



EQUALITY MEANS BUSINESS

Training Manual for Gender Equality and Women's Empowerment in the Private Sector

TRAINERS' TOOLKIT



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

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

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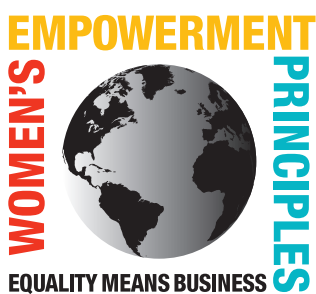
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Training Manual for Gender Equality and Women's
Empowerment in the Private Sector

TRAINERS' TOOLKIT

Based on the Women's Empowerment Principles

This training manual was developed by the UN Women Georgia Country Office and targets company representatives, UN Women offices and NGOs working on corporate sustainability and gender equality issues, as well as trade unions and other stakeholders that engage in training for gender equality. The manual is based on the UN Women and UN Global Compact *Women's Empowerment Principles* and is intended to be used in trainings of private sector representatives. The manual consists of interactive exercises, material for lectures and handouts for participants.



United Nations Entity for Gender Equality
and the Empowerment of Women

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Acronyms

AA	EU Association Agreement
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CSR	Corporate Social Responsibility
DCFTA	Deep and Comprehensive Free Trade Area
EU	European Union
HRAP	Human Rights Action Plan of Georgia
ILO	International Labour Organization
LoGGE	Law of Georgia on Gender Equality
OECD	Organization of Economic Cooperation and Development
SDGs	Sustainable Development Goals
UN	United Nations
WEPs	Women's Empowerment Principles: Equality Means Business

Background

The general principles of equality are embedded in Georgia's Constitution (article 14), and a number of important strides have been made towards the promotion of gender equality specifically. The Law of Georgia on Gender Equality (2010) aims at ensuring equal treatment of women and men in all spheres of public life, including in labour relations, and the Law of Georgia on the Elimination of All Forms of Discrimination (2014) ensures citizens' protection from discrimination on the grounds of sexual orientation and gender identity, among others. The Labour Code of Georgia stipulates the inadmissibility of discrimination in the workplace and contains important provisions in relation to safety, working conditions and maternity leave. Georgia joined the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) without reservations in 1994 and has also ratified ILO conventions No. 100 on Equal Remuneration in 1996 and No. 111 on Discrimination in Employment and Occupation in 1993, among others.

Despite the progress made in legislation, persisting gender inequalities remain a barrier to sustainable and inclusive development. For example, the representation of women in politics is low at 12 per cent in the Parliament and 11.6 per cent in local governments. Only 57 per cent of women are economically active compared to 77 per cent of men, and the employment rate for women is 51 per cent (compared to 67 per cent for men). Despite the fact that women outnumber men as graduates of higher education, they still end up earning only 63 per cent of what men earn.¹ There is continued horizontal and vertical sex segregation in the labour market, where women are concentrated in the lower paying sectors and positions.² Access to paid and decent work, credits and loans, affordable and quality childcare, and other services remains a challenge especially for women living in rural and mountainous areas, ethnic minority women, women with disabilities and women facing multiple forms of discrimination and disadvantage.

In 2014, the UN Women Country Office in Georgia introduced the **Women's Empowerment Principles: Equality Means Business** (WEPs), launched globally in 2010, to potential stakeholders and

partners in Georgia. Since then, UN Women has accelerated efforts to promote the implementation of the WEPs through a series of trainings and technical support to private sector companies. In 2016, the Human Rights Action Plan of Georgia (HRAP) was adopted including a chapter on Business and Human Rights which makes specific reference to the promotion of the WEPs.

In June 2014, Georgia signed the EU Association Agreement (AA), which introduced a preferential trade regime entitled the Deep and Comprehensive Free Trade Area (DCFTA).³ The DCFTA stipulates a requirement from the Government of Georgia to ensure trade and sustainable development with adherence to corporate social responsibility (CSR) principles and international labour standards. In order to comply with DCFTA, Georgian companies will be expected to act in compliance with CSR frameworks developed by the EU, the UN, the OECD and others.

Following the UN General Assembly's 2015 adoption of the Global Agenda for 2030, including the 17 Sustainable Development Goals (SDGs), Georgia proactively embarked upon the process of nationalizing the SDGs.⁴ With the understanding that sustainable development for all cannot be achieved without active engagement of all actors, including the private sector, the Government of Georgia prioritized 14 of the 17 SDGs, including SDG 5 (Achieve gender equality and empower all women and girls) and SDG 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all).⁵

We believe that recent developments at the global and national levels – including the adoption of normative and legislative frameworks aimed at the achievement of sustainable development for all and where gender equality and women's empowerment plays a central role – create a momentum for introducing principles of corporate sustainability among private sector actors in Georgia. These frameworks also provide guidance on how companies can act to live up to expectations from the Government, trade and business partners and customers, as well as what steps can be taken to

1 GeoStat, Women and Men in Georgia, 2015. The Caucasus Barometer, 2015, available from caucasusbarometer.org

2 Bendelani, N. et al., Report Paper of the Study "Gender Discrimination in the Georgian Labour Market". Center for Social Sciences, 2014.

3 EU/Georgia Association Agreement, Association Agreement between the European Union and the European Atomic Energy Community and their Member States, of the one part, and Georgia, of the other part, 2014.

4 The United Nations Sustainable Development Platform. Available from sustainabledevelopment.un.org/sdgs

5 The United Nations Sustainable Development Platform, "Georgia's 2016 National Voluntary Review at the High-level Political Forum". Available from sustainabledevelopment.un.org/memberstates/georgia

respect and promote human rights and gender equality.

In addition, this manual is part of UN Women Georgia's efforts to support the Government of Georgia's implementation of its international and national commitments to human rights and gender equality, including provisions under the Beijing Declaration and Platform of Action, CEDAW, the nationalized SDGs, and the Human Rights Action Plan (2016-2017).

Methodology for Developing the Training Manual

This manual is designed to train individuals who work in private companies of all sizes and from all sectors of the Georgian economy. Executive management staff, human resources, PR and marketing, as well as staff responsible for corporate sustainability issues, are the primary target groups. The structure of the manual is flexible in order to accommodate the different needs of the target groups.

The process of developing the training manual started by surveying private sector representatives in Georgia to identify their knowledge and capacity development needs in relation to gender equality and CSR. Complementary desk research was undertaken to summarize the up-to-date country situation in terms of gender-related legislation, policies and international human rights obligations. Special attention was paid to analysing evidence and understanding the root causes and key barriers for the achievement of gender equality, such as persisting patriarchal attitudes, gender stereotypes and different forms of violence against women and girls in private and public spheres. The desk research also focused on the analysis of existing training manuals and toolkits created by international organizations on topics such as gender mainstreaming and gender sensitization, including existing resources on the implementation of the WEPEs.

As a result of the desk research and assessment of target group needs, the following knowledge and capacity development needs were identified:

- ✓ Basic theoretical and practical knowledge on CSR and the WEPEs
- ✓ Knowledge and practical use of tools to assess the company's operations and activities in terms of CSR and the WEPEs
- ✓ Technical assistance and guidance to develop, implement and monitor action plans for the implementation of gender equality and women's empowerment measures

Inputs and feedback from stakeholders and the target group have been sought and incorporated throughout the manual development process. These include internal UN Women feedback from three different parts of the organization: (1) from the UN Women Private Sector Team/WEPEs secretariat; (2) from the UN Women Regional Office for Europe and Central Asia; and (3) from the UN Women China Country Office, which is also actively working to promote the implementation of the WEPEs. In addition, the WEPEs assessment tool and workshop outlines developed by UN Women in Serbia have been used as background material and are valuable inputs. The UN Women Regional Office for Europe and Central Asia also facilitated the inputs from YADA Foundation, a Turkish foundation specialized in research, strategy development and monitoring and evaluation. These consultation and feedback opportunities have been important to draw on global and regional experiences and expertise with WEPEs implementation and CSR promotion.

At the national level, representatives of the CSR Club of Georgia (uniting 70 companies and other stakeholders) provided input to the training manual, and a pilot training was organized in February 2016 and was attended by 17 members of the CSR Club, including company and civil society representatives as well as trade union representatives. The feedback generated through the training has been crucial for ensuring relevance to the local context. Before its finalization, the manual was further used and tested in four more trainings in collaboration with business associations and the UN Global Compact Local Network.

The Purpose of the Manual

This training manual provides a guideline for planning, implementing and evaluating trainings based on the WEPs. The purpose of the training manual is fully aligned with the WEPs and is to promote company policies and practices that foster gender equality and the empowerment of women in the workplace, the marketplace and within communities. The manual includes exercises, supporting material and handouts, as well as suggested templates for evaluation.

Learning Objectives

Through the training, participants will gain:

- An understanding of gender equality, corporate sustainability and the human rights imperative, as well as the business case for gender equality and the empowerment of women
- An ability to identify and analyse barriers to women's empowerment in the workplace, the marketplace and within communities
- Capacities to plan, implement, follow up and advocate for solutions to the identified barriers
- Knowledge on implementing, monitoring and reporting on the WEPs

The Structure of the Manual

The manual consists of two parts:

The Trainers' Toolkit: Contains practical guidelines on how to plan, implement and evaluate trainings on the WEPs. Here, the user will find exercises, cases, notes for lectures, samples for evaluation and logistical checklists. The trainer can also use the handouts for participants (described below) as a supporting document and to structure lectures as it contains data, references to legal texts and definitions as well as company examples.

Participants' Handouts: Consists of handouts for each training module. The purpose of the handouts is to support the continued learning process, after the training, and to enable companies to start the process of implementation of the WEPs. As mentioned above, the information and supporting data in the handouts can also be referenced by the trainers when delivering the training.

The Gap Analysis Tool

Starting in 2017, companies will be able to access a Gap Analysis Tool for the implementation of the WEPs. The tool is being developed by UN Women, the UN Global Compact and the Inter-American Development Bank and aims to guide companies in identifying gaps and opportunities in gender equality policies and practices, as well as benchmarking progress. Trainers are encouraged to introduce the tool to training participants. The Gap Analysis Tool is being developed with the support of the Government of Japan, the Government of Germany, Itaipu, the Coca-Cola Company and KPMG.

Introduction to the Trainers' Toolkit

The aim of the Toolkit is to provide a step-by-step guide on how to plan, implement and evaluate trainings for the purposes of promoting the implementation of the WEPs. The Toolkit is structured in the following interconnected parts:

- **Step 1: Planning** – which describes the steps trainers need to take to prepare the training
- **Step 2: Implementation** – which contains the training modules
- **Step 3: Evaluation** – which includes feedback

STEP 1: PLANNING

Trainings are a way of sharing knowledge and building skills either in a formal or an informal setting that will lead to a change in behaviour. Adult education and learning processes should generally be participatory and inclusive, and it is the responsibility of the trainers to create a positive learning environment that encourages participation among the participants.

Planning training workshops requires time and resources; therefore, it is advisable for a trainer to have a co-trainer who will be part of the entire planning, implementation, and evaluation process. Moreover, training styles are often an “extension” of a trainer’s personality, knowledge and preferences. Conducting trainings in pairs may allow for diversity in terms of training modes, which might be beneficial for the learning process.

In order to convey the necessary information to the participants through an inclusive training workshop, trainers need to be aware of the needs of their participants. Conducting a capacity needs assessment will enable the trainers to set clear learning goals and to adapt the content to match the needs of the target group.

1.1. Capacity Needs Assessments

A capacity needs assessment is conducted before the training to help the planning process. It can be conducted through interviews with enterprises and their staff or managers, by group discussion or by tests on topics relevant to the training. Observations can also be made in order to assess the needs of the target group. Finally, questionnaires can be used to collect necessary information. Each method is valid in terms of information gathering; however, interviews and group work may be time and resource intensive. Therefore, if you are dealing with a large pool of training participants, using a pre-designed questionnaire might be a better option. How to prepare and conduct such a capacity needs assessment is described below.

Conducting a Capacity Needs Assessment

The capacity needs assessment form should include a short note that explains to the participants that the goal of the assessment is to identify the needs and areas of interest of the training participants in relation to the training workshop. To manage expectations, it can include a list of topics

that the training can realistically offer; from which respondents can mark their areas of interest. The capacity needs assessment questionnaire should be short; keep the questions to a maximum of 10. It can contain open-ended questions, which are informative but time-consuming to summarize and analyse. It can also include multiple choice options, which makes the questionnaire easier to complete and to analyse but might not give sufficient information to the trainers. Trainers can also use ratings and sentence-completion activities to evaluate the knowledge of terms, the relevance of the information, or the skills of the trainees. Finally, questionnaires can also use a combination of all these types of questions.

The pre-training capacity needs assessment should ideally be distributed to all of the training participants ahead of time with clear deadlines, to allow for their responses to be taken into account in the design of the training. They can be distributed as an attachment to an e-mail or by using free online survey programmes. Based on the responses, the trainers can identify the areas of interest, preferences and possibly also the knowledge among the respondents and can adjust the training programme accordingly.

1.2. Objectives, Training Materials and Learning Methods

Based on the information generated through the capacity needs assessments, **learning objectives** can be defined. The objectives should be clearly explained to the participants and monitored throughout the training sessions. For example, the trainers may start each training session by explaining to the participants what they should be able to do or know by the end of the session. Using phrases such as “be able to”, “have knowledge of”, “have skills to” or “have understanding of” can enable participants to understand how their newly gained knowledge can be put into practice after the training.

The information and exercises included in this manual will be difficult to cover in one training. Therefore, trainers need to prioritize which topics to cover and be ready to rearrange the activities at the last minute depending on how the participants respond to the activities and how much time the discussions require. Being clear on the learning objectives will help trainers prioritize and rearrange the training agenda if need be. It is advisable to have

extra activities planned as well as to be prepared to drop certain parts of the programme. Keep track of time and keep a dialogue with participants on what changes to make to the programme.

The training sequence is the flow of the activities and information sharing at the actual workshop. When planning the training sequence, it is important to keep in mind that a learning cycle includes concrete experiences, reflections and observations, theory and concept introduction, and, finally, application and testing new skills or knowledge. For example, the introduction of a new concept should be followed by an exercise that illustrates the concept or demonstrates how it is translated into policies or practices. Reflection after exercises where participants have tried newly acquired skills is also part of the learning cycle.

Learning methods can be clustered into two main groups: lectures and participatory learning methods. Case studies, small group discussions, brainstorming, role playing and simulations are all examples of participatory training techniques. Participants have different learning styles; using a mixture of lecture, individual and group work, written and oral material as well as audiovisuals will make sure that the different needs are met and hopefully keep energy levels up!

When working in small groups, trainers can try to form working groups so that a high level of diversity is present in each group. In terms of diversity, trainers can try to bring in women and men of different ages as well as those representing different sectors and sizes of companies, and participants from different levels of decision-making power in their companies.

Trainings can be seen as knowledge-sharing forums. The success of trainings are often conditioned not only by the theme and the knowledge of the trainers but also by factors such as: How many participants are present? What are their professional fields, the level of their responsibilities and influence in their companies? How is their active participation ensured throughout the training, and what measures are taken to follow up after the training?

It is recommended that training workshops have a **maximum number of 20 participants**. With larger numbers of participants, it becomes difficult to give attention to all and to ensure everyone's participation in the activities. With less than eight

participants, it is difficult to conduct exercises and participatory learning activities and might make trainings more trainer-oriented. However, depending on the learning objectives set and the number of trainers involved, a training may include more than 20 or less than eight participants.

When it comes to identifying and **recruiting training participants**, various criteria can be used, including the size of the company, the sector, and the title/position of the individuals who will attend the trainings. It is advisable to aim to recruit participants who have managerial roles in their companies and those who have leverage to advocate for policy implementation. Ideally, focus should be given to CEOs, CFOs, board members (particularly in the case of smaller companies), and middle managers (particularly in the case of larger companies, for instance, CSR Managers, HR Managers and PR/Marketing Managers). Staff that have a representative role, such as those in staff committees or unions, should also be considered.

To recruit participants, trainers can reach out to business associations or companies directly. The presence of a UN Global Compact Local Network in the country can also provide a helpful platform for recruitment as well as further engagement beyond the training.

1.3. Preparations Checklist

- ✓ The training venue is booked
- ✓ Catering is organized
- ✓ Invitations are sent out to the participants
- ✓ Capacity needs assessment is conducted
- ✓ Trainers have agreed who is doing what during the training sessions
- ✓ A timekeeper is assigned for each session among the trainers (unless trainers decide to involve the participants in this activity)
- ✓ Printed materials are prepared: registration form, list of participants and contact details for distribution, handouts, evaluation forms, name tags, agenda and exercises/cases
- ✓ Training materials are in place: flipchart, whiteboard, computer, projector, slides for presentation, spare paper and pens
- ✓ Training certificates are prepared for each participant, if applicable

STEP 2: IMPLEMENTATION

Step 2 consists of **six training modules** covering all seven WEPs. The first is an introductory module, while modules 5 and 6 each cover two principles. Each training module consists of three phases of implementation: an introductory lecture, followed by group exercises and lastly a final part where trainers and participants synthesize the key take-aways. Covering all the principles and conducting all exercises would require a multi-day training. Depending on the needs of the participants, the priorities set for the training and the time available, trainers can use the manual for conducting everything from an introductory two-hour workshop to several days of workshops and discussions.

Below are a few key points to keep in mind while delivering the training content.

A Trainer's Checklist for a Productive and Enjoyable Training

- ✓ Ensure that the atmosphere is friendly and empowering so that participants feel comfortable to ask questions and provide feedback.
- ✓ Set up ground rules together with the participants, emphasizing that the rules shall be respected throughout the training. Make sure that respect and non-discrimination is included here. Ultimately, it is the trainers' responsibility that harassment, derogatory language or "jokes" that can be perceived as derogatory do not take place or are not accepted.
- ✓ Use icebreakers to make participants feel comfortable, and keep in mind that exercises such as role playing are better suited at the end of a training or in a group where participants are comfortable with each other.
- ✓ When discussions arise, try to engage various participants in order to get different views on the topic and to nuance their inputs against each other's. If participants express opinions that are contrary to the values contained in this manual, and which could be offensive to other participants or yourself, do not hesitate to state that such remarks will not be accepted, and refer to the joint ground rules.
- ✓ As a trainer, try to remember the names of the participants and encourage the use of name tags including for yourself.
- ✓ Praise participants for their active participation, but try not to evaluate or rate their inputs. Say "Interesting, thank you", rather than "Very good, thank you".
- ✓ Make yourself available if participants have further questions or need more explanation on topics discussed or assignments distributed.
- ✓ Consider incorporating energizing exercises as part of the session so that participants get active and retain their concentration.
- ✓ Before starting the training session, read and reread the training toolkit so that you are familiar with each part of it, and make sure you know exactly what each activity entails.

MODULE I: Introduction to Corporate Sustainability, Gender Equality and the WEPs

At the end of the session, participants will:

LEARNING OBJECTIVES

- Have an understanding of the concepts of CSR and corporate sustainability
- Be familiar with existing CSR frameworks, including the WEPs
- Have an understanding of the concepts of “gender”, “sex”, and “gender equality”, as well as their relevance for company policies and practices

DURATION

100
Minutes

PROCESS INSTRUCTIONS:

Lecture: Introduction

- Welcome the participants and introduce the trainers. Provide a background of the training and introduce the objectives and the outline of the training, as well as practical details such as times for breaks and the location of restrooms.

10
Minutes

Exercise: Icebreaker

Divide the group into pairs and instruct them to interview their partners, taking note of the following information:

- Their partner’s full name, workplace, title and years of work experience, plus one or two of the following questions:
 - What interested you in this training?
 - What is the strangest job you have ever had?
 - What is your favorite food?
 - What special skill do you bring into the workplace on corporate sustainability and women’s empowerment?
- Let the pairs introduce each other to the rest of the group. While listening to the introduction round, trainers can make note of the years of work experience of each participant and add them up to demonstrate that the human capital and the knowledge present in the room is immense. This demonstrates to the participants that they will be contributing to the teaching process as much as the trainers themselves.
- Ask participants to write their own names on the sticker badges and keep them on for the remaining workshops.

10
Minutes

Exercise: Participants' Expectations

Ask participants about their expectations for the training and make notes on the whiteboard or flipchart. This will help you and the participants evaluate whether the expectations were met at the end of the training session.



Summarize the expectations of the participants and explain if and why any of the expectations cannot be met during the training.

Exercise: Setting Ground Rules

Ask participants what ground rules they would like to set during the training process. Write down the input from the participants on a flipchart and put it in a visible place for all to see during the whole training process.

Some examples of ground rules are:

- Respecting the opinions of others
- Listening to others
- Giving constructive feedback
- Participating actively
- Being on time
- Using cell phones and computers only during breaks



To make the process energizing, participants can be asked what type of consequences breaking the ground rules will lead to. Let the participants come up with ideas, for example, telling the workshop participants a funny story, revealing embarrassing situations that they have found themselves in recently, or singing a song. Make sure that the "consequences" are kept within the boundaries of courtesy and politeness and that the group is comfortable with playful elements.

Lecture: Introduction to Corporate Sustainability, CSR and the WEPs

Introduction to corporate sustainability, CSR and the WEPs using data that supports the human rights imperative, as well as the business case for endorsing and implementing the WEPs. Please refer to the Participants' Handouts (Module 1) for information and data to support the lecture.



Exercise: What Do Corporate Sustainability and the WEPs mean?

Learning objectives:

To understand and be able to identify key concepts related to corporate sustainability standards and frameworks, including the WEPs.

Methodology:

Group work and discussion

Materials:

- Plain paper and pens
- Guiding questions



Instructions for the trainer:

Divide participants into groups of three to five. Instruct them to discuss the following questions shown on a presentation slide:

- Corporate social responsibility is an international law. True or False?
- How would you define corporate sustainability? What does it mean to you?
- What does gender equality have to do with corporate sustainability?
- Can you name two international standards relating to corporate sustainability?
- WEPs were created by the European Union. True or False?
- How many principles do the WEPs consist of? Please name or explain the essence of at least two of them.
- CSR, corporate sustainability and the WEPs cannot be integrated. True or False?

Encourage the groups to answer all of the questions and to do so in their own words. After the group work is complete, each group will present their answer to one of the questions. Go around the groups until all of the questions have been discussed. In order to create a more dynamic discussion, ask whether other groups agree or disagree with the answers of the presenting group, or if they have alternative answers to the same question.

The Main Message of the Exercise:

Summarize by pointing out that there are different ways of defining CSR and corporate sustainability, but explain that the core of the concept is enterprises being responsible for their impact on society and “doing well by doing good”. Corporate sustainability should not be regarded as a one-time event, charity or philanthropy but as an integral part of a company’s business model with commitment from the top management. Gender equality and the empowerment of women is an important part of corporate sustainability, since a company’s operations potentially affect women as employees, customers, suppliers and members of the community where the company operates. Integrating principles concerning the equal treatment of women and men into corporate sustainability plans not only minimizes the risk of violating women’s rights but also presents the company with a number of opportunities, such as an expansion of the talent pool, increased efficiency and revenues, a better reputation and the potential to tap into new customer markets. The WEPs are a tool enabling such integration.

Lecture: Introduction to Gender and Gender Equality

Introduction to key gender equality concepts such as sex and gender. Please refer to the Participants’ Handouts (Module 1) for definitions and data to support the lecture, as well as promising examples of companies that are implementing the WEPs.



Exercise: Brainstorm Attributes that can be Assigned to “Gender” and “Sex”

Learning objectives:

To enable participants to understand the differences between “sex” and “gender”. Participants will understand that gender is the social meaning that is given to sex and that this meaning shifts over time and place – and can therefore be changed by active policies and efforts to promote gender equality.



Methodology:

Brainstorming and discussion

Materials:

- Flipcharts
- Table with statements on “gender” and “sex” on a presentation slide or as hand-outs

Instructions for the trainer:

Explain the learning objectives of the exercise. Identify a volunteer to write on the flipchart. Ask participants to reflect on what was said in the introductory lecture and to try to define sex and gender concepts using their own words. The volunteer takes notes on the flipchart.

Present a slide with a table with statements on “gender” and “sex” (see example below). Read each question out loud and ask the participants to answer each question, facilitating a discussion when participants disagree with each other. The exercise can also be organized as group work by handing out the table to each group and asking them to discuss it among themselves.

After having gone through all the questions, summarize which statements were attributed to gender and which were attributed to sex. Also, summarize which statements were considered true and/or false. Engage participants in a discussion on whether they believe that attributes can change according to the context, country or time period (for example, if we could use a time machine and move 20 years into the past or future).

Table 1: Statements on “gender” and “sex”

Statement	Sex	Gender	True or False
Women are not suited to be managers			
Women are better cooks than men			
Women are “incomplete” unless they mother a child			
Women are better at humanities studies than men			
Men are better at technical subjects, such as math, science, engineering, than women			
Men are expected to earn more than women			
Men do not cry			
Men think more rationally than women			
Men are better drivers than women			
House chores are a “woman’s job”			

The Main Message of the Exercise:

The main message of the exercise is that many of the traits that are sometimes considered to be “naturally” female or male are actually the result of social expectations and socialization; they are related to gender roles and norms rather than sex. When social differences between women and men are seen as natural (as “sex” rather than “gender”), they tend to be seen as permanent and not subject to change. In reality, gender norms change over time and from context to context. In the past, women were not allowed to vote or to be the managers of companies, for example, and it was argued that their biology did not permit them to think politically or in economic terms. Luckily, this perception has changed in most countries of the world, and it has done so through a deliberate struggle. This also demonstrates that gender stereotypes are closely linked to rights; thus, prevailing gender norms and stereotypes can limit women’s abilities to access their rights. Gender stereotypes can also be limiting and destructive for men, such as those reinforcing that men should not show emotion, should be sexually interested in women, and should be a breadwinner.

Alternative Exercise: Gender Boxes⁶

Learning objectives:

To allow participants to identify gender stereotypes and how these can be limiting, harmful, and can reinforce gender inequalities on a societal level.

Methodology:

Brainstorming in groups and discussion

Materials:

- Whiteboard or flipcharts
- Sticky notes
- Pens



Instructions for the trainer:

Explain the learning objectives of the exercise. Divide the participants into groups of four to five. Provide each group with a number of sticky notes and a pen. Instruct the groups to brainstorm existing expectations on women and men in their society today in relation to appearances, jobs, physical attributes, tasks in the household, interests, etc. Stress that the groups should focus on what they think **society at large** expects from women and men respectively, not on their own opinions in the group, which may differ from general views. Ask each group to brainstorm and to write down features separately for women and men on the sticky notes.

Make the following guiding questions visible for the groups, but explain that they can associate freely:

- What are women and men expected to wear?
- What kinds of jobs are they expected to perform?
- What are the physical attributes that women and men are expected to exhibit?
- What are women and men expected to do in the household?
- What are women and men expected to do in their spare time?
- What emotions are women and men expected to have and to show?
- How are women and men expected to behave in marriages or in romantic or sexual relationships?

Have a flipchart or a whiteboard ready divided in two fields, one with the headline “WOMEN” and one for “MEN”. After 5-10 minutes, ask one person from each group to attach the sticky notes on the relevant side of the whiteboard. When all the notes are posted, summarize to the group by reading aloud from the notes. If something is unclear, ask the participants to clarify.

⁶ The idea of gender norms as “boxes” was inspired by the educational material of the Macho Factory (machofabriken.se), developed jointly by the Swedish Association of Unizon, the National Organisation for Women’s and Young Women’s Shelters in Sweden, and Men for Gender Equality, which uses boxes to illustrate how gender norms create systems of inclusion and exclusion.

When all the expectations have been read out, use a marker to draw a box around the expectations pertaining to men, then a separate box for those pertaining to women. Explain that not all of the expectations are negative – in fact, many of them are positive. However, when they are associated with one sex only, they can come to function as a strict framework or a “box” for what is seen as appropriate or wanted behaviour for women and men respectively. These boxes are quite small and can be limiting and restricting for both women and men.

Proceed by pointing out that the expectations on men are often associated with higher status than the expectations on women. For example, men are often expected to be strong and assertive, provide for the family, have an active sexuality, and drive a car; while women are expected to be soft, take care of children, cook, and have a passive sexuality. Explain that these expectations may not only be limiting at the individual level but that they also reinforce power inequalities where women are at a subordinate position in relation to men.

Continue by asking the participants what happens if a person “moves out of the box” and starts expressing or taking on some of the attributes, practices or tasks that are associated with the other sex. Examples of consequences can be criticism, ridicule, discrimination, harassment and even violence. Explain that, because of the differences in status between that which is associated with women to that which is associated with men, it is sometimes easier for women to perform tasks or use attributes that are associated with men; this implies, in a sense, “moving up” the status ladder. For men, on the other hand, performing what is seen as “female tasks” or using such attributes may result in a greater degree of resistance, including discrimination and violence.

The Main Message of the Exercise:

Although many of the expectations and norms written down by participants are positive ones, they can become limiting and destructive when they are linked strictly to either women or men. Such limiting expectations, on the macro level, also influence the roles and the positions women and men have in society and in the workplace. It is easy to see the connection between these norms or expectations, on the one hand, and the segregation in the labour market, the small number of women in management positions, the big gender wage gap, and the often limited responsibility taken by men in the upbringing of children and in performing household tasks. Actively questioning stereotypes and encouraging women to enter male-dominated fields and professions, and vice versa, is one way of promoting gender equality in the workplace and in the labour market.

Key Take-Away from Module 1:

- Promoting gender equality and the empowerment of women is about respecting and promoting human rights, but it is also a good business decision. Including and empowering women in the workplace can lead to increased organizational efficiency and revenues and a higher return on investment as well as overall economic growth. Supporting women at the grassroots levels can lead to more prosperous communities and households.
- The WEPs are international corporate sustainability principles focusing on gender equality and the empowerment of women. As such, they reflect Georgia’s international human rights commitments as well as aspirations for developing its economy.
- Companies can start developing corporate sustainability and gender equality policies at their own pace by using the Gap Analysis Tool and finding inspiration in promising examples from other companies.

MODULE 2: EQUAL OPPORTUNITY, INCLUSION AND NON-DISCRIMINATION (PRINCIPLE 2)

At the end of the session, participants will:

LEARNING OBJECTIVES

- Have an understanding of concepts such as “equal pay for work of equal value”, “(in)direct discrimination”, “equal opportunity”, and “multiple discrimination”
- Be able to identify gender-based discrimination in the workplace
- Be able to develop solutions to tackle gender-based discrimination in the workplace
- Be able to relate gender-based discrimination in the workplace to gender inequalities in society

DURATION

130-150
Minutes

PROCESS INSTRUCTIONS:

Lecture: Inclusion, Equality and Non-discrimination

Introduction to principle 2 and key concepts such as “discrimination”. Please refer to the WEPs Booklet⁷ (“How to Make and Measure Progress”) for examples and suggestions of how companies can implement the principle, as well as to the Participants’ Handouts (Module 2) for information, data and promising company examples to support the lecture

10
Minutes

Principle 2: Treat all women and men fairly at work – respect and support human rights and non-discrimination

- Equal Opportunity, Inclusion and Non-discrimination
- Pay equal remuneration, including benefits, for work of equal value and strive to pay a living wage to all women and men
- Ensure that workplace policies and practices are free from gender-based discrimination
- Implement gender-sensitive recruitment and retention practices and proactively recruit and appoint women to managerial and executive positions and to the corporate board of directors
- Assure sufficient participation of women – 30% or greater – in decision-making and governance at all levels and across all business areas
- Offer flexible work options, leave and re-entry opportunities to positions of equal pay and status
- Support access to child and dependent care by providing services, resources and information to both women and men

⁷ Available from weprinciples.org/files/attachments/EN_WEPs_2.pdf

Exercise: Test Learning

Learning objectives:

To understand key concepts related to discrimination against women in the labour market, and to be able to describe and identify them when they occur.

Methodology:

Group work and presentation



Materials:

- Flipcharts
- Marker pens
- Plain paper and pens
- Printout with concepts for groups

Instructions for the trainer:

Explain the learning objectives of the exercise. Divide participants into groups of four; and hand each group a concept that was covered in the lecture (please refer to the Participants' Handouts, Module 2 for support), either as a printout or in the form of cards. Examples are "discrimination", "indirect discrimination", "glass ceiling", "equal pay for work of equal value" and "equal opportunities". Give the groups 10 minutes to discuss the concept and prepare an explanation in their own words as well as an example that illustrates the concept. The examples can be real or fictional.

Invite one group at a time to explain the concept to the other participants, and involve the other groups by asking whether they have any comments, questions or additional examples. Summarize the exercise by briefly going through the concepts and relevant examples and by coming back to the objective of the exercise.

For variation, one of the following alternative versions of the exercise can be used:

- **Version I, basic:** Trainers can prepare a small list of examples and cases that groups can review to identify which case reflects which of the concepts listed above.
- **Version II, advanced:** For a more action-oriented exercise, and if participants are comfortable with each other; the brainstorming session where participants define the concept using their own words can be followed by each group preparing a small scene or skit to illustrate the concept. This will require additional time; however, such skits can be prepared in 10 minutes once the group is clear on what the concept means. Each group will then present their concept to the others by enacting the scene, and the other participants will guess which concept it was.

The Main Message of the Exercise:

It is important to understand the definitions of discrimination and the different forms it can take in the workplace in order to be able to identify such cases when they occur. Discrimination can range from direct and overt discrimination to more subtle and indirect forms. Whatever form it takes, however, it is important that managers and staff can recognize discrimination, as a starting point for developing measures to prevent and respond to discrimination.

Exercise: Types of Sex-Based Discrimination

Learning objectives:

To understand the different ways and situations in which discrimination can exist in the workplace as well as the consequences of discrimination for the victim, for the workplace and on a societal level.

Methodology:

Group work and **presentations**

Materials:

- Flipcharts
- Marker pens
- Plain paper and pens
- Themes for group work



Instructions for the trainer:

Explain the learning objectives of the exercise. Divide participants into groups of four.

Assign one of the topics below to each group, and ask them to discuss and take note of: (1) at least one example or illustration of discrimination relating to this topic; and (2) the possible consequences that this form of discrimination can have on the victim, in the workplace and in society in general.

Topics for the group work can be the following:

- ✓ Recruitment, retention and promotion (here, the concepts of “sticky floors” and “glass ceiling” can be included)
- ✓ Equal pay and working conditions
- ✓ Parental leave and access to training and education
- ✓ Stereotyping and harassment

Allocate 10-15 minutes for the discussion in the groups. The presentation scheme below can be used to help groups in structuring their thoughts and brainstorming results.

Type of discrimination	Example	Consequences for the victim	Consequences for the workplace	Consequences on societal level

Allow each group to present their discussion to the other participants, and encourage the other groups to ask questions or add examples. Take notes on the main points from each presentation, and finalize the exercise by making a summary and coming back to the learning objectives of the exercise.

The Main Message of the Exercise:

Summarize by pointing out that sex-based discrimination might not always happen with intention but can be the result of a lack of information, personal bias and preconceptions, the workplace culture, a lack of supporting structures for promoting gender equality and tackling discrimination, or merely a lack of commitment to eliminate discrimination at work. In addition, even though rules and regulations might exist within companies, the actual practice might not measure up to the statements. It is important to understand what sex-based discrimination is, what forms it can take and what the effects can be for the victim, the workplace and society. Discrimination can have effects on women's opportunity to find employment, on their possibility to advance in the workplace, and on their social and psychological well-being. Discrimination can also affect staff well-being and workplace culture and can lead to increased turnover of staff and reduced efficiency, thus posing a reputation risk to the company. On a societal level, discrimination of women in the workplace perpetuates gender inequalities.

Exercise: Suppression Techniques

Learning objectives:

To understand how informal power structures can be reproduced in the workplace, and to develop skills to contribute to an empowering and inclusive workplace.

Methodology:

Discussion

Materials:

- Presentation slide or handouts describing the Suppression Techniques
- Plain paper and pens

Instructions for the trainer:

Explain the concept of the Master Suppression Techniques, which were developed by the social psychologist Berit Ås. Wanting to explain how gendered power dynamics are reproduced, Ås identified five “suppression techniques”. Although these techniques could be used by anyone, Ås defined this as a gendered phenomenon, often used by men towards women. Whether the use is intentional or unintentional, the techniques have the effect of undermining and oppressing women.⁸

The use of these techniques in the workplace can be part of harassment or other types of discrimination against women. Although often subtle, they can have the effect of creating a hostile work environment. Awareness of the techniques can be used to identify oppression in the workplace. Familiarizing oneself with the concepts, therefore, can help to prevent and stop the use of them, whenever they occur. Explain the techniques below to the participants, and give examples.

Version I, basic: Make the techniques available as a presentation slide or a handout. Divide participants into groups of three to four, and ask the groups to discuss if they recognize these techniques and have experienced or seen them being used.

After 10 minutes, ask the groups to discuss and list possible “counter-techniques”. What techniques can be used when faced with the oppression techniques to make them stop?

After an additional 15 minutes, ask the groups to discuss and list possible “empowering techniques” – opposites of the suppression techniques – that can be used in the workplace to create an empowering and inclusive work environment. Finally, allow the groups to share their counter or empowering techniques with the other groups.

Version II, advanced: If the group is creative and participants are comfortable with each other, the groups can be asked to prepare a small skit, enacting one of the counter or empowering techniques that they have identified.



⁸ The Center for Gender Equality Norway, “Domination Techniques: What they are and how to combat them”, April 2001.

Suppression Techniques:⁹

Make the person seem invisible: Make someone feel “invisible” by ignoring them or their ideas.

Examples: Do other things while they are speaking, interrupt them before they are finished, do not respond to their ideas or “pirate” them. When it is someone’s turn to speak, start talking to the person next to you. When someone proposes an idea, do not respond to it; act like it never happened. When a woman says something, no one takes any notice; when a man says the same thing, everyone takes notice.

Ridicule the person: Constantly degrade and make fun of someone, or their social group or their ideas. This will make them feel stupid and embarrassed and make them look less important in the eyes of others.

Example: When you disagree with a woman, make a joke about women being “emotional” or “irrational”.

Withhold information from the person: Keep someone out of decision-making processes, or keep useful information away from them. Form small informal groups where you discuss things away from those you want to oppress.

Examples: Exclude people with less money from a meeting by going to an expensive place to chat beforehand. When you make points at a meeting, use academic words that only a few people will understand. Make decisions in bars or informal settings where women are not invited.

Criticize the person, regardless of what she actually does: Find reasons to punish or complain about someone. The fact that you always complain regardless of what they actually do will make them feel trapped. Eventually the constant criticism will make them feel unwelcome and excluded.

Examples: Accuse women of weakness when they try to listen and not interrupt people. Accuse them of not being feminine when they stand up for themselves.

Blaming and shaming: When someone starts to notice they are being oppressed, blame them for it even though it is your fault.

Examples: When someone in a group complains that a small number of people are making all the decisions, tell them that it is their fault for not doing enough of the work (even though the reason they do not take on more is because you have excluded them). A woman subjected to sexual harassment is told that she has herself to blame since she dressed a certain way.

The Main Message of the Exercise:

Harassment and other types of discrimination can sometimes take subtle forms. In addition, such behaviour that does not formally constitute discrimination can contribute to an excluding and unequal work environment. Learning to identify subtle forms of exclusion or harassment is the first step to preventing and stopping it, as well as to identifying which practices can be used to create an inclusive and empowering workplace for all.

Key Take-Away Messages from Module 2:

- Principle 2 on Inclusion, Equality and Non-discrimination evolves around equal treatment of and opportunities for women and men in the workplace. Even though legislation and company policies often include these principles, established company culture and structure, habits, unconscious bias and stereotypes can result in indirect discrimination or unequal treatment of women and men.
- Discrimination and unequal treatment of women and men can happen at all levels of the company and at the pre-contractual stage, during the employment period, and in relation to separation or dismissal. Tracking salary levels, benefits, promotions, retention rates and recruitment of women and men is a good start to analyse the gender equality situation in the company. Putting in place an accessible mechanism or channel where staff can file complaints on sex-based discrimination is another important step.

⁹ The Center for Gender Equality Norway, “Domination Techniques: What they are and how to combat them”, April 2001. Kilden, “The five master suppression techniques”, genderresearch.no, available from <http://kjonnsforskning.no/en/five-master-suppression-techniques>, 2004. The Situation, “Strategies of domination (in meetings and beyond)”, 20 August 2013.

MODULE 3: HEALTH, SAFETY AND FREEDOM FROM VIOLENCE (PRINCIPLE 3)

At the end of the session, participants will:

LEARNING OBJECTIVES

- Understand the importance of creating conditions for protecting the health, safety and well-being of employees
- Understand the concept of sexual harassment, its consequences and some of the measures for its prevention and response

DURATION

120
Minutes

PROCESS INSTRUCTIONS:

Lecture: Health, Safety and Freedom from Violence

Introduction to principle 3. Please refer to the WEPs booklet¹⁰ ("How to Make and Measure Progress") for examples and suggestions of how companies can implement the principle, as well as to the Participants' Handouts (Module 3) for information, data and promising company examples to support the lecture.

10
Minutes

Principle 3: Ensure the health, safety and well-being of all women and men workers Health, Safety and Freedom from Violence

- Taking into account differential impacts on women and men, provide safe working conditions and protection from exposure to hazardous materials and disclose potential risks, including to reproductive health
- Establish a zero-tolerance policy towards all forms of violence at work, including verbal and/or physical abuse and prevent sexual harassment
- Strive to offer health insurance or other needed services – including for survivors of domestic violence – and ensure equal access for all employees
- Respect women and men workers rights to time off for medical care and counseling for themselves and their dependents
- In consultation with employees, identify and address security issues, including the safety of women travelling to and from work on company-related business
- Train security staff and managers to recognize signs of violence against women and understand laws and company policies on human trafficking, labour and sexual exploitation

¹⁰ Available from http://weprinciples.org/files/attachments/EN_WEPs_2.pdf

Exercise: Health, Safety and Well-Being¹¹

Learning objectives:

To understand different dimensions of health, safety and well-being for women and men in the workplace.

Methodology:

Group discussions

Materials:

Presentation slide with applicable legislation

Instructions for the trainer:

Explain the learning objectives of the exercise, and divide participants into groups of three to four. Assign each group to discuss one of the following topics – health, well-being, safety and work-life balance – all as they relate to the workplace (ideally their own company or sector). Instruct the participants to use “reverse methodology” and discuss examples of policies and practices that can constitute risks or be detrimental to the health, safety, well-being and work-life balance of staff. Ask the groups to discuss if there may be differential impacts on women and men of such policies or practices.

After 10-15 minutes, ask the groups to suggest solutions that can prevent risks and contribute to the health, safety, work-life balance and well-being of employees. Instruct the groups to create a brief plan for implementation of these measures and present the plan to the other groups.

The Main Message of the Exercise:

Certain workplace issues related to health and safety are regulated under Georgian law, such as certain protections for pregnant women and women who have recently given birth, as well as rights to parental leave and additional breaks for nursing mothers. Other measures, however, are up to the employer. Consulting employees and analysing the potential hazards, safety and health risks for female and male staff is a first step to create a healthy workplace. These risks can include unsafe working conditions, exposure to hazardous materials, sexual harassment and violence, and safety issues in relation to business travel, as well as stress and difficulties reconciling work and family obligations. Efforts to eliminate such risks should go hand in hand with policies and practices that promote the well-being of staff and can include health insurance, allowing time off for medical consultations for staff and their family members, child care support, flexible work options, and a zero-tolerance policy against sexual harassment.

Exercise: Prevention of Human Trafficking

Learning objectives:

To understand the concept of human trafficking and the potential risks of human trafficking and forced labour in companies' operations and supply chains, as well as to be able to identify preventive measures.

Methodology:

Case studies and group work

Materials:

- Printed cases
- Presentation slide with applicable legislation



¹¹ This exercise was inspired by the WEPs workshop programme developed by the UN Women Serbia Programme Office.

Instructions for the trainer:

Explain the learning objectives of the exercise, and provide definitions of human trafficking for sexual exploitation and forced labour (please refer to the Participants' Handouts, Module 3). Divide participants into groups of three to four, and assign them to discuss one of the following two cases. After 20 minutes, ask the groups to briefly present their case and to summarize the actions that they have identified for the company to take to prevent human trafficking.

Case I: You work in a management position for a small, national hotel chain with hotels in the largest cities. The customer segment in focus for the hotel chain are customers on business travel, and you also offer conference facilities. The majority of your customers are men on international and domestic business travel. You were very happy about where things were going with the company in terms of retaining and attracting new customers, when suddenly the police took action against a group of human traffickers in one of the cities where your company operates. During the investigation, it was revealed that victims of trafficking for sexual exploitation had been sold to customers of your hotel and that this exploitation had taken place in hotel rooms. The company is now involved in the criminal investigation, as it must be ruled out that the hotel was actively engaged in the trafficking of victims.

As a manager, you have not been aware of the risk that your company's facilities could be used for the sexual exploitation of victims of human trafficking, nor has your staff been trained to recognize signs or identify and follow up on risks. You have had no contact with law enforcement, state agencies or civil society organizations providing services for victims or awareness-raising on these issues previously.

Reflecting back on the human rights violations that have taken place using your company's facilities, what preventive measures could the company have taken? What types of initiatives, activities and/or policies would be appropriate to implement in order to prevent the same or similar events from happening in the future? Please describe the ideas.

Case II: You run a successful wholesale fashion boutique. To reduce labour costs, you have contracted sewing companies in a different country that cut and assemble clothes sketched by your designers. Your management style is trust-based, and when you have visited your suppliers, you have never noticed anything suspicious. Your company is small according to your home-country's definition, and you do not think that you have the resources to undertake detailed supply chain analysis of the working conditions in the supply companies, not to mention of their suppliers. Day-to-day management issues keep you busy. It came as a shock to you when you were informed that one of your supplier companies was temporarily closed down since it had been found to use forced labour. You know that forced labour is a form of modern slavery and means people being forced to work without their consent. This news is troublesome on two accounts: (1) the fact that you realize your production and company's value chain was involved with forced labour; and (2) you have no mechanism or policy on how to counter such cases in the future and how to deal with suppliers in your supply chain who have been involved.

Reflecting back, and looking to the future, you need to think about possible ways and initiatives for your company to avoid human rights abuses in your supply chain. What policies, activities or partnerships could you pursue? Please describe the ideas.

The Main Message of the Exercise:

Human rights violations can occur not only in poor and developing countries but in developed and rich economies, as well. Respecting human rights is the responsibility of all actors, private as well as public, and making sure that human rights are not violated through the company's operations is a first essential step to take to comply not only with CSR frameworks but also with national legislation. Supply chain analysis and human rights impact assessments¹², for example, can be used to ensure that human rights are respected throughout the supply chain and in the impacts that the company has in the areas where it operates. Assessing the potential human rights risks and acting to prevent them is a core part of corporate sustainability.

¹² For more information, see the following example: UN Global Compact, Guide to Human Rights Impact Assessment and Management, 2010

Exercise: Preventing and Responding to Sexual Harassment in the Workplace¹³

Learning objectives:

To create an understanding of different forms of sexual harassment and how it can affect victims.

Methodology:

Case studies and discussion

Materials:

- ILO definition of sexual harassment displayed on a presentation slide
- Cases displayed on a presentation slide

Instructions for the trainer:

Explain the ILO definition of sexual harassment to the participants (please refer to Module 3 of the Participants Handouts). Then, read the first case (below), or ask a participant to read it to the group.

Case I: Karina works in a company where the majority of managers and staff are men. She is often expected to make coffee or prepare documents for meetings, although this is not part of her duties. Her male colleagues say that it's "a woman's job", and when she questions their statements, they claim that they are only joking. During lunches and coffee breaks, her colleagues sometimes speak negatively about women, saying that they would not like to have a wife that worked in a male-dominated profession and that women are best suited to be at home and cook anyway. It also happens that Karina's colleagues make sexualized jokes about women in her presence, which makes her very uncomfortable. She is afraid to say anything as she thinks it would only make them question her presence in the workplace even more. Karina has also heard rumours that some of the colleagues have been visiting strip clubs in relation to business trips. This has made her decline opportunities of business travel, which she thinks affects her career development negatively.

Instruct participants to briefly discuss in pairs whether or not the case constitutes sexual harassment and, if so, whether or not it constitutes quid pro quo or hostile work environment sexual harassment. After a few minutes, ask a few of the participants how they defined the situation and ask them to explain. Repeat the procedure with the second case.

Case II: Leila has applied for a promotion that has recently been advertised in her office, which she believes she has the right competences and experience for. Her manager tells her that "socializing" will be an important part of the new job. When she asks her manager what he means by "socializing", he tells her that he expects her to go out for drinks with him in the evening and have sex with him. He tells her that if she does this, he will make sure that she gets the promotion. She tells her manager that she does not think that "socializing" is relevant to the job, and she tells him that if this is the case, she will have to reconsider applying for the promotion. After that, she is given a poor performance appraisal by her manager and loses the opportunity to apply for the promotion. Leila believes that she was denied the promotion and an increase in salary because she refused to give sexual favours.

Summarize by explaining that these are clear cases of sexual harassment at work. The first case is an example of a hostile work environment. Under Georgian law, Karina is protected from harassment of a sexual nature and from sex discrimination. Hostile work environment sexual harassment is conduct that creates a degrading, intimidating, hostile or humiliating working environment for the victim of sexual harassment. For example, it can include jokes of a sexual nature, inappropriate and sexually offensive comments, and

¹³ This exercise has been adapted from the UN Women Georgia Country Office online training for public servants, "Sexual Harassment at Work", the contents of which were developed by the UN Women consultant Jane Pillinger (2016).



humiliating or belittling the victim in front of others. The second case is a serious case of quid pro quo sexual harassment as it appears that Leila's refusal to give sexual favours is the reason she received a poor performance review and lost the opportunity for a promotion. Leila has the grounds to make a complaint of sexual harassment.

Move on to a discussion of the common myths about sexual harassment.¹⁴ Display one myth at a time and ask participants about their thoughts and reflections. Then, present the fact associated to each myth.

Myth 1: Sexual harassment is rare.

Fact: Sexual harassment is extremely widespread. As many as one in two of all women surveyed in the European Union have experienced sexual harassment (in work and outside of work).¹⁵

One of the problems is that there is a very low level of complaints made about sexual harassment. Victims often fear recriminations and/or do not believe that their complaints will be dealt with seriously. It is generally believed that sexual harassment is a big problem in the workplace.

Myth 2: The seriousness of sexual harassment has been exaggerated – most so-called harassment is really trivial and harmless flirtation.

Fact: Sexual harassment can have a devastating impact on victims. Studies indicate that most harassment has nothing to do with "flirtation" or sincere sexual or social interest.¹⁶

Rather, it is offensive, often frightening, and insulting to the victims. Victims of sexual harassment can suffer from a range of psychological and physical symptoms such as self-blaming, insomnia, anger, depression, headache, high blood pressure, fatigue, and a change in weight. Many victims also feel forced to resign. When unemployment rates and competition for jobs are high, sexual harassment poses a risk to a victim's right to participate in the labour market and earn a living.

Myth 3: If the harasser does not do it intentionally, then it does not constitute sexual harassment.

Fact: Sexual harassment has to be seen from the perspective of the victim, not the harasser. If it is persistent, unwanted, and makes her/him feel offended, humiliated or intimidated, then it is sexual harassment. If the victim believes that her/his rejection or resistance will lead to unfavourable consequences in recruitment or promotion, or create a hostile work environment, no matter what the motive is, it can be deemed as sexual harassment. The important factor is whether the behaviour is unwelcome, rather than whether the victim accepts it voluntarily.

Myth 4: Many women make up stories of sexual harassment to get back at their employers or others who have angered them.

Fact: Research shows that less than 1 per cent of complaints are false.¹⁷

The fact is that women rarely file complaints even when they are justified in doing so, out of concerns, for example, about recriminations, losing their job or hostile reactions from work colleagues.

Myth 5: Women who are sexually harassed generally provoke harassment by the way they look, dress and behave. There's no smoke without fire.

Fact: This partly arises from the stereotyped traditional view of "women are trouble" and is partly an excuse that harassers find for themselves. Women have the right to dress and act as they choose without being at risk of violence and harassment. There is no excuse for sexual harassment. Moreover, studies show

¹⁴ These myths have been adapted from the "Guide to Sexual Harassment" published by the ILO (Beijing Zhongze Women's Legal Consultation and Service Center, Women Watch China and the International Labour Organization, 2010).

¹⁵ European Union Agency for Fundamental Rights, Violence against women: an EU-wide survey, 2014.

¹⁶ Haspels, N. et al, Action against sexual harassment at work in Asia and the Pacific, ILO, 2003.

¹⁷ Bassham, D., False Complaints of Sexual Harassment: A Practical Approach, 2009.

that sexual harassment rarely has anything to do with genuine sexual interest and that victims of sexual harassment vary in physical appearance, type of dress, age and behaviour. The harasser has responsibility for his/her own actions.

Myth 6: If you ignore harassment, it will go away.

Fact: It will not. Harassers generally will not stop on their own. Ignoring such behaviour on the part of the victim, colleagues or employers may even be seen as agreement or encouragement.

Myth 7: Victims of sexual harassment are all females.

Fact: Men can also be victims of sexual harassment. A recent study from Australia found that as many as one in ten complaints of sexual harassment at work are made by men (11 per cent of all complaints made are of men harassing other men, and 5 per cent are of women harassing men). However, the overwhelming majority (79 per cent) of complaints were made by women against men. The majority of all complaints were made by employees of their supervisors or managers.¹⁸

Myth 8: Sexual harassment only happens between people of the opposite sex.

Fact: Sexual harassment also happens between people of the same sex. Studies show that the vast majority of sexual harassment of men by men are of a homophobic nature – cases where the victims were men who were gay or presumed to be gay, or where harassers thought that the victims displayed stereotypical “female qualities”.

The Main Message of the Exercise:

Sexual harassment can take different forms and can have serious consequences for the victim as well as for the workplace. When sexual harassment is not dealt with, victims can feel forced to resign, which can jeopardize their right to earn a living. Harassers generally will not stop on their own. Ignoring such behaviour on the part of the employer may even be seen as agreement or encouragement. If not dealt with, sexual harassment can diminish the quality of the victim’s performance, create a bad working environment for women and men, and impair gender equality, as well as cause damage to companies and organizations. Sexual harassment, however, can be dealt with and prevented. Companies can start by taking such measures as creating a zero-tolerance policy and establishing grievance mechanisms for staff and management that make it clear that sexual harassment will not be accepted and that victims will be supported.

Key Take-Away Messages from Module 3:

- Principle 3 Health, Safety and Freedom from Violence discusses the rights to safety and freedom from violence in the workplace, expressed in the Labour Code of Georgia as well as in international standards and conventions such as CEDAW and the ILO Convention on Discrimination in Employment and Occupation (gender-based violence and sexual harassment being forms of discrimination).
- This principle also highlights the fact that sometimes women and men may have different needs and, therefore, need to be treated differently when performing certain work-related tasks. For instance, certain tasks and working environments may be hazardous for pregnant women.
- Preventing and responding to safety hazards and sexual harassment in the workplace is key to create a safe working environment, free from discrimination. Creating a zero-tolerance policy and an internal grievances mechanism are important first steps.

¹⁸ Charlesworth, S. and MacDonald, P., “Workplace sexual harassment at the margins”, *Work, Employment and Society*, 2015.

MODULE 4: GENDER EQUALITY AND EDUCATION (PRINCIPLE 4)

At the end of the session, participants will:

LEARNING OBJECTIVES

- Be able to analyse company practices and policies regarding talent development and human resource management from a gender perspective
- Have an understanding of how training and capacity development relates to career growth and promotion for women

DURATION

30
Minutes

PROCESS INSTRUCTIONS:

Lecture: Gender Equality and Education

Introduction to principle 4. Please refer to the WEPs booklet¹⁹ (“How to Make and Measure Progress”) for examples and suggestions of how companies can implement the principle, as well as to the Participants’ Handouts (Module 4) for information, data and promising company examples to support the lecture.

10
Minutes

Principle 4: Promote education, training and professional development for women

Education and Training

- Invest in workplace policies and programmes that open avenues for advancement of women at all levels and across all business areas, and encourage women to enter non-traditional job fields
- Ensure equal access to all company-supported education and training programmes, including literacy classes, vocational and information technology training
- Provide equal opportunities for formal and informal networking and mentoring
- Articulate the company’s business case for women’s empowerment and the positive impact of inclusion for men as well as women

Exercise: Equal Access to Education – Start with Your Own Department

Learning objectives:

To be able to identify potential hindering factors to women’s access to training and skills development, as well as ways to promote equal participation of women and men in capacity development opportunities.

Methodology:

Brainstorming and discussion

Materials:

- Plain papers
- Flipcharts
- Pens
- Guiding questions

20
Minutes

¹⁹ Available from http://weprinciples.org/files/attachments/EN_WEPs_2.pdf

Instructions for the trainer:

Explain the learning objectives of the exercise. Start with a brief brainstorming session, asking all the participants to name possible hindering factors or barriers to women's participation in capacity development or other career advancement programmes in the workplace. List the suggestions on a flipchart, and move on to the second part of the exercise by reading the case (provided below) to the group, or identify a participant to read it to the group. Ask participants to discuss the question in pairs for two minutes, before you proceed to a joint brainstorming session with the entire group. Take notes on a flipchart or whiteboard of the ideas, and guide the discussion with examples if needed. Repeat the procedure with the second case. End the exercise by summarizing the key actions and strategies identified.

Case I: Your company aims to have at least 30 per cent of women in decision-making positions in 10 years. Currently, you only have 3 per cent of women making up the top-level positions. What do you need to do to reach your target? Discuss possible steps that you will need to take within and outside of your company.

Case II: Your company provides training and education programmes to your staff. You have noticed that most of the attendees are men and that most of the women who enrol drop out before finishing the course. You see this as a problem, since training and skill-building is one way that you can help women take up decision-making positions. It is also an investment lost when staff drop out. What will you do to recruit and retain women in your company trainings? How can you make sure that the training reflects the needs of the participants in terms of knowledge, skills, and availability in terms of time and location? How can trainings be designed to lead to women's empowerment and promotion in the future?

The Main Message of the Exercise:

On-the-job trainings, job promotion and career advancement are interconnected. Therefore, equal opportunities of women and men to enjoy capacity development is important. Company-wide staff satisfaction or needs assessment surveys are examples of tools used in order to find out what the needs of the employees are and to identify gaps. Times, topics and locations of trainings and their accessibility for staff with family responsibilities are details that should be considered when planning trainings. Companies can set targets for the inclusion of female colleagues' training and talent development. Companies in male-dominated fields can promote women's inclusion in the sector and improve the availability of skilled female staff by partnering with universities, colleges and schools to encourage women's and girl's interest in the professions.

Key Take-Away Messages from Module 4:

- Education, training and mentorship opportunities can develop the capacities of staff and also impact the career advancement opportunities of employees. Ensuring equal access for women and men to training opportunities is, therefore, an important aspect of promoting gender equality in the workplace. Analysing and comparing the participation of women and men in training opportunities may reveal that, even though women and men have equal access in principle, there may be differences in outcomes.
- When women and men do not benefit equally from training opportunities, companies that are devoted to gender equality can take steps to promote women's capacity development. Such steps can include assessing the barriers to women's participation; giving preference to women trainees in cases of equal merit; making sure that training opportunities (topics, venues, times, etc.) are accessible for employees with family responsibilities; and creating training, mentorship or career advancement opportunities specifically targeting women.

MODULE 5: COMMUNITY ENGAGEMENT, SUPPLY CHAIN AND MARKETING PRACTICES (PRINCIPLES 5 AND 6)

At the end of the session, the participants will:

LEARNING OBJECTIVES

- Be able to analyse the supply chains and marketing materials of companies from a gender perspective
- Be able to identify community engagement opportunities for a company and have skills to advocate for such initiatives within a company

DURATION

140-170
Minutes

PROCESS INSTRUCTIONS:

Lecture: Community Engagement, Supply Chain and Marketing Practices

Introduction to principle 5. Please refer to the WEPs booklet²⁰ (“How to Make and Measure Progress”) for examples and suggestions of how companies can implement the principle, as well as to the Participants’ Handouts (Module 5) for information, data and promising company examples to support the lecture.

10
Minutes

Principle 5: Implement enterprise development, supply chain and marketing practices that empower women

Enterprise Development, Supply Chain and Marketing Practices

- Expand business relationships with women-owned enterprises, including small businesses, and women entrepreneurs
- Support gender-sensitive solutions to credit and lending barriers
- Ask business partners and peers to respect the company’s commitment to advancing equality and inclusion
- Respect the dignity of women in all marketing and other company materials
- Ensure that company products, services and facilities are not used for human trafficking and/or labour or sexual exploitation

²⁰ Available from http://weprinciples.org/files/attachments/EN_WEPs_2.pdf

Exercise: Disrespecting or Empowering?

Learning objectives:

To understand how marketing materials can reproduce and/or question gender stereotypes, and to develop skills to analyse marketing materials from a gender perspective.

Methodology:

Group work and discussion

Materials:

- Marketing materials (video commercials, printed advertisements or business-to-business marketing materials)
- Plain papers
- Pens
- Flipcharts or whiteboard
- Marker pens



20-50
Minutes

Instructions for the trainer:

Version I (short): Explain the learning objective of the exercise. Show the participants selected marketing materials (printed advertisement or video commercials, for example) and ask them to reflect together with the person sitting next to them on the questions listed below. You can choose to show marketing materials that reproduce gender stereotypes, as well as such materials that question gender stereotypes or promote gender equality.

- How are women and/or men portrayed in the material? What words come to mind when you look at the pictures or watch the clip?
- What image of women and/or men does the material create or reproduce? If a person landed on Earth from the moon, what idea would the person get about women and/or men, based on this material?
- Does this material reproduce gender stereotypes, and if so, which?
- Does this material question gender stereotypes, and if so, which?
- What effect can material of this kind have for: (1) the company; (2) customers; or (3) on a societal level?
- Could the ad, commercial or material have been produced in a different way? If so, how?

After 10-15 minutes, ask participants to share their thoughts and take notes on the discussions and ideas.

Version II (extended): Explain the learning objectives of the exercise. Divide participants into groups of three to four. Give each group a marketing material that reproduces gender stereotypes (a printed advertisement or a video commercial, for example) to analyse and a printout of the questions listed above for the group discussion. After 10-15 minutes, ask each group to come up with an idea of how to market the same product in a way that does not reproduce gender stereotypes or in a way that promotes equality between women and men. After another 10 minutes, ask each group to present their discussions and their idea for the marketing material. If the group is creative and participants are comfortable with each other, they can present their marketing idea as a skit or role play (for a video commercial) or as a drawing or poster (for printed ads).

The Main Message of the Exercise:

Marketing materials are used by companies to promote their products or services, but they also communicate the values and image of the company to customers, clients and the wider public. Commercials, advertisements and other marketing materials have the potential to influence not only the image of the company in the eyes of the public but also the views on the roles of women and men in society. Respecting the dignity of women in marketing materials is central to principle 5. Companies that are committed to implementing the principle can start by analysing their existing marketing materials from a gender equality perspective and by asking themselves what they can do to promote gender equality and the empowerment of women through their marketing practices.

Exercise: How Can Supply Chains Empower Women?

Learning objectives:

To understand how companies can support gender equality through their supply chains, and to have skills to analyse the risks and opportunities associated with women's rights in supply chains.

Methodology:

Group work and presentations

Materials:

- Printed supply chain cases
- Plain papers
- Pens
- Flipcharts
- Marker pens



Instructions for the trainer:

Explain the learning objectives of the exercise, and divide the participants into groups of three to four. Assign each group with a case (hypothetical or real) of a company and its supply chain, and ask them to discuss the case using the questions outlined. Please find an example of a case below.

Case: Your company is a medium-sized enterprise providing accounting services, operating in Georgia. You have around 50 staff members in total, at all levels of the company. Due to fluctuations in the workload, you have a number of freelance consultants attached to your company whom you outsource certain work to. You also use a start-up company for IT services. You have your office supplies delivered to you on a monthly basis by a local company providing office items. You also have a branch office with staff in a different city. You use transportation, hotel and event organization services where you have various companies contracted that operate all over the country. Members of your management team have corporate credit cards that they are allowed to use in relation with their work when they need it. Moreover, when Christmas holidays approach, you purchase gifts for your staff and clients. Equality and non-discrimination are among the core values of your company. Your company wants to stand out as a responsible corporate citizen, and you have recently decided to incorporate sustainability considerations more strategically in the company's policies and operations. Moreover, you have heard that an investor that you are trying to attract recently signed the CEO Statement of Support for the WEPs. Therefore, you decided to take steps to promote gender equality and women's empowerment within and outside of your company. To start with, you would like to assess your company's supply chain to make sure that your business relations and your services have a positive impact on gender equality.

You define two goals for the supply chain analysis:

1. You want to identify risk areas in your supply chain that might sustain or enhance gender inequalities, or put women's rights at risk.
2. You want to identify opportunity areas in your supply chain that could help empower women and promote gender equality.

Task:

- Based on the information provided in the case, please discuss areas in your supply chain where you think there could be risks of infringing women's rights and gender equality. What actions could you take to analyse this further?
- Then, please list potential opportunities in different areas of your supply chain for empowering women and for promoting gender equality. What actions could you take to make use of or enhance those opportunities?

Refer to principle 5 in the WEPs booklet for inspiration – the definition of principle 5 as well as the company examples and “How to Make and Measure” section of the folder.

After 20 minutes, invite each group to present their case and the risks and opportunities that they identified. Allow the other groups to make comments or pose questions before proceeding to the next presentation.

The Main Message of the Exercise:

A company's supply chain can hold various risks in terms of infringements of the rights of women and girls, such as the use of company services or facilities for human trafficking or sexual exploitation, or violations of labour rights within supplier companies. However, the supply chain can also be a powerful source for creating economic opportunities for women-owned businesses, or to influence suppliers to establish gender equality policies and promote diversity in the workplace. Companies that want to implement principle 5 can start, for example, by establishing the baseline number of suppliers that are women-owned businesses or that have gender equality policies in place. By creating business links with women-owned businesses and influencing suppliers to respect human rights and promote gender equality, companies can make a positive impact in the lives of women and communities.

Lecture: Community Engagement

Introduction to principle 6. Please refer to the WEPs booklet²¹ (“How to Make and Measure Progress”) for examples and suggestions of how companies can implement the principle, and to the Participants' Handouts (Module 5) for information, data and promising company examples to support the lecture.



Principle 6: Promote equality through community initiatives and advocacy

Community Leadership and Engagement

- Lead by example – showcase company commitment to gender equality and women's empowerment
- Leverage influence, alone or in partnership, to advocate for gender equality and collaborate with business partners, suppliers and community leaders to promote inclusion
- Work with community stakeholders, officials and others to eliminate discrimination and exploitation and open opportunities for women and girls
- Promote and recognize women's leadership in, and contributions to, their communities and ensure sufficient representation of women in any community consultation
- Use philanthropy and grants programmes to support company commitment to inclusion, equality and human rights

21 Available from http://weprinciples.org/files/attachments/EN_WEPs_2.pdf

Exercise: Communities and Gender Equality – What Goes Around Comes Around!

Learning objectives:

To be able to identify and plan for community engagement partnerships.

Methodology:

Group work and presentation

Materials:

- Flipcharts
- Marker pens
- Plain papers
- Pens
- Guiding questions



Instructions for the trainer:

Explain the learning objectives of the exercise. Divide participants into groups of three to four, and ask the groups to brainstorm possible activities, programmes, stakeholder consultations or community engagement initiatives that a company could undertake to support women's empowerment and gender equality. The exercise will be more fruitful if the participants in the groups are from the same company and can discuss potential community engagement initiatives that are relevant to their sector and areas of operation.

After 5-10 minutes, ask the groups to choose one of the ideas to focus on for the remainder of the exercise. Instruct the groups to discuss the following questions in their groups and take notes on a flipchart:

1. What is the underlying problem or challenge that the initiative will aim to tackle?
2. What is the expected outcome of the initiative?
3. Who will be the main stakeholders to involve, and what are the roles of the different stakeholders?
4. What are the existing needs of the different stakeholders as they go into the project or initiative (for example, access to various types of resources, knowledge and skills or access to decision-making processes)?
5. What are the existing assets of the different stakeholders as they go into the project or initiative (for example, various types of resources, expertise, knowledge of the local context, innovative approaches or ideas, contacts or trust from local communities)?
6. What are the benefits of the initiative for the community as a whole?
7. What are the benefits of the initiative for the company?
8. What are the potential challenges to realizing the initiative?
9. What will be needed (resources, procedures, expertise, stakeholder consultations, etc.) to realize the initiative?
10. How can it be ensured that the initiative will be sustainable (through long-term investment or engagement from the company or through other means)?
11. What would be the first step to take to implement the idea?

After 20-40 minutes, invite each group to present their partnership or community engagement idea. Allow the other groups to comment or ask questions.

The Main Message of the Exercise:

Community engagement initiatives may differ from company to company, depending on the business area, strategy and field of expertise. They can range from giving grants to women entrepreneurs or cooperatives; developing skills of local suppliers to include them in the company's supply chain; establishing scholarship programmes for women to study in male-dominated fields; offering skills development, internships or employment opportunities to marginalized groups of women; or investing in infrastructure such as kindergartens, roads or transportation in the areas where the company is active. Community engagement projects do not need to be philanthropic activities, but they should be a cause that the company and/or its employees feel strongly about and have the knowledge and capacities to engage in, ideally on a long-term basis. Investing in consultations with stakeholders and potential beneficiaries – as well as conducting a thorough assessment of the needs, assets and aspirations of the involved parties before implementation – can increase the chances of reaching the expected outcomes and creating sustainable benefits for the company as well as communities involved.

Key Take-Away Messages from Module 5:

- Companies committed to gender equality and women's empowerment can implement the WEPs not only internally but also in their external relations. By analysing the risks and the opportunities in supply chains, companies can detect and prevent risks of human rights abuses by supplier or partner companies. They can also discover opportunities for empowering women, for example, by increasing the number of women-owned supplier businesses or promoting gender equality policies with suppliers.
- Engaging with stakeholders and the communities in which the company operates to promote gender equality is another way of implementing the WEPs. By sharing the knowledge, skills or resources of the company with local organizations, cooperatives, schools or projects, the company can contribute to the sustainable development of the societies in which they operate.

MODULE 6: LEADERSHIP COMMITMENT AND TRANSPARENCY IN REPORTING (PRINCIPLES 1 AND 7)

At the end of the session, participants will:

LEARNING OBJECTIVES

- Have an understanding of how the WEPs can be championed by the company leadership
- Be able to advocate for WEPs implementation
- Have an understanding of how to plan for, monitor and report on WEPs implementation

DURATION



PROCESS INSTRUCTIONS:

Lecture: Leadership Commitment

Introduction to principle 1 and how to show leadership commitment by signing the CEO Statement of Support for the WEPs. Please refer to the WEPs booklet²² (“How to Make and Measure Progress”) for examples and suggestion of how companies can implement the principle, as well as to the Participants’ Handouts (Module 6) for information, data and promising company examples to support the lecture.



Principle 1: Establish high-level corporate leadership for gender equality

Leadership Promotes Gender Equality

- Affirm high-level support and direct top-level policies for gender equality and human rights
- Establish company-wide goals and targets for gender equality and include progress as a factor in managers’ performance reviews
- Engage internal and external stakeholders in the development of company policies, programmes and implementation plans that advance equality
- Ensure that all policies are gender-sensitive – identifying factors that impact women and men differently – and that corporate culture advances equality and inclusion

22 Available from http://weprinciples.org/files/attachments/EN_WEPs_2.pdf

Exercise: The Time Machine

Learning objectives:

To build participants' capacities to plan and manage for gender equality results in the company, including setting targets, identifying activities and tracking progress.

Methodology:

Group work, presentation and discussion

Materials:

- Flipcharts
- Marker pens
- Plain paper and pens
- Handouts with group assignments and data



Instructions for the trainer:

Explain the learning objectives of the exercise and divide participants into groups of three to five. Assign each group with a case (real or fictional) and leave 20-30 minutes for group discussion and preparation of the presentations. Ask the groups to make notes on a flipchart or whiteboard for use in their presentation. Below are examples of cases.

Display or hand out the following questions to facilitate the discussion:

1. What was the baseline situation? (Refer to the case that you have been given.)
2. What was the goal or final outcome that you formulated?
3. What were the activities that you implemented?
4. What stakeholders were involved?
5. How did you track and measure the progress?
6. What were the main challenges?
7. What success factors or advice would you like to share with other companies?
8. Have you identified any positive side effects?

The following cases can be used for the group work:

Case I: You work for a management consulting company in Georgia. In 2016, you conducted an analysis of your staff which showed that men were overrepresented in management positions (80 per cent of managers at all levels of the company were men), while women were overrepresented at assistant levels. You also saw that there was a clear segregation of female and male staff in terms of their fields of work, with more men working in IT, security and finance and more women working with HR and some client relations. There were rumours about inappropriate jokes about women in some departments.

Moreover, you realized that women tended to stay with the company less years than male staff and that women tended to quit in relation to or after maternity leave. This led to high staff turnover, especially of female staff, and the loss of important knowledge and experiences. There was a tendency, therefore, to hire men for key positions as they were considered to be more stable. The performance reviews of staff, however, showed that female staff generally performed very well, so you were troubled that you had lost some key female staff that could have moved on to management positions if they had stayed. Some of your clients had also been questioning the lack of female staff in certain areas of your work.

The company had no flexible work agreements and no policy pertaining to gender equality. You offered two months of maternity leave benefits for women but no paternity leave benefits for men.

Today, it is 2030, and the company in which you work has seen a 50 per cent increase of women at management positions as well as in non-traditional fields/positions and consulting services. As a result, you have been able to expand your business relations and tap into new markets. You also see that the working environment for both women and men has improved. Congratulations! How did you achieve it?

Case II: You work for a private health-care clinic in Georgia. In 2016, you conducted an analysis of your staff which showed that men were overrepresented in top management positions (80 per cent of managers at the top level were men), even though the majority of the company's staff were women.

Moreover, you realized that women tended to stay with the company less years than male staff and that women tended to quit in relation to or after maternity leave. This led to high staff turnover, especially of female staff, and the loss of important knowledge and experiences. There was a tendency, therefore, to invest more in male staff than in female staff as they were considered more stable. In fact, your analysis revealed that male staff on average received two days more of training per year than female staff and that a greater percentage of men than women were promoted. This led to feelings of resentment among parts of the female staff. The performance reviews of staff, however, showed that female staff generally performed very well, so you were troubled that you had lost some key female staff that could have moved on to management positions if they had stayed. Some of your customers had also been complaining about the high turnover of staff and lack of continuity.

The company had no flexible work agreements and did not offer any retraining of staff after their parental leave or capacity development opportunities for them to keep up with recent developments in your field of work. You offered two months of maternity leave benefits for women but no paternity leave benefits for men.

Today, it is 2030, and the company in which you work has seen a 100 per cent increase of women at the top management level, and women and men enjoy the same amount of training opportunities. Moreover, the retention rate of female staff has increased; they stay on average two years longer in the company than before 2016. As a result, your clients are more satisfied as they see increased continuity. Congratulations! How did you achieve it?

Case III: You work for a construction company in Georgia. In 2016, you conducted an analysis of your staff which showed that women represented only 15 per cent of employees. While women were overrepresented at assistant levels, 95 per cent of managers at all levels in the company were men. You also saw that there was a clear segregation of female and male staff in terms of their fields of work, with more men working in construction, IT, security and finance and more women working with HR and some client relations.

One woman had reported to the management that male colleagues had on several occasions said that it was not appropriate for women to work in this field and that she was not trusted with certain tasks, as she was not seen as competent because she was a woman. There were also rumours that several women had left their job after having been sexually harassed by their male colleagues, but none of them had reported this to the management.

Moreover, you realized that women tended to stay with the company less years than male staff. There were clear signs of discrimination and, at times, an unsafe working environment for women. On top of that, you were afraid that this would damage the company's reputation in relation to potential staff, customers and investors.

The company had no strategies for reaching out to and recruiting women, and the educational institutions that trained students in your field of work had very few female students. The company had an internal policy stating that all staff should be treated equally but without specific mention of sexual harassment or what to do in case of discrimination or harassment.

Today, it is 2030, and the share of female staff is 30 per cent, with the same share of women represented in managerial positions. You have received complaints and handled a number of cases of sexual harassment, and the satisfaction levels of female staff have increased. As a result, the retention rate of female staff has increased; they stay on average two years longer in the company than before 2016. Congratulations! How did you achieve it?

Case IV: You You work for a company selling home and kitchen supplies. Recently, you have been struggling with declining market shares. You have also received complaints about the marketing of your products from clients, women's groups and the general public; they claim that the way you are portraying women and men is stereotypical, not modern, and sometimes even derogatory to women.

On top of that, you have heard rumours about two of your suppliers. There is information that the hotel that you use for meetings and business events has hosted guests involved in sexual exploitation of trafficked women. Another company whose services you use has placed job advertisements in local papers looking for "pleasant-looking and single women". Considering all these factors combined, you are worried about your brand and image in the eyes of clients and investors.

Your company has not conducted a supply chain analysis, and you have little competence on gender equality related issues as there have been no such trainings of your staff, and no policies related to gender equality have been put in place.

Today, it is 2030, and half of your suppliers are women-owned businesses. All of them have adopted internal policies and practices to eliminate the risk of women's rights abuses through their operations and to promote gender equality. Your marketing work is paying off as you have been able to tap into new customer segments, especially young women, who feel represented and appealed by your new marketing strategies. Congratulations! How did you achieve it?

Invite each group to present their case and the actions that they undertook to reach the current situation. To make the exercise more energizing, the presentations can be structured as an award ceremony, where all groups are presented as the winner of a gender equality award for their efforts. Allow other groups to ask questions or suggest additional measures that could have been taken.

The Main Message of the Exercise:

Sex-based discrimination can be direct and indirect and can take many different forms. Analysing the company's policies and operations as well as supply chains from a gender perspective is an important starting point for identifying gaps, risks and opportunities. Once the analysis of the baseline situation is in place, a company can create an action plan with targets and activities to achieve the change that they want to see. Involving staff, clients, customers, trade union representatives or civil society actors can be of help in this process. Setting targets, tracking progress and communicating to the public what efforts have been made and what the results have been can also be a way of building the image of the company and promoting transparency and corporate sustainability in the sector.

Exercise: What's in it For Me?

Learning objectives:

To be able to build a business case for gender equality and for the empowerment of women as well as to advocate for gender equality at the leadership level within the company.

Methodology:

Role play, small group work, presentation and discussion

Materials:

- Flipcharts
- Marker pens
- Plain paper and pens
- Printed group assignments and supporting data



Instructions for the trainer:

Explain the learning objective of the exercise. Keep in mind that this exercise requires a good overview of all WEPs and is best suited for groups where participants are comfortable with each other and willing to improvise and "let go". Therefore, this might be a good summing up exercise at the end of the training.

Divide participants into groups of four to five. Explain that the exercise is a role play, where two groups will meet to discuss gender equality in a hypothetical company. One group represents the leadership of the company, and the other group represents staff that have undergone WEPs training and want to advocate for the implementation of gender equality policies in the company. Each group will be given a written assignment that explains their role more clearly, as well as data to support their case.

Hand out the printed assignments to each group along with the data included below. Give the groups 10-15 minutes to assign roles within the group and to prepare their case. Emphasize that they are free to improvise and that the role play is intended to be fun and spontaneous. When the groups are ready, invite Group 1 and Group 2 to the front of the room (preferably sitting so that they are visible to all of the participants) to present their business cases and engage in a debate on the benefits and challenges of implementing WEPs within a company. Each presentation and debate should last no longer than 10 minutes. Encourage the groups to compromise and to meet halfway so that the debate does not get stuck.

Take notes on the arguments presented for the promotion of WEPs and gender equality in the workplace. Divide the notes into categories of "agreed" and "outstanding", writing them on a flipchart and handing them over to the groups after the debate. These notes will illustrate what Group 1 and Group 2 have managed to agree upon and what issues still need to be resolved.

After the first round of debate, invite the other participants to ask questions to the leadership or staff group, or to comment on the scenario that they have seen.

Group 3 and Group 4 will repeat the same procedure in line with the assignments they were given. Summarize the main arguments as well as challenges that were raised during the debates. Allow participants to reflect on the exercise.

Group 1: You have undergone a training on WEPs. You are inspired and determined to implement what you have learned. In order to convince the top management of the company, you will have to identify the main gaps in relation to gender equality in your company, the risks associated with not dealing with these issues, and the main opportunities associated with taking action. You will make the business case for the top leadership of the company to develop a CSR policy where gender equality is an integral part. Examples of roles in the group: HR Manager, CSR Manager, PR/Marketing Manager.

Group 2: You represent the top management of the company where the participants of Group 1 work. You have not undergone the WEPs training, and you are mainly concerned with the costs and profits that are associated with the suggested actions, as well as what they entail in terms of visibility for the company. Examples of roles in the group: CEO, CFO, Director, Chair of the Board.

Group 3: You have undergone a training on the WEPs. You are inspired and determined to implement what you have learned. In order to convince the top management of the company, you will have to identify the main gaps in relation to gender equality in your company, the risks associated with not dealing with these issues, and the main opportunities associated with taking action. You will make the business case for the top leadership of the company for incorporating the WEPs in their already existing CSR policy. Examples of roles in the group: HR Manager, CSR Manager, PR/Marketing Manager.

Group 4: You represent the top management in the company where the participants of Group 3 work. You have not undergone the WEPs training, and you are mainly concerned with what gender equality and the empowerment of women has to do with CSR. You view CSR mainly as donating money to charity, and you think that men are better suited to be managers than women. Examples of roles in the group: CEO, CFO, Director, Chair of the Board.

Supporting Data

The situation for women in and around Georgia:

- Women are underrepresented in power and decision-making roles: In Georgia, more than three times as many men as women are employing entrepreneurs, while more than twice as many women than men are unpaid family workers.
- Women are overrepresented in low-paying sectors and positions: The gender wage gap in Georgia is 37 per cent. Women's average nominal monthly salary is GEL 589, compared to GEL 940 for men.²³
- Many women experience physical and/or sexual violence: In the 28 EU countries, more than half of women and 75 per cent of women in management positions have experienced sexual harassment.²⁴
- Women perform the majority of unpaid work in households: In five countries in Eastern Europe and Central Asia, men spent between 0.8 hours and 2.8 hours of household work per day, while women spent between 4.9 hours (in Armenia) and 6.3 hours (in Turkey) each day.
- The Global Gender Gap Index of 2015 placed Georgia as number 82 on a list of 145: Georgia ranks between the Czech Republic (81) and Vietnam (83).²⁵

Companies that have women on their board experience higher financial returns:

- Return on Equity: On average, companies with the highest percentages of women board directors outperformed those with the least by 53 per cent.
- Return on Sales: On average, companies with the highest percentages of women board directors outperformed those with the least by 42 per cent.
- Return on Invested Capital: On average, companies with the highest percentages of women board directors outperformed those with the least by 66 per cent.²⁶
- EY, in its "Our Point of View" series of briefs, takes a stand for increasing representation of women on corporate boards, referring to studies that show a strong correlation between representation of women on boards and higher returns.²⁷

Creating diverse workplaces increases productivity:

- Eliminating discrimination against female workers and managers could increase productivity per worker by 25-40 per cent, depending on the type and degree of exclusion from the labour force and the managerial pool.²⁸
- Companies with diverse workforces are shown to be 22 per cent more productive, have 27 per cent higher profitability and 39 per cent higher customer satisfaction.²⁹

Investing in women-owned businesses yields a higher return on investment:

In 2014, that the average venture-backed company run by a woman had annual revenues that were 12 per cent higher than those run by men and used an average of one-third less capital.³⁰

More women in leadership roles leads to organizational effectiveness and a prosperous bottom line:

- Women's economic equality is good for business; increasing leadership opportunities for women is shown to increase organizational effectiveness. It is estimated that companies with three or more women in senior management functions score higher in all dimensions of organizational effectiveness.³¹

23 GeoStat, Women and Men in Georgia, 2015.

24 European Union Agency for Fundamental Rights, Violence Against Women: An EU Wide Survey, 2014.

25 World Economic Forum, The Global Gender Gap Report, 2015.

26 Catalyst, The Bottom Line: Corporate Performance and Women's Representation On Boards, 2007.

27 EY, Women on boards: global approaches to advancing diversity, 2014.

28 The World Bank, World Development Report: Gender Equality and Development, 2012.

29 The Centre for Tomorrow's Company, Tomorrow's Global Leaders: How to Build a Culture that Ensures Women Reach the Top, 2014.

30 Women2Boards, Why Women? The Business Case is Solid, 2014.

31 McKinsey & Company, Women Matter: Gender diversity, a Corporate Performance Driver, 2014.

The Main Message of the Exercise:

Change processes do not happen overnight, and they often require preparation, advocacy and systematic follow-up. Using data, evidence, examples from other companies and the involvement of stakeholders inside and outside of the company can help to push the work forward and to generate genuine commitment and will.

Lecture: Measuring and Reporting on the WEPs

Introduction to principle 7. Please refer to the WEPs Booklet³² (“How to Make and Measure Progress”) for examples and suggestions of how companies can implement the principle, as well as to the Participants’ Handouts (Module 6) for information, data and promising company examples to support the lecture.



Principle 7: Measure and publicly report on progress to achieve gender equality

Transparency, Measuring and Reporting

- Make public the company policies and implementation plan for promoting gender equality
- Establish benchmarks that quantify inclusion of women at all levels
- Measure and report on progress, both internally and externally, using data disaggregated by sex
- Incorporate gender markers into ongoing reporting obligations

Key Take-Away Messages from Module 6:

- Commitment to gender equality from the top leadership of a company can help propel initiatives and make an impact on gender equality results inside the company as well as outside; publicly committing and communicating what the company is doing to promote women’s empowerment can influence customers, other companies and suppliers and can contribute to increased awareness.
- Leadership commitment should be followed by putting in place systems to manage for, track and report on results in achieving gender equality. In this process, various stakeholders can be involved to define and track the gender equality targets.
- Companies can create a stand-alone document to report on the implementation of the WEPs, or they can integrate gender dimensions and indicators into existing reporting systems (including the UN Global Compact Communication on Progress and the Global Reporting Initiative).

³² Available from http://weprinciples.org/files/attachments/EN_WEPs_2.pdf

STEP 3: EVALUATION³³

At the end of the workshop, participants will be given an opportunity to evaluate the content and the process of the training. This enables the trainers to assess whether or not the learning objectives were achieved, as well as to modify and improve future workshops according to the feedback received.

Evaluations and feedback from participants can be conducted either as **(1) an oral feedback session; or (2) as a written assessment**. It is recommended that short feedback sessions are also included *during* the training, by simply asking the participants if they think the learning objectives of the module were reached, if the pace is adequate or asking for feedback on exercises. The following section will discuss post-training evaluations.

3.1. Conducting an Oral Feedback Session

Allocate approximately 30 minutes for the oral feedback session in the workshop programme. Prepare questions about fulfilment of learning objectives; learning methodologies and their relevance in relation to the learning objectives; on the materials included in the training sessions; and the ability of the trainers to transmit the knowledge and skills. The evaluation can also reflect the process, flow and sequence of the training, the time allocated for different content (including breaks) and regarding the facilities used. Make sure to provide space for participants to suggest changes or improvements to the training. It is important to keep in mind that the way questions are formulated can affect the quality of the information obtained. For instance, if you wish to receive concrete answers, you might want to start asking questions such as, "What do you think about..." "What shall we change or improve in...", and "Can you give an example of...".

The oral feedback session can be conducted with all participants in the whole group setting or by dividing them into groups first to discuss the questions. Group discussions can then be presented by each group, or the trainers can go through the list of questions and ask the groups for their feedback and reflections in relation to each question. Regardless of the methodology used, it is important

to explain to the participants that the feedback received will be used to improve the training and that their honest feedback is appreciated. Listen to their comments and suggestions, and refrain from answering or trying to explain – this may give the impression that you are not open to feedback. Thank participants for their input, and explain how it will be used to improve future trainings.

Example questions:

- Which module of the training did you find most useful, and why?
- Which module did you find less useful, and why?
- Which exercises did you find useful, and why?
- Which exercises did you find less useful, and why?
- Please mention one to three things that you will take away with you from the training.
- How did you find the balance between the lectures and group work exercises?
- Given the main theme of the training, can you give an example of an issue or topic that you wanted to have discussed but that was not included?
- If you could omit or replace some of the content, what would it be? Please explain your answer.
- What could trainers modify in their way of communicating with the training participants in order to make sure that all participants get the most out of the training?
- Did you have enough breaks and time to rest and reflect on the programme content?
- How did you find the time allocated for the training – too short, too long or adequate?

³³ This section is inspired by other facilitators toolkits such as ARC Facilitator's Toolkit, 2005.

3.2. Conducting Written Evaluations

In this manual's annex, you will find an example of a **post-training evaluation form** that can be further modified to meet the needs and interest areas of the trainers. The evaluation will help you obtain feedback from the participants on the content, as well as the methodologies of the training and to what extent it met the objectives.

Include the post-training evaluation as part of the workshop programme, and make sure to allocate at least 10 minutes for participants to complete it. The evaluation can include questions that can

be answered in a checklist, but it can also include open-ended questions covering: the training content (lecture, exercises, case studies and the relevance of these to meet the learning objectives); the training process (timetable, sequence of activities, breaks and the way the programme was structured and conducted); the training style and the ability of the trainers to communicate and convey information, collect feedback, ask and respond to the participants' questions; and their ability to retain the attention of the participants throughout the training workshop. Moreover, questions about the facilities can also be included in the questionnaire. Written evaluations can be anonymous.

GLOSSARY OF KEY CONCEPTS

Gender – Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on a differential basis. Whereas biological sex is determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them. (WEPs booklet, 2011)

Sex – Sex refers to the biological characteristics that define humans as female or male. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics generally differentiate humans as females and males. (WEPs booklet, 2011)

Gender equality – Gender equality describes the concept that all human beings, both women and men, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born female or male. (WEPs booklet, 2011)

In Georgian legislation, gender equality is defined as “a part of human rights which implies equal rights and duties, responsibilities and equal participation of men and women in all spheres of personal and public lives”. (Law of Georgia on Gender Equality 2010, Article 3)

Discrimination against women – Can be defined as “[...] any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field”. (CEDAW, Article 1)

Direct discrimination – Can be defined as “the treatment or the creation of the conditions

in which a person is treated less favourably on grounds of sex than another person in a comparable situation with respect to the enjoyment of the rights established by the legislation of Georgia or in which persons in inherently unequal conditions are treated equally, except when such treatment or situation serves the statutory purpose of maintaining public order and morals, is objectively and reasonably justified and is necessary in a democratic society, and the means of achieving that purpose are appropriate”. (LoGGE 2010, Article 3)

Indirect discrimination – Can be defined as “a situation where a provision, criterion or practice, neutral in form but discriminatory in substance, puts a person on the grounds of sex at a disadvantage compared with another person in a comparable situation, or equally treats persons who are in inherently unequal conditions, unless such situation serves the statutory purpose of maintaining public order and morals, is objectively and reasonably justified, and is necessary in a democratic society, and the means of achieving that purpose are appropriate”. (LoGGE 2010, Article 3)

Gender perspective – A gender perspective/“gender lens” can be defined as a focus that brings a framework of analysis in order to assess how women and men affect and are affected differently by policies, programmes, projects and activities. It enables recognition that relationships between women and men can vary depending on the context. A gender perspective takes into account gender roles, social and economic relationships and needs, access to resources, and other constraints and opportunities imposed by society or culture, age, religion, and/or ethnicity on both women and men. (WEPs booklet, 2011)

Gender mainstreaming – Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres, such that inequality between women and men is not perpetuated. (WEPs booklet, 2011)

Gender analysis – Gender analysis is a systematic examination of the different impacts of development, policies, programmes and legislation on

women and men that entails, first and foremost, collecting sex-disaggregated data and gender-sensitive information about the population concerned. Gender analysis can also include the examination of the multiple ways in which women and men, as social actors, engage in strategies to transform existing roles, relationships, and processes in their own interest and in the interest of others. (WEPs booklet, 2011)

Sex-disaggregated data – Sex-disaggregated data can be defined as data that is collected and presented separately on women and men. It is quantitative statistical information on the differences and inequalities between women and men. (WEPs booklet, 2011)

Glass ceiling –The “glass ceiling” is a metaphor used to describe an invisible upper limit in organizations, above which it is difficult for women to progress regardless of merit. It refers to informal barriers that prevent women from accessing promotions and pay raises. It can be defined as “[a]n unacknowledged barrier to advancement in a profession, especially affecting women and members of minorities”. (Oxford Dictionaries)

Sticky floors – “Sticky floors” is a metaphor for low-level and low-paid jobs, essential for the functioning of organizations and often occupied by women, but which offer small opportunities for promotion beyond the initial appointment. (Laabs, J., “The Sticky Floor Beneath the Glass Ceiling”, *Personnel Journal*, Vol. 72 No. 5, 1993)

Corporate social responsibility (CSR) – Can be defined as “the responsibility of enterprises for their impacts on society”. The European Commission further states that: “Respect for applicable legislation, and for collective agreements between social partners, is a prerequisite for meeting that responsibility. To fully meet their corporate social responsibility, enterprises should have in place a process to integrate social, environmental, ethical, human rights and consumer concerns into their business operations and core strategy in close collaboration with their stakeholders, with the aim of:

- Maximizing the creation of shared value for their owners/shareholders and for their other stakeholders and society at large;
- Identifying, preventing and mitigating their possible adverse impacts”

(The European Commission, *A Renewed Strategy for Corporate Social Responsibility 2011-2014*, Article 3.1, 2011)

Sexual harassment – “Sexual harassment includes such unwelcome sexually determined behaviour as physical contact and advances, sexually coloured remarks, showing pornography and sexual demand, whether by words or actions. Such conduct can be humiliating and may constitute a health and safety problem; it is discriminatory when the woman has reasonable grounds to believe that her objection would disadvantage her in connection with her employment, including recruitment or promotion, or when it creates a hostile working environment” (CEDAW General Recommendation No. 19, 11th session, 1992). The ILO further defines the types of sexual harassment in the following way:

1. “Quid Pro Quo, when a job benefit - such as a pay rise, a promotion, or even continued employment - is made conditional on the victim acceding to demands to engage in some form of sexual behaviour; or;
2. Hostile working environment in which the conduct creates conditions that are intimidating or humiliating for the victim.” (ILO Fact Sheet: *Sexual Harassment at Work*)

Double burden – “Double burden” is a term that attempts to describe the situation for women who have a paid job while at the same time perform the major part of unpaid household work and childcare in the domestic sphere. (Bratberg, E. et al, “The Double Burden: Do Combinations of Career and Family Obligations Increase Sickness Absence among Women?”, *European Sociological Review*, 2002)

Equal remuneration – Remuneration is defined by the ILO as including “ordinary, basic or minimum wage or salary and any additional emoluments whatsoever payable directly or indirectly, whether cash or in kind, by the employer to the worker and arising out of the worker’s employment.” As such, the term goes well beyond salary and includes, for example, bonuses, overtime payment and allowances. To determine if remuneration is equal, all elements of the payment package

has to be taken into consideration. The ILO Equal Remuneration Convention states that “the term equal remuneration for men and women workers for work of equal value refers to rates of remuneration established without discrimination based on sex”. (ILO, Equal Remuneration Convention (No. 100), 1951)

Equal pay for work of equal value – Equal remuneration for work of equal value is a principle aiming to achieve fairness in pay between women and men. It is different from “equal pay for equal work”, as it seeks to address the fact that women and men tend to perform different jobs, often with

different levels of pay. “When men and women perform work that is different in content, involving different responsibilities, requiring different skills or qualifications, and is performed under different conditions, but is overall of equal value, they should receive equal remuneration. This concept is critical to eliminating discrimination and promoting equality, since women and men often perform different jobs, under different conditions and even in different establishments. Women continue to be concentrated in a limited number of jobs, and jobs held predominantly by women tend to be undervalued.” (Oelz, M. et al., *Equal Pay. An Introductory Guide*, ILO, 2013)

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ANNEX: TRAINING EVALUATION FORM



I: Please rate the following items by circling the relevant number for your answer.

I.1 How useful was this training to your work?

Not at allExtremely useful
1 2 3 4 5 6

I.2. Please rate the overall logic and sequence/structure of the training to meet the learning objectives

PoorExcellent
1 2 3 4 5 6

I.3 Please rate usefulness of training methods for your learning (presentations, exercises, etc.)

Not at allExtremely useful
1 2 3 4 5 6

I.4. Please rate the admin and logistical arrangement and support

PoorExcellent
1 2 3 4 5 6

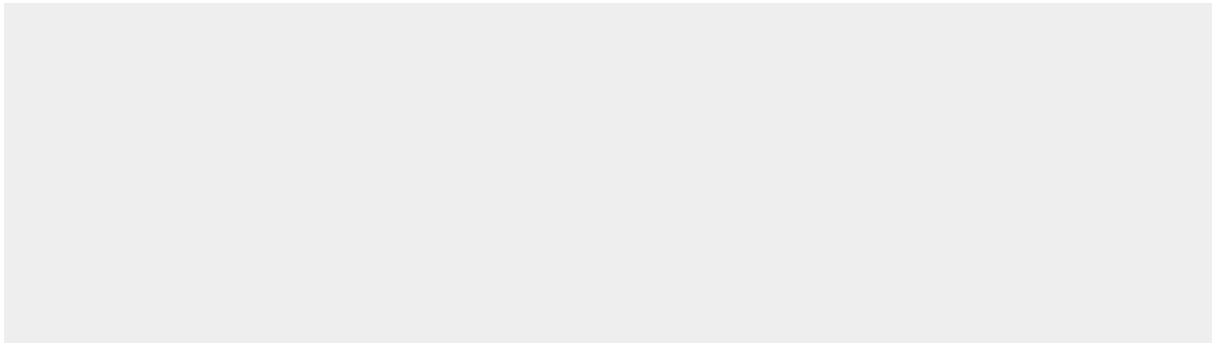
I.5. Please rate trainer/s

PoorExcellent
1 2 3 4 5 6

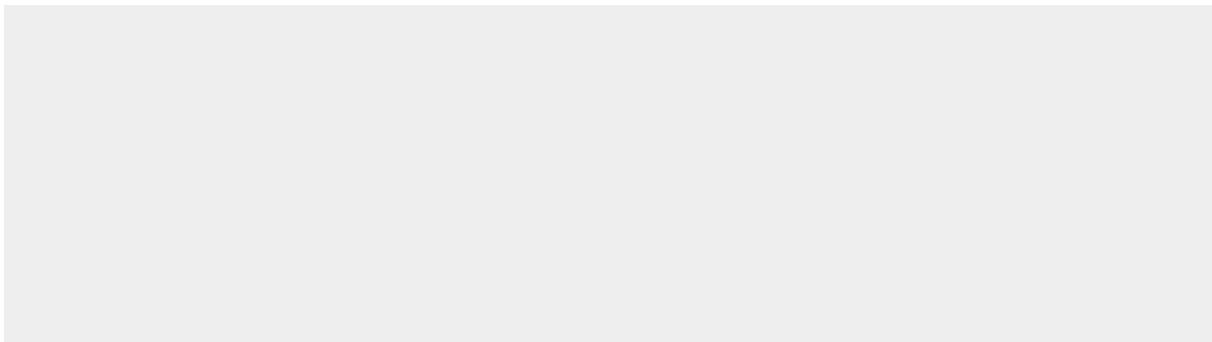
I.6. Please rate the training as a whole

PoorExcellent
1 2 3 4 5 6

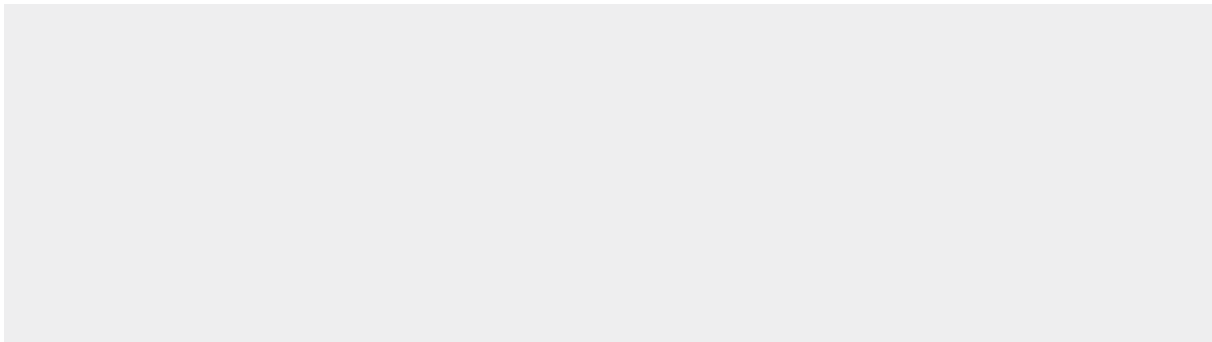
II: Which part(s) of the training did you find the most useful and why?



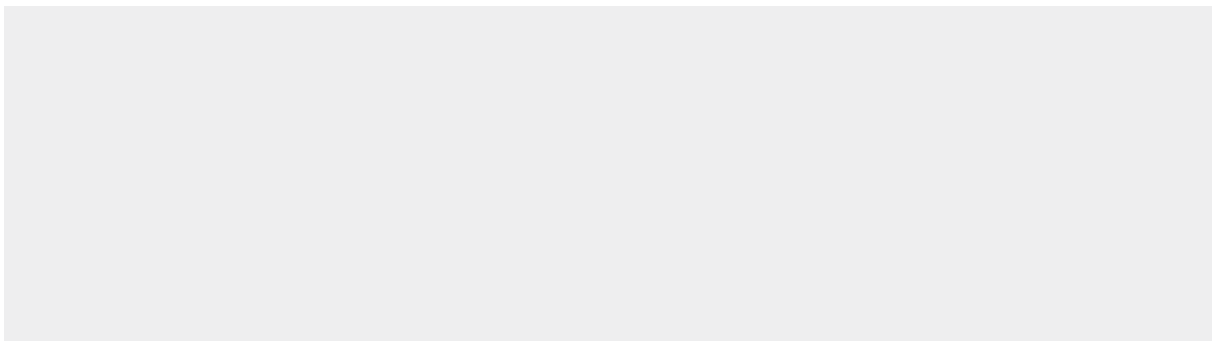
II: Which part(s) of the training did you find the least useful and why?



IV: For future training, what changes would you recommend to make for improvement, and why?



IV: Any other comments





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