

# Guide to Support the Implementation of the Global Women's Safety Framework





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**ENDING VIOLENCE AGAINST WOMEN SECTION**  
**UN WOMEN,**  
**With support of Unilever**  
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# ACRONYMS AND ABBREVIATIONS

|              |   |
|--------------|---|
| <b>CEO</b>   | Chief Executive Officer                               |
| <b>CIW</b>   | Coalition of Immokalee Workers                        |
| <b>CREAW</b> | Center for Rights Education & Awareness               |
| <b>EHPEA</b> | Ethiopian Horticulture Producer Exporters Association |
| <b>FFP</b>   | Fair Food Program                                     |
| <b>FFSC</b>  | Fair Foods Standards Council                          |
| <b>FSI</b>   | Floriculture Sustainability Initiative                |
| <b>GVRC</b>  | Gender Violence Recovery Center                       |
| <b>GWSF</b>  | Global Women's Safety Framework                       |
| <b>IC</b>    | Internal committee                                    |
| <b>IDH</b>   | Sustainable Trade Initiative                          |
| <b>ILO</b>   | International Labour Organization                     |
| <b>KPI</b>   | Key performance indicator                             |
| <b>NGO</b>   | Non-governmental organization                         |
| <b>PE</b>    | Peer educator   |
| <b>ToT</b>   | Training of Trainers                                  |
| <b>WASH</b>  | Water, sanitation, and hygiene                        |

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# 1. INTRODUCTION



# 1.1 ABOUT THE GUIDE TO SUPPORT IMPLEMENTATION OF THE GLOBAL WOMEN'S SAFETY FRAMEWORK

In December 2018, UN Women in collaboration with Unilever, a range of producers in the tea sector, and working in partnerships with government authorities, tea companies, associations, and women, youth, and community groups in rural spaces launched a Global Women's Safety Framework in Rural Spaces: Informed by Experience in the Tea Sector (GWSF).<sup>1</sup>

The GWSF aims to ensure that “all women and girls are socially, economically, and politically empowered in rural spaces that are free from sexual harassment and other forms of violence.”

To achieve this goal, a comprehensive approach to prevent and respond to sexual harassment and other forms of violence against women and girls in

workplaces and public spaces is needed, including in four main areas of action.

The GWSF includes a section for producers with guidance on how to implement the first action area: locally owned women's safety solutions identified (See [GWSF](#) section three). It outlines various steps that producers can take to diagnose the issues, establish partnerships, and design initiatives/ programs. The GWSF also provides links to practical tools to help producers get started on their journey.

This Guide aims to provide further support to producers on how to practically implement the other three areas of the GWSF. For a detailed description of the four areas of action, see pages 18 to 20 of the GWSF.

## WHO IS THIS GUIDE FOR?

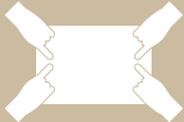
This guide is written for producers in the tea sector, and can be adapted by other agricultural businesses in rural settings, and in large, medium and small size operations. Tips for out-growers are also included throughout the guide. Estate managers, welfare officers, investigation officers, single proprietors/ smallholder farmers, human resources,

health and school staff, women and youth groups can draw on the guide for ideas and inspiration. Information provided throughout the guide aims to assist producers to strengthen and accelerate action on women's safety and the development of value-added partnerships with those working on similar issues in agricultural value chains.

<sup>1</sup> The GWSF is available at: <http://www.unwomen.org/en/digital-library/publications/2018/12/global-womens-safety-framework-in-rural-spaces-informed-by-experience-in-the-tea-sector>

## 1.2 WHAT DOES THIS GUIDE COVER?

This guide includes information to support producers on how to achieve GWSF outcomes. It outlines key steps and provides tips on how to implement and track change for each output. Promising practices are also included to illustrate action.

|                                    |  |  |   |  |
|------------------------------------|--|--|---|--|
|                                    |   |   |   |   |
| <b>GWSF Outcome Areas</b>          | <b>Locally Owned Women's Safety Solutions Identified</b>   | <b>Laws and Policies in Place and Implemented</b>  | <b>Safety and Economic Viability of Spaces</b>  | <b>Social Norms, Attitudes and Behaviour that Promote Women's and Girls' Rights in Rural Spaces</b>  |
| <b>What can you do?</b>            | <b>Engage and Diagnose</b>   | <b>Build capacities and develop, communicate, and implement policy</b>   | <b>Ensure gender inclusive infrastructure/economic development with women</b>   | <b>Promote positive social and gender norms</b>  |
| <b>How can you implement this?</b> | 1.1. Action area not covered in this Guide. Please see page 48 of the GWSF where key steps and tools are provided to support implementation. | 2.1 Identify training needs and build capacity among managers and workers on sexual harassment and other forms of violence against women and girls<br><b>(GWSF Output 2.1)</b><br>2.2 Develop and implement and effective policy to prevent and respond to sexual harassment and other forms of violence against women<br><b>(GWSF Output 2.2)</b> | 3.1 Support training of managers and other personnel on how to conduct and implement gender planning<br><b>(GWSF Output 3.1)</b><br>3.2 Support women's participation in planning (women's economic empowerment, sanitation, infrastructure, etc.) with a gender approach<br><b>(GWSF Output 3.2)</b> | 4.1 Understand and Support Social and Gender Norms that Promote Respect and Equality<br><b>(GWSF Output 4.1)</b><br>4.2 Support Initiatives/ Programmes that encourage positive gender norms<br><b>(GWSF Output 4.2)</b> |

## HOW TO USE THIS GUIDE?

Each section of the guide will cover the following:

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| <b>Why is this important?</b>   | <b>What can I do?</b>   | <b>Where do I start?</b>  | <b>How do I implement this?</b>   | <b>How do I track progress and measure impact?</b>                                    | <b>Practical tools and resources</b>  |

## 1.3 WHERE CAN I START?

If you have already begun or not yet taken action to prevent and address sexual harassment and other forms of violence against women, the steps outlined on page

48 of the [GWSF](#) will help you to design your initiative, or to plan for how you will strengthen your efforts in the other three action areas covered in this guide.

### Diagnose

Conduct a scoping study on VAWG if you have not already done so. If you have, the partner organization may help you identify whether a more in-depth study is needed. This should help you with prioritizing and deciding what, who, where, and with whom to focus your efforts on women and girls' safety.

### Plan/Design

Share the findings with partners and support/host a design workshop to develop or refine a local plan/programme together, and identify clear roles and responsibilities of partners.

### Engage

Identify an experienced and trusted local partner organization/agency to raise awareness of employees on the topic and/or support a review of the existing initiatives you have been running to assess their effectiveness.

### Establish

Identify new and/or build on existing partnerships with other producers, government authorities, NGO partners, or United Nations agencies to support the implementation of strategies and programmes that prevent and address sexual harassment and other forms of violence.

It is important to note that the three action areas covered in this guidance are not necessarily meant to be implemented chronologically. Activities undertaken in the first action area (e.g. local assessment, design process etc.) will greatly assist you and your partners to identify where and when to focus in

the other three areas covered in the guidance.

See Annex 3 in the [GWSF](#) for examples of partners that have expertise in VAWG, gender, and other issues relating to women and girls in the tea sector and other agricultural value chains.

## 1.4 HOW CAN I ADDRESS CHALLENGES?

When taking practical steps to prevent and address sexual harassment and other forms of violence against women and girls, it is important to overcome challenges that may hinder effective implementation.

| Potential challenges<br>What questions may I have?  | How can I move forward?   |
|---|---|
| <p><b>Lack of leadership on the issue within the business</b><br/><i>How can I ensure that sexual harassment and other forms of violence against women and girls are taken seriously by my management team?</i></p> | <p>The commitment to address sexual harassment and other forms of violence against women and girls in workplace settings should be driven by top management. There should be a senior leader responsible for this, and he/she should identify a core team amongst your management to oversee initiatives. Clarify who is accountable for each initiative that you implement. It is important to allocate time to discuss this issue in depth, and then to include it in monthly management meetings, so that updates are discussed, and challenges are addressed in a timely manner.</p>  |
| <p><b>Gaining commitment to work on this issue</b><br/><i>The business case is not understood. How do I convince my management team to take action?</i></p>   | <p>Convincing your management team about the need to prevent and respond to sexual harassment and other forms of violence against women and girls in work settings can be challenging. Not only is this the right thing to do [See Human Rights Case of GWSF, pg. 13] there are also direct and indirect costs to businesses. You can calculate rough estimates, by taking into account:</p> <p><i>Direct costs:</i> (i) loss of staff time: absenteeism, productivity loss, providing assistance to others; (ii) costs of service provision: counseling, HR services, medical services; (iii) support to access external services: shelters, legal services, medical services; (iv) litigation and reputation costs related to lawsuits filed following incidents of gender-based violence in the workplace.</p> <p><i>Indirect costs:</i> (i) additional hours for managers and staff handling absenteeism: substitution, reorganizing workplans; (ii) costs of staff turnover: HR costs to advertise, recruit, and train new hires.*</p> |
| <p><b>Engaging men on women's safety</b><br/><i>How do I get men workers and managers to care about these issues?</i></p>   | <p>The first step to engaging men in addressing sexual harassment and other forms of violence against women is for them to recognize that this is a universal issue which occurs in many spaces, including in work settings. Make it clear that it is a policy and requirement of the job that they understand the issue, and explain how by addressing it, they will do their jobs better. It is also important for men to model masculinity that is caring, respectful and cooperative. In training situations, role plays are a good way to raise awareness on what it means to be a mother, a sister, a wife, or a daughter who is the subject of sexual harassment or other forms of violence against women, in order to to develop empathy.</p>   |
| <p><b>Lack of resources</b><br/><i>How can I work on this issue when I have few resources to support action?</i></p>  | <p>Taking steps to prevent and respond to sexual harassment and other forms of violence against women and girls in the workplace will require resources. There are some steps which can be in taken immediately (e.g. name the problem and make clear what sexual harassment is, and that it will not be tolerated, inform workers about the policy, and ensure compliance with legislation in the workplace that addresses violence). It will be important to first look at some action you may have taken with partners to see how it can be further strengthened, or to identify community prevention initiatives to partner with. Second, speak with your global customers about resources and programmes that they could help you access, and consider partnering with peers, government, and local organizations to benefit from shared resources to support action.</p>  |
| <p><b>Community norms and beliefs</b><br/><i>What do I do when the surrounding community undermines the activities we are putting in place?</i></p>   | <p>Have senior leadership from your organization engage community leaders and groups to ensure that the progressive practices you are implementing within your operations are not undermined by surrounding community norms. Invite them to witness the benefits of your initiatives and to support any of your workers who are willing to spread the good word within the community through their personal participation in relevant groups.</p>   |

\*ODI (2015). Gender violence in Papua New Guinea: The cost to business. Available at: <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9886.pdf>

# 2. HOW TO ACTION? LAWS AND POLICIES IN PLACE AND IMPLEMENTED



## Build capacities and develop, communicate, and implement policy

1

**Identify training needs and build capacity among managers and workers on sexual harassment and other forms of violence against women and girls**

2

**Design, implement and communicate a policy to prevent and respond to sexual harassment**



### Why is this important?

Workplaces without harassment and other forms of violence against women, workers are healthier, and more harmonious<sup>2</sup>.

They also perform better as a result of lower absenteeism rates, decreased turnover, and higher economic output and productivity.

Developing and implementing a policy based on good practice can help to end sexual harassment and other forms of violence against women and girls.



### What can I do?

The starting point for preventing and addressing sexual harassment and other forms of violence against women and girls is to create an enabling environment through awareness raising and increase knowledge on the issue, adequate policies in place and mechanisms to reinforce them. Ensuring employees understand their rights, what constitutes sexual harassment and other forms of violence, and what channels exist to report and seek support in case of an incident is essential to address sexual harassment and other forms of gender-based violence.



### Where do I start?

Quick Check-In for Producers

This will help you decide where to start in this area, and direct you to the relevant recommendations, activities, and resources.

<sup>2</sup> UN Women & ILO (2019). Handbook – Addressing violence and harassment in the world of work.

## Action Area 2

|   |  |                                      |
|---|--|--------------------------------------|
| <p><b>2.1</b><br/>Identify training needs and build capacity among managers and workers on sexual harassment and other forms of violence against women and girls</p> <p><b>[Corresponds to GWSF Output 2.1]</b></p> | Are women and men workers aware of the laws and workplace policies to prevent and address sexual harassment and other forms of violence against women?   | If “no”, see pg. 13 of this guide    |
|   | Are men and women workers aware of behaviors and practices at the workplace that are considered sexual harassment?   | If “no”, see pg. 14 of this guide    |
|   | Have you trained supervisors on how to identify, prevent, and address sexual harassment in the workplace?  | If “no”, see pg. 15 of this guide    |
|   | Have you provided workers with training and information on their legal rights and on the workplace policies and mechanisms that are available for them to report cases of sexual harassment and other forms of violence against women? | If “no”, see pg. 16-18 of this guide |
| <p><b>2.2</b><br/>Develop and implement and effective policy to prevent and respond to sexual harassment and other forms of violence against women</p> <p><b>[Corresponds to GWSF Output 2.2]</b></p>               | Do you have a policy in place to prevent and address sexual harassment and other forms of violence against women and girls in your operations?   | If “no”, see pg. 21 of this guide    |
|   | Do you have grievance mechanisms in place so that workers can report cases of sexual harassment or other forms of violence?  | If “no”, see pg. 25 of this guide    |
|   | Do you have multiple channels available for people to report cases of sexual harassment or other forms of violence?  | If “no”, see pg. 25 of this guide    |
|   | Are your referring survivors of violence to essential community services such as healthcare, psychological support, legal aid etc.?  | If “no”, see pg. 27 of this guide    |

# 2.1 IDENTIFY TRAINING NEEDS AND BUILD CAPACITY AMONG MANAGERS AND WORKERS TO PREVENT AND RESPOND TO SEXUAL HARASSMENT AND OTHER FORMS OF VIOLENCE AGAINST WOMEN AND GIRLS

**(Corresponds to Output 2.1 of the GWSF: Capacity and Engagement of Partners on Legislation and Policy on Sexual Harassment and Other Forms of VAWG Enhanced)**

## How do I implement this?



Below are the key activities and steps that you can take to enhance the knowledge and skills of your employees and workforce, from senior management to workers and contractors, on preventing and addressing sexual harassment and violence against women.

| Activity                                  | Key Steps  | Page # in Guide |
|---|--|-----------------|
| 1. Identify who needs training.           | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Assign the right person to assess the training needs, and ensure the assessment includes men and women, and all employment levels, social statuses, ethnicities, and disabilities.</li> <li><b>STEP 2:</b> Select the methodology or tool that is adapted to your context.</li> </ul>  | pg. 14          |
| 2. Develop the training plan and content. | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Identify who will help you develop and conduct the training.</li> <li><b>STEP 2:</b> Develop the content for the training sessions.</li> <li><b>STEP 3:</b> Use a training method and frequency that works for you and is effective.</li> </ul>  | pg. 15          |
| 3. Conduct and evaluate the training.     | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Identify a safe location where you can guarantee privacy and confidentiality to conduct the training sessions.</li> <li><b>STEP 2:</b> Set the training sessions for a time that accommodates employees' availability and preferences.</li> <li><b>STEP 3:</b> Engage both female and male employees, managers, and supervisors in the training sessions.</li> <li><b>STEP 4:</b> Collect post-training feedback and use it to enhance future training.</li> </ul> | pg. 18          |

As a producer, you should increase your employees' awareness so that:

- Everyone (workers, smallholder farmers, and supervisors) has a common understanding of what sexual harassment is and how to recognize it.
- Everyone knows their rights, the relevant laws, and workplace policies that exist, and that they can use it, if needed.
- Supervisors know how to communicate effectively with workers by avoiding aggressive or violent tones, mitigating

conflict, and providing constructive feedback.

- All employees know which channels to use to report incidents of sexual harassment and other forms of violence against women.

### ACTIVITY 1: Identify Who Needs Training

Assessing training needs will help you identify the gaps in knowledge and skills that your team and employees have on women's safety, and prevention and response to sexual harassment and other forms of violence against women. The results will provide important information

on how much employees know and understand and how it impacts their behaviors. It is important to include a focus on:

- Key concepts: gender equality, sexual harassment, violence against women (See GWSF glossary of terms and definitions in the GWSF).
- Policies to prevent sexual harassment and equal opportunity policies.
- Procedures: grievance mechanisms and how women's safety is considered in procurement or recruitment processes.

#### Why is training on ending harassment and other forms of violence against women important?

- Improves understanding about gender inequalities, linkages with sexual harassment, and its likelihood to occur.
- Fosters a common understanding of what constitutes sexual harassment and other forms of violence against women in workplaces.
- Provides information on what policies, procedures, and support are available for staff.
- Helps to initiate culture change in the workplace.

**STEP 1: Assign the right person to assess the training needs, and ensure the assessment includes men and women, and all employment levels, social statuses, ethnicities, and disabilities**

- Partner with an independent local women's rights organization or gender expert—who will apply appropriate ethical standards—to conduct the training assessment.

#### Tips for Smallholders

- Identify and pool resources with other smallholders and/or a smallholder association to jointly undertake a capacity assessment. Develop and conduct joint training sessions on sexual harassment and other forms of violence against women.
- Exchange challenges and questions with other smallholders or cooperatives that have a good understanding of the issue and that have taken steps to prevent and address it. Learn from their successes and failures.

## STEP 2: Select the methodology or tool that is adapted to your context

- Commonly used tools include: questionnaires, individual interviews, and FGDs (all women, all men, or mixed). Most assessments employ more than one approach, since people may feel more or less comfortable

with different methods. Also, the information shared through a questionnaire will likely be different and pick up on different issues than an FGD or one-to-one interview.

- Protect the anonymity and confidentiality of all participants regardless of the methodology selected.

### Targeted Training Can Be Embedded in Your Training Curriculum

**Bystander training:** Training individuals on how to safely intervene in cases where they may observe sexual harassment and other forms of violence against women is important. This training can enable staff to be able to identify inappropriate behavior and attitudes at work that contribute to a culture of gender inequality and discrimination.

**Training on unconscious and implicit bias:** This approach unpacks how unconscious bias influences decisions about recruitment, career advancement, and harmful attitudes about women and men, which result in negative behaviors.

**Civility training:** A positive form of training based on prevention that can help reduce bullying or conflict, while promoting respect in the workplace. Training activities have a strong focus on interpersonal skills, communication and negotiation, conflict resolution, and positive supervisory techniques.

*Source: UN Women & ILO (2019). Handbook – Addressing violence and harassment in the world of work.*

## ACTIVITY 2: Develop the Training Plan and Content

Based on the results of the training needs assessment, and good practice, develop a training plan that is relevant for your context. For example, consider the best times and locations for training, how to organize the training so it minimizes disruptions to workers' days, and how to leverage existing meetings or gatherings to spread knowledge on sexual harassment and other forms of violence against women.

### STEP 1: Identify who will help you develop and conduct the training sessions

- Hire or appoint a focal point in your operation to conduct the training.

Make sure their understanding of and experience in the issue is backed by solid credentials.

- Partner with women's organizations with substantial training experience on sexual harassment and other forms of violence against women. *A list of organizations working on women's safety issues in the tea sector is included in Annex 3 of the [GWSE](#).*

**Note:** Any trainer or partner that interacts with employees, survivors, and/or bystanders should have adequate knowledge on the topic, experience, and training on ethical standards. Trainers cannot be expected to foster change in others unless they have been through a thorough process of training and transformation themselves. This may require substantive initial training that promotes self-reflection, shifts in attitudes, and skills-building.

## All Trainers Should Take A 'Do No Harm Approach'

This approach also ensures that training sessions with women are carried out by women trainers, and it allows employees to take breaks if they feel distressed. Most importantly, at the end of the training, trainers should provide contact information for support services (i.e. NGOs, helplines), if needed.

### STEP 2: Develop the content for the training sessions

The training content should target a diverse group of employees (supervisors, workers, and contractors) and follow a human-rights-based approach. Practically speaking, this means that the content should at a minimum:

- **Define** sexual harassment and other forms of violence against women as a violation of human rights and as a result of power inequality<sup>3</sup>.
- **Highlight** acceptable behaviors and expectations in the workplace.
- **Cover** situations that have the potential to escalate into abuse, escalate into abuse of power, sexual harassment and other forms of violence against women.
- **Inform** how to report sexual harassment through the different grievance channels. Illustrate clear, simple, and accessible procedures centered on the survivor. *For more information on the survivor-centered approach, see the [GWSF](#) (pg. 23).*
- **Employ** a variety of adult learning techniques to optimize the understanding and retention of

information. Consider incorporating lectures; role play; the use of graphics, illustrations, and other visuals; storytelling; and practice teaching to reinforce the training content. Also, consider providing relevant handouts after the training to help participants retain what they learn and to be able to share the information with others.

In addition to the above elements, and depending on the results of the training needs assessment, the training should be complemented by additional focused content such as bystander training for instance (see the Tip Box on the next page).

### STEP 3: Use a training method and frequency that works for you and is effective<sup>4</sup>

- **One-off training or self-paced courses** have shown limited results. Ingrained cultural norms about power and sexual norms cannot be undone in a short/ one-hour, one-off, online session. Training sessions should be conducted in-person, be interactive, prompt critical reflections, challenge adverse social and cultural norms, and tailored for the given audience. Ideally, training on the topic should last several hours and be repeated regularly.

<sup>3</sup> UN Women & ILO (2019). Handbook – Addressing violence and harassment in the world of work.

<sup>4</sup> UN Women & ILO (2019). Handbook Addressing Violence and Harassment Against Women in The Workplace.

## Peer Education Training Tips

### Advantages of peer education training:

- Information can be transmitted more efficiently given that the peer educator (PE) and the learner share backgrounds, vocabulary, and interests.
- PEs can relate to peers and are less likely to be seen as authority figures. The process of peer education is perceived more like receiving advice from a knowledgeable friend who has similar problems and can empathize with your circumstances.
- Peer education can take place in small groups or through individual contact and in a variety of settings—for example, during the workday, during formal events organized by the management, and during informal gatherings such as at lunchtime.
- PEs have the opportunity to develop leadership and communications skills.

### Consider the following when selecting PEs:

- Select 3 to 5% of the total workforce (both women and men).
- Ensure representation from all job functions (except management).
- Ensure diversity (e.g. both married/un-married, different religions, languages, tribes, etc.).
- Been employed for more than 1 year (3 years preferable).

### Consider the personal qualities of your employees when selecting PEs:

- Well-respected amongst peers.
- Good listener.
- Good communicator.
- Interested in the program.
- Literate (if possible).

**Good practice tips:** After PEs are selected, conduct a brief counseling session with them to understand their motivations for being a PE. This can be one-to-one in smaller farms or estates, or as a group discussion at the start of the first training. The goal is to:

- Ensure the PE has volunteered to participate.
- Provide clarity to the PE on what will be expected.
- Motivate them to use informal means to pass on information (not just formal lectures).
- Offer support and encouragement!

*Source: BSR HERproject Guidelines (2019)*

- **Peer-to-peer training:** This training methodology encourages employees themselves to disseminate the information. Motivated employees receive training (from management, if qualified, or from a local NGO if you don't have the appropriate knowledge and internal capacity), and then conduct informal or organized educational activities to share the information with their peers. It places responsibility in the hands of worker peers, which can be an empowering way to change behaviors and culture. This training is effective to disseminate information at scale throughout the workplace in a way that is sustained over time.

### ACTIVITY 3 - Conduct and Evaluate the Training

#### STEP 1: Identify a safe location where you can guarantee privacy and confidentiality to conduct the training sessions

- Training locations should be in a space that is separated from the work area. There should be an option to close doors or close window curtains to protect the privacy and confidentiality of participants.
- Training locations should be well lit either through windows or lighting fixtures. If windows face the workspace or if they look out into a passageway or courtyard where there is a lot of traffic, make sure there is an option to close the curtains.
- Remind participants of the anonymity and confidentiality of information discussed during the training. This reminder should be made at the beginning of each session.

#### STEP 2: Set the training for a time that accommodates employees' availability and preferences

- Unless workers express an alternative preference, training should be conducted during working hours and accommodate unpaid care responsibilities.
- Performance targets should be adjusted to reflect the time spent in training activities. For example, workers on tea plantations are paid by the kilogram picked, which means their income could be adversely affected if they are unable to pick the target amount due to time spent in training activities.
- Work with workers and management to determine the best time for the training. Consider opportunities to use breaks and other planned gatherings, e.g. town hall meetings, assemblies, etc. to conduct formal and informal training sessions.

#### STEP 3: Engage both female and male employees, managers, and supervisors in training activities

- This is critically important for prevention efforts and to identify and address barriers to reporting violence, accessing services, and advocating for rights, as well as other areas that can contribute to the normalization of violence.
- **Group training composition:** Group training can be an effective way to reach several people at once. However, given the sensitivity of the topic, consider if it's more appropriate to conduct the training with all women, all men, and a debriefing session with a mixed group (men and women). Also, consider if

sessions should be conducted within the same worker cohort, e.g. workers may feel uncomfortable to speak up or discuss sensitive issues if managers are in the room.

**STEP 4: Collect post-training feedback and use it to enhance future training**

- Set up a regular process for collecting feedback on and testing knowledge of the sexual harassment policy and training content.
- Immediately following the training, conduct an oral quiz or provide participants with a short questionnaire. Include knowledge-related questions to test their understanding, but also include questions to gather feedback on the format and delivery of the training. Use the results to adjust and enhance future training.
- Consider including information related to the sexual harassment policy and training in regular discussions and meetings between management, management and workers, and worker committees. Provide a space for people to discuss the effectiveness of the policy, grievance mechanism, and referral services, and to provide suggestions for improvements.
- Communicate to all employees that you are open to suggestions to strengthen the plantation’s/farm’s/ cooperative’s approach to preventing and addressing sexual harassment and other forms of violence against women. Provide a focal person to whom people can reach out to with suggestions or provide a suggestion box or alternative channel to collect anonymous feedback.

**Practical tools & resources**



Below are the key activities and steps that you can take to enhance the knowledge and skills of your employees and workforce, from senior management to workers and contractors, on preventing and addressing sexual harassment and other forms of violence against women.

| Activity                                 | Tool or Resource  |
|--|---|
| Development of Training Plan and Content | Ethical Tea Partnership (2015), Social Issues Training Manual on Capacity Building in the Tea Sector on Gender and Social Issues: <a href="http://www.ethicalteapartnership.org/wp-content/uploads/Manual-Social-Issues-Training.pdf">http://www.ethicalteapartnership.org/wp-content/uploads/Manual-Social-Issues-Training.pdf</a>   |
| Development of Training Plan and Content | BSR (2017), Women’s Safety in the Workplace Toolkit Guide: <a href="https://www.bsr.org/en/our-insights/report-view/womens-safety-in-the-workplace-toolkit-guide">https://www.bsr.org/en/our-insights/report-view/womens-safety-in-the-workplace-toolkit-guide</a><br>Workplaces Respond (n/a). Education & Training. Model Agricultural Industry Training. <a href="https://www.workplacesrespond.org/resource-library/model-agricultural-industry-trainings/">https://www.workplacesrespond.org/resource-library/model-agricultural-industry-trainings/</a> |
| Development of Training Plan and Content | UN Women & ILO (2019), Handbook Addressing Violence and Harassment Against Women in the Workplace: <a href="http://www.world-psi.org/sites/default/files/documents/research/work-handbook-web.pdf">http://www.world-psi.org/sites/default/files/documents/research/work-handbook-web.pdf</a>  |

# 2.2 DEVELOP AND IMPLEMENT AND EFFECTIVE POLICY TO PREVENT AND RESPOND TO SEXUAL HARASSMENT AND OTHER FORMS OF VIOLENCE AGAINST WOMEN

(Corresponds to Output 2.2 of the GWSF: Policies Adopted and Implemented to Prevent and Respond to Sexual Harassment and Other Forms of VAW Based on Evidence and Good Practice with Accompanying Financing and Oversight Mechanisms)



## How do I implement this?

Below are the key activities and steps that you can take to design and implement an effective approach to preventing and addressing sexual harassment and other forms of violence against women.

| Activity  | Key Steps   | Page # in Guide |
|---|---|-----------------|
| 1. Develop or update your sexual harassment policy.   | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Issue a zero-tolerance statement regarding sexual harassment and other forms of violence against women.</li> <li><b>STEP 2:</b> Write a specific policy to prohibit, prevent, address, and remediate sexual harassment and other forms of violence against women.</li> </ul>  | pg. 21          |
| 2. Implement the sexual harassment policy through a clear action plan.  | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Define accountability structures (who's responsible) and internal processes for managing, monitoring, and reporting on policy implementation.</li> <li><b>STEP 2:</b> Organize awareness sessions and clearly communicate about the sexual harassment policy.</li> <li><b>STEP 3:</b> Establish a feedback mechanism to continuously refine and strengthen the policy and action plan.</li> </ul> | pg. 22          |
| 3. Develop confidential reporting and grievance/ redress mechanisms for cases on sexual harassment and other forms of violence. | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Set up grievance mechanisms.</li> <li><b>STEP 2:</b> Establish clear procedures that underpin the mechanisms.</li> <li><b>STEP 3:</b> Communicate clearly about the existence of the mechanisms.</li> <li><b>STEP 4:</b> Evaluate the uptake of the mechanisms to monitor their effectiveness.</li> </ul>   | pg. 25          |

| Activity   | Key Steps   | Page # in Guide |
|--|---|-----------------|
| <p>4. Establish referral pathways or support and connect to existing referral pathways to relevant community services.</p> | <ul style="list-style-type: none"> <li>• <b>STEP 1:</b> Conduct a mapping of relevant community services.</li> <li>• <b>STEP 2:</b> Develop an internal process to identify the most relevant support and services for employees, or link to existing referral pathways.</li> <li>• <b>STEP 3:</b> Promote available services to encourage their uptake.</li> <li>• <b>STEP 4:</b> Evaluate the quality and uptake of the referral services; adjust partnerships or service providers accordingly.</li> </ul> | <p>pg. 27</p>   |

## ACTIVITY 1 - Develop or Update Your Sexual Harassment Policy

### STEP 1: Issue a zero-tolerance statement regarding violence and harassment against women<sup>5</sup>

Leaders and senior managers can demonstrate their commitment by issuing a zero-tolerance statement regarding sexual harassment and other forms of violence against women<sup>6</sup>. High-level commitments should be made at the plantation or cooperative level.

### STEP 2: Write a specific policy to prohibit, prevent, address, and remediate sexual harassment and other forms of violence against women

If you don't already have a policy, the first step is to create one. See the [ILO Sexual Harassment Policy](#) as an example. If one already exists, conduct a review based on the following recommendations:

- **Intent:** Clearly state that sexual harassment and other forms of violence

will not be tolerated, and that any violation will be treated as a misconduct with appropriate disciplinary procedures (e.g. a warning, suspension, or termination of employment, depending on the severity of the incident). Mention that no workers, regardless of rank or status, are exempt from these disciplinary procedures.

- **Definition of sexual harassment:** Clearly state the definition of sexual harassment in the beginning of the policy. Consider including:
  - The definition is informed by guiding human rights principles<sup>7</sup> and good practices. This approach is based on taking a survivor approach to rights, including offender accountability, and placing the concept of unwelcomeness at the core of the definition.
  - Examples of different forms of sexual harassment to make the policy clear and accessible to all employees.

<sup>5</sup> ILO Jakarta (2010). Frequently asked questions: Sexual harassment at the workplace.

<sup>6</sup> UN Women & ILO (2019).

<sup>7</sup> For more information on the guiding principles please refer to the GWSF (pages 21-23).

## Definition of Sexual Harassment

Sexual harassment includes such unwelcome sexually determined behavior as physical contact and advances, sexual remarks, showing pornography, and sexual demand whether by words or actions. Such conduct can be humiliating and may constitute a health and safety problem; it is discriminatory when the woman has reasonable ground to believe that her objection would disadvantage her in connection with her employment, including recruitment or promotion, or when it creates a hostile working environment.

For a more detailed definition of sexual harassment and violence against women, see page 10 of [GWSF](#).

*Source: United Nations Committee on the Elimination of All Forms of Discrimination Against Women (CEDAW), General Recommendation No.19. Violence Against Women paragraph 18, XI session 1992.*

- **Scope:** Specify the scope of the policy. The policy should state that it covers employees, vendors, suppliers, distributors, and business parties—all are subject to the application of the policy and the corresponding disciplinary procedures. The policy should state that it covers onsite and offsite housing and employer-provided transportation, if relevant.
- **Grievance procedures:** Outline the grievance mechanisms and procedures, and the different channels employees can use to access them. *Refer to Activity 2 for further guidance.*
- **Disciplinary procedures/sanctions:** Explain the disciplinary actions and sanctions that may result in breach of the policy.

## Tip!

While developing your sexual harassment policy for your workplace, take into consideration the requirements stipulated in labor and discrimination laws in your country. The scoping study is a good source of information to identify the relevant laws and acts.

## ACTIVITY 2 - Implement the Sexual Harassment Policy Through a Clear Action Plan

The sexual harassment policy should be accompanied by an action plan, including time-bounded activities, budget, and accountability structures.

## STEP 1: Define accountability structures (who's responsible) and internal processes for managing, monitoring, and reporting on policy implementation

- Assign responsibilities and accountability to staff who are trained adequately to implement the policy.

- Allocate a budget with adequate funds to support implementation activities, including capacity assessments, training, management of the grievance and referral processes, awareness-raising activities, and regular monitoring and evaluation.
- Incentivize and encourage farm- or cooperative-wide engagement and collaboration on putting the sexual harassment policy into action.
- Identify supervisor and worker champions that will advocate for the effective roll out of the policy.
- Establish a process for monitoring and reporting on the effectiveness of the policy.
- Engage with survivors, or their advocates, if they are willing to contribute to the design of this approach. Ensure confidentiality and anonymity throughout the process.

## **STEP 2: Organize awareness sessions and clearly communicate about the sexual harassment policy**

- Identify the most appropriate communication channels to share key policy messages and to distribute other relevant information.<sup>8</sup> For example, include communications during the onboarding of new workers, or during separate awareness-raising sessions onsite or in community spaces such as during toolbox sessions, safety talks, or during village or community forums.
- Translate messages into the languages spoken by workers, including less-common dialects used by migrant workers. Provide informational material that is user-friendly and accessible for workers with low literacy levels.
- Display anti-sexual harassment posters on notice boards and distribute other informational material in common work and community spaces.

### **Tips for Small Producers**

- Display anti-sexual harassment posters on notice boards in common work areas, and distribute relevant information where feasible.
- Create a positive working environment by removing offensive, explicit, or pornographic materials such as calendars, posters, and other literature from the workplace.

## **STEP 3: Establish a feedback mechanism to continuously refine and strengthen the policy and action plan**

Regularly monitor the findings from the feedback mechanism, and conduct a formal analysis at least annually. Both

formal and informal approaches should be used to gather feedback:

- **Conduct periodic workplace audits** to monitor the working environment and incidences of sexual harassment<sup>9</sup>. Seek regular feedback, especially in

<sup>8</sup> Ibid

<sup>9</sup> ILO (2014)

cases where no grievances are being raised. A lack of grievances could indicate a lack of understanding and/or trust in the policy or reporting mechanisms. Use collected information to assess the effectiveness of the policy and procedures and to identify implementation barriers.

- **Partner with a local expert organization to conduct an independent assessment**

to evaluate the overall impact and efficacy of the policy on sexual harassment, the reporting procedures, support provided to survivors, disciplinary actions, preventative measures, and procedural safeguards taken.<sup>10</sup> If an independent assessment is too costly, consider ways to peer review your policies and procedures with other

producers to ensure good practice and alignment with international standards.

- **Establish a workplace gender/anti-sexual harassment committee**

composed of male and female employers' and workers' representatives. In doing so, follow local and/or national legislation where it exists. Task the committee with monitoring the implementation of the policy and overseeing the training programs and complaint processes/investigations<sup>11</sup>. Use existing structures, such as welfare and gender committees, as alternative channels for capturing worker voices on these topics. Select committee members who are approachable by their peers, so employees feel comfortable speaking to them about these issues.

### Why is Sexual Harassment Underreported?

- Cultural norms often condone sexual harassment, and employees may not have a common understanding of the attitudes and behaviors that constitute sexual harassment. In many cases, women themselves do not even recognize it as a practice that should be reported.
- Many women choose to not report sexual harassment and other forms of violence because they don't trust the system; they doubt their complaint will be addressed seriously; or they fear they will be stigmatized, lose their jobs, or face other forms of retaliation.
- Submitting a complaint can be stressful and may result in re-traumatization, especially where the burden of proof rests on the complainant.

### Helpful Tips to Establish Trust

- Establish worker-led committees, where workers are the majority members, to oversee the prevention and management of sexual harassment and other forms of violence against women at work. Consider confidentiality at every step of the process.
- Ensure that the committees have gender balance.
- Respond to all complaints raised quickly and diligently and document all investigations and outcomes.

<sup>10</sup> UN Women & ILO (2019).

<sup>11</sup> UN Women & ILO (2019).

- Maintain clear communication with workers, while protecting confidentiality and anonymity, each step of the way so they are aware of the status and progress of the investigation.
- Maintain clear communication with workers, while protecting confidentiality and anonymity, each step of the way so they are.

### ACTIVITY 3 - Develop Confidential Reporting and Grievance/Redress Mechanisms for Cases of sexual harassment and other forms of violence

To improve the reporting of cases of sexual harassment, and to create trust in the process, create simple and accessible complaint procedures that are responsive to women's needs.

#### STEP 1: Set up grievance mechanisms

Set up mechanisms that are accessible from all parts of business operations, including business offices, plantations, smallholder farms, and onsite and offsite housing.

- [Grievance mechanisms](#) may take several forms:
- **Sexual harassment committees:** Establish a committee with gender-balanced membership, for example 50 percent female and 50 percent male workers, and include both workers and management<sup>12</sup>. This committee can play an important role in receiving complaints, investigating, and making recommendations to HR and management. *For more information on setting up and running sexual harassment committees, see [here](#).*

#### Helpful Tips: Considerations for Sexual Harassment Committee Members

- Follow local and/or national legislation on setting up a sexual harassment committee.
- The committee should be gender-balanced and ideally include both (senior female) supervisors and workers and the trade union representative, if there is one. These individuals should be well-respected by their peers and have good communication and active listening skills.
- Committee representatives should be sensitized and knowledgeable about sexual harassment and other forms of violence against women.
- Committee members should have assigned roles: who is responsible for filing/receiving the complaint, handling it, investigating it, and overseeing the resolution.
- Provide extra training for the representatives who are designated to receive and handle the complaints.

<sup>12</sup> UN Women & ILO (2019).

- **Trade unions**, where present, can play an important role in designing and supporting internal complaint procedures. When union representatives show serious and supportive attitudes toward complainants and witnesses, it can build confidence amongst workers<sup>13</sup>.
- **Helplines** can be used to provide accurate and timely information and opportunities for dialogue. Helplines

should support callers by providing a channel through which they can be heard, provided with counseling, and linked to referral information. The helpline should have a clear purpose, reasonable geographic purview, accessible hours of operation, and established management structure. For more information, see this [step-by-step guide](#) for starting a new or enhancing an existing helpline.

### Helpful Tip: Use Multiple Grievance Channels!

It is good practice to offer more than one channel to raise grievances, so that workers can choose the mechanism they trust most and is most accessible to voice their issues and concerns. Different channels may be more or less appropriate depending on the severity of the incident, the formality or informality of the procedure, the involvement of other departments or actors, or the right of confidentiality. These criteria are particularly important in cases of sexual harassment or violence allegations because of their sensitive nature.

### STEP 2: Establish clear procedures that underpin the mechanisms

- Define clearly the process for filing complaints on behalf of harassed workers.
- Designate and differentiate committee members' responsibilities, including the procedures for filing, handling, investigating, and resolving complaints.
- Establish interim measures to address complaints brought by workers immediately. These measures should have the interests of the survivor as a primary objective. For example, temporarily remove the perpetrator from the vicinity of

the survivor or grant the survivor a temporary leave of absence, if requested. In any case, these measures must ensure that the survivor is not negatively impacted.

### STEP 3: Communicate clearly about the existence of the mechanisms

Invest adequate resources to communicate about and raise awareness of the grievance channels to ensure they are well known and understood by all workers, including temporary and migrant workers.

- Develop informational material that is accessible to all workers, and disseminate it in places where workers gather formally and informally

<sup>13</sup> Ibid

(kitchens, break areas, community or religious centers, etc.). Consider highly visual materials with simple information for workers with low literacy levels.

- Ensure relevant bodies, like worker committees and trade unions, are familiar with the different grievance mechanisms and are equipped to provide information to their colleagues. Use their platforms to raise further awareness.

#### **STEP 4: Evaluate the uptake of the mechanisms to monitor their effectiveness**

- Collect and analyze the number of grievances raised, gender of the employees who raised them, the nature of the grievances, how quickly they were investigated and resolved, and the outcomes of the investigations.
- Use the results to enhance the grievance mechanisms, including the procedures for collecting, investigating, and resolving complaints.

#### **Keep in Mind: An Increase in Grievances Can Be an Indicator of its Effectiveness!**

An increase in the number of grievances can be a positive outcome and an indicator of a well-functioning mechanism. It may demonstrate growing trust in the grievance mechanism and related procedures.

#### **ACTIVITY 4 – Establish Referral Pathways or Support and Connect to Existing Referral Pathways to Relevant Community Services**

If employees have been the target of violence or harassment, they will need access to support and services outside of the workplace. As part of your approach to preventing and addressing sexual harassment and other forms of violence against women, establish a referral process with support of specialized authorities or connect to existing referral pathways provided by the government to link people to the support and services they need.

#### **STEP 1: Conduct a mapping of relevant community services**

- Consider partnering with a local NGO or local government department that has a good understanding and overview of the various services available in your local area. Relevant services could include: healthcare, psychological support, safe accommodation, police and legal aid, or employment support if the survivor needs to change jobs<sup>14</sup>.

<sup>14</sup> UN Women, UNFPA, WHO, UNDP and UNODC (2015). Essential Services Package for women and girls subject to violence. Available at <http://www.unwomen.org/en/digital-library/publications/2015/12/essential-services-package-for-women-and-girls-subject-to-violence>.

### Helpful Tips:

- Identify and address barriers to employees' access to services (e.g. transport, knowledge of services, language, literacy, disability, age, etc.).
- Ensure referral services are age and culturally appropriate; promote the safety and dignity of your employees and their children.
- Prioritize your employees' safety and confidentiality.
- Respect your employees' choices! This means recognizing that even with services in place, survivors may still choose not to access certain types of care.

### STEP 2: Develop an internal process to identify the most relevant support and services for employees, or link to existing referral pathways

- For more information on these procedures, refer to the [implementation guide of the Essential Services Package](#) for women and girls subject to violence.

### STEP 3: Promote available services to encourage their uptake

- Identify specific staff or other appointed leaders in your workplace to

serve as the primary points of contact for the referral systems.

- Design and disseminate information on the referral process that is accessible and understandable for all groups of women and girls (e.g. referral cards and flyers in the local language using pictures and diagrams).
- Evaluate if it is safe for women and girls, as well as men and boys, to access services at the same location (e.g. in the same village). Provide leave or flexible time to allow them to access the services, considering the travel time required.

### Establish or Support Refuge for Survivors!

**Resources permitting, fund a local initiative that provides refuge for survivors or provides space and infrastructure on the plantation for the establishment of a refuge.**

At least one refuge should be available for women and children in the local area. It should be accessible and available around the clock, so that every woman can reach it quickly. Refuges can also provide services, such as counselling and basic medical first aid. A refuge provides women with a safe space when legal proceedings are not the best option or might expose them to further harm. Essential considerations on setting up a refuge is available, [here](#). Specific information on shelters for people with disabilities can be found [here](#).

**STEP 4: Evaluate the quality and uptake of the referral services; adjust partnerships or service providers accordingly**

- Establish regular meetings with workers and managers to collect feedback on the services and support provided by different service providers. Identify any challenges in order to improve the timeliness and quality of the referrals.
- Engage female employees on their understanding of the existing referral procedures and service providers. Pay particular attention to any unintended consequences that could result from the referral services or procedures; for example, compromising women's confidentiality or exposing them to unsafe conditions. Make any necessary changes to avoid further harm.

**Going Beyond: Promoting a Culture of Gender Equality in the Workplace**

It's important to promote a culture of respect that values women and men equally alongside the sexual harassment policy. This can be done through complementary policies. To this end:

- Integrate policies on violence against women into your broader policy commitments to gender equality and human rights.
- Adjust your recruitment policies and practices to increase the diversity of the workforce, including in terms of gender, caste, disability, ethnicity, and language.
- Review your compensation and equal opportunity policies to:
  - Ensure women and men are paid equally for the same work or work of equal value.
  - Promote more women into supervisory roles within the plantation or cooperative.

*Note: For smallholder and cooperative contexts, make women more visible by ensuring they are registered as an active member of the revenue-generating activity, particularly when the husband is the sole registrant. To see an example of how this has been beneficial to female dairy farmers in Nicaragua, read [this case study](#).*



## Practical tools & resources

| Activity                                 | Tool or Resource  |
|--|---|
| <b>Policy Development</b>                | UN Women (2018). Towards an end to sexual harassment: The urgency and nature of change in the era of #MeToo: <a href="http://www.unwomen.org/en/digital-library/publications/2018/11/towards-an-end-to-sexual-harassment">http://www.unwomen.org/en/digital-library/publications/2018/11/towards-an-end-to-sexual-harassment</a>  |
| <b>Policy Development</b>                | UN Women (2018). Global Women's Safety Framework: Informed by Experience in the Tea Sector: <a href="http://www.unwomen.org/en/digital-library/publications/2018/12/global-womens-safety-framework-in-rural-spaces-informed-by-experience-in-the-tea-sector">http://www.unwomen.org/en/digital-library/publications/2018/12/global-womens-safety-framework-in-rural-spaces-informed-by-experience-in-the-tea-sector</a>   |
| <b>Policy Development</b>                | Women's Health West (2015), Developing a Gender Equity and/or Prevention of Violence Against Women Organisational Policy: A Sample Policy Tool: <a href="http://pvawhub.whwest.org.au/wordpress/wp-content/uploads/2016/01/Gender-Equity-and-Preventing-Violence-Against-Women-Organisational-Policy-Tool.pdf">http://pvawhub.whwest.org.au/wordpress/wp-content/uploads/2016/01/Gender-Equity-and-Preventing-Violence-Against-Women-Organisational-Policy-Tool.pdf</a> |
| <b>Policy Development</b>                | ILO (2015), Sample Sexual Harassment Policy: <a href="https://www.ilo.org/suva/publications/WCMS_407364/lang--en/index.htm">https://www.ilo.org/suva/publications/WCMS_407364/lang--en/index.htm</a>  |
| <b>Policy Development</b>                | ILO, Information Sheet 6, Sample Sexual Harassment Policies: <a href="https://gbv.itcilo.org/index.php/information-sheet/show/id/6.html">https://gbv.itcilo.org/index.php/information-sheet/show/id/6.html</a>  |
| <b>Policy Development</b>                | UN Women & ILO (2019), Handbook Addressing Violence and Harassment Against Women in the Workplace: <a href="http://www.world-psi.org/sites/default/files/documents/research/work-handbook-web.pdf">http://www.world-psi.org/sites/default/files/documents/research/work-handbook-web.pdf</a>  |
| <b>Policy Implementation</b>             | IDH Sustainable Trade Initiative (2018), How to Address Sexual Harassment and Other Forms of Gender-Based Violence: Providing a Roadmap for Plantation Management: <a href="https://www.idhsustainabletrade.com/uploaded/2018/12/Kenya-Roadmap-2018-final.pdf">https://www.idhsustainabletrade.com/uploaded/2018/12/Kenya-Roadmap-2018-final.pdf</a>  |
| <b>Policy Implementation</b>             | WhatWorks (2015), Response Mechanisms to Prevent Violence Against Women and Girls: <a href="https://www.whatworks.co.za/documents/publications/36-global-evidence-reviews-paper-3-response-mechanisms-to-prevent-violence-against-women-and-girls/file">https://www.whatworks.co.za/documents/publications/36-global-evidence-reviews-paper-3-response-mechanisms-to-prevent-violence-against-women-and-girls/file</a>  |
| <b>Establishing Grievance Mechanisms</b> | Fair and Sustainable Consulting, IDH Sustainable Trade Initiative (2018), Gender Business Case Evaluation Final Report: <a href="https://www.idhsustainabletrade.com/gender-ethiopian-flowers/">https://www.idhsustainabletrade.com/gender-ethiopian-flowers/</a>   |

## Did You Know?

Rainforest Alliance/UTZ Newly Revised Standard Approach to Sexual Harassment.

The Rainforest Alliance and UTZ are developing a new Rainforest Alliance Certification Standard. The Standard offers a new approach to sexual harassment within the scope of its certification for both medium to large farms and smallholders, shifting from a prohibitive approach to an “assess and address” approach. The Standard is under consultation and will be finalized this year (2019). Requirements include:

### **(Sexual) Abuse and Harassment: Assess and Address**

- *Assess*: A risk assessment is conducted on the risks for (sexual) abuse and harassment.
- *Commit and communicate*: Group management makes a commitment to prevent and eradicate (sexual) abuse and harassment. The commitment is communicated to group members/workers by using symbols, pictograms, and the predominant language(s) of the group members/workers. Group management/farm management implements basic measures to lower the risk of (sexual) abuse and harassment.
- *Raise awareness*: Group management is aware of the concept of (sexual) abuse and harassment.
- *Monitor*: Group management appoints a responsible person with the right expertise with the task of identifying and documenting cases of (sexual) abuse and harassment and related risks. There is a grievance mechanism, and group members/workers are informed on the details of how and where to report grievances. The anonymity and safety of survivors and reporters is guaranteed.
- *Remediate*: Group management remediates any cases of (sexual) abuse and harassment.

Learn more [here](#).

Source: UTZ Better Business Hub (2019): <https://utz.org/better-business-hub/strengthening-your-reputation/be-part-of-the-alliance-join-our-new-standard-consultation/>

## Case Study: Establishing Effective Gender Committees in Ethiopian Horticulture

HERproject has been operational in Ethiopia's horticulture industry since 2014. The program runs via an established gender expert team within the Ethiopian Horticulture Producer Exporter Association (EHPEA), which reaches out to its 140 member farms.

The program focuses on establishing gender committees, which play two roles: 1) raise awareness on health and gender with a peer-to-peer methodology; and 2) act as a grievance mechanism, i.e. receiving complaints, investigating, and making recommendations to HR and management.

The gender expert team trains farm management on concepts such as gender, gender mainstreaming, and gender-based violence. Also, the training covers international and regional conventions that Ethiopia has signed and ratified to protect human rights and rights of women in the country, as well as women-specific legislation in Ethiopian constitutions, Ethiopian criminal laws, labor laws and codes, and market labels that are relevant to Ethiopian growers, which mainly focus on social standards (worker welfare, women, and young people). The team also supports farms in establishing their own Gender Committees and has been conducting workshops to inform local stakeholders about health and gender issues of farms and to establish a multi-stakeholder forum.

The farm-level Gender Committees can have a significant impact on workers' attitudes as well as the effectiveness of local grievance mechanisms. More specifically, Gender Committees can:

- Increase awareness of gender-based violence and women's rights and improve women's confidence and negotiation skills through training, communication campaigns, and other activities.
- Support the clarification and implementation of gender policies and procedures on farms.
- Enhance corporate leadership on and positive attitude toward gender equality.
- Support farms in meeting international standards or legal requirements related to gender equality or sexual harassment.
- Raise awareness on important topics for female and male workers such as sexual harassment, reproductive health, contraceptives, and safety.

Learn more [here](#).

Source: IDH (2018), *Gender Business Case Evaluation Final Report*: <https://www.idhsustainabletrade.com/uploaded/2018/11/Gender-Business-Case-Report-Ethiopian-Flowers.pdf>

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## Case Study: The Fair Food Program's Worker-Led Complaints Mechanism

The Coalition of Immokalee Workers (CIW), built on a foundation of farmworker communities organizing in Florida since 1993, established the Fair Food Program (FFP) in 2011. CIW, farmworkers on participating farms, farmers, and retail food companies implement the FFP. The FFP "harnesses the power of consumer demand to give farmworkers a voice in the decisions that affect their lives, and to eliminate the long-standing abuses that have plagued agriculture for generations," including sexual harassment, violence, discrimination, and abuse.

The components of the FFP make up what is called the “Worker-Driven Social Responsibility” (WSR) model. The key FFP mechanisms include legally binding Fair Food Agreements between participating buyers and CIW, worker education, market enforcement rules, independent audits, and a complaints resolution mechanism. All of these have contributed to ending impunity for sexual violence and other forms of sexual harassment at Fair Food Program farms, where there have been zero cases of rape or attempted rape since the implementation of FFP standards in season one.

## The Complaints Mechanism

The FFP includes a confidential complaints system that is independently run by the Fair Foods Standards Council (FFSC). This system centers on a toll-free, bilingual complaint line that the FFSC investigators, who know the relevant farms, answer 24 hours a day, seven days a week. The hotline information informs subsequent audit interviews and worker education programs. Since its inception, and covering around seven growing seasons to date, the program has resolved more than 2,000 complaints. Most complaints are resolved in less than two weeks and the vast majority in less than a month. When a complaint is submitted to the hotline, the FFSC investigates the situation either alone or in collaboration with the relevant grower, depending on the specifics of the situation, and then develops a corrective action plan for implementation by the farmer with support from FFSC.

Whenever possible, resolutions of complaints are made known to the other workers to demonstrate a lack of retaliation for bringing complaints forward and to reconfirm the grower’s commitment to the program. The FFSC maintains a detailed database of complaints and corrective actions taken; an appeals mechanism is built into the system. Supervisors found by the FFSC to have engaged in sexual harassment with physical contact are immediately terminated and banned from employment at other FFP farms for up to two years. Participating growers must carry out these terminations or face suspension from the FFP, with the accompanying loss of ability to sell to participating buyers. Supervisors terminated for less severe forms of harassment or discrimination also face a program-wide ban. Allegations of sexual harassment are investigated and resolved with unprecedented speed, averaging less than three weeks.

Learn more [here](#).

Source: Shift (2018), *The Human Rights Opportunity*: <https://www.shiftproject.org/sdgs/>

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## Case Study: Building Trust Through a Revamped & Accessible Grievance Mechanism

Following allegations of sexual harassment at the Kericho tea estate in 2010 and 2013, Unilever created and implemented a safety program for women and girls. The program aimed to strengthen the existing grievance mechanism to secure access to remedy and to ensure that the mechanism engendered trust and was accessible to all workers and their families.

In assessing the current mechanism, Unilever identified gaps such as language barriers, affordability, and lack of trust and confidentiality. Workers’ representatives were engaged throughout the process, and they contributed to the revamp of the grievance mechanism. To enhance the effectiveness of the grievance mechanism, Unilever made the following changes:

- Policy updates were made and communicated to all of the workers.
- A grievance procedure document was developed, which provided clarity on the reporting lines for different types of grievances and roles and responsibilities of various committees.
- Multiple reporting channels were introduced, including a toll-free Ethics hotline (free, anonymous, and confidential) managed by an independent service provider, reporting to any manager a worker can trust, walk-ins, telephone calls, etc. Contact details for the different managers were shared with the workers to ensure that grievances were reported without fear of retaliation.
- To promote learning and guard against retaliation, complaint resolutions are made known to the other workers, but the parties involved are anonymized.
- The business maintains and regularly reviews a detailed database of complaints and remedial actions. An appeals mechanism is built into the system.
- To build trust in the system, Unilever increased the management staff's capacity to investigate and to develop and implement disciplinary procedures that promote fairness and effective remediation.
- A system to provide psychosocial support for the survivor and the family was developed. Unilever partnered with a third-party organization for severe cases and recruited trained counsellors to double up as Welfare Assistants.

Following these changes, there was an initial spike in reported cases and increased engagement with the grievance committees. More workers and their dependents began to trust the grievance process and started making suggestions for improvements.

### **Lessons Learned**

1. Grievance mechanisms must engender trust and must be accessible and affordable.
2. It is imperative to continuously communicate on the progress of reported cases and outcomes.
3. All barriers (language, line-management reporting, culture, telecommunication network, lack of confidentiality, fear of intimidation, and retaliation) should be eliminated through training, engagement, and other policy measures.
4. Clear documentation and centralized recording of grievances is crucial to monitor trends and patterns with a view to map hotspots, identify systemic problems, and to design and implement responsive interventions accordingly.
5. Make provisions for the users of the channels to be kept informed throughout the process and create awareness of the possible outcomes of the process.
6. Communicate the consequences of policy breaches by keeping workers informed on the company code of conduct and by sharing case studies to deter other workers.

Learn more [here](#).

## How do I track progress and measure impact?



To assess the effectiveness of your approach to prevent and address sexual harassment and other forms of violence against women in your workplace, and to use this information to continuously improve your policy, grievance mechanisms, referral procedures, and training, regularly collect relevant data and analyze and report on findings annually, at a minimum. The following indicators can be used to track and evaluate your actions:

| Action Area  | Suggested Indicator  | Data Collection Method   |
|--|--|--|
| 2a. Capacity of workers and managers enhanced on sexual harassment and other forms of violence against women in the workplace.                             | Number of employees trained on gender-sensitive awareness-raising sessions conducted on the topics of sexual harassment, violence against women, gender power imbalances, etc. | <i>Quantitative*</i> : attendance records.   |
|  | Types of skills enhanced (for example, bystander response, self bias, conflict resolution, positive supervisory techniques, etc.).   | <i>Quantitative and Qualitative</i> : administer and pre- and post-test to track levels of knowledge, awareness, and attitudes before and after the training.                        |
| 2b. Sexual harassment policy established and updated in accordance with good practices.  | Number of employees trained on relevant legal requirements and workplace policies.   | <i>Quantitative*</i> : attendance records.   |
| 2c. Action plan of the sexual harassment policy strengthened in accordance to good practices.  | Number of employees attending gender-sensitive awareness-raising sessions conducted on the topics of sexual harassment, violence against women, gender power imbalances, etc.  | <i>Quantitative*</i> : attendance records, reports.  |
|  | Number of plans developed or strengthened with the support of partners that address sexual harassment against women in workspaces.   |  |
|  | Feedback collected on the sexual harassment policy and action plan.  | <i>Qualitative</i> : collect feedback through surveys, focus group discussions, or one-to-one discussions.   |
| 2d. Confidential reporting and grievance/redress mechanisms for cases of harassment and violence established and enhanced in accordance to good practices. | Number of employees trained on the grievance mechanism procedures and different reporting channels.  | <i>Quantitative*</i> : attendance lists.   |
|  | Number of grievances raised disaggregated by gender and nature of grievance.   | <i>Qualitative and quantitative*</i> : Keep a registry of all grievances raised and note the nature of the complaint to be able to identify trends or patterns during your analysis. |
|  | Number of a grievances resolved—including average handling time based on nature of complaint.  | <i>Qualitative and quantitative</i> : Track the number and nature of the resolutions.  |

| Action Area  | Suggested Indicator   | Data Collection Method   |
|--|---|--|
| 2d. Confidential reporting and grievance/redress mechanisms for cases of harassment and violence established and enhanced in accordance to good practices. | Level of satisfaction of the grievance mechanism by female and male employees.  | <i>Qualitative and quantitative:</i> Find an independent, third-party to conduct an assessment of satisfaction levels. |
| 2e. Referral processes to relevant essential services in accordance to a survivor's approach enhanced.   | Number of partnerships established with local organizations and service providers to provide services and support to survivors of sexual harassment or violence either in the domestic domain, in public spaces, or in the workplace. | <i>Quantitative:</i> assessment of established partnerships.   |
|  | Number of employees using referral support and services.  | <i>Quantitative:</i> log referrals made and follow up with service providers to assess actual uptake.                  |

\*Indicates sex-disaggregate that should be collected.

# 3. HOW TO ACTION? SAFETY AND ECONOMIC VIABILITY OF SPACES



## Ensure gender inclusive infrastructure/economic development with women

1

**Support training of managers and other personnel on how to conduct and implement gender planning**

2

**Support women's participation in planning (women's economic empowerment, sanitation, infrastructure, etc.) with a gender approach**



### Why is this important?

Sexual harassment and other forms violence against women are prevalent in environments where women face different forms of discrimination and inequality.

Creating safe and empowering workplaces, including in agricultural value chains is critical for companies to function and prosper.

This can be achieved by contributing to the health and well-being of women and men workers, unlocking opportunities for women's participation in planning of estate settings with a gender approach (e.g. safe transportation, access to potable water, improved sanitation, increased lighting, and opportunities for women's economic empowerment), and contributing to community initiatives in rural spaces.



### What can I do?

As a producer, you can:

- Take steps to make sure that women-specific considerations are built into the way workplaces and infrastructure (hard and soft) are designed/renovated to ensure that women and girls are safe in work settings.
- Facilitate the creation of safe spaces for women to voice and discuss their needs and concerns in relation to employment, housing, health, hygiene, open space, sanitation, transportation, etc.
- Provide equal pay for women and men, coupled with opportunities and training for women to grow and develop their skills and knowledge, so they can increase and/or diversify their income streams, and the community.



## Where do I start?

Quick Check-In for Producers.

This will help you decide where to start in this area, and direct you to the relevant recommendations, activities, and resources.

| Action Area 3   |   |                                   |
|---|---|-----------------------------------|
| <p><b>3.1</b><br/>Support training of managers and other personnel on how to conduct and implement gender planning.</p> <p><b>[Corresponds to GWSF Output 3.1]</b></p>                                  | Are physical factors (lighting, signage, infrastructure for transport, economic activities, recreation, etc.) that influence women’s safety taken into account when infrastructure is built or upgraded?  | If “no”, see pg. 40 of this guide |
|   | Are intersections between age, ethnicity, gender, class, considered when plans are developed?   | If “no”, see pg. 47 of this guide |
|   | Is women’s safety a consideration that is taken into account when designing work allocation and rotation patterns?  | If “no”, see pg. 47 of this guide |
|   | Do you facilitate the provision of safe spaces and channels, such as through welfare or gender committees or other mechanisms for women to discuss safety concerns and to inform the planning of work settings that take account of the needs of women? | If “no”, see pg. 48 of this guide |
| <p><b>3.2</b><br/>Support women’s participation in planning (women’s economic empowerment, sanitation, infrastructure, etc.) with a gender approach.</p> <p><b>[Corresponds to GWSF Output 3.2]</b></p> | Do women have access to professional development training?  | If “no”, see pg. 49 of this guide |
|   | Are women promoted into supervisory roles?  | If “no”, see pg. 50 of this guide |
|   | Do women have access to soft-skills or leadership-skills training as part of a strategy for promoting women?  | If “no”, see pg. 50 of this guide |
|   | Do you support the diversification of farm activities for smallholders and estate workers?  | If “no”, see pg. 51 of this guide |
|   | Do you engage in training-of-trainers (ToT) activities on violence against women and quality-of-life issues?  | If “no”, see pg. 52 of this guide |

# 3.1 SUPPORT TRAINING OF MANAGERS AND OTHER PERSONNEL ON HOW TO CONDUCT AND IMPLEMENT GENDER PLANNING

**(Corresponds to GWSF Output 3.1: Capacity of Women Workers and Smallholder Farmers and Management on Gender-Inclusive Planning Enhanced)**

To develop initiatives that are gender-responsive, all employees should receive training:

- Supervisors will benefit from understanding how to incorporate women’s safety considerations in the implementation of policies and in the planning of new spaces in their operations.
- Female workers will benefit from understanding practical safety considerations, so they are able to advocate for and feed into any new or existing infrastructure development or upgrades.



## How do I implement this?

Below are the key activities and steps that you can take to train your employees on how to conduct and participate in gender planning.

| Activity  | Key Steps  | Page # in Guide |
|---|--|-----------------|
| 1. Assess skills and knowledge to identify who needs training and on what topics. | <ul style="list-style-type: none"> <li>• <b>STEP 1:</b> Identify who will conduct the capacity assessment.</li> <li>• <b>STEP 2:</b> Understand the differentiated needs of your target audience (workers and supervisors).</li> </ul> | pg. 41          |
| 2. Create a training plan and develop the content.                                | <ul style="list-style-type: none"> <li>• <b>STEP 1:</b> Identify who will help you develop and conduct the training.</li> <li>• <b>STEP 2:</b> Develop the training content.</li> </ul>  | pg. 42          |

| Activity                                     | Key Steps  | Page # in Guide |
|--|--|-----------------|
| <b>3.</b> Conduct and evaluate the training. | <ul style="list-style-type: none"> <li>• <b>STEP 1:</b> Identify a safe location where you can guarantee privacy and confidentiality to conduct the training sessions.</li> <li>• <b>STEP 2:</b> Set the training for a time that accommodates employees' availability and preferences.</li> <li>• <b>STEP 3:</b> Collect post-training feedback and use it to enhance future training sessions.</li> <li>• <b>STEP 4:</b> Ensure that female workers are systematically consulted prior to any future planning activity.</li> </ul> | pg. 43          |

**ACTIVITY 1 - Assess Skills and Knowledge to Identify Who Needs Training and On What Topics**

**STEP 1: Identify who will conduct the capacity assessment**

- Engage a qualified and independent local women's rights organization or gender expert who has the experience to conduct capacity assessments in the area.

**STEP 2: Understand the differentiated needs of your target audience (workers and supervisors)**

Workers and supervisors will have different training needs based on their levels of experiences, backgrounds, and responsibilities in the workplace. Consider the following for each group:

**Supervisors/Managers:**

- Assess their understanding of gender factors related to the physical location of the worksite and private facilities such as toilets, public spaces, housing, and clinics that have the potential to make women vulnerable to violence and harassment.

- Evaluate their active listening and facilitation skills during focus group discussions.
- Check their understanding of the necessary steps to effectively conduct gender-responsive planning of the workspace and surrounding public spaces.

**Workers:**

- Conduct consultation meetings or focus group discussions to gauge workers' understanding of how public spaces in and around the workspace are designed, maintained, accessed, and used differently by women and men.
- Leverage existing women networks—such as women's mentorship programs, self-help groups, or other organized economic activities—to conduct these consultations.

*For practical exercises to better understand gender roles and public spaces that can be used for both supervisors and workers, see the Practical Tools & Resources section.*

### Helpful Tip: Identify Both Practical and Strategic Women's Needs!

A practical need could be the need for a fence or separation between physical spaces. Whereas, a strategic need could be to have more women in security guard roles.

For a more detailed explanation of **practical versus strategic needs** see page 8 of a [curriculum for the ToT in gender mainstreaming](#).

## ACTIVITY 2 - Create a Training Plan and Develop the Content

### STEP 1: Identify who will help you develop and conduct the training

- Engage an experienced local organization with strong knowledge of women's safety to support the development of the training content.
- Some female workers and managers may already have experience negotiating for infrastructure upgrades; for example, as a union or committee representative. Proactively involve them in the training planning and delivery, and consider inviting them to co-facilitate the training, if they are interested.

### STEP 2: Develop the training content

Use the results of the needs assessment to determine whether the training can be organized jointly or separately amongst workers and supervisors. Training topics should include:

Clarify what is gender-responsive planning:

- Define key concepts: public space, workspace, and transportation.
- Provide examples of public spaces in rural areas.

- Discuss how spaces are designed and planned.

Women and the public space:

- Define and provide examples of the built environment (i.e. the road to work, a public toilet, a plantation, a houseline).
- Discuss how women and men use public spaces differently. For more tips on this, see the exercise on understanding gender roles in the Practical Tools & Resources section.
- Ask participants to identify the physical, social, and symbolic barriers to women's safety.

Recommendations for making a public space safer for women and girls:

- Discuss as a group recommendations for making public spaces safer for women and girls. Use concrete examples whenever possible.
- Consider the resources required to implement the recommendations and what the process would be for moving forward.
- If relevant, agree on an action plan for implementing the recommendations.

## Public Spaces

This refers to streets and other public neighborhood spaces (i.e. neighborhood squares, alleys, etc.); public spaces of work, both in terms of women's productive and reproductive roles and responsibilities (e.g. markets, water distribution sites).

It also refers to pedestrian paths between different parts of the district, which may go through dark unsettled wooded areas that are unlit; public transportation (e.g. buses, taxis, trains); routes to and from schools and educational institutions; temporary public spaces (e.g. carnivals, festivals); internet cafes, public parks, and other recreational and sports facilities (soccer fields, including for girls' games); school grounds (essentially large open spaces, unfenced), which potentially could be used for recreation; and other public recreational spaces, such as key public facilities and infrastructure (e.g. public sanitation areas like toilets, washrooms, etc.).

*Source: UN Women (2011). Safe Cities and Safe Public Spaces for Women and Girls.*

## Helpful Tip:

Use an ongoing project as a case study for the training to gather women's insights and to inform its development!

### ACTIVITY 3 - Conduct and Evaluate the Training

#### **STEP 1: Identify a safe location where you can guarantee privacy and confidentiality to conduct the training sessions**

See guidance from previous chapter, Activity 3, Step 1 (pg. 18).

#### **STEP 2: Set the training for a time that accommodates employees' availability and preferences**

See guidance from previous chapter, Activity 3, Step 2 (pg. 18).

#### **STEP 3: Collect post-training feedback and use it to enhance future training sessions**

- Use the key learning from the training to enhance future training sessions. Consider what specific insights could be useful for any ongoing or future projects that you may have.

#### **STEP 4: Ensure that female workers are systematically consulted prior to any future planning activity**

- Use your gender committee to co-develop or contribute to the planning of new buildings or infrastructure projects.
- Conduct consultation workshops with or organize a quick survey for women to collect their opinions on new projects. For more details, see Activity 1, Step 2 of this chapter (pg. 41).

## Consult Women and Girls in the Community

In addition to consulting your female workers, it is important to include women and girls living in or near the workspace. For example, consultations should include female farmers around the plantations or wives and daughters of male workers, who also use the infrastructure in and around the workspace.



## Practical tools & resources

### Women's Safety: Understanding Gender Roles and Public Spaces

*This training module was Informed by the Women's Safety Training developed by UN Women India for the members of a women's workers organization on a tea plantation.*

The snakes and ladders game is a group exercise that helps participants to identify and understand social and gender norms that influence, and limit, women's access and enjoyment of public spaces. Negative statements highlighting harmful gender stereotypes placed at the bottom (snakes) prompt women to share their points-of-view and reflect on these beliefs affecting their mobility and use of public spaces. On the other hand, positive statements at the bottom of the ladder invite women to acknowledge their rights to equal access to and use of public spaces.

| Snake  | Ladder   |
|--|--|
| This football pitch is only for boys.                                    | Parks are public places for everyone to stroll.  |
| My son can play outside, my daughter should stay at home.                | I allowed my son and daughter to play outside.   |
| Girls enjoy being cat-called and whistled at.                            | Whistling or cat calling women is a form of sexual harassment. This is unwelcome behavior. |
| I like this girl, so I have the right to follow and actively pursue her. | Women and girls have a right to live a life free of violence.                              |

*Increasingly, women are entering the tea sector in different roles. Earlier, there would be only one or two women in finance and management of accounts. They would only be in secretary positions. Now, there are more women in marketing, finance, and management of accounts. There are also women doctors on the tea estates. I attended two training sessions where we heard about the do's and don'ts of sexual harassment. The Internal Committee (IC) members did benefit from the training sessions conducted”.*

*Recently, I attended a workshop on sexual harassment in Kolkata, convened by another organization. The participants were from various companies and institutions. It made me aware about how rampant sexual harassment is in the corporate sector. Attending the UN Women training sessions was very helpful because helped increase understanding of sexual harassment and what to do to prevent and address it. The training sessions not only covered provisions of the law but also critical issues like consent, intention/impact, hostile work environment, etc., which was very helpful for us as participants to understand the nuances and circumstances that create an unsafe work environment for women”.*

*The tea gardens have a 'vichar' system in place where individuals can register their complaints. However, these are meant for all kinds of problems. The IC and Jugnu Club on the other hand are meant to address women's issues pertaining to their safety. We have also heard that the sardars are much more aware of the issue and behave better with the workers given the measures that have been put in place. Other steps have also been taken to improve safety, such as the installation of streetlights. Women workers are becoming more aware of their rights. This kind of program was certainly needed and must be taken forward.”*

*—Deputy Manager, Certifications McLeod Russel*

## 3.2 SUPPORT WOMEN’S PARTICIPATION IN PLANNING (WOMEN’S ECONOMIC EMPOWERMENT, SANITATION, INFRASTRUCTURE, ETC.) WITH A GENDER APPROACH

(Corresponds to GWSF 3.2: Gender-Responsive Plans, Inclusive of Women’s and Youth Economic Empowerment Initiatives and Other Measures in Place and Implemented, With Accompanying Financing and Oversight Mechanisms)



### How do I implement this?

Below are the key activities and steps you can take to support women’s voice, participation in planning of workspaces, and economic development:

| Activity  | Key Steps   | Page # in Guide |
|---|---|-----------------|
| 1. Create safe spaces for female workers, female smallholder farmers, and girls to meet, discuss, and input into safety initiatives.                        | <ul style="list-style-type: none"> <li>• <b>STEP 1:</b> Identify opportunities for female workers to participate in the planning process.</li> <li>• <b>STEP 2:</b> Provide a safe and confidential space to discuss safety initiatives in and around the workspace.</li> <li>• <b>STEP 3:</b> Conduct consultation workshops with a selected group of women workers.</li> <li>• <b>STEP 4:</b> Incorporate women’s recommendations into the design, use, and management of public spaces in and around the workspace.</li> </ul> | pg. 47          |
| 2. Support informal and formal mentoring programs for women and youth.  | <ul style="list-style-type: none"> <li>• <b>STEP 1:</b> Select key staff and/or an organization to set up mentoring programs.</li> <li>• <b>STEP 2:</b> Support the design of the mentoring program.</li> <li>• <b>STEP 3:</b> Celebrate success stories and female role models.</li> </ul>   | pg. 49          |
| 3. Support vocational-skills/ soft-skills training, job placement, and other initiatives that allow women to gain access to finance and diversified income. | <ul style="list-style-type: none"> <li>• <b>STEP 1:</b> Provide opportunities and training sessions that empower existing or future employees.</li> <li>• <b>STEP 2:</b> Support and fund initiatives that aim to empower women economically.</li> </ul>  | pg. 50          |

| Activity   | Key Steps   | Page # in Guide |
|--|---|-----------------|
| <p>4. Contribute to awareness-raising sessions on ending violence against women.</p> | <ul style="list-style-type: none"> <li>• <b>STEP 1:</b> Collaborate with local organizations or support ongoing initiatives aimed at improving the well-being of workers and residents.</li> <li>• <b>STEP 2:</b> Raise awareness and communicate about quality-of-life issues and violence against women.</li> </ul> | <p>pg. 52</p>   |

### Activity 1 - Create Safe Spaces for Female Workers, Female Smallholder Farmers, and Girls to Meet, Discuss, and Input into Safety Initiatives

Influence the way safety initiatives are designed by following these steps:

#### STEP 1: Identify opportunities for female workers to participate in the planning process

- You may have an existing or upcoming plan or initiative aimed at improving the workspace, such as a new housing unit, a new factory,

or a plantation fence. There is an opportunity to include women's active participation in the planning processes, including considerations for their specific safety needs.

- Alternatively, female workers and managers equipped with the new knowledge and tools might want to propose an initiative in the near future to improve their safety in the workspace. For instance, following women's safety audits in India, streetlights were installed in workers' colonies and toilet entrances at the tea garden school were separated for girls and boys.

#### Helpful Tip

Partner with a local women's organization or an NGO to support you in developing initiatives on strengthening safe spaces for women and girls. It can be an NGO specialized in ending violence against women, the gender desk, or the land-use and transport planning unit of the local municipality. Your local partners and residents have a shared interest in creating safe public spaces for all. In practice, this means inviting partners to an existing initiative or to advise you on planning in and around the workspace, including on leading the consultation workshops with women.

#### STEP 2: Provide a safe and confidential space to discuss safety initiatives in and around the workspace

- Choose a location and time that works for women and where they feel safe: Possible locations may include community centers, clinics, religious

temples, open-air spaces, homes of respected community members, or new structures (including ones provided by an employer). When possible, offer different times, provide onsite childcare services, and reimburse transportation costs to encourage women's participation.

### Helpful Tip

Depending on the project, the different ages of the women and girls may require separate activities. For example, you can conduct an activity with young women in your workplace and another activity with adult women to identify the different safety barriers they face. If there is no need to divide the groups, bringing women together from different ages is a great opportunity to facilitate informal mentoring and to strengthen role models within the communities!

### STEP 3: Conduct consultation workshops with a selected group of female workers

- Invite no fewer than eight and no more than 12 participants to participate in the workshop per good practice recommendations.
- Use the workshop as an opportunity to learn about the concerns and needs of women when it comes to planning new workspaces, infrastructure, or public spaces.
- Provide time for participants to share other suggestions they have for improving their work performance, as well as their safety. For example, participants may share recommendations for time-saving routes or ways to improve access to safer and closer water sources.
- Integrate different group exercises and tools into your consultation to identify and address specific barriers of the built environment that may be conducive to sexual harassment and other forms of violence against women. The following exercises can be used:
  - **Women's Safety Audit:** Use a checklist to help women identify key elements in the built environment that could contribute to or limit their sense of safety. Propose recommendations for improving the space and their sense of safety in that space. Examples of physical factors include dangerous enclosures in a side of a plantation, dead-ends, isolated spaces with no visual connectivity, spaces with very few public operating lights, or isolated roads with tall trees that lack visibility.
  - **Community or [Mobility Mapping](#):** This participatory tool enables women to assess the places they go and how they move from one space to another as part of their daily or weekly routines. Through this exercise, women identify what is easy and facilitates their movement, but also areas where they feel unsafe. For a detailed example, see the Practical Tools & Resources section below.
  - **Work patterns (such as shifts) and field allocations:** Facilitate group discussions with female workers, during which you review field allocations or work patterns, and identify any barriers affecting their safety. Compile a list of recommendations provided by the women as experts of their own security.

#### **STEP 4: Incorporate women's recommendations into the design, use, and management of public spaces in and around the workspace**

- It is important that you develop a timeframe and allocate a budget to implement the specific recommendations. Some changes, such as fixing a plantation fence or

creating multiple uses of a public space (i.e. a sports field), do not require large investments. Rather, they require creativity and a strong commitment to women's safety. You should continue to engage female workers during the next steps, including the construction and management of the public spaces, whenever possible.

#### **Helpful Tip**

Involving men from the start and educating them about the benefits of safe spaces for women is key for initiatives to be successful. You can conduct specific group exercises with men, such as the community mapping, and compare their maps with maps created by women. This will sensitize men to how their safety experiences within various workplaces and community spaces may differ from women's experiences. You can plan a mixed debriefing session with women and men at the end of the exercise to raise awareness about women's and men's diverging perspectives and needs.

#### **Activity 2 - Support Informal or Formal Mentoring Programs for Women and Youth**

Introduce mentoring programs to support the economic, professional, and personal development of women in your operations.

#### **STEP 1: Select key staff and or/an organization to set up mentoring programs**

- Identify and encourage female leaders in your operations to take on mentoring roles. If you have women in leadership positions within your organization, consider how you can share their technical and personal experiences with other women; for example, by providing advice and guidance, sharing interviews and photos, or developing a coaching program. *Remember that any such activity should be established*

*during working hours and should in no case pressure women to use their free time to participate.*

- Find a partner organization that can help you build technical mentoring programs, or put your workers in touch with mentors and mentees such as the [Young Professional for Agriculture Programme](#).

#### **STEP 2: Support the design of the mentoring program**

- **Establish the frequency and modus operandi of the mentoring relationship.** Whilst each mentor/mentee should decide what works best for them, encourage them to meet regularly and provide a safe space if they need one. For more tips, see [here](#).

- **Include the specific disadvantages and barriers that women face in moving into leadership positions during mentorship sessions**

- While mentoring programs may focus on soft skills and behaviors in the workplace, women's mentoring programs should also cover topics such as managing unequal domestic and caregiving responsibilities or overcoming challenges to accessing financial networks.
- Tailor mentoring programs to your specific cultural context. For example, the financial services landscape in Kenya is very different from that of India, and this difference will affect how women access products and services that will help them to become economically empowered.

- **Connect your mentoring program to community resources and services.**

A good mentoring program will connect women to relevant resources, services, and organizations. These may include modern family planning clinics, banks, schools, or universities. If you are planning to develop a mentoring program, integrate this consideration from the start, and discuss it with a partner organization, where relevant.

### **STEP 3: Celebrate success stories and female role models**

- Keep abreast of how the program develops and identify success stories that can be shared with others to inspire them to get involved. Stories

can be shared during ad hoc informal gatherings, through promotional materials in shared spaces, or during formal training sessions for employees.

### **Activity 3 - Support Vocational-Skills/Soft-Skills Training, Job Placement, and Other Initiatives that Allow Women to Gain Access to Finance and Diversified Income**

In addition to paying a fair wage that enables women to meet their basic needs, you can also invest in their growth and development, as well as support their economic empowerment:

#### **STEP 1: Provide opportunities and training that empower existing or future employees**

- Offer job placement opportunities to young women so they learn on the job and develop technical knowledge. This is also a way to encourage female workers to mentor young apprentices.
- Provide soft-skills training for women that focuses on building confidence and leadership abilities. Skills such as identifying personal strengths, challenging and changing negative thoughts, managing stress, effectively communicating and negotiating, influencing managers, and building relationships are incredibly important for women to be able to access and thrive in supervisory roles.
- Complement these actions that target the economic empowerment of women with gender-sensitive training for men. For women to be fully financially empowered, the power imbalances

between men and women should be addressed. These power imbalances are often the root causes of violence and harassment. Training that covers

assertive communications, the benefits of equitable relationships, negotiation, and talking about finances with family is important for both women and men.

### Keep in Mind!

As women move into better paid jobs or leadership positions, there may be short- to medium-term risks of retaliation as a result of changes in household dynamics. These changes may manifest in several ways:

- When women start making more money, men tend to disengage financially (i.e. they start to use their salaries for individual pursuits), so that women are left alone to cover household expenses.
- A shift in household dynamics due to women's increasing agency and stronger opinions on money allocation may also result in fights and physical violence against them.

### STEP 2: Support and fund initiatives that aim to empower women economically

In addition to direct actions, consider supporting or funding initiatives that aim to empower women economically.

- Provide technical and entrepreneurship training through community-based initiatives. Many rural women make a living through self-employment in the informal economy. Training could be focused on:
  - Agri-business management (costs, finance, accounting skills)
  - Agricultural marketing and trade
  - Income and employment generation, especially for youth
  - High-value agriculture and food products
- Support access to credit or savings programs, business development services, training in product design and marketing, and linkages to new markets. In partnership with local microfinance institutions, you can disseminate information to female workers on how to access these loans and be successful at growing a business.
  - Vegetable gardening
  - Livestock management and production in arid and semi-arid regions of Africa
  - Good practices for modernization of agriculture/farming systems
  - Natural resource management
  - Post-harvest technologies

- Support the creation of rural women's networks and groups such as cooperatives. Groups can provide a platform for women to learn informal skills and to use their collective power to reach new markets.
- Encourage rural women to engage in farm and off-farm activities that ensure their families' food security and diversify their income sources.
  - Support the diversification of crops via financing inputs/seeds and providing technical skills-training. For example, crop diversification can increase crop nutrition and provide extra income for women and their households.
  - Identify channels to build women's capacity to diversify crops, such as through women's self-help groups. *See the case study below.*
  - For small farmers, support the diversification of activities beyond farming to complement their income. This is especially important when farming-generated income is

unstable from year-to-year due to meteorological disasters that affect farming output.

#### Activity 4 - Contribute to Awareness-Raising Sessions on Ending Violence Against Women

##### **STEP 1: Collaborate with local organizations or support ongoing initiatives aimed at improving the well-being of workers and residents**

- Build awareness on the importance of ending violence against women and girls and on other quality-of-life issues that are essential to achieving gender equality. For instance, consider supporting initiatives that raise awareness on:
  - Safe housing.
  - Sexual harassment in workspaces and public spaces.
  - Safe public toilets.
  - Violence prevention.
  - Sanitation and hygiene (WASH).

#### **Why are these topics connected to ending violence against women?**

Access to safe public toilets is essential for all workers; however, toilets can also be high-risk areas for sexual harassment or violence against women. Awareness-raising sessions can therefore highlight to men the importance of using toilets separate from women, or the importance for an estate or plantation to have toilets that are close to housing and with well-lit paths. For more information on these sessions, see the case studies below.

## **STEP 2: Raise awareness and communicate about quality-of-life issues and violence against women**

Specific training channels or techniques can be helpful to increase the reach and extent of your awareness-raising activities.

- **Use the Training of Trainer (ToT) approach** to train a group of facilitators, who in turn can replicate the training sessions across the plantations and in other workspaces. *For more information on this approach and methodology, see the [facilitator guide](#) developed by the Prevention Collaborative.*
- **Encourage workers and managers to develop content or role-playing skits that highlight important messages.**

Leverage existing public gatherings—like festivals or public holidays—to share the messages with the broader community.

- **Display and distribute posters and visual material with key messages.** Use the [HERproject Toolbuilder](#) to build accurate and culturally relevant visuals or training materials on different health and financial literacy topics.
- **Leverage the radio and other media channels** to give women the opportunity to contribute to—and initiate—conversations within their community about the challenges they face, the solutions they are working on, and the opportunities they see. Read [here](#) to see how this was done in Ethiopia, Malawi, Tanzania, and Uganda.



## **Practical tools & resources**

### **Group Activity: Women Safety Audit**

This activity consists of leading a group of eight to 12 participants through a walk through a demarcated area. During the walk, the participants use a checklist to identify any factors that make them feel unsafe. Before the walk, participants determine a one-hour route and discuss the main principles of women's safety (see below). The "audit" can be conducted in factories, plantations, housing colonies, or bus stands; along common paths; or in other public spaces around the workplace. After the exercise, have the group discuss the findings and propose recommendations to improve women's safety in the space.

### **Women Safety Principles:**

- Knowing where you are and where you are going.
- See and be seen.
- Hear and be heard.
- Ability to escape and get help.
- Living in a clean and welcoming environment.
- Working together.

*Facilitator Tip: It is important to set clear boundaries about confidentiality during the workshop and during the exploratory walk. At the end of the exercise, provide information for a help-line or for services for survivors of violence to all participants in case the exercise triggered feelings or memories for a survivor who might need support.*

*“The exploratory walk that we carried out in the workers’ colony as a part of the training by UN Women made us understand that streetlights, lack of sanitation, and garbage disposal facilities have a bearing on women’s safety. We will have more discussions on the safety audit during subsequent meetings of the Jugnu Club and with other women in the community. We will also approach the management to improve the infrastructure keeping women’s safety during the planning exercise. Together we can make the public spaces safer for all.”*

*—A Woman Tea Plucker and Jugnu Club Member*

### **Group Activity: Community Mapping**

During this group exercise, ask participants to draw a map of their workspace and their surrounding community, highlighting the places they go and how they move as part of their daily and weekly routines. During these discussions, ask women to note the areas where they feel safe, where they feel unsafe, and the spaces that they avoid. The maps are also a helpful tool to identify areas where women experience different forms of exclusions, which can be spatial (seating, accessibility, lighting); social (who uses the space, when and why, social interactions); and symbolic (sexist advertising, misogynistic graffiti). These specific forms of exclusion will be explored further through observation in the next exercise.

## Group Activity: Gender Mobility and Resources Mapping

Gender Mobility and Resources mapping asks women to map facilities, products, and services, and to assess their access level over them. It is designed to show who can go where, with whom, and for how long. Furthermore, it ascertains whether access to and control over different products and services available in the workplace is equitable.



### Gender Perspective

This type of exercise can be adapted to highlight physical locations in workplaces where women are not allowed or purposely avoid, and give further insight into physical locations that hold either a threatening weight or an important gender bias that could create and/or perpetuate gender inequalities in the workplace. It may be useful for uncovering interconnections between mobility and gendered issues such as sexual harassment. It may also be useful for assessing how unpaid care work and other community duties have an impact on working hours.

### Example of Process

1. Ask the participant to draw concentric circles on the floor with a chalk or with a felt pen on a chart paper. Each concentric circle depicts the distance from her workstation.
2. Ask the participant to draw important locations within the workplace she walks to, and institutions she regularly travels to, with the closest one being placed on the nearest concentric circle and in an appropriate direction.
3. Ask her to draw the size of the location/institution based on how important it is to her (the bigger it is, the more important it is).
4. Ask her to draw a line from the centre to the location/institution she travels to.
5. Ask her to use symbols to indicate with whom she travels: fellow workers, friends, family, partner, group members [group], or alone.

Source: BSR (2018), *Gender Equality in Social Auditing Guidance* [https://www.bsr.org/reports/BSR\\_Gender\\_Equality\\_in\\_Social\\_Auditing\\_Guidance.pdf](https://www.bsr.org/reports/BSR_Gender_Equality_in_Social_Auditing_Guidance.pdf) / [http://www.isstindia.org/publications/Ranjani\\_toolkit.pdf](http://www.isstindia.org/publications/Ranjani_toolkit.pdf)

## Case Study: Empowering Women Farmers to Improve Their Incomes and Safety - Bomet and Kericho Counties, Kenya

Women are the backbone of the rural economy, especially in developing countries. In Africa, they comprise 51 percent of the rural population, playing a significant role to ensure their families well-being by providing food, shelter, healthcare, and education. Women's economic empowerment is an important protective factor that reduces the likelihood of violence against women (GWSF, pg. 12).

Since 2017, the Center for Rights Education and Awareness (CREAW), in partnership with UN Women Kenya, has supported female smallholder farmers in Bomet and Kericho counties to foster their economic autonomy. To improve their income-generating activities, they enhanced women's financial skills, provided access to credit and employment, and conducted site visits to successful micro-enterprises in the two counties. In addition, partnerships with Joyful Women Organization (JOYWO) and Women Enterprise Fund (WEF) were established to expand women's access to periodical training on modern agriculture, group credit modalities, and advocacy strategies.

After 3 months of training and inspiring engagements, 420 women farmers organized in 42 groups, initiated their own small- and medium-sized enterprises, including bakeries, tailoring, chicken-raising, hairdressing, and weaving.

Following these initial results, local trade fairs were organized with support of the local authority to provide safe spaces for female farmers to market their products in each county. These safe spaces brought together female farmers from both counties and represented an opportunity to champion for safe working conditions, fair wages, freedom from discrimination, and to speak out against sexual harassment and other forms of VAWG in public spaces. This advocacy opportunity prompted a commitment from the local authority to assign a permanent section in Bomet's central market to female farmers, where they can sell their agricultural produce weekly and save their incomes at a safe cooperative located within the market.



## How do I track progress and measure impact?

To assess the effectiveness of your actions to promote positive community norms for women and girls, use the following indicators to track and evaluate your actions:

| Action Area   | Suggested Indicator  | Data Collection Method  |
|---|--|---|
| 3a. Capacity of workers and managers enhanced on how to conduct and participate in gender planning. | Number of women and men trained on on gender inclusive public infrastructure, women's economic empowerment, sanitation, housing, other.  | <i>Quantitative*</i> : attendance records.  |
|   | Number and types of trainings on gender inclusive public infrastructure, women's economic empowerment, sanitation, housing, other.   | <i>Quantitative and Qualitative</i> : Conduct a pre- and post-training and/or project survey to assess the enhanced skills and knowledge of participants. |
| 3b. Women's participation in planing and women's economic empowerment enhanced.                     | Number of new/adjusted builds or initiatives that are gender-responsive informed by women's safety audits or other gender tools, and inclusive of women's economic empowerment component are in place. | <i>Quantitative</i> .   |
|   | Budget (currency) allocated to builds or initiatives that are gender-responsive.   | <i>Quantitative</i> .   |
|   | Effectiveness of gender-responsive new builds/initiatives (in providing safety).   | <i>Qualitative</i> : Conduct a post-project survey to assess the effectiveness of the gender-sensitive planning.  |
|   | Number of activities, campaigns, or consultations held to drive greater women's economic empowerment.  | <i>Quantitative</i> : track activities, investments, and partnerships.  |

\*Indicates sex-disaggregate that should be collected.

# 4. HOW TO ACTION? SOCIAL NORMS, ATTITUDES AND BEHAVIOUR THAT PROMOTE WOMEN'S AND GIRLS' RIGHTS IN RURAL SPACES



## Promote Positive Social and Gender Norms

1

**Understand and Support Social and Gender Norms that Promote Respect and Equality**

2

**Support Initiatives/Programs that encourage positive gender norms**



### Why is this important?

Sexual harassment and other forms of violence against women and girls is caused by gender inequality and norms on the acceptability of violence against women. ([GWSE](#), pg 1.)

Social norms have a significant influence on workplace practices and behaviors, and the promotion of women's safety within communities is critical to ending violence against women.

Partnerships with businesses, authorities, and NGOs can work toward shifting social norms, attitudes and behaviour to promote women's and girls' rights in rural spaces.



### What can I do?

As a producer, you can:

- Create a culture that promotes gender equality, where women are treated as equals, where there is respect between colleagues, and where there is zero tolerance for sexual harassment and other forms of violence against women.
- Support or fund initiatives that promote positive gender norms at school, encourage bystander interventions – that can defuse a situation, remove the target from the context or address the harasser. Bystanders can talk to the victim after an incident, also discuss with co-workers.
- Participate in community initiatives with other partners to promote respectful gender relationships within the communities in which your business operates. Modeling positive social norms can have a significant influence on the broader community.

<sup>2</sup> UN Women & ILO (2019). Handbook – Addressing violence and harassment in the world of work.



## Where do I start?

Quick Check-In for Producers.

This will help you decide where to start in this area, and direct you to the relevant recommendation, activities and resources.

### Action Area 4

**4.1**  
Understand and Support Social and Gender Norms that Promote Respect and Equality.

**[Corresponds to GWSF Output 4.1]**

Are you familiar with adverse social norms or gender stereotypes that may be harmful for women and girls in your community or that condone sexual harassment and other forms of violence against women?

If “no”, see pg. 61 of this guide

Do you know how to leverage existing community gatherings and initiatives to amplify your efforts on eliminating sexual harassment and promoting positive gender norms?

If “no”, see pg. 63 of this guide

**4.2**  
Support Initiatives/ Programs that encourage positive gender norms.

**[Corresponds to GWSF Output 4.2]**

Have you considered how you can use your position and resources to promote positive gender relationships and norms in education and in schools?

If “no”, see pg. 67 of this guide

Have you worked with local media outlets to amplify your positive impact and influence on community norms that promote respect and equality?

If “no”, see pg. 68 of this guide

# 4.1 UNDERSTAND AND SUPPORT SOCIAL AND GENDER NORMS THAT PROMOTE RESPECT AND EQUALITY

[Corresponds to Output 4.1 of the GWSF: Community Mobilized in Favour of Respectful Relationships, Gender Equality, and Safety in Public Spaces]



How do I implement this?

| Activity   | Key Steps   | Page # in Guide |
|--|---|-----------------|
| 4.1 Understand how social norms in your community impact women's safety and status.  | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Review the scoping study.</li> <li><b>STEP 2:</b> Be mindful of how community norms may impact your activities and incorporate learning into new activities.</li> </ul>   | pg. 61          |
| 4.2 Support community efforts to promote critical reflection on power imbalances, gender norms, violence against women, and gender inequality. | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Provide a space and organize social gatherings to share and promote messages with your employees and their families.</li> <li><b>STEP 2:</b> Fund or support initiatives through your corporate social responsibility and philanthropy strategies.</li> </ul> | pg. 62          |

## Activity 1 - Understand How Social Norms in Your Community Impact Women's Safety and Status

### STEP 1: Review the scoping study (conducted as part of outcome 1 of the GWSF, pg. 34, or engage with a local women's organization)

Use the findings from the scoping study or talk to local women's organization to:

- Identify harmful beliefs and social norms that prevent women's safety and gender equality more broadly.
- Map prevention initiatives within and around the community that are working to change harmful gender norms in order to foster more equitable power relationships, promote women's rights and dignity, and challenge unfair and unequal distributions of power.

**STEP 2: Be mindful of how community norms may impact your activities and incorporate learning into new activities**

Be aware that interventions may unintentionally result in:

- Strengthening existing gender stereotypes of how a woman should behave or dress, for example.
- Addressing immediate needs that may actually be in contradiction with more strategic, long-term social and economic goals for women. For example, the

provision of childcare alternatives that are reserved for women only may reinforce expectations that women are the primary caretakers. By not including men, this solution fails to address women’s unequitable burden of care.

- If your activities result in unintended consequences that reinforce existing social norms that are harmful to women, understand why and consider how you can resolve the situation by changing current activities or designing new ones. Talk through solutions with your local partner.

**Intersections of Localised Gender Norms and Unanticipated Effects of a Health Intervention: Implications of Respect and Being a “Good Girl” in Zambézia Province, Mozambique**

Between 2010 and 2015, The USAID-funded Strengthening Communities through Integrated Programming (SCIP) Project scaled up Women First, an economic and social empowerment intervention in Zambézia Province, Mozambique. Women First trained girls aged 13 to 17 years, particularly orphans and vulnerable children, to sell products like homemade cakes, cooking oil, and soap door-to-door in their communities. The intervention included a group education curriculum called Go Girls!, which was designed to reduce adolescent girls’ risk of HIV and gender-based violence, improve school attendance, and empower girls. However, perceptions of girls’ improved respectfulness also emerged as an unanticipated effect during the program evaluation. Perceptions of how the intervention caused improvements in behavior from the perspectives of women, their heads of household, influential men in their lives, and community members were unexpected. During in-depth interviews and focus group discussions, respondents described “good girls” as deferential and obedient, productive and willing to serve their families and communities, and sexually chaste and modestly dressed. Respondents believed the intervention had reinforced or taught these behaviors, although they were generally aligned with gender norms that were not part of the formal intervention content and sometimes contrary to the intervention’s primary goals.

Source: <https://www.tandfonline.com/doi/full/10.1080/13691058.2018.1498540>

**Activity 2 - Support Community Efforts to Promote Critical Reflection on Power Imbalances, Gender Norms, Violence Against Women, and Gender Inequality**

**STEP 1: Provide a space and organize social gatherings to share and promote messages with your employees and their families**

- Invite specialized and qualified partners to conduct relevant sessions with your employees and promote collective reflections on gender norms and violence against women and girls. For examples of these activities please refer to the case studies below.

masculinities, among others, is an opportunity to promote positive social and gender norms. These initiatives are usually led by specialized local NGOs, women’s rights organizations, government authorities, or faith groups in the community who may benefit from your support where possible.

**STEP 2: Fund or support initiatives through your corporate social responsibility or philanthropy strategies**

- Support diverse initiatives such as those on sexual reproductive health, women’s economic empowerment, and positive

- Engage and partner on initiatives with local actors in the community to strengthen women’s safety. See [here](#) how this has been done by Unilever Tea Kenya (UTK) through their partnership with the Kenyan Police.



**Practical tools & resources**

**Useful Training Resources:**

- **Training Manual for Sexual and Reproductive Health and Relationship Communication Skills and Empowerment** was produced in response to a growing need for interventions to strengthen relationships, promote safer sexual practices, and prevent HIV infections. This program focuses on communication in relationships and acknowledges the gendered context of lives and the broad range of influences on sexual practices. This version of the program includes financial literacy training to further empower participants to be able to make their own sexual and reproductive health decisions and own their futures. Access the training manual [here](#).
- **Working with Young Women: Empowerment, Rights, and Health Training Manual** includes a series of group educational activities to promote young women’s awareness about gender inequities, rights, and health, and to develop skills so they can feel more capable of acting in empowered ways in different spheres of their lives. Access the training manual [here](#).

**Sample Training Content: HERrespect Training Curriculum**

**Practical Exercises on Power Relationships and Gender Norms (10 minutes)**

1. Ask participants to form two lines, facing each other. Each participant touches their palms with the participant facing her in the other line. Call one line “Line 1” and the other “Line 2”.

2. Ask all of the participants in Line 1 to start pushing against the person in Line 2, only using their palms. People in Line 2 can respond in any way they would like.
3. After 30 seconds or so, ask everyone to stop and then to change roles. This time, Line 2 members should push against Line 1 members, and Line 1 members can respond as they choose.
4. After another 30 seconds or so, ask everyone to sit down in a big circle. Ask people how they felt doing this exercise. Did they respond by pushing back or by giving in? How did this relate to their real-life experiences of conflict, for example, in your relationship? When someone pushes you do you give up or fight back? There are no right or wrong answers but sometimes our relationships are influenced by how we respond.

### **Common Perceptions of Gender Roles (20 minutes)**

1. Tell the participants: *"We will discuss topics related to gender and how women and men are expected to behave and interact with one another during this session. We will start with a drawing game"*.
2. Divide the participants into groups of five. Give each group a subject: nurse, CEO, or tea estate manager. Then ask each participant in the group to draw the subject. Ask them to do a quick and simple drawing, and after completing the drawing to give their character a name. Give each group five minutes to finish the task. Remind them that this is not an art class, and it does not matter how it looks, but ask them to try to be as realistic as possible by including clothes, tools, and activities, etc.
3. Refer to the subject of the drawing only as "nurse"/"CEO"/"tea estate manager." Never refer to the subject as "he," "she," or by any other pronoun or word that might imply the gender of the subject. There should not be any discussion on gender issues while the participants are drawing.
4. After everyone has completed their drawings, invite the participants to put it up on the walls. Invite them to look at the other pictures and interact with each other. Give them five minutes to walk around and look at the pictures. Is it possible that most participants will draw the CEO and tea estate manager as male and nurse as female?
5. Ask the group to reflect on the following, reminding them that there is no wrong answer:
  - a. What is the gender of the nurse? And the tea estate manager?
  - b. Why is the nurse female? Why is the estate manager male?
6. Ask the group whether they think that in reality women can be CEOs and tea estate managers and many other things if she wants to be. Gently challenge the group if they say "no." Push until everyone accepts that these roles can be done by anyone. Likewise, men too can be nurses, cooks, workers, or whatever they aspire to be. Explain that this is a reflection of our perceptions of what a man or a woman is expected to do.

Source: These exercises are part of the [HERrespect Curriculum \(2019\)](#).

## Case Study: WhatWorks Programme: Working with Faith Leaders and Local Communities to Challenge Adverse Attitudes about Gender and Violence

This Programme which was piloted in 15 remote villages in the Ituri region of DRC, trained faith leaders to challenge socially accepted norms in their sermons and discussion groups. The DRC programme, coordinated by the aid organisations Tearfund and Heal Africa and evaluated by independent academics, is one of the 13 programmes funded by the Department for International Development's (Dfid) testing strategies to tackle violence against women and girls.

### Interventions

The faith leaders were trained to speak to people in their communities about the issue and were encouraged to raise the subject in sermons, prayer groups, and youth groups. Gender Champions and Community Action Groups were also trained to promote gender equality and nonviolence and to advocate for survivors' needs and rights. The intervention engaged men and boys, as well as women and girls, in transforming a more positive understanding of masculinity, tackling stigma, and improving support for survivors within communities.

Following the intervention, women's experience of domestic violence fell from 69% to 29% after two years of intervention—a drop of 58%.

Lesson Learned: Supporting women to assert their rights and giving religious leaders a voice in challenging the acceptability of violence dramatically contributed to transforming gender norms in these villages. Religious institutions are often respected, and faith leaders can play an important role in influencing people's views, including on gender and violence.

Source: <https://www.whatworks.co.za/news/news/item/583-uk-aid-project-helps-cut-violence-against-women-by-more-than-half-in-democratic-republic-of-congo>

## Case Study: BSR's HERrespect Programme

HERrespect promotes positive gender relations and harmonious relationships through life skills building, awareness raising, policy development, and workplace systems strengthening.

### Interventions

Through a 12-month workplace program, HERrespect interventions include:

- 1. Capacity-building:** (i) Training for peer educators (i.e. management, female workers, and male workers) on interpersonal skills and gender sensitization using participatory methods; and (ii) joint sessions between management and workers to engage them in a dialogue about their workplace experiences and expectations.
- 2. Awareness-Raising:** (i) Outreach sessions led by peer educators on HERrespect topics for the factory staff and workers; (ii) factory-wide campaigns on training messages.
- 3. Workplace systems strengthening:** (i) Guidance on best practices and policies through the use of the Women's Safety in the Workplace Toolkit jointly developed by BSR and Confederation of Indian Industries (CII).

**Following the 3-pronged approach**, across all participants in the programme, including workers and managers, the agreement with the statement "*There are times when a woman deserves to be beaten,*" dropped by 55 percent (from 34% to 15%).

Source: <https://www.whatworks.co.za/documents/publications/264-herrespect-program-summary-nov2018/file>

# 4.2 SUPPORT INITIATIVES/ PROGRAMMES THAT ENCOURAGE POSITIVE GENDER NORMS

(Corresponds to Output 4.2 of the GWSF: Transformative Initiatives Developed and Integrated Into Formal and Non-Formal Education and Media Messaging)



## How do I implement this?

Below are the key activities and steps you can take to support women’s voice and economic development:

| Activity  | Key Steps   | Page # in Guide |
|---|---|-----------------|
| 1. Support initiatives that promote nonviolent parenting practices and discrimination-free school environments.                     | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Make material available for your employees that promote positive gender norms and attitudes in the parent-child relationship.</li> <li><b>STEP 2:</b> Support initiatives that promote equal opportunities and positive gender norms within local schools.</li> </ul> | pg. 67          |
| 2. Contribute to social marketing campaigns that raise awareness about violence against women and promote egalitarian gender norms. | <ul style="list-style-type: none"> <li><b>STEP 1:</b> Develop or use existing promotional campaigns to position yourself as a women’s safety advocate.</li> <li><b>STEP 2:</b> Collaborate with other producers or brands to raise your voice around key international and local events.</li> </ul>                         | pg. 68          |

### Activity 1 - Support Initiatives That Promote Nonviolent Parenting Practices and Discrimination-Free School Environments

**STEP 1: Make material available for your employees that promote positive gender norms and attitudes in the parent-child relationship**

- Provide a range of materials to help parents counter negative gender stereotypes, including printable materials that can be used in games to help children (or adults) discover and de-construct gender stereotypes. An example is the [Gender Bias Bingo](#).

## **STEP 2: Support initiatives that promote equal opportunities and positive gender norms within local schools**

- Where possible, support women rights organizations and/or government initiatives to improve the school curriculum and educational policies to promote equal opportunities and positive gender roles. This support may take different forms, such as amplifying their voice in social gatherings and school projects that you might be funding or supporting. As an employer and a key economic player in your community, you have the opportunity to signal to schools the need for policies and practices that address sexual harassment and other forms of violence against women and girls. See [here](#) how this has been done in 20 schools in Kericho and Bomet counties, Kenya, by UN Women in partnership with the Gender Violence Recovery Center (GVRC).

### **Activity 2 - Contribute to communication initiatives that Raise Awareness About Violence Against Women and Promote Egalitarian Gender Norms**

#### **STEP 1: Develop or use existing promotional campaigns to position yourself as a women's safety advocate**

- Develop simple promotional content that can be used in the workplace or in communities to shift attitudes around sexual harassment and other forms of violence. Posters, flyers, and leaflets can be produced relatively cheaply and can be distributed on the plantation—for instance, in meeting rooms, canteens, or other common areas. Make sure that messages and

definitions used in the flyers come from trustful sources and are aligned with international standards. *Refer to the GWSF (pg. 73) for these definitions.*

- Connect with and leverage ongoing global campaigns advocating against violence such as the [Unstereotype Alliance](#) that strives to eradicate harmful gender-based stereotypes in all media and advertising content. Wherever possible, encourage male workers to participate in the campaigns. *See the section below on Practical Tools & Resources for concrete examples.*

#### **STEP 2: Collaborate with other producers or brands to raise your voice around key international and local events**

- Consider collective communications around international events such as International Women's Day (8 March), the 16 Days of Activism Against Gender-Based Violence (25 November to 10 December) or around national days such as the Girl Child Day in India (24 January).
  - These events are opportunities for you to share messages around tackling harmful gender stereotypes or challenging underlying attitudes that contribute to violence against women, or to raise awareness of the need for action.
  - Buyers or local partner organizations will often be involved in these campaigns and can be a resource, providing images and messaging to be used through social media channels or to be shared internally with workers.



## Practical tools & resources

### Sample Campaign: The White Ribbon Campaign (WRC)

The WRC Campaign is a global movement of men and boys working to end male violence against women and girls. They provide posters and social media campaigns on key messages such as those clarifying what is consent. Learn more [here](#).

Source: White Ribbon Canada (2017). Available at <https://twitter.com/whiteribbon>. Accessed 05/12/2019.



Source: Breaking the circle Campaign <http://fr.breakingthecircle.org/>.

### Sample Campaign: Breaking the Circle Campaign

The campaign's objective is to provide actionable tools for men and women to break the cycle of gender-based violence and harassment. There are a number of resources and ongoing sub-campaigns such as the 16 Pledges and Man Enough that engage women and men to make pledges, raise awareness, and act in the workplace and community around them. Learn more [here](#).

## Case Study: Engaging Men and Women Smallholder Farmers in Media Advocacy

### Context

The Women and Girls Safety Project is implemented by Unilever Tea Kenya and UN Women Kenya Country Office, in collaboration with three implementing partners: Center for Education and Awareness (CREAW), African Women's Development and Communication Network (FEMNET), and the Gender Violence Recovery Center (GVRC).

Gender inequalities and the gender norms that support them are still commonplace among communities in Kericho and Bomet counties, which are strongly patriarchal and predominantly bestow power and privilege to men. Systems of gender inequality render women and girls vulnerable to sexual harassment and other diverse forms of gender-based violence.

Sexual harassment is highly normalized, and social interactions are often cast in a sexual light, especially by the media, making it appear normal and acceptable. It is not fully understood, and many men are not aware of the range of behaviors and acts that constitute sexual harassment. There is also a general lack of awareness of human rights and the rights of women and girls, including what constitutes abuse and where to seek help should it occur. This corroborates findings from a scoping research conducted in the two counties which found that community members lacked the skills and knowledge to identify and act on sexual harassment and other forms of gender-based violence.

### Intervention

Working effectively with the media and harnessing its power to influence wider societal norms that promote violence against women and girls is an integral part of this project. Community radio is one of the most powerful mediums of communication; most community members rely on community radio for information, which influences their attitudes and behaviors and shapes their social norms.

The Women and Girls Safety Project trained women out-growers drawn from Kericho and Bomet Counties as advocacy champions for promoting safe and empowered spaces for women out-growers. Men and boys were also trained on ending sexual harassment and other forms of gender-based violence among smallholder farmers. These champions were empowered with skills on effective community messaging and have since been engaged in awareness campaigns through community outreach and media engagement.

The project specifically worked with Radio Injili 103.7 FM as a powerful platform for sharing information on ending sexual harassment and gender-based violence. The radio station hosted the champions as guest speakers to educate members of the public on their rights and responsibilities. The champions spoke about the different cases of violence ranging from sexual harassment in the tea weighing and buying zones to discrimination and unfair treatment of female workers. Key messages were developed and translated into the vernacular Kalenjin and Kipsigis languages and used during the radio shows for a wider public reach. The advocates' voices in community media seek to affect greater change in the community by engaging community members, local leaders, service providers, policymakers, and other stakeholders in the counties.

### Outcomes

The radio sessions have enhanced community conversations on social norms and action against sexual harassment. The participation of locals on talk shows encouraged members of the public to "call-in" asking questions from the champions. As a result of this media engagement, men, women, boys, and girls are now questioning and challenging social norms, attitudes, and behaviors that promote gender inequalities and violence against women.



## How do I track progress and measure impact?

To assess the effectiveness of your actions to promote positive community norms for women and girls, use the following indicators to track and evaluate your actions:

| Action Area  | Suggested Indicator   | Data Collection Method  |
|--|---|---|
| 4a. Community initiatives that promote critical reflection on power imbalances, gender norms, violence against women, and gender equality leveraged. | Number of women, men, girls, and boys in the sites of intervention who received training, and any outreach/educational activity in formal and informal settings on sexual harassment or violence against women. | <i>Quantitative*</i> : track number of people attending training or participating in another educational activity.        |
|  | Number of actions taken to support community initiatives.   | <i>Quantitative</i> : track number of actions/ contributions made to local initiatives.                                   |
| 4b. Communication strategies that raise awareness about violence against women and promote egalitarian gender norms promoted.                        | Number and reach of contributions made to media and marketing campaigns.<br>Or<br>Number and reach of actions taken related to communications and media.  | <i>Quantitative</i> : track number of contributions as well as the reach of these contributions, e.g. radio listenership. |

\*Indicates sex-disaggregate that should be collected.

# 5. ASSESSING PROGRESS

## WHY?

Assessing whether the objectives of your project are being met and measuring the effectiveness of the key strategies outlined in this guide is critical to create workplaces that are free from the risk of violence against women. Monitoring, evaluating, and course-correcting policies and specific interventions is essential to make sure your approach addresses the specific needs and strategic interests of women.

## WHAT?

To do this, define from the onset indicators that will measure the effectiveness of your policy or project. Indicators are measures or criteria against which changes over time can be assessed. Given the nature of your project, it is important that gender indicators are used to measure gender-related changes. Gender indicators can take various forms and can refer to individual women and men or to gender dynamics amongst a group of people within the workplace or the community.

Most projects will need a mix of gender indicators to understand how women and men are engaging with and benefitting from project interventions. These indicators demonstrate, for instance:

- Women's and men's statuses, attitudes, and perceptions.
- How women and men participate in different aspects of the project.
- What women and men are gaining or losing from the project.

Depending on the project's focus, you can choose to have a combination of indicators that measure:

- Overall impact of the project on female and male workers (increased safety of women or increased trust in a grievance mechanisms, for example).
- Outcomes that project activities contribute to (increased awareness of how to access grievance mechanisms and uptake of the grievance mechanisms, for example).
- Outputs that are the direct result of project activities (participation in awareness-raising training, for example).

## HOW?

There are two ways to collect critical data on women's safety and women's empowerment:

1. Before and after a new project or policy implementation; and
2. On an ongoing basis to collect feedback for continuous improvement, and to identify any potential structural discrimination.

Both data-collection approaches require gender-sensitive management systems to collect, storage, analyze and share data data and information that will ensure action based on evidence. The continuous maintenance of the management system is critical to ensure accurate, up-to-date information. Here are a few steps to get you started:

### **Step 1: Identify the data and information that needs to be collected regularly**

- Workforce information, including contract type and job category data should be systematically collected, and disaggregated by sex. This data can reveal potential discrimination and power imbalances that can contribute to sexual harassment and other forms of violence against women.
- Business performance indicators such as absenteeism, productivity, turnover, and occupational health diseases or injuries should be collected, and disaggregated by sex.
- Key Performance Indicators (KPIs) that are related to a specific strategy or intervention should be collected. KPIs should be established in the design phase of these interventions. The GWSF outcome-related intervention KPIs provided at the end of each outcome section can be used to track whether the implementation of key strategies is achieving the desired results.

For instance, when providing training to workers and managers on legislation and policies related to sexual harassment, sex-disaggregated data, such as effective participation, should be collected at a minimum. Data that demonstrates enhanced knowledge and/or skills should also be gathered through pre and post training surveys. This can be done through the use of survey questionnaires that use [Likert scales](#).

- Sex disaggregated data that measures workers' and community members' perceptions and behaviors related to violence against women should also be considered as part of regular feedback-loop mechanisms.

### **Step 2: Define a collection methodology and frequency for each type of indicator, and designate who is responsible for the actual collection**

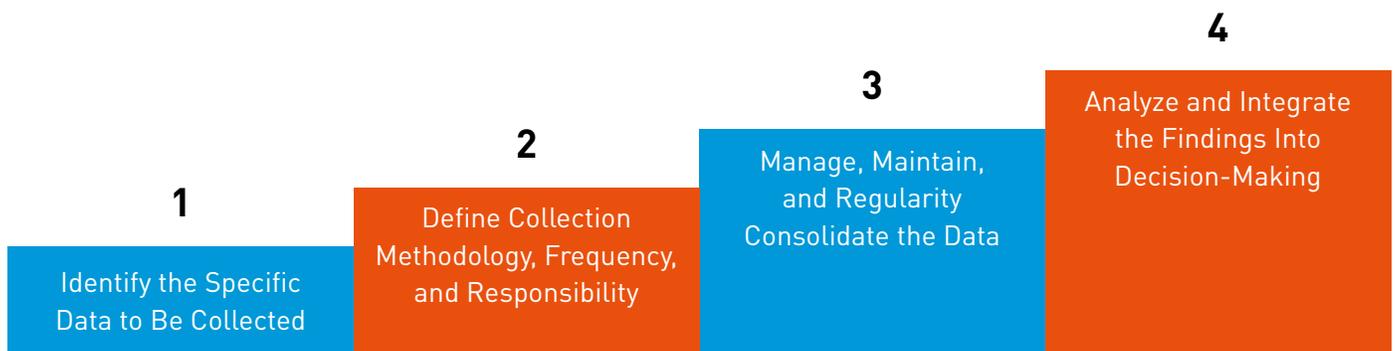
The methodology for different types of indicators may include quantitative and qualitative collection methods as suggested in each action area such as interviews, focus group discussions or surveys and through routine administrative records.

For instance, workforce profiles will be regularly updated through recruitment, promotion, and termination processes, but some data collection will be intervention-specific and will take place before and after a policy has been implemented, a training conducted, or a new safe space for women created.

### **Step 3: Design accountable structures to manage and maintain the centralized regular collection of sex-disaggregated KPIs and impact data on workers**

Define who is accountable for accurately maintaining, updating, and disseminating the sex-disaggregated data.

### **Step 4: Ensure that the data collected is fed back to relevant decision-makers and managers who are in charge of implementing existing policies or designing new interventions**



Source: Developed by BSR for UN Women (2019)



## Practical tools & resources

### Tracking and Evaluating Gender-Equality Interventions in the Floriculture Sector

The KPIs, conceived by IDH, the Sustainable Trade Initiative, and developed together with the Floriculture Sustainability Initiative (FSI) and the FSI Working Group on Gender (which includes BSR, Hivos, and Partner Africa), follow from extensive research on gender-equality interventions in the floriculture sector carried out since 2014. A business case study—commissioned by IDH and conducted by Fair & Sustainable Consulting—tested and evaluated the impact of these interventions on families, communities, and businesses connected with five Ethiopian flower farms. The selected farms were among the ones that had previously participated in the Women’s Empowerment projects implemented by the Ethiopian Horticulture Producer Exporters Association (EHPEA) and BSR (Business for Social Responsibility), and co-funded by IDH. The results highlighted the need to develop a common list of sex-disaggregated indicators to record and monitor costs and outcomes in a consistent way. To empower more organizations to invest in their workforce and to ensure the equal treatment of women and men, a harmonized set of KPIs has been created to record and monitor the costs and outcomes of investing in policy changes in the workplace.

The KPIs cover the following categories: work and employment, absenteeism and productivity, harassment and health, and gender interventions and costs. For the full framework, see [here](#).

Source: IDH (2018), *New KPIS to Track and Evaluate Gender Equality Interventions*: <https://www.idhsustainabletrade.com/uploaded/2019/02/IDH-Gender-KPIs.pdf>

# ANNEX 1

## EXAMPLE OF TRAINING CONTENT ON THE RESPONSE TO SEXUAL HARASSMENT AT THE WORKPLACE IN INDIA

*This training module was informed by the training developed by UN Women India that was implemented at the McLeod Russel Tea company in Assam.*

### **Training on Sexual Harassment in the Workplace**

#### **Objective:**

- To provide managers, supervisors, and workers with a common understanding of sexual harassment and how to identify and report sexual harassment in the workplace.
- To build and strengthen employees' skills and knowledge on the Sexual Harassment Policy and grievance mechanisms.

**Time:** 1.5 days

**Ethics & Privacy:** Create a safe, open, and trusting space. From the beginning, set clear boundaries about confidentiality during the workshop. Participants can talk about how the workshop affected them personally and what they learned generally,

but they should respect the privacy of all personal information.

#### **Content:**

- **Power Walk**

This exercise helps employees understand the unequal power relations of our society, including in the workplace. The facilitator guides the participants to reflect on how power relations shaped by job status, race, caste, sex, ethnicity, physical ability, among others, may affect employees' access and control over resources, including safety. The facilitator highlights how the *lack* of power may lead to discrimination and further marginalization. For example: Women are disproportionately represented in the lower tiers of the supply chain and are often subject to discrimination, sexual harassment, and other forms of workplace violence<sup>15</sup>.  
(Duration: two hours)

- **Understanding Sexual Harassment**

The next key component of the module is to develop a common understanding of sexual harassment. Participants are asked to share their understanding and

<sup>15</sup> ILO, 2016e, para.14.

examples of sexual harassment in the workplace. This is an opportunity to clearly state the definition and list the different forms of sexual harassment and violence against women in the workspace according to the policy. After the brainstorm, participants are divided into smaller groups and provided with three distinct scenarios. After each scenario the facilitator guides a group discussion around these key elements: definition of sexual harassment, intent and impact, and the role of the employer. *(Duration: two hours)*

- **Complaint Procedures**

During the last session, participants are provided with clear guidance on how to recognize, record, and report a case of sexual harassment and other forms of violence against women in the workspace.

- **Recognize** the negative behavior.
- **Record** notes on the location and the time where the incident occurred and any witness to the incident.
- **Report** the incident to the internal committee (IC).

As a group exercise, participants simulate the reporting process and the IC's roles and responsibilities. During the exercise, it is important to describe the clear steps for filing and handling a complaint, including the timeframes and the roles of different committee members. This exercise is a good opportunity to prompt and discuss the barriers and facilitators to reporting and processing the complaints. Make sure one facilitator is taking notes throughout the exercise to compile the concerns and recommendations shared by the employees. This valuable

information will assist managers to update and improve the sexual harassment policy and grievance mechanisms. *(Duration: three hours)*

**Materials:**

- *Handout of the Sexual Harassment Policy.*
- *A visual of the internal committee composition and process.*

**Tip for the Facilitator:** *This workshop is organized as an education activity where the key messages are learned through individual and group reflections. A welcoming, friendly, and trustworthy attitude encourages equal participation among participants, including men and women employers.*

*"My understanding about violence against women was very limited. I thought it to be a social evil which exists in areas, which is not in my vicinity. But after attending the training conducted by UN Women on the sexual harassment of women in the workplace, there has been significant change in my understanding of and approach to the issue.*

*As a sustainability focal point of McLeod Russel, I have majorly drawn upon the training contents and methodology for conducting in-house training sessions, as well as for a few external training that I have conducted for NAPP (a producer organization for Fairtrade). The training content and methodology remains flexible to suit the target group, yet the core content has been assimilated. I strongly recommend this training for other producers".*

*—Ashish Sumal, Deputy Manager - Certifications, McLeod Russel*

# ANNEX 2

## LIST OF RESOURCES

### Action Area: Laws and policies in place and implemented

#### 1. Identify training needs and build capacity among managers and workers to prevent and respond to sexual harassment and other forms of violence

|   |  |
|---|--|
| <b>Development of Training Plan and Content</b> | Ethical Tea Partnership (2015), Social Issues Training Manual on Capacity Building in the Tea Sector on Gender and Social Issues: <a href="http://www.ethicalteapartnership.org/wp-content/uploads/Manual-Social-Issues-Training.pdf">http://www.ethicalteapartnership.org/wp-content/uploads/Manual-Social-Issues-Training.pdf</a>  |
| <b>Development of Training Plan and Content</b> | BSR (2017), Women's Safety in the Workplace Toolkit Guide: <a href="https://www.bsr.org/en/our-insights/report-view/womens-safety-in-the-workplace-toolkit-guide">https://www.bsr.org/en/our-insights/report-view/womens-safety-in-the-workplace-toolkit-guide</a>   |
| <b>Development of Training Plan and Content</b> | UN Women & ILO (2019), Handbook Addressing Violence and Harassment Against Women in the Workplace: <a href="http://www.world-psi.org/sites/default/files/documents/research/work-handbook-web.pdf">http://www.world-psi.org/sites/default/files/documents/research/work-handbook-web.pdf</a>   |
| <b>Development of Training Plan and Content</b> | UN Women (2018), Towards an End to Sexual Harassment: The Urgency and Nature of Change in the Era of #MeToo: <a href="http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/towards-an-end-to-sexual-harassment-en.pdf?la=en&amp;vs=4236">http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/towards-an-end-to-sexual-harassment-en.pdf?la=en&amp;vs=4236</a> |

#### 2. Develop and implement an effective policy to prevent and respond to sexual harassment and other forms of violence against women

|                           |   |
|---------------------------|---|
| <b>Policy Development</b> | Women's Health West (2015), Developing a Gender Equity And/Or Prevention of Violence Against Women Organisational Policy: A Sample Policy Tool: <a href="http://pvawhub.whwest.org.au/wordpress/wp-content/uploads/2016/01/Gender-Equity-and-Preventing-Violence-Against-Women-Organisational-Policy-Tool.pdf">http://pvawhub.whwest.org.au/wordpress/wp-content/uploads/2016/01/Gender-Equity-and-Preventing-Violence-Against-Women-Organisational-Policy-Tool.pdf</a> |
| <b>Policy Development</b> | BSR (2017), Women's Safety in the Workplace Toolkit Guide: <a href="https://www.bsr.org/en/our-insights/report-view/womens-safety-in-the-workplace-toolkit-guide">https://www.bsr.org/en/our-insights/report-view/womens-safety-in-the-workplace-toolkit-guide</a>  |
| <b>Policy Development</b> | ILO, Information Sheet 6, Sample Sexual Harassment Policies: <a href="https://gbv.itcilo.org/index.php/information_sheet/show/id/6.html">https://gbv.itcilo.org/index.php/information_sheet/show/id/6.html</a>  |

## 2. Develop and implement an effective policy to prevent and respond to sexual harassment and other forms of violence against women

|   |  |
|---|--|
| <b>Policy Development</b>   | UN Women & ILO (2019), Handbook Addressing Violence and Harassment Against Women in The Workplace: <a href="http://www.world-psi.org/sites/default/files/documents/research/work-handbook-web.pdf">http://www.world-psi.org/sites/default/files/documents/research/work-handbook-web.pdf</a>   |
| <b>Policy Implementation</b>  | IDH Sustainable Trade Initiative (2018), How to Address Sexual Harassment and Other Forms of Gender-Based Violence: Providing a Roadmap for Plantation Management: <a href="https://www.idhsustainabletrade.com/uploaded/2018/12/Kenya-Roadmap-2018-final.pdf">https://www.idhsustainabletrade.com/uploaded/2018/12/Kenya-Roadmap-2018-final.pdf</a>   |
| <b>Policy Implementation</b>  | WhatWorks (2015), Response Mechanisms to Prevent Violence Against Women and Girls: <a href="https://www.whatworks.co.za/documents/publications/36-global-evidence-reviews-paper-3-response-mechanisms-to-prevent-violence-against-women-and-girls/file">https://www.whatworks.co.za/documents/publications/36-global-evidence-reviews-paper-3-response-mechanisms-to-prevent-violence-against-women-and-girls/file</a>   |
| <b>Establishing Grievance Mechanisms</b>                                      | Fair and Sustainable Consulting, IDH Sustainable Trade Initiative (2018), Gender Business Case Evaluation Final Report <a href="https://www.idhsustainabletrade.com/gender-ethiopian-flowers/">https://www.idhsustainabletrade.com/gender-ethiopian-flowers/</a>   |
| <b>Setting Up and Running Sexual Harassment Committees</b>                    | ITC and the Fair Wear Foundation, Gender Based Violence in Global Supply Chains: Resource Kit, Briefing 7.1 - Creating Inclusive and Dignified Workplaces, Including Safe Spaces for Reporting and Effective Mechanisms for Seeking Redress: <a href="https://gbv.itcilo.org/index.php/briefing/show_paragraph/id/106.html">https://gbv.itcilo.org/index.php/briefing/show_paragraph/id/106.html</a>   |
| <b>Step-by-Step Guide for Starting a New or Enhancing an Existing Hotline</b> | Johns Hopkins Bloomberg School of Public Health Center for Communication Programs (2003), Setting Up a Hotline: <a href="https://pdf.usaid.gov/pdf_docs/PNACU541.pdf">https://pdf.usaid.gov/pdf_docs/PNACU541.pdf</a>  |
| <b>Develop New or Link to Existing Referral Pathways</b>                      | UN Women, UNFPA, UNDP, and UNODC (2015), Essential Services Package for Women and Girls Subject to Violence Core Elements and Quality Guidelines, Module 6 Implementation Guide: <a href="http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2015/essential-services-package-module-6-en.pdf?la=en&amp;vs=5015">http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2015/essential-services-package-module-6-en.pdf?la=en&amp;vs=5015</a> |
| <b>Essential Considerations on Setting up a Refuge</b>                        | WAVE Co-ordination Office/European Information Office Against Violence Against Women (2004), Away From Violence: <a href="http://files.wave-network.org/trainingmanuals/Away_from_Violence_2004_English.pdf">http://files.wave-network.org/trainingmanuals/Away_from_Violence_2004_English.pdf</a>   |
| <b>Setting up Shelters for People with Disabilities</b>                       | Humanity International (2009), Guidelines for Creating Barrier-Free Emergency Shelters: <a href="http://www.endvawnow.org/uploads/browser/files/guide_barrier-free_emergency_shelters_handicap_intl_2009.pdf">http://www.endvawnow.org/uploads/browser/files/guide_barrier-free_emergency_shelters_handicap_intl_2009.pdf</a>  |

## 2. Develop and implement an effective policy to prevent and respond to sexual harassment and other forms of violence against women

|   |  |
|---|--|
| <b>Case Study: Visibility of Women Dairy Farmers in Nicaragua</b>                               | GFRAS (2016), Gender Mainstreaming in Agricultural Value Chains: Promising Experiences and the Role of Rural Advisory Services - Page 3: <a href="https://www.g-fras.org/en/knowledge/gfras-publications.html?download=613:gender-mainstreaming-in-agricultural-value-chains-promising-experiences-and-the-role-of-rural-advisory-services">https://www.g-fras.org/en/knowledge/gfras-publications.html?download=613:gender-mainstreaming-in-agricultural-value-chains-promising-experiences-and-the-role-of-rural-advisory-services</a> |
| <b>Case Study: Rainforest Alliance/UTZ Newly Revised Standard Approach to Sexual Harassment</b> | UTZ and Rainforest Alliance (2019), Better Business Hub: <a href="https://utz.org/better-business-hub/strengthening-your-reputation/be-part-of-the-alliance-join-our-new-standard-consultation/">https://utz.org/better-business-hub/strengthening-your-reputation/be-part-of-the-alliance-join-our-new-standard-consultation/</a>   |
| <b>Case Study: Establishing Effective Gender Committees in Ethiopian Horticulture</b>           | IDH (2018), Gender Business Case Evaluation Final Report: <a href="https://www.idhsustainabletrade.com/uploaded/2018/11/Gender-Business-Case-Report-Ethiopian-Flowers.pdf">https://www.idhsustainabletrade.com/uploaded/2018/11/Gender-Business-Case-Report-Ethiopian-Flowers.pdf</a>  |
| <b>Case Study: The Fair Food Program's Worker-Led Complaints Mechanism</b>                      | Shift (2018), The Human Rights Opportunity: <a href="https://www.shiftproject.org/sdgs/">https://www.shiftproject.org/sdgs/</a>  |

### Action Area: Safety and Economic Viability of Spaces

#### 1. Support training of managers and other personnel on how to conduct and implement gender planning

|  |   |
|--|---|
| <b>ToT Manual</b>                      | African Women's Development and Communication Network (n/a), A Curriculum for the Training of Trainers in Gender Mainstreaming: <a href="http://tfig.unece.org/pdf_files/curriculumforthetrainingoftrainersingendermainstreaming.pdf">http://tfig.unece.org/pdf_files/curriculumforthetrainingoftrainersingendermainstreaming.pdf</a>   |
| <b>Women's Safety Audit Case Study</b> | UN Women (2018), A Global Women's Safety Framework in Rural Spaces: Informed by Experience in the Tea Sector, Case Study: Women's Safety Audit Training in Public Spaces in Tea Estates of Assam, pg. 38: <a href="https://www.unilever.com.tr/Images/a-global-womens-safety-framework-in-rural-spaces_tcm1316-529440_tr.pdf">https://www.unilever.com.tr/Images/a-global-womens-safety-framework-in-rural-spaces_tcm1316-529440_tr.pdf</a> |
| <b>Mobility Mapping Manual</b>         | World Bank (n/a), Mobility Mapping: <a href="http://sitere-sources.worldbank.org/EXTTOPPSISOU/Resources/1424002-1185304794278/4026035-1185375653056/4028835-1185375938992/3_Mobility_mapping.pdf">http://sitere-sources.worldbank.org/EXTTOPPSISOU/Resources/1424002-1185304794278/4026035-1185375653056/4028835-1185375938992/3_Mobility_mapping.pdf</a>   |

## 1. Support training of managers and other personnel on how to conduct and implement gender planning

|  |  |
|--|--|
| <b>Mentoring Program Organization</b>                        | Young Professionals for Agriculture Development, Mentoring Youth in Agriculture Program: <a href="https://ypard.net/mentoring">https://ypard.net/mentoring</a>   |
| <b>Tips for Building Effective Mentoring Programs</b>        | Young Professionals for Agriculture Development (2017), Equipping Young People to Make a Change in Agriculture: <a href="https://ypard.net/sites/default/files/legacy_files/Mentoring%20Report%20Review.pdf">https://ypard.net/sites/default/files/legacy_files/Mentoring%20Report%20Review.pdf</a>  |
| <b>Facilitator's Guide</b>                                   | The Prevention Collaborative (2018), Training and Mentoring Community Facilitators to Lead Critical Reflection Groups for Preventing Violence Against Women: <a href="https://prevention-collaborative.org/wp-content/uploads/2018/11/PRACTICE-BRIEF_Training-and-Mentoring-220818-Low-Res.pdf">https://prevention-collaborative.org/wp-content/uploads/2018/11/PRACTICE-BRIEF_Training-and-Mentoring-220818-Low-Res.pdf</a> |
| <b>Display Posters and Visual Material with Key Messages</b> | HERproject Toolbuilder: <a href="http://toolbuilder.herproject.org/">http://toolbuilder.herproject.org/</a>  |
| <b>Amplify Voices Through the Radio</b>                      | Farm Radio International (2018), Interactive Radio: A Powerful Tool to Amplify Women's Voices in Public Spaces: <a href="https://farmradio.org/interactive-radio-a-powerful-tool-to-amplify-womens-voices-in-public-spaces/">https://farmradio.org/interactive-radio-a-powerful-tool-to-amplify-womens-voices-in-public-spaces/</a>  |
| <b>List of Participatory Learning Approaches and Tools</b>   | BSR (2018), Gender Equality in Social Auditing Guidance, Section 4: <a href="https://www.bsr.org/reports/BSR_Gender_Equality_in_Social_Auditing_Guidance.pdf">https://www.bsr.org/reports/BSR_Gender_Equality_in_Social_Auditing_Guidance.pdf</a> / <a href="http://www.isstindia.org/publications/Ranjani_toolkit.pdf">http://www.isstindia.org/publications/Ranjani_toolkit.pdf</a>  |

## Action Area: Social Norms, Attitudes and Behaviour that Promote Women's and Girls' Rights in Rural Spaces

### 1. Understand and Support Social and Gender Norms that Promote Respect and Equality

|   |   |
|---|---|
| <b>Exploring Unintended Consequences of Interventions</b> | Lenzi R., Packer C., Ridgeway K., Moon T., Green A., González-Calvo L., & Burke H. (2018), Culture, Health & Sexuality: An International Journal for Research, Intervention and Care, Exploring Intersections of Localised Gender Norms and Unanticipated Effects of a Sexual and Reproductive Health Intervention: Implications of Respect and Being a "Good Girl" in Zambézia Province, Mozambique: <a href="https://www.tandfonline.com/doi/full/10.1080/13691058.2018.1498540">https://www.tandfonline.com/doi/full/10.1080/13691058.2018.1498540</a> |
| <b>Training Manual</b>                                    | Stepping Stones (2017), Training Manual for Sexual and Reproductive Health and Relationship Communication Skills and Empowerment: <a href="https://prevention-collaborative.org/resource/917/">https://prevention-collaborative.org/resource/917/</a>   |

## 1. Understand and Support Social and Gender Norms that Promote Respect and Equality

|  |   |
|--|---|
| <b>Training Manual</b>                           | Promundo (2014), Working with Young Women: Empowerment, Rights, and Health Training Manual: <a href="https://promundoglobal.org/wp-content/uploads/2014/12/Program-M-Working-With-Young-Women.pdf">https://promundoglobal.org/wp-content/uploads/2014/12/Program-M-Working-With-Young-Women.pdf</a>   |
| <b>Training Curriculum</b>                       | HERrespect Curriculum: <a href="https://www.whatworks.co.za/resources/item/480-introduction-to-the-herrespect-curriculum">https://www.whatworks.co.za/resources/item/480-introduction-to-the-herrespect-curriculum</a>  |
| <b>Case Study: Democratic Republic of Congo</b>  | What Works (2019), UK Aid Project Helps Cut Violence Against Women by More Than Half in Democratic Republic of Congo: <a href="https://www.whatworks.co.za/news/news/item/583-uk-aid-project-helps-cut-violence-against-women-by-more-than-half-in-democratic-republic-of-congo">https://www.whatworks.co.za/news/news/item/583-uk-aid-project-helps-cut-violence-against-women-by-more-than-half-in-democratic-republic-of-congo</a> |
| <b>Case Study: HERrespect</b>                    | HERrespect (2018), How Business Can Make a Difference on Violence against Women and Girls: <a href="https://www.whatworks.co.za/documents/publications/264-herrespect-program-summary-nov2018/file">https://www.whatworks.co.za/documents/publications/264-herrespect-program-summary-nov2018/file</a>  |
| <b>Games and Activities for Focus Groups</b>     | Gender Bias Bingo, Printable Games and Activities: <a href="https://genderbiasbingo.com/printable-games-and-activities/#.XlvR_yhKjIX">https://genderbiasbingo.com/printable-games-and-activities/#.XlvR_yhKjIX</a>  |
| <b>Campaigns Promoting Positive Gender Norms</b> | The Unstereotype Alliance: <a href="http://www.unstereotypealliance.org/en">http://www.unstereotypealliance.org/en</a><br>The White Ribbon Campaign (WRC): <a href="https://www.whiteribbon.ca/">https://www.whiteribbon.ca/</a> Breaking The Circle Campaign: <a href="http://en.breakingthecircle.org/">http://en.breakingthecircle.org/</a>  |

### Assessing Progress

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| <b>Monitoring and Reporting</b>                                       | ILO (2016). Gender-based violence in global supply chains: Resource Kit. Module 6: Identifying, monitoring and reporting on sexual harassment in the work place <a href="https://gbv.ilo.org/assets/pdf/Module_6/Module_6_complete.pdf">https://gbv.ilo.org/assets/pdf/Module_6/Module_6_complete.pdf</a>  |
| <b>Monitoring and Evaluation Indicators on Violence Against Women</b> | Shelah S. Bloom. (2008) Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators ( <a href="https://www.measureevaluation.org/resources/tools/gender/violence-against-women-and-girls-compendium-of-indicators">https://www.measureevaluation.org/resources/tools/gender/violence-against-women-and-girls-compendium-of-indicators</a> ) |

## **UN WOMEN**

UN Women is the UN organization dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN Women was established to accelerate progress on meeting their needs worldwide.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation in all aspects of life, focusing on five priority areas: increasing women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment; and making gender equality central to national development planning and budgeting. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



**Planet 50-50 by 2030**  
**Step It Up for Gender Equality**

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