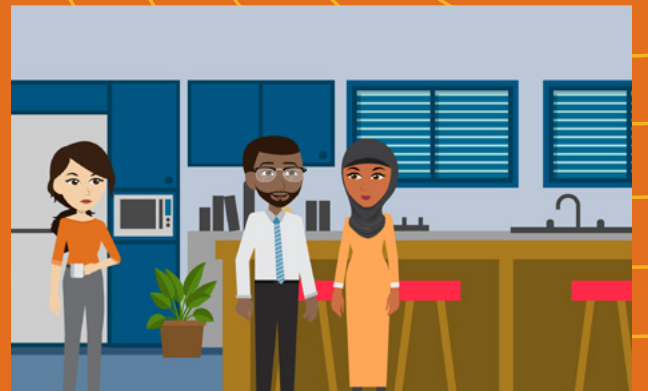


Prevention of Sexual Harassment, Exploitation and Abuse

Workplace Culture Toolkit



care®

CARE ACADEMY

Prevention of Sexual Harassment, Exploitation, and Abuse (PSHEA) Program

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The #MeToo, #AidToo and Times Up movements have highlighted the pervasiveness of sexual violence within organizations and public institutions. Many International NGO's have reinforced their Safeguarding and Prevention of Sexual Harassment Exploitation and Abuse (PSHEA) endeavors, strengthening existing policies and reinforcing transparency and accountability. Within CARE, to prevent and respond to sexual harassment, exploitation and abuse, and child abuse (SHEA-CA), we have increasingly focused on cultural change within the organization. This entails acknowledging the presence of ingrained discriminatory attitudes that fuel abusive power dynamics and foster unhealthy work environments, and then taking action to challenge and change these.

A key area of concern is the influence of patriarchal attitudes and practices, specifically those unhealthy expressions of masculinity that are built on men's dominance, control and subjugation of women. The deconstruction of harmful masculinities is therefore vital to achieve safe and respectful work environments for staff and for the participants in our programs and projects.

This material builds on CARE's Gender Equity and Diversity (GED) training, and PSHEA training. Other activities from diverse sources have been brought in.

PURPOSE

This workshop guide equips PSHEA and Safeguarding, and Gender equality focal points in CARE country offices with activities to design, deliver, monitor and evaluate awareness raising and training workshops with the purpose of:

- a. reflection and dialogue on the links between inequitable masculinities, power and Sexual Harassment Exploitation and Abuse (SHEA) in the workplace and in CARE's programs
- b. contributing to changes in staff attitudes and behavior in support of gender equality, diversity and inclusion for all, including sexual and gender minorities
- c. building understanding and awareness to ensure that CARE's workplaces and programmatic interventions are free from SHEA
- d. strengthening women's leadership within CARE.

Ensuring protection from SHEA-CA is the responsibility of all CARE staff and related personnel. Therefore, it's an inherent part of our work; and these workshops aim to assist all CARE employees to ensure they are abiding by the "do no harm" principle, fostering an understanding of SHEA issues, underlying inequalities, and power dynamics; as well as helping to reflect on those dynamics in our daily work.

CARE CONTEXT

This section provides information on key concepts related to gender equality, masculinities, gender-based violence (GBV) and the prevention of sexual harassment, exploitation and abuse, and child abuse (PHSEA-CA). It also covers some key concepts relating to organizational culture and cultural change.

GENDER NORMS

Gender is a socially constructed concept that is "taught" and reinforced constantly in most aspects of our lives by people (e.g., parents, grandparents) and institutions (e.g. family, school, media, religion). It is constructed based on a person's perceived biological sex (male or female), and determines, to a large degree, how individuals should think and behave in society as either women or men.

Gender is often understood as a binary system of what it means to be a boy/man, and girl/woman, with little or no room for other gender identities and expressions. In patriarchal cultures, for example, men are raised to be tough while girls are taught to be fragile, and inferior or subordinate to men and boys¹. Gender norms lead to unequal access to opportunities, rights and resources that disadvantage women. Raising awareness of and challenging rigid and harmful gender norms within the workplace fosters safe environments, mutual respect, and zero tolerance for violence and abuse.

MASCULINITIES AND GBV

THE MAN BOX – HEGEMONIC MASCULINITY

The “Man Box” explains the socialization of patriarchal masculinities². It identifies seven thematic pillars related to a set of beliefs and behaviors that boys/men are pressured into adopting to prove that they are “real men”.

Man Box Pillars	Expected Behaviors
Self-sufficiency	Health-seeking and help-seeking behaviors regarding physical and emotional health are considered unmanly.
Acting Tough	Defending one’s reputation, by fighting or using physical force, if necessary; maintaining the outward appearance of toughness and strength even when experiencing more vulnerable emotions.
Physical Attractiveness	Dressing well and looking good, without seeming to try too hard; developing muscular physique.
Rigid Gender Roles	Men contribute to family well-being primarily as financial providers, while women contribute disproportionately to the daily care of children and the home.
Heterosexuality and Homophobia	A “real man” is supposed to be both heterosexual and homophobic (rejecting homosexuality).
Hypersexuality	Being always ready for sex, and always eager to acquire another “sexual conquest”; saying no to sex is something that only women do.
Aggression and Control	A “real man” tends to use physical violence when necessary, and to hold control over household decisions and women’s movements

The “Man Box”, also often referred to as ‘hegemonic masculinity’, is an ideal of manhood to which all men are expected to aspire. Its influence curbs other equitable ways of being men. Being “in the Man Box” is a source of identity, status, power and privilege, but can also lead to depression, emotional self-censorship, alcoholism and other risk-taking behaviors. It is also characterized by violence against women and between men. Men who conform with the characteristics set out in the Man Box may be more likely to perpetrate sexual harassment and gender-based violence (GBV). Higher ‘Man Box Scale’ scores are associated with up to five times higher rates of verbal, online or physical bullying, as well as sexual harassment³.

MASCULINITIES, POWER AND VIOLENCE

Globally, men and boys are largely the perpetrators of GBV, while women and girls are generally the survivors. GBV can be a combination of physical, emotional, sexual, and economic violence. The person responsible for GBV is the

perpetrator; it is never the fault of the survivor. GBV perpetrated by boys and men is an expression of inequitable gender norms. It is more likely that boys and men will use violence as a tool to control and dominate women in societies where hegemonic masculinity is very influential.

In intimate partner relationships, men who are not perpetrators of physical violence may engage in other abusive practices such as threats, humiliation, coercive control and/or intimidation. Violence perpetrated by men against other men is also related to hegemonic masculinity in determining how men should relate to each other.

MASCULINITIES AND HARMFUL SEXUAL MANDATES

The “Man Box” propels some men to pursue sex with women from an early age to affirm their masculinity. Hegemonic masculinities preclude sexual relations between men and ostracizes gay and bisexual men and transgender women in society. This, in turn, can lead to violence against LGBTQI+ people and hate crimes based on sexual orientations and gender identity (SOGI). Additionally, pornography can also contribute to those harmful sexual mandates by shaping a male-dominated view of sexuality and normalizing violent and harmful sexual behavior.

Deconstructing patriarchal masculinities includes unpacking the harmful sexual mandates associated with the Man Box and replacing them with healthy and equitable expressions of sexuality that are safe and respectful of women.

PREVENTING SEXUAL HARASSMENT, EXPLOITATION AND ABUSE (PSHEA)⁴ KEY PSHEA DEFINITIONS⁵

Sexual Harassment⁶: Sexual harassment is any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. While typically involving a pattern of behavior, it can take the form of a single incident.

Sexual Exploitation⁷: Sexual exploitation means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Sexual Abuse: Sexual abuse means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Child Exploitation and Abuse (involves one or more of the following)

- a. Physical abuse: Physical abuse occurs when a person purposefully injures or threatens to injure a child. This may for instance, take the form of slapping, hitting, punching, shaking, kicking, beating, burning, shoving or grabbing. Physical abuse can be a single or repeated act. It doesn't always leave visible marks or injuries.
- b. Emotional abuse: Emotional abuse is inappropriate verbal or symbolic acts toward a child or a pattern of failure over time to provide a child with adequate non-physical nurture and emotional availability. Such acts have a high probability of damaging a child's self-esteem or social competence.
- c. Neglect: Neglect is the failure to provide a child (where they are in a position to do so) with the conditions that are culturally accepted as being essential for their physical and emotional development and well-being.
- d. Sexual abuse: Sexual abuse is any form of sexual activity with a child. All sexual touching between an adult

and a child is sexual abuse. Sexual touching between children can also be sexual abuse when there is a significant age difference (often defined as 3 or more years) between the children or if the children are different developmentally. Sexual abuse does not have to involve penetration, force, pain, or even touching. If an adult engages in any sexual behavior (looking, showing, or touching) with a child to meet the adult's interest or sexual needs, it is sexual abuse. This includes the manufacture, distribution and viewing of child sexual abuse material (CSAM). Child sexual abuse can be single event or a series of events.

Safeguarding: The measures we take to prevent, report and respond to harm or abuse and to protect the health, well-being and human rights of anyone that comes into contact with CARE, whether it is CARE Employees and Related Personnel, partners, program participants and communities.

CAUSES AND CONSEQUENCES OF PSHEA

Male violence and abuse of power coupled with the inequalities and vulnerabilities that are particularly experienced by women, vulnerable adults, and children are the principal cause of SHEA-CA. Within CARE, unequal power relations (for example, between CARE employees and project participants, or between Managers and staff) can lead to SHEA-CA.

Individuals who experience SHEA-CA often suffer severe trauma as a result of their ordeal. They can also suffer other consequences to their wellbeing and physical health. Trauma can create profound and long-lasting effects on the survivor's ability to function within intimate partner, family and social relationships. As well as experiencing trauma, people who are subjected to SHEA in the workplace may lose self-confidence, experience reduced productivity, and lose workdays (and lost income).

When employees and related personnel perpetrate SHEA-CA against program/project participants, the rights, safety, health and wellbeing of the survivor is harmed. SHEA-CA also impedes the achievement of programmatic outcomes, and damages the credibility, trust and reputation of the organization.

CARE'S APPROACH TO SHEA-CA: PROTECTION, PREVENTION AND RESPONSE

The vulnerability of the communities we serve places a special duty and responsibility on CARE to ensure that power imbalances between staff and the people we work with do not create or exacerbate those vulnerabilities and the risk of SHEA-CA.

CARE has a zero-tolerance policy to Sexual Harassment Exploitation and Abuse and child abuse. Violence is not acceptable in any form. Implementing a zero tolerance policy entails enforcing stringent rules and regulations, such as our [Safeguarding Code of Conduct](#)⁸. We take all reports of SHEA and child abuse seriously. We investigate allegations, and take appropriate action based on investigation findings. We take a survivor-centered approach, which means that we always seek informed consent from survivors prior to taking action. We prioritize the needs, wants and wishes of survivors to guide our response. We ensure that survivors are treated with dignity and respect. In order to fulfil our commitments, we commit ourselves to negotiate with donors for adequate funding to meet our commitments around PSHEA and organizational GED⁹.

“To PREVENT abuse from taking place, we will:

- root out bullying, harassment and incivility and ensure no abuse of power is tolerated, addressing the gender, race and other inequalities that drive these behaviors
- ensure all the people we serve, our staff, and the organizations we work with are aware of their safeguarding rights and obligations through mandatory and regular training and a code of conduct that is championed by senior managers and linked to performance management
- work with communities, staff and survivors to build systems that are well understood and give people the confidence to come forward and report concerns
- take any necessary action to prevent perpetrators entering our organizations, ensuring that all staff members are subject to appropriate background checks
- cooperate across all our organizations to root out perpetrators of abuse from the sector, implementing a new approach to referencing that allows us to share information and concerns.”

[*Our safeguarding promises*](#) (October 2018)

“To respond rapidly to all concerns, we will:

- ensure robust and transparent reporting mechanisms are in place, and we will work with survivors and local communities to make these easy to use and responsive to their needs, including ensuring appropriate, accessible and independent whistleblowing procedures are available for all staff
- take swift action in response to any safeguarding breaches
- ensure that all cases involving children and any alleged crimes are reported to the appropriate authorities, where this will not expose survivors to further harm
- ensure dedicated investigation teams follow up on all complaints or concerns and continue with our investigations even if a person under investigation departs our organization; we will not always have the in-house skills to appropriately and safely investigate some cases, so we will ensure sector-wide referral mechanisms, which deliver a collective survivor-centered response, are in place
- report any concerns directly, and in a timely manner, to donors and regulators, and publish our reporting data, so that survivors and communities are confident that their concerns will be taken seriously and so that perpetrators know they will not get away with their actions”.

[*Our safeguarding promises*](#) (October 2018)

BYSTANDER INTERVENTION APPROACHES AND PSHEA

CARE encourages staff and related personnel to use bystander interventions, where the risk of intervening has been considered and the individual feels safe to intervene.

Bystander interventions are taken by individuals to respond to violence and/or to prevent it taking place and can include¹⁰:

- Primary prevention - Strengthening work preventing violence, promoting gender equity and challenging sexist, discriminatory, violence-supportive attitudes and behaviors in peer groups, organizations and communities. Examples might include: challenging a friend on their use of sexist slang, expressing discontent with a colleague for telling a sexist joke, or getting involved in a review of hiring and promotion practices at work or a local community group.
- Secondary prevention - Recognizing and addressing a situation where there is a risk of violence. For example, keeping an eye out for the safety of friends, peers, colleagues or family members;
- Tertiary prevention - Supporting a target (or confronting a perpetrator) to respond to violence by validating their disclosure of an incident and assisting them to seek support;
- Intervention - Intervening with the actor directly to stop an incident of sexual violence that is occurring;

All the above share a common view that a) it is the responsibility of individuals not to use violence, rather than the responsibility of targets to avoid it, and b) that there is a shared community responsibility behind the intervention. Additionally, there are also “enablers” and “barriers” of bystander approaches at the individual and community/organization levels, as shown in the table below¹¹.

Enablers	Barriers
Individual Level	
<ul style="list-style-type: none"> • Knowledge of what constitutes violence against women • Awareness of harm caused by violence against women • Perception of responsibility to intervene • Perceived ability to intervene – skills • Perceived confidence to intervene • Desire to educate perpetrator • Empathy for and desire to support targets • Self-validation, catharsis – expressing anger, disapproval etc. 	<ul style="list-style-type: none"> • Challenge of motivation and engaging • The ambiguous nature of some everyday sexism and heterosexism • Exclusive group identity; male peer groups based on violence/aggressive masculinities • Fear of violence or being targeted by the perpetrator; fear that masculinity will be called into question; fear of other consequences of being proactive (e.g. fear of being punished for underage drinking) • Perception that action would be ineffective/lack of confidence to act effectively • Lack of knowledge about how to intervene • Rigid adherence to traditional gender roles; attitudes supporting male dominance • Impression management, preserving interpersonal relations • Younger age in relation to the prospective perpetrator • Lower position in relation to organization hierarchy
Community/Organization Level	
<ul style="list-style-type: none"> • Modelling of respectful behavior by senior groups in the setting • Key groups in the organization/ community have prosocial norms • Policies supporting prosocial norms and accountability 	<ul style="list-style-type: none"> • Modelling of disrespectful behavior by senior groups in the setting • Antagonism to the program from key groups in the organization/community (e.g. parents or teachers for school-based programs)

Similarly, The 2018 Care Australia study cited a previous research carried out in 2015 that proposed four categories of intervention based on the immediacy of the situation (high or low) and the involvement of the bystander (high or low) that can be useful in work environments and programmatic settings.

High immediacy interventions occur in an ongoing incident and focus on interrupting the ongoing incident:

- Low involvement: involve private support without public connection to the incident, e.g., redirection of harasser attention, removal of the target, interruption without judgement; and

- High involvement: strong involvement publicly and socially, e.g., challenging harasser to stop harassment, publicly naming the conduct, publicly encouraging the target to report or other actions, taking an active and identifiable role.

Low immediacy interventions occur at a later point in time and represent an attempt to prevent future harassment:

- Low involvement: involve private support without public connection to the incident (s), e.g., covert efforts to separate target/harasser, giving private advice to target, social support behind the scenes; and
- High involvement: strong social involvement in a public and social scene, e.g., reporting on target's behalf, offering to accompany target when they report, confronting the harasser after an incident.

WHAT WORKS TO PREVENT AND RESPOND TO SHEA IN WORKPLACE ENVIRONMENTS?

In relation to what works to prevent and respond to Sexual Harassment (SH) in the workplace (and by association also applicable to SEA), the CARE Australia 2018 study revealed the following:

“The evidence shows significant convergence around several Themes, including:

1. The importance of sustained leadership engagement and commitment.
2. Broader efforts to prevent sexual harassment by shifting social norms.
3. ‘Whole of organization’ approaches that include formalized governance approaches and policies, effective complaints mechanisms and ongoing staff training.
4. Embedding organizational approaches in a broader commitment to gender equality”¹².

Related to challenging and changing workplace norms and practices, within a “whole-systems (ecological) approach” the study also referred to three key areas of intervention:

1. The development of comprehensive trainings.
2. The promotion of positive Bystander models that empower staff members to safely speak up and take actions to prevent SHEA.
3. The provision of opportunities to build new norms, beliefs, and behaviors (consolidation of an organizational culture coherent with institutional values).

Elaborating further on the type of training needed for staff, the study recommended these should ‘explicitly address gender-relevant cultural issues’ and enable the deconstruction of ‘gender stereotypes that conflate displays of masculinity with competency, thereby disrupting the gender status quo (‘undoing gender’) which often supports sexual harassment and other gendered workplace harms’¹³.

WHAT TO DO IF YOU EXPERIENCE OR ENCOUNTER VIOLATIONS?

The [CI Safeguarding Policy](#) includes information on reporting wrongful conduct and sets out clear guidance on raising concerns, and how that concern will be investigated. We know people are sometimes reluctant to report abuse or harassment, we have processes in place where reports can be made anonymously.

We are focused and committed to creating a working environment at CARE where people feel safe to come forward to

report sexual harassment. We take reports extremely seriously. Reprisals and retaliation against people for reporting concerns is a breach of our policy. We have established a range of mechanisms for reporting concerns, including CARE Line (www.care.ethicspoint.com) which staff and anyone outside the organization can use to make a complaint. There is an option to make an anonymous complaint through [CARE Line](#). Staff, program participants and community members can also report safeguarding concerns to other CARE staff members, HR (Human Resources), their PSHEA Focal Point or using a feedback and accountability mechanism.

ORGANIZATIONAL CULTURE

Organizational culture refers to “a system of shared meaning held by members that distinguishes the organization from other organizations”. It encompasses the organization’s core values, behaviors, and shared vision.

Within CARE USA, organizational culture is shaped and guided by a set of core values that highlight our commitment to integrity, transparency and, accountability and that articulate our shared expectations of each other, including our board, staff, and related personnel including volunteers, interns, partners and contractors globally.

- **Transformation** - we believe in urgent action, innovation, and the necessity of transformation – within the world and our own organization.
- **Integrity** - we are accountable to the people and partners we humbly serve, transparently sharing our results, stories and lessons.
- **Diversity** - we know that by embracing differences, actively including a variety of voices, and joining together we can solve the world’s most complex problems.
- **Equality** - we believe in the equal value of every human being and the importance of respecting and honoring each individual; we know that change happens through people.
- **Excellence** - we challenge ourselves to the highest levels of learning and performance, tapping the best of human spirit to create impact.

To ensure that our core values become embedded in our organizational culture, we strive to end all forms of oppression, exploitation, discrimination, harassment, retaliation, and intimidation. This includes preventing and responding to SHEA-CA, and the creation of safe and supportive work environments that promote gender equity and reflect all our core values.

In cultivating an organizational culture that reflects those core values that is expressed in our work environments, we are conscious of the influence that prevailing societal inequalities can wield, particularly those related to gender, race/ethnicity, age and sexuality. Consequently, we value and foster professional and interpersonal relationships, procedures and systems that manifest decentralized power dynamics and prioritize collaboration, consultation, and transparent communication.

The reproduction of the values and practices associated with hegemonic masculinities within our work environments (e.g., power over, subordination, individualism, control, subjugation) represent a direct threat to our core values and to establishing and maintaining the equitable organizational culture we strive for. As a result, we are committed to a zero-tolerance approach to violence and SHEA-CA in all their manifestations.

Implementing a zero tolerance approach entails enforcing stringent rules and regulations, such as the [CI Safeguarding](#)

[PSHEA policy and the CI Safeguarding code of conduct](#). This clearly specifies the behaviors that we consider to be acceptable and unacceptable within our organizational culture. It also encompasses nurturing work environments where staff are empowered to raise their voices in the face of harmful attitudes and behaviors that contradict our core values. At the same time, we have developed robust reporting and investigation procedures recognizing that for survivors to come forward, they must have confidence that their complaints will be treated in a transparent, professional and effective way, recognizing the need for confidentiality, in alignment with our core values and survivor centered approach to investigations.

The relationship between safeguarding and a healthy organization culture is addressed in the [CARE International Safeguarding Policy](#):

“CARE will make every effort to promote, create and maintain a safe organizational culture for all people who work for and with CARE, including our partners and the communities where CARE works. At all times, it is expected that CARE’s leaders will promote CARE’s safeguarding values by highlighting the organization’s commitment to equality, diversity and respect for others. CARE will create an environment where it is safe to address sexual harassment, exploitation and abuse, and child abuse.”

In signing CARE International’s Safeguarding Policy and Safeguarding Code of Conduct, all CARE employees and related personnel pledge to: create and maintain a safe and equitable organizational culture that prevents and opposes SHEA-CA; treat everyone with dignity and respect; confidentially report any concerns regarding possible violations of the CARE International Safeguarding Policy or Safeguarding Code of Conduct.

GUIDE FOR FACILITATORS

METHODOLOGY

The activities included in this toolkit are designed to stimulate reflection, analysis and dialogue and enable participants to critically examine social norms, cultural traditions and individual attitudes and practices. The toolkit uses an experiential, participatory approach. This enables processes of personal transformation and collective change, allowing participants to reassess unhealthy and/or harmful relationships within the organization and in programming.

The toolkit activities should be delivered by experienced facilitators that have a solid grasp of the thematic content, are personally committed to gender equality, and must be skilled in the art of facilitation¹⁴:

- Keeping an open mind, being curious and comparing and contrasting different actions
- Respectfully challenging views that are not aligned to CARE’s mission or core values
- Questioning what, why and how we do things, and asking what, why and how others do things.
- Seeking alternative options for action.
- Understanding things from different perspectives.
- Asking for others’ ideas and viewpoints.
- Considering consequences, both good and bad.
- Synthesizing and testing new ideas; and

- Identifying and resolving problems.

Additionally, the facilitator should be able to deal with challenges and pushback and have a fidelity to the approach of this toolkit.

PLANNING WORKSHOPS

Multiple activities for each of the core Themes have been included to allow workshop facilitators to design workshops that respond to specific contextual circumstances and needs. The facilitator should determine the learning objectives for their target group from the beginning and map out the workshop content in advance. Ideally, the workshops would be conducted over the course of several months using the complete package. However, due to time limitations this might not be possible, and in such cases, facilitators are recommended to implement up to three separate workshop agendas over the course of several months. The first workshop would be the introduction to the Theme and PSHEA; and the next two would build upon the introductory session and aim to open a dialogue to promote the objectives of this toolkit.

A few considerations when creating a training agenda¹⁵

- Training participants learn in different ways. We suggest using a mix of methods when creating your agenda for addressing inequitable masculinities and SHEA-CA.
- Before you begin, ensure that you understand the country context, learn about the characteristics, needs and expectations of the participants, and interests of the organizers. Based on these factors determine your full agenda for up to three workshops over the course of several months.
- Given the nature of the training it is important to consider that some activities may be traumatizing for participants who may have experienced SHEA-CA, while others may trigger trauma for those with non-conforming gender identities. Therefore, it is important that the facilitator advises participants of this at the outset and explains that participants can take a break if they feel uncomfortable with a session.
- Facilitators are advised to leave space and time for participants to reflect on their own experiences.
- Where facilitators are training participants who are well-versed in gender, they may choose to spend less time on gender socialization and go more deeply into masculinities.
- After each activity, the facilitator should wrap up the discussion and summarize the intent of the activity, re-emphasizing the key learning points.

THEMES AND ACTIVITIES

The activities included for use in workshops are organized by Theme.

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SAMPLE WORKSHOP AGENDAS

The following sample workshop agendas are included as ready-made learning events using the activities contained in this material.

Sample Workshop Agenda 1: Two-day workshop – this would be most relevant for an office that has had limited engagement on gender equality.

The objectives of this workshop are to:

- Promote discussion and learning around basic gender issues.
- Provide an opportunity for reflection and discussion on existing power dynamics.
- Begin initial discussions and dialogue around SHEA.

DAY 1	
Morning	Activity 2: Gender Box (90 minutes- 9.00-10.30)
	Break (15 minutes- 10.30-10.45)
	Activity 4: Expressions of Power (75 minutes-10.45-12.00)
Lunch (45 Minutes 12.00-1.00)	
Afternoon	Activity 5: Exploring our diversity of power triad discussion (90 minutes- 1.00-2.30)
	Activity 6: Violence in Daily Life (1 hour- 2.30-3.30)
	Break (15 minutes- 3.30-3.45)
	Activity 7: The Power Map (45 minutes- 3.45-4.30)
DAY 2	
Morning	Activity 9: Act Like a Man, Act Like a Woman (90 minutes- 9.00-10.30)
	Break (15 minutes- 10.30-10.45)
	Activity 10: Masculinity and GBV (45 minutes 10.45-11.30)
	Activity 18: identifying Behaviors That are Abusive, Exploitative or Harassing (45 Minutes- 11.30-12.15)
Lunch (45 minutes- 12.15-1.00)	
Afternoon	Activity 16: SHEA-key concepts (45 Minutes- 1.00-1.45)
	Activity 30: Speaking up and reporting (60 minutes- 1.45-2.45)
	Break (15 minutes- 2.45-3.00)
	Activity 32: Developing A Plan to Consolidate Work Environments Free from SHEA (60 minutes- 3.00-4.00)

Sample Workshop Agenda 2: One-day workshop – this would be ideal in a work context where gender training has focused mostly on women and is now ready to engage men.

The objectives of this workshop are to:

- Engage men with discussions around gender roles, and masculinities.
- Link this learning to an examination of the root causes of SHEA-CA.

Morning	Activity 2: Gender Box (90 Minutes- 9.00-10.00)
	Break (15 minutes -10.00-10.15)
	Activity 10: Masculinity and GBV (45 minutes- 10.15-11.00)
	Activity 12: Male privilege and its costs (60 minutes- 11.00-12.00)
Lunch (45 Minutes 12.00-12.45)	
Afternoon	Activity 18: Identifying Behaviors That are Abusive, Exploitative or Harassing (45 minutes- 12.45-1.30)
	Activity 2: SHEA in The Workplace and Programme Interventions (75 minutes-1.30-2.45)
	Break (15 minutes 2.45-3.00)
	Activity 30: Fostering A Culture of Speaking Up and Reporting SHEA (60 minutes- 3.00-4.00)
	Activity 32: Developing A Plan to Consolidate Work Environments Free from SHEA (60 minutes- 4.00-5.00)

Sample Workshop Agenda 3: One-day workshop – this would work in an office where historically there has been a male majority of staff, and where a significant number of women have recently joined the workforce.

The objectives of this workshop are to:

- Challenge the norms of a male dominated workplace.
- Develop a foundational understanding of what constitutes SHEA.

Morning	Activity 1: Vote with your feet (60 minutes- 9.00- 10.00)
	Activity 8: Understanding masculinity (30 minutes 10.00-10.30)
	Break (15 minutes 10.30-10.45)
	Activity 4: Expressions of power (75 minutes 10.30-11.45)
	Activity 6: Violence in daily life (45 minutes 11.45-12.30)
Lunch (45 Minutes 12.00-12.45)	
Afternoon	Activity 20: SHEA in The Workplace and Programme Interventions (75 minutes 1.15-2.30)
	Activity 18: Identifying Behaviors that are Abusive, Exploitative or Harassing (45 minutes 2.30-3.15)
	Break (15 minutes 3.15-3.30)
	Activity 30: Fostering A Culture of Speaking Up and Reporting SHEA (45 minutes 3.30-4.15)
	Activity 32: Developing A Plan to Consolidate Work Environments Free from SHEA (60 minutes 4.15- 5.15)

Sample Workshop Agenda 4: Half-day workshop – This would work in a context where staff or related personnel are aware or have heard rumors that there has been a case of SHEA-CA.

Staff should be given a pre- read of the CI Safeguarding policy and FAQ's ahead of the session

The objectives of this workshop are to:

- Refresh the memories of the staff on what constitutes SHEA-CA.
- Explore the causes of SHEA-CA and the culture that enables it.
- Help people understand how to report and what will happen when a report is made.

Morning or Afternoon	Activity 20: SHEA in The Workplace and Programme Interventions (using SH videos for reflection) (75 minutes-9.00-10.15)
	Activity 18: Identifying Behaviors that are Abusive, Exploitative or Harassing (45 minutes 10.15- 11.00)
	Break (15 Minutes 11-11.15)
	Activity 30: Fostering A Culture of Speaking Up and Reporting SHEA (60 minutes 11.15- 12.15)

Sample Workshop Agenda 5: this one-day workshop would be effective in a setting where sexist and homophobic comments and jokes are commonplace in the work environment and where there are grey areas regarding acceptable and unacceptable behavior.

Note that if there are sexist and homophobic tendencies in a workplace, it is unlikely that one short workshop would lead to significant change. Multiple workshops would need to be delivered as part of an overall change management process that may also include awareness raising on GED issues.

The objectives of this workshop are:

- Develop awareness of gender roles.
- Introduction to power dynamics.
- Raising awareness of sexual diversity.
- Speaking out, and reporting SHEA-CA.

Morning	Activity 9: Act Like a Man, Act Like a Woman (90 minutes -9.00- 10.30)
	Break (15 minutes 10.30-10.45)
	Activity 5: Exploring our Diversity of Power Triad Discussion (90 minutes- 10.45- 12.15)
Lunch (45 Minutes 12.00-12.45)	
Afternoon	Activity 13 : Exploring Sexual Diversity (90 minutes 1.00-2.30)
	Activity 15: The Violation of Rights in Relation to SOGIE (60 minutes 2.30-3.30)
	Break (15 minutes 3.15-3.30)
	Activity 30: Fostering a Culture of Speaking up and Reporting SHEA (60 minutes 3.45-4.45)

Sample Workshop Agenda 6: this one-day workshop would be effective in a context where staff and related personnel may be reluctant to speak up on issues of discrimination and abuse.

The objectives of this workshop are to:

- Strengthen staff members' awareness so they feel able to intervene to prevent abuse and violence from taking place.
- Provoke discussion and awareness of bystander intervention, what this means and how this can be used safely by staff and related personnel.
- Provide information on how to report and discuss issues and concerns around reporting SHEA.

This sample agenda, with bystander interventions should be carefully used, and the facilitator should ensure that there is an understanding of gender equality and support for gender equality.

Morning	Activity 25: What is Bystander Intervention? (60 minutes 9.00-10.00)
	Activity 26: Bystander Intervention Framework (45 minutes 10.00-10.45)
	Break (15 minutes 10.45-11)
	Activity 27: Bystander Intervention Scenarios (45 minutes 11.00-11.45)
	Activity 28: Bystander Intervention Role Plays (45 minutes 11.45-12.30)
Lunch (45 minutes 12.30-1.15)	
Afternoon	Activity 23: The Maze – SHEA Implications and Reporting Challenges for Staff (45 minutes 1.15-2.00)
	Activity 29: Values Inventory (45 minutes 2.00-2.45)
	Break (15 minutes 2.45-3.00)
	Activity 31: Identifying and Dealing with Borderline Behavior (45 minutes 3.00-3.45)
	Activity 30: Fostering a Culture of Speaking up and Reporting SHEA (45 minutes 3.45-4.30)

PREPARING FOR EACH SESSION

Each of these Workshop Agendas are constructed from the sessions detailed in this workbook. To deliver the best experience for participants it is crucial that the facilitator spends adequate time preparing for the session. To prepare properly for the session, it is recommended that you follow the advice below:

- Read each session before running the activities to ensure that you understand the topic and flow clearly, this involves familiarizing yourself with the glossary and adapting the scenarios to context where required.
- Different sessions might require different materials and different types of preparations. Ensure all the materials are prepared prior to running the sessions.
- Before running sessions, establish some ground rules with the participants. Some of the recommended ground rules are:
 - Only one person speaking at once
 - No use of laptops or phones
 - Respect different opinions
 - Come to the sessions on time
 - Respect confidentiality – if you need to report a safeguarding concern, please report this to the facilitator only, not the entire group to protect both the survivor and the subject of concern.
- Facilitators should also ensure that they have access to service mapping for available GBV services in the locations they lead the workshops in. If there are no existing service mappings, facilitators should create their own service mapping by listing local hotlines or other available basic services. The facilitators should have prior knowledge of the referral protocols and how to provide safe referrals for the cases that might be disclosed during the workshop.

DEALING WITH DIFFICULT SITUATIONS AND BACKLASH

Although the facilitator should respect different viewpoints and ensure that participants feel heard and respected, it is important that the facilitator knows how to manage difficult situations and the potential backlash from participants. In some situations, some of the participants might make statements that might not be in line with the values of this program and might even include sexist, homophobic or racist comments. It is useful to set some ground rules on this at the beginning of the workshop - while everyone has the right to express their opinion, this right does not include oppressing others with their own views.

On occasions when a participant makes comments which justify inequalities or gender-based violence, including SHEA-CA, the facilitator should challenge the opinion and offer an alternative viewpoint which is in line with the program's philosophy. This should not be in the form of stating that they are wrong but offering an alternative way of thinking that is based on rights. We must remind participants that in an organization that works for women and girls' empowerment and places human dignity and achieving social justice at the center of our work, we must instill in our minds and hearts the complex reasons for which SHEA-CA occurs and work to overcome those.

GENDER SENSITIVE AND INCLUSIVE LANGUAGE

Every effort has been made to use gender sensitive and inclusive language in this toolkit. This involves the recognition of nonbinary people (for example transgender, gender non-conforming, gender fluid and queer people) and the discomfort that they may experience being categorized as either exclusively cis “men/male” or cis “woman/female”.

Consequently, since there might be nonbinary participants or participants with various sexual orientations present in the workshops, it is important to use language that is inclusive and welcoming, and that avoids unintentionally reinforcing the very harmful rigid gender norms that we are trying to address.

In some activities that entail working in single-sex groups (which should be open to fluidity of sexual orientations in that sex groups), inclusivity might involve the option of forming a third group for those who self-identify in other nonbinary ways (for example gender non-conforming, gender fluid and queer people). Alternatively, nonbinary people can be invited to take part in the group with which they feel most comfortable. This, however, may be challenging for some cis men and cis women but should be seen as opportunity for learning and cultivating acceptance of diversity.

This resource is open to all sexual orientations and all CARE staff are encouraged to use it. However, we also recognize that, in many settings, especially where gender norms and roles are rigid, it is unlikely that there will be many nonbinary people taking part in trainings and using this resource, but the very fact of recognizing their existence is a political act that contributes to greater empathy with and acceptance of diverse gender identities.

ADAPTING ACTIVITIES FOR VIRTUAL EVENTS

Many of the activities included in this material can be adapted for online use.

Online learning events can be tiring and equitable participation a challenge, so it is best to keep the number of participants small and take short breaks if your session is to last a couple of hours, or longer. Avoid long, complicated presentations, and get the participants to interact with you and each other as much as possible.

Some common formats for online events are included below.

WEBINARS

Use the thematic content section and activities of a more “teachy” character, and/or that contain key messages or thematic summaries, to prepare webinars. Use webinar formats that enable you to give a short thematic introduction and to facilitate discussion between the online participants.

Similarly, if you have in-house expertise on gender, SGBV and PSHEA, or can access it from other CARE country offices or HQ, consider using a panel discussion format. Rather than a series of expert interventions, plan the event as a lively, but formal conversation or debate that you moderate, using previously prepared questions to lead and co-ordinate interaction between the panel members. Allow too, for live Q&A to encourage participant interaction with the panelists and among themselves.

ONLINE WORKSHOPS

As you would do in a face-to-face workshop, plan online workshops using activities that build on each other in a logical way. Many of the question guides for plenary and group discussions included in the activities can be used to stimulate individual reflection, dialogue and discussion.

Identify someone to help you with your technology needs. It is not easy to facilitate and manage/navigate the technology. You need someone to support you in set-up the required technology. Ensure your tech support/s are familiar with the agenda. Consider having a regular check-in with your tech support before the session, and together you should try and test the activities. This will help you to practice both the session and the technology and adapt if needed.

Given the reflective/analytical nature of most of the activities in this material, online workshops can be intimate and intense – so best to keep the numbers manageable.

Use a variety of methods in a single online workshop, such as guided personal reflection, plenary discussions, the use of short videos, slides, songs, pictures, etc., to inform, challenge and stimulate dialogue.

Ensure that the ‘emotional peak’ of the session comes well before the session ends, so as not to leave some participants feeling distressed, confused, or disoriented. Dedicate some time at the end of each online workshop to invite participants to share something important they learned during the workshop about themselves, about their culture or workplace, in relation to the theme itself, and to say how they will put that learning into practice.

In a series of connected online events, the sessions in this material can be used sequentially but you can select those themes that you feel are most pertinent to the reality of your own country office, context and needs and design an online workshop or series of workshops in line with your needs.

ACCESSIBILITY CHECKLIST FOR ONLINE WORKSHOPS: KEY POINTS TO CONSIDER

- Survey participants before the event to understand everyone’s needs.
- Share Zoom invite and make sure everyone has the correct Zoom link to the workshop. Make sure to send out the invite 3-4 weeks before the workshop; it helps participants to book their time and have the invite on their calendar.
- Think about the timing of the workshop, and if participants are from different countries, consider time zones.
- Make sure your invite doesn’t conflict with other significant meetings.
- Recognize the challenges and limitations of online platforms.
- Encourage senior leadership to engage by making opening remarks or playing a short, pre-recorded video from top leadership to emphasize the importance of the learning session and its wider implications not only for our internal workplace, but also in terms of our engagement with external stakeholders as well as our reputation within the donor community.
- Use the various techs and tips provided in the module to create an open, honest, and enabling atmosphere where everyone can express their accessibility and other needs and feel comfortable when communicating.
- After sending the invite 3-4 weeks before, start providing necessary information the workshop and create a platform for participants to contact you to express any concern and discomfort ahead of time.
- Provide different communication formats so that everyone gets a chance to communicate in some way. Not everyone is comfortable unmuting their microphone and speaking up, so encourage participants to write on the chat box or write to you separately on the chat box or email.

ACCESSIBILITY CHECKLIST FOR ONLINE WORKSHOPS: KEY POINTS TO CONSIDER (CONT.)

- Think about the speed, clarity, volume of your speech, etc.
- Practice the session with your fellow facilitator and tech support – remember you might be a GED facilitator, but online facilitation requires more time to prepare than an in-person workshop. Thus, put plenty of time and effort into planning, organization, and practice the session.
- Check the preparation and material requirements for each activity and prepare a tech checklist based on the activity you are facilitating. Make sure you and your tech support are clear on the required tech needs for every activity.
- Check language requirement of participants; if necessary, try to provide translation support.
- Remind participants ahead of the workshop that it is encouraged to put their video on and that they need to be in a quiet and safe place with good connectivity.
- You should be ready to put your video on and make sure you are in a quiet place with good lighting and no background noise.
- Always have a back-up plan to connect back if your connectivity fails. You should plan with your co-facilitator to take over each other's session if one lost connectivity.
- You will probably face tech glitches – don't panic, but always be ready to adopt.
- Give participants health breaks in between session.
- Be careful not to lecture and use too many PowerPoint presentations.

MONITORING AND EVALUATION

Pre- and post-testing: pre-and post-tests are carried out by conducting a baseline survey before the workshop and again after it has been completed.

The GEM Scale: [The Gender-Equitable Men \(GEM\) Scale](#) is a tested model for evaluating shifts in men's attitudes to gender equality. The GEM Scale can be used to conduct a baseline survey of attitudes before the workshop and again after their completion. It enables the measurement of shifts from non-equitable to equitable attitudes to gender related issues.

Other ways of assessing the outcomes of the workshop are:

1. One on one interviews that use open-ended questions.
2. Focus group discussions (in person or online);
3. Monitoring actions by trainees during and after the workshop related to changes in their own attitudes and behaviors and that they take to raise awareness and promote change within the organization.
4. Developing questionnaires to obtain impact evaluation feedback from partner organizations as well as community beneficiaries who engage directly with the trainee to comment on observed behavior and attitude changes

Theme 1: Gender

ACTIVITY 1: VOTE WITH YOUR FEET¹⁶

Purpose: To explore values and attitudes about gender and commonly held beliefs around gender roles; expose participants to differing opinions and how these might influence our workplace environment and relationship with colleagues.

Time: 45-60 min

Materials

- Two signs on A4 paper (“Agree,” and “Disagree”), markers and tape

Preparation

- Put up the two signs around the room before the activity begins. Leave space between them, so that a group of participants can stand near each one
- Choose up to seven statements from the list below that you think will lead to the most discussion

List of potential statements

- Women are emotional, and are therefore unfit to be leaders or rational decision makers
- Men are natural leaders because they are very rational
- Only women should/can care for infants and children
- Women are better at communicating with their children
- Women should be responsible to manage and complete most of the household tasks
- It is important for a woman to be a virgin when she gets married
- Female genital cutting can help girls and women to be faithful to their husbands
- Men are always the ones who should make budget and expenditure decisions
- I could not accept it if my son was gay.
- A woman is not complete if she hasn't had a son.
- Men need sex more than women do.
- A woman should not talk openly about sex with her husband.
- It is shameful to depend on sex work to support yourself.
- A man should respect a women's choice of contraceptives
- Menstrual issues are very private, girls should not talk about them publicly
- It is the woman's fault if she cannot have a child
- Men who do “women's work” are homosexuals

List of potential statements (cont.)

- Women must not travel alone to or from work
- All men **MUST** work
- Women taking maternity leave shouldn't go on leave without pay
- Rape should not be brought to public knowledge
- Women who dress provocatively deserve sexual harassment or rape
- A man must beat his wife at times to keep her under control
- A man who beats his wife loves her very much
- There is no such thing as marital rape
- A woman who refuses sex to her husband deserves a punishment
- Parents must beat their children to make them obedient

In case of using statements that are not from this list, facilitators should ensure choosing non-threatening norms and beliefs with regards to the purpose of this activity.

Instructions

1. Explain that this activity will give participants a general understanding of their own and each other's values and attitudes about gender norms and commonly held beliefs around them. Remind the participants that we all have a right to our own opinions, and no response is right or wrong and the objective is to understand the diversity of the opinions.
2. Tell the participants you will read a statement out loud, and then they will decide if they agree or disagree and they will move to the card that reflects their own personal opinion or attitude. They should do this quickly and they should not look to see where everyone else is going. **OPTIONAL:** You can ask participants to close their eyes and decide where they will go and then open eyes and immediately move to that card.
3. After each statement, as the participants move to the cards that represent their attitudes and opinions, invite them to share their reason for agreement/disagreement. Ask:
 - Would someone care to share with the other group why they are standing where they are?
 - How does it feel to be in the group they are in? (Note: the small group may have just one or two people—ask, how does it feel to be in the minority?)
4. After hearing from each group, ask the participants if anyone would like to change their place and move to a different card. If moving participants would like to share their reasoning, prompt them to explain why they are doing so. Do remind the participants that the objective is to understand and learn about different opinions, rather than to argue or convince people to change opinions. If statements are not aligned with CARE's values people are encouraged to listen, but respectfully challenge.
5. After you have discussed all the statements, ask these questions about values and attitudes:

- Did you learn anything new from this discussion? Anything that surprised you?
- Did this discussion change anyone's understanding of the beliefs and norms?
- How do you think people's attitudes to gender affect workplace relations between male and female colleagues?
- Are there any ways you realize that gender stereotypes manifest themselves in our own workplace(s)?
- What are the consequences of these for men and for women?
- How could people be helped to challenge the beliefs that affect our work environment and change their behaviors?

Closing

Wrap up the discussion and summarize the following key points:

- We all hold positive and negative beliefs, attitudes and behaviours that affect us in different ways.
- Our attitudes and values are often contextual and situational – they are not often black and white, so it may not be easy to know how we feel. It is important to notice that everyone does not necessarily hold the same values or opinions on certain issues even though this is what is assumed.
- Even people who seem to be like us and whom we respect may have different ideas or opinions. It is our duty to respect these differences and understand why we have them.
- People may be unaware of their values around gender, but their unconscious values will always influence the way they act in certain situations. Exploring our attitudes towards gender may help us make different choices about our behavior towards women, in our relationships with women and towards gender equality.

Facilitator's notes

1. If all the participants agree about any of the statements, express an opinion that is different from theirs to get the discussion going. If some participants don't know whether they agree or disagree and don't want to stand beside any of the two signs, ask them to say more about their reactions to the statement. Then encourage them to choose a sign to stand next to. If there are participants who are not sure of their decisions, ask them to go to the place that is closest to their feelings and encourage them to raise hands if they wish to explain themselves.
2. If there are marked differences between men's and women's degree of agreement or disagreement, point this out and ask why that is so.
3. Since the statements are black and white, it is common for participants with opposing views to argue with each other during the activity. The facilitators should be ready to intervene in the discussion if it becomes aggressive.
4. It is also critical to inform participants that they should respect the privacy of others by keeping anything discussed confidential. However, remind participants that confidentiality cannot be guaranteed. As such, no one is obligated to participate or share something they are uncomfortable discussing and may sit out any question or activity.
5. In countries where being LGBTQI+ is criminalized, adjust the statements to explore the views of the participants in a hypothetical scenario of if it wasn't criminalized.
6. This activity could be implemented easily via an online platform (for example a Zoom discussion group).

ACTIVITY 2: GENDER BOX¹⁷

Purpose: To identify and critically analyse the typical gender roles and norms in the community; enable participants to understand the pressures and privileges that come with those ideals of masculinity and femininity; and to begin exploring how gender norms can be changes.

Time: 90-120 min

Materials

- Flipchart paper and markers

Preparation

- Prepare two flipchart papers with a box inside named "Gender Box"

Instructions

1. Introduce the activity to the participants and explain that the main aim will be to discuss the expectations of our own, our friends, our families and our communities from us as women and men.
2. Divide the participants into women-only and men-only groups. If the participants consist of a single-sex group or is diverse in their gender; then divide the participants into two and ask them to work as if they were women or men (example: women express the view of men, if no men are present). The non-binary participants can join whichever group they feel comfortable with. Give each group the flipchart papers with "Gender Box" inside and hand them the markers. Ask the women's group to draw a 'typical' woman and ask the men's group to draw a 'typical' man inside the box. Alternatively, the facilitator can do the drawing on behalf of the groups.
3. Ask the groups to discuss their own experiences with the gender roles given to them and based on the expectations of their society for a 'typical' woman or man. Draw symbols or write the key points inside the box.
 - For women, some typical expectations can be around: cooking well; taking care of siblings or small children; completed basic education; be married before a certain age; have at least one son; look beautiful; be a virgin until marriage; not oppose their husband in public etc.
 - For men, some typical expectations can be around: having a job; being sexually experienced; completed higher education then their wife; being married before a certain age; being physically strong; being a good leader; controlling one's wife; participating in community events etc.
4. Once the discussion relating to inside of the "Gender Box" is done, ask the participants where those expectations came from and how did they learn about them in the first place. Instruct the group members to write the sources of expectations around the Gender Box by linking sources with those expectations inside the box.
5. Next, ask the participants to discuss within their groups the roles and norms that are attributed as 'non-typical' to women and men; and draw or write this outside of the box.
 - For women, examples include dressing in masculine clothing; being sexually active before marriage; having more than one sexual partner; speaking loudly, in public; smoking; drinking alcohol; going out without permission or at night etc.

- For men, examples include not having a job or not earning money; crying; being weak; cooking; engaging with other household chores etc.
6. Once the group finishes the discussions on the behaviors that are outside of the box, ask them to discuss the consequences of “stepping outside the box” and make a note of these.
 7. After groups have listed expectations of ‘typical’ and ‘non-typical’ attitudes, behaviors and roles; ask each group to represent their final product through one spokesperson from each group.
 8. Following the presentations, offer the whole group an opportunity to reflect by asking 3-6 of the following questions:
 - What kinds of roles and expectations are assigned to women? To men? Are these the same or different? Why do these differences exist?
 - Are there ‘privileges’ that men enjoy due to the ideals of masculinity? What are these privileges, and do they have an adverse impact on women and even themselves?
 - Are there ‘privileges’ women enjoy due to the ideals of femininity? What are these privileges? Do they have an adverse impact on men or even themselves?
 - Do you feel your behavior is limited by society? How and when do you feel limited? Why do you feel limited?
 - What are the consequences (both positive and negative) people experience when they ‘step outside’ the box? Are the consequences the same for men and women?
 - What about people who struggle to conform to the gender norms that society expects of them? For example, gender and sexual minorities or people with a disability who may find it harder to conform for physical or psychological reasons. What consequences might they face?
 - Who has more freedom to ‘step outside’ the box? Are there any advantages of being outside of the box? When do you choose to ‘stay in the box’ and when do you choose to ‘step out of the box’? Why?

Closing

Wrap up the discussion and raise the following key points:

- Neither staying inside nor stepping outside of the gender box is wholly ‘good’ or ‘bad’. There are usually risks and benefits to both.
- We all move inside and outside of the box constantly. For example, in the CARE workplace we are asked to be champions of gender equality by practicing roles and responsibilities outside of our traditional roles (for example, women taking on leadership positions and men speaking out against gender-based violence). However, when we go to visit our parents or in-laws, we may feel pressured to step back inside the box to show that we are a ‘good’ woman or man in our society.
- Both stepping outside and staying inside the box carry consequences. We experience discomfort or even pain when the social norms expected of us contrast with what we want for ourselves. It is important to feel this discomfort or pain as this is what gives us the motivation to make change.
- Remember that these expectations were created by society – we were taught the social norms associated with our biological sex by our family, peers, the media, religious upbringing, legal structure of the country of

residence and others. Remember, society is made up of individuals. This means that we as individuals can choose to challenge these social norms and ultimately break down the walls of the box.

Facilitator's notes

1. Gender Box is a good 'foundational tool' to clearly show the gender and social expectations of women and men, boys and girls and to highlight the ways in which women and men both benefit from and are restricted by these norms.
2. If delivering the session in person, keep the Gender Box pictures displayed on the walls where they can be seen. These pictures provide a useful visual resource to refer to throughout the workshop. The activities in this toolkit and discussions around SHEA-CA will always refer to those gender roles and norms which in some circumstances directly or indirectly lead to SHEA-CA, as gender inequality is the main reason of GBV, and therefore SHEA-CA.
3. An alternative facilitation option with larger groups is to split participants into two groups of women and two groups of men, with one group of women creating a Men's Gender Box and one group of men creating a Women's Gender Box. This will surface some interesting reflections.
4. Alternatives to drawing a man/woman in the Gender Box is to have participants depict their man/woman using clay or images cut from magazines.
5. The plenary discussion is the most important part of this activity. Participants will usually have a lot of thoughts and experience to share, so ensure that you leave at least 30 minutes for the discussion.
6. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to break out into smaller discussion groups and share group reflections via screen share to all group).

Theme 2: Patriarchy, Power and Violence

ACTIVITY 3: PERSONS AND THINGS¹⁸

Purpose: To reflect upon the impact of power when is used to gain domination and control over other people; and explore ways to shift from having “power over” others to having “power with” others.

Time: 60 min

Instructions

1. Introduce the activity by saying power to control others is an attribute that is usually given to man. In this activity, the participants will have the opportunity to explore the concept of power and how it affects the lives of individuals, particularly women and girls.
2. Divide the group into two; and name one of them as ‘Persons’ and the other as ‘Things’. By “things” this represents being objectified. This means being degraded to the status of an object or a thing- being dehumanized. Read the following instructions to the group:
 - Things group: Things are objectified, they are dehumanized they have less power. Things cannot think, feel, or decide. They will do what the ‘persons’ group tells them to do. They must ask the ‘person’ in front of them before they can do anything.
 - Persons group: Persons are treated as thinking, feeling, human beings with agency and power, they can make decisions and issue instructions. Persons can tell their partner in the ‘thing’ group what to do.
3. You can also model the activity by showing how we as ‘persons’ treat our ‘things’. If participants need more detailed instructions, support the ‘persons’ group by helping them to instruct ‘things’ group by asking the ‘things’ group to move forward or backwards or jump. Give the group five – ten minutes to do the exercise.
4. After the time is up, ask the groups to sit down and by using the following questions generate a discussion:
 - ‘Things’ group, how did the people from the ‘persons’ group treat you? How did you feel? Why? How would you prefer to be treated?
 - ‘Persons’ group, how did you treat the people from the ‘things’ group? How did it feel to treat someone like a thing?
 - Were there people from the ‘things’ group or the ‘persons’ group who did not agree to do what they were told? If so, why? If not, why not?
 - Every day, do other people treat you like ‘things?’ Who treats you like that? Why do they treat you like that?
 - What are the results of a relationship where one person treats another person like a ‘thing?’
 - How do communities perpetuate these kinds of relationships where some people have power over others? (E.g., in some communities, women’s control over their bodies is limited, or have less access to services).
 - How can this activity help you think about and make changes in your own communities, and in your relationships with others?
5. Emphasise to the participants that this exercise should be carried out without speaking.

Closing

Wrap up the discussion and raise the following key points:

- Explain that power is neutral, although it can be used negatively in cases, where it implies power over others. But power also can be positive and can be used positively. For instance, men can share power with women to facilitate their equal access to opportunities and services in their communities. Individuals can also use power to make changes in their lives and communities.
- Having power over others can make us feel we are in charge and in control of situations; but can also make us feel uncomfortable when it implies some kind of abuse of the other(s). This means there are various ways in which power can be used negatively to control others, such as men controlling how money is being spent at the household.
- Powerlessness is upsetting but it can help also to create strategies for personal and collective empowerment. Because power is not absolute; and we can all have moments where we have or towards whom we feel powerless. We must think about the actions that we can take in our daily lives to promote sharing power with others; as we all have the power to change ourselves and transform the communities for the better.

Facilitator's notes

1. This is a fun energizer that introduces the concept and practice of power over.
2. Be aware that recalling experiences of having used power over others for personal gain or having been the object of others' use or abuse of power may stir up strong feelings and emotions in some participants. Allow them to express these freely.
3. Some participants may feel very uncomfortable while doing this exercise and a conversation on what makes them feel uncomfortable may be picked up in the plenary. Note: it is expected and supposed to make them feel uncomfortable!

ACTIVITY 4: EXPRESSIONS OF POWER¹⁹

Purpose: To understand different kinds of expressions of power, and to identify ways to positively use different kinds of power

Time: 70 min

Instructions

1. Explain that this exercise gets participants thinking about personal power, and how it may be possible to influence power balances in development settings. It is important that we use our own power to encourage others to make choices for themselves. Some people define “power” to be “the capacity to bring about change.” In fact, power takes many forms, comes from many sources and is measured in many ways. Power can be considered “positive” or “negative,” depending on one’s perspective. Understanding power is essential for those of us who work for social justice and poverty reduction.
2. Ask the group to brainstorm examples of people or groups of people with “power.” It is not necessary to write down the responses. You might get such responses as: a boss, a spiritual leader, mothers, fathers, people with money, teachers, men, a crowd, the military, etc.
3. Ask the group, “How do you know they are powerful?” You might get such responses as: they control your decisions, they can fire you, they influence thoughts and ideas, others respect them, they go where they want, they own property, they can help you – or not, they create change, etc.
4. Ask the group, “Do you think power is only control over others? What are some ways people can demonstrate ‘internal’ power?” You might get examples such as: self-confidence, courage, determination, refusing to do what they are told.
5. Walk the participants through the 4 expressions of power (Figure 1). Give personal examples of each expression. Also, ask participants for examples. You might get some of the following:
 - OVER – The perception that a leader has the right to give directives; Parents’ authority over children; Bosses’ authority over employees; Charisma that leads to the influence of famous or popular people.
 - WITH – People who support and assist a leader; Groups who use collective action to achieve a goal; Sense of identity or belonging.
 - TO – Education, talent, knowledge of a certain thing or how to do a certain thing.
 - WITHIN – Strong sense of mission or destiny; A two-year-old’s willingness to say “no.”
6. Divide the participants into four groups. Each group will enact a short role play /skit of no more than 10 minutes in front of the other three groups. Each role play/ skit will portray an expression of “power”.
7. Assign each group one expression of power (Over, With, To, Within), and instruct them to portray how its expression of power plays out when staff interact in the workplace and with community members. Give the groups 10 – 15 minutes to prepare their role play /skits.
8. After each role play/ skit, facilitate a plenary discussion on what was observed
 - What is the story that you saw?

- What happened as a result of the power enacted? Were you surprised by the result?
 - Is there any way that the situation would have turned out differently if any of the characters had used a different expression of power?
 - Was the expression of power positive or negative? From whose perspective?
9. Ask each person to find a partner and take 2 - 3 minutes to share one way they would like to use their own personal power in a new manner in the next three months, in response to a challenge in their personal lives or at work.

Closing

Wrap up the discussion and highlight that one of the main points of this exercise is that apart from power over, which is generally negative, power is just power; it is not necessarily good or bad, although it can be used both constructively and destructively. As CARE employees, we need to be aware of the power that our position gives us as individuals, and how we can use that power constructively in community settings.

Facilitator's notes

1. The concept of power is quite difficult to define. This exercise simplifies the concept of power, so of course participants may come up with arguments or suggestions for examples that seem to fall outside of the neat categories shown. That's okay; it's good to debate a little.
2. Participants may have emotions and feelings about a power discussion, because it's often seen as negative, especially if participants are remembering a time when they felt powerless. There may be some uncomfortable moments in this exercise because of that. Be prepared for it and to allow people to not participate if they so choose, and/or to take some time away from the discussion if they need to.
3. You could modify this activity after the activity on hegemonic masculinities, so the portrayals of power are of how men use power. When discussing power over, it is important to point out hegemonic masculinity over-values this form of power.

Figure 1

Expressions of Power

Power OVER – The power to dominate others. Power is seen as an external control over something or someone else. The source is authority.

Power with – The power of mutual support, solidarity and collaboration; this comes when groups work together toward a common goal. The source is other human beings.

Power to – The power that comes from the capacity to accomplish something. The source is one's knowledge, education, skills, or talent.

Power WITHIN – The power of internal beliefs, attitudes, and habits. This has to do with a person's sense of self-worth and self-knowledge. This source may be self-confidence, faith, ideology or sense of mission.

ACTIVITY 5: EXPLORING OUR DIVERSITY OF POWER TRIAD DISCUSSION²⁰

Purpose: To encourage dialogue across these boundaries: to provide opportunity for participants to voice their subordinate group membership experiences in a safe space.

Time: 90 min

Instructions

1. Explain that we will explore power, examining our own personal experience. Ask participants to divide up into groups of three - make sure the groups are as diverse as possible.
2. Show participants the triad discussion diagram on a flipchart and ask participants to designate roles for each group member:
 - Teller - will tell the seeker a real story about when they found themselves holding subordinate group membership. They will describe the situation and what it felt like.
 - Seeker - will listen carefully and with curiosity, put judgments aside, keep the focus on the teller, avoid interruptions, ask expansive questions, and avoid giving advice.
 - Observer - must not speak and just observe the interaction between the seeker and teller. The observer will note the following:
 - How well is the seeker suspending judgment, putting their own stories and reactions aside?
 - Asking open-ended questions of curiosity?
 - Considering the teller as giving a gift and offering a precious treasure?
 - Whether the seeker or teller is planning what s/he will say next or interrupting the other.

Ask for volunteers to repeat back the responsibilities of each group member to ensure that they understand.

3. When the groups have assigned roles, give the teller ten minutes to tell their story, with questions from the seeker throughout, followed by five minutes of feedback by the observer. After each round ask, "How was that? How was it for the teller? The seeker? The observer? What did you notice?" Ensure that participants do not share the tellers' stories with the whole group; the debrief discussion should focus on the experience of the exercise, not the story.
4. Switch to new roles and follow the same pattern, for three rounds so that each team member exercises each role.

Closing

The debrief depends on the time and energy level. If both are short, do brief pop-ups around the room (e.g., "I learned...", "I re-learned...", etc.). If there is more time and still good energy to finish, bring the group back to the large circle and do an open dialogue on what people have learned. Ask "Why is this important to CARE? How could you use this in your work?"

Facilitator's notes

1. This is often one of the most powerful exercises in the workshop because it allows participants to dig deeper into their own personal experiences and reflect on what it felt like to hold subordinate group membership.
2. In order to do this exercise effectively, participants must have reached a place of trust and comfort in the group. Therefore, this exercise should not be used without prior work to “form” the group and should follow some of the prior exercises suggested in this module.
3. This exercise requires careful time management. It is recommended that you use a timer to ensure that each participant has the same amount of time to practice each of the three roles. Every participant must have a chance to tell their own story. It also requires time to debrief and consolidate the learnings. Do not rush through this exercise.
4. The dominant-subordinate group dynamics model is to be used as a lens for analysis, not to judge or stereotype. It is intended to help participants understand how power dynamics between dominant and subordinate groups can impact on relationships.
5. It is not about having a dominant role or submissive role; it is about holding membership with either a dominant or subordinate group. The focus is on the membership of the group, not the individual. For example, individuals who have dominant group membership, because of their sensitivity and awareness, may not exhibit behaviors that are characteristic to the group.
6. The debrief dialogue should also focus on what it was like to play the role of a seeker, teller and observer. Ensure that participants do not share any of the stories that were told within the small groups.
7. Because this exercise can be emotional and intense, it can be followed by an energizer or a break.
8. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to break out into smaller discussion groups and share group reflections via screen share).

ACTIVITY 6: VIOLENCE IN DAILY LIFE²¹

Purpose: To better understand the many ways in which women's (and men's) lives are limited by male violence and/or the threat of men's violence, especially sexual violence.

Time: 60 min

Instructions

1. Ask the participants to reflect on (in silence) the following questions:
 - What do you do every day to protect yourself from violence?
 - What do you lack to be able to protect yourself?
2. After 5 minutes of reflection, divide the participants into same sex groups (ideal size is 5 – 8 per group). Any gender fluid participants can select which group they feel most comfortable joining. Within each group participants share their thoughts, and together come up with a list of answers to the questions, and chart them on 2 sheets of flip-chart paper. Give 15 minutes for the small group work.
3. Have the groups come back together and post the flipcharts on a wall in front for all to see.
4. Give 5 minutes of silent reflection, and then lead a dialogue on observations, thoughts, and questions in plenary. Start with the men and ask them what they noticed about the women's list, and to ask any questions they may have. Then switch to the women, asking them for observations of the men's list and questions they may have.
5. If the following questions do not surface, be sure to bring them up in plenary:
 - Do the men have as many things listed pertaining to sexual violence as the women? (Usually men do not). Why is this?
 - How does men's use of violence damage men's lives as well?
 - What do you think you can do to change this situation and to create a world in which women don't live in fear of men's use of violence?
6. Gear these questions to the men, while taking care not to push men into feeling blamed and guilty. Rather, try to ease them into recognizing what the reality of the situation is for women and committing themselves to greater responsibility to end other men's use of violence:
 - How much do you already know about the impact of male use of violence on women's lives?
 - What does it feel like to have not known much about it before? (Some men may not be aware of the level of detail and consciousness that women carry on a day-to-day basis to avoid violence)
 - How do you think you were able to avoid not noticing what an impact male's use of violence has on women's lives?
 - How are men affected by violence against men?

Closing

Wrap up the discussion and raise the following key points:

- Sexual violence and the threat of violence is an everyday fact for women.
- Sexual violence against women is a huge problem around the world and all sectors of society.
- Boys and men can also suffer violence and sexual abuse, and this is perpetrated by both men and women. And although this is at a lower level, this should not be forgotten and must be acknowledged.
- Because most men do not live with the daily threat of sexual violence, they do not always realize the extent to which it affects women. Men usually do not understand how actual and threatened sexual violence is such a regular feature of women's daily lives.
- Men's lives are also affected by violence against women.
- Social acceptance of violence against women gives men permission to discriminate against women and that can make it harder for men to be vulnerable with their partners, wives and female friends.

Facilitator's notes

1. This activity helps set and establish a clear understanding of the extent and impact of male use of violence against women. Be sure to allow plenty of time in plenary as it can be emotionally triggering.
2. The facilitator should ensure that information on survivor support services is provided in the session.
3. If men are defensive, make sure to look more closely at their reactions. Make it clear that you're not accusing anyone in the room of having created such a climate of fear. Remind the group that you're trying to show how common and how devastating violence against women is for everyone.
4. Reactions to this activity can include anger, outrage, astonishment, shame, embarrassment, and defensiveness. These feelings may be related to personal experiences of violence. Some female participants may feel exasperated to have to re-live, rehash, and "display" the vulnerability they feel. Some participants may want to share these overtly, which can be very emotional and challenging for the entire group. But it can also be therapeutic and healing. Enough time should be given for this, and participants should be encouraged to support one another. As workshop participants show their feelings, let them know that their reaction is normal and appropriate. Remind them that anger can be a powerful motivating force for change. Encourage them to identify ways to use their anger and outrage usefully to prevent violence and to promote gender equity and equality.
5. Some men may want to protect women from violence. The danger of this attitude is that men 'protecting' women can remove women's power to protect themselves. It also reproduces stereotypes that men are strong, that women are vulnerable, or that women are men's property that must be protected from other men. The concept of protection can be used to justify gender inequity and control over women. Remind the group that men and women need to work together to create a world free from violence.
6. If the "Expressions of Power" Activity has not been done, it is a good activity to do immediately following this activity.
7. The presentation on gender power and violence will surface some of the summary points here, so you can reiterate them and link back to this session during that presentation.
8. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to break out into smaller discussion groups and share group reflections via screen share).
9. Participants should ideally have a break after the session as it can be very intense.

ACTIVITY 7: THE POWER MAP²²

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

Time: 60-90 min

Instructions

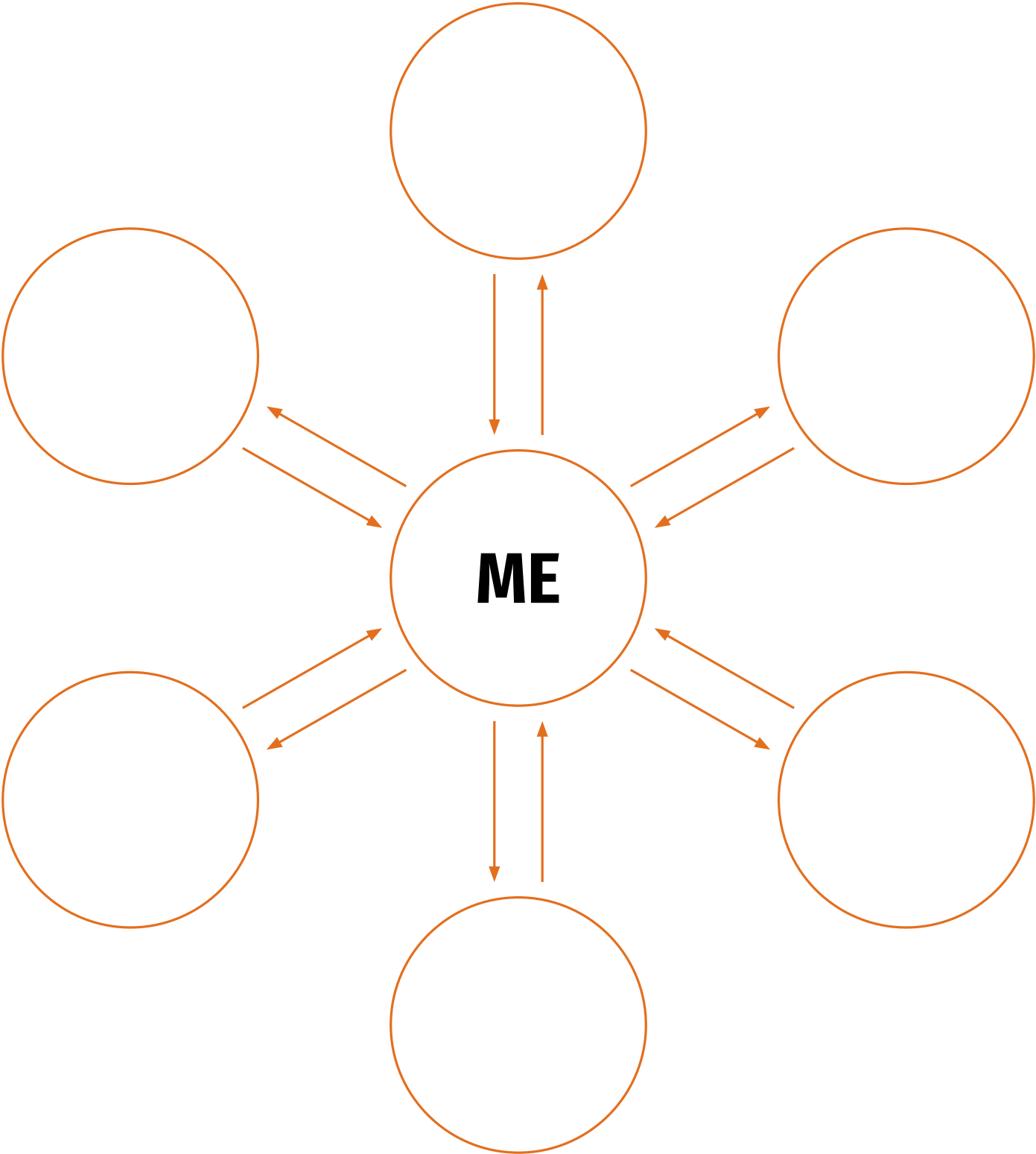
1. Give each participant a copy of the “power map”. Ask them to think about 4 to 8 people that they have a close relationship with (partner, family, school, work, community, Church etc.) and to write their names in the circles that surround the circle in the center that has “ME” written in it. They may focus on fewer relationships if they wish.
2. For each of these individuals ask the participants to write a word or phrase on the line that points from “ME” to that person that best describes the type of power that they exercise over that person, and the methods they use to wield that power.
3. Invite them to do the same on the line that points from each individual to “ME”, using a word or phrase that best describes the type of power that person has over the participant and how they exercise that power.
4. Give participants 15-20 minutes to describe these power relationships in the Power Map.
5. Have participants form pairs to share their “power maps”. Ask them to reflect on what they could do to change aspects of those power relations that are damaging to them and others.
6. In plenary have participants share their thoughts on power, and the commitments made.

Closing

Wrap up the discussion and highlight that every relationship has different power dynamics, and these power dynamics can have damaging impact on others. It’s therefore important to consider those aspects of power in our relationships and change them. Change is a slow process, but it’s possible and we can transform our relationships with one another into more equal ones.

Facilitator’s notes

1. It is important to enable participants to articulate concrete, feasible actions proposals that are relevant to their own lives.
2. You may want to check what types of power relations pairs are focusing on, and if necessary, challenge them to be more specific and concrete in the situations they are recalling and describing.
3. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to break out into smaller discussion pairs/groups and share group reflections via screen share).



Theme 3: Masculinities

ACTIVITY 8: UNDERSTANDING MASCULINITY²³

Purpose: To understand the concept of masculinity.

Time: 30 min

Materials

- A computer and a projector

Preparation

- Prepare a slide with Understanding Masculinities – Concepts listed below
- Open the video trailer of [‘The Mask you Live in’](#)

Instructions

1. Give a brief presentation about masculinity concepts that are listed on the PowerPoint slide. Explain the concepts listed on the slide by utilizing the following talking points:
 - There is no universal definition of masculinity, but it can be roughly defined as “a way of living for men” or “a way of being male”. It is how society tells us men should behave. Masculinity therefore is about the socially produced ways of being male. It refers to identities and patterns of behaviors and practices; and is therefore not the same as “men” or “male”. Masculinities are about gender roles, norms and practices and are usually reproduced mainly by men. Understanding masculinity is important to understand relations between men and women, and men and sexual minorities.
 - Masculinity is not driven by biology, but rather is constructed socially, historically and politically. That is why there have been and there are various definitions for being men over time and at different places. The term relates mainly to notions and ideals about expected behaviors from men. Masculinities are also not only about men, as they dictate how they should men behave to sexual minorities and women.
 - Masculinity must be continuously reinforced as it is very fragile and is not obsolete. For example, wearing a colorful shirt in one country can be associated with femininity and the masculinity of the man who wears a colorful shirt can be threatened. This proves that masculinity can be lost easily and therefore needs active reinforcement by men. This makes masculinity a living process. However, this also gives an opportunity, as a living process that can be easily transformed.
 - There is no single way of ‘being a man’ as men and boys in different locations over time can understand masculinity differently. Therefore, there are multiple masculinities across and within cultures and there is usually a hierarchy of those masculinities.

- Some forms of masculinities are considered to be superior to others. For instance, a sporty man can be superior to a non-sporty man. The most dominant and powerful masculinity at the top would reproduce itself to protect its influence and power. Masculinity is also not the only determinant of power; as it interacts and is connected with other hierarchies such as class, race, financial status, age and ethnicity. For example, a white, highly educated, rich, tall, muscular, urban, heterosexual, middle-aged man might be in a dominant position, compared to a black man of a working class. This shows that different groups of men also enjoy the privileges and power that comes with masculinity at different levels.
 - While there are competing masculinities, usually in each society there are some collective masculinity definitions or shared vision of what a man should be. For example, men should work as doctors, or as a police officer. These masculine ideas are usually carried over and passed through generations but are also reinforced and endorsed by institutions.
 - Men act in certain “masculine” ways if they want to be considered as a ‘real man’. In many contexts, being effeminate is considered as an insult by men. Men practice and act out their masculinities throughout their daily lives and they themselves choose how and when they will perform those masculine actions. For example, a man may speak with his kids in a soft voice, while on the street he might need to be loud to exert his ‘manhood’.
 - Men usually are considered successful and become popular when they conform to standard masculinity. These different ways of conforming to masculinities might take different names such as leaders, protectors, breadwinners, fighters, competitors and sexual performers. Men therefore might feel compelled to behave in certain ways to be considered as a ‘real man’, even if this contradicts with what they wish or desire. For instance, drinking alcohol might be considered as a way of showing manliness and therefore, some men might feel pressured to drink alcohol even if they don’t want to.
2. After the presentation, give time for the questions and comments.
 3. End the presentation by showing the video trailer called ‘The Mask You Live In’ which tries to raise awareness on how boys are taught to be a boy/man in the United States.

Closing

Wrap up the discussion and raise the following key points:

- Masculinity refers to socially produced ways of being male. It is the beliefs, practices and norms that are embodied by individuals and institutions.
- Masculinity is produced by different forces, including by ourselves, friends, families, laws and policies of the countries we live in, schools, workplace, media and so on.
- It is seen as superior to femininity and in order to maintain that superiority, masculinity exerts itself as the opposite of femininity. Often, violence can be used to show and maintain power over femininity.
- Messages and teachings on how to be a man are all around us since birth. Dominant versions on masculinity including those versions that fit into the ‘Man Box’ are produced in order to keep the power imbalance between men and women and in return continue reproducing gender inequality.
- Masculinity being unstable and very fragile gives us opportunities for transformation.

Facilitator's notes

1. As the notes on the presentation slides might sound complex and abstract for some participants, especially for those who do not have prior knowledge on gender issues, the facilitator should adjust and simplify the language. Examples and stories can help to elaborate on the concepts.
2. Try to show the local examples of gender-related messaging to help participants understand the masculinity concepts in their own local context. If you didn't have time to do research in advance, pose the question to the group of participants to share examples of different forms and practices of masculinities in their cultures.

UNDERSTANDING MASCULINITIES – CONCEPTS

- To understand masculinity is to understand and explore power relationships.
- Masculinity refers to the socially produced ways of being male.
- Masculinity shows in the ways a man presents himself, conducts himself and behaves.
- Masculinity is produced by individuals and systems.
- Masculinity is fragile.
- Masculinity is superior.
- Plurality of masculinities.
- Hierarchy and dominance.
- Collective masculinity.
- Active construction.
- Contradiction and complexity.

ACTIVITY 9: ACT LIKE A MAN, ACT LIKE A WOMAN²⁴

Purpose: To increase awareness on the impact of gender roles on the lives of women and men.

Time: 75-90 min

Materials

- Flipcharts and marker

Preparation

- Prepare two flipcharts and title one of them 'Act Like a Man' and the other one 'Act Like a Woman'

Instructions

1. Ask the participants if someone ever told them that they should 'act like a man' or 'act like a woman' based on their gender. Give the floor to the participants who have been told so and ask them to share experiences by explaining why they heard of it and how it made them feel to hear that.
2. Explain the participants that the aim of this activity is to understand how society makes it difficult to be male or female by discussing these two questions in detail.
3. Refer to the flipcharts and start asking participants what it means to 'Act Like a Man' to them and write the responses on the flipchart. Some of the responses might include:
 - Do not cry in public.
 - Be aggressive.
 - Be protective of the women.
 - Be the breadwinner of the house.
4. Try to wrap up the discussion, if there are still responses after 10 minutes and move to 'Act Like a Woman' flipchart and ask the participants what it means to 'Act Like a Woman'. Limit the discussion to 10 minutes. Some of the responses might include:
 - Do not be assertive – stay passive.
 - Be the 'homemaker'.
 - Take care of the elderly, sick and/or small children.
 - Be empathetic and listen to others.
5. Referring to both flipcharts, initiate a discussion by asking the following questions:
 - What are your views and observations on what is written in the boxes?
 - How do the things written in the box affect the wellbeing of men and women?
 - How do the things written in the box limit and influence the lives of men and women?

- What happens when men or women do not behave according to what is written in the box? How are they treated? What do people say about them?
- Do you think we need to get rid of these boxes? If no, why? If yes, why and how can we get rid of them?

Closing

Wrap up the discussion and raise the following key points:

- The aim of this activity was to help clarify how society expects women and men to behave differently; and to show that there are different rules attached to each group.
- These rules which are called 'gender roles' tell us what men and women should do; and how they should feel and think.
- Following these rules might mean that women and men stay in their own 'Act Like...' boxes and refrain from living their lives as they wish to live. These rules might enforce limitations on them to act in certain ways and these can impact their personal and professional lives.

Facilitator's notes

1. In order to encourage thinking, you can ask the participants what it means to 'Act Like a Man' and 'Act Like a Woman' in the following areas:
 - Clothing style
 - Physical activities
 - Hobbies
 - Household level responsibilities
 - Professional life
 - Dating/Relationships/Marriage
2. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

ACTIVITY 10: MASCULINITY AND GBV²⁵

Purpose: To clarify the links between harmful forms of masculinity and gender-based violence, including SHEA, and show how masculinities might operate using violence as a tool.

Time: 45 min

Materials

- Flipcharts and marker

Preparation

- Print out the short scenarios

Instructions

1. Introduce the activity by saying that the main aim will be to draw links between masculinity and gender-based violence.
2. Explain that masculinity works in different dimensions at different levels in our lives. Four of those dimensions are internal, interpersonal, institutional and ideological. Explain each dimension:
 - **Internal dimension:** personal and individual beliefs that support or justify gender-based violence. For example, through social conditioning some men might wrongly think that using violence is a way of expressing love for their wives.
 - **Interpersonal dimension:** practices and behaviors of individuals in their relations with others that help to maintain power imbalance between men and women. For example, some men control their partners' freedom and mobility, as through social conditioning they think it's their right to do so.
 - **Institutional dimension:** policies, practices and cultures of governments and institutions that support and/or use gender-based violence. For example, in some countries marital rape is legal.
 - **Ideological dimension:** social norms and belief systems that support men's use of violence. For example, some nationalist ideology types might impose that woman should only marry local men to keep the bloodline 'pure'.
3. Divide the participants into four different groups based on the dimensions listed above and give each group a case scenario that is linked to their dimension. Ask each group to discuss the links between masculinity, power, control and GBV in their case scenario. Provide the following questions to guide the discussions in each group:
 - How is violence used to control women and girls in the case scenario?
 - What is the link between the masculinity and GBV?
 - Why and how does the GBV help maintain male privilege and superiority?
4. After 10 minutes discussion within groups, bring all groups back together and ask them to summarize their discussions.

Closing

Wrap up the discussion and state the following key points:

- Masculine norms and beliefs are internalized and reproduced by mainly men, but also by women. Individuals and institutions help to maintain power imbalance and gender inequality.
- Gender-based violence, including SHEA-CA, can be used as a tool to maintain male superiority and privilege by men who are trying to behave in the 'Man Box'.
- Gender-based violence does not happen in a vacuum as it is part of a more complex system of power and control at different levels of society.
- There is a clear and proven link between behaving according to the "Man Box" and perpetrating different forms of gender-based violence, including verbal, online or physical bullying, as well as sexual harassment²⁶.

Facilitator's notes

1. The proposed scenarios are generic, and they will not be relevant for all contexts. It's recommended that the facilitator adapts the scenarios for the contexts they lead the workshops in.
2. With some minor adaptations, this activity could be implemented via an online platform as a webinar.

GBV CASE SCENARIOS

INTERNAL

A teenage boy believes that a real man needs to be sexually strong and performing. Among his peers at the classroom, there is a competition over the number of girls they have sex with. He was socialized by his older family members and television that the men who has multiple sexual partners are 'cool' and real men. He tries to trick the girls at the school to sleep with him so that he can prove his manliness.

Alternative scenario for a context, where is it unacceptable to talk about sexual relationships out of wedlock:

Ari's family and friends tell him that, as a man he doesn't have to take care of children and he shouldn't do any household chores. His friends joke with him by saying that he is afraid of his wife. In order to show his manliness and earn the respect of his friends and family, he stops doing any household chores and starts controlling all household income and expenditure; he also starts to control the movement, freedom and mobility of his wife.

INTERPERSONAL

A manager at a big company starts to make sexual advances toward a young female staff member. The job market is already tough for young people and as she is afraid to lose her job, she endures the harassment. As they go to business trip together, he requires her to sleep with him if she wants to keep her job.

INSTITUTIONAL

Many women working with armed forces experience sexual violence and harassment by their male colleagues. Despite multiple reports that document the cases, the management doesn't take action to address the problem. In various cases, the survivors also have been blamed for lying and betraying the institution. When such kind of cases are reported, due to the internal policy, the perpetrators are moved to another duty station while the survivors are dismissed on the ground of not being a fit to serve the country.

Alternative scenario for countries where there are no women in armed forces:

At a recent protest against torture of animals in Country ABC, two female animal rights activists were killed, and others were imprisoned. Police and courts worked to arrest and charge the protestors, and the women were denied access to legal aid and lawyers while also facing sexual and physical abuse at the prison by police and guards. One pregnant female protestor lost her baby in the prison. Nobody was charged over these crimes and the women have stayed in the prison. The government made a statement that these female protestors damage national security and stability and therefore will receive what the government consider to be "a proper punishment".

IDEOLOGICAL

A political party running for the elections announce on the television that national identity and culture is being lost because local women marry foreigners. The party says they are concerned that women are out-of-control, and they call all men to action to help control and teach women how to behave properly.

ACTIVITY 11: MASCULINITIES, CAREGIVING AND PARENTING²⁷

Purpose: To discuss the values and opinions about the role of fathers and/or male caregivers in child development. Challenge participants to think about the role their own fathers or father figures had in their development.

Time: 60 min

Materials

- Flipcharts and marker

Preparation

- Prepare a flipchart before you begin with the following questions written on it:

Our fathers/male caregivers and ourselves

- What is your age?
- What are the names and ages of your children?
- Who raised you?
- How many children were in the family?
- How would you describe yourself as a child growing up?
- What kind of parent was your father or father figure? (male caregiver)
- What did you learn from your father or father figure (male caregiver) about being a parent?
- How would you like to be a different kind of parent from your father or father figure?

(Facilitators should be aware that not all participants may have had a male care giver or they may not wish to discuss this. participants should be given a choice to participate or be an observer)

Instructions

1. Put up the prepared flipchart on “ourselves and our fathers/male caregivers.” Ask participants to take a few minutes to answer these questions themselves (if they feel able to). Explain that they can make notes if they wish.
2. To make others feel more comfortable sharing, start by sharing your own responses to these questions.
3. Explain that we will be working in small groups of 3 people. If working in a mixed gender group, separate participants based on gender. This enables the activity to highlight how men and women view their relationships with their fathers (or father figure) differently. Invite participants who do not self-identity as either man or woman to join a group that they feel most comfortable with, or to form a separate group if there are multiple non-binary participants.
4. Explain that each person has six minutes to discuss their answers in their group if they wish to. Those not speaking should listen and not interrupt. Tell the participants that you will keep time strictly so that everyone

has equal time to speak. Explain that you will indicate when it is time for the next person to share their answers. (Participants should not feel pressured into participating, some may have complex relationships with father figures or may have experienced sexual or other abuse from a parent/ caregiver).

5. Once the group has shared, bring everyone back together. Lead a general discussion using the questions below:
 - What are the challenges of being a father/male caregiver? How can these challenges be addressed?
 - What is the positive side of being a father/male caregiver? What are the benefits of being a father/male caregiver?
 - What are the benefits for a child who has a father/male caregiver active in their life?
 - What are the benefits of a man having a good relationship with his partner?
 - What do men need to become better fathers/male caregivers?
 - Are there positive role models of fathers/male caregivers in your community? What can be learned from them?

Some discussion points might include issues around national or workplace parental leave policies. Point out that policy influencing work is also an important part of our work in engaging men and boys for gender equality.

Closing

Discuss that it is important to consider that if boys interact with men (fathers/male caregivers, uncles, family friends, etc.) in a caregiving situation, they will be more likely to view men's caregiving as part of a man's role. They may also be more likely to question gender inequality in the home. Active participation of men in caring for their children can have a positive impact on gender relations, as children observe their parents' gender equitable behavior within the home. Explain that how children internalize inequitable attitudes and behaviors have a long-term effect on their lives and values. People who support rigid gender roles are more likely to endorse attitudes that justify violence against women and girls; and/or have more tendency to shift the blame to women and girls²⁸.

Facilitator's notes

1. This can be a difficult activity because it involves sharing a lot of personal information. As a facilitator, you should share your own personal information to make participants feel comfortable doing the same. Explain that everyone has the right to say as little or as much as they want to. No one is required to disclose their story, and everyone has the right to pass.
2. Some of the participants may not have had close relationships with their fathers/male caregivers. This may make it difficult for them to think about a father/male caregiver's positive role in the development of children. At the same time, it is important that you do not assume all participants have had poor relationships with their fathers/male caregivers. If anyone begins to express a lot of negative feelings about their father/male caregiver or other adults who raised them during this activity, thank them for their participation and openness in the exercise. The fact that they are here willing to learn about engaging with men for gender equality shows that they are committed to creating a better future for the next generation.

ACTIVITY 12: MALE PRIVILEGE AND ITS COSTS

Purpose: To allow participants to explore privileges that men gain from gender inequitable societies and to understand the cost of it by exploring the link of male privilege with violence.

Time: 45-60 min

Materials

- White paper, cards, pens
- Laptop and a projector

Preparation

- Open the TED-talk video by Jackson Katz, [‘Violence against Women – it’s a Men’s Issue’](#)

Instructions

1. Start the session by writing ‘privilege’ on a flipchart and ask participants what they think this word means. After listening to the answers, explain that:
 - Privilege is an advantage or entitlement that is not available to everyone. Male privilege is any special right, status, advantages, benefits, treatments, opportunities and entitlements that are received by men just because they are male. This special treatment is usually not available to women or transgender persons.
 - Privileges can also be enjoyed due to other social justice issues or factors such as class, race, ethnicity, age, financial status, marital status and so on.
 - Although there have been social and legislative changes in most parts of the world that underpin and support the rights of women, it is still the case that in almost all aspects of life, men enjoy more privilege and advantages than women.
2. Ask participants to brainstorm the privileges, advantages and entitlements men have or they believe should have. Give around 5 to 10 minutes to this discussion. After hearing the answers, divide the group into four smaller groups to discuss the following questions:
 - **Group 1:** How do men exercise their male privilege in their daily lives? Do you think they are aware of those privileges?
 - **Group 2:** What are the costs and constraints of male privilege to men and boys? Do you think they are aware of those costs and constraints?
 - **Group 3:** What are the costs and constraints of male privilege to women and girls? Do you think men and boys are aware of those costs and constraints?
 - **Group 4:** How does male privilege contribute to gender-based violence? Do you think men are aware of these?
3. Give the groups around 10 minutes to discuss the above questions and bring them back together to present their discussions and allow for some time for Q&A and dialogue.

4. Show the video by Jackson Katz (17:40), which discusses that violence against women is a men's issue and violent behaviors are tied to the definitions of manhood. If the time is limited, start the video from 05:17.

Closing

Wrap up the discussion and raise the following key points:

- Privilege refers to an advantage and benefit that can't be enjoyed by everyone. 'Male privileges' are special entitlements and advantages men enjoy in the society simply because they are men. Privilege is what men think they are entitled to.
- Male privilege might seem normal and natural as it remains usually unquestionable. However, it can be seen in different parts of our daily lives. While these privileges are enjoyed by men, they are typically also systematic, institutional and structural. This means, they are reproduced and reinforced by laws and policies.
- Gender-based violence is used as a tool which asserts male power and privilege over women and girls and helps the men to maintain their privileges in a given society.

Facilitator's notes

1. In case you are worried that the participants won't feel comfortable to share opinions, you can divide the groups to work in a mixed gender group or a single gender group. If the groups will be single gender, then groups 1 and 2 should be men; and groups 3 and 4 should be women. The transgender participants can nominate themselves to the groups they would like to join.

Theme 4: Gender and Sexuality

ACTIVITY 13: EXPLORING SEXUAL DIVERSITY²⁹

Purpose: To enable participants to explore their values and attitudes related to diverse sexual orientations and the rights of LGBTQI + people.

Time: 90 min

Materials

- Cards, white paper, pens

Preparation

- 16 cards with statements written on them before the activity starts (see below)
- Prints of [Gender bread person](#) for the participants

Instructions

Start by distributing the Gender bread person handouts and have a 10 minute discussion on basic definitions of the concepts. Use the following definitions³⁰ to clarify the complex terms for the participants:

Term	Definition
Bisexual	A person who is emotionally and romantically attracted to multiple genders.
Coming out	This term is used when referring to LGBTQI + people telling others about their identity. It is a process that continues for people rather than being a one-off event. For some people, this includes the process of recognizing/ affirming one's identity to oneself as well as telling others.
Gender diverse	Can refer to all forms of gender identity and gender expression and includes people who may identify as non-binary (including transgender, gender queer or gender questioning). It refers to people whose gender expression or identity differs from the gender identity associated with the sex assigned them at birth or society's expectations. The person may identify as neither male nor female, or as both.
Gender identity	Refers to a person's sense of being masculine or feminine, or both or neither. It does not necessarily relate to the sex a person is assigned at birth. Rather, a person's gender expression is made up of the outward signs they present to the world around them. This could include their choice of name and preferred pronoun, their style of dress and appearance, and/ or their mannerisms.

Term	Definition
Homophobia	The fear or intolerance of people who identify as lesbian, gay, bisexual or same sex attracted, usually linked with hostility, verbal and physical abuse, or discrimination. Includes institutional and cultural bias and structural inequality.
Intersex	People who are born with natural variations in genital, chromosomal or other physical characteristics that differ from stereotypical ideas about what it means to be female or male. Refers to biology rather than sexual orientation or gender identity. Intersex people have the same range of sexual orientations and gender identities as non-intersex people. Most identify with the gender they were raised, as either male or female.
Pronouns	Words like she, his and them. It's ok to ask people about their preferred use of pronouns. Where possible, ask privately. Some people use gender-neutral pronouns such as 'they' (singular) or 'ze', while others may wish to be addressed by their name only. It is important not to make assumptions about people's gender identity and to be respectful when using pronouns.
Same sex attracted	People who experience feelings of sexual and/or emotional attraction to others of the same sex. This term includes people who may identify as lesbian, gay, bisexual, queer, pansexual or heterosexual, who are questioning their sexuality, or who are not wanting to label themselves.
Sexuality	Describes who people are attracted to and how they express this attraction. Human sexuality is diverse. It includes people who are exclusively attracted to those of the opposite sex (heterosexual), people who are exclusively attracted to members of their own sex (e.g. same sex attracted, gay, lesbian), and people who are attracted to more than one gender (bisexual, pansexual), or to no sex or gender (e.g. asexual).
Transgender (also trans)	An umbrella term used to describe people whose gender identity is different from the sex assigned to them at birth. An example is a child who is assigned a male sex at birth but actually feels more comfortable living as a girl and identifies as female.
Transphobia	The fear of, discrimination against, or hatred of trans* people, the trans* community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society.
Queer	An umbrella term to describe individuals who don't identify as straight and/or cisgender. Due to its historical use as a derogatory term, and how it is still used as a slur many communities, it is not embraced or used by all LGBTQI + people.

After the discussion over terminology, proceed to group work (30 minutes):

1. Divide the participants into 4 groups randomly.
2. Explain to the participants that this activity is designed to give them a general understanding of their own and each other's values and attitudes about, diverse sexual orientations and gender identities and the rights of LGBTQI + people. Remind the participants that everyone has a right to their own opinion.
3. Give each group 4 cards with the following statements written on them:

Group 1

- It is ok to be attracted to someone of the same sex.
- Homosexuality is not part of our culture.
- Gay and lesbian people should have the same rights as straight (heterosexual) people.
- Transgender women look ridiculous and are just seeking attention.

Group 2

- It is ok to be attracted to people of both sexes.
- Homosexuality is against religion.
- A gay man is not a real man.
- If they find the right man, lesbians can be cured.

Group 3

- If you are attracted to someone of the same sex, it is best not to reveal those feelings.
- Homosexuality is abnormal.
- Gay and lesbian people should be able to be parents.
- It is easy to recognize a gay or lesbian person.

Group 4

- LGBTQI + people should keep their sexual orientation to themselves.
- Transgender people spread HIV and other Sexually Transmitted Infections.
- I would be accepting towards a close friend or family member who is gay.
- The legalization of equal marriage in some countries is a positive development.

Instruct the groups to discuss the four statements they have been given and to prepare a flipchart with a synthesis of the arguments for and against the statement.

Plenary (30 minutes)

1. Bring the groups back together and invite them, one by one, to share the statements they discussed together and the arguments in agreement and in disagreement that emerged in the group.
2. Let the other groups ask questions or make comments on where they agree and disagree and why.
3. After debating all the 16 statements, lead a discussion about values and attitudes about gender and sexuality by asking these questions:
 - Which statements, if any, did you have strong opinions and not very strong opinions about? Why do you think this is so?

- How did it feel to talk about an opinion that was different from that of some of the other participants?
- How do you think people's attitudes about the statements help or do not help to contribute to stigma and discrimination against lesbian, gay, bisexual and transgender people?
- How is the topic of sexual orientation treated in your workplace(s)? (Probe instances of discrimination, LGBTQI + phobic attitudes, religious intolerance, etc. and experiences of support, protection of LGBTQI + people in the workplace).

Paul's Story (20 minutes) (Optional)

1. Tell the participants they are going to watch a short video from South Africa called Paul's story.
2. Introduction to the video:
 - "As an out, gay, HIV+ minister, Paul constantly stands up against stigma and discrimination. His journey began at a young age, when he and his peers challenged the apartheid regime's Group Areas Act to visit gay bars in Johannesburg.
 - He subsequently took part in South Africa's first-ever official gay pride march, which brought gay men, lesbians and their many supporters into the streets to stand up for their rights and dignity".
3. Show participants [Paul's story](#) and lead a discussion based on the following key points:
 - Gender discrimination takes many shapes and can also fuel homophobia.
 - Paul's story offers a chance to think about stigma and discrimination against those who are lesbian, gay, bisexual, or transgender or intersex (LGBTQI +).
 - Beliefs about what it means to be a "real man" or "real woman" often inform homophobia. And homophobia is often used to push men and women back into the boxes.
 - Discrimination and violence are never acceptable.

Step 4: Action for change (10 minutes)

1. Carry out a brief conceptual summary of the activity highlighting the following issues:
 - Being gay, lesbian or bisexual is a perfectly normal expression of human sexuality. Historically in the West, homosexuality has been treated by the social sciences as a deviant sexual conduct, by medicine as an illness and by religions as a sin. (Thankfully times are changing!)
 - "Sexual diversity" is a term being used commonly in many parts of the world to denote sexual identities that have been historically marginalized and discriminated. It incorporates lesbian, gay, bisexual, transgender, queer and intersex people: LGBTQI +. The "+" is included to acknowledge other possible sexual identities such as asexual, pansexual.

- The L in the acronym is used to refer to lesbians, the G to gay men, and the T to transgender people, or in shorthand form to “trans”. Transgender refers to people whose gender identity, based on their innate knowledge of who they are, is different from the sex they were assigned to at birth³¹. Some may have access to hormone treatment to change their external sexual organs and physical appearance. In some cultures, people who undergo sex reassignment surgery (SRS) in some cultures are referred to as transsexuals. Transgender, however, is the most used term whether or not hormone treatment or SRS has taken place.
 - The “I” stands for “intersex”. Intersex people are individuals born with any of several variations in sex characteristics including chromosomes, gonads, sex hormones or genitals that, do not fit the typical definitions for male or female bodies. Intersex people were previously known as hermaphrodites, a term that is now considered discriminatory. Often doctors choose to assign a sex to the baby and operate to adjust the baby’s sexual organs which can lead to confusion when the baby matures.
 - The human rights of LGBTQI + people are often violated as a result of society’s ignorance, prejudices and fears in relation to homosexuality. These often result in discrimination and violence that limit opportunities to education, health, employment and self-development.
 - Another term used is SOGI which stands for Sexual Orientation and Gender Identity. Sometimes an E is added (SOGIE) to include Expression and to acknowledge that there are people who integrate some characteristics associated with being a man or a woman, without interiorizing a different gender identity to the one they have been assigned (known as their cisgender identity). For example, a man can use make-up or wear brightly colored clothes, but this doesn’t necessarily say something about his sexual identity, as gender expression is not connected to sexual orientation or gender identity. SOGI also makes a clear distinction between sexual orientation and gender identities.
 - Same-sex sexual practices have been and are present in every culture in the world and it is wrong to think of it as a “western thing” and alien to our own cultural traditions. In English, the word “homosexuality” has been in use for around a hundred years, as the concept of diverse sexual identities (and not just practices) began to emerge in some societies. The word “gay” began to be used in the 1960s and 70s in the USA. Its use in Europe to refer to homosexual men, began as a challenge to the discrimination and violence homosexual men experienced and as a campaign for their human and sexual rights.
 - In patriarchal societies, same-sex sexual relationships between men are often judged and condemned as weakness and an expression of femininity. As such, gay men are ridiculed, punished, and ostracized and are often seen as not being “real men”.
 - Gender identity and sexual identity are not synonymous. The majority of gay or bisexual men who “come out” during their adolescence or early adulthood have already been socialized into assimilating attitudes, values and behavior associated with patriarchal masculinities and continue to express these in the ways they relate to women and other men.
 - The term “sexual diversity” is currently being used in many parts of the world to refer to sexual identities that have been marginalized and discriminated historically: homosexual men/gays, lesbians, bisexuals and trans people.
2. Ask participants what actions they think are needed in their workplace order to change harmful attitudes towards LGBTQI + people, noting their answers on the chart.
 3. Ask participants what they will do differently in the workplace as a result of this exercise.

Closing

Homophobia (fear/hatred of homosexuals) helps sustain hegemonic masculinity because it censors in men any expression of feminine characteristics, including tenderness, sensitivity, gentleness and caring. This reinforces male stereotypes like aggression, physical strength, dominance etc. The “Man Box” says that negative attitudes toward gay men and/or men with feminine qualities is acceptable. At CARE, we believe that no forms of discrimination are acceptable. Homophobia and intolerance of sexual and gender minorities is usually linked with hostility, verbal and physical abuse, and discrimination and can exert itself in the forms of SHEA in the work environment.

Remind the participants that CARE’s Gender Equality policy (June 2018) has several commitments that promote diversity in the workplace, including Commitment 7, which requires that human resources policies are developed with a gender lens, and the human resources report on the gender and diversity balance in staffing; and Commitment 8 which requires that staff recruited are committed to gender equality, and capacity and skills of staff are built in gender equality and diversity.

Facilitator’s notes

1. This activity is particularly useful in settings where there is already curiosity to know more about diverse sexual orientations and gender identities but where information is scarce or skewed by religious/cultural influences.
2. Review the 16 statements for group work and make any modifications necessary for your own context,
3. To stimulate dialogue and discussion, if all the participants agree about any of the statements, play the role of “devil’s advocate” by expressing an opinion that is different from theirs.
4. Some participants in the groups may say that they don’t know whether they agree or disagree. If this happens, ask these participants to say more about their reactions to the statement and then encourage them to express their authentic feelings.
5. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary session and/or break out into smaller discussion groups and share group reflections via screen share).

ACTIVITY 14: DISCRIMINATION BASED ON SOGIE³²

Purpose: To move participants to examine their own attitudes and values regarding Sexual Orientation and Gender Identity (SOGI), and the connection these attitudes may have as we stand for gender equality and human rights.

Time: 60 min

Preparation

- Prints of [Gender Bread Person](#) for the participants

Instructions

1. Explain to participants that we are going to discuss discrimination based on SOGIE (Sexual Orientation and Gender Identity and Expression) - negative attitudes toward LGBTQI + people that can lead to hatred and rejection, and which often entails discrimination and violence, and the impact those attitudes may have on our work.
2. If the participants didn't already attend the activity 14, start by distributing the Gender Bread Person handouts and have a 10-minute discussion on the definitions of sexual orientation and/or gender identity or expression.
3. Have the group divide into groups of three (triads). If possible, try to have people of diverse genders in each group. Explain that they are going to hold a dialogue on attitudes towards SOGIE. They should hear from each person in their group and ask probing questions to understand the different experiences and perspectives. Their conversations will be held in confidence within their triad.
4. Each triad should discuss the following (allow 15 – 20 minutes):
 - a. Share a personal experience where you have either used, observed or experienced discrimination toward someone because of their sexual orientation and/or gender identity or expression, including homosexual men (gays), lesbians, bisexual and transgender people.
 - b. Share an experience where you challenged someone who was discriminating against someone because of their sexual orientation (and/or gender identity or expression), or when you were challenged by others.
 - c. Discuss the consequences, both personal and societal, of this discrimination and brainstorm the root cause of this discrimination.
 - d. Why is this important for us as we discuss sexual harassment, exploitation and abuse?
5. In plenary, ask: How did it feel to discuss this topic? Why is this topic important for us as we discuss sexual harassment, exploitation and abuse? (Ensure that people talk about the experience is discussing these issues, and don't repeat the personal stories shared in the triads). Some may bring up the concept of "hate crimes". Ask how addressing these fits into CARE's mission and vision.

Closing

- In closing, point out that discrimination based on SOGIE can be personal or institutionalized in ways that affect the basic rights of lesbians, gay, bisexual and transgender people (e.g., access to health, education, employment, housing).
- Be sure to draw out the point that the reason we are discussing discrimination based on SOGI is because the

“Man Box” and hegemonic masculinity have negative consequences for all people.

- Homophobia (fear/hatred of homosexuals) helps sustain hegemonic masculinity because it censors in men any expression of feminine characteristics, including tenderness, sensitivity, gentleness and caring. This reinforces male stereotypes like aggression, physical strength, dominance etc. The “man box” says that negative attitudes toward gay men and/or men with feminine qualities is acceptable. At CARE, we believe that no forms of discrimination are acceptable.
- Remind participants that as CARE, “We seek a world of hope, tolerance and social justice, where poverty has been overcome and people live in dignity and security.” That includes the right of LGBTQI + community to live free of violence and discrimination and to have equal access to education, health, work, shelter etc.

Facilitator’s notes

1. Facilitators should be prepared to deal with religious arguments that claim homosexuality is a sin. Be careful not to enter into arguments against religious doctrine. Instead, point out that the tenants of Christianity, Islam and most other religions highlight out the necessity to love, respect, and care for all. As facilitator, you may then ask the question of the group, “What does it mean on practical levels to love, respect, and to care for those in the LGBTQI + community?” (This may be a rhetorical or non-rhetorical question depending on the time you have remaining). The point here is to remind participants that CARE expects us to respect and care for ALL human beings, regardless of sexual orientation and gender identity or expression (or race, age, religion, caste, ethnicity, gender, disability, etc.).
2. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

ACTIVITY 15: THE VIOLATION OF RIGHTS IN RELATION TO SOGIE³³

Purpose: To understand some of the challenges faced by LGBTQI +people because of their sexuality. To have a clearer understanding of how people's rights can be violated on account of their gender and sexuality.

Time: 90 min

Materials

- Flipchart paper and markers

Preparation

- Copies of questions to accompany case studies (written out or printed on cards in advance)

Instructions

Brainstorm: human rights (15 minutes)

1. Ask the group what they understand by the term “human rights” and write their answers on a flipchart.
2. Invite the participants to suggest examples of the use of the word ‘rights’ from their own experiences. When was the first time they remember hearing it? What was the context in which it was heard? Write these too on the flipchart.
3. When you feel that the group has a common understanding of what is meant by the word ‘rights’, open a discussion by asking the participants:
 - From where do we get our rights?
 - Who gave them to us?
 - Can they be taken away?

Group work: case studies (30 minutes)

1. Tell the group that they are going to be looking at case studies related to rights and sexual diversity. Split the participants into 6 groups and give each group a case study (see below) and questions for discussion.
2. Give the groups 30 minutes to read, discuss and respond to their case study and to prepare a brief synthesis of their answers on a flipchart.

Plenary: debate and discussion (45 minutes)

1. Reconvene the participants and ask one member of each group to read aloud their case study and to feedback their responses to the questions asked.
2. Allow time for questions of clarification by the other groups, avoiding entering into deep discussion at this point.
3. After all the case studies have been discussed, ask the participants to look at the flipcharts and identify recurring Themes, focusing on similarities and differences they observe.

4. Engage the participants in a debate using the following questions as a guide:
 - What are some of the challenges that people face because of their sexual orientation?
 - What are some of the key rights that have been violated in these case studies?
 - How are the rights of lesbian, gay, bisexual and transgender people affected in relation to HIV/AIDS?
 - What action could you/your community take to ensure that the rights of lesbian, gay, bisexual and transgender people are protected?
5. Carry out a brief synthesis of the activity emphasizing the right of all people to develop and live their sexuality free of prejudice and violence.

CASE STUDIES³⁴

CASE STUDY 1

Charles is gay and lives in a refugee camp. The health care workers at the clinic in the camp are aware of this and believe it is their moral responsibility to criticize what they imagine his lifestyle to be. When Charles becomes ill, he delays seeking treatment because he knows he is going to be emotionally abused. As a result, his treatable condition is allowed to progress into something that is life-threatening.

Questions for discussion

1. What difficulties does Charles face in accessing the health care he needs?
2. Which of Charles' rights are being violated? How?
3. In what ways could the healthcare workers have acted more positively towards Charles?

CASE STUDY 2

María knows that same-sex marriage is now legally recognized in the country she lives in. She knows that she can get her female partner, Barbra, onto her medical aid and pension plan at work. Despite of this her managers hint that she will be passed over for promotion if she continues with this "nonsense".

Questions for discussion

1. Which of Maria's rights are being violated? How?
2. In what ways could her managers have acted differently?
3. What can be done to make your workplace more LGBTQI + friendly?

CASE STUDY 3

Clara started working for CARE a few months ago as an accountant. One of her colleagues overheard her talking to another woman on the phone and referring to her as “honey” and “darling”. He knows Clara’s parents who go to the same place of worship as him and told them what he heard. A few days later Clara’s father beat her and kicked her out of the house. Colleagues are now shunning her at work, making it hard for her to do her job.

Questions for discussion

1. Several of Clara’s rights have been violated – what are they?
2. How is the violence that Clara experienced related to her gender and to her sexual orientation?
3. What actions could you take to ensure that staff in the CARE office are sensitized on issues of gender and sexuality?

CASE STUDY 4

Norma is a lesbian. Her family believed that she was possessed by a demon and needed to be exorcised. This was a humiliating public event. Some of the men who saw this decided to rape her as a group to ‘make her normal’. Her family convinced her that she had brought the rape upon herself and that she should keep silent about it. She feels she cannot go to support groups for survivors of rape in her community as they are all religious and do not tolerate lesbians.

Questions for discussion

1. Which of Norma’s rights have been violated?
2. How do others’ attitudes towards Norma’s sexuality impact on her ability to take action after she is raped? In not taking action, what types of health risks does she face?
3. What could you do to sensitize religious leaders on issues of gender and sexual diversity?

CASE STUDY 5

When Leone, a transgender woman, turned up for an interview for a job with CARE, she was asked by one of the interviewers why she lied on her application form by stating she was a woman. Others on the interview panel looked extremely uncomfortable but quickly changed the subject and one asked Leone to tell them about “his” previous work experience. As Leone left the interview, she overheard one of the interviewers comment under her breath, “well that was a waste of time, we don’t employ perverts here”. She cried all the way home on the bus.

Questions for discussion

1. Which of Leone’s rights have been violated?
2. Why do you think Leone was treated as she was? How do you feel about it? What would you have done in her position?
3. What could you do to sensitize CARE staff on issues of gender and sexual diversity?
4. Does your country legally recognize transgender people? That men can be raped? What action could you take to ensure that the rape of men is included in your country’s Sexual Offences legislation?

CASE STUDY 6

Steven is from the UK and has recently arrived in your country to work in a humanitarian assistance programme. Steven is gay and has a boyfriend back in the UK. Whilst he didn’t tell his colleagues initially about his sexuality, he told a member of his team whom he thought he could confide in. A week later, he finds himself put on to another project with completely different staff members. When he asks his boss why this has happened, she tells him that his other colleagues didn’t feel comfortable around him.

Questions for discussion

1. Which of Steven’s rights have been violated?
2. Why might Steven’s circumstances make him feel even more alone?
3. What actions could his boss have taken to ensure that Steven wasn’t moved to another team?

Closing

Wrap up the discussion by:

- Pointing out that discrimination based on SOGIE can be personal or institutionalized in ways that affect the basic rights of lesbians, gay, bisexual and transgender people (e.g., access to health, education, employment, housing).
- Be sure to draw out the point that the reason we are discussing discrimination based on SOGI is because the “Man Box” and hegemonic masculinity have negative consequences for all people.
- Homophobia (fear/hatred of homosexuals) helps sustain hegemonic masculinity because it censors in men any expression of feminine characteristics, including tenderness, sensitivity, gentleness and caring. This reinforces male stereotypes like aggression, physical strength, dominance etc. The “man box” says that negative attitudes toward gay men and/or men with feminine qualities is acceptable. At CARE, we believe that no forms of discrimination are acceptable.
- Remind participants that as CARE, “We seek a world of hope, tolerance and social justice, where poverty has been overcome and people live in dignity and security.” That includes the right of the LGBTQI + community to live free of violence and discrimination and to have equal access to education, health, work, shelter etc.
- Mention the UN has a campaign to promote sexual diversity and respect for LGBTQI + rights – [UN Free and Equal](#).

Facilitator’s notes

1. Be prepared for heated debate as stereotypes, fears and prejudices surface.
2. Encourage participants to listen to each other and without judging or condemning, challenge points of view that they do not agree with.
3. Use the universal declaration of human rights to challenge fundamentalist religious values and cultural attitude and practices that continue to violate the human rights of LGBTQI + people. ALL HUMAN BEINGS are BORN Free and EQUAL in DIGNITY and Rights– ARTICLE 1, UNIVERSAL DECLARATION of HUMAN Rights.
4. If necessary, modify the case studies accordingly (for example, changing names to local ones) to be suitable and meaningful for your participants.
5. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

Theme 5: PSHEA and Safeguarding

ACTIVITY 16: SHEA – KEY CONCEPTS³⁵

Purpose: To learn the definitions of sexual harassment, sexual exploitation and sexual abuse and explain the difference between them.

Time: 30-45 min

Materials

- Flipcharts, markers

Preparation

- Write the definitions of SHEA on flipcharts

Instructions

Definitions (15 minutes)

1. Divide the participants into three groups. Give each group one term to define: Sexual Harassment, Sexual EXPLOITATION and Sexual ABUSE.
2. Give 10 minutes for the groups to talk through their term and come up with a definition written on flipchart and posted on the wall.
3. Give 10 minutes for the groups to present their definitions and discuss:
 - a. Does everyone agree with these definitions?
 - b. Is there any overlap with these definitions?
 - c. Are there any changes you would like to make to the definitions?

One way to lead question three is to say: “What are the key words that come to mind when you hear the terms Sexual HARASSMENT? Sexual ABUSE? Sexual EXPLOITATION?” Then develop the definitions further from there, highlighting different components of each.

4. Finish by presenting the official definitions on a flipchart that you post beside each group’s definitions:

Sexual harassment	Sexual harassment is any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. This can be in the form of individual harassment, which might be for example take place between a supervisor and supervisee; and can take the form of a workplace harassment which might not be tied to any specific individual. For instance, placing a calendar with nude photos on it could cause some of the employees to be uncomfortable; or hearing sexist jokes or comments among colleagues could similarly make someone feel offended. While typically involving a pattern of behavior, it can take the form of a single incident.
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Note to Facilitator: This definition is derived from CARE's Safeguarding Policy. If you have your own localized definition of this, feel free to use your office's definition of harassment.

ASK: "Why is this unacceptable to CARE?"

Correct answers: Creates an uncomfortable, and/or unsafe workspace; is an affront to the dignity and rights of individuals; undermines CARE's work; in many countries it is a crime.

Sexual exploitation	Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.
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ASK: "Why is this unacceptable to CARE?"

Correct answers: Creates an unsafe situation, is an affront to the dignity and rights of individuals; contravenes our humanitarian mandate; negatively impacts our reputation within the community and on a wider level; undermines our work; in many countries it is a crime.

Sexual abuse	Any actual or threatened physical intrusion of a sexual nature, by force or under unequal or coercive conditions.
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ASK: "Why is this unacceptable to CARE?"

Correct answers: In many countries this is a crime; it's sexual violence and creates an unsafe space, fear, etc.; it violates the dignity and rights of the person who it is forced upon; it negatively impacts our reputation; it undermines our work.

ACTIVITY 17: POWER AND HARASSMENT³⁶

Purpose: To define violence and sexual harassment; to help participants describe the influence of dominant gender norms on lives of women and men; and to show the links between gender inequality, power imbalance and sexual harassment.

Time: 90-100 min

Materials

- Four blank name tags
- Flipchart paper and marker

Preparation

- Organize the chairs in the room in a semicircle
- Print out the handouts for the participants
- Write the four power expressions (over, with, to, within) on a piece of flipchart paper

Instructions

1. Start the session by saying that some people have more power than others, including at work environment and it's important to understand and address those power imbalances as it's unjust that all people do not have chances to move equally throughout the life.
2. Lead a 15-minute brainstorming session with the participants by using the following questions:
 - What is power?
 - What are some examples of people or groups who have power? How do you know they are powerful?
 - Is power only control over others? What are other types of power?
3. After the discussion, explain to the participants four types of power and provide examples:
 - Power over: power to dominate others and is a mean to control over something or someone. The source of this kind of power is authority.
 - Power with: power of mutual support, solidarity and collaboration which comes when groups work together. The source of this kind of power is other human beings.
 - Power to: power that comes from the capacity to accomplish something. The sources is one's knowledge, education, skills or talents.
 - Power within: power that is linked to internal beliefs, attitudes and habits. The source of this kind of power can be self-confidence, faith, ideology or sense of mission.
4. After the discussion around types of power, as the participants:
 - What is violence? Call on participants to share responses.
 - Afterwards, provide the following description of violence from WHO, "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either

results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.”

5. Next ask the participants “What is sexual harassment?” and call on a few participants to respond. After receiving a few responses, provide the following definition:
 - Sexual harassment³⁷ is any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. While typically involving a pattern of behavior, it can take the form of a single incident.
 - Sexual harassment can happen anyone regardless of their gender identity and sexual orientation.
 - Sexual harassment can take many different forms including verbal (i.e. making sexual comments, jokes or repeatedly asking someone out who is not interested), non-verbal (i.e. staring at someone, following or blocking someone’s road) or physical (i.e. trying to give a massage to someone, touching the person’s body, hair or clothing).
6. Next explain to the participants that they will now reflect on power imbalances, as they are fundamental to understand gender inequalities and harassment in the workplace.
7. Ask the participants to line up on straight line and leave around 10 feet or 3 meters in front of them and behind them in the room. If it is acceptable to do so in the context, ask participants to hold hands with the persons on their sides.
8. Explain to the participants that you will read a series of statements and after each statement the participants are either supposed to move forward or backward or stay where they are. If the participants holding hands are going in different directions, they will have to let go of hands. Tell the participants that this is a silent exercise and while moving they shouldn’t comment.
9. After you read all the statements that you chose from the Statement List below, depending on the time limitations, ask participants to stay where they are. If there are participants who are still holding hands, ask them to let go.
10. Ask participants to observe where they are standing and where others are; and tell them that you will count to 3 and they will need to race to the wall. After you count to 3 and participants reach the wall, reflect on who reached the wall first.
11. Ask the participants to go back to their seats and facilitate a group discussion by using the following questions:
 - How did it feel doing this exercise?
 - How did you feel at the beginning when you were all in the straight line?
 - How did it feel to move forward? To move backwards?
 - How did it feel to release hands with your neighbors?
 - What did you feel when you saw where everyone was standing at the end of the game? Was there anything that surprised you about people’s positions?

- What was your reaction when I asked you to race to the wall? Could distance from the wall be a factor in success? How was distance from the wall determined?
- What did this exercise teach you about power imbalances between women and men?

Closing

Wrap up the discussion and raise the following key points:

- In our community, women typically have less power than men. This is a social norm- something that is considered normal but something that can change as it is not given.
- The power imbalances between women and men mean that women are disadvantage in the household, community and at workplace.
- Sexual harassment is one way that power imbalance is reproduced.
- It is unjust that women and men do not have the opportunity to move through life and their careers equally.

Facilitator's notes

1. This session is best conducted when there is a mixed gender group. To implement this activity, you will need at least two women and two men in your group.
2. This exercise might be intensive and sensitive for some groups. If you think there is an existing tension or disrespect in your group, do not conduct this activity. Ensure that participants feel safe in the group by setting the tone of the discussions carefully.
3. If there is a participant in wheelchair, they can move/roll the equivalent instead of taking a step.
4. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type of session and/or break out into smaller discussion groups and share group reflections via screen share).

FACILITATOR RESOURCE: STATEMENTS

1. If you have never been whistled at (in a sexual way) in public by the opposite sex, move one step forward.
2. If those who make the majority of the decisions in government are not the same sex as you, move one step back.
3. If you were discouraged from pursuing a career of your choice because of your gender, move on step back.
4. If you never worried about losing a position or responsibility at work after becoming a parent, take one step forward.
5. If you equally share childrearing responsibilities with your partner, move one step forward.
6. If it is generally accepted for you to make sexual jokes in public about the other sex, move one step forward.
7. If you have never been harassed or disrespected at work because of your gender, move one step forward.
8. If you have ever worried about how to dress at work to keep yourself safe, move one step back.
9. If people of your gender often fear coming forward about sexual harassment at work, move one step back.
10. If you could be beaten by your partner with little or no reaction from others, move one step back.
11. If you have never been offered presents for sexual favors, move one step forward.
12. If you were denied a job or a promotion because of your gender, move one step back.
13. If people who are the same sex as you often fear violence in their own relationships or homes, move one step back.
14. If people who are the same sex as you can beat a partner because of unfaithfulness and with general acceptance of this behavior from others, move one step forward.
15. If people who are the opposite sex from you are often paid for sexual favors, move one step forward.
16. If you commonly see people who are the same sex as you in positions of leadership in business, in court and in government, move one step forward.
17. If you fear being attacked if you walk home alone from work after dark, move one step back.
18. If you could continue school while your siblings of the opposite sex had to stop, move one step forward.
19. If it is generally accepted for people of your gender to have multiple partners, move one step forward.
20. If your religious leaders are the same gender as you, move one step forward.
21. If your name or family name can be given to your children, move one step forward.
22. If your gender is the one that usually makes the decisions about household expenditures, move one step forward.

ACTIVITY 18: IDENTIFYING BEHAVIORS THAT ARE ABUSIVE, EXPLOITATIVE OR HARASSING³⁸

Purpose: At the end of the session participants will be able to identify types of behavior that constitute SHEA and/or abuse and exploitation of children.

Time: 45 min

Materials

- Flipchart paper, markers

Preparation

- Print behavior scenario cards (see below)

Instructions

1. Place cards with the following terms in various places in the room:
 - sexual harassment
 - sexual abuse
 - sexual exploitation
 - physical abuse
 - emotional abuse
 - grooming
 - online grooming
 - neglect
 - child sexual abuse
2. Form pairs or triads and give each one a scenario from the list below. Give them a few minutes to talk about their scenario, and then invite them to post it under the card where they think it best fits and to stand under that card.
3. In plenary, invite each pair or triad to read out their card and say why they placed it where they did. Ask if the group agrees and allow discussion before moving on to the next pair/triad.
4. If any of the scenarios have not been covered, read them out one by one and ask volunteers to place them under the sign they think best fits the scenario. Allow for discussion.

Scenarios	Behavior Type
1. A male CARE staff member requires women to sleep with him before he gives them their monthly food distributions.	Sexual exploitation, (highlight there is no “consent” in this scenario)
2. A female CARE staff member makes comments of a sexual nature to her colleagues any time a specific male logistician walks by. These comments are heard by the logistician and make him uncomfortable, so he tries to avoid her whenever he can.	Sexual harassment
3. A male international staff member solicits the services of a commercial sex worker on a Saturday evening.	Sexual exploitation
4. A staff member touches young boys inappropriately, and intentionally, as part of a children’s psychosocial program.	Sexual abuse
5. A male country director has numerous sexual relationships with his female staff. These staff members are treated noticeably better than other women on the team who are not romantically involved with him.	Sexual harassment-discuss power dynamics
6. A male staff member rapes a community incentive worker when they are cleaning up after a distribution.	Sexual abuse/rape
7. A staff member at a school requires parents to submit naked pictures of their children before they can be registered at the school.	Sexual exploitation for parents, sexual misconduct with a child for the children
8. A teacher in a school punishes children who do not do their homework by hitting them in front of their classmates	Physical abuse
9. At a group home for mentally ill orphaned children the caregivers intentionally withhold food from the children.	Neglect
10. At a conference for CARE, an afterhours informal get together involves staff heading out to a local strip club that features boys and girls under the age of 18 performing strip teases and lap dances for customers	Sexual Misconduct with a Child
11. A CARE staff member who runs a computer literacy center for teens assists participants in getting Facebook profiles and then sends pornographic pictures to all of the girls	Online grooming

12. An international staff member has a domestic worker cleaning his house who is an adult. She falls seriously ill, and her teenage daughter fills in for her so the family can continue to earn the much-needed money to meet their basic needs. The staff member begins buying her gifts, starting off with small things like nail polish, and make-up, and then jewelry and clothing. He tells her she'll look beautiful using them, and then suggests to her that he'd like to take her out some evening to show her off to his friends.	Grooming and sexual harassment
13. A CARE staff member who runs a sports club at a child-friendly space at a refugee camp tells children who are not good at sports that they are worthless and don't belong there because they are wasting everyone's time. Other children begin to bully these children and the CARE staff member does nothing to stop this. Rather, her comments only fuel this bullying further.	Emotional abuse

BEHAVIOR SCENARIO CARDS

Print these on card or paper and cut them out individually.

1. A male CARE staff member demands women to sleep with him before he gives them their monthly food distributions.

2. A female CARE staff member makes comments of a sexual nature to her colleagues any time a specific male logistician walks by. These comments are heard by the logistician and make him uncomfortable, so he tries to avoid her whenever he can.

3. A male international staff member solicits the services of a commercial sex worker on a Saturday evening.

4. A local, female staff member touches young boys inappropriately, and intentionally, as part of a children's psychosocial program.

5. A male country director has numerous sexual relationships with his female staff. These staff members are treated noticeably better than other women on the team who are not romantically involved with him.

6. A male staff member rapes a community incentive worker when they are cleaning up after a distribution.

7. A staff member at a school requires parents to submit naked pictures of their children before they can be registered at the school.

8. A teacher in a school punishes children who do not do their homework by hitting them in front of their classmates

9. At a group home for orphaned children the caregivers intentionally withhold food from the children

10. At a conference for CARE, an after-hours informal get together involves staff heading out to a local strip club that features boys and girls under the age of 18 performing strip teases and lap dances for customers

11. A CARE staff member who runs a computer literacy center for teens assists participants in getting Facebook profiles and then sends pornographic pictures to all of the girls

12. An international staff member has a domestic worker cleaning his house who is an adult. She falls seriously ill, and her teenage daughter fills in for her so the family can continue to earn the much-needed money to meet their basic needs. The staff member begins buying her gifts, starting off with small things like nail polish, and make-up, and then jewelry and clothing. He tells her she'll look beautiful using them, and then suggests to her that he'd like to take her out some evening to show her off to his friends

13. A CARE staff member who runs a sports club at a child-friendly space at a refugee camp tells children who are not good at sports that they are worthless and don't belong there because they are wasting everyone's time. Other children begin to bully these children and the CARE staff member does nothing to stop this. Rather, her comments only fuel this bullying further.

ACTIVITY 19: CONSENT³⁹

Purpose: At the end of the session participants will be able to understand what consent is, when it can be given, and how it relates to SHEA.

Time: 20-30 min

Materials

- Flipchart paper, markers

Preparation

- Prepare flipchart papers headed: “When consent can be given” and “When consent cannot be given”
- Open the Consent video
- If you do not want to use the “tea” consent video, you can use “consent is a yes” <https://www.youtube.com/watch?v=F63awclk8uM>

Instructions

1. Tell participants that behaviors that constitute abuse, exploitation and harassment are characterized by a lack of consent by the survivor.
2. Brainstorm using the following question, writing participants’ answers on a flipchart:
 - What do we understand by consent?
3. Tell the participants that they will now watch a video that helps to explain consent. Ask them to take note of the messages in the video around:
 - When consent can be given
 - When consent cannot be given
4. Post the “When consent can be given” flipchart you prepared before the activity on the wall and ask participants to give examples of situations when consent can be given. Repeat with the “When consent cannot be given”
5. Remind participants of the terms and definitions analyzed in previous activities related to SHEA-CA and the protection of children (or share those definitions with them if necessary) and ask:
 - Are there any other cases when consent cannot be given?

(EXPECT: Under coercion, threats, negative repercussions, differential power dynamics, judgment being affected by alcohol or drugs, when asleep or passed out).

6. Tell the participants that in many cases it is clear when consent has not been given and sexual harassment, sexual exploitation, and/or sexual abuse has been committed. In other situations, however, it might not be noticeably clear if consent has been given or not or where it might “appear” as though consent has been given, particularly with regards to sexual exploitation. People may be scared or feel unable to say no – silence should never be interpreted as consent. Ask participants to give examples of when that might occur.

7. Use the following examples if necessary, to stimulate ideas:

“A 14-year-old girl is caring for her younger brothers and sisters after both of her parents died of Ebola. She cannot afford to pay the school fees, but the teacher at the local school says he’ll waive the fees if he sleeps with her. She agrees.”

- Is this consent? Why or Why not?

(Expect: coercion, abuse of power, she is a child. Relate it to the definition of exploitation).

or

“A male CARE staff member touches a female employee inappropriately who helps to clean his house. She doesn’t react and he continues advancing.”

- Is this consent? Why or Why not?

(Expect: coercion, abuse of power, power imbalance, and not giving consent openly. Relate it to the definition of workplace harassment)

Closing

Finish the activity saying “There can often be different ways of classifying some of the behavior that we’ve discussed above, and those who find themselves in these situations may have very different views on what is proper behavior and what isn’t. If you are unsure about anything we discuss, please raise it either with the group, or with me separately. It’s really important that we all have a clear understanding of what is acceptable and unacceptable behavior”. the sign they think best fits the scenario. Allow for discussion.

ACTIVITY 20: SHEA IN THE WORKPLACE AND PROGRAMME INTERVENTIONS

Purpose: Analyse the tactics and strategies that men who sexually harass women in the workplace use. Analyse the tactics and strategies that women who are sexually harassed in the workplace use to respond and protect themselves. Reflect on the links between patriarchal masculinities, sexual norms and sexual harassment.

Time: 60-75 min

Materials

- Projector, screen, internet connection, laptop/tablet

Preparation

- Review the video clips below and decide which ones are relevant to your context. Make sure you include one of each following Theme: sexual harassment, sexual exploitation, and sexual abuse.

Instructions

1. Tell the participants that they are going to watch a series of videos that depict cases of SHEA in the workplace and programmatic settings. Advise participants that some scenes in the videos can cause an emotional reaction. Participants can leave the room at any time.
2. When watching each video, invite the participants to look out for the following:
 - How power is exercised between people of different genders and races, and with different status and authority.
 - The methods used by perpetrators to harass, exploit and/or abuse
 - What survivors do or say to evade or escape unwanted attention, touches, insinuations, adulation, etc.
 - Expressions or incidents in the video that stand out, surprise you or provoke an emotional reaction in you.
3. Give a brief introduction to the first video and play the video clip.
4. Invite participants to share how they felt during the video and/or how they feel now.

Facilitate a debrief of the video using 3-4 questions below:

- What most caught your attention in the video clip and why?
- Looking at each of the protagonists in the video, what type of power did they have, what is the source(s) of their power, and how did they use it? (Start with the perpetrator, then the victim, then others in the video)
- What factors enable the perpetrator(s) to do what they did (draw out causes of SHEA - personal, cultural, work-related, gender-related, hegemonic masculinities, social, economic, political etc.)?
- What do you think should happen to the perpetrator (if no resolution was reached)?
- What did the survivor do to try and evade her abuser(s) and/or escape the situation?

- What enabled or inhibited the survivor from doing so?
- Why is it difficult for the survivors to speak up?
- What are the consequences for survivors of SHEA and for their families? What did other people do or could have done to support the survivor?
- Who is to blame when sexual harassment, sexual exploitation, and sexual abuse occurs?
- Why are survivors/victims not to blame?

If necessary, show the video a second time and continue with reflections and analysis.

- When all videos have been watched and analyzed, use the following questions to stimulate further reflection (Note responses on a flipchart):
 - Do you think the perpetrators in these video clips believe they are committing sexual harassment, sexual exploitation, and sexual abuse? Why/why not?
 - What allows men to behave in the ways we have seen in the videos?
 - How is SHEA linked to masculine norms and society's expectations of what it means to be a "real man"?
- Use the following questions to probe reflection on experiences of SHEA in the workplace:
 - Without disclosing any confidential details, which of the videos (or parts of them) reflect situations that you have observed or faced in the workplace (current or previous)? (Encourage participants to share real events, in as much as they feel comfortable, that demonstrate what happened, actions taken by employers, the consequences for the persons directly involved and other actions that employers could/should have taken. Remind them that understanding changes overtime and if they did not report the incident at the time and wish to do so now to please speak with the facilitator at the end of the session).
 - What changes in attitudes and behavior need to take place to prevent and respond to SHEA in the workplace?
 - What can we do together to make meaningful change in the workplace?

Closing

Summarize the discussion around the links between patriarchal masculinities, sexual norms and sexual harassment. They are highly connected, and they might even reproduce each other. Therefore, it is important to keep an eye on the tactics and strategies used by men who sexually harass women in the workplace; and those used by women who are sexually harassed in the workplace to respond and protect themselves will help to promote safer work environments.

Facilitator's notes

- With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom

discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

SHEA VIDEOS

1. Sexual Harassment in The Workplace VIDEOS

That's Harassment

These video clips were developed in 2018 in the USA by RAINN (Rape, Abuse & Incest National Network) in collaboration with actor and producer David Schwimmer (best known for his role in the sitcom Friends), the Ad Council, (a non-profit organization that specializes in public service ads and campaigns) and writer and director Sigal Avin. They have been aired digitally and on television by major media companies including Amazon Prime Video, CBS, The CW, Fox Networks Group, Freedom, Hulu, SHOWTIME, and STARZ.

- [The Boss](#) that depicts a situation that occurs between a man in a senior role (the boss) and a woman in a supportive/administrative role.
- [The Politician](#) depicts a situation that occurs between a male politician and a woman journalist.
- [The Coworker](#) depicts a situation between a male bar tender and female colleague.
- [The Doctor](#) depicts a situation between a woman and her doctor
- [The Photographer](#) depicts a situation between a young model and older professional photographer on a photo shoot.

[Green Chillies Media, India](#)

- [Zaroorat - A Film on Harassment at Workplace,](#)
- [Behakna | A Film on Harassment at Workplace](#)

[Oakville Sun & Entrepreneurial Journalism](#)

- [Workplace Sexual Harassment PSA](#) – Public service video on workplace sexual harassment faced by women. Created: By Arjun Sambyal

BRAC, Bangladesh

- [Workplace Harassment - Little Big Films Bangladesh](#) If we don't stand up in the face of harassment, aren't we just as responsible? Nuhash Humayun directs the 2nd in BRAC's series against sexual harassment.
- [SpeakUp against Sexual Harassment](#) - Sometimes even offering a cup of tea in a certain manner can be offensive. Let us take a stand against sexual harassment to ensure a safe and enabling environment for all.
- [Harassment at Bus Terminal](#) - Intervention to support young woman harassed at a bus terminal
- [Speak up against sexual harassment!](#) - Intervention to support young woman harassed on a public bus

- [We men are responsible for this](#) - Men speak out and condemn gang rape

State Resource Centre for Women and Women and Child development Department, Haryana, India

- [Sexual Harassment at Workplace](#) - Reflections on the causes and consequences of SH for women (moving, poetic monologue)

[The Hauterfly](#), India

- [Employee of the month ft. Sunny Leone | Sexual Harassment at workplace](#)

Campaigns of the World

- [Sexual Harassment of Women at Workplace, India](#)

[Media Partners](#), USA

- [Types of Sexual Harassment: Quid Pro Quo](#) - Quid Pro Quo Sexual Harassment occurs when a person in authority requests a “this for that” trade of sex or sexual favors. Submissions or rejections have direct or implied job consequences.

[SIHA Network](#), Sudan

- [Breaking the Silence: Sexual harassment in the workplace - Sudan](#) - This video captures the testimonies of three Sudanese women on harassment and gender-based violence in the workplace.

[Australian Human Rights Commission](#) – A campaign by the Australian Human Rights Commission, Australian Council of Trade Unions and the Australian Chamber of Commerce and Industry.

- [Sexual harassment: Know where the line is](#) (testimonies longer version 4 mins)
- [What is sexual harassment: Know where the line is](#) – What does SH in the workplace look like? (short version 1 m 40 seconds)
- [Bystander Story - Ellie. Sexual harassment: Know where the line is.](#) (1m 39 seconds)
- [Nadine's Story: Freedom from discrimination, harassment and violence](#) (testimony of a woman engineer in a male dominated work setting)

[Internews](#), Tanzania:

- [Sexual Harassment in the Workplace](#) - PSA marks the 16 days of activism Theme: GBV in the workplace.

Credit: Amin Suwedi, cameraperson & editor.

Triliant, USA

- [Sexual Harassment in the Workplace Training Video](#)

2. Sexual Harassment in Public Spaces

Sholoana Foundation Bangladesh

- [Emotional sexual harassment short film](#) – A young woman is harassed and stalked by a group of 3 young men (Very evocative music and gripping scenes; Mostly dialogue free but some Bengali at the end without subtitles).

Ireland - Department of Justice and Equality, No Excuses Campaign - The campaign film aims to address the lack of awareness of sexual harassment and violence in everyday life – issues that have been ignored or excused for far too long in Ireland.

- [Let's stop excusing](#) – Focus Group discussion using short SH clips
- [Does Ireland have a problem?](#) – snapshots of different acts of sexual harassment
- [No Excuses: 'The Office'](#) – 20 second harassment at work
- [No Excuses: 'Night Out'](#) – 20 second harassment in pub
- [No Excuses: 'Closing Time'](#) – 20 second harassment of woman who is drunk

3. Sexual EXPLOITATION and ABUSE VIDEOS

CARE Vanuatu

- [Prevention of Sexual Exploitation and Abuse](#) - This video was produced to inform everyone on how CARE staff should behave, and the different ways to report any suspicious act of any CARE staff.

InterAction

- [No Excuse for Abuse: Preventing Sexual Exploitation and Abuse in Humanitarian Action \(English\)](#) (subtitles available in several languages) - Humanitarian workers are obliged to create and maintain an environment that prevents sexual exploitation and abuse (PSEA) and promotes the implementation of their code of conduct. To support the effort towards eliminating PSEA, InterAction and Translators Without Borders created this video to illustrate the Inter-Agency Standing Committee's six core principles of PSEA. This video is free and targeted at front-line humanitarian contractors and full-time and short-term staff. It should be complemented by a more comprehensive training.

SEA Video

- [Haiti By Force Fault Lines](#) Testimonies of women from Haiti who were sexually abused and/or exploited by UN Peacekeepers.

UNHCR

- [Voices - UNHCR](#) - testimonies of SHEA by UNHCR employees

4. Sexual Harassment in Virtual Spaces

Hey, Update My Voice' movement by UNESCO against gender bias and sexual harassment of AIs

- [Hey, Update My Voice'](#) - Virtual assistants are increasingly present in people's lives, helping clear doubts and making everyday life easier. What they all have in common is a standard female voice and a woman's name, such as Lu, Siri, Alexa, Nat, Bia, etc. According to a study released in May 2019 by UNESCO called 'I'd Blush If I Could,' virtual AI assistants have been suffering verbal harassment of a sexual nature, to which they usually respond with tolerant, subservient and passive remarks
- [A Movement against gender bias and sexual harassment of AIs](#) – presentation of campaign

5. CHILD PROTECTION

The Child Protection Working Group

- [Child Protection in Humanitarian Action This is Samira](#)

Save the Children

- [Child Safeguarding in Emergencies](#) - Sometimes the people charged with protecting children in emergencies are the very people who seek to do them harm. This short animation highlights some of the signs of potential Child Sexual Exploitation and Abuse (SEA) – a common category of child abuse in emergencies – and how you can respond to effectively safeguard children.

ACTIVITY 21: CARE INTERNATIONAL SAFEGUARDING POLICY: PROTECTION FROM SEXUAL HARASSMENT, EXPLOITATION AND ABUSE, AND CHILD ABUSE⁴⁰

Purpose: To familiarize staff with the Policy and provide it as a reference document.

Time: 80 min

Preparation

- Print copies of Safeguarding Policy Handouts
- Print copies of “How well do you know the policy?” handouts

Instructions

CARE’s Safeguarding Policy: Introductory Questions (5 minutes)

1. Ask participants to raise their hand if they are familiar with CARE’s Safeguarding Policy.
2. Invite those who are familiar to share with others what the Safeguarding Policy contains.

Correct Answers:

- Policy Statement
- Scope of Application
- Safeguarding Commitments
- Care’s Safeguarding Code of Conduct
- Responsibilities
- Associated Policies

If no one knows, tell them not to worry, we’re going to go through it together during this session. And if they have heard of it, tell them they’re in a good position, but review is always necessary to make sure that we are not forgetting!

3. Handout CARE International’s Safeguarding Policy. Go through it, section by section, highlighting the content of each section. Explain that once they have read it, they will be asked to respond to a series of questions.
4. Give participants 30 minutes to read through the policy and to make note of any parts of it that are not clear and/or that they would like more information on.
5. Invite participants to share their observations and queries. Clarify any questions.
6. Form 3 groups and distribute the questions as below. Groups have 20 minutes to discuss the situations they have been given and respond to the questions.

7. In plenary, ask each group to present the situations they were given, the discussion they had and the responses to the questions they were given. Allow for questions of clarification reflections, observations. Add your own comments to rectify any analysis or desires not in line with the CARE Safeguarding policy.

Closing

Summarize the activity by highlighting the following:

- This issue is so important to CARE that we have a policy, explicitly stating the behavior that is and is not permitted.
- The policy applies to everyone who works for CARE and its related personnel – this included partners. Its contents are non-negotiable, and failure to adhere to them can result in disciplinary procedures up to and including dismissal
- They have a copy of the policy-if they still have questions, they should seek clarification from you or their manager/CD.

Facilitator's notes

1. You may find that participants do not agree with sections in the policy, particularly where the policy prohibits something that the law allows for. You can say that the policy outlines CARE's standards and approach to this issue. In situations where these conflict with local laws the more stringent of the two will apply.

GROUP 1 HOW WELL DO YOU UNDERSTAND THE POLICY?

1. You are attending a CARE workshop in a different country other than your own. You notice that one of the CARE colleagues also attending this workshop brought a woman into his hotel late last night.
 - What part of the policy might this co-worker be violating?
 - What is your responsibility as per the policy?
2. You are overseeing a project that involves schools in a refugee camp. You are on a monitoring visit and notice that the teacher frequently tutors both boys and girls, one-on-one, after school hours.
 - What are the risks?
 - What part of the policy addresses these?
 - What can be done to minimize the risks?
 - What is your responsibility as per the policy?

GROUP 2 HOW WELL DO YOU UNDERSTAND THE POLICY?

1. You hear rumors that a colleague might be dating one of CARE's project participants.
 - What part of the policy might this co-worker be violating?
 - What is your responsibility as per the policy?
 - Under what case(s) might this dating relationship be considered okay, if any?
2. You notice that a cleaner at a CARE office looks particularly young. You inquire about her and find out that she works on weekends for some of the international staff, cleaning their flats. She is 12.
 - What part of the policy might be violated here?
 - Are there any other risks that may be present?
 - Are there any circumstances in which this might be okay?
 - What is your responsibility as per the policy?

GROUP 3 HOW WELL DO YOU UNDERSTAND THE POLICY?

1. While on a visit, a CARE incentive worker tells you that community members have recently been complaining that CARE distribution staff have been requiring women to sleep with them in order to receive food aid and NFIs. This incentive worker reported this to the Program Coordinator three months ago. Nothing seems to have happened.
 - What part(s) of the policy might be violated here?
 - What other options does the incentive worker/you have for reporting?
 - What is your responsibility as per the policy?
2. During an external evaluation of an MNCH project, an evaluation team will be visiting the homes of mothers and children who took part in the project. The purpose is to document successes of this project and capture stories to share with a wide distribution list.
 - What parts of the policy might be applicable to this situation?
 - What do CARE staff/ the evaluation team need to do to ensure the policy is upheld?

ACTIVITY 22: PROTECTING OURSELVES FROM SHEA IN THE WORK ENVIRONMENT⁴¹

Purpose: To better understand the responses of women (and men) to SHEA that they themselves experience from colleagues in the work environment and how this affects their work performance and the general work environment.

Time: 40-60 min

Materials

- A5 cards (or large post-its) of four different colors
- Markers, masking tapes

Instructions

1. Ask the participants to reflect on (in silence) the following question:
 - What do you do on a daily basis to protect yourself from violence, and/or sexual abuse, exploitation and harassment (SHEA) in the workplace or in the field?
2. After a few minutes, give participants A5 size cards/post-its (different colors for men and for women) and markers and ask them to write their responses (one response /card) and deposit them in the bags/boxes provided. Participants can make as many responses as they wish
3. Repeat the above using the following question:
 - What would help protect you (and other persons) from SHEA?
4. Focusing first on the women's responses to the first question, remove the cards from the bag/box and place them on the wall, grouping similar responses together. Do the same for the women's response to the second question.
5. Repeat the above step for the men's responses to the two questions.
6. Invite the participants to take some time to look at the 4 lists that are now on the wall. Inform them that, they will have 8 minutes to take a look at the lists; and warn them when they have only 1 minute left and ask them to sit down when the time expires.
7. Now lead a dialogue on observations, thoughts, and questions in plenary. Start with the men and ask them what they noticed about the women's list, and to ask any questions they may have. Then switch to the women, asking them for observations of the men's list and questions they may have. Encourage them to express their feelings about things that surprised or shocked them.
8. If the following questions do not surface, be sure to bring them up in plenary:
 - Do the men have many things listed pertaining to experiencing SHEA at work? (Unlikely that man will have many). Why is this?
 - How does violence and SHEA perpetrated by men affect women in the workplace? How does it affect the overall work environment?

Closing

Wrap up the discussion by raising the following key points:

- Sexual violence and the threat of violence is an everyday fact for women.
- Sexual violence against women is a huge problem around the world and all sectors of society.
- Because most men do not live with the daily threat of sexual violence, they do not always realize the extent to which it affects women. Men usually do not understand how actual and threatened sexual violence is such a regular feature of women's daily lives.
- Men's lives are also affected by violence against women.
- Social acceptance of violence against women gives men permission to discriminate against women and make it harder for men to be vulnerable with their partners, wives and female friends.
- Men and women, boys and girls experience sexual violence, it is not only women, what examples can you think of in the news where men are survivors of sexual violence (e.g., systematic abuse in schools and children's homes, in the church, homophobic hate crimes, the trafficking of boys in Asia, etc.)
- Homophobic harassment is a type of harassment that is globally rampant. However, when sexual diversity and/or intersects with other social justice issues including oppression, it can create additional vulnerabilities for different groups. For instance, a woman of color who experiences homophobic harassment may be at a heightened risk and they may be at a position where they are less supported by their organizations.

Facilitator's notes

1. This activity helps set and establish a clear understanding of the extent and impact of male use of violence against women. Be sure to allow plenty of time in plenary as it can be emotional.
2. If men are defensive, look more closely at their reactions. Make it clear that you're not accusing anyone in the room of having created such fear. Remind the group that you're trying to show how common and how devastating violence against women is for everyone.
3. Some people have strong emotional reactions to this activity. These reactions can include anger, outrage, astonishment, shame, embarrassment, defensiveness – among others. These may be related to personal experiences of violence at some point in life. Some female participants may feel exasperated to have to re-live, rehash, and "display" the vulnerability they feel. Some participants may want to share these overtly, which can be very emotional and challenging for the entire group. But it can also be therapeutic and healing. Enough time should be given for this, and participants should be encouraged to support one another. As workshop participants show their feelings, let them know that their reaction is normal and appropriate. Remind them that anger can be a powerful motivating force for change. Encourage them to identify ways to use their anger and outrage usefully to prevent violence and to promote gender equity and equality.
4. Be aware that some men may think that they need to protect women from violence. If some men in the group say this, remind the group that it is important for each of us to be working to create a world free from violence. However, it is important that men are allies to women and actively work to prevent violence, holding other men to account out when they say in- appropriate, sexist or derogatory comments or perpetrate violence against women. If the "Expressions of Power" Activity has not been done, it is a good activity to do immediately following this activity.
5. The presentation on gender power and violence will surface some of the summary points here, so you can reiterate them and link back to this session during that presentation.

ACTIVITY 23: THE MAZE - SHEA-CA IMPLICATIONS AND REPORTING CHALLENGES FOR STAFF⁴²

<p>Purpose: Understand the far-reaching implications that SHEA has on programming, acceptance within the community, the office environment and staff morale, safety and security of staff, protection of project participants, CARE's image, etc. Gain insight into the complexities of reporting from a staff perspective.</p>	<p>Time: 45 min</p>
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Preparation

- Prepare the Maze Packages
- Print Instruction Handouts

Instructions

The SHEA-CA Maze

1. Divide the group into smaller sub-groups of 4 participants each. Hand out the PSHEA-CA Maze cards and tell participants not to start looking through them yet.
2. Explain the activity:
 - Everyone has a set of cards in front of them, and everyone must start with card #1.
 - On each card you are presented with a developing scenario, and you are given options in terms of how you will respond. You will be directed to your next card depending on your response. Please do not scroll through the different cards. Follow the numbers based on the instructions on the cards. You may wish to place the cards on the floor/table in front of you as you proceed through this maze because you will be asked to share the highlights of your journey at the end of this session with the group.
 - Before you begin, please determine if your group is a female distribution staff member or a male distribution staff member.

Debriefing:

1. Ask one group to give the highlights of their maze
2. Ask others if they had a different experience
3. Use the following questions to stimulate dialogue and discussion:
 - What type of misconduct/prohibited behavior was perpetrated by the Distribution Manager? (Sexual Exploitation of project participant, bullying of staff member)
 - What enabled the Distribution Manager to behave in such a way? (Probe social/cultural norms, hegemonic masculinities, power abuse)
 - In the Maze, what factors inhibited "you" from speaking up and reporting the Distribution Manager?
 - What factors inhibited others from speaking up and reporting the Distribution Manager? (the first survivor/victim, other survivors/victims, other staff members)?

- What are the possible consequences for individuals and the work environment of not taking action immediately when staff members are known to be, or suspected of, perpetrating acts of SHEA-CA?
- What can/should investigators do if initial investigations encounter staff and/or project participants who are unwilling or scared to collaborate, but concerns linger about the misconduct of the staff member involved?
- In reporting and investigatory processes, how do transparency and accountability contribute to positive organizational cultures? How can these be maximized while balanced with confidentiality and victim safety?
- What should be given priority: safeguarding staff and project participants and guaranteeing justice for survivors/victims or shielding CARE from negative publicity? Why?

Closing

Wrap up the discussion by highlighting the following points:

Speaking up and reporting:

- Personal security considerations in speaking up and reporting – putting a zero-tolerance policy into practice (walking the talk) nurtures an organizational culture where staff see concrete actions and results and therefore feel safe and supported and protected from possible retaliation they may face when they speak up and/or report SHEA-CA.
- Hierarchical considerations in reporting – deconstructing threatening, and abusive power dynamics built on gender, race and other inequalities and/or generated by levels of seniority within the workplace, contribute to a safe organizational culture of openness and willingness to speak up and report SHEA-CA.
- Rumors vs proof – no allegation of SHEA-CA should be ignored; measures should be taken as appropriate to each situation.

Implications of not responding decisively and coherently to SHEA-CA

- Can have serious impacts on staff and project participants' safety and security.
- Can impede programming
- Can work against gender equality objectives and ongoing processes
- Can limit our access and our community acceptance
- Can tarnish our local and international reputation, and lead to challenges fundraising

THE MAZE INSTRUCTIONS

Print and distribute one copy of these instructions for each group.

THE MAZE INSTRUCTIONS

1. Everyone has a set of cards in front of them, and everyone must start with card #1.
2. On each card you are presented with a developing scenario, and you are given options in terms of how you will respond. You will be directed to your next card depending on your response. Please do not scroll through the different cards. Follow the numbers based on the instructions on the cards. You may wish to place the cards on the floor/table in front of you as you proceed through this maze because you will be asked to share the highlights of your journey at the end of this session with the group.
3. Before you begin, please determine if your group is a female distribution staff member or a male distribution staff member.
4. If you finish this activity quickly, please go back and make different decisions to see what other outcomes could have happened.
5. Be prepared to share some of the highlights and challenges of your group's maze with the rest of the group.

THE MAZE CARDS

Print off one copy of the maze (steps 1-13) for each group. Ensure that each step is on a separate piece of paper, and that the steps are in order when you give them to each group.

1.

During a distribution in a camp, you notice that the Distribution Manager is overly flirtatious with one of the female camp residents.

You:

- a. Decide to confront him on this and tell him this is inappropriate (go to 2)
- b. You ignore it. He's your boss, and you have no proof that he is doing anything wrong (go to 3)
- c. You decide to tell a fellow co-worker (Go to 5)

2.

The Distribution Manager, your boss, begins acting cold towards you and you think he is punishing you.

- a. You apologize and tell him you made a mistake (Go to 3).
- b. You go to HR, or the Safeguarding and PSHEA Focal Point, or online to CARE Line/ reporting mechanism to lodge a complaint against him (Go to 6)
- c. You ignore this situation and hope it will improve after some time passes (Go to 3)

3.

You begin hearing rumors that the same distribution manager is dating one of the project participants.

You:

- a. You ignore this. You had enough problems with him the first time when you tried to get involved, and besides, these are only rumors (Go to 4).
- b. You discuss this with him (Go to 2).
- c. You report these rumors to HR, or the Safeguarding and PSHEA Focal Point, or to CARE Line/ reporting mechanism or to his supervisor (Go to 6).

4.

The distribution warehouse is broken into one evening when no one is there. 10,000 USD worth of supplies are taken. You wonder if this is related to the rumors you are hearing.

- a. You report this suspicion to the Safeguarding and PSHEA Focal Point. Via CARE Line/ reporting mechanism or HR (Go to 6)
- b. You ignore it. It's none of your business, they are only rumors, and no one was hurt (Go to 7)
- c. You realize thefts are common here, and decide not to worry (Go to 7)

5.

This colleague, unbeknownst to you, is very good friends with the wife of the distribution manager. She tells his wife, and the wife confronts the husband.

Go to 2.

6.

The Safeguarding team conduct an investigation but finds nothing concrete because no one else is willing to share their concerns about this same staff member.

You find your boss at your desk one day telling you that you are a troublemaker and "you'll be sorry".

You feel helpless to do anything about this and decide to just lay low and hope it all passes.

Go to 13.

7.

You show up at the camp to find out that your activities that day must be cancelled. There was a scene at the camp, where a woman was shouted at and blamed for cheating by the husband. You discover that this is the same woman your boss was flirting with at the distribution.

- a. You suspect that your colleague might be involved. You talk to HR (Go to 10).
- b. You ignore this. You still have no proof and much of this could be very circumstantial (Go to 8)

8.

News circulates quickly among the camp that this woman was having sex with your boss. Her sister comes forward to say that this woman felt pressured into a relationship by this man in order to keep receiving her family's food rations.

Go to 9.

9.

Other women come forward saying that they too were forced into having sex with your boss for the same reason. The local media picks up this story, which is then grabbed by international media.

Headlines read "CARE forces sex for food among refugee population".

Go to 10.

10.

CARE sends a team to investigate this. IF at any point in this activity you discussed your concerns with HR / Safeguarding and PSHEA focal point you are able to keep your job.

If you did not earlier report this to HR / Safeguarding and PSHEA focal point / CARE Line/ reporting mechanism , you face disciplinary procedures and you eventually are dismissed.

THE END.

11.

A female village activist comes to you the next time you are in the camp. She has never been involved in CARE programs. Other women (CARE's project participants) are standing behind her. She asks you if you have heard about an NGO working in another camp....the staff are apparently forcing women to sleep with them before they receive food at distributions. You:

- a. Tell her you will look into it, but know nothing about this NGO, so it's none of your business. You do nothing. (Go to 7)
- b. Think she might be indirectly talking about your NGO. You raise this with HR (Go to 6).
- c. Decide to do a bit more investigation on your own. You talk to some other female staff. (Go to 12).

12.

You discover that at a VSLA meeting some of the project participant women give senior health workers hints about why they are not attending. These hints back up your suspicions.

You:

- a. Approach HR together as a group with your concerns (Go to 10)
- b. You all decide you are uncomfortable doing anything about this, or you do not know what to do about it. (Go to 7).

13.

Gender and health teams ask if something is going on because they women have stopped attending their programs. The Health advisor returns from a nutrition and family planning workshop and mentions to you that the village women are refusing to talk to her. This is new.

You:

- a. Tell her about your suspicions. (Go to 5).
- b. Do nothing. You have no proof of anything. (Go to 11).
- c. Talk to HR (Go to 14)

14.

HR / Safeguarding team investigates the incident and is able to find substantial evidence of misconduct by the distribution manager that violates the Safeguarding Code of Conduct and the CARE International Safeguarding (PSHEA) policy.

Disciplinary action is put in place.

You have done your part to protect project participants from further harm. Thank you!

THE END

ACTIVITY 24: TALKING ABOUT SEXUAL HARASSMENT ⁴³

Purpose: To assist participants to demonstrate effective communication with someone who discloses sexual harassment, including at the workplace.

Time: 50-60 min

Materials

- Flipchart paper
- Markers

Preparation

- Organize the chairs in a semicircle
- Print enough copies of the Participant Handout: Job Aid: What to Say, What not to say

Instructions

1. Begin the session by highlighting that it might be hard to talk about sexual harassment. Say that after being harassed, people might develop trauma, shame or anxiety. If someone tells that they are harassed (or if they make any other type of disclosure) it's important to know how to behave and communicate.
2. Distribute the Participant Handouts and explain that it's crucial to know how to respond to disclosed sexual harassment cases. Based on the evidence, respectful, compassionate and attentive listening can help people to heal, while the contrary behavior can also exacerbate the trauma.
3. Facilitate a 15-minute mini-lecture around key elements of effective listening and response based on the following key elements:
 - Use of attentive body language
 - Doing a body language check
 - Finding and using the right words
 - Reflecting on your experiences of being heard
4. Tell the participants that sharing a difficult experience might involve risks for the person sharing it. Therefore, it is important to pay attention to our behavior, respect the person talking, do not judge and keep the story confidential if we are the listening side. Invite the participants, if they wish – it is their choice, to think of a difficult experience that they have experienced and are willing to share. If they wish they can talk about an experience of sexual harassment or workplace violence, or simply when they felt hurt, betrayed or felt mistreated by someone close to them. It is always up to the participant what they choose to share, and they must not be pressured into sharing anything they do not wish to. If they are not comfortable to share this type of information they can tell a story instead (something that they may have seen in a film or read in the media).
5. Ask the participants to discuss these in pairs. While one will tell the story, the other one will act as the listener. And after 5 minutes as to change the roles.

6. 1. Once all participants have been in both positions, gather back the group. Ask if any group wants to share their stories and the way they listened each other. Again, this is voluntary and both parties must consent to the story being shared. Allow 5 minutes for each person to tell their story and the listener to respond and ask questions.
7. After this experience sharing with the group, facilitate a 15-minute discussion with the group on following questions:
 - Take a moment to reflect about your experience. How did it feel to be the sharing side and how does it feel now?
 - What feelings did you have when you were listening? How do you feel now?
 - What was the most helpful thing for you that listener did while you were sharing?

Closing

Carry out a quick summary of the activity by listing the main strengths demonstrated by participants during the discussions as well as recommended ways of improving communication that were discussed during the session. Remind participants of support services they can access and remind them of confidentiality.

Facilitator's notes

1. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

PARTICIPANT HANDOUT: JOB AID: WHAT TO SAY, WHAT NOT TO SAY**What to Say:**

1. Focus on their experience rather than your own and only give advice when it's requested.
2. Offer affirming responses like "mmm" or "uh-huh" to convey the message that you're listening actively.
3. Name or reflect back the emotion being described:
 - 'Wow – sounds like it was scary for you.'
 - 'I'm hearing that you felt very disappointed.'
 - 'It sounds like that made you angry.'
4. Ask open ended questions which require more than one word in response. Such as:
 - 'Could you tell me a little bit more about that?'
 - 'What was it like for you?'
 - 'What do you mean when you say _____?'
5. Validate the emotions of the person in a sincere way:
 - 'If that happened to me, I imagine I would be also very overwhelmed.'
 - 'Given your experience, it makes sense you say/feel/do ... '
 - 'I think many people would have felt similarly.'
 - 'No one deserves to be treated this way.'
 - 'You did not do anything wrong.'
6. Point out the person's strengths:
 - 'I'm amazed at how much courage that took.'
 - 'You've done a great job keeping everything in perspective.'
 - 'I'm impressed with how you've dealt with this.'

PARTICIPANT HANDOUT: JOB AID: WHAT TO SAY, WHAT NOT TO SAY

What NOT to Say:

1. Don't change the subject or ask off-topic questions. Although this may seem like a way to avoid an uncomfortable conversation, it may hurt the other person's feelings.
2. Don't immediately start talking about your own experience or minimize the person's experience to reassure them. For example, statements such as the following aren't helpful:
 - 'That happened so long ago, maybe you should try to move on.'
 - 'It's not worth the energy to keep thinking about it.'
 - 'Don't be scared.'
3. Don't make judgments about their responses or decisions, or tell them what to do or how they should feel. Avoid saying things like:
 - 'Couldn't you do/say _____ instead?'
 - 'I don't think you should worry about it anymore.'
 - 'I think it'd be better for you to _____'
 - 'Why don't you _____?'
 - Why were you there?
 - What were you wearing?
 - Did you say anything that provoked them?
 - Why didn't you say no?

Theme 6: Bystander Interventions in The Workplace⁴⁴

ACTIVITY 25: WHAT IS BYSTANDER INTERVENTION?

Purpose: To provide information on bystander intervention as a strategy to prevent SHEA in the workplace and programmatic interventions and reflect on factors that enable and hinder us intervening.

Time: 60 min

Materials

- Flipchart paper
- Markers

Instructions

1. Brainstorm with the participants using the following question:
 - What do you understand by the term “bystander intervention”?

Allow for a few responses then clarify referring to the following definitions:

- Bystander intervention is the process of recognizing and interrupting a potentially harmful situation in which someone could be subject to:
 - Sexual harassment, exploitation, or abuse
 - Physical violence

There are many ways a bystander (or witness) can intervene, both directly and indirectly.

2. Form groups of 3 participants. Invite them to remember moments in their lives when they were a bystander to a person in need of assistance. This should be a time when they personally intervened in a situation that had the potential to become dangerous.

Give them a few moments to share those experiences in the groups: describing the situation, who was present, what happened, what they did, how others responded (including the those directly involved in the incident), what happened next, how they felt.

Now ask them to reflect and share moments when they saw a situation in which they could have intervened but chose not to, describing the situation: who was present, what happened, why they didn't intervene, what actions others took (including the those directly involved in the incident), what happened next and how they felt.

Finally, ask them to share why they made the choice that they did in each of the situations.

Trainer's Note: You may wish to provide a personal example here. If participants are having a difficult time thinking of examples, tell them it is okay to share something that they heard about bystander intervention.

3. In plenary, invite one or two of the groups to share their experiences of intervening. Ask others to compliment with any new ideas, experiences, reflections, observations. Now ask the other groups to share experiences when they chose not to intervene.
4. Carry out a synthesis with the participants on:
 - The circumstances that enabled them to intervene
 - The circumstances that hindered them from intervening

Use a flipchart to write down participants' responses. Invite, reflections, observations, feelings.

5. Ask: Can someone provide an example of a reason why people who are harassed (publicly or at work) do not take action themselves to stop it?

Allow for a few responses and document the reasons on flipchart paper.

Reasons may include:

- They do not believe it will help
- Embarrassment
- Afraid no one will believe them if they file a report
- Fear of retaliation

Closing

Carry out a quick summary of the activity using the following key messages:

- If you witness harassment on the street and intervening could put your personal safety at risk, you may choose to delegate the intervention to an authority such as the police.
- In the workplace, however, it is our responsibility as supportive colleagues to interrupt potentially harmful behaviors before they escalate.
- Research shows that around 90 percent of people who are harassed will never take action against the harasser by filing a report with their employer or the police.
- People who are harassed will change their own lives to avoid their harasser by doing things such as changing their routes, quitting their jobs, or even moving homes.
- Given that it is so unlikely that the targets of harassment will prevent it from happening, it is all the more important that as bystanders, or witnesses, to harassment, we step in to stop it.
- Often when we think about stopping sexual violence, we think it means intervening in a serious incident such as rape. However, there are often many smaller examples of harassment that lead up to an incident. If we limit our interventions to a culminating "event," we miss opportunities to do something or say something before someone is harmed.

Facilitator's notes

1. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

ACTIVITY 26: BYSTANDER INTERVENTION FRAMEWORK⁴⁵

Purpose: To provide participants with practical skills to enable them to respond to inappropriate words, actions or situations in the workplace and thereby foster a positive, organizational culture that is in line with core organizational values and safe and secure for all members of staff.

Time: 45 min

Preparation

- Draw the behavior continuum diagram on a flipchart

Instructions

1. Introduce the “behavior continuum”, highlighting the following points:
 - Sexual violence can be viewed on a continuum of behaviors of human interaction.
 - At one end of the continuum are professional, respectful, and safe behaviors.
 - At the other end are sexual violence, abuse and exploitation.
 - Between these opposite ends are other behaviors, including those that begin to feel inappropriate, intimidating, and harassing.
 - Our responsibility, as supportive colleagues, is to intervene before a behavior moves further towards sexual violence.

Behavior Continuum



2. As you introduce each category in the continuum, facilitate dialogue with/between the participants, asking them to give examples of behavior that might occur in each category.
3. Form spontaneous pairs or triads and ask them to discuss the following:
 - Reservations, or worries they have about confronting a co-worker who is engaging in inappropriate behavior.
4. Allow for pairs/triads to discuss for a few moments. Bring everyone back together and invite pairs/triads to share what they discussed. Document answers on flipchart paper.

Reasons include:

- People assume someone else will help. Research shows that the more people who are present, the less likely it is someone will intervene. The psychological term for this type of thinking is “diffusion of responsibility”.
 - People assume there is an existing relationship. Without context, people fear embarrassment if they choose to intervene, and help was not actually needed.
 - People assume that it is not their responsibility.
 - People assume someone else who is more qualified will intervene.
5. Explain that all these assumptions are a normal part of how we think as humans. However, these assumptions should be avoided so you feel empowered to interrupt inappropriate or harmful interactions before someone is hurt. If you approach the intervention in a non-confrontational manner at an appropriate time, the potential positive impact of intervening far outweighs the risk of embarrassment.
 6. Give the Five Steps to Taking Action to prevent Sexual Violence handout below to each participant. Explain that this handout looks like a certificate purposefully to encourage them to post it in a visible place near their desk as a reminder of the steps they can take to help create a safer, more pleasant work environment.

Five Steps Toward Taking Action to Prevent Sexual Violence

1. **NOTICE** the behavior along a continuum of actions.
2. **CONSIDER** whether the situation demands intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.
3. **DECIDE** if you have a responsibility to act. If not you, then who?
4. **CHOOSE** how to help: *direct, distract, delay, delegate*.
5. **IMPLEMENT** the choice safely.

Adopted from: [Engaging Bystanders in Sexual Violence Prevention, NSVRC, 2009](#)

7. Allow for participants to read the handout silently for one to two minutes, then explain that this set of five steps was developed in 1968, when the concept of taking action to prevent sexual or physical violence was given the term “bystander intervention.” There have been many training programs and initiatives to introduce the initiative since then, but this original framework still sums up the steps best.
8. Go through the five steps one by one, allowing for questions, reflections and observations.

The first step is:

NOTICE the behavior along the continuum of behaviors discussed in the previous activity. Our job as helpful bystanders is to notice if someone's behavior or words are moving toward the unhealthy end of the spectrum and stop them before they escalate.

The second step is:

CONSIDER whether the situation demands intervention. Ask yourself:

1. 1. Does the behavior put the target at risk of emotional or physical harm?
2. 2. Does the behavior violate the workplace policies and/or values?
3. 3. If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

The third step is:

DECIDE if you have a responsibility to act. Ask yourself, if you are not the best person to intervene, then who would be?

9. In plenary, facilitate a discussion on culture and bystander intervention, starting with the following questions:
 - How does our societal culture(s) influence our decision to intervene (or not)?
 - How does our work culture influence our decision to intervene (or not)?

Consider cultural norms around issues such as power hierarchy, gender relationships, independence vs. interdependence, and change vs. flexibility.

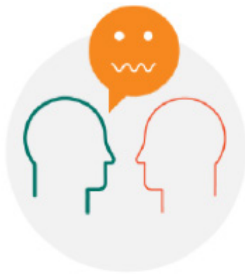
For example, if your organization operates in a culture where there is a high-power distance relationship, meaning that staff who are not in managerial or leadership positions rarely engage with those who are, delegating the intervention to someone who is at an equal level to the person engaging in the offensive behavior would work best.

Or if you work in a culture where it is not considered appropriate for a male and a female colleague to discuss personal issues, then ask a co-worker of the same gender to intervene on your behalf.

The fourth step is:

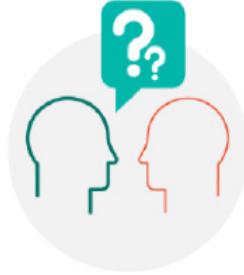
CHOOSE how to help based on a range of intervention options. One helpful way to think about the range of helping options is with a framework called the “Four Ds of Bystander Intervention.”

10. Go through the “four Ds” of Bystander Intervention: Direct, Distract, Delay, Delegate, using the information below:



DIRECT

Address the harasser directly by saying something like, “I heard you say this... and I don’t think that’s appropriate language for the workplace.”



DISTRACT

Cause a distraction to stop the harassment. This can be a good tactic when you do not feel comfortable addressing the harasser directly. You may say something to either the target of the harassment or the harasser such as, “Can I get your opinion on something I am working on?”



DELAY

Wait until a better time to address the harassment. Addressing either the harasser or target of the harassment will likely be more successful in a private setting. Set up a time to have a one-on-one conversation to tell the harasser that you are concerned about the behavior that you are witnessing or to check-in with the person being harassed to ask if they are alright.



DELEGATE

Ask another colleague or supervisor to intervene on your behalf.

The fifth step is:

IMPLEMENT the choice safely. Remember, the primary rule of bystander intervention is that your safety always comes first. This is particularly important if you are considering intervening in a situation in public that involves people you do not know.

Closing

Wrap up the discussion by highlighting that:

- Often when we think about stopping sexual violence, we think it means intervening in a serious incident such as rape. However, there are often many smaller examples of harassment that lead up to an incident. If we limit our interventions to a culminating “event,” we miss opportunities to do something or say something before someone is harmed.
- It’s important that we have the practical skills to respond to inappropriate words, actions or situations in the workplace and thereby foster a positive, organizational culture that is in line with CARE’s values.

Facilitator’s notes

1. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

ACTIVITY 27: BYSTANDER INTERVENTION SCENARIOS⁴⁶

Purpose: To provide participants with practical skills to respond to inappropriate words, actions or situations in the workplace and foster a positive and safe organizational culture.

Time: 45 min

Preparation

- Copies of intervention scenarios

Instructions

1. Create five small groups. Be mindful of including representatives from different genders and professional backgrounds in the different groups.
2. Give each group an intervention scenario, explaining that their task is to read the scenario and discuss what they would do based on the framework “Five Steps to Taking Action.” Allow groups approximately 15 minutes of discussion time and then bring everyone back together. Circulate the room to answer any questions while the groups discuss.

Trainer’s Note: Decide which scenarios you will use based on the relevance for your organizational and cultural context. You may wish to adapt them to your setting and/or write your own. When debriefing scenarios, point out that there are no “right” or “wrong” answers. The purpose of the activity is to demonstrate that there are many ways to intervene, both direct and indirect, to prevent sexual violence.

3. Debrief each of the scenarios:
 - Ask a representative from group 1 to share what they discussed, going through each of the 5 steps.
 - Ask the plenary anyone has any other perspectives or something that they would like to add. Emphasize that there are no right or wrong answers and that it is good to have multiple options in any given situation.
 - Repeat this process for the other groups.
4. Use the following information to reinforce the debriefing of each group’s analysis.

Ways to Intervene: Carolina could...



DIRECT

Directly say to her boss, "I heard you say this... which has me concerned for our workplace environment."



DISTRACT

Ask her boss a question while he is flirting with the girl.



DELAY

Talk to her boss in a private setting at a later time.



DELEGATE

Ask another manager (who is at an equal level as her boss) to intervene.
Ask a trusted colleague to intervene on her behalf.

Group 1

Ways to Intervene



DIRECT

Directly say to Dora, "Your comments about Michelle's physical appearance are not appropriate."

Speak privately with Michelle to see if she's ok. How can I help?



DISTRACT

Call Dora over when she's flirting with Michelle to discuss something else.



DELAY

Address the issue directly with Dora later in a private setting.



DELEGATE

Discuss with a trusted colleague and ask them to intervene.
Report it?

Group 2

Ways to Intervene



DIRECT

Directly say to John, "I am concerned about your drinking and interactions with young women."

"I care about you and our work and believe your behavior could put your employment, this company/project, and others at risk."



DISTRACT

Call or text John with a series of work questions or urgent work request. You still need time to consider how to address the issue.



DELAY

Address the issue with John later in the office when he is sober.



DELEGATE

Discuss with a trusted colleague and ask them to intervene.

Report it?

Group 3

Ways to Intervene



DIRECT

Ma Jan can directly say to Unyo I have noticed you visiting Mimi often and bringing her gifts and I think it's inappropriate.

Ma Jan can talk to Mimi or Mimi's parents about Unyo's visits and behavior and why she is concerned.



DISTRACT

One day when Unyo is visiting Mimi, Ma Jan could ask Unyo for help with a problem she is having regarding a dispute with another neighbor.



DELAY

Ma Jan could wait until she can privately speak to Unyo and tell him that she will tell his wife about his inappropriate behavior if he doesn't stop visiting Mimi.



DELEGATE

Ma Jan could ask a village leader (who is at an equal level) to talk to Unyo to intervene.

She could ask a well respected religious leader or teacher to talk to Unyo on her behalf.

Report to authorities?

Group 4



Group 5

5. Thank the group for their participation and answer any final questions.

Closing

Wrap up the discussion by summarizing the key discussion points and remind the group that they are encouraged to post the bystander intervention steps in a visible place near their desk as a reminder of how they can be an individual agent of change to promote a workplace environment free of sexual harassment and abuse.

Facilitator's notes

1. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

SCENARIO 1: SEXUAL HARASSMENT

Carolina is a 23-year-old recent college graduate. She was proud when her degree landed her a job as an interpreter with the National Tourism Board. She had been in her job for a couple of months when she first overheard her 39-year-old boss making sexually inappropriate jokes around some of the other staff. Most of the staff ignore him, but others join in laughing or adding to the jokes.

A few weeks later, Carolina noticed her boss winking at her when she left the office, which she found offensive. One day Carolina notices her boss flirting with a teenage girl who is on one of their tours. When the tour is over, he laughs and mentions to Carolina how pretty he thought the girl was.

Discuss with your group:

1. NOTICE the behavior along a continuum of actions. What were the early warning signs of inappropriate behavior or words?
2. CONSIDER whether the situation demands intervention:

- Does the behavior put the target at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. DECIDE who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
4. CHOOSE how to help. Discuss what an intervention might look like in each of the four D options: direct, distract, delay, delegate.
5. IMPLEMENT the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

SCENARIO 2: SEXUAL HARASSMENT

Grants director, Dora, has worked with Michelle for four years. They have always had a good working relationship, but recently Dora has been flirting and complimenting Michelle on her physical appearance, which makes her uncomfortable. She even goes as far as asking others, “Doesn’t Michelle look beautiful today?” Dora looks for ways to get Michelle to stay late at work so they can be alone together.

A few weeks later, Michelle mentions to Dora that she is interested in applying for a senior manager position that has recently opened on the team. Dora tells her that she would be perfect for it and would put in a recommendation for her if she agrees to go out on a date with her.

Discuss with your group:

1. NOTICE the behavior along a continuum of actions. What were the early warning signs of inappropriate behavior or words?
2. CONSIDER whether the situation demands intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. DECIDE who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
4. CHOOSE how to help. Discuss what an intervention might look like in each of the four D options: direct, distract, delay, delegate.
5. IMPLEMENT the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

SCENARIO 3: SEXUAL EXPLOITATION

Shirin has been working at the project office for several months now. Recently, she has become concerned by some of the actions of one of her colleagues, John. John often makes comments about “how lovely” women are and one day she catches him looking at some pornographic images on his phone.

Shirin notices that John often goes out into the rural areas in the staff vehicle to talk with young girls. One day she runs into John at a local bar with what looks to be a girl under the age of 18. They both appear to be quite drunk.

Discuss with your group:

1. NOTICE the behavior along a continuum of actions. What were the early warning signs of inappropriate behavior or words?
2. CONSIDER whether the situation demands intervention:

- Does the behavior put the target at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. DECIDE who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
4. CHOOSE how to help. Discuss what an intervention might look like in each of the four D options: direct, distract, delay, delegate.
5. IMPLEMENT the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

SCENARIO 4: SEXUAL ABUSE

Mimi is a nine-year-old girl who is often left in the care of her blind grandmother. A middle-aged man, Unyo, who is the village administrator in a nearby town often visits Mimi and her grandmother to bring them sweets and other gifts. During his visits, Unyo starts asking Mimi to sit on his lap to look at “funny videos.”

A neighbor, Ma Jan, notices that Unyo is visiting often and showing Mimi pornographic videos. One day when Mimi’s grandmother is not at home, Unyo rapes Mimi. After the rape, Mimi’s friends at school notice that she starts behaving withdrawn from the group.

Discuss with your group:

1. NOTICE the behavior along a continuum of actions. What were the early warning signs of inappropriate behavior or words?
2. CONSIDER whether the situation demands intervention:

- Does the behavior put the target at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. DECIDE who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
4. CHOOSE how to help. Discuss what an intervention might look like in each of the four D options: direct, distract, delay, delegate.
5. IMPLEMENT the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

SCENARIO 5: EXPLOITATION/TRAFFICKING IN PERSONS

Thiri has been working at a nongovernmental organization that provides humanitarian aid to the internally displaced persons camps for several months now. Recently, Thiri has become disturbed by some of the actions of one of her colleagues, Sunita, because she has been giving additional food to young single mothers and talking to them about job opportunities across the border.

One day Thiri, together with another colleague, overhear Sunita telling two young mothers if they leave their children with their relatives, she can help them get well-paying jobs across the border.

Discuss with your group:

1. NOTICE the behavior along a continuum of actions. What were the early warning signs of inappropriate behavior or words?
2. CONSIDER whether the situation demands intervention:

- Does the behavior put the target at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. DECIDE who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
4. CHOOSE how to help. Discuss what an intervention might look like in each of the four D options: direct, distract, delay, delegate.
5. IMPLEMENT the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

ACTIVITY 28: BYSTANDER INTERVENTION ROLE PLAYS⁴⁷

Purpose: Strengthen participants understanding of bystander interventions and their skills to carry them out.

Time: 40 min

Materials

- Copies of role plays
- Flipcharts
- Markers

Instructions

1. Do a recap of the Five Steps Toward Taking Action to Prevent Sexual Violence framework:

1. NOTICE the behavior along a continuum of actions. What were the early warning signs of inappropriate behavior or words?
2. CONSIDER whether the situation demands intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.
3. DECIDE who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
4. CHOOSE how to help. Discuss what an intervention might look like in each of the four D options: direct, distract, delay, delegate.
5. IMPLEMENT the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

2. Give each participant a copy of the Five Steps Toward Taking Action to Prevent Sexual Violence framework

Form small groups and give each group one of the vignettes below (use as many as you need).

Tell the groups that they should discuss how to intervene in these potentially harmful situations, using the Five Steps Toward Taking Action to Prevent Sexual Violence framework and then prepare a role play that depicts the 5 steps and explores the risks, and benefits for intervening in the different scenarios.

VIGNETTE 1:

A co-worker from another department keeps asking a staff member out on a date and bringing her sweets. The employee has already politely declined the request for a date on one occasion, saying she is seeing someone, but the co-worker keeps insisting.

Yesterday he blocked her exit as she was trying to leave, and she looked really uncomfortable as he whispered something in her ear. Some of the staff tried to hide their amusement, others looked surprised but just shrugged it off.

VIGNETTE 2:

At your workplace, it is common for people to swear at each other, call each other names, and make joking comments about one another. One of the staff members visits a joke website every morning and shouts out the offensive joke of the day. Most of the workers participate, but a few seem uncomfortable.

Today the joke was about LGBTQI + people and got more laughs than usual, except from one staff member who discreetly went to the bathroom.

VIGNETTE 3:

Your boss has suggested, but not in so many words, that if you two were to develop a relationship outside of work, promotions, bonuses, and other benefits would come your way. You are not interested in the relationship and worry that you are not going to get a fair chance at the promotion if you do not at least pretend to be interested in a relationship outside of work.

You've told a colleague that you trust that you are going out with your supervisor for drinks today after work, and she just looked away and didn't say anything.

VIGNETTE 4:

One staff member checks personal email at work and occasionally opens mail from friends that contains pornographic images. He shuts them down quickly and you are unsure if others have noticed.

3. Invite Group 1 to present its role play and carry out a debrief with all the participants afterwards, using the following questions:
 - What would you have done the same or differently and why?
 - What factors facilitate and inhibit taking a bystander approach in this situation?

Repeat the above for the other role plays

Closing

Wrap up the discussion by summarizing the key discussion points and remind the group that often when we think about stopping sexual violence, we think it means intervening in a serious incident such as rape. However, there are often many smaller examples of harassment that lead up to an incident. If we limit our interventions to a culminating “event,” we miss opportunities to do something or say something before someone is harmed.

Facilitator’s notes

1. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

Theme 7: Organizational Culture and The Work Environment

ACTIVITY 29: VALUES INVENTORY⁴⁸

Purpose: Build an understanding of the personal and organizational values that are needed to create a workplace culture free of sexual harassment, exploitation, and abuse, and how to implement them.

Time: 30-45 min

Materials

- Copies of personal values' assessment handout

Instructions

1. Ask everyone to discuss the following question with a partner for a few moments:
 - What are our ideal workplace values?

Encourage the pairs to not think about the workplace as it may exist currently, but rather the values their CARE office would embody in an ideal world.

2. Invite pairs to share ideas they came up with and write them on a flipchart headed “our ideal workplace values”, grouping together similar ideas.

Note: Values such as diversity, inclusion, respect, collaboration, listening, caring, etc. may emerge. Link these to CARE’s core values.

Our [Core Values Commitment](#) is the foundation of all that we do, CARE USA upholds the following core values:

- **Transformation** We believe in urgent action, innovation, and the necessity of transformation—within the world and our own organization.
- **Integrity** We are accountable to the people and partners we humbly serve, transparently sharing our results, stories and lessons.
- **Diversity** We know that by embracing differences, actively including a variety of voices, and joining together we can solve the world’s most complex problems.
- **Excellence** We challenge ourselves to the highest level of learning and performance, tapping the best of the human spirit to create impact.
- **Equality** We believe in the equal value of every human being and the importance of respecting and honoring each individual; we know that change happens through people.

3. Give each participant a copy of the Personal Values Assessment Handout below. Explain to the participants that

carrying out this assessment will enable them to:

- Explore how their personal values connect with their work/office environment, how they influence their actions.
 - Understand they may respond if someone behaves in a way that goes against their core values.
4. Go through the handout with the participants and clarify any queries.
 5. Allow participants 10 to 15 minutes to complete the assessment. Circulate the room while they are completing the assessment to answer questions as needed.
 6. Form groups of 3 or 4 participants and invite them to share aspects of their personal values assessments, explaining that they should only share what they are comfortable disclosing. Allow 15 minutes for the group work.
 7. Invite feedback on major points discussed in the small groups. Highlight the commonalities that emerge from the groups related to core values and how they are implemented in the workplace.
 8. Finish the activity asking: “How might you feel if one of your core values was not respected by others in the workplace?”
 9. Allow for a few responses. Likely responses include, “isolated,” “upset,” and “excluded.”

Closing

Wrap up the discussion by summarizing the key points and highlight the importance of CARE’s organizational values. Those core values require us to respect each other at all times; and they can help us to create an ideal work environment.

Facilitator’s notes

1. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type of session and/or break out into smaller discussion groups and share group reflections via screen share).

HANDOUT: PERSONAL VALUES' ASSESSMENT

OVERVIEW

We all have unique values that influence the way we lead our lives. Our individual values are derived from a combination of factors, such as our culture, identity, and personality. Our values can be defined as our principles or our standards for how we interact with the world. Completing this assessment will help you think more about how your values influence your actions and understand how you might respond if someone behaves in a way that goes against your core values.

STEP ONE

Review the words below and choose six to ten that you value most. If you do not see one that is really important to you, feel free to write another. Circle the words that speak to the essence of who you are but do not think about it too much.

Accuracy	Adaptability	Ambition	Assertiveness	Authenticity
Balance	Caring	Caution	Compassion	Competence
Confidence	Cooperation	Courage	Creativity	Dependability
Education	Effectiveness	Enjoyment	Enthusiasm	Excellence
Faith	Fairness	Flexibility	Focus	Forgiveness
Freedom	Friendliness	Generosity	Growth	Happiness
Health	Helpfulness	Honesty	Hope	Humor
Imagination	Independence	Innovation	Integrity	Intelligence
Joyfulness	Kindness	Knowledge	Leadership	Learning
Loyalty	Maturity	Modesty	Morality	Optimism
Organization	Patience	Peace	Persistence	Polite
Positivity	Practicality	Professionalism	Prosperity	Punctuality
Strength	Talent	Teamwork	Thankfulness	Tolerance
Wisdom				
Other? _____				

STEP TWO

Of the words you circled, pick your top three values. You may know them immediately or you may find it challenging to narrow it down to three core values. Pick the three that speak to you most and write them in the left-hand column below. For each of your chosen values, include a synonym or two as well. Then answer each of the three questions in relation to each of the 3 values

Write one of your top core values in the space below. Include a synonym or two for this value as well.	1. Why do you believe that this value is important to you?	2. Describe a moment in your life when you really lived this value at work.	3. What behaviors did you demonstrate in this instance that support this value? How do you demonstrate this value to your colleagues on a regular basis?
#1 Top Value: Synonyms:			
#2 Top Value: Synonyms:			
#3 Top Value: Synonyms:			

ACTIVITY 30: FOSTERING A CULTURE OF SPEAKING UP AND REPORTING SHEA-CA⁴⁹

Purpose: Identify actions that participant can take to foster a workplace environment in which all staff members feel empowered and safe to speak up against abuse of power and privilege and to report incidents of SHEA.

Time: 45 min

Preparation

- Copies of question guide for group work

Instructions

Group work (20 mins)

1. Form three groups and give each group a question guide as below:

Group 1 – SHEA in the workplace

1. Imagine a CARE staff member who is experiencing SHEA in their workplace. What dilemmas might they face when considering whether to speak up and/or report?
2. Imagine you witnesses SHEA in your workplace, what factors (personal, cultural, organizational) would make it difficult for you to speak up and/or report? What factors would facilitate you speaking up and/or reporting?
3. What can each of us do as individual CARE staff members to contribute to consolidating workplace environment(s) where all staff feel safe to speak up and/or report SHEA?
4. What are our obligations?

Group 2 – SHEA in programmatic contexts

1. Imagine a CARE program participant who is experiencing SHEA from CARE staff member or related personnel. What dilemmas might they face when considering whether to speak up and/or report?
2. Imagine that you suspect that a colleague is sexually exploiting or abusing a program participant. What factors (personal, cultural, organizational) would make it difficult for you to speak up and/or report? What factors would facilitate you speaking up and/or reporting?
3. What can each of us do as individual CARE staff members to contribute to speaking up and reporting SHEA-CA in our programs and projects?
4. What are our obligations?

Group 3: - Consequences of SHEA in the workplace and in programmes

1. What are the possible consequences if a “culture of silence” prevails, and people are scared or reluctant to speak up and/or report SHEA-CA
 - for those directly affected
 - for the workplace environment
 - for programs and projects
 - for CARE as an organization, locally, nationally and internationally
 - for the wider humanitarian aid and development sector.
2. What can each of us do as individual CARE staff members to contribute to consolidating organizational culture(s) of zero tolerance to SHEA in the workplace environment and programs, where all staff and project participants feel safe to speak up and/or report??
3. What are our obligations?

Plenary (25 mins)

1. Invite group 1 to feedback.
2. Invite questions of clarifications, observations, further reflections from the other groups
3. Repeat for groups 2 and 3.

Closing

Remind the participants that per CARE’s Safeguarding Policy, it’s everybody’s responsibility to report concerns of misconduct and wrongdoing. Ensure that the participants know the available reporting mechanisms. Leaders have an additional responsibility to foster a positive safeguarding culture, demonstrating accountability to the CI Safeguarding Policy and reinforcing positive behaviors. We all have a responsibility to treat our colleagues, partners, programme participants and the wider community with dignity and respect, always.

Facilitator’s notes

1. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

ACTIVITY 31: IDENTIFYING AND DEALING WITH BORDERLINE BEHAVIOR⁵⁰

Purpose: To be able to differentiate between acceptable and unacceptable types of behavior and others that are considered borderline and know how to respond in behavior that is borderline or crosses the line accordance with CARE's policies, core values and codes of conduct.

Time: 60 min

Preparation

- Copies of question guide for group work

Instructions

Group work (20 mins)

1. Form five groups and give each group one of the scenarios below.
2. Ask them to read and discuss the scenario they have been given, using the following questions as a guide:
 - Who has "crossed the line" and how?
 - In what ways (if any) does the behavior of each individual contravene CARE's policies, core values and codes of conduct?
 - What measures would you take to deal with the situation?

Plenary (35 mins)

1. Invite group 1 to feedback.
2. Invite questions of clarifications, observations, further reflections from the other groups
3. Repeat for the other groups.
4. Facilitate discussion and dialogue using the following questions:
 - How can we differentiate between acceptable, unacceptable and borderline behavior?
 - In what ways can borderline behavior influence organizational culture?
 - What can we do to prevent borderline behavior becoming unacceptable behavior?

Scenario 1

A local consultant that CARE has hired on a short-term contract to evaluate a project partner's strategic plan for empowering adolescent girls and young women is reportedly in a relationship with one of the coordinators of the project. The consultant is a married man with young children, but rumor has it that his marriage is breaking down. He is popular among staff, and many feel sorry for him. The project coordinator is a single woman and during the project implementation period she has had several boyfriends. Some CARE personnel and staff on the project have made comments about her lack of morals. One person even suggested she should be sacked from the project as she is setting a bad example for the adolescent girls.

Scenario 2

Joseph has just started his new job in reception and is self-confident, outgoing and flamboyant. He goes out of his way to be friendly, deliver "service with a smile" and compliment his fellow workers. This morning, as staff were arriving, he spoke in a loud voice to Mayra, a project officer, saying "you look stunning today, Mayra. That outfit is so sexy, you could wear it to go clubbing!" Most of the staff laughed and a few felt awkward but didn't say anything. Mayra ignored the remark but was furious by the time she got to her own office, wondering what to do... She posted a message on a staff WhatsApp group saying, "Can't believe that our new, overly loud staff member has the audacity to comment on how I dress and think it's a compliment! As a mere receptionist, he should be seen and not heard, and stick to answering the phone".

Scenario 3

A group of staff from the country office (national and international) have just completed a highly successful weeklong workshop on Theory of Change and are going out to celebrate. After a meal and some wine in a restaurant, they end up at a nightclub that one of the men from the office, Harry, regularly visits. Once inside the club, most of the group head for the dance floor, but Harry and Michael (an international staff member) stay behind at the table to look after everyone's belongings. They get chatting and Michael points to a couple of young women sat at the bar: "Am I right in thinking they are sex workers?" Harry replies "The best you'll get and very affordable!" Michael comes back, "maybe next time – wouldn't want our colleagues to get suspicious". "True", says, Harry, "these days you have to very discreet". Michael nods in agreement.

Scenario 4

Human resources have just announced that it is now no longer permissible for staff members to engage in the following behaviors inside the office space:

- Exchange hugs
- Kiss on the cheek when greeting each other
- Have close physical proximity
- Comment on the physical appearance of other staff members
- Tell jokes related to sex and sexuality
- Wear provocative clothing
- Romantic involvement between 2 staff members

Some staff members have grouped together to protest the measures that they call “draconian” and against their right to freedom of expression. One of them created a poster and put it on the wall in the staff room that has slogans like: “We are humans not robots”, “affection is not a crime” and “censorship = dictatorship”.

Scenario 5

A male member of staff has been allegedly spending time alone with a teenage girl who participates in a youth programme in a refugee encampment. He has been seen giving her gifts of food and clothing and school supplies, leading to rumors that he is having sexual relations with the girl. Some staff members feel that he is a model citizen and being treated unfairly and argue that there are women staff who spend time with teenage boys from the camp to support them with extra schooling and no one says anything about that. Others are calling for his dismissal saying he has crossed the line. The male member of staff denies he has had sex with the girl and claims that some staff members are envious of him because he gets good results and just want to ruin his reputation.

Closing

Wrap up the discussion by summarizing the key discussion points. Highlight that as CARE employees, we usually work in an international work environment. It might be sometimes difficult to differentiate between acceptable and unacceptable types of behavior and others that are considered borderline. In order to differentiate between those behaviors it is important that we know relevant CARE policies, such as Gender Equality and Safeguarding ones, besides the Code of Conduct, as they can help to guide our behavior.

Facilitator's notes

1. With some minor adaptations, this activity could be implemented via an online platform (for example a Zoom discussion group where it is possible to hold a plenary type session and/or break out into smaller discussion groups and share group reflections via screen share).

Theme 8: Taking Action

ACTIVITY 32: DEVELOPING A PLAN

TO CONSOLIDATE WORK ENVIRONMENTS FREE FROM SHEA-CA⁵¹

Purpose: Develop a plan to consolidate safe workspaces and programmatic environments free from harmful masculinities and SHEA.

Time: 60 min

Materials

- Masking tape, flipchart paper

PREPARATION

- Copies of the attached planning matrix (photocopies or on flipchart paper)

Instructions

Brainstorming exercise

1. Carry out a brainstorming exercise using the following questions:
 - Why is it important to develop a plan?
 - What do we already have in place in relation to PSHEA-CA and how can we strengthen that?
 - What can we do to strengthen our endeavors to prevent and respond to SHEA-CA while simultaneously consolidating our work environments as spaces free from harmful masculinities and SHEA-CA?
 - How can we make use of the approach and activities that have been used in this workshop?

Note down the responses/suggestions on flipchart paper (one piece of flipchart paper for each question).

Development of plan

1. Give copies of the planning matrix (see below) to the participants and explain its logic:
 - Column 1: Actions we will take/promote
 - Column 2: Resources we already have at our disposal for these actions (human, material, educational, awareness raising, monetary, others)
 - Column 3: Other resources we will need and where/how they can access them
 - Column 4: Alliances we can develop to implement the actions (internally, with other CARE offices, women's rights and other civil society organization)
 - Column 5: Who is responsible for organizing the actions? (person(s) and/or organizations)
 - Column 6: Deadlines to ensure planned activities are completed

2. Give participants copies of the three components of this toolkit:

- Component 1 (Workshops' Guide with training activities)
- Component 2 (Guide for Men's Reflection Groups) and
- Component 3 (Tips for Managers for addressing inequitable masculinities in our work environments to foster safe and organizational cultures free from SHEA).

Go through the contents of each of the components with the participants and encourage them to take them into account when developing their plans.

3. Form team/unit/department specific groups and invite each group to develop a plan using the provided matrix as a guide.
4. Explain to the participants that at this stage they only need to define a few initial key actions as further actions may depend on the outcomes of the initial actions.
5. Allow 30 minutes in the groups and 30 for the plenary session. During the plenary, identify common areas where activities can be carried out in coordination (across teams/units/departments)
6. Ask for a voting process to determine a focal point that will be responsible from following up on the actions on the plan and will initiate internal follow up discussions to see where different teams/units/departments stand in regards to the actions they are responsible from on the action plan.
7. To finish off the planning session, ask the participants what on-going support they will need from the dedicated Safeguarding staff (Safeguarding coordinator at the CI level, PSHEA Focal Points across the CI Federation and the Safeguarding Team within People & Culture in CARE USA) and/or other specialist staff.(to be noted on flipchart paper).

Facilitator's note

1. Depending on time available, the size of the country office and perceived needs, the planning exercise can be carried out in plenary (using projector/flipchart paper).

MATRIX FOR DEVELOPING A PLAN**TO CONSOLIDATE WORK AND PROGRAMMATIC ENVIRONMENTS AS SAFE SPACES FREE FROM HARMFUL MAS-
CULINITIES AND SHEA**

Actions we will take/promote (Description)	Resources we already have at our disposal for these actions (human, material, educational, awareness raising, monetary, others)	Other resources we will need and where/how we can access them	Alliances we can develop to implement the actions (internally, with other CARE offices, women's rights and other civil society organizations)	Who is responsible for organizing the action? (person(s) and/or organizations)	Deadline
1					
2					
3					
4					
5					

ANNEXES

ANNEX 1: SAFEGUARDING AND PHSEA RESOURCES

CARE POLICY AND SAFEGUARDING RESOURCES

- [CARE International Safeguarding Policy: Protection from Sexual Harassment, Exploitation and Abuse, and Child Abuse](#) (2020), CARE International
- [Safeguarding Code of Conduct](#) (2020), CARE International
- CARE, [Our safeguarding promises](#), (2018), Joint-INGO-statement
- [CARE International Code](#) (updated July 2021)
- [CARE International Gender Equality Policy](#) (2018)
- [CARE Whistle-blowing policy](#) (2018), CIUK
- [Equal Opportunities Policy](#) (2017) CIUK
- [CARE International Stories and Images Consent Policy](#), (2014) CARE
- [CARE International: Sexual Harassment, Exploitation and Abuse Transparency Report](#) (published March 2021)
- [CARE, Core Values Commitment](#) (2020) CARE
- Counting the Cost: The Price Society Pays for Violence Against Women (2108) CARE, “I Know I Cannot Quit.” The Prevalence and Productivity Cost of Sexual
- Harassment to The Cambodian Garment Industry, RESEARCH SUMMARY (2017) CI
- Counting the Cost: The Price Society Pays for Violence Against Women (2108) CARE, “I Know I Cannot Quit.” The Prevalence and Productivity Cost of Sexual
- Harassment to The Cambodian Garment Industry, FULL TECHNICAL REPORT (2017) CI
- Campbell H. and Chinnery S., What works to prevent and respond to sexual harassment in the workplace? (2018), CARE Australia
- CARE Canada Safeguarding Sensitization Workshop, updated April 2020

IASC PSHEA DOCUMENTS

- IASC (2018). Summary of IASC good practices - Preventing Sexual Exploitation and Abuse and Sexual Harassment and Abuse of Aid Workers
- IASC (2018). Strategy: IASC Championship Role - Protection from and response to Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH)
- Inter-Agency Standing Committee (2016.) Inter-Agency PSEA-CBCM Best Practice Guide

- IASC (2010). Global Review of Protection from Sexual Exploitation and Abuse by UN, NGO, IOM and IFRC Personnel
- IASC (2013). Minimum Operating Standards - Protection from Sexual Exploitation and Abuse by own Personnel (MOS-PSEA)
- IASC (2002). Report of the Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises Plan of Action

UNITED NATIONS SYSTEM PSHEA DOCUMENTS

- UN (2018). [Resolution](#) on the intensification of efforts to prevent and eliminate all forms of violence against women and girls: sexual harassment. UN
- United Nations System Chief Executives Board for Coordination (2018). Guide for Managers: Prevention of, and Response to, Sexual Harassment in the Workplace
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- UN (2018) [Guide for Managers: Prevention of, and Response to, Sexual Harassment in the Workplace](#)
- CEB Task Force on addressing sexual harassment within the organizations of the un system (2018). Factsheet: Initiatives and progress
- CEB Task Force on Addressing Sexual Harassment within the Organizations of the UN System (2018). [UN System Model Policy on Sexual Harassment](#)
- United Nations Secretary-General (2018). [Staff Regulations and Rules of the United Nations /SGB/2018/1](#), New York
- United Nations Secretary General (2018). [Report of the Secretary-General on Special measures for protection from sexual exploitation and sexual abuse \(A/71/818\)](#)
- UN (2017). System-wide strategy on gender parity
- UN Task Team on SEA (2016). [Glossary on Sexual Exploitation and Abuse](#)
- SECRETARY-GENERAL (2003). SECRETARY-GENERAL'S BULLETIN (2013). Special measures for protection from sexual exploitation and sexual abuse SGB/2003/13
- UN and non-UN entities (2006). Statement of Commitment on Eliminating Sexual Exploitation and Abuse by UN and Non-UN Personnel. High-level Conference on Eliminating Sexual Exploitation and Abuse by UN and NGO Personnel. New York, USA
- UN (1992). [Promotion of equal treatment of men and women in the Secretariat and prevention of sexual harassment](#)

UNITED NATIONS ORGANIZATIONS PSHEA DOCUMENTS

- UNHCR (2018). Addressing Sexual Exploitation and Abuse and Sexual Harassment - Strategy, Structure and Key Actions

- UNHCR (2018). UNHCR Addressing Sexual Exploitation and Abuse and Sexual Harassment Key actions: 2018 timeline
- UNHCR (2018). Tackling sexual exploitation and abuse, and sexual harassment at the UNHCR - An information note
- UNHCR (2018). Our fight against sexual exploitation, abuse and harassment
- UNHCR (2004). UNHCR's Policy on Harassment, Sexual Harassment, and Abuse of Authority
- UNHCR (2004). UNHCR - Code of Conduct & Explanatory Notes
- UNHCR (?). Reporting sexual exploitation and abuse (SEA) - What UNHCR staff need to know and what they need to do
- UN Women (2018). Harassment, sexual harassment, discrimination, and abuse of authority policy
- UN Women (2018). UN Women legal policy for addressing non-compliance with UN standards of conduct
- UN Women (2018). Protection against retaliation for reporting misconduct and for cooperating with duly authorized audits or investigations policy
- UN Women (2018). Towards an end to sexual harassment: the urgency and nature of change in the era of #MeToo
- UN Women (2018). HR Presentation SEA and SHA
- UNDP (2018). UNDP Statement on Sexual Harassment
- UNDP (2018). Policy - Harassment, Sexual Harassment, Discrimination, and Abuse of Authority
- Joint Segment of UNDP/UNFPA/UNOPS Executive Board (2018). Addressing Sexual Exploitation and Abuse and Sexual Harassment at Workplace - An Update
- UNICEF (2012). Executive directive - Prohibition of discrimination, harassment, sexual harassment and abuse of authority
- Lorraine Radford, with Debra Allnock and Patricia Hynes (2015). Promising programmes to prevent and respond to child sexual abuse and exploitation. UNICEF
- WHO (2017). WHO Sexual Exploitation and Abuse Prevention and Response - Policy and Procedures
- Independent Expert Panel (2018). Report on prevention of and response to harassment, including sexual harassment; bullying and abuse of power at UNAIDS Secretariat
- John Zarocostas (2018). Special Report: Claims of sexual harassment and assault threaten UN agency, LANCET
- UNFPA (2018). Practice of UNFPA in cases of allegations of wrongdoing August 2016 - 2017
- UNFPA (?). Overview of Mechanisms for Reporting Wrongdoing
- UNFPA (2003). Policies and Procedures Manual - Personnel Policies and Procedures -
- Harassment, Sexual Harassment and Abuse of Authority Internal Audit and Investigations
- Executive Director's Circular (2018). Protection from harassment, sexual harassment, abuse of authority, and discrimination. WFP

- FAO (2018). Corporate Policy, Processes and Measures on the Prevention of Harassment, Sexual Harassment and Authority Abuse (Hundred and Sixtieth Session)
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- OCHA/DFID. (2018) Concept Note - Safe and Respected: Preventing Sexual Exploitation, Abuse and Sexual Harassment in the Humanitarian Sector. New York
- MINUSCA (2018). Action Plan of the United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic to address Sexual Exploitation and Abuse

CIVIL SOCIETY DEVELOPMENT ORGANIZATIONS PSHEA DOCUMENTS

- Promundo-US. (2018). What We Know: An Evidence Review of What We Know About Sexual Harassment and Dating Violence. Washington DC: Promundo-US.
- OXFAM (July 2018). Oxfam's commitment to stamping out sexual harassment and abuse - Progress on our Ten-Point Plan
- OXFAM (October 2018). Oxfam's commitment to stamping out sexual harassment and abuse - Progress on our Ten-Point Plan
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- Michael Kaufman (2011) [Effective solutions for ending sexual harassment](#)
- Michael Kaufman (2006) [Red-Light-Green-Light](#)
- Rizzo, A. Theodore, Natacha Stevanovic-Fenn, Genevieve Smith, Allie M. Glinski, Lila O'Brien-Milne, and Sarah Gammage. (2018). The Costs of Sex-Based Harassment to Businesses: An In-Depth Look at the Workplace. Washington, DC: International Center for Research on Women (ICRW).
- The Halo Trust (2018). Sexual exploitation, abuse and harassment policy
- Campbell H. and Chinnery S. (2018). What works to prevent and respond to sexual harassment in the workplace? CARE International
- Our Watch (2017). [Preventing violence against women through sport: programme/initiative compendium](#)

BYSTANDER INTERVENTION DOCUMENTS

- Goldstein, A., and Caria, S. (2019). Sexual Harassment, Exploitation, and Abuse: A Handbook for Building a Prevention and Response Program, (First Edition). Washington, D.C.: Chemonics International Inc.
- McDonald P. and Flood M. (2012). Encourage. Support. Act! Bystander Approaches to Sexual Harassment in the Workplace, Australian Human Rights Commission
- Dr Anastasia Powell (2011). Review of bystander approaches in support of preventing violence against women, School of Social Sciences, La Trobe University. VicHealth, Australia

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GOVERNMENTAL ENTITIES PSHEA DOCUMENTS

- EU Committee on Women's Rights and Gender Equality (2018) Report on measures to prevent and combat mobbing and sexual harassment at workplace, in public spaces, and political life in the EU (2018/2055(INI))
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INTERNATIONAL DEVELOPMENT ORGANIZATIONS PSHEA DOCUMENTS

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CORPORATE SECTOR PSHEA DOCUMENTS

- NASSCOM, Parity Consulting and Trilegal (2018). Prevention of sexual harassment at the workplace - Toolkit on best practices (best practices in the IT-BPM industry). India
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- National Academies of Sciences, Engineering, and Medicine. (2018). Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine. Washington, DC: The National Academies Press. doi: [https:// doi.org/10.17226/24994](https://doi.org/10.17226/24994).

ANNEX 2: KEY CARE RESOURCES ON GENDER AND MASCULINITIES

Some key CARE resources on [Engaging men and boys](#) are:

- [Men and boys in displacement](#)
- [GED Module 501: Engaging Men and Boys for Gender Equality](#)
- [Exploring Dimensions of Masculinity and Violence](#) (Western Balkans)
- [Empowering Men to Engage and Redefine Gender Equality' \(EMERGE\)](#) (Sri Lanka)

- [Ordinary Men's Enactment of Masculinities](#) (Bangladesh)
- [Role model: Men and boys of Uganda](#)
- [Abatangamuco - Engaging men for women's empowerment in Burundi](#)
- [Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment](#) (Rwanda)
- [Engaging Men and Boys for Gender Equality Series: Brief 1 Stories of Engagement](#)
- [Engaging Men and Boys for Gender Equality Series: Brief 2 Lessons Learnt](#)
- [Engaging Men and Boys for Gender Equality Series: Brief 3 Man in the Mirror—reflections on men and boys](#)

Check out other resources and insights here on CARE's work related to [Engaging Men & Boys](#)

ANNEX 3: KEY PROGRESS ON PSHEA TAKEN WITHIN CARE⁵²

Within CARE we have seen considerable progress in recent years on PSHEA, as outlined below.

We have dedicated staff that includes a Safeguarding Coordinator in the CI Secretariat, PSHEA Focal Points across the CI Federation, a Senior Safeguarding Officer at CIUK, a Safeguarding Advisor at CARE Australia, and a Safeguarding Team within People & Culture in CARE USA.

Our [CARE International Safeguarding Policy](#) explicitly outlines unacceptable behavior, and what we will do to investigate allegations, support survivors and discipline perpetrators, including referring them to the relevant authorities.

Our [Code of Conduct](#) is signed by all those working with CARE including: staff, volunteers, trustees and consultants. At Country Office levels, we also ensure that all of those who sign the Code of Conduct and the Safeguarding Policy receive an induction on it.

At the recruitment stage we have put in place [robust recruitment procedures](#) that cover references, including the roll out of the misconduct disclosure scheme and criminal record checks to prevent known perpetrators from moving from one NGO to another.

Transparency is one way to assure survivors that reporting will make a difference, and we publish PSHEA figures on an annual basis. See the [CARE International: Sexual Harassment, Exploitation and Abuse Transparency Report](#) (published March 2021)

CARE is [campaigning](#) for an [ILO convention](#) which will push employers and governments to better prevent and remedy violence and harassment across all industries, including charities.

CARE has a number of [gender-based violence response programmes](#), which provide support and assistance to survivors, including through integrated interventions. We believe that it is also important to prevent violence from happening in the first place, which is why we also work with men and boys. This is a core part of CARE's work to change attitudes to sexual abuse and violence, for example in our projects with men and boys in post-conflict communities in the [Balkans](#) and [Rwanda](#). Furthermore, we also believe that the risks of exposure to GBV need to be identified in each project and are mitigated by necessary actions, and this includes identifying the relevant PSHEA-CA risks for every

action we take.

To build a culture of prevention, in which abuse is not tolerated, we provide mandatory [online training](#) on Prevention of Sexual Harassment, Exploitation and Abuse (PSHEA) and Preventing Workplace Harassment. This training is also available to partners both on and offline. Our [Gender Equity and Diversity \(GED\)](#) training also helps educate staff on the underlying causes of abuse – including power imbalances and prejudice – and thus helps to prevent abuses.

ENDNOTES

1 Manual Contreras, B.H., Gary Barker, Ajay Singh, Ravi Verma, Joanna Bloomfield, Bridges to Adulthood: Understanding the Lifelong Influence of Men's Childhood Experiences of Violence., 2012, International Center for Research on Women (ICRW) and Instituto Promundo: Washington DC.

2 Heilman, B., Barker, G., and Harrison, A. (2017). The Man Box: A Study on Being a Young Man in the US, UK, and Mexico. Washington, DC and London: Promundo-US and Unilever.

3 UPMC, Belief in Masculine Stereotypes Linked to Violence, Suicide, 2020 <https://www.upmc.com/media/news/080520-man-box-scale>

4 Text in this section has been taken from "CARE International Safeguarding Policy: Protection from Sexual Harassment, Exploitation and Abuse, and Child Abuse (15 April 2020) and [Our safeguarding promises](#) (October 2018), with some adaptations.

5 CARE International Safeguarding Policy: Protection from Sexual Harassment, Exploitation and Abuse, and Child Abuse (15 April 2020).

6 Definition of "sexual harassment" from the United Nations Secretary-General's bulletin: Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2008/5).

7 Definitions of "sexual exploitation" and "sexual abuse" from the United Nations Secretary General's Bulletin: Special measures for protection from sexual exploitation and sexual abuse (ST/SGB/2003/13).

8 See Code of Conduct Appendix B: ANNEX 1 - CARE's Safeguarding Code of Conduct¹ (From the CARE International Safeguarding Policy)

9 CARE International Gender Equality Policy (June 2018)

10 Campbell H. and Chinnery S., What works to prevent and respond to sexual harassment in the workplace? (2018), CARE Australia

11 Campbell H. and Chinnery S., What works to prevent and respond to sexual harassment in the workplace? (2018), CARE Australia

12 Campbell H. and Chinnery S. (2018). What works to prevent and respond to sexual harassment in the workplace? CARE International, page 2

13 Taken and adapted from: Campbell H. and Chinnery S. (2018). What works to prevent and respond to sexual harassment in the workplace? CARE International, page 34

14 Tools for learning and action on gender and sexuality ISOFI toolkit, page 105.

15 Taken and adapted from GED 501

16 Taken and adapted from SAA Global Implementation Manual

17 Taken and adapted from Tools Together Now-Tool number 25: International HIV/AIDS Alliance, 2006, www.aidsalliance.org. An adapted version was also included in the refreshed Gender and Equity Module 501.

18 Taken from Promundo-US and the CGIAR Research Program on Aquatic Agricultural Systems. (2016). Promoting Gender-Transformative Change with Men and Boys: A Manual to Spark Critical Reflection on Harmful Gender Norms

with Men and Boys in Aquatic Agricultural Systems (Session 5) with slight edits.

19 Taken from GED 501. Slightly adapted to focus skits on expressions of power between staff in the workplace and with community members

20 Taken from GED 501.

21 Taken and adapted from Sonke Gender Justice, South Africa One Man Can OMC manual (Activity 3.3) which had been adapted from a presentation given by Jackson Katz at UC Berkeley, USA, 2003. An adapted version was included in the by CARE international [Gender and Equity Module 501](#)

22 This activity was originally developed in the 1990s by CANTERA, Nicaragua, as a tool for enabling men to identify issues of power, control and violence in their relationships and take measures to change. This version (slightly adapted) was included in the GED 501 manual.

23 Taken from UN Women's Looking Within: Understanding Masculinity and Violence Against Women and Girls, A Guide for Facilitators (2014), Activity 7.

24 Taken from ProgrammeRa (workshop 2) which is contextualized version of Promundo's ProgrammeH by Abaad; and adapted for a mixed groups.

25 Taken from UN Women's Looking Within: Understanding Masculinity and Violence Against Women and Girls, A Guide for Facilitators (2014), Activity 13 and slightly changed.

26 UPMC, Belief in Masculine Stereotypes Linked to Violence, Suicide, 2020 <https://www.upmc.com/media/news/080520-man-box-scale>

27 Adapted with permission from: "Thinking about Fatherhood". Engaging Men and Boys for Gender Transformation: The Group Education Manual. (2008). The ACQUIRE Project/EngenderHealth and Promundo.

28 Australians' attitudes to violence against women <https://www.vichealth.vic.gov.au/media-and-resources/publications/2013-national-community-attitudes-towards-violence-against-women-survey>

29 Idem

30 Adapted from All of Us: Understanding gender diversity, sexual diversity and intersex topics for years 7 and 8. Safe Schools Coalition Australia (2016) and Defining LGBTQI: A guide to gender and sexuality terminology, Sam Killermann (2019).

31 The National Center for Transgender Equality, Frequently Asked Questions about Transgender People (July 2016) <https://transequality.org/issues/resources/frequently-asked-questions-about-transgender-people>

32 Slightly adapted from activity included in the GED 501 manual to address issues of discrimination based on SOGI. Original activity taken and adapted from Welsh, Patricio y Muñoz, Xavier (2004) Hombres de verdad o la verdad sobre los hombres: guía de reflexión con grupos de hombres en temas de género y masculinidad. Programa Regional de Masculinidad del CID-CIIR / Asociación de Hombres contra la Violencia AHCV. Managua: CIIR, 2004.

33 Taken and adapted from MENENGAGE AFRICA TRAINING INITIATIVE (MATI), Module 6

34 Case studies 1-5 with kind permission of OUT LGBT Well-being from Understanding the Challenges facing Gay and Lesbian South Africans: some guidelines for service providers. Questions developed by Sonke Gender Justice.

35 CARE Canada Safeguarding Sensitization Workshop, updated April 2020 – with adaptations

36 Taken from Jhpiego's Gender-Transformative Leadership, A Participatory Toolkit for Health Workers (2020), Session 12 – with adaptations.

37 Definition of “sexual harassment” from the United Nations Secretary-General's bulletin: Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2008/5).

38 CARE Canada Safeguarding Sensitization Workshop, updated April 2020 – with adaptations

39 CARE Canada Safeguarding Sensitization Workshop, updated April 2020 – with adaptations

40 CARE Canada Safeguarding Sensitization Workshop, updated April 2020 – with adaptations

41 This is an adaptation of activity 8 (Violence in Daily Life) and could be used in contexts where there is evidence of/ concern about hostile workplaces and SHEA in the workplace and/or in the field

42 CARE Canada Safeguarding Sensitization Workshop, updated April 2020 – with adaptations

43 Taken from Jhpiego's Gender-Transformative Leadership, A Participatory Toolkit for Health Workers (2020), Session 15 – with slight changes.

44 The activities in this section have been developed based on and adapting material included in: Goldstein, A., and Caria, S. (2019). Sexual Harassment, Exploitation, and Abuse: A Handbook for Building a Prevention and Response Program (First Edition). Washington, D.C.: Chemonics International Inc.

45 Adapted from material included in: Goldstein, A., and Caria, S. (2019). Sexual Harassment, Exploitation, and Abuse: A Handbook for Building a Prevention and Response Program (First Edition). Washington, D.C.: Chemonics International Inc.

46 Adapted from material included in: Goldstein, A., and Caria, S. (2019). Sexual Harassment, Exploitation, and Abuse: A Handbook for Building a Prevention and Response Program (First Edition). Washington, D.C.: Chemonics International Inc.

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48 Adapted from material included in: Goldstein, A., and Caria, S. (2019). Sexual Harassment, Exploitation, and Abuse: A Handbook for Building a Prevention and Response Program (First Edition). Washington, D.C.: Chemonics International Inc.

49 Developed by P Welsh for this curriculum

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52 Taken from: <https://www.careinternational.org.uk/who-we-are/safeguarding>

ACKNOWLEDGEMENTS

This product was produced and commissioned by CARE USA's Safeguarding and PSHEA Team, and was made possible in part through the support of InterAction



And through the help, expertise and support of

CARE International's Head of Gender Equality and Inclusion

The CARE International Gender Cohort

Colleagues from across the breadth of the CARE International Federation

And many others