

# **GENDER EQUITY AND GOOD GOVERNANCE IN COOPERATIVES FACILITATOR TRAINING GUIDE**

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## GENDER EQUITY AND GOOD GOVERNANCE IN COOPERATIVES

### FACILITATOR TRAINING GUIDE

#### Introduction and Overview of the Training Guide

Gender Equality has been on the global development agenda since the mid 1970's and it is also one of the 17 Sustainable Development Goals (SDGs). However, there is still a lot to be done before women achieve equality with their male counterparts in socio-political and economic sectors. Some of the gaps in the Kenya Cooperative Sector and Cooperative Business Enterprises include: inadequate understanding of gender inequality; pervasive gender stereotypes and laws; skewed land ownership against women; "family" cooperative memberships where men vote but women take on the labour/time burden and limited control of the major resources by women even where they have some access. In agricultural cooperatives, for example, it is often the case that membership requires land ownership and since women are severely underrepresented in land ownership the world over, this serves to inhibit women from joining.

This 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. Gender equality however, cannot be achieved within Kenya's cooperative sector if the capacity gaps among cooperative stakeholders on gender equality are not bridged.

There is also inadequate generation and use of gender disaggregated data within the sector both at the government and Cooperatives' level. Gender discrimination and bias in cooperative governance and management cuts across all levels. Many cooperatives seem to be oblivious of the constitutional requirements of two-thirds gender rule hence the Cooperative leadership is largely male-dominated even in cooperatives where the majority of membership comprises women. Women face socio-cultural, political, economic, personal and religious barriers which limit their ability to participate in cooperatives and compete equitably in the world of work. Gender equality advocacy and women empowerment within the cooperative sector for equitable governance 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. Cooperatives also need to improve working conditions of women and catalyse their social empowerment through addressing the gender division of labour at home and at the work place.

Many Cooperatives rarely integrate gender equality and social inclusion within cooperative legislation and policy making. This has contributed to lack of gendered National and county cooperatives policies therefore denying the movement policy backing for promotion of gender equality and sensitivity that trickles down to cooperative by laws.

Gender equality is one of the Global Communities core values: it commits to work 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 its 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, in which it sets out to embed gender equality into its implementation strategy.

One of the major gender inequality challenges in cooperatives is a gap in gender equality training hence training is a significant component of gender equality strategies. Co-operatives are known to offer yearly or quarterly training sessions on a range of topics. However, training sessions relevant to women's empowerment and gender equality are seldom held. Gender equality training should particularly target co-operative leadership and management, but it should also be mandatory for all co-operative members. Gender equality training needs to be adapted to a variety of co-operative 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:

Improving cooperative business enabling environments through policy legislative and regulatory reforms in selected Counties;

Improving cooperative business performance through tailored capacity building in governance, management, financial oversight, product/service marketing; and

Testing and analysing positive behaviour among cooperative members that emerge as a result of participating in cooperatives and understanding how they contribute to stronger, more resilient communities.

This Training Guide is developed to facilitate group discussions to promote gender equity and good governance in Cooperatives. It was developed primarily for use by Cooperative Champions who have completed a training of Trainers (TOT) conducted by Global Communities under the CLEAR Program, and can be adapted or use by other NGO's and organizations working towards gender equality and equity.

## **Purpose of Training Workshops**

This is a Guide for facilitating training Workshops. The purpose of the workshop is to enable leaders, managers and members of cooperatives to re-examine their existing perceptions and attitudes on gender in order to integrate and mainstream gender into 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 who are either 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 easier delivery of the content.

## **Facilitators for this Workshop**

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 for local conditions.

## **Structure of the Guide**

The Guide will facilitate discussions with men and women co-operators and cooperative officers (either in separate groups or mixed groups) to increase gender equitable attitudes and increase gender integration in cooperatives.

Each module consists of two to six sessions. All sessions are outlined 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 think about as they facilitate the session.

Steps – a breakdown of the activities for the session.

Facilitator's Resources- Session Information for the facilitator's reference.

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 be conducted over a period of four days. However, modules are stand alone and can be adopted to use 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 from training.

- i. Values clarification on Gender, Cooperatives and Good Governance -(60 minutes)
- ii. Building Consensus on Gender - (45 Mins)
- iii. Gender Norms: Act like a Man, Act like a Woman -(60 minutes)
- iv. What is Gender Based Violence? - (30 Mins)
- v. Causes and Consequences of GBV- (60 minutes)
- vi. Sexual Harassment – (60 minutes)
- vii. Laws and policies addressing GBV in Kenya- (60 minutes)
- viii. Understanding Cooperatives- (45 minutes)
- ix. Introduction to Cooperative Governance- (60 minutes 30 minutes)
- x. Mainstreaming Gender in Cooperatives – (60 minutes)
- xi. Female Empowerment in Cooperatives and society – (60 minutes)
- xii. Conflict Resolution Techniques for Cooperatives – (60 minutes)

**Great to know-** these are useful and should be incorporated into each workshop where possible

- i. Gender Fishbowl – (60 minutes)
- ii. The Cycle of Violence: GBV Clothesline-(60 minutes)
- iii. Power and Control in Relationships – (60 minutes)
- iv. Improving communication through Active Listening- (60 minutes)
- v. Practicing assertive Skills- (45 minutes)
- vi. Family and Household Management-(60 minutes)
- vii. Gender and Cooperative Governance – (60 minutes)
- viii. Good Governance, Cooperative Problem Solving and Gender Sensitivity- (60 minutes)

**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- (90 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 Fathers in Care Giving- (45 Minutes)

## **Training Components**

The training guide has twenty-six sessions organized under six topics. The topics covered are: Exploring the Concept of Gender; Gender Based Violence and Cooperatives; Communication in Households and Cooperatives; Cooperative Governance; Conflict Prevention and Resolution among members; Strengthening Cooperatives through Family Planning and Parenting.

## **Training methods**

The Guide utilizes a variety of participatory training methodologies that are appropriate and enhance acquisition of knowledge, attitudes and practical skills. Group discussions, interactive lectures, role plays, group exercises, brainstorming, case studies and visualization in participatory methods are some of the methods used. These methods stimulate adult learners and enable the participants to be actively engaged 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 place of work and/or cooperatives. To reinforce knowledge, skills and attitude change gained from the workshop, facilitative supervision is conducted by CLEAR Program to support the trainers as they roll out the planned activities.

The guide places emphasis on interactive learning 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-centred mode of delivery.

## **Assessing the Training**

The training is assessed in different ways. The participants complete pre and post-test assessment. At the end of each day, and at the beginning of each subsequent day, the participants 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 participant's opinions of the process, outcomes of the workshop and their recommendations for future workshops.

## Outline of Training Sessions

This section gives an introduction of the training sessions: the target audience, training objectives, how the training Sessions are arranged and how to lead the Sessions.

### **Setting the Stage (Ice Breaker)-60 Minutes**

The goal of this Session is to introduce participants to facilitator and to each other so as to establish a relaxed atmosphere. It provides basic information about the facilitated discussions and gives the participants a rough idea of what to expect.

### **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 which 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 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 roles. On the other hand, men should undertake reproductive work and care giving the women time to perform income generating activities in Cooperative Business Enterprises.

#### **2.3 Gender Norms: Act like a man, act like a woman- 60 minutes**

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

#### **2.4 Gender Fishbowl –60 minutes**

The goal of the Session is to help the participants better understand gender experiences of the other sex. By the end of the session, the Sessions, 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.

## **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 what Gender Based Violence is, describe the different forms of violence and ways to prevent it, explain how men and women experience violence differently and describe the consequences of violence in relation to one's productivity.

### **3.2 The Cycle of Violence: GBV Clothesline-60 minutes**

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

### **3.3 Causes and Consequences of GBV-60 minutes**

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

### **3.4 Power and Control-60 minutes**

The goal of the Session is to help participants understand how power impacts on relationships which in turn affects cooperatives. By the end of this session participants should be able to identify different types of power in relationships, explain the consequences of misuse of power in relationships and identify mitigation on the negative consequences of misuse of power in relationships.

### **3.5 Sexual Harassment -60 minutes**

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 what Sexual Harassment is, describe the different forms, signs, symptoms, causes of sexual harassment and ways to prevent it in addition to identifying types of harassers.

### **3.6 Laws and policies addressing GBV in Kenya-60 minutes**

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

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

### **4.1 Improving communication-60 minutes**

The goal of the Session is to help participants improve their communication skills so as to make effective decisions in cooperatives. By the end of the Session, the participants should be able to explain the importance of active listening at the family 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 the session participants 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-60 minutes**

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

## **Cooperative Governance – 5 Hours 15 minutes**

### **5.1 Understanding a cooperative-45 minutes**

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

### **5.2 Introduction to cooperative governance-60 minutes 30 Minutes**

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

### **5.3 Gender and Cooperative Governance-60 minutes**

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

#### **5.4 Mainstreaming Gender in Cooperatives – 60 minutes**

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

#### **5.5 Female Empowerment in Cooperatives and society – 60 minutes**

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

#### **6.0 Conflict Prevention and Resolution among members-2 Hours**

##### **6.1 Conflict Resolution Techniques for Cooperatives -60 minutes**

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

##### **6.2 Good Governance, Cooperative Problem Solving and Gender Sensitivity -60 minutes**

The goal of this session is to help the participants learn problem solving process while considering gender implications. By the end of the Session, participants will be able to explain the problem-solving process and how the process can ensure gender sensitivity and respect.

#### **Strengthening Cooperatives through Family Planning and Parenting-4 Hours (Optional Module)**

##### **7.1 Persons and Things- 30 minutes**

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

##### **7.2 Overview of Contraceptive Methods and Benefits of Family Planning - 90 minutes**

The goal of the session is to help participants understand family planning and contraception in relation to Cooperatives. By the end of the session participants will be able to explain the rationale for FP and Contraception; describe how they work; identify the health, economic and

social benefits of family planning; correct any misconception they may have about FP and contraception.

### **7.3 Engaging Fathers in Care Giving-45 Minutes**

The goal of the Session is to help participants understand the importance of and promote the role of Fathers in Care giving. By the end of the session participants will be able to identify ways of engaging fathers in care giving and explain the benefits to the family and cooperatives of fathers being engaged in care giving.

### **7.4 Supervision as an effective Parenting Skill-30 Minutes**

The goal of the Session is to introduce parents to the concept of supervision as an effective parenting skill. By the end of the session, the 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 so as 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

**Goal:** To introduce participants to the facilitator(s) and to each other so as to establish a relaxed atmosphere.

**Objectives:**

1. To familiarize the participants with the agenda and objectives of the workshop
2. To conduct the pretest for the training

**Recommended Time:** 60 minutes

**Materials required**

Registration Forms

Name Tags

Flipchart, Markers and pens, Masking tape

**Facilitator's Note**

Your role is to facilitate questions and encourage participants to think for themselves about these issues, not to provide answers.

During the exercises, try to build a team atmosphere where everyone participates.

Try to build confidence among the participants and maintain their confidence in you, as the facilitator.

Pay attention to the views and opinions of the participants and actively 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 and tell them the purpose of these sessions is to talk about issues that affect them and their Cooperatives. Explain to the participants that the sessions are intended to be lively and fun and that they should be free to express their opinions.

5. Explain to the group that for the course to be enjoyable and successful for everyone, and that for the objectives to be achieved, it is useful to agree on some group norms. Suggest certain norms they may like to include such as confidentiality, punctuality, respect for other people's views, cell phones should be turned off and ask them to add others they would like to include.
6. Place the list on the wall where it can stay for the duration of the training. Explain to the participants that during the training group will be used to remind them of their commitment to effective group work and cooperation.
7. Ask each person to say their preferred name, and what they would have wished to be if they were not born human beings and their reasons for the choice. List some of these remarks briefly on the paper with colored markers: John-sheep, Maria-cat, etc.
8. Give each participant a name tag. Ask them to write their preferred name and wear it so that it can be clearly seen by the group.
9. Ask each person to express one expectation about the training workshop.
10. Inform the group of the duration of the workshop, times for starting and ending and give an overview of each day's agenda.
11. Explain any logistical issues (daily starting and ending times, where to find bathrooms, times and places for tea, lunch breaks, travel details, etc.) relating to the training. Discuss any concerns raised by the group.
12. Conduct the pretest.

## 2.0 Exploring the Concept of Gender-4 hours 15 minutes

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

**Goal:** To help participants recognize and become aware of their own values and attitudes regarding Gender and Governance in Cooperatives.

**Objectives:**

By the end of the session participants should be able to:

1. Examine and question their own beliefs, attitudes and values on gender equality
2. Create room to change negative values and attitudes to new positive ones.

**Recommended Time:** 60 minutes

**Materials Required**

Flipchart, Markers, Masking tape

**Advance Preparation:**

- Prepare two pieces of flipchart paper by writing “Agree” on one of them and “Disagree” on the other. Post the “Agree” and “Disagree” signs on opposite sides of the room.
- Select a list of value statements
- 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 Notes**

- During this exercise, it is important to emphasize that there are no “right” or “wrong” answers: the purpose of this activity is to help explore these differences where they exist.
- Do not clarify the meaning of the statements, as this may influence the results. Simply read the statement again if participants 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 their position. Alternatively, trainers can step into that spot and speak out on that position, explaining that they are just stating the rationale for that position in a direct and straightforward manner.
- If there is not enough time to read all the statements, use statements **a, b and d**

## Steps

1. Explain that this exercise will help us understand viewpoints that are different from our own and how differing viewpoints might impact.
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 a series of value statements. After you read a statement aloud, the participants will decide whether they agree or disagree with the statement. Those who agree with the statement will stand under the “Agree” sign. Those who disagree with the statement will stand under the “Disagree” sign. Let participants know that if they hear something that causes them to change their minds during the course of the activity, they may move from one area to another.
4. Read the first statement. Repeat it to ensure all participants hear it. After everyone has moved to the area of the room that reflects their opinion, invite comments from the Agree and Disagree locations. 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 positions, if they wish. When participants move, ask them what prompted their decision to change.
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 it 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 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 statement can contribute to bad governance in cooperatives?

## 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 the wife is sick.
- 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.

## 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

**Take Home Message**

By exploring and becoming aware of our beliefs and attitudes about sensitive topics we can have a chance to 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 personally agree with them.

## 2.2: Building Consensus on Gender

### Goal:

To help participants to differentiate between Sex and Gender, and Sex Roles and Gender Roles.

### Objectives:

By the end of the session participants will be able to:

1. Explain the difference between “sex” and “gender.”
2. Define other common terms related to gender
3. To appreciate that women just like men should perform Governance and leadership roles and men should also undertake domestic work.

**Recommended Time:** 60 minutes

### Materials Required

- Flipchart, Masking tape, and Markers
- Handout 2.2.1 Gender Game

### Facilitator’s Notes

During this session it is important for the facilitator to be aware of their personal attitudes and biases so as to avoid influencing the opinions of participants.

### Steps

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

<b>Woman</b>		
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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 their mind when they see the word ‘woman’.

- Next label the third column “Man” and ask the participants to again make a list of physical and personality traits, abilities and roles (attributes) that are often associated with men. These may include stereotypes prevalent in participants’ communities or their own ideas. Ask them what comes to their mind when they see the word ‘man’.

<b>Woman</b>		<b>Man</b>
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- 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</b>	<b>Sex</b>	<b>Woman</b>
<b>Woman</b>		<b>Man</b>

- 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 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. If we agree to accept stereotypes as guides for our own behaviour, it 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”.
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## Other Key Gender Concepts



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- **Gender Equality:** means that women and men enjoy the same status and have equal conditions for realising 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. process of 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 ultimate goal is to achieve gender equality.
- **Gender Stereotypes:** practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men.

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

Commented [KN3]: change all resource numbering

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 labour 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.

**Hand out 2.2.1: The Gender Game (Hand out)**

Review the statements below, and indicate whether the statement refers 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. 8. There are more Men than Women in the labour 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.

### 2.3: Gender Norms: Act like a man, act like a woman

#### Goal:

To increase awareness on differences between rules of behaviour for men and women and understand how the gender roles affect the lives of men and women.

#### Objectives

By the end of the session participants will be able to:

1. Identify unhealthy messages on gender stereotypes that put both men and women into risks.
2. Explain how these behaviours can contribute to gender inequality in cooperatives.

**Recommended Time:** 60 minutes

#### Materials Required

- Flipcharts, markers, masking tape OR Blackboard and chalk.

#### 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 "Act or "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 "Act or 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. Explain that by looking at them, we can begin to see how society creates very different rules for how men

**Commented [A4]:** Steps here are still quite expansive. Might need to think more about trimming down to keep things simple.

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.

- In large letters, print on one sheet of flipchart paper the phrase “Act Like a Man.” Ask participants what men are told in their community about how they should behave or act. Write these on the sheet. Check the examples in the Resource Sheet 3 to see the kinds of messages that are often listed and introduce them into the discussion if they have not been mentioned.
- 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 one by one.)
- How does living in the box impact or limit men’s lives and the lives of 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?

- Print on another sheet of flipchart 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:
- Which of these messages can be potentially harmful and how (Place a star next to each message and discuss one by one)
- How does living in the box impact or limit women’s lives and the lives of those around?
- What happens to women who try not to follow the gender rules? What do people say about them? How are they treated?
- How can “living outside the box” help women to avoid GBV?

- 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.

- Draw another table that has a 2 columns, one labelled transformed men the other transformed women. Ask the participants to list characteristics of men who are “living outside the box.” 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.

## Gender Norms

Gender norms are social standards that define acceptable and appropriate actions for women and men in a given group or society voice, power and sense of self.



**Commented [KN5]:** Note to graphic designer: interchange tiles (girl, boy), contextualize to Kenya, Remove writings

9. Ask participants how they in their own lives 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 this activity and how they are going to use the knowledge.

**Take Home Message**

Throughout their lives, men and women receive different messages from family, media, and society about how they should act and how they should 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 completely fine, and help us enjoy our identities as a man or a woman. However, we all have the ability to identify unhealthy messages as well as 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 impact our lives and communities, we can think constructively about how to challenge them and promote more positive gender roles and relations in our lives and communities. Therefore, we are all free to create our own gender boxes and to choose how to live our lives as men and women.

**Facilitator’s Resource Sheet 3: Example of Flipcharts for Act like a Man/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 conflicts</li> <li>• Drink and smoke</li> <li>• Ignore pain</li> <li>• Don’t talk about 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	Transformed Women
<ul style="list-style-type: none"> <li>• Are loving and caring</li> <li>• Are assertive communicators</li> <li>• Express emotions constructively and when appropriate</li> <li>• Remain faithful to one partner</li> <li>• Use and/or support their partner's use of contraceptive methods</li> <li>• Use condoms regularly/protect themselves for getting infected</li> <li>• Delay sexual activities until both partners are ready</li> <li>• Speak out in favor of gender equality</li> <li>• Challenge others to recognize their harmful gender norms and change themselves</li> <li>• Plan their families</li> <li>• Are non-violent</li> </ul>	<ul style="list-style-type: none"> <li>• Take an active role in the home and community</li> <li>• Are assertive communicators</li> <li>• Are caretakers and homemakers and also work outside the home in careers of their choice</li> <li>• Seek insights and experiences that expand lead to self-knowledge</li> <li>• Make informed choices and communicates her consensual preferences to sexual partners.</li> <li>• Is confident of her role in the home and the workplace</li> <li>• Embraces her duality (e.g. of strength and vulnerability, gentleness and harshness) and does not apologize or downplay her strengths to fit in with societal stereotypes</li> </ul>



## 2.4: Gender Fishbowl – 60 minutes

### Goal

To help the participants better understand gendered experiences of the other sex.

### Objective

By the end of the session participants will be able to:

1. Describe the experiences of the opposite sex
2. Identify ways to empower and support women in cooperatives

### Recommended Time : 60 minutes

Resources: Low

### Materials Required

Resource Sheet 4 Gender Fishbowl Questions

### Facilitator's Notes

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

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're afraid to publicly speak in front of their husbands. It might be more appropriate to conduct these discussions separately and have someone take notes to later 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 outside of the circle, facing in.
3. Begin a discussion by asking the women the questions listed in 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 taken a turn. Use the following questions:
7. 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 Resource Sheet 4 Gender Fishbowl**

**Questions for Women**

- How did you first learn that you were a girl? How old were you?
- What happened that made you realize you were different from boys and who was involved?
- What do you remember about growing up as a girl in Kenya? 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 household? If men, how does it feel to have them making all the decisions?
- What one thing that 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 are they positive?
- Who are some of the positive female influences in your life and why are they positive?

**Questions for Men**

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- How did you first learn that you were a boy? How old were you?
- What happened that made 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 are they positive?
- Who are some of the positive female influences in your life and why are they positive?

#### **Take Home Message**

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

### 3.0 Gender Based Violence and Cooperatives (4 Hours 30 Minutes)

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

**Goal:** To help participants understand the broad concept of Gender Based Violence (GBV) and its consequences.

##### **Objectives**

By the end of the session participants will be able to:

1. Define what Gender Based Violence is.
2. Describe the different forms of violence.
3. Explain how men and women experience violence differently.

**Recommended Time :** 30 minutes

**Resources:** Low-Medium

**Materials Required :** Flipchart, markers, masking tapes

##### **Facilitator's Notes**

The facilitator should be aware of and inform participants of 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). They might not want to go into detail about their experiences, and it is important that they are not pressured to do so.

Explain that this is a safe space to talk about their own experience if they wish to, but those who do not want others to know, can 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/ girls and children.

## Steps

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

1. Ask the group to sit in a circle and to think silently for a few moments about what violence means to them.
2. Invite a few participants to share with the group what violence means to them. (Write the responses on flipchart paper if time allows and if you have flipcharts).
3. Discuss some of the common points in their responses, as well as some of the unique points. Review the definitions in the Resource Sheet 5: “What is Gender Based Violence?” and tell the participants that there is not always a clear or simple definition of violence.



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### 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 their 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.

Gender Based Violence 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. E.g. Using physical acts such as pushing, hitting, slapping, biting, beating, pulling hair, twisting arms, burning, etc.*

**Sexual violence:** *A sexual act committed against someone without that person's freely given consent whether completed or attempted. 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 prior consenting sexual behaviour. It also includes unwanted touching, grabbing sexual parts of the body, unfaithfulness, refusing to have protected sex etc.*

**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 or to hurt children or partner, shouting,*

*insulting, pressuring, expressing jealousy or possessiveness (e.g., by controlling decisions and activities), locking out of the house, threatening to leave, constant monitoring of the other person's activities etc.*

**Economic violence:** *Form of abuse where one partner (especially intimate partner) has control over the other partner's access to economic resources, which diminishes the victim's capacity to support themselves and forces them to depend on the perpetrator financially. Examples include withholding family finances, preventing partner from working outside the home, forcing partner to beg or humiliate themselves for money, spending family resources without consulting partner, preventing partner from owning property etc.*

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

1. Use the following questions to discuss the 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, and 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 against men and boys?
  - e. Are only men violent, or can women also be violent? 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 violence. In as much as both men and women suffer Gender Based Violence, it is women and girls who form the majority of victims while men and boys form the majority of the perpetrators. Although anger is a normal emotional reaction, what one does when annoyed is matter of choice and every choice has consequences. Violence is a learnt behaviour and can therefore be unlearned.

### 3.2: The Cycle of Violence: GBV Clothesline-60 minutes

<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 will be able to: <ol style="list-style-type: none"><li>4. Describe the different forms of violence.</li><li>5. Describe factors that accelerate the cycle of violence and identify strategies to break the cycle of violence.</li></ol>
<b>Recommended Time :</b> 60 minutes
<b>Resources:</b> Low-Medium <b>Materials Required</b> <ul style="list-style-type: none"><li>• Flipchart, markers, masking tapes, pens/pencils</li><li>• Five small pieces of paper for each participant</li></ul>

#### Facilitator's Notes

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.

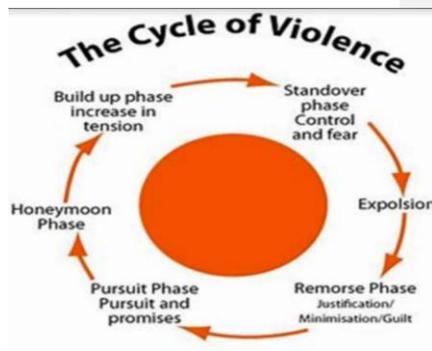
#### Advance preparation

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

- Violence used against me
- Violence that I use against others
- Violence that I have witnessed
- How I feel when I use violence
- How I feel when violence is used against me

## Steps

1. Start the session by asking participants' own experiences of violence in their communities. Explain to participants 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 flipchart with the meanings of violence from the previous activity.
2. Give each participant five pieces of paper.
3. Ask the participants to close their eyes and think for a while about the five categories from above and then to write a short reply to each on the pieces of paper that they have received. They should write one response on each paper, and they should not put their names on the paper.
4. Allow about 5 minutes for this task. Explain to them that they should not write much, just a few words or a phrase, and then tape it to the corresponding flipchart paper.
5. After posting their papers to the flipchart, read out loud some responses from each category or have the participants go to the wall and read for themselves.
6. Open up the 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 do 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 why do they not report it or talk about it?
  - j) Some researchers say that violence is a cycle; that is to say 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 can be applied to their own lives, relationships, and communities (Probe what they felt discussing their experiences with violence).

#### **Take Home Message**

Violence is often used as a way to control another person and to have power over them. 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 behaviour hence it can be unlearned and prevented.** It is essential that women also, think about what they can do to speak out against and not to accept men’s use of violence. Current social and economic problems **should not be used to excuse it.** People still make a choice when they use violence and need to be held accountable for the decision to use violence and for the suffering that they cause.

### 3.3: Causes and Consequences of GBV-60 minutes

#### Goal

To enable participants to understand the causes and consequences of GBV in relation to its impact on cooperatives.

#### Objectives

By the end of this session, participants should be able to:

1. List common myths that are used to justify gender-based violence.
2. Distinguish between causes of and contributing factors to, gender-based violence.
3. Discuss effects of gender-based violence on cooperatives

**Recommended Time:** 60 minutes

**Resources:** Low

#### Materials Required

Flipchart, markers, masking tapes  
Handout 3.3.1 Case Studies on GBV

#### Advance Preparation

- a) **Write out the statements in Facilitator's Resource Sheet 6: Myths used to Justify GBV**  
(Do not write the heading)
- b) **Copy Facilitator's Resource Sheet 8 Consequences of Gender Based Violence** on flip chart

#### Facilitator's Notes

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). Most of all be aware of your own biases and preconceptions that may influence how you present the topic.

#### Steps

1. First, start by reminding participants that they have learned that GBV is about exerting power over someone and abusing them based on their gender. The impact of gender based violence on the individual and their participation through cooperatives can be devastating. Then explain to them that in society there are beliefs about everything, including GBV. Some of these beliefs may be true, while some might not.

2. Have the participants sit in a semi-circle and display **Facilitator’s Resource 6; Myths used to justify GBV**. For each of the statements elicit debates as to why they are true/false; then lead a discussion to explain that all these are myths. Allow 10 minutes for this discussion.
3. Ask the group to describe “a myth.” If they are youth you could refer to their oral literature classes in secondary school where they were taught about common Kenyan myths such as Lwanda Magere or any other that they learnt. 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: 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; 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 flipchart. Use **Facilitator’s Resource 6; Myths used to justify GBV** to add to what they might have left out. Conclude by telling participants that the society places blame on the victim. This is rooted in societal gender norms and gender inequalities.
5. Tell the participants that GBV hurts everyone, not just women. GBV happens to an individual and each person experiences it differently. The causes of GBV are rooted in cultural and societal norms. The consequences of GBV are physical, emotional, sexual and economic.
6. Divide the participants into five groups. Hand each group one of the following scenarios and tell them to discuss and report back on the following questions:
  - a. What caused this incident?
  - b. What type of GBV is it?
  - c. What consequences (effects) are likely to the persons involved (the victim and the perpetrator)?

Note: It is important that the facilitator does not go into details to explain the task so as to avoid pre-empting how the participants will answer.

7. Put up **Facilitator’s Resource 8: The Consequences of GBV**. Explain that the impact of GBV goes beyond the individual and affects the cooperative. Those who have been victims are often traumatized and may have short and long term physical and emotional problems. The person may withdraw from the family friends and work. The outcomes of GBV are often long-term due absenteeism from work, lost productivity and output. GBV denies those affected the opportunity to participate in decision making for development.

**Facilitator’s Resource 6: Myths about GBV**

- Women cause GBV by the way they dress and act
- 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

**3.3.1** Paul is a driver for Brenda, the female manager of a new cooperative and earns very little. The manager offers to pay him 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.

**3.3.2** Karima's husband John joined a goat rearing project. However, when the goats were sold he drunk all the money that would have been used to pay fees for their children. John says he lost control because of the alcohol. Karima beat him up in front of the children and called him a useless man.

**3.3.3** Mutinda 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. Paul gives in because of poverty and fear of losing his job. Reminds 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 putting himself and his family in poverty; men face more bias in reporting of GBV; his stress can lead to fatal mistakes on the job.

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

Fact: there is no excuse for GBV; GBV does not only happen to women

Type: Domestic violence, Physical abuse

Consequence: 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 can face legal action or community ridicule etc

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

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

**Type:** Domestic violence, Physical abuse

**Consequence:** Mutinda’s career and hope for college will be lost; loss of health from injuries, dependency on Hassan may increase as she has no income; long term loss of talent that may have led to huge success

**Facilitator’s Resource 8<sup>1</sup> Consequences of GBV**

CONSEQUENCES OF GENDER-BASED VIOLENCE		
Physical Health	Psychological and Emotional	Social
Physical injuries, 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 from 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 behaviour	Loss of role function (e.g., decreased capacity to care for children and work)
Fistula	Withdrawal and hopelessness	
Chronic pelvic or other pain	Loss of self-esteem	
Chronic illness		
Permanent disabilities		
Self-harming behaviour		

\*\*Remember: each survivor’s experience is unique and may include some, all or none 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 contributing factors

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

to GBV include personal attributes of both the perpetrator and the victim, e.g. drug and alcohol abuse or history of violence in the family.

### 3.4: Power and Control in Relationships-60 minutes

<b>Goal</b> To help participants understand how power impacts on relationships and affects cooperatives.
<b>Objectives</b> By the end of this session participants should be able to: 1. Identify different types of power in relationships. 2. Explain the consequences of misuse of power in relationships and cooperatives. 3. Identify interventions to mitigate on the negative consequences of misuse of power in relationships and cooperatives.
<b>Recommended Time:</b> 60 minutes
<b>Resources: Medium</b> <b>Materials Required</b> <ul style="list-style-type: none"><li>• Flipchart, markers, masking tapes 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” to the participants. Read the story out loud together, asking different participants to read each paragraph.
2. Instruct participants to rate at the bottom of the page, the characters in the story based on how nobly they acted. A “1” should go to the character whose behaviour they felt was “MOST ethical” and a “5” should go to the character whose behaviours was “LEAST ethical”. All the other characters should be ranked from 2-4 to indicate the other levels of ethical or unethical behaviour. A number can only be used once; for example, a person cannot rank everyone as a 3, or two people as 4s and two as 2s.
3. Once every one has ranked the characters in the story individually, break the group into 4 smaller groups and answer the group questions in Handout 3.4.2 and report to the larger group.
4. After 15 minutes, ask each group to present their answers and allow other participants to react or add what the reporting group misses out.
5. Summarize the session by reminding the participants that there many sources of power and 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 Cooperative Officer at the County Government. They met in Cooperative Officers' Training Workshop in Nairobi when Moraa was an intern and fell in love quickly.

Moraa's family does not have much money. 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 Moraa's 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 talk with 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 did not want to have a baby just yet.

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 only with one woman. She says, "Well, maybe I will find a man who wants to do this with me." Onyango takes her hand and says, "Look around this house, and all you have. If you go with another man, I will send you away and give you and your family nothing."

Moraa is upset, and goes to her mother to ask for her advice. Her mother says, "Onyango is your husband. You must do what he says, and not upset him." When Moraa says, "But I want to be happy again," her mother says, "Marriage is not about happiness."

Moraa leaves, and walks through town to go home. On the way, she sees Wambua, a friend from childhood. Wambua sees that she is sad, and walks home with her, while she tells him of her problems. When they return to her house, Wambua confesses that he has always been in love with her, since they were very little. He kisses Moraa, and takes her into the bedroom, where

#### Note

Power and control are very similar. Power refers to the ability to make something happen, while control implies that one has the ability to 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 to 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.

they have sex. Caught up in the moment of passion, Wambua does not wear a condom; Moraa does not ask him to.

As this is happening, Onyango is driving to a health clinic in a town 3 hours away, after learning that a woman he had sex with months earlier has HIV.

Characters' Rating: \_\_\_\_Moraa \_\_\_\_Onyango \_\_\_\_Mother \_\_\_\_Father \_\_\_\_Wambua

### **Handout 3.4.2: Group Discussion Questions**

#### **Group A**

- i. As a group, reach a consensus or general agreement on the characters' ratings.
- ii. Who is the most unethical character and why?
- iii. How would all the characters in the story have behaved to avert the possibility of 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 the danger?
- ii. With supportive evidence, identify the types of Gender Based Violence in this story and their causes.

#### **Group D**

- i. What program (s) or interventions would you design at the Community or Cooperatives level to mitigate on the situation?
- ii. What policy interventions would you recommend to avert the negative consequences in this 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/poorly. This poor treatment of the groups with less power is called oppression, injustice, domination, persecution, and cruelty. Some of the bad things that can happen because of this power or oppression include abuse, rape, sexual harassment and exploitation.

### 3.5: Sexual Harassment -60 minutes

#### Goal

To enable participants to understand the causes and consequences of Sexual Harassment in cooperatives.

#### Objectives

By the end of this session, participants should be able to:

1. Define what Sexual Harassment is.
2. Describe the different forms, signs, symptoms, causes of sexual harassment, including the types of harassers.
3. Discuss how sexual harassment can be prevented in cooperatives.

**Recommended Time:** 60 minutes

**Resources:** Medium

#### Materials Required

Flipchart, markers, masking tapes, overhead projector (if available)

#### Advance Preparation

- a. Copy 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 9: Continuum of Harm** on a flipchart

#### Facilitator's Notes

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). Most of all be aware of your own biases and preconceptions that may influence how you present the topic.

#### Steps

1. First, start by reminding participants that they have learned that GBV is about exerting power over someone and abusing them based on their gender. One of the forms of GBV is harassment. Ask the group to explain what the term "to harass" means in general. Have this

as a fast-paced light discussion. Write their answers on the flip chart/board and then explain to them what harassment is and compare with their responses.

2. Explain to the participants that you want to have a discussion that will help the group decide what constitutes sexual harassment in the workplace. The question they have to answer is: Is this sexual harassment and why (or why not?)

Present the following cases:

**Case 3.5.1: Cooperative Workshop**

Njeri the workshop supervisor has known for some time about the affair between two of her subordinates and Mutua the manager. Mutua has made it clear that as foreman Njeri is expected to “socialize” with him. When Njeri refused she received a bad performance review and her request for promotion was denied.

**Case 3.5.2: Nguvu Cooperative**

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

**Case 3.5.3: Cooperative Accounting Office**

Osore is the only male clerk in the 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 the annual Cooperative staff retreat Nekesa, the 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 behaviour that you find offensive, where the other person’s behaviour 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

**Facilitator’s Resource 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 is 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**

*Ans: No because the two were consenting adults. However, as Nekesa is the boss of Kamau it could lead to a future accusation of sexual harassment. Also, because they are on a work related event then the behaviour could be seen as coerced.*

4. Summarize by putting up **Facilitator's Resource 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.
5. Tell the participants that there are **two main** types of sexual harassment in the workplace and write them on the flipchart 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 favours are made and denied, the offender creates an atmosphere of discomfort or intimidation where the victim is reluctant or afraid to work.
6. Explain to the participants that in some work environments sexual harassment has been normalized such that members do not easily recognize it: may be seen as ordinary behavior. 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 are able to 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; all forms of GBV are serious.
7. Those who experienced any form of harassment may have short and long term physical and emotional problems. The person may withdraw from the family friends and work. The outcomes of harassment are often long term due absenteeism from work, lost productivity and output. This denies those affected the opportunity to participate in decision making for development

8. Lead a short discussion on the major types of harassers in the work place. As you describe each type of harasser write the label on the flip chart or board. Involve the participants by getting them to try to define the terms before you do.
- **Power-player-** use their authority and position for quid pro quo harassment; insist on sexual favours in exchange for the benefits they can dispense because of their position in the organization. This includes getting a job, being promoted, recommendations or assignment of duties
  - **Counsellor or Helper-** they pretend to mentor younger staff and dispense wisdom to help the mentee achieve personal and professional goals. Their true intentions are to take sexual advantage of the mentee.
  - **The Clique-** harassers who team up with others to harass one person, using vulgar language or inappropriate touching. One member of the organization not in the clique may also act individually in order to gain entry into the clique or impress them
  - **Serial harasser-** they are able to hide their actions by charm or by acting appropriately in groups so that no one will suspect that in private they are continually harassing employees.
  - **Groper-** they are opportunists who use isolation in physical settings or any or infrequently occurring opportunities, to touch or ogle a colleague and if they get the chance may try to force their victim into sexual activity. Groppers may often act after observing and following a colleague and may even believe themselves to love the person.
9. Ask for 10 volunteers and hand each a sheet of paper. Use **Facilitator's Resource 12: Examples of Sexual Harassment**. Ask the volunteers to stand in a row facing the rest of the participants. Read each statement and ask those seated to decide how serious each statement is with regard to the other. 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: the impact on the individual may be minimized. to enable participants to understand that sexual harassment occurs on a continuum. Use **Facilitator's Resource 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 11: UN Definition of Sexual Harassment**

UN defines sexual harassment as “any unwelcome sexual advance, request for sexual favour, 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 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 13: The Continuum of Harm**



**Take Home Message**

Sexual harassment is increasingly being discussed in public spaces as and 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 that sexual harassment impacts on staff as people and ultimately on productivity and profit. Each member of the cooperative has a responsibility to fight against 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-60 minutes

#### Goal

To provide the participants with an overview of the GBV laws in Kenya

#### Objectives

By the end of this session, participants should be able to:

1. Identify the relevant GBV laws in Kenya
2. Describe the process of redress for GBV in Kenya

#### Recommended Time: 60 minutes

**Resources:** Low

#### Materials Required

Flipchart, markers, masking tapes

Handout 3.6.1 Categories of Laws on GBV

#### Facilitator's Notes

The focus of this module should be on the 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 to GBV 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 more vulnerable to experiencing GBV. Therefore, 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 who is 19 years 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. Write them on the flip chart. When no new information is coming in, ask the participants 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 for 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. However, some of the actions described are legal while others are not.
- a) Explain that GBV is not just a national problem; it is an issue of global concern. The 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 3 categories. International protocols and conventions
- b) National laws
- c) Policies and strategies arising from National Laws
5. Ask Participants which laws they are aware of or what the name suggests. Use the information in the **Facilitator's Resource 15: Prevention of Gender Based Violence** below to add 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 4 or 5 groups. Give each group a flip chart and ask them to discuss and write down at least 5 strategies that can be used to prevent GBV in their homes and communities.
8. After about 10 minutes of group discussion, ask each group to present the strategies they came up with. After each group presents, leave the flip charts 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 Offence 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 Procedure 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 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 private/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 Efforts: 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 in nature and 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 with regard to 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 Harassment, and that they are ready to report to authorities so that action can be taken under the law.

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

### 4.1: Improving communication through Active Listening-60 minutes

#### Goal

To enable the participants to improve their communication skills for effective decision making at home and in cooperatives.

#### Objective

By the end of the Session, the participants should be able to explain the importance of active listening at the family and in the cooperatives.

#### Recommended Time: 45 Minutes

#### Resources: Medium

#### Materials Required

- 4 small cards or pieces of paper with an emotion written on them
- Sheets of old newspaper enough for each participant
- Flipchart, markers, masking tapes or blackboard and chalk

#### Advance Preparation

Write out case studies 5.1.1. to 5.1.3 on flip chart

#### Facilitator's Notes

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 some communities it is considered rude when a younger person looks directly at an elder. Be aware also of the nuances of gender, which 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 course of the training.

#### 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 it. 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 in half a final time
  - h. Tear off the lower left corner
  - i. Unfold your paper and hold it up
  - j. Open your eyes, look at your product and compare it with the other participants
2. Discuss what happened by asking “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 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, if we do not have the chance to receive feedback or ask questions then we may end up misunderstanding the message. 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 one of the following cases and discuss what went wrong in the listening process.

**Case 5.1.1: Umma and the Fruit Salad**

Umma is new at her job in Mchango Cooperative. She was asked to go to the fruit Kiosk and ask Mama Rosa to prepare fruit salads 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 5.1.2: 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. 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 should would you give Kamau’s Mother?*

### Case 5.1.3: Apollo 's Meeting

Apollo the cooperatives business manager invites board members for a short meeting to discuss new investment options. He plans to serve members with some 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 expected a transport reimbursement 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 their 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 at greater depth and does not block communication. They let the listener know by words and gestures that they are present in the conversation. An active listener responds to the message in 4 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 the feelings someone 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 to them recently (or a book they read, movie they saw, etc.). When the person begins talking look at them, nod and smile (exaggerate your gestures and emphasize your responses so that the audience can pick them up). When they pause encourage them by restating the last thing they said and encourage them. 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 in order to make decisions. Providing of feedback through 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 the feelings of the other person.



## 4.2: Practicing assertive Skills-45 minutes

### Goal

To develop skills to communicate in an effective and assertive manner.

### Objectives

By the end of the session participants will be able to:

1. Describe what communication is.
2. Describe advantages and disadvantages of each type of communication.
3. Identify the difference between passive, aggressive, and assertive communication.
4. Demonstrate how to communicate assertively.

### Recommended Time: 45 minutes

**Resources:** Medium

### Materials Required

- Flipchart, markers, masking tapes, blackboard, chalk

### Advance Preparation

- a. Prepare cards from **Facilitator's Resource 16 Emotions** with one emotion written on each card
- b. Write the definitions from **Facilitator's Resource 17 Types of Communication** on a flip chart.

### Facilitator's Notes

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. The participant's upbringing could therefore 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 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 how they looked or what they did as they spoke. This means that even without speaking we can be understood or understand another person.
2. Ask for a volunteer to help you demonstrate this. Hand the volunteer the 4 **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 that \_\_\_\_\_ (name) was communicating. Ask the participants, "What is communication?" List their responses on a flipchart or blackboard. Then explain to them what communication is and compare with their responses.

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

4. Draw the model of the communication process on the flip chart or board. Draw a circle at a time and explain as you go. Start with 1.
5. 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 the direct speaking, voice through an electronic media like a phone or TV, or written in print. In order to communicate, the sender and the receiver take turn listening to each other. Effective communication therefore means that one person (or people) is listening attentively. When we do not listen to each other misunderstandings arise and wrong decisions are made.
6. Tell participants that you would like them to do an activity that will help them to understand different types of communication. Gather everyone into a circle. Ask them to listen to the list of actions that you are going to read out.
  - If they think they do an action **often**, they should put both hands in the air.
  - If they think they do an action **sometimes**, they should put one hand in the air.
  - If they think they **never** do an 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

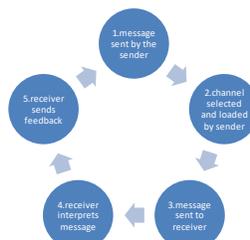
| Avoiding the person

Nagging  
 Shouting  
 Persisting (I am right!)  
 Revenge (I'll get you back)  
 Warning (If you don't...)  
 Interrupting  
 Exploding  
 Sarcastic  
 Insulting  
 Correcting

Withdrawal from the person  
 Sulking in silence  
 Taking it out on the someone else  
 Saying that you are being unfairly treated  
 Talking behind someone's back  
 Feeling ill  
 Being polite but feeling angry  
 Feeling low and depressed  
 Not wanting to hurt the other person  
 Trying to forget about the problem

7. Next, point out to everyone that the words you read first (in the first column) are attacking behaviors and the second list are avoiding behaviors. Ask participants to reflect for a moment about which set of behaviors they engage in more often than others.
8. Brainstorm the word "attack" and then the word "avoid." Ask participants to call out what each word means for them. Allow 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.
9. 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?
10. Explain to the participants that people communicate in different ways and two people may react to the same information differently. Show participants the flipchart with the definitions of three main types of communication: **passive, aggressive, and assertive.**
11. 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 personal safety before using assertive communication is important. For example, if someone is on drugs, is drunk, or has a weapon, it probably is not the best time to speak up. There are times it is better to walk away until the other person is able to listen.
12. 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
13. Read or ask one volunteer to read the following scenario aloud:

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 threatens Abdi in front of his family and promises to beat up Abdi if the loan is not repaid.

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.

14. In a plenary the type 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 in order to ensure that our needs and desires are known while respecting other's rights to have a different viewpoint. Assertive behavior does not show any aggression; it simply let's 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 16 Emotions

<b>Happy</b>	<b>Sad</b>
<b>Angry</b>	<b>Scared</b>

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

**Passive Communication:** Places one's 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, the passive communicator gives their power to someone else.

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

**Assertive Communicators:** Are aware of what they feel and what they need from the other person. They use actions and words to express their boundaries in a calm manner with an air of confidence so that they are honest and respectful of other people.

### 4.3: Family and Household Management-60 minutes

#### Goal

To help participants to build trust in the management of household financial and family assets.

#### Objectives

By the end of the session the participants should be able to:

1. Explain the importance of communication in the management of family assets
2. Explain how management of family assets affects the family welfare and relationships.

**Recommended Time: 60 minutes**

**Resources:** Medium

#### Materials Required

- 10 Extra chairs, small object such as tennis ball or stone, blindfolds
- Flipchart, markers, masking tapes or blackboard and chalk

#### Advance Preparation

- a. Arrange 10 chairs outside the room about a meter apart, but in a random manner not in a straight line. Mark one chair at any point as finish point. Mark a starting point 10 steps away from one chair and label it as No.1. Write numbers from 2-9 on the rest of the chairs in random.
- b. Prepare **Facilitator's Resource 18: Scrambled Communication**
- c. Write or print 2 sheets of paper with the role play **Handout 4.3.1 Mutai and Ella**
- d. **Write out or print sheets of paper for Case Study 4.3.1-4.3.3**

#### Facilitator's Notes

The trust exercise is best done outside. If that is not possible, use one group of 3 to demonstrate the concept inside the room. Make the arrangement as random as possible.

#### Steps

1. Begin by asking a volunteer participant to share of 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 them how it felt. How would they feel approaching the person again if they had a problem they needed help with? Then let the

participants think about a time when someone let them down. Ask them how they felt and whether they were able to rebuild that relationship after the betrayal. Conclude by saying that the 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 the participants into groups of 5. One volunteer in each group will be blindfolded while the rest are guides. They are not to touch the blindfolded person but they need to guide the person through the maze of chairs to place an object on each chair, up to the furthest chair. Depending on the number of groups, have 2 or 3 groups guiding their volunteer at the same time to increase the complexity of the exercise. Remind the participants that they must all assist, no one 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; the starting point 10 steps away. Ask for a volunteer and 2 or 3 helpers. The rest of the group are to be totally silent as the helpers use only words to guide the volunteer 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 the most as they negotiated through the chairs? What was their first thought when they placed the object 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/non helpful instructions were given to the volunteers and why were they helpful/not helpful? 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 in 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 do not share our vision or enthusiasm. When the family or group is able to work together with a common vision they will get to the end faster, and with fewer distractions or problems. Trust is necessary to accept guidance. In families and groups members may choose to trust one person over the other.

5. Ask for 2 volunteers and tell them to stand at the beginning of the maze and hand them the small object. Then 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 they could see where they were going.
  - There was a plan on what to do, decided beforehand
  - They had control over how fast and in what order to proceed
  - The instruction focused on the goal but they were allowed to decide how to get there.
  - The volunteers did not have to listen to too 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 the family 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, decision making skills and 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 access and control equally.
9. Divide the participants into 5 Groups and give each a scenario from the ones below. Ask them to identify the gender differences in their scenario, who had access or control and report back after 5 minutes.

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

Kamau owns a motorbike. When his daughter Maria asked him to teach her how to ride it he refused. He said that girls do not become motorbike riders. Kamau was bitten by a snake last night. 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. If she made 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 she should listen to him. In the end they decided to postpone taking a loan, save enough so that there was enough to do both projects as they both had great potential to increase family finances

## Facilitator's Resource 18: Answer Sheet Access and Control Case Studies

### **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**

In order for a family to achieve its goals for the future, every member needs to be involved. The family must figure out what they earn and 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 with regard to acquisition, management and disposal of family assets.

## 5.0 Cooperative Governance – 5 Hours 15 minutes

### 5.1: Understanding Leadership in Cooperatives-45 minutes

**Goal:** To enable participants to improve their understanding of the organizational structure and leadership of cooperatives.

#### Objectives

By the end of the session participants will be able to:

1. Identify the values of a cooperative
2. List the qualities of a good cooperative leadership

**Recommended Time: 45 Minutes**

**Resources:** Medium

#### Materials Required

- Flipchart, markers, masking tape or blackboard and chalk
- Blank A4 paper or 10 note cards per participant

#### Advance Preparation

- a. Write out a chart titled “**Values of a Cooperative**”
- b. Case Study 5.1.1 Leadership Styles
- c. Write or print out **Facilitator’s Resource 20 Qualities of a Good Cooperative leader**
- d. Fill 4 clear glasses or cups half full of clean water. Have 4 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 and therefore for the plenary section it is critical to allow the participants to contribute to the discussion only if they wish to. Allow enough time to discuss.

#### Steps

1. Ask participants to share with the group why and how their cooperative was formed and if there are multiple groups point out aspects of similarity and difference. Explain to them that there is only one key element required to register a cooperative in Kenya that the society must consist of at least 10 persons. In the case co-operative 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, 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 they can you think of.
4. Hand each participant a blank piece of A4 paper or 10 note cards. Ask them to divide the paper into 10 pieces. They only have to be roughly the same size or shape. Tell them that they are going to examine their personal values. Ask them to quickly write down the *ten things in their life that they value the most*, one on each paper or card, in the form of a value. In other words, rather than the name of a specific person, put down, for example, “friendship,” “family” or “honesty” - something they really value in the relationship with that person. When everyone has their ten values, ask the participants to spread them out in front of them so that they can see them clearly and have a good overview.
5. Tell the participants that they now have 30 seconds to pick the three papers with the values that are the least important to them, and throw them away. Be strict about the timing and don’t give them more time.
6. Repeat the last step, now giving participants 20 seconds to throw away two more.
7. And finally, repeat the last step, giving 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 share 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?
9. Put up the flip chart titled “Values of a Cooperative”. Tell the participants that the Co-operative Societies Act, Chapter 490 of the Laws of Kenya states that a cooperative should have the following values:
  - i. It should have the promotion of the welfare and economic interest of its members as its primary goal
  - ii. Membership should be voluntary and open

- iii. Member control should be democratic.
  - iv. Members should participate
  - v. There should be autonomy and independence
  - vi. The cooperative should provide education, training and information
  - vii. Encourage cooperation among similar societies
  - viii. Embed concern for community in general in its by-laws.
10. Divide the participants into groups of 4-5 members. If there is more than one cooperative represented, try to ensure members are in the same group. Ask the groups to look at the criteria (i and ii) set out by the Cooperative Societies Act. Give them 5 minutes to discuss in what ways their cooperative meets or does not meet these criteria.
  11. Put the group back together and have them present their findings. Then summarize by stating that the way in which a cooperative was formed and the reasons for its formation have an impact on the way the society is organized and run.
  12. Find out how the cooperative(s) select(s) their leadership. Tell them that cooperative governance in Kenya is guided by the Cooperatives Act. The Act 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.

## Types of Leaders



13. Line up four glasses or transparent cups half filled with clear water. Request for four volunteers to fill up the first glass with small stones, the second with water, the third with mud/dirt and the fourth with sugar. Create a discussion by asking participants what they observed based on the following questions:
  - a) Which glass would you prefer to choose after the addition of the ingredients?

- b) Why do you think the glass you chose has improved in value?
- c) What does this exercise teach us about leadership in the cooperative?

**Facilitator’s Resource 19: 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. This type of leader thinks they know better than anyone else and is a dominant leader.
- In the second glass the water makes no difference. Such leaders do not provide direction, they are not enthusiastic about their work and do not bring about planned positive change in the cooperative. They are passive leaders.
- In the third glass the water becomes dirty and unusable. This type of leader spoils the cooperative by making poor decisions, setting members against each other by creating conflict and anger. The leader is a chaotic leader.
- The sugar in the fourth glass dissolves into the water, increasing its taste and value. This type of leader enhances the cooperative, mingles with the members and gets everyone involved. This is an effective leader

14. Conclude the learning by showing the participants that there are 3 broad categories of leaders:

- i. Participative- democratic
- ii. Authoritative -autocratic
- iii. Delegative –Laissez faire

15. Read the following scenario to illustrate the 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 business people in town. However, Ms Patel was vague about goals, indecisive, absent at crucial times and left off things till the last minute. The team was leaderless and they were not productive. Deadlines were missed and products delivered late. Patel was replaced by Ms Bhanu. Bhanu makes very quick decisions and seems to be always steps ahead of everyone. He does not seem to ever leave the office and demands that everyone works extra hours. He shouts at everyone and makes remarks about how efficient he is. When he is angry he throws things at the wall. Everyone is afraid of him. Last month Bhanu went on three-week business trip

to China leaving Nitya in charge. Nitya held a meeting to discuss deadlines and production strategies and listened to everyone's views. She provides specific goals and these are communicated 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 type of leader is 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?
16. Ask the participants to share the most important qualities of a good leader are. As the participants suggest these qualities ensure they explain what they mean. Put up **Facilitator's Resource 20: Qualities of a good Cooperative Leader** and highlight any qualities that were not mentioned.

### Facilitator's Resource 20: 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 in all he/she does, has high standards and expectations of others
- g) **Communication**- able to communicate clearly and effectively through verbal, nonverbal, 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; there is not only one way to do it, but 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

### Goal

To help the participants understand the concept of cooperative governance.

### Objectives

By the end of the session participants should be able to:

1. Explain the governance concepts in cooperatives
2. Identify the basic elements of good governance

### Recommended Time: 90 minutes

**Resources:** Medium

### Materials Required

Flipchart, markers, masking tapes, blackboard, chalk

Handout 5.2.1 Governance and Leadership Roles

Handout 5.2.2 Good and Bad Governance

Handout 5.2.3 Principles of Good Governance

### Advance Preparation

- a. Draw **Facilitator's Resource 21: Cooperative Structure and Culture** on flip chart.

### Facilitators Notes

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

### Steps

1. Start the Session by asking participants to think about a house. It has a floor, walls, windows, doors and a roof. Inside it is divided into rooms. Tell them that this is the structure of the house. Further state that in an estate or block of flats all the houses are the same. Next ask the participants: "if you were to purchase such a house what colors would you paint the sitting room? What furnishings would you have and what colors and textures would they have? (Obtain feedback from 4 or 5 participants)
2. Next, tell the participants that organizations are like houses. They may look the same on the outside because they are all cooperatives, but the way in which they are run and how members interact is different. This is the organizational culture.
3. Put up the drawing "Organizational Structure and Culture" and use it to define the two terms. Explain to the participants that all organizations, including participants have structures for leadership and management. These are usually contained in the policies, the constitution of

the organization and in the rules and regulations posted or sent to members. An organizational structure shows hierarchy (who is senior). Some cooperatives have very formal structures and divisions of tasks while others may have a more flexible structure and tasks are allocated or taken up as they arise. Organizational culture shows how people relate to one another and how important they are. The organizational culture consists of unwritten rules about behavior.

#### Facilitator’s Resource 21: Cooperative Structure and Culture



4. 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 in Nguvu Zetu cooperative as a clerk. During the lunch break almost everyone eats at Mama Njeri’s food kiosk. Mwangi picks his food and sits at a table with colleagues. The conversation stops and everyone finishes their meal quickly, leaving Mwangi alone at the table. (culture)

**Case Study 5.2.2:** Orwa the loans manager was accused of fraudulently issuing loans to members who did not qualify. He defends his decision by referring the audit team to the cooperatives policy on loans for longstanding members with good repayment records. He also shows them minutes of the management board that has approved such loans in the past. (structure)

5. 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.
6. Next 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 group on the flip chart. Explain to the group

that in many instances leadership and governance are vested in one person, making the distinction difficult. Use Resource 15 to summarize as follows:

**Handout 5.2.1 Governance and Leadership Roles**

Governance Roles	Leadership Roles
<ol style="list-style-type: none"> <li>1. To make and administer the public policy and affairs of the cooperative</li> <li>2. To control the speed or impact of decisions, to regulate activities</li> <li>3. To control the actions or behavior of others.</li> <li>4. To punish those who don't obey the rules and reward those who obey.</li> </ol>	<ol style="list-style-type: none"> <li>1. To guide those in his team towards a goal or common vision based on strategy.</li> <li>2. to provide a plan and share how it will be achieved</li> <li>3. To enlists and engage those who can best achieve the vision.</li> <li>4. to create an organizational culture based on common values</li> <li>5. To sets a good example that others can emulate.</li> </ol>

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**: communicates the cooperative's direction/purpose and setting up the organization for movement in this direction. Drives the vision and reminds the team of it.
  - d) **Democracy**: successfully practicing, protecting, promoting, and achieves equity and equality by steering others through decisions that work towards common goals.
8. Explain the principles of good governance using Resource 16, supported by examples from Resource 17.

## Handout 5.5.2 Principles of Good Governance

Principles of Good Governance <sup>2</sup>	Explanation
Participation	Participation by both men and women is a key to good governance. Participation means that individuals and/or organizations are involved in decision making. Members are not just informed about decisions that have already made. Thus 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 methods.
Responsiveness	The needs of members are attended to promptly and effectively. Members are able to make their needs known to the leaders in a timely and efficient manner. This means avoidance of too much bureaucratic red tape
Equity and Inclusiveness	Cooperatives should ensure that all its 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 in order 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

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

	use of resources. Resources are used in a sustainable manner to ensure that the cooperative does not face financial or human resource problems.
Accountability	Accountability is a key requirement of good governance that helps to insure intuitions are meeting the needs of their constituents in a responsible manner. Cooperatives must be accountable their members. 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 and 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 the matters of a cooperative's governance, business sector and operations.
Organizational Performance and Growth	Cooperative growth and performance is a key indicator of good governance. Good governance will lead to sound management and efficient operations. Performance and growth will result in cooperative survival and sustainability in the long-term.

### Handout 5.2.3 Examples of Good and Bad Governance

Examples of bad governance	Examples of Good Governance
The cooperative was started by a group of women and all leadership positions have to be female	Before the AGMs all members receive an invitation
The cooperative mission and vision is not displayed or communicated to members	The cooperative is working towards gender balance in all positions, and both men and women can apply for any position
The books of accounts are kept by the accountant who reports to the management board	The cooperative is registered with the registrar of societies

<b>Examples of bad governance</b>	<b>Examples of Good Governance</b>
The cooperative leaders communicate new ideas they implemented to members during meetings	Minutes of the governing body are signed and are available to the cooperative members
The cooperative manager is a cousin to the registrar of societies so the cooperative does not have to pay the high registration fee	Cooperative members can access officials during office hours
Cooperative members can only access officials during the AGMs	When the cooperative leadership has a new idea they share it with all members
Minutes of governing body's proceedings and decisions are not made available to cooperative members.	Books of accounts are available to all members

### 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 the members are able to see that the leadership is accountable and follows the rule of law. Leaders ensure that all members

In order 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 the rights and duties of management, board and its members and ensure that there is a code of ethics in place for them is followed. Cooperatives should have a Board of Directors that includes both men and women's leadership and ideally has a mentorship program or special position for young members.

### 5.3 Gender and Cooperative Governance-60 minutes

#### Goal

To help the participants understand the role of gender in cooperative governance

#### Objectives

By the end of the session, participants should be able to explain the importance of gender sensitivity and equity in cooperative governance.

#### Recommended Time: 60 minutes

#### Materials Required

Flipchart, markers, masking tapes, blackboard, chalk  
Handout 5.3.1: Gender Equity Principles for Good Cooperative

#### Facilitator's Notes

Remind participants that they have learned previously about gender equality its importance and values success of cooperatives, and that all 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 what are some of the ways, positive or negative, in which powerful people show their power? Again list their responses.
  3. Ask the participants to indicate by 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 wedding or celebrations of births where women may play a larger role, but these circumstances are often related to women's reproductive roles.
5. Read the case study of Kamene and Kwame and use it to answer questions that follow:

#### Case Study 5.3.1 Kamene and Kwame

Kamene and her husband Kwame run a poultry business, raising chickens then selling eggs and meat at their shop in the nearby town. They are doing well and have joined a cooperatives savings society to help them manage their finances. Kamene has only attended one or two meetings and raised a few concerns to Kwame after the meeting. Kwame asked her to raise her concerns during

the next meeting, but she did not. Now she is refusing to attend the next meeting saying she did not want to be seen talking in public.

### Discussion questions

- a) Why do you think it is important/not important for women to participate in cooperative governance?
- b) What factors may limit their participation? Use facilitator's Resource below to add to the points raised:

### Facilitator's Resource 22: 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 care giving roles that do not give them time for engaging in cooperatives. If meetings are very 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 more women may not meet criteria for membership and, ultimately, for governance.

*Legal obstacles:* While the legislation covering cooperatives does not discriminate on the basis of gender the 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 explaining 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 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 of its members, taking into consideration gender differences, such as literacy rates, 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 its 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 and men and boys. 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 its governing rules and decisions are implemented without discrimination and respect gender equality.
Gender Effectiveness and Efficacy	Cooperatives must consider the need to allocate resources equally among its members, within reasonable means, when implementing decisions.
Gender Consensus	Cooperative decisions should take into consideration the need for gender balance in order to avoid misunderstandings and conflicts 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 impact differently on men and women. 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 for inclusion and equality.

## 5.4: Mainstreaming Gender in Cooperatives – 60 minutes

### Goal

To help the participants understand the concept and need for mainstreaming gender into Cooperatives.

### Objectives

By the end of the session, participants should be able

1. Explain the concept of gender mainstreaming
2. Identify the barriers and benefits of gender mainstreaming
3. Develop practical strategies for mainstreaming gender into cooperatives

**Recommended Time: 60 minutes**

### Materials Required

Flipchart, markers, masking tape or blackboard and chalk

### Advance Preparation

- a. Print out **Facilitator’s Resource 23: UN definition of gender mainstreaming.**
- b. Write or type **Case Study 5.4.1: Sharon and Juma**
- c. Write on flip chart the notes from **Facilitator’s Resource 24: Argument for Gender Mainstreaming**
- d. Draw **Facilitator’s Resource 25: Steps to Integrate Gender into Cooperatives**

### Facilitator’s Notes

Remind participants that one of the fundamental freedoms set out in the Constitution of Kenya is the right to equality and freedom from discrimination. Discrimination is prohibited on the basis of 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

1. Write the word “mainstreaming” in the middle of a flip chart and ask a volunteer to define it. Then add the word “gender” after the word “mainstreaming”. Then ask what “gender mainstreaming” means.
2. Put up the paper with the definition of gender mainstreaming and point out following key elements:

### Facilitator's Resource 23 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>3</sup>.

Explain that gender mainstreaming is not an event but a process over time. Cooperatives have to 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 the following case study:

#### Case Study 5.4.1: Sharon and Juma

Sharon went to her savings cooperative to try to get a loan after being a member for a year. She planned to expand her traditional vegetable garden so that she could sell her local vegetable (Osuga) in the local market and expand to the main town. She was told that she qualified for 100,000 shillings as she 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 Sharon 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 100,000, which he was given in a week without being asked for any collateral. During the next meeting both of them spoke about the incident which led to the cooperative revising its loan policies.

4. Ask the participants to form Buzz groups of 4 and take 5 minutes to discuss the gender issues that are apparent in this scenario focusing on perceptions and gender roles in the society.
5. Ask the participants to present their findings. Summarize the main points on the flip chart. The main points should include:
  - While Sharon has access to an asset (land) she has limited control over it as she cannot use it as collateral
  - A change of attitude towards women and their circumstances is necessary to ensure that discrimination
  - Gender inequality can be addressed by revising or formulating new policies and programs, changing approaches, practices and adjusting allocation of resources

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<sup>3</sup>Report of the Fourth World Conference on Women, Beijing, 4-15 September 1997 (United Nations publication, Sales No. E.96.IV.13), chap. I, resolution 1, annex II

- Staff in organizations need to address their own bias to ensure that the goals for gender mainstreaming are realized
6. Ask participants to suggest some of the reasons organizations or individuals might have against gender mainstreaming. Use **Facilitator’s Resource 24: Argument for Gender Mainstreaming** to highlight any not mentioned.

**Facilitator’s Resource 24: Argument for Gender Mainstreaming**

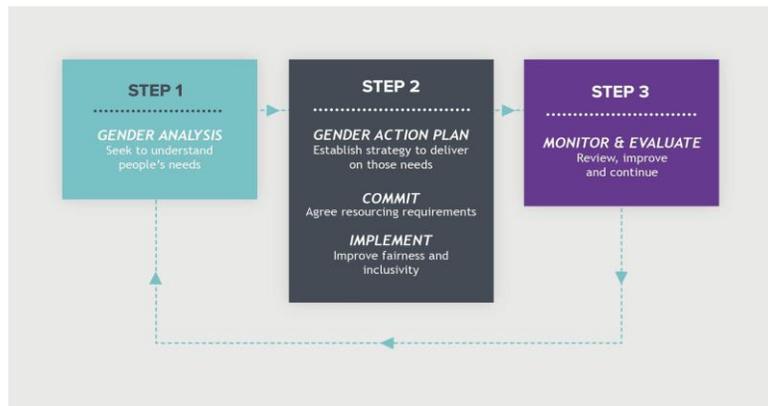
Argument	Counterargument
Gender equality makes the sexes the same	Gender mainstreaming is about ensuring the rights of all Instead it is about everyone having equal rights and opportunities in life regardless of gender
There are equal numbers of men and women in our cooperative	Equal gender distribution is a good foundation for equality but must be accompanied by the ability to make decisions, equal pay for equal work, as well as capacity building for men and women equitably.
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. They may not hold any influence to and may have been appointed just to meet government regulations.
Gender equality is only a women’s issue	Yes, because women have historically been disadvantaged by society perceptions regarding gender. No because gender equality can only be achieved when both men and women take responsibility to ensure that society progresses towards gender equality. Perceptions of male gender roles are more rigid in our society than of female gender roles. Men are expected to choose career over family, and they may feel forced to conform.
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 both men and women cannot do

7. Call for 5 volunteers and tell them to stand in a line facing one direction, with their hands on each other’s shoulders. Ask for one more volunteer. Explain to the five that they are to walk

around the room. The single volunteer is to try any means to join the line while the rest use any trick to prevent him or her. They can talk to one another, break the line, 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 to arises from misunderstanding about the process. 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, as there may be a need to learn new skills or work in new ways. Sectoral conflict may cause staff to resist working with those 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 down: The management should provide human and financial resources.
  - b) Gender mainstreaming should involve everyone in the organization.
  - c) Gender analysis should be used to assess how 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 flip chart on **Steps to Mainstream Gender into Cooperatives** and explain the three steps

## Facilitator's Resource 25: Steps to Mainstream Gender into Cooperatives



**Step 1. Gender Analysis:** This involves designing, administering and analyzing the cooperative 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 specific 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.

**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 it 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 need to be made 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 on the basis of gender, the barriers to gender mainstreaming in organizations are caused by resistance on the part of members who feel unable to change. Therefore, cooperatives must put in place practical strategies for mainstreaming, including outcomes that are specific, measurable, achievable, realistic and time bound (SMART).

## 5.5: Female Empowerment in Cooperatives and society – 60 minutes

### Goal

To enable participants to understand the importance of empowering women in cooperatives and communities.

### Objectives

By the end of the session, participants should be able to:

1. Identify the barriers to women empowerment
2. Suggest different ways in which to empower women in the cooperative and society

### Recommended Time: 60 minutes

### Materials Required

Flipchart, markers, masking tapes or blackboard and chalk

Handout 5.5.1 Mokeira and the Pump

Handout 5.5.2 Removing Barriers to Women Empowerment in Cooperatives

### Advance Preparation

- Draw **Facilitator’s Resource 26: Women’s Equality & Empowerment Framework** on flip chart
- Prepare **Facilitator’s Resource 27: Barriers to Women’s Empowerment** on flip chart

### Facilitator’s Notes

During this session it is important to have the participants reassured that the focus on women is because of the differentiated negative impact that gender roles have on girls and women over men and boys. Again 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. Some of the answers you might get include “strength”, “rule” “authority” or “control”. Explain all these words imply a hierarchy of some sort. Someone or something is stronger, rules 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” to give authority or permission to do something. Put up or write the following definition:

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

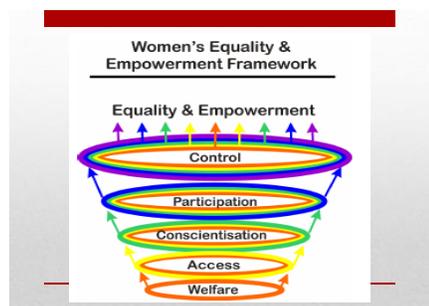
What does this definition tell us about where the power is centered?

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 also about having the ability influence the choices that are available.
- d) Empowerment is about strategic gender needs. Practical gender needs are basic needs that are often related to women's prescribed roles- the need for water, food, shelter and safety. Strategic needs are related to community and productive roles. They include education, access to credit, political participation and control over assets.

4. Put up **Facilitator's Resource 26: Women's Equality & Empowerment Framework**. Explain that this model was developed by Sarah Longwe to enable assist planners to determine what women's equality and empowerment meant in practice and to what extent a development intervention supports empowerment. It has five levels arranged in a hierarchy from the simplest which assesses where women are in relation to men. As you explain the levels let the participants suggest examples of each level of empowerment.

**Facilitator's Resource 26: Women's Equality & 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. **Conscientisation:** 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, take political and business leadership).
5. Arrange the participants into 5 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. Divide the participants into groups of 4 or 5 and ask them 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 level of control. Ask the participants to discuss some of the issues in Mokeira’s life and society that might be barriers to empowerment.

**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 woke up at 5a.m every day and prepared breakfast for her husband Nyambane to eat before he went to work. She then strapped her baby on her back and walked 3km to reach a source of clean water. When it came to decision making, her husband took the lead in everything as he was the breadwinner. Mokeira’s life changed when a local NGO built a water point in the

village. She was able to access water safely and easily, therefore she was able to have more time for her 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 in selling the vegetables led Nyambane to trust her to make decisions about what to do with some of the money she made. 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 the pump. She mobilized her fellow women to write a letter to the Member of County Assembly (MCA) 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 was also able to contribute 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 to maintain the pump. They also taught the women a business model that levied 1/= per 20 litre can of water to be used to buy parts when the pump broke down. The women were also taught how to talk to the community to cooperate in ensuring the 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. She was also able to sell other food items. These opportunities changed Mokeira's family's life. Nyambane realized that sharing responsibilities at home was beneficial to both of them 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 is able to take charge of it when she attends meetings, but is still uncomfortable if she has too many meetings or needs to stay away overnight. He will not agree to her hiring a house help. He insists she must cook and clean otherwise he will marry another wife. She was delighted last week to tell him that she is expecting another baby. This might change his mind.

8. Use **Facilitator's Resource 27: Barriers to Women's Empowerment** to highlight any issues participants might not have raised.

### Facilitator's Resource 27: 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 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 job or employment related skills
  - 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) Community's passive 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 from some men and women
  - o) Patriarchal culture that excludes and diminishes the role of women in society
9. Distribute **Handout 5.5.2 Removing Barriers to Women Empowerment in Cooperatives** and summarize the points.

#### **Handout 5.5.2 Removing Barriers to Women Empowerment in Cooperatives**

##### **Adapted from UNFPA<sup>4</sup>**

- a. Establishing mechanisms for women's equal participation and equitable representation at all levels, enabling women to articulate their concerns and needs;
- b. Promoting the fulfillment of women's potential through education, skill 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

<sup>4</sup> UNFPA (1994). Issue 7: Women Empowerment

- 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 breastfeeding at work including having flexible work arrangements, time to breastfeed, space for lactation and diaper changing.

### **Conclusion**

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 dimensions of Women's Empowerment illustrated by 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.

## 6.0 Conflict Prevention and Resolution among members-2 Hours

### 6.1 Conflict Resolution Techniques for Cooperatives -60 minutes

#### Goal

To introduce participants to the techniques of conflict prevention and resolution among cooperative members

#### Objectives

By the end of the session, participants should be able to

1. Define conflict and conflict resolution
2. Identify sources of conflict in cooperatives
3. Describe ways of preventing and resolving conflicts in cooperatives

#### Recommended Time : 60 minutes

#### Materials Required

Flipchart, markers, masking tape, or blackboard and chalk  
Handout 6.1.1: Twende Nyumbani SACCO

#### Advance Preparation

- Write out **Facilitator's Resource 28 Types of Conflict** on flip chart

#### Facilitator's Notes

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 deescalate 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 participants have shared 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. Ask the participants what other 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 then escalate. If not well managed, conflicts can escalate into violence and war. Since cooperatives are formed and run by members with a common interest, and while 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 this does not always happen. Members can become entangled in internal conflict, preventing growth and leading to members leaving or the cooperative being dissolved.
4. Put up **Facilitator's Resource 28: Types of Conflict**<sup>5</sup> and explain:
  - 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 interpret information differently or when they disagree over what data is relevant. Some members may have different information or interpret it differently.
  - c) **Interest conflicts** are caused by differences between perceived or actual interests. One party believes that in order 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, 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 very deeply.
5. Ask the participants to read **Handout 6.1.1: Twende Nyumbani SACCO** and discuss the conflict in the excerpt. They will write their findings on flip chart paper and present their findings at plenary. During the presentation differing ideas of what type of conflict is represented may

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<sup>5</sup> FAO (2011). Collaborative conflict management for enhanced national forest programmes

emerge. Explain to the participants that these are not always discrete/clear cut. One conflict could also include multiple types.

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 the 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 or out of hand refer the participants to group norms established at the beginning of training. Specifically point out to: taking turns while speaking, not interrupting someone, allowing one person to finish before speaking, and rules that were established for asking to speak.
7. Thank the participants for their contribution then point out to them 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 use 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 handle 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 also 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. Active listening makes a person feel valued. Do not wait until the AGM to listen to complaints; it is not an effective venue for two-way communication.
- **Disentangle the Issues** – analyze the conflict to determine the root cause or issue, to determine what the priority is and to be able to check 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 to address these emotions without getting angry or discouraged. As a leader you are also a member of the cooperative and your own feelings about the matter could cloud your emotions and judgment.
- **Provide Enough Time** – conflict, especially long standing, may need several sittings to resolve. There should be adequate time to think through the process, but the leader should also set time lines with realistic expectations for resolution. Adequate time and taking turns during the discussion gives 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 the leader is biased and lose trust in the process and the 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 diffuse 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, that members are updated on policies, procedures and even problems facing the cooperative. When members feel valued and listened, 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 handled the accounts, the others drove the vehicles.

As the business grew, new matatus were acquired and more drivers and conductors were employed. They added a few buses and new routes. At first they relied on relatives whom they trained, but soon they 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 out.

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 matatu 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 felt were lucrative and said 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 which route as some routes brought in more money which was paid on percentages. Rumor has it that the conductors would be allowed membership, a move some drivers vehemently opposed as conductors were not co-owners. Some drivers agreed with the conductors' feelings that by belonging to the SACCO they could save enough to buy matatus and upgrade their status. A serious source of conflict was ethnic diversity. As the routes expanded the destination towns demanded that their drivers be allowed to join the SACCO and conflicts arose over parking spaces in the destination towns. Some members wanted to allow "outsiders" into the SACCO while others were bitterly opposed.

## 6.2: Good Governance, Cooperative Problem Solving and Gender Sensitivity-60 minutes

### Goal

To help the participants develop skills in gender sensitive problem solving processes

### Objectives

By the end of the session, participants should be able to

1. Explain the problem solving process
2. Describe how to solve problems with gender sensitivity and respect

### Recommended Time: 60 minutes

### Materials Required

Flipchart, markers, masking tape, blackboard, chalk  
A packet of Flash cards or paper cut into 5x3" pieces

### Advance Preparation

- a. **Facilitator's Resource 29 The Problem Tree.** Draw a problem tree from the template below. Make it as big as will fit the paper. 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. **Case Study 6.2.5 Miwani Settlement Scheme**, written out on flip chart paper.
- d. **Facilitator's Resource 30 The Problem Solving Cycle** drawn on flip chart.

### Facilitator's notes

Familiarize yourself with the components of the problem tree (Facilitator's Resource 29). You can also fill out an example to use during the module but try not to have a problem 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 allows for it.

### Steps

1. Remind the participants that they learned that learned that disagreements are part of life and happen to everyone at one time or the other. Problems are also part of life. When they are not dealt with they may escalate in complexity and become sources of conflict.
2. Brainstorm the word "problem". What words come to mind? Write down participants' examples of problem on the flipchart. Add others if necessary. Formulate a definition of the word with the participants. Examples include difficulty, trouble, dilemma, issue. The

Cambridge dictionary defines a problem as a situation, person, or thing that needs 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 nature.

3. Divide the participants into 4 groups and give each of them a slip of paper each with one case study. Ask them to read the case and answer the 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 the youth of Tete Village came together to start a brick making project. You were tasked with registering them as a cooperative society. There was a lot of enthusiasm among 20 young men and women. However you have called 3 meetings in the last month where less than 5 people turned up. You do not know how to proceed with registration.

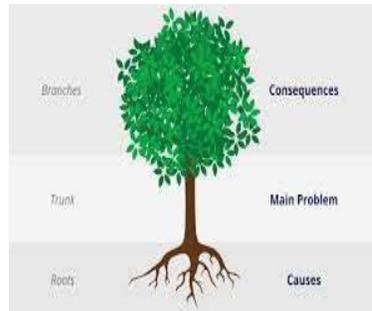
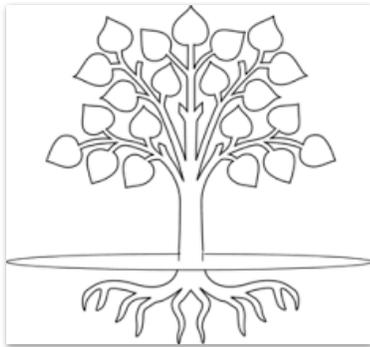
**Case Study 6.2.2: Chepkorir's Chama.** Chekorir and her chama have managed to save 200,000 shillings with which they intend to start a chicken project. Chepkorir the treasurer used 60,000 to buy her farm inputs. She had hoped to repay the money when the cooperative paid dividends but at the AGM last week the cooperative members decided to roll over their dividends to finance a housing project they are completing. She 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 reported to him that she was being sexually harassed by one of the assistant managers. Mary has no evidence but Kuto believes her and has resolved to take action. He wants to sack the assistant manager but Upewe has no gender policy.

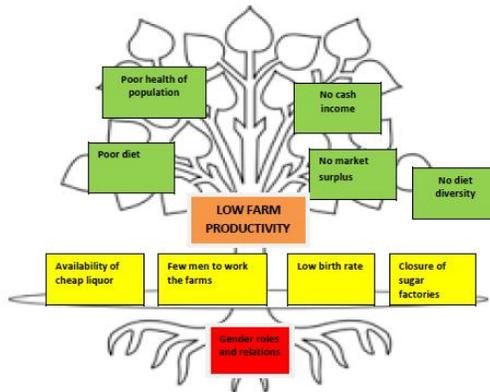
**Case study 6.2.4 Upendo na Maendeleo.** Upendo na Maendeleo group pays percentage dividends against shares paid in and interest earned from loans taken by members. Dividends are disbursed in December. Between October and November there is a sharp rise in payment of shares but many members continue 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 she will face opposition she calls in the management committee to discuss the problem.

4. After 10 minutes ask the groups to report in plenary without getting into deep discussion at this point. Summarize that many problems are rooted in persons 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 29: The Problem Tree**. Explain to them that the trunk is the problem everyone can see. 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 is possible solutions.

**Facilitator's Resource 29 The Problem Tree**



Example of a 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 with the closure of the sugar factory the farmers have nowhere to sell their crop. Most of them have taken to drinking the local cheap liquor and are unable to work in the farms. Women complain that they have no food because they have no money to spend now that there is no income. As a result the diet depends on whatever is seasonal and there is not much variety. Most families have chickens which are rarely slaughtered and in this community women and children are not allowed to eat eggs; restricting their diet choices even further. The nutritional status of the community is very poor, fewer children are being born. The women would not mind starting vegetable and root crop gardens but tradition does not allow them to uproot the sugarcane. The root cause of the problem is gender roles and relations.

*As a cooperatives outreach worker you have been invited to attend a meeting of a Waremba women's group in an informal settlement for which an upgrading project has been proposed. The women are enthusiastic about the possibilities of improving their homes and the communal facilities. They have many actual proposals. In particular, they are keen to set up their own brick-making project so that the developers buy from them, but they are very worried about their husbands' reaction to this idea. They turn to you for advice on how to proceed.*

(remind the participants that they need to think about the problem from all possible angles and come up with varied answers).

Help the participants determine which are the primary causes and consequences, and which are as a result of the initial problem or consequence. E.g poor diet is a primary consequence of low farm productivity and results in overall poor health.

7. After all answers have been exhausted, ask the participants to debate the root cause of the problem, write and place their cards on the root of the tree.
8. Revisit the problems in the case studies presented in Step 2. 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.

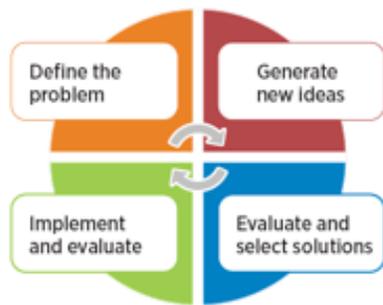
- Conclude by telling the participants that at the root of these societal problems is inequality. In order to deal with societal problems, we must therefore tackle the root cause.
  - Inequality of opportunities for education, employment, personal growth, etc. have to be addressed in order for society to develop.
  - Inequalities that affect the general society are complicated by inequalities with regard to gender.
9. Put up **Facilitator's Resource 30: 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 the synergy 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:** usually with complex problems there is more than one possible solution, but there are also more than one advantages and disadvantages 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 partial solution and even more problems than before. The cooperative needs to conduct evaluations to see if the suggested solution is working and decide whether to continue or to select another alternative.
10. 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 include:
- 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 are inevitable. To solve problems in cooperatives requires the input of all members. Women need to be part of problem solving, not recipients of solutions made by others. To achieve societal transformative cooperatives, need to be aware of, and provide solutions to

gender differentiated issues of power, privilege, culture, and tradition with access and control over resources.

**Facilitator's Resource 30 The Problem Solving Cycle**



**The Problem Solving Cycle**

## 7.0 Strengthening Cooperatives through Family Planning and Parenting-4 Hours

### 7.1: Persons and Things -30 minutes

**Goal:**

To increase Participants' understanding on the existence of power in relationships and its impact on human rights.

**Objectives:**

By the end of the session participants will be able to:

1. Explain the experience of having power or being powerless in a relationship.
2. Explain the effect of power imbalances in relationships with regards to Cooperatives.
3. Identify appropriate actions to promote gender equitable relationships.

**Recommended Time :** 60 minutes

**Resources:** Low

**Materials Required:** 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 participants react to being assigned the role of "persons" or "things" and to be prepared to make the necessary accommodations or changes. For example, rather than have participants actually carry out the role-play, the facilitator might invite the participants 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 people.
2. Tell participants that the name of this activity is: *Persons and Things*. Call out numbers 1, 2 and 3 to group the participants. (If the number of participants is not divisible by three, the remaining one or two can join the group of observers). After each one has taken a number, inform the groups that number one's will be "**persons,**" number two's will be "**things,**" and number three's 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” you do tell. If you want to move or do something, you have to 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 tell 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 3 to 5 minutes, tell the persons and things that they will switch roles and that now the “persons” will be “things” and “things” will be “persons.” Give them another 3-5 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 with what was happening? 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 had been given a chance to choose between the three groups, 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” impact a person’s vulnerability to Violence, infections or other violations of one’s rights?
  - In your communities, where do men most often belong these three groups?
  - Which group do women most often belong to in the three groups? Why do you think it is like this?
  - How does society/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 can enjoy the same opportunities, the same treatment and the same rights?

### **Take Home Message**

The unequal power dynamics in intimate relationships can have serious repercussions and health risks including GBV, STIs, 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, in turn, 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 lives at home and in your community.

## 7.2: Overview of Contraceptive Methods and Benefits of Family Planning-1 ½ hour

<b>Goal:</b> To help participants understand the benefits of family planning and contraception
<b>Objectives:</b> By the end of the session participants will 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 may have about FP and contraception.</li></ol>
<b>Recommended Time:</b> 90 minutes
<b>Resources:</b> Low-Medium
<b>Materials Required:</b> Flipchart Paper and markers

### Facilitator's Note

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

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

1. Give each participant two pieces of paper. Ask them to draw their land two times.
2. Say to the group: "Pretend you are Wanjala. This is your land. You have six children. Please cut your first land into six pieces."
3. Say to the group: "Now pretend you are Wafula. This is your land. You have two children. Please cut your second land into two pieces."
4. Use the discussion questions below to synthesize the activity:
  - Whose children got bigger pieces of land?
  - Who has the advantage, the children of Wanjala or the children of Wafula? Why?
  - What can the children of Wanjala do to earn their living?

- Summarize by informing participants that couples in Kenya now prefer fewer children in recent years. 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

- Ask participants to define what they understand by Family Planning, Contraception and Child spacing. Use the definitions in Facilitator's Resource 31: Key Concepts in Family Planning to add any aspect they may have been left out.

#### Facilitator's Resource 31: Key Concepts in Family Planning

- Family planning is a reproductive life plan that allows a person to set goals about whether or not to have children, when to have children, and under what conditions. The plan can change
- 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.
- 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

- Briefly describe the following five events necessary for pregnancy to occur and explain that different contraceptive methods disrupt one or more of these events.
  - Sperm must enter Vagina
  - 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 the contraceptive methods that they know of and review

Summarize that there are 5 main types of modern family planning methods:

**Natural Methods**

- a. Calendar/ Chart (tracking menstrual cycle)
- b. Temperature
- c. Cervical Mucus

**Barrier Methods** (Foam Tablets, Diaphragm, Condom)

**Hormonal methods**

- a. Oral Contraceptives (Pill)
- b. Injectable Contraceptives
- c. Implants

**Intra Uterine Devices (IUD)**

**Permanent Methods**

- a. Tubal Ligation
- b. Vasectomy

4. Explain that when choosing the birth control method whether natural or modern, couples must consider the following:
- Their health and the health 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 4 groups 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 to Mother
  - Benefits of Family Planning to Father

- Benefits of Family Planning to Baby and other Children
  - Benefits of Family planning to Community and Government
2. After 10 minutes ask each group to present their answers. After all the 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 the problems related to closely spaced pregnancies on the mother and child. Emphasize the following:
    - Babies born too early
    - Babies that are too small
    - Sickly children
    - Children who are more likely to die before 5th birthday
    - 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, the messages are:</b></p> <ul style="list-style-type: none"> <li>• For the health of the mother and the baby, wait at least 2 years, but not more than 5 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, the messages are:</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, the messages for adolescents are:</b></p> <ul style="list-style-type: none"> <li>• For your health and your baby's health, 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 32: Contraception Methods**

Contraception Method	How It Works
<p><b>Abstinence</b></p>	<p>Abstinence is <b>the total avoidance of sexual intercourse</b>. It is the safest and most effective way to prevent pregnancy and the transmission of STIs/HIV.</p>
<p><b>Traditional methods to prevent pregnancy</b></p> <p>a) Withdrawal or pulling out</p> <p>b) Separating partners after childbirth</p>	<ul style="list-style-type: none"> <li>• Withdrawal method stops the sperms from fertilizing the ovum</li> <li>• Separating partners works in the same way as abstinence</li> <li>• Some traditional methods are not effective at all, and come can even be very harmful.</li> </ul>
<p><b>Natural Methods</b></p> <p>a) Calendar/ Chart</p> <p>b) Temperature</p> <p>c) Cervical mucus</p>	<ul style="list-style-type: none"> <li>• These are methods by which couples time sexual intercourse to avoid the woman’s days of fertility in her menstrual cycle (the time when she is able to 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>
<p><b>Barrier Methods</b></p> <p>a) Foam Tablets</p> <p>b) Diaphragm</p> <p>c) Condoms (Male &amp; Female)</p>	<p><b>Foam Tablets:</b> It prevents the sperm from reaching the egg</p> <p><b>Diaphragm:</b> Spermicidal (jelly or cream) kill sperms or make them unable to move towards the egg.</p> <ul style="list-style-type: none"> <li>• Diaphragm blocks sperm from entering the uterus and fallopian tubes where the sperm could meet an egg.</li> <li>• <b>Male Condom:</b> Male condom stops the sperm from entering the woman vagina.</li> <li>• <b>Female Condom:</b> is a rubber sheath that fits inside the vagina and covers the vulva, preventing sperm from entering a woman’s vagina.</li> </ul>

	<ul style="list-style-type: none"> <li>Both male and Female condoms protect against both pregnancy and STIs/HIV (the Only method with dual protection)</li> </ul>
<b>Hormonal methods</b> a) Oral Contraceptives (Pill) b) Injectable Contraceptives c) Implants	<p><b>Pill:</b> Prevents (suppress) the woman's ovaries from releasing eggs. It also thickens cervical mucus making it difficult for the sperm to pass through</p> <p>Does <b>not</b> stop periods nor protect against STIs/HIV.</p> <p><b>Injectable: works like the pill.</b> 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 they do not protect against STIs/HIV.</p> <p><b>Implants: Work the same way as the pill.</b></p>
<b>Intra-uterine Device (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>Prevents sperm and egg from meeting by making it difficult for sperm to move through the woman's reproductive tract and as such ability to fertilise egg</li> <li>Possibly prevents egg from implanting in wall of uterus</li> <li>IUDs do not protect against STIs/HIV.</li> </ul>
<b>Permanent Methods</b> a) Male Sterilization (Vasectomy) b) Female Sterilization (Tubal Ligation)	<p><b>Vasectomy:</b> It is a surgical method of family planning for men who are sure that they will not want more children.</p> <p>It does not protect against STIs/HIV.</p> <p><b>Tubal-Ligation:</b> is a surgical method of family planning for women who are sure that they will not want more children.</p> <p>It does not protect against STIs/HIV.</p>

### Handout 7.2.1: Benefits of Family of Family Planning

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 as a whole.

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

- She will stay healthy and less tired

- She can give more attention to 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 piece of mind for 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 piece and enjoy good health

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

- Breast feeding for 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 a better chance for education
- Have a good opportunity for jobs
- Have more space for living and playing
- Have confidence from 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 a classroom
- Less crowded clinics and hospitals
- More social services

THUS: -Small families mean better life.

### 7.3 Engaging Men in Care Giving-45 Minutes

**Goal:** To help participants understand the importance and promote the role of men in Care giving.

**Objectives:**

By the end of the session participants will be able to:

1. Identify ways of engaging men in domestic work and care giving.
2. Explain the benefits to the families and cooperatives of men being engaged in care giving and domestic work.

**Recommended Time : 45 minutes**

**Resources:** Low

**Materials Required**

Flipchart paper, markers

Handout 7.3.1 Ten Ways of engaging Men in Care giving

**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 care giving, and why it is important that men are care givers.
2. Write their responses on a flip chart, and supplement any missing information using the description **Facilitator's Resource 33: What is Caregiving?**
3. Ask the participants to share 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 4 groups. Tell them that you would like them to come up with ways men can participate in care giving. Assign each group one of the following:
  - a) During the prenatal 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 breakup or working away from home

5. After 10 minutes have the groups present their main points in plenary, supplementing any points missed with your notes.



**Facilitator’s Resource 33: What is Care Giving?**

The term Care Giving 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 from an early age, are encouraged to exclude themselves. However, men should be equal partners in this.

**1. Men should be engaged during the Pre-natal period and in Childbirth**

- Men who are present from pre-natal phase through childbirth are more likely to be connected and attached to their children from earliest moments and establishing basis for life-long close relationships with their children.
- Men need to be informed about maternal health including the risk signs before, during and after pregnancy and child birth.
- 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 the care work and domestic activities in more equal ways.
- Boys need to be taught how to do domestic chores so that they are able to play their role in managing the household.
- Employers need to have family friendly policies for both male and female workers e.g. expand 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 whether their children have access to health services by controlling transportation, income and decision making.
- Men should be encouraged to get HIV testing and counselling to avoid transmitting HIV to their partners.
- Men should support their partners in exclusive breastfeeding and in bottle feeding when necessary.

#### **4. Men should be engaged in playing with their Children**

- Playing is the way young children learn and is necessary for them to develop their motor skills, creativity, social skills and help them grow and thrive physically.
- Playing helps men to connect and bond with their children, develop sensitivity and responsiveness to children 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, following children's school progress interacting with and knowing their children's teachers are key activities for all parents (too often Men have not been involved in these activities).
- Children with caring and involved men in their education generally do better in school and show better social and emotional development that are necessary for learning.
- More efforts are needed to recruit more men as early childhood and primary teachers so that teaching 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 their men are more likely themselves to demonstrate empathy, be involved in 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 be engaged in Preventing Violence against Women and Children and help them recover from violence**

- Many children experience violence from peers, teachers, parents or guardians which leads to fear, anger and resentment which may results 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**

- Being present in the lives of their children and partners in caring, men contribute to gender equality.
- Girls having a close relationship with their father or a father-figure who promotes their ambition /achievement leads to less subservient relationships with men and a higher sense of control of their bodies and their sexuality.

- Boys who have caring men are more likely to be caring themselves while the girls will expect and obtain such behaviour from their partner.
  - 9. Men should be involved even when they don't live together with the mothers of their children**
- 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.
- 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 lower rates of alcohol abuse.
- They also report 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 wellbeing 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 Care Giving**

- 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 engaged in playing with their Children
- Men should be engaged in their Children's Education
- Men should show affection toward children
- Men should be engaged in Preventing Violence against Women and Children and helping them to recover from violence
- Men should be role models for Gender Equality
- Men should be involved even when they don't 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

**Goal:** To introduce parents to the concept of supervision as an effective parenting skill.

**Objectives:** By the end of the session, the participants should be able to explain what child supervision is and its importance in effective parenting.

**Recommended Time :** 30 minutes

**Materials Required:** Flipchart Paper and markers

### Facilitator 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 younger and older ones. Parents include guardians

### Steps:

1. Introduce the activity by asking the participants what it means to supervise their child and allow 2-3 participants to respond.
2. Thank them for their responses and use the definition below to explain what Child Supervision is. |

Ask the participants why they think supervision is important, especially as the child grows older.

Allow participants to respond. Ensure the following responses are included:

- To encourage honesty in children
  - To build the trust between the parent and the child
  - To guide our children
  - To make clear agreements on issues like time, activities, etc.
  - Promotes clear communication between a parent and a child
  - Strengthens parent-child relationship
  - It shows that the parent is interested in a child's life, that they love them and want what is best for them.
3. Emphasize that even though older children may resist supervision from parents, in reality they do expect to be supervised.
  4. Ask the participants to try and 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 2-3 participants to respond.

**Commented [KN8]:** Designer: Label it parental supervision styles

- 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 the participants now to think of themselves in the present. Ask them what they would or expect of their children when they want to go somewhere or do something without them. Allow 2-3 participants to respond.
  - iv. Emphasize that as parents, we (would) want to know some things about what our children do especially when they are not with us.
6. Inform participants that parents should develop a personal plan for supervising their children. It should 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 child is leaving home. The responses may include how safe the activity will be, who else will be there, which adult or parent is in charge.



**Take Home Message**

As parents it is important 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

**Goal:** To introduce parents to effective parent-child communication strategies so as inculcate values of gender equality.

**Objectives:** By the end of the session participants will be able to identify characteristics of ineffective and effective communication with a child.

**Recommended Time :** 30 minutes

**Resources:** Low-Medium

**Materials Required:** Flipchart Paper and markers

### Facilitators Notes

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 heading "**Characteristics of Ineffective Communication**" on flipchart or board. If participants have difficulty responding, give an example from the following list of possible responses.

- Interrupting the speaker
- Not making eye contact
- Monopolizing the conversation
- Being closed to the other person's views

3. Use **Facilitator's Resource Sheet 34: Effective Parent-Child Communication** to highlight how to communicate with children

### Facilitator's Resource Sheet 34: Effective Parent-Child 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 your child while they are talking- it's 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.
- **Don't 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 messages 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 questions that can be answered with "yes" or "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 their opinions.
- **Stick to the present issue during conflicts.** Don't 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. "I" messages involve describing how you feel about something rather than making accusations. An example of an "I" message 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

Time	Session
<b>Day 1: Introduction to Gender and Gender Based Violence (GBV)</b>	
8.00 – 8.30 am	Arrival and Registration
8.30 -9.15 am	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Opening Remarks</li> <li>• Training Expectations &amp; Group Norms</li> <li>• Workshop Objectives</li> <li>• Pre-test</li> </ul>
9. 15 – 10.15 am	Values clarification on Gender, Cooperatives and Good Governance -(1 hour)
10.15 -11.00 am	Building Consensus on Gender - (45 Mins)
11.00 – 11.30 am	<b>Health Break</b>
11.30 – 12. 30 pm	Gender Norms: Act like a Man, Act like a Woman -(1hour)
12.30 - 1.00 pm	What is Gender Based Violence?- (30 Mins)
1.30 – 2.30 pm	<b>Lunch Break</b>
2.30 – 3.00 pm	Causes and Consequences of GBV- (1 hour)
3.00 – 4.00 pm	Sexual Harassment – (1 hour)
4.00 – 4.15 pm	<b>Health Break</b>
4.15 – 5. 15 pm	Laws and policies addressing GBV in Kenya- (1 hour)
5. 15 - 5. 30 pm	Wrap up of day 1
<b>Day 2: Cooperative Governance and Gender Mainstreaming</b>	
8.00 – 8.15 am	Recap of Day 1
8.15 - 9.00 am	Understanding Cooperatives- (45 minutes)
9. 00 – 10.30 am	Introduction to Cooperative Governance- (1 hour 30 minutes)

<b>10.30 – 11.00 am</b>	<b>Health Break</b>
<b>11.00 – 12.00 pm</b>	Mainstreaming Gender in Cooperatives – (1 hour)
<b>12.00 – 1.00 pm</b>	Female Empowerment in Cooperatives and society – (1 hour)
<b>1.00 – 2.00 pm</b>	<b>Lunch Break</b>
<b>2. 00 - 3.00 pm</b>	Conflict Resolution Techniques for Cooperatives -1 hour
<b>3.00 - 4.00 pm</b>	Action planning and way forward (1 hour)
<b>4.00 – 4.30 pm</b>	<ul style="list-style-type: none"> <li>• Post-test</li> <li>• Training Evaluation</li> <li>• Closing Remarks</li> </ul>
<b>4.30 pm</b>	<b>Departure</b>

## Annex 2 Three Days Sample Training Agenda

Time	Session
<b>Day 1: Introduction to Gender and Gender Based Violence (GBV)</b>	
8.00 – 8.30 am	Arrival and Registration
8.30 -9.15 am	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Opening Remarks</li> <li>• Training Expectations &amp; Group Norms</li> <li>• Workshop Objectives</li> <li>• Pre-test</li> </ul>
9. 15 – 10.15 am	Values clarification on Gender, Cooperatives and Good Governance -(1 hour)
10.15 -11.00 am	Building Consensus on Gender - (45 Mins)
11.00 – 11.30 am	<b>Health Break</b>
11.30 – 12. 30 pm	Gender Norms: Act like a Man, Act like a Woman -(1hour)
12.30 - 1.30 pm	Gender Fishbowl – (1 hour)
1.30 – 2.30 pm	<b>Lunch Break</b>
2.30 – 3.00 pm	What is Gender Based Violence? - (30 Mins)
3.00 – 4.00 pm	The Cycle of Violence: GBV Clothesline-(1 hour)
4.00 – 4.15 pm	<b>Health Break</b>
4.15 – 5. 15 pm	Power and Control in Relationships – (1 hour)
5. 15 - 5. 30 pm	Wrap up of day 1
<b>Day Two : GBV laws and Communication</b>	

<b>8.15 -8. 30 am</b>	Recap of Day 1
<b>8.30 – 9.30 am</b>	Causes and Consequences of GBV- (1 hour)
<b>9.30- 10.30 am</b>	Sexual Harassment – (1 hour)
<b>10.30 – 11.00 am</b>	<b>Health Break</b>
<b>11.00- 12.00 Noon</b>	Laws and policies addressing GBV in Kenya- (1 hour)
<b>12.00 - 1.00 pm</b>	Improving Communication through Active Listening- (1 hour)
<b>1.00 – 2.00 pm</b>	<b>Lunch Break</b>
<b>2.00 – 2.45 pm</b>	Practicing Assertive Skills- (45 minutes)
<b>2.45 – 3. 45 pm</b>	Family and Household Management-(1 hour)
<b>3.45 – 4.00 pm</b>	<b>Health Break</b>
<b>4.00– 5.00 pm</b>	Understanding Cooperatives- (45 minutes)
<b>5.00 – 5.15 pm</b>	Wrap up of Day 2
<b>Day Three: Cooperative Governance and Gender Mainstreaming</b>	
<b>8.00 – 8.15 am</b>	Recap of Day 2
<b>8.15 -9.45 am</b>	Introduction to Cooperative Governance- (1 hour 30 minutes)
<b>9. 45 – 10.45 am</b>	Gender and Cooperative Governance – (1 hour)
<b>10.45– 11.15 am</b>	<b>Health Break</b>
<b>11.15 – 12.15 pm</b>	Mainstreaming Gender in Cooperatives – (1 hour)

<b>12. 15 – 1.15 pm</b>	Female Empowerment in Cooperatives and society – (1 hour)
<b>1.15 – 2.15 pm</b>	<b>Lunch Break</b>
<b>2. 15- 3.15 pm</b>	Conflict Resolution Techniques for Cooperatives -1 hour
<b>3.15 -4.15 pm</b>	Good Governance, Cooperative Problem Solving and Gender Sensitivity- (1 hour)
<b>4.15 – 5.00 pm</b>	Action planning and way forward (45 Minutes)
<b>5.00 – 5.30 pm</b>	<ul style="list-style-type: none"> <li>• Post-test</li> <li>• Training Evaluation</li> <li>• Closing Remarks</li> </ul>
<b>5.30 pm</b>	<b>Departure</b>

### Annex 3 Four Days Sample Training Agenda

Time	Session
<b>Day 1: Introduction to Gender and Gender Based Violence (GBV)</b>	
8.00 – 8.30 am	Arrival and Registration
8.30 -9.30 am	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Opening Remarks</li> <li>• Training Expectations &amp; Group Norms</li> <li>• Workshop Objectives</li> <li>• Pre-test</li> </ul>
9. 30 – 10.30 am	Values clarification on Gender, Cooperatives and Good Governance -(1 hour)
10.30 – 11. 00 am	<b>Health Break</b>
11.00 – 11. 45 pm	Building Consensus on Gender - (45 Mins)
11.45 – 12. 45 pm	Gender Norms: Act like a Man, Act like a Woman -(1hour)
12.45 – 1.45 pm	<b>Lunch Break</b>
1.45 - 2.45 pm	Gender Fishbowl – (1 hour)
2.45 – 3.15 pm	What is Gender Based Violence?- (30 Mins)
3.15 – 3.30 pm	<b>Health Break</b>
3.30 – 4.30 pm	The Cycle of Violence: GBV Clothesline-(1 hour)
4.30 -4.45 pm	Wrap up of day 1
<b>Day Two : GBV laws and Communication</b>	
8.15 -8. 30 am	Recap of Day 1
8.30 – 9.30 am	Power and Control in Relationships – (1 hour)
9.30- 10.30 am	Causes and Consequences of GBV- (1 hour)
10.30 – 11.00 am	<b>Health Break</b>

<b>11.00- 12.00 Noon</b>	Sexual Harassment – (1 hour)
<b>12.00 - 1.00 pm</b>	Laws and policies addressing GBV in Kenya- (1 hour)
<b>1.00 – 2.00 pm</b>	<b>Lunch Break</b>
<b>2.00 – 3.00 pm</b>	Improving communication through Active Listening- (1 hour)
<b>3.00 – 3. 45 pm</b>	Practicing assertive Skills- (45 minutes)
<b>3.45 – 4.00 pm</b>	<b>Health Break</b>
<b>4.00– 5.00 pm</b>	Family and Household Management-(1 hour)
<b>5.00 – 5.15 pm</b>	Wrap up of Day 2
<b>Day Three: Cooperative Governance and Gender Mainstreaming</b>	
<b>8.00 – 8.15 am</b>	Recap of Day 2
<b>8.15 -9.00 am</b>	Understanding Cooperatives- (45 minutes)
<b>9. 00 – 10.30 am</b>	Introduction to Cooperative Governance- (1 hour 30 minutes)
<b>10.30– 11.00 am</b>	<b>Health Break</b>
<b>11.00 – 12.00 Noon</b>	Gender and Cooperative Governance – (1 hour)
<b>12. 00– 1.00 pm</b>	Mainstreaming Gender in Cooperatives – (1 hour)
<b>1.00 – 2.00 pm</b>	<b>Lunch Break</b>
<b>2.00- 3.00 pm</b>	Female Empowerment in Cooperatives and society – (1 hour)
<b>3.00 -4.00 pm</b>	Conflict Resolution Techniques for Cooperatives -1 hour
<b>4.00 – 4.15 pm</b>	<b>Health Break</b>
<b>4.15 – 5.15 pm</b>	Good Governance, Cooperative Problem Solving and Gender Sensitivity- (1 hour)
<b>5.15 -5.30 pm</b>	Wrap up of Day 3
<b>Day Four: Strengthening Cooperatives through Family Planning and Parenting</b>	
<b>8.15 -8.30 am</b>	Recap of Day 3

<b>8.30 -10.00 am</b>	Overview of Contraceptive Methods and Benefits of Family Planning –(1 hour and 30 minutes )
<b>10.00- 10.30 am</b>	Effective Parent-Child Communication Strategies- (30 minutes)
<b>10.30 – 11.00 am</b>	<b>Health Break</b>
<b>11.00 – 11.45 am</b>	Supervision as an effective Parenting Skill – (45 Minutes)
<b>11.45 – 12.15 pm</b>	Persons and Things – (30 minutes)
<b>12.15 – 1.00 pm</b>	Engaging Fathers in Care Giving – (45 Minutes)
<b>1.00 – 2.00 pm</b>	<b>Lunch Break</b>
<b>2.00 – 3.00 pm</b>	Action planning and way forward - (1 hour)
<b>3.00 – 3.45 pm</b>	Presentation of Action Plans - (45 Minutes)
<b>3.45 – 4.30 pm</b>	<ul style="list-style-type: none"> <li>• Post-test</li> <li>• Training Evaluation</li> <li>• Closing Remarks</li> </ul>
<b>4.30 pm</b>	<b>Health Break &amp; Departure</b>

## Annex 4 Sample Pre and Post Test Questions

### Facilitators 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 Bio-data of the participants. The ones in Part 2 are to assess the change in attitude while the ones in Part 3 are 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 homemaking skills.  
 I Agree  I partially agree  I disagree
3. Allowing the youth and women into Cooperative's leadership will lower profits because they lack the needed leadership skills and experience.  
 I Agree  I partially agree  I disagree
4. In Kenya, Gender Equality should re-focus on 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 the 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 the same.

I Agree                       I partially agree                       I disagree

7. Mothers should be in charge of upbringing of daughters and men in charge of sons for gender equity.

I Agree                       I partially agree                       I disagree

8. Women should be the ones to take lead in family planning because they are the ones who carry pregnancy.

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.

a) True      b) False

2. Sex roles are the same everywhere unlike Gender roles that change over time and place.

a) True.      b) False

3. Gender norms are rules of behaviour for men and women in society.

a) True      b) False

4. Violence by males is natural because they are born more aggressive than women.

a) True.      b) False

5. Violence is learned behavior which can be unlearned.

- a) True      b) False

6. Someone who has suffered violence is **less likely** to perpetuate it because they have learned its negative consequences.

- a) True      b) False

7. Violence is used to control and to have power over someone else.

- a) True      b) False

8. A threat or action taken against a person who rejects sexual advances or reports sexual harassment is referred to as-----.

- a) Hostile Environment    b) Quid pro quo    c) Emotional Rape    d) Sexual assault

9. The **process** of fairness in allocating the proper kind of resources to each Gender to obtain the same results for men and women is referred as-----.

- a) Gender Equality    b) Gender Equity    c) Gender integration    d) Gender Mainstreaming

10. What does (women's) empowerment in mean?

- a) Having proportionately equal number of male and females in leadership and management.
- b) Women gaining power and control over one's own life.
- c) Women having opportunity to work and earn equally with men.
- d) Women holding not less than the required seats in all elective and appointed positions as per the constitution.

11. Joining Cooperatives will help women to create employment, decent work and increase decision-making at the Household level.

- a) True      b) False

12. Obstacles faced by women entering into cooperatives include:

- a) Women's limited access to financial resources for paying required membership fees
- b) Unequal access to education and training
- c) Isolation of women in their homes due to home responsibilities
- d) All of the above.

13. Which of the following is **not** necessary for gender mainstreaming in an organization/institution?

- a) Allowing time to change because mainstreaming takes time
- b) Making it official for ownership by leaders
- c) Development partners' support because it is an expensive venture
- d) Knowledge and Education so as to change the attitudes of Cooperative Leaders.

14. Conflicts in a cooperative that are caused by the presence of strong negative emotions, poor communication, misperceptions or repetitive negative behaviour are called.....

- a) Value Conflicts
- b) Interest Conflicts
- c) Relationship Conflicts
- d) Structural Conflicts

15. Contraception and Family Planning are the same thing.

- a) True.
- b) False

16. Which one of the following is **not** a barrier method of contraception?

- a) Condom
- b) Foam Tablets
- c) Diaphragm
- d) Tubal Ligation

17. What is **assertive** communication?

- a) Being loud and abusive if 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) Making sure the other person knows one's thoughts and feelings by loud talking

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 care giving at home.

- a) Are more likely to live longer
- b) Are less violent at home
- c) Report lower rates of drug abuse and family conflict.
- d) All of the above

20. Engaging Men in challenging current gender norms and patriarchy will benefit women as men lose out.

- a) True
- b) 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. 17. B 18. D. 19. D 20. B