

Training Manual on Gender Equality & Leadership



Training Manual on Gender Equality and Leadership

Participants: Mid-level management personnel and artisans

Developed by: Development Wheel (DEW)

Editorial Board:

Basanti Saha - Training Consultant

Mahenur Alam Chowdhury Borna - Project Manager, Christian Aid Bangladesh

Anjum Nahed Chowdhury - Program Manager, Gender Equality and Social Inclusion, Christian Aid Bangladesh.

Swapan Kumar Das - Chairman, Ecota Fair Trade Ltd.

Prof. Dr. Ainoon Naher - Dept. of Anthropology, Jahangirnagar University

Shah Abdus Salam - Founder and Executive Director, Development Wheel (DEW)

Overall supervision:

Shah Abdus Salam

Executive Director, Development Wheel (DEW)

Thanks, and Acknowledgments:

- Christian Aid Bangladesh and UK
- People Tree Foundation, Japan and UK
- Ecota Fair Trade Ltd.

Release Date:

February 23, 2023.



All rights reserved to Development Wheel (DEW)

13-A/4-A (3rd Floor), Block-B, Babar Road, Mohammadpur, Dhaka-1207

Email: dewsalam@gmail.com, Website: dewbd.org, dewcrafts.com

Foreword

Greetings from Development Wheel (DEW). DEW is a national level non-governmental development organization working to improve the quality of life of the underprivileged poor producers of this country, empower women, develop their knowledge and skills, establish an equality and justice-based society where all people will enjoy equal rights, equitable access to employment and adequate resources necessary for their livelihoods and will live in dignity. In order to achieve this vision, DEW has been conducting its programs with the help of various domestic and international organizations and donor agencies.

DEW Crafts is a sister concern Fair Trade Social Enterprise of Development Wheel (DEW), working for the sustainable development of marginal handicraft producer groups in the country. As a veteran and active member of World Fair Trade Organization (WFTO), WFTO Asia, and Ecota Fair Trade Ltd., DEW Crafts aspire to play a significant role in the development of Fair Trade and Handicrafts sector in Bangladesh.

Development Wheel (DEW) and DEW Crafts on behalf of Ecota Fair Trade Ltd., is very pleased to implement the Project “Gender Equity Awareness Project for Mid-level Managers of Fair Trade Organizations in Bangladesh” for its member organizations. This project is the first of its kind in the subcontinent for Fair Trade organizations that will help ensure gender equality among Fair Trade organizations. DEW is pleased to prepare the training module “Gender Equity Awareness Training Project for Mid-level Managers of Fair Trade Enterprises in Bangladesh” and there was always the effort to make this training module as an international standard so that the Fair Trade networks of the country or other regional networks can utilize this training module.

I would like to thank the donor organizations of this project, Christian Aid UK and Bangladesh, and People Tree Foundation UK and Japan for their continued cooperation and support. I thank Pankaj Kumar, Country Director of Christian Aid Bangladesh Country Office; Anjum Nahed Chowdhury, Program Manager, Gender Equality and Social Inclusion, Christian Aid Bangladesh; Mr. Swapan Kumar Das, the Chairman of Ecota Fair Trade Ltd.; Mahenur Alam Chowdhury Borna, Project Manager of Christian Aid Bangladesh Country Office; and Farhana Afroz, former Program Manager, along with Naoko Tanemori, Kate Wakeling, Christine Gent, Ruth Valiant from People Tree Foundation for their guidance and tireless effort. Special thanks to Prof. Dr. Ainoon Naher for her contribution in finalizing this module. Thanks to Mrs. Basanti Saha, Training Consultant and Project Coordinator Golam Mostafa, and Russell for their cooperation.



Shah Abdus Salam

Executive Director

Development Wheel (DEW)

Table of Contents

COURSE INTRODUCTION	1
PARTICIPANT	1
INTRODUCTION TO TRAINING MODULES.....	2
TRAINING ON GENDER EQUALITY	3
SESSION 1 INTRODUCTORY PHASE.....	4
SESSION 2 HOW DO I WANT TO SEE MYSELF?	7
SESSION 3 THE GENDER CONCEPT.....	9
SESSION 4 GENDER ROLES	15
SESSION 5 GLOSSARY OF GENDER RELATED TERMS.....	18
SESSION 6 GENDER INEQUALITY AND ITS IMPACT.....	23
SESSION 7 POWER STRUCTURE BETWEEN MEN AND WOMEN.....	25
SESSION 8 GENDER BASED VIOLENCE	30
.....	30
SESSION 9 GUIDELINES OF HON'BLE HIGH COURT ON PREVENTION OF WORKPLACE VIOLENCE AND SEXUAL HARASSMENT AND HARASSMENT	37
SESSION 10 GENDER RELATED LAWS, CONVENTIONS AND POLICIES	47
SESSION 11 LEADERSHIP	55
SESSION 12 DECISION MAKING AND PROBLEM SOLVING	58
SESSION 13 GENDER SENSITIVE WORK ENVIRONMENT	61
SESSION 14 WORK PLANNING, COURSE EVALUATION AND FINALIZATION	63

Course Introduction

Course Name	Gender equality and leadership
Participant	Mid-level management workers and artisans
Total sessions in training	14
Duration of each session	40 to 90 minutes
Language used in training	Bangla
Training objectives	Gain an understanding of gender equality and be able to develop the necessary skills to conduct the session.
Training method	The training will be conducted mainly following a participant centric and participatory approach.
Training materials	Materials mentioned in the module will be used in each session.
Training evaluation	Participants will evaluate the entire training course at each session and on the last day.

Introduction to training modules



The learning objectives of each session are specified, i.e. what knowledge, skills and perspectives the participants will gain after completing the particular session. These objectives will guide the facilitator in conducting the session.



Here are the materials that facilitators and participants will need to conduct each step. This will enable the facilitator to select, use and distribute the right materials to the participants while conducting the session.



How long a session might take to complete is specified, which will help the facilitator plan how to manage the session.



The manner in which each session will be conducted is given. In this the assistant can conduct the session properly by adopting the prescribed procedure.



Necessary instructions are given to the facilitator for the conduct of each session. Conduct supportive sessions as directed.



The tasks to be completed by the facilitators and participants to achieve the objectives of each phase and which tasks to follow are mentioned here in phases. The person conducting the session will act as a guide to the assistant in this task.

Training on gender equality

Session	Topic	Time
Session-1	Introductory episode	90 minutes
Session-2	How I want to see myself	45 minutes
Session-3	Concepts of gender	75 minutes
Session-4	Gender roles	75 minutes
Session-5	Glossary of Gender Related Terms	75 minutes
Session-6	Gender inequality and its effects	75 minutes
Session-7	Power structure between men and women	60 minutes
Session-8	Gender based violence	45 minutes
Session-9	Hon'ble High Court's directives to prevent workplace violence, sexual harassment and harassment	60 minutes
Session-10	Gender related laws, conventions and policies	75 minutes
Session-11	leadership	75 minutes
Session-12	Decision making and problem solving	75 minutes
Session-13	Gender sensitive work environment	75 minutes
Session-14	Adoption and implementation of action plan	1 hour 45 minutes

Session 1

Introductory phase



Objective

Participants at the end of the session:

1. Can introduce each other;
2. Able to explain program objectives, programs, and training regulations;



Duration

90 Minutes



Method

Games and visual presentation



Tools

Tennis ball, Flip-sheet, Marker



How to conduct the session

Step - 1

- Everyone Briefly outline the context of the training.
- Tell the participants, Now let's get to know each other. Today, we are a little among ourselves
- Be known differently.
- Say, we are now going to play a game so everyone should stand in a circle holding hands. Now give the game instructions-
- Take a tennis ball. Say, first I throw the ball to someone. While giving the ball I will say my name, title, which organization I am working for, what I like to do. In this way, whoever gets the ball will introduce himself as above and throw it to another person.
- After passing the ball from his hand to the other, each person will put his hand back so that the other person can see that he has received the ball once. But it must be remembered that the ball cannot be given to the one who has been given it once.
- Thus, the game will continue.

Step - 2

- Knowing ourselves through a game, now we know why we need this activity on gender equality. It is noted here that this program will continue till June 2023 and has several phases. Now discuss the steps

Step-1: Concept Acquisition (Basic Training) – 3 Days (Dhaka)

Step-2: Development of Presentation Skills (Training of Trainers) – 5 Days (Dhaka)

Step-3: Training of Peer Educators (Artisan Leaders) by Mid Level Management – 2 Days (Self-Organization)

Step-4: Peer Educator will conduct small weekly awareness meetings with artisans – 2 hours (at workplace)

- Now discuss the purpose, agenda, house rule of this activity consistently.
- Give everyone a pre-concept sheet and ask them to fill it out.
- Share administrative matters with participants.
- Conclude the session by thanking them for their active participation in the first session.

Objectives

- Can explain gender key, difference between gender and sex, gender role, gender-based violence etc.
- Identify different types of power and what type of power needs to be exercised for gender equality.
- By acquiring some basic concepts of gender equality, they will be able to develop their confidence and competence and subsequently be able to conduct the session.

House Rules

- Everyone will raise their hands and speak one by one;
- Give importance to everyone's opinion;
- Will participate fully;
- Keep the mobile phone off;
- Will follow the time
- I will note the information, methods, materials used in each session.

Pre and Post Concept Check Papers (Full Mark 30, Each Question Mark 5)

1. Gender means:
 - a) Relationship between men and women
 - b) Common ideas about men and women in the society
 - c) Physical identity of men and women
 - d) Empowerment of women

2. Which one is correct?
 - a) Women's work should be evaluated financially
 - b) Men's work should be evaluated financially
 - c) The work of both men and women should be evaluated financially
 - d) None of the above

3. Write which of the two statements below is sex and which is gender
 - a) It is women who give birth to children.....
 - b) The crying of boys is shameful.....

4. Write which of the following is the status and position of women;
 - a) Importance of women in family/community decision making process.....
 - b) Preference given to women in employment.....

5. How many articles of the constitution state that equality of opportunity for all citizens is mentioned?
 - a) Article 19 (1) b) Article 29 (1) c) Article 9 (1) d) Article 39 (1)

6. In what year did the Hon'ble High Court issue directives to prevent sexual harassment in workplaces and educational institutions?
 - a) In 2007 b) In 2009 c) In 2011 d) In 2013

Session 2

How do I want to see myself?



Objectives

Participants at the end of the session

1. Can explain social values related to men and women;
2. Able to explain how values influence behavior.



Duration

45 minutes



Methods

Demonstration and discussion



Materials

Written cards: In favor, Not in favor, and neutral statement cards



How to conduct the session

Step - 1

- Greet the participants and say that we will try to highlight our prevailing social norms and values in this session.
- Say, society gives us some message about values all the time. Ask - What do we mean by values?
 - Values are a set of beliefs or ideas.
 - Helps determine what is most important based on what we see, hear and feel around us.
- Now elicit participants' values on some previously prepared statements. Before this, stick three cards written in favor, against or neutral on the three walls of the room.
- Now read out one statement at a time and ask the participants to take one of the three positions for, against or neutral about the statement. In this case, the participant will take a position based on what he believes and practices in relation to the topic presented.

Statement

- As many women as family members can take well
- It is the responsibility of men to earn for the family
- It suits only men to lead everywhere outside the home

- After taking the position, ask the participants to discuss and ask 2/3 of the group to give their opinion on the topic. 10 minutes may be given for discussing or debating each statement.
- In this case, each party will present their opinion/argument from the place where they will take a stand (for/against/don't know).
- Summarize the topic after hearing their views/arguments from all the groups.
- Ask participants if they have any questions, answer them if any.

Step - 2

- After discussing the above, say values are what I believe, what I hold, what I practice and what I am for or against. It is these values that shape our behavior, telling us what we will or will not do.
- Illustrate how values influence behavior with some examples.
- Try to find out from the participants, where do we get these values from? Possible answers could be, family, friends, society, media, school, religion, culture and tradition etc.
- End the session by thanking everyone if there are no more questions from the participants.

Step - 3

- Discuss the learning points of this session.
- End the session by thanking everyone if there are no questions.

Session 3

The gender Concept



Objectives

At the end of the session, the participants will be able to

1. Identify gender-related behaviors;
2. Can identify the difference between gender and sex.
3. How/where are these differences between men and women created?
4. Explain what is meant by socialization process.



Duration

75 Minutes



Methods

Presentation and discussion of drawing and painting points



Materials

Flipsheets, markers, and masking tape



How to conduct the session

Step - 1

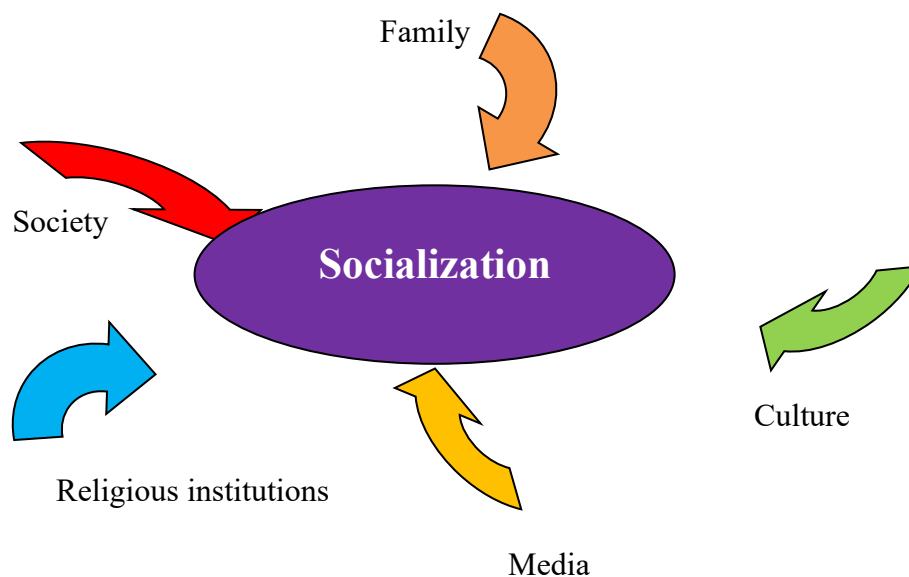
- Greet everyone and say that in this session I will discuss about the family and society and how men and women are in different fields.
- Now divide the participants into 2 groups and ask one group to draw a picture of a woman and ask her to decorate it with whatever she likes and also ask the other group to draw a picture of a man and ask her to decorate it with whatever she likes.
- Now ask them to write down the characteristics of a man and a woman next to the picture.
- Now ask them to present two pictures.
- Now ask a helpful question, can these characteristics of a man be present in a woman or these characteristics of a woman can be present in a man.
- After listening to the participants' answers, say that there is one difference between men and women, which we are born with and which cannot be changed, is physical difference.
- Apart from physical differences between men and women, there are differences in manners, clothes etc. These are externally created or socially created differences between men and women. Now ask what these differences are created by society.

- Now say, the characteristics that we get or are born with are called sex and those that we learn after birth from family, society, these are different from place to time and they are changeable are called gender. Gender is also called social sex.
- Discuss gender and sex through supporting information.

Step - 2

Socialization process

- What is a 'boy'? What is a 'girl'? Hand out the information sheet and discuss the pictures and facts with everyone
- Say, this process of differentiation continues at different stages of life and every person in the family, society participates in this process of differentiation and expects this differentiated behavior from boys and girls.



- The process by which boys and girls are brought up from birth is called socialization process.
- It is said that after birth, a child is soft like clay; family, society, education and religious institutions teach him what to do and what not to do, i.e., man is born free but society imprisons him in its chain of rules.
- According to society and culture, there are certain characteristics that are common for men and women. For example, compared to men, women are considered to be more flexible, patient, graceful, loving, emotional, etc.
- Again, men are considered to be tough, intolerant, emotionless, Authoritative as compared to women. A man who is disturbed by these is derided as having 'feminine' feelings. In

society's point of view, it is necessary to have a 'masculine' feeling in everything, the tone of a man's voice, his walk, otherwise he has to be called 'feminine men'.

- From childhood, girls' and boys' walkabouts, sports, educational practices, socialization all progress differently. 'Girly talk', girly walk', 'girly play', 'girly story', 'girly work', 'girly behavior' is reserved for girls in the society.
- These socially-expected characteristics of men and women are considered feminine behavior or femininity and masculine behavior or masculinity.

Step - 3

- What can we learn from this discussion? What can we do? Take everyone's opinion on these issues and reach a consensus.
- Conclude the session by summarizing the entire session.

What is a boy? and what is a girl?
Lets See
what makes a boy and a girl different



Some say, who has longer hairs a girl.
Sohel has long hair, but he is a boy.



Some people say, who is strong and carries heavy weights is a boy.
Sayeda and Nafisa carries heavy water pots, but they are girls.



Some people say that, girls are those who helps in the household.
Joseph also loves to cook and clean, but he is a boy



Some say girls are soft in nature and has motherly kindness.
Kabir looks after his younger sister with utmost love and care, but he is a boy



Some people say boys are those who takes care of outdoor activities and work.
Mrs. Johura Begum is a District Commissioner, She administers the whole district, but she is a woman.

Sex

In general, the identity of men and women is constructed based on their biological/physical characteristics and is thought to be immutable.

Gender

Gender in general is a socially and historically constructed male and female identity. Gender identity varies and changes across societies and cultures. To put it a little more simply, in general, the main difference between men and women is due to certain physical characteristics, but when femininity and masculinity are defined in a society, men and women are also defined based on what kind of behavior and activities are acceptable or not acceptable for men and women.. For example: -

Behavior

The behavior of men and women is also influenced by gender. Right from childhood, how the behavior of girls and boys should be is controlled. Girl child grows up shy, soft, helpless and dependent in most families. On the other hand, boys are usually brought up to be brave and capable, so their behavior is different later on.

Responsibilities

Gender also refers to differences in the responsibilities of men and women. Women's work is mainly to serve, and men's work is mainly of income. A girl is taught from childhood that her main responsibility is to serve and care for everyone in the family. Household chores is her main job. On the other hand, a boy learns from the family and society that his work is profitable. His responsibility is to earn for the family. He will be the future master of the family; this is the social initiation he gets.

Clothing

Men and women dress differently and this dress is also not determined by nature. Clothing is determined by gender definitions. Men's clothing is suitable for work. On the other hand, in the context of Bangladesh, women's clothing is mostly not functional.

Movement

Movements of men and women are also determined by gender identity.

Gender Diversity

Basically, social identity is closely related to the biological identity of men and women, that is, a person's biological identity is what constitutes his social identity. However, if the discussion of sex/gender is not focused on diversity and is limited to men and women, people of other gender identities (e.g., hijras, transgenders) are left out or marginalized. For example, although the state of Bangladesh recognizes the Hijra community, in reality they are socially neglected and oppressed in many ways.

In discussing gender, we need to understand and recognize all these types of people because gender is diverse.

Session 4

Gender Roles



Objectives

At the end of the session, the participants will be able to

1. Identify the different roles of men and women in the family;
2. Identify the difference between male and female roles.
3. Explain how/where this difference between men and women is created
can;
4. Explain how this difference creates discrimination.



Duration

75 minutes



Methods

Brainstorming and powerpoint presentation



Materials



How to conduct the session

Step - 1

- Greet everyone, and say in this session the different roles of men and women in family and society will be discussed.
- Give each participant a form (supporting information) and ask them to fill it. Now match the answers with all.
- Now tell the participants where the roles of men and women are different.
- Now ask supporting questions, how women's roles or jobs or men's roles differ and create discrimination.
- After listening to the participants' answers, say that the difference between the roles of men and women is created or imposed by society.
- Due to these gender role differences; women's work is not valued and remains invisible, and women's labor is devalued.
- Now say that this gender role or the difference in work between men and women needs to be re-evaluated so that the status and responsibilities of men and women are not different.

Gender Roles

Gender roles refer to the ways in which society separates the work of men and women through its socialization process and the restrictions imposed by society. In this case the society decides which jobs are acceptable for women and which jobs are acceptable for men.

Reproductive role:

The reproductive role refers not only to biological full production but also to the reproduction of labor power (full production) and social relations.

Child bearing and rearing, daily household chores along with family care are mainly done by women. Men also sometimes do housework but those tasks are related to managerial work.

But these women's jobs are unrecognized, unpaid, unpaid and invisible. According to research by Oxfam (2020), this same type of work would be worth about US\$11 trillion a year if it were to be bought in cash.

Productive roles:

Productive role refers to work that women/men do without cash. Such roles include market production as well as household production. In the case of market production, the labor will have exchange value and in the case of household or basic production the labor will have use value, but indirectly it must have exchange value. The productive roles women perform in agricultural production are considered as productive roles. For example, working as a farmer himself, or a farmer's wife who does agricultural work or women who do agricultural work for wages.

Leadership role in society:

Leadership activities in society are mostly played by men but also by women. These activities take place at different political levels, which are the stages that emerge from the decision-making structures that have developed over the ages, and this role can also be in the field of national politics.

	Exercise Sheet	Session 4
--	-----------------------	------------------

Speech	By place, time, and individual variable (gender)	By place, time, and individual immutable (sex)
Women can breastfeed their babies, men can't.		√
A man can feed his child with a bowl and a spoon and take as much as he likes.	√	
Women conceive and give birth in the womb, men cannot.		√
Women run governments and participate in elections.	√	
In our society the girl's family has to pay dowry at the time of marriage, the boy's family does not have to.	√	
Male and female reproductive organs are not the same.		√
Women do child rearing and housework, men earn income.	√	
Women participate in arbitration and social gatherings, while men conduct meetings.	√	
Women's dress is saree, men's dress is shirt-pant.	√	
Women do not make decisions about sex and family planning, men do.	√	
Women are paid less, men more for the same work.	√	
Men can easily go to the service center for treatment than women	√	

Session 5

Glossary of Gender Related Terms



Objectives

At the end of the session, the participants will be able to

- Explain what is meant by equality, equity, fairness, gender inequality, mainstreaming, empowerment
- Identify equality/equity/fairness.



Duration

75 minutes



Methods

Information bank, PowerPoint presentation, and discussion



Materials

Posters, markers, boards



How to conduct the session

Step - 1

- Tell the participants, we have got the idea about gender, now we will discuss some words related to gender. Through these words, the issue of gender will be clearer.
- Divide the participants into 6 groups and give two topics to each group and ask them to discuss in groups and write their ideas on the topic in simple words on posters.
- Allow 10 minutes for group work.
- After a specified time ask a representative from each group to come and discuss the words with the members of the other group.
- After each group's presentation, display the aid through showing of the information in 4.1 in the slides to further clarify that topic.

Step - 2

- Now show the participants the following 3 pictures and ask them what they can do according to the picture so that all three can see the game.

Equality



Equity



Equilibrium



- Explain the picture with everyone's answers that if we want to establish a just society then the fence that is creating the problem must be changed.
- To bring gender equality, people of all genders, including men and women, can participate equally and enjoy equal opportunities and rights, can control resources and make decisions - this should be taken care of.
- One method/method of bringing gender equality is gender equality - through which each character will have equal status, society will be built on the basis of equality and the balance of power between men and women will be ensured.
- Gender equality will ensure justice for both men and women, thereby ensuring equal opportunities for both men and women, control over resources and access to benefits. If we want to bring justice then we have to consider the issue of equality in all the rules and regulations of the state.
- Finally show this picture and say that the main goal of gender equality is to establish equality and fairness.



Helpful information	Gender Glossary	Session-5
---------------------	-----------------	-----------

Gender equality

According to the Universal Human Rights Charter, we all people, especially women, men, boys and girls, black and white, rich and poor, have equal rights. So we have to respect this matter of rights and dignity. By removing the inequality created due to gender identity in the structure of the society, balance of power should be created between women, men, boys and girls. Women, men, boys and girls should be able to participate equally and enjoy equal opportunities, rights, control resources and make decisions - these things should be taken care of.

Gender equilibrium

Gender equality is a way or process to achieve gender equality in society and state. To understand the matter simply we have to remember that as humans we all have equal rights to everything. But the reality is that people of different sexes, men and women, boys and girls cannot enjoy equal rights. As a result of not being able to do this, they lag behind in terms of wealth acquisition, decision making and social status. It is the responsibility of the society as well as the state to create such a supportive/conducive environment in which they can contribute appropriately to the development of themselves and the society.

Gender equity

Gender equity emphasizes the responsibility of those responsible for boys and girls, women and men. Gender equality is the elimination of inequality between men and women, i.e. bringing women and girls out of a subordinate position. It ensures equal control and access to resources for men and women, boys and girls. Ability to make choices in their lives and access to inequality remedies as needed. Gender justice ensures taking a stand against all forms of gender discrimination, deprivation and gender-based coercion. It respects, protects and implements the rights of women and girls by ensuring the accountability of duty bearers.

Gender discrimination

We have created a system of discrimination between men and women which is not desirable at all. Behind these inequalities are long-standing social, political and economic conditions. If we really want to establish equal rights for all people then this discrimination must be removed.

Empowerment

The word 'empowerment' comes from 'power' meaning that those who have the capacity are empowered to determine their future, participate and control over resources. Simply put, empowerment is being able to use or control one's own resources as per one's own decisions in enjoying one's rights.

Mainstreaming gender equality

If we want to be successful as a nation and state, we have to include the issue of equality between men and women in various state policies, rules and principles. For example, we can say that women

are preferred in the recruitment of primary school teachers. Also, inclusion of 3 women members in UP, a woman vice chairman in Upazila Parishad is noteworthy. Also, to ensure the significant participation of women in society, organization and state in various fields so that there is no kind of mercy in the South but an effort to ensure that they can participate, contribute and develop themselves legally and ethically is the participation of women in the main stream of development.

Gender diversity

Basically, social identity is closely related to the biological identity of men and women, that is, a person's biological identity is what constitutes his social identity. However, if the discussion of sex/gender is not focused on diversity and is limited to men and women, people of other gender identities (e.g., hijras, transgenders) are left out or marginalized. For example, although the state of Bangladesh recognizes the Hijra community, in reality they are socially neglected and oppressed in many ways. In discussing gender, we need to understand and recognize all these types of people because gender is diverse. To put it this way, a person can identify with or accept the opposite sex without holding on to their socially constructed gender identity; They may challenge existing gender identities or decide to reject gender identities altogether and identify as just human beings.

Transgender

Transgender generally refers to people whose thoughts, feelings, expressions, and behaviors do not reflect or differ from their biologically assigned gender identity. For example, a person may be male by birth but think of himself as female in mind and behavior or vice versa.

Can speak of transman/transwoman.

Intersectionality

Intersectionality is an analytical tool or framework for understanding how a person is economically, politically, and socially privileged or disadvantaged. This analysis explains the marginalization of men and women and other gender identities in society, its causes, as well as how the power relations within them develop and affect them. For example: gender, class, ethnic identity, caste, religion, educational disability, physical structure, etc. issues that somehow deprive people.

Patriarchy


A system where men have dominance and power. To be more precise, the social system in which men structurally and ideologically establish and exercise authority over women. Patriarchy is universal but varies across time and place. Patriarchy oppresses on many levels and in many ways. Importantly, this system marginalizes not only women but people of other gender identities and even many men.

Feminism

Feminism is an ideology that believes in political, economic and social equality. This equality is between men and women, women and women, and between people of different gender identities. Feminism also recognizes religion and class divisions as important issues in its analysis of society. In fact, ideology is central to the process of structural change in feminism.

Concepts of transformative feminist leadership

Social justice is the expectation of transformative leadership in a feminist perspective. This



leadership will be able to transform social, cultural, economic and power relations by effectively using power, resources, skills to achieve individual and collective positive change. This transformative leadership is not limited to gender inequality but challenges issues such as class, caste, gender diversity, religion, structural norms, etc. Above all, feminist leadership works to empower individuals and collectives.

Session 6

Gender inequality and its impact



Objectives

At the end of the session, the participants will be able to:

1. Identify how women are discriminated against at every stage of life;
2. Identify the gender barriers to addressing this disparity.



Duration

75 Minutes



Methods

Group Work, Questions & Answers



Materials

Flipsheet, Markers



How to conduct the session

Step -1

- Greet the participants and relate to the previous session that women are discriminated against at every stage of life due to unequal treatment between men and women. We will now find out what discrimination women face at every stage of life.
- Then write the following on a flip sheet and stick it on the board/wall:
 - After birth
 - Childhood
 - Adolescence
 - Married life
 - At old age
- Now ask everyone to go around and write down what kind of discrimination a woman faces at each stage of life. While writing ask them to write on the flip sheet what kind of discrimination occurs in women's lives at one stage of life.
- Tell participants to tick if your discrimination matches any.
- After writing, now read out how many types of discrimination a woman suffers at each stage. Add supporting information as needed.
- Ask how a woman feels knowing that she is discriminated against and discuss whether these need to be changed.
- Conclude by thanking everyone.

Helpful information	Portrayal of discrimination against women at different stages of life	Session 6
---------------------	---	-----------

- Immediately after birth

Killing of the newborn girl child immediately after birth, mental and physical abuse, abuse, neglect of the newborn girl child, discrimination in providing food and treatment to the newborn girl child, neglect of care and food for the mother.

- During childhood

Discrimination in various fields including food and education, neglect, sexual abuse by family or neighbors, trafficking of girl children, giving them away, forcing them to stay indoors, imposing restrictions on sex.

-During adolescence

Child marriage, sexual intercourse and forced abortion in the name of marriage or love, victimization of lover's revenge, forced sex for money, sexual harassment at workplace, rape, sexual harassment, street harassment, discrimination in educational institutions and hindering the dream of getting educated in higher education, giving responsibility for housework.

- In married life

Not being able to give an opinion on important family matters, rape by husband, torture and murder for dowry, murder by husband or intimate partner, emotional torture, not allowing or not using birth control method and sexual harassment at workplace, torture and rape of disabled girls. , deprived of property rights.

- In old age or old age

Oppression of widows, more old age oppression that affects women more than men, belittlement, feeling powerless.

Session 7

Power structure between men and women



Objectives

At the end of the session, the participants will be able to

- analyze how different opportunities and jobs create differences in the power of women and men.
- identify why women empowerment is necessary.



Duration

60 Minutes



Methods

Power Walk Game, Q&A and Discussion, PPT Presentation



Materials

Written statement, character written card and multimedia



How to conduct the session

Step - 1

- We have seen in an earlier session that discrimination between men and women continues at every stage of life and as a result of this discrimination men move forward and women fall behind which weakens them. This disparity between men and women exists in every aspect of life which is called gender disparity.
- Say, this disparity between men and women creates a kind of power structure between them. We will try to understand this issue of empowerment through a game or exercise.
- This exercise is called power walk. Through this we can see a picture of the society. Now ask the participants to stand in a row. Give everyone a character card. While assigning characters, some female participants may be given male characters and male participants may be given female characters. But it should be remembered that after lining up they should think of themselves according to character. The characters can be (you can rewrite some statements to match the project if needed):

1. Poor girl (doesn't go to school) 2. Women workers 3. Pregnant women - not working (25 years) 4. A mother who breastfeeds her baby 5. Male Chairman 6. Women UP members 8. Crippled woman 9. Adivasi women from poor families 10. Wife of a rich family 11. Female supervisor	12. Male supervisor 13. Women managers 14. Male manager 15. A mother who breastfeeds her baby 16. Female cleaner 17. Husband
--	---

- Say, now I will think of myself as that person according to the character that I have got. According to the character that I have got, I will try to figure out what privileges I get or don't get and based on that, whose position is where.
- In this case the assistant will read one statement and if I get that benefit/right or if that statement is in my favor, then I will move one step forward and if I don't get the benefit then I will move back one step.
- Statements can be (you can rewrite some statements to suit the project if needed):
 - I can hang out till night
 - I can spend my money as I want
 - I can be out for office work anytime day or night
 - I do not need any permission to visit my friend or relative's house
 - I am safe from sexual harassment in my family and community
 - I can stay overnight at friends' houses
 - I can buy medicine when I am sick
 - I can rest if needed
 - Housework is not applicable for me
 - I am safe from domestic violence
 - I can make my own decisions about anything
- After the exercise is done, I will analyze how much he has progressed or regressed according to each character which creates a kind of power or authority in him. In this case we will take the help of the following questions:
 - Which character got to go first? Why?
 - Who is behind everyone? Why?
 - Who has advanced more? Boy or girl? Why?

- Why do men get more benefits? Why don't women get it?
- Why are more social norms imposed on women?
- Why are boys enjoying less rights than men despite having more education than men?
- Who is more powerful here? Why?
- What power is associated with the enjoyment of privileges and rights? How?
- Are men becoming more empowered as a result of privilege? How?
- Ask, what kind of power is seen in men and women? Why is this power difference between men and women? What kind of power should be exercised? Why? What will result?
- Finally, it is generally seen that in our society, men enjoy privileges and exercise power over the weak, especially women because they are weak. As a result, boys become confident and strong and women become weak and inert. That is, men are the ones who have the power and girls are the followers. Men become decision makers and women become decision makers.
- We must remember that these power relations are historically developed through socialization processes. Because it is undeniable that a woman has the power to take all decisions just needs equal opportunities to grow and develop. So from childhood if he gets an opportunity to practice education, sports, participation in social activities, politics etc. then his self-confidence is built, as well as he is empowered as a competent person to be able to take decisions and control and as a result there will be a change in the power of men and women in the society. . Facilitator At the beginning of this discussion, discuss the structure of power between men and women in detail from the help sheet.
- Conclude by thanking everyone.

Supporting Information	Power structure between men and women	Session 7
---------------------------	--	-----------

Classification of Power: There are four types of power in the perspective of gender relations analysis. For example:

1. **Acquired power (charbit gabat):** When one acquires a power by defeating another, that power is acquired power. In this case power is usually transferred from one person to another. That is, one gains power and the other loses power. For example, a female chairman was elected after defeating a male chairman in an area. It is the acquired power for the female chairman (Charbit Gabat). In most cases acquired power is viewed negatively. But the true reflection of power is when one uses his acquired power for the greater good through effective leadership.

2. Empowerment (Power to): It refers to individual factors in the empowerment process. It enables the individual to control and manage a particular situation to his advantage. For example, the ability one acquires from a skill acquired through training is a conferred ability (Power to).

3. Collective Power (Power with): It is a collective power. When a group acquires the ability to deal with a problem collectively, it is called collective power (Power with).

4. Inherent power (Power Within): This power refers to a power inherent in the individual. It depends on self acceptance and respect. Although this ability is inherent or naturally acquired ability of the individual, it can be developed to a greater extent by one's own efforts. For example, one is a very good orator and by his eloquence he can win over many to his side.

Empowerment and empowerment of women

The term 'power' is related to empowerment, especially to changing power relations between individuals and groups. In the mid-eighties, the term empowerment became a development-related term that is now considered a critical component of development. Simply put, empowerment is the process by which people are able to establish complete control over their own body, mind and actions. Similarly, women's empowerment is a process when women are able to establish complete control over their bodies, minds and actions. If women are empowered, they will directly participate in any decision-making and implementation and can even influence those decisions if necessary.

If he can establish rights over various types of resources, he will be empowered. Power is a person's control over resources. A person who is powerful in the society has some kind of wealth. Those resources can be of various types, such as money, status, knowledge, lineage, communication, information, education, body, land, etc.

Resources are basically of three types-

1. Material Resources – Spatial resources (e.g., land, water, forests)

Human resources (e.g., human body, labor, skills)

Financial resources (e.g., money, money)

2. Ideological resources

(e.g., values, beliefs, religion, culture)

3. Intellectual property

(e.g., knowledge, information, thoughts, ideas, decisions)

So, it can be said that establishing control over the above is empowerment. Empowerment confers decision-making power along with establishing control over resources, so empowerment is both a process and an outcome. In other words, control over or basis of one or more of the assets is the ability to make decisions is called Empowerment.

In short, power and individual empowerment are achieved by establishing people's control over these three types of resources. More simply, women's empowerment is the process of establishing women's control alongside men in decision-making and over various resources.

Issues related to women empowerment

- Differences between men and women
- In daily tasks and roles
- In terms of liability
- In the field of leisure and entertainment
- Limited rights of women compared to men
- In terms of resources
- In case of choice
- In decision making
- Challenging patriarchal norms
- Change structures and institutions that perpetuate women's subordination and inequality.
- Empowering women to access and control material and informational resources.

Session 8

Gender based violence



Objectives

At the end of the session, the participants

1. Can identify different types of violence;
2. Can identify the effects of violence.



Duration

45 Minutes



Methods

Case analysis, role play, multi media presentation



Materials

Fact sheets, multimedia, brown paper, masking tape



How to conduct the session

Step - 1

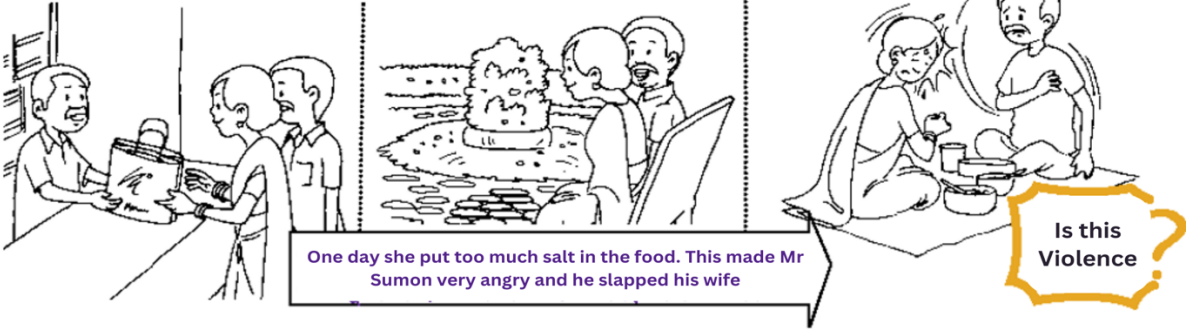
- Greet everyone.
- Give everyone a form and ask them to tick it. When all the answers have been given, collect the forms and discuss what would be the correct answer (answer sheets are given).
- Now divide the participants into 4 groups and give each group one event from the event sheet. (Cut out the events in advance and divide them.)
- Each team will read the story and role play the story. After a role play, everyone will come up with and say whether it is violence or torture and what kind of violence or torture.
- Now give ideas about violence or torture through supporting letters. Ask one or two questions to check participants' ideas.

Step - 2

- Now ask the question, what can be the result of violence? Discuss everyone's answers. Helpful information.
- Revisit the learning points of the session through some questions.
- Conclude by thanking everyone.

Story 1

Mr. Sumon loves his wife very much. He takes care of her, takes her to parks, exhibitions, and shopping

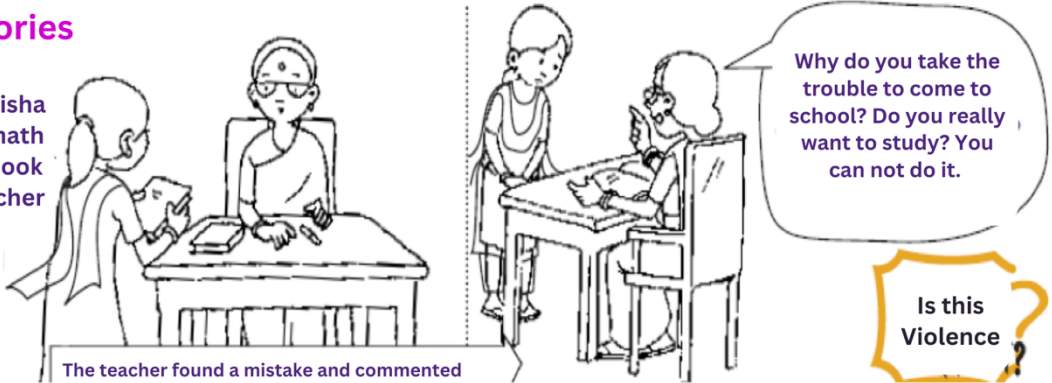


Year 1 - Module 3

Story 2

School based stories

One day Disha took her math exercise book to the teacher



Story 3

Neighbourhood Stories

A girl is walking in the local market. Some boys started teasing her and singing provocative songs.



They started laughing loudly



The girl turned around and saw them, then quietly walked away

Is this Violence

Story 4

Raju loves to fight with boys younger than him, and take away their belongings



One day he captured a little boy named Johnny

I can save you from those older boys



Really?

But you have to give me money for that



What kind of torture is this?

সহায়ক তথ্য	সহিংসতা ও এর ধরণ	অধিবেশন-৭
-------------	------------------	-----------

Violence or torture

The term torture has a wide meaning and can be interpreted in various ways. For example, torture is any act by the application of physical, mental or emotional force or pressure that is unlawful and causes pain and suffering to the victim.

In the prevailing social system in our country where men are powerful and women are powerless, various types of physical and mental violence against women are called women violence.

Violence against women is also called gender-based violence. It can be seen that a woman is subjected to various physical and mental abuse just because she is a woman.

Types of violence

The physical

- To beat
- Choking
- Chipping, acid killing
- Burning/burning
- Cutting the hair of the head
- Slap

Economic

- Not paying equal wages or salaries
- Not giving maintenance to wife
- Not allowing the wife to work for income
- Deprivation of wife's income
- Torture for dowry money
- Not giving alimony after divorce

Mental

- Abuse
- To poke or taunt
- Unreasonable doubt
- Not allowed to go to father's house
- Not allowed to work or go out
- Talking disparagingly about parents
- To belittle, look down on a girl
- Being a victim of divorce

Sexual harassment

- Hands on
- Commenting on clothes, body
- Forced physical intercourse
- Making sexually suggestive physical gestures
- Making jokes about sex
- Sending nude photos to mobile
- Writing nonsense
- Sending porn by e-mail
- Taking pictures and editing them on the Internet or on Facebook
- Bullying or teasing on the phone
- Posting photos or videos of intimate moments on the Internet while pretending to be in love
- Harassing one person on mobile by several persons or groups together

Supportive Information	Effects of violence	Session 8
-------------------------------	----------------------------	------------------

1. Family Influence:

- Women in the family suffer from existential crisis
- Suffers from insecurity
- Deprived of all rights
- Suffers family discrimination
- In most cases unable to meet basic needs
- Dependent / Considered as a burden to others and family
- Does not get status in family
- He has no participation and role in family decision making

2. Social Impact:

- No freedom of movement
- Fatwas are easy victims
- Subjected to social scorn
- Loses/does not get opportunity to express opinion
- Loses social status

3. Economic Impact:

- Inability to meet basic needs
- Women lose their independence/inability to earn income
- Become dependent
- Loses rights over own property
- Becomes selfless

4. Psychological impact on abused women:

- Suffers from insecurity
- Becomes self-centered/withdraws/retains
- In some cases, women lose their hope in life
- Loses confidence
- Loses mobility and creativity
- Women become unable to fulfill their role in family and society
- Suffers from inferiority complex
- Sometimes loses mental balance
- Ever tried/suicided

What is violence?

What do we call violence? How does violence manifest itself? Read and follow the behavior patterns given below

Check for any violence. A tick (√) mark if the given behavior or practice is considered violence, If not, mark (×).

1. Father helps his child in studies.
2. When Ranu makes a mistake in her homework, the teacher calls her stupid.
3. An older boy hits a younger one while playing.
4. The girls laugh at Jhuma as she braids her hair.
5. Mother helps her daughter get ready.
6. Boys start giving dicks when they see girls.
7. Ali's mother beats him for tearing the book.
8. She does not like the way Maryam is touched by her neighbor.
9. Suman's friends say he doesn't throw comments when he sees girls
Make fun of him.
10. A person shows indecent images of children.
11. Everyone teases Rupam because she helps in the housework.

Violence is never justified

What is violence? the answer

1. ×

2. ✓ (mental abuse)

3. ✓ (Physical abuse) If he has done it wrongly, he will apologize immediately, and if he does it deliberately, he will continue to do so until he is stopped. So explain him
It is very important to explain that violence is not okay or acceptable under any circumstances.

4. ✓ (Mental abuse) Girls may only make fun of Jhuma but it makes him feel bad
This is also a form of torture and it must stop.

5. ×

6. ✓ (mental abuse)

7. ✓ (physical abuse)

8. ✓ (sexual abuse)

9. ✓ (mental abuse)

10. ✓ (Sexual Abuse)

11. ✓ (Mental torture)

Session 9

Guidelines of Hon'ble High Court on prevention of workplace violence and sexual harassment and harassment



Objectives

At the end of the session, the participants

- Can identify sexual harassment in the workplace;
- His Excellency can explain the directives given by the High Court and ILO to create a workplace free of sexual harassment.



Duration

60 Minutes



Methods

Exercises, photo exhibition and discussion



Material

Practice Sheets, Multi Media



How to conduct the session

Step - 1

- Greet everyone. Give the participants a form and ask them to fill it. Discuss the correct answers when everyone is done.
- Now say, we will now discuss the 12 directions given by the Hon'ble High Court to create a sexual harassment free work environment...
- In this episode explain to the participants the context of making this policy, the High Court gives some instructions as preventive special measures for women and children who are victims of sexual harassment in all public and private institutions including workplaces.

The aims and objectives of this policy are:

- a) raising awareness about sexual abuse and harassment;
 - b) Creating awareness about the ill effects of sexual abuse and harassment;
 - c) Raising awareness of sexual abuse and harassment as punishable offences.
- Then one by one explain what is mentioned in the direction of the High Court. In this case explain through the supporting information sheet of the session.
 - Finally, evaluate the learning by asking some questions on the entire vocabulary of the session.
 - Close the session by thanking everyone.

Helpful form

What do you think? Is it sexual harassment?

Remarks	Yes	No
A female trainer is asked to stay for work after office hours by a senior male colleague, even though he is not part of the work. There were no other employees in the office.		
A group of workers stood outside the office, chanting obscenities whenever female workers passed by.		
A female employee was fired after she complained to her supervisor that she wanted to have sex while on an office tour.		
A colleague often shows his female colleague pornographic videos on the phone.		
A male colleague often calls a female colleague after office hours, wants to carry on unnecessary conversation, wants to talk about personal matters.		
Making an unethical offer to a female colleague by threatening a promotion or transfer.		
A male colleague often compliments a female colleague on her beauty and dress which she does not like.		
Suggestively calling a female colleague different names or titles.		
Deliberately assigning extra work to a female colleague requires her to stay in the office beyond certain hours.		
Threatened or pressured by rejection of love offer.		

Helpful Information	The directives given by the Hon'ble High Court to create a harassment-free education and work environment	Session 9
	14 May 2009	

Due to the increase in sexual harassment in educational institutions and public and private institutions, on behalf of the National Women Lawyers Association, the executive director of the association, Advocate Salma Ali, filed a public interest case seeking the direction of the High Court to prevent all forms of sexual harassment. Advocate Fauzia Karim Feroz handled the case.

In view of the said case, on May 14, 2009, a bench comprising Justice Syed Mahmud Hossain and Justice Kamrul Islam Siddiqui of the Hon'ble High Court issued a directive.

The said policy will come into effect as per Article 111 of the Constitution of the People's Republic of Bangladesh (which deals with the binding effect of the judgment of the Supreme Court). As directed by the Hon'ble High Court, this policy shall be followed and observed in all public and private educational institutions and workplaces till appropriate legislation is enacted in this regard.

Scope and Aims and Objectives of Instruction

Scope

- Applicable to all public and private workplaces and educational institutions in Bangladesh.

Aims and objectives

- Raising awareness about sexual harassment;
- Creating awareness about the evils of sexual harassment;
- Raising awareness that sexual harassment is a punishable offence

According to this Act—

Definition of Sexual Harassment



Verbal

Indecent comments and jokes about sexual relationship



Non-verbal/attitudinal

Showing pictures and posters implying sexual relationship



Physical

Touching and pinching during while working

Definition of Sexual Harassment



1. Unexpected appealing behaviour (directly or through body language) such as: trying to touch or such activity



2. Trying to have sexual relations using authority, and assigned power
3. Making sexually offensive comments

- 4. Unexpected demand for sexual relations
- 5. Showing pornography
- 6. Sexually offensive comments



- 7. Indecent gestures, teasing with sexually offensive language, stalking, laughing at using sexual gestures or foul language
- 8. Writing offensive comments through and on Letters, Telephone, Mobile, SMS, Notice board, cartoons, furniture, bathroom walls etc.
- 9. Taking pictures or videos for blackmailing



- 10. Keeping from sports, cultural, and institutional educational activity**
- 11. Threatening after being refused**
- 12. Using fear or being deceitful to establish sexual relations**



If the victim of this type of behavior feels that protesting about this may hinder or be hostile to his development in his workplace or education or the environment where he is, then these behaviors will be considered discriminatory against women.

Section 9 of this directive deals with countermeasures. And about the Grievance Committee it is said-

- To prevent sexual harassment and sexual abuse, the employing organization or authority shall constitute a Grievance Committee as follows-
- Having at least 5 members
- Most of the members will be women, if possible, the head of the committee will be a woman;
- At least 2 members of the Grievance Committee shall be drawn from other organizations outside the concerned organization, which work on gender and sexual harassment issues.

Section-10 states about the procedure of Grievance Committee—

Grievance Procedures

If sexual harassment is not included in the organization's disciplinary code, then the complaint-receiving procedure to prevent sexual harassment and sexual harassment in the workplace and for redressal should include the following in the complaint-receiving procedure:

Steps for receiving and resolving complaints:

1. Complaint receipt and confidentiality
2. search

3. Submission of report

Complaint Filing and Investigation Process:

- The identity of the complainant and the accused should be kept secret until the crime is proven;
- Safety of the complainant should be ensured by the employer or concerned authority;
- The victim of the crime can make a complaint by himself or by any of his relatives, friends or lawyers and by post;
- The complainant can individually report the complaint to the woman member of the Grievance Committee;
- Complaints should be lodged with the Complaints Committee constituted for Prevention of Sexual Harassment and Sexual Abuse.

While filing complaints:

- Grievances should generally be submitted to the Grievance Committee within 30 (thirty) working days of the incident.

Investigation Process After receiving the complaint, what the Grievance Committee will do to verify the veracity of the complaint is: -

- In case of minor harassment, if possible, the Grievance Committee will take steps to resolve the grievance with the consent of both parties concerned and submit a report to the concerned authority of the institution.
- In all other cases the Grievance Committee will investigate the matter.
- The Grievance Committee shall have powers to send registered notices to both parties and witnesses by post, conduct hearings, collect evidence and inspect all relevant documents.
- In such allegations, circumstantial evidence will be given importance in addition to oral evidence.

- The concerned authorities of the organization shall be obliged to provide all kinds of cooperation to conduct the activities of the Grievance Committee effectively. No questioning or conduct which is intentionally insulting and harassing shall be conducted during the taking of evidence of the complainant/complainants.

Investigation Process After receiving the complaint, what the Grievance Committee will do to verify the veracity of the complaint is:-

- Evidence taking must be captured on camera;
- The concerned authority of the organization shall be obliged to provide all kinds of cooperation to conduct the activities of the Grievance Committee effectively;
- The Grievance Committee shall keep the identity of the complainants/complainants confidential;
- If the complainant wants to withdraw the complaint or demands that the investigation be stopped, the reasons for this should be mentioned in the investigation report;
- The Grievance Committee shall provide the investigation report with their recommendations to the relevant authorities of the organization within 30 days, if necessary, this period may be extended from 30 working days to 60 working days;

- If it is proved that false complaint has been filed purposefully then the Grievance Committee will recommend to the concerned authority for appropriate action against the complainant/complainants.
- Note that the decision will be taken based on the opinion of the majority of the members of the Grievance Committee.

Section-11 states about punishment-

- The concerned authority may suspend the accused person (appointed by the institution);
- In case of any person employed on part-time or temporary basis, such appointment may be canceled on the recommendation of the Grievance Committee;
- If the allegation of sexual harassment against the accused is substantiated, the concerned authority shall treat it as misconduct and take appropriate action within 30 working days as per the disciplinary rules of the institution, and/or if the said allegation constitutes an offense under the Penal Code or other applicable laws, the authority will refer it to the appropriate court or tribunal.

Helpful Information	ILO Convention 190: Gender-Based Violence and Harassment	Session 9
---------------------	--	-----------

Recommendation

Enacts 10-Jun-2019 “Convention on Prevention of Sexual Harassment, Violence and Harassment at Work”-190. Which is considered as a breakthrough step. Which came into effect on 21-Jun-2019.

The main objective of this proposal is to ensure a working environment where everyone, regardless of gender, feels safe and respected. Workplace violence and harassment is a toxic behavior that damages a worker's self-esteem, demoralizes him, and degrades him familiarly and socially. Women workers are mostly subjected to violence and harassment in the workplace. Which makes him later disengaged. If we fail to ensure proper working environment, someday we will lose a huge part of

our human resources these women workers. If there is violence and harassment, the organization loses its reputation, loses qualified employees, which ultimately damages its production and business.

Definition

Workplace violence and harassment basically refers to unexpected and unacceptable behavior or practices that result in physical, emotional, sexual, or financial harm to workers. and which include gender-based violence and harassment.

Gender-based violence and harassment refers to unequal treatment of a particular group on the basis of gender identity or unequal treatment on the basis of gender identity, including sexual harassment.

Purpose/Area

According to the existing laws of the country, all the workers of the workplace will come under this ambit. Workplace shall be applicable to all public, private, institutional or non-institutional and even urban or rural.

A worker may be subjected to violence and harassment in the following areas:

- a) at work, be it in public or in secret wherever designated for work by the establishment;
- b) where the worker receives his wages, rests or takes food or uses it as a toilet, changing place or washroom;
- c) While engaged in work related travel, training, social activities and other arrangements;
- d) work-related communications including communications through information technology;
- e) in accommodation provided by the authority;
- f) Commuting time to work place.

Basic principles

Each organization shall work to address violence and harassment in the workplace by creating a consensual, integrated and gender-balanced environment in consultation with representatives of employers and trade unions in accordance with the prevailing laws and context of its country. In this case, the right to organize, collective bargaining rights and its recognition, end of all forms of forced labour, end of child labor, end of discrimination in workplace based on rank can be implemented.

Above all, each Member State shall adopt laws, regulations and policies for victims, disadvantaged and vulnerable persons or groups in the workplace, which will ensure non-discrimination and equality for all, including women workers, regardless of occupation or title.

Protection and prevention

- a) Determining the important role of government institutions in relation to workers in the informal sector;
- b) To identify, through negotiations with employers' and workers' organizations and other means, those matters relating to the workplace and occupation, through which workers and others are subjected to violence and harassment;
- c) Taking effective and appropriate measures to ensure the safety of such affected persons.

Specific responsible practices must be established to ensure that appropriate measures are taken to address all violence and harassment, including gender-based tolerance, in the workplace:

- a) Adopt and implement a workplace policy to combat violence and harassment in consultation with workers and workers' representatives;

b) Occupational safety and health management should take into account violence and harassment and the psychological risks associated with them;

c) All hazards and risks resulting from violence and harassment should be identified through discussions with workers and workers' representatives, and necessary measures should be taken to eliminate and control them;

Application and remedy

a) enforce and monitor laws and regulations on workplace violence and harassment;

b) Ensure appropriate and effective remedies for workplace violence and harassment including safe, fair and effective complaint formation and dispute resolution management processes.

Guidance, training and awareness raising

a) take measures to address violence and harassment in the workplace in light of national policies relating to occupational safety and health, equality, non-discrimination and immigration;

b) To provide necessary instructions, special assistance, training and other materials to employers and workers and their organizations and relevant authorities that will help prevent violence and harassment in the workplace;

c) Promotional initiatives should be undertaken to increase awareness.

Method of application

The provisions of this Convention shall be implemented through national laws and regulations, as well as through collective agreements or other measures consistent with prevailing practice, and through the adoption of special measures, including, where necessary, the extension or adaptation of occupational safety and health measures.

Session 10

Gender related laws, conventions and policies



Objectives

At the end of the session, the participants will be able to

1. Identify what is said about equality between women and men in the Constitution and Cido Charter and development goals;
2. Can explain gender related clauses in Bangladesh Labor Law.
3. Fair trade - can identify standards.
4. Can explain the clauses of the National Women Development Policy.



Duration

75 Minutes



Methods

Study circle and discussion



Materials

Fact sheet - Constitution, CDO, Bangladesh Labor Act, Fair Trade - Standards



How to conduct the session

Step - 1

- Greet everyone. Divide the participants into 3 groups and assign 2 topics to each group.
 - Group-1: What does the constitution say about equality between men and women?
 - Group-1: What is said about women in Sido Charter?
 - Group-2: What is said about equality between men and women in the labor law of Bangladesh?
 - Group-2: What are the 10 criteria of fair trade?
 - Group-3: What are the Sustainable Development Goals-SDGs? What is said there?
 - Group-3: What is National Women Development Policy? And what is said there?
- Ask 1 person from each group to present.
- Add required information with support team.
- Finally, evaluate the learning by asking some questions on the entire vocabulary of the session.
- Close the session by thanking everyone.

Supportive Information	Gender related laws, conventions and policies	Session 10
-------------------------------	---	-------------------

Supporting Information-1

Women's rights in the constitution of Bangladesh

The constitution of Bangladesh recognizes equal rights of men and women. No distinction was made between women/men. Rather, it is clearly stated in the constitution of Bangladesh to enact special laws if necessary for women to come forward.

Therefore, the rights mentioned in the constitution of Bangladesh for women are-

1. The State shall encourage institutions of local governance composed of representatives of the concerned areas and in all these institutions farmers, laborers and women shall be given special representation as far as possible. Principles of state management-9

2. Measures shall be taken to ensure the participation of women at all levels of national life. Principles of state management-10

3. The State shall endeavor to ensure equality of opportunity for all citizens. Principles of State Administration 19(1)

4. All citizens are equal before the law and entitled to equal protection of law. Article-27

5. The State shall not discriminate against any citizen merely on the grounds of religion, caste, caste, gender or place of birth. Article-28(1)

6. Women will get equal rights to men at all levels of state and public life. Article 28(2)

7. No citizen shall be subjected to any disability, obligation, obstacle or condition in respect of admission to any place of public recreation or recreation or admission to any educational institution merely because of religion, caste, caste, gender or place of birth. Article 28(3)

8. Special provisions may be made in favor of women or children or for the advancement of any backward section of citizens. Article 28(4)

9. There shall be equality of opportunity for all citizens in the employment or promotion of public service. Article-29

10. No citizen shall be ineligible for appointment or promotion to public service, nor shall he be discriminated against, merely because of religion, caste, caste or place of birth. Article-29(2)

11. No person shall be deprived of life and personal liberty except in accordance with law. Article-32

12. Subject to the restrictions imposed by law, if there is any qualification prescribed by law for accepting any profession or scholarship or conducting trade or business, every citizen with similar qualifications shall have the right to accept any lawful profession or scholarship and conduct any

lawful trade or business. Article-40

Article 10 of the Charter on the Elimination of All Forms of Discrimination against Women (CDW) states about the right to employment, the right to choose a profession or job, promotion, job security and the right to enjoy all the benefits without discrimination.

Supporting Information-1

Cido certificate

- On December 10, 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights. The Universal Declaration of Human Rights applies to all human beings, both men and women.
- But it can be seen that some special rights of women have been neglected in this declaration.
- United Nations declared 1975 as 'International Women's Year' to promote women's rights, progress and development.
- In this context, this decade from 1976-1985 was declared as the Women's Development Decade.
- At this time realistic work plans and programs were undertaken globally for the development and development of women. But at the end of the Women's Year, it was seen that one year is very short for the development and development of women. In view of this realization, the decade from 1976-1985 was declared as the Women's Development Decade. As a result of this development program, the "Charter on the Elimination of All Types of Discrimination against Women" was adopted on December 18, 1979 with the aim of eliminating all forms of discrimination between men and women and establishing equal rights.
- Charter started on 1st March 1980. This charter came into effect from 3rd September 1981.
- Bangladesh signed and ratified the CDW Convention in 1984.
- Bangladesh made reservations to Articles 2 and 13 (a) and Article 16 (1) (c) (f) of the Charter at the time of ratification.
- There are total 30 articles in this charter. A total of 14 of these articles 3-16 deal with women's rights and the rest deal with its procedures and responsibilities.
- Later reservations were withdrawn from the rest of the articles, leaving 2 and 16 (1) (c) reserved.
- Article 2: The State shall take legal and administrative measures to eliminate all forms of discrimination against women and, if necessary, ensure equality by expanding, restricting or repealing laws or regulations.
- Article 16 of 1 (c) equal rights of men and women in marriage and divorce;

Supporting information-3

What about women workers in the labor law?

- There is no provision in the Labor Act to mention prevention and elimination of discrimination against women workers and sexual harassment and prevention and remedy. Even in the Labor Act, the word woman has been used in many sections (2 (34, 45, 46, 47, 48, 49, 50 69, 79, 109, 332, 345). Although the word woman has been used in various national policies including the Constitution, the word woman has been used here. Which is undesirable in law.

- Section 332 of the Act states that if a woman is employed in any work in an institution, whatever her rank, no one else in the institution shall treat her in any manner which may be considered indecent or indecent, or which is contrary to the decency and dignity of the woman...
- The main message of Article 345 of the Labor Act is that equal wages shall be fixed for all, regardless of gender or disability. No discrimination can be done in this regard.
- Employing women workers in certain hazardous jobs is prohibited.
- Provision has been made for separate washing facilities for men and women.
- Also, no woman worker shall be employed between 10 pm and 6 am without her permission. If working with permission during that time, the concerned owner has to provide proper security and safe vehicles.

Leave and other benefits with pay on account of maternity and protection of women workers reproductive health and protection of unborn child are mentioned in section 2, 45 and 49 and section fifty.

Some existing provisions applicable to women workers in labor laws are discriminatory. Notable among these are-

- a) The duration of maternity leave or benefits is 16 weeks. Which has been done for 6 months for women workers of the Republic. This provision is against Articles 27 and 28 of the Constitution.
- b) Any woman worker who miscarries on the eve of her scheduled maternity leave will not get the requisite maternity benefits. But the law says that if he needs leave for health reasons, he can enjoy it. But medical complications due to abortion may require more leave. He can't come to work naturally. In that case his annual leave, festival leave will be deducted from casual leave which is illegal.
- c) The owner of an establishment shall not engage a woman worker to do any work before eight weeks of child delivery or up to eight weeks after child delivery. A woman worker is also banned from working for eight weeks after giving birth.
- d) The provision of Article 27 of the Labor Law is that if a worker resigns before completing 5 years of service in an organization, he will not get any service-related benefits (gratuity, compensation). This provision is equally applicable to both men and women but women workers are more affected in this regard. Differently, 25 to 30 workers in garment factories have less than 5 years of service. Among which women workers are more.

Supporting information-4

Sustainable Development Goals or SDGs

On September 25, 2015, the 70th session of the United Nations General Assembly adopted the "2030 Agenda" for sustainable development. To ensure peace, prosperity and sustainable development for people around the world, the "2030 Agenda" is an action plan that will strengthen world peace and end all forms of inequality, including hunger and poverty. Ending all forms of poverty, including extreme poverty, is now the world's greatest challenge, and is a prerequisite for sustainable development. In the next decade and a half, all the countries of the world will work to implement these goals through which it will be possible to end all forms of poverty of the people by achieving economic growth; Addressing the risks of climate change can be taken forward, including fulfilling the important responsibility of ending all forms of discrimination and reducing inequality. And the

motto of these activities will be to follow the principle of "Leaving no one behind (Ghad Dahab Rishash Nava Shabhavah Navayarhaf)".

Sustainable Development Goals

■ Goal-1 Eradication of poverty
End all forms of poverty everywhere

■ Goal-2 Eradication of hunger
Ending hunger, achieving food security and improved nutrition and promoting sustainable agriculture

■ Goal-3 Good health and welfare
Ensuring good health and well-being for all people of all ages

■ Goal-4 Quality education
Ensuring inclusive and equitable quality education for all and creating opportunities for lifelong learning

■ Goal-5 Gender equality
Achieving gender equality and empowering all women and girls

■ Goal-6 Safe water and sanitation
Ensuring sustainable management and availability of safe water and sanitation for all

■ Goal-7 Economical and pollution-free fuel
Making affordable, reliable, sustainable and modern energy available to all

■ Goal-8 Decent work and economic growth
Creating full and productive employment and decent work opportunities for all and achieving stable, inclusive and sustainable economic growth

■ Goal-9 Industrial Innovation and Infrastructure
Building resilient infrastructure, promoting inclusive and sustainable industrialization and promoting innovation

■ Goal-10 Reduction of inequality
Reducing intra- and inter-country inequality

■ Goal-11 Sustainable cities and towns
Build inclusive, safe, resilient and sustainable cities and settlements

■ Goal-12 Moderate consumption and sustainable production
Ensuring moderate consumption and sustainable production patterns

■ Target-13 Climate action
Taking urgent action to combat climate change and its effects

■ Target-14 Aquatic life
Conservation and sustainable use of seas, oceans and marine resources for sustainable development

■ Target = 15 terrestrial life

Restoring and protecting terrestrial ecosystems and supporting sustainable use, sustainable forest management, combating desertification, preventing land degradation and revitalizing land-forming processes and preventing biodiversity loss

■ Goal-16 Peace, justice and effective institutions

Promoting peaceful and inclusive societies for sustainable development, facilitating access to justice for all and building effective, accountable and inclusive institutions at all levels

■ Goal 17 - Partnerships in Achieving Goals

Strengthening the means of stimulating and implementing global partnerships for sustainable development

Sustainable Development Goal-5: Gender and Equality: Achieving gender equality and empowering women and girls

Target:

- Ending all forms of discrimination against women and girls everywhere
- Preventing all forms of violence against women and girls outside the home including trafficking, sexual harassment and other forms of exploitation
- Abolition of child marriage, forced marriage
- Dignity and recognition of unpaid care and domestic work through public service infrastructure and social protection policies
- Ensure effective and efficient participation and equal opportunities for women to lead at all levels of decision-making in the political, economic and social arenas.

Supporting information-5

What are the 10 standards of fair trade?

Fair trade is an organized social movement of fair trade that aims to help entrepreneurs in developing countries achieve fair trade terms and support sustainable development. Members of the movement advocate higher social and environmental standards in addition to higher value for entrepreneurs. Emphasis is placed on exports from developing countries to developed countries, especially: handicrafts, coffee, cocoa, sugar, tea, bananas, honey, cotton, fresh fruits and flowers, etc. It works to promote greater equity in international trade cooperation through trade interoperability, transparency and respect.

10 principles of fair trade

Principle 1: Creating Opportunities for Financially Disadvantaged Producers The primary goal of fair-trade organizations is to alleviate poverty through trade.

Principle 2: Transparency and Accountability Management and business relationships are transparent and accountable to all parties involved

Principle 3: Fair trade practices are not the pursuit of overall profit, but the development of marginal producers is the main goal of fair trade.

Principle 4: Payment of Fair Wages Fair wages are socially acceptable wages determined through participation, negotiation and consensus.

Principle 5: Ensure the elimination of child labor and forced labor In compliance with the UN Charter on the Rights of the Child and national policies, avoid forced labor

Principle 6: Non-discrimination, gender equality, empowerment of women and freedom of association do not discriminate against workers. Women get equal rights and wages in all areas

Principle 7: Safe working environment Ensures a safe and healthy working environment for producers

Principle 8: Capacity building of producers Strives for the positive development of small and marginal producers through fair trade.

Principle 9: Fair Trade Extension Promotes fair trade and creates awareness to establish fairness in trade.

Principle 10: Conservation of environment by using less energy/renewable energy. Uses environmentally friendly techniques in waste disposal

Supporting information-6

National Women Development Policy-2011

- To establish equal rights of men and women in all spheres of state and public life in the light of Bangladesh Constitution.
- To ensure the safety of women in all spheres of state, social and family life.
- To establish the human rights of women, to eliminate the existing discrimination between men and women and to give proper recognition to the contribution of women in the social and economic environment.
- Eliminate all forms of violence against women and girls.
- Ensuring women's priority in appropriate shelter and housing arrangements for women.
- To take necessary steps for the promotion and implementation of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).
- Strict enforcement of laws against child marriage, girl child rape, harassment, trafficking.
- Non-discrimination and giving special importance to the needs of the girl child such as food, nutrition, health, education, sports, culture and vocational training.
- To ensure the necessary rights for proper development of physical and mental health of the girl child
- Eliminate all forms of discrimination against the girl child and ensure gender equality in all spheres including the family.
- Eliminating all forms of violence against women including physical, mental and sexual abuse, rape, dowry, domestic abuse, acid throwing, at family and social level and at work.

- Amending existing laws related to prevention of violence against women and enacting new laws if necessary.
- Providing legal assistance to women victims of violence.
- Ensuring increased participation of women at all levels of the police force in the justice system for elimination of violence against women and proper application of the law in this regard.
- Training and gender sensitizing the Judiciary and Police Department on laws related to women's rights.
- Facilitation of the judicial system with a view to complete the prosecution of crimes related to women and girl child abuse and trafficking within six months.
- Providing necessary support through One-Stop Crisis Centers (OCCs) and Women Help Centers in Divisional Cities to prevent violence against women and take steps to expand OCC activities to district level.
- To increase the activities of National Trauma Counseling Center to provide emotional support to women victims of violence. Providing necessary support through the Ministry of Women and Child Affairs, National Women's Organization and the Women's Violence Prevention Cell of the Directorate of Women's Affairs.
- To create widespread awareness through public and private coordinated initiatives at all levels of society to prevent violence against women and take appropriate initiatives to change the patriarchal mentality.
- To create mass awareness in mass media to prevent violence against women.
- Engaging men and youth in building public awareness to prevent violence against women

Session 11

Leadership



Objectives

At the end of this session participants will be able to

1. Explain what is leadership, and what are the responsibilities of leadership;
2. To identify important issues in women's leadership;
3. Explain the qualities and skills of a successful leader.



Duration

75 Minutes



Methods

Brainstorming, discussion, question and answer session, multi media display



Materials

Multi media, written cards, baskets



How to conduct the session

Step - 1

- Welcome the participants at the beginning of the session and state the purpose of the session.
- Ask the participants, what do you mean by leadership? Discuss leadership through everyone's answers and helpful information.
- Now pair the participants by 2 and give 2 cards of 2 colors. Ask each pair to discuss among themselves and write one quality of leadership on the blue card and one skill on the yellow card - the job of a leader.
- Allow 5 minutes for group work. After the specified time, collect the works and read them and put them on the wall/board. First put the cards related to the qualities and skills of the leader and then discuss with the supporting information.
- Then put the cards related to the leader's job and then discuss with the supporting information.

Step-2

- Say, women leadership should be given special importance in participative leadership.
- Ask participants to verbally argue that the topic: Why is women's leadership important?
- According to the arguments of the participants, in today's society, it is very necessary to create women's leadership to eliminate gender inequality and develop women's capabilities. In our society women are generally sub-dependent and lack self-confidence.

Benefits we will see as a result of women leadership are:

- Women will be willing to talk about any topical issue;
- Women can make decisions in family matters;
- Women's confidence and skills will increase;
- Women will be economically independent;

- Ability to stand on your own feet and move to different places;
- Ability to access, use and control resources;
- Ability to speak and make decisions;
- The position of women will change;
- There will be a change in everyone's behavior towards women;
- There will be a transformation of society's perspective and social rules regarding the roles and responsibilities of men and women.

	Helpful information	Session-11
--	----------------------------	-------------------

What is leadership?

- “Leadership is the process of setting goals and influencing the work force of an organized group of people to achieve goals”.
- Leadership is the process by which a manager works for positive changes in the activities and behavior of his colleagues and helps achieve goals.

Leadership means-

- Influencing process
- Creation of cooperative attitude
- The process of achieving the organization's/organization's objectives
- Ways of achieving action-results
- Developing and recognizing everyone's role

Leadership Tasks:

- to encourage
- Giving instructions
- Establishing connections
- Establishing trust/gaining credibility
- Achieving positive results
- Participatory decision making
- Ensuring accountability among civil society organizations
- Resolving conflicts between party members
- Establishing rapport among all
- To provide proper guidance in the implementation of the activities of the organization
- Proper control and supervision
- Determining and distributing responsibilities among members
- Coordination of work
- Maintaining organization and work discipline

say*

- Use of plain and simple language
- Speaking at a normal pace
- Addressing (brother, sister, uncle, aunt etc.)
- Continually speaking while keeping eye contact with the listener
- Expressing appropriate gestures and expressions with speaking
- Speaking using intonation and punctuation
- Listening to others with interest and attention

to question*

- Always ask open-ended questions
- Do not ask yes/no questions
- Ask questions relevant to the topic
- Getting to know the subject by asking questions to get deeper into the speaker's speech
- Asking questions with understanding of place, tense, situation and position
- Bring the discussion back into context by asking questions if it starts going off topic
- Find out the importance of the topic by questioning

listening and responding*

- Listen patiently and attentively, without expressing annoyance
- Accompanying pleasure and pain with speech
- Responding or increasing the person's willingness to speak with a few words or words – eg: ok, hmm, yes.
- Looking the person in the eye, occasionally nodding
- Convey to the person through your facial expressions that you are giving them your full attention
- Asking small questions, asking for clarification
- Understanding the situation and keeping a smile at times
-

view/observe*

- Noting the speaker's emotions, feelings, use of words/emphasis/pace
- Looking into the eyes
- Seeing or understanding with the mind's eye
- Finding the logic/authenticity of the speaker's statement from his words
-

Comprehension/Understanding*

- Trying to understand the words and expressions of others
- Empathizing with the speaker's joys and pains
- Asking to be repeated if something is not clear
- Do not comment mid-sentence
- Reorganize the statements in mind and identify relationships

Session 12

Decision making and problem solving



Objectives

- At the end of the session, the participants will
1. Identify various problems in real life;
 2. Learn about problem solving strategies; And
 3. Learn how to make effective decisions.



Duration

75 Minutes



Methods

Brainstorming, discussion, group work and presentation



Materials

Flipsheet, Marko, Multi Media



How to conduct the session

Step - 1

- Welcome everyone.
- First let's see what problem we have. Think about it, what problems do you have?
- Wait a moment, then listen to the participants' problems. The answer could be Lack of money, lack of courage, lack of trust in people, lack of skills. In general, the problem is the lack or absence of something necessary. But beyond these there are various problems that affect our lives.
- Now divide the participants into 4 groups through a game. When dividing teams, make sure participants can read or write to all teams.
- Case Analysis 4 Provide team-wise case sheets supporting information and flipsheets to teams. Let's analyze the facts by team below.
 - Group-1 & 3: Incident-1
 - Group-2 & 4: Event-2
- After analyzing the above events ask them to write the answers to the questions mentioned in the event paper based on the group opinion on the flip sheets provided.
- Help the participants to read out the facts and write them on the flipsheet if necessary.
- Allow 10 minutes for group work.
- At the end of group work ask each group to present their work.
- Based on the answers given by the participants, there are many ways to walk in life. It is possible to reach the goal of our life through any path, but whatever path I choose to reach the goal, the things I need to think about are:
 - aim
 - Reality
 - Ability and potential
 - Risks/Methods to deal with risks
 - Where support/assistance can be obtained
- Now discuss the problem, causes of the problem step by step through the written flip sheet. Helpful information

- Now ask the question what is the solution? Hear from participants and discuss solution sources and areas through written flipsheets.
- End the session by thanking everyone.

Case Study	Decision Making	Session 12
------------	-----------------	------------

Fact Sheet - 1 (Groups: 1 & 3)

Fazal (27) of Rasulpur village went to Dubai three months ago with the help of an Adam dealer. For this he spends about 4 lakh rupees. The eldest child of a poor family of 9 members, Fazal studied up to 6th standard. In order to raise Tk 4 lakh, his poor family had to sell the land alone and mortgage the house. Also had to borrow large sums of money from relatives and neighbors. Within a few days, the Dubai police arrested him for coming to Dubai with a fake visa and sent him to jail. After staying there for 6 months, Fazal returned to the country. At the moment, Fazal, physically and mentally devastated, is landless, penniless and in debt. Old parents, wife, children, 2 marriageable sisters and 2 younger brothers are now looking at Fazl. What will he do now to protect this family?

Read and analyze the story

- What were the mistakes?
- What are the problems now? What are its effects?
- What can Fazal do now? How?

Fact Sheet - 2 (Groups: 2 & 4)

Mitu, a class 10 student, is the eldest child of a middle-class family. His three younger sisters also attended the school. Mitu's cousin Jasim, a scoundrel, had been proposing love to her for quite some time. But every time Mitu rejects it. When Jasim threatens to take Mitu away, she informs her family. But his family did not give importance to the matter. They think that no one can ever do such a thing as a cousin. One day Jasim along with some of his friends stopped Mitu on her way to school and forcibly took her away. They took turns raping Mitu after locking her in an unknown house. After fifteen days he managed to escape from that house. Mitu reaches her house with a very sick body. But the family members cannot accept him happily and show no interest in any litigation. Mitu Amat Satte also proposes marriage to her father Jasim's family but Jasim's family completely denies the whole affair and hears many ugly words. Mitu's family thinks adopting her could affect the lives of her three younger sisters as well. So his family asked him to leave the house. What will Mitu do now?

Read and analyze the story

- What were the errors?
- What are the problems now? What are its effects?
- What can X Mitu do now? How?

What is the problem?

Generally, the problem is the lack of something needed/desired. But in addition to lack, our behaviors, differences in needs and interests, differences in opinions and paths, differences in expectations and achievements, inabilities and limitations can appear as problems.

What are the common causes of the problem?

- Failure to recognize the problem
- Not understanding ability/competence
- Lack of adequate education and knowledge
- Lack of basic skills
- Lack of awareness
- Inability to recognize loved ones or trusted persons
- Inability to discuss openly

What is the solution to the problem?

It is said that within the problem lies the seed of the solution. That is, if there is a problem, there is a solution. Problem solving is problem solving by applying initiatives and strategies to quickly overcome limitations by considering possibilities and capabilities against any problem.

What are the sources and areas of problem solving?

- Identifying problems
- Determining x priority
- Identify potential and potential
- Choosing a solution path
- To take initiatives in a planned manner
- Checking progress and results
- Solving and evaluating x problems

Session 13

Gender sensitive work environment



Objectives

At the end of the session, the participants

- Can explain how to create a gender sensitive workplace.



Duration

75 Minutes



Methods

Cards, markers, videoboards



Materials

Multimedia



How to conduct the session

Step-1

- Greet Everyone
- Tell the participants, in this session we will discuss how to make the workplace gender friendly.
- In this case pair up 2 people and give one card each. Ask them to write on the cards how to make the workplace gender sensitive.
- After 5 minutes collect the cards and put them on the board.
- Discuss what can be done to create a gender-friendly workplace with supporting information along with the answers...
- Now summarize the entire session with some questions.

Step-2

- After everyone has discussed, end the session by summarizing the entire discussion

Helpful information	Gender sensitive work environment	Session-13
---------------------	-----------------------------------	------------

- Structurewise:
 - Different washrooms
 - Rest room
 - Women searchers/security guards at checking points
 - Breast feeding corner
 - Daycare etc.

- Regarding policy:
 - Institutional code of conduct that requires zero tolerance for sexual harassment
 - What will be the disciplinary action in this regard will be clearly stated.
- In relation to practices:
 - Having a zero-tolerance policy
 - Having complaint box
 - Having a woman head the committee
 - Having functional Grievance Committee
 - Conducting safety audits
 - Equal wages
 - Balancing the number of male and female workers etc.

Session 14

Work planning, course evaluation and finalization



Objecives

At the end of the session, the participants

1. will adopt action plan for creating gender friendly work environment



Duration

1 hour and 45 minutes



Methods

Group work and presentation



Materials

Flip sheets, markers, boards



How to conduct the session

Step-1

- Welcome everyone.
- Achieving any goal in life requires a good plan. For this we need to know, what is the matter of planning? Through a game we try to understand the subject.

- Divide the participants into three groups (8 people each) and give each group a basket and a tennis ball.
- Mark three baskets at a predetermined location so that three teams can practice side-by-side and place five consecutive marks at specified distances from the baskets.
- Number one on the spot closest to the basket, then two on the next, and so on up to five
- Now ask the teams to go to the designated area and practice putting the ball into the basket. Teams will go through practice to see which team members can throw the ball far into the basket
- Ask participants to return to the training room after ten minutes of practice
- Now say that we have practiced so far. Now we will go to the main competition and before that we will know the rules of the competition
- Now say that we have practiced so far. Now we will go to the main competition and before that we will know the rules of the competition
- Divide the participants into three groups (8 people each) and give each group a basket and a tennis ball.
- Mark three baskets at a predetermined location so that three teams can practice side-by-side and place five consecutive marks at specified distances from the baskets.
- Number one on the spot closest to the basket, then two on the next, and so on up to five
- Now ask the teams to go to the designated area and practice putting the ball into the basket. Teams will go through practice to see which team members can throw the ball far into the basket

- Ask participants to return to the training room after ten minutes of practice
- Now say that we have practiced so far. Now we will go to the main competition and before that we will know the rules of the competition
- Now say that we have practiced so far. Now we will go to the main competition and before that we will know the rules of the competition
- Tell everyone the following rules of the competition by writing them on cards
- Maximum target should be fixed
- Points must be collected according to the distance, but the ball must remain in the basket
- Only five players can throw the ball into the basket
- Everyone in the team should have different responsibilities
- Overturning the basket while dropping the ball will void all previously collected points
- Again give each team five minutes for practice, after five minutes the competition will start. Ask each team to appoint one referee/observer in advance.

- At the end of the game, ask everyone to go back to the training room.
- Now ask each team to share their achievements and experiences (positive and negative), as well as the referee/observer team to present their observations.
- Tell them about the experience we had each team prepare themselves before starting our competition. In that case, the things I kept in mind were: the target, who will throw the ball, how far to throw, why not throw from a further distance, what are the risks to be faced if throwing from a distance? etc
- Teams that can plan better keeping in mind their skills, abilities, capabilities, reality etc. do better.
- Now we will try to understand planning in the light of these points. Planning is 'preconceived' i.e. thinking and preparing in advance to do something is called 'planning'. For example-
 - What do you want to do? Why do you want to?
 - What is needed to do the job? What is there? What is not?
 - How to do? when will i do
 - What are the challenges/risks against this work?
 - How to deal with problems or risks?
- When a plan is made keeping in mind the above, we can basically call it: planning.
- We learned about planning We will keep the above in mind when we plan our lives.
- Now say, no matter how many obstacles come, we will try to successfully implement our plans by climbing the mountain of obstacles.
- Now finish with the participants singing “We Shall Overcome” in union.
- Conclude with course evaluation and closing remarks.

Course Evaluation:

a) Was the teaching material clear and easy to understand?

- Very good

- Moderately good

- Not good

b) How was the session procedure?

- Very good

- Moderately good

- Not good

c) How was the equipment of the session?

- Very good

- Moderately good

- Not good

d) How was the support of the assistants?

- Very good

- Moderately good

- Not good

e) Was the training participatory?

- Yes

- No

f) Your overall opinion regarding the training
