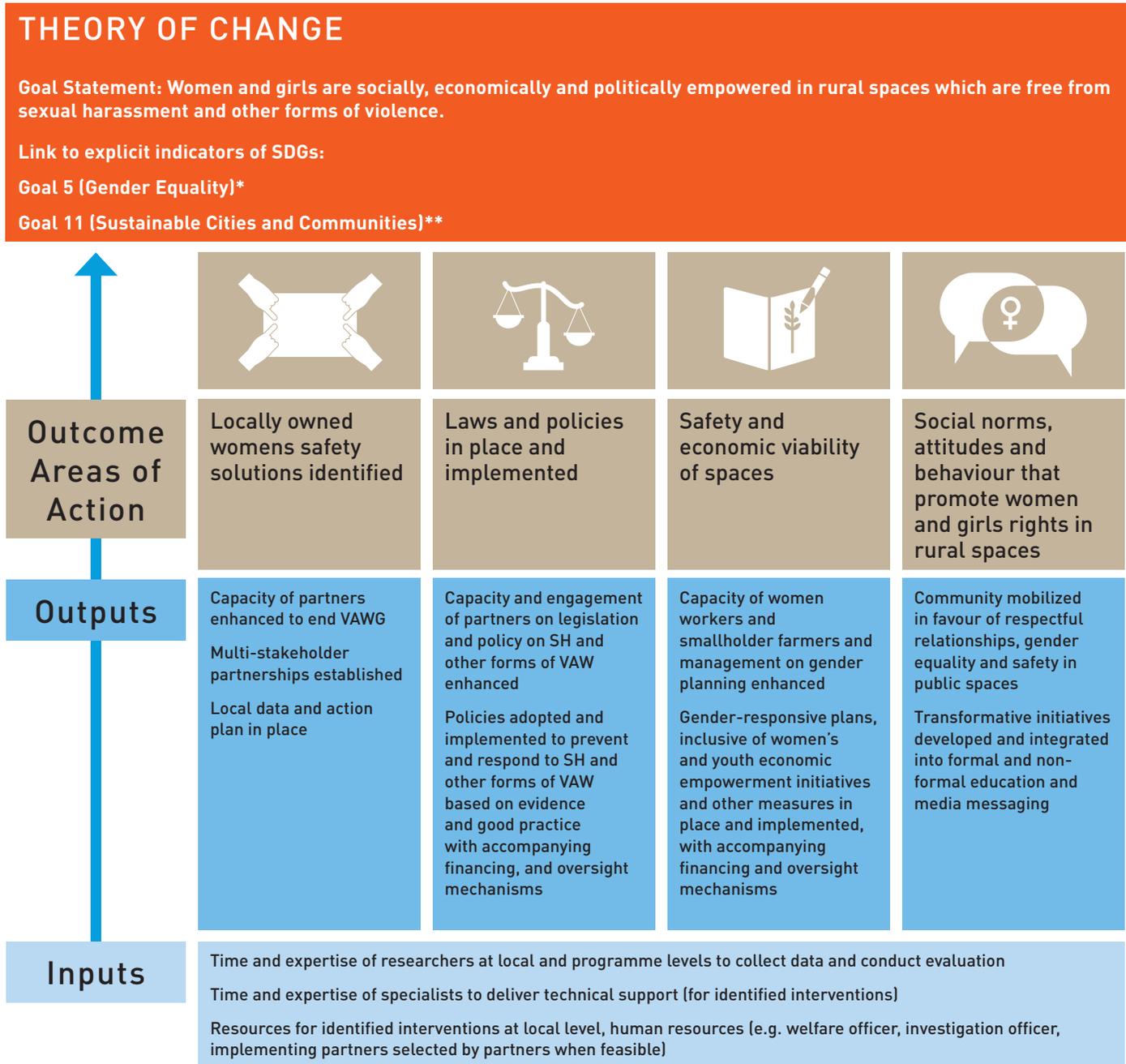


2. THE GLOBAL FRAMEWORK ON WOMEN'S SAFETY IN RURAL SPACES: INFORMED BY EXPERIENCE IN THE TEA SECTOR



2.1 OVERVIEW OF THE PROGRAMME



* Proportion of ever-partnered women and girls aged 15+ subjected to physical and/or sexual violence by a current or former intimate partner, in the last 12 months; Proportion of women and girls aged 15+ subjected to sexual violence by persons other than an intimate partner, since age 15 (Proportion of women and girls subjected to sexual violence by persons other than an intimate partner, since age 15 [in public spaces, sites of intervention]).

** Target 7 (proxy): Proportion of women and girls subjected to sexual harassment in public spaces, sites of intervention, in the last 12 months.

The GWSF is based on a TOC approach that is needed to develop solutions to complex problems. It identifies the theory of a programme and the range of action needed to achieve the desired GWSF TOC goal: **All women and girls are socially, economically and politically empowered in rural spaces that are free from SH and other forms of violence.**

There are four main areas of action informed by global evidence that form part of a **holistic approach** to prevent and respond to SH and other forms of VAWG in workplaces and public spaces.

These include:

Outcome 1: Locally owned women's safety solutions identified

This action area focuses on building local ownership of women's safety action. Producers may wish to look within the company to take stock of what is being done to address women and girls' safety, identify gaps, and seek trusted partner (s) when possible to assist in strengthening their approach to prevent GBV.

In developing a locally owned approach, it will be important to create over time multi-stakeholder partnerships with women beneficiaries/agents of change. Each partner may have something to contribute to women's safety within their area of influence.

Collecting data to better understand the nature and extent of the problem of SH and other forms of VAWG on estates and outgrower farms and considering promising and good practices will help producers and their partners identify solutions to SH and other forms of VAWG.

It is important to name the problem. For example, that "SH is unwelcome sexual conduct which can range from gestures to groping to rape."¹⁶ A scoping study can lead to a deeper understanding of the local forms of VAWG and the context in which it occurs both on and off the tea estates in rural areas.

Programme design session(s) can engage producers with other key stakeholders (e.g. government authorities, women's rights groups and NGOs, faith leaders, schools, the police, and local businesses) to discuss and validate the findings of the scoping study. This helps to ensure initiatives are informed by evidence, and fosters shared accountability - where everyone feels they have a stake in changed culture.

Single proprietors of farms may consider engaging with trusted networks and/or lead companies in the supply chain for inclusion in multi-site studies or programme initiatives. **Furthermore, they will need to decide what areas of the framework and activities they can begin to adapt on their own, and those they would need to engage partners on as part of an incremental approach.**

Outcome 2: Laws and policies to prevent and respond to sexual harassment and other forms of VAWG are in place and implemented

This action area focuses on assessing and enhancing the capacity of local partners to ensure that comprehensive legislation and policies to prevent and respond to VAWG are developed, and effectively implemented- a key role of national and local authorities.

¹⁶ UN Women (2018), p.29

It also includes strengthening the capacity of service providers and institutions, and tea sector management in the development and implementation of specific policies on SH, as this may sometimes be covered under code of conduct or safety policies. It may mean reviewing the effectiveness of what is in place to bring about change. For example, measures that are in place to: increase reporting, ensure victims/survivors are aware of their rights, ensure prompt and appropriate responses to reports of SH and other forms of VAWG, how many reports may have gone to investigation, and what happened as a result of the investigation, etc.).

It may also require looking at how SH and ending other forms of VAWG can be integrated in other training and awareness initiatives in tea estates, and those initiatives that reach smallholder farmers.

Outcome 3: Safety and economic viability of spaces enhanced

This action area focuses on transformative activities in workplace settings that are responsive to the needs of women and girls, and men and boys.

It includes interventions focused on women's leadership, ensuring diversity in senior positions and creating a culture in which women are treated as equals, and there is respect between colleagues.

It includes a focus on economic development, by creating economic opportunities for women and youth to protect against the risk of victimization, and ensure that women can exit violent relationships.

It also includes action designed to enhance the capacity of government authorities in

rural spaces, and producers who manage tea plantations to be more responsive to gender in their planning. For example, providing opportunities to include women's and girls' knowledge, expertise and recommendations of safety measures in the upgrading of infrastructure on estates, or in the design and construction of new housing lines. Practical measures can be put in place such as: better lighting, safe and accessible public transportation, sanitation and hygiene, improvements in housing areas, and vocational skills training of women and youth.

Outcome 4: Social Norms, attitudes and behaviour that promote women and girls' rights in rural spaces

SH and other forms of GBV are based on deep-rooted social norms and practices that devalue women and their contributions and skills. There is extensive evidence at the international level to demonstrate that VAWG can only be addressed through a gender equality framework that addresses social norms and unequal and stereotypical gender roles and relations. This action area focuses on changing social norms, attitudes and behaviour to promote women's and girls' rights to enjoy rural spaces free from violence. It includes activities that engage girls and boys and other influential champions/leaders in transformative activities in schools, and other settings that promote respectful gender relationships, gender equality and safety in rural spaces.¹⁷

County governments working in partnership with NGOs and other partners in rural spaces may be well placed to support community mobilization and specific VAWG prevention programming.

¹⁷ Adapted from UN Prevention Framework.

2.2 PRINCIPLES THAT UNDERLIE EFFECTIVE WOMEN'S SAFETY ACTION

A brief description is provided on the main principles that underlie effective comprehensive approaches to prevent and respond to SH and other forms of GBV in the tea sector.

1. A rights-based and evidence-based approach

A human rights-based approach is one of the main principles of the SDGs and recognizes that States have a primary responsibility to respect, protect, and fulfill the rights of women and girls. VAWG is a violation of women and girls' human rights, particularly her right to a

life free from fear and violence, freedom of movement, safe housing, and securing rights to enjoy and use public spaces.

Policies and action should prioritize the safety and well-being of all women and girls, and treat them with dignity, respect and sensitivity. This approach also calls for the highest attainable standards of health, social, justice and policing services that are of good quality, available, accessible, and acceptable to women and girls. Policies and action should be based on a broad foundation knowledge given the different causes of VAWG, and on promising and proven practices.



“For business, the most powerful contribution to sustainable development is to embed respect for human rights across their value chains... Business respect for human rights is not a choice, it is a responsibility.”

(UN Working Group on Business and Human Rights)

2. Advancing gender equality and women's empowerment

Gender inequality and discrimination, as both a cause and a consequence of VAWG, requires policies and practices that respond to the needs of women and men and promote women's participation in all processes. Women and girls are entitled to make their own decisions and to participate as agents of change in safety initiatives. Women's expanded access to participate in spaces free of violence can help transform social norms about women's roles and enhance their contributions to work life, cities, and rural communities.



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3. Culturally and age appropriate and sensitive to circumstances and experiences

Interventions must be culturally and age appropriate and sensitive that respond to the individual circumstances and life experiences of women and girls. This means taking into account their age, identity, culture, sexual orientation, gender identity, ethnicity and language preferences. This is also in line with another main principle of the SDGs: Leave No One Behind (LNOB). Interventions must respond appropriately to women and girls who face multiple forms of discrimination - not only because she is a woman, but also because of her race, ethnicity, caste, sexual orientation, religion, disability, marital status, occupation or other characteristics – or because she has been subjected to violence. It is also increasingly recognized that strategic and effective prevention of violence requires the involvement of children and young people throughout different stages of the process, from diagnosis of the problem to programme design and implementation, monitoring action, evaluating services for young people, campaigning, and evaluation.¹⁸

¹⁸ ICPC (2008)

4. Survivor-centered approach

The survivor-centered approach is based on a set of principles and skills designed to guide individuals in engaging with women and girls who have experienced sexual or other forms of violence. Victim/survivor-centred approaches place the rights, needs and desires of women and girls as the centre of focus in service delivery. This requires consideration of the multiple needs of victims and survivors and can ensure that services are tailored to and respond to the wishes of all woman and girls.

5. Cooperation/partnerships

Cooperation and partnerships should be an integral part of effective prevention, given the wide-ranging nature of the causes of crime and violence and the skills and responsibilities required to address them.¹⁹ This includes partnerships working across government departments and among different levels of government (national, local and regional), and working with community organizations and NGOs, different divisions in the tea sector (social impact, environment sustainability, human resources), grassroots women, and other community members.

6. Perpetrator accountability

It is important to communicate clearly that violence is not acceptable, that it is a form of misconduct, and that perpetrators will be held accountable for their actions. This includes ensuring a detailed and fair independent investigation, setting out informal and formal disciplinary procedures, taking account of the severity of the violence, the law, and the wishes of all victims/survivors. Disciplinary action should be proportional to the severity of harassment and other forms of violence and be implemented in a consistent way, helping to foster trust and confidence in the reporting process. In serious cases and depending on the provisions of the criminal and civil law code, a case may need to be reported to the police, and with the victim's consent to take appropriate criminal or civil law action. It is also important that support be given to help women victim/survivors in the justice process.

¹⁹ Adapted from Guidelines for the Prevention of Crime, Economic' and Social Council resolution 2002/13, Annex

2.3 GWSF STRATEGIC AREAS OF ACTION. WHAT CAN BE DONE? BY WHOM? HOW CAN IT BE MEASURED? WHAT ARE SOME PRACTICES AND TOOLS?

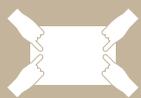
In reviewing the GWSF action areas on the next page, it is important to note that the last three outcome areas are not implemented chronologically, since activities undertaken in the first outcome area (e.g. local assessment undertaken, design process, etc.) by a producer in their journey on women's safety will greatly assist them and their partners to identify where and when to focus in those areas.

Not all action areas are undertaken at the same time, as this will depend on strong leadership, level of resources allocated over time, and the support and

engagement of partners working within their area of influence to contribute to the expected results of the initiative.

As part of their journey, producers will need to identify entry points to strengthen their work on women and girls' safety and determine the scope and scale of their interventions as part of the design process.

A list of partners with complementary expertise on VAWG, gender and/or working on issues related to improving the quality of life of women and girls in the tea sector is included in Annex 3.



Outcome 1

Locally owned women's safety solutions identified

Output	What are some of the things that can be done? and by Whom?	Partners to Engage	Examples of Indicators
1.1 Capacity of partners enhanced to end VAWG	Producers <ul style="list-style-type: none"> Support training or other capacity-strengthening initiatives to raise awareness on SH and other forms of GBV on and/or off tea estates. Training should be conducted in person, interactive, and tailored to context. It should last several hours, and regularly be repeated. Document all training/awareness-raising initiatives according to topic, name, organization, and title of the session (strong monitoring of key performance indicators -KPIs). 	Producers can partner with: Local expert organizations and NGOs specialized in women's and children's rights, United Nations agencies or other partners.	Capacity enhancement activities (training, workshops) for women's youth, and community groups on evidence-based approaches to prevent and respond to VAWG, that are informed by the local evidence and by international good practice are conducted.
	Government authorities <ul style="list-style-type: none"> Implement training and other capacity-strengthening measures on key principles of strategic and effective approaches on EVAWG in public and private spaces. Training should be conducted in person, interactive, and tailored to context. It should last several hours, and regularly be repeated. Document all training/awareness-raising initiatives according to topic, name, organization, and title of session. 		
	Women's, Youth, Tea associations, and other Community Groups <ul style="list-style-type: none"> Participate in an awareness-raising and training session (s) on evidence-based approaches to prevent and respond to VAWG. This is an important step given the normalization of VAWG and the lack of safe spaces for women to gather and discuss these issues. This will help to ensure that women's voices are heard, and that they are able to participate in the design of safety interventions. 		
Output	What are some of the things that can be done? and by Whom?	Partners to Engage	Examples of Indicators
1.2 Multi-stakeholder partnerships established	Producers <ul style="list-style-type: none"> Participate in/ or set up a steering committee on women's safety in the tea garden. Participate in and/or support existing networks or the set-up of platforms in the village or nearby city on gender and EVAWG. This can provide access to good practices, and may help to leverage partnerships of support. 	Producers can partner with: Local expert organizations and NGOs specialized in women's and children's rights, United Nations agencies or other partners.	Extent and quality of partnerships and coordination among local partners. Partnerships in place that include women in decision-making positions.
	Government authorities <ul style="list-style-type: none"> Establish and co-chair a steering committee on women's safety in rural spaces, and ensure wide participation of different government authorities, producers and local businesses, women's groups, and United Nations partners. 		
	Women's organizations, youth, tea associations, and other community groups <ul style="list-style-type: none"> Participate in a steering committee or other community committees or forums on women's safety in rural spaces (on or off the estate). 		

Output	What are some of the things that can be done? and by Whom?	Partners to Engage	Examples of Indicators
<p>1.3</p> <p>Local data and action plan in place</p>	<p>Producers</p> <ul style="list-style-type: none"> • Help support the implementation of a scoping study to increase understanding of the problems in the plantation, include views of women beneficiaries/agents of change, analyze the local context, appraise existing services and map organizations/other producers who are working on similar issues in rural spaces so that linkages can be made. More information on the scoping study can be found in Section 3. of the GWSF. • The scoping study will help partners to make decisions on where to focus resources, where best to leverage partnerships, and what should be taken up in a shared programme or plan of action on women's safety. 	<p>Producers can partner with:</p> <p>Local expert/ research organizations and NGOs specialized on women's and children's rights, and United Nations partners.</p>	<p>Scoping Study, programme document and baseline study available in the plantation.</p> <p>Scoping Study, programme document and baseline study available in the village.</p> <p>Number of Women's, Youth and Community Groups which participate in the design of plans.</p>
	<p>Government authorities</p> <ul style="list-style-type: none"> • Help support the implementation of a scoping study to increase understanding of the problems in the village/county, collate views of beneficiaries/agents of change, analyze the local context, map partners who could assist in the women's safety partnership. • The scoping study will help partners to make decisions on where to focus resources, where best to leverage partnerships and what should be taken up in a shared plan of action that is developed on women's safety. • Help support, provide a venue for planning workshops, and participate in the design of a women's safety initiative on and/ or off the estate. • Help support the implementation of a baseline study in selected areas of the village/county including detailed measurement of indicators relevant to the intervention (s) selected in the women's safety initiative at the start of the initiative that will be used to measure change over time. 		
	<p>Women's organizations, youth, tea associations, and other community groups</p> <ul style="list-style-type: none"> • Share knowledge and views on the prevention and response to VAWG in the tea sector (to inform the scoping study, programme design and baseline process), including at the earliest stage so that questions can be well formulated in any study conducted in estates settings. • Lead sessions in a safe space (or in spaces where women may gather already if available) to discuss gender, gender equality and SH and other forms of VAWG with women workers and women smallholder farmers. It is also important to gather views of different groups of women who may more likely experience harassment and other forms of VAWG, and actively involve them in women's safety discussions and programming. 		

Outputs 1.1, 1.2, and 1.3 Case Study: Enhancing the safety of women and girls in Unilever Tea Kenya (UTK) Estates

With an approximate 32 percent woman workforce at UTK, safety for women, boys and girls is essential.

Unilever developed a “Safety for Women, Girls and Boys Programme” with the participation of women and men in Unilever Tea Kenya. The programme helps to equip women with skills in addressing all forms of violence and contributes to the enhancement of worker productivity and reducing absenteeism.

The programme is anchored in four pillars: prevention, detection, response and external engagement. The prevention pillar is central to the programme, with the following interventions designed in consultation with stakeholders such as workers, managers, youth, school teachers, and students:

- Peer education, a concept that involves building a pool of champions from among workers who can be trained and equipped to engage their peers on a regular basis.
- Training and mentorship on gender and human rights for different target groups, an intervention that has proven to be more effective and sustainable when integrated with the existing employee engagement systems.
- Male engagement/Men as champions, a strategy that has been pivotal in the recognition of the role of men in promoting safe spaces for women and girls.
- Women economic empowerment projects delivered through women leadership initiatives, such as equipping women with leadership skills and provision of day care and breastfeeding centres to enhance women’s economic inclusion, and training women on financial literacy, life skills, information and communication technology, and entrepreneurship.

- School programmes such as the Adopt a School Initiative, integrated with existing student engagement systems/programmes in which managers are encouraged to adopt schools to support through mentorship and life skills support.
- Diversity and inclusion workplace programmes targeting women and children with different abilities through modification of physical infrastructure to enhance access and the adoption of empowerment measures Practical approaches within the workplace to support safety and empowerment of women, including rotating jobs, non-discriminatory housing allocation processes, and shift patterns, as well as capacity-building of key stakeholders (e.g. the housing committees and village elders), improved lighting around the estates/communities, and ensuring appropriate representation of women at all levels of decision-making.



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In order to support the key need for a vibrant and robust detection system, the following are needed: Dignity Enhancement Committees that report concerns and review progress on grievances; monitoring of trends and hotspot mapping; and referral mechanisms to ensure that survivors and their families receive adequate clinical and psychosocial support. Social impact assessments mitigate the effects of the disciplinary process on the families of survivors and perpetrators.

Collaboration and partnerships complement existing efforts around addressing GBV, minimize duplication, and advance engagement in national level advocacy and response to emerging GBV incidences. Examples are partnerships with the police, judiciary, children's departments, NGOs, United Nations agencies, and

community-based organizations. Building the capacity of the external stakeholders, such as the police, has also helped to drive a shared understanding on safety for women and girls.



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Six key learnings:

- 1 The strong participation of women and girls in the design, implementation, monitoring and assessment of women's safety action is critical in ensuring a locally owned approach and its success.
- 2 Male engagement is critical to gender equality work, including men serving as champions of gender equality and prevention of SH.
- 3 The grievance mechanism should be accessible and engender trust with the community and with the workers. A toll-free hotline that allows for anonymous reporting is necessary as fear of retaliation serves as an impediment to reporting offences and resolution of grievances. Multiple channels for reporting is important.
- 4 It is important to partner with organizations that provide psychosocial support or to have an internal psychosocial support mechanism for survivors and their families. This is often one of the most neglected areas that requires attention.
- 5 Physical infrastructure plays a major role in enhancing the dignity and safety of the women and girls (e.g. security lights in villages, provision of sanitary facilities, etc.).
- 6 Equality in work plans and strategies enhances buy-in and support from business stakeholders, including managers (e.g. SGBV learnings integrated into existing work forums and engagements).

As a result, Unilever sought to strengthen its model through a partnership with UN Women and local women's rights organizations in Kenya.

Gender Empowerment Platform in Kenya: Addressing issues related to GBV in the Kenyan tea industry

Gender Empowerment Platform

To support the tea sector in Kenya to find ways and mechanisms to address SH and GBV issues, IDH-the Sustainable Trade Initiative convened the Gender Empowerment Platform (GEP) in 2016. The GEP joins forces of different tea supply chain players under the vision to become the first tea agricultural supply chain in Kenya that has addressed and has developed solutions to GBV-related issues, by being effective in response but even stronger in prevention.

GEP members & activities

Private sector participants in the GEP include: Unilever Tea Kenya (UTK), James Finlay (Kenya), Sotik Tea Company, Eastern Produce Kenya, and the Kenyan Tea Development Agency. Civil society members include: IDH, ETP, and the Gender Violence Recovery Centre (GVRC). UN Women is a technical advisor to the Platform. The GEP comes together four times per year and members commit to senior leadership involvement at least once a year. During GEP meetings, members exchange experiences on joint activities aimed to reduce SH and GBV in the industry. It provides an opportunity for peer-to-peer learning for companies, as well as facilitating the link between the industry and CSOs working on gender and GBV issues. As convener of the platform, IDH also facilitates cross-sector and cross-country learning, for example with the floral industry and provides funding for field-level projects implemented by company members.

The following GEP activities are ongoing in collaboration with GEP members:

1. Support to the creation of a safe space in Kericho for victims/survivors, linked to service providers to provide medical, judiciary, police and counselling support, in cooperation with GVRC and the county government.
2. Capacity-building at the plantations (community/household level) to address gender and GBV issues in line with the Plantation Roadmap (to be launched Q4 2018). A Training Manual has been developed for tea producers on gender and raising awareness on GBV.
3. Financial literacy training programme for smallholder farmers with a focus on financial decision-making and division of roles and responsibilities within the household.
4. The strength of the GEP is its partnership among tea supply chain members, NGOs, and expert organizations around the universal challenge of GBV.
5. The IDH training manual is available at: https://www.idhsustainabletrade.com/uploaded/2017/04/GBV-Common-Training-Manual_April-2017.pdf
6. The IDH Gender Toolkit provides case studies largely drawing on IDH projects that demonstrate how gender can be integrated into supply chain approaches. It is available at: <https://www.idhsustainabletrade.com/publication/gender-toolkit/>

Plantation Community Empowerment Programme: Use of the Community Development Forum²⁰

The Ethical Tea Partnership (ETP), along with the support of producer companies, have piloted a Plantation Community Empowerment Programme, where Community Development Forums (CDFs) are established in tea estates to facilitate open dialogue and resolve issues between the tea estate management and the tea community. It is believed that improved relationships have an overall impact on the well-being of the business and the tea community.

The CDFs give all groups from the estate and the local community the opportunity to influence decisions that affect their lives. They bring together workers, management, estate residents, and the wider community to ensure a shared understanding and ownership of the varied challenges faced by the groups represented and to develop a constructive plan to prioritize and resolve these issues. The CDFs are also linked to existing structures on the estates, such as Mothers' Clubs, trade unions, and Fair Trade Committees, to ensure the inclusion of these relevant bodies and maximize the impact and effectiveness of the CDF.

The CDF model was developed in Sri Lanka where 13 CDFs were set up through an initial partnership with CARE Sri Lanka, ETP, and producer companies. The CDFs proved highly successful in tackling issues from work stoppages and low productivity, lack of opportunities for women, alcoholism, ethnic tensions, and domestic financial management. An independent study found that the programme secured a \$26 return on investment for every dollar spent, and a 25 percent increase in plucking productivity. The ETP has also piloted CDFs in four estates of Assam, India, with an increased focus on women, youth and other socio-economically disadvantaged groups.

²⁰ ETP (2017). Helping at the heart of tea communities Sri Lanka. Available at: <http://www.ethicalteapartnership.org/wp-content/uploads/Helping-at-the-Heart-of-Tea-Communities-Sri-Lanka.pdf>



Outcome 2

Laws and policies in place and implemented

Output	What are some of the things that can be done? and by Whom?	Partners to Engage	Examples of Indicators
<p>2.1</p> <p>Capacity and engagement of partners on legislation and policy on SH and other forms of VAW enhanced</p>	<p>Producers</p> <ul style="list-style-type: none"> • Help support an assessment on the knowledge and skills of women, men and youth on laws and policies to prevent and respond to VAWG. This is important to engage local women and men in prevention efforts and to identify and address barriers to reporting violence, accessing services, advocating for rights, and other areas that can contribute to the normalization of violence. • Help support the implementation of training on key principles of strategic and effective approaches on EVAWG for managers, workers, and smallholder farmers. • Document all training/awareness-raising initiatives according to topic, name, organization, and title of the session as part of monitoring and assessing progress. <p>Government authorities</p> <ul style="list-style-type: none"> • Conduct an assessment on knowledge and skills of authorities on laws and policies to prevent and respond to VAWG. • Develop a training plan which sets priority groups for training, timing of sessions, etc. • Participate in targeted training that responds to the capacity assessment, and increases awareness of authorities and other partners on VAWG legislation and policy in the community and workplace settings. • Help support an assessment on the knowledge and skills of women, men and youth on laws and policies to prevent and respond to VAWG. • Implement training on key principles and strategic and effective approaches on EVAWG in public and private spaces. • Document all training/awareness-raising initiatives according to topic, name, organization and title of the session. <p>Women’s organizations, youth, tea associations, and other community groups</p> <ul style="list-style-type: none"> • Participate in targeted training that responds to the capacity assessment and increases awareness on VAWG legislation and policy in the community and workplace settings. • Women’s organizations, youth and/or other community groups conduct outreach sessions with the wider community of women workers and smallholder farmers on how to advocate for prevention and quality essential services to end VAWG. • Document all training initiatives according to topic, name of organization and title of the trainer, as important for monitoring progress and documenting results. • Develop and disseminate clear messages to raise awareness on the laws and policies on SH and other forms of VAW on and off estates (including use of social media, dance, theatre, songs, and murals at the local level). 	<p>Producers can partner with:</p> <p>Local expert/ research organizations and NGOs specialized on women’s and children’s rights, and United Nations partners.</p>	<p>Number of women and men trained, and an attestation of each that s/ he participated in the training, and type of skills and knowledge enhanced (pre and post test).</p>

Output	What are some of the things that can be done? and by Whom?	Partners to Engage	Examples of Indicators
<p>2.2</p> <p>Policies adopted and implemented to prevent and respond to SH and other forms of VAW based on evidence and good practice with accompanying financing, and oversight mechanisms</p>	<p>Producers</p> <ul style="list-style-type: none"> • Support an independent review of organizational policies from a gender perspective to understand the linkages with women's safety and ending VAWG. • Develop, update and resource an action plan for the implementation of the SH policy on the estate. • Support an expert-led training session on building trust among stakeholders on issues related to gender and VAWG. • Develop a confidential reporting and grievance/redress mechanism for cases of SH and other forms of VAWG on estates. Ensure multiple reporting avenues, so that victims have options from which to select what works best for them. • Create awareness among workers on confidential reporting and redress/grievance mechanisms in place. • Help to support the establishment of safe accommodation for women and girl survivors. • Provide support for bystander engagement in incidents, including but not only the enabling of immediate safety. • Disseminate community outreach materials (e.g. list of service providers, help lines, etc.) on essential services as appropriate to the local context. <p>Government authorities</p> <ul style="list-style-type: none"> • Support an independent review of government policies from a gender perspective to understand the linkages with ending VAWG. • Support a mapping of available essential services (health, police, justice, social services, shelter). • Develop, update and resource an action plan for the implementation of policies to prevent and respond to SH and other forms of ending VAWG. • Establish and or strengthen safe accommodation for women and girl survivors (temporary). • Provide and strengthen existing essential services (health, police, justice, social services, shelter and coordination of services) for women and girls survivors of violence. • Disseminate community outreach materials (list of service providers, help lines, etc.) on essential services as appropriate to the local context. 	<p>Producers can partner with:</p> <p>United Nations entities with local expert organizations and NGOs specialized on women's and children's rights.</p>	<p>Number of women and men authorities, and service providers trained on legislation and policies.</p> <p>Number of organizational plans developed or strengthened with the support of partners that are gender-responsive and address intimate partner violence.</p> <p>Number of organizational plans developed or strengthened with the support of partners that address SH against women and girls in workspaces and public spaces.</p>

Output 2.1 Case Study: Organizing Women Tea Estate Workers in Assam to End Sexual Violence



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“Since joining the Jugnoo club, I have become brave”

(Tea worker, Assam, India)

The need for a separate group for women that worked on issues of gender-based discrimination and violence was one of the main recommendations women workers who were invited to participate in a programme design workshop to inform the development of a Women’s Safety Programme in Assam. This programme involves a partnership with UN Women, McLeod Russel, Unilever, the United Nations Children’s Fund (UNICEF), United Nations Development Programme (UNDP), women’s rights NGOs, and other partners.

In November 2017, women tea pluckers and factory workers, with support from UN Women, organized themselves into collectives known as the Jugnoo clubs. Jugnoo translates as “Fireflies,” indicative of the role that women play in transforming the lives of women and symbolizing their own journey of empowerment.

The clubs operate in six tea estates in Assam and currently have a membership of approximately 64 women tea estate workers. The process considered representation of women who were differently positioned in society including those women with varied ethnic and social identities or religions, disabilities, or any other characteristic intrinsically linked to exclusion or discrimination in society. This approach helped in understanding how women’s lived experiences of violence were further heightened by intersectional identities, manifesting into experiences of individual and structural violence.

The selection also established representation from each worker colony of the plantation to ensure that a Jugnoo club member would be the first point of help for a woman in distress in a colony.

“After joining the Jugnoo club, I am respected in my household and community. Women who never spoke about violence in their lives are now coming to the Jugnoo club and sharing their experiences. Women are speaking about violence experienced by their daughters”

(Woman Jugnoo club member, Assam)

UN Women strengthened the leadership of Jugnoo club members and built their capacities to understand issues of patriarchy, power, GBV, and laws and policies to address those issues. A “Train the Trainer” model was adopted wherein the trained Jugnoo members would impart their learnings to other workers, and community stakeholders. Jugnoo Clubs provide a safe space for women and girls to share their experiences and concerns and work to strategize for collective voice and action to prevent SH and other forms of VAWG at home, at work and in public spaces.

“Earlier our supervisors used to mistreat us using foul and sexist language. But after the formation of the Jugnoo club, male workers became more aware of how they behave and the impact of their behaviour. We observe a change in the behaviour and language of our supervisors. I can see an improvement in my overall status and decision-making. If I experience any harassment, I have the confidence to say something. I no longer fear raising my voice against these issues.”

(Jugnoo club member, Assam)

The Role of workplace Internal Committees in India²¹

Workplace Internal Committees (ICs) on sexual harassment (SH) are required in India by the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (which includes transport provided by the employer). This requires that ICs will have as its Presiding Officer a senior woman employee, and an external member from an NGO or association 'committed to the cause of women or a person familiar with the issues relating to SH. At least half of the members of ICs have to be female.

In some workplaces, ICs have begun to play an important role in enabling new groups of workers to be trained and know their rights, and for managers to see that preventing violence and SH can bring benefits to the factory. In many cases, the Committees have proved to be an important early step towards giving workers some voice and suggesting solutions to organizational issues. However, it is important that the committees are open to scrutiny if they are to function effectively and not create further problems for complainants. Since taking on the additional responsibility of participating in anti-harassment committees, an increasing number of women have been promoted to supervisory roles. There have been other effects as well, as the establishment of a committee can also be a first step for trade unions to play a role in the workplace. One Indian factory owner believed that the establishment of an IC had positive effects in the workplace.

Manual on Improving the Working Conditions in the Cut Flower Industry

The Manual on "Improving the Working Conditions in the Cut Flower Industry" was produced by the International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Association makes several suggestions for training on how to address SH on flower farms. These include:

- Companies should adopt a declaration that SH is strictly prohibited;
- They should further define the meaning of SH;
- A clear procedure for reporting SH cases should be put into place and a contact person designated.; and
- Establish women's committees and clearly define their roles.

All workers should have an employment contract, thus giving job security and making them less vulnerable to SH.

The employment contract should clearly spell out penalties for SH, and these should include dismissing the perpetrator.

²¹ Cited in Morris & Pillinger (2016)

Source: ILO/ITC toolkit



Outcome 3 Safety and economic viability of spaces

Output	What are some of the things that can be done? and by Whom?	Partners to Engage	Examples of Indicators
3.1 Capacity of women workers and smallholder farmers and management on gender planning enhanced.	Producers <ul style="list-style-type: none"> • Conduct a training needs assessment of managers and workers. • Support a training session that responds to the needs assessment. • Document all training initiatives according to topic, name, organization, and title of the trainer (strong monitoring of KPIs). • Engage local expertise to review and/or develop organization plans and policies that are responsive to all women, youth and children in the estates. 	Producers can partner with: Local expert organizations and NGOs specialized on women's and children's rights, United Nations entities, and other partners.	Number of women and men trained, and an attestation of each group member that s/he participated in the training, and skills and knowledge enhanced. Capacity development training for local authorities, service providers to develop and implement gender inclusive public infrastructure/ economic development plans including component of women's economic empowerment in public spaces, are conducted in the sites of intervention. Capacity development training for women's and community groups in gender-inclusive site-planning, monitoring, and income generation strategies, in the sites of intervention are conducted.
	Government authorities <ul style="list-style-type: none"> • Conduct a training needs assessment • Conduct a targeted training session that responds to the needs assessment • Document all training initiatives according to topic, name, organization and title of the trainer • Engage partners to review and/or develop organization plans and policies that are responsive to all women, youth and children 		
	Women's organizations, youth, tea associations, and other community groups <ul style="list-style-type: none"> • Participate in targeted training session (s) that responds to the needs assessment • Participate in consultation session, women's safety audit, or other measure to inform planning on and off the estate. 		

Output	What are some of the things that can be done? and by Whom?	Partners to Engage	Examples of Indicators
<p>3.2</p> <p>Gender-responsive plans, inclusive of women's and youth economic empowerment initiatives, and other measures in place and implemented, with accompanying financing and oversight mechanisms.</p>	<p>Women's organizations, youth, tea associations, and other community groups</p> <ul style="list-style-type: none"> Utilize spaces for women workers, women smallholder farmers, and girls to build the capacity of workers and smallholder farmers on gender equality, women's economic development, and EVAWG. Act as mentors to other women, youth and children on interpersonal skills, career development, health and hygiene, etc. Participate in microfinance, vocational skills/soft skills training, and job placement, each combined with gender equality training. Conduct awareness-raising sessions on ending VAWG and other quality of life issues on the estates following the ToT approach on and off the estate. For example, training on safe housing, SH in work spaces and public spaces, safe public toilets, violence prevention and WASH, safety of domestic workers, and safe mobility etc., as part of gender-responsive planning, and through the use of participatory theatre, market days, or festivals. Participate in skills development training on and uptake diversification of farms that benefit women and men smallholder farmers. Document all training initiatives according to topic, name, organization and title of the trainer. Help to inform the development of a simple community-based monitoring mechanism in the community to contribute to progress reporting of interventions in place. 	<p>Local expert organizations on women's and children's rights, United Nations agencies and other partners, for technical accompaniment.</p>	<p>Local development plans that are gender sensitive, informed by women's safety audits or other gender tools, and inclusive of women's economic empowerment component are in place.</p>

Output 3.1 Case Study: Women's Safety Audit Training in Public Spaces in Tea estates of Assam

Exploratory walks were created in 1990 in Toronto, Canada, by the Metro Action Committee on Public Violence against Women and Children (METRAC); at the same time, the Women's Safety Audit Guide was drafted. The tool was originally intended to improve safety for women in urban environments but has since been used in other settings as well. The Women's Safety Audit (WSA) is a tool to evaluate an environment based on women's experiences and perceptions of safety. It includes documenting the hazards in the physical environment and women's experiences of abuse in that space. The methodology used in a safety audit is participatory in nature, and the audit findings are integral to conceptualizing better planning and good governance.

Right to mobility is guaranteed under Article 19 of the Constitution of India as one of the basic freedoms entitled to a citizen. However, women and girls experience spaces differently owing to their vulnerability to sexual violence, which directly affects their mobility and access to public spaces. This has a cumulative effect on women accessing education and economic opportunities.

The design of public spaces most often does not consider women's subjective experiences or perceptions of safety. This factor leads to further exclusion of women and girls by restricting their access to those spaces for education, work, commuting or even leisure.

“Workers’ club is a recreational space for both men and women workers, but the men did not allow us to use the space for our meetings. Whenever we approach the men to give us the club key, they dismiss us saying that women will break the chairs and make the place dirty. But the women’s safety audit training made me realize that women have a right to access any public space. We approached the management for our right and asked to ensure make the club accessible to us. UN Women has instilled confidence in us to assert our right to equality”

(Jugnoo club member, Tea Estate Assam)



Women tea workers participate in women's safety audits identifying spaces that are unsafe for women and girls, and can be transformed.

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UN Women conducted training on WSA in the tea estates of Assam of women's Jugnoo Clubs. The main principles of a WSA that were emphasized during these training sessions, based on international good practice, include: a) knowing where you are and where you are going; b) to see and be seen; c) hear and be heard; d) be able to escape and get help; e) live in a clean and welcoming environment; and f) work together.

Jugnoo club members were trained using tools such as the Snakes and Ladders game to help them understand social norms that hinder girls' and women's access to public spaces. The exercise also prompted women to share their fears and reflect on their gender restrictive norms when they send their daughters and sons out to play or spend time with their friends. It was noted that a curfew of 7 p.m. was instilled for girls, but there was none for boys.

The facilitators of the WSA training used differently colored *bindis* (colored dot worn in the centre of the forehead) to identify what spaces men and women use, and when. They identified spaces such as alcohol shops as unsafe, and that more men than women can be found around the shops, especially during the night. More boys were identified to be in public parks playing soccer, and women were found more in tea gardens, factories and workers' colonies during the day and were not accessing public spaces after dusk.

The WSAs were conducted in factories, tea gardens, housing colonies, bus stands, and common paths. In one of the WSAs conducted in the plantation area, a woman tea plucker shared that during the day they access the gardens as many women work together in these areas, but at night, they avoided taking routes from the garden areas even if they are shorter routes to access nearby villages or markets, as those vast areas running in hectares are completely deserted and unlit.

In a WSA conducted in a garden school, it was observed that even though women had separate toilets, there was a common path to the toilets used by boys and girls, and given the local context and culture, some girls said they felt hesitant to come to school during their periods, and others said they go to the bathroom in groups of girls in order to feel safe.

The broad parameters to assess safety and inclusion for women in a WSA are:

- **Lighting:** How well-lit is the area? Does it make one feel safe/unsafe?
- **Transport:** How safe do women and girls feel accessing public transport? Many studies have shown that reported and unreported cases of harassment and violence inside public buses make transportation very dangerous and difficult for women and girls.
- **Maintenance:** How well built are the roads/walk paths? Do they get flooded? How effective is the drainage system? Does it contribute to one feeling safe/unsafe?
- **Bus stop:** How well designed is the bus stop? Is it well lit? Is it very secluded? Is it barrier-free?
- **Entrapment area:** Are there some secluded places that seem like a trap or that blocks escape?
- **Policing:** How visible is the presence of police or other security officers in the area? Is patrolling regular by the line watchmen in the worker colony?
- **How can authorities be contacted for help?**

Building on existing initiatives to address risk factors

Improving Nutrition in Tea Communities in Sri Lanka, ETP

The Ethical Tea Partnership (ETP) is managing a nutrition programme “The TROT Women of Tea,” funded by The Republic of Tea (TROT) and implemented by the Participatory Action and Learning Methodologies Foundation (PALM) in Sri Lanka. The programme aims to improve the nutritional health of 11,200 women, men and children on six tea estates in the Nuwara Eliya and Badulla districts of Sri Lanka. This includes 2,800 primary beneficiaries and 8,400 secondary beneficiaries, including dependents (non-workers). Poor nutrition also contributes to low school retention rates, and poor performance in school.

Employing strategies such as sensitization, training, and in-kind support, the communities build the knowledge and skills required to support sustainable behaviour change, which leads to improved nutrition.

The TROT Women of Tea strategy uses a process of participatory community engagement, followed by targeted activities, to lead tea workers and their dependents to a better understanding of the importance of nutrition for health and well-being and equip them with the skills to address these issues. The programme focuses on four pillars, forming a holistic programme to improve nutrition.

These are summarized as follows:

1. Increase nutritious food production and consumption

Activities centre around organic home gardening, improving existing gardens, and encouraging others to begin cultivation so that dietary diversity is ensured.

2. Improve knowledge of nutrition through training and sensitization

Nutrition-awareness training sessions and cooking demonstrations are organized with a focus on the needs of women of childbearing age, infants and young children. This has enabled mothers to avert malnutrition and low weight in children by tracking their growth and changing their diet accordingly.

3. Improve hygiene and sanitation practices and behaviours

Training sessions and campaigns are organized relating to clean environment, handwashing demonstrations, and safe disposal of domestic wastes.

4. Enhance capacities in managing household finances

Training sessions are organized on alleviating the burden of debt.



Outcome 4

Social norms, attitudes and behaviour that promote women and girls rights in rural spaces

Output	What are some of the things that can be done? and by Whom?	Partners to Engage	Examples of Indicators
<p>4.1</p> <p>Community mobilized in favour of respectful relationships, gender equality and safety in public spaces</p>	<p>Producers</p> <ul style="list-style-type: none"> • Conduct an independent review of organizational policies to identify and address structures and practices that may contribute to gender inequality and VAW, noting the importance of institutional norms. • Help to support sessions on and off the estates to promote critical reflection on gender norms, VAW and gender inequality. In the beginning, this may require separate spaces for women and men. • Help to support “Whole-of-School” interventions to promote gender equality, respectful relationships, and safe, discrimination-free school environments (e.g. through curriculum and policy reform, advocacy). <p>Government authorities</p> <ul style="list-style-type: none"> • Conduct an independent review of policies to identify and address structures and practices contributing to gender inequality and VAW- Help to support sessions in the county/village to promote critical reflection on gender norms, VAW and gender inequality. In the beginning, this may require separate spaces for women and men. • Support “Whole-of-school” interventions to promote gender equality, respectful relationships and safe, discrimination-free school environments for example, through curriculum and policy reform and advocacy. <p>Women’s organizations, youth, tea associations, and other community groups</p> <ul style="list-style-type: none"> • Participate in sessions on and off the estates to promote critical reflection and dialogue on gender norms and behaviour that encourage VAW and gender inequality. In the beginning, this may require separate spaces for women and men. This will assist in community groups to identify the social norms of the community on gender equality, SH, and other forms of VAW in public and private spaces. • Help to develop messages on ending VAWG, and to promote respectful relationships, gender equality and safety in public spaces. • Identify and engage male champions on gender equality and EVAWG. 	<p>Producers can partner with:</p> <p>Local expert organizations on women’s and children’s rights, United Nations agencies and other partners, technical accompaniment.</p> <p>United Nations agencies that offer technical support and can convene implementation partners.</p>	<p>Proportion of women, men, girls and boys in the sites of intervention who received training, and any outreach/ educational activity in formal and informal settings on SVAWG in public spaces as reported.</p>

Output	What are some of the things that can be done? and by Whom?	Partners to Engage	Examples of Indicators
<p>4.2</p> <p>Transformative initiatives developed and integrated into formal and non-formal education and media messaging</p>	<p>Producers</p> <ul style="list-style-type: none"> • Help to support or leverage support from a donor partner programme to strengthen the skills of parents (both men and women) to promote gender equality and non-violence in their parenting practices. • Help to support or leverage support for social marketing campaigns or “edutainment” group education that raises awareness about VAWG and promotes egalitarian gender norms. <p>Government authorities</p> <ul style="list-style-type: none"> • Support programmes for young people to engage critically with media and popular culture representations of women and gender relations, often referred to as strengthening media literacy. • Support social marketing campaigns or edutainment plus group education that raise awareness about VAWG promotes social norms. • Support programmes to mitigate the consequences of girls and boys prior exposure to violence. <p>Women’s organizations, youth, tea associations, and other community groups</p> <ul style="list-style-type: none"> • Participate in and lead through TOT programmes that engage the wider community on and off the estate, initiatives that promote women and girls’ safety, including through festivals such as: International Women’s Day (8 March), 16 days of Activism on Ending Gender-Based Violence, International Day of the Girl Child, and other events. • Participate in women’s and youth leadership programmes that build community awareness about the normalization of SH and other forms of VAWG, and linkages with HIV/AIDS, sexual health and reproductive rights, sexual exploitation. • Participate in “Whole-of-School” interventions to promote gender equality, respectful relationships and safe, discrimination-free school environments. 	<p>Producers can partner with:</p> <p>Local expert organizations on women’s and children’s rights.</p> <p>United Nations Agencies, technical accompaniment.</p>	<p>Number of women, men, girls and boys in the sites of intervention who received training, and any outreach/educational activity in formal and informal settings on SVAWG in public spaces.</p> <p>Proportion of women, men, girls and boys in the sites of intervention who received training, and any outreach/educational activity in formal and informal settings on SVAWG in public spaces as reported.</p> <p>Prevention and response to intimate partner violence, sexual harassment in workspaces, and in public spaces, informed by the local evidence and by international good practice is integrated in formal education curriculum.</p>

Promising Practice Examples

Engaging men in their safe spaces to have candid conversations on their role in preventing SH and other forms of GBV in their community

As part of ensuring the sustainability of the Women's, Girls and Boy's Safety programme in Kericho, Kenya, awareness-raising sessions were brought to the traditional spaces where Kenyan men meet over a common purpose. Traditionally, in most communities in Kenya, men come together over goat-eating sessions and discuss rites of passage of their children, negotiate dowry, and during weddings and other formal occasions. It is this model that the project has adopted to hold conversations around SH. These dialogues target men of diverse ages and social status in the community, including farmers, traders, provincial administrators, and religious and cultural leaders (Kipkas). The idea of meeting as they roast goat meat is an innovative and seamless way of introducing difficult conversations in a closed community. First, the men take up responsibility of cooking the goat. Ordinarily, men will not take up roles of preparing food in their home. This gives the goat-eating dialogue a foundation for appreciating and deconstructing negative masculinity and make men understand that reproductive work can be performed by both men and women.

These discussions begin to change men's views about care work. Secondly, as the goat is cooking, men begin to discuss SH and how it affects their community. Through the assistance of a trainer, and through a TOT approach, men undertake self-reflection and suggest ways through which they can play active roles in preventing SH and GBV. They also develop a plan of action for their community, including how to reach out to their peers and other young men in the village.

The engagement of men in this manner also helps in interrogating cultural practices that are retrogressive as well as bring to light some of the current trends in SH and GBV. It gives the men an opportunity to engage with experts on the existing laws and policies that seek to eliminate SH and GBV in Kenya.

"We are now able to speak against some of the harmful cultural practices such as sexual harassment and gender-violence that have for long time inhibited women to achieving their full potential."

(Male agent of change, Kericho)



Engaging men in their safe spaces to have candid conversations on their role in preventing sexual harassment and other forms of GBV in their community

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Sasa!

Is a successful community mobilization intervention aimed at addressing HIV-related risk behaviours and intimate partner violence. The programme engages both women and men, religious and community leaders, at the community level to change related social norms. SASA! was designed by Raising Voices, and it was first piloted in Kampala, Uganda. It has been adapted and used in other countries across the globe. The programme was rigorously evaluated and its findings reveal a significant impact on HIV-related risk behaviours and reduction to intimate partner violence by 52 per cent.

Talking Walls: Messages on sexual harassment in Kericho and Bomet Counties, Kenya

In efforts to create awareness among children and the community using informative, education materials, artistic murals were developed and placed in strategic places. The pictures depict information on how to handle cases of abuse and domestic violence, ensuring that survivors can be supported to access justice comprehensively.

A participatory process was carefully facilitated to ensure that community members, mostly women and children, could illustrate forms of SH and other forms of GBV, the essential comprehensive care services that survivors of violence should receive, and how to contact institutions for support, including the police, hospital, legal, and psychosocial services.

During the mural design process, discussions are held with the community on the mural images and messaging. The pictures depict information on how to handle cases of defilement and domestic violence, ensuring that survivors can be supported to access justice comprehensively. By having the murals in an open space where people are always on the move, community members are reminded on a daily basis what to do and not do in responding to and preventing GBV.

This community art project also employs a child-centered approach, with children developing messages in the murals to increase awareness among other children about child abuse and helping to increase their knowledge on how to detect, report and prevent SH and all forms of violence against children.



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Breaking the silence on sexual harassment, India

The Apeejay Tea Group has constituted an Internal Committee in all of its 17 tea gardens as per the Sexual Harassment of Women at Workplace Act, 2013. It has carried out awareness raising on the *Right to Complain against Sexual Harassment* at the workplace –in locations where teams of women pluckers are deployed. Such meetings, held during work hours with supervisors and executives, including with managers, has helped to break the silence through conversations. Awareness raising has been conducted with women and men, reaching out to 12,000 permanent women workers and 11,000 temporary women workers. Involving frontline functionaries such as school teachers, medical staff and female office staff to carry out sensitization among workers has helped to inform local messaging and amplify the impact.

Kings and Queens Clubs in the tea plantation, Kericho, Kenya

For children in Sambret Primary School in Kericho County, Kenya, a safe environment for studying and physical growth is the most important aspect of their life.

As part of the Unilever Women, Girls and Boys Safety Programme, the Kings and Queens Clubs were launched in the Kericho tea plantation in 2016 with the Gender Violence Recovery Center (GVRC) aimed at improving the lives and well-being of children in school. In 2017, UN Women provided further support to help partners strengthen this initiative. The clubs have not only provided a platform for building life skills for young boys and girls, it has also helped to increase their awareness of GBV and child abuse at an early age, and identification of harmful situations, and ways to ensure their own safety. The children have learned how to report SH and

use creative mechanisms such as the “speak out boxes” in school, where they can anonymously write down their questions, thoughts, and suggestions and drop them in box. The box is opened in a forum with the children and their leader, and they address the issues raised together. For those matters that cannot be addressed in this forum, they are then escalated to the appropriate channels including the school administration. Both teachers and students are equipped with skills to identify SH and other forms of GBV and how to report it, as well as methods of sharing the information with others in the community.

During the interaction with the children, boys and girls are empowered and learn about critical thinking, decision-making, assertiveness and self esteem. The school’s head teacher has shared some of the positive changes that have taken place, noting that “Before the introduction of the clubs, school performance was low compared to what we are recording now. The children are also confident and able to speak or recite poems in front of the teachers and their fellow classmates, which was uncommon years back.” Teachers and students have shared that the clubs have helped to improve the student-teacher relationship.



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