



UNITED NATIONS
BANGLADESH

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PREVENTING SEXUAL HARASSMENT AND ABUSE OF AUTHORITY IN UN AGENCIES IN BANGLADESH

TRAINING MODULE

DECEMBER 2020

Acknowledgment

This training module, '*Preventing Sexual Harassment and Abuse of Authority*', was developed for the United Nations Country Team staff in Bangladesh. The module was drafted by Tasaffy Hossain, Independent Consultant, and team Bonhishikha, with technical inputs from the UN Gender Equality Theme Group (GETG) Secretariat (UN Women and the Resident Coordinator's Office) in coordination with the GETG Task team (UNDP, ILO, UNFPA).

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PREFACE

The United Nations (UN) system is committed to upholding a work environment free of any form of discrimination and harassment, including Sexual Harassment (SH), and Abuse of Authority (AA). Sexual harassment is unacceptable conduct that undermines the core values of the United Nations. In March 2018, the UN Country Team (UNCT) Bangladesh formulated an Action Plan on Prevention of Sexual Harassment and Abuse of Authority (PSHAA). As part of the Action Plan, the UNCT took a significant step by undertaking a Capacity Needs Assessment (CNA) to gauge knowledge, attitude and practices of the UN staff members and personnel, and institutional capacity of UN organizations in Bangladesh to prevent and respond to sexual harassment and abuse of authority for a gender equitable and respectful work environment of the highest standards. Among the major findings of the assessment and as agreed by the UNCT, it was recommended to organize in-person trainings in an interactive format for gender sensitization and to better understand, contextualize and address SH and AA. This training module is developed to equip focal points from UN agencies with skills and relevant material to roll out PSHAA training among all staff and personnel within their agencies.

ONE-DAY TRAINING WORKSHOP ON: PREVENTING SEXUAL HARASSMENT AND ABUSE OF AUTHORITY (PSHAA) IN UN AGENCIES IN BANGLADESH

Objectives:

By the end of the training, participants will be able to:

1. Understand and describe what is meant by harassment, sexual harassment, and abuse of authority, and their consequences in the workplace, and link to their own organizational policies.
2. Recognize the behaviors that constitute harassment, sexual harassment, and the abuse of authority in workspace settings.
3. Play an active role in preventing SHAA from arising; take action if SHAA occurs; and promote a workplace free from harassment, sexual harassment, and abuse of authority for all personnel.
4. Have an understanding about the UN policy guidelines, and some of the best practices which can enable them to plan next steps for their respective agencies.
5. Adapt the module and conduct tailored PSHAA and gender sensitization workshops based on their agency-specific requirements.

How to use the module:

The module is developed taken into account the major topics and issues that need to be discussed during the sessions. There is an array of different exercises provided in the module to encourage and ensure participation and discussion-oriented learning. The trainers should consider using these as different options of interactive activities that can be used, depending on the participants and how engaged they are about these topics.

Relevant presentations have also been shared with the trainers, and additional resources are also provided in the Annexes, which can be considered for use as the trainers deem relevant or helpful. It is encouraged to consider using this module as a guideline, rather than a set session plan.



SESSION PLAN

Time	Topic
08:45 - 09:00 am	Arrival and Registration
09:00 - 09:30 am	Session 1: Introduction
09:30 - 09:45 pm	Session 2: Gender and Self-awareness
09:45 - 10:00 am	Tea Break
10:00 - 12:30 pm	Session 2: Gender and Self-awareness (contd.)
12:30 - 1:30 pm	Lunch Break
1:30 - 3:15 pm	Session 3: Harassment, Sexual Harassment and Abuse of Authority
3:15 - 3:30 pm	Working Tea Break
3:30 - 4:00 pm	Session 3: Harassment, Sexual Harassment and Abuse of Authority (contd.)
4:00 - 5:30 pm	Session 4: Role of PSHAA Policies and Focal Points in the Workplace
5:30 - 6:00 pm	Session 5: Closing

SESSION 1

Introduction

Duration: 45 minutes

Objective:

Introducing participants to the objectives of the course and setting the norms and ground rules for the training

Steps	Topic	Methodology	Logistics required	Time
1	Briefing on objectives and schedule	Briefing from facilitator	Chart paper, sheets	15 min
2	Setting trainers' and participants' expectations from the training	Participatory discussion	Use VIPP Cards to write the expectations	15 min

1. Briefing on Objectives and Schedule

The facilitator briefly welcomes all participants to the session and introduces the team of trainers present at the venue. Session plan for the two days is shared with all participants, expressing the intent to make the ToFP interactive, and aimed to facilitate discussion and idea generation.

All participants give a brief introduction of themselves: name, designation, organization.

Setting rules for the day: A brief session is conducted on setting up house rules. The facilitator asks the participants to name house rules that should be followed throughout the two

days while in session. The facilitator will ensure the rules are inclusive, and conducive to creating space for discussion and tolerance.

Set of house rules which can be included:

- ✓ Punctuality
- ✓ No disturbance: no side conversations, phones on silent, etc.
- ✓ Active listening
- ✓ Participate, and also allow everyone else to speak
- ✓ Respect everyone

- ✓ Empathy and kindness
- ✓ Agree to disagree
- ✓ There are no stupid questions, ask anything
- ✓ Provide honest feedback
- ✓ Confidentiality

2. Setting Expectations

All participants are asked to put down three expectations on different cards, and put them up on a wall. The cards will be categorized and set on the wall for everyone to see. The facilitator will go through the cards for everyone's convenience, and then they will be left on the wall for the duration of the ToFP. If there are any clarifications required in terms of managing expectations, they can be responded to by the facilitator. The expectations will be revisited at the end of Day 1, end of the ToFP).

SESSION 2

Gender and Self

Duration: 3 hours

Objective:

Introducing the basic concepts and relevant terms in relation to gender sensitization, and explore the importance of self-awareness in understanding gender inequality

Steps	Topic	Methodology	Logistics required	Time
1	Ice breaking activity with participants	Interactive activity for self-reflection	Chart paper, sheets	15 min
2	Discussion on gender and relevant terminologies	Group exercise followed by facilitated discussion	Chart papers and markers	40 min
3	Understanding gender bias and stereotyping	Interactive exercise followed by discussion	A4 papers, markers, colored pens	50 min
4	Understanding gender roles and power dynamics	Group work and plenary discussion	Chart papers	60 min

1. Ice breaking activity

Exercise 1:

Participants are asked to pair-up (preferably with someone they do not know from before), and introduce themselves by sharing a short story answering the question:

Instruction: Share a story about one of the first times you realized you were of a particular gender, and whether they felt comfortable with that realization. (Time allocation: 2 min each person)

After sharing among the pairs, they come back to the group, and each participant will briefly share something about the other person's story that

struck to them as important, or something that resonated strongly with them.

Reflection: This mode of introduction will allow ice breaking for the participants to share something significant about themselves. It also opens up a space for reflection for themselves, and encouraging active listening. The activity helps for the participants to connect to each other and build on their stories as the day progresses. It will allow participants to get into the mindset of reflecting deeply and to accustom them with slight discomfort since some of the topics of conversation in the program can be uncomfortable for many. (Time allocation: 10 min)

The tea break is planned after this session, to carry the feeling of closeness among participants, and providing them a space to build on that bond.

2. Discussion on Gender and Relevant Terminologies

The session is intended to introduce the concept of gender, difference between gender and sex, what gender stereotyping and discrimination tends to be, and how these issues affects individuals in different ways.

Exercise 2:

The participants are divided into two teams, it can simply be done by dividing the room in two halves. Each team stands in a straight line, the first person on each line holding a marker pen. Two chart papers are hung up in the front of the room, each with two columns, headlines being: SEX and GENDER.

Instruction: The teams have to work in a “relay race” format, where the first person runs to their team’s allocated chart paper, and writes a role/ activity/position corresponding to Sex, and runs back to the team. They hand the marker to the next person, who then runs and writes another word corresponding to Gender. The faster each

team is the more words they can put on their chart. (Time allocation: 5 min)

Reflection: The teams can now explain why they have assigned the words to Sex or Gender, and the two teams can debate if they disagree with the categorization of these words. Questions to ask about each word include: Is this role/ activity different for the two genders? Why is it different? Does it have anything to do with their biological sex attributes? (Time allocation: 5 min)

Discussion:

The role of the facilitator will be to ensure that the definition of these two major terms is clear for the participants.

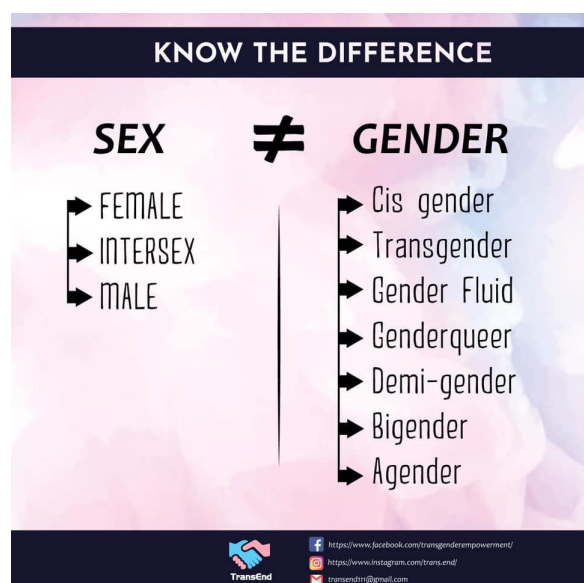
In general terms, “**sex**” refers to the biological differences between males and females, such as the genitalia and genetic differences. And hence, are anatomical and physiological.

However, there is another category called “**Intersex**”. Generally, this term is used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside.

A working definition of “**gender**”, people are born female or male, but they learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles. Gender refers to the learnt roles, norms and expectations on the basis of one’s sex. It is a sociocultural definition of a boy and a girl, of a man and a woman. Not only their responsibilities are set by the society but also norms/values, dress codes, attitudes, opportunities, rights, mobility, freedom

of expression, priorities and even dreams are determined by the society (Kamla Bhasin). It varies from society to society and can be changed.

It is important to include the discussion about **Transgender**, generally described as an umbrella term for persons whose gender identity, gender expression or behavior does not conform to their biological sex. Transgender may also take in persons who do not identify with their sex assigned at birth, which include Hijras/Eunuchs who, in Bangladesh, are categorized under “third gender” and they do not identify as either men or women.



Additional terminologies that are important to understand are included in the Annex, which the facilitator can bring up in discussion with the participants. Especially, if participants bring up terms that they want to clarify, the definitions will help the facilitator to explain them.

The Annex can also be provided to the participants as a handout during the training session.

3. Understanding Gender bias and stereotyping

The session is designed for participants to interrogate how gendering is part of a socialization process that we are all a part of. Thus, creating learned concepts and ideas about how we expect different genders to appear, act and even think.

To encourage sensitization around these issues, it is necessary to recognize the social construct around gender. Even more importantly, it is necessary for each individual to be able to interrogate their own pre-conceived biases, and how it affects their interactions in the larger society.

Exercise 3:

The session will start with a short exercise where the participants are provided with the different sheets of A4 paper and the description of two different persons. The participants have to draw on these characteristics and decide on who these two individuals are. Participants can draw the person they are picturing, or make detailed notes of who they are.

- **Person 1:** High school basketball coach, age twenty-six. Married, no children. Played basketball in high school and college, majored in physical education. Also likes to play the piano and paint.
- **Person 2:** Architect, thirty-two years old, divorced with two children. Likes yoga and skating, spends occasional weekends in their *bagan bari* (garden house) in Pubail. Reads extensively about psychic phenomena and murder mystery fiction.

Instruction: Think about who these two people are and draw/make note of who this person is on your card. These questions can be used to prompt them to think about the individual. (i) Where does this person live? (ii) How does this person dress? (iii) Who do they live with? (iv) What kind of household activities do they do? (v) Who is their spouse? (vi) What is their preferred mode of transportation? (vii) Who do they socialize with? (viii) What is their favorite food? (ix) What kind of music do they listen to? (x) What do they watch on TV? (Time allocation: 8 min)

Reflection: Who do you think these persons would be and Why? How do you immediately picture this Basketball Coach (maybe as a tall muscular man in tight tees and sweat pants)? Do you imagine a well suited man as the Architect going to Pubail? (Time allocation: 10 min)

Discussion:

The facilitator's role in this exercise will be to interrogate the presenters to be able to think about the biases and stereotypes that they may be holding.

Gender Stereotypes are ideas that people have on masculinity and femininity: such as what men and women should be like and are capable of doing. Gender stereotypes are simplistic generalizations about the gender attributes, differences, and roles of individuals and/or groups. Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans.

A quick discussion on stereotypes can be carried out to see how well the participants understand

the term, by selecting which among the following sentences are True or False:

1. Girls should be obedient and cute, are allowed to cry (True/False)
2. Boys are expected to be brave and not cry (True/False)
3. Women are better housekeepers and men are better with machines (True/False)
4. Boys are better at mathematics and girls more suited to nursing (True/False)
5. Women are generally expected to dress in typically feminine ways (True/False)
6. Women are to be polite, accommodative, and nurturing. (True/False)
7. Men are generally expected to be strong, aggressive, and bold (True/False)
8. Women are bad drivers (True/False)
9. Men can't change diapers (True/False)
10. Women are better caregivers (True/False)
11. Men are stronger (True/False)

Questions that the trainer can ask participants:
(i) How does this affect a person about how they should behave? (ii) Does this encourage/discourage men to behave in certain ways? (iii) Does this encourage/discourage women to do certain things? (iv) Does this affect how others perceive/judge a man or a woman? (v) How can these stereotypes harm someone in how they choose to live their lives?

4. Understanding Gender roles and Power dynamics

The last part of this session, will focus more on understanding Gendered Division and Value of Labor, both in the home and workplace.

Exercise 4:

Participants are broken into small groups (3-5 participants in each group), and provided a chart paper with the following table:

What kind of roles do they play?	Is it usually meant for M or F or either?	Why are they expected to be better at this?	How valuable is this role? Rank 1-5	Any additional remarks

Instruction: Each group has to pick a specific work or role designation or a Job title; for example: Parents of a young child, Teachers in a school, Accountant, Nurse, University faculty, Project Manager, etc. Depending on the number of groups a mix of NGO office positions and other commonly gendered roles can be chosen. Also asking participants to provide roles in their own workplaces where certain positions are considered to be gendered: security guards, gender focals, drivers, roles like buying gifts or slicing the cake at office events, etc.

Through discussion within their groups, they have to identify the different roles for that position, and then note who/which gender is usually prescribed to carry out that role, and the reason behind this, what are the expectations of that role, how do the roles differ for men and women. The group also needs to assign value to the role (rank the role as lowest value of 1 and highest value of 5) as perceived by the institution and by the society – which role is considered to be more important, which is paid more, which holds more respect, etc. Each group spends 20 minutes preparing their table.

There should be a moderator in each group to help with the discussion and note-taking.

Reflection: The groups return to plenary, and present their findings. The discussion in the plenary will focus largely on where these differentiation and valuation of gendered roles have come from – breaking down the history of this form of gendering, and how this affects the choices that need to be made by men and women in those spaces. The discussion will also consider reflecting on whether we ourselves use similar

valuation when considering different genders around us.

Examples of questions that the trainer can ask: (i) Was there a difference in the kind of tasks that were attributed to men and women? (ii) What sort of themes/differences did you find in common? (iii) How have these expectations impacted your own lives (both in terms of their expectation from themselves, and from others)? (iv) How do you feel about these differences as professionals?

Discussion:

The facilitation during this plenary discussion will focus on identifying and unpacking gender roles, and the dynamics that these prevailing norms and socially constructed roles create. The session highlights how ingrained these forms of gendering is within our normal everyday environments starting from homes, schools, workplaces or even in public spaces. This is relevant when we try to understand and change harmful behaviors and norms in the workplace.

The discussion will bring up front some of the terminologies mentioned below, and the session should allow for participants to also bring up topics that they want to know more about:

Gender roles: The different tasks and responsibilities and expectations that society defines and allocates to men, women, boys and girls. These are not necessarily determined by biological differences and therefore can change with time and in different situations.

Gender bias: An approach that treats boys and girls differently. For instance differential treatment seeking behavior in case of illness.

Gender discrimination: Where one gender is favored and the other becomes disadvantaged e.g. sex selective abortion. Gender oppression: Where one gender dominates the other unjustly or even

cruelly. For instance, domestic violence, rape, sexual harassment.

Examples of norms and expressions that support gender-based discrimination:

- *Boys will be boys*
- *You know that men can get a little angry*
- *Girls have to tolerate a little to not break apart their family*
- *Women/Girls belong in the kitchen*
- *Women are expected to quit jobs/stay home to take care of children*
- *The man of the house should always earn more*

Gender Role Perception: Gender is a dynamic concept. Gender roles for women and men vary greatly from one culture to another; and from one social group to another within the same culture. Race, class, economic circumstances, age - all of these influence what is considered appropriate for women and men. Furthermore, as culture is dynamic and socio-economic conditions change over time, so gender patterns change with them. Different roles and characteristics are assigned to people not only on the basis of their gender, but of their race, religion, class, ethnic background and age.

SESSION 3

Harassment, Sexual Harassment and Abuse of Authority

Duration: 2.5 hours

Objective:

Understand and be able to apply the concepts of power dynamics, harassment and abuse of authority to understand workplace cultures in BD

Steps	Topic	Methodology	Logistics required	Time
1	Understanding of terminologies, underlying issues, and identifying role of power	Lecture, participatory discussion	A4 paper, or notebook	40 min
2	Organizational policy mapping and identifying gaps	Individual exercise (pre-session work), followed by group work	Chart papers, markers	40 min
3	UN's global definitions and basics of the policies	Presentation, open discussion		30 min
4	Activity to rank and identify SHAA scenarios	Activity and discussion		40 min

1. Understanding of Terminologies and Policies

The first part of the session will largely encompass discussing the definitions of relevant terminologies, and the underlying conditions that need to be taken into consideration to understand how social and organizational cultures emerge.

Following the definitions from the UN Secretary General's Bulletin and The UN Model Policy, the presentation will mainly highlight how each of these terms are used. The session is intended to be participatory and encourage questions and opinions from the participants to clarify and add to the definitions to make them more encompassing and inclusive.

Definitions:

Discrimination is any unfair treatment or arbitrary distinction based on a person's race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, social origin or other status. Discrimination may be an isolated event affecting one person or a group of persons similarly situated, or may manifest itself through harassment or abuse of authority.

Harassment is any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or which create an intimidating, hostile or offensive work environment. Harassment normally implies a series of incidents. Disagreement on work performance or on other work related issues is normally not considered harassment and is not dealt with under the provisions of this policy but in the context of performance management.

According to ILO, **Violence and Harassment** in the world of work refers to a range of unacceptable

behaviors and practices, or threats thereof, whether a single occurrence or repeated, that aim at, result in, or are likely to result in physical, psychological, sexual or economic harm, and includes gender-based violence and harassment.

Gender-based Violence and Harassment means violence and harassment directed at persons because of their sex or gender, or affecting persons of a particular sex or gender disproportionately, and includes sexual harassment

Diversity means variety. Diversity refers to difference. People are the same and different. Human diversity includes: country of origin, family and ethnic background, race, sex, age, culture, professional background and training, religious or political beliefs and personality.

Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.

Abuse of authority is the improper use of a position of influence, power or authority against another person. This is particularly serious when a person uses his or her influence, power or authority to improperly influence the career or employment conditions of another, including, but not limited to, appointment, assignment, contract renewal, performance evaluation or promotion. Abuse of authority may also include conduct that creates a hostile or offensive work environment which includes, but is not limited to, the use of intimidation, threats, blackmail or coercion. Discrimination and harassment, including sexual harassment, are particularly serious when accompanied by abuse of authority.

Power Dynamics: Power imbalances based on gender, workplace or educational status, racial or ethnic backgrounds, age, disability, sexual orientation or economic class could impact on sexual harassment and violate the human right of equality.

Additional to the UN Policy's definitions, this module also brings to focus some of the underlying issues that contribute to harassment:

Power is the capacity of individuals or groups to decide or influence who gets what, who does what, who decides what, and who sets the agenda (namati.org).

Social power is the capacity of different individuals or groups to determine who gets what, who does what, who decides what, and who sets the agenda. Social power operates in all the spaces in which people live their lives. (All about Power. Understanding Social Power & Power Structures, by Srilatha Baliwala)

Social power arises initially from access and control over resources. For various reasons, some individuals or groups acquire greater command over resources and they become more powerful. But these are not just economic resources. There are in fact at least four kinds of resources that create social power in today's world: (i) Material or economic resources, (like land, finances, etc); (ii) Human resources (like bodies, labour, sexuality, etc.); (iii) Knowledge resources, (like access to information); (iv) Intangible resources, (like social capital, networks, etc.).

Visible or direct power is the form of power that we are most familiar with, and have all experienced, and we see it operate almost every day in both public and private spaces. Visible power is the capacity to control people's choices, access to resources, voice in decision-making, and frame the rules that regulate societies and govern countries. Visible power determines who participates - and who is excluded from - decision-making in the public realm. Visible power in the private sphere arises from social norms

and customs that determine who has control over whom, rather than because of any formal authority like the government.

Hidden or indirect power, sometimes called agenda-setting power, is about who influences decisions or sets the agenda behind the scenes, whose voices are heard or who is consulted on a particular issue. It is the capacity to influence people's opportunities, access to resources and rights indirectly, without giving direct orders or having any formal right to do so, and without being visible. Again, hidden or agenda-setting power operates in both the private and public realms.

Invisible power is in many ways the most problematic of all the faces of power until we know how to look for it and where to find it! And because of this, it is often the most difficult form of power to challenge and confront. Invisible power is the power to shape the way people think and feel about themselves (people's self-image, self-esteem). It is the force that creates social attitudes and biases, and the way our desires and needs are influenced. For example, ideologies, media, etc.

Exercise 5:

A quick internal reflection activity is to be carried out by the participants at this point, in trying to identify the different ways that they have experienced Power for themselves. There are Five different expressions for Power, and the participants make a quick note of how/if they have experienced these different expressions of Power. It should be highlighted beforehand that it is not necessary for participants to share at the end of the exercise. (Time allocation: 10 min)

Reflection: The intention of the exercise is for participants to think through the different forms of power that we tend to experience in our own lives. Also, to recognize that individuals rarely have one passive form of interacting with power, but has different dynamics of it, which may vary from relationship to relationship.

Expression of Power	Definition	Own Experience of it
Power Over	Often exercised by people and institutions that have visible power: parents, religious and political leaders. It is about who decides what and is expressed in terms of direct or indirect control over other people, deciding their opportunities, choices and actions. Power over is usually about domination.	
Power To	It is about our capacity to act for ourselves or for others towards any kind of personal, collective or political goal. It is the power to do things – what is sometimes called agency – without seeking someone else’s permission or approval.	
Power Within	The self is also a source of power. It can also be connected to the concept of intangible resources.	
Power With	It is about collective power. It is the power to confront and challenge injustice by finding, mobilizing and joining hands with others who face the same injustice, or care about the same cause.	
Power Under	It is a very complex but widespread expression of power. It explains why people who have experienced discrimination, abuse, oppression and trauma, often become abusive, authoritarian, and oppressive themselves when they gain power (especially power over).	

If any of the participants want to share their thought process, reflection or a takeaway while doing this exercise that would be very welcome.

Examples of facilitation to help with the analysis can include: Who holds the power in this relationship? How explicit or implicit is this power? Why is that the case? What causes these forms of dynamics? Who would oppose if this needed to be changed? Who needs to be on board for this change to happen?

2. Organizational Policy mapping and identifying gaps

Exercise 6:

Before the ToFP session, each participant will be provided with the following mapping exercise, where they should spend time before the sessions to look into their organizational policies and think

through how these issues would be dealt with in their own organizations. They have to bring in their version of the mapping, drawn on a chart paper to the ToFP session, and hang up on the walls at the beginning of the day. This will help them to think through their organization's systems while they progress through the different sessions in the training. The mapping can be carried out using a specific scenario.

Homework: To help staff analyze the current situation in their organization, they would be asked to imagine the following scenario and how it would play out if this occurred today. The intention of this exercise is to help them identify gaps in how the current system is, so that during the ToFP they can identify some mechanisms/paths to overcome these gaps.

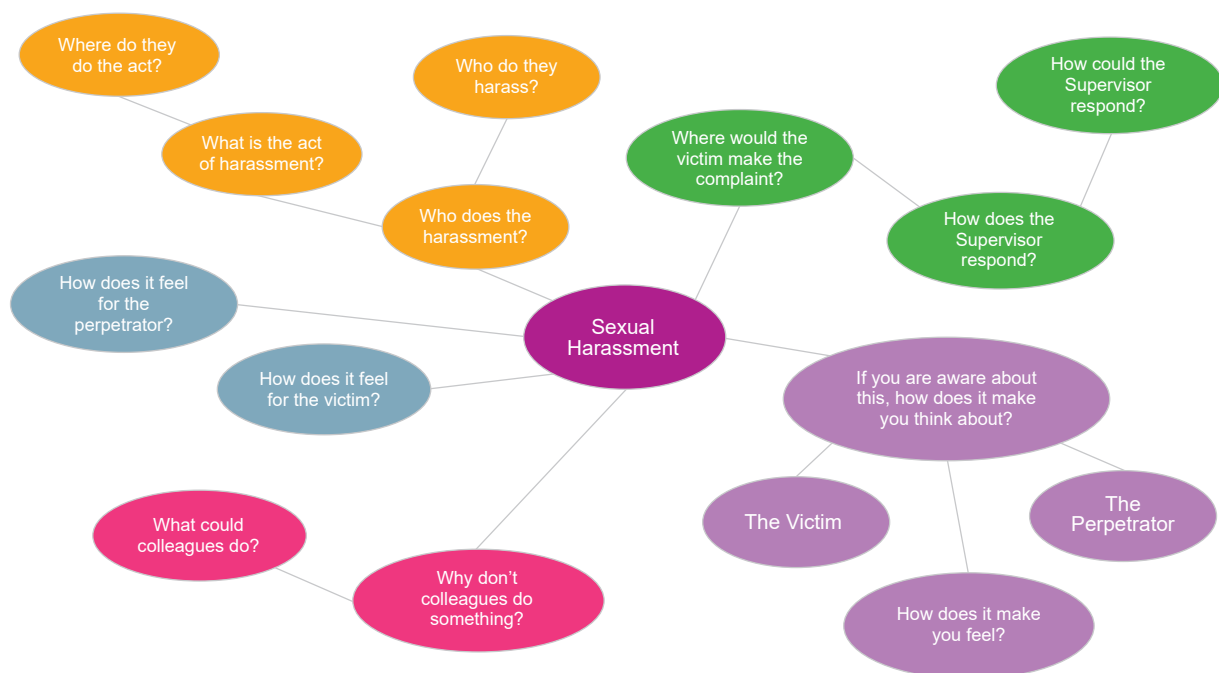
Scenario: One male colleague has asked a female peer that they can go get a coffee after work, and discuss an event that they are organizing. The female colleague has said she would prefer to work in the office. The next day, the male colleague brings up lunch time meeting, and suggests that they go outside again. The female colleague is unsure, says

that probably everyone from the team should join if they are going to discuss work. Most people from the team decide to not go, so they end up not going outside. The male colleague again brings up coffee after work, and the female colleague asks the team members to join with them, and a few end up going out together.

In your organization, if this happens, try to consider what the policies say, and how the support structure and people's attitudes would be, if the female colleague feels like she needs to make an official complaint about this issue.

Instruction: During this session, the participants will be divided into groups (3-5 persons), they can consist of participants from the same organization or different ones. They have to choose one of the organizational maps from among themselves to work on during this session.

Based on the information and concepts discussed during the day, the participants are expected to revisit their mapping, and see if they want to make changes to how they had previously analysed the organization's systems. They should try to identify



Sexual Harassment Mapping: Feeling, Thinking and Acting
(adapted from EU project on sexual harassment in schools, TOT Kenya 2019)

at least one major gap in the organization's system for dealing with SHAA which could be hampering the process. (Time allocation: 20 min)

Reflection: The intention of the exercise is for the participants to be able to analyse the contexts in workspaces using the lens of power and dynamics, based on the topics that have been discussed in earlier sessions. It is not necessary for the participants to yet present their mapping to the other groups, but the different maps can be put up on the walls across the room. When back in the plenary, each group can highlight a major takeaway/ learning from their mapping exercise.

3. UN's global definitions and basics of the policies

Situation in workplaces in UN Bangladesh

A staff survey conducted in October 2018, reveals the reported incidences of AA to be 42 per cent and 20 per cent for female and male staff members respectively. Whereas the incidences of SH is considerably higher among female staff members. This reports to 27 percent for female and 7 percent in the case of male staff members in UN Offices in Bangladesh.

The most common forms of harassment reported from the staff survey include use of suggestive ;2comments or sexual remarks, and sexist language. Other forms of harassment reported by female staff members include unwanted physical proximity, staring, indecent messages or photographs taken (without consent) by their male colleagues. In many cases SH is accompanied by AA.

The most common form of abuse is bullying or harassing behavior. Shouting, being forced to stay back after office hours, and phone calls at late hours were mentioned by both male and female staff members as some of the experiences that they considered abusive.

Sexual harassment is any unwelcome conduct of a sexual nature that might reasonably be expected or be perceived to cause offense or humiliation, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. Sexual harassment may occur in the workplace or in connection with work. While typically involving a pattern of conduct, sexual harassment may take the form of a single incident. In assessing the reasonableness of expectations or perceptions, the perspective of the person who is the target of the conduct shall be considered.

Discussion point: *Sexual harassment is the manifestation of a culture of discrimination and privilege based on unequal gender relations and other power dynamics. It creates hostile workplaces, which limit the target/victim/affected individual's ability to thrive.*

Types of Sexual Harassment

1. "Quid Pro Quo" / Give and Take Sexual Harassment: Quid pro quo sexual harassment occurs when employment, pay, benefits, title, position or other opportunities for advancement or training are conditioned on the submission to unwelcome sexual advances.
2. Hostile Work Environment: This type of sexual harassment occurs when an employee is subject to unwelcome advances, sexual innuendos, or offensive gender-related language that is severe or pervasive from the perspective of a reasonable person of the same gender as the offended employee.

Exercise 7:

This exercise is intended to help participants look into the considering the range of issues that may or may not be considered to be sexual harassment and abuse of authority (SHAA). They should consider to think about the definition of SHAA as discussed in the session, but can also bring up their own understanding based on how they are

analysing the power, intersectionality and other such issues in the scenario described.

Instruction: A specific area is marked as ranking for “Definitely SHAA”, “Maybe SHAA” and “Definitely Not SHAA. The participants will be asked to rank different scenarios provided by the facilitator. Once they have decided on their position, some of the participants place their reasons for how they have decided to carry out the ranking. This discussion should highlight why different actions can be described and judged differently by different individuals. What kinds of biases, expectations, social norms are carried into workspaces that affect both how someone behaves towards others, and also how they perceive the behaviour of others towards them.

Different scenarios that can be provided:

- (i) A male colleague pays attention to what everyone wears, and makes it a point to compliment/comment on them.
- (ii) Male Supervisor refers to all females working in the team as apa, and males by their names.
- (iii) A female colleague is always making comments in the lunch room.
- (iv) A male colleague walks into a room, shakes the hands of all the male colleagues, but does not shake hands with any of the female colleagues when greeting them.
- (v) A female colleague is very friendly with everyone, and often leans over the peer’s (both men and women) shoulder at their desk, or touches their arm/shoulder while talking to them.
- (vi) Male supervisor calls on all of the male staff in the office for a smoke break, every time he goes on one.

Sexual harassment can take a variety of forms – from looks and words though to physical contact of a sexual nature. Examples of sexual harassment (non-exhaustive list) include:

- *Attempted or actual sexual assault, including rape*
- *Sharing or displaying sexually inappropriate images or videos in any format*
- *Sending sexually suggestive communications in any format*
- *Sharing sexual or lewd anecdotes or jokes*
- *Making inappropriate sexual gestures, such as pelvic thrusts*
- *Unwelcome touching, including pinching, patting, rubbing, or purposefully brushing up against another person*
- *Staring in a sexually suggestive manner*
- *Repeatedly asking a person for dates or asking for sex*
- *Rating a person’s sexuality*
- *Making sexual comments about appearance, clothing, or body parts*
- *Name-calling or using slurs with a gender/sexual connotation,*
- *Making derogatory or demeaning comments about someone’s sexual orientation or gender identity*

Reflection: The exercise intends to allow the group to analyze situation for themselves, and consider different issues when “judging” an issue. The exercise also brings up how diverse views and opinions may come into play when considering to think of one scenario. This will encourage the group to discuss the different power and gender dynamics that come into play in different forms on interaction within a workspace, and how for different individuals different activities can be perceived differently. The activity helps to encourage thinking more empathetically, and to recognize different variations of SH and AA that may usually be ignored. It should also make the participants question what is required to create a workspace that is comfortable for all employees.

SESSION 4

Role of PSHAA Policies and Focal in the Workplace

Duration: 1.5 hours

Objective:

Prepare participants to understand the need for SHAA Policies, and be able to encourage empathetic workspaces which focus on preventive measures

Steps	Topic	Methodology	Logistics required	Time
1	Designing systems that encourage inclusive and empathetic workspaces	Group work, followed by participatory discussion	Chart paper, VIPP cards, markers, tape	40 min
2	Highlighting the importance of PSHAA and fostering empathetic environments	Facilitated discussion on issues/ steps		40 min

1. Designing systems that encourage inclusive and empathetic workspaces

The session is designed to help prepare the participants to be able to consider what is important when designing and planning preventive measures against SHAA. Participants should be able to recognize the difference between initiatives taken to discourage SHAA, and on the other hand to encourage empathetic, tolerant workspaces.

Exercise 8:

Following up with the mapping carried out in Exercise 6, the groups (same groups as before) will now focus on the “feelings & actions” part of the mapping.

Instruction: The groups each will take one specific scenario (can be some of the examples used in Exercise 7), and map out an empathetic path for how the issue can be dealt with. The mapping has previously already helped them identify individuals/positions and the gaps that exist in

the current systems. Now, they build on that and think about the “ideal” scenario for such issues to be dealt with. This also means thinking about specific steps that could be taken to create that scenario. (Time allocation: 15 min)

Reflection: When the groups work on these “solutions”, they are encouraged to reflect on the discussions that took place in previous sessions, and to interrogate systems to become more inclusive of all types of different views that employees within one space can hold.

Questions to ask during the exercise can include: Who are affected by this measure? Who would oppose it? Why? Who holds the power in the situation? What can be done to mitigate that power?

2. Highlighting the importance of PSHAA and fostering empathetic environments

During this session, the facilitator needs to present the importance of PSHAA as outlined by the UN Model Policy, and also to bring in points that have been discussed in previous sessions which showcase the importance of creating workspaces which are mindful of gender, power and the dynamics that are part of the systems.

The presentation and discussion with the participants should highlight the following:

Why have a PSHAA Policy in organizations

Being free from sexual harassment is a basic human right. The key to preventing sexual harassment is for employers and management to ensure that they have a clear policy in place, which defines sexual harassment and outlines unacceptable behavior and its consequences.

The PSHAA policy document reflects a system-wide common approach and understanding both to support those who report or witness sexual harassment to ensure accountability of those who perpetrate it. The UN’s goal with this policy is to strengthen victim-centered efforts and foster safe, equal and inclusive working environments. This policy will support efforts to create workplaces that are free of sexual harassment and all gender inequalities.

Objectives of the PSHAA Policy: to set forth the expectations of conduct and mutual respect in regard to sexual harassment and the process of complaint if these expectations are not met or violated. This will help explain what sexual harassment is and how to deal with the conduct if it arises, to articulate the Organization’s stance on sexual harassment, and to identify consequences that will be executed for the stipulated prohibited conduct.

Reporting: Following the UN Model Policy, “Report” refers to formal and/or informal reporting unless otherwise specified. The policy outlines confidential advice, assistance and information about the options available may be obtained from ombudsman/staff counsellor, helpline or other trusted point of contact.

The agencies need to have a clear guideline on the reporting mechanism for their respective staff and personnel under the entity’s legal framework and policies to address such possible conduct.

With the consent of the target /victim/affected individual, [ombudsman/ mediation/ internal conflict resolution resource] may meet informally with the alleged offender to provide information about the situation and discuss the matter in which it might be resolved. An unsuccessful attempt to resolve the matter informally does not preclude it from being formally reported.

Formal reports of possible sexual harassment may be made by persons who consider that they were the targets /victims/affected individuals or by

persons who have direct knowledge of possible harassment or by any third-party.

During this session, the role of the Facilitator will be to ensure discussion on issues that are also deemed important in the Global PSHAA Policy, also bringing in aspects of social and cultural challenges that are faced in the local context.

Examples of social and cultural challenges:

- *Learner resistance*
- *The belief that training is unnecessary because sexual harassment isn't a problem in their team, department, or organization*
- *The concern that training takes employees away from their jobs*
- *Belief that these are just 'women's issues'*
- *Taboo and stigma around many of the topics will keep participants from sharing openly/candidly*
- *Participants will not disclose details in fear of losing jobs/other consequences*

Fostering Empathic Environment in the workplace

A lot of policies around Sexual Harassment focuses largely on the complaint mechanism and remedies, and very little on prevention and tolerance. Best practice mechanisms tend to show the importance of also taking steps to foster greater inclusivity by cultivating empathy and tolerance.

Focal Persons have a strong role to play in not just ensuring that mechanisms are in place, but also to bring these topics are part of the larger conversation within a workspace. Some of the ways that this can be encouraged is discussed here:

- ✓ **Create environments that encourage honest feedback:** There should be effective feedback loops set up for employees to

have conversations about what in the work environment is not suitable for them, to create some immediate precedence of incorporating feedback, model sharing behavior among teams.

Holding regular conversation space where all forms of issues are allowed to be brought up and are addressed openly with everyone. These spaces do not have to remain constricted to gender, SH and AA issues, but rather to encourage open interaction among all employees to facilitate better dynamics. It should also be necessary that when issues are coming up for discussion, they are not tabled away but rather discussed with all and certain decisions made intended to foster inclusivity.

- ✓ **Encourage bystander intervention:** Disrupt. Defuse. Deflect. Delegate. Show support. Verbally or nonverbally, in the moment or later: 'Always speak up/intervene if you witness another person being harassed'. Encouraging bystanders to step up requires for them to (i) understand these issues, and be able to identify them; (ii) feel comfortable that they will not face repercussions for taking action.

There needs to be open conversation about these topics on a regular basis in the organization, encouraging open conversation, and also create awareness about the systems that are in place to remedy them. At a minimum, bystanders can always show support to targets. "Going to someone and saying, 'I saw how they were treating you. I didn't like it. Is there anything I can do to help?' Or, 'It's not your fault, let's go talk with human resources.'"

- ✓ **Shift mindsets:** Understand how predictable human biases shape our attitudes and behaviors and use perspective-taking to better respond to sexual harassment –

invest time to learn, relearn, unlearn your own biases. Regular sessions highlighting and interrogating these types of issues are important to create a space for reflection, and encouraging changing of mindsets. Sessions can be designed in different creative ways, including talks from different individuals, films followed by discussion, or reflection exercises on specific issues, etc. The best way to encourage unlearning is through discourse.

- ✓ **Explain to targets that the onus is not on them:** Sexual harassment is not their fault. Try to stop their self-blame and shame and support them to realize that there is one right way of recourse. This should be part of the general conversation on these topics, in regular intervals with the larger group of employees, including top management personnel. This is also reflected in the policies through the remedial measures, and in the manner of empathy shown towards a reportee or bystander during any complaint process.

Best Practices Factors for Redressal Procedures:

- **Commitment and Accountability:** A commitment to improve the work environment for all employees and accountability measures is required, particularly from the highest management, to transform the workplace culture into one that promotes a safe, harassment- and discrimination-free workplace for all.
- ✓ Allocate sufficient resources (financial, staff and time) to allow for discrimination and harassment prevention efforts.

- ✓ Create an action plan and monitoring mechanism that actively takes steps to minimize discrimination and harassment risk factors.
- ✓ Remediate incidents of harassment and discrimination in a manner that is prompt, consistent, and proportionate to the severity of the inappropriate, unwelcome, or illegal workplace behavior.
- ✓ Implement accountability measures for appointing focal persons, managers, and supervisors to prevent, respond, and utilize appropriate and timely responses to workplace abuse of authority or sexual harassment.
- **Transparency:** To develop and maintain trust by the workforce, the Organization must build a robust, effective, and transparent discrimination and harassment prevention policy. This policy should include behavioral, structural, procedural, and substantive transparency to establish a culture of understanding, clarity, and accountability.
- ✓ Post and communicate quarterly to employees required discrimination and harassment prevention trainings and provide ongoing education that ensures employees understand reporting procedures and the personnel rules.
- ✓ Support and resource continued HR consolidation to implement consistent UN-wide policies, practices, and procedures.
- ✓ Ensure transparency throughout the complaint reporting and investigation process, ensuring that complainant and respondent are apprised of the status at every step.

SESSION 5

Closing

Duration: .5 hours

Objective:

Planning on how to take this process forward within the participants groups

Steps	Topic	Methodology	Logistics required	Time
1	Exploration of next steps	Participatory approach		20 min
2	Commitments	Individual task	VIPP cards, markers	10 min

1. Exploration of Next steps

This session will highlight the possible next steps that the participants highlight regarding their own organization.

Instruction: In small groups (could be participants of the same organization) think about the following questions: (Time allocation: 5 min)

- Does the current policies in your organizations need to be reviewed?
- What are some regular activities regarding these issues that can be done in the organization?
- Who would be the most excited about these approaches/activities?
- Who would be the biggest challenge to convince about the need for this? What would be an action to take to change his mind?

Reflection: In the plenary, each group can describe briefly some of these next steps that they want to consider doing. This will be helpful for the participants to already make some plans for what they would want to consider doing back in their own organizations. It also helps them to find others who are probably planning similar initiatives, and thus be able to collaborate if they both agree.

2. Commitments

Each participant writes down two specific commitments they want to follow up with, in the next six months: (i) at an individual level, and (ii) at an organizational level. Then, they read some of these commitments with everyone else, whatever they are comfortable sharing.

These commitments will be taken back with the participants, so they have some specific areas they want to work on as they start planning to create more diverse and empathetic workspaces.

Annex 1: Background

The UN Gender Equality Theme Group (GETG), co-chaired by UN Women and UNFPA, is a technical advisory and advocacy group on gender equality and empowerment of women and girls within the UN. GETG plays a vital role in the inter-agency coordination for coherent joint UN action on gender equality and women's empowerment, and support to UN Country Team (UNCT) in ensuring accountability to promote gender equality and the empowerment of women and girls.

The United Nations (UN) system is committed to upholding a work environment free of any form of discrimination and harassment, including Sexual Harassment (SH), and Abuse of Authority (AA). In March 2018, the UN Country Team (UNCT) Bangladesh formulated an Action Plan on Prevention of Sexual Harassment and Abuse of Authority (PSHAA). As part of the Action Plan, the UNCT took a significant step by undertaking a Capacity Needs Assessment (CNA) to gauge knowledge, attitude and practices of the UN staff members and personnel, and institutional capacity of UN organizations in Bangladesh to prevent and respond to sexual harassment and abuse of authority for a gender equitable and respectful work environment of the highest standards. Among the major findings of the assessment and as agreed by the UNCT, it was recommended to organize a Training of Focal Points (ToFP) with a select group of UN staff and personnel that would become the pool of trainers to conduct trainings in each agency.

Relationship between Sexual Harassment and Power Relations

According to sociological and psychological research, sexual harassment is a result of unequal power structures. As sexual harassment is a result of power imbalances, in patriarchal societies we see that power is unevenly distributed amongst men and women. Because of this, perpetrators often tend to be men and victims/survivors tend to be women or gender non-conforming individuals. Of course, there are exceptions to this, but data and research shows that women are disproportionately affected by sexual harassment at workplaces. While a gender-neutral law would be more reflective of various gender identities and inclusive of the LGBTQIA+ community's experiences, it is also specifically aimed to rebalance a patriarchal inequality.

Annex 2: Definition of Relevant Terminologies

Sex: refers to biologically defined and genetically acquired differences between males and females, according to their physiology and reproductive capabilities or potentialities. It is universal and mostly unchanging, without surgery. (<https://gender.jhpiego.org/analysistoolkit>)

Gender: refers to the economic, social, political, and cultural attributes and opportunities associated with being women and men. The social definitions of what it means to be a woman or a man vary among cultures and change over time. Gender is a sociocultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality. (<https://gender.jhpiego.org/analysistoolkit>)

Transgender is an umbrella term referring to individuals who do not identify with the sex category assigned to them at birth or whose identity or behavior falls outside of stereotypical gender norms. The term “transgender” encompasses a diverse array of gender identities and expressions, including identities that fit within a female/male classification and those that do not. Transgender is not the same as intersex, which refers to biological variation in sex characteristics, including chromosomes, gonads and/or genitals that do not allow an individual to be distinctly identified as female/ male at birth. (<https://gender.jhpiego.org/analysistoolkit>)

Intersex: Intersex is an umbrella term for unique variations in reproductive or sex anatomy. Variations may appear in a person’s chromosomes, genitals, or internal organs like testes or ovaries. Some intersex traits are identified at birth, while others may not be

discovered until puberty or later in life. Short infographic on “What is Intersex?": <https://www.facebook.com/transgenderempowerment/videos/399007851468958>

Third Gender: As prescribed under the law of Bangladesh, this is an identity-based category for people who do not identify themselves as either male or female (bandhu-bd.org). This term is also often thought to be synonymous with intersex or hijras.

Hijra: A generic description of Hijras might read something like this: they are socio-biological males who present women-like within a shifting constellation of meaning. ‘Eunuchs’, ‘transsexuals’, ‘effeminate men’, and most recently ‘transgenders’, these are mobile identities of Hijras around the world. (The Rights of Hijra in Bangladesh: An Overview; Lubna Jebin, 2015)

Cisgender: Pronounced “sis-gender,” it refers to a person whose gender identity matches the sex they were assigned at birth. (<https://waaids.com/item/736.html>)

Gender Fluid: A gender identity that may change over time or according to relational or psychological state, and also incorporates the feeling of not having a gender. (<https://waaids.com/item/736.html>)

Gender Non-conforming (GNC): Adjective for people who do not subscribe to societal expectations of typical gender expressions or roles. The term is more commonly used to refer to gender expression as opposed to gender identity (one’s internal sense of self). (<https://lgbtqia.ucdavis.edu/educated/glossary>)

Gender Queer: A person whose gender identity and/or gender expression falls outside of the dominant societal norm for their assigned sex, is beyond genders, or is some combination of them. (<https://lgbtqia.ucdavis.edu/educated/glossary>)

Gender Identity: A sense of one's self as trans, genderqueer, woman, man, or some other identity, which may or may not correspond with the sex and gender one is assigned at birth. (<https://lgbtqia.ucdavis.edu/educated/glossary>)

Gender Expression: How one expresses oneself, in terms of dress and/or behaviors. Society, and people that make up society characterize these expressions as “masculine,” “feminine,” or “androgynous.” Individuals may embody their gender in a multitude of ways and have terms beyond these to name their gender expression(s). (<https://lgbtqia.ucdavis.edu/educated/glossary>)

Gender roles: The different tasks and responsibilities and expectations that society defines and allocates to men, women, boys and girls. These are not necessarily determined by biological differences and therefore can change with time and in different situations. (Institute Of Secretariat Training & Management, Government of India 2013)

Gender bias: An approach that treats boys and girls differently. For instance differential treatment seeking behavior in case of illness. (ISTM)

Gender Equity: is the process of being fair to women and men. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field. (<https://gender.jhpiego.org/analysistoolkit>)

Gender Equality: is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources. (<https://gender.jhpiego.org/analysistoolkit>)

Gender Integration: refers to strategies applied in program assessment, design, implementation, and evaluation to take gender norms into account and to compensate for gender-based inequalities. (<https://gender.jhpiego.org/analysistoolkit>)

Gender mainstreaming: The process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women, as well as of men, an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally. The goal of gender mainstreaming is to achieve gender equality.

Gender neutral: An approach (or lack of a considered approach) to planning and policy making that assumes that the impact on women, men, girls and boys as if they were part of one homogeneous group. For example, although men are usually taller than women, fixing the height of the podium in conference halls on the basis of the height of men.

Practical gender needs: Needs which are related to satisfying basic and material needs of women and men, for their day-to-day survival, and which do not change gender patterns. For instance public provisioning of water in the home or providing access to daycare facilities at the workplace. Social Mobilization for Reproductive Health (CEDPA, 2000)

Strategic gender needs: Needs that are related to changing the situation of marginalized people, especially women. Strategic needs may include training addressing issues of domestic violence, legal rights, equal wages, and women's control over resources. Social Mobilization for Reproductive Health (CEDPA, 2000)

Gender gap: Differences between men and women in levels of achievement or access. This could, for

example, be access to education or health care and treatment services or differentials in wages paid to women and men. These differentials may result from customary practices, religious biases, social assumption, myths or taboos, among others. (ISTM)

Gender discrimination: Where one gender is favored and the other becomes disadvantaged e.g. sex selective abortion. **Gender oppression:** Where one gender dominates the other unjustly or even cruelly. For instance, domestic violence, rape, sexual harassment. (ISTM)

Gender Stereotypes: are ideas that people have on masculinity and femininity: what men and women of all generations should be like and are capable of doing. For example: girls should be obedient and cute, are allowed to cry, and boys are expected to be brave and not cry, women are better housekeepers and men are better with machines, or boys are better at mathematics and girls more suited to nursing. (<https://gender.jhpiego.org/analysistoolkit>)

Empowerment refers to the expansion of people's capacity to make and act upon decisions (agency) and to transform those decisions into desired outcomes, affecting all aspects of their lives, including decisions related to health. It entails overcoming socioeconomic and other power inequalities in a context where this ability was previously denied. Programmatic interventions often focus specifically on empowering women because of the inequalities in their socioeconomic status. (Adapted from Naila Kabeer's and Ruth Alsop's definition of empowerment.)

Discrimination is any unfair treatment or arbitrary distinction based on a person's race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, social origin or other status. Discrimination may be an isolated event affecting one person or a group of persons similarly situated, or may manifest itself through harassment or abuse of authority.

Harassment is any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or which create an intimidating, hostile or offensive work environment. Harassment normally implies a series of incidents. Disagreement on work performance or on other work related issues is normally not considered harassment and is not dealt with under the provisions of this policy but in the context of performance management. (UN Secretary General's Bulletin)

Abuse of authority is the improper use of a position of influence, power or authority against another person. This is particularly serious when a person uses his or her influence, power or authority to improperly influence the career or employment conditions of another, including, but not limited to, appointment, assignment, contract renewal, performance evaluation or promotion. Abuse of authority may also include conduct that creates a hostile or offensive work environment which includes, but is not limited to, the use of intimidation, threats, blackmail or coercion. Discrimination and harassment, including sexual harassment, are particularly serious when accompanied by abuse of authority. (UN Secretary General's Bulletin)

Power Dynamics: Power imbalances based on gender, workplace or educational status, racial or ethnic backgrounds, age, disability, sexual orientation or economic class could impact on sexual harassment and violate the human right of equality. (UN Secretary General's Bulletin)

Sexual harassment is any unwelcome conduct of a sexual nature that might reasonably be expected or be perceived to cause offense or humiliation, when such conduct interferes with work, is made a condition of employment or

creates an intimidating, hostile or offensive work environment. Sexual harassment may occur in the workplace or in connection with work. While typically involving a pattern of conduct, sexual harassment may take the form of a single incident. In assessing the reasonableness of expectations or perceptions, the perspective of the person who is the target of the conduct shall be considered. (UN Model Policy)

Power is the capacity of individuals or groups to decide or influence who gets what, who does what, who decides what, and who sets the agenda (namati.org).

Social power is the capacity of different individuals or groups to determine who gets what, who does what, who decides what, and who sets the agenda. Social power operates in all the spaces in which people live their lives. (All about Power. Understanding Social Power & Power Structures, by Srilatha Batliwala)

Social power arises initially from access and control over resources. For various reasons, some individuals or groups acquire greater command over resources and they become more powerful. But these are not just economic resources. There are in fact at least four kinds of resources that create social power in today's world: (i) Material or economic resources, (like land, finances, etc); (ii) Human resources (like bodies, labour, sexuality, etc.); (iii) Knowledge resources, (like access to information); (iv) Intangible resources, (like social capital, networks, etc.).

Visible or direct power is the form of power that we are most familiar with, and have all experienced, and we see it operate almost every day in both public and private spaces. Visible power is the capacity to control people's choices, access to resources, voice in decision-making, and frame the rules that regulate societies and govern countries. Visible power determines who participates - and who is excluded from - decision-making in the public realm. Visible power

in the private sphere arises from social norms and customs that determine who has control over whom, rather than because of any formal authority like the government. (All about Power)

Hidden or indirect power, sometimes called agenda-setting power, is about who influences decisions or sets the agenda behind the scenes, whose voices are heard or who is consulted on a particular issue. It is the capacity to influence people's opportunities, access to resources and rights indirectly, without giving direct orders or having any formal right to do so, and without being visible. Again, hidden or agenda-setting power operates in both the private and public realms. (All about Power)

Invisible power is in many ways the most problematic of all the faces of power until we know how to look for it and where to find it! And because of this, it is often the most difficult form of power to challenge and confront. Invisible power is the power to shape the way people think and feel about themselves (people's self-image, self-esteem). It is the force that creates social attitudes and biases, and the way our desires and needs are influenced. For example, ideologies, media, etc. (All about Power)

There are five different expressions of Power:

- **Power Over** is often exercised by people and institutions that have visible power: parents, religious and political leaders. It is about who decides what and is expressed in terms of direct or indirect control over other people, deciding their opportunities, choices and actions. Power over is usually about domination.
- **Power To** is about our capacity to act for ourselves or for others towards any kind of personal, collective or political goal. It is the power to do things – what is sometimes called agency – without seeking someone else's permission or approval.

- **Power Within** is the self, which is also a source of power. It can also be connected to the concept of intangible resources.
- **Power With** is about collective power. It is the power to confront and challenge injustice by finding, mobilizing and joining hands with others who face the same injustice, or care about the same cause. Power with is actually the most potent expression of power, and has successfully ended some of the world's greatest injustices – like slavery – and toppled even powerful dictatorships and regimes.
- **Power Under** is a very complex but widespread expression of power. It explains why people who have experienced discrimination, abuse, oppression and trauma, often become abusive, authoritarian, and oppressive themselves when they gain power (especially power over). (All about Power)

The ideology of **Race** that claimed white people's superior intelligence and capability and therefore right to dominate dark-skinned people; this ideology maintained that dark skinned races will benefit by submitting to white men's rule. (All about Power)

Patriarchy says men are superior to women, that God has decided this (Adam came first, then Eve), or nature (men are bigger and stronger), or biological roles (women give birth to and have to look after children) or evolution have made it this way. In a patriarchal power structure, your job is to do your gendered duty and not question the overall structure or the injustices you face within it. (All about Power)

Masculinity is the particular pattern of social behaviors or practices that is associated with ideals about how men should behave and their position within gender relations. Masculinity is a relational concept, defined in opposition to femininity and expectations about how women should behave. One of the more common features of masculinity

is the equation of manhood with dominance, toughness, and risk-taking. However, as with femininities, there are multiple masculinities, which change over time and between and within settings. Some of these masculinities may hold more power and privilege than others: some may be considered exemplary; some may be socially marginalized. (Men, Masculinities, and Changing Power, by MenEngage)

Intersectionality is the theory of how different types of discrimination interact. It is about understanding how different power structures interact in the lives of minorities (Kimberlé Crenshaw).

Intersectional Feminism also draws attention to the different invisibilities that exist in feminism, in anti-racism, anti-caste, class politics, etc. Basically, it compels us to attend to many different aspects of power that not everyone experiences. This is one way we can draw our attention to what has been erased from our histories, what we need to unlearn, what we need to challenge, and who needs to be given space to share power and have a voice of their own. More importantly, it helps us draw attention to the various ways in which power is sustained and limited to only a certain caste/class/race/gender in society and how oppression thus operates and works. (feminisminindia.com)

Annex 3: Suggestion for Audit Tool

Suggested tool to understand the gender dynamics within the participating organization and to take specific measures accordingly:

ILO Participatory Gender Audit Tool https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_101030.pdf

A Manual for Gender Audit Facilitators: The ILO Participatory Gender Audit Methodology https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf

Examples of what not to do in workplaces (compiled by Kotha)

16 EXAMPLES OF WHAT NOT TO DO IN WORKPLACES

Kotha

1. Making comments on physical appearance
2. Asking about relationship status
3. Stalking
4. Any form of physical contact **WITHOUT** consent
5. Requests for sexual favours
6. Sending texts of sexual nature
7. Making sexually suggestive gestures
8. Abuse of power in the workplace
9. Invading personal space
10. Taking photos or videos **WITHOUT** consent
11. Using coercion to establish sexual relationships
12. Asking for personal information
13. Persistent attempts at making plans outside of work
14. Sexist comments and jokes
15. Unwelcome staring
16. Make someone feel **unsafe or uncomfortable**

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Annex 4: References

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6. The Rights of Hijra in Bangladesh: An Overview, Lubna Jebin, 2015.
7. Western Australian Aids Council. <https://waaids.com/item/736>
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11. Convention on Violence and Harassment in the World of Work (C190) and accompanying Recommendation (R206): https://www.ilo.org/wcmsp5/groups/public/---dgreports/-dcomm/---publ/documents/publication/wcms_721160.pdf
12. University of California <https://diversity.ucsf.edu/resources/unconscious-bias#:~:text=Unconscious%20biases%20are%20social%20stereotypes,organize%20social%20worlds%20by%20categorizing>
13. <http://repository.un.org/bitstream/handle/11176/400656/Lesson%203.2%20Respect%20for%20Diversity.pdf?sequence=2&isAllowed=y>

Annex 5: Virtual Session Plan

The planning and implementation of this ToFP was modified due to the Covid-19 pandemic, and the virtual sessions were designed accordingly. The one-day training was divided into two 3 hour sessions over two days, to ensure attentive and active participation. It was also decided to keep each session limited to a maximum of 20 participants to ensure better engagement. Small

energizer/movement breaks were designed into the session plan, to keep the participation active.

The sessions were planned to take place over Zoom, using the tools available with the application to carry out different forms of interactive engagement and activities.

Schedule and planning for the sessions:

Time	Topic	Description of Activities
Day 1: Gender and Self		
30 min	Opening, Introductions, Expectations	Briefing on the objectives by UNGETG representative. Sharing the schedule and setting house rules with the participants. Sharing expectations of participants using google doc shared link.
20 min	Ice-breaking on gendering reflection	Breakout rooms with 3-4 participants were created for the initial sharing, and then the main highlights/takeaways from the group discussion was shared with the plenary.
40 min	Gender and Terminologies	Using whiteboard to have participants carry out the sex and gender words exercise; followed by the presentation on Gender Terminologies.
10 min	Tea & movement break	Encouraging everyone to leave the desks and move around, grab a tea/coffee.
40 min	Gender Stereotypes and Bias	A poll was created to look at the usual gender stereotypes that are perceived in our society, followed by discussion on these issues.
20 min	Understanding Gender Roles and Power Dynamics	Bringing in the conversation about roles in workplaces and power, which can be followed with the group exercise on gender roles and values.
10 min	Closing and Preparation for next day	Clarifications, reminder about the mapping exercise and sharing the power reflection exercise.

Time	Topic	Description of Activities
Day 2: Harassment, Sexual Harassment and Abuse of Authority		
10 min	Review of previous day	Review main takeaways from yesterday. Reminders on our ground rules.
40 min	Understanding of terminologies, underlying issues/ UN's global definitions and basics of the policies	Presentation and discussion by highlighting examples provided by participants on the different issues.
20 min	Activity to rank and identify SHAA scenarios	Using the poll to determine the different ranking for the SHAA exercise, and discussing the results
10 min	Tea & movement break	Encouraging everyone to leave the desks and move around, grab a tea/coffee.
40 min	Organizational policy mapping and identifying gaps, and designing empathetic workspaces	Building on the homework mapping exercise already carried out by individual participants. In working group (breakout rooms) the participants map and discuss solutions to actual issues that they have in their organizations.
30 min	Highlighting the importance of PSHAA and fostering empathetic environments	Presentation and discussion/sharing on how these can be implemented in different organizations.
15 min	Exploring next steps	Discussing how this TOT can be built up on within the organizations; roles of focals; potential support from GETG members, etc.
15 min	Feedback & Closing remarks	Any suggestions, clarification, etc.

Tips to ensure better participation and planning:

- ✓ Sending out pre-session preparation toolkits;
- ✓ Preparing group activity documents (eg. google sheet, instruction notes) before the session;
- ✓ Encouraging video remaining on during sessions;
- ✓ Preferably having different presenters/moderators in some of the sessions;
- ✓ Host and moderator being separate persons, so that settings for activities can be carried out by someone else other than the moderator;
- ✓ Note keeping, time keeping roles to be managed by others, not the moderator of sessions;
- ✓ Keeping exercises and engagement activities at regular intervals to ensure participation;
- ✓ Calling out to participants to ensure active engagement;
- ✓ Hold a dry-run before the actual session to ensure how the different tools, links, presentations work.

SUPPORTED BY:

