace can take place with impunity when power dynamics of seniority/subordination influence subordinates’ ability to speak up and report, exacerbated by the fear of reprisals, stigma, and negative personal and professional consequences.

MATERIALS: Flip chart paper, markers, and case studies (one for each group—attached to this activity).

³⁹ From Sonke Gender Justice Network, *Sonke Change Manual*, 72; originally from Masibamisane SANDF et al., “HIV/AIDS and Gender Equity Training Project,” adapted and included in *OIT Manual*, Activity E1.2, 121.

PREPARATION: Photocopy case studies (or prepare them on cards or flip chart paper).

PROCEDURE:

1. Explain that this activity looks at which groups have more power than others and the effects of these power inequalities.
2. Draw a line down the middle of a piece of flip chart paper. At the top of the left-hand column, write “More Powerful Groups” and at the top of the right-hand column, write “Targeted—Less Powerful Groups.”
3. Ask participants to brainstorm groups from their own society or communities and fit these into the power chart categories. Help them come up with examples of these two groups by suggesting categories that may have power and a target group. Consider sex, race, age, religion, financial status, and sexual orientation.

A power chart might look something like the example below. Feel free to adapt the manual for your own purposes by adding other power dimensions that are applicable or often experienced within the context of your company.

More Powerful Groups	Targeted—Less Powerful Groups
Men	Women
White people	Black people
Adults	Young people, children
Employers	Employees, seasonal employees
Wealthy people	Poor people
Citizens	Documented and undocumented migrants
Those in the religious majority	Those not in the religious majority
Heterosexuals	LGBTQI+ persons
Able-bodied people	Persons with disabilities
High-level management	Junior staff
Long-term employees	Newly recruited staff
Engineers and technical staff	Support staff

4. Explain to participants that the group will be exploring this concept of power further by examining a few case studies and responding to questions about them.
5. Divide participants into four small groups. Hand out a case study and corresponding questions to each group.
6. Give the small groups 15 minutes to prepare responses and then reconvene everyone to talk about each case study in turn.
7. Lead a discussion on different aspects of power, how themes overlap between the different case studies, where the differences lie, and why that is.

CLOSING STATEMENTS: Use the key messages above to summarize the activity.



FACILITATORS' NOTES: Prepare the power chart on a flip chart before starting the activity to save time.

Print out the case studies on A4 paper (one per A4 sheet) and prepare enough copies for the number of participants you will have in the workshop.

If necessary, change the names and circumstances of the characters in the case studies to fit your organization's and participants' context.

As a facilitator, it is important that you let people have their reactions but also that you challenge any “blame the victim” mentality. Point out that it is common for some individuals within the oppressed groups to deal with their frustrations of being oppressed by reinforcing the views of the oppressor group, such as in situations where women do not have the resources and power to challenge the status quo.

CASE STUDY 1: TAMARA

Tamara is a recent graduate and has just started working as an architect at an engineering company. Since she started at the company, her immediate line manager has been asking her to go out with him, even though he knows she is married. He keeps insinuating that if she doesn't, she won't get anywhere in the company. Recently, he has started to make comments about how “attractive” Tamara is, as well as also other sexualized comments. Tamara has thought about talking to the human resources department, but the head of human resources is a close friend of her line manager. She mentioned her discomfort to a colleague who just joked, “Lucky you to get so much attention!” She is unsure of her employee rights and keeps her head down so as not to rock the boat—but knows that her mental health situation is negatively affecting her work performance.

Questions:

- a. *Who holds power in this situation?*
- b. *How are they maintaining their power?*
- c. *In what ways is Tamara being unfairly treated?*
- d. *What rights is Tamara entitled to?*
- e. *How can Tamara act on these rights and claim power?*

CASE STUDY 2: ROSE

Rose has been working in the same company for nearly five years. Over the last year, she has applied three times for different managerial positions appropriate to her skills and experience. On all three occasions, she has seen her employer give these positions to men, even when they have less experience than she does. Another year passes, and a company CEO is appointed; Rose is finally promoted to supervisor. After a few months, however, she discovers she is being paid a lot less than her male counterparts.

Questions:

- f. *Who holds power in this situation?*
- g. *How are they maintaining their power?*
- h. *In what ways is Rose being unfairly treated?*
- i. *What rights is Rose entitled to?*
- j. *How can Rose act on these rights and claim power?*

CASE STUDY 3: NAOMI

Naomi and her husband, Michael, have two children together. She would personally prefer not to have any more children and, as she is an engineer, she has also recently started thinking about going back to work. Michael disagrees, saying that because he has a management post where he works, it's best for Naomi to stay at home and take responsibility for the children and the home; they can live comfortably on the salary Michael makes, even if they have another child. Naomi knows that if she worked full-time, she would earn more than Michael, but she doesn't feel able to confront him on the issue because he has reacted aggressively and defensively toward her in the past when she has tried to do so. Similarly, both sets of parents expect Michael to be the main breadwinner, and Michael's friends and work colleagues have previously ridiculed him because Naomi is better qualified than he is.

Questions:

- a. *Who holds power in this situation?*
- b. *How is Naomi being denied power?*
- c. *What types of resources does Naomi lack in this situation?*
- d. *What types of power does Michael have, and how are these reinforced?*
- e. *What can men do in work settings to support women to claim power?*

CASE STUDY 4: MARTHA

An established and prestigious energy company recently hired Martha as a human resources manager in a context of growth, expansion, and a drive to recruit new science, technology, engineering, and math (STEM) graduates, especially young women. One of the new women recruits, a recent graduate, has just told Martha that several of the senior, long-serving male engineers within the company are directly and indirectly harassing the new young women employees. She says that she and others are constantly asked to go out on dates or go for after-work drinks and are being pressured into having sexual relations. The implication is that if they say no, their prospects in the company will be negatively affected. Martha is outraged and decides to do something about it. But when she brings the issue up with a senior manager, he brushes it off, saying that even if it is true, which he doubts, they are just being men and that what adult men do with their time after work hours is nobody's business but their own. He implies that it would be "unwise" for her to pursue the matter any further. She feels trapped but determined to take action.

Questions:

- a. *What power does Martha have in this situation?*
- b. *How is she denied power in this situation?*
- c. *Who else has power in this scenario, and how do they exercise and maintain that power?*
- d. *What different types of resources might Martha access to be able to take action? What might she lack that would enable her to do so?*

ACTIVITY 5.4 THE CIRCLE OF DISCRIMINATION⁴⁰

(Others' discrimination against us)

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 1 hour and 40 minutes

OBJECTIVES: To explore the use of power as an instrument of dominance and control, identifying discriminatory attitudes and practices we have experienced in our own lives (family, work, and community).

KEY MESSAGES:

It is possible to discriminate and be discriminated against based on a wide variety of different personal, cultural, and social conditions and circumstances: gender, age, race/ethnicity, skin color, sexuality, social class, economic status, education, professional role, physical and mental attributes, hair texture and style, and physical appearance. Some forms of discrimination may seem petty, but they can be damaging and hurtful and can have long-lasting effects. Others can be of a graver, more serious nature, especially if they are related to central aspects of our sense of identity and worth.

Some discrimination can be eliminated by changes in our circumstances, brought about by us, by others, or by specific events. For example, if someone is discriminated against for being poor and they find a well-paying job, they may find that they are no longer discriminated against for that reason. If a boy is ridiculed and laughed at for being skinny and weak but grows up to develop a well-defined body, that particular cause of discrimination will cease to exist.

Other experiences of discrimination are intrinsically linked to aspects of our identities, such as our gender, race/ethnicity, skin color or complexion, sexual orientation, and class. These are generally linked to various structures and standards that the world upholds, including perceptions of beauty, normality, and intellectual superiority. It is necessary to challenge and change harmful stereotypes, attitudes, behaviors, and social norms that lead to power abuse and discrimination to prevent and eradicate discrimination.

Discriminatory attitudes and practices can also become institutionalized and even embedded in laws that establish unequal rights and opportunities for different groups of people. Historically, laws created by and for men have discriminated against women and infringed upon their rights and opportunities, which is why women have had to struggle for equality in society.

MATERIALS: None

PREPARATION: Read the list of possible reasons for discrimination and choose the ones most suitable to your own context, adding others as necessary and appropriate.

PROCEDURE:

PART I: INTRODUCING DISCRIMINATION AND ITS TACTICS

1. Tell the group that we will be talking about discrimination in this activity. Ask the group for a definition of discrimination.

Discrimination: Treating a person or group of people in an unfair way based on a particular characteristic, such as race, gender, disability, age, or sexual orientation. (Source: [MenCare-50-50-South-Africa-Manual](#))

⁴⁰ From Sonke Gender Justice Network, Sonke Change Manual, 122-126; Taken from CANTERA, "El Significado."

2. After agreeing on a definition, introduce the following common tactics of discrimination: implicit bias, microaggressions, and explicit bias.

Implicit Bias: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control (Source: [American Bar Association](#), 2019).

Microaggressions: The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (Source: [American Bar Association](#), 2019).

Explicit Discrimination: The conscious process in which we evaluate another person, deem them "acceptable" or "unacceptable," and then treat that other person according to how we see them. Unlike implicit bias, which is most often unconscious or automatic, explicit bias is a clear and conscious judgment about groups of people based on their identity (Source: [Jed Foundation](#)).

3. To confirm understanding, ask the group to think of one or two examples of each of these in a workplace.

PART 2: ORGANIZING THE ACTIVITY (10 MINUTES)

1. Invite the participants to stand and form a circle. If necessary, invite the participants to loosen up their bodies by stretching their arms, rotating their necks, etc.

PART 3: THE CIRCLE OF DISCRIMINATION (30 MINUTES)

1. Explain to the group that everyone experiences discrimination at some time in their life for different reasons and that this activity aims to acknowledge the ways other people have discriminated against us and to analyze why it occurred and how we feel about it.
2. Remind participants that anything of a personal nature revealed during the activity should stay within the group and not be shared or discussed with other people in other spaces.
3. Tell the participants that you have prepared a list of possible reasons for discrimination (see below) and that you are going to read them out slowly, one by one. Explain that after each one, those who remember having been discriminated against for that particular reason will be invited to walk slowly into the center of the circle.
4. Invite the participants to carry out this exercise quietly and respectfully, reminding them that some of the experiences we are about to recall may bring back feelings of anger, frustration, powerlessness, resentment, or sadness.
5. Carry out this procedure for each of the items you have on your list. Once you have finished reading the list you have prepared, invite the participants to remember other moments of discrimination in their lives and, using the same procedure, invite those who have been discriminated against for those reasons to walk into the center of the circle. Give participants enough time to remember and share these experiences.
6. When it is clear that the participants have no more experiences left to share, invite them to sit down on the floor, maintain the circle, and make themselves comfortable.

PART 4: SHARING FEELINGS AND EXPERIENCES (60 MINUTES)

1. Tell the participants that they will now have time to share their experiences of discrimination and the feelings aroused by those memories. Reinforce the idea of confidentiality, reminding participants that anything personal shared during the activity should stay within the group and not be commented upon with other people in other spaces.

2. Use the following questions to stimulate sharing and reflection:
 - How did you feel about the exercise?
 - What did we remember? What kind of feelings did we experience when we were discriminated against?
 - What feelings does that provoke within us now?
 - Why do we think people discriminate against us?
 - What measures did we take to avoid or eliminate discrimination in our lives, and with what degree of success?
 - What things do we have the power to change to reduce or eliminate discrimination toward us?
 - What things can we not change? How, then, can we eliminate those types of discrimination?
 - What do we need from others?
 - Did we have allies who supported us and helped to counteract the discrimination? What did they do? How did it shift the power dynamics?
3. Encourage participants to articulate their feelings as much as they can without pressuring them. Try to include participants who seem to be withdrawn.
4. Ask whether there is anyone who did not move into the center of the circle at any time, and invite them to share any thoughts or feelings that they have about that.
5. Ask whether there is anyone who did remember being discriminated against but did not move into the center of the circle at that time and invite them to share any thoughts or feelings that they have about that.
6. If it has not already come up, ask the group what they observed when you used the categories “for being a woman” and “for being a man.” Facilitate discussion about gender-based discrimination.

CLOSING STATEMENTS: Carry out a synthesis of the exercise, focusing on the “Key Messages” included at the beginning of this exercise.



FACILITATORS' NOTES: It is important to give participants the time they need to process and express their feelings about the discrimination they have experienced.

When you begin Part 3, do not be surprised if there is an initial silence. This does not mean that no one wants to share but rather suggests that people are still processing their feelings and ideas. If, after a few minutes, no one wants to go first, feel free to start yourself, sharing an experience from your own life, how you felt about it, and how it affected your personal development. You will find that, one by one, others will begin to share.

Make eye contact with the participants seated in the circle and smile, as this can encourage them to begin to share. If you see that someone is about to say something but is still hesitant, make a gesture with your hand and say their name, offering them the chance to speak out. Speak gently but firmly.

Some participants may become emotional and perhaps start to cry if the discrimination they remember has had severe effects on their life. Allow them to do so, asking someone from the group to bring a glass of water or offering a reassuring gesture. When the person has finished sharing and expressing their feelings, use the opportunity to reflect upon the prohibition that men experience against expressing emotions and crying (this may also be applicable

to women in the workplace). Reinforce that this is a perfectly human reaction and can be a liberating and healing experience, as it releases tensions and frustrations.

THE CIRCLE OF DISCRIMINATION

Please pass into the center of the circle if you have been discriminated against for

- Your body shape or type
- Using glasses
- Being a child of a single mother
- Being a single parent
- Having parents who are divorced
- Being from a rural area of the country
- Living in a poor neighborhood
- The color of your skin
- The color of your eyes
- Being a foreigner
- Being of a specific ethnicity or identity
- Being of a certain age
- Your level of education
- Being unemployed
- Being a migrant, refugee, or displaced person
- Your position or role within a work setting or hierarchy
- Being a man
- Being a woman
- The way you dress
- Being an LGBTQI+ person or defending LGBTQI+ persons' rights
- Your economic status
- Having long hair
- Having short hair
- Wearing a natural hairstyle (not straightening your hair)
- Speaking a dialect or regional version of a national language
- Wearing earrings
- Having a tattoo
- Belonging or not belonging to a certain religious group
- Belonging or not belonging to a political party
- Having an unusual name
- Smoking or not smoking
- Drinking alcohol
- Not drinking alcohol
- Being considered physically disabled
- The way you speak (such as accent, dialect, etc.)
- Your family's reputation
- Living with a partner outside marriage
- Being married but childless
- Being unmarried
- Being a widow or widower
- Being a member of a certain caste
- Having certain dietary preferences or restrictions

You may add other motives for discrimination to this list (or remove some) depending on the characteristics of the group you will be working with to make it more appropriate to their reality.

NOTES:

ACTIVITY 5.5 POWER FLOWER⁴¹

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 60 minutes

OBJECTIVES:

- To define how we belong to various social identity groups.
- To define positions of privilege and disadvantage within each social identity group.
- To discover how close or distant we are to the dominant identities of our current society.
- To discuss the implications of social identity for our day-to-day experiences.

KEY MESSAGES: The Power Flower is a visual representation of our social identities and our proximity to the social identities that hold power and privilege in our society.

Key concepts:

- “Big 8” social identities
- Dominant identities, non-dominant identities
- Privilege and disadvantage

MATERIALS: A4 paper, flip chart paper, markers/colored pencils

PREPARATION: Print the Power Flower template (attached to this activity) or use plain A4 size paper to draw on.

PROCEDURE:

PART I: EXPLAIN THE POWER FLOWER TEMPLATE AND GUIDE PARTICIPANTS THROUGH THE EXERCISE.

1. Give a copy of the Power Flower template below to each participant. If you cannot make copies, draw the template on a piece of flip chart paper and provide A4 sheets of white paper for participants to copy and draw their own Power Flower templates.
2. Explain the Flower Power template to the participants and guide them through the exercise:
 - a. The center petal is you!
 - b. The eight petals around the center circle are your inner ring. In each petal, write how you identify with each of the “Big 8” social identities on the right of the template (for example, “Black” in the race petal or “straight” in the sexual orientation petal).
 - c. In each of the eight outer ring petals, write what you consider to be the dominant group for each social identity. For example, for race, one might write “White.” If you are unsure of what the dominant group is, talk to those around you.
 - d. Choose one color that is associated with dominant identity groups and one other color. Invite participants to color in the petals of dominant identities—in both the inner and outer ring—with the first color. Then ask them to color in the petals of nondominant identities with the other color.

41 Mello and The Forum, Anti-Poverty Service Learning Resources.

PART 2: DEBRIEF—GROUP DISCUSSION QUESTIONS

1. What are your reactions to drawing the Power Flower? (Draw participants to reflect on inner and outer petals that are the same color and those of different colors.)
2. Which (of your) social identities are you more or less aware of? Are these dominant or non-dominant identities?
3. What questions about privilege and disadvantage does this activity raise for you?
4. How will reflecting on your social identities help you understand others?

Reflections on Patriarchy, Power, and Privilege in Our Work Environment

1. Use the following questions to facilitate dialogue and discussion on patriarchy, power, and privilege in the work environment:
 - What privileges do we have in the workplace due to our gender identity (and expression)?
 - When men have privileges just because they are men, what are the consequences for our workplace? (Invite participants to share experiences of having witnessed situations of abuse of privilege.)
 - How are power and privilege related in the workplace?
 - How are men's power and privilege related to other systems of power and privilege (for example, systems based on race, age, religion, or others of the eight social identities in the Power Flower)?
 - What can we do to challenge the abuse of power and privilege in our workplaces based on gender and other social identities (our own or that of others)?

CLOSING STATEMENTS: Close the activity by highlighting the following definition of privilege: "... the unearned access to resources that are only readily available to some people because of their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it."⁴² Resources may be economic, social, educational, or intellectual.



FACILITATORS' NOTES: Part 2 can be carried out initially in pairs if time allows.

If necessary, modify the social identities to fit your own cultural context. In some settings, for example, it may be relevant to include "caste;" in other settings, if all participants are of the same nationality, you may not feel it is important to include that identity.

Some participants may resist the idea that they belong to a privileged group, especially if they experience powerlessness or discrimination from others due to other aspects of their identity.

Clarify that being part of a privileged group does not mean that all members of that group experience the same benefits, nor that all members abuse their power and privilege to gain an advantage over others.

It is not always easy, however, for members of a privileged group to acknowledge their privilege and harder still to critically challenge the abusive behavior of others in that privileged group.

⁴² Teaching for Diversity and Social Justice, 1997, as cited in Ontario Tech University, 2018.

POWER FLOWER

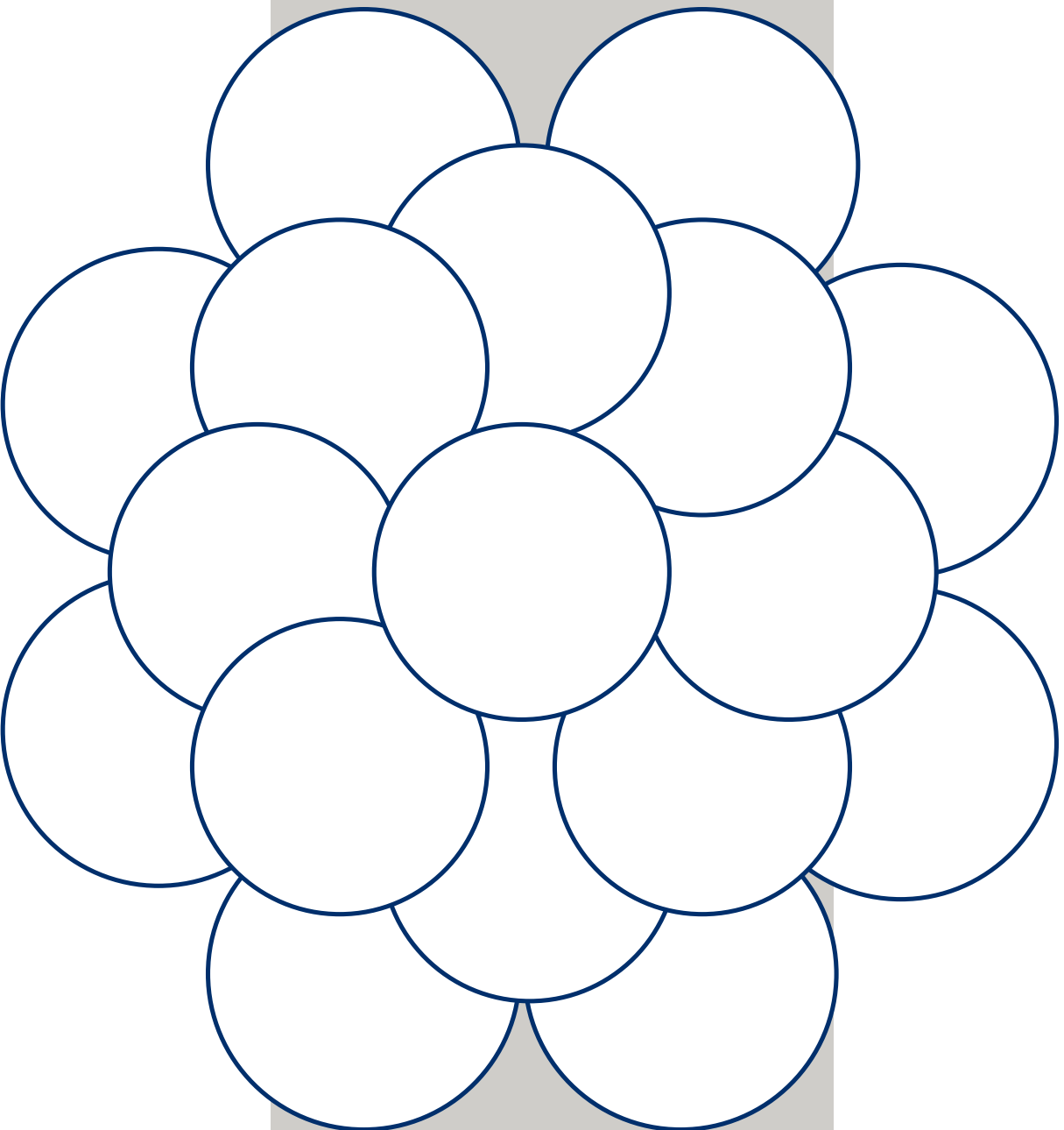
Center Petal = Your name

Inner Ring = Your identities

Outer Ring = Dominant identities

“Big 8” Identities

- Race
- Ethnicity
- Gender Identity
- Sexual Orientation
- Ability
- Religion
- Nationality
- Socioeconomic Status



ACTIVITY 5.6 THE POWER MAP⁴³

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 90 minutes

OBJECTIVES: To identify dynamics of power within relationships with partners, family members, coworkers, and/or friends and articulate proposals to change these power relations.

KEY MESSAGES:

- All relationships are influenced by power, whether or not that power is directly visible.
- By acknowledging the power that we have and that others have over us, we can improve communication and decision-making and can avoid abusing power in ways that are harmful to others and to ourselves.

MATERIALS: Pens, power map handout

PREPARATION: Photocopy the power map handout below.

PROCEDURE:

1. Give each participant a copy of the power map. Ask them to think about four to eight people who they have a close relationship with (such as their partner, family members, and people at school, at work, in the community, or at a place of worship) and to write their names in the circles around the center circle with “ME” written in it. They may focus on fewer relationships if they wish, especially if there is a particular one that they perceive to be problematic.
2. Encourage participants to include two or more colleagues with whom they have a working relationship—as part of a team, as a boss or manager, and/or in a junior capacity. They will not be asked to reveal those coworkers’ names.
3. For each of these individuals, ask the participants to write a word or phrase on the line that points from “ME” to that person. This word or phrase should describe the type of power that the participant exercises over that person and the methods they use to wield that power.
4. Invite them to do the same on the line that points from each person to “ME,” using a word or phrase that best describes the type of power that that person has over the participant and how they exercise that power.
5. Tell the participants to take time to reflect and discover the most accurate descriptions possible.
6. Have each person partner with another participant. Invite them to share elements of their power maps and what they feel they need to do to change the aspects of those power relations that are damaging to them and others.
7. In the main group, have participants share their thoughts on power and the commitments they made.

CLOSING STATEMENTS: Close the activity by reaffirming the key messages above.

⁴³ From [Engaging Men and Boys GED 501 Manual CARE](#), 74–76; This activity was originally developed in the 1990s by CANTERA, Nicaragua, as a tool for enabling men to identify issues of power, control and violence in their relationships and take measures to change.



FACILITATORS' NOTES: Change is a slow process, but it is important to enable participants to articulate concrete, feasible proposals that are relevant to their own particular realities and situations.

You may want to go around the room to each group to get an idea of the kind of power relations they are focusing on, and if necessary, challenge them to be more specific and concrete in the situations they are recalling and describing.

It is likely that many of the men will detect major problems related to the use of power in the family.

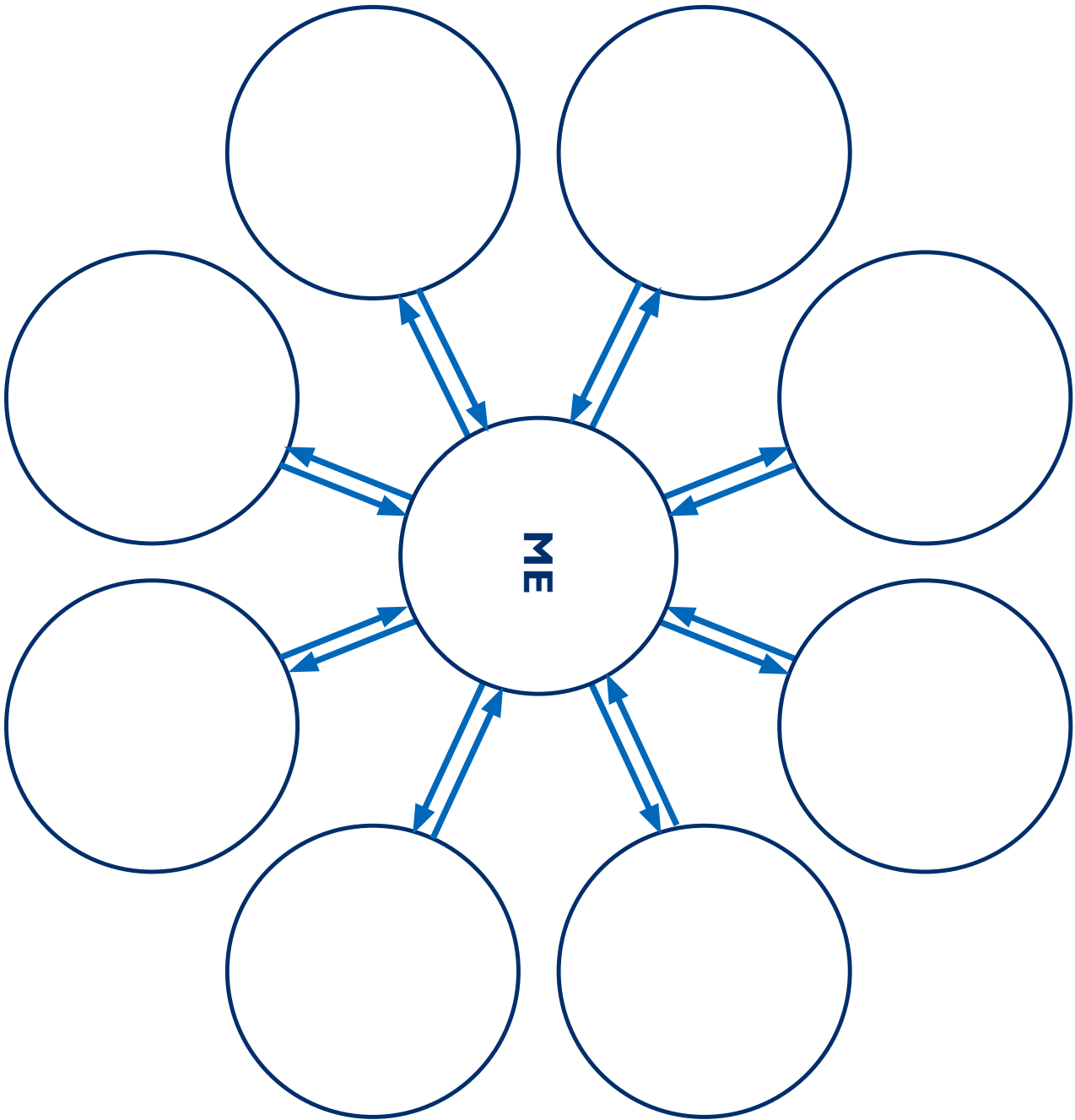
Remind participants of the need to enter into dialogue with those who will be most directly affected by proposed changes and the need to develop new styles of interpersonal communication. Often, when men try to implement change, they do so from a position of power and impose changes that can indirectly affect others in a negative way, even when the intention is just the opposite.

NOTES:



Dr. Ademola Christopher Adewumi is the Chief Commercial Officer at Ibadan Electricity Distribution Company (IBEDC) in Nigeria. He is one of IBEDC's "manbassadors," and has attended two Engendering Industries' Men's Engagement Trainings, and co-facilitated a third. Engendering Industries has identified leadership support as a critical success factor for achieving gender equality outcomes.

HUMAN RELATIONS POWER MAP





UNIT 6: Gender-Based Violence (GBV)

UNIT PURPOSE: The activities included in this unit aim to facilitate participants' understanding of what GBV is, its links to power, how it is used and for what purposes, and its causes and consequences.

The activities show the links between GBV and cultural models of harmful masculinities.

Activities also address the dynamics of GBV in the workplace and GBV's economic costs to society.

A key principle underpinning this unit and its activities is the need for GBV prevention and response initiatives to adopt a survivor-centered approach.

TRIGGER WARNING: Discussing violence may be challenging for some. Give participants appropriate warnings before each activity to allow them to decide if they would rather not take part in the activity and/or leave the training space at any time they need to.

ACTIVITY 6.1 WHAT IS GENDER-BASED VIOLENCE (GBV)?⁴⁴

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 60 minutes

OBJECTIVES:

- To identify different types of violence and to discuss the types of violence that occur most commonly in families and partner relationships.
- To guide participants in understanding GBV.
- To demonstrate the relationship between GBV, power, and control.

KEY MESSAGES:⁴⁵

- At its most basic level, violence is a way to control or exert power over another person. People often think about violence only as physical aggression, but there are other forms of violence as well.
- GBV is an abuse of human rights that affects every culture and age group.
- The roots of GBV are deeply entrenched in social norms that define masculinity and femininity and that reinforce unequal power structures that privilege masculinity over femininity.
- Evidence demonstrates that GBV can be prevented, but doing so requires systemic and coordinated efforts.
- Initiatives to prevent and respond to GBV should put the best interest, dignity, experience, and needs of the person experiencing violence at the center of the process—from designing the initial program to investigating and responding to alleged incidents, with appropriate accountability for perpetrators of abuse. This is known as a survivor-centered approach.

MATERIALS: Flip chart paper, markers, masking tape, Participant Handout 4: Gender-Based Violence

PREPARATION: Review the activity and be sure you understand the content, teaching methodology, and timing. Make one photocopy per participant of Participant Handout 4: Gender-Based Violence.

PROCEDURE:

Trigger Warning: Discussing violence may be challenging for some. Give participants appropriate warnings before each activity to allow them to decide if they would rather not take part in the activity and/or leave the training space at any time they need to.

PART I: TYPES OF VIOLENCE

1. Explain that the purpose of the activity is to discuss what violence is and the different types of violence that exist.

⁴⁴ This activity combines content from ManCare, Bandebereho Facilitator's Manual, 55–57, and CARE Rwanda, Indashyikirwa Rwanda, 52–56.

⁴⁵ These key messages are from USAID, "Collective Action." https://makingcents.com/wp-content/uploads/2021/01/Glossary_508c.pdf

2. Ask the group, “*What is violence?*” Allow them to share their opinions. You can write down the responses on a flip chart if you prefer.
3. After everyone has shared their ideas, explain to the group that, at its simplest level, violence is “the use of force or the threat of force by one individual against another” ([World Health Organization, 2020](#)).
4. Tell the group that acts of violence can be divided into four broad categories. For now, mention those categories without going into detail about each one: physical, emotional or psychological, sexual, and economic violence.
5. Ask the group whether anyone can give an example of a form of physical violence that is common in the community. Emotional or psychological violence? Sexual violence? Economic violence?
6. After examples have been given, open up the discussion using the questions below.

Questions for Group Discussion

- When we talk about violence, do you consider harassment to be violence? Why or why not?
- What are the most common types of violence that occur in the family? In romantic relationships? Between friends?
- Who are the most common perpetrators of violence? Why is that?
- Does a person, man or woman, ever “deserve” to be hit or suffer some type of violence? Why or why not?
- What is the relationship between power and violence? (Encourage the participants to think of the different types of power (economic, physical, emotional, sexual) that a person can have over another and their link to violence).
- In the average workplace setting, what types of violence and/or harassment are most common?

PART 2: UNDERSTANDING GBV

1. *We hear the term “gender-based violence,” or GBV, a lot. But what is GBV? Do we know what it really means? Now that we have a stronger understanding of power and gender, we can examine the meaning of GBV.*
2. Give each participant a copy of the handout on GBV. Ask one participant to read the definition of GBV or read it aloud yourself if reading is sensitive or challenging in the group.
3. Explain to participants that definitions can seem complicated, so you will now read the definition again, line by line, and stop to discuss the different aspects.
4. Read the first line of the definition of GBV and pause. *An umbrella term for any harmful threat or act directed at an individual or group based on actual or perceived sex, gender, gender identity or expression, sex characteristics, sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity.*
5. Ask participants who they think those individuals or groups are. What differentiates violence from GBV? Take responses from one or two participants. Highlight the following key points:⁴⁶
 - a. Across the globe, women and girls, including lesbian, bisexual, and transgender women and girls, are those most frequently targeted in acts of GBV.

⁴⁶ These key messages are from USAID, “Collective Action.”

- b. Men and boys, especially those perceived to be falling outside masculine norms, also experience GBV.
 - c. Individuals who experience multiple layers of inequality may be at higher risk of GBV. This includes women with disabilities, Indigenous women, migrant women, women experiencing discrimination based on race and ethnicity, and persons of diverse sexual orientations, gender identities, gender expressions, or sex characteristics.
 - d. GBV is often justified as a means to reinforce gender roles and norms (or as punishment for not fulfilling them).
6. Ask participants what differentiates GBV from violence in general. Highlight the following key points:
- a. GBV is based on actual or perceived biological sex, gender identity or expression, and/or sexual orientation.
 - b. GBV often targets those who do not adhere to varying socially constructed norms around masculinity and femininity.
7. Read the phrase: *GBV is characterized by the use or threat of physical, psychological, sexual, economic, legal, political, social, and other forms of control, coercion, and/or violence. It can occur across the course of a person's life and is perpetrated by a diverse array of actors, including intimate partners; family members; persons in positions of power, authority, or trust; friends; acquaintances; or strangers.* Ask participants to turn to their neighbor again and discuss what this means. Give participants **five minutes** for this discussion.
8. When five minutes have passed, facilitate a group discussion by asking the following questions:
- a. *Why do you think GBV most commonly takes place against women and girls?* (Emphasize or probe for the points below if they do not come up naturally in the discussion.)
 - Because society gives more power to men as a group than to women.
 - Because gender roles and expectations condone violence against women.
 - Because in society, we view women as less valuable than men.
 - b. *How do you think GBV is linked to control?*
 - Because, as a society, we expect men to demonstrate that they are in control of their partners or daughters.
 - Because in the community, many believe it is normal for men to control women. Without this external control, women are considered unable to manage themselves.
 - c. *Is GBV always a form of "power over?" Is it always negative?*
 - (Response: Yes. All types of GBV are an abuse of power and usually entail having control over the victim.)

More Discussion Questions

1. Pose the following questions to the group:
 - a. *How can GBV in families and in the community affect the workplace environment?*
 - b. *Thinking about our previous conversation, how does GBV present itself in our workplace environments? Specifically, think about sexual harassment and the use of power.*
 - c. *What can we do to prevent GBV?*

2. Go through the types of violence in Participant Handout 4: Gender-Based Violence with the participants, allowing for clarification questions. Highlight the importance of the survivor-centered approach.

CLOSING STATEMENTS: Use the key messages to close the activity. Highlight the importance of a survivor-centered approach that always respects the needs and decisions of the person experiencing violence.



FACILITATORS' NOTES: If you cannot photocopy or print out Participant Handout 4: Gender-Based Violence, write the definition of GBV on a sheet of flip chart paper and use it to guide the discussion.

If participants are reluctant to discuss the questions in the main group, use small groups, especially for more intimate and challenging questions.

GBV is part of an ongoing system in which we socialize men and women differently and value women less than men. This is a very important point that is often overlooked. It is important that people really understand what GBV is.

It is common for participants to focus only on extreme forms of violence. Probe as needed to help participants identify the other common forms of violence that affect people's day-to-day lives.

NOTES:

PARTICIPANT HANDOUT 4: GENDER-BASED VIOLENCE

Gender-Based Violence (GBV): Any harmful threat or act directed at an individual or group based on actual or perceived sex, gender, gender identity or expression, sex characteristics, sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity. Although individuals of all gender identities may experience GBV, women, girls, and gender-nonconforming individuals face a disproportionate risk of GBV across every context due to their unequal status in society. GBV is characterized by the use or threat of physical, psychological, sexual, economic, legal, political, social, and other forms of control, coercion, and/or violence. It can occur across the course of a person's life and is perpetrated by a diverse array of actors, including intimate partners; family members; persons in positions of power, authority, or trust; friends; acquaintances; or strangers. (Source: [United States Strategy to Prevent and Respond to Gender-Based Violence Globally: 2022 Update](#))

TYPES OF GBV

1. **Physical Violence:** Use of physical force, such as hitting, slapping, kicking, burning, or pushing.
2. **Emotional or Psychological Violence:** Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressing jealousy or possessiveness, such as controlling decisions and activities. It can also include restricting someone's movements. This form of violence can be verbal or nonverbal.
3. **Sexual Violence:** Any unwanted sexual comments, sexual acts, or attempted sexual acts using force or coercion or the threat of force or coercion. This can include situations in which a person is incapable of giving genuine consent. Sexual violence/abuse can be committed by anyone, regardless of their relationship to the victim, in any setting, including at home and at work. Rape is forced/coerced intercourse and can be defined as nonconsensual sexual penetration, however slight, of any part of the body of the victim with a sexual organ or of the anal or genital opening of the victim with any object or any other part of the body. Marital rape is sexual intercourse forced on a spouse without consent. (Source: [Sexual Violence Research Initiative. Definitions](#))
4. **Economic Violence:** At the interpersonal level, economic abuse ranges from attempts to limit a person's ability to earn, inherit, or exercise control over funds or property. At the broader structural and societal levels, economic violence can take the form of "limited access to funds and credit; controlled access to health care, employment, or education; discriminatory traditional laws on inheritance and property rights; and unequal remuneration for work."⁴⁷

Survivor-Centered Approach: A survivor-centered approach facilitates a process in which a victim can become a survivor. It prioritizes the best interests and needs of the person who has experienced harm and returns power to the victim at every stage of the grievance management mechanism and process. It recognizes that a person can experience harm even if the offender did it unintentionally. It also recognizes that the impact of an action is more important than the intent of the person who acted. (Source: Adapted from [USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#) and [Jones-Renaud, 2018](#))

⁴⁷ Fawole, "Economic Violence to Women and Girls."

ACTIVITY 6.2 EFFECTS OF GENDER-BASED VIOLENCE (GBV)?⁴⁸

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 75 minutes

OBJECTIVES: To identify and examine the effects of violence.

KEY MESSAGES:

- GBV negatively impacts women, men, children, families, companies/organizations, and communities. The effects are both physical and emotional and can lead to injury and death.
- GBV prevents women from reaching their full potential. This, in turn, prevents families and communities from reaching their full potential.
- GBV in the workplace negatively affects women and, in many contexts, LGBTQI+ persons holds them back from reaching their career goals, and creates an unhealthy and toxic environment.
- GBV in couples, referred to as intimate partner violence (IPV), prevents the partners from enjoying a strong, healthy relationship.
- Children who witness or experience GBV in their homes are more likely to grow up to be violent. They also face problems in their psychological, physical, and intellectual development.
- Relationships and families without GBV have the potential to grow stronger.
- GBV experienced anywhere—as IPV at home, as GBV in the community, or structurally—has a negative impact on productivity, absenteeism, morale, and organizational culture within work settings.

MATERIALS: Flip chart paper, markers, masking tape, and copies of scenarios

PREPARATION: Photocopy the scenarios provided at the end of these instructions. Before doing so, make any adjustments you feel will make the scenarios more real for your context without making significant changes. You may, for example, want to change the names of the characters in the role-plays, reduce or increase the number of children, or remove references to living with parents/in-laws if that is not usual in your setting.

Compile information on GBV resources and support services in the community.

PROCEDURE:

Trigger Warning: Discussing violence may be challenging for some. Give participants appropriate warnings before each activity to allow them to decide if they would rather not take part in the activity and/or leave the training space at any time they need to.

Small Group Work

1. Explain to participants that this exercise will explore the effects that GBV has on women, men, children, and the whole community—and how those effects ultimately show up in workplaces, regardless of where violence occurs.

⁴⁸ From CARE Rwanda, Indashyikirwa Rwanda, 57–62.

2. Explain that in a moment, you will divide into four groups. If appropriate to your context/culture, groups can be all men and all women. Each group will receive a scenario about a couple and discussion questions. The group will read the scenario together and then discuss the questions. **Each group will have ten minutes to discuss and five minutes to present.**

Give out the scenarios (one to each group) and begin the exercise.

Note: Groups should not be told which type of GBV their scenario depicts. The scenarios represent the following types of GBV: 1) physical violence, 2) sexual violence, 3) economic violence, and 4) emotional violence.

3. Circulate between the groups to make sure everyone is on track. Encourage groups to imagine themselves as the characters in the scenario and think about the real impacts (ten minutes).
4. Alert the participants when there are five minutes remaining, when one minute remains, and when time is up.

Main Group Session

1. After ten minutes have passed, bring everyone back to the main group. Invite the first group to present. Ask them to begin by reading their scenario aloud to all the participants. They can then read the discussion questions and present their responses.
2. After the first group has finished presenting, ask participants whether they have any questions or anything they would like to add. Probe as needed to help participants reflect upon how this type of GBV affects the individuals involved and hinders the healthy functioning of the couple and family, as well as its impacts at work for both victims and perpetrators of violence.
3. Continue with each of the remaining groups. Probe as needed to pull out key consequences.

Examples of impacts include (these are to guide you in probing, you do not need to read them):

- a. Impact on **victims**:

Physical: short- and long-term physical injuries and/or disability, reproductive health problems, inability to work.

Psychological: fear, isolation, self-doubt, low self-esteem, shame, lack of ability to reach their full potential, low expectations of themselves and others, frustration, unhappiness, acceptance of things that harm them, social stigma.

- b. Impact on **women as victims** specifically: unwanted pregnancies; limited ability to earn, inherit, or exercise control over funds or property; limited access to funds and credit; controlled access to health care, employment, or education; reduced workplace productivity and related career advancement.
- c. Impact on **men as victims** specifically: emasculation, social isolation, depression, suicidal ideation, lack of resources or social networks, reduced workplace productivity, and related career advancement.
- d. Impact on **men as perpetrators**: isolation, shame, risk of prison, breakdown of relationship with children, reduced workplace productivity and related career advancement, risk to employment.
- e. Impact on **children**: physical and emotional consequences, the belief that GBV is normal in relationships (increasing their likelihood of growing up to be violent or to be in a violent relationship), fear, isolation, lack of trust, lack of healthy relationship with parents, inability to reach their full potential economically.

- f. Impact on **relationships/families**: relationships/families not as strong as they could be; lack of meaningful connection between partners; lack of trust; relationships do not meet the needs of both partners; relationships/families are not enjoyed fully; lack of meaningful connection between perpetrator and children; inability to advance economically.
- g. Impact on the **workplace**: toxic environment and company culture, absenteeism, retention issues, reduced productivity, fewer women employed and promoted, reputational risks, hindered talent acquisition, insurance costs, possible litigation costs, possible loss of employment, and reduced opportunities for professional advancement.

In male-dominated workplace settings, power and hierarchy often create an environment of unhealthy competition, within which some mistreat others, especially women. Similarly, violence and harassment in the workplace have a wide range of impacts that also negatively affect men (even those perpetrating violence), as violence prevents them from having healthy and productive relationships with colleagues and teams. For women who are experiencing violence in the workplace, this has devastating effects on their productivity, mental health, and workplace relationships. [Activity 7.4](#) covers the costs and effects of sexual harassment in the workplace in much greater detail.

- 4. Read out the following definition and explain that it is often used when referring to GBV that occurs within couple/romantic relationships.

Intimate Partner Violence: Physical, sexual, economic, or psychological harm, including acts of physical aggression, sexual coercion, economic abuse, psychological abuse, and controlling behaviors (such as control over finances, movement, and access to other resources) **by a current or former intimate partner or spouse.**

This type of violence can occur **among couples of all sexual orientations, gender identities, and gender expressions.** IPV perpetrated by a cohabitating partner is a form of domestic violence. IPV can be perpetrated even if the perpetrator and victim do not cohabit, as is the case with stalking and dating violence ([National Institute of Justice 2007](#), WHO).

Discussion

- 1. After all of the groups have presented, ask participants: How do you think it affects our families, workplaces, and communities when we condone and accept these forms of GBV in our relationships? (Sample response: it prevents our communities from fully developing and perpetuates negative uses of power between men and women.)

CLOSING STATEMENTS :

- 1. If there are no further questions, summarize with a focus on the following key points:
 - a. GBV negatively impacts women, men, children, families, companies, and communities. The effects are both physical and emotional.
 - b. GBV prevents women from reaching their full potential. This, in turn, prevents families, companies, and communities from reaching their full potential.
 - c. IPV in couples prevents partners from enjoying strong, healthy relationships.
 - d. Children who witness or experience GBV in their homes are more likely to grow up to be violent. They also face problems in their psychological, physical, and intellectual development.

e. Relationships and families without GBV have the potential to grow stronger.

2. Bring participants' attention to the GBV resources and services available in the community.



FACILITATORS' NOTES: It can be challenging for participants to think about the day-to-day consequences of GBV that occur in everyday lives and in couples where violence is less extreme. Participants may focus on extreme forms of violence and brainstorm only extreme consequences, such as suicide, divorce, and dropping out of school.

The purpose of this exercise is to try to understand the common effects of GBV that affect all of us, such as what it means for a relationship when one partner fears the other, in addition to those severe consequences. It is important to help participants connect with this issue personally and to probe in ways that help them identify the emotional impacts of GBV and the ways it hinders the healthy functioning of a couple, family, work environment, and community.

When discussing the scenarios presented and what family members, friends, and/or work colleagues can do to support the woman characters, remember and stress the importance of the survivor-centered approach.

Some participants may have experienced or witnessed similar scenes to the ones in the role plays.



Khumo Mokhethi, Engendering Industries Change Management Coach at an Engaging Men for Gender Equality training event at Imo State Water and Sewerage Corporation (ISWSC) in Nigeria. Khumo reflects on her experience supporting partners to engage men for gender equality: “Engaging men for gender equality leads to tangible and lasting change! One significant change I have observed time and time again is the shift from merely understanding the concept of gender equality to wholeheartedly embracing it, resulting in men becoming more effective sponsors, allies, advocates, and agents of change at home, in their communities and professional spaces. I firmly believe that engaging men is not only essential but fundamental for accelerating gender equality and maximizing impact.”

SCENARIO I:

John and Maria are married. They have four children. John works as an engineer, and Maria works as a meter technician. She also takes care of the home and children. They both spend long days working. Life can be hard.

John expects his house to be kept in good order and for things to be prepared for him properly. He often gets angry with Maria when things are not how he wants them; for example, if he comes home late and the food has gotten cold. When he gets angry, he shouts at Maria. He often beats her. He believes it is important to discipline your wife in this way to maintain order in your household. Maria tries to accept the beatings rather than resisting. If she accepts a beating, then it ends more quickly, and he won't go after the children. She sometimes runs into another room if he is beating her so that the children will not see. She does not seek any medical attention for the bruises and cuts. After all, she knows that this is a private matter. And maybe, she wonders, she has done something to deserve the beating. Maybe she could be a better wife. Most days, Maria works hard to prepare everything exactly as he wants it, even though she is very tired, and prays silently that he will come home and be peaceful. She waits anxiously as he comes through the door, unsure of what mood he will be in.

Discussion Questions

1. What kind of violence do you think this is?
2. How do you think this affects Maria?
 - a. What are the physical consequences?
 - b. What are the emotional consequences?
3. How do you think it makes her feel about herself?
4. How do you think John feels about himself? What do you think he believes about his power in this relationship?
5. How do you think witnessing violence affects John and Maria's children?
 - a. How does it make them feel?
 - b. What does it teach them about relationships between men and women?
6. How do you think John's behavior at home impacts power dynamics in his workplace, the way he interacts with colleagues and subordinates, his energy and productivity, and those of others?
7. How do you think experiencing this violence might affect Maria's ability to be successful and productive in her workplace? How can Maria's company, supervisors, and coworkers support her if they know about the violence she experiences?

SCENARIO 2:

Joseph and Sarah are married. They have four children. Joseph works as an engineer, and Sarah works as a meter technician. She also takes care of the home and children. They both spend long days working. Life can be hard.

Sarah wakes up early in the morning to prepare the food and the house for everyone. She works throughout the day and evening, is the last to eat dinner, and cleans up after everyone has finished. She is exhausted at the end of the day. When Joseph comes home, he takes his meal and spends some time resting. When it is time for bed, he initiates sex whenever he wants it. He does not care whether Sarah also wants sex and does nothing to help prepare her. It is often painful for her. If she tries to refuse, Joseph gets angry and insists that it is his right as a husband to have sex with his wife, becoming more aggressive. He sometimes shouts until she is afraid or uses physical force to restrain her. Therefore, she has stopped refusing him and simply lets him do what he wants, even if it hurts her. Sometimes the pain is too much, and she cries out, but he doesn't seem to notice. Most nights, she just prays inside that he doesn't come home in the mood for sex. She dreads going into the bedroom when he is home.

Discussion Questions

1. What kind of violence do you think this is?
2. How do you think this affects Sarah?
 - a. What are the physical consequences?
 - b. What are the emotional consequences?
3. How do you think it makes her feel?
4. How do you think this affects Joseph and Sarah's relationship?
5. What do you think Joseph and Sarah will teach their children about sexuality?
6. How do you think Joseph's attitude to sex might influence the way he interacts with male and female colleagues and subordinates in the workplace?

How might that affect his productivity and that of others?

What are the consequences for the work environment/organizational culture?
7. How do you think experiencing this violence might affect Sarah's ability to be successful and productive in the workplace? How can Sarah's company, supervisors, and coworkers support her if they know about the violence she experiences?

SCENARIO 3:

Mohammed and Amal are married. They have four children. Mohammed works as an engineer, and Amal takes care of the home and children. They both spend long days working, Amal taking care of everything in the home and Mohammed working on sites. Life can be hard.

Amal is not allowed to work outside the home. Mohammed is responsible for earning income, and he controls how the money is used. He allocates some money to Amal to spend on household goods. Amal can never be sure how much it will be or how much money they have. Her allotment changes each week, and she is never sure whether Mohammed is earning less or spending money on other things. He gets angry when they have less in the house than usual, such as food or soap, but Amal cannot discuss these things with him. She has ideas about what to sell and to save, but she cannot share them with Mohammed; this is not a woman's place. When Mohammed comes home after spending time at the bar, Amal fears that he is squandering their money on alcohol. On rare occasions when Amal has something to sell in the market, she gives her earnings to Mohammed when she returns home.

Discussion Questions

1. What kind of violence do you think this is?
2. How do you think this affects Amal?
3. How do you think it makes her feel?
4. How do you think this affects the management of the household?
5. How do you think it affects the relationship between Mohammed and Amal?
6. What do you think Mohammed and Amal's children learn from this?
7. How do you think Mohammed's attitude to controlling money management and decision-making might influence the way he interacts with male and female colleagues and subordinates in the workplace?
8. How might that affect his productivity and that of others?
9. What are the consequences for the work environment/organizational culture?


SCENARIO 4:

Stephen and Paula are married. They have four children. Stephen works as an engineer, and Paula works as a meter technician. She also takes care of the home and children. They both spend long days working. Life can be hard.

Stephen believes that he is a good husband because he has property and earns some income. He often reminds Paula that he gets paid more than she does, that he holds a more senior role than she does, and that it is he who puts a roof over her head and food on her table, so she had better show that she is worth it. If he is unhappy about something in the household, which is often, he shouts at Paula or calls her things like “stupid” and “dumb woman.” He often criticizes her food and tells her he should’ve married a woman who at least knows how to cook properly for her husband. But now he is “stuck” with her. Beyond that, they don’t talk much. Stephen prefers to spend time with his friends than to be at home and takes his meals alone in the house. When he needs something, he calls for Paula. She brings what he needs and then tries to leave him alone. She prefers not to speak to him because she fears it will provoke him to criticize or complain about her.

Discussion Questions

1. What kind of violence do you think this is?
2. How do you think this affects Paula?
3. How do you think it makes her feel?
4. How do you think this affects Stephen and Paula’s relationship?
5. How do you think this affects their children and their development? What do you think this teaches their children about relationships between men and women?
6. How do you think Stephen’s attitude of superiority to women and use of put-downs might influence the way he interacts with male and female colleagues and subordinates in the workplace?
7. How might that affect his productivity and that of others?
8. What are the consequences for the work environment/organizational culture?
9. How do you think experiencing this violence might affect Paula’s ability to be successful and productive in the workplace? How can Paula’s company, supervisors, and coworkers support her if they know about the violence she experiences?

An illustration featuring stylized silhouettes of diverse people in various colors (red, blue, purple, yellow) against a background of colored squares. Several speech bubbles in red, orange, and blue are positioned above the silhouettes, suggesting communication and dialogue.

UNIT 7: Sexual Exploitation, Abuse, and Harassment (SEAH)

UNIT PURPOSE: In the post-#MeToo era, it has become even more imperative for organizations to have SEAH policies, procedures, and survivor-centered approaches to safeguarding employees. It is important that staff at all levels are knowledgeable about the issues and committed to equitable behaviors, relations, and workplace practices that make it difficult for SEAH to occur and that when it does occur, there are clear mechanisms for speaking up, reporting it, and responding adequately and justly.

The activities included in this unit enable participants to understand and recognize sexual harassment (including microaggressions), sexual exploitation, and sexual abuse; how they relate to patriarchal masculinities and gender norms; and the effects on the work environment if those types of behavior are not challenged and stopped. They also explore strategies and practical actions for responding to SEAH within the framework of existing codes of conduct and organizational values/principles.

Activity 7.1 Focus on SEAH—Key Concepts
 Activity 7.2 Sexual Harassment (SH) in the Workplace Environment
 Activity 7.3 Sexual Harassment (SH) in the Workplace Case Studies
 Activity 7.4 The Human and Economic Costs of Sexual Harassment (SH) in the Workplace
 Activity 7.5 Preventing and Responding to Sexual Harassment (SH) and Gender-Based Violence (GBV) in the Workplace

ACTIVITY 7.1 FOCUS ON SEAH—KEY CONCEPTS⁴⁹

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 1 hour

OBJECTIVES: To define sexual exploitation, sexual abuse, and sexual harassment and explain the difference between the three.

KEY MESSAGES: SEAH causes harm, creates an uncomfortable and/or unsafe workspace, is an affront to the dignity of individuals, and undermines our commitment to gender equality.

MATERIALS: Flip chart paper, markers

PREPARATION: Flip charts with definitions of sexual exploitation, sexual abuse, and sexual harassment.

PROCEDURE:

Definitions—Group Work

1. Divide the participants into three groups and ask them to move to different parts of the room. Give each group one term to define: sexual harassment, sexual exploitation, and sexual abuse.
2. Give ten minutes for the groups to talk through their term and come up with a definition that they will write on a flip chart and post on a nearby wall.

Main Group Session

1. Give ten minutes for the groups to present their definitions and discuss:
 - a. Does everyone agree with these definitions?
 - b. Is there any overlap between these definitions?
 - c. Are there any changes you'd like to make?

Hint: One way to lead question three is to say: *“What are the keywords that come to mind when you hear the term sexual harassment? Sexual abuse? Sexual exploitation?”* Then develop the definitions further from there, highlighting different components of each.

⁴⁹ Definitions adapted from USAID. (2020). Protection From Sexual Exploitation and Abuse (PSEA) Policy.

2. Present the following definitions on a flip chart that you post beside each group's definitions.⁵⁰

Sexual harassment: “Unwelcomed conduct of a sexual nature, which creates an intimidating, hostile, or offensive work environment, or which is tied to an employment decision (such as the victim being fired or not receiving a promotion). It can include verbal, non-verbal, or physical harassment of a sexual nature, as well as offensive remarks related to a person’s actual or perceived sex, gender, gender identity or expression, sex characteristics, or sexual orientation. While typically involving a pattern of conduct, sexual harassment may take the form of a single incident. In assessing the reasonableness of expectations or perceptions, the perspective of the person who is the target of the conduct shall be considered.”

Ask, “*Why is this harmful or damaging to our organization and personnel?*”

Correct answers: It creates an uncomfortable and/or unsafe workspace, is an affront to the dignity of individuals, it undermines our commitment to gender equality.

Sexual exploitation: Any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes by a person in a position of power, including but not limited to profiting monetarily, socially, or politically from the sexual exploitation of another. (“Sexual exploitation” is a broad term that includes a number of acts, including transactional sex, solicitation of transactional sex, and exploitative relationships.)

Ask, “*Why is this harmful or damaging to our organization and personnel?*”

Correct answers: It creates an uncomfortable and unsafe situation; is an affront to the dignity of individuals; contravenes our values and principles; negatively impacts our reputation within the community and on a wider level; undermines our commitment to gender equality.

Sexual abuse: “Any actual or threatened physical intrusion of a sexual nature whether by force or under unequal or coercive conditions.”

Ask, “*Why is this harmful or damaging to our organization and personnel?*”

Correct answers: In many countries, this is a crime; it is sexual violence and creates an unsafe space and fear; it violates the dignity of the person who it is forced upon; it negatively impacts our reputation; it undermines our commitment to gender equality.

Group Discussion

1. Use the following questions to stimulate reflection and analysis:
 - What other forms of unacceptable behavior do you know of or have you witnessed in current or previous workplace environments? Give examples.
 - Probe: Bullying, microaggressions, put-downs
 - Why do you think these occur? What type of power is being used, by whom, and for what purposes?
 - How do these more subtle or less dramatic forms of harassment relate to our organizational code of conduct and institutional values?
 - What factors allow them to take place?
 - What can we do individually, as teams, and as an organization to prevent SEAH and other forms of harassment from taking place?

⁵⁰ Definitions adapted from USAID. (2020). Protection From Sexual Exploitation and Abuse (PSEA) Policy.

CLOSING STATEMENTS: Close the activity by highlighting that SEAH and other more subtle, less dramatic forms of harassment cause harm and contribute to a toxic work environment.

Underline the importance of challenging these forms of harassment (such as bullying, microaggressions, or put-downs), which are also linked to the abuse of power, and not only those that constitute SEAH.



FACILITATORS' NOTES: Do **not** encourage participants to share experiences or incidents of SEAH in this session (their own or those of others). If participants do share these experiences, emphasize that all participants are required to maintain confidentiality. Provide participants with a list of counseling services that they can use should they need to talk to someone following this activity.

NOTES:

ACTIVITY 7.2 SEXUAL HARASSMENT (SH) IN THE WORKPLACE ENVIRONMENT⁵¹

SUGGESTED AUDIENCE: This activity can be used with mixed-gender groups or single-gender groups.

TIME: 60 minutes

OBJECTIVES:

- To analyze the tactics and strategies that men who sexually harass women (and/or nonbinary and LGBTQI+ persons) in the workplace use.
- To analyze the tactics and strategies that women (and/or nonbinary and LGBTQI+ persons) who are sexually harassed in the workplace use to respond and protect themselves.
- To reflect on the links between harmful masculinities, sexual norms, and sexual harassment.

KEY MESSAGES:

- SH in the workplace involves the abuse of power and privilege (most commonly by men) and causes stress and harm to those who are directly affected by it (mostly women and nonbinary and LGBTQI+ persons).
- When SH is tolerated and goes unchecked in a work environment, relationships and morale wane, and a toxic atmosphere can arise. This can also cause problems with absenteeism and retention, reduce productivity, pose brand and reputational risks that hinder talent acquisition, and possibly result in an increase in insurance and litigation costs.
- Organizational cultures and work environments where SH is commonplace can see impacts on employee hiring, retention, and corporate brand and reputation

MATERIALS: Projector, screen, Internet connection, laptop/tablet

PREPARATION: Review the SH video clips included below and decide which ones are relevant to your context.

PROCEDURE:

1. Choose video clips from the [list below](#) that are the most relevant to your context and to particular situations that you have been grappling with recently.
2. Tell the participants that they are going to watch a series of video clips that depict cases of SH in the work environment.
3. When watching each video clip, invite the participants to look out for the following:
 - How power is exercised between people of different genders (and if relevant, other categories such as race, ethnicity, age) and with different status and authority.
 - The methods used by perpetrators to harass, exploit, and/or abuse.
 - What victims do or say to evade or escape unwanted attention, touches, insinuations, or adulation.
 - Expressions or incidents in the video that stand out, surprise them or provoke an emotional reaction in them.

⁵¹ Developed by P. Welsh for CARE USA training material (as yet unpublished).

4. Give a brief introduction to the first video clip you have selected. Advise participants that some scenes might cause an emotional reaction and that if anyone feels the need to, they can leave the room at any time.
5. Play the video clip.
6. Invite participants to share how they felt during the video and/or how they feel now.

Debrief about the video, selecting from the following questions those that you consider most pertinent:

- What most got your attention in the video clip and why?
- Looking at each of the protagonists in the video, what type of power did they have, what is the source(s) of their power, and how did they use it? (Start with the perpetrator, then the victim, then others in the video.)
- What factors enable the perpetrator(s) to do what they did (draw out causes of SH, including personal, cultural, work-related, and gender-related; harmful masculinities; social, economic, and political causes)?
- What do you think should happen to the perpetrator (if no resolution was reached)?
- What did the victim do to try to evade the abuser(s) and/or escape the situation?
- What enabled or inhibited the victim from doing so?
- Why is it difficult for the victims to speak up?
- What are the consequences for victims of SEAH and for their families?
- What did other people do, or what could they have done to support the victim?
- Who is to blame when SH occurs?
- Why are victims not to blame?

If necessary, show the video a second time and continue with reflections and analysis.

Further Reflections

1. When all videos have been watched and analyzed, use the following questions to stimulate further reflection (note responses on a flip chart):
 - Do you think the perpetrators in these video clips believe they are committing SH? Why/why not?
 - What allows men to behave in the ways we have seen in the videos?
 - How is SH linked to masculine norms and society's expectations of what it means to be a "real man"?

Connecting with Our Own Work Experience

1. Use the following questions to probe reflection on experiences of SH in the workplace:
 - Which of the videos (or parts of them) reflect situations that you have observed or faced in the workplace (current or previous)? (Encourage participants to share real events, in as much as they feel comfortable, that demonstrate what happened, actions taken by employers, the consequences for the persons directly involved, and other actions that employers could/should have taken.)
 - What changes in attitudes and behavior need to take place to prevent and respond to SH in the workplace?
 - What can we do together to make meaningful changes in the workplace?
(Example: listen to survivors and let them take the lead on the actions taken)

2. Building on the participants' reflections and responses, emphasize the importance of a survivor-centered approach in preventing and responding to SH in the workplace. Share the following definition with the participants:

Survivor-Centered Approach: A survivor-centered approach facilitates a process in which a victim can become a survivor. It prioritizes the best interests and needs of the person who has experienced harm and returns power to the victim at every stage of the grievance management mechanism and process. It recognizes that a person can experience harm even if the offender did it unintentionally. It also recognizes that the impact of an action is more important than the intent of the person who acted. (Source: [Adapted from USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#) and [Jones-Renaud, 2018](#))

3. Ask participants to suggest possible negative impacts for someone who is experiencing SH in the workplace if action is taken on their behalf by a third party without them knowing or giving their consent.
4. Emphasize that it is the person experiencing harassment who should make informed decisions about what course of action to pursue. If someone else acts without consulting them, it could cause more harm than good, such as
 - Putting their emotional and physical safety at risk
 - Putting their job in jeopardy
 - Affecting their self-esteem
 - Taking away their agency (power to decide for themselves)



FACILITATORS' NOTES: Some participants may experience discomfort or emotional stress during this activity. Review “Navigating sensitive or taboo topics and dealing with difficult situations” and “Dealing with feelings and emotions” in the [Facilitation Guidelines](#) section of this training manual.

SEXUAL HARASSMENT VIDEOS

I. SEXUAL HARASSMENT IN THE WORKPLACE

I.1 That's Harassment

These video clips were developed in 2018 in the United States by the Rape, Abuse & Incest National Network (RAINN) in collaboration with actor and producer David Schwimmer (best known for his role in the sitcom Friends), the Ad Council (a nonprofit organization that specializes in public service ads and campaigns), and writer and director Sigal Avin. They have been aired digitally and on television by major media companies, including Amazon Prime Video, CBS, The CW, Fox Networks Group, Freedom, Hulu, SHOWTIME, and STARZ.

- The [Boss](#) depicts a situation that occurs between a man in a senior role (the boss) and a woman in a supportive/administrative role.
- The [Politician](#) depicts a situation that occurs between a male politician and a female journalist.
- The [Coworker](#) depicts a situation between a male bartender and a female colleague.
- The [Doctor](#) depicts a situation between a woman and her doctor.
- The [Photographer](#) depicts a situation between a young model and an older professional photographer on a photo shoot.

I.2 Green Chillies Media, India

- [Zaroorat | A Film on Harassment at Workplace](#)
- [Behakna | A Film on Harassment at Workplace](#)

I.3 Oakville Sun & Entrepreneurial Journalism

- Workplace Sexual Harassment PSA: Public service video on workplace SH faced by women, created by Arjun Sambyal.

I.4 BRAC, Bangladesh

- [Workplace Harassment](#) by [Little Big Films Bangladesh](#)
If we don't stand up in the face of harassment, aren't we just as responsible? Nuhash Humayun directs the second in BRAC's series against SH.
- [SpeakUp against Sexual Harassment](#)
Sometimes even offering a cup of tea in a certain manner can be offensive. Let us take a stand against SH to ensure a safe and enabling environment for all.
- [Speak Up Against Sexual Harassment!](#)
This video depicts an intervention to support a young woman harassed on a public bus.
- [We Men are Responsible for This](#)
Men speak out and condemn gang rape.

I.5 State Resource Centre for Women, Women, and Child Development Department, Haryana, India

- [Sexual Harassment at Work](#)
Reflections on the causes and consequences of SH for women (moving, poetic monologue).

I.6 Hauterrfly, India

- [Employee of the Month](#)

I.7 Campaigns of the World

- [Sexual Harassment of Women at Workplace, India](#)

I.8 Media Partners, United States

- [Types of Sexual Harassment: Quid Pro](#)
QuoQuid-pro-quo SH occurs when a person in authority requests to trade sex or sexual favors for a work benefit. Submission or rejection has direct or implied job consequences.

I.9 SIHA Network, Sudan

- [Breaking the Silence: Sexual Harassment in the Workplace](#)
This video captures the testimonies of three Sudanese women on harassment and GBV in the workplace.

1.10 [Know Where the Line Is Campaign: A Campaign by the Australian Human Rights Commission, the Australian Council of Trade Unions, and the Australian Chamber of Commerce and Industry.](#)

- [Sexual Harassment: Know Where the Line Is](#) (testimonies; longer version, four minutes)
- [What is Sexual Harassment: Know Where the Line Is: What does SH in the workplace look like?](#) (short version, one minute and 40 seconds)
- [Bystander Story—Ellie. Sexual harassment: Know Where the Line Is.](#) (One minute, 39 seconds)
- [Nadine's Story: Freedom from Discrimination, Harassment and Violence](#) (testimony of a woman engineer in a male-dominated work setting)

1.11 [Internews, Tanzania](#)

- [Sexual Harassment in the Workplace:](#) This public service announcement marks the 16 days of activism theme of GBV in the workplace. Credit: Amin Suwedi, cameraperson and editor.

1.12 [Traliant, United States](#)

- [Sexual Harassment in the Workplace Training Video](#)

SEXUAL HARASSMENT IN PUBLIC SPACES

These videos could be relevant in contexts where employees make work trips or socialize together regularly and also in relation to protecting female staff from any kind of abuse from clients or colleagues during fieldwork or on the way to and from work.

2.1 [Sholoana Foundation, Bangladesh](#)

- [Emotional sexual harassment short film:](#) A young woman is harassed and stalked by a group of three young men (evocative music and gripping scenes; mostly dialogue-free but some Bengali at the end without subtitles).

2.2 [Department of Justice and Equality, No Excuses Campaign, Ireland](#)

The campaign aims to address the lack of awareness of SH and violence in everyday life, issues that have been ignored or excused for far too long in Ireland.

- [Let's Stop Excusing:](#) Focus group discussion using short SH clips
- [Does Ireland Have a Problem?](#) Snapshots of different acts of sexual harassment
- [No Excuses: The Office:](#) Twenty-second harassment at work
- [No Excuses: Night Out:](#) Twenty-second harassment in a pub
- [No Excuses: Closing Time:](#) Twenty-second harassment of a woman who is drunk

ACTIVITY 7.3 SEXUAL HARASSMENT (SH) IN THE WORKPLACE CASE STUDIES⁵²

SUGGESTED AUDIENCE: This activity can be used with mixed-gender groups or single-gender groups.

TIME: 60 minutes

OBJECTIVES: To deepen understanding of SH in the workplace, how it is related to harmful masculinities, and the possible consequences for women and LGBTQI+ persons and for workplace environments.

KEY MESSAGES: Dating and romance between staff members can contribute to tensions in the workplace, especially when things do not work out. When one person persists despite the other person making it clear they are not interested, SH can occur. In general, it is best to avoid workplace dating and romance. This is particularly problematic when there is a hierarchal imbalance between the two people, such as a supervisor and supervisee.

Sexual innuendos, sexually explicit statements, and derogatory remarks about people's appearance and sexuality have no place in the workplace, as they are offensive, harmful, and divisive.

Rude jokes and teasing that have sexual content and implications are often shrugged off as "just a bit of fun," but they can be hurtful and destructive. Targets of SH through jokes are often dismissed as uptight or too serious, putting the onus on them to change their behavior to accommodate harmful practices that negatively affect organizational cultures.

An offer to trade job benefits for sexual favors by someone with authority over another in the workplace is quid-pro-quo SH and is a severe abuse of power.

In cultures that are highly patriarchal and homophobic, LGBTQI+ persons are often subjected to SH, discrimination, and bullying that can have devastating personal and professional consequences. Thus, the need to build organizational cultures based on respect for human rights and dignity and equal opportunities for all is clear.

MATERIALS: Copies of SH stories (attached to this activity)

PREPARATION: Read the stories well in advance of the training session to make sure you grasp their content and logic.

PROCEDURE:

1. In the main group, read one of the stories and, using the questions provided, dialogue with the participants.
2. Allow time for questions, reflections, and suggestions.
3. Choose another story and repeat the process.
4. Only use stories 5 and 6 if you think that the group is in a position to deal constructively with issues of human sexuality and gender identities that, in many settings, may be culturally taboo and threatening.

⁵² Case studies adapted from [Sexual Harassment Prevention Training New York State 2019](#), pages 17 – 24 – similar activity developed by P Welsh for CARE 2020.

CLOSING STATEMENTS: Highlight the inappropriateness of sexualizing the work environment, even if it only seems to be workplace banter and jokes.

Continuous SH and/or borderline behavior creates an unhealthy work environment that can affect productivity and morale.



FACILITATORS' NOTES: Use as many stories as you have time for, giving priority to those stories that highlight areas of particular concern and/or interest.

STORY 1: WORKPLACE DATING AND ROMANCE

1. Read the following text to the group:

Veronica's coworker Matthew has just been through a divorce. He drops comments on a few occasions that he is lonely and needs to find a new girlfriend. Veronica and Matthew have been friendly in the past and have had lunch together in local restaurants on many occasions. Matthew asks Veronica to go on a date with him—dinner and a movie. Veronica likes Matthew and agrees to go out with him. She enjoys her date with Matthew but decides that a relationship is not a good idea. She thanks Matthew for a nice time but explains that she does not want to have a relationship with him. Matthew waits two weeks and then starts pressuring Veronica for more dates. She refuses, but Matthew does not stop. He keeps asking her to go out with him.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. When Matthew first asked Veronica for a date, this was sexual harassment. **True or false?**

FALSE: Matthew's initial comments about looking for a girlfriend and asking Veronica, a coworker, for a date are not SH. Even if Veronica had turned Matthew down for the first date, Matthew would have done nothing wrong by asking for a date and by making occasional comments that are not sexually explicit about his personal life.

Question 2. Veronica cannot complain of sexual harassment because she went on a date with Matthew. **True or false?**

FALSE: Being friendly, going on a date, or even having a prior relationship with a coworker does not mean that the coworker has a right to behave as Matthew did toward Veronica. She has to continue working with Matthew, and he must respect her wishes and not engage in behavior that has now become inappropriate for the workplace.

3. Continue reading the story:

Veronica complains to her supervisor, and the supervisor (as required) reports her complaint to the person designated by her employer to receive complaints. Matthew is questioned about his behavior, and he apologizes. He is instructed by the designated person to stop. Matthew stops for a while but then starts leaving little gifts for Veronica on her desk with accompanying love notes. The love notes are not overtly offensive, but Matthew's behavior is starting to make Veronica nervous, as she is afraid that he may start stalking her.

4. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 3. Matthew's subsequent behavior with gifts and love notes is not sexual harassment because he has stopped asking Veronica for dates as instructed. He is just being nice to Veronica because he likes her.

True or false?

FALSE: Veronica should report Matthew's behavior. She was entitled to have effective assistance in getting Matthew to stop his inappropriate workplace behavior. Because Matthew has returned to pestering Veronica after being told to stop, he could be subject to serious disciplinary action for his behavior.

STORY 2: RELOCATING TO A NEW OFFICE

1. Read the following text to the group:

Sharon transfers to a new location with her employer. Her new supervisor, Paul, is friendly and helps her become familiar with her new job duties. After a few days, when no one else is around, Paul comes over to Sharon's work area to chat. Paul tells her that he went to a strip club the previous night. Sharon is shocked that Paul would bring up such a topic in the workplace and says nothing in response. Paul continues talking and says that all the women in the office are so unattractive that he needs to get out and "see some hot chicks" once in a while. He tells Sharon he is glad she joined the staff because, unlike the others, she is "easy on the eyes." Sharon feels very offended and demeaned that she and the other women in her workplace are being evaluated on their looks by their supervisor.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. Because Paul did not tell Sharon that she is unattractive, he has not harassed her. **True or false?**

FALSE: Paul made sexually explicit statements to Sharon, which are derogatory and demeaning to Sharon and her female coworkers. It does not matter that Paul supposedly paid Sharon a compliment. The discussion is still highly offensive to Sharon, as it would be to most reasonable persons in her situation.

Question 2. By bringing up his visit to the strip club, Paul engaged in inappropriate workplace behavior.

True or false?

TRUE: Simply bringing up the visit to the strip club was inappropriate in the workplace, especially for a supervisor, and it would be appropriate for Sharon to report this conduct. A one-time comment about going to a strip club is behavior that Paul would be told to stop, even though it probably would not rise to the level of unlawful harassment unless it was repeated on multiple occasions.

Question 3. Paul should be instructed to stop making these types of comments, but this is not a serious matter. **True or false?**

FALSE: Paul's comments about female employees are a serious matter and show his contempt for women in the workplace. Paul is required to model appropriate behavior and must not exhibit contempt for employees on the basis of sex or any protected characteristic. Sharon should not have to continue to work for someone she knows harbors such contempt for women, nor should the other employees have to work for such a supervisor. Management should be aware of this, even if the other employees are not, and Paul should be disciplined and, most likely, removed from his current position.

STORY 3: CALM DOWN! IT'S JUST A JOKE

1. Read the following text to the group:

Carla works as a licensed heavy equipment operator. Some of her male coworkers think it is fun to tease her. Carla often hears comments like “Watch out, here she comes—that crazy woman driver!” in a joking manner. Also, someone keeps putting a handmade sign on the only portable toilet at the worksite that says, “Men Only.”

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. Women in traditionally male jobs should expect teasing and should not take joking comments too seriously. **True or false?**

FALSE: Whether Carla is being harassed depends in part on Carla’s opinion of the situation; that is, whether she finds the behavior offensive. However, if at any point Carla does feel harassed, she is entitled to complain about the behavior and have it stopped, regardless of whether and for how long she has endured the behavior without complaint. Carla can always say when enough is enough.

Question 2. Carla cannot complain because the site supervisor sometimes joins in with the joking behavior, so she has nowhere to go. **True or false?**

FALSE: Carla can still complain to the supervisor, who is then on notice that the behavior bothers Carla and must be stopped. If the supervisor fails to take Carla’s complaint seriously, that will constitute serious misconduct on his or her part. Carla can also complain directly to the person designated by her employer to receive complaints, either instead of going to the supervisor or after doing so. The employer is responsible for ensuring that all employees are aware of its anti-harassment policies and procedures.

3. Continue reading the story:

Some of Carla’s other coworkers are strongly opposed to her presence in the traditionally all-male profession. These coworkers have sometimes said things to her like, “You’re taking a job away from a man who deserves it,” “You should be home with your kids,” and “What kind of a mother are you?” Also, someone scratched the word “bitch” on Carla’s toolbox.

4. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 3. These behaviors, while rude, are not sexual harassment because they are not sexual in nature. **True or false?**

FALSE: The behaviors are directed at her because she is a woman and appears to be intended to intimidate her and cause her to quit her job. While not sexual in nature, this harassment is because of her sex and will create a hostile work environment if it is sufficiently severe or frequent.

5. Continue reading the story:

Carla complains about the jokes and other behaviors, and an investigation is conducted. It cannot be determined who defaced Carla’s toolbox. Her coworkers are told to stop their behavior or face disciplinary charges. The supervisor speaks with Carla and tells her to come to him immediately if she has any further problems. Carla then finds that someone has urinated in her toolbox.

6. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 4. There is nothing Carla can do because she cannot prove who vandalized her toolbox. **True or false?**

FALSE: Carla should speak to her supervisor immediately or contact any other person designated by her employer to receive complaints directly. Although the situation has become very difficult, it is the employer's responsibility to support Carla and seek a solution. An appropriate investigation must be promptly undertaken, and appropriate remedial action must follow.

STORY 4: YOU'LL GET THE PROMOTION IF...

1. Read the following text to the group:

Tatiana is hoping for a promotion to a position that she knows will become vacant soon. She knows that her boss, David, will be involved in deciding who will be promoted. She tells David that she will be applying for the position and that she is very interested in receiving the promotion. David says, "We'll see. There will be a lot of others interested in the position."

A week later, Tatiana and David travel together on state business, including an overnight hotel stay. Over dinner, David tells Tatiana that he hopes he will be able to promote her because he has always really enjoyed working with her. He tells her that some other candidates "look better on paper" but that she is the one he wants. He tells her that he can "pull some strings" to get her into the job and Tatiana thanks David. Later David suggests that they go to his hotel room for "drinks and some relaxation." Tatiana declines his "offer."

2. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. David's behavior could be harassment of Tatiana. **True or false?**

TRUE: David's behavior as Tatiana's boss is inappropriate, and Tatiana should feel free to report the behavior if it makes her uncomfortable. It is irrelevant that this behavior occurs away from the workplace. Their relationship is that of supervisor and supervisee, and all their interactions will impact the workplace.

3. Continue reading the story:

After they return from the trip, Tatiana asks David if he knows when the job will be posted so that she can apply. He says that he is not sure, but there is still time for her to "make it worth his while" to pull strings for her. He then asks, "How about going out to dinner this Friday and then coming over to my place?"

4. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 2. David engaged in sexual harassment. **True or false?**

TRUE: It is now evident that David has offered to help Tatiana with her promotion in exchange for sexual favors.

5. Continue reading the story:

Tatiana, who really wants the position, decides to go out with David. Almost every Friday, they go out at David's insistence and engage in sexual activity. Tatiana does not want to be in a relationship with David and is only going out with him because she believes that he will otherwise block her promotion.

6. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 3. Tatiana cannot complain of harassment because she voluntarily engaged in sexual activity with David. **True or false?**

FALSE: Because Tatiana does not welcome sexual activity, she is a target of SH. Equally, if she had refused

David's advances, she would still be a target of SH. The offer to trade job benefits for sexual favors by someone with authority over her in the workplace is quid-pro-quo SH, and the employer is exposed to liability because of its supervisor's actions.

7. Continue reading the story:

Tatiana receives the promotion.

8. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 4. Tatiana cannot complain of harassment because she got the job, so there is no discrimination against her. **True or false?**

FALSE: Tatiana can be the recipient of SH whether or not she receives the benefit that was used as an inducement.

9. Continue reading the story:

Tatiana breaks off the sexual activities with David. He then gives her a bad evaluation, and she is removed from her new position at the end of the probationary period and returns to her old job.

10. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 5. It is now too late for Tatiana to complain. Losing a place of favor due to the breakup of the voluntary relationship does not create a claim for sexual harassment. **True or false?**

FALSE: It is true that the breakup of a relationship, if truly consensual and welcomed at the time, usually does not create a claim for SH. However, the "relationship" in this case was never welcomed by Tatiana. David's behavior has at all times been inappropriate and a serious violation of the employer's policy. As the person who abused the power and authority of a management position, David has engaged in SH.

NOTE: Only use stories 5 and 6 below if you think the group is in a position to deal constructively with issues of human sexuality and gender identities that, in many settings, may be culturally taboo and threatening.

STORY 5: UP CLOSE AND PERSONAL

1. Read the following text to the group:

Keisha has noticed that her new boss, Sarah, leans extremely close to her when they are going over the reports that she prepares. Sarah touches Keisha's hand or shoulder frequently as they discuss work. Keisha tries to move away from her in these situations, but Sarah doesn't seem to get the message.

2. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. Keisha should just ignore Sarah's behavior. **True or false?**

FALSE: If Keisha is uncomfortable with Sarah's behavior, she has options. If she feels comfortable doing so, she should tell Sarah to please back off because her closeness and touching make Keisha uncomfortable. Another option is to complain directly to a person designated by her employer to receive complaints, who will speak with Sarah. Although this may not be sufficiently severe or pervasive to create an unlawful harassment situation (unless it is repeated by Sarah after she is told to stop), there is no reason for Keisha to be uncomfortable in the workplace. There is no valid reason for Sarah to engage in this behavior.

3. Continue reading the story:

Before Keisha gets around to complaining, Sarah brushes up against her back in the conference room before a meeting. Keisha is now getting really annoyed but still puts off doing anything about it. Later, Sarah “traps” Keisha in her office after they finish discussing work by standing between her and the door of the small office. Keisha doesn’t know what to do, so she moves past Sarah to get out. As she does so, Sarah runs her hand over Keisha’s breast.

4. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 2. Sarah’s brushing up against Keisha in the conference room could just be inadvertent and does not give Keisha any additional grounds to complain about Sarah. **True or false?**

FALSE: Sarah is now engaging in a pattern of escalating behavior. Given the pattern of her “too close” and “touching” behavior, it is unlikely that this was inadvertent. Even before being “trapped” in Sarah’s office, Keisha should have reported all of the behaviors she experienced that made her uncomfortable.

Question 3. Sarah touching Keisha’s breast is inappropriate but is probably not unlawful harassment because it only happened once. **True or false?**

FALSE: Any type of sexual touching is very serious and does not need to be repeated to constitute SH. Keisha should immediately report it without waiting for it to be repeated. Sarah can expect to receive formal discipline, including possible firing.

STORY 6: THE OFFICE BOY

1. Read the following text to the group:

Leonard works as a clerk typist for a large employer. He likes to wear jewelry, and his attire frequently includes earrings and necklaces. His boss, Margaret, thinks it’s “weird” that, as a man, Leonard wears jewelry and wants to be a clerical worker. She frequently makes sarcastic comments to him about his appearance and refers to him “jokingly” as her office boy. Leonard, who hopes to develop his career in the area of customer relations, applies for an open promotional position that would involve working in a front desk area, where he would interact with the public. Margaret tells Leonard that if he wants that job, he had better look “more normal” or else wait for a promotion to mailroom supervisor.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. Leonard’s boss is correct in telling him wearing jewelry is inappropriate for customer service positions. **True or false?**

FALSE: Leonard’s jewelry is only an issue because Margaret considers it unusual for a man to wear such jewelry. Therefore, her comments to Leonard constitute gender stereotyping.

3. Continue reading the story:

Margaret also is suspicious that Leonard is gay, which she says she “doesn’t mind,” but she thinks Leonard is “secretive.” She starts asking him questions about his private life, such as, “Are you married?” “Do you have a partner?” “Do you have kids?” Leonard tries to respond “no” politely to all her questions but is becoming annoyed. Margaret starts gossiping with Leonard’s coworkers about his supposed sexual orientation.

4. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 2. Leonard is the recipient of harassment on the basis of sex and sexual orientation.

True or false?

TRUE: Leonard is being harassed on the basis of sex because Margaret is harassing him for failure to adhere to her gender stereotypes.

Leonard is also being harassed on the basis of his perceived sexual orientation. It does not matter whether or not Leonard is a gay man in order for him to have a claim for sexual-orientation harassment.

5. Continue reading the story:

Leonard decides that he is not going to get a fair chance at the promotion under these circumstances, and he complains to the employer's designee about Margaret's behavior. The designee does an investigation and tells Margaret that Leonard's jewelry is not in violation of any workplace rule, that she is to consider him for the position without regard for his gender, and that she must stop making harassing comments, asking Leonard intrusive questions, and gossiping about his personal life. Margaret stops her comments, questions, and gossiping, but she then recommends a woman be promoted to the open position. The woman promoted has much less experience than Leonard and lacks his two-year degree in customer relations from a community college.

6. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 3. Leonard has likely been the target of discrimination on the basis of sex and sexual orientation and/or retaliation. **True or false?**

TRUE: We do not know Margaret's reason for not recommending Leonard for the promotion, but it does not look good for Margaret. It appears that she is either biased against Leonard for the same reasons she harassed him, that she is retaliating because he complained, or both.

NOTES:

ACTIVITY 7.4 THE HUMAN AND ECONOMIC COSTS OF SEXUAL HARASSMENT (SH) IN THE WORKPLACE

SUGGESTED AUDIENCE: This activity can be used with mixed-gender groups or single-gender groups.

TIME: 30 minutes

OBJECTIVES: To analyze and understand the human and economic costs of SH in the workplace.

KEY MESSAGES:

- SH has human and economic costs for individuals and businesses.
- SH in the workplace can lead to a toxic work environment, reduce productivity, and threaten the reputation of organizations.

MATERIALS: PowerPoint presentation (if using), projector and screen, or smart TV

PREPARATION: Review the International Center for Research on Women (ICRW) report linked below before carrying out the activity. Prepare brief summaries of the company's SH policy and reporting mechanisms.

PROCEDURE:

Brainstorm

1. Ask the participants: *What are the human costs of SH in the workplace?*

Note their answers on flip chart paper.

2. Ask the participants: *What are the economic costs of SH?*

- a. To individuals?
- b. To companies/organizations?

Note their answers on flip chart paper.

3. Ask the participants: *What can we do to prevent SH in the workplace?*

Note their answers on flip chart paper.

Briefly summarize the organization's policy regarding SH in the workplace.

4. Ask the participants: *What can/should we do when we think or suspect that SH is occurring in the workplace?*

Note their answers on flip chart paper.

Briefly summarize responsibilities and reporting mechanisms for SH in the organization.

Emphasize the importance of the survivor-centered approach, which respects the needs, interests, and decisions of the person being sexually harassed.

The Costs of SH

1. Use the ICRW report "The Costs of Sex-Based Harassment to Businesses: An In-Depth Look at the Workplace" to highlight the key ideas related to the costs of SH. You may create slides based on this report or share copies or excerpts ([Link](#)).

2. Facilitate analysis and dialogue.

CLOSING STATEMENTS: Emphasize that SH has both human and organizational costs.



FACILITATORS' NOTES: When presenting the PowerPoint presentation, refer back to the responses and reflections of the participants during the initial brainstorming session to reinforce their own analysis and clarify areas where there are doubts or uncertainties.

For groups interested in learning more about the business impact of sex-based harassment, see ICRW's report "The Costs of Sex-Based Harassment to Businesses: An In-Depth Look at the Workplace" ([Link](#)).

Here are some highlights:

- Sex-based harassment encapsulates a wide range of behaviors that degrade or humiliate an individual based on their sex and/or gender. Three different categories of behavior define sex-based harassment:
 - **"Gender harassment"** refers to verbal and nonverbal behaviors that demean women and/or femininity or create a hostile work environment but do not have the goal of sexual cooperation.
 - **"Unwanted sexual attention"** refers to behaviors such as pressure for dates and unwanted touching that express a romantic or sexual interest but are unreciprocated and unwelcome.
 - **"Sexual coercion"** pertains to behaviors that promise promotion, raises, or better assignments in return for sexual cooperation or that threaten the loss of a job, unfavorable work assignments, or loss of pay if the victim does not comply.
- Impacts affect the individual experiencing the harassment, team dynamics, and overall company culture. As much as the human element and impact can be severe, there is also a strong business case against it.
 - A meta-analysis of 41 studies of workplace sex-based harassment estimated that, on average, companies lose about \$22,500 in productivity per harassed individual.
 - Exposure to the sex-based harassment of coworkers has the potential to foster bystander stress and other negative outcomes such as team conflict, declines in the **team's financial performance, and occupational stress for team members**.
 - When companies let sex-based harassment go unaddressed in their workplaces, they are less likely to attract top candidates. This poses significant **recruitment challenges**.
 - The **replacement costs** for an individual employee vary by industry and by the level of the position; however, on average, the literature reports that recruitment costs range from \$5,000 to \$10,000 for hourly employees, \$7,500 to \$12,500 for mid-level employees, and \$75,000 to \$211,000 for high-level employees.
 - Although estimates of costs vary, one source estimates that **out-of-court settlements** average \$75,000, while cases that go to trial average \$217,000 in jury-awarded damages when the plaintiff wins.
 - Employment practices **liability insurance** (EPLI) is the primary insurance cost associated with workplace sex-based harassment. It "provides coverage to employers against claims made by employees alleging discrimination (based on sex, race, age or disability), wrongful termination, harassment, and other employment-related issues."
 - The impact of sex-based harassment on **brand reputation** is difficult to quantify; however, evidence shows that sex-based harassment is linked to external reputational damage.

ACTIVITY 7.5 PREVENTING AND RESPONDING TO SEXUAL HARASSMENT (SH) AND GENDER-BASED VIOLENCE (GBV) IN THE WORKPLACE⁵³

SUGGESTED AUDIENCE: This activity can be used with mixed-gender groups or single-gender groups.

TIME: 2 hours

OBJECTIVES: To provide participants with information on

- The organization's internal policies on the prevention of GBV and SH (as well as safeguarding).
- An overview of national GBV prevention policy.
- GBV support and response services at national and local levels, including within the company.
- A survivor-centered approach to preventing and responding to GBV.

KEY MESSAGES:

- The organization takes SH in the workplace seriously and will address it in accordance with a survivor-centered approach.
- GBV is common in our communities and has negative implications for workplace environments and relations.
- Having knowledge of internal policy and procedures on GBV/SH, national legislation, available GBV support and response services, and the survivor-centered approach means we can take personal and collective actions that prioritize the need, interests, and safety of survivors of all forms of GBV, including SH in the workplace.

MATERIALS: PowerPoint presentation (if using), projector and screen, or smart TV

PREPARATION: Make one photocopy per participant of Participant Handout 5: Effective GBV Policies.

You will need to invite and prepare an internal expert with specialized knowledge of internal SH, GBV, and safeguarding policies and procedures. This might be staff from human resources or dedicated SH and/or safeguarding staff.

If the internal expert you invite does not have specialized knowledge of national GBV legislation, GBV support and response services, and the survivor-centered approach to preventing and responding to GBV, you can liaise with external specialists (for example, specialists from women's rights organizations).

PROCEDURE:

PART I: INTERNAL SH, GBV, AND SAFEGUARDING POLICIES

- I. Ask the group the following questions, noting their responses on the flip chart:
 - a. What do you know about our internal policies and procedures on preventing and responding to SH in the workplace and other forms of GBV?
 - b. What do you know about current national legislation on GBV and/or other related issues (for example, equal opportunities, antidiscrimination, or other human rights-related laws)?

⁵³ From ManCare, *Bandebereho Facilitator's Manual*, 63–66.

2. Introduce the internal expert you have invited, explaining briefly that they will give an update on current internal policies and procedures on SH in the workplace (and GBV, safeguarding as appropriate).
3. After the expert has presented, ask the group if they have any questions. Allow time for the expert to answer any questions the group may have (or the invitee may give a more interactive presentation).
4. Emphasize the key personal and organizational roles and responsibilities related to preventing and responding to SH in the workplace.
5. If your organization has a safeguarding code of conduct, share it with participants and make sure they have signed it.
6. Refer participants to Participant Handout 5: Effective GBV Policies.

PART 2: NATIONAL GBV LEGISLATION

1. Invite the internal expert (or external invitee) to share key information on current GBV prevention and response legislation in your country.
2. Allow for questions and discussion. Highlight aspects of national legislation that are relevant/important to the organization's policies and procedures.

PART 3: GBV SERVICES AND THE SURVIVOR-CENTERED APPROACH

1. Invite the internal expert (or external invitee) to share key information on national and local GBV services and the survivor-centered approach.
2. Allow for questions and discussion. Highlight aspects of national and local GBV services and the survivor-centered approach that are relevant/important to the organization's policies and procedures.
3. Summarize the activity using the key messages above.
4. Close the activity by emphasizing the key tenets of the survivor-centered approach:
 - Respect the survivor's decisions on what course of action to pursue.
 - Well-intended actions without the survivor's consent can cause more harm than good, such as putting the survivor's emotional and physical safety at risk, putting their job in jeopardy, and affecting their self-esteem.
 - The survivor-centered approach aims to restore the survivor's power and agency (power to decide for themselves).



FACILITATORS' NOTES: Make sure you coordinate with the internal human resources and/or external GBV experts before the activity and agree on how much time they will have and which aspects you want them to emphasize.

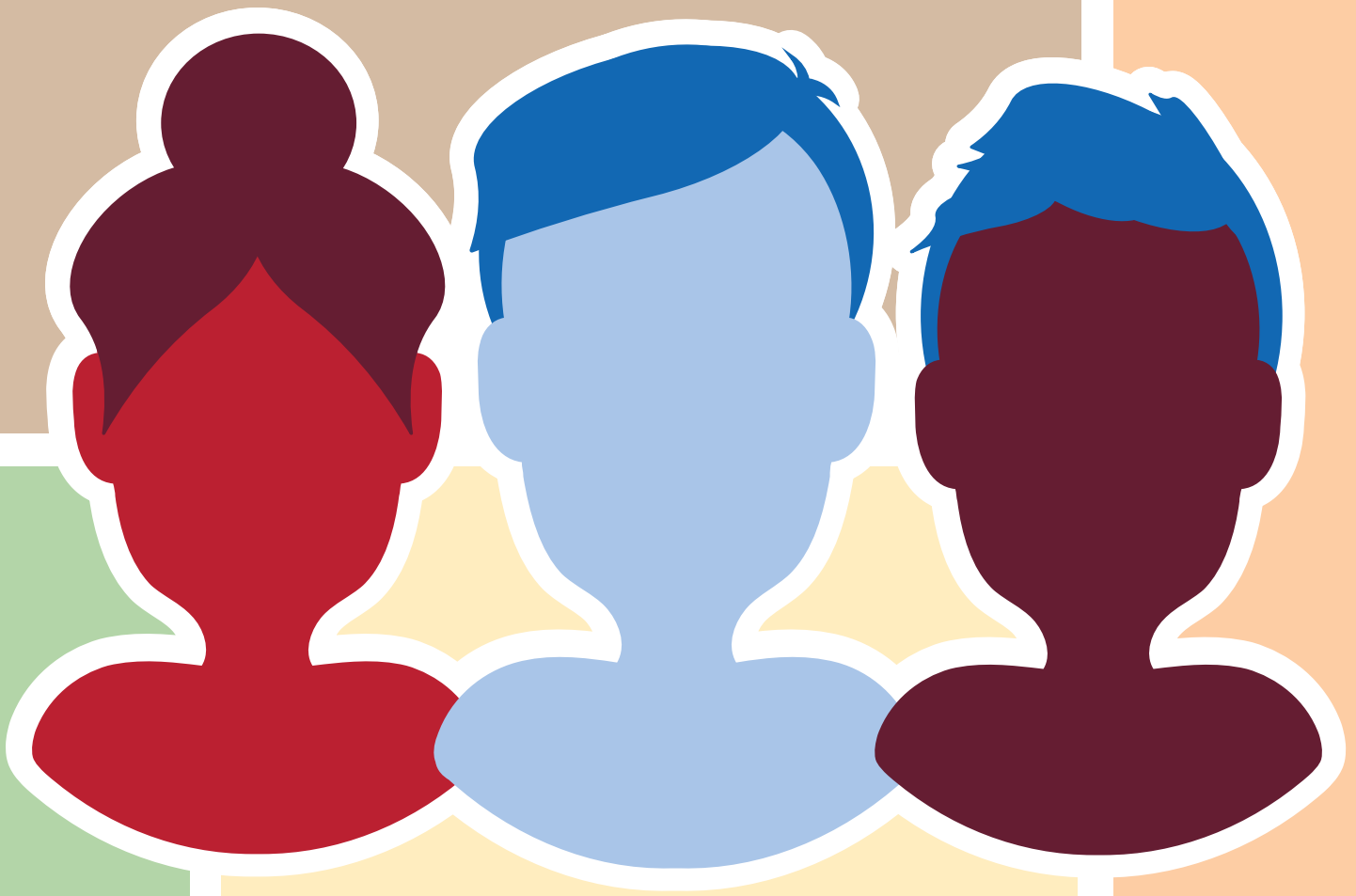
If you cannot find an expert on GBV legislation, use this UN Women resource, if necessary, to access the current legislation in your country: [Global Database on Violence Against Women](#). For any identified gaps in the company policies, use the [Engendering Industries Survivor-Centered Approaches to Workplace Sexual Harassment and Other Forms of Gender-Based Violence Guide](#) to advocate for and inform the development of a survivor-centered approach/policy to prevent and respond to workplace sexual harassment and GBV.

PARTICIPANT HANDOUT 5: CHARACTERISTICS OF EFFECTIVE GBV POLICIES

Below are characteristics of effective, survivor-centered GBV policies. For more information, see: [Engendering Industries Survivor-Centered Approaches to Workplace Sexual Harassment and Other Forms of Gender-Based Violence Guide](#).

- Clear roles and responsibilities outline who is responsible for policy implementation and who is accountable for ensuring that the policy is upheld.
- Clear definitions and examples of prohibited behaviors.
- A clear description of the reporting procedure, including survivor-centered approaches that provide respect, safety, and confidentiality to victims, the perpetrator, and any witnesses. This should include a clear action plan that articulates the response timeline and specific steps the company will take.
- A reporting procedure that includes multiple reporting channels.
- A description of the rights of victims, the accused, and witnesses, if any. Clear prohibition and punishment of retaliation for reporting.
- Fair and transparent investigation and resolution processes that are managed by trained professionals and create a supportive environment in which victims can come forward without fear of stigma or retribution.
- Description of appropriate discipline for employees found to be in violation of the policy.
- Resources for employees who might need additional support (psychological, physical, medical, legal, economic). These resources might be provided internally or externally.
- Commitment to training employees on the policy as well as a company commitment to safeguarding measures to prevent GBV (such as increased security, gender-segregated toilets or changing areas for women and men, and well-lit common areas).
- Monitoring and evaluation targets/indicators that measure progress and performance over time to ensure that the policy is effectively implemented. This includes the delivery of surveys on SH and the workplace climate on a regular basis.
- Benchmarking to ensure that the policy meets or exceeds national and international legislation and best practice.





UNIT 8: Allyship for Healthy and Inclusive Workplaces

UNIT PURPOSE: This unit includes activities to enable participants to understand what organizational culture is and how power and privilege are expressed and experienced. It also explores what actions participants can take to be proactive allies for gender equality in workplace environments so that these environments reflect corporate values and are equitable, healthy, and safe (free from abusive power, GBV, and SEAH), linking to existing policies, codes of conduct, and organizational values.

Bystander approaches are included as a tool for speaking up to challenge power abuse and inappropriate behavior.

- Activity 8.1 What is Allyship in Practice
- Activity 8.2 Allyship: Creating Safer Work Environments
- Activity 8.3 Allyship: Walking the Talk
- Activity 8.4 Allyship: Putting Our Values into Practice
- Activity 8.5 Allyship: Bystander Intervention
- Activity 8.6 Men’s Allyship Roadmap

ACTIVITY 8.1 WHAT IS ALLYSHIP IN PRACTICE

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 45 minutes

OBJECTIVES: To understand allyship and analyze our experiences of allyship in society and in the workplace.

KEY MESSAGES: Allyship entails a person or group that enjoys privilege taking a stance to show their solidarity with marginalized or oppressed persons or groups and taking actions that contribute to ending that marginalization or oppression.

MATERIALS: Flip chart paper, markers, masking tape

PREPARATION: Review the activity and be sure you understand the content, teaching methodology, and timing.

PROCEDURE:

Small Group Work

1. Form three or four groups. Give the following questions for the groups to consider:
 - What do you understand by “ally” and “allyship”?
 - Why is allyship important?
 - In practice, what does allyship look like?
 - Share experiences when you have been an ally to another person or group.

Main Group Discussion

2. Invite each of the groups to share their reflections. Note their responses on flip chart paper.
3. Referring to the responses given by the groups, use the following ideas to summarize the concept and practice of allyship:⁵⁴
 - **Ally:** Any person who actively promotes and aspires to advance the culture of inclusion through intentional, positive, and conscious efforts that benefit people as a whole. A male ally is any person identifying as a man who advocates for and speaks up in support of gender equality and against other forms of discrimination and bias. (Source: [Atcheson, 2018; Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))

⁵³ Conceptualizations taken from materials developed by the Ada Initiative, Ada Initiative 2011–2015.

- **Ally is a verb, not an identity.** You do not have to do anything to be a marginalized person other than simply exist, but you are only an ally when you are taking action to fight oppression. This is why we talk about “ally skills,” “acting as an ally,” and “ally work” more often than “allies.” Allyship is not to be confused with “performative allyship,” which is the term given to an expressed interest in, solidarity with, or commitment to support an issue or cause with no action behind it. It is harmful, as those who perpetrate it receive social capital without needing to take action; this undermines efforts for real, sustained allyship.
- **Sometimes you can act as an ally; sometimes, you are the marginalized person.** Depending on what about you is most relevant to the situation, you may be able to act as an ally in some situations but be the marginalized person in other situations.

Group Discussion Questions

1. Use the following questions to facilitate discussion and dialogue:

- When we have been allies to others, what factors have enabled that to occur?
- What factors have been an obstacle to acting as an ally and how have we overcome those obstacles? Or if not, why not?
- What examples of allyship have we witnessed in our workplaces? How have these been viewed by staff in general? (Specifically discuss men’s allyship with women.)
- What factors (personal, cultural, or organizational) facilitate and hinder putting allyship into practice in our workplaces? (Specifically discuss men’s allyship with women.)
- What can we do to enhance the practice of allyship in our workplaces? (Specifically discuss men’s allyship with women.)

CLOSING STATEMENTS: Close by highlighting the key messages from the beginning of this activity.



FACILITATORS’ NOTES: If time is limited, you can carry out the first exercise in the main group as a brainstorming exercise instead of in small groups.

If you have sufficient time available, you could end the activity with this TedTalk by Melinda Epler: [3 ways to be a better ally in the workplace](#) and to support people who are underrepresented in the workplace. “Gender, race, ethnicity, religion, disability, and sexual orientation are among the many factors that affect our opportunities, and it’s up to each of us to be allies for those who face discrimination.” “There’s no magic wand for correcting diversity and inclusion.” “Change happens one person at a time, one act at a time, one word at a time.”

NOTES:

ACTIVITY 8.2 ALLYSHIP: CREATING SAFER WORK ENVIRONMENTS⁵⁵

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 60 minutes

OBJECTIVES:

- To discuss the qualities of a safe work environment.
- To identify challenges to creating a safe work environment and how to overcome them through allyship.

KEY MESSAGES: Creating and maintaining a safe work environment requires individual and collective commitment to equality, respect, and trust in ways that foster authentic connection and growth.

MATERIALS: Photocopies of the handout, paper, pens

PREPARATION: Make photocopies of the reader before the activity.

PROCEDURE:

Individual and Group Reflections

1. Explain that creating safer work environments is a process of creating personal and collective commitments on how we will interact with each other at work in ways that foster respect, collaboration, and equal opportunities.
2. In the main group, read out each of the following statements. After each one, give time for participants to write down their responses. Tell them that they will then share those responses in small groups.
 - a. The qualities of a safe work environment that are **most important** to me are...
These are most important to me because...
 - b. The qualities of a safe work environment that are **most challenging for me to follow** are...
These are most challenging for me to follow me because...
I can try to manage these challenges by...
 - c. The qualities of a safe work environment that I think will be **challenging for members of my team or department** in promoting gender equality are...
Some ideas for how we can overcome some of these challenges include...
 - d. A time when I felt really safe sharing personal information was when...
If I really think about it, what made me feel so safe was...
3. Form three or four groups and ask each to share their thoughts on each of the above statements.
4. In the main group, get feedback from the small groups on the reflections and discussions that took place about each of the statements.

⁵⁵ Adapted for this manual from: [SASA Together – Raising Voices](#), Start Phase (Manual), pages 220-222.

Creating a Safer Work Environment Reader

1. Give each participant a copy of the reader and allow time for individual reading.
2. After everyone has finished, ask participants to share their initial thoughts with the person beside them. What most caught their attention?
3. In the main group, use the following questions to facilitate reflection and dialogue:
 - What are your reflections on the reader?
 - What does a “safer work environment” mean to you?
 - What are some challenges you might have in creating safer work environments? What challenges might we encounter as teams/departments?
 - What could we do as allies to prevent these challenges and overcome them if they emerge during our work together for gender equality in our organization?
 - How did you find the individual reflection exercises? What did you learn about yourself?
4. Develop “Safer Work Environment Ground Rules” for the promotion of gender equality. Discuss how you will hold each other accountable for this. Write these ideas on flip chart paper and keep them in a public space where participants can be reminded of them.

CLOSING STATEMENTS: Invite the participants to carry out the following exercises.

1. For one week, write down moments when you feel judgmental toward others in the work environment. At the end of the week, look for patterns and common triggers to help you develop strategies for becoming more accepting.
2. For one week, write down moments when you feel safe in the work environment in the presence of others. At the end of the week, look for patterns to help you discover where and how you feel most safe; think about how you can create more such spaces for yourself in the work environment.



FACILITATORS' NOTES: You can form groups to do the reading collectively and reflect on the questions, then have a large-group session for the small groups to present their discussions. Highlight similarities and differences that emerge from the different groups for discussion.

This and the next two activities ([Activity 8.3 Allyship: Walking the talk](#) and [Activity 8.4 Allyship: Putting our values into practice](#)) work together as a unit and can be used when there is a specific need to address issues of staff behavior, practices, and relations that create and contribute to unhealthy, inequitable work environments.

NOTES:



READER: BUILDING SAFER AND EQUITABLE WORK ENVIRONMENTS

Sharing our personal feelings and reflections about SH and GBV in the workplace deepens our understanding of what is required for building safe and equitable work environments.

We can never create a perfectly safe work environment because no one has complete control over what others think, say, do, or believe. However, we can create safer work environments that reflect our organizational values and commitment to equal opportunities and human rights. We can decide individually and collectively to practice behaviors that encourage each other to put our shared values into practice. Here are six qualities of a safer work environment.

1. Confidentiality

Confidentiality means keeping things secret or private. In rich, professional discussions, people may share personal experiences or stories to help relay a lesson, illustrate an idea, create a personal connection, or explain a need for support. When working in a safer work environment, there is a common understanding that private aspects of what is shared—people’s names, revealing details, sensitive topics—are never repeated beyond the work environment and company in which they were first expressed. Key themes and ideas can be referred to openly, but no one ever has to fear that people will expose their private sharing to others.

2. Nonjudgmental Behavior

In a nonjudgmental, equitable work environment, people are supported rather than looked down upon as they work through moments of personal and professional growth. For example, our internal policies to prevent and respond to SH and GBV may focus on equality and mutual respect, but each of us has prejudices and unconscious biases that can lead us to discriminate against others (and others against us). As we interact in the work environment, we may say and do things that even surprise us. The belief that some groups (such as men, certain ethnic groups, or rich people) are better than others is so entrenched in our society that it can influence our perspectives and behavior in the workspace despite our best intentions. Part of becoming more self-aware includes discovering those biases within us and the harmful practices we manifest. In a safer work environment, as we acknowledge them, we can take responsibility for and change them, all amid support and encouragement from colleagues.

3. Direct Communication

Part of creating a safer work environment is about speaking openly when we feel upset, hurt, or angry by something someone said or did. In this way, no one is ever left wondering if others are holding negative feelings toward them. One way to do this is by using “I” statements: “When you said _____, I felt _____ because....” Using statements like this may be challenging at first, but it ultimately allows us to create the safer work environment we desire.

4. Time for Self-Care

A safer work environment encourages people to take care of themselves and of other members of their teams/ departments. In a safer work environment, we make time for our emotional needs and for those of others. We can excuse ourselves for a moment of reflection. We can ask for support and comfort from colleagues. We can seek professional support when needed—and can encourage others to do the same. This is a healthy, professional, and essential behavior for building safe work environments and healthy organizational cultures.

5. Commitment

Creating safer work environments requires a long-term commitment to all of the above so that these behaviors, integrated into our organizational culture, are ones that everyone can expect and rely on. This commitment means making safer work environments a priority so that people feel comfortable being critical and self-critical and speaking up in constructive ways. When it comes to preventing and responding to SH and GBV in the workplace, “walking the talk” and being role models for others contribute to building and sustaining safe and equitable work environments.

6. Freedom from Discrimination and Bias

Workplaces that are free from discrimination and bias are safer and healthier for their employees. Forms of discrimination and bias in the workplace can stem from institutional policies or practices (such as recruitment and promotions) as well as individuals’ behaviors towards each other (such as microaggressions and insults). In order for workplaces to fully embody this quality, policies must be in place to deter discrimination and to hold people at all levels accountable for discriminating or expressing bias, and the organizational culture must be such that policies are followed and enforced at all levels.

ACTIVITY 8.3 ALLYSHIP: WALKING THE TALK⁵⁶

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 60 minutes

OBJECTIVES: To reflect on our values and how to put them into practice as allies in our organizations.

KEY MESSAGES: Acting as allies in accordance with our values can be challenging in work environments where prejudices and discrimination are present and accepted as the norm.

MATERIALS: Photocopies of the reader, paper, pens

PREPARATION: Make photocopies of the reader before the activity.

PROCEDURE:

Walking the Talk

1. Explain that this activity builds on the idea of living our personal and company values and focusing on concrete ways we can do this:

“It’s often easy to talk about values but harder to live them. Words can become empty if our behaviors are different, and our credibility—as individuals and as an organization—can be compromised. On the other hand, when we demonstrate our values through our actions, our words become more powerful, and our integrity shines through.”

Guided Reflection

1. Give participants a sheet of A4 paper and invite them to write their top three personal values on the far-left side of the page, putting space in between them.
2. Then, ask them to draw three columns across the page. In the first column, write next to each value the actions they usually take that match that value; in the second, write the actions they sometimes take that contradict that value; and in the third, write the impact or consequences of not following that value has on their life.

Personal Values	Actions I usually take that match that value	Actions I sometimes take that contradict that value	Impact or consequences not following that value has on my life
Value 1			
Value 2			
Value 3			

Encourage the participants to be as honest as possible. This is for their own reflection and self-awareness.

⁵⁶ Adapted for this manual from: [SASA Together – Raising Voices](#), Start Phase (Manual), pages 193-194.

3. Now invite the participants to do the following:
 - a. Name three things they can do to better live their values and to be a proactive ally for gender equality using the content from Activity 8.1.
 - b. Consider and write down how they will maintain and monitor that commitment.
3. Invite any participant to share any reflections, thoughts, or insights on the exercise if they want to. (This is optional for participants.) (For example: *“Were you surprised by any of your responses? Explain. How did you find the exercise? What did you learn about yourself?”*)

Living Our Values Reader

1. Give each participant a copy of the attached Living Our Values reader and allow time for individual reading.
2. After everyone has finished, ask participants to share their initial thoughts with the person beside them. What most caught their attention?
3. In the main group, use the following questions to facilitate reflection and dialogue:
 - What are your reflections on the reader?
 - What (if any) tips did you find particularly useful?
 - Please share one or two personal values you hold dear and why.
 - What are two or three practical ways we could better live our values while engaging with others in our work environment to promote gender equality?

CLOSING STATEMENTS: Invite the participants to carry out the following exercises.

- *“For one week, write down each courageous thing you do to better align your actions with your values. At the end of the week, review your list and post it somewhere visible for inspiration.”*
- *“Choose someone with integrity whom you admire. Meet with them to discuss their experiences and tips for living one’s values.”*



FACILITATORS’ NOTES: You can form groups to do the reading collectively and reflect on the questions and then have a larger group session for the small groups to present their discussions. Highlight similarities and differences that emerge from the different groups for discussion.

NOTES:



READER: LIVING OUR VALUES

1. **Slow down.** Your values are always guiding you, but sometimes life moves too quickly to notice.
2. **Regularly reflect on your values.** Make time to reflect on your values and whether your actions are aligned with them. Such reflection can be as simple as thinking on your way to work or while lying in bed, or journaling before you sleep.
3. **Use your values as a tool.** When facing a challenge, use your values to find the solution. Think about the values you believe in most and how you could handle the challenge if guided by them.
4. **Connect with others who live their values.** Acting according to your values is a value in itself: integrity. Spending time with others who have personal integrity can inspire you to live according to your values, even when it feels difficult.
5. **Have deliberate conversations with those close to you about values.** Often, even in our closest relationships, we haven't taken the time to talk about our values, why they are important to us, and how they guide us. Begin this conversation with family, friends, and colleagues.
6. **Verbalize your values.** If you fear that living your values will seem like an inappropriate action to others, verbalize your value to explain your choice (for example, "I have made this decision because I value...").

ACTIVITY 8.4 ALLYSHIP: PUTTING OUR VALUES INTO PRACTICE⁵⁷

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 90 minutes

OBJECTIVES: To identify actions that we can take to be proactive allies for gender equality in the workplace, including for the prevention of and response to sexism and SH in the workplace.

KEY MESSAGES:

- Discriminatory attitudes and practices are often present in workplace environments and go unchallenged, as they are seen as “normal.”
- It can take courage to speak up against discrimination and abuse.
- Challenging discriminatory attitudes, practices, and policies are necessary to build equitable work environments that reflect organizational values.

MATERIALS: Tape, markers, flip chart paper, A4 cards

PREPARATION: Make signs on A4 paper with “No Courage,” “Some Courage,” and “A Lot of Courage” written on them. Print out the set of action cards (attached at the end of this activity) on cards and cut them.

PROCEDURE:

PART 1: INTRODUCTION (5 MINUTES)

1. Create a “Spectrum of Courage” on the wall by sticking the “No Courage” sign on the left side of the wall, the “Some Courage” sign in the middle, and the “A Lot of Courage” sign on the right.
2. Explain that there are many actions we can take to strengthen healthy relationships in the workplace and to contribute to equality and the prevention of and response to sexism and SH in the workplace. Some of these actions will take more courage than others.

PART 2: THE SPECTRUM OF COURAGE (25 MINUTES)

1. Deal out the action cards to all of the participants. Ask each participant to look at their card(s) and think about where the action described on the card would be on the Spectrum of Courage (from “no courage” to “a lot of courage”), then post their card in that spot on the wall.
2. Discuss the placement of each card with the whole group. Ask whether they agree with where it is on the spectrum or would want to move it. If there is agreement that the card is in the wrong place, then move it to where the group thinks it belongs.

PART 3: GROUP WORK AND ROLE PLAYS (50 MINUTES)

1. Divide the participants into groups of five. Ask each group to choose one of the cards that has been placed toward the “A Lot of Courage” end of the spectrum. Ask each group to come up with a role-play that shows men taking the action described on the card. Allow five to ten minutes for role-play preparation.

⁵⁷ From Sonke Gender Justice Network, Sonke Change Manual, 203; Originally included in Sonke Gender Justice Network, One Man Can, 86.

2. Ask the first group to present their role-play, allowing no more than five minutes for the role-play and questions from the audience afterwards. Do the same for all the groups. Once all the role-plays are finished, make sure to remind the participants that the role-plays are over and that they are no longer in role. Lead a general discussion about the courage needed to take action by asking the following questions:

- What was it like to be in the role-play?
- What was it like to watch the role-play?
- Which situations felt harder/easier to imagine in real life?
- What kinds of courage do men need to take these actions in the real world?
- What kinds of support do men need to take these actions?

CLOSING STATEMENTS: Conclude by asking a few participants to share what concrete action they will take as a result of this exercise. Ask where their proposed action falls on the courage continuum of allyship, who they will inform of their commitment, and how they will follow through on their commitment.



FACILITATORS' NOTES: When facilitating the Spectrum of Courage, be careful not to overrun the time allotment.

Similarly, keep the preparation time for the role-plays to no more than ten minutes to maximize the time available for these and the subsequent analysis.

Allow some time after each role-play for initial reactions and analysis, but make sure you have enough time left for participants to reflect and discuss after all the role-plays have been acted out.

NOTES:

THE SPECTRUM OF COURAGE ACTION CARDS

Print these courage action items one-sided on **either** 8.5 x 11 in (letter size) or 210 x 297mm (A4 size) paper and cut along the dotted lines.

Let a colleague know that I think they are abusing their authority.

Ask my colleagues of a different gender about their experience in the office (or unit, or section) and share mine.

Speak up to a colleague who makes a sexist joke and tell them to stop. Do not implicitly condone sexist jokes by ignoring them.

Speak up as an advocate for gender equality every time I speak at an event outside my department or team.

Speak up as an advocate for gender equality every time I chair a staff meeting.

Directly challenge colleagues who do not measure up to our standards of conduct and remind them of their contractual obligations.

Call out a colleague when they interrupt women in meetings and validate/ give equal weight to views expressed by men and women colleagues.

Rotate routine tasks (such as note-taking) among my supervisees.

Acknowledge to my team that I have acted inappropriately toward others in the workplace but am committed to change and promoting equality.

Apologize to a colleague with whom I was inappropriately flirtatious.

Apologize for comments I made in a staff meeting that I now recognize were unintentionally discriminatory against others.

When opportune, I can talk in the meetings I attend about my commitment to inclusion and gender equality and the costs of gender inequality in the workplace.

Set targets and benchmarks that demonstrate my leadership on gender equality.

Enlist my peers to sign a poster for the office in which they commit to actively supporting gender equality and challenging discriminatory practices.

File a formal report against a male colleague for sexual abuse, but only with the consent of the victim.

Speak up in a meeting when a colleague makes derogatory remarks about the performance of women colleagues.

Disagree with a colleague who claims women are not as capable as men.

Call out a colleague who treats their supervisees differently based on gender.

Tell a survivor of harassment that I am willing to confirm their story if they choose to file a complaint.

Put an anti-harassment poster up at my workstation.

Put a gender equality poster at my workstation.

Ask questions and raise concerns in a public manner when women are overlooked in recruitment decisions.

Include more women in my professional network, and let male peers know about the benefits of a gender-diverse network.

Mentor and/or sponsor emerging women leaders.

Include women colleagues if I notice them being excluded from conversations or decision-making processes in which they should be involved.

Refrain from using references such as “chick,” “girl” (when referring to a woman), or other terms that demean or otherwise diminish women colleagues. Confront others who do.

Advocate for more gender-equitable workplace policies.

Always recognize and give credit to the person implementing a great idea.

Refrain from shaming or humiliating men who do not fit my vision of what a man should be. Demonstrate to other men that I disapprove of the use of gendered insults against others.

Listen to women colleagues when they attribute certain work experiences to sexism without being defensive, offering alternative explanations, or otherwise invalidating what they say.

Speak up when the contribution of a woman colleague is not recognized.

Acknowledge that my decisions may be biased and take active measures to change.

Tell a colleague that I think they are sexually harassing coworkers and must stop.

Monitor how much I talk in a meeting to ensure other people's views are heard, even though I have a lot to say.

Ask for feedback from all my peers about my leadership on gender equality.

Decline an invitation to go out drinking after work because I think it reinforces exclusionary networks.

Interrupt and challenge someone making a homophobic joke.

Challenge a friend for using violence in their relationship.

Stand up for the rights of LGBTQI+ persons in the workplace.

Sponsor a woman colleague to take up a professional assignment that could benefit her career.

ACTIVITY 8.5 ALLYSHIP: BYSTANDER INTERVENTION⁵⁸

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 60 minutes

OBJECTIVES: To discuss how allies can develop and use safe and effective outcome-based interventions to prevent and interrupt sexist behaviors, harassment, bullying, and violence in workplace settings.

KEY MESSAGES: There are safe and constructive ways to prevent and interrupt sexist behaviors, harassment, bullying, and violence, which may differ based on the situation, personal preference, and safety.

While there is no “right” way to prevent or respond to and interrupt sexist behaviors, harassment, bullying, and violence in every setting, there are many options, and if you think creatively, you can almost always find something that will work.

All bystander interventions should consider unintended risks and/or consequences that can occur carefully, particularly for the person experiencing harassment, bullying, or violence.

MATERIALS: Flipchart paper, markers, masking tape, photocopies Participant Handout 6: Bystander Intervention Scenarios

PREPARATION: Make enough photocopies of Participant Handout for participants.

Review the activity and be sure you understand the content, teaching methodology, and timing.

Think about how you would answer the question posed in the “Giving and Receiving Constructive Feedback” exercise so that you can share your own experience with participants.

Use scissors to cut out each of the four scenarios in the Participant Handout so they are on separate sheets of flipchart paper. Change the names to local ones, as needed, before doing so.

PROCEDURE:

Giving and Receiving Constructive Feedback

1. Ask participants the following question, and tell them that their answers will relate to the next exercise:

When you have done something wrong or made a mistake, such as something that hurts another person or leads to conflict in your family or workplace, how would you prefer that people let you know?

2. Ask participants to provide answers, writing them on a flipchart. Possible answers include the following examples; if some of these are not mentioned, feel free to bring them up for discussion:

- *I prefer that someone takes me aside after it happens and speaks to me privately instead of embarrassing me in front of the whole community.*
- *I prefer constructive criticism telling me what I can do better rather than just attacking me for what I did wrong.*
- *I think it is more effective when the criticism is focused on the behavior and is not a personal attack on my character.*

⁵⁸ Adapted from: Equimundo-US and University of Pittsburgh Medical Center. 2018. *Manhood 2.0: A Curriculum Promoting a Gender-Equitable Future of Manhood*. Washington, DC and Pittsburgh: Promundo and University of Pittsburgh. ([Link](#))

- *I like it when someone explains why the behavior is wrong so I understand it rather than just saying it is wrong.*
3. After you have made a list, thank participants for sharing their personal experiences and remind them that they should keep what they have learned about themselves and each other during this exercise in mind as they complete the next exercise.

Group Work

1. In this exercise, participants will be divided into small groups to brainstorm and demonstrate ways to intervene effectively to prevent and interrupt sexist behaviors, harassment, bullying, and violence in the workplace. Divide participants into groups of four or five, and then give them directions for the first part of the exercise.
2. Give each group of participants one of the scenarios in Participant Handout 6: Bystander Intervention Scenarios.
3. Instruct participants to read the scenarios out loud in their group and then develop a short skit in which they demonstrate the sexism, harassment, bullying, or violence in the scenario, as well as one or more interventions that people like themselves could use to stop the negative action.

They should think about how the intervention respects the needs and interests of the person on the receiving end of harassment or violence, how it can be effective and safe (for all involved) and prevent future harassment, bullying, or violence. They should also keep in mind their brainstorming in the first part of this exercise about how they like to be confronted when they have made a mistake or done something wrong.

Skit Presentations

1. Invite the groups to present their skits (one by one).
2. After each skit performance, ask the larger group to describe the intervention(s) that they saw used. Keep a list of the interventions on the flipchart to discuss after the groups have presented. If some interventions seem likely to escalate or inflame the situation, ask as part of the debrief if there are any disadvantages the group could see from using that particular approach. Also, ask the performers why they chose the intervention(s) they did and why they thought they would be effective.
3. After each performance, ask the participants if they would really be comfortable enough to carry out the bystander behavior modeled in the skit. If not, ask them to consider what they would be comfortable doing. If it isn't direct engagement, perhaps it is telling a line manager, senior colleague, or human resources representative.

When all skits have been performed and analyzed, use the following questions to promote analysis and discussion:

- a. *How did it feel to come up with these scenarios? Were they easy or hard?*
- b. *Why might someone be afraid to intervene in a situation where sexist behaviors, harassment, bullying, or violence occur? How do power dynamics factor in?*
- c. *Why might someone feel able to intervene in a situation?*
- d. *What are some ways that we can support ourselves and others to intervene in situations of sexist behaviors, harassment, bullying, or violence?*
- e. *Who is more likely to intervene in situations? An older man? A younger man? A woman? A person with power? A person lacking access to decision-making?*
- f. *Why might that be?*

Bystander Intervention Strategies

1. By the end of the exercise, you should have a list of several ways to challenge harassment, bullying, or violent behavior. Highlight for the group that, no matter what the situation, there are always ways one might intervene.
2. The following are a few additional strategies and intervention approaches that you may want to insert into the list if they do not come up during the discussion and talk about with the participants.
3. Explain to participants that there are four different ways to intervene or “stand up”: a) direct approach, b) team up, c) distract, and d) call/inform an authority. What are some examples of each? If participants have trouble coming up with their own examples, provide the following:

a. Direct Approach

- *Calmly ask the person to explain their actions and why they are engaging in the negative behavior. Pose questions and ask for clarification about what they are doing and why in a non-confrontational way that helps to change the dynamic and also may help the person realize what they are doing is a problem.*
- *Educate the person about the possible consequences of their actions, as well as the harm they could inflict on the victim(s) and even on themselves.*
- *Suggest alternative actions that can accomplish the same goal, but that will provide better outcomes.*
- *Speak from a perspective of friendship and begin with your concern for the person. For instance, say that you do not want them to get in trouble with their line manager or the police and that you think they are a better person than what their actions may suggest to others.*
- *Speak from your own perspective. Rather than saying, “You shouldn’t do that, use ‘I’ statements” and explain how you feel about the person’s actions, how they may bother you, or why you feel they are harmful. This method feels much less accusatory for the person being confronted.*

b. Team Up

- *If you do not know the person well, if you think they may respond with violence or hostility, or if you think they will not be convinced by just one person, recruit other colleagues to speak with them. Perhaps include someone whose opinion they value, such as a friend, senior colleague, trusted colleague, or someone from human resources.*

c. Distract

- *Compliment or highlight something the person has done well or that you admire before bringing up what they have done wrong.*
- *If all else fails, try distraction. Some situations are not the time or place for education, but you can interrupt to ask for the time or information on a work-related issue, thus breaking the dynamic of someone using harassment, bullying, violence, or sexism and possibly giving the person being targeted a chance to leave.*

d. Call/inform an Authority

- *Report the incident yourself to your line manager or other senior staff member, especially if you perceive that the person being treated badly might be in danger. Encourage them NOT to take any direct action before talking to the person experiencing harassment or violence and knowing what action they want to take. If you can, talk first to the person being harassed or facing violence and ask them what they want to do. If they don’t want to take any action, respect their decision but let them know you are there for them if they should need you.*

e. **Things Not to Do**

- *Never react with violence or too much force or with shouting and anger. This is likely to escalate the situation, making it more dangerous for everyone.*
- *If you fear that the person will use physical violence against you as well, then do not intervene alone. Instead, immediately alert your line manager or ask others present in the workplace to help.*
- *Your first concern is the health and safety of the person who has been bullied, harassed, or harmed. If it is necessary to keep them safe, then let the other person leave the scene while you help the survivor/victim.*

CLOSING STATEMENTS: *There are safe and constructive ways to prevent and interrupt sexist behaviors, harassment, bullying, and violence, and these ways differ based on the situation, personal preference, and safety.*

While there is no “right” way to prevent or respond to sexist behaviors, harassment, bullying, and violence in every setting, there are many different options, and if you think creatively, you can almost always find something that will work.

Always put the needs and interests of the survivor/victim first. Do not take any actions that might compromise their safety, employment security, and/or might be against their wishes.



FACILITATORS' NOTES: Often when individuals see someone else doing something wrong or harmful, they react in one of two ways: silence or anger/violence. One of the main goals of this exercise is to help the participants move beyond this and think—based on their own experience—of how they can challenge harmful behaviors in ways that are constructive and effective.

Responding with anger and violence often feels emotionally satisfying, but it is almost guaranteed to produce a negative counter-reaction and possibly even escalate the confrontation.

This exercise encourages participants to think about how to de-escalate the situation as the first step in challenging the harmful behavior—in ways that respect and prioritize the safety, needs, and interests of victims/survivors. Pay special attention during the skit for Scenario 3 and 4 of the Participant Handout, for an approach that doesn't make things worse for Mary or Beatrice by intervening and possibly putting them at risk of physical harm or losing their jobs.

NOTES:

PARTICIPANT HANDOUT 6: BYSTANDER INTERVENTION SCENARIOS

SCENARIO 1

You have been at a work party for a few hours when you see your colleague Lucas trying to take Ana back to his house. Ana is really drunk and has trouble responding to you when you ask her what's going on.

SCENARIO 2

You and some work colleagues from the same ethnic group are having lunch in the canteen. Your teammate Abdul, from your ethnic group, is there with his girlfriend, Meena, who is from a different ethnic group. One of the colleagues you are lunching with starts to hassle Meena, making insulting remarks about her culture, and a few other colleagues join in. As the scene gets nastier, you feel more and more uncomfortable.

SCENARIO 3

David and Mary are colleagues and were involved romantically. They recently stopped seeing each other, but David has been calling and texting Mary during work and has cornered her in the corridors to try and get back together, blaming her for the breakup. Mary has asked him to stop calling and texting. David asks you for help to try and get Mary back. You are in a quandary as you don't want to do or say anything that might make things worse for Mary.

SCENARIO 4

Beatrice has just started her new job as a receptionist. She is young and outgoing and takes pride in turning up for work looking her best. Many of the men in the office have made comments to each other about how sexy she looks. One of them, Beatrice's boss, who is married with children, just recently asked Beatrice to go out on a date with him. Since then, Beatrice has been withdrawn and quiet. You want to do something but are aware that by "making a fuss," things could backfire, and Beatrice's boss could use this as a pretext to fire her.

ACTIVITY 8.6 MEN'S ALLYSHIP ROADMAP⁵⁹

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 45 minutes

OBJECTIVES: To review actions men can take to be allies to women.
To agree on actions to strengthen man's allyship with women within the organization.

KEY MESSAGES: Men's perceptions of their level of allyship with women exceed women's experience of that allyship in practice.

Men can take positive, conscious actions to become better allies to women.

MATERIALS: Photocopies of Equipundo's Road Map for Men's Allyship to Advance Gender Equality handout

PREPARATION: Make enough photocopies of Equipundo's Road Map for Men's Allyship to Advance Gender Equality handout.

Familiarize yourself with the Action Points noted in the handout.

PROCEDURE:

- I. Form four mixed-gender groups (or, if you prefer, two groups of men and two groups of women). Give copies of Equipundo's Road Map for Men's Allyship to Advance Gender Equality handout to each group and ask them to go through it together, using the following questions for discussion:
 - a. *Which Actions resonate with you and why?*
 - b. *Which do you see often or rarely see? Are there others you would add?*
 - c. *Which Actions are most important for **your work environment**? How could these be implemented?*
 - d. Taking action to **enhance men's allyship**:
For **men** in the groups:
 - *Which actions can you commit to doing – or doing better or more intentionally – in the immediate future, and how?*
 - *What do you need from women in the workplace to become better allies?*
 - *What can you do to deal with pushback/resistance from other men (and women) in the organization?*For **women** in the groups:
 - *What actions do you need men to commit to doing – or doing better or more intentionally – in the immediate future, and how?*
 - *How can you, as women, express your allyship to people and groups in the workplace who experience marginalization or oppression and/or step up for your own rights and visibility?*

⁵⁹ Activity developed using Promundo materials: [Male Allyship Study](#), Men as Allies: Gender Equality at Work and Home. (PPT) and Road Map for Male Allyship to Advance Gender Equality (Word).

2. In the main group, invite members of the four smaller groups to share their reflections. If you opted for single-gender groups, allow the men's groups to present first, followed by the women's groups.
3. Invite participants to comment on and discuss similarities and differences between men's and women's commitments and women's expectations of men's commitments.
4. Facilitate dialogue to enable the group to agree on a simple action plan:
 - a. *Name two or three action points that can be implemented in your work environment to enhance men's allyship with women.*
 - b. *What are the steps needed to operationalize these action points?*
 - c. *Who will take responsibility for what and how?*

CLOSING STATEMENTS: Highlight the fact that being consistent allies to women within the organization may entail a break with patriarchal values and practices that can take time and a deep commitment by some men to break ties of male complicity that uphold privileges and reinforce inequalities.



FACILITATORS' NOTES: When drawing up the action plan, make sure that it is the men in the group who are taking on most of the responsibility for promoting allyship in the workplace.

NOTES:



ROAD MAP FOR MEN'S ALLYSHIP TO ADVANCE GENDER EQUALITY

Equimundo has developed this “Road Map for Men’s Allyship” based on national survey data and focus groups and drawing on Equimundo’s global experience promoting gender justice. Women’s answers and inputs inform this list and speak directly to men wanting to become better allies, partners, friends, and people. Individuals of all identities can join the conversation, learn, reflect, listen, and ultimately take action for gender equality.

- 1. Listen better. Seek opportunities to hear women’s stories, acknowledge their experiences, and inform other men.**
 - Practice active listening, ask questions, and be conscious about not interrupting.
- 2. Reflect on your own power and privilege as a man.**
 - Educate yourself on how gender inequality intersects with other identities (like race, sexual orientation, religion, and ability) and forms of oppression. Listen to individuals with different identities from your own and create space for all.
- 3. Credit ideas to those who came up with them, especially to female coworkers who are often overlooked.**
 - Name names of colleagues who worked on a project or came up with an idea. Emphasize a good idea when you hear it, and mention it in front of those in charge.
- 4. Advocate for women’s leadership and equality in the workplace and for pay equality.**
 - Challenge obstacles and stereotypes that limit women’s advancement.
- 5. Speak up when you hear sexist language, and call others out when they use it.**
 - Step in and make it clear that you don’t support sexist language or jokes. Call it out as sexist (or racist, homophobic, etc.), and tell them why it’s inappropriate.
- 6. Learn to be okay with discomfort. Being an ally is about making change, not being comfortable.**
 - Remind yourself that discomfort in stepping in or speaking up is not greater than the experience of being harassed or discriminated against.
- 7. Step up at home. Advocate for work-life balance and paid leave for all caregivers.**
 - Discuss with your partner what you can do to have an equal partnership at home and create a plan to remain accountable.
- 8. Volunteer for nonprofit organizations that do good work and support gender equity.**
 - Ask friends or look online for local groups that do impactful, intersectional work.
- 9. Support diverse female leaders you believe in.**
 - Women, and particularly women who are members of marginalized communities, are underrepresented in leadership and political office. Show your support by donating, volunteering, and voting.



Cody Ragonese, Senior Program Officer at Equimundo: Center for Masculinities and Social Justice, at an Engaging Men for Gender Equality training event with community members in Owerri, Nigeria. Engendering Industries has partnered with Equimundo: Center for Masculinities and Social Justice, since 2020 for the design and delivery of the Engaging Men for Gender Equality training program.



UNIT 9: Interpersonal Communication Skills

UNIT PURPOSE: The activities included in this unit facilitate discussion and practice interpersonal communication and listening skills.

Participants will acquire skills for healthy communication and conflict resolution. Having previously addressed issues of power and violence (Units 5, 6, and 7), this unit uses practical skills that recognize power influences communication between people and between groups.

Activity 9.1 Healthy and Unhealthy Communication in the Workplace

Activity 9.2 Are You Listening?

Activity 9.3 Dealing with Conflict – The Four Phrases

Activity 9.4 Managing Anger

Activity 9.5 Microaggressions

ACTIVITY 9.1 HEALTHY AND UNHEALTHY COMMUNICATION IN THE WORKPLACE

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 30 minutes

OBJECTIVES:

- Understand the difference between healthy and unhealthy communication.
- Begin to identify culture- and workplace-specific communication dynamics.
- Discuss and begin to understand key terms and concepts around workplace conflict and communication.

KEY MESSAGES: Good communication is critical for a healthy workplace.

Gender norms may be the basis of, or reinforce, communication styles.

We do not “win” an argument or conflict by humiliating others but rather by finding an agreement or resolution favorable to all.

Microaggression is harmful to workplace productivity and employee mental health.

MATERIALS: Flipchart paper, markers

PREPARATION: Review the activity, and be sure you understand the content, teaching methodology, and timing.

Think about, and if possible, discuss with your colleagues, examples of conflicts specific to your workplace and culture, including both healthy or unhealthy examples and their characteristics. Also, think about and discuss the gendered dynamics of conflict in your workplace and culture and how expectations of how men and women engage in conflict may be similar or different.

PROCEDURE:

1. Put up two pieces of flipchart paper. On one page, write at the top “Healthy Communication” and on the other, write “Unhealthy Communication.”
2. Ask participants to provide examples of conflicts they have seen at work that they would describe as either healthy or unhealthy and to say what made those conflicts healthy or unhealthy. If participants are focusing on conflicts that were negative or destructive, encourage them to think about positive examples too. Examples of healthy and unhealthy characteristics will be culturally and workplace-specific, but examples might include:

Healthy Communication	Unhealthy Communication
Robust but respectful discussion	Shouting
Focused on issues or problems	Disrespect toward other viewpoints
Solution-oriented	Personal attacks
Forward-looking	Silent treatment
Deliberative, open to many voices	Deception, sabotage, or obstruction
	Unwillingness to listen to others

- After the lists have been made, state: *How and whether individuals and groups communicate with each other plays a large role in determining how healthy and how productive communication is. The goal is not to “win” an argument or conflict by humiliating others but rather by finding an agreement or resolution favorable to all, or at least that everyone is comfortable with. That may not be always possible, but it should at least be the goal.*
- Now ask participants: *How do gender norms influence the way we communicate and address conflict in our workplace? How are women supposed to prevent or manage conflict? What about men? Do we have any double standards in how we expect men and women to deal with conflict?*

[The idea behind these questions is to explore workplace cultural norms that may be unequal and unrealistic, especially for women. For instance, in some cultures, women are expected to be conflict-avoidant, which can affect their ability to deal with conflict proactively. This can lead to situations where a woman who confronts a colleague about an issue may be seen as behaving inappropriately and overstepping cultural boundaries, but a male co-worker who behaves the same way would be seen as assertive and taking charge of a difficult situation.]

- Ask the participants: *Many of the topics we talked about today in dealing with conflict are related to interpersonal communication in the workplace. Can anyone make that link clear for me? How can communication be both the problem and the solution?*
- Tell the participants the following: *Conflict is when individuals or groups are aware that they have different and diverging interests and thus believe that their goals or interests are somehow at odds with each other. In a workplace, this idea of conflict can take many forms, such as two people competing to lead a project, competition over finite resources such as staffing or money, different approaches to solving a problem, or disagreement on any topic. Conflict is often seen as a problem to be avoided, but in reality, conflict is value-neutral. It will always exist because each person is different, and we all have different perspectives and approaches, and it is only a problem when it becomes destructive and unhealthy.*

CLOSING STATEMENTS: Remind participants that they can choose healthy or unhealthy communication. Conflict may emerge, and it is a natural and unavoidable part of life, and when communication is healthy and productive, it can be beneficial. But it often veers into unhealthy and destructive. By understanding the dynamics and learning skills to communicate better, such as we will do in future activities in this unit, we will be able to prevent some conflicts and ensure others remain healthy and productive, and support our colleagues in doing the same.

ACTIVITY 9.2 ARE YOU LISTENING⁶⁰

NOTE: This activity is most effective if you have previously completed Activity 9.1, Healthy and Unhealthy Communication in the Workplace, with the group. However, it can be done as a standalone if needed.

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups. In the latter, some participants will have to play the role of their “opposite” gender.

TIME: 45 minutes

OBJECTIVES:

- To enable participants to explore further the concept of communication and improve their listening skills.
- To explore ways that women are often not listened to or not empowered to speak.

KEY MESSAGES: To achieve important two-way communication, we must listen actively to what the other person is saying to us.

There are four essential requirements for active listening:

- Intensity
- Empathy
- Acceptance
- Willingness to focus completely on the discussion.

MATERIALS: Hat or container, index cards/slips of paper (see below), flipchart, photocopies of Participant Handout 7: Understanding Communication and Active Listening.

PREPARATION:

- Index cards/slips of paper with the following types of listening “responses” written on them (one per card):
 1. An experienced manager criticizes a young female recruit on a technical issue and gives advice that was not asked for.
 2. A male colleague interrupts a female colleague in a meeting and prevents her from finishing her idea/input.
 3. A senior manager tries to top a lower-ranked female team member’s contribution with a “better” example.
 4. A male engineer appropriates a female colleague’s idea as his own.
 5. A female member of staff asks constructive questions to get clarification on what another female colleague is saying.
 6. A male manager puts a female colleague down in front of members of the public.
 7. A male engineer compliments a female engineer in a patronizing way.
 8. In a meeting, the male chair abruptly changes the subject during a presentation by a female staff member who had spent days getting the presentation ready.
 9. A manager shows understanding and empathy with a female worker who is facing problems of violence at home.

⁶⁰ Based on Sonke Gender Justice Network, Sonke Change Manual, 91-97.

10. A senior manager calls out a team member who laughs when another colleague is making a serious point in a meeting about sexual harassment.

11. A manager keeps looking at her phone and texting during a team meeting – apologizing that there is an emergency at home.

- Place these index cards into the hat or container.
- Make enough photocopies of handouts for each participant.

PROCEDURE:

STEP 1: WHAT IS COMMUNICATION?

1. Begin this activity by telling the group that communication is an important aspect of our lives, and we spend over 80 percent of our time communicating with others. Effective communication is also an important element in preventing and resolving conflict.
2. Ask the participants what communication means to them. Allow a few responses and write these on a flipchart.
3. Summarize key points from their contributions and give a brief description of communication, emphasizing the following points:
 - Communication, at its basic level, is the process whereby a message is transferred from one person to another or to a group. It is the expression of thoughts and ideas or making known one's ideas or feelings about certain issues.
 - Two-way communication is when a dialogue ensues between two parties (individuals or groups of people) that entails both parties speaking and listening to each other's thoughts, opinions, and beliefs in a spirit of mutual respect.
 - A speaker must try to be as clear as possible with the message they are communicating, and a listener must show that they are paying attention and will respond in an appropriate and sensitive manner.
 - Everyone has experienced how it feels to be talking to someone who doesn't seem to pay any attention or is distracted. Explain that this activity will help them to recall those experiences and remember how they felt during a conversation with a poor listener.

STEP 2: COMMUNICATION AND LISTENING ROLE PLAYS

1. Form small groups of three or four participants and have someone in each group take from the hat or container one or two of the index cards you prepared before the activity. Tell them that they have to prepare a role-play that represents the situation(s) portrayed and addresses the communication dynamic between the characters and possible effects on their relationships and the workplace environment.
2. After five minutes, invite one of the groups to present their role-play. When they have finished, use the following questions to facilitate analysis and discussion:
 - a. How would you describe the type of communication that took place?
 - b. In what ways were people listened to or not listened to?
 - c. Why do you think the different characters acted the way they did?
 - d. How did you feel playing your role(s)? Why did you feel that way?

- e. What are the effects on the work environment when a situation like this occurs?
- f. What response(s) would have been better?
- g. Invite another group to present their role play and unpack it with the participants using the same questions above. Repeat for as many role plays as you have time for.

STEP 3: PROCESSING QUESTIONS

1. Discuss the activity with the group using the following questions.
 - a. What kinds of things did some of the characters do that showed their unwillingness to listen to others?
 - b. What kind of things did some do to show their empathy and respect for the person speaking?
 - c. How does it make you feel when someone doesn't listen to what you're saying?
 - d. How do gender and power affect men's/women's capacity to speak and to listen?
 - e. How would you like others in the workplace to listen to you?
 - f. How do you let someone else know that you're listening to them?
2. Ask participants to turn to another participant close to him/her and ask the following questions:
 - a. What have you learned in this activity?
 - b. How will this affect the way you communicate in the future? (At home, at work)
 - c. How does your gender affect the way you communicate with people of the same gender?
 - d. How does your gender affect the way you communicate with people of other genders?
 - e. What changes will you make in the way you will communicate with others (men and women) in the future?

Ask a few participants to share their discussions in the main group.
3. Ask the participants to share how this activity can help improve relationships within the workplace and the general workplace environment.

CLOSING STATEMENTS: Give Participant Handout 7: Understanding Communication and Active Listening to the participants and go through it with them, highlighting the key messages related to good communication skills and active listening.



FACILITATORS' NOTES: When breaking into groups, consider groups of men, groups of women, and mixed-sex groups to bring out the nuances of how listening and communication are played out and addressed from a gender perspective.

NOTES:

PARTICIPANT HANDOUT 7: UNDERSTANDING COMMUNICATION AND ACTIVE LISTENING

Types of Communication

There are various forms through which people can communicate effectively, and they include:

- **Verbal:** This is the exchange of ideas through spoken or written expression (for example, face-to-face conversation, phone calls, letters, or singing).
- **Non-Verbal:** This involves the expression of ideas, thoughts, or feelings without the spoken or written word (for example, facial expression, gestures, smiles, sign languages, nods, eye contact, foot or toe taps, written notes or memos, the drumming of fingers).

Elements of Communication

There are six elements that make communication effective:

- Source/Sender
- Message
- Channel
- Receiver
- Effect
- Feedback

Barriers to Effective Listening

More attention is usually paid to making people better speakers or writers (the “supply side” of the communication chain) rather than making them better listeners or readers (the “demand side”). The most direct way to improve communication is by learning to listen more effectively. Nearly every aspect of human life could be improved by better listening—from family matters to corporate business affairs to international relations.

Becoming better listeners for many men entails changes in attitudes and behaviors related to the idea of men being superior and more knowledgeable than women and, therefore, to be listened to!

#1 - Knowing the answer

“Knowing the answer” means that you think you already know what the speaker wants to say, before she/he actually finished saying it. You might then impatiently cut her/him off or try to complete the sentence for her/him. This frequently occurs in men who have been socialized into believing they know better than women but can also happen across other unequal power differentials related, for example, to age, race, ethnicity, religion., class/caste.

Even more disruptive is interrupting her/him by saying that you disagree with her/him, but without letting her/him finish saying what it is that you think you disagree with. That’s a common problem when a discussion gets heated and it causes the discussion to degrade quickly.

By interrupting the speaker before letting her/him finish, you’re essentially saying that you don’t value what she/he’s saying. Showing respect to the speaker is a crucial element of good listening.

The “knowing the answer” barrier also causes the listener to pre-judge what the speaker is saying — a kind of closed-mindedness.

A good listener tries to keep an open, receptive mind. They look for opportunities to stretch their mind when listening and to acquire new ideas or insights rather than reinforcing existing points of view.

#2 - Trying to be helpful

Another significant barrier to good listening is “trying to be helpful.” Although trying to be helpful may seem beneficial, it interferes with listening because the listener is thinking about how to solve what he/she perceives to be the speaker’s problem. Consequently, he/she misses what the speaker is actually saying and ends up being patronizing.

An old Zen proverb says, “When walking, walk. When eating, eat.” In other words, give your whole attention to whatever you’re doing. It’s worth emphasizing that the goal of good listening is simply to listen — nothing more and nothing less. Interrupting the speaker to offer advice disrupts the flow of conversation and impairs the listener’s ability to understand the speaker’s experience.

Trying to be helpful while listening also implies that you’ve made certain judgments about the speaker. That can raise emotional barriers to communication, as judgments can mean that the listener doesn’t have complete understanding or respect for the speaker.

#3 - Treating discussion as competition

Some people feel that agreeing with the speaker during a heated discussion is a sign of weakness. They feel compelled to challenge every point the speaker makes, even if they inwardly agree. The discussion then becomes a contest, with a score being kept for who wins the most points by arguing.

Treating discussion as competition is one of the most serious barriers to good listening. It inhibits the listener greatly from stretching and seeing a different point of view. It can also be frustrating for the speaker.

Discussion as competition is particularly pertinent to communication between men in cultures within which having power over other men and being on the winning side (for example, in sports, politics) is valued and linked to feelings of masculine identity and self-worth.

#4 - Trying to influence or impress

Because good listening depends on listening just for the sake of listening, any ulterior motive will diminish the effectiveness of the listener. Examples of ulterior motives are trying to impress or influence the speaker.

A person who has an agenda other than simply to understand what the speaker is thinking and feeling will not be able to pay complete attention while listening.

Psychologists have pointed out that people can understand language about two or three times faster than they can speak. That implies that a listener has a lot of extra mental “bandwidth” for thinking about other things while listening. A good listener knows how to use that spare capacity to think about what the speaker is talking about

A listener with an ulterior motive, such as to influence or impress the speaker, will probably use the spare capacity to think about his/her “next move” in the conversation — his/her rebuttal or what s/he will say next when the speaker is finished — instead of focusing on understanding the speaker.

#5 - Reacting to red flag words

Words can provoke a reaction in the listener that wasn’t necessarily what the speaker intended. When that happens, the listener won’t be able to hear or pay full attention to what the speaker is saying.

Red flag words or expressions trigger an unexpectedly strong association in the listener’s mind, often because of the listener’s private beliefs or experiences. This can often occur in work settings when women refer to equal

opportunities and rights that are interpreted by some men as not culturally appropriate and/or that are a threat to their status, power, and privileges.

Developing Active Listening Skills

Active listening is an essential communication skill. One of the most common mistakes you can make is confusing hearing and listening. Hearing is merely noting that someone is speaking. Listening, however, is making sense of what is heard and requires the individual to constantly pay attention, interpret, and remember what is heard. Hearing is passive; listening is active. The passive listener is much like a tape recorder. If the speaker is providing a clear message, the listener will probably get most of what is said. For mentors, this is not enough. They must be active listeners.

Active listening also involves deconstructing stereotypes, attitudes, and power dynamics determined by gender norms to develop communicational skills and practices that are based on equal respect and rights for men and women to speak and be listened to rather than on a paradigm of male superiority-female inferiority.

Four Essential Requirements for Active Listening

Active listening requires the listener to hear the words and identify the feelings associated with the words. We should be able to understand the speaker from her or his point of view. There are four essential requirements for active listening:

- Intensity
- Empathy
- Acceptance
- Willingness to focus completely on the discussion.

How to Improve Active Listening Skills

- **Make Eye Contact:** Lack of eye contact may be interpreted as disinterest or disapproval. Making eye contact with the speaker focuses attention, reduces the chance of distraction, and is encouraging to the speaker. It can be tricky, however, in contexts where eye contact is associated with and can be interpreted in a sexual way or when there are significant hierarchical social norms that make eye contact with a superior not culturally acceptable.
- **Exhibit Affirmative Nods and Appropriate Facial Expressions:** The effective listener shows signs of being interested in what is said through nonverbal signs. Together with good eye contact, non-verbal expressions convey active listening. **Note:** These non-verbal signs vary from culture to culture.
- **Avoid Distracting Actions or Gestures:** Do not look at other people, play with pens or pencils, shuffle papers, or the like. These activities make the speaker feel like the listener is not interested in what is being said.
- **Ask Questions:** Questioning helps ensure clarification of what the speaker is saying, facilitates understanding, and lets the speaker know that the listener is engaged.
- **Paraphrase:** Paraphrasing means restating what the individual has said in different words. This technique allows the listener to verify that the message was received correctly. Be careful, however, of “mansplaining” – the sexist practice that some men employ when they use phrases like “what she really meant to say was...,” and which undermine and often humiliate women.
- **Avoid Interrupting the Speaker:** Allow the speaker to complete his or her thought before responding, and do not anticipate what he/she will say.
- **Do Not Talk Too Much:** Talking is easier than listening intently to someone else. An active listener recognizes that it is impossible to talk and listen acutely at the same time.

ACTIVITY 9.3 DEALING WITH CONFLICT – THE FOUR PHRASES⁶¹

NOTE: This activity is most effective if you have previously completed Activity 9.1, Healthy and Unhealthy Communication in the Workplace, with the group.

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 45 minutes

OBJECTIVES: Propose and rehearse a model for creative conflict resolution.

KEY MESSAGES: When dealing with conflict, talking and being clear and positive in our communications is essential.

MATERIALS: Flipchart paper, markers

PREPARATION: Review the activity, and be sure you understand the content, teaching methodology, and timing.

PROCEDURE:

1. Remind participants about your discussion from Activity 9.1, Healthy and Unhealthy Communication in the Workplace, and about how important respectful communication is in preventing and resolving conflicts.
2. Ask the participants to break into pairs and ask them to think about a work-related conflict, fight, or disagreement they feel comfortable discussing and describe that situation to the other person. Ensure that some of the pairs are single-gender and others mixed-gender.
3. After they both have discussed this, tell them Partner A will play the role of the person with whom Partner B has the conflict. How would you face him or her? In their roles, allow them some time to talk more about the conflict.
4. Present the following four phrases:
 - **“I can see...”:** This concerns the conduct we see in another person. For example, “I can see that you never greet me when...”
 - **“I imagine...”:** Through this phrase, we say what we imagine when observing the other person’s conduct. For example, “I imagine that you are annoyed.” It is important to note that when we “imagine,” there is a possibility that we are actually wrong in our interpretation. By expressing what we imagine or how we interpret something, we provide the other individual the opportunity to clarify.
 - **“I feel...”:** Here, we share our feelings with the person, saying what we can see and imagine. For example, “I feel sad, and what happened upset me because your friendship is important to me.”
 - **“I want...”:** This is when we make a proposal to improve things. For example, “I want you to tell me if something is bothering you.”
5. Ask the participants to go back into their pairs and work to resolve the conflict using some of the phrases presented. When they finish, allow them to discuss in their pairs how they felt doing this exercise.

⁶¹ From : Equipundo-US and University of Pittsburgh Medical Center. 2018. *Manhood 2.0:A Curriculum Promoting a Gender-Equitable Future of Manhood*. Washington, DC and Pittsburgh: Promundo and University of Pittsburgh. ([Link](#))

6. Invite some of the pairs to share their experience of the role play:
 - a. *How did you implement one or more of the four phrases? How effective were they?*
 - b. *How aware were you of your partner's gender, and how did your gender and the gender of your partner influence the way you discussed and sought to resolve the conflict?*
 - c. *Who is better at resolving conflict – men or women? Why?*
4. Explain that this exercise allows them to express feelings and needs, which are frequently not expressed in a conflict situation. If there are multiple conflicts, it is important to prioritize them and deal with them one at a time. Remind them that conflict always exists and can be an opportunity for personal growth and development.

Group Discussion Questions

1. *How did you feel about this exercise? What differences did you notice following the four phrases model to resolve the conflict?*
2. *What did you discover about yourselves?*
3. *In what ways does gender influence how we view conflict and how we face it?*
4. *How do you think you will apply what you have learned here today in the workplace?*

CLOSING STATEMENTS: Use the Key Messages above to close the activity.



FACILITATORS' NOTES: When breaking into pairs, consider pairs of men, pairs of women, and mixed-sex pairs to bring out the nuances of how conflict is played out and addressed from a gendered perspective.

NOTES:

ACTIVITY 9.4 MANAGING ANGER⁶²

NOTE: This activity is most effective if you have previously completed Activity 9.1, Healthy and Unhealthy Communication in the Workplace, with the group. However, it can be done as a standalone if needed.

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 45 minutes

OBJECTIVES: To reflect on some of the positive and negative ways that we react when we are angry or upset and to practice non-violent ways to react when we are angry or upset to resolve conflict.

KEY MESSAGES: Communication is a key part of healthy relationships in work environments.

We have a responsibility to control ourselves when we feel angry or upset.

Communicating our feelings is more effective than violence at resolving conflicts.

MATERIALS: Photocopies of Participant Handout 8: Managing and Diffusing Anger.

PREPARATION: Consider prepping the volunteers who will do the role plays before the activity begins.

Make enough photocopies of the Participant Handout for each participant.

PROCEDURE:

1. If you have completed Activity 9.1, Healthy and Unhealthy Communication in the Workplace, with the group, remind them about your discussion around healthy and unhealthy conflict and ask them to think about that discussion as you do this activity.
2. Ask participants, *What kind of conflicts, if any, do you observe in the workplace where people become angry or violent, where the conflict becomes unhealthy and destructive.* After listing a few examples, move on to the next series of questions.
3. Ask the group the following questions:
(Probe similarities and differences between responses from men and women)
 - a. *What are some of the negative ways of reacting when we are angry/upset?*
 - b. *What are some of the positive ways of reacting when we are angry/upset?*
 - c. *Where do we learn these ways of reacting when we are angry/upset?*
 - d. *Is it easier to control our behavior and reactions with some people compared with others? (For example, at work compared to at home in the family)*
 - e. *How does the way you express your anger or frustration in the workplace differ from the way you express your anger or frustration outside of work?*
4. Now, explain that you are going to do a role-play with two volunteers. Ask two people from the group to volunteer to play two colleagues from the same team who are disagreeing over something and become visibly angry with each other. Ask the volunteers to act out the situation where the disagreement escalates, and one of the colleagues reacts in an impulsive, destructive, or violent way.

61 From ManCare, *Bandebereho Facilitator's Manual*, 70–72.

5. After the role-play, share with the group some of the practical methods that they can use to control their anger from the support sheet.

PRACTICAL METHODS TO DIFFUSE ANGER:

Step away from the situation, leave, or take a walk (“to take a breath of fresh air”):

To calm down, walk away and count to 10, breathe deeply, walk around, or do a physical activity. This will “cool your head” and clarify your ideas. It is also important that people who are angry share their feelings with the other person involved. For example, you can say, “I am very angry right now, and I need to leave. I need to do something now, like go for a walk to diffuse my anger. When I cool down and feel calm, can I come to you to talk and resolve this?”

Use words to express your feelings without attacking:

Express that you are angry (or upset) without “attacking.” For example, “I am angry/upset because...” or “I would like you to know...”

Another example: if your colleague is late for a meeting, you could yell something like, “You fool, you’re always late, and I have to wait for you all the time.” Or you can use words without attacking or offending them. For example, say, “I am upset because you were late because it inconveniences me. I wish you had arrived at the scheduled time or warned me that you were going to be late.”

6. Next, ask two volunteers to act out a situation in which the colleagues come to a mutual agreement, taking into account the methods discussed on the support worksheet or other non-violent forms of conflict resolution.
7. After the volunteers have presented the role play, open a discussion using the questions below.
 - a. Ask the actors – *How did the first role-play compare with the second? How did you feel in the first role play versus the second?*
 - b. *Why do you think conflicts in workplace settings go from healthy to unhealthy, from productive to destructive?*
 - c. *What do healthy, respectful workplace relationships look like?*
 - d. *Can anyone provide an example in which they disagreed strongly with a colleague on something but resolved it without yelling or getting angry or upset?*
8. Pass out Participant Handout 8: Managing and Diffusing Anger. Give participants a few minutes to read it, then ask the final questions.
 - a. *What have you learned in this activity?*
 - b. *What approaches or skills can you use in your own life and workplace?*

CLOSING STATEMENTS: Use the key messages above to close the activity.

Conflict always exists but it does not need to be violent or angry and can be an opportunity for personal growth and development, rather than an opportunity for violence. When we communicate with each other, we can resolve conflict peacefully and avoid future conflict.



FACILITATORS' NOTES: If possible, prep the volunteers before the activity starts and give them some time to prepare their role plays.

PARTICIPANT HANDOUT 8: MANAGING AND DIFFUSING ANGER

PRACTICAL METHODS TO CONTROL ANGER:

Step away from the situation, leave, or take a walk (“to take a breath of fresh air”)

To calm down, walk away and count to 10, breathe deeply, walk around, or do a physical activity. This will “cool your head” and clarify your ideas. It is also important that people who are angry share their feelings with the other person involved. For example, you can say, “I am very angry right now, and I need to leave. I need to do something now, like go for a walk, so I can release my anger. When I cool down and feel calm, I would like to talk and resolve this.”

Use words to express your feelings without attacking

Express anger without “attacking.” For example, “I am angry because...” or “I would like you to know...” Another example: if your partner is late in meeting you somewhere, you could yell something like, “You fool, you’re always late, and I have to wait for you all the time.” Or you can use words without attacking or offending them. For example, say, “I am upset because you were late. I wish you had arrived at the scheduled time or warned me that you were going to be late.”

How We Communicate with Others

Developing an effective communication style is key in any successful relationship as well as in parenthood! Men can help by clarifying their own desires in nonviolent ways and encouraging their female partners to be more assertive.

- **Assertive communication:** Asking for what you want or saying how you feel in an honest and respectful way so it does not infringe on another person’s rights or put him or her down.
- **Passive communication:** Expressing your own needs and feelings so weakly that they will not be heard.
- **Aggressive communication:** Asking for what you want or saying how you feel in a threatening, sarcastic, challenging, or humiliating way.

Eight Tips for Channeling Your Anger

Consider the following tips for dealing with anger to help you analyze what made you angry and why it made you angry:

1. Stop to consider why you’re angry.
2. Look for what you can change in the situation.
3. Identify your emotional sore points.
4. Discover new boundaries to set.
5. Use your anger as motivation.
6. Focus on only what really matters.
7. Exercise to blow off steam.
8. Channel your anger into productive action.

ACTIVITY 9.5 MICROAGGRESSIONS

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 30 minutes

OBJECTIVES: To know how to identify microaggressions and address their harmful effects on individuals and work environments.

KEY MESSAGES: Microaggressions are harmful to workplace productivity and employee mental health.

MATERIALS: Flipchart paper, markers, photocopies of Participant Handout 9: Microaggressions

PREPARATION: Review the activity, and be sure you understand the content, teaching methodology, and timing. Make enough photocopies of the Participant Handout for each participant..

PROCEDURE:

1. Brainstorm with the participants on their understanding of “microaggressions” and write their responses on a flipchart. Some (or all) may not be familiar with the term. Depending on their responses, you can share the definition and examples from Participant Handout 9: Microaggressions.

Microaggressions: the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership ([American Bar Association](#), 2019).

2. Form small groups and ask each group to reflect on the following questions:
 - a. *How are microaggressions expressed in their workplace? Give specific examples. By whom and against whom?*
 - b. *What are the negative impacts of microaggressions for those on the receiving end? What are the negative effects on the work environment?*
 - c. *From your experience, what are some effective ways to respond to microaggression?*
 - d. *How can microaggressions be eradicated from work environments?*
3. In the main group, invite the groups to share their reflections and responses.
4. Add any additional information you think might be helpful from Participant Handout 9 to help deepen their understanding of the damage caused by microaggressions.
5. Ask the participants to propose actions that they and others can take to prevent the use of microaggressions in the workplace and to respond to them when they do occur.
6. Give participants a copy of Participant Handout 9: Microaggressions.

CLOSING STATEMENTS: Remind participants that even though the individual impacts of microaggressions may be small, the cumulative effect of microaggressions can be significant and very damaging to individuals and workplaces.

Also note that although individuals who cause harm through microaggressions often do so unintentionally, we are all responsible for the effects of our words and actions on other people regardless of our motives or intentions.

PARTICIPANT HANDOUT 9: MICROAGGRESSIONS⁶³

What is a Microaggression?

Microaggressions are actions or behaviors in the workplace that unintentionally cause harm to members of marginalized communities. They're called "microaggressions" since their individual impacts are small, but the cumulative effect of microaggressions can be significant. Since modern people spend most of their lifetimes at work, microaggressions impact their professional lives and mental health. In extreme cases, microaggressions even damage the victim's physical health. Deep-rooted unconscious biases against marginalized communities cause microaggressions at work. Often, the people who commit microaggressions are not aware of the damage they're causing. They have to be informed that they're guilty of committing microaggressions and taught how to avoid them.

How Common Are Workplace Microaggressions?

Workplace microaggressions are highly prevalent and are often routine and normalized to the point that victims don't realize they're being discriminated against even as they suffer harm from them. Women suffer significantly more microaggressions in the workplace than men do.

Damages Caused by Microaggressions

Suffering from daily workplace microaggressions causes numerous mental health issues for employees, such as low self-esteem, low workplace satisfaction, declining morale, traumatic stress, and suicidal ideation. Workplace engagement is likely to decline because of microaggressions. Employees that frequently suffer from microaggressions may become less willing to speak during meetings or actively participate in the company. They could also lose motivation and struggle to maintain their sense of purpose in your organization.

Common Examples of Workplace Microaggressions Include:

- Treating someone as an inferior citizen because of their background.
- Telling underweight people to eat more.
- Making assumptions about people because of their age or religion.
- Refusing to use a transgender person's preferred pronouns.
- Underrepresenting people of different demographic backgrounds in the company's online and/or public profile (such as social media, brochures, website).
- Using insults that involve accusing an individual of stereotypically acting like a member of a different social identity.
- Assigning value to people based on their demographic origin.

How to Combat Workplace Microaggressions

Most microaggressions are not intentional. Instead, microaggressions result from either ignorance or subconscious biases. As such, organizations need to raise awareness of microaggressions proactively, inform employees of the microaggressions they commit, and facilitate respectful dialogue on microaggressions with all staff to nurture change and collective responsibility. Employees who frequently commit microaggressions need to know that their behavior is unacceptable, held accountable, and that suitable action will be taken to correct that behavior. Repeated microaggressions damage workplace morale, so businesses should learn to prevent microaggressions by fostering a healthy and constructive work environment.

⁶³ From ManCare, *Bandebereho Facilitator's Manual*, 70–72.



UNIT 10: Changes, Commitments

UNIT PURPOSE: This unit contains activities to help participants consolidate commitments to changes in individual attitudes, behavior, and relations; and plan actions/activities to be rolled out in the workplace within the context of ongoing gender equality initiatives.

ACTIVITY 10.1 MOTIVATORS AND BARRIERS TO PERSONAL CHANGE AND CHANGE AT WORK⁶⁴

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 1 hour and 15 minutes

OBJECTIVES: To describe what motivates us to make changes in our lives and work environments.
To identify potential obstacles to making changes in our lives and work environments and how to overcome them.

KEY MESSAGES:

- Understanding what motivates us to change can help us to sustain our own process of change and to support those of others in our lives (partners, family, work colleagues, community).
- Understanding the obstacles to change that we face can help us to address or avoid them and to support our partners and colleagues to do the same.
- There are many ways to overcome the obstacles to change. But it takes conscious effort.
- We must all work with others to keep supporting and motivating each other.

MATERIALS: Flipchart paper, markers, masking tape

PREPARATION: Prepare four flipchart papers, two with the word “Motivators – personal life” and “Motivators – work life” written in big, bold letters across them, and two others with the word “Barriers – personal life” and “Barriers – work life” written in big, bold letters across them. Hang the personal life flipchart papers in the front of the room and the work-life papers in the back (or side).

Bring a large stack of cards/A5 paper (enough for each participant to use several).

Cut many pieces of tape and have them available for participants to hang cards on the wall.

PROCEDURE:

Introduction

1. Introduce the activity:

Together, you have experienced a lot of meaningful growth—gaining new knowledge and skills and making important shifts in your attitudes and behaviors. However, change is not something that happens all at once and not something that happens quickly. Some things will be harder to change than others. Some changes may take longer. You might accept some new ideas fully but still be questioning others. You might hold on to some old beliefs. You might have new beliefs but can't imagine being able to put them into practice. You might worry about what others will think of you or how you will feel about yourself. If we understand change as a process in this way, then we can make genuine commitments and can support each other along the way.

64 Adapted from CARE Rwanda, Indashyikirwa Rwanda, 208–211; Adapted from Michau, The SASA! Activist Kit, 33–35.

2. Continue: *This session is about commitment—our commitment to creating healthy, violence-free relationships and work environments. Each of us will make commitments to specific changes that we will make as individuals and as a group. To do that, we need to understand what motivates us to make changes and what prevents us or blocks us from making them.*

Personal reflections

1. Ask participants to reflect upon the following two questions (pause in between them to give participants time to think).
 - a. *What motivates you in your personal life? (for example, a need to belong, to love/to be loved, to make a difference)*
 - b. *What blocks you (or demotivates you) from making changes in your personal life? (for example, family pressures, fear of the unknown, economic restrictions, and family commitments)*

Note: Only give examples if participants are having difficulty with the questions.

2. Ask participants to continue to reflect. Explain that you will come around with cards and markers and that each participant should write down their answers on the cards, one response per card. Participants can work in pairs or groups of three if they wish. (five minutes)
3. After they have written their responses, they should hang them near the respective flipchart paper.
4. Repeat the above steps for “work-life.”

Analysis of motivators and barriers

1. Walk to the “**Motivators - Personal Life**” flipchart and review the responses from participants aloud. Facilitate a discussion using the following guiding questions.
 - a. *How can it help us to know our own motivators? (sample responses: so that we can try to use those things so that others can help us effectively so that we don't get stuck only on the obstacles)*
 - b. *How can understanding the motivators for our partners/family members help to create change? (sample responses: we can help to keep our partners motivated)*
 - c. *How can understanding the motivators for others in this group help to create positive change? (sample responses: we can help each other to stay motivated, especially when things get difficult)*
 - d. *Are there ways that we as a group can help each other stay motivated?*
2. Explain: While there are many motivations to change, there are also obstacles that block or prevent us from making changes.
3. Ask participants to move their chairs to the “**Barriers – personal life**” flipchart paper (or come and stand near it). Review the responses aloud.
4. Facilitate a discussion using the following guiding questions.
 - a. *How can it help us to know our own potential obstacles to making changes (sample responses: so that we can address them, try to avoid them, recognize them as barriers but do not let them overwhelm us)*
 - b. *How can it help us to understand the potential obstacles for our partners or colleagues? (sample responses: we can help them to address the obstacles, to avoid them, to remember their motivators)*
 - c. *How can it help us to understand the potential obstacles for others in this group to help create positive change? (Sample responses: same as above)*

5. Repeat the above steps for “**work life**,” focusing on work colleagues in place of partner/family members.

Overcoming barriers

1. Explain: *We will now divide into four groups. I will assign two groups to discuss two of the barriers to change in one’s personal life. The other two groups will discuss two of the barriers to change in one’s work life.*
In your groups, you will brainstorm ways of overcoming these barriers. Record your ideas on a flipchart paper. Each group will have 10 minutes to do this work and three minutes to present.
2. Ask participants to divide into four groups by counting off from 1-4 or any other way.
3. Choose two major barriers from personal life cards and two major barriers from work life cards from those that the participants shared, and assign two barriers to each respective group (personal life or work life). Give each group a sheet of flipchart paper and a marker.
4. Circulate between the groups to ensure that they are on the right track. Respectfully challenge groups to be specific and concrete. Suggest that instead of saying something like “value my partner/colleague,” ask how they can demonstrate that they value their partner.
5. Alert participants when one minute remains. Call out “Time’s Up!” after 10 minutes have passed.
6. Ask each group to present their ideas for overcoming their barriers. If possible, hold questions until all groups have presented and discussed.
7. Ask the group how a person’s gender might influence their capacity for overcoming barriers in both personal and work settings.
8. Ask the participants what the similarities and differences are between the personal life and work-life motivators and barriers and how they relate to each other. What differences and similarities are there for men and women?

CLOSING STATEMENTS: Summarize the activity using the key messages above.



FACILITATORS’ NOTES: You can adjust the methodology if you want to prioritize only one of the domains (i.e., personal life or work life).

Using different colors of cards can make it easier to differentiate between motivators and barriers and between personal life and work life.

NOTES:

ACTIVITY 10.2 MAKING COMMITMENTS TO AN EQUITABLE WORKPLACE⁶⁵

SUGGESTED AUDIENCE: This activity can be used with mixed-gender or single-gender groups.

TIME: 60 minutes

OBJECTIVES:

- To reflect upon specific changes, participants can make to encourage healthy, violence-free workplace environments.
- To commit individually to making these changes.

KEY MESSAGES:

- Change is a process.
- Each individual has a responsibility to make solid commitments to change their behavior in ways that will strengthen the work environment.
- We can support each other in positive, helpful ways in putting those changes into practice.

MATERIALS: Flipchart paper, markers, masking tape, Participant Handout 10: Individual Commitment Statement, and Participant Handout 11: Individual Commitment Plan

PREPARATION: Photocopy the “Participant Handout 10: Individual Commitment Statement and Participant Handout 11: Individual Commitment Plan. Make enough so each participant receives a copy of each handout.

PROCEDURE:

PART I: INDIVIDUAL COMMITMENTS EXERCISE

1. Explain: *The final step of this training manual is to make commitments to ourselves and to our colleagues that will strengthen our workplace environment.*
2. Hold up the “Individual Commitment Statement” template. Explain that everyone will receive this “Individual Commitment Statement” to fill out.
3. Explain: *For each category, you will come up with at least one specific change that you commit to making. For some categories, you might commit to more than one change.*
4. Provide an example so that participants understand the exercise.

For the category of “Using my power in positive ways,” a manager could commit to promoting respect and fair treatment of support staff in the office (for example, cleaners or drivers).
5. Explain that they will all have 15 minutes to fill in the form. Although these statements are meant to be general enough, if they have organization-specific statements they’d like to include, they can add them at the end of the document (lines 18 and 19, which have been left blank).
6. Ask if there are any questions and answer as needed.

⁶⁵ Adapted from CARE Rwanda, Indashyikiriwa Rwanda, 211–216.

7. Hand out copies of the Participant Handout 10: Individual Commitment Statement to everyone and begin. Circulate to support participants as needed to make meaningful and appropriate commitments.
8. Keep participants aware of time passing. Call out when there are **five minutes**, then **one minute**, and when the time is up.
9. Gather everyone's attention back to the main group.

Prioritizing changes

1. Explain: *You have identified many important changes to make related to your workplace. It won't be possible to change everything all at once. To help ourselves maintain our commitments, we are going to prioritize the changes we want to see and take them step by step.*
2. Explain the next part of the exercise: You will now review the changes that you've come up with. *You will choose **three changes that you feel are the most important for you to put into practice that you would like to begin with.** You will write these down on the next handout, where it says, "I Will Begin With..."* (Hold up Handout 11: Individual Commitment Plan).
3. Continue: *After prioritizing the top three changes, you will **identify the next three changes and write them where it says, "I Will Continue With..."*** (Point to the corresponding section on Handout 11: Individual Commitment Plan).
4. Let participants know that they will have five minutes to complete this portion of the activity. Provide a copy of Participant Handout 11: Individual Commitment Plan to each participant. Ensure that there are no questions and begin the exercise.
5. Circulate between the participants for support.
6. Keep participants aware of time passing. Call out when there is **one minute** left and when time is up. Gather everyone's attention back to the main group.

Group work and main group

1. Form groups of four or five participants. Give each small group the following guide to facilitate sharing and analysis in the groups:
 - a. The first group member will share the three changes they have prioritized.
 - b. For each of these changes, group members identify:
 - How those changes can be put into practice.
 - Support they (and other staff members/colleagues) can give.
 - Support they need from the organization.
 - c. Repeat the above process until all members of the group have shared the three changes they have prioritized.
 - d. If time allows, group members can also share some of the "next" changes they identified.
 - e. The group prepares a list of the most common changes group members have committed to, how they can be put into practice, and the support needed from colleagues and the organization.
2. Invite the groups to share the lists they have prepared, allowing time for discussion and dialogue.

PART 2: PLAN OF ACTION

1. In the same groups (or groups with staff members who work together in the same departments or teams), participants discuss actions they can take within the workplace to sensitize others to the issues they have been discussing in the training they have just received. Some ideas they can think about are:
 - a. Individual actions they will take (one-off and continuous) in their daily interactions with colleagues.
 - b. Educational activities they will organize for their teams or departments (using, for example, some of the activities and resources from the training they have received) for one-off events, staff meetings, and semiformal lunchtime actions.
 - c. Social/cultural activities (with awareness-raising content) with staff to mark key events (for example, International Women’s Day, International Day for the Elimination of Violence Against Women, Fathers’ Day, Human Rights Day)—could be monthly or bimonthly.
 - d. How to influence organizational policies and good practice in relation to the code of conduct, employee life cycle, preventing and responding to sexual exploitation, abuse, and harassment (SEAH), bullying, etc.
 - e. Design and preparation of information/awareness-raising campaigns on specific issues (for example, posters, WhatsApp groups).
 - f. Interaction with other initiatives that already exist in the organization.
2. The actions proposed should be specific and feasible.
3. Encourage participants to also think about the support they may need from other colleagues.

CLOSING STATEMENTS: Highlight the common areas between the changes committed to in each of the groups. Make sure that individuals/groups arrange specific times and places to meet to follow up and carry through their plans of action.



FACILITATORS’ NOTES: Encourage the participants to be as practical and specific as possible in expressing HOW they will put their stated commitments and plans into practice.

NOTES:

PARTICIPANT HANDOUT 10: INDIVIDUAL COMMITMENT STATEMENT

I believe in a safe, equitable work environment! Therefore, in my workplace, I COMMIT TO:

Category	Specific Commitment/Change
1. Putting into practice my belief in gender equality.	
2. Challenging gender stereotypes in the workplace.	
3. Supporting female colleagues, especially those who are also mainly responsible for the domestic and caring work in their homes.	
4. Supporting women's empowerment in the organization.	
5. Using my power in positive ways.	
6. Never use any type of violence against colleagues.	
7. Ensuring that female colleagues are not excluded from formal/ informal conversations, meetings, or professional opportunities, intentionally or unintentionally.	
8. Calling out sexual harassment, exploitation, or abuse, and only if the person experiencing it would like for me to do.	
9. Calling out bullying.	
10. Achieving a healthy work/life balance.	
11. Taking a positive attitude to resolve conflict with colleagues.	
12. Communicating with respect and empathy in workspaces (meetings etc.).	
13. Challenging sexist and discriminatory behavior and microaggressions in others	
14. Keeping the work environment free from sexualized language and behaviors.	
15. Being an ally to persons who are marginalized or oppressed for any reason.	
16. Listening to the ideas of others.	
17. Giving credit where it is due.	

PARTICIPANT HANDOUT 11: INDIVIDUAL COMMITMENT PLAN

I Will Begin With:

1.

2.

3.

And Then Continue With:

4.

5.

6.



5. Annexes

ANNEX A: ICEBREAKERS AND ENERGIZERS

Ha, Ha

Begin by having all the players sit in a circle. Tell all of the players that they have to remain as solemn and serious as they can throughout the game. Pick one player to start the game by saying “Ha” once. The player standing next to them says the word “Ha” twice. Following this pattern, the third player says “Ha” three times. As the game progresses, eliminate any players who laugh or make noise when it is not their turn or who do not say the correct number of “Ha’s.” The player who avoids laughing throughout the game wins.

Get in Motion

Ask group members to stand. Ask them to shake their right arm, then their left arm, then their right leg, and then their left leg. Now, tell participants that you will count to ten while they shake each limb. They will shake their right arm ten times, then their left arm ten times, followed by their right leg ten times, and their left leg ten times—you can count out loud for each limb. As soon as participants have shaken each limb ten times, they go through the cycle again, but only count to nine. Proceed, counting to eight, then seven, then six, then five, and so on, until participants only shake each limb once. To make it more exciting, you can count faster and faster as you go.

The Stomp

Ask everyone to stand in a circle. Teach them a three-count stomp pattern and do it together (for example, stomp-stomp-clap, stomp-stomp-clap). Then, teach them a four-count pattern (for example, stomp-stomp-stomp-clap, stomp-stomp-stomp-clap). Divide the participants into two groups. Have one group do the first pattern and the second group do the second pattern. If there is more time, you can have individuals create their own patterns for the group to imitate.

The Spaghetti

Have the group stand and form a tight circle, with everyone sticking their hands in the center. Instruct everyone to use one hand to grab the hand of another person. Then, using the other hand, they should each grab the hand of someone different. Tell participants that the object of the game is to get untangled without letting go; by climbing, crawling, and wriggling around, participants can create one large open circle or, sometimes, two unconnected ones. If they are totally stuck, you can tell them they can choose to undo one link and then reconnect once that person has turned around, seeing if that works. (Note: This energizer is fun and creates a nice physical bond between participants. It also subtly communicates ideas of working together to accomplish a task.)

The Shrinking Iceberg

Put a blanket or several sheets of newspaper on the floor. Ask the group to stand on it. Then, explain that this area is an iceberg that is melting away, reducing in size by half every month. Their objective is to see how long they can all stay on it. At periodic intervals, ask the group to get off the area and fold the blanket in half or remove half the paper. Repeat, each time reducing the area by half, and see how they can find ways to support each other to allow everyone to stay on the iceberg.

ANNEX B: PLANNING, MONITORING, AND EVALUATION TOOLS

ANNEX B.I: SAMPLE ACTION PLAN TEMPLATE

MEN'S ENGAGEMENT ACTION PLAN	ENGENDERING INDUSTRIES
Company name:	Men's engagement contact point:
Overall men's engagement goal or vision <i>(Please be as specific as possible)</i>	
Men's engagement program outcomes (four) <i>(Please use a Specific, Measurable, Achievable, Relevant, and Time-bound [SMART] approach for outcomes.)</i>	

ORGANIZATIONAL/WORKFORCE DATA				
Staff Composition <i>(Please use either total numbers or percentages, but the same logic for all.)</i>				
Women Overall %	Women on the Board %	Women Executive Managers %	Women Middle Managers %	Women in Technical Areas %
Men Overall %	Men on the Board %	Men Executive Managers %	Men Middle Managers %	Men in Technical Areas %

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis <i>(Please mention the three most important topics for each quadrant of the SWOT analysis.)</i>	
Strengths	Weaknesses
Opportunities	Threats

Pre-Training Assessment Results – Training of Trainers (ToT) Participants
Post-Training Assessment Results - ToT Participants

MEN'S ENGAGEMENT PRIORITIES AND ACTION PLAN

Intervention Areas by the Company	INTERVENTIONS / ACTIONS What do we want to achieve?	GOALS and TARGET GROUPS What is our target?	RESPONSIBILITIES Who will drive the process?	TIMELINES When will this be achieved?	BUDGET Do we need a budget?
Training Sessions and Workshops					
Communication Campaigns					
Soft Engagement - social, educational events					
Evaluation Surveys – knowledge, skills, abilities, attitudes					
Policy and Strategic Framework					
Internal Resourcing and Knowledge Sharing					

CAPACITY BUILDING

Continued Support Needed	DESCRIPTION OF ACTIVITIES	TIMELINES	RESPONSIBILITIES
Virtual Technical Support Sessions	Monthly sessions conducted to provide the technical support needed to implement action plans effectively.	Once a month after the ToT - Basic	
Virtual Refresher Sessions	Quarterly sessions conducted to address skill/knowledge gaps identified during the training rollout.	Every three months after the ToT or on an as-needed basis	
In-person ToT - Advanced	ToT session conducted to equip facilitators with advanced knowledge and skills.	One year after the ToT-Basic and 12 months of implementation of the action plan	

ANNEX B.2: TOOL FOR MONITORING FACILITATORS' PERFORMANCE

Name(s) of Facilitator(s): _____

Name of the Training Session or Activity being Monitored: _____

Date and Location of Activity: _____

1. THEMATIC CONTENT OF THE ACTIVITY

- a. Your assessment of the facilitator(s)' command of the thematic content (Excellent, Good, Average, Lacking)
- b. Which topics did you think the facilitator(s) felt most comfortable with? Why was that?
- c. Which topics did you think the facilitator(s) had problems with? Why was that?

2. METHODOLOGY (participatory, experiential learning, gender transformative)

- a. Your assessment of the facilitator(s)' ability to apply participatory, gender-transformative methodologies (Excellent, Good, Average, Lacking).
- b. In relation to applying the methodology, what did the facilitator(s) do well?
- c. With which aspects of the methodology did the facilitator(s) have difficulties? Why was that?

3. PARTICIPATION

- a. Your assessment of the facilitator(s)' ability to promote active, qualitative participation (Excellent, Good, Average, Lacking).
- b. What did the facilitator(s) do to promote the "active participation" of the participants in the activity? How do you rate their level/quality of participation?
- c. What more could the facilitator(s) have done to improve the quality of participation?
- d. How did the facilitator(s) deal with dominant or disruptive participants?
- e. How did the facilitator(s) deal with reserved or shy participants?

4. FACILITATION

- a. Your assessment of the facilitator(s)' facilitation skills (Excellent, Good, Average, Lacking).
- b. How would you describe the facilitator(s)'s relationship with the participants during the workshop?
- c. What facilitation skills did the facilitator(s) use during the workshop? How well did the facilitator(s) use them?
- d. What other facilitation skills and techniques could the facilitator(s) have used?

5. LEARNING ENVIRONMENT

- a. Your assessment of the facilitator(s)' ability to create/maintain a safe learning environment (Excellent, Good, Average, Lacking).
- b. What did the facilitator(s) do to contribute to a safe, positive learning environment?
- c. What else could the facilitator(s) have done to create a safe, positive learning environment?

6. PLANNING/PREPARATION

- a. Your assessment of the facilitator(s)' planning/preparation of the activity.
- b. How well do you think the facilitator(s) planned the activity?
- c. What else could the facilitator(s) have done during the planning/preparation stage?

7. RECOMMENDATIONS TO IMPROVE FUTURE ACTIVITIES:

1. _____
2. _____
3. _____

ANNEX B.3: PRE-/POST-ASSESSMENT TOOL TO MEASURE INCREASES IN PARTICIPANTS' KNOWLEDGE, SKILLS AND ABILITIES

Purpose of Survey: To assess increases in levels of understanding and assimilation of topics and skills discussed in the men's engagement training manual.

General information about the participants

- Anonymous: enables participants to answer candidly
- Age: 18-24; 25-34; 35-44; 45-54; 55 or older
- Gender: Woman; Man; Other; Prefer not to say
- How many people do you manage? 0; 1-3; 4-5; more than 6

For your pre- and post-test survey, choose the items from the left-hand column in the table below that correspond to the activities that you will be implementing in the training session. The table begins with Unit 2, as Unit 1 is mainly an introductory unit.

A simple way to use this tool is to create a Google Form (or similar digital data collection survey) for the pretest survey and provide the participants with the link before the training session for them to register their responses. For the post-test survey, make a copy of the pretest survey to create a separate Google Form and provide the participants with the link when the training session is finished. Alternatively, you can print out the questions for participants to respond to manually and tally the pre- and post-results later in Excel.

Note: If USAID's Engendering Industries program is funding your training, there are certain questions required for reporting, which are listed at the bottom of the pre/post assessment below.

INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.							
Unit 1: Introductions							
Pre- and post-test items	Knowledge, Skill, or Ability (KSA)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know/ Unsure
Unit 2: Gender Basics							
Activity 2.1-1: I understand the difference between sex and gender.	K						
Activity 2.1-2: I understand how gender roles and expectations can affect relationships and interactions with partners and family and in the workplace.	K						
Activity 2.2: I can confidently explain gender-related concepts (gender, sex, gender equality, gender equity) to a colleague.	S						
Activity 2.3: I am able to explain how values, attitudes, and beliefs affect how we behave and our expectations of men and women.	S						
Activity 2.4: I have developed an understanding of how gender and other social norms impact access to opportunities, rights, and resources, including in the workplace.	A						

INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.							
Pre- and post-test items	Knowledge, Skill, or Ability (KSA)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know/ Unsure
Unit 3: Gender Socialization, roles, norms							
Activity 3.1: Social institutions play a key role in teaching patriarchal gender roles.	K						
Activity 3.2: I can explain the expectations related to being a man in society and how they limit those who do not comply.	S						
Activity 3.3: I believe that a person can have any combination of personal characteristics, regardless of their sex or gender.	A						
Activity 3.4: I can reflect on influences from an upbringing on gender norms and make positive choices to replace inequitable attitudes and behavior with equitable ones.	S						
Activity 3.5: I understand how culture, tradition, and religion impact gender equality in the workplace.	K						
Unit 4: The gendered division of work							
Activity 4.1: I understand how gender roles influence the distribution of care work within the household and workplace.	K						
Activity 4.2: I understand how the gender norms and roles can lead to unequal access to opportunities and rights for women and men in the workplace.	K						
Unit 5: Power							
Activity 5.1: I understand what power is and the different types of power that exist.	K						
Activity 5.2: I understand how gender and other social identities influence how much power people have over others in society and the workplace.	K						
Activity 5.3: I can identify different groups that have different types of power and how they exercise this power in the workplace.	S						
Activity 5.4: I am able to reflect on my own experiences of power, powerlessness, and discrimination.	A						

INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.							
Pre- and post-test items	Knowledge, Skill, or Ability (KSA)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know/ Unsure
Unit 5: Power							
Activity 5.5: I can discuss the implications of diverse social identities and privilege on day-to-day experiences, including in the workplace.	S						
Activity 5.6: I can identify dynamics of power within relationships, including in workplace relationships.	S						
Unit 6: Gender-Based Violence (GBV)							
Activity 6.1: I understand the concept of GBV and how it differs from violence in general.	K						
Activity 6.1: I understand how harmful masculinities contribute to GBV.	K						
Activity 6.2: I understand the effects of GBV on individuals, couples, and other relationships.	K						
Unit 7: Sexual exploitation, abuse, and harassment (SEAH)							
Activity 7.1: I understand the differences between sexual exploitation, sexual abuse, and sexual harassment.	K						
Activity 7.2: I understand the tactics and strategies that those who sexually harass others use in the workplace and the tactics that those who are sexually harassed use to respond and protect themselves.	K						
Activity 7.3: I have the skills to determine if sexual harassment has taken place in the workplace.	S						
Activity 7.4: I understand the human and economic costs of sexual harassment in the workplace.	K						
Activity 7.5: It is important for my workplace to take sexual harassment seriously and address using a survivor-centered approach.	A						

INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.							
Pre- and post-test items	Knowledge, Skill, or Ability (KSA)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know/ Unsure
Unit 8: Allyship for healthy and productive workplaces							
Activity 8.1: I understand the concept of allyship in the workplace.	K						
Activity 8.2: I can identify the challenges to creating a safe work environment and how to overcome them.	S						
Activity 8.3: It is important that I put my values into practice in my workplace.	A						
Activity 8.4: I have an important role to play as an ally for gender equality in my workplace.	A						
Activity 8.5: I can confidently use safe and effective strategies to prevent and interrupt sexist behaviors, harassment, bullying, and violence in workplace settings.	S						
Activity 8.6: I am knowledgeable about actions men can take to be allies to women.	K						
Unit 9: Interpersonal communication skills							
Activity 9.1: I understand what healthy communication is and why it is important in the workplace/	S						
Activity 9.1: I understand the difference between healthy and unhealthy conflict.	K						
Activity 9.2: I am able to listen effectively to my colleagues in the workplace.	S						
Activity 9.3: I understand the four phrases that I can use to help resolve conflict.	K						
Activity 9.4: I am able to use strategies to diffuse anger in the workplace.	S						
Unit 10: Changes, commitments							
Activity 10.1: I believe it is important to make changes in my life and work environments to support greater gender equality.	A						

INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.							
Pre- and post-test items	Knowledge, Skill, or Ability (KSA)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know/ Unsure
Unit 10: Changes, commitments							
Activity 10.2: I can develop a plan of action for engaging men for gender equality within my workplace.	S						
USAID required questions							
As a result of my participation in the training of trainers “Engaging men as allies in building healthy and equitable work environments,” I have the improved skills needed to practically apply the content from the course to influence or implement gender equity interventions at my workplace (only to be asked during the post-assessment).	A						
Women should have equal rights with men and receive the same treatment as men do.	K						
When jobs are scarce, men should have more rights to a job than women.	K						
On the whole, men make better political leaders than women and should be elected rather than women.	K						

ANNEX B.4: PRE-/POST-ASSESSMENT TOOL TO MEASURE SHIFTS IN ATTITUDES

Purpose of Survey: To assess shifts in participants' attitudes that reflect a move toward ideas, opinions, and beliefs that are gender-equitable.

General information about the participants (and disaggregation categories)

- Anonymous: enables participants to answer candidly
- Age: 18-24; 25-34; 35-44; 45-54; 55 or older
- Gender: Woman; Man; Other; Prefer not to say
- How many people do you manage? 0; 1-3; 4-5; more than 6

For your pre- and post-test survey, choose the statements from the left-hand column that correspond to the units from which you will draw activities when implementing the training process included in your action plan.

A simple way to use this tool is to create a Google Form for the pretest survey and provide the participants with the link before the first training session for them to register their responses. For the post-test survey, make a copy of the pretest survey to create a separate Google form and provide the participants with the link when the final training session is finished. Alternatively, you can print out the questions for participants to respond to manually and tally the pre- and post-results later in Excel.

Gender-Related Attitude Statements	Linked to Units	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know/ Unsure
1. A person's gender is determined biologically by their genes.	2,3,4						
2. Some jobs are best done by men because of their physical makeup.	2,3,4						
3. A man should have the final word about decisions in the home.	3,4,5						
4. It's in men's nature to be courageous and fearless.	3,4,5						
5. It's a biological fact that men are more intelligent than women.	2,3						
6. Women who do not want to have children go against nature.	2,3						
7. Men are naturally better at making decisions than women	2,3						
8. Men are born to be leaders.	2,3,4						
9. Violence is part of men's genetic makeup.	3,5,6						
10. Aggression is part of men's genetic makeup.	2,5,6						
11. If someone insults me, I will defend my reputation with force if I must.	5,6						
12. If my partner hit me, I would talk to someone about it.	5,6						
13. Sometimes a man uses violence against his wife/partner because he loves her.	3,5,6						

Gender-Related Attitude Statements	Linked to Units	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know/ Unsure
14. I support the idea in my religion/ culture that only men should be the head of their household.	2,3						
15. Men make better political leaders than women.	3,4,5,8,9						
16. Women are weak leaders because they are influenced by their feelings and emotions.	3,4,5,8,9						
17. In the workplace, someone who tells sexualized jokes should be disciplined.	7,8,9						
18. Women's primary responsibility should be caring for their families before their job.	2,3,4						
19. A woman's most important role is to take care of her home and family.	2,3,4						
20. A woman should tolerate violence to keep her family together.	3,5,6						

ANNEX B.5: TOOL FOR PARTICIPANTS' APPRAISAL OF TRAINING CONTENT DELIVERY AND FACILITATION

General information about the participants (and disaggregation categories)

- Anonymous: enables participants to answer candidly
- Age: 18-24; 25-34; 35-44; 45-54; 55 or older (optional)
- Gender: Woman; Man; Other; Prefer not to say (optional)

A simple way to use this tool is to create a Google Form and provide the participants with the link each time you want them to carry out an appraisal of training content delivery and facilitation. Alternatively, you can print out the questions for participants to respond manually and tally the results later.

Key questions you can use to garner participants' appraisal of the content delivery and facilitation are included below.

QUESTIONS	RATINGS				
	1	2	3	4	5
The objectives of the program at the beginning of today's session were clear.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Please rate the facilitators' engagement in their communication of the topics.	Not engaged at all	Somewhat disengaged	Neither engaged nor disengaged	Somewhat engaged	Extremely engaged
Please rate the facilitators' clarity in their communication of the topics.	Not clear at all	Somewhat unclear	Neither clear nor unclear	Somewhat clear	Extremely clear
I received the answers and support I needed to understand the material.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel confident in training others on the material covered in the session today.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

ANNEX B.6: TOOL FOR PARTICIPANTS' EVALUATION OF TRAININGS RECEIVED

1. OVERALL SATISFACTION

- Overall, how satisfied are you with the training sessions? Explain your answer.
- Which of the units or activities did you LIKE MOST and why? (*Prompt names of units if necessary.*)
- Which of the units or activities did you LIKE LEAST and why? (*Prompt names of units if necessary.*)

2. FACILITATION

- How satisfied are you with the way the facilitator runs the trainings (facilitation)? Explain your answer.
- What have you LIKED MOST about how the facilitator runs/facilitates the units? Why?
- What have LIKED LEAST about how the facilitator runs/facilitates the units? Why?

3. PARTICIPATION

- How satisfied are you with how the group participates in the trainings? Explain your answer.
- What have you LIKED MOST about how the group participates in the trainings? Why?
- What have LIKED LEAST about how the group participates in the trainings? Why?

4. LEARNINGS/NEW KNOWLEDGE

- How satisfied are you with what you are learning in the trainings (new knowledge)? Explain your answer.
- How relevant to your **life** is the new knowledge you have acquired in the trainings? Explain your answer.
- How relevant to your **family life** is the new knowledge you have acquired in the trainings? Explain your answer.
- How relevant to your **role at work** is the new knowledge you have acquired in the trainings? Explain your answer.
- How likely are you to apply what you learned in your professional life? Personal life?

5. CHANGES EXPERIENCED AND ANTICIPATED

- Name three **new** things that you have learned during the trainings received.
- Name **three changes** you have experienced in the way you think or behave since the trainings started.
- What are the biggest changes you anticipate making in your professional life as a result of the training received?
- Other comments/reflections.

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