Gender Sensitization
training module for work places
GENDER SENSITIZATION TRAINING MODULE FOR WORKPLACES
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GENDER SENSITIZATION TRAINING MODULE FOR WORKPLACES
About Women Power Connect

WomenPowerConnect (WPC) was born out of the realization that, despite substantial grassroots efforts, women’s organizations and groups in India lacked the necessary co-ordination needed for translating their efforts into legislative and policy outcomes necessary for real progress.

Despite the fact that parliamentarians have the zest to address issues related to women’s rights and empowerment, they severely lack the mechanism to address this in a smooth manner as the information provided to them by the various grassroots organizations is voluminous and incoherent. Therefore, it was felt that a national level agency could bridge the gap between the activities of the organizations working at the grassroots and the institutions that can bring about policy level outcomes. Thus WPC was conceived as a unified voice which represents the varied number of women’s organizations. It engages and advocated on issues related to women’s rights and empowerment in a comprehensive manner with the parliamentarians and the government.

The organization which began in 2005, today is a national level advocacy body with a membership base of over 1,400 individuals and NGO’s spread across the country. An integral aspect of WPC is its commitment towards addressing gender discrimination from all angles and creating a gender just society by working towards the political, social and economic empowerment of women. Advocacy at multiple levels, awareness generation and capacity building, research and documentation, network building and alliance formation, policy interventions and reaching out to the community through partner organizations are important components and mechanisms through which WPC aims to address the issues by engaging with them. Through partnerships with governmental bodies both at National and State level, UN Agencies and its selected partner organizations in different states WPC has been successfully working on important issues and projects. This involves extensive policy analysis, policy advocacy, media advocacy, capacity building, research, alliance formation and community mobilization to engender social change and community empowerment.

WPC’s overarching aim is to create an interface between civil society organizations and governmental bodies and provide a platform for highlighting ground-level experiences. This has proven to be immensely effective in the delineation of key recommendations, identification of barriers to strategic policy implementation, facilitating the formation of committees with civil society and governmental representation and advocating with policy makers at multiple levels.

WPC strives to influence, promote and provide input for creating gender - sensitive policies and legislations. The focus areas include:

- Passage of the Women’s Reservation Bill
- Effective Implementation of the “Protection of Women against Domestic Violence (PWDV) Act, 2005
- Gender Budgeting
- Effectively addressing the problem of Gender Based Violence and Intimate Partner Violence
- Empowering girls by addressing the issue of Child Marriage
- Economic Empowerment of women including building people’s movement for pro-women farmer policies
- Arresting declining child sex ratio and the implementation of the Pre-Conception and Pre-Natal Diagnostics Techniques Act (PCPNDT) Act, 1994
- Enhancing the value of girl child
About Project Wajood

This Training Manual is an outcome of the WPC’s “Triumph of Courage - Effectively Addressing Violence against Women in Delhi-NCR Region” PSI supported Wajood project. Project Wajood aims at reducing the prevalence of Gender Based Violence in Delhi and provide Gender Based Violence survivors with appropriate services. One of the key outcomes that the project aims to achieve is increased access to quality, comprehensive GBV services and support for women and girls experiencing violence. Therefore, WPC – PSI Wajood Project, aims to address Gender Based Violence (GBV) by providing survivors of GBV with appropriate support services.
GENDER SENSITIZATION TRAINING MODULE FOR WORKPLACES
Introduction

WomenPowerConnect (WPC), with support from Population Services International (PSI) has focused on making corporate workplaces gender friendly by sensitising the workplace to issues of sexual harassment at the workplace and domestic violence / intimate partner violence.

WPC has conducted numerous gender sensitization workplace training programmes with corporates focusing on addressing sexual harassment at the workplace, domestic violence and intimate partner violence. These workshops raised awareness on the necessity of making the workplaces more gender equal and free from violence and discrimination. The workshops focused on how abuse in the home affects the workplace; working on the self to be an empathetic individual and employee.

This unique “One Day Gender Training Curriculum on Gender based Violence”, has been developed so that high quality standardized education training programme can be imparted to the employees across all companies. The tools provided in this document are easy to implement, and would be welcomed by any facilitator conducting a workshop on gender based violence.

Some of the common questions and concerns raised at the training workshops organised by WPC have been addressed in this Training Module. For example, ‘women misuse the law’ is frequently heard at the training workshops. This Module will assist the facilitator in dealing with such myths.

The tools will be useful for all facilitators conducting gender trainings – whether at the workplace or for other target groups – such as in schools and colleges. However, the tools would have to be modified and adapted in case the facilitator is dealing with a completely different group. This Training Module is primarily intended for workers in corporate offices.
Overview

This is a one-day workshop module that has been designed for conducting workshop with teams from different levels in any private company or a public sector organization. This module focuses primarily on four critical themes—

(i) Understanding diversity

(ii) Understanding gender and its impact on the lives of women and men

(iii) Understanding gender based violence with a focus on intimate partner violence and domestic violence; and

(iv) Understanding what constitutes sexual harassment at workplace and legal implications on the organization as well as any employee in the organization.

Rationale for choosing the four themes

Before we begin to use this module, it is very essential to understand the rationale behind choosing the afore-stated four themes.

Diversity plays a significant role in team success and in order to have a highly diverse team the first step is to increase the diversity of team members and second step is to improve the awareness and appreciation of diversity among individuals in the team. When team members are aware of the diversity of self and others, there is better synergy amongst them and are more respectful to each other. Similarly for the organization, the more it becomes aware of its diverse team and individual level diversities, the more effectively it is able to utilize and promote the potential of its team members. This overall leads to improved performance outcomes of the organization.

Diversity encompasses all the ways in which people are different and unique, there are many different forms of diversity present in any team. Commonly accepted types of diversity include differences in age, gender, race, ethnicity, religion, educational background, managerial experience, seniority status, personality characteristics, and environmental factors, among others.

While on the one hand, for any organization it makes sense to promote all kinds of diversities, it is equally important to note that certain forms of diversity are more discriminated against than others. One such form of diversity is gender. Research indicates that only five percent of working women in India make it to senior leadership positions in the corporate sector, compared to the global average of 20 percent. If a workplace wants to improve engagement and leverage talents of any group that is under-represented, why not start with the largest one – women?

Women express greater concern about the stress that comes with top jobs and a woman may be reluctant to take up such jobs because she will not be able to meet

1 NDTV ‘Only 5% Indian women in Senior Corporate Posts’ (2014)
the expectations of her family. Apart from family expectations, gender bias in a workplace is deeply entrenched, though invisible. For example “women are hired and promoted based on accomplishments” while “men are hired and promoted based on their potential.” There are these unconscious mindsets and unconscious images for women in the minds of the people in the organization. Therefore it becomes critical to “interrupt gender biases”, which are reinforced on our mind in the name of social practices, norms and beliefs, since the time we are born.

India has one of the lowest female labour force participation rates among developing countries. According to the World Bank, India’s female labour force participation rate was just 27% in 2014, which is lower than Bangladesh, Nepal and Sri Lanka. Although in terms of numbers, more women are entering the job market, in terms of percentage, there is an overall decline in women’s participation in the workforce. There are multiple reasons to explain this trend (such as, increasing education enrolment, lack of employment opportunities); however, gender bias (at home and in the workplace) contributes greatly to women dropping out of work.

Gender biases not only prevent women from reaching on the top at work and measured on the basis of potentials but many a time these biases manifest themselves in the form of harassment and violence against women. Violence and harassment takes place both at home as well as at the workplace, therefore it is very critical for any organization to understand and have redressal mechanisms.

Women facing domestic violence are not able to perform at work, as they are under high levels of stress and live under fear of losing their job at the event of disclosure of domestic violence faced by them. As a result women do not speak or share it with anyone nor do they seek support. And same is the case with sexual harassment at workplace. Behaviours of sexual harassment especially against women can lead to an unhealthy and hostile working environment as result of which the organization may lose its talent pool. Under extreme circumstances, sexual harassment at workplace can lead into litigations against the organization by its employee(s), which may have implications on the reputation of the organization.

Therefore for any organizational training it is advisable to focus on all the four themes. This module is designed in such a way that it gives a first-level insight into all the four themes after which based on the needs and priorities of the organization it can choose any or all the four themes for a deeper engagement.

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Tools for the Facilitator

For each theme, more than one tool has been suggested in this Module. The facilitator based on the time available and needs of the organisation can choose one or more tool under each theme.

**Tool 1**

**Introduction**

**Time:** 15 minutes

**Objective/Purpose:** To know each other, beyond just a professional relationship. To build an environment of trusting each other and begin to understand the differences and similarities we share with each other.

**Method -1**

- Ask each individual to share her/his name and share something about himself/herself that no one in the room may know about;

**Method -2**

- Ask each individual to introduce her/his name by simply adding an adjective before his/her name that begins with the same letter. For example, “I am joyful Jigyasa. I work as an administration officer”.

**Method -3**

- Ask each individual to share her/his name and share something about himself/herself that she/he is really proud of

**Method-4**

- Ask participants to sit in a circle, and give a ball to one of the participants, who has to tell her/his name to the others slowly and loudly and throw the ball to somebody sitting opposite to her/him. The second participant tells her/his name and throws the ball again. They go on with this until everybody tells her/his name.

**Facilitators tips:**

- Keep of note whether there are supervisors and their direct juniors in the room. Emphasize honesty and openness in light of this potential tension.

- Do not forget to introduce yourself in the same way
Tool 2

Ground Rules and Workshop Norms

Time: 10 minutes

Objective/Purpose: Purpose of having “ground rules” or “norms” is to provide within a workshop a framework to ensure open, respectful dialogue and maximum participation.

Method:

There could be several effective ways to create ground rules or norms depending upon the overall time available.

- In that case the best way is to create ground rules, if you have the time, is to allow the participants to generate the entire list.
- Ask them to think about what they, as individuals, need to ensure a safe environment to discuss difficult and controversial issues.
- If the participants are having difficulty coming up with ground rules, or if they do not come up with a particular ground rule you feel is important to the success of your facilitation, try to prompt them toward it.
- To save time you may also have a prepared list of proposed ground rules on a flipchart

Some of the ground rules could be:

- **Listening:** Participants should listen with a desire to learn, and respect each voice in the room;
- **Empathy:** Participants should seek to put themselves in the experience of others;
- **Confidentiality:** Participants should share their experience with others outside the workshop, but should not attribute names to anything said or done during the workshop;
- **Everyone has the right to pass:** Participants at any time can elect not to participate.
- **People may speak in their own language (with translation following):** Highlight that this is to honour the richness of languages present in the room, and also to relieve some of the stress for people whose first language is not the primary language used in the workshop.
- **Speak from your own experience instead of generalizing (“I” instead of “they”, “we” and “you”).**
- **Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks** – focus on ideas.
- **Instead of invalidating somebody else’s story with your own spin on her or his experience, share your own story and experience.**
• **The goal of the workshop is not to agree** -- it is to gain a deeper understanding.

• **Be conscious of body language and nonverbal responses** -- they can be as disrespectful as words.

### Facilitator’s Tips

• Highlight the importance of creating an environment of trust. This workshop is a good way to hold one another accountable to foster safe space.

• There is a subtle question of agreement to be considered in this exercise. Just because someone makes a suggestion and it gets charted does not mean there is full agreement.

• You need to be sensitive to this, and if there are any suggestions that might not be agreeable or fully understood by everyone, you need to ask for suggestions so that the full group comes to consensus.

• It is helpful to post the ground rules somewhere visible during the entire workshop. You or participants can refer back to the list when there is a sense that participants are failing to follow one or more on the list.

• Facilitator must model these ground rules in her/his own participation. In case of “speak from your own experience”. Be sure that your own language reflects ownership and responsibility by using as many “I” and “me” statements as possible.

### Tool 3

### Workshop Goals

• Goals for the workshop can be decided much before the workshop depending on what has been agreed with the company or organisation (whether they want training on all the four themes – Diversity, Gender, Gender based Violence and Sexual Harassment with women at workplace or a combination of any two or three of these themes)

• Go through each goal of the workshop using the chart on which the goals have already been put.

• Do not ask participants what is their expectation from this workshop. This is dated! No point asking the participants when the workshop has already been designed and ready to be conducted.

• Highlight that the training was designed to make the concepts real by creating a participatory learning process whereby participants can draw from their own personal experience.

• The training provides the space for reflection and learning from each other.

• Do not get into explaining “terms” because it will not make much sense to the participants until they themselves explore these concepts “hands on”
GENDER SENSITIZATION TRAINING MODULE FOR WORKPLACES
Theme - 1: Diversity

**Tool-1- Managing Diversity and Inclusiveness in a Multicultural Workforce**

Time: 30 minutes

**Objective /Purpose:** To begin the process of community building; to open the conversation on diversity; to elicit and honour the wisdom everyone carries on the subject.

**Method:**

- Ask people to number off as 1 and 2. The 1s take their chairs and form circle in the room facing out and 2’s form circle around 1 and face inside in such a way that each one has partner.
- If any participant does not have a partner, the facilitator should join in.
- In each of the rounds, pose a question for the pairs to discuss. Give participants 5-10 minutes to discuss each question. There is normally time for 3 or 4 rounds.
- After each question, call for highlights of the conversation to be shared aloud for the whole group.
- Between questions ask people in the inner circle to move 2-3 seats over so that everyone has a different partner for each question.

Some sample questions that can be given to the group are as follows:

- Discuss with your partner something in your life that you are proud of, professionally or personally.
- Think back to when you were a child. See yourself in your home, your neighbourhood, or your school. When was the first time you remember feeling different? What happened? How did you feel?
- This time as an adult, talk about a time when you were dealing with someone or some group that was different, where difference became a part of the interaction, and it did not go well.
- Now talk about an experience where diversity and difference were a clear part of the interaction, and it turned out well. Why?

**Facilitator’s Tips:**

- This exercise requires an even number of people; if group is uneven, a trainer can joins the exercise or one set of partners can have three people.
Tool-2 - Exploring diversity of work-styles

Time: One hour

Objective: To explore different kind of work-styles in the team, recognise your own work style and that of others and respect³.

Method:

- Invite people to stand and give any brief context to the tool (frame the experience: is it exploring how you work as a team? Strategy? Personal reflection?). Explain that you will be describing four different roles. As you are describing them, people may reflect on if that applies for them.

- It is best if you can avoid reading it as a list but describe it in your own words. Explain the four roles in a number of different ways. For example, possible language might be:

  o **East** - People in this role generate lots of ideas, seeing the big picture. They look at a situation and wonder what else might happen. They are rarely at a loss for a new idea. That might result in them being quickly sidetracked with the new possibilities, maybe becoming overwhelmed or resulting in losing time. They like future thought and experimenting.

  o **South** - Okay, people from the South are relationship people. While the East people see ideas, the South people see relationships - they are value-driven, using the relationships around them to accomplish tasks. They are supportive, feeling-based, and tend to see the health of the group around them as primary. Because they are so feeling-based, they may have trouble saying no to requests and may internalize blame or accept responsibility even if they are not responsible. Again, the relationship people.

  o **West** - Where East is idea-generation, and South relationship, West is into data and information. In a group, West people want to see all the information before making a decision, weighing all the sides of an issue. They use data and logic and are often seen as practical and thorough in tasks. Because of their emphasis, they can be seen as entrenched and even stubborn, sometimes being indecisive because they get so mired into the details.

  o **North** - And finally North, sometimes called the warrior. They like to act, even enjoying rising to challenges. They are assertive, active and tend towards “shoot first, aim second.” They carry a sense of urgency and can ride roughshod over people. This means they can lose patience with others and may try to be in control - or moving ahead without the support of the group.

³ Drawn from “Team Types: Training for Change” available at www.trainingforchange.org
As you describe each position, physically signal where that position is in the room. You want people moving to that place in the room in a second.

Avoid giving people the handout at this stage. If you do, people will often nit-pick: “This line applies to me. This line does not.” You want people to get the general feel of each team type – not precision.

Get people moving. Answer any questions, but quickly get people moving into their four groups. Give them the first task to talk about what it’s like in that position. This lets them settle into understanding that group.

Some individuals may show some resistance, “But I’m all those things.” Encourage them to find a spot that best fits them, even listening into others conversations if they need.

Sometimes people will create Southeast or Northwest positions. That is fine. Stand with any people who are alone so they can have a dialogue (or encourage them to converse with a nearby group, like encourage the Southeast to chat with the South group but share in the large group from their own perspective).

Give a question for the small group to answer. Then facilitate a dialogue with the large group. Give each group a chance to speak. Repeat this couple of times with questions appropriate. For example:

- What do you like about your role? What annoys you about the other roles? What request might you make to the other roles to work more effectively with them?

During this conversation, notice the styles surfacing even in how people talk. When the North people go first, make note of that out-loud. Or when the South asks permission from the other groups to go next, acknowledge it. Or when the West makes a list... Or when the East asks, “Can we just add one more thing?”... Each time this is a chance to help people internalize the concept and see the dynamics at play.

**Tool-3- Exploring Our Diversity of Power**

**Time: One hour**

**Objective/Purpose**: To help participants understand the power dynamics between dominant and subordinate group’s membership and effect these dynamics have on relationships. To encourage dialogue across boundaries, to provide an opportunity for participants to give voice to their subordinate group membership experiences in a safe space.

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4 Drawn from CARE ‘Care2share’ Module 1, Gender Wiki available at http://gender.care2share.wikispaces.net/file/view/Module+1+Facilitator+Guide.pdf
Method:

- Explain to participants that power dynamics are very real in teams in which we work and in our workplace. We will now explore how these dynamics can impact us personally and our workplace effectiveness.

- Start with an easy illustration. For example, ask who in the group is left-handed? Ask them what it was like growing up left-handed. Did they have to make any adjustments? Elicit several responses from them. In most cases they will illustrate how their teachers would insist on them using their right hand or in some cultures it would be taboo to eat using the left hand. With these illustrations, ask the question, “Who is the world made for?” or “Who is dominant? Who is subordinate?”

- Present the Dominant-Subordinate matrix and make a brief presentation about the dynamics and behaviours of dominant and subordinate group membership. Discuss behavioural patterns in Dominant and Subordinate Groups. Make a note that subordinate does not mean being submissive, rather it speaks to a group membership that does not have power.

- Using Figure here as an example, illustrate how those with subordinate group memberships are often seen as “less than”, and are “expected to fit in”. Use the right-hand and left-hand example by asking who has dominant group membership. Point out three elements of this dynamic:
  - This dynamic occurs all over the world;
  - It is not directly related to numerical majority (e.g. South African apartheid where whites were clearly in the minority yet held power);
  - That we all have some experience with both dominant and subordinate group membership because of our multiple identities.

- Give examples and share your own personal stories. Use yourself as an illustration by highlighting which group membership you have that is dominant and which is subordinate; by giving yourself as an example participants will be able to understand this framework. For example, I have dominant group membership as a highly educated individual, from a wealthy family in my country, but have subordinate membership as a woman.

- Explain the impact of these different experiences and mindsets on our relationships. Use another story. For example, ask participants what would happen if a blind person walked into the room. Explain how every element of the workshop thus far gave instructions and focused on exercises based on the capacity of participants to see. Show how all the flipcharts are written. What position would someone who is blind be in?

- Ask participants if they wake up in the morning thinking about themselves as “individuals able to see”? How aware are we of our privilege? Highlight that often times if we have dominant group membership we are often unaware.
and unconscious of our unearned privilege, while those in subordinate group membership are very aware, and conscious of their lack of privilege. Use a compelling story that can illustrate this dynamic.

- Highlight that because of different experiences, our mindset can be different. For example, those with subordinate group membership notice patterns when they see certain behaviours towards them repeated constantly. Their focus is on the outcome, on how they felt, and their response is to demand for immediate changes within the broader system of society. Alternatively, those with dominant group membership will only recognize individual situations, see each person only as a single victim and will normally insist that change will take time.

- Highlight that recognizing these differences in experience and mindsets can deepen our understanding of power dynamics and its impact on relationships.

- Explain that we will explore this further through examining our own personal experience. Ask participants to divide up into groups of three - make sure the group is as diverse as possible.

- Then ask participants to designate roles for each group member:
  - Teller - will tell the seeker a real story about when they found themselves holding subordinate group membership. They will describe the situation and what it felt like.
  - Seeker - will listen carefully, put judgments aside, keep the focus on the teller, avoid interruptions, and ask expansive questions.
  - Observer - must not speak and just observe the interaction between the seeker and teller. The observer notices the following:

- When the groups have assigned roles, give the teller ten minutes to tell their story, with questions from the seeker throughout, followed by five minutes of feedback by the observer. After each round ask, “How was that? How was it for the teller? The seeker? The observer? What did you notice?”

- Then switch to new roles and follow the same pattern, for three rounds so that each team member exercises each role.

**Facilitator’s Tips**

- This is often one of the most powerful exercises in the workshop because it allows participants to dig deeper into their own personal experiences and reflect on what it felt like to hold subordinate group membership.

- In order to do this exercise effectively, participant must have reached a place of trust and comfort in the group. Therefore this exercise should not be used without prior work to “form” the group, and should follow some of the prior exercises.
suggested in this module. It also requires time to debrief and consolidate the learnings. Do not rush through this exercise.

- The dominant-subordinate group dynamics model is to be used as a lens for analysis, not to judge or stereotype. It is intended to help participants understand how power dynamics between dominant and subordinate groups can impact on relationships.

- It is not about having a dominant role or submissive role; it is about holding membership with either a dominant or subordinate group. The focus is on the membership to the group, not the individual. For example, individuals who have dominant group membership, because of their sensitivity and awareness, may not exhibit behaviours that are characteristic to the group.

- The debrief dialogue should also focus on what it was like to play the role of a seeker, teller and observer.

- Some of the learning’s that come out of this exercise are quite powerful. They build self-awareness among the participants. Here are a few illustrations:

  ✓ Some participants share how they find it difficult to identify areas wherein they hold subordinate group membership and were humbled by their recognition that they hold privilege in almost all categories. This stimulates a discussion about what they would need to do in order to listen more and pay attention to how their privileged group membership can at times negatively impact on others who hold subordinate group membership, or make them blind to that experience.

  ✓ Some with subordinate group memberships share how the process of “telling” their story brought relief and encouragement purely by being able to have someone listen to them. They did not need advice, just a listening ear.

  ✓ Some found good advice and coaching from their group members who helped them discovered new things about themselves and possible solutions to the situations they face.

  ✓ Some are honest in expressing their discomfort with telling their story to a seeker that holds dominant group membership and find it difficult to be honest about their story. This is especially acute when they notice certain behaviours exhibited by their seeker that spoke true of how they have been treated in the past.

  ✓ The observers in general would find it difficult to simply sit back and not speak, as in most instances they would much prefer to engage. Yet they also found value in sitting back and having the opportunity to observe behaviours that they would not have seen had they been part of the conversation.

  ✓ Participants also raise their recognition that at times when dealing clients company holds dominant group membership; therefore, as staff we are often the “tellers” not the “seekers”, and when we do seek we must pay careful attention to how we
listen, and ask questions. If we truly want to empower, we need to do better at observing and seeking.

✓ Because everyone has multiple and changing group memberships, many people experience both Dominant and Subordinate Group Membership sometime in their lives.

✓ Dominant Groups do not necessarily constitute the majority groups [for example, 13% of world’s population is white].

✓ Subordinate Group Membership does not suggest ‘ submissive’ attributes of its members.

✓ Dominant and Subordinate group dynamics exist everywhere in the world.

**Dominant +**

- Define reality, ‘truth’
- Sets rules, standards
- Seen as normal

- Follows rules
- Expected to fit in
- Seen as less than

**Subordinated -**
GENDER SENSITIZATION TRAINING MODULE FOR WORKPLACES
Theme 2: Gender

Tool-1- *Understanding Gender – Quiz on roles and activities of men and women*

**Time:** One hour

**Purpose**
- To enable participants to be aware of their own (often hidden) impressions of men and women.
- To start to look at roles and stereotypes in a non-confrontational way.

**Method:**

Distribute the following quiz sheet to all the participants at the training:

<table>
<thead>
<tr>
<th>Roles</th>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chef</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housewife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commissioner of Police</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
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</tr>
<tr>
<td>Doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airhostess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sewing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry heavy things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating machinery</td>
<td></td>
<td></td>
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<tr>
<td>Budgeting</td>
<td></td>
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<tr>
<td>Planning</td>
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<tr>
<td>Making decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring/nurturing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing clothes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prepare flipchart reproducing the quiz sheet, and required number of copies of handout for group.

- The quiz sheet should contain two columns (roles and activities) with “Man or Woman” in front of each column. For example, “chef” can be a role while “cooking” is the activity. Participants will be asked to tick on “man” or “woman” depending on which image comes first to their minds.

- Explain that the group is going to do a quiz. It is important to stress that:
  - It is not a test of gender awareness.
  - There are no right and wrong answers.
  - Answers will be confidential.
  - First impressions are required, not thought-out answers.

- Hand out the quiz. Each person completes it individually as quickly as possible.

- Shuffle quiz sheets and then hand out again so each person gets a different sheet.

- Ask group to raise hands for answers to quiz. They indicate the answer on the paper in front of them, not their own answer. Write up on the flipchart the total number of answers ‘men’ or ‘women’ for each role and activity.

- Discuss agreements (ask why all or most saw men and women in particular role or activity).

- Discuss disagreements (ask why some thought an activity to be male others female).

- Briefly discuss roles and stereotypes. Point out the contradictions and ask participants to discuss, bringing in the points in the Facilitator’s Notes if they do not arise in the discussion.

**Facilitator’s Notes**

- The reason for stressing that this is not a test of gender awareness, and for making the answers confidential, is to avoid participants becoming defensive, or trying to prove that they are gender-aware. The aim is to get at first impressions and stereotypes, not well-thought-out answers. You should encourage the idea that everyone (including yourself) will retain a stereotype, even when they have information to the contrary.

- The roles and activities listed have been chosen for general relevance, but can be adapted to suit the particular context. With a very large group, it may be better to use a shorter list.

- Use this exercise to reinforce the understanding of gender.
Bring out the contradictions between roles and activities e.g. the activity is often done by women, while the role is seen as men’s

Men – Tailor, Women - Do the sewing or Men - Farmer, Women - Plant the vegetables or Men - Chef, Women - Do the cooking

An exception to this is the women’s role of housewife, which includes budgeting and planning, yet these activities are generally seen as mainly men’s activities. Similarly, men are generally seen to be the head of the household, yet in many societies up to 50 per cent of households have no man around on a regular basis, and even where a man is present, women often have the day-to-day responsibility for running the family.

Question why farmers are thought of as men when in fact women do most of the agricultural work (e.g. men own the land, men own the cash crop, farmer refers to trained men).

It seems that where there is money, power, or status attached to a role, and where it is performed outside the home, then men are more likely to be seen in that role.

**Tool 2: Gender Identities and stereotypes**

Duration: One hour

Purpose/ Objective: To understand the construction of gender identities and the impact of gender stereotypes impacts one’s life.

Method:

- Put three notice marks, in three corners of the room – agree, disagree and not sure
- Tell the participants that you would be calling out statements, which participants should listen to carefully. And then respond to the statement by moving to one of the mark out of the three that best approximate what they feel.
- Select statements from the list below and read one by one to the group. After making statement, wait for each participant to take position on any one of the three notice marks. Reach out to the smaller cluster (which ever it may be) and ask the participants standing in that group that “why did they choose to be here”. After listening to this group, ask the participants in the larger group if they would like to respond and convince the others to join their group. Intervene whenever necessary with facts, data and analysis. Refer to the facilitator’s notes
- Depending on the interest of the group and skill of the facilitator, this session can go very fast or slow. If the group is ready for in-depth discussions, it may not be possible to use more than four or five questions.
• Some statements which you may use -
  o Biology makes women weaker than men.
  o A child is who is not cared for by the mother does not feel close to her as an adult.
  o Female subordination is a law of nature- it even happens in the animal kingdom
  o Women who dress or behave culturally inappropriately are inviting assaults.
  o A woman leaves the house just because the husband slaps her sometimes, is over reacting
  o Women make better nurses than men.
  o Backward cultures are “patriarchal” advanced societies are not.
  o Women are their own worst enemies.

**Tool- 3 - Gender and Media**

**Duration: 45 minutes:**

**Purpose/Objective:** To identify stereotypical images of gender in media and to describe reasons behind the portrayal of gender-based stereotypes.

**Method:** Some examples of advertisements in the media which reflect gender bias:

http://youtu.be/yf39vt0MKuq (Advertisement for Snickers chocolate). In this advertisement, the woman is shown as incapable of pushing a car, which is depicted as a man’s job.

https://www.youtube.com/watch?v=BpGEeL4la1U (Mother Dairy milk). In this advertisement, the woman takes the blame for her son’s behaviour, and is scolded by her husband. Consider asking the participants - “Is this good parenting?”

https://www.youtube.com/watch?v=r2YKFG7u7ZA (Havells appliances). This advertisement is light spirited, but challenges gender roles.

• Show the media clips and asks the participants to take notes on the below points. This can be done individually or in small groups, with each group addressing one topic.

• What images of gender do the clips portray? What are the work-related roles played by men and women in the videos? (Think about what is considered “productive” work and what is domestic or reproductive work).

• How are beauty and “good looks” portrayed for men and women in these clips? What kinds of standards are set for each?

• In what way are men and women seen as sexual objects when their bodies and their sexuality are linked to products that are bought and sold?

• Think of how they themselves are treated as commodities or products. To what
extent is ability valued? Compare this to the extent to which beauty/ appearance is valued.

- What attitudes are promoted for men and women? What expectations are set for them?

- Ask and individual or a group to present for each of the points and process the presentations with the following discussion questions:
  Do you connect with the images on the screen? Is that how things are in real life?
  Do you aspire to be like that? Why / why not?
  Why do you think such images are being promoted and what are the implications of this? You could consider economic reasons for the promotion of these images or the implication for attitudes towards the self and others who do not fit the stereotypical images.

- What does this kind of portrayal of gender do to the status of women? Consider their rights, the possibility of violence/ sexual harassment and any other points you may want to add.
GENDER SENSITIZATION TRAINING MODULE FOR WORKPLACES
Theme 3: Gender Based discrimination and violence

Tool 1: Gender Discrimination: Unfolding Personal Stories and Experiences of Gender Discrimination

Duration: One hour

Purpose: To examine personal experiences of gender discrimination and discuss feelings associated with such experiences.

Method:

- Start a lesson by saying, “We have learnt through previous exercises, how gender affects all aspects of our lives—our behavior, roles, our personality, and restricts our freedom of expression and choice. It is important to see how, in our own lives, we have experienced discrimination because of the restrictive gender roles.

- Personal reflections are usually more effective in understanding how the current system operates and is perpetuated. Differences between men and women are important and need to be respected. But when these are used as a basis for discrimination, they need to be challenged.”

- Divide the participants into small groups, with not more than 5-6 members in each group.

- Ask the participants to recall any one specific incident where they felt discriminated against because of their gender.

- Then ask them to respond to the following questions:

  - What was the act of discrimination?
  - Who or what was responsible for the act of discrimination?
  - What were your feelings?
  - What action did you take/what was your response?

- Encourage all group members to share their experiences. The responses of each of the group members are to be noted down. This is important.

- Present these responses in the form of a wheel. See the following diagram to give you an idea of how to start.

- After all the groups have made their presentations, discuss the following:

  - What are the various forms in which gender-based discrimination manifests itself?
  - Does gender discrimination reflect a ‘pattern’?
  - Who was perpetrating discrimination in these stories?
Facilitator’s Tips

- This exercise needs to be sensitively facilitated. You need to respect the fact that not all participants may want to relate their personal experiences of gender discrimination. Also, distinguish between difference and discrimination. What is discrimination for someone may be acceptable behavior for the other. This may be related to the different socio-cultural backgrounds of the participants. We should be aware that discrimination takes several forms such as: restrictive dress codes, mobility, access to and control over resources, freedom to pursue education, profession or partner of choice. Gender-based discrimination also results in a gross violation of the basic human right of living with dignity and security, in the form of physical abuse. You will have to explain that any act, which violates the rights of individuals to enjoy equal opportunities, and realize their full human potential, amounts to discrimination.

Tool 2: Gender, Power, and Violence

Duration: 30 minutes

Purpose/Objective: To visually portray to the group instances of violence in an urban middle-class context; To discuss how violence cuts across socio-economic categories in society; To explore the links of gender, power and violence

Method: (Screening of the video “Babul”)

- Screen the video “Babul” twice in the group. The first time, ask them to just watch it. The second time, ask them to jot down any thoughts or reactions they have to
the video. If there is a time constraint, you can screen the video once and then move directly into discussion.

- Ask the group to respond to the content of the video.
- Use the following suggested questions to discuss all three scenes as instances of violence and the use of power at home:
  
  o What happened between the first couple, second couple and third couple?
  
  o What were the different forms of violence portrayed between each couple? Is marital rape possible? Introduce the concept of marital rape.

- In each case was the woman able to respond, refuse or make a choice? Were any of the behaviours/incidences among the couples acceptable? Why or why not?

- Had the situations been reversed would they be acceptable? Why or why not? In the relationships portrayed in the video, did both partners have an equal participation in the relationship? How? Did either one partner, among the three couples, seem to have more control? Who and why or why not? How was this control displayed? Was there a difference in the way the couples interacted in public and in privacy or their homes? What kind of differences? What could be the reasons?

- What are some of the reasons for women continuing with abusive relationships? What kind of treatment would a woman face if she decided to leave an abusive relationship? Will she receive support from those around her? What kind of support? If not, why?

**Facilitator’s Tips**

- **Definition of Domestic Violence:** Any act of gender based violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life (From UN Declaration on the Elimination of Violence against Women, 1993)

- Domestic violence can include
  
  - Physical violence
  
  - Sexual violence (includes marital rape)
  
  - Psychological distress / emotional violence
  
  - Dowry-related harassment and economic violence
GENDER SENSITIZATION TRAINING MODULE FOR WORKPLACES
## Theme 4: Myths and Facts about Violence against Women

| Myths                                                                 | Fact                                                                                           |
|----------------------------------------------------------------------|                                                                                                |
| Domestic quarrels, beatings and fighting are characteristic of the   | Violence against women has no economic or class distinctions. It happens everywhere in all      |
| lives of uneducated and poor people. For poor people of higher      | social classes and groups                                                                      |
| economic or educational classes, such occurrences are rare           |                                                                                                |
| Domestic violence is a new phenomenon caused by the economic and    | The custom of wife beating is as old as marriage itself and in some cases has been           |
| social change of modern life, our speedy way of living and new       | openly encouraged by the law. Similarly most forms of violence against women have a long       |
| social stresses                                                      | history.                                                                                    |
| Domestic violence is now rare. It is an occurrence of the past when | The incidence of domestic violence is very frequent in our times. Legal experts and women’s   |
| people were more violent and women were considered the property of  | human rights advocates in many countries consider it to be one of the most under reported      |
| men.                                                                | crimes.                                                                                       |
| If women wanted to, they would leave. If they stay, they must find   | Women don’t leave for many reasons, including the shame of admissions, fear of future         |
| some masochist pleasure in this behaviour                            | beatings or escalation of violence, economic dependence, lack of emotional or financial       |
| Battered women are uneducated and have few job skills                | support or lack of a place to go or more likely a combination of all these factors            |
| Violent men are mentally ill or are alcoholic                        | Few violent men are mentally ill. They are just asserting what they see as their right to      |
|                                                                    | dominate women. Alcohol can exacerbate violence against women but it does not cause it.      |
|                                                                    | Abusive men with alcohol problems abuse their partners both when they are drunk and when they |
|                                                                    | are sober.                                                                                  |
| Women misuse the law                                                 | All laws are capable of being misused, but this does not mean that laws should be scrapped.  |
|                                                                    | Similarly, although some women may have misused the laws, this does not mean that the laws    |
|                                                                    | protecting women should be scrapped. India has very high rates of violence against women. The  |
|                                                                    | number of dowry deaths is increasing every year in India. As per the statistics of the NCRB, |
|                                                                    | the number of dowry deaths for 2014 is 8,455. The vast majority of women do not use the law.  |
GENDER SENSITIZATION TRAINING MODULE FOR WORKPLACES
Theme 5: Sexual Harassment at workplace (Prevention, Prohibition and Redressal)

Tool 1: Screening of the Video “Perceptions on sexual harassment at workplace”

Duration: One hour

Purpose:

- To help participant recognize and avoid some of the subtle pitfalls associated with sexual harassment;
- To minimize the risks arising due to behaviours of sexual harassment so as to foster a respectful and inclusive environments
- To enable participants become more aware of the law governing sexual harassment in the workplace and the behaviours that fall within their guidelines.

Method:

- Share with the participants they will all be watching a video which has 7 key scenes.
- Participants can be asked to jot down points as they watch the video on-
  - What do they see, what is happening in the video
  - Are any behaviour shown in the particular scene, sexual harassment? If yes why? If no, why?
  - Does this happen around you? Has it ever happened with you or by you? How did it make you feel? What impact it has on your life (professional and personal)
  - What can you do to prevent it?
- The seven scenes in the video depict situations that could be perceived as sexual harassment and have some potential to result in litigation.
- The discussions and varying opinions that typically arise at the end of each scene contribute a great deal to increasing the awareness level and sensitivity within the group.
- A critical training point to remember is that perceptions can be very different. It is much more important to raise issues for consideration than to come to an agreement about each scene.

Think Before You Speak

During this opening scene, participants observe a man admiring a woman’s postpartum figure. The scene continues with the man discussing the situation with Human Resources. This scene serves as an introduction to the program, and as such provides an overview of the law in terms of sexual harassment. At the end of the scene, a multiple choice question is offered for discussion. After participants have arrived at consensus, select their answer. Some of the questions the facilitator can ask the participants:

- Is the alleged harasser’s commenting a compliment or sexual harassment?
- Who is the one who ultimately decides this answer?
- Is the alleged harasser vulnerable to any accusation of harassment, no matter how trivial or misdirected?

Respect the Workplace

In this scene the alleged harasser encourages a female customer to emulate the way certain women talk on a TV show known for its sexually explicit dialogue and situations. At the end of the scene the question, “How can you demonstrate respect for your workplace?” is offered for discussion. Follow the discussion by asking these questions:

- The alleged harasser claims the female customer opened the door to this frank sexual talk when she told him about the TV program. Is his point valid in light of the fact that she has filed a sexual harassment complaint?
- The alleged harasser seems to think that if he sees something on TV, it is appropriate to discuss it in the workplace. Do you agree?
- If a sexual come-on is reciprocated, has harassment taken place?

Heighten Awareness

The main character of the program is sent to a customer site, where he observes a situation he perceives to be a form of sexual harassment. He shares this situation with the Human Resources manager. At the end of the scene ask participants:

- What is the teaching assistant’s underlying message to the student?
- What role does power have in this example?
- If the student reported the assistant for sexual harassment, what would be a likely outcome?
- What should the student do, if anything, about this encounter?
- If the student goes to the teacher assistant’s apartment and nothing happens, has sexual harassment taken place?
**Avoid Labels**

During this scene participants observe a woman’s reaction after being called “little lady.” At the end of the scene a multiple choice question is offered for discussion. After participants have arrived at consensus, select their answer. If correct, the host reinforces their response. If incorrect, participants are asked to try again. Ask participants:

- Discuss the various nicknames that may have been assigned to your co-workers. Could any of them be hurtful?
- Recall a nickname someone assigned to you in the past. Did it bother you? Why or why not?
- What is the inherent problem with labels?

**Heighten Your Sensitivity**

Participants observe the alleged harasser’s frustration with the charges during this scene. He says “Why can’t people lighten up around here?” Use the following questions for discussion:

- Is “lightening up” a valid or acceptable solution to a hostile working environment?
- How does the reasonable person standard enter into the alleged harasser’s desire for people to lighten up?
- What role does empathy play when filtering one’s comments and behavior to avoid charges of sexual harassment?

**Facilitator’s Tips:**

- This session is designed to promote discussion on the issues surrounding sexual harassment so that during training, participants will be reminded of the continuing need to monitor their own behaviours in the workplace to avoid accusations of sexual harassment.
- A power point presentation (PPT), identical to the Training Points content of this program, has been included for your use.
Tool 2: Understanding Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

Duration – 1 Hour

Purpose – To understand the 2013 Act

1. **What is ‘sexual harassment’?**

   Participants can be asked if the following scenarios would fall under sexual harassment or gender based harassment. This exercise can be done like an open quiz.

   - A has worked in a company for over a year. She realizes she is expecting a baby, and informs her supervisor of this news. A finds that her responsibilities are being reduced, and that she is no longer being involved in important meetings.

   - Company X is an export-import business, with mostly male employees. Some posters showing women in an obscene manner are placed on the walls of the Company.

   - P asks his colleague S to help him with some work. As she (S) approaches P's desk, she notices that there is pornographic material visible on his computer.

   - Company Y is an NGO which employs both men and women. Tea/coffee is available through a machine at the Company. Whenever visitors come to the NGO, the women staff are asked to serve tea for the visitors.

   It is important to stress that there is a thin line between sexual harassment and gender based harassment. Although the Act of 2013 does not cover gender based harassment, acts of gender based harassment, if not prevented by the employer, can turn into cases of sexual harassment. It is the duty of the employer to provide a safe working environment.

2. **What is a ‘workplace’?**

   - One day, the staffs of an office decide to all go out together for lunch to a restaurant at HauzKhas Village. At the lunch, one of the male colleague's comments that the blouse Ms. S is wearing is transparent and he can see her bra strap. Can Sheila complain to the ICC of her office?

   - Mr. A starts a WhatsApp group for his office colleagues. Some obscene jokes are posted by Mr. B on the whatsapp group and the women in the group are offended. Can they file a complaint against Mr. A?
3. **Who can make a complaint?**

- Mrs B is a home maker. She goes to her daughter’s school for a parent – teacher meeting, where one of the teachers sexually harasses her. Can she file a case of sexual harassment under the 2013 Act with the ICC of the school?

- A is a gay man. His male office colleagues often tease him about his appearance and his feminine sense of style. Can he complain under the 2013 Act?

*Please refer to WPC-PSI “FAQ’s on Sexual Harassment at the Workplace: A Handbook for ICC Members” (2016) for questions that may arise at a training workshop and the answers to the questions.*

**Sources**


- [http://gender.care2share.wikispaces.net/Gender+Equity+and+Diversity+work+at+CARE](http://gender.care2share.wikispaces.net/Gender+Equity+and+Diversity+work+at+CARE)

- [https://www.trainingforchange.org/tools/team-types](https://www.trainingforchange.org/tools/team-types)

- [https://www.theguardian.com/business/economics-blog/2013/dec/06/gender-equality-women-stereotypes-stop-progress](https://www.theguardian.com/business/economics-blog/2013/dec/06/gender-equality-women-stereotypes-stop-progress)

- National Crime Records Bureau ‘Crime in India’ (2014)
Sexual harassment is just not a bad behaviour but is also a legal offence... therefore let us look at the law...

THE SEXUAL HARASSMENT OF WOMEN AT WORKPLACE (PREVENTION, PROHIBITION AND REDRESSAL) ACT, 2013
**Aggrieved woman**

A woman, of any age, whether employed or not, who alleges sexual harassment by respondent.

**Workplace**

Includes any place visited by employee arising out of or in the course of employment, including transportation provided by employer for such journey.

**Employer**

Person responsible for management, supervision and control of workplace.

**Respondent**

A person, against whom aggrieved woman made a complaint.

**Employee**

- Person employed for any work
- Regular/Temporary
- Ad hoc/daily wage
- Directly or through agent (including contractor)
- With our without the knowledge of principal employer
- For remuneration or not
- Voluntary or otherwise
- On terms expressed or implied
- Includes co-worker, contract worker, probationer, trainee, apprentice.
Sexual harassment includes

- Any one or more
- unwelcome behaviours
- Whether directly or by implication
  - Physical contact and advances, or
  - A demand or request for sexual favours, or
  - Making sexually coloured remarks
  - Showing pornography
- Any other unwelcome
  - Physical, or
  - Verbal, or
  - Non-verbal
  - Conduct of sexual nature

CONSTITUTION OF ICC

- PRESIDING OFFICER
  - WOMAN
  - SENIOR LEVEL EMPLOYEE

- AT LEAST 2 MEMBERS
  - EMPLOYEES
    - COMMITTED TO THE CAUSE OF WOMEN, OR
    - SOCIAL WORK EXPERIENCE, OR
    - HAVE LEGAL KNOWLEDGE

- ONE MEMBER
  - FROM NGO, OR
  - FROM ASSOCIATION COMMITTED TO CAUSE OF WOMEN, OR
  - PERSON FAMILIAR WITH ISSUES RELATING TO SEXUAL HARASSMENT

AT LEAST HALF THE MEMBERS SHALL BE WOMEN
Section 9 (complaint)

- Any aggrieved woman
- Can complain to ICC (or local committee if no ICC)
- In writing (where such complaint “cannot be made in writing” ICC to assist woman to have it written)
- Within 3 months of incident (ICC may extend, if satisfied woman prevented by circumstances)
- Where series of incidents, within 3 months of last incident
Local complaints committee

- Appropriate government (state government for private companies) to set up local complaints committee at district level to look into complaints where:
  - No ICC, as less than 10 employees, or
  - Complaint against employer

Conciliation before initiating inquiry

- At request of complainant
- ICC can try to settle matter between complainant and respondent through conciliation
- No monetary settlement shall be basis of conciliation
- If settlement reached, ICC respondent
- No further inquiry if settlement reached
- If terms of settlement breached, inquiry to proceed
Inquiry process

- Where respondent is employee, process as per service rules
- If no service rules, or respondent not employee:
  - If prima facie case exists
  - Inform police within 7 days
  - For registering case under section 509 IPC (insulting modesty of woman), etc
- Where both parties employees:
  - Both parties to be heard
  - Opportunity to file representations to ICC

Principles of natural justice.

- No one should be condemned unheard
- No one should be a judge in their own case
- Absence of bias
- (reasoned orders)
- (acting under dictation)
During inquiry

- On written request from complainant, ICC may recommend employer to:
  - Transfer respondent, or herself
  - Grant paid leave (additional) to woman upto 3 months
- Employer to implement recommendation and inform ICC of compliance

On completion of inquiry

- ICC to complete inquiry within 90 days. Send report to employer within 10 days of conclusion of inquiry
- Copies to be sent to both parties
- Where ICC finds allegations proved, can recommend to employer:
  - Take action as misconduct under rules
  - Deduction of salary of respondent (to be paid to woman)
- If respondent left job, employer can still direct him to pay, on pain of case being sent to district officer to recover as arrear of land
- If ICC finds allegation malicious, or false, or where false documents produced by complainant, ICC can recommend action against complainant under service rules
  - Inability to prove case does not mean it is false
  - Malice has to proved by inquiry before such recommendation is made
- Employer to act on recommendations within 60 days
- Appeal against recommendation within 90 days to court
Factors in determining sum to be paid to complainant

- Mental trauma, pain, suffering
- Loss of career opportunity
- Medical expenses
- Income and financial status of respondent
- Feasibility of payment in lump sum or installment

Duties of employer

- Provide safe working environment
- Display at conspicuous place in workplace of penal consequences of sexual harassment, and order constituting ICC
- Organize workshops for employees
- Orientation for ICC
- Provide necessary facilities to ICC to conduct inquiry
- Assist in securing attendance of respondent, witnesses
- Assist woman in filing criminal complaint, if she desires
- Initiate action against perpetrator under Indian Penal Code or other law
- Treat sexual harassment as misconduct under service rules
- Monitor timely submission of reports by ICC
Annual report to be submitted by ICC to employer

Employer who contravenes provisions can be fined up to Rs 50,000

Employer to inform district officer of number of cases and disposal