

# GENDER EQUITY AND GOOD GOVERNANCE IN COOPERATIVES

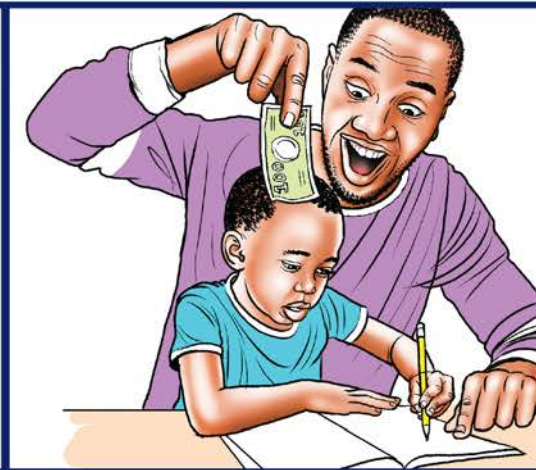
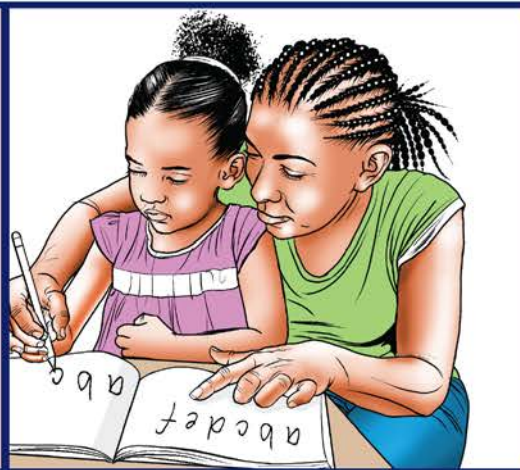
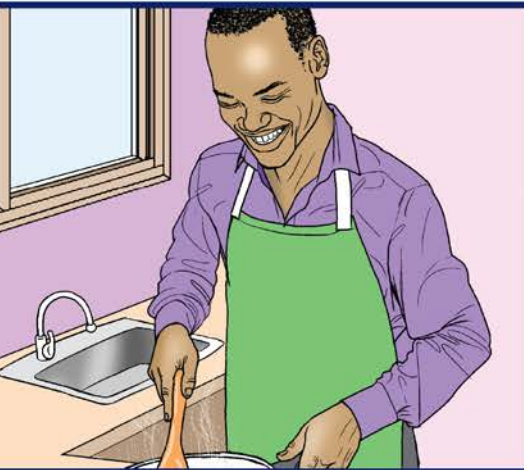
## FACILITATOR TRAINING GUIDE



**USAID**  
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## + Introduction and Overview of the Training Guide

Gender Equality has been on the global development agenda since the mid-1970s and is also one of the 17 Sustainable Development Goals (SDGs). However, there is still a great deal to be done before women achieve equality with their male counterparts in socio-political and economic sectors. Gaps in Kenya's cooperative sector and in cooperative business enterprises include inadequate understanding of gender inequality; pervasive gender stereotypes; land ownership laws skewed against women; and "family" cooperative memberships where women carry the labor and time burden but do not vote and have limited control of major resources. Membership of agricultural cooperatives, for example, often requires one to own land, which inhibits women from signing up as they are severely underrepresented in land ownership the world over.

The situation is exacerbated by unmet gender training needs within cooperatives and lack of sector-specific training tools. Research has shown that gender equality helps reduce poverty, supports inclusive growth and other broad development outcomes, and enhances the effectiveness and sustainability of development initiatives, all of which are directly or indirectly facilitated by cooperatives. It cannot be achieved within Kenya's cooperative sector, however, if the capacity gaps on gender equality are not bridged.

In addition, there is inadequate generation and use of gender-disaggregated data within the sector at both government and cooperatives levels. Gender discrimination and bias cut across all levels of cooperative governance and management. Many cooperatives seem oblivious to the constitutional two-thirds gender rule for elective positions, thus leadership is largely male-dominated even in cooperatives, where most members are women. Women face socio-cultural, political, economic, personal and religious barriers that limit their ability to participate in cooperatives and compete equitably in the world of work.

Gender equality advocacy and women's empowerment within the cooperative sector can lead to an increase in the number of elected women leaders, registration of women members, employment of women in cooperatives and increase in women-led cooperatives. Furthermore, cooperatives need to improve the working conditions of women and catalyze their social empowerment by addressing the gender division of labor at home and in the workplace.

However, cooperatives rarely integrate gender equality and social inclusion into legislation and policy making. Yet without the backing of gendered national and county policies, gender equality and sensitivity cannot trickle down to cooperative by-laws.

Gender equality is one of Global Communities' core values: we commit to working through relationships based on trust, respect and equity. This is coupled with the belief that equality, shared responsibility and complementary strengths are at the core of our partnerships.

Therefore, Global Communities considers gender equality both a key driver and concern for sustainability. In addition, gender is a key impact theme in the (Cooperatives Leadership Engagement Advocacy and Research) CLEAR program, with gender equality embedded into its implementation strategy.

Training is a significant gender equality strategy. While co-operatives are known to organize capacity building sessions on a range of topics for their members, these are rarely ever relevant to women's empowerment and gender equality. Gender equality training should particularly target cooperative leadership and management, but it should also be mandatory for all members. To be effective, the training needs to be adapted to a variety of cooperative types, sectors and contexts, and be easily accessible.

The purpose of the USAID CLEAR Kenya Program is to foster sustainable cooperative systems that deliver value to their members and serve their communities. The program has three main pillars built on the foundation of a stronger, more connected Kenyan cooperative sector:

### USAID CLEAR Program Objectives

- Improving business-enabling environments for cooperatives through policy legislative and

regulatory reforms in selected counties;

- Improving business performance of cooperatives through tailored capacity building in governance, management, financial oversight and product or service marketing; and
- Testing and analyzing positive behavior among members as a result of participating in cooperatives and understanding how they contribute to stronger, more resilient communities.

This training guide has been developed to facilitate group discussions to promote gender equity and good governance in cooperatives. It is intended primarily for use by Cooperative Champions

who have completed a training of trainers (TOT) course conducted by Global Communities under the CLEAR Program and can be adapted or used by other NGOs and organizations working towards gender equality and equity.

### + Purpose of Training Workshops

This is a guide for facilitating training workshops. The purpose of the workshops is to enable leaders, managers and members of cooperatives to re-examine their existing perceptions of and attitudes towards gender in order to integrate and mainstream gender in the cooperative movement.

### + Workshop Participants

The workshops are designed for county cooperative officers or other appropriate government officials, cooperative leaders, managers and members of mixed gender and age belonging to rural or urban workers' cooperatives in Kenya. The participants should be grouped according to their involvement in the cooperatives, either as officers or members, for effective delivery of the content.

### + Workshop Facilitators

This Guide is intended for use by skilled, experienced facilitators. Each module provides clear guidelines that ensure uniformity in content delivery while providing room for the facilitator to adapt the material to local conditions.

## + Structure of the Guide

The Guide will facilitate discussions between men and women co-operators (in separate or mixed groups) and cooperative officers to increase gender-equitable attitudes and gender integration in cooperatives. Each module consists of two to six sessions. All sessions are structured as follows:

**Goal:** the overall aim of the session

**Objectives:** the specific knowledge, skills and attitudes the participants will acquire

**Recommended Time:** the estimated time it will take to facilitate the activity

**Materials Required:** materials needed to facilitate the session

**Advance Preparation:** any preparation needed prior to the session

**Facilitator's Notes:** any special information the facilitator needs to have for the session

**Steps:** a breakdown of activities in the session

**Facilitator's Resources:** information for the facilitator's reference during the session

**Handouts:** materials that participants will use in the session.

**Take-Home Message:** a summary of the session objectives to reinforce learning

## + Training Workshop Duration

**The workshop is designed to run for four days.** However, modules are stand-alone and can be used as a whole or separately based on the time available and the needs of the participants. Modules are indicated as:

### Must know – these cannot be left out of the training.

- i. Value clarification of Gender, Cooperatives and Good Governance (1 hour)
- ii. Building Consensus on Gender (45 minutes)
- iii. Gender Norms: Act Like a Man, Act Like a Woman (1 hour)
- iv. What is Gender-Based Violence? (30 minutes)
- v. Causes and Consequences of GBV (1 hour)
- vi. Sexual Harassment (1 hour)
- vii. Laws and Policies Addressing GBV in Kenya (1 hour)
- viii. Understanding Cooperatives (45 minutes)
- ix. Introduction to Cooperative Governance (1 hour 30 minutes)
- x. Mainstreaming Gender in Cooperatives (1 hour)
- xi. Female Empowerment in Cooperatives and Society (1 hour)
- xii. Conflict Resolution Techniques for Cooperatives (1 hour)

## Great to know – these are useful and should be incorporated into every workshop where possible

- i. Gender Fishbowl (1 hour)
- ii. The Cycle of Violence: GBV Clothesline (1 hour)
- iii. Power and Control in Relationships – (1 hour)
- iv. Improving Communication through Active Listening (1 hour)
- v. Practising Assertive Skills (45 minutes)
- vi. Family and Household Management (1 hour)
- vii. Gender and Cooperative Governance (1 hour)
- viii. Good Governance, Cooperative Problem Solving and Gender Sensitivity (1 hour)

## Nice to know – the modules will enrich the cooperative and families of co-operators and should be conducted if time allows.

- i. Overview of Contraceptive Methods and Benefits of Family Planning (1 hour 30 minutes)
- ii. Effective Parent-Child Communication Strategies (30 minutes)
- iii. Supervision as an Effective Parenting Skill (45 Minutes)
- iv. Persons and Things (30 minutes)
- v. Engaging Men in Caregiving (45 Minutes)

### + Training Components

The training guide has 26 sessions organized under six topics. The topics covered are:

- 1) Exploring the Concept of Gender
- 2) Gender-Based Violence and Cooperatives
- 3) Communication in Households and Cooperatives
- 4) Cooperative Governance
- 5) Conflict Prevention and Resolution among Members
- 6) Strengthening Cooperatives through Family Planning and Parenting



## + Training Methods

The guide uses a variety of participatory training methods that enhance acquisition of knowledge, attitudes and practical skills. They include group discussions, interactive lectures, role plays, group exercises, brainstorming, case studies and visualization to stimulate adult learners and actively engage them in the learning process.

At the end of the workshop participants develop individual action plans that will describe activities to be conducted to mainstream gender in their places of work and/or cooperatives. To reinforce knowledge, skills and change in attitude gained from the workshop, the CLEAR Program provides facilitative supervision to support trainers as they roll out the planned activities.

The guide places emphasis on interactive over classroom-type learning. Meanings and definitions are derived from facilitated activities and the use of learner experiences is key in each module. The facilitator is encouraged to adopt an enabling rather than expert – centered mode of delivery.

## + Assessing the Training

The training is assessed in several ways. Participants complete pre- and post-test assessments. At the end of each day, and at the beginning of each subsequent day, they have an opportunity to reflect on new concepts that were learnt and their application for more effective post-workshop behaviour. At the end of the workshop, a questionnaire is used to capture the participants' opinions of the process, outcomes of the workshop and their recommendations for future workshops.

## + Outline of Training Sessions

This section introduces the training sessions: the target audience, training objectives, how the training sections are arranged and how to lead the sessions.

### 1.0 Setting the Stage (1 hour)

The goal of this session is to break the ice by introducing participants to the facilitator and each other and to establish a relaxed atmosphere. It provides basic information about the facilitated discussions and gives participants a rough idea of what to expect.

### 2.0 Exploring the Concept of Gender (4 hours 15 minutes)

#### 2.1 Values Clarification on Gender, Cooperatives and Good Governance (45 minutes)

The goal of the session is to help participants recognize and become aware of their own values and attitudes regarding gender and governance in cooperatives in order to respect and accommodate the diversity of opinions within cooperatives. It will help participants examine and question their own beliefs, attitudes and values – some of which have been held for a long time and could be a barrier to gender equality – and create room to change negative values and embrace positive ones.

#### 2.2 Building Consensus on Gender (45 minutes)

This is a participatory session whose goal is to help participants to differentiate between sex and gender, and between sex roles and gender roles. The participants will appreciate that women, just like men, should be involved in productive work and in governance and leadership. On the other hand, men should undertake reproductive work and care, giving the women time to perform income-generating activities and specifically cooperative business enterprises.

### **2.3 Gender Norms: Act Like a Man, Act Like a Woman (1 hour)**

The goal of this session is to increase awareness of differences between rules of behavior for men and women and understand how gender roles affect them. By the end of the session participants should be able to identify unhealthy gender stereotypes that put both men and women at risk and explain how such behavior can contribute to gender inequality.

### **2.4 Gender Fishbowl (1 hour)**

The goal of the session is to help participants better understand gender experiences of the other sex. By the end of the session, the participants should be able to understand the experiences of the opposite sex and identify ways in which to empower and support women in cooperatives.

## **3.0 Gender-Based Violence and Cooperatives (4 hours 30 minutes)**

### **3.1 What is Gender-Based Violence? (30 minutes)**

The goal of the session is to help participants understand the broad concept of violence and its consequences. By the end of the session participants will be able to define gender-based violence (GBV), describe its various forms and ways to prevent it, explain how men and women experience violence differently and describe the consequences of violence in relation to productivity.

### **3.2 The Cycle of Violence: GBV Clothesline (1 hour)**

The goal of the session is to help participants understand the cycle of violence and strategies to break it. At the end participants will be able to identify factors that accelerate the cycle of violence in the community; identify strategies to break the cycle; and deconstruct myths and realities surrounding GBV.

### **3.3 Causes and Consequences of GBV (1 hour)**

The goal is help participants understand the causes and consequences of GBV and its impact on cooperatives. Participants will be able to identify the causes and consequences of GBV and factors contributing to it.

### **3.4 Power and Control (1 hour)**

The goal of the session is to help participants understand the impact of power on relationships and, in turn, cooperatives. By the end of this session participants should be able to identify types of power in relationships, explain the consequences of misuse of power in relationships and identify mitigation against the negative consequences of that misuse.

### **3.5 Sexual Harassment (1 hour)**

The goal of the session is to help participants understand the concept of sexual harassment and its consequences. By the end of the session participants will be able to define sexual harassment; describe its different forms, signs, symptoms and causes; and identify types of harassers. In addition, they will be able to define ways to prevent sexual harassment.

### **3.6 Laws and Policies Addressing GBV in Kenya (1 hour)**

The goal of the session is to provide participants with a brief understanding of laws on GBV in Kenya and how to get redress.

## **4.0 Communication in Households and Cooperatives (2 hours 45 minutes)**

### **4.1 Improving Communication (1 hour)**

The goal of the session is to help participants improve their communication skills for effective decision-making in cooperatives. By the end of the session, participants should be able to explain the importance of active listening at home and in the cooperatives.

### **4.2 Practicing Assertiveness Skills (45 minutes)**

The goal of this session is to help participants develop skills to communicate in an effective and assertive manner. By the end of it they will be able to describe what communication is; identify advantages and disadvantages of each type of communication; differentiate between passive, aggressive and assertive communication; and demonstrate how to communicate assertively.

### **4.3 Family and Household Management (1 hour)**

The goal is to help participants build trust in the management of household finances and family assets. By the end of the session participants should be able to explain the importance of communication in the management of family assets and how this affects the family's welfare and relationships.

## **5.0 Cooperative Governance (5 hours 15 minutes)**

### **5.1 Understanding a Cooperative (45 minutes)**

The goal of the session is to help participants improve their understanding of the organizational structure and leadership of cooperatives. By the end of the session, they should be able to identify the values of a cooperative and qualities of good cooperative leadership.

### **5.2 Introduction to Cooperative Governance (1 hour 30 minutes)**

The goal of the session is to help participants understand the concept of cooperative governance. By the end of the session, the participants should be able to explain the concepts of governance in different cooperatives and identify basic elements of good governance.

### **5.3 Gender and Cooperative Governance (1 hour)**

The goal of this session is to help the participants understand the role of gender in cooperative governance. By the end of it, participants should be able to explain the importance of gender sensitivity and equity in cooperative governance.

### **5.4 Mainstreaming Gender in Cooperatives (1 hour)**

The goal of this session is to help participants understand the concept and need to mainstreaming gender in cooperatives. By the end of the session, they will be able to explain the concept of gender mainstreaming and identify barriers to, benefits and some strategies of mainstreaming gender in cooperatives.

### **5.5 Female Empowerment in Cooperatives and Society (1 hour)**

The goal of the session is for participants to understand the importance of empowering women in cooperatives and communities. By the end of the session, participants should be able to identify the barriers to women's empowerment and different ways to support it.

## **6.0 Conflict Prevention and Resolution among Members (2 hours)**

### **6.1 Conflict Resolution Techniques for Cooperatives (1 hour)**

The goal of this session is to introduce participants to techniques of conflict prevention and resolution among cooperative members. By the end of it, they will be able to identify ways of preventing and resolving conflicts in cooperatives.

### **6.2 Good Governance, Cooperative Problem Solving and Gender Sensitivity (1 hour)**

The goal of this session is for participants to learn the process of solving problems while considering gender implications. By the end of it, participants will be able to define the problem-solving process and explain how to ensure gender sensitivity and respect are upheld.

## **7.0 Strengthening Cooperatives through Family Planning and Parenting – Optional Module (4 hours)**

### **7.1 Persons and Things (1 hour)**

The goal of the session is to increase participants' understanding of the existence of power in relationships and its impact on human rights. By the end of the session, they should be able to describe the experience of having power or being powerless in a relationship, explain the effect of power imbalances in relationships with regard to cooperatives, and identify appropriate actions to promote gender equality and healthy relationships.

### **7.2 Overview of Contraceptive Methods and Benefits of Family Planning (1 hour 30 minutes)**

The goal of the session is to help participants understand family planning and contraception in relation to cooperatives. At the end of it they will be able to explain the rationale for family planning and contraception; describe how they work; identify the health, economic and social benefits of family planning; and correct any misconception they may have about family planning and contraception.

### **7.3 Engaging Men in Caregiving (45 minutes)**

The goal of the session is to help participants understand the importance of and promote the role of men in caregiving. By the end of the session participants will be able to identify ways to engage men in caregiving and explain the benefits to the family and cooperatives of fathers being engaged in caregiving.






### **7.4 Supervision as an Effective Parenting Skill (30 minutes)**

The goal of this session is to introduce parents to the concept of supervision as an effective parenting skill. By the end of it, participants should be able to explain what child supervision is and its importance.

### **7.5 Effective Parent–Child Communication Strategies (15 minutes)**

The goal of the session is to introduce parents to effective parent–child communication strategies to inculcate values of gender equality. By the end of the session, the participants should be able to identify characteristics of ineffective and effective communication with children.

## 1.0 Setting the Stage for Training

 <b>PREPARE</b>	 <b>Goal:</b> To introduce participants to the facilitator(s) and to each other, and to establish a relaxed atmosphere
	 <b>Objectives:</b> <ol style="list-style-type: none"><li>1. To familiarize the participants with the agenda and objectives of the workshop</li><li>2. To conduct the workshop pre - test</li></ol>
	 <b>Recommended Time:</b> 1 hour  <b>Materials Required:</b> <ul style="list-style-type: none"><li>• Registration forms</li><li>• Name tags</li><li>• Flip chart, markers and pens, masking tape, or blackboard and chalk</li></ul>

### Facilitator's Note

- Your role is to facilitate questions and encourage participants to think for themselves about the issues, not to provide answers.
- During the exercises, try to build a team atmosphere in which everyone participates.
- Try to build the participants' confidence in one another and in you as their facilitator.
- Pay attention to their views and opinions and incorporate their comments into the activities and discussions.

### Steps:






1. Place the registration forms on a table by the door and ask participants to sign in as they enter.
2. Tape two large sheets of paper to the wall.
3. Ask the participants to sit in a circle.
4. Welcome them. Tell them that the purpose of the sessions is to talk about issues that affect them and their cooperatives. Explain that the sessions are intended to be lively and fun and that they should be free to express their opinions.

5. Ask each person to say what name they would prefer to use during the workshop, what animal they would have wished to be if they were not born human, and the reasons for the choices. List some of the responses briefly on the flip chart with colored markers, such as John–sheep, Maria–cat, etc.
6. Give each participant a name tag. Ask them to write their preferred names and wear the tags so that they can be seen clearly by the group.
7. Explain to the group that for everyone to enjoy the course and for the objectives to be achieved, it is useful to agree on some group norms. Suggest certain norms like confidentiality, punctuality, respect for other people’s views and turning off cell phones during sessions. Ask them to add others they would like included.
8. Place the list on the wall for the duration of the workshop. Explain to the participants that the list will serve to remind them of their commitment to effective group work and cooperation.
9. Ask each person to express one expectation from the training workshop. Write their responses on the flip chart or board.
10. Inform the group what the duration of the workshop will be, when the sessions will begin and end each day, and what each day’s agenda will be.
11. Explain any logistical issues (where to find bathrooms, times and places for tea and lunch breaks, transport details, etc.) relating to the training. Discuss any concerns they raise.
12. Conduct the pre – test.



## 2.0 Exploring the Concept of Gender (4 hours 15 minutes)

### 2.1: Values Clarification on Gender, Cooperatives and Good Governance

 <b>PREPARE</b>	<b>Goal:</b>  To help participants recognize and become aware of their own values and attitudes regarding gender and governance in cooperatives
	<b>Objectives:</b>  By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Examine and question their own beliefs, attitudes and values regarding gender equality.</li><li>2. Create room to change negative values and attitudes to new, positive ones</li></ol>
	 <b>Recommended Time:</b> 1 hour <b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers and pens, masking tape, or blackboard and chalk</li></ul>

#### Advance Preparation

1. Prepare two pieces of flip chart paper by writing 'Agree' on one of them and 'Disagree' on the other. Place the two papers on opposite sides of the room.
2. Select a list of value statements.
3. Arrange the training room so that there is adequate open space for participants to assemble in the middle or at opposite sides of the room

#### Facilitator's Note

- During this exercise, it is important to emphasize that there are no right or wrong answers: the purpose of the activity is to explore differences where they exist.
- Do not clarify the meaning of the statements as this may influence the results. Simply read them out again if they ask for clarification.
- If everyone moves to one side of the room (e.g., everyone 'agrees' with the statement), you can ask the group how a person with the opposite opinion might defend that position. Alternatively, trainers can step into that spot and state the rationale for that position in a straightforward manner.
- If there is not enough time to read all the statements, use a, b and d.

## Steps

1. Explain that this exercise will help us to understand viewpoints differ from our own and what impact differing perspectives might have on our lives.
2. Ask the participants to stand in the centre of the room. Direct their attention to the 'Agree' and 'Disagree' signs.
3. Explain that you will be reading out a series of value statements. After each statement, those who agree with it will stand under the 'Agree' sign and those who disagree under the 'Disagree' sign. Let participants know that if they hear something that causes them to change their minds during the activity, they may move from one side to the other.
4. Read the first statement. Repeat it to ensure all participants hear it. After everyone has moved to the side of the room that reflects their opinions, invite comments from both sides. The facilitator remains neutral but can provide facts to clarify matters as needed. After hearing a representative from each position, give participants the option of switching sides or remaining where they are. Ask those who move what prompted the decision.
5. Ask the participants to return to their seats. Facilitate a group discussion based on the questions below:
  - a. Which statements, if any, did you find challenging to form an opinion about and why?
  - b. How did it feel to express an opinion that was different from those of other participants?
  - c. How do you think people's attitudes about the statements might affect the way they relate with the men (boys) and women (girls) in their lives?
  - d. How do you think people's attitudes about the statements help or do not help in the empowerment of girls or women?
  - e. How do you think people's attitudes about the statements can contribute to bad governance in cooperatives?

## Key definitions

**Values:** A person or society's set of principles which they consider extremely important

**Attitudes:** Ways of thinking about someone or something

**Beliefs:** Ideas people accept without question, and sometimes without facts

## Facilitator's Resource Sheet 1: Value Statements






- a) It is easier to be a man (boy) than a woman (girl) in Kenya.
- b) A man should not do house chores unless his wife is unwell.
- c) Women make better parents than men.
- d) Men are better managers of businesses than women.
- e) If a woman owns a business or is economically empowered, she will be disrespectful to her husband.
- f) It is the responsibility of the mother or girl to take children to hospital.

## Take-Home Message

By exploring and becoming aware of our beliefs and attitudes about sensitive topics we can examine them and change as we get new information. Our values and beliefs are influenced by many factors such as family, cultural and religious backgrounds. We can learn to respect other people's values and beliefs even if we do not agree with them.



## 2.2: Building Consensus on Gender

 <b>PREPARE</b>	<b>Goal:</b>  To help participants to differentiate between sex and gender, and between sex roles and gender roles
	<b>Objectives:</b>  By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Explain the difference between sex and gender.</li><li>2. Define other common terms related to gender.</li><li>3. Appreciate that women, just like men, should perform governance and leadership roles and men should also undertake domestic work.</li></ol>
	 <b>Recommended Time:</b> 1 hour <b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers and pens, masking tape, or blackboard and chalk</li><li>• Handout 2.2.1: Gender Game</li></ul>

### Facilitator's Note

- During this session it is important for the facilitator to be aware of his or her personal attitudes and biases to avoid influencing the opinions of participants.

### Steps:

1. Draw three columns on a flip chart. Label the first column 'Woman' and leave the other two blank.

Woman		
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2. Ask participants to identify **physical** and **personality traits, abilities** and **roles** (attributes) that are often associated with women. These may include stereotypes prevalent in the participants' communities or their own ideas. Ask them what comes to mind when they see the word 'woman'.
3. Next label the third column 'Man' and ask the participants to make a list of **physical** and **personality traits, abilities** and **roles** (attributes) often associated with men. These may include stereotypes prevalent in their communities or their own ideas. Ask them what comes to mind when they see the word 'man'.

<b>Woman</b>		<b>Man</b>
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4. Now reverse the headings of the first and the third columns by writing 'Man' above the first column and 'Woman' above the third column. Working down the list, ask the participants whether there are any terms (attributes) in the lists that cannot be reversed or interchanged. Those attributes usually not considered interchangeable are placed in the middle column that is then labelled 'Sex'.

<b>Man Woman</b>	<b>Sex</b>	<b>Woman Man</b>
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5. Explain that all the words in the 'Man' and 'Woman' columns refer to gender.
- **Gender** refers to socially and culturally constructed differences between men and women. The social construct varies across cultures, societies and time.
  - **Sex** refers to the biological differences between males and females. These differences are *anatomical* (e.g., penis, testes, vagina, breasts); *physiological* (e.g., spermatogenesis/ejaculation, menstrual cycle, ovulation) and genetic (XX, XY).
  - Sex is also synonym for sexual intercourse (penile–vaginal, oral and anal)
  - People often associate sex with gender and the word 'gender' is often used inappropriately instead of 'sex', e.g., when people are asked for their gender instead of their sex on forms.
  - Stereotyped ideas about female and male qualities can be damaging because they limit our potential to develop the full range of possible human capacities. Accepting stereotypes as guides for our behavior prevents us from determining our own interests and skills, discourages men from participating in "women's work" such as care and support for the sick, and restricts women from choosing roles that are "traditionally" men's.

### Other Key Gender Concepts

- **Gender Equality** means that women and men enjoy the same status and have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development and to benefit from the result.
- **Gender Equity** is the process of being fair to women and men, i.e., allocating the proper kind of resources to each gender to obtain the same results for men and women. To ensure fairness, measures must often be available to compensate historical and social disadvantages that prevent women and men from operating on a level playing field. **Equity** is a means. **Equality** is the result.
- **Gender Mainstreaming** is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, and monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The goal is to achieve gender equality.
- **Gender Stereotypes** are specific attributes, characteristics or roles ascribed to an individual woman or man solely because of her or his membership of the social group of women or men.

## Handout 2.2.1: The Gender Game






Review the statements below and indicate whether they refer to **gender or sex** by ticking as appropriate in the space provided.

GENDER	SEX	
		1. Women give birth to children; men don't.
		2. Girls are gentle; boys are tough.
		3. Women are paid less than men for doing the same work.
		4. Many women do not have the freedom to make decisions about their lives, especially regarding finances and relationships with their partners.
		5. Men's voices change during puberty; women's voices don't.
		6. More business managers are men than women in Kenya.
		7. Women breastfeed babies; men can bottle-feed babies.
		8. There are more men than women in the labor market in Kenya.
		9. Women or girls are responsible for caring for the sick and taking children to hospital.
		10. Men form the majority in the management and leadership of cooperatives in Kenya.

## Facilitator's Resource Sheet 2: Gender Game (Answer Sheet)

GENDER	SEX	
	X	1. Women give birth to children; men don't.
X		2. Girls are gentle; boys are tough.
X		3. Women are paid less than men for doing the same work.
X		4. Many women do not have the freedom to make decisions about their lives, especially regarding finances and relationships with their partners.
	X	5. Men's voices change during puberty; women's voices don't.
X		6. More business managers are men than women in Kenya.
X	X	7. Women breastfeed babies; men can bottle-feed babies.
X		8. There are more men than women in the labor market in Kenya.
X		9. Women or girls are responsible for caring for the sick and taking children to hospital.
X		10. Men form the majority in the management and leadership of cooperatives in Kenya.

## 2.3: Gender Norms: Act Like a Man, Act Like a Woman

 <b>PREPARE</b>	<b>Goal:</b>  To increase awareness of differences between rules of behavior for men and women and understand how gender roles affect the lives of men and women
	<b>Objectives:</b> By the end of the session participants should be able to:  <ol style="list-style-type: none"><li>1. Identify unhealthy messages on gender stereotypes that put both men and women at risk of harm.</li><li>2. Explain how this behavior can contribute to gender inequality in cooperatives.</li></ol>
	 <b>Recommended Time:</b> 1 hour <b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers and pens, masking tape, or blackboard and chalk</li></ul>

### Facilitator's Note

- This activity is a good way to understand perceptions of gender norms. Remember that perceptions may also be affected by class, race, ethnicity and other differences. It is also important to remember that gender norms are changing in many countries. If there is time, discuss with the group what makes it easier in some places for women and men to step outside of the box.


### Steps:

1. Ask the male participants if they have ever been told to behave "like a man". Ask: "Why do you think they said this?" "How did it make you feel?"
2. Now ask female participants if they have ever been told to behave "like a woman". Ask: "Why do you think they said this?" "How did it make you feel?"
3. Tell the participants that you want to look more closely at these two phrases to see how society creates different rules for how men and women are supposed to behave. Explain that these rules are sometimes called **gender norms** because they define what is "normal" for men and women to think, feel and act.

4. In large letters, print on one sheet of flip chart paper the phrase “Act Like a Man”. Ask participants what men are told in their community about how they should behave. Write these on the paper. Check the examples in Facilitator’s Resource Sheet 3 and introduce them into the discussion if they have not been mentioned.

5. When the group has no more to add to the list, ask the discussion questions listed below:

- Which of these messages can be potentially harmful and how? (Place a star next to each harmful message and discuss them one by one.)
- How does living inside the box affect or limit men and those around them?
- What happens to men who try not to follow the gender rules (i.e., living outside the box)? What do people say about them? How are they treated?
- How can living outside the box help men to prevent GBV?



**Gender Norms**

Gender norms are social standards that define acceptable and appropriate actions for women and men in a given group or society.



6. Print on another sheet of flip chart paper the phrase “Act Like a Woman” and **repeat step 4**. When the group has no more to add to the list, ask the discussion questions listed below:

7. Ask participants how their perceptions about the roles of men and women are affected by what their family and friends think. Discuss how the media portrays men and women and how this affects gender norms.

8. Draw another table with two columns, one labelled ‘Transformed Men’ the other ‘Transformed Women’. Ask the participants to list characteristics of men who are living outside the box and record their answers. Once you get five or so responses, ask the same about women who are living outside the box. Help the participants recognize that, in the end, characteristics of gender-equitable men and women are actually similar.

9. Ask participants how, in their own lives, they can challenge the non-equitable ways men and women are expected to act.
10. End the discussion by asking participants what they have learnt from the activity and how they will use that knowledge.

**Take-Home Message** 

Throughout their lives, men and women receive different messages from family, media, and society about how they should behave and relate to others. These differences are constructed by society and are not part of our nature or biological make-up. Many of these expectations are fine and help us enjoy our identities as men or women. However, we can all identify unhealthy messages and the right to keep them from limiting our full potential as human beings. As we become more aware of how some gender stereotypes can negatively affect our lives and communities, we can think constructively about how to challenge them and promote more positive gender roles and relations. We are all free to create our own gender boxes and to choose how to live as men and women.

**Facilitator’s Resource Sheet 3:**

**Example of Flip Charts for Act Like a Man, Act Like a Woman**

Act Like a Man	Act Like a Woman
<ul style="list-style-type: none"> <li>• Be tough, do not cry</li> <li>• Be the breadwinner</li> <li>• Stay in control and do not back down</li> <li>• Have sex when you want it</li> <li>• Have sex with many partners</li> <li>• Produce children</li> <li>• Get married</li> <li>• Take risks</li> <li>• Don’t ask for help</li> <li>• Use violence to resolve conflict</li> <li>• Drink and smoke</li> <li>• Ignore pain</li> <li>• Don’t talk about your problems</li> <li>• Be brave</li> <li>• Make decisions for others</li> </ul>	<ul style="list-style-type: none"> <li>• Be passive and quiet</li> <li>• Be the caretaker and homemaker</li> <li>• Act sexy, but not too sexy</li> <li>• Be smart, but not too smart</li> <li>• Follow men’s lead</li> <li>• Keep your man, provide him with sexual pleasure</li> <li>• Don’t complain</li> <li>• Don’t discuss sex</li> <li>• Get married</li> <li>• Produce children</li> <li>• Be pretty</li> <li>• Be seen, not heard</li> </ul>

## Transformed Men

- Are loving and caring
- Are assertive communicators
- Express emotions constructively and when appropriate
- Remain faithful to one partner
- Use and/or support their partners' use of contraceptive methods
- Use condoms regularly and protect themselves for getting infected
- Delay sexual activity until both partners are ready
- Speak out in favor of gender equality
- Challenge others to recognize their harmful gender norms and change themselves
- Plan their families
- Are not violent

## Transformed Women

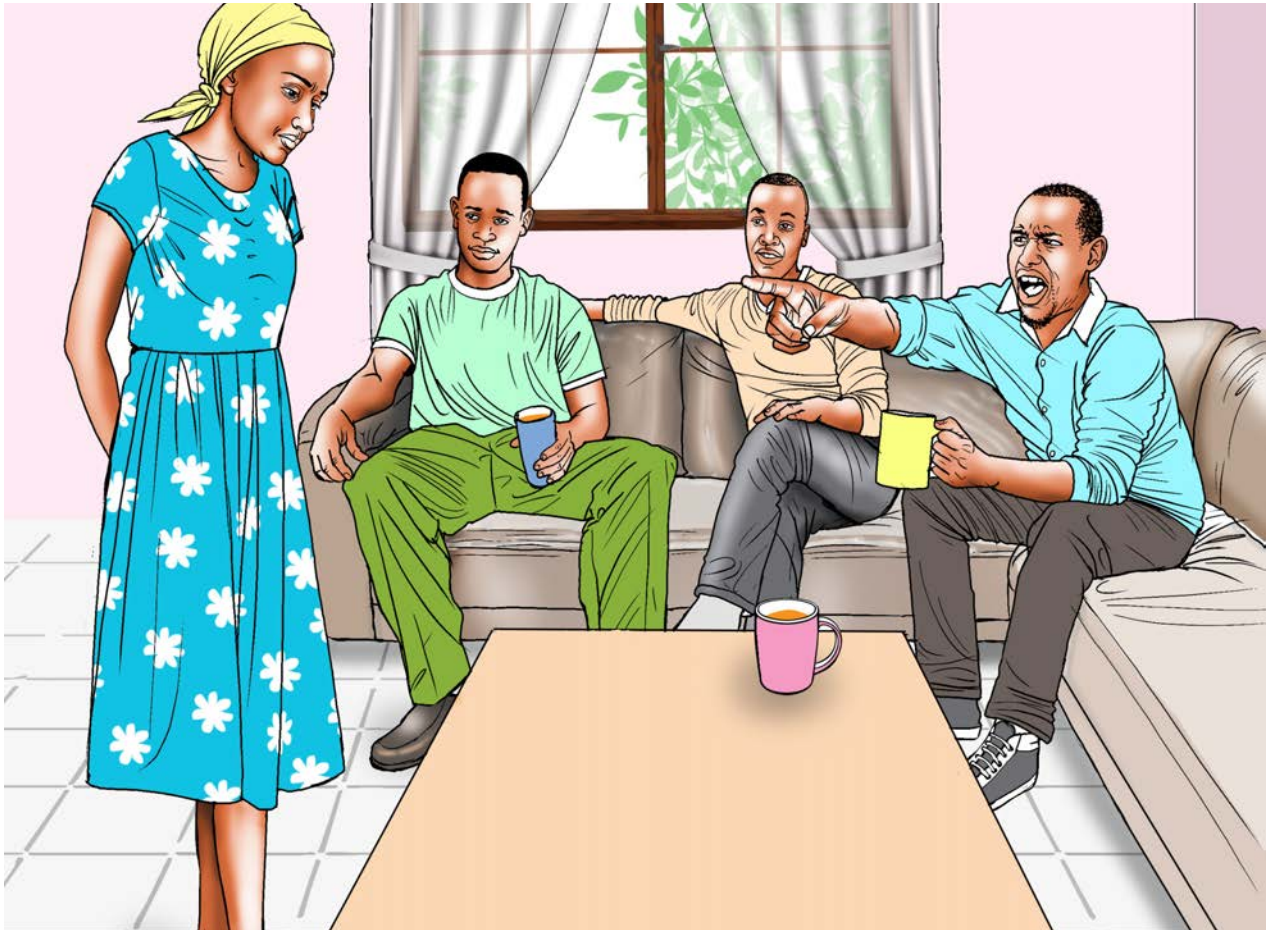
- Take an active role in the home and community
- Are assertive communicators
- Are caretakers and homemakers and also work outside the home in careers of their choice
- Seek insights and experiences that lead to self-knowledge
- Make informed choices and communicate their consensual preferences to sexual partners
- Are confident of their roles in the home and the workplace
- Embrace their duality (e.g., of strength and vulnerability, gentleness and harshness) and do not apologize for or downplay their strengths to fit in with societal stereotypes





## Facilitator's Note

- This activity works best with a mixed-gender group of participants. However, you can run it with all-male or all-female groups. In case of a single sex group, divide the participants into two groups. Ask the first group to answer the first three questions from the list of questions for men/women, then ask the other group to answer the last four questions from the list of questions for men/women.



In some communities (especially when both husbands and wives are attending the session), it might be difficult for women to truly express themselves because they are afraid to speak publicly in front of their husbands. It might be more appropriate to conduct these discussions separately and have someone take notes to share with the other gender.

### Steps:

1. Explain that you are going to conduct an exercise to help the participants understand the experiences of the opposite sex. Assure them that the exercise will not compromise them in any way, and that while some questions may make them uncomfortable, they are to keep an open mind.
2. Ask the women to sit in a circle in the middle of the room and the men to sit around the circle, facing in.
3. Begin a discussion by asking the women the questions listed in Facilitator's Resource Sheet 4. The men's job is to observe and listen to what is being said. They are not allowed to speak.

4. After 15 minutes, close the discussion and have the men and women switch places.
5. Lead a discussion with the men, while the women listen.
6. Discuss the activity after both groups have spoken. Use the following questions:
  - What surprised you the most about this activity?
  - How did it feel to talk about these things with others listening?
  - What did you learn?

## Facilitator's Resource Sheet 4: Gender Fishbowl

### Questions for Women

- How did you first learn that you were a girl? How old were you?
- What happened to make you realize that you were different from boys, and who was involved?
- What do you remember about growing up as a girl? What did you like about being a girl? What did you not like? What was difficult about being a teenage girl?
- What is the most difficult thing about being a woman in Kenya?
- What do you want to tell men that will help them better understand women?
- What do you find difficult to understand about men?
- How can men support and empower women, especially in cooperatives?
- Who typically makes decisions in your households? If men, how does it feel to have them making all the decisions?
- What one thing do you never want to hear again being said about women?
- What rights are hardest for women to achieve?
- Who are some of the positive male influences in your life and why?
- Who are some of the positive female influences in your life and why?



## Facilitator's Resource Sheet 4: Gender Fishbowl

### Questions for Men

- How did you first learn that you were a boy? How old were you?
- What happened to make you realize you were different from girls, and who was involved?
- What do you remember about growing up as a boy? What did you like about being a boy? What did you not like? What was difficult about being a teenage boy?
- What is the most difficult thing about being a man in Kenya?
- What do you want to tell women to help them better understand men?
- What do you find difficult to understand about women?
- How can men support and empower women, especially in cooperatives?
- Who are some of the positive male influences in your life and why?
- Who are some of the positive female influences in your life and why?








### Take-Home Message

Often, our opinions and perspectives about the other sex are informed by stereotypes, and gender and social norms, which are reinforced over time by many sources like media or our peers. This often makes it difficult for us to understand the other sex and their needs, concerns and experiences. With a better comprehension of the opposite sex, we can have greater empathy for how they experience gender and how it affects them. Both men and women can be positive influences in our lives.

## 3.0 Gender-Based Violence and Cooperatives (4 hours 30 minutes)

### 3.1: What is Gender-Based Violence?

 <b>PREPARE</b>	 <b>Goal:</b> To help participants understand the broad concept of Gender-Based Violence (GBV) and its consequences
	 <b>Objectives:</b> By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Define Gender-Based Violence.</li><li>2. Describe the different forms of violence.</li><li>3. Explain how men and women experience violence differently.</li></ol>
	 <b>Recommended Time:</b> 30 minutes  <b>Materials Required:</b> <ul style="list-style-type: none"><li>• Flip chart, markers and pens, masking tape, or blackboard and chalk</li></ul>

#### Facilitator's Note

- The facilitator should be aware of and inform participants about existing laws and social support for perpetrators and survivors of violence.
- This activity may be very emotional and the facilitator should be prepared to manage the reactions of participants. Remind the group of the importance of people taking care of themselves (e.g., it is okay to take a break).
- Explain that this is a safe space to talk about their own experiences if they wish to, but those who do not want others to know must not be pressured to do so and can instead choose to talk about the violence that “people like them” or “people they know” experience.
- Challenge participants who try to deny or reduce the significance of violence, especially violence against women, adolescent girls and children.



## Steps:

### Part 1 – What Does Violence Mean to Us? (Allow 15 minutes)

1. Ask the group to think silently for a few moments about what violence means to them.
2. Invite a few participants to tell the group what violence means to them. (Write the responses on flip chart paper if available and time allows).
3. Discuss some of the common points in their responses as well as some of the unique points. Review the definitions in Facilitator's Resource Sheet 5: What is Gender-Based Violence? and tell the participants that there is not always a clear or simple definition of violence.

### Facilitator's Resource Sheet 5: What is Gender-Based Violence?

**Gender-based violence (GBV):** Any act of violence that is directed against a person on the basis of gender that results in, or is likely to result in, physical, sexual, psychological or economic harm or suffering including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

**GBV can be physical, sexual, emotional/psychological and economic.**

**Physical violence:** The intentional use of physical force with the intention of causing death, disability, injury or harm using physical acts such as pushing, hitting, slapping, biting, beating, pulling hair, twisting arms or burning.

**Sexual violence:** A sexual act, whether completed or attempted, committed against someone without that person's freely given consent. It includes rape, sexual assault, indecent acts, pressuring or forcing someone to perform sexual acts (from kissing to sexual intercourse) against their will or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if there has been

## Facilitator's Resource Sheet 5: What is Gender-Based Violence? (Continued)

prior consenting sexual behaviour. It also includes unwanted touching, grabbing of sexual parts of the body, unfaithfulness and refusing to have protected sex.

**Emotional/psychological violence:** The use of verbal and non-verbal communication with the intent to harm another person mentally or emotionally, and/or to exert control over the person. This is often the most difficult form of violence to identify. It may include humiliating or causing embarrassment, criticizing, threatening physical violence against children or a partner, shouting, insulting, pressuring, expressing jealousy or possessiveness (e.g., by controlling decisions and activities), locking the partner out of the house, threatening to leave, or constant monitoring of the other person's activities.

**Economic violence:** One partner (especially an intimate partner) has control over the other partner's access to economic resources, which diminishes the victim's capacity for self-support and forces financial dependence on the perpetrator. Examples include withholding family finances, preventing a partner from working outside the home, forcing the partner to beg for money, spending family resources without consulting the partner or preventing the partner from owning property.



### Part 2 – Types of Violence (Allow 15 minutes)






1. Use the following questions to discuss types of violence:
  - a. What kinds of violence most often occurs in intimate relationships and families between men and women? What causes this violence? (Examples may include physical, emotional, and/or sexual violence that men use against girlfriends or wives, violence women use against their boyfriends or husbands as well as the physical, emotional, or sexual violence used by parents against children or other types of violence between family members.)
  - b. What kinds of violence most often occur outside relationships and families? What causes this violence? (Examples may include physical violence between men, gang or war-related violence, stranger rape, emotional violence or stigmatizing certain individuals or groups in the community)
  - c. Are some acts of violence related to a person's sex? What are the most common types of violence inflicted on women and girls?
  - d. What are the most common types of violence inflicted on men and boys?

- e. Are men the only violent ones or can women be violent too? What is the most common type of violence men use against others? What is the most common type of violence that women use against others?
- f. Does a man or woman ever “deserve” to be hit or suffer violence?

**Take-Home Message** 

Anyone can be a victim of violence and no one deserves to suffer it. In as much as both men and women suffer GBV, women and girls form the majority of victims while men and boys are the majority perpetrators. Although anger is a normal emotional reaction, what one does when enraged is a matter of choice, and every choice has consequences. Violence is learnt behaviour and can therefore be unlearnt.

### 3.2: The Cycle of Violence: GBV Clothesline (1 hour)

 <b>PREPARE</b>	 <b>Goal:</b> To help participants understand the cycle of violence and strategies to break it
	<b>Objectives:</b>  By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Describe the different forms of violence.</li><li>2. Describe factors that accelerate the cycle of violence and identify strategies to break it.</li></ol>
	 <b>Recommended Time:</b> 1 hour
	<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Flip chart, markers, masking tape, or blackboard and chalk</li><li>• Pens/pencils</li><li>• Five small pieces of paper for each participant</li></ul> 

#### Facilitator's Note

While the guide can be adapted for online delivery, this exercise is best facilitated during face-to-face training to allow for anonymity and psychosocial support. Inform the participants that while discussing violence is emotionally difficult, sharing experiences is part of the healing process. Care should be taken by the facilitator and all participants to ensure a safe space for all during the training.

#### Advance Preparation:

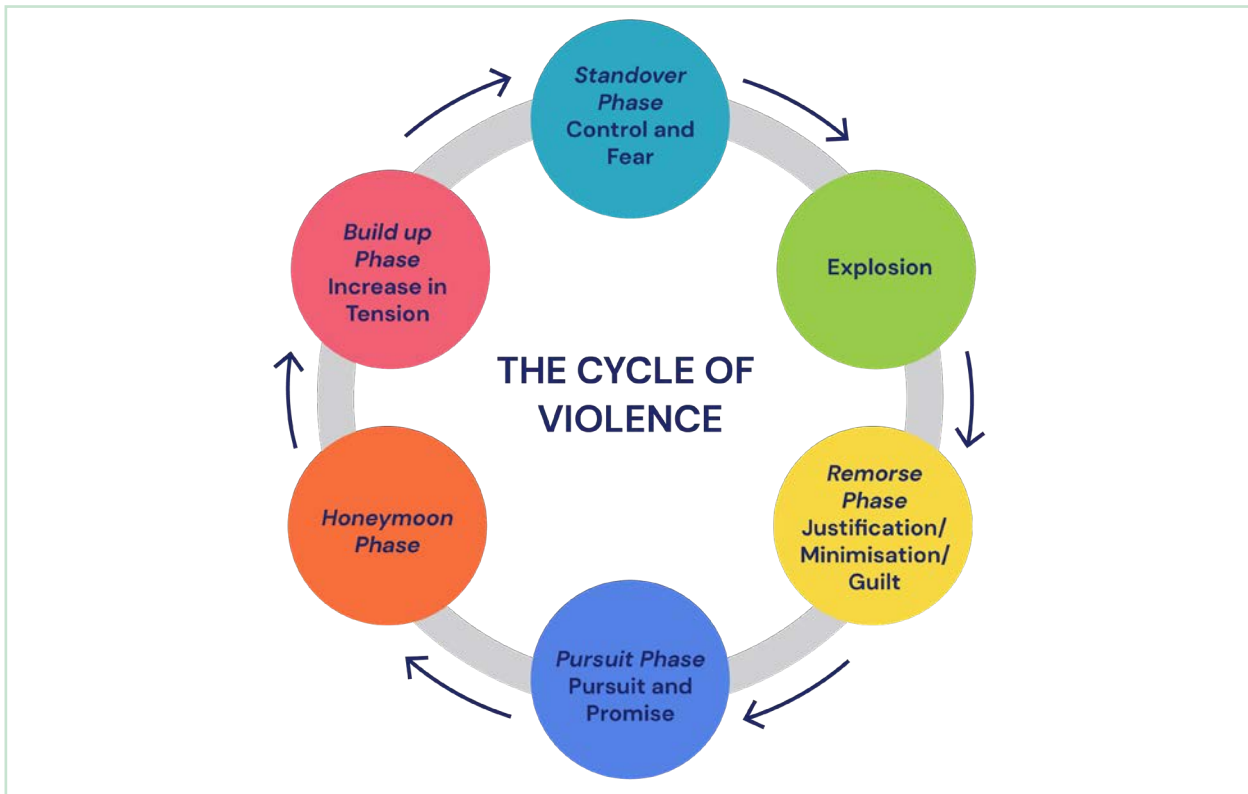
Post five pieces of flipchart paper to a wall. On each paper, write one of the five categories below:

- a) Violence used against me
- b) Violence that I use against others
- c) Violence that I have witnessed
- d) How I feel when I use violence
- d) How I feel when violence is used against me



## Steps:






1. Start the session by asking participants about their experiences of violence in their communities. Explain that the purpose of this activity is to think about how people learn, experience and express violence differently, and how they can stop the cycle of violence in their lives and communities. Review the flip chart with the meanings of violence from the previous activity.
2. Give each participant five pieces of paper.
3. Ask them to close their eyes and think for a while about the five categories posted on the wall and then to write a short response to each on their pieces of paper. They should write one response on each piece of paper but should not include their names.
4. Allow about five minutes for this task. Explain that they should not write much, just a few words or a phrase, and then tape it to the corresponding flip chart paper.
5. When they are done, read out loud some responses from each category or have the participants go to the wall and read them for themselves.
6. Open up a discussion with the following questions:
  - a What is the most common type of violence used against us?
  - b How do we feel about being a victim of this type of violence?
  - c What is the most common type of violence we use against others?
  - d How do we feel when we use violence against others?
  - e Is there any connection between the violence we use and the violence that is used against us?
  - f Where do we learn violence from?
  - g How does media (music, radio, movies, etc.) portray violence?
  - h What is the link between violence in our families and relationships and other violence that we see in our communities?
  - i In general, when people suffer violence, why do they not report it or talk about it?
  - j Some researchers say that violence is a cycle – that someone who is a victim of violence is more likely to commit acts of violence later. Based on this, how can we interrupt the cycle of violence?
7. End the discussion by asking participants what they have learned from this activity that they can apply to their own lives, relationships, and communities. (Probe to find out what they felt when discussing their experiences with violence).



**Take-Home Message** 

Violence is often used to control and have power over another person. It happens all around the world and often stems from the way individuals, especially men, are raised to deal with anger and conflict. It is commonly assumed that violence is a “natural” or “normal” part of being a man **but it is a learned behavior hence it can be unlearned and prevented.** It is essential that women, too, think about what they can do to speak out against and not accept men’s use of violence. Current social and economic problems should not be used to excuse it. People make choices when they use violence; they need to be held accountable for those decisions and the suffering they cause.

### 3.3: Causes and Consequences of GBV (1 hour)

 <b>PREPARE</b>	 <b>Goal:</b> To enable participants to understand the causes and consequences of GBV and its impact on cooperatives
	 <b>Objectives:</b> By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. List common myths that are used to justify gender-based violence.</li><li>2. Distinguish between causes of and contributing factors to gender-based violence.</li><li>3. Discuss effects of gender-based violence on cooperatives.</li></ol>
	 <b>Recommended Time:</b> 1 hour  <b>Materials Required:</b> <ul style="list-style-type: none"><li>• Flip chart, markers, masking tape</li><li>• Handout 3.3.1 Case Studies on GBV</li></ul>

#### Advance Preparation:

- Write out the statements in Facilitator's Resource Sheet 6: Myths Used to Justify GBV. (Do not write the heading)
- Copy Facilitator's Resource Sheet 8: Consequences of GBV onto the flip chart.

#### Facilitator's Note

- GBV is an emotive topic. During the presentation you might encounter participants who have extreme views on some of the issues raised. It is important to be sensitive to the fact that some participants may be uncomfortable or angry or confrontational. Use clear communication skills to encourage non-judgmental participation. Refer to the norms or rules set up at the beginning of training (which should include confidentiality and open participation). Above all, be aware of your own biases and preconceptions that may influence how you present the topic.

## Steps:

1. Begin by reminding participants that they have learned that GBV is about exerting power over someone and abusing them based on gender. The impact of GBV on the individual and on that person's participation in cooperative activities can be devastating. Explain that there are societal beliefs about everything, including GBV, some of which may be true, others not.
2. Have the participants sit in a semi-circle and display [Facilitator's Resource Sheet 6: Myths used to justify GBV](#). For each statement elicit debate about whether it is true or false then lead a discussion to explain why all these are myths. Allow 10 minutes for this discussion.
3. Ask the group to describe a myth. If they are young people you could refer to their oral literature classes in secondary school where they were taught about common Kenyan myths such as Lwanda Magere. For an older audience ask them what the common stories in their community are. After a few responses write down the following definition:

***A myth is a commonly held but false idea.***

Explain that in literature a myth is considered a true explanation of the natural world and how it came to be. There are some elements in myths that appear true while certain aspects give objects and people supernatural powers or attributes.

4. Ask the participants what people say causes GBV and list their responses on the flip chart. Conclude by telling participants that society places blame on the victim and that this is rooted in societal gender norms and gender inequalities.
5. Tell them that GBV hurts everyone, not just women. GBV happens to an individual and each person experiences it differently. Its causes are rooted in cultural and societal norms and the consequences are physical, emotional, sexual and economic.

Divide the participants into three groups. Give each group one of the scenarios in ***Handout 3.3.1: Case Studies on GBV***

6. Ask them to discuss and answer these questions:
  - a. What caused this incident?
  - b. What type of GBV is it?
  - c. What consequences (effects) are there likely to be for the people involved (the victim and the perpetrator)?

**Note:** It is important that the facilitator does not explain the task in detail to avoid pre-empting how the participants will answer.

Put up [Facilitator's Resource Sheet 8: Consequences of GBV](#). Explain that the impact of GBV goes beyond the individual and affects the cooperative. Victims are often traumatized and may have short- and long-term physical and emotional problems. The person may withdraw from family, friends and work. The outcomes of GBV are often long-term due absenteeism from work, lost productivity and output. It denies those affected the opportunity to participate in decision-making for development.

## Facilitator's Resource Sheet 6: Myths about GBV

- The perpetrators of GBV are mentally unstable
- Poverty is the main reason for abuse and attacks on victims
- GBV is caused by use of alcohol and drugs
- Men are violent because of their natural sexual urges and manliness
- There is no marriage or intimate relationship without GBV

### Handout 3.3.1: Case Studies on GBV

**Case Study 3.3.1** Brenda is the female manager of a new cooperative. Paul is her driver and earns very little. Brenda offers to pay Paul overtime in exchange for sexual favors. Paul feels pressured to give in and experiences guilt about his actions. He is looking for another job but is frustrated by lack of openings.

**Case Study 3.3.2** Karima's husband, John, joined a goat-rearing cooperative project. When the goats were sold, John used all the money on alcohol instead of paying school fees for their children. He says he lost control because of the alcohol. Karima beats him up in front of the children and calls him a useless man.

**Case Study 3.3.3** Mutindi is a talented actress who joined a service cooperative of an acting group to earn a living and save some money for college. When she gets her first role her husband, Hassan, refuses to accept that she needs to be away in the evenings when performances are held and beats her up. She cannot perform due to the injuries.

## Facilitator's Resource Sheet 7: Answers to Case Studies on GBV

**3.3.1 Cause:** Brenda uses her economic power as employer to coerce Paul. He gives in because of poverty and fear of losing his job. Remind the participants that GBV is associated with poverty and "power over".

**Fact:** GBV does not only happen to women

**Type:** Sexual harassment

**Consequences:** Paul may resign from his position, getting himself and his family into deeper poverty (men face more bias in reporting of GBV); his stress could lead to fatal mistakes at work.

**3.3.2 Cause:** Karima is using physical power to beat her husband.

**Facts:** There is no excuse for GBV; it does not only happen to women.

**Type:** Domestic violence, physical abuse

**Consequences:** Breakdown of the marriage and breakup of the family; John loses his respect before his children; stress, anger and shame may lead to more drinking; Karima could face legal action or community ridicule.

**3.3.3 Cause:** Hassan uses his physical power to abuse Mutindi based on his false perception that as a man he can deny her freedom of association and the right to earn a living.

**Fact:** Mutindi has the right to earn a living even if Hassan does not approve.

**Type:** Domestic violence, physical abuse

**Consequences:** Mutindi’s hopes for career and college may be lost; loss of health from injuries; long-term loss of talent that may have led to huge success; dependency on Hassan may increase as she has no income.

## Facilitator’s Resource Sheet 8: Consequences of GBV <sup>1</sup>

Consequences of Gender-Based Violence		
Physical Health	Psychological and Emotional	Social
Physical injury, including broken bones	Anxiety	Blaming the victim
Sexually transmitted infections, including HIV	Fear	Problems in interpersonal and social relationships
Unwanted pregnancy	Anger	Social stigma and social rejection
Unsafe abortion	Shame	Rejection by family
Gynaecological problems	Guilt	Family Breakdown
Problems with pregnancy; including infant and/ or maternal death	Self-blame	Withdrawal/isolation from family and community life
Urinary tract infections	Suicidal thoughts and behavior	Loss of role function (e.g decreased capacity to care for children and work
Fistula	Withdrawal and hopelessness	
Chronic illness		
Permanent disability		
Self-harming behaviour		






**\*\*Remember:** each survivor’s experience is unique and may include some, all or non of the consequences listed in this table.

### Take-Home Message

The root causes of all forms of GBV lie in a society’s attitude towards gender equality and practices of gender discrimination. It is also caused by abuse of power. Other factors contributing to GBV include personal attributes of both the perpetrator and the victim, such as drug and alcohol abuse, or history of violence in the family.

<sup>1</sup> Source: UNFPA (2008). *Managing Gender-Based Violence Programs in Emergencies* <https://extranet.unfpa.org/Apps/GBVinEmergencies/index.html>

### 3.4: Power and Control in Relationships (1 hour)

 <b>PREPARE</b>	<b>Goal:</b>  To help participants understand the impact of power on relationships and cooperatives
	<b>Objectives:</b> By the end of the session participants should be able to:  <ol style="list-style-type: none"><li>1. Identify different types of power in relationships.</li><li>2. Explain the consequences of misuse of power in relationships and cooperatives.</li><li>3. Identify interventions to mitigate the negative consequences of misuse of power in relationships and cooperatives.</li></ol>
	 <b>Recommended Time:</b> 1 hour <b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li><li>• Handout 3.4.1: Case Study of Moraa and Onyango</li><li>• Handout 3.4.2: Group Discussion Questions</li></ul>

#### Steps:

1. Tell the participants that they are going to read a story about gender and power in relationships. Distribute the [Handout 3.4.1: Moraa and Onyango](#). Read the story out loud together, asking different participants to read a paragraph each.
2. Instruct participants to rate the characters in the story from 1–5 based on how nobly they acted, 1 being the character whose behaviour they felt was ‘most ethical’ and 5 the character who was ‘least ethical’. All the other characters should be ranked from 2–4. A number can only be used once; for instance, a participant cannot rank everyone as a 3, or two people as 4s and two as 2s. Tell them to write their ratings at the bottom of the handout.
3. Once everyone has ranked the characters in the story individually, break the group into four smaller groups to answer the questions in [Handout 3.4.2](#).
4. After 15 minutes, ask each group to present their answers to the whole group and allow other participants to react or add to what they submit.
5. Summarize the session by reminding the participants that there many sources of power, and that misuse of power can have negative consequences such as infections and GBV.

### Handout 3.4.1: Case Study of Moraa and Onyango

Moraa is 19 years old and Onyango is 31. He is a Cooperatives Officer at the County Government. They met at a Cooperative Officers' Training Workshop in Nairobi when Moraa was an intern and fell in love quickly.

Moraa's family does not have much money, while Onyango comes from a rich family, and has his own house and a car. He often comes to Moraa's home with gifts for her entire family including cell phones for each of her sisters. Onyango is charming and funny, and Moraa's mother, father and siblings like him very much. When he asks to marry Moraa, everyone is delighted – except Moraa.

Moraa goes to see her father and tells him that even though she loves Onyango, she thinks it is too soon to be married. He tells her not to worry and that Onyango is a good man from a good family. When she says she is still unsure, her father looks at her and says: "He is very generous to us, Moraa," and walks away.

A few months after the wedding, Onyango begins to go out nightly after supper. He stays out late and does not take Moraa with him. When he returns home, he usually smells of alcohol and wants to have sex with Moraa. She does not want to have sex when he is like this, but figures it is easier to lie there and get over with it than to argue. When he is drunk, Onyango does not wear condoms, even though he said he does not want to have a baby just yet.

For several nights, Onyango does not come home at all. Moraa suspects that he is being unfaithful and confronts him. He explains that he is a man, and that men cannot be expected to be with only one woman. "Well, maybe I will find a man who wants to do this with me," she says. Onyango takes her hand and says: "Look around this house, and all you have. If you go out with another man, I will send you away and give you and your family nothing."

Moraa is upset and goes to her mother for advice. "Onyango is your husband. You must do what he says, and not upset him," her mother tells her. "But I want to be happy again," says Moraa, to which her mother's responds: "Marriage is not about happiness".

Moraa leaves and walks through town to go home. On the way, she runs into Wambua, a friend from childhood. Wambua sees that she is sad and walks her home as she talks about her problems. When they get to her house, Wambua confesses that he has always been in love with her since they were little. He kisses Moraa and takes her into the bedroom, where they have sex.

Caught up in the moment of passion, Wambua does not wear a condom and Moraa does not ask him to.

As this is happening, Onyango is driving to a health clinic in a town three hours away after learning that a woman he had sex with months earlier has HIV.

#### Character Rating:

Moraa		Onyango		Mother		Father		Wambua	
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*Onyango talking to Mora during the Cooperative Officers' Training Workshop*

## Note

Power and control are very similar. Power refers to the ability to make something happen, while control implies that one can make something happen exactly as they wish.

Power and control differences exist in all relationships, whether at home or in the cooperative. The person with the most power can make choices and has the ability to influence the environment and others, both positively and negatively.

Ethical behaviour: consistently interacting with others in a fair and equitable manner both in personal and professional settings. Ethical behaviour respects the dignity, diversity and rights of individuals and groups of people.

## Handout 3.4.2: Group Discussion Questions

### Group A

- i. As a group, agree on the characters' ratings.
- ii. Who is the most unethical character and why?
- iii. How should all the characters in the story have behaved to avert any negative health consequences?

### Group B

- i. Who in this story had power and what are their sources of power?
- ii. Who among the characters in the story abused their power?
- iii. Who was a victim of power abuse?

### Group C

- i. Which characters are likely to suffer negative consequences and what gender issues are putting them in danger?
- ii. With supportive evidence, identify the types of GBV in this story and their causes.


### Group D

- i. What interventions would you design at community or cooperative level to mitigate the situation?
- ii. What policy interventions would you recommend to avert the negative consequences in this scenario?

### Take-Home Message

Power is defined as the ability to influence decisions. It can be perceived or real. Often when groups have power, they treat those with less power badly. This poor treatment of the groups with less power is called oppression, injustice, domination, persecution or cruelty. Abuse, rape, sexual harassment and exploitation result from misuse of power.

### 3.5: Sexual Harassment (1 hour)

 <b>PREPARE</b>	<b>Goal:</b>  To enable participants to understand the causes and consequences of sexual harassment in cooperatives
	<b>Objectives:</b> By the end of the session participants should be able to:  <ol style="list-style-type: none"><li>1. Define sexual harassment.</li><li>2. Describe the different forms, signs, symptoms and causes of sexual harassment, as well as types of harassers.</li><li>3. Discuss how sexual harassment can be prevented in cooperatives.</li></ol>
	 <b>Recommended Time:</b> 1 hour <b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers, masking tape, or blackboard and chalk</li><li>• Overhead projector (if available)</li></ul>

#### Advance Preparation:

- a. Write the UN definition of sexual harassment on a flip chart.
- b. Write one of the statements on sexual harassment on a sheet of paper (10 sheets of paper).
- c. Draw Facilitator's Resource Sheet 9: Continuum of Harm on a flip chart.

#### Facilitator's Note

- Sexual harassment, unlike other forms of GBV, is often difficult to recognize. Ensure that the participants have enough time to go through the exercise on examples of harassment and that you have adequate time for discussion. If there is not enough time, select example 3 or 4.

## Steps:

1. Begin by reminding participants that they have learned that GBV is about exerting power over someone and abusing them based on gender. One of the forms of GBV is harassment. Ask the group to explain what the term “to harass” means in general. Make this as a light, fast-paced discussion. Write their answers on the flip chart or board, explain what harassment is and compare this with their responses.
2. Explain to the participants that you want to discuss some scenarios and to decide what constitutes sexual harassment in the workplace by answering the question: Is this sexual harassment and why (or why not?)

Present the following cases:

### Case 3.5.1: Cooperative Workshop

Njeri, a workshop supervisor, has known for some time about affairs between two of her subordinates and Mutua, her manager. Mutua has made it clear that he expects Njeri to “socialize” with him. When she refuses, she receives a bad performance review and her request for promotion is denied.

### Case 3.5.2: Nguvu Cooperative

Nguvu Cooperative has four managers – Janet, John, James and Jack. During management meetings, Janet is always asked to take minutes and serve tea.

### Case 3.5.3: Cooperative Accounting Office

Osore is the only male clerk in a five-person cooperative accounting office. During the course of the working day the women freely discuss intimate details of their relationships, make suggestive remarks and jokes and ask Osore questions about men’s sexual behavior. He tries to avoid answering and leaves the room when the conversations become too uncomfortable.

### Case 3.5.4: Annual Staff Retreat

During an annual staff retreat Nekesa, a cooperative manager and Kamau, the assistant manager, drink too much and end up sleeping together. Nekesa wants to keep it quiet as she knows it will affect staff perceptions of them, but the rest of the group gets to know about it.

## Sexual Harassment

Harassment is unwanted behavior that you find offensive, where the other person’s behavior is because of your age, race, gender or other characteristic. Harassment may occur once or repeatedly over time. Sexual harassment is a specific type of gender-based violence that is rooted in unequal power between the victim and the perpetrator.

## Facilitator's Resource Sheet 10: Answer Sheet on Sexual Harassment

### Case 3.5.1: Cooperative Workshop

*Is Njeri being sexually harassed?*

**Ans:** Yes. She is being asked for sexual favors and when she refuses, she is denied a promotion. The two female subordinates are also being sexually harassed.

### Case 3.5.2: Nguvu Cooperative

*Is Janet being sexually harassed?*

**Ans:** No, but she is being discriminated against based on gender stereotypes.

### Case 3.5.3: Cooperative Accounting Office

*Is Osore being sexually harassed?*

**Yes:** Any repeated offensive or suggestive language or inquiries about a person's sexual behavior are considered sexual harassment when the victim asks the perpetrator to stop the offensive behavior and he or she refuses.

### Case 3.5.4: Annual Staff Retreat

*Is Kamau being sexually harassed?*

**Ans:** No because the two were consenting adults. However, as Nekesa is Kamau's boss, it could lead to future accusations of sexual harassment. In addition, because they are at a work-related event, the behaviour could be seen as coerced.

3. Summarize by putting up Facilitator's Resource Sheet 11: UN Definition of Sexual Harassment and emphasizing the underlined sections. Adults in the workplace may engage in consensual relationships that are allowable depending on the organization. However, this is not true if one person is directly or indirectly responsible for the other's employment, promotion or remuneration due to unequal power.
4. Tell the participants that there are two main types of sexual harassment in the workplace and write them on the flip chart or board as you explain:
  - i) **Quid pro quo** – a threat or actual action taken against a person who rejects sexual advances or reports sexual harassment
  - ii) **Hostile environment** – When requests for sexual favors are made and denied, the offender creates an atmosphere of discomfort or intimidation where the victim is reluctant or afraid to work.
5. Explain to the participants that in some work environments sexual harassment has been so normalized that staff do not easily recognize it. The impact of harassment on the victim may be minimized or laughed off. Cooperatives should be workplaces where all members, regardless of gender or position, can be productive and are safe from any form of discrimination. Show them that the green zone represents an ideal organization which becomes more toxic as you move to the right. Emphasize that the continuum of harm does not minimize the trauma caused to the victim and that all forms of GBV are serious.

6. People who experience any form of harassment may have short- and long-term physical and emotional problems. They may withdraw from family, friends and work. The outcomes of harassment are often long- term due absenteeism from work, lost productivity and output. They deny those affected the opportunity to participate in decision-making for development.
7. Lead a short discussion on the major types of harassers in the workplace. As you describe each type of harasser write the label on the flip chart or board. Involve participants by getting them to try to define the terms before you do.
  - **Power-player** – uses authority and position for quid pro quo harassment and on sexual favours in exchange for benefits such as getting a job, being promoted, recommendations or assignment of duties.
  - **Counsellor or Helper** – pretends to mentor younger staff to help them achieve personal and professional goals while the true intention is to take sexual advantage of the mentees.
  - **The Clique** – harassers who team up to harass one person using vulgar language or inappropriate touching. A member of the organization who is not in the clique may also act individually in order to impress or gain entry into the clique.
  - **Serial harasser** – can hide behind charm or by acting appropriately in groups so that no one will suspect continual harassment of employees in private.
  - **Groper** – an opportunist who uses isolation in physical settings or infrequently occurring opportunities to touch or ogle a colleague and may try to force the victim into sexual activity if there is a chance. Groppers may often act after observing and following their victims and may even believe themselves to love them.
8. Ask for 10 volunteers and hand each a sheet of paper. Use [Facilitator’s Resource Sheet 12: Examples of Sexual Harassment](#). Ask the volunteers to stand in a row facing the rest of the participants. Read out each statement and ask those seated to decide how serious each statement is compared to the others. The person holding the paper moves up and down the row as the discussion proceeds. After the participants have agreed, number the statements 1-10, with 10 being the most serious

Explain that the harm caused by sexual harassment is not normally taken seriously and the impact on the individual may be minimized. Help participants to understand that sexual harassment occurs on a continuum. Use [Facilitator’s Resource Sheet 13: The Continuum of Harm](#) to show that a continuum is a continuous series of elements or items that vary by such tiny differences that they do not seem to differ from each other, although the extreme ends are very different from each other.

Examples of continuums in life are temperature, or numbers from 1-10. A healthy work environment is one where all employees are treated with dignity and respect. When one form of harassment is minimized or ignored there is a higher chance that perpetrators will engage in more harmful forms. Silence also allows the harasser to continue being abusive.

## Facilitator's Resource Sheet 11: UN Definition of Sexual Harassment

The UN defines sexual harassment as "any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. While typically involving a pattern of behaviour, it can make take the form of a single incident. Sexual harassment may occur between persons of the opposite or same sex. Both males and females can be either the victims or the offenders". (ST/SGB/2008/5).

## Facilitator's Resource Sheet 12: Examples of Sexual Harassment

(Write each on a separate piece of paper)

Asking for sexual favors in return for a job offer or promotion

Forced kissing or fondling

Hugging colleagues of the opposite sex or holding on to their hands too long

Men brushing against women as they stand in a queue

Persistent request for a date

Rape or attempted rape

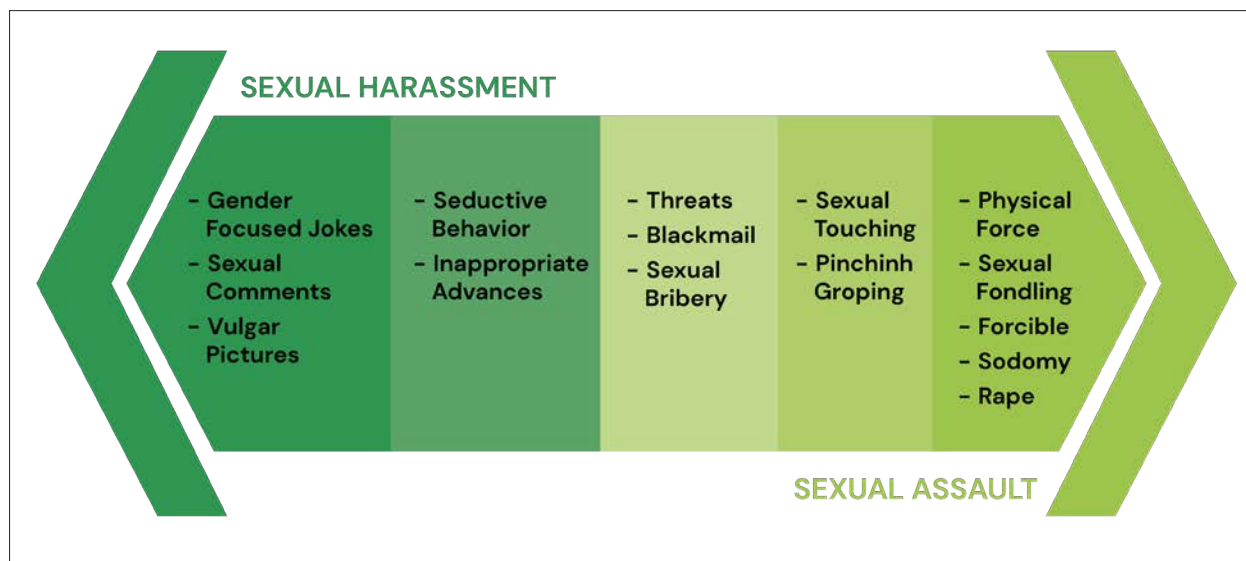
Sending pornographic images to a colleague

Sexual hints and comments about a colleague's body or appearance

Using degrading language such as "cheap", "good for nothing", "stupid" or "useless"

Using sexually explicit language

## Facilitator's Resource Sheet 13: The Continuum of Harm








### Take-Home Message

Sexual harassment is increasingly being discussed in public spaces as more victims gather the courage to complain and call for action. Victims come from all levels of an organization, but women in lower positions are more easily harassed as they lack job security and assertiveness skills. Managers are increasingly recognizing the effect of sexual harassment on staff and ultimately on productivity and profit. Every member of a cooperative has a responsibility to fight harassment. Cooperatives need to put in place policies and strategies that allow victims to complain and which then protect the rights of the victim with regard to working in a violence and harassment-free environment.



### 3.6: Laws and Policies Addressing GBV in Kenya (1 hour)

 <b>PREPARE</b>	 <b>Goal:</b> To provide the participants with an overview of the laws on GBV in Kenya
	 <b>Objectives:</b> By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Identify the relevant laws on GBV in Kenya.</li><li>2. Describe the process of redress for GBV in Kenya</li></ol>
	 <b>Recommended Time:</b> : 1 hour  <b>Materials Required:</b> <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li><li>• Handout 3.6.1: Categories of Laws on GBV</li></ul>

#### Facilitator's Notes

The focus of this module should be on Kenyan laws that address GBV.

#### Steps:

1. Introduce the session by informing participants that the Government of Kenya has developed policies and laws to protect its citizens from GBV and to respond when it happens. Kenya is signatory to international and regional human rights frameworks that aim to prevent and respond to GBV. However, GBV is still prevalent in Kenya with children, women, persons with disabilities and the elderly being most vulnerable to it. It is critical that everyone understands what resources are in place for survivors and how to gain redress when GBV happens.
2. Have someone read the following to the group:

*Akoth is 19 years old. She was assaulted on her way home from the farm last week. Her two older brothers found her unconscious near the river when they went to water the cows. She had been beaten and raped and had to be hospitalized for three days. Akoth tells her family that she knows the two men who attacked her: they are cousins who have been in a dispute with her family over land boundaries.*

3. Ask this question: "What can be done to deal with this case? Elicit a range of answers from the participants and write them on the flip chart. When no new information is coming in, ask them what the advantages and disadvantages of each action would be.

These might be some of the responses:

- Force Akoth to keep quiet about it.
  - Retaliate by doing the same to a member of the cousin's family.
  - Demand compensation in terms of cows or money.
  - Report to the police/chief/clan elders.
  - Organize a gang of young men to go and kill the men who did it (mob justice).
4. Conclude the discussion by stating that the actions described all happen in response to GBV. Some of these are legal while others are not.
    - a) Explain that GBV is not just a national problem; it is an issue of global concern. Response to GBV requires coordination of all stakeholders so that there is both timely reporting of incidences and efficient provision in law for victims and survivors. The laws in Kenya that deal with GBV can be placed in three categories.
    - b) The laws in Kenya that deal with GBV can be placed in three categories.
      - i) International protocols and conventions
      - ii) National laws
      - iii) Policies and strategies arising from national laws
  5. Ask the participants which laws they are aware of or what the names suggest. Use Handout 3.6.1 to add to what the participants have answered.

Conclude by stating that while there is no shortage of laws to deal with GBV, many individuals, families and communities do not report it, therefore the law cannot help them.

6. Tell the participants that communities have a role to play in fighting GBV and that since members of cooperatives are part of the society, they have a key role to play in developing strategies that can be used for education and information in the community.
7. Divide participants into four or five groups. Give each group a flip chart and ask them to discuss and write down at least five strategies that can be used to prevent GBV in their homes and communities.
8. After about ten minutes of discussion, ask each group to present the strategies they came up with. Leave the flip chart paper on the wall so that you can highlight the strategies that are common to all groups.

## Handout 3.6.1: Categories of Laws on GBV

### a) International Protocols and Conventions

- i. The Universal Declaration of Human Rights (UDHR, 1948)
- ii. The Convention on the Elimination of all Forms of Discrimination against Women (CEDAW, 1979)
- iii. The United Nations Convention on the Rights of Child (CRC, 1989)
- iv. The Beijing Platform for Action (1995)
- v. UN Resolution 1325 (2000)

### b) National Laws

The Constitution of Kenya guarantees that it is the fundamental duty of the State and every State organ to observe, respect, protect, promote and fulfill the rights and fundamental freedoms for all citizens, especially the vulnerable. The following laws interpret the Constitution:

- i. The Sexual Offences Act Cap 62a (2006)
- ii. The Penal Code and its various amendments
- iii. The Prohibition of Female Genital Mutilation Act (2011)
- iv. The Children's Act (2001)
- v. The Counter Trafficking in Persons Act (2010)
- vi. The HIV Prevention and Control Act (2006)
- vii. The Marriage Act (2014)
- viii. Protection against Domestic Violence Act (2015)



### c) Policies and Strategies Arising from National Laws

- i. The National Policy on the Prevention and Response to GBV (2014)
- ii. National Policy for the Abandonment of Female Genital Mutilation (2019)
- iii. National Policy on Gender and Development (2019)
- iv. National Children's Policy (2010)
- v. Kenya Adolescent Sexual and Reproductive Health Policy (2015)
- vi. Policy Framework for the Implementation of Post-rape Care Service (2005).
- vii. Multi-sectoral Standard Operating Procedures for Prevention and Response to Sexual Violence in Kenya (2013)
- viii. National Guidelines on the Management of Sexual Violence (2014)
- ix. Joint Program on Prevention and Response to Gender-based Violence 2017-2020

## Facilitator' Resource Sheet 15: Prevention of Gender-Based Violence

The prevention of GBV calls for change in the value system of individuals and communities. Everyone has a part to play. Some of the strategies that have been found to be effective include:






- **Community mobilization:** Engaging the community to take action when there are cases of GBV. This involves bystander training to raise the level of acceptability of helping rather than accepting GBV as a private or family issue.
- **Raising awareness:** Community-based awareness-raising activities and human rights education interventions have been shown to have a positive effect on norms and attitudes at the community level.
- **Media effort:** using drama, internet, radio, etc., to design and disseminate information
- **Working with men:** Educating men and boys about masculinity and intimate partner violence and engaging them in dialogue for solutions to GBV influences change in communities. The Kenyan society is highly patriarchal and a shift in the outlook of men and boys directly influences change in behavior.
- strengthening community institutions
- Bridging the gap with local authorities

### Take-Home Message

The Laws of Kenya are clear about the rights of every individual to live in freedom without harassment and violence. However, the law can only be effective if members of cooperatives are aware of the laws regarding GBV and sexual harassment and are ready to report to the authorities so that legal action can be taken.

## + 4.0 Communication in Households and Cooperatives (2 hours 45 minutes)

### 4.1: Improving Communication through Active Listening (1 hour)

 <b>PREPARE</b>	<b>Goal:</b>  To enable the participants to improve their communication skills for effective decision-making at home and in cooperatives
	<b>Objectives:</b>  By the end of the session, participants should be able to explain the importance of active listening at home and in their cooperatives.
	<b>Recommended Time:</b> 45 minutes 
<b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Four small cards or pieces of paper with an emotion written on them</li><li>• Sheets of old newspaper enough for each participant</li><li>• Flip chart, markers and masking tape, or blackboard and chalk</li></ul>	

#### Advance Preparation:

Write out Case Studies 4.1.1. to 4.1.3 on the flip chart or board.

#### Facilitator's Note

- You might need to adapt some of the suggestions for active listening to reflect the local context. For example, while in some Kenyan communities it is important to look people in the eye when speaking, in others it is considered rude when a young person looks directly at an elder. Be aware also of nuances of gender that influence the way in which topics are discussed, as well as differences in allowed non-verbal cues. Use these differences as a talking point if they arise during the session.

#### Steps:

1. Ask the participants: "Is listening easy? (most will say 'yes'). Let us see". Give each participant a sheet of old newspaper.

**Instructions to participants:** *This exercise requires listening to and following directions. You must close your eyes. I will read the instructions fairly quickly and will not repeat them. As you hear the instructions, perform the task. You may not ask questions.*

- a. Fold your sheet of paper in half.
  - b. Tear off the upper right corner.
  - c. Fold your paper in half again.
  - d. Tear off the lower right corner.
  - e. Fold your paper in half.
  - f. Tear off the upper left corner.
  - g. Fold the paper in half a final time.
  - h. Tear off the lower left corner.
  - i. Unfold your piece of paper and hold it up.
  - j. Open your eyes, look at your product and compare it with those of the other participants
2. Ask: “Does everyone’s look the same? You were all given the same directions so what happened?” Explain to the participants that individuals may not always hear what is said. They may be concentrating on the task, anxious about closing their eyes or worried about performing the task correctly. The lack of visual cues and reinforcement from others can be discouraging and even when they open their eyes the perception (idea) of what was being said varies. Even when we listen carefully, we may end up misunderstanding the message if we do not have the chance to receive feedback or ask questions. Co-operators need to understand that listening to each other while receiving both verbal and non-verbal feedback allows them to clarify misconceptions.
  3. Read or ask three participants to read out one of the following cases and discuss what went wrong in the listening process.

#### **Case Study 4.1.1: Umma and the Fruit Salad**

Umma is new at her job in Mchango Cooperative. She is told to go to the fruit kiosk and to ask Mama Rosa to prepare fruit salad for three office workers. She mentions that she does not know where the kiosk is, but while Mary is telling her where to go Ruth is counting out the money in her hand and Paul is telling her to ensure that his salad should have no pineapple in it. Umma is very confused when she leaves the building and asks the day guard to direct her to Mama Ruth’s kiosk. The guard is perplexed.

*Brainstorm: Was Umma listening? What interfered with the receiving of the message? What feedback would you give Mary, Ruth and Paul regarding their communication with Umma?*

#### **Case Study 4.1.2: Kamau and His Mother**

It is Christmas Eve and Kamau wants to attend a party at his friend’s house. He approaches his mother to ask for permission to go. Immediately he mentions that it is an evening party his mother starts yelling about how he just wants to go out and get into trouble. She storms off angrily before he can explain further.

*Brainstorm: Was Kamau’s mother listening? What do you think interfered with the receiving of the message? What feedback would you give Kamau’s mother?*

#### **Case Study 4.1.3: Apollo’s Meeting**

Apollo, a cooperative’s Business Manager, invites board members for a short meeting to discuss new investment options. He plans to serve members tea and bread as they meet. He is surprised on the day of the meeting that the Finance Manager approved full lunch and that members expect reimbursement

of their transport costs as this was an extraordinary meeting. Apollo tries to explain to the group that the new ideas are intended to save money.

*Brainstorm: Where was the communication breakdown? Why do you think there was a problem? What feedback would you give Apollo regarding planning and communication?*

4. Inform the participants that in any family or workplace there are different kinds of listeners, and those differences may lead to conflict in communication. However, everyone can learn to listen better.
5. Write the term 'Active Listening' on the board or flip chart. Explain that **active listening is a way of responding to show that a person hears and understands**. An active listener encourages sharing of ideas in depth and does not block communication but uses words and gestures to demonstrate being present in the conversation. An active listener responds to the message in four different ways:
  - a. Clarifying response – asking for more information
  - b. Restating response – repeating part of what was said
  - c. Summarizing response – picking out the main points of the message
  - d. Confirming response – acknowledging and showing appreciation for feelings that are expressed
6. Tell the group that they are going to practice recognizing active listening. Ask for a volunteer. Place both your chairs where everyone can see you. Ask the volunteer to tell you about an interesting incident that happened recently (or about an interesting book or movie). When the person begins to talk look at them, nod and smile (exaggerate your gestures and emphasize your responses so that the audience can pick up on them). When there is a pause encourage the speaker by restating the last thing they said. Ask a question starting with 'what', 'when', 'where' or 'how'. After two or three minutes give feedback by saying "That was a funny (interesting, scary, etc., story). I feel that you are happy/sad, etc., about the outcome. What decision do you think you will make?"
7. Have the rest of the participants give feedback on the active listening skills they saw, e.g., use of gestures, asking questions, smiling and nodding, summarizing.

**Take-Home Message** 

Active listening in the family and in the cooperative encourages sharing of ideas for decisions-making. Providing feedback by seeking clarification and summarizing what was said ensures there is no misunderstanding. When co-operators listen actively to each other they understand not just what is being stated verbally, but they are also able to read the non-verbal cues of the speaker and respond both to the words and feelings of that person



## 4.2: Practicing Assertive Skills (45 minutes)

 <b>PREPARE</b>	 <b>Goal:</b> To develop skills to communicate in an effective and assertive manner
	<b>Objectives:</b> By the end of the session participants should be able to:  <ol style="list-style-type: none"><li>1. Describe communication.</li><li>2. Describe advantages and disadvantages of each type of communication.</li><li>3. Identify the difference between passive, aggressive, and assertive communication.</li><li>4. Demonstrate how to communicate assertively.</li></ol>
	 <b>Recommended Time:</b> 45 minutes  <b>Materials Required:</b> <ul style="list-style-type: none"><li>• Flip chart, markers, masking tape, or blackboard and chalk</li></ul>

### Advance Preparation:

- Prepare cards from [Facilitator's Resource Sheet 16: Emotions](#) with one emotion written on each card.
- Write the definitions from [Facilitator's Resource Sheet 17: Types of Communication](#) on a flip chart

### Facilitator's Note

- When you introduce the topic of assertiveness, keep in mind that communicating assertively, especially for women, is not considered the norm in some cultures. Individual cultural teachings regarding assertiveness will vary among participants. Some will come from families in which speaking up for oneself or refusing a request, especially from an adult or a male, is considered inappropriate. Some participants' upbringings could cause them to keep quiet during meetings in work settings.
- You do not want to encourage people to behave in a way that could have unpleasant consequences for them, but it is important that all participants understand there are certain situations in which assertive behavior will often yield positive results. Examples include letting their point of view be known during meetings, negotiating for a fair price for items or services the cooperative offers, or speaking up when they disagree with co-workers.

### Steps:

1. First, explain to the participants that sometimes when people tell us something we might not remember what they said word-for-word, but we can remember what they looked like or what they did as they spoke. This means that even without speaking we can be understood.



2. Ask for a volunteer to help you demonstrate this. Hand the volunteer the four Emotion Cards ([Facilitator’s Resource 16](#)) and ask them to act out the word written on the paper without reading it out loud. Ask the group: “What feeling is \_\_\_\_\_ (name) showing? How do we know?”
3. After all four emotions have been displayed, tell them what \_\_\_\_\_ (name) was communicating. Ask them: “What is communication?” List their responses on a flip chart or blackboard, explain what communication is and compare it with their responses.

**Communication** is a process of passing information between individuals through a common medium and expecting feedback. This can be verbal or non-verbal. .

4. Tell the participants that each time we communicate we have a sender (the person with the message) and the receiver (the person for whom the message is intended). Between the two is a medium used for communicating, whether it is direct speech, voice and/or audio via an electronic device like a phone or TV, or in written form. To communicate, the sender and the receiver take turn listening to each other. Effective communication therefore means that one person is (or people are) listening attentively. When we do not listen to each other, misunderstanding arises and wrong decisions are made.
5. Tell participants that you would like them to do an activity that will help them to understand different types of communication. Arrange everyone in a circle. Ask them to listen to the list of actions that you are going to read out.
  - If they think they do that action **often**, they should put both hands up.
  - If they think they do an action **sometimes**, they should put one hand up.
  - If they think they never do the action you mention, they should keep both hands down.

Read down the first column and then the second. Ask participants to react after each word or phrase.

### List of Actions

Attacking	Avoiding the person
Nagging	Withdrawal from the person
Shouting	Sulking in silence
Persisting (I am right!)	Taking it out on the someone else
Revenge (I’ll get you back)	Saying that you are being unfairly treated
Warning (If you don’t...)	Talking behind someone’s back
Interrupting	Feeling ill
Exploding	Being polite but feeling angry
Sarcastic	Feeling low and depressed
Insulting	Not wanting to hurt the other person
Correcting	Trying to forget the problem

6. Next, point out to everyone that the words you read out first (in the first column) are attacking behaviors and those on the second list are avoiding behaviors. Ask participants to reflect for a moment on which set of behavior they engage in more than the other.
7. Brainstorm the word “attack” and then the word “avoid”. Ask participants to call out what each word means for them, allowing a few minutes for each word. There may be good and bad feelings expressed about each word. Note these ideas on the flip chart or board.
8. Summarize and evaluate the session using some of the following questions:
  - What warning signs can help us recognize and even predict the behavior of others?
  - What warning signs can we learn to recognize in ourselves that we are embarking on an avoiding approach? An attacking approach?
9. Explain to the participants that people communicate in different ways and two people may react to the same information differently. Show participants the flip chart with the definitions of three main types of communication: **passive, aggressive and assertive.**
10. Tell the group that the exercise they did contains the three types of communication and ask them to group the behavior according to type. Conclude by saying that assertiveness is the best way to communicate, but it is important to consider personal safety before using assertive communication. For example, it is probably not the best time to speak up when someone is on drugs, drunk or has a weapon is. Sometimes it is better to walk away until the other person is able to listen.
11. Tell participants that one way to make communication more effective in difficult situations is to choose the appropriate kind of communication. Explain to them that they are going to practice passive, aggressive and assertive reactions to the following scenario which you or a volunteer can read out:
 

*Kajembe and Abdi are good friends. Kajembe has a part-time job and he has loaned money to Abdi on several occasions. Lately he has noticed that Abdi is becoming slower to pay the money back. Kajembe decides to take Abdi for a drink, hoping the matter will come up. He quietly decides to stop loaning Abdi any more money.*

*Musa, Kajembe’s son, goes behind his father’s back and confronts Abdi in front of his family. He threatens to beat him up if he does not repay the loan. Wanjira, Kajembe’s wife, tells him he should sit Abdi down, set a schedule for repayment of the funds and clearly tell Abdi there will be no more loans.*
12. In plenary, discuss the types of communication portrayed by Kajembe, Wanjira and Musa.

### Take-Home Message

Being assertive can be difficult because of cultural norms about behavior. It is important to learn how to communicate assertively with other members in the cooperative to ensure that one’s needs and desires are known while respecting others’ rights to have different views. Assertive behavior does not show any aggression; it simply lets others know one’s boundaries. However, one needs to determine when that behavior might be most appropriate, and to ensure that one is safe.

## Facilitator's Resource Sheet 16: Emotions



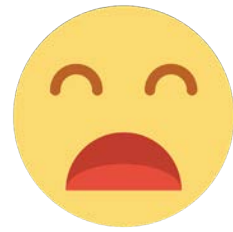
Happy



Sad



Angry



Scared

## Facilitator's Resource Sheet 17: Types of Communication

**Passive Communicator:** Places own needs and desires below those of others. Passive communicators do not speak out and often ignore their own feelings and needs, especially if they feel or need something different. During conversations they are often silent and avoid eye contact. By keeping quiet, passive communicators give their power to others.

**Aggressive Communicator:** Disregards anyone else's needs, feelings, opinions and ideas. Aggressive communicators usually speak very loudly, interrupt others and use threatening, sarcastic or humiliating language that may offend the other person(s).

**Assertive Communicators:** Are aware of what they feel and what they need from the other party. They use actions and words to express their boundaries in a calm, confident manner and are honest and respectful of other people.

### 4.3: Family and Household Management (1 hour)

 <b>PREPARE</b>	<b>Goal:</b>  To help participants build trust in the management of household financial and family assets
	<b>Objectives:</b> By the end of the session participants should be able to:  <ol style="list-style-type: none"><li>1. Explain the importance of communication in the management of family assets</li><li>2. Explain how management of family assets affects the family's welfare and relationships.</li></ol>
	 <b>Recommended Time:</b> 1 hour  <b>Materials Required:</b> <ul style="list-style-type: none"><li>• 10 extra chairs, small object such as tennis ball or stone, blindfolds</li><li>• Flip chart, markers and masking tape, or blackboard and chalk</li></ul>

#### Advance Preparation:

- Place ten chairs outside the room, about a meter apart, randomly and not in a straight line. Mark any chair as the finish point. Ten steps away, mark another chair as No.1. Write numbers from 2-9 on the rest of the chairs at random.
- Prepare [Facilitator's Resource Sheet 18: Scrambled Communication](#)
- Write or print on two sheets of paper the role play on *Handout 4.3.1: Mutai and Ella*
- Write out or print sheets of paper with Case Studies 4.3.1 – 4.3.3

#### Facilitator's Note

- The trust exercise is best done outside. If that is not possible, use one group of three to demonstrate the concept inside the room. Make the arrangement as random as possible.

## Steps:

1. Begin by asking a volunteer to tell the group about a time when they told someone something in confidence or someone made a promise to do something important for them. The person kept the promise and did even more than expected. Ask the volunteer how that felt. How would the participant feel when approaching the person again for help? Ask the participants to think about a time when someone let them down. Ask them how they felt and whether they were able to rebuild those relationships after the betrayal. Conclude by saying that loss of trust can make us withdraw from a relationship or work circle.
2. Next, tell the participants that they are going to do a trust exercise. If conducting the exercise outside, put them into groups of five. One volunteer in each group will be blindfolded while the rest act as guides. They are not to touch the blindfolded person but should guide the person through the maze of chairs. The volunteer will place an object on each chair, until the furthest chair. Depending on the number of groups, have two or three groups guiding their volunteers at the same time to increase the complexity of the exercise. Remind the participants that they must all assist, that no member is more important than another and their job is to make sure their volunteer does not collide with anyone or anything.

If conducting the exercise indoors, have an area cleared with 5–10 chairs randomly arranged, with the starting point ten steps away from the finish. Ask for a volunteer and two or three helpers. The rest of the group is to be totally silent as the helpers use only words to guide the volunteers to the last chair, where they place the object. Again, the helpers are not hierarchical; both or the three of them must give instructions.

3. Ask the volunteers who were blindfolded about their experiences. How did they feel to totally rely on the other participants to guide them? What did they fear most as they negotiated their way through the chairs? What were their first thoughts when they placed the object on the chair at the end? Did they find that they listened to one person's guidance more than the others? Why? Obtain input from the rest of the group on what they saw as the volunteers moved around the maze.
4. Then ask the rest of the participants. "What helpful or unhelpful instructions were given to the volunteers and why were they helpful or unhelpful?" "When working as a team did you find instances in which you disagreed with your fellow instructors?" "How do you think this affected the volunteer?"

Conclude the trust exercise by explaining to the group that in families and cooperatives there may be instances in which our final goals are not clear to members. This may make them hesitant or afraid to cooperate with our plans and they may not share our vision or enthusiasm. When families or groups work together with a common vision they get to reach their goals faster, with fewer distractions or problems. Trust is necessary to accept guidance. In families and groups, members may choose to trust one person over another.

5. Ask for two volunteers and tell them to stand at the beginning of the maze. Give each a stone or ball and give them the following instructions: This ball represents financial freedom for our family. The chairs before you show the steps we will follow to make sure we reach our goal and we need to reach it within the shortest time possible. Take a minute to decide together how you will go through the chairs from 1 to 10, and then tell the group what you intend to do. Next, place the ball on each chair, in sequence until you have reached the furthest chair.

6. Then ask the group what the difference was this time around. Their answers could be:
  - There was no blindfold, so the volunteers could see where they were going.
  - There was a plan for what to do.
  - They had control over how fast they moved and in what order to proceed.
  - The instructions focused on the goal but the volunteers were allowed to decide how to get there.
  - The volunteers did not have to listen to many people at the same time.
7. Summarize by explaining that communicating expectations clearly and listening to each other enables families to reach a common understanding of how to plan for their welfare. Effective communication among cooperative members leads to increased equity and empowerment. Communication and listening skills allow all members of a cooperative to feel included and to be heard. Effective communication skills can improve group participation and decision-making skills. They also encourage shared responsibility.
8. Explain to the participants that in families, gender roles and expectations can determine how assets are acquired, used and disposed of. This is referred to as asset access and control. Women may have access (use) but not control, or they may have no access and no control. In some families there are no gender differences; both genders have equal access and control.
9. Divide the participants into five groups and give each a scenario from the ones below. Ask them to identify the gender differences in their scenarios, and who had access or control. They should report back after five minutes.

#### **Case Study 4.3.1: Kamau and his Daughter, Maria**

Kamau owned a motorbike. When his daughter, Maria, asked him to teach her how to ride it he refused. He said that girls should not become motorbike riders. Kamau was bitten by a snake last night and died. Maria is angry because she knows that he could have been saved if she had been able to take him to the clinic on the motorbike.

#### **Case Study 4.3.2: Abdi and Neema**

Abdi and Neema have two cows. Abdi milks the cows and Neema sells the milk in the market. When Abdi is away or unwell Neema steps in to do the milking. When Neema makes her sales, she uses part of the money to buy bread and vegetables for the household. When she makes a good profit, she buys some sweets for the children.

#### **Case Study 4.3.3 Muli and his Wife, Martha**

Muli and his wife, Martha, joined a savings group in their town. They agreed to contribute an equal amount from their salaries. When they had saved enough to get a loan, Muli wanted to get enough money to start a small neighborhood kiosk. Martha wanted to start a poultry business. Initially Muli tried to bulldoze Maria by saying he was the head of the family and insisting that she listen to him. In the end they decided to postpone taking a loan and to save so that there was enough to do the two projects as they both had great potential to increase family finances.

## Facilitator's Resource Sheet 19: Access and Control Case Studies Answer Sheet

### Case Study 4.3.1: Kamau and his Daughter, Maria

No access and no control, based on perceived gender roles

### Case Study 4.3.2: Abdi and Neema

There is equal access and equal control

### Case Study 4.3.3 Muli and his Wife, Martha

There is equal access and equal control






10. Remind the participants that differences in what men and women can do are based on gender norms. Ask them which of the families they have discussed have the potential for financial success. Discuss their answers. End the discussion by asking participants what they have learned from this activity and how they can use the knowledge in their own families.

### Take-Home Message

For a family to achieve its goals for the future, every member needs to be involved. The family must figure out what they earn, what they spend on basic family needs and what is left for long-term goals. This is known as financial planning. Gender differences in access to and control of family assets arise when women are not able to communicate their needs and desires regarding acquisition, management and disposal of family assets.

## + 5.0 Cooperative Governance (5 hours 15 minutes)

### 5.1: Understanding Leadership in Cooperatives (45 minutes)

 <b>PREPARE</b>	 <b>Goal:</b> To enable participants to improve their understanding of the organizational structure and leadership of cooperatives
	 <b>Objectives:</b> By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Identify the values of a cooperative.</li><li>2. List the qualities of a good cooperative leadership</li></ol>
	 <b>Recommended Time:</b> 45 minutes  <b>Materials Required:</b> <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li><li>• Blank A4 paper or ten note cards per participant</li></ul>

#### Advance Preparation:

- Write out a chart titled 'Values of a Cooperative'
- [Case Study 5.1.1: Leadership Styles](#)
- Write or print out [Facilitator's Resource Sheet 21: Qualities of a Good Cooperative Leader](#)
- Pour clean water halfway into four clear glasses or cups. Have four others half-filled with 1. small stones, 2. sugar, 3. soil or dirt and 4. clean water.

#### Facilitator's Note

- Value searching can be uncomfortable for some participants so for the plenary section it is critical to allow participants to contribute to the discussion only if they wish to. Allow enough time to discuss.

#### Steps:

1. Ask participants to tell the group why and how their cooperatives were formed; if there are multiple groups point out aspects of similarity and difference. Explain that there is only one key element required to register a cooperative in Kenya: that the society must consist of at least ten people. In the case of a cooperative union, it must consist of two or more registered primary societies. However, to be a member of the society one must be at least 18 years old, live within the jurisdiction of the



cooperative, and have a profession or occupation related to the category for which the cooperative was registered.

2. Explain to the participants that you are going to do an exercise that will help them understand why cooperatives are formed. Begin by asking them to define the term 'values'. Write their answers on the flip chart then use their definitions to build on this one:

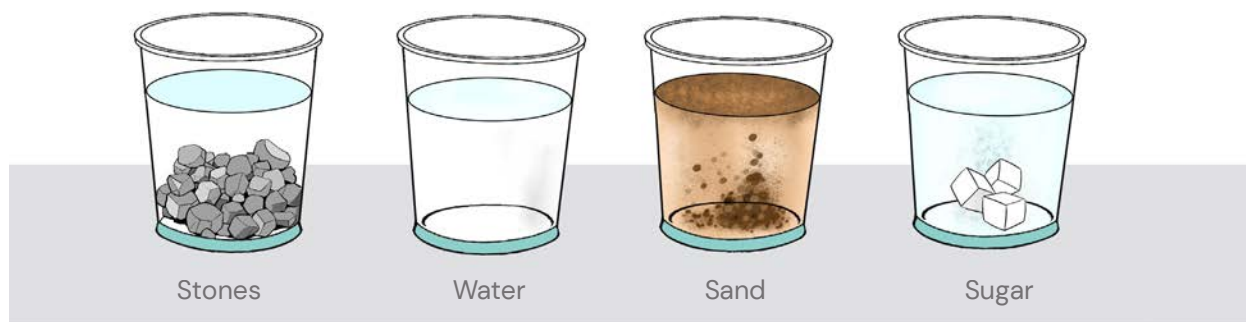
*A value indicates how important an object or action is. Values enable us to decide actions that are best to do or what way is best to live, or to describe the significance of different actions. Examples of values include honesty, hard work, faith, beauty, wealth or knowledge.*

3. Ask the participants to add other values.
4. Hand each participant a blank piece of A4 paper or ten note cards. Ask them to divide the paper into ten pieces, roughly of the same size or shape. Tell them that they are going to examine their personal values. Ask them to quickly write on each piece of paper or card the ten things in their life that they value the most, in the form of a value. In other words, rather than the name of a specific person, write, for example, 'friendship', 'family' or 'honesty' – something they really value in the relationship with that person. When everyone is done, ask them to spread the papers out in front of them so that they can see all ten values clearly.
5. Tell the participants that they have 30 seconds to pick and throw away the three pieces of paper with the values that are the least important to them. Be strict about the timing and do not give them more time.
6. Repeat the last step, now giving them 20 seconds to throw away two more.
7. Give them 20 seconds to throw away two more. They now have three pieces of paper left with their three most important values.
8. Give the participants a few minutes to reflect individually, then discuss the following in plenary:
  - What do you feel about the values you ended up with? Were they expected or did they surprise you?
  - How do these values show themselves in your everyday life?
  - What actions do you already take to live by them?
  - What actions would you like to take to live by them?

Summarize the discussion by telling the participants that the values of cooperatives are Self-Help, Self-Responsibility, Democracy, Equality, Equity and Solidarity. Explain that the principles of cooperatives are built on these values.

9. Find out how the cooperatives select their leaders. Tell them that cooperative governance in Kenya is guided by the Cooperatives Act, which states that the board and management committees serve for the benefit of members and should be appointed in keeping with the Constitution. This means that they should meet the standards for integrity, transparency, gender and inclusivity.

## Type of Leaders



10. Line up four glasses or transparent cups half-filled with clear water. Request four volunteers to fill up the first glass with small stones, the second with water, the third with mud or dirt and the fourth with sugar. Create a discussion by asking participants what they observed based on the following questions:
- Which glass would you choose after addition of the ingredients?
  - Why do you think the glass you chose has improved in value?
  - What does this exercise teach us about leadership in the cooperative?

### Facilitator's Resource Sheet 20: Good Leadership in Cooperatives

The four ingredients represent different types of leaders that we might have in our cooperatives.

- The stones represent a leader who does not value the opinions of the group and makes decisions without consulting members. Such leaders are dominant and think they know better than everyone else.
- The water added to the second glass makes no difference. Such leaders do not provide direction, are not enthusiastic about their work and do not bring about planned positive change in the cooperative. They are passive leaders.
- The water in the third glass becomes dirty and unusable. This type of leader spoils the cooperative by making poor decisions and setting members against each other, creating conflict and anger. These are chaotic leaders.
- The sugar dissolves into the water in the fourth glass, increasing its taste and value. This type of leader enhances the cooperative, mingles with members and gets everyone involved. This is an effective leader.
- There is equal access and equal control

11. Conclude the learning by showing the participants that there are three broad categories of leaders:
- Participative–democratic
  - Authoritative–autocratic
  - Delegative–*Laissez faire*
12. Read out the following scenario to illustrate leadership styles:

## Case Study 5.1.1 Leadership Styles

Ms. Patel was the manager of a bead-making cooperative with mostly inexperienced team members. She was elected because she was one of the oldest members of the cooperative and had links to many businesspeople in town. However, Patel was vague about goals, indecisive, absent at crucial times and left off things until the last minute. The team was leaderless and unproductive, deadlines were missed and products delivered late. Patel was replaced by Mr. Bhanu, who makes very quick decisions and always seems to be steps ahead of everyone else. He does not seem to ever leave the office and demands that staff work extra hours. He shouts and throws things at the wall when he is angry. Everyone is afraid of him. Last month Bhanu went on three-week business trip to China, leaving Ms Nitya in charge. Nitya held a meeting to discuss deadlines and production strategies and listened to everyone's views. She provided specific goals and communicated them in writing. She has also created a duty roster that allows mothers with young babies to come in an hour late and leave an hour early.

### Questions

- i. What types of leaders are Patel, Bhanu, Nitya?
  - ii. Why would you enjoy working in a cooperative where each of these was the leader?
  - iii. What would you not like about working in a cooperative where each of these was a leader?
13. Ask the participants to share the most important qualities of a good leader and to explain what they mean. Put up [Facilitator's Resource Sheet 21: Qualities of a Good Cooperative Leader](#) and highlight any qualities that were not mentioned.

### Facilitator's Resource Sheet 21: Qualities of a Good Cooperative Leader

- a) **Decision making** – able to choose a course of action and communicate it to the group
- b) **Critical thinking** – able to think about alternatives and implications of decisions in unclear situations and present arguments in a logical manner
- c) **Conflict resolution** – able to bring opposing individuals or teams together for dialogue and consensus building
- d) **Stress management** – ability to handle pressure in positive ways
- e) **Teamwork** – able to include others in running the cooperative, able to use group facilitation and management techniques effectively
- f) **Ethical** – able to be open and fair, has high standards and expectations of others
- g) **Communication** – able to communicate clearly and effectively through non-verbal, written and oral means
- h) **Active listening** – able to pay attention to others and give feedback
- i) **Emotional intelligence** – able to be flexible in expectations and demands; empathetic

### Take-Home Message

Leading can be done in many ways. Participative or democratic leadership creates the best working environment for cooperatives. Leadership roles need to be flexible enough to help the cooperative achieve its goals.

## 5.2: Introduction to Cooperative Governance (1 hour 30 minutes)

  <b>PREPARE</b>	 <b>Goal:</b> To help the participants understand the concept of cooperative governance
	<b>Objectives:</b> By the end of the session participants should be able to: <ul style="list-style-type: none"> <li> 1. Explain the governance concepts in cooperatives.</li> <li>2. Identify the basic elements of good governance.</li> </ul>
	 <b>Recommended Time:</b> 1 hour 30 minutes
	 <b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Flip chart, markers and masking tape, or blackboard and chalk</li> <li>• Handout 5.2.1 Governance and Leadership Roles</li> <li>• Handout 5.2.2 Good and Bad Governance</li> <li>• Handout 5.2.3 Principles of Good Governance</li> </ul>

### Advance Preparation:

Draw [Facilitator's Resource Sheet 22: Cooperative Structure and Culture](#) on a flip chart.

### Facilitator's Note

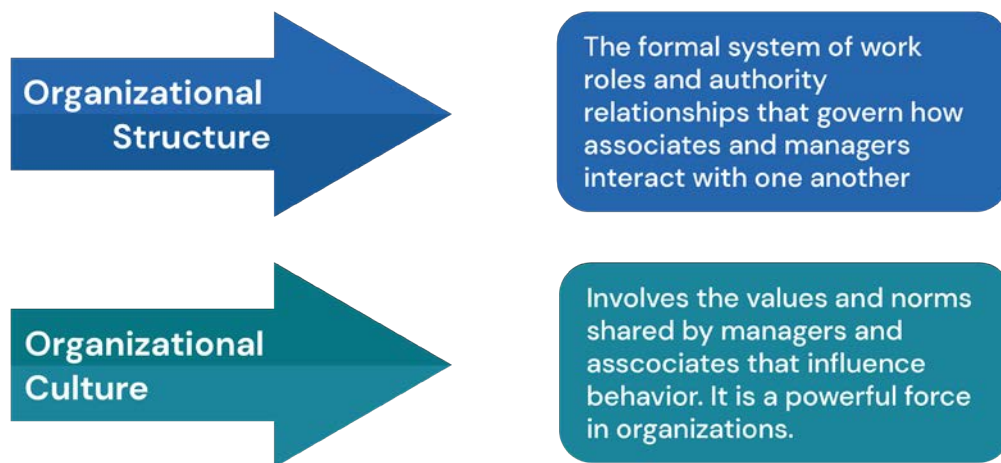
This session is meant to introduce participants to the fundamentals of governance of a cooperative. In many instances the cooperative may have grown out of a need for registration and may not be structured as a business entity. During the session, there is need to establish what already exists and how the cooperative operates.

### Steps:

1. Start the session by asking participants to think about a house with a floor, walls, windows, doors and a roof, and divided into rooms. Tell them that this is the structure of the house and that in an estate or block of flats all the houses are the same. Next ask them: "If you were to buy such a house, what colors would you paint the sitting room? What furnishings would you have and what colors and textures would they be?" (Obtain feedback from four or five participants)
2. Tell the participants that organizations are like houses: they may look the same on the outside because they are all cooperatives, but the way they are run and how members interact is different. This is organizational culture.

- Put up the drawing 'Organizational Structure and Culture' and use it to define the two terms. Explain that all organizations have structures for leadership and management. These are usually contained in the policies, the constitution of the organization and in the rules and regulations given or sent to members. An organizational structure shows hierarchy (rank according to authority). Some cooperatives have very formal structures and divisions of tasks while others may be more flexible in structure, with tasks allocated or taken up as they arise. Organizational culture shows how people relate to one another and how important they are based on unwritten rules of behavior.

### Facilitator's Resource Sheet 22: Cooperative Structure and Culture



- Read or have someone read the following brief scenarios. As you do, tell the participants to think about whether the scenario refers mainly to organizational structure or culture.

▶ **Case Study 5.2.1:** Mwangi is newly employed as a clerk at Nguvu Zetu cooperative. During lunch break almost everyone eats at Mama Njeri's food kiosk. Mwangi picks his food and sits at a table with his colleagues but the conversation stops when he joins them. Everyone finishes their meal quickly, leaving Mwangi alone at the table. **(Culture)**

▶ **Case Study 5.2.2:** Orwa, a loans manager, is accused of fraudulently issuing loans to members who did not qualify for them. He defends his decision by referring the audit team to the cooperative's policy on loans for long-standing members with good repayment records. He also shows them minutes of the management board that has approved such loans in the past. **(Structure)**

- End the discussion by explaining that there is nothing wrong with different organizational structures and cultures. The laid-down and unwritten rules allow members to know where they fit in an organization. A toxic work culture can be created if those in leadership abuse their power over others based on gender or position.
- Explain to the participants that the structure of a cooperative determines how it is governed. Brainstorm for five minutes on the difference between leadership and governance. Write down the key words that arise from the discussion on the flip chart. Explain that in many instances leadership and governance are vested in one person, making the distinction difficult. Use [Handout 5.2.1](#) to summarize as follows:

## Handout 5.2.1: Governance and Leadership Roles

Governance Roles	Leadership Roles
1. To make and administer the public policy and affairs of the cooperative	1. To guide those the team towards a goal or common vision based on strategy
2. To control the speed or impact of decisions, to regulate activities	2. To provide a plan and communicate to the team how it will be achieved
3. To control the actions or behavior of others.	3. To enlist and engage those who can best achieve the vision
4. To punish those who do not obey the rules and reward those who obey	4. To create an organizational culture based on common values
	5. To set a good example that others can emulate.

7. Explain the four pillars of cooperative governance:
  - a) **Teaming:** successfully working together to achieve common objective; choosing the best people for the task
  - b) **Accountable Empowerment:** successfully building the capacity of the team to deliver on their tasks while also holding them accountable for the power granted
  - c) **Strategic Leadership:** communicating the cooperative's direction/purpose and setting up the organization for movement in this direction. Driving the vision and reminding the team
  - d) **Democracy:** successfully practicing, protecting, promoting and achieving equity and equality by steering others through decisions that work towards common goals.
8. Explain the Principles of good governance using [Handout 5.2.3](#)

## Handout 5.2.2: Principles of Good Governance

Principles of Good Governance <sup>2</sup>	Explanation
Participation	Participation by both men and women is key to good governance. Participation means that individuals and/or organizations are involved in decision-making and that members are not just informed about decisions that have already made. Participation creates trust among all stakeholders.
Rule of Law	Good governance requires fair legal frameworks that are enforced impartially. The Cooperatives Act sets out clear guidelines for registration and membership. A cooperative should also ensure that the basic constitutional and human rights of all are protected. There must be rules and regulations displayed in prominent places within the organizational offices and copies given to all members.
Transparency	Transparency means that decisions are taken and enforced in accordance with a cooperative's rules and regulations. It also means that information is freely available and directly accessible to cooperative members and that it is provided in easily understandable forms and accessible methods.
Responsiveness	The needs of members are attended to promptly and effectively. Members can make their needs known to the leaders in a timely and efficient manner, avoiding too much bureaucratic red tape.
Equity and Inclusiveness	A cooperative should ensure that all members feel that they have a stake in it and do not feel excluded. This requires that all groups, but particularly the most vulnerable, have opportunities to influence decision-making.
Consensus-oriented	Cooperatives will have members with many viewpoints. Good governance requires mediation of the different viewpoints to reach a broad consensus on what is in the best interest of the whole cooperative and how this can be achieved.
Effectiveness and Efficacy	Good governance means that processes and activities produce results that meet the needs of all members while making the best use of resources. Resources are used in a sustainable manner to ensure that the cooperative does not face financial or human resource problems.

<sup>2</sup> GTZ (2015) HNN NPA Good Governance Field Manual for Co-management Committees

Principles of Good Governance	Explanation
Accountability	Cooperatives must be accountable their members. Accountability is a key requirement of good governance to ensure that institutions are meeting the needs of their constituents in a responsible manner. Accountability cannot be enforced without transparency and the rule of law.
Strategic and Visionary Leadership	Cooperatives must have leaders and managers who have a vision for and commitment to the organization. The leaders and managers should seek to improve their institutions and do all that is necessary to satisfy the needs of their members and the communities in which they are located.
Knowledge and Skill in Leadership	Cooperative leaders are knowledgeable and trained in matters of a cooperative’s governance, business sector and operations.
Organizational Performance and Growth	Cooperative growth and performance are a key indicator of good governance, which leads to sound management and efficient operations. Performance and growth will result in cooperative survival and sustainability in the long-term.





**Take-Home Message** 

Governance is defined as the process of decision-making and the process by which decisions are implemented. Good governance incorporates the principles of participation, transparency and accountability. Decisions are reached through consensus and members can see that the leadership is accountable and follows the rule of law.

To promote good governance, cooperatives should ensure that policies, rules and procedures are designed and understood by all members and that members are empowered. Cooperatives need to define and differentiate between the rights and duties of management, the board and members and ensure that there is a code of ethics that is followed. Cooperatives should have a Board of Directors that includes both men and women and ideally has a mentorship program or special position for young members.



## 5.3 Gender and Cooperative Governance (1 hour)

 <b>PREPARE</b>	<b>Goal:</b>  To help participants understand the role of gender in cooperative governance
	<b>Objectives:</b>  By the end of the session, participants should be able to explain the importance of gender sensitivity and equity in cooperative governance.
	<b>Recommended Time:</b> 1 hour <b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li><li>• Handout 5.3.1: Gender Equity Principles for Good Cooperative Governance</li></ul>

### Facilitator's Note

- Remind participants that they have learned previously about the importance of gender equality for the success of cooperatives, and that both genders should be represented in governance.

### Steps:

1. Start by asking the participant to think about powerful people in the community. What makes them powerful? List the responses on the flip chart.
2. Ask them about some of the ways, positive or negative, in which powerful people show their power and list their responses.
3. Ask them to indicate by a show of hands whether the person they thought of was male or female and count their responses.
4. Finally, ask the group which community gatherings and ceremonies give men or women more power than in normal situations? What makes these occasions different?

Conclude by stating that in many communities, men take the leadership roles. There are community occasions such as weddings or celebrations of birth where women may play a larger role, often because they are related to women's reproductive roles.

5. Read the Case Study of Kamene and Kwame and use it to answer the questions that follow:
  - a) Why do you think it is important
  - b) What factors may limit

Use Facilitator's Resource Sheet 23: Factors that affect Women's Participation in Cooperatives to add to any points that were missed out



## Facilitator's Resource Sheet 23: Factors that Affect Women's Participation in Cooperatives

**Socio-cultural barriers:** Traditional conceptions on the roles of women and men and their expected behavioral patterns. Women are often expected to be quiet and unquestioning.

**Time and labor differences between women and men:** In most communities, women spend a lot more time and energy on caregiving roles that do not give them time for engaging in cooperatives. If meetings are long or held when women are busiest, they may leave.

**Inequality in access to and control of resources and opportunities:** In many instances, women have lower levels of literacy. Limited access to resources and opportunities such as skills, land, credit, productive inputs as well as information may hinder their ability to join and use the services of cooperatives.

**Gender differences in (self-) employment patterns:** Cooperatives are often formed by members who are self-employed or have a source of income. The ability to generate funds is usually a basis for membership, but women are more unlikely to meet criteria for membership and, ultimately, for governance.

**Legal obstacles:** While legislation covering cooperatives does not discriminate based on gender, cooperative by-laws may harm women's ability to participate based on land ownership, asset control and inheritance laws.

**Poor policy environment:** While the government of Kenya places emphasis on the empowerment of women through group loans and activities, many women lack the practical know-how of formation and running of cooperatives. They may not have the practical and financial support to ensure greater participation in cooperatives.

6. Highlight the gender equity principles in [Handout 5.3.1](#), explaining that they are based on the principles of good cooperative governance learned in the previous session.

### Handout 5.3.1: Gender Equity Principles for Good Cooperative Governance

Gender Equity Principles	Explanation
Gender Participation	Participation in cooperative governance is equally open to all members regardless of gender. Participation increases members' sense of ownership in the cooperative.
Gender Accountability	Gender accountability is achieved when a cooperative's policies, laws, budgets and decisions are informed by the needs of both men and women and not generalized to members. There should be indicators to measure the impact of a cooperative's performance, decisions and activities on both men and women. Gender-sensitive accountability measures should be developed in a participatory manner.
Gender Transparency	The cooperative governance process needs to be transparent to all its members. Cooperatives need to consider how information is communicated to all its members, taking into consideration gender differences such as literacy levels and access to radio and television, and setting meeting times that take into consideration household responsibilities.
Gender Inclusiveness	Men and women have the right to participate in cooperative decision-making without discrimination based on sex or status. Cooperative decision-making should take place when all members can be present.
Gender Responsiveness	Cooperatives cannot be responsive to the needs of members unless they understand the differing needs and situations of women and men. To be gender-responsive, a cooperative should include women in its governance processes and provide spaces where they can speak freely.
Gender Equity	Gender equity involves sharing cooperative power and opportunities equally between women and men, and ensuring they are equally incentivized to provide input to decision-making and processes.
Upholding Gender Rights	Effective cooperative governance entails respecting the human rights of all and distinguishing how these rights can be undermined by the differences between women and girls on one hand, and men and boys on the other. Women should have equal rights to resources and patronage by ensuring equal pay, equal voice and equal recognition. Religion, culture, poverty and social norms can undermine these rights. Governing boards of cooperatives should set the expectation that all members' rights will be respected without discrimination.






Gender Equity Principles	Explanation
Upholding the Rule of Law	Cooperatives must ensure that their governing rules and decisions respect gender equality and are implemented without discrimination.
Accountability	Cooperatives must be accountable their members. Accountability is a key requirement of good governance to ensure that institutions are meeting the needs of their constituents in a responsible manner. Accountability cannot be enforced without transparency and the rule of law.
Gender Effectiveness and Efficacy	When implementing decisions, cooperatives must consider the need to allocate resources equally among members, within reasonable means.
Gender Consensus	Cooperative decisions should take into consideration the need for gender balance to avoid misunderstanding and conflict of interest between cooperative members.

**Take-Home Message** 

When gender is taken into consideration in governance there is an increase in the sustainability and impact of the cooperative. Cooperative governance is more effective when it is gender-sensitive, includes gender balance in the composition of its leaders, and when it is considered that policies affect men and women differently. Leaders in cooperatives must also be aware that gender roles and responsibilities may restrict the participation of women as members and leaders.

Gender equality focuses more on women because they are often underrepresented in leadership and governance due to gender norms about their roles. However, it takes the efforts of both men and women to change gender norms by recognizing that each has an important part to play in development and by advocating inclusion and equality.

## 5.4: Mainstreaming Gender in Cooperatives (1 hour):

 <b>PREPARE</b>	<b>Goal:</b>  To help participants understand the concept and need for mainstreaming gender into cooperatives
	<b>Objectives:</b> By the end of the session participants should be able to:  <ol style="list-style-type: none"><li>1. Explain the concept of gender mainstreaming.</li><li>2. Identify the barriers and benefits of gender mainstreaming.</li><li>3. Develop practical strategies for mainstreaming gender into cooperatives.</li></ol>
	 <b>Recommended Time:</b> 1 hour
	<b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li></ul>

### Advance Preparation:

- Print out [Facilitator's Resource Sheet 24: UN Definition of Gender Mainstreaming](#).
- Write or type Case Study 5.4.1: Sharon and Juma.
- Draw the model on Steps to Mainstream Gender Into Cooperatives on a flip chart from facilitator's Resource Sheet 26
- Draw [Facilitator's Resource Sheet 26: Steps to Integrate Gender into Cooperatives](#).

### Facilitator's Note

- Remind participants that one of the fundamental freedoms set out in Article 48 of the Constitution of Kenya is the right to equality and freedom from discrimination. Discrimination is prohibited based on race, sex, pregnancy, marital status, health status, ethnic or social origin, color, age, disability, religion, conscience, belief, culture, dress, language or birth. Hence every person has the right to equal political, economic, social and cultural opportunities.

### Steps:

- Write the word 'Mainstreaming' in the middle of a flip chart or board and ask a volunteer to define it. Add the word 'Gender' before the word 'Mainstreaming', then ask what 'Gender Mainstreaming' means.
- Put up the paper with the definition of gender mainstreaming and point out the following key elements:

## Facilitator's Resource Sheet 24: UN Definition of Gender Mainstreaming

"Mainstreaming a gender perspective is the **process** of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a **strategy** for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so **that women and men benefit equally** and **inequality is not perpetuated**. The ultimate goal is to achieve gender equality <sup>1</sup>."

Explain that gender mainstreaming is not an event but a process over time. Cooperatives must take deliberate steps (strategies) to ensure that both men and women access the benefits of membership, and that gender-based inequalities are not continued.

3. Ask participants to pay close attention as you read out the following case study:

### Case Study 5.4.1: Sharon and Juma

Sharon went to her savings cooperative to get a loan after being a member for a year. She planned to expand her vegetable garden so that she could grow her market for osuga, a local vegetable, beyond the local market to the main town. She was told that she qualified for Sh.100,000 as she had requested, but that she needed to bring a title deed or proof of ownership of any other asset to get that amount. Sharon went home discouraged because all the assets were in her husband's name. When she explained what had happened, Juma, her husband could not believe it. Since he also had shares in the cooperative he went the next day and applied for a loan of Sh.100,000, which he was given within a week with no demand for collateral. At the next meeting, they both spoke about the incident, which led to the cooperative revising its loan policies.

4. Ask the participants to form Buzz groups of four and to discuss for five minutes the gender issues that are apparent in this scenario, focusing on perceptions and gender roles in the society.
5. Ask them to present their findings and summarize the main points on the flip chart. The main points should include:
  - While Sharon has access to an asset (land) she cannot use it as collateral
  - While Sharon has an asset (savings) she has no access and no control over it
  - The cooperative regulations are gender biased. Juma has both access and control over his assets
  - Staff in cooperatives need to address their own biases to ensure that gender mainstreaming goals are realized
6. Ask participants to suggest some of the arguments organizations or individuals might have against gender mainstreaming. Use [Facilitator's Resource Sheet 25: Argument for Gender Mainstreaming](#) to highlight any not mentioned.

## Facilitator’s Resource Sheet 25: Argument for Gender Mainstreaming

Argument	Counter-argument
Gender equality makes the sexes the same.	Gender mainstreaming is about everyone having equal rights and opportunities in life, regardless of gender.
There are equal numbers of men and women in our cooperative.	Equal gender distribution is a good foundation for equality but must be accompanied by the ability to make decisions, equal pay for equal work, as well as equitable capacity building for men and women.
The head of the organization is female therefore there is no discrimination at work.	One woman (or man) in a leadership position in an organization dominated by the opposite gender does not point to equality. The person may not hold any influence and may have been appointed just to meet government regulations.
Gender equality is a women’s issue.	<p>Yes, because women have historically been disadvantaged by society’s perceptions about gender.</p> <p>No, because gender equality can only be achieved when both men and women take responsibility to ensure that society progresses towards gender equality.</p> <p>Perceptions of male gender roles are more rigid in our society than those of female gender roles. Men are expected to choose career over family, and they may feel forced to conform.</p>
Women will take over all our jobs.	Gender equality leads to higher productivity and therefore creates more jobs, not fewer. There are no jobs that cannot be done by both men and women.

7. Call for five volunteers and tell them to stand in a line facing one direction, with their hands on each other’s shoulders. Explain to the five that they are to walk around the room. Ask another volunteer to try to join the line while the five do whatever they can to prevent it: they can talk to one another, break the line or change direction, etc. No rough measures are allowed, only deception and pretense.
8. At the end of the exercise ask two or three participants to share what they have learned.
9. Explain that the exercise shows organizations resist change. Resistance arises from misunderstanding the process, and this could be because of:
  - a) Reluctance to lose control: when gender equality initiatives seem to target females in a highly patriarchal set up it can be difficult for men to allow women to be in control.
  - b) Cognitive rigidity: issues regarding gender may cause some people discomfort and a reluctance to engage in discussions about it.
  - c) Lack of psychological flexibility: Some people are unable to change their attitudes especially when the information clashes with their cultural or value systems.
  - d) Intolerance to the adjustment period involved in change: there may be a need to learn new skills or work in new ways. For example, sectoral conflict may cause staff to resist working with people from other departments.

10. Explain to the participants the principles for mainstreaming a gender perspective include the following:
  - a) Gender mainstreaming starts from the top going down: management should provide human and financial resources for it.
  - b) Gender mainstreaming should involve everyone in the organization.
  - c) A gender analysis should be used to assess the gender responsiveness of the policies, programs and practices of the organization.
  - d) Capacity building should be content-specific so that staff have the knowledge and skills to integrate gender at all levels in the system.
  - e) There should be balanced participation of women and men in decision-making.
11. Tell the participants that you are now going to look at the steps to integrate gender into the cooperative. Put up the drawing of the Steps to Mainstream Gender into Cooperatives. Use Facilitator's [Resource Sheet 26](#) to guide your explanation..

### Facilitator's Resource Sheet 26: Steps to Mainstream Gender into Cooperatives

**Step 1. Gender Analysis:** This involves designing, administering and analyzing a cooperative's policies and practices to identify existing gender inequalities and gaps as well as specific initiatives needed to empower women and remove barriers to equality. Analysis leads to understanding of the specific gender needs in the organization.

**Step 2. Gender Action Plan:** An action plan integrates the needs of both men and women to improve the cooperative. It should clearly indicate what will be achieved immediately, in the short term and in the long term. The gender action plan should:

- Clearly indicate the roles and responsibilities for mainstreaming of staff, members and management.
- Include SMART objectives and gender-responsive actions that will be taken to promote gender equality.
- Indicate the risks and challenges that might cause problems, delays or failure of the gender mainstreaming process.
- Include gender performance indicators and gender-disaggregated targets to monitor if and when objectives are achieved.

```

graph TD
    S1[STEP 01 GENDER ANALYSIS  
Seek To Understand People's Needs] --> S2[STEP 02 GENDER ACTION PLAN  
Establish strategy to deliver on those needs  
COMMIT: Agree on resourcing requirements  
IMPLEMENT: Improve fairness and inclusivity]
    S2 --> S3[STEP 03 MONITOR & EVALUATE  
Review, improve and continue]
    S3 --> S1
  
```






**Step 3. Monitoring and Evaluation:** Involves the collection of data to make decisions about:

- Whether gender mainstreaming activities were implemented according to the plan
- Whether intended and known objectives were achieved, and how this was measured
- Whether there were any unforeseen consequences, both positive and negative. If positive, the cooperative needs to see how these can be incorporated into future gender mainstreaming. If negative, then an analysis will be needed to determine how they occurred and what action will be taken.

**Take-Home Message** 

Gender mainstreaming ensures that the needs of both men and women in an organization are taken into consideration and that inequality is not perpetuated. Gender mainstreaming is not an automatic process but is realized when an institution transforms the organizational culture through attitude change, capacity building and review of policies. Since the law prohibits discrimination based on gender, the barriers to gender mainstreaming in organizations are caused by resistance of members who feel unable to change. Therefore, cooperatives must put in place practical strategies for mainstreaming gender, including outcomes that are specific, measurable, achievable, realistic and time-bound (SMART).

## 5.5: Female Empowerment in Cooperatives and Society (1 hour):

 <b>PREPARE</b>	<b>Goal:</b>  To enable participants to understand the importance of empowering women in cooperatives and communities
	<b>Objectives:</b>  By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Identify barriers to women empowerment.</li><li>2. Suggest different ways in which to empower women in the cooperative and society.</li></ol>
	<b>Recommended Time:</b> 1 hour 
	<b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li><li>• Handout 5.5.1: Mokeira and the Pump</li><li>• Handout 5.5.2: Removing Barriers to Women’s Empowerment in Cooperatives</li></ul>

### Advance Preparation:

- Draw [Facilitator’s Resource Sheet 27: Women’s Equality and Empowerment Framework](#) on the flip chart or board.

### Facilitator’s Note

- During this session it is important to reassure the participants that the focus on women is because of the differentiated negative impact that gender roles have on girls and women over men and boys. Point out that girls and women are not homogenous in nature or poverty levels and that tools for empowerment can be tailored to different target audiences.

### Steps:

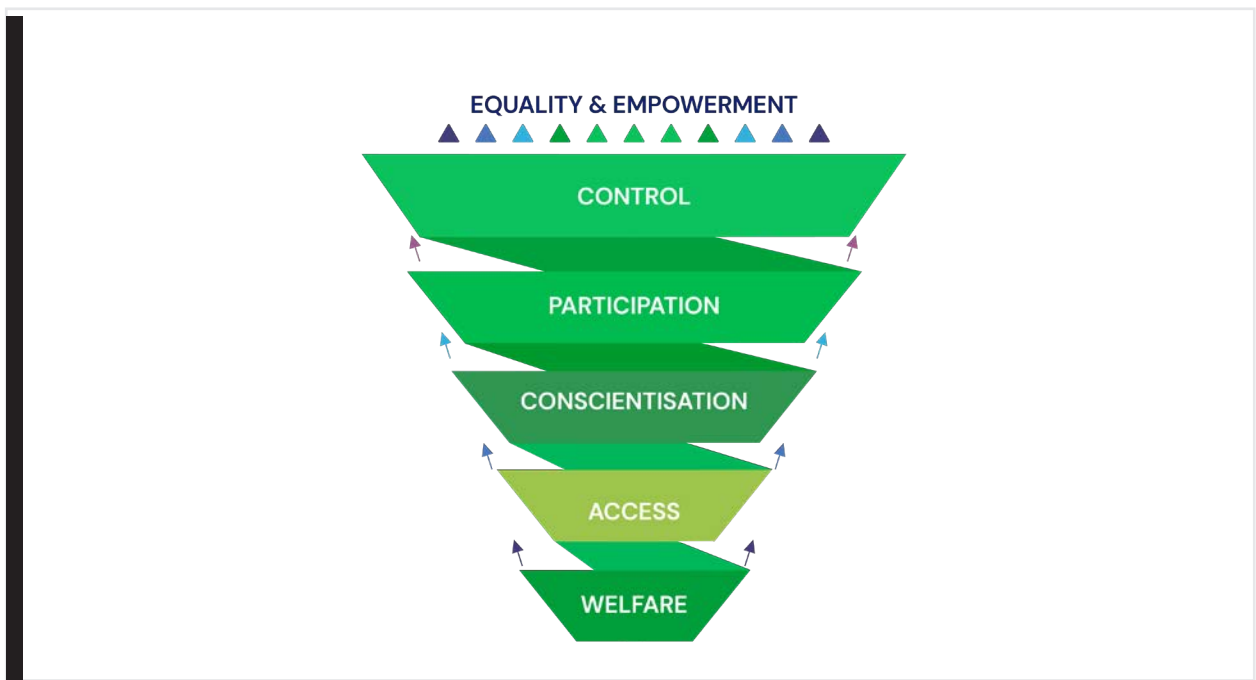
1. Write the word ‘power’ on the board or flip chart and ask the participants what comes to mind when they see that word. The answers you get might include ‘strength’, ‘rule’, ‘authority’ or ‘control’. Explain that all these words imply a hierarchy of some sort; that someone or something is stronger than, rules over or has charge of someone or something else.
2. Next add the letters ‘em’ in front of the word to create the word empower. Ask the participants to try and define the word. You will get replies such as ‘to give power’ or to give authority or permission to do something. Put up or write the following definition:

*Women's empowerment is the process by which women gain power and control **over their own lives** and acquire the **ability to make strategic choices**.*

What does this definition tell us about where the power is centered?

3. Explain the following about empowerment:
  - a) Empowerment is not given. It is a bottom-up approach to transform gender power relations when individuals or groups develop an awareness of women's subordination and build their capacity to challenge it.
  - b) Women's empowerment is not about power over men. It does not imply women taking over control previously held by men, but rather the need to transform the nature of power relations.
  - c) Empowerment expands women's public and family space. Empowerment is both about being able to make choices and about having the ability to influence available choices.
  - d) Empowerment is about strategic gender needs. Practical gender needs are basic needs – water, food, shelter and safety – which are often related to women's prescribed roles. Strategic needs are related to community and productive roles including education, access to credit, political participation and control over assets.
4. Put up [Facilitator's Resource Sheet 27: Women's Equality and Empowerment Framework](#). Explain that this model was developed by Sarah Longwe to enable planners to determine what women's equality and empowerment mean in practice and to what extent a development intervention supports empowerment. It has five hierarchical levels starting from the simplest, which assesses material welfare of women are in relation to men, right up to the top, which is about control. As you explain them, let the participants suggest examples of each level of empowerment.

### Facilitator's Resource Sheet 27: Women's Equality and Empowerment Framework



- i. **Welfare:** the level of women’s material welfare relative to men (examples: food, income, medical care)
  - ii. **Access:** women’s access to the factors of production relative to men (examples: equal access to land, labor, credit, training, marketing facilities, public services)
  - iii. **Conscientization:** a conscious understanding of the difference between sex and gender and an awareness that gender roles are cultural and can be changed (examples include understanding that men and women are different only biologically but that all other roles are assigned by culture and can be done by all, e.g., women can build houses, men can raise children).
  - iv. **Participation:** women’s equal participation in the decision-making process (example: they are part of policy making, planning and administration).
  - v. **Control:** a balance of control between men and women over the decision-making process so that neither side dominates (e.g., both men and women are on cooperative management boards, are leaders in the community, and take up political and business leadership roles).
5. Arrange the participants into five groups. Distribute [Handout 5.5.1: Mokeira and the Pump](#) and read out the case study or have a participant read it to the group.
  6. Ask the participants to discuss and answer the following questions:
    - What elements in this story demonstrate empowerment?
    - What level(s) of empowerment are in the story?
  7. Ask the groups to present their findings in plenary. As they do, note the key elements of empowerment that are raised and summarize them by referring to the levels of empowerment. Point out that although Mokeira was able improve her life, she still faces barriers to reaching the top level – control. Ask the participants to discuss some of the issues in Mokeira’s life and society that might be barriers to empowerment.
  8. Use [Facilitator’s Resource Sheet 28: Barriers to Women’s Empowerment](#) to highlight any issues participants might not have raised.

## Handout 5.5.1 Mokeira and the Pump

Mokeira got married at the age of 18, dropping out of Form 3 when she got pregnant. She would wake up at 5 a.m. every day to prepare breakfast for her husband, Nyambane, before he went to work. She then strapped her baby on her back and walked 3km to reach a source of clean water. Her husband took the lead in decision-making as he was the breadwinner. Mokeira's life changed when a local NGO built a water point in the village. She was able to get water safely and easily, which gave her more time for household duties.

Since Mokeira had more time on her hands she began growing vegetables in the small garden behind her home and selling them to neighbors. Her success led Nyambane to trust her to make decisions about what to do with some of the money she made, although he kept most of it. Mokeira decided to join the local savings society to slowly save some money for future projects.

When the water pump broke down a year later Mokeira took it upon herself to visit the local chief to petition for someone to come and fix it. She mobilized her fellow women to write a letter to their Member of the County Assembly and the NGO so that someone could be trained to maintain the pump. Mokeira was given an appointment on short notice to see the area MP to discuss the issues facing women in the community and she had to leave her young daughter with Nyambane for the day. He was not happy to miss out on work but he helped anyway. The water pump was fixed soon after, and the MP donated an electric pump that reduced the time and effort women spent fetching the water.

The NGO invited Mokeira and two other women for a two-day training workshop on maintaining the pump. They also taught them a business model that levied Sh.1 per 20-litre can of water to be used to buy parts when the pump broke down, and how to get the community's support for sustainability of the project. During the two days, Mokeira had to get a relative to care for her baby and cook for Nyambane.

Mokeira used her savings at the cooperative to set up a stall next to the water point to sell her vegetables and other food items. These opportunities changed Mokeira's family's life. Nyambane realized that sharing responsibilities at home was beneficial to both as it allowed his wife to earn a living, raising their living standards. The community members also noticed Mokeira's transformative actions and appointed her to the cooperative management board with responsibility for empowering other women to participate in meetings, community dialogue and savings groups. Nyambane moved his bicycle repair stall next to her vegetable stall so he could take charge of it when she attended meetings, but was still uncomfortable if she had too many meetings or needed to stay away overnight. He would not agree to her hiring a house help and insisted that she cook and clean otherwise he would marry another wife. Last week, she was delighted to tell him that she was expecting another baby, which she hoped would change his mind.

## Facilitator's Resource Sheet 28: Barriers to Women's Empowerment

- a) Lack of access to education and limited opportunities for continuing education
- b) Lack of enforcement of policies such as Return to School Policy (1994) and Child Protection Policy (2010)
- c) Practices such as polygamy and early marriage
- d) Harmful cultural and traditional practices such as female genital cutting and wife inheritance.
- e) Traditional practices governing inheritance, acquisition of land and benefits accruing to land produce continue to favor men
- f) Women's limited ability to access the justice system due to high legal costs, traditional justice systems, illiteracy and ignorance of rights
- g) Ignorance of financial and educational opportunities available to women's organizations
- h) Lack of skills for employment
- i) Limited participation of women in political and public life
- j) Reluctance of women to challenge the status quo regarding leadership, public participation and advocacy for rights
- k) Passive community approach to instances of Gender-Based Violence
- l) Lack of political will to enforce strategies and policies supporting women
- m) Lack of control over household resources or lack of resources altogether (poverty)
- n) Poor knowledge and attitudes about gender among some men and women
- o) A patriarchal culture that excludes and diminishes the role of women in society

9. Distribute Handout 5.5.2: *Removing Barriers to Women's Empowerment in Cooperatives* and summarize the points.



## Handout 5.5.2: Removing Barriers to Women's Empowerment in Cooperatives (Adapted from UNFPA <sup>3</sup>)

### Removing barriers to women's empowerment in cooperatives entails:

- a. Establishing mechanisms for women's equal participation and equitable representation at all levels, and enabling women to articulate their concerns and needs;
- b. Promoting the fulfillment of women's potential through education, skills development and employment; emphasizing the elimination of poverty, illiteracy and ill-health among women;
- c. Empowering men to be partners of women in removing gender barriers and transforming gender norms;
- d. Eliminating all practices that discriminate against women; assisting women to establish and realize their rights, including those that relate to reproductive and sexual health; adopting appropriate measures to improve women's ability to earn income beyond traditional occupations, achieve economic self-reliance, and ensure women's equal access to the labor market and social security systems; eliminating violence against women;
- e. Making it possible, through laws, regulations and other appropriate measures, for women to combine the roles of child-bearing, breast-feeding and child-rearing with participation in the workforce. For example, the Breastfeeding Mothers Bill (2017) sets out requirements for breast-feeding at work including flexible work arrangements, time to breast-feed, and space for lactation and diaper changing.






### Take-Home Message

One of the fundamental freedoms set out in the Constitution of Kenya is the right to equality and freedom from discrimination. Each citizen has an important part to play in the development of the country, and women require the knowledge, skills and attitudes to empower themselves and transform gender norms. The Longwe Women's Equality and Empowerment Framework is a powerful tool for cooperatives and communities to assess empowerment through the lens of access and control, consciousness raising, participation and equality.

<sup>3</sup> UNFPA (1994). Issue 7: Women Empowerment

## + 6.0 Conflict Prevention and Resolution among Members (2 hours)

### 6.1 Conflict Resolution Techniques for Cooperatives (1 hour)

 <b>PREPARE</b>	 <b>Goal:</b> To introduce participants to the techniques of conflict prevention and resolution among cooperative members
	 <b>Objectives:</b> By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Define conflict and conflict resolution.</li><li>2. Identify sources of conflict in cooperatives.</li><li>3. Describe ways of preventing and resolving conflicts in cooperatives</li></ol>
	 <b>Recommended Time:</b> 1 hour  <b>Materials Required:</b> <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li><li>• Handout 6.1.1: Twende Nyumbani SACCO</li></ul>

#### Advance Preparation:

Write out [Facilitator's Resource Sheet 29: Types of Conflict](#) on the flip chart or board.

#### Facilitator's Note

- Disagreements are part of life, occurring with differing frequency and intensity among people everywhere. When disagreements escalate they can lead to family and cooperative break up, violence and long-lasting psychological trauma. Resolution techniques teach those in conflict how to communicate honestly and openly to de-escalate disagreements and reach agreeable solutions.

#### Steps:

1. Begin by asking the participants to think about the last time they disagreed with someone. Ask them to share what they disagreed about, what happened during the incident and what happened afterwards. When three or four people have shared their experiences, ask them whether they wish now that they had handled the situation differently? What would they have done? Ask the rest of the group for their input.
2. Tell the participants that what they have described is conflict, its various causes and conflict resolution. Write the words 'Conflict' on the flip chart or board. Ask them what words they would use to describe conflict. Some of the responses might be: fighting, quarrelling, disagreement, argument. Explain that these are all correct associations with conflict.



3. Explain that conflict occurs when people feel that their needs, interests, values or ideas are ignored or in danger. Conflicts usually start with a disagreement and if not well managed, can escalate into violence and war. Cooperatives are formed and run by members with a common interest, and although they are businesses, they are run on principles of democracy aiming to give all members an equal voice. This can be a great strength if effective consensus is achieved on decisions but that does not always happen. Internal conflict can prevent growth and lead to members leaving or the cooperative being dissolved.
4. Explain the following types of Conflicts:
  - a) **Relationship conflicts** occur because of the presence of strong negative emotions, misperceptions, poor communication or repetitive negative behavior. These problems often result in 'unnecessary' conflict caused by underlying relationship problems, and often spiral into destructive conflict.
  - b) **Data conflicts** occur when people lack the information necessary to make wise decisions, when they have different information or interpret information differently, or when they disagree over what data is relevant.
  - c) **Interest conflicts** are caused by differences between perceived or actual interests. One party believes that to satisfy its needs, those of the 'opponent' must be sacrificed. Interest conflicts occur over substantive issues (money, physical resources, time), procedural issues (the way decisions have been made) and psychological issues (perceptions of trust, fairness, respect or desire for participation).
  - d) **Structural conflicts** are caused by limited resources or authority, geographic constraints (such as distance), time (too little or too much) and inappropriate organizational structures.
  - e) **Value conflicts** are caused by the incompatibility of perceived or actual belief systems. Values determine people's perceptions of what is good or bad, right or wrong. Value differences cause serious disputes and are very difficult to resolve in negotiations because people believe in them deeply.
5. Ask the participants to read Handout 6.11: *Twende Nyumbani* SACCO and discuss the conflict in the excerpt. They should write their findings on flip chart paper or the board and present their findings at plenary. During the presentation, differing ideas of what type of conflict is represented may emerge. Explain to the participants that these are not always discrete or clear-cut. One conflict could also include multiple types.



<sup>4</sup> FAO (2011). Collaborative Conflict Management for Enhanced National Forest Programmes

Some of the issues that might arise as the basis of conflict include:

- The members distrust the management
  - The members do not understand the business aspects of the matatu industry
  - Conflict between directors who still feel they own the SACCO and drivers who are part owners
  - Vested interests due to nepotism and class
  - Tribalism
6. Encourage dialogue and allow (even encourage) participants to disagree over the final categories. If you feel the discussion is getting too heated refer them to group norms established at the beginning of the workshop. Specifically point out taking turns while speaking, allowing one person to finish before speaking, and rules that were established for permission to speak.
  7. Thank the participants for their contributions then point out that they just engaged in conflict resolution. When they disagreed with a fellow participant they were able to voice it, and if an agreement was never reached they were still heard and they knew the stand of the other person. Remind them that conflict is inevitable, but there are tools to resolve it amicably.
  8. Put up a blank sheet of paper or write on the board. Ask the participants how cooperatives like *Twende Nyumbani* can resolve conflict. Write down the main points. Remind the participants that conflict happens and the best way to deal with it is to encourage members to handle it positively. Explain each of the following principles of conflict resolution:
    - **Be proactive** – Leaders should anticipate situations where conflict is likely and should step in to resolve issues that are causing conflict before it escalates.
    - Listen actively – Cooperatives need have clear feedback mechanisms. When a member has an issue it should be possible to have a small group meeting. During the meeting use the active listening skills taught in the communication module as it makes a person feel valued. Do not wait until the AGM to listen to complaints as it is not an effective venue for two-way communication.
    - **Disentangle the issues** – Analyze the conflict to determine the root cause or issue, decide what the priority is and establish which issues are more complex than others. The longer conflict takes to resolve the more multi-faceted it becomes.
    - **Get the facts** – Many conflicts are based on misunderstanding because members do not have the facts or know only part of a situation. Understand what the parties in the conflict are basing their arguments on and separate fact from rumor and untruth.
    - **Defuse the emotion** – Sometimes emotions run so high they distort the facts. It is important to verbalize that you understand the emotions such as anger, fear and confusion and address them without getting angry or discouraged. As a member of the cooperative, your own feelings about the matter could cloud your emotions and judgment.
    - **Provide enough time** – Conflict, especially one that is long-standing, may need several sittings to resolve. There should be adequate time to think through the process but the leader should also set timelines with realistic expectations for resolution. Adequate time and taking turns during the discussion give the parties involved space to reflect on each other's perceptions and logic.
    - **Communicate clearly** – Give all members (regardless of their viewpoints) the same message, otherwise they will perceive you as biased and lose trust in the process and your leadership.
    - **Be comfortable with diversity and open-ended solutions** – Conflict resolution rarely results in a unanimous opinion. However, when members see that fairness and facts have dominated the resolution process they will be more likely to respect the outcome, even if they disagree.

- **Get help** – When an issue is long-standing and highly emotional, or when members are all taking sides, get an outside facilitator. In situations of serious conflict, the Cooperative Societies Act (2005) provides for settlement of disputes through a tribunal, with the High Court as the single appellate avenue. The decision of the High Court is final and cooperatives should use alternative dispute resolution mechanisms where possible, with the High Court as a last resort.

### Take-Home Message

Conflicts have multiple causes in cooperatives and among the individuals who form cooperatives. Where the cooperative has conflict resolution mechanisms in place it is possible to defuse conflict before it escalates into violence or dissolution of the cooperative. To minimize conflict, leaders should ensure that the lines for communication and feedback are clear, and that members are updated on policies, procedures and even problems facing the cooperative. When members feel valued and listened to and when they are part of solutions to problems, they are more likely to support the leadership even when they do not always agree with the final decision.

## Handout 6.1.1: Twende Nyumbani SACCO

Twende Nyumbani matatu line was established 25 years ago by the four Njiru brothers from Mbeere. They operated a matatu business between Kiritiri and Embu Town. They were successful because they built a reputation based on punctuality, cleanliness and good manners, unlike many matatus on the same route. The oldest brother handled the accounts while the other three drove the vehicles.

As the business grew, they bought new matatus and employed more drivers and conductors. They added a few buses and began operating on some new routes. At first they trained and employed relatives, but eventually had to hire staff who were not family members. Mwaniki, the oldest, retired from the business to pursue farming and a cousin was hired as general office manager and accountant. The sons of the Njiru brothers eventually took over as drivers as their parents aged.





In 2004 the Government made it mandatory for matatus to join savings societies. Twende Nyumbani became a cooperative, giving drivers a chance to buy their own matatus and become members of the SACCO. Eventually there were 32 members running over 50 matatus on diverse routes.

Soon disagreements began to arise. Some drivers wanted to try out new routes they thought were lucrative but according to them, the managers were not willing to listen. The disagreements sometimes resulted in fist fights as the drivers traded personal insults based on family issues. The SACCO members demanded a voice in the management of operations. They wanted input into who drove on which route as some routes brought in more money.

Rumor had it that conductors, too, would be allowed membership, a move some drivers vehemently opposed as conductors were not co-owners. Another group of drivers believed, by belonging to the SACCO, conductors could save enough to buy their own matatus and upgrade their status.

A further source of major conflict was ethnic rivalry. As the routes expanded, conflict arose over parking space in new destinations. Drivers in those towns also demanded to join the SACCO. While some members were open to allowing "outsiders" into the SACCO, others were bitterly opposed to such a move.

## 6.2 Good Governance, Cooperative Problem-Solving and Gender Sensitivity (1 hour)

 <b>PREPARE</b>	<b>Goal:</b>  To help participants develop skills in gender-sensitive problem-solving processes
	<b>Objectives:</b>  By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Explain the problem-solving process.</li><li>2. Describe how to solve problems with gender sensitivity and respect.</li></ol>
	<b>Recommended Time:</b> 1 hour <b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li><li>• A packet of flash cards or paper cut into 5x3" pieces</li></ul>

### Advance Preparation:

- a. [Facilitator's Resource Sheet 30: The Problem Tree](#). Draw a problem tree from the template below. Make it as big as will fit the paper or board. If you have more than 15 participants glue two pieces of flip chart together and draw the tree.
- b. Write or print out Case Studies 6.2.1–6.2.4 on Problems in Cooperatives on pieces of paper.
- c. Write out Case Study 6.2.5: Miwani Settlement Scheme on flip chart paper
- d. Draw [Facilitator's Resource Sheet 31: The Problem-Solving Cycle](#) on flip chart

### Facilitator's Note

- Familiarize yourself with the components of the problem tree (Facilitator's Resource 30). You can also fill out an example to use for the session but ensure that it is not too similar to the exercise the participants will do.

Reduce case studies to allow for fuller interaction if conducting plenary. Distribute cases among groups if training format and time allow.

### Steps:

1. Begin by asking the participants to think about the last time they disagreed with someone. Ask them to share what they disagreed about, what happened during the incident and what happened afterwards. When three or four people have shared their experiences, ask them whether they wish now that they had handled the situation differently? What would they have done? Ask the rest of the group for their input.

2. Brainstorm the word 'problem' and ask them what words come to mind. Write down participants' examples of problems on the flip chart and add others if necessary. Formulate a definition of the word with the participants. Examples include difficulty, trouble, dilemma and issue. The Cambridge Dictionary defines a problem as a situation, person or thing that requires attention and needs to be dealt with or solved. Explain that while individuals face problems of a personal nature, cooperatives face problems of an institutional one.
3. Divide the participants into four groups and give each group a slip of paper with one case study. Ask them to read the story and answer the following questions:
  - What caused the problem?
  - What alternatives can be used to solve the problem?

#### **Case Study 6.2.1: Tete Brick Project.**

Six months ago, 20 young men and women in Tete village came together to start a brick-making project. You were tasked with registering them as a cooperative society. Although there was a great deal of enthusiasm at first, less than five people have turned up for the three meetings you have called in the last month. You do not know how to proceed with registration.

#### **Case Study 6.2.2: Chepkorir's Chama.**

Chepkorir and her chama have managed to save Sh.200,000 shillings with which they intend to start a chicken project. Chepkorir is the treasurer and she used sh.60,000 of the chama money to buy her farm inputs. She had hoped to repay the money when the cooperative paid dividends but at the AGM last week, members decided to roll over their dividends to finance a housing project they are completing. Chepkorir cannot get a loan from the bank as she took one five months ago.

#### **Case Study 6.2.3: Upewe Cooperative.**

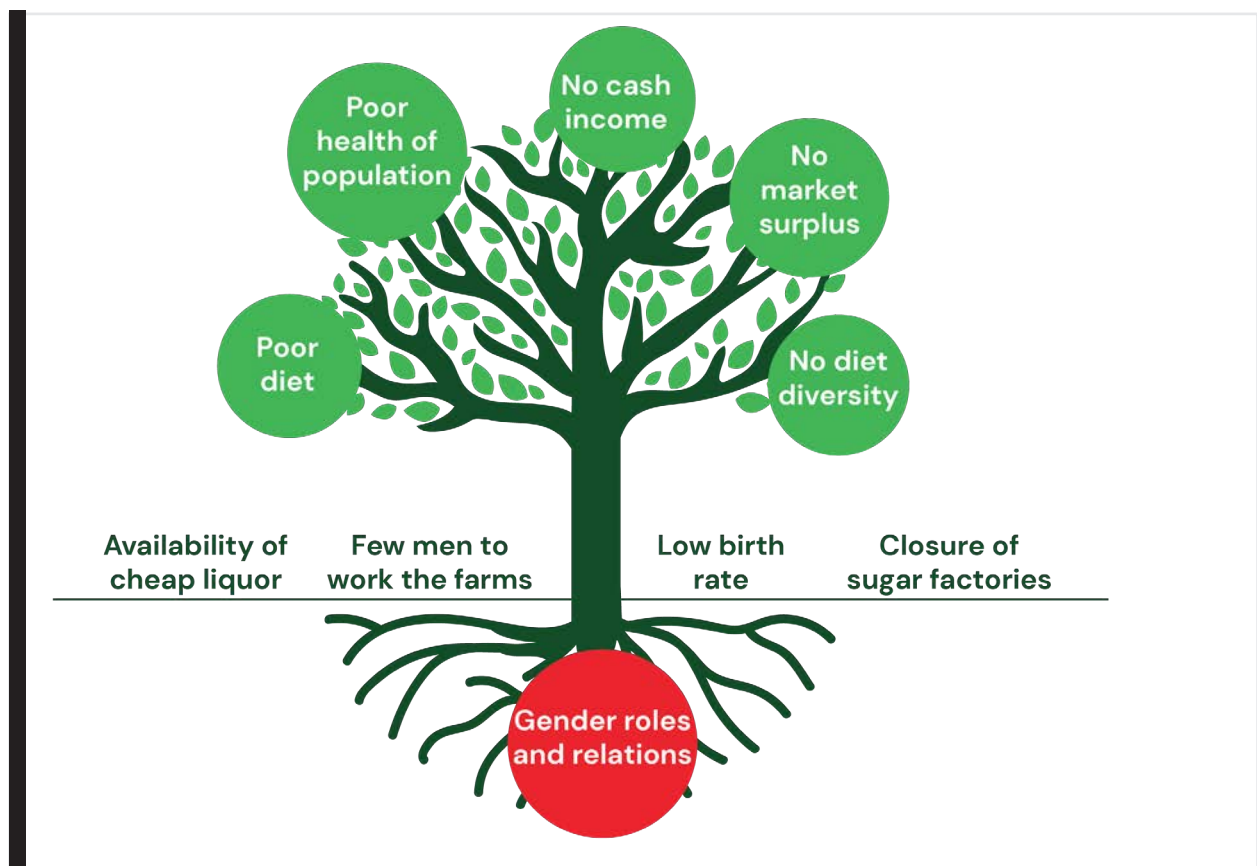
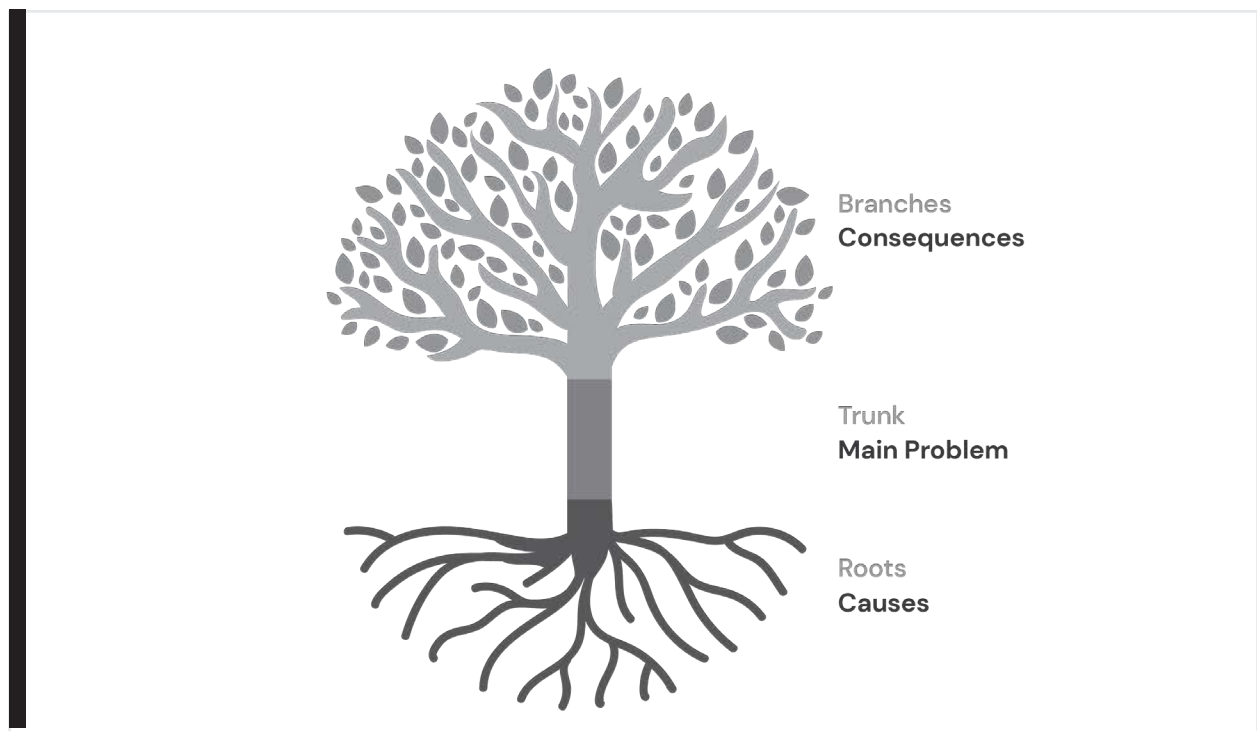
Kuto is the manager of Upewe Cooperative. Mary, the clerk, tells him that she is being sexually harassed by one of the assistant managers. Mary has no evidence but Kuto believes her and has resolved to act. He wants to sack the assistant manager but Upewe has no gender policy.

#### **Case Study 6.2.4 Upendo na Maendeleo.**

Upendo na Maendeleo group pays percentage dividends against shares paid in and interest earned from loans taken by members. Dividends are disbursed in December. Between October and November there is a sharp rise in payment of shares but many members continue to default on loan repayment timelines. This makes it difficult to meet dividend payments. Kazungu, the manager, wants to peg dividends payout to interest received but needs the society members to resolve to change the constitution. Knowing he will face opposition, he calls in the management committee to discuss the problem.

4. After 10 minutes, ask the groups to read out their answers in plenary without getting into deep discussion at this point. Summarize that many problems are rooted in people and institutions.
5. Tell the participants that they are going to explore why problems happen and how they can be solved. Put up [Facilitator's Resource Sheet 30: The Problem Tree](#). Explain to them that the trunk is the problem everyone can see while the roots represent the real cause of the problem, whether at individual or institutional level. The branches are the consequences of the problem while the foliage represents possible solutions.

## Facilitator's Resource Sheet 30: The Problem Tree



6. Read Case Study 6.2.5: Miwani Settlement Scheme. Ask them to write what they think is the problem on flash cards and stick it onto the trunk. After all possible suggestions have been given, do the same for the consequences.

### Case Study 6.2.5: Miwani Settlement Scheme

Miwani Settlement Scheme has been experiencing a problem of low farm productivity. The main crop grown in the area is sugarcane, but farmers have nowhere to sell their crop following the closure of the nearby sugar factory. Most of them have taken to drinking cheap local liquor and are unable to work in the farms. Women complain that they have no money for nutritious food as there is no income; they give their families what is available seasonally and there is not much variety. Though most families have chickens, these are rarely slaughtered. Moreover, women and children in this community are not allowed to eat eggs, restricting their diet choices even further. As a result, the nutritional status of the community is poor. The women would like to plant vegetable and root crop gardens but tradition does not allow them to uproot the sugarcane.

7. Help the participants to determine the primary causes and consequences of the problem, and which problems result from the initial problem or consequence. For example, poor diet is a primary consequence of low farm productivity and results in overall poor health.
8. After all answers have been given, ask the participants to debate the root cause of the problem, to write it down on their cards and to place the cards at the root of the tree.
9. Revisit the problems in the case studies presented in Step 3. Ask the participants to recall the problem and see whether they would like to revise their answers. Summarize the exercise by using the cases as examples to show that the root causes of problems are
  - a) Unemployment
  - b) Poverty
  - c) Rapid population growth
  - d) Urbanization
  - e) Lack of education
  - f) Superstitious beliefs
  - g) Lack of emotional control
  - h) Gender discrimination
  - Conclude by telling the participants that at the root of these societal problems is inequality. To deal with societal problems, we must tackle the root cause.
  - Inequality of opportunities for education, employment, personal growth, etc., must be addressed for society to develop.
  - Inequalities that affect the general society are complicated by gender inequalities.
10. Put up [Facilitator's Resource Sheet 31: The Problem-Solving Cycle](#). Explain to the participants that solutions to problems require systematic thinking.
  - a) **Define the problem:** Use the problem tree to get to the root cause of problems rather than focusing on consequences.
  - b) **Generate new ideas for problem-solving:** Cooperatives have synergies generated by many different members as opposed to someone trying to think alone. Managers need to take advantage of this synergy to come up with alternative solutions.
  - c) **Evaluate and select solutions:** With complex problems, there is usually more than one possible solution, but there are also more than one advantage and disadvantage to each solution. The group must weigh the pros and cons of each suggestion before making a final decision.
  - d) **Implement and evaluate:** Problem-solving is a continuous process. During implementation there are various possible outcomes: a complete solution, a complete failure, a partial solution or even more problems than before. The cooperative needs to conduct evaluations to see if the suggested solution is working and decide whether to continue with it or find an alternative.

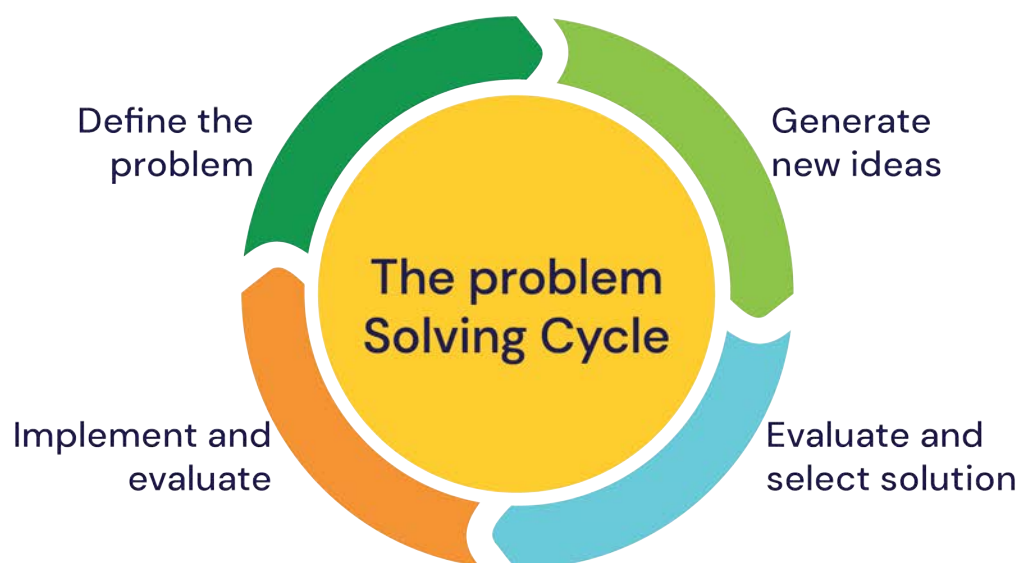


11. Problem-solving should involve both men and women. Brainstorm with the group how women can be involved in problem-solving in the cooperative. Summarize their ideas. Some of the answers you can highlight are:
- Including women in determining the root cause of problems
  - Collecting and using gender-disaggregated data on the impact of problems
  - Creating space for women to provide female-centered solutions to problems
  - Strengthening women's ability to make decisions and to act for themselves
  - Recognizing the input of women in problem-solving
  - Ensuring that women are on solution implementation, monitoring and evaluation teams

**Take-Home Message** 



Problems in cooperatives are inevitable and require the input of all members to solve. Women need to be part of problem solving, not recipients of solutions made by others. To achieve societal transformation, cooperatives need to be aware of and provide solutions to gender-differentiated issues of power, privilege, culture and tradition with regard to access and control over resources

**Facilitator's Resource Sheet 31: The Problem-Solving Cycle**



## + 7.0 Strengthening Cooperatives through Family Planning and Parenting (4 hours)

### 7.1: Persons and Things (30 minutes)

       <b>PREPARE</b>	 <b>Goal:</b> To increase participants' understanding of the existence of power in relationships and its impact on human rights
	 <b>Objectives:</b> By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Explain the experience of having power or being powerless in a relationship.</li><li>2. Explain the effect of power imbalances in relationships with regards to cooperatives.</li><li>3. Identify appropriate actions to promote gender-equitable relationships.</li></ol>
	 <b>Recommended Time:</b> 30 minutes
	 <b>Materials Required:</b> None

#### Facilitator's Note

- Some of the participants might not feel comfortable with the role-play in this activity. It is important to be sensitive to how they react when assigned the role of 'persons' or 'things' and to be prepared to make the necessary changes. For example, rather than have participants carrying out the role-play, the facilitator might invite them to discuss in pairs how 'persons' might treat 'things' and the feelings that this might generate for the 'persons' and 'things'. The facilitator should also be prepared to make referrals to counselling or other services for those participants who might be especially affected by the activity.

#### Steps:

1. Ask the participants to form groups of three. Tell them to allocate themselves numbers 1, 2 and 3 within their groups. (If the number of participants is not divisible by three, the remaining one or two can join the group of observers).
2. Tell them that the name of this activity is Persons and Things. The number 1s will be 'persons', number 2s will be 'things' and number 3s will be 'observers'.

3. Read the following directions to the group:

**Things:** You cannot think, feel, or make decisions. You have to do what the ‘persons’ tell you to do. If you want to move or do something, you must ask the ‘person’ for permission.

**Persons:** You can think, feel and make decisions. Furthermore, you can tell the ‘things’ what to do.

**Observers:** You just observe everything that happens in silence.

4. Ask the ‘persons’ to tell their ‘things’ to do whatever they want with them (within the space of the room). Whatever they ask them to do should be ethical.

5. Give the group between three to five minutes for the ‘persons’ and ‘things’ to carry out their designated roles.

6. After three to five minutes, tell the ‘persons’ and ‘things’ to switch roles and ask the ‘persons’ to tell the ‘things’ what to do. Give them another three to five minutes to carry out the new roles.






7. Finally, ask the groups to go back to their places in the room and use the questions below to facilitate a discussion.

- How did your ‘persons’ treat you? What did you feel? Did you feel powerless? Why or why not?
- How did you treat your ‘things’? How did it feel to treat someone this way? Did it make you feel powerful? Why or why not?
- Why did the ‘things’ obey the instructions given by the ‘persons’?
- In your daily lives, do others treat you like ‘things’? Who? Why?
- In your daily lives, do you treat others like ‘things’? Who? Why?
- For the ‘observers’: How did you feel not doing anything? Did you feel like intervening? If yes, what do you think you could have done?
- In our daily lives, are we ‘observers’ of situations in which some people treat others like ‘things’? Do we intercede? Why or why not?
- If you were given a chance to choose, which group would you have preferred to be in and why?
- What are the consequences in a relationship or workplace where one person might treat another person like a ‘thing’?
- How would being treated like a ‘thing’ affect a person’s vulnerability to infections, violence or other violations of one’s rights?
- In your communities, to which of the three groups do men most often belong?
- To which group do women most often belong? Why do you think this is the case?
- How does society or culture perpetuate or support these kinds of power dynamics?
- What can we do to make sure that different groups such as men and women live in more equitable communities and workplaces where they enjoy the same opportunities, treatment and rights?

### Take-Home Message

Unequal power dynamics in intimate relationships can have serious repercussions and health risks including GBV, sexually transmitted illnesses and unplanned pregnancy if men and women treat each other as ‘things’ instead of ‘persons’. As you think about gender and relationships between men and women, it is important to remember the connection between how you might feel oppressed or treated like ‘things’ in some of your relationships and how you might treat others, including women, like ‘things’. Thinking about these connections can help motivate you to construct more equitable relationships in all aspects of your life at home and in your community

## 7.2: Overview of Contraceptive Methods and Benefits of Family Planning (1 hour 30 minutes)

 <b>PREPARE</b>	 <b>Goal:</b> To help participants understand the benefits of family planning and contraception
	 <b>Objectives:</b> By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Explain the rationale for FP and contraception and how they work.</li><li>2. Identify the health, economic and social benefits of family planning.</li><li>3. Correct any misconceptions they might have about FP and contraception.</li></ol>
	 <b>Recommended Time:</b> 1 hour 30 minutes
	 <b>Materials Required:</b> Flip chart, paper and markers, or blackboard and chalk

### Facilitator's Note

- Be aware that discussion about sexuality and reproductive health may be uncomfortable for some participants, while some information could be new. To make them comfortable, remind them of the group norms of confidentiality and that they are in a safe space. Allow them to share as much or as little as they wish and that they can visit the reproductive health service providers if they require further information or services.

### Activity 1: Wanjala and Wafula (10 minutes)

1. Give each participant two pieces of paper.
2. Say to the group: "Pretend you are Wanjala and this first piece of paper is your land. You have six children. Divide the land into six pieces."
3. Once they have done that say to them again: "Now pretend you are Wafula and this second piece of paper is your land. You have two children. Divide your land into two."
4. Use the discussion questions below to synthesize the activity:
  - Whose children got bigger pieces of land?
  - Who has an advantage, Wanjala's or Wafula's children? Why?
  - What can Wanjala's children do to earn their living?
5. Summarize by informing participants that couples in Kenya now prefer fewer children. People have realized that if they have fewer children than their parents' generation had, they will be able to educate them better and give them other advantages.

## Activity 2: Overview of Contraceptive Methods (20 minutes)

1. Ask participants to define what they understand by family planning, contraception and child spacing. Use the definitions in [Facilitator's Resource Sheet 32: Key Concepts in Family Planning](#) to add any aspect they might have been left out.

### Facilitator's Resource Sheet 32: Key Concepts in Family Planning

1. Family planning is a reproductive life plan that allows a person to set goals about whether to have children, when to have children and under what conditions. The plan can change.
2. Contraception is the prevention of pregnancy. Broadly speaking, any behavior, technique, drug or medical device that achieves this end can be defined as a means of contraception.
3. Child spacing is the time in between pregnancies. Couples use various contraceptive methods to enable them to space their children and achieve their family planning goals.

2. Briefly describe the following five events necessary for pregnancy to occur and explain that different contraceptive methods disrupt one or more of these events.
  - a) Sperm must enter the vagina
  - b) Sperm must travel through the cervix and uterus and enter the fallopian tubes.
  - c) An egg must be present in the fallopian tubes within 48 hours of the introduction of sperm
  - d) Sperm must fertilize the egg
  - e) The fertilized egg must implant into the lining of the uterus
3. Ask participants to mention contraceptive methods they know and review.

Summarize that there are five main types of modern family planning methods:

#### Natural Methods

- a. Calendar/ chart (tracking menstrual cycle)
- b. Temperature
- c. Cervical mucus

#### Barrier Methods

- a. Foam tablets
- b. Diaphragm
- c. Condoms

#### Permanent Methods

- a. Tubal ligation
- b. Vasectomy

#### Hormonal methods

- a. Oral contraceptives (pill)
- b. Injectable contraceptives
- c. Implants

#### Intra Uterine Devices (IUD)

- a. Coil, also called Spiral
- b. Loop

4. Explain that when choosing a birth control method, whether natural or modern, couples must consider the following:
  - Their health and that of the family
  - Opportunity cost of not using any method
  - Facts not myths
  - Individual differences
  - The opinion of knowledgeable and unprejudiced medical personnel

### Activity 3: Overview of Family Planning Benefits (30 Minutes)

#### Steps:

1. Divide participants into four and assign each group one of the following topics to discuss and write their answers on a flip chart. (10 minutes)
  - Benefits of family planning for mother
  - Benefits of family planning for father
  - Benefits of family planning for baby and other children
  - Benefits of family planning for community and Government
2. After 10 minutes ask each group to present their answers. When all groups have presented, distribute Handout 4.2.1: Benefits of Family Planning and highlight any important information they might have missed out.
3. Lead a discussion on problems for mother and child related to closely spaced pregnancies. Emphasize the following:
  - Babies born too early
  - Babies that are too small
  - Sickly children
  - Children who are more likely to die before fifth birthdays
  - Mothers who may get ill during and after pregnancy and childbirth
  - Mothers who may be more likely to die in childbirth

Explain that these problems can be worse if the mother has another existing health problem such as anemia, HIV, malnutrition, malaria, tuberculosis, diabetes or heart disease.

4. End the discussion by highlighting the Take-Home Message

#### Take-Home Message

##### Three Birth Spacing Messages

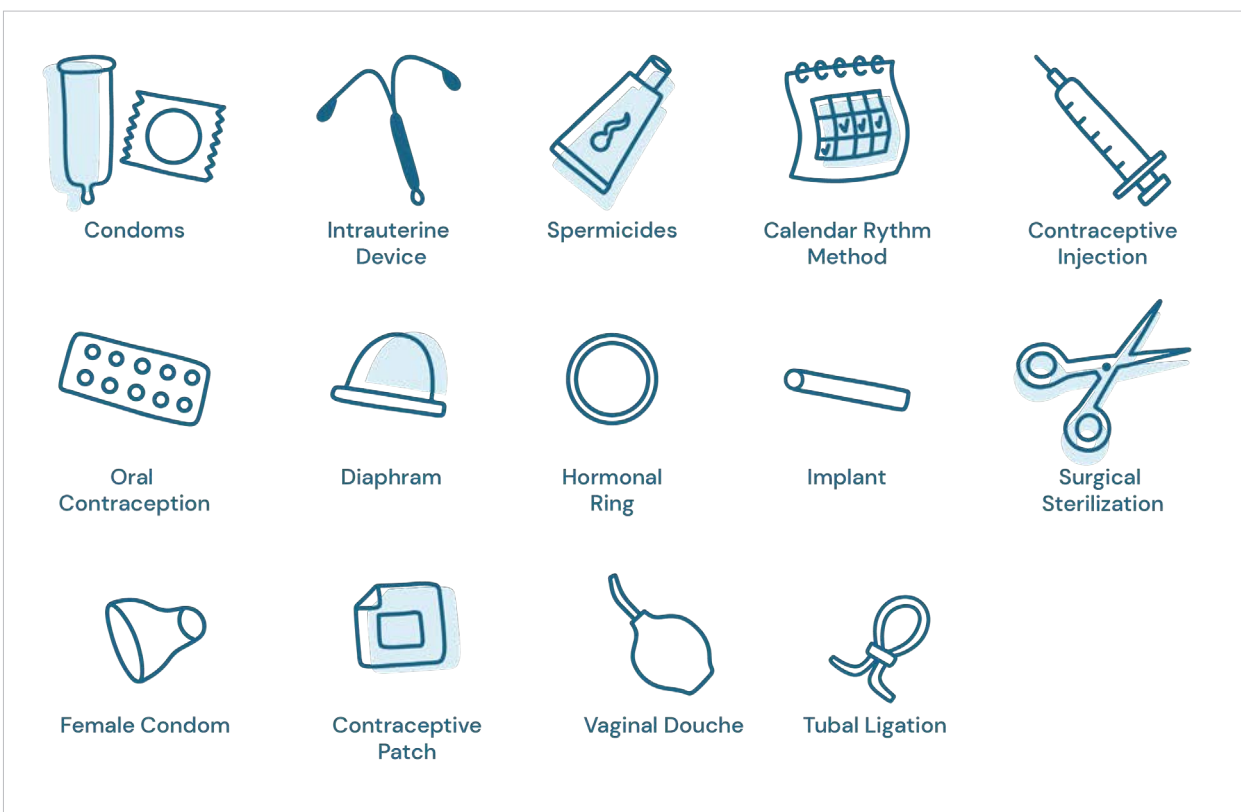
<p><b>For couples who decide to space their next pregnancy after a live birth:</b></p> <ul style="list-style-type: none"><li>• For the health of the mother and the baby, wait at least two years, but not more than five years, before trying to become pregnant again.</li><li>• Use a family planning method of your choice during that time.</li></ul>	<p><b>For couples who decide to have a child after a miscarriage or abortion:</b></p> <ul style="list-style-type: none"><li>• For the health of the mother and the baby, wait at least six months before trying to become pregnant again.</li><li>• Use a family planning method of your choice during that time.</li></ul>	<p><b>To protect the health of both the mother and the baby:</b></p> <ul style="list-style-type: none"><li>• Wait until you are at least 18 years of age before trying to become pregnant.</li><li>• Use a family planning method of your choice until you are 18 years old.</li><li>• Preferred age of full maturity is 23 years</li></ul>
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## Facilitator’s Resource Sheet 33: Contraception Methods

Contraception Method	How It Works
<b>Abstinence</b>	Abstinence is the total avoidance of sexual intercourse. It is the safest and most effective way to prevent pregnancy and the transmission of STIs/HIV.
<b>Traditional Methods</b> a) Withdrawal or pulling out b) Separating partners after childbirth	Equal gender distribution is a good foundation for equality but must be accompanied by the ability to make decisions, equal pay for equal work, as well as equitable capacity building for men and women.
<b>Natural Methods</b> a) Calendar/ chart b) Temperature c) Cervical mucus	<ul style="list-style-type: none"> <li>• Couples time sexual intercourse to avoid the woman’s days of fertility in her menstrual cycle (the time when she can become pregnant).</li> <li>• A doctor or nurse can help couples learn how to use these methods.</li> <li>• These methods do not protect against STIs and HIV.</li> </ul>
<b>Barrier Methods</b> a) Foam tablets b) Diaphragm c) Condoms (male and female)	<ul style="list-style-type: none"> <li>• <b>Foam Tablets:</b> They prevent sperms from reaching the egg.</li> <li>• <b>Diaphragm:</b> Spermicidal jelly or cream kills sperms or make them unable to move towards the egg. Diaphragms blocks sperms from entering the uterus and fallopian tubes where they could meet an egg.</li> <li>• <b>Male condom:</b> Stops the sperm from entering the woman vagina</li> <li>• <b>Female condom:</b> A rubber sheath that fits inside the vagina and covers the vulva, preventing sperm from entering a woman’s vagina</li> <li>• Both male and female condoms protect against pregnancy, STIs and HIV (the only method with dual protection).</li> </ul>
<b>Hormonal Methods</b> a) Oral contraceptives (Pill) b) Injectable contraceptives c) Implants	<p><b>Pills:</b> Prevent (suppress) the woman’s ovaries from releasing eggs; they also thicken cervical mucus, making it difficult for sperm to pass through. Pills do not stop periods or protect against STIs or HIV</p> <p><b>Injectables:</b> Work like the pill. A woman receives an injection every two to three months (depending on the type of injectable used) instead of taking a pill every day. Injectables protect against pregnancy but not STIs or HIV.</p> <p><b>Implants:</b> Work the same way as the pill</p>

Contraception Method	How It Works
<b>Intra-Uterine Devices (IUD)</b>	<ul style="list-style-type: none"> <li>• IUDs (sometimes called coils, spirals or the loop) are small plastic or metal devices of varying shapes and sizes that are placed in the uterus to prevent pregnancy.</li> <li>• Prevent sperm and egg from meeting by making it difficult for sperm to move through the woman's reproductive tract to fertilise an egg</li> <li>• Possibly prevent an egg from implanting in wall of uterus</li> <li>• IUDs do not protect against STIs or HIV.</li> </ul>
<b>Permanent Methods</b> a) Male sterilization (vasectomy) b) Female sterilization (Tubal ligation)	<p><b>Vasectomy:</b> A surgical method of family planning for men who are sure that they will not want more children It does not protect against STIs or HIV.</p> <p><b>Tubal-Ligation:</b> A surgical method of family planning for women who are sure that they will not want more children It does not protect against STIs or HIV.</p>

### Types of Contraception





## **Handout 7.2.1: Benefits of Family Planning for Family and Community.**

The rationale for FP is that a small family is good for the father, the mother and the children. FP is also good for the community and country.

### ***Family Planning is good for the mother as:***

- She will be healthier and less tired
- She can give more attention to her children
- She can be sure all have enough to eat
- She can spend more time with her husband
- She has energy to work for more income
- She has time to help in community activities
- She has peace of mind about the future

### ***Family Planning is good for the father as:***

- He can be sure all have enough to eat
- He can give more attention to family and community work
- He has money for clothes and recreation
- He can work in peace and enjoy good health

### ***Family Planning is good for the baby as s/he will:***

- Breast feeding for a longer time
- Have more love and care from parents
- Have better food
- Be healthier
- Have a brighter future

### ***Family Planning is good for children as they will:***

- Be better fed and healthier
- Have more attention from parents
- Have better chances to get education
- Have good opportunities for jobs
- Have more space for living and playing
- Have confidence for a peaceful life
- Possibly have a larger share of property from their parents when they grow up

### ***Family Planning is good for the community because there is:***





- Less crowding
- Balance between natural resources and people
- Better use of water and soil

### ***With fewer people the Government and community can provide:***

- Better schools with fewer children in classrooms
- Less crowded clinics and hospitals
- More social services

THUS: Small families mean better life.

## 7.3 Engaging Men in Caregiving (45 minutes)

 <b>PREPARE</b>	 <b>Goal:</b> To help participants understand the importance and promote the role of men in caregiving
	 <b>Objectives:</b> By the end of the session participants should be able to: <ol style="list-style-type: none"><li>1. Identify ways of engaging men in domestic work and caregiving.</li><li>2. Explain the benefits to the families and cooperatives of men being engaged in caregiving and domestic work.</li></ol>
	 <b>Recommended Time:</b> 45 minutes <b>Materials Required:</b> <ul style="list-style-type: none"><li>• Flip chart paper and markers, or blackboard and chalk</li><li>• Handout 7.3.1: Ten Ways of Engaging Men in Caregiving</li></ul>

### Facilitator's Note

- Bear in mind that men are not “helping” women in caregiving but are equal partners to ensure their own well-being and that of their family.

### Steps:

1. Ask the participants to explain the meaning of caregiving, and why it is important that men are caregivers.
2. Write their responses on a flip chart or board and supplement any missing information using the descriptions in Facilitator's Resource Sheet 34: What is Caregiving?
3. Ask the participants to say why it is sometimes difficult for men to be caregivers. Emphasize the role of gendered distribution of labour in assigning of caregiving to women in most societies.
4. Divide the participants into four groups. Tell them that you would like them to come up with ways that men can participate in caregiving. Assign each group one of the following:
  - a) During the pre-natal period up to the birth of the child
  - b) During the early years before school
  - c) With adolescent children
  - d) When the father is absent due to family break-up or working away from home
5. After 10 minutes, have the groups present their main responses in plenary, supplementing any points missed using the information in the [Facilitators Resource sheet 34: what is Caregiving.](#)

## Facilitator's Resource Sheet 34: What is Caregiving?

The term Caregiving in this context refers to showing love, empathy, protection, affection, commitment or responsibility to one's family. This caring relationship or attitude is often defined in some culture as a female attribute or characteristic, and from whose domain men are encouraged to exclude themselves from an early age. However, men should be equal partners in caregiving.

### 1. Men should be engaged during the pre-natal period and childbirth.

- Men who are present from pre-natal phase through childbirth are more likely to be connected and attached to their children, establishing a basis for life-long close relationships with them.
- Men need to be informed about maternal health, including the risk signs before, during and after pregnancy and childbirth.
- Men should be allies in safe childbirth.

### 2. Men should increase their participation in care work.

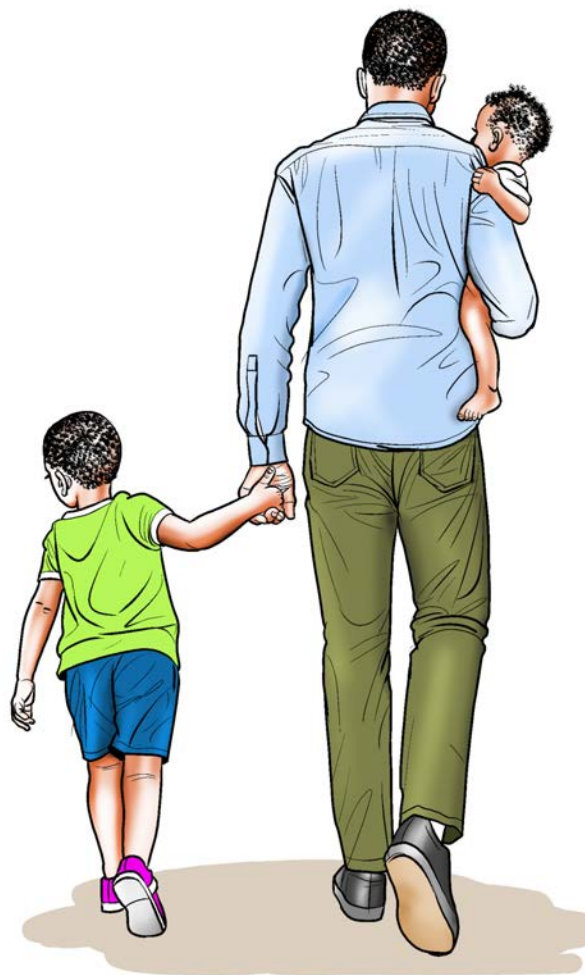
- Couples are happier and their relationships more stable when they share care work and domestic activities in more equal ways.
- Boys need to be taught how to do domestic chores so that they can play their role in managing the household.
- Employers need to have family-friendly policies for both male and female workers, such as expanding maternity and paternity leave. Men should be made aware of the need to support their wives and bond with their babies.

### 3. Men should be engaged in child health.

- Men play a major role in determining whether their children have access to health services by controlling transportation, income and decision-making.
- Men should be encouraged to get tested for HIV to avoid infecting their partners.
- Men should support their partners in exclusive breastfeeding and in bottle-feeding when necessary.

### 4. Men should play with their children.

- Playing is the way young children learn. It is necessary for them to develop motor skills, creativity and social skills, and to help them grow and thrive physically.
- Playing helps men to connect and bond with their children and become sensitive and responsive to their needs.
- The most common daily activity that men should carry out with their children is playing with them.



**5. Men should be allies in their children’s education.**

- Reading to children, tracking their progress in school and knowing their teachers are key activities for all parents. Too often men do not get involved in these activities.
- Children with caring and involved fathers generally do better in school and show better social and emotional development that are necessary for learning.
- Greater effort is needed to recruit more men as early childhood and primary school teachers so that education of children is seen as the role of both men and women.

**6. Men should show affection towards children.**

- Children who have emotionally close relationships with the men in their lives are themselves more likely to demonstrate empathy, be involved in their communities and have better mental health.
- Men should not just be seen as enforcers of rules and discipline but should show affection and demonstrate empathy and care to their children.
- Staying emotionally connected to children even when they reach adolescence is equally important.

**7. Men should prevent violence against women and children and help them recover from abuse.**

- Many children experience violence from peers, teachers, parents or guardians, which leads to fear, anger and resentment that may result in a cycle of violence.
- Men should parent through dialogue and by setting limits without using violence.
- Men should be champions in the prevention of sexual violence and exploitation of children.

**8. Men should be role models for gender equality.**

- By being present in the lives of their children and partners, caring men contribute to gender equality.
- Girls who have close relationships with fathers or father-figures who support their ambitions and celebrate their achievements have less subservient relationships with men and a greater sense of control of their bodies and sexuality.
- Boys who have caring fathers are more likely to be caring themselves while the girls will expect and are more likely to obtain such behavior from their partners.

**9. Men should be involved in the lives of their children even when they do not live together with the children’s’ mothers.**

- Regardless of whether a father lives with the mother of his children, it is important to show respect for her as a woman and as his co-parent.
- The quality of the relationship between parents affects children’s development and well-being, both before and after separation.

**10. Men should actively promote the benefits of involved fatherhood.**

- Research shows that involved men live longer, are less violent, report lower rates of health problems and have lower rates of alcohol abuse.
- They also have lower cases of separation, stress related to separation and family conflict.






**Take-Home Message** 

When men see themselves as equal partners in the care of their families they improve their own well-being because their families are happier, healthier and more stable. In addition, they are less likely to resort to unhealthy coping mechanisms such as violence or substance abuse, or suffer from stress-related illnesses.

### Handout 7.3.1: 10 Ways of Engaging Men in Caregiving

- Men should be engaged during the pre-natal period and in childbirth.
- Men should increase their participation in care work.
- Men should be engaged in child health.
- Men should be play with their children.
- Men should be engaged in their children's education.
- Men should show affection toward children.
- Men should prevent violence against women and children and help them to recover from abuse.
- Men should be role models for gender equality.
- Men should be involved even when they do not live together with the mothers of their children.
- Men should actively promote the benefits of involved fatherhood.

## 7.4: Supervision as an Effective Parenting Skill (45 minutes)

 <b>PREPARE</b>	 <b>Goal:</b> To introduce parents to the concept of supervision as an effective parenting skill
	 <b>Objectives:</b> By the end of the session, the participants should be able to explain what child supervision is and its importance in effective parenting.
	 <b>Recommended Time:</b> 30 minutes
	 <b>Materials Required:</b> <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li></ul>

### Facilitator's Note

- Be aware that some participants may not have been well supervised as children or are not supervising well as parents. The session is not meant to assign blame but to help them improve.
- The term "children" is used in reference to both young and older ones. Parents include guardians.

### Steps:

1. Introduce the activity by asking the participants what it means to supervise their children and allow two or three responses.
2. Thank them for their responses and use the definition below to explain what child supervision is.

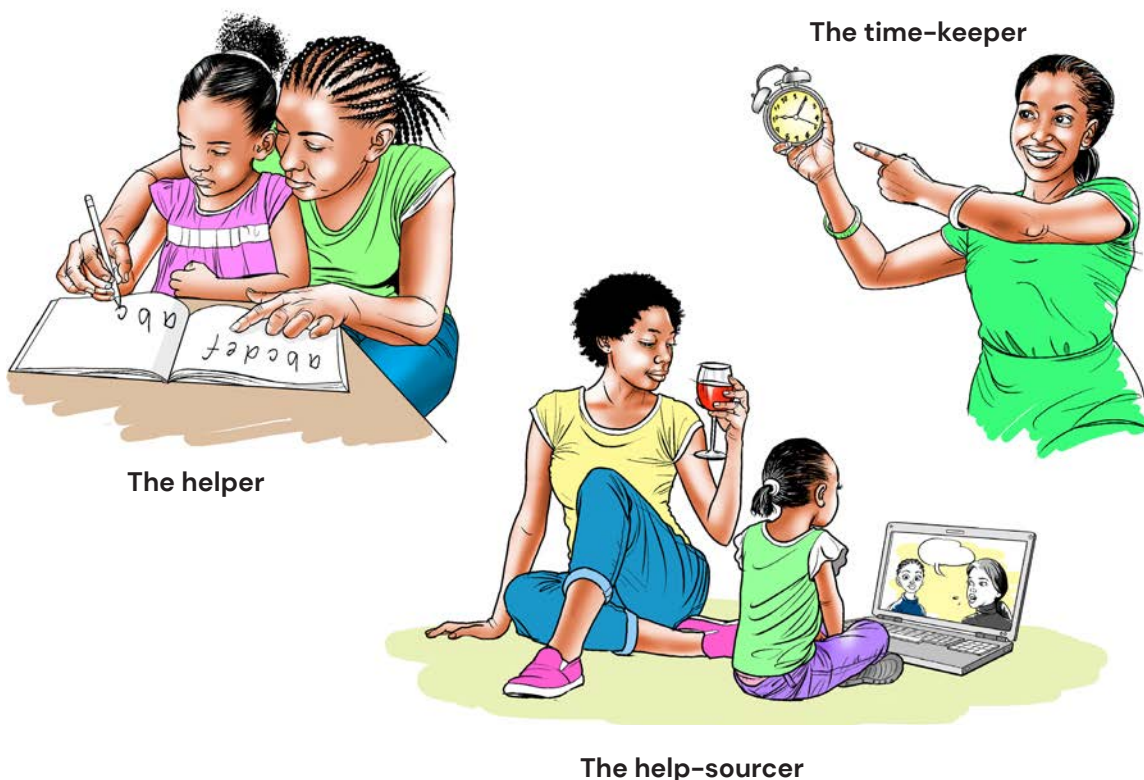
Child supervision refers to care that ensures parents are continually informed about their children's whereabouts, companions and activities.

3. Ask the participants why they think supervision is important, especially as children grow older. Allow them to respond and ensure the following are included:
  - To encourage honesty in children
  - To build trust between parent and child
  - To guide children
  - To make clear agreements on issues like time, activities, etc.
  - Promotes clear communication between the parent and child
  - Strengthens the parent-child relationship
  - It shows that the parent is interested in a child's life, loves the child and wants the best for the child.

4. Emphasize that even though older children may resist supervision from parents, they expect to be supervised.
5. Ask the participants to remember when they were between ages 9–15 years.
  - i. What did their parents expect of them when they wanted to go somewhere or do something independently? Allow two or three responses.
  - ii. Review the group responses by highlighting that most of our parents had expectations when we were away from home or when we had to do something without them.
  - iii. Tell them to think of the present. Ask them what they would expect of their children if they wanted to go somewhere or do something without their parents. Allow two or three participants to respond.
  - iv. Emphasize that as parents, we (would) want to know some things about what our children do when they are not with us.
6. Inform participants that parents should develop personal plans for supervising their children that include the following information:
  - i. Where they are going
  - ii. Who they will be with
  - iii. What they will be doing
  - iv. When they will be back home

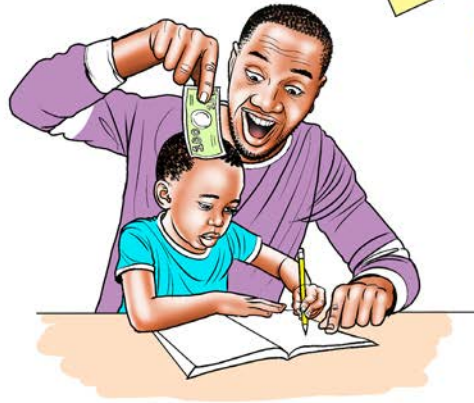
Ask the participants to add other questions that parents may ask when their children are leaving home. The responses can include how safe the activity will be, who else will be there, and which adult or parent is in charge.

## Parental Supervision Styles



## Parental Supervision Styles

The nagger



The negotiator








The cheerleader

### Take-Home Message

It is important for parents to always know where their children are going, who they will be with, what they will be doing, and what time they will be back home. Supervision is knowing how a child is feeling, knowing when a child is troubled, and being someone the child trusts to talk to when she or he needs help. It might also mean asking the child where they got a new gift or money, or how they got home from school that day. This allows parents to know quickly if there is something wrong that might mean the child is in danger of abuse or being abused.



## 7.5: Effective Parent–Child Communication Strategies (30 minutes)

 <b>PREPARE</b>	<b>Goal:</b>  To introduce parents to effective parent–child communication strategies to inculcate values of gender equality
	<b>Objectives:</b>  By the end of the session participants will be able to identify characteristics of ineffective and effective communication with a child.
	<b>Recommended Time:</b> 30 minutes 
	<b>Materials Required:</b>  <ul style="list-style-type: none"><li>• Flip chart, markers and masking tape, or blackboard and chalk</li></ul>

### Facilitator’s Note

- Remind the participants that the assertive skills learned previously apply when communicating with children.

### Steps:

1. Read out the following case studies one by one and ask the participants what they would do in each case:  
  
**Case Study 7.5.1:** My teenage daughter doesn’t care about anything but her loser friends. She is failing school and lives like a pig in her bedroom. She doesn’t do a thing I ask of her.  
  
**Case Study 7.5.2:** My son lost his toy and wouldn’t stop crying about it  
  
**Case Study 7.5.3:** My child asked me where babies come from.  
  
**Case Study 7.5.4:** I am a single father and my daughter has started her period. I don’t know anything about that.
2. Write the ending **“Characteristics of Ineffective Communication”** on the flip chart or board. Ask participants to mention some characteristics of ineffective communication. that they know. If participants have difficulty responding.
  - Interrupting the speaker
  - Not making eye contact
  - Monopolizing the conversation
  - Being closed to the other person’s views
3. Use [Facilitator’s Resource Sheet 35: Effective Parent–Child Communication](#) to highlight how to communicate with children.

## Facilitator's Resource Sheet 35: Effective Child-Parent Communication

- **Really listen to your child.**
  - **Make eye-contact.** If you are looking at something else when your child is talking to you, or while you are talking to your child, it shows a lack of interest in your child.
  - **Listen with a closed mouth.** Try not to interrupt when your child is talking; it is very frustrating. Think about how you feel when someone frequently interrupts you.
  - **Let your child know you have listened.** You can do this by repeating what your child said or by making appropriate comments.
- **Do not take over the conversation.** Ask for your child's opinion and take turns talking.
- **Make sure your verbal and non-verbal messages are the same.** Avoid mixed messages where the verbal and non-verbal cues you send are inconsistent. Only part of what we communicate is done through words. Much of our communication happens through non-verbal vocal characteristics such as tone and volume, and through body movements such as facial expressions.
- **To get your child to open up, ask "what" and "how" questions** rather than those that can be answered with "yes", "no" or other one-word responses. Avoid "why" questions because they force your child to try to justify thoughts and actions.
- **Be open to listening to your child's views.** Try not to judge or put down the child's opinions.
- **Stick to the present issue during a conflict.** Do not dwell on past problems.
- **Focus on creating solutions to problems** rather than on who is to blame.
- **Be respectful and avoid put-downs.** Use "I" messages, which involve describing how you feel about something rather than making accusations. An example is "I get very worried if I don't know where you are", rather than "You are so irresponsible".

### Take-Home Message

Family communication is important in letting each member know that they are valued and listened to. Effective communication is an opportunity to show children that the parent cares for and values them.

## Annexes

### Annex 1: Two Days Sample Training Agenda (Must Know Sessions)

#### Day One: Introduction to Gender and Gender-Based Violence (GBV)

Time	Session
8.00 – 8.30 a.m.	Arrival and Registration
8.30 – 9.15 a.m.	<ul style="list-style-type: none"><li>• Introductions</li><li>• Opening Remarks</li><li>• Training Expectations and Group Norms</li><li>• Workshop Objectives</li><li>• Pre-test</li></ul>
9.15 – 10.15 a.m.	Values clarification on Gender, Cooperatives and Good Governance (1 hour)
10.15 – 11.00 a.m.	Building Consensus on Gender (45 minutes)
11.00 – 11.30 a.m.	<b>Health Break</b>
11.30 a.m. – 12.30 p.m.	Gender Norms: Act Like a Man, Act Like a Woman (1 hour)
12.30 – 1.00 p.m.	What is Gender-Based Violence? (30 minutes)
1.00 – 2.00 p.m.	<b>Lunch Break</b>
2.00 – 3.00 p.m.	Causes and Consequences of GBV (1 hour)
3.00 – 4.00 p.m.	Sexual Harassment (1 hour)
4.00 – 4.15 p.m.	<b>Health Break</b>
4.15 – 5.15 p.m.	Laws and Policies Addressing GBV in Kenya (1 hour)
5.15 – 5.30 p.m.	Wrap-up of Day One

## Annex 1: Two Days Sample Training Agenda (Must Know Sessions)

### Day Two: Cooperative Governance and Gender Mainstreaming

Time	Session
8.00 – 8.15 a.m.	Recap of Day One
8.15 – 9.00 a.m.	Understanding Cooperatives (45 minutes)
9.00 – 10.30 a.m.	Introduction to Cooperative Governance (1 hour 30 minutes)
10.30 – 11.00 a.m.	<b>Health Break</b>
11.00 am – 12.00 p.m.	Mainstreaming Gender in Cooperatives (1 hour)
12.00 – 1.00 p.m.	Female Empowerment in Cooperatives and Society (1 hour)
1.00 – 2.00 p.m.	<b>Lunch Break</b>
2.00 – 3.00 p.m.	Conflict Resolution Techniques for Cooperatives (1 hour)
3.00 – 4.00 p.m.	Action Planning and Way Forward (1 hour)
4.00 – 4.30 p.m.	<ul style="list-style-type: none"><li>• Post-test</li><li>• Training Evaluation</li><li>• Closing Remarks</li></ul>
4.30 p.m.	<b>Departure</b>

## Annex 2: Three Days Sample Training Agenda (Must Know and Great to Know Sessions)

### Day One: Introduction to Gender and Gender-Based Violence (GBV)

Time	Session
8.00 – 8.30 a.m.	Arrival and Registration
8.30 – 9.15 a.m.	<ul style="list-style-type: none"><li>• Introductions</li><li>• Opening Remarks</li><li>• Training Expectations and Group Norms</li><li>• Workshop Objectives</li><li>• Pre-test</li></ul>
9.15 – 10.15 a.m.	Values clarification on Gender, Cooperatives and Good Governance (1 hour)
10.15 – 11.00 a.m.	Building Consensus on Gender (45 minutes)
11.00 – 11.30 a.m.	<b>Health Break</b>
11.30 a.m. – 12.30 p.m.	Gender Norms: Act Like a Man, Act Like a Woman (1 hour)
12.30 – 1.30 p.m.	Gender Fishbowl (1 hour)
1.30 – 2.30 p.m.	<b>Lunch Break</b>
2.00 – 3.00 p.m.	What is Gender-Based Violence? – (30 minutes)
3.00 – 4.00 p.m.	The Cycle of Violence: GBV Clothesline (1 hour)
4.00 – 4.15 p.m.	<b>Health Break</b>
4.15 – 5.15 p.m.	Power and Control in Relationships (1 hour)
5.15 – 5.30 p.m.	Wrap-up of Day One

## Annex 2: Three Days Sample Training Agenda (Must Know and Great to Know Sessions)

### Day Two: GBV Laws and Communication

Time	Session
8.15 – 8.30 a.m.	Recap of Day One
8.30 – 9.30 a.m.	Causes and Consequences of GBV (1 hour)
9.00 – 10.30 a.m.	Sexual Harassment (1 hour)
10.30 – 11.00 a.m.	<b>Health Break</b>
11.00 am – 12.00 p.m.	Laws and Policies Addressing GBV in Kenya (1 hour)
12.00 – 1.00 p.m.	Improving Communication through Active Listening (1 hour)
1.00 – 2.00 p.m.	<b>Lunch Break</b>
2.00 – 2.45 p.m.	Practicing Assertive Skills (45 minutes)
2.45 – 3.45 p.m.	Family and Household Management (1 hour)
3.45 – 4.00 p.m.	<b>Health Break</b>
4.00 – 5.00 p.m.	Understanding Cooperatives (45 minutes)
5.00 – 5.15 p.m.	Wrap-up of Day Two

## Annex 2: Three Days Sample Training Agenda (Must Know and Great to Know Sessions)

### Day Three: Cooperative Governance and Gender Mainstreaming

Time	Session
8.00 – 8.15 a.m.	Recap of Day Two
8.15 – 9.45 a.m.	Introduction to Cooperative Governance (1 hour 30 minutes)
9.45 – 10.45 a.m.	Gender and Cooperative Governance (1 hour)
<hr/>	
10.45 – 11.15 a.m.	<b>Health Break</b>
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11.15 a.m. – 12.15 p.m.	Mainstreaming Gender in Cooperatives (1 hour)
12.15 – 1.15 p.m.	Female Empowerment in Cooperatives and Society (1 hour)
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1.15 – 2.15 p.m.	<b>Lunch Break</b>
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2.15 – 3.15 p.m.	Conflict Resolution Techniques for Cooperatives (1 hour)
3.15 – 4.15 p.m.	Good Governance, Cooperative Problem-Solving and Gender Sensitivity (1 hour)
4.15 – 5.00 p.m.	Action Planning and Way Forward (45 minutes)
4.15 – 5.15 p.m.	<ul style="list-style-type: none"><li>• Post-test</li><li>• Training Evaluation</li><li>• Closing Remarks</li></ul>
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5.15 – 5.30 p.m.	<b>Departure</b>
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## Annex 3 Four Days Sample Training Agenda (All the Sessions)

### Day One: Introduction to Gender and Gender-Based Violence (GBV)

Time	Session
8.00 – 8.30 a.m.	Arrival and Registration
8.30 – 9.30 a.m.	<ul style="list-style-type: none"><li>• Introductions</li><li>• Opening Remarks</li><li>• Training Expectations and Group Norms</li><li>• Workshop Objectives</li><li>• Pre-test</li></ul>
9.30 – 10.30 a.m.	Values clarification on Gender, Cooperatives and Good Governance (1 hour)
10.30 – 11.00 a.m.	<b>Health Break</b>
11.00 – 11.45 p.m.	Building Consensus on Gender (45 minutes)
11.45 – 12.45 p.m.	Gender Norms: Act Like a Man, Act Like a Woman (1 hour)
12.45 – 1.45 p.m.	<b>Lunch Break</b>
1.45 – 2.45 p.m.	Gender Fishbowl (1 hour)
2.45 – 3.15 p.m.	What is Gender-Based Violence? – (30 minutes)
3.15 – 3.30 p.m.	<b>Health Break</b>
3.30 – 4.30 p.m.	The Cycle of Violence: GBV Clothesline (1 hour)
4.30 – 4.45 p.m.	Wrap-up of Day One



## Annex 3 Four Days Sample Training Agenda (All the Sessions)

### Day Two: GBV Laws and Communication

Time	Session
8.15 – 8.30 a.m.	Recap of Day One
8.30 – 9.30 a.m.	Power and Control in Relationships (1 hour)
9.00 – 10.30 a.m.	Causes and Consequences of GBV- (1 hour)
10.30 – 11.00 a.m.	<b>Health Break</b>
11.00 am – 12.00 p.m.	Sexual Harassment – (1 hour)
12.00 – 1.00 p.m.	Laws and Policies addressing GBV in Kenya (1 hour)
1.00 – 2.00 p.m.	<b>Lunch Break</b>
2.00 – 2.45 p.m.	Improving Communication through Active Listening (1 hour)
2.45 – 3.45 p.m.	Practicing Assertive Skills (45 minutes)
3.45 – 4.00 p.m.	<b>Health Break</b>
4.00 – 5.00 p.m.	Family and Household Management (1 hour)
5.00 – 5.15 p.m.	Wrap-up of Day Two

## Annex 3 Four Days Sample Training Agenda (All the Sessions)

### Day Three: Cooperative Governance and Gender Mainstreaming

Time	Session
8.00 – 8.15 a.m.	Recap of Day Two
8.15 – 9.00 a.m.	Understanding Cooperatives (45 minutes)
9.00 – 10.30 a.m.	Introduction to Cooperative Governance (1 hour 30 minutes)
10.30 – 11.00 a.m.	<b>Health Break</b>
11.00 a.m. – 12.00 p.m.	Gender and Cooperative Governance (1 hour)
12.00 – 1.00 p.m.	Mainstreaming Gender in Cooperatives (1 hour)
1.00 – 2.00 p.m.	<b>Lunch Break</b>
2.00 – 3.00 p.m.	Female Empowerment in Cooperatives and Society (1 hour)
3.15 – 4.15 p.m.	Conflict Resolution Techniques for Cooperatives (1 hour)
4.00 – 4.15 p.m.	<b>Health Break</b>
4.15 – 5.15 p.m.	Good Governance, Cooperative Problem-Solving and Gender Sensitivity (1 hour)
5.15 – 5.30 p.m.	Wrap-up of Day Three

## Annex 3 Four Days Sample Training Agenda (All the Sessions)

### Day Four: Strengthening Cooperatives through Family Planning and Parenting

Time	Session
8.15 – 8.30 a.m.	Recap of Day Three
8.30 – 10.00 a.m.	Overview of Contraceptive Methods and Benefits of Family Planning (1 hour 30 minutes)
10.00 – 10.30 a.m.	Effective Parent–Child Communication Strategies (30 minutes)
10.30 – 11.00 a.m.	<b>Health Break</b>
11.00 – 11.45 a.m.	Supervision as an effective Parenting Skill (45 minutes)
11.45 a.m. – 12.15 p.m.	Persons and Things (30 minutes)
12.15 – 1.00 p.m.	Engaging Fathers in Caregiving (45 minutes)
12.15 – 1.00 p.m.	<b>Lunch Break</b>
2.00 – 3.00 p.m.	Action Planning and Way Forward (1 hour)
2.45 – 3.45 p.m.	Presentation of Action Plans (45 minutes)
4.00 – 5.00 p.m.	<ul style="list-style-type: none"><li>• Post-test</li><li>• Training Evaluation</li><li>• Closing Remarks</li></ul>
4.30 p.m.	<b>Health Break and Departure</b>

## Annex 4: Sample Pre- and Post-Test Questions

### Facilitator's Note

The questions are only a sample but can be used as they are. The facilitator should select questions depending on the topics and can add others. Part 1 is for collecting the biodata of the participants. The ones in Part 2 are to assess the change in attitude while Part 3 is to assess change in knowledge following the training. It is recommended that the pre- and post-tests should assess both the attitude and knowledge.

### Gender Equity and Good Governance Training Post-test

#### Instructions:

- i. The results of this test will be used to evaluate the overall effectiveness of the training.
- ii. Answer all of the questions to the best of your ability and do not leave any questions blank.

#### PART 1: Background

1. What is your Sex?  Male  Female
2. What is your Age Category?

Age Category	18 -25	26 -35	36 -45	46 -55	Over 55
Tick					

#### PART 2

**Instructions:** Read the following statements and decide whether you agree, partially agree or disagree with each one of them.

1. Men are better managers of businesses than women.  
 I agree  I partially agree  I disagree
2. House chores and caregiving are a woman's responsibility because she is naturally endowed with home-making skills.  
 I agree  I partially agree  I disagree
3. Allowing young people and women into cooperative leadership will lower profits because they lack the needed skills and experience.  
 I agree  I partially agree  I disagree

4. In Kenya, gender equality should re-focus on the boy-child because he is now more disadvantaged.  
 I agree                       I partially agree                       I disagree
5. At times, it is a woman's fault if her husband is violent with her.  
 I agree                       I partially agree                       I disagree
6. Women can do nothing to prevent violence because they are mostly the victims of GBV.  
 I agree                       I partially agree                       I disagree
7. Mothers should be in charge of the upbringing of daughters and men in charge of sons for gender equity.  
 I agree                       I partially agree                       I disagree
8. Women should take the lead in family planning because they are the ones who carry pregnancies.  
 I agree                       I partially agree                       I disagree
9. Men are better at governance because they are led by facts not emotions.  
 I agree                       I partially agree                       I disagree
10. Men and women typically communicate in different ways, making it easy for disagreements and misunderstandings to happen.  
 I agree                       I partially agree                       I disagree

### **PART 3**

***Instructions: Tick next to the answer that best suits each of the following questions.***

1. Sex and Gender can be used interchangeably because they are basically the same.  
 True                       False
2. Sex roles are the same everywhere unlike gender roles. which change over time and place.  
 True                       False
3. Gender norms are rules of behavior for men and women in society.  
 True                       False
4. Violence by males is natural because they are born more aggressive than women.  
 True                       False
5. Violence is learned behavior that can be unlearned.  
 True                       False



14. Conflicts in a cooperative caused by strong negative emotions, poor communication, misperceptions or repetitive negative behavior are called.....
- a) Value Conflicts
  - b) Interest Conflicts
  - c) Relationship Conflicts
  - d) Structural Conflicts
15. Contraception and Family Planning are the same thing.
- True                       False
16. Which one of the following is not a barrier method of contraception?
- a) Condom
  - b) Foam Tablet
  - c) Diaphragm
  - d) Tubal Ligation
17. What is assertive communication?
- a) Being loud and abusive when fighting for one's rights
  - b) Expressing one's thoughts clearly and respectfully without putting down the other person's opinion
  - c) Protecting the feelings of the other person by not expressing anger or complaining about poor treatment
  - d) Talking loudly to make sure the other person knows one's thoughts and feelings
18. Which of the following statements is true about leadership?
- a) Leadership in cooperatives and society should be left to men.
  - b) Women cannot be good leaders because they will not be able to handle both the job and the home.
  - c) Women are too emotional to be effective leaders; men are better because they are unemotional.
  - d) Where females are involved in leadership the cooperative is stronger.
19. Which one of the following is true about men who participate in caregiving at home.
- a) They are more likely to live longer.
  - b) They are less violent at home.
  - c) They report lower rates of drug abuse and family conflict.
  - d) All the above
20. Engaging men in challenging current gender norms and patriarchy will benefit women as men lose out.
- True                       False

## The End

### Answer Sheet

#### Part 2 (Attitudinal Questions)

1. Disagree 2. Disagree 3. Disagree 4. Disagree 5. Disagree 6. Disagree 7. Disagree 9. Disagree. 10.  
Agree

#### Part 2 (Knowledge Questions)

1. B 2. A 3. A 4. B 5. A 6. B 7. A 8. C 9. B 10. B 11. A 12. D 13. C 14. C 15. B 16. D 17. B 18. D 19. D 20. B











# GENDER EQUITY AND GOOD GOVERNANCE IN COOPERATIVES

## FACILITATOR TRAINING GUIDE

