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## ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>acquired immune deficiency syndrome</td>
</tr>
<tr>
<td>AU</td>
<td>African Union</td>
</tr>
<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All forms of Discrimination against Women</td>
</tr>
<tr>
<td>CSO</td>
<td>civil society organisation</td>
</tr>
<tr>
<td>ETP</td>
<td>Ethical Tea Partnership</td>
</tr>
<tr>
<td>FGM</td>
<td>female genital mutilation</td>
</tr>
<tr>
<td>GAD</td>
<td>gender and development</td>
</tr>
<tr>
<td>GBV</td>
<td>gender-based violence</td>
</tr>
<tr>
<td>HIV</td>
<td>human immunodeficiency virus</td>
</tr>
<tr>
<td>IEC</td>
<td>Information, Education and Communication materials</td>
</tr>
<tr>
<td>KTDA</td>
<td>Kenya Tea Development Agency</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOGCSD</td>
<td>Ministry of Gender, Children and Social Development</td>
</tr>
<tr>
<td>NGDP</td>
<td>national gender development policy</td>
</tr>
<tr>
<td>DGSD</td>
<td>Department of Gender and Social Development</td>
</tr>
<tr>
<td>WID</td>
<td>women in development</td>
</tr>
<tr>
<td>STI</td>
<td>sexually transmitted infection</td>
</tr>
</tbody>
</table>
INTRODUCTION
This social issues training manual has been developed to support capacity building in the tea sector on gender and social issues. It supports a training programme that has been developed by the Ethical Tea Partnership and IDH in partnership with Solidaridad, the Kenyan Ministry of Gender, Children and Social Development, the Ministry of Cooperatives Development and the Kenyan Tea Development Agency.

Target audience
The target audience for this project is the Kenyan tea sector and the training is aimed at key stakeholders in the tea supply chain including directors, management, worker committees, staff and farmers. The manual has been developed to support trainers deliver training on social issues within the tea sector. It is also anticipated that the content can be used as an information resource by key stakeholders.

Training methodology
Training is most effective when a trainer makes the sessions as participatory and interactive as possible. When people learn, they typically remember:

- 20% of what they hear
- 40% of what they hear and see
- 80% of what they hear, see, and experience
- 100% of what they discover for themselves!

The content of this manual can be shared using a number of different methods including open group discussion, presentations, demonstrations, role-plays, games, stories, case studies and field visits. Using a range of methods supports participants’ full understanding of the contents. This is particularly important when addressing difficult topics.

Duration of the training
The training is intended to take approximately three days and each training module has a suggested duration. However, trainers should customise the materials to fit within the time they have available and the specific needs of the audience.
Expected training outcomes

The training is expected to achieve the following:

- Increase understanding of social issues and gender mainstreaming
- Motivate behaviour change leading to the implementation of solutions to resolve current and future gender issues
- Influence decision-making on gender and other social issues
- The development of a clear plan to implement gender and social-related policies and procedures, and to embrace gender mainstreaming

Preparing for the training session

In order to maximise training outcomes, facilitators should fully prepare themselves for the training and follow these recommended steps:

1. Identify the specific training needs of the participants. This can include reviewing any relevant policies and procedures used by the organisation, understanding the future plans of the organisation and understanding the roles and responsibilities of those invited to the training.
2. Identify the training materials to be used based on the needs of the participants.
3. Review this facilitator manual and other materials that will be used for the training and have the hand-outs and other materials ready. Prepare group activities and icebreakers in advance.
4. Be well-informed on research and read other materials on gender and other social issues that are relevant to the training session.

Training materials

Here are some of the materials you will need to deliver the training:

- Supporting documents and materials on gender and social issues and the industry e.g. newspapers and magazines
- Flip charts and marker pens
- Chalk board
- Manila paper
- Notepads and pens
- Masking tape and pins
- LCD projector and laptop
- Certificates
- Training notes
- TV/DVD where applicable
Delivering the training session

When delivering the training, the following steps are important:

1. Have a lively introduction session at the beginning of the training. If possible, let the participants introduce one another.
2. Develop the session’s ground rules with the participants including appropriate use of language, how to participate and respecting other people’s opinions. Appoint a timekeeper.
3. Support participants to think about their training expectations and explore any fears. Use these to adjust the content of the training if necessary and review the success of the training at the end.
4. Have a formal evaluation at the end of the training.
5. Know your strengths (presentation, leading discussions, role-play, experience etc.) and leverage them during the training.

**Note:** These facilitator guidelines will help establish a good and conducive climate for the training. However facilitators should remain as innovative as possible and could therefore embrace other approaches that enable them to deliver well.

**Attributes of a good facilitator for social issues training:**

- Adequate knowledge of gender and other social issues
- Basic understanding of the agricultural sector and its players
- Highly sensitive to trainees’ needs such as respecting the training timetable as set by the group and seeking participants’ consent if adjustments are to be made
- Good communication and listening skills including being empathetic, honouring and respecting other people’s opinions, enabling learners to relax and feel at ease and having a good sense of humour
- Competent on group processes such as detecting and managing conflict within the group
- A good leader and a role model to the participants
THE SOCIAL ISSUES TRAINING PROGRAMME: OVERVIEW

This training is part of a series of modules that are intended to equip stakeholders in the agricultural sector with skills and knowledge on gender and other social issues to support gender mainstreaming in the workplace.

This training manual covers nine training modules:

Module 1  Introduction to gender and associated terminology
Module 2  Gender awareness and advocacy and how it impacts on the players in the tea industry
Module 3  Approaches to gender analysis and utilisation of data for mainstreaming
Module 4  Approaches and strategies to gender mainstreaming and integration
Module 5  Sexual and gender-based violence, human rights and how this can be managed in the workplace
Module 6  Sexually transmitted infections and their effects on both men and women
Module 7  The relationship between gender, leadership and governance
Module 8  Contractual issues in the workplace
Module 9  Workplace communication and gender committees
MODULE 1 – UNDERSTANDING GENDER

Module description: This module introduces gender and defines the different terminologies used in gender. Participants discuss the difference between gender and sex and explore a range of concepts and theories in gender and gender mainstreaming.

Module objectives:

1. Understand the difference between gender and sex
2. Introduce the basic concepts of gender and their relevance in the workplace

Duration: 1.5 hours

1.1 Gender and sex defined

Stimulus question

• What is the difference between gender and sex?

What is gender?

Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men, women, boys and girls. For example, in some communities, house thatching is a typical role for women, whereas in others it is taboo. When we look at roles that are undertaken by men as masculine and by women as feminine, this is a social construct and often differs from one place to another. Some roles traditionally seen as masculine have increasingly been shared by both genders and vice versa.

What is sex?

Sex refers to the biological and physiological characteristics that define men and women. The terms male and female categorise sex.

The table on the next page clarifies how gender differs from sex.
Gender

- Learned through socialisation and culture from birth
- Is concerned with the roles that men and women play in various societies and cultures
- Gender-specific roles vary between cultures and within cultures
- Gender is dynamic and changes over time

Sex

- Connected to biology e.g. chromosomes, external and internal genitalia, hormonal states and secondary sex characteristics
- Categorised as male or female

Group discussion

- List the various attributes of men and women
- From the list provided, classify which attributes are gender and which are sex. The list can be extended with other suggestions from the participants

Group exercise

Activities for differentiating sex and gender

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sex /Gender</th>
<th>Activity</th>
<th>Sex /Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breastfeeding</td>
<td>Sex</td>
<td>Cooking</td>
<td>Gender</td>
</tr>
<tr>
<td>Hormonal changes</td>
<td>Sex</td>
<td>Childbearing</td>
<td>Sex</td>
</tr>
<tr>
<td>Baby care</td>
<td>Gender</td>
<td>House thatching</td>
<td>Gender</td>
</tr>
<tr>
<td>Breaking voice</td>
<td>Sex</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.2 How culture influences gender

Culture refers to people’s way of life, systems and beliefs, values, rituals, interaction patterns and socialisation. A society’s culture will determine the roles, responsibilities and expectations placed on women, men, girls and boys. This process involves the allocation of particular tasks and activities to women and men, also known as the gender division of labour.

Gender division of labour describes activities that are carried out by men, women, girls and boys based on their perceived differences. This stems from the socialisation of individuals from the earliest stages of life, as they begin to identify with specific characteristics which are associated with being male or female.
1.3 Gender equality in Kenya

According to the World Bank Gender Equality and Development Report (2012), data shows that women have been integrated into the labour market and represent a growing share of the workforce. However they are often restricted to certain industries and over-represented in temporary, low-wage positions. Also, women are often recruited exclusively to perform activities perceived as ‘feminine’ which are often the lowest paid. According to UN statistics, women do 67% of the world’s work, yet their earnings for it amounts to only 10% of the world’s income.

**Group exercise**

- In two groups, one comprising of men and the other of women, list different daily activities which are performed by each group
- Identify the decisions made by men and women in your community. How do these roles and activities influence the gender distribution of resources such as land, capital and other assets? Do the decision-making expectations reinforce gender disparities?
- Share your findings as a group and allow participants to discuss how duties and decisions affect both men and women
Case study

Read the following case to the participants:

James and Judy have been married for the last ten years. During this time, they have not been blessed with a child and all their efforts to have a baby have been unsuccessful. James and Judy have been treated at many hospitals, seen many doctors and traditional medicine men for help but all this has been in vain. Last week, they were referred by a close friend to an old doctor who has helped other couples to conceive. They made a visit to his clinic; he examined them and advised that they have a chance to have only one child. They have to choose whether they want a boy or girl.

If you were in this situation, which one would you choose; a boy or girl?

Discuss responses with the participants and use the discussion to highlight differing perceptions and roles of boys, girls, men and women.

1.4 Gender terminology

Other key gender-based terminology discussed in this manual is included in the table below.

<table>
<thead>
<tr>
<th>Gender relations</th>
<th>The social interaction and relationships between men, women, boys and girls.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender equality</td>
<td>The equal value of society on both men and women, and the roles that they play.</td>
</tr>
<tr>
<td>Gender equity</td>
<td>Ensuring fairness between women and men. This has been changing over time as the roles of both men and women evolve.</td>
</tr>
<tr>
<td>Gender issue</td>
<td>When there is inequality, inequity or differentiated treatment of an individual or a group of people purely on the basis of social expectations and attributes of gender. Gender issues are sometimes called gender concerns.</td>
</tr>
<tr>
<td>Gender sensitivity</td>
<td>The perception and understanding of social and institutional factors underlying the different needs of women and men, and the incorporation of these perspectives in policy planning and other strategic actions.</td>
</tr>
<tr>
<td>Gender responsiveness</td>
<td>Planning and implementing activities that meet identified gender issues/concerns that promote gender equality.</td>
</tr>
<tr>
<td>Gender transformation</td>
<td>A shift in a population’s thinking towards increased gender equality.</td>
</tr>
</tbody>
</table>
1.5 Conclusion

The trainer or session leader summarises the objectives of the session and elicits individual feedback from participants. It is important that everyone the group participates in this session as it will help the trainer assess their level of understanding and apply the learning to the next module.

**Stimulus questions**

- What have you learned from this session?
- How will you apply this learning in your daily activities?
MODULE 2 – GENDER AWARENESS AND ADVOCACY

Module description: In this module participants explore a range of concepts on gender awareness and advocacy.

Module objectives:

1. Define and understand concepts of gender awareness and advocacy

Duration: 1 hour

2.1 Defining gender awareness, advocacy and lobbying

Stimulus question

- What is gender awareness/advocacy/lobbying?

Gender awareness

Gender awareness recognises the different life experiences and expectations of both men and women in the family, workplace, society and at a national level. These have been changing over time through gender mainstreaming and a greater awareness of inequality and gender issues in today’s global arena.

Advocacy

Advocacy is the ongoing process of changing attitudes, actions, policies and laws by influencing people and organisations with power, and systems and structures for the betterment of those affected by the advocacy issue.

Lobbying

Lobbying is the act of convincing or persuading other people in the family, community, workplace and country to change their opinion or take a desired action.

Lobbying is not about using unorthodox means to achieve a goal; it is about understanding the different interests that exist and opening a dialogue with the interested parties. Lobbying requires proper planning, good communication skills, mutual respect for all the parties involved and willingness among those involved.
Most gender concerns are contentious and therefore need lobbying. Contentious areas include:

- Property rights
- Access to credit
- Decision-making and leadership
- The distribution of labour in the family and the workplace

2.2 Creating information for lobbying and advocacy to support gender awareness

The typical approach for creating information on gender issues for lobbying and advocacy is:

- Identify and prioritise the issues (use a gender analysis – see module 3)
- Analyse and gather information on the issues by tracing their root causes (use a gender analysis – see module 3)
- Identify direct targets (those who have influence over the advocacy issue) and indirect targets (those who can influence, have an impact or say over those who matter in the advocacy issue)
- Identify and mobilise resources (ideas, researched information, funds in cash or in-kind and equipment)
- Create an action plan to implement the advocacy issue using the mobilised resources and targeting the direct and indirect targets
- Implement, monitor and keep evaluating the advocacy issue or strategy
- Record the changes resulting from the campaign

2.3 Skills and techniques in advocacy

Negotiation and bargaining skills: A negotiation is a method by which people settle differences. The process aims to reach a compromise or agreement while avoiding argument and dispute.

Presentation skills: A presentation is the process of presenting a topic to an audience with the goal of conveying ideas and opinions, persuading the audience or building goodwill.
Exercise

- Split the participants into two groups at random; one to represent the management and the other to represent the workers
- The group representing the workers should come up with a gender issue that needs lobbying and prepare to present it to the management
- The group representing the management should have positive members who support the ideas and negative members who do not
- Once they are ready, the two groups should come together to discuss the issue
- The trainer moderates the discussion, facilitating the desired outcome on the process and the issues being lobbied

2.4 Conclusion

In this module, we have looked at advocacy as one of the main channels of achieving meaningful change on gender issues in communities and organisations.

Exercise

- What have you learned from this session?
- How will you apply this learning in your daily activities?
MODULE 3 – GENDER ANALYSIS

Module description: In this module participants explore the concept of gender analysis, an approach that supports the identification of gender issues.

Module objectives:

1. Understand the concept of gender analysis and its application in the workplace
2. Build participants’ and organisations’ capacity to undertake a gender analysis

Duration: 1 hour

3.1 Introduction to gender analysis

Stimulus question

- What do you understand by the term gender analysis?

Gender analysis helps define the positive and negative effects of a course of action on men and women. It therefore supports the design and implementation of policies, projects and decisions that bring positive results for both men and women. It also prevents disempowerment. In the process, this intentional empowerment transforms gender relations.

Gender analysis also refers to the range of available methods for collecting and processing information about gender, activities and power dynamics of males and females.

Gender analysis helps identify:

- Disadvantaged members in a given population
- The nature of their disadvantage
- Structural causes of their disadvantage
- Factors that maintain the disadvantage
- Resources, institutional changes and strategies needed to solve problems and minimise disadvantages

A gender analysis can be conducted by selected employees, gender committee members, project staff or consultants. There is no right time to conduct gender analysis. It can be conducted at any time and in any place or setting where the need to look at gender issues has been identified.
3.2 Which tools can be used to conduct gender analysis?

Facilitator’s notes
Facilitators/trainers should familiarise themselves with the gender analysis tools as part of their preparation for the training. This will enable them to use the tools effectively during the training session.

The following tools can be used to conduct a gender analysis:
- The gender daily calendar
- Gender seasonal calendar
- Access and control profile
- Gender Analysis Activity Profile (GAAP)
- Social-cultural and political profile
- Testimonies

3.3 How is a gender analysis conducted?

A gender analysis should consider the following questions:
- Who is the project targeting?
- Who does what sort of work or has a specific role?
- Who benefits and who participates?
- Who makes decisions?
- Who bears the burden?
- Who uses and controls resources?
The key steps in a gender analysis are:

<table>
<thead>
<tr>
<th>Steps</th>
<th>What the step involves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations</td>
<td>• Collecting qualitative and quantitative data</td>
</tr>
<tr>
<td>Defining the issue(s)</td>
<td>• Identifying the questions, problems or issues relating to gender equality in a project or initiative. This involves a review of the entire project to identify any factors that could harm and/or improve the initiative as a result of a failure to consider gender issues</td>
</tr>
<tr>
<td>Defining desired and/or anticipated outcomes</td>
<td>• Identifying the results in as much detail as possible, focusing on the expected benefits for women, men and groups of women and men (according to their age and social conditions etc.)</td>
</tr>
</tbody>
</table>
| Information gathering         | • Gathering information on the basis of the factors identified in initial steps  
  • The analysis and interpretation of the information gathered                                                                                                                                                   |
| Development and analysis of options | • Based on the results, proceed with various options  
  • The examination of the negative and positive effects of each of the options on women and men, and the different groups of women and men                                                                 |
| Communications                | • Identifying the target audience  
  • Using communication methods that are most likely to reach the intended client base  
  • Taking action: mainstream gender, correct the issues, develop indicators etc.                                                                                                                                  |

3.4 Conclusion

In this module we have discussed concept of gender analysis. We have looked at different information requirements, who conducts the analysis and when it should be conducted. It is through gender analysis that we can increase our understanding of the gender-based division of labour, gain access to resources and control, and increase community participation in development. This module sets the stage for the next topic which is gender mainstreaming.
**Exercise**

- What have you learned from this session?
- How will you apply this learning in your daily activities?
MODULE 4 – GENDER MAINSTREAMING

Module description: In this module participants learn about the concepts, approaches and strategies of gender mainstreaming.

Module objectives:

1. Understand gender mainstreaming
2. Build participants’ and organisations’ understanding of the importance of gender mainstreaming in the workplace

Duration: 2 hours

4.1 Gender mainstreaming and integration

Stimulus questions

• What is gender mainstreaming?
• What is gender integration?

Gender mainstreaming is the process of integrating a gender equality perspective as part of the design, implementation, monitoring and evaluation of policies and programmes in any organisation, at all stages and levels. Through gender mainstreaming, gender equality can be achieved.

Gender integration occurs when issues and interventions related to gender are introduced into a project, programme or policy context as a broad component or content area. This is done on a continuous basis and is supported by the analysis and identification of gender concerns and their implications.

In Kenya there are a number of policies on gender mainstreaming and integration:

• Kenya Plan of Action, 2008 – 2012, on the implementation of the national policy on gender and development
• Kenya national gender and development policy, 2000
• Kenya National Assembly Sessional Paper No. 2 of May, 2006 on Gender Equality and Development
• Kenya National Poverty Eradication Plan (NPEP), 1999 – 2015
4.2 Gender thinking in agriculture

In the Africa Human Development Report launched in 2013, gender issues were highlighted as being at the centre of food insecurity in Sub-Saharan Africa. The report notes violations of rights at intolerable levels. Some of the violations are towards women who are seen as having less access to land and limited access to food. This translates to quality of life, which these women and society in general experience. Here, gender considerations are critical not only to women themselves, but to the role they play in society. Women play a key role in ensuring food security and sustainability at family and community levels. The report further argues that increasing women’s access to farm inputs will increase food security by a significant 20%.

4.3 The process of gender mainstreaming

Effective gender mainstreaming can take place if the following are in place:

- A clear gender policy (see module 8)
- Practical coordination of all gender mainstreaming initiatives (e.g. by a gender committee – see section 4.6 and module 9)
- A clear guide on gender mainstreaming and best practices
- Building training and capacity
- Creating awareness and advocacy on gender mainstreaming
- Partnerships and networking for people and institutions
- Research and information dissemination on gender issues (see module 3)
- Sex disaggregated data
- Mobilising resources
- Monitoring, evaluation and reporting

4.4 Methods used in gender mainstreaming

- Carrying out a gender analysis regularly (see module 3)
- Carrying out participatory training (this training manual supports such training)
- Consultative meetings and feedback
- Preparing and disseminating Information, Education and Communication (IEC) materials.
- Creating data banks and resource centres on gender mainstreaming and support services
- Creating membership associations of people and organisations involved in gender advocacy
- Participation of member associations in trade shows and exhibitions
• Media and publicity programmes

4.5 Monitoring, reporting and evaluation in gender mainstreaming

**Monitoring** is the systematic and regular tracking of progress during planning and implementation of gender mainstreaming. It involves continuous observation, reflection and decision-making regarding implemented activities.

**Reporting** involves the collection and documentation of information relating to the implementation of gender mainstreaming. These reports provide feedback and sharing of information for planning and decision-making.

**Evaluation** refers to the periodic assessment of expected results in relation to specific objectives of the implementation of gender mainstreaming. It is important to determine who needs what type of information, for what purpose and how often. An appropriate data-collection instrument should be designed.

**What needs to be monitored and evaluated?** Inputs, activities, results and context of activities in relation to gender mainstreaming.

**What tools should be used in monitoring and evaluation?** Work plans, budgets, reports and projects documentation.

4.6 The gender mainstreaming committee

To address gender issues at an organisational level, a gender mainstreaming committee can be formed. The role of the committee includes (see module 9 for full details):

- Coordinating all gender activities in the organisation
- Mainstreaming gender issues in all planning, budgeting, policies, programmes, activities and processes
- Mobilising resources to support gender activities within the organisation
- Documenting and managing information on gender mainstreaming
- Building capacity of staff in gender mainstreaming
- Championing appropriate affirmative actions and interventions
- Sourcing, processing, storing and disseminating gender mainstreaming information to staff
- Establishing networks for gender issues and strengthening existing partnerships and collaborations
- Developing the organisation’s monitoring, evaluation and accountability systems
• Initiating policies that promote gender equity and equality
• Coordinating gender mainstreaming training and sensitisation programmes at all levels

Exercise
• Identify at least four gender issues within your organisation
• What are the main causes of these gender issues?
• What process would you follow in mainstreaming these gender issues?

4.7 Conclusion

In this module we have looked at gender mainstreaming and integration into the workplace.

Exercise
• What have you learned from this session?
• How will you apply this learning in your daily activities?
MODULE 5 – GENDER-BASED VIOLENCE AND HUMAN RIGHTS

Module description: In this module, the trainer guides participants through the concepts of human rights and sexual and gender-based violence (SGBV). Participants are encouraged to come up with real life examples of SGBV. They share insights on SGBV including the types, causes and what needs to be done to reduce the cases of SGBV.

Module objectives:

1. Understand the various forms of sexual and gender-based violence
2. Understand the linkage between sexual and gender-based violence and human rights
3. Equip the participants with skills that will enable them to lobby and advocate for an SGBV-free working environment

Duration: 2 hours

5.1 Definition of sexual and gender-based violence

Facilitator notes

The facilitator starts by asking questions to define the concepts of sexual and gender-based violence (SGBV). They will then help participants to identify forms of SGBV and evaluate if they exist within the working environment.

The stimulus questions should be discussed at group level. At the end of the discussion, a few participants could carry out a five minute role-play on how some of the violations occur and how they are reported and handled.

Alternatively, a sexual harassment DVD (by the Ethical Trading Initiative) can be played. Give participants time to give feedback on what they have seen and how the situation can be improved.
Stimulus questions

- What is sexual and gender-based violence?
- What are some of the causes of sexual and gender-based violence?

Sexual and gender-based violence is any form of action directed against someone on the basis of his or her gender. Such action may be physical, sexual or psychological violence. SGBV violates universal human rights which are protected by international instruments and conventions.

Around the world, SGBV has a greater impact on women and girls compared to men and boys, while its nature and extent varies across cultures and regions.

Why does it happen? Sex and gender-based violence is rooted in the structural and unequal power relations between men and women in society. These unequal power relations are at the centre of subordination and inhibit opportunities for development. Some of the institutions that reinforce the cycle of violence include state policies and laws, an inequitable justice system, educational institutions, lack of effective systems to detect and address SGBV in the workplace, the media, family, the new economic global order, culture, religion and patriarchy which prevail in all segments of society.

Who commits SGBV? The perpetrators of SGBV are mostly people who are familiar to the victims. They include people closely related or in some sort of relationship such as family members, neighbours, workmates and other close relations. Rarely is SGBV committed by total strangers.
## 5.2 Forms and consequences of SGBV

<table>
<thead>
<tr>
<th>Physical violence</th>
<th>Psychological abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Domestic violence</td>
<td>• Quarrels</td>
</tr>
<tr>
<td>• Spousal beating and battering</td>
<td>• Abusive language</td>
</tr>
<tr>
<td>• Femicide</td>
<td>• Insults</td>
</tr>
<tr>
<td>• Confinement</td>
<td>• Threats</td>
</tr>
<tr>
<td>• Abduction</td>
<td>• Embarrassment</td>
</tr>
<tr>
<td>• Honour/ritual killings</td>
<td>• Intimidation</td>
</tr>
<tr>
<td>• Murder</td>
<td>• Sexual harassment</td>
</tr>
<tr>
<td>• Human trafficking, including children</td>
<td>• Discrimination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexual and gender-based violence</th>
<th>Socio-cultural violations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rape</td>
<td>• Dowry-related violence</td>
</tr>
<tr>
<td>• Defilement</td>
<td>• Widow cleansing</td>
</tr>
<tr>
<td>• Incest</td>
<td>• Female genital mutilation (FGM) and</td>
</tr>
<tr>
<td>• Forced prostitution</td>
<td>other harmful traditional practices</td>
</tr>
<tr>
<td></td>
<td>• Forced marriage</td>
</tr>
<tr>
<td></td>
<td>• Wife and property inheritance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socio-economic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Denial of social benefits and economic opportunities on account of gender</td>
<td></td>
</tr>
</tbody>
</table>

**Stimulus questions**

- What are some forms of sexual and gender-based violence that you know?
- Do some of these forms exist here in your workplace?
Consequences of SGBV

<table>
<thead>
<tr>
<th>Health consequences</th>
<th>Psychological consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical injury</td>
<td>• Suicidal tendencies</td>
</tr>
<tr>
<td>• Death</td>
<td>• Depression</td>
</tr>
<tr>
<td>• Sexually transmitted infections (STIs) including HIV/AIDS</td>
<td>• Loss of self-esteem</td>
</tr>
<tr>
<td>• Unwanted pregnancies</td>
<td>• Feelings of shame and guilt</td>
</tr>
<tr>
<td>• Mental health and behavioural problems</td>
<td>• Alcohol and drug abuse</td>
</tr>
<tr>
<td>• Sexual dysfunction</td>
<td>• Poor performance at work / in school</td>
</tr>
<tr>
<td></td>
<td>• Fear and anxiety</td>
</tr>
</tbody>
</table>

5.3 Sexual harassment

Sexual harassment is a form of SGBV which is defined as any behaviour that includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when:

- Submission to, or rejection of, such conduct is used as the basis for promotions or other employment decisions
- The conduct unreasonably interferes with an individual’s job performance or creates an intimidating, hostile or offensive work environment

Company employees are entitled to work in an environment free from sexual harassment. Working environments should never be hostile or offensive. We recognise sexual harassment as unlawful discrimination, as is any conduct that belittles or demeans any individual on the basis of race, religion, national origin, sexual preference, age, disability, or other similar characteristics or circumstances.

No manager or supervisor should threaten or imply that an employee’s refusal to submit to sexual advances will adversely affect that person’s employment, compensation, advancement, assigned duties, or any other terms or condition of employment or career development. Sexual
joking, lewd pictures and any conduct that tends to make employees of one gender ‘sex objects’ constitutes sexual harassment and should be prohibited.

**Sexual harassment complaints and reporting procedures**

Employees who experience any form of sexual harassment should be encouraged to report the incident to their supervisor. If this person is the cause of the offending conduct, the employee may report the matter directly to a superior or another individual as outlined in the company’s policies (e.g. director, human resources or designated contact manager). The employee’s complaint should be promptly and thoroughly investigated. Confidentiality should be maintained at all times during the reporting and investigation of sexual harassment.

To allow organisations to address incidents of sexual harassment, it is important that the organisation has a clear policy detailing exactly how such incidents are addressed. The policy should form part of the employee’s contract (see module 8). It is suggested that this policy is developed by a gender committee (see module 9) and should contain:

- Organisation position
- Definition, coverage and scope
- Clear and confidential complaints and reporting procedure
- Consequences and penalties
- Appeals process
- Protection against retaliation
- Protection against false accusation

Once the policy is in place, the organisation should establish structures such as a workers’ committee, telephone hotlines or suggestion boxes that can facilitate confidential reporting if issues arise.

**Stimulus questions**

- What are the existing mechanisms for reporting sexual and gender-based violence in your workplace?
- How effective are the mechanisms?
5.4 Strategies to address SGBV

Here are some strategies that can be used to address SGBV at the family, community and workplace level:

- Training and awareness building
- Development of policies that address SGBV
- Capacity building and involvement of opinion leaders
- Criminalising acts of SGBV
- Developing confidential reporting procedures

5.5 Human rights

**Stimulus questions**

- What are human rights?
- Is there a link between violations of human rights and SGBV?
- How does the organisation address these violations?

Human rights are those rights that every human being possesses and is entitled to enjoy simply by virtue of being human. The definition of a human being in this context traverses biological and social difference of sex, gender, race, colour, language, national origin, age, class, religious and political beliefs, disability or minority status.

The key characteristics of human rights are:

- Internationally guaranteed
- Legally protected
- Focus on dignity of human beings
- Protect individuals and groups
- Cannot be waived or taken away
- Equal and interdependent
Different types of human rights are detailed in the table below.

<table>
<thead>
<tr>
<th>Civil and political rights</th>
<th>Right to liberty and security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right to life</td>
<td>Right to decision-making</td>
</tr>
<tr>
<td>Non-discrimination</td>
<td>Right to freedoms of association, movement, worship and expression</td>
</tr>
<tr>
<td>Right to nationality</td>
<td>Right to education</td>
</tr>
<tr>
<td>Right to marry and found (start) a family</td>
<td>Right to information</td>
</tr>
<tr>
<td>Right of choice</td>
<td>Right to property rights (ownership and inheritance)</td>
</tr>
<tr>
<td>Right to seek asylum/refuge</td>
<td>Right to self-determination</td>
</tr>
<tr>
<td>Prohibition of arbitrary arrest, detention and exile</td>
<td>Right to an effective remedy for violations</td>
</tr>
<tr>
<td>Right to due process in criminal trials</td>
<td></td>
</tr>
<tr>
<td>Right to privacy</td>
<td></td>
</tr>
</tbody>
</table>

**Linkage between SGBV and human rights**

Any sexual and gender-based violation inhibits or denies the freedom to enjoy rights that the survivor is entitled to. For example, a denial of promotion on account of pregnancy for women violates the right to non-discrimination, the right to work and the choice of a good working environment. It may also affect the right to found a family. Similarly, a denial of recruitment or renewal of a worker’s employment contract on account of them having refused to submit to requests or demands for sexual favours from their supervisor/manager violates the same right of non-discrimination, right to work and choice of a good working environment.
5.6 Conclusion

In this module, the participants have been taken through basic concepts on sexual and gender-based violence as well as human rights. These issues affect both men and women in organisations and the community if they are not addressed.

Exercise

- What have you learned from this session?
- How will you apply this learning in your daily activities?
MODULE 6 – GENDER AND SEXUALLY TRANSMITTED INFECTIONS

Module description: This module presents issues relating to sexually transmitted infections (STIs) and their effects on both men and women. This is a topic that affects both parties and needs to be discussed in an open and candid manner.

Module objectives:

1. Understand the relation between gender, sex and STIs
2. Understand how STIs affect the roles, responsibilities and productivity of men, women, boys and girls

Duration: 1.5 hours

6.1 Sexually transmitted infections

Stimulus question

- What are sexually transmitted infections?

STIs are diseases or illnesses that are transmitted by people through body contact such as vaginal intercourse, oral and anal sex. Examples of STIs include:

- Gonorrhoea
- Syphilis
- Herpes
- HIV
- Chlamydia
- Hepatitis B

Stimulus questions

- What are some of the common sexually transmitted infections in your community and workplace?
- What are the main causes of these STIs?
HIV – a key sexually transmitted infection

Globally, there has been a steady increase in the number of women infected with HIV. Studies in Sub-Saharan Africa in 2007 showed that 61% of people living with HIV/AIDS were women. Women are more vulnerable to HIV than men at a biological, social and economic level. For example, women from poor backgrounds or with a limited education lack the bargaining power for safe sex. Limited economic opportunities can also lead to transactional sex as a last resort survival mechanism. It is also reported that women face more discrimination (social stigma) when infected with an STI than men.

6.2 STIs, women and the workplace

STIs have a disproportionate impact on women because women typically provide the home-based care to those who are ill. The economic burden of caring for the sick is huge for both genders but likely to be worse for women since they are the ones who have to take time away from employment and use the family resources (food and money) to deliver the home-based care. If they themselves are also infected with an STI, they carry the burden of sickness in addition to their gender specific roles.

What does this mean for the workplace?

- The impact of STIs on gender roles needs to be understood and clearly communicated as part of staff, partner and beneficiary capacity building
- The impact of STIs on gender needs to be addressed within gender policy and programmes
- Proper medical care or cover for employed staff could save on millions as a result of time spent out of duty due to ill health and caring for the sick

Facilitator notes

The facilitator should start by asking a question on the definition of concepts related to STIs. Once participants have an understanding of STIs, help them understand how they impact on roles, responsibilities and productivity of both men and women. By the end of this module students should clearly understand how sex and gender affect vulnerability to STIs. This module should be linked with the sexual and gender-based violence module.

These guidance notes are for the facilitator to clear up any issues that may not have come out and to summarise the topics of discussion. The stimulus questions should be discussed at group level.
Exercise
- Who is most vulnerable to STIs and why?
- How does this affect both men and women and their productivity?

6.3 Conclusion

In this module we have covered the very emotive subject of STIs and their effects on both men and women at the family, workplace and community level. This is a highly participative module.

Exercise
- What have you learned from this session?
- How will you apply this learning in your daily activities?
MODULE 7 – GENDER AND LEADERSHIP/GOVERNANCE

Module description: In this module participants look at the relationship between gender and leadership. They also explore structures that have been put in place to promote better corporate governance in society and the community.

Module objectives:

1. Understand the effects of gender on leadership, governance and change management

Duration: 2 hours

7.1 Leadership

Leadership is about influencing and directing people towards accomplishing tasks or to achieve a desired goal. It is a facilitative process that involves a leader who shapes the behaviour, attitudes, beliefs and values of people in order to achieve a goal.

Stimulus questions

- When do you think about leadership?
- What is leadership?
- What are the qualities of a good and a bad leader?

A good leader will:

- Guide the team to develop a vision and set objectives and targets
- Guide the team in organising work and work scheduling
- Coordinate and motivate the team
- Guide the team in monitoring, control and taking any remedial actions
- Evaluate performance and give feedback

Gender responsive leadership

Leadership can be gender responsive if gender concerns are incorporated into policies, the planning process, the development of programmes and the development of organisational culture.
Here are some actions which make leadership gender responsive:

- Having a clear policy which recognises the need for incorporating gender concerns in all aspects of the organisation
- Creating gender awareness and an institutional culture that is gender responsive
- Practicing gender equality and equity in all aspects of an organisation, including human resources and budgeting
- Anchoring the concept of equal opportunity in employment, training and promotions in the workplace

7.2 Governance

Governance requires the development of policies and monitoring their implementation which is done by the members of an organisation’s governing body. The framework for governance consists of contracts between the company and its stakeholders, and having effective procedures in place to reconcile the sometimes conflicting interests of a company’s stakeholders in accordance with their duties, roles and procedures.

**Stimulus question**

- What is governance?

The key principles of good governance are:

- Those given the responsibility to run the organisation must have legitimate authority
- Having a good corporate governance framework which promotes transparency and consistency with rules of law
- Creating divisions of responsibilities at different levels with clear lines of communication
- Monitoring and evaluation systems which provide timely feedback
- Accountability and transparency in all operations
- Taking care of the organisation’s assets and prudent deployment of resources
- Equitable distribution of work, responsibility and resources
- Coordination and supervision
- Full and active participation of all stakeholders
Poor governance can have a detrimental impact on an organisation which can include:

- Ineffective deployment of resources, poor investments and wrong priorities
- A gender-insensitive organisational culture
- Lack of accountability and misuse of the organisation’s assets, sometimes leading to collapse
- Managing by crisis
- Illegitimate authority and vesting all power in certain personalities

**How to improve governance**

- Develop a culture that takes all the principles of good governance into consideration
- Mainstream gender into all aspects of organisations including planning, operations and programmes
- Develop a good governance structure

**Best practice in gender responsive governance**

- Creating awareness of the need to be gender responsive among all the stakeholders both within and outside the workplace
- Educating the boards, committees, management, staff and farmers on gender mainstreaming
- Developing a framework for gender mainstreaming in the organisation
- Developing a governance structure that is gender responsive e.g. ensuring there is gender equality and equity in:
  - Membership recruitment
  - Election of officials/leaders
  - Committees’ composition
  - Budgeting
  - Following the principles of good governance

**Group work**

- Identify at least four governance issues in your organisation
- What are the causes of governance issues?
- How can we build better governance structures in our workplace?
7.3 Change and change management

Change is defined as an alteration in people, structure or technology. A change agent is a person who acts as a catalyst and manages the change process. Change management is the specific actions and steps that can be taken to implement an alteration in people or structures in an organisation, community, country or family.

**Stimulus question**

- *What is change and who is a change agent?*

**Why do people resist change?**

There are three reasons why people resist change at the family, workplace, community and national level:

1. Uncertainty – unsure of what will happen and how the change will affect the individual and others
2. Concern over personal loss – when change takes place, we are all concerned about the possibility of loss of status, power and control
3. Belief that the change is not in the best interest of the organisation or community

**Change management**

Change management is the process of managing the change process. This entails thoughtful planning and sensitive implementation. It requires consultation with, and involvement of the people affected by the changes. Change must be realistic, achievable and measurable.

Change can be managed in a number of ways including:

- Surveys and feedback
- Sensitivity training
- Team building
- Inter-group development

**Stimulus question**

- *What is the link between gender, leadership, governance and change management?*
7.4 Gender and governance

In order to achieve best practice on gender, leadership and governance and manage change, here are some activities that gender responsive leaders should consider taking at an organisational level:

- **Develop a gender policy** – these are anchored in the strategic plans and support gender mainstreaming within the organisation. A gender policy incorporates the various thematic areas of gender that need attention in the organisation.

- **Establish gender desks** to handle gender issues within the organisation such as building capacity and availing gender materials. Having a one-stop shop for gender information and communication materials increases ease of access.

- **Form a gender committee** (see module 9) that is responsible for gender analysis and mainstreaming gender into new and existing policies and procedures (see module 4). This committee must be fully supported by the management and develop work plans to achieve gender equity and equality.

- **Assess and evaluate the implementation of gender policies** including an annual assessment, benchmarking against existing organisational and national policies and having a reporting system in place that supports the implementation of gender programmes (see module 3).

- **Gender responsive leadership** also develops a mechanism for addressing sexual-based violence, discrimination and harassment. This includes suggestion boxes and reporting desks.

7.5 Conclusion

This module has covered leadership, governance and the management of change at an organisational level. This is where most gender mainstreaming activities take place. Changes in the workplace have a direct impact on families, the community and the nation.

**Exercise**

- What have you learned from this session?
- How will you apply this learning in your daily activities?
MODULE 8 – CONTRACTUAL ISSUES

Module description: In this module, participants work through a range of contractual issues in the workplace, as well as policies and procedures relating to gender issues, discrimination, sexual harassment and other social issues.

Module objectives:

1. Understand contractual issues in the workplace
2. Understand the policies and procedures relating to gender issues, discrimination and sexual harassment

Duration: 1 hour

8.1 Defining contractual issues

Contractual issues are defined as the different obligations, roles and responsibilities in an organisation. They determine the relationship between the workers at all levels and the organisation.

Stimulus question

- What are different types of employment?

8.2 Types of employment

In order to understand contractual issues, we have to start by defining the different types of employment within an organisation. These include:

- Permanent – these are permanent and pensionable employees in an organisation
- Fixed-term contract – these are employees who work on a periodic basis within a mutually agreed contract. They are found at all organisational levels from lower to top management
- Temporary/seasonal – these are workers who are recruited on a need basis. They are engaged during the high seasons or when the workload allows for additional staff

The rights, terms and conditions for each of these types of employment are stipulated in the
collective bargaining agreement or individual contracts between the employees and the organisation.

**Types of employees in the agricultural sector**

The following are the parties involved in business within the agricultural sector:

**Shareholders/smallholder farmers**: These are the primary suppliers of raw materials and products that are used as inputs in the agricultural value chain. Their obligations as employees are:

- Ensure availability of quality raw materials
- Approval of the budget
- Election of directors

**Board of directors, committees and management**: The boards, managers and committees are the people who are either elected by farmers or appointed by relevant bodies to oversee the value chain and manage the affairs on behalf of the farmers. Their obligations as employees are:

- Implementing approved budgets
- Providing employment and a conducive working environment for factory workers
- Developing and implementing policies and procedures
- Managing the supply chain between the farm and buyers
- Ensuring optimum utilisation of resources

**Workers**: Workers are employees of the organised farmer groups, factories and other activities directly managed by the farmers. Their obligations as employees are:

- To ensure the factory operates efficiently and effectively
- Executing policies and procedures
- Offering skills and know-how to maintain the factory’s operations
- Appointing representatives to various committees

**Stimulus question**

- What are the obligations of the shareholders, board, management and employees in the workplace?
8.3 Worker representation forums

A number of organised groups exist to allow employers’ representatives to consult with employees’ representatives in order to listen to employee views and take them into account when making decisions. Examples include:

- Trade union representation
- Workers’ council/committee
- Staff welfare committee
- Gender committees

Facilitator notes

Refer to the collective bargaining agreement and confirm if these policies and procedures have been taken on board. The social issues related policies that should be in place are listed below. The facilitator should review the policies prior to this session to check if they cover the requisite content including: company position, coverage/scope, definition, reporting procedure, consequences and penalties, appeals process, protection against retaliation, and protection against false accusation.

8.4 Policies and procedures

Below are the social issues related policies that should be in place in an organisation:

- Recruitment, training, development and separation policy
- Gender policy: detailing company position and scope/coverage
- Communication policy: give a sample communication chart
- Disciplinary procedures: these make sure that a company’s standards of conduct and performance at work are followed. They also provide a fair and humane method of dealing with workers who fail to meet these standards
- Grievance handling procedure: A grievance procedure provides the company with a built-in method to monitor problems related to the implementation of company policies and procedures
• **Sexual harassment policy:** Section 6 (2) of The Kenyan Employment Act, 2007 states “an employer who employs twenty or more employees shall, after consulting with the employees or their representatives if any, issue a policy statement on sexual harassment”. The company should therefore have a policy that prohibits sexual harassment in the workplace. It is not only a legal requirement but it is also recognised as unlawful discrimination, as is any conduct that belittles or demeans any individual on the basis of race, religion, national origin, sexual preference, age, disability, or other similar characteristics or circumstances. Sub section (4) of the same section states “an employer shall bring to the attention of each person under the employer’s direction the policy statement required under subsection (2)”. Further details on sexual harassment and associated policy development are included in module 5.

• **Statement of non-discrimination:** Section 5 (2) of The Kenyan Employment Act, 2007 states “an employer shall promote equal opportunity in employment and strive to eliminate discrimination in any employment policy or practice”. The company should therefore have a policy that prohibits discrimination in the workplace. It is not only a legal requirement but also affects tangible job benefits, interferes unreasonably with an employee’s work performance and creates an intimidating, hostile or offensive working environment.

### 8.5 Workers’ rights

The following are relevant rights that need to be cross-checked with the collective bargaining agreement:

- Freedom of association
- Freedom of representation
- Freedom to original documents
- Guaranteed confidentiality on personal information
- The right to information

### 8.6 Conclusion

This module has covered some areas related to various types of employment, stakeholders and their responsibilities and obligations. The collective bargaining agreements that are in place in many organisations influence activities in the workplace. It is a document that needs to be shared with all employees. In the event that any of the policies and procedures highlighted in this session are found lacking in the company, the facilitator should work with the participants
and factory management to draw a road map to ensure they are included as part of their future action plans.

**Exercise**

- What have you learned from this session?
- How will you apply this learning in your daily activities?
MODULE 9 - WORKPLACE COMMUNICATION

Module description: This module examines the importance of setting up a workplace gender committee and having procedures which allow staff to report issues if they arise.

Module objectives:

1. Understand the purpose of a workplace committee
2. Understand how to set up a workplace committee
3. Appreciate the importance of developing reporting procedures and making use of them

Duration: 2 hours

9.1 Workplace communication

Communication is an integral part of an organisation. It is the means by which information, messages and activities are shared within the organisation. Communication promotes harmony and understanding and helps to integrate an organisation’s activities. Workplace communication is important as it allows issues to be raised and addressed before they become major problems. It also enables workers and management to share and understand each other’s needs and develop a common approach in achieving the organisation’s objectives. Listening to workers facilitates improved productivity and better performance in the workplace.

Stimulus questions

- How can improved workplace communication help to address issues in your organisation?
- How can we have good workplace communication?

We can improve workplace communications through effective training and capacity building for managers, supervisors and workers. The management can also promote a transparent and open-door policy in the workplace. Other measures to improve communication in the workplace include regular staff meetings, updating notice boards, suggestion boxes and setting up a workers’ committee.
It is also important to have a confidential process to report workplace grievances. The process should include but not be limited to:

- Methods to ensure confidentiality and prevent retaliation against workers who raise concerns
- Ways for workers to report a grievance against a supervisor to someone other than that supervisor or the supervisor’s manager (within the same ‘chain of command’)
- A process for management to investigate reported grievances, take action and communicate the results to workers

9.2 Gender committees

**Stimulus questions**
- What is a gender committee?
- What is the purpose and roles of a gender committee?
- Would people go to them with their issues i.e. if they are experiencing harassment, or are there other ways to do this?

A gender committee is defined as a committee made up of representatives from various sections in an organisation that is responsible for collecting views, issues and programmes on gender and translating them into implementable action plans. A gender committee enables an organisation to address matters affecting employees relating to human resources, gender and other social issues. A gender committee also provides an effective communication channel between management and workers on gender issues and provides a forum for sharing ideas.

The objectives of a gender committee in an organisation are:

- To advise the board, management and other stakeholders on social and gender issues
- To promote the equitable participation of both men and women within the organisation
- To support the development of policies and procedures in relation to gender, discrimination and SGBV (see module 8)
- To handle issues relating to gender, discrimination and SGBV within the work environment
9.3 Forming a gender committee

**Stimulus questions**

- Who is represented on a gender committee?
- Who sits on a gender committee?

**Representation**

A successful gender committee should have cross-functional representation of workers from all genders, work sections, age, language, employment status and departments. As a rule the representation should be as diverse as the composition of the staff in the organisation. The committee should also include other workgroups and roles that may be contracted but relate directly to the organisation such as security, cleaning and catering.

Members of a gender committee should be elected by the workers and not selected or appointed. This will ensure that they are impartial and represent the interest of the employees who have elected them to their positions.

**Roles and responsibilities**

The key players in a gender committee include the chairperson, secretary and members. They all have different responsibilities some of which are listed below:

<table>
<thead>
<tr>
<th>The chairpersons</th>
<th>Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chairing gender committee meetings</td>
<td>• Convening gender committee meetings</td>
</tr>
<tr>
<td>• Coordinating the activities of the gender committee</td>
<td>• Taking minutes during gender committee meetings</td>
</tr>
<tr>
<td>• Acting as the link between the gender committee and management</td>
<td>• Collecting information from members and agreeing on those to be listed on the agenda</td>
</tr>
<tr>
<td>• Signing the approved minutes of meetings</td>
<td>• Communicating committee decisions, projects and activities to members</td>
</tr>
<tr>
<td>• Ensuring full implementation of gender committee decisions</td>
<td>• Keeping accurate records</td>
</tr>
</tbody>
</table>
Committee members

- Advising the secretary and the committee on gender and other social issues in the organisation
- Participating in the implementation of gender decisions made by the gender committee

Stimulus question

- How do we select members and officials?

Key steps in a gender committee’s formation:

In the formation of a gender committee, the following process and steps are followed:

1. An election panel is set up to oversee the process
2. The panel receives nominations for each department and approves their credentials
3. The panel releases names of nominated workers and they start a few days’ campaigning
4. Every eligible worker gets one vote
5. Results are posted on the notice board
6. The chairperson is elected by the elected representatives
7. The term of office for members and chair is fixed

9.4 Running a gender committee

A gender committee has a clear role of championing gender and other social issues in the organisation. They are managed in a transparent and professional manner with proper communication taking place between the employees, selected members, the committee and management. Some of the critical areas that determine the success of gender committees include:

- Collecting data and information on gender issues in the organisation
- Setting the agenda for meetings:
  - Elected representatives agree agenda items with their departments
  - Gender committee meets and decides what can be resolved without discussion
Gender committee prepares an agenda and gives it to management one week prior to the meeting.
Agenda is posted on the notice board.
Agenda is given out at the start of the gender committee meeting.

- During a gender committee meeting:
  - Previous minutes are approved and signed by management and chair.
  - All agenda items are covered.
  - All contributions are welcome.
  - Consensus on way the forward is agreed for all items.
  - No hijacking of the agenda by either party.
  - Secretary takes notes.

- Discussions and decision-making is based on committee discussions and experience.
- Feedback to workers:
  - Draft minutes are signed by management and chair (to be formally approved at next meeting).
  - Minutes are posted on the notice board.
  - Representatives provide specific feedback to colleagues.
- Implementation of action plans.

9.5 Action Planning

Stimulus questions
- What is planning?
- What is an action plan?

Planning is defined as the act of determining what you want to achieve and how you will achieve it. It is a continuous process that links into implementation, the process where action is taken to turn plans into reality. The planning process is not complete without an evaluation element. This is where the impact of a plan is reviewed to learn what has and hasn’t been successful, forming the basis for future planning.

An action plan is a specific form of planning that states:

- What should be done
- Who will be responsible
- When it will be done
An action plan should be drafted by the gender committee in consultation with the management. Each unresolved agenda item is covered on the action plan with the issues being tabulated indicating the issue, agreed action, person responsible and target completion date. The gender committee action plan is posted on the notice board where everyone can see the activities being implemented and note their responsibilities.

**The action plan table**

Here is an action planning template which participants can use to list their action plans:

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Activity</th>
<th>By who</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

The action plan **MUST** include the actual activities to be undertaken, the person responsible (title and name) and the expected time of completion.

**Developing an action plan**

All the organisations taking part in the social issues training will be required to come up with an action plan that will be used to implement the learnings from the training. The following exercise has been developed to encourage an all-inclusive process that will lead to the development of a draft action plan. The draft plan will be improved once they get back to the work stations.

**Group exercise**

- **In groups representing the organisations being trained, develop an action plan that will support the implementation of a gender committee and other gender and social issues in the organisation**
- **Share your plans with the other participants and refine the proposal**
- **Share the plans with the management**

**Facilitator notes**

This plan will be part of the report that will be circulated to the sponsors and management. It will also be required for the post-training review after the social issues training.
9.6 Conclusion

This module covered the important topic of workplace communication. This includes a basic understanding of gender committees, and how they are formed and managed to deliver the objectives of an organisation. It also covered the confidential reporting of grievances, should there be any in the workplace. Participants had the opportunity to draw their own action plans to implement the various gender issues they have learned.

Exercise
- What have you learned from this session?
- How will you apply this learning in your daily activities?
ANNEX 1 - EXAMPLE TRAINING EVALUATION FORM

We would like to receive your feedback so that we can improve this training programme.

1. I found today's training objectives clear and we have achieved them (please tick)
   a. I strongly agree
   b. I agree
   c. I disagree
   d. I strongly disagree

2. What in your opinion was the most useful session today?
   Please give reasons for your answer
   ..........................................................................................................................

3. Which session did you find least useful today?
   Please give reasons for your answer
   ..........................................................................................................................

4. Did you find the following appropriate?
   a) Timing of sessions
      i. Yes
      ii. No
   b) Content
      i. Yes
      ii. No
   c) The facilitators
      i. Yes
      ii. No
c) Method of conducting the training

i. Yes _______

ii. No _______

Areas of improvement

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

If you have any other comments please list them below

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

THANK YOU FOR YOUR RESPONSE
ANNEX 2 - EXISTING MATERIALS ON GENDER, DISCRIMINATION AND HARASSMENT

2. The Beijing Declaration and Platform for Action, 1995
3. Millennium Development Goals (MDGs), particularly goals 1 and 3 (eradication of poverty, gender equality and women’s empowerment)
6. The AU Solemn Declaration on Gender Equality in Africa, 2004
8. UNSCR 1325 on Women and Peace and Security
10. Plan of action to implement the policy, 2008-2012
11. Session Paper No. 2 of 2006 on Gender Equality and Development
12. Presidential directive on 30% affirmative action for women in appointments and promotions in the public service
13. National framework on response to and prevention of SGBV
14. Social protection policy
15. Community development policy
16. National affirmative action policy
ANNEX 3 - KENYA SPECIFIC LAWS ON GENDER, DISCRIMINATION AND HARASSMENT

1. The Employment Act, 2007
2. Children Act
3. Prohibition of FGM Act
4. Sexual Offenses Act
5. Political Parties Act
6. Elections Act
7. Public Officers Ethics Act
8. Land Bill/Policy
9. Prohibition in Trafficking in Persons Act
10. Matrimonial Property Bill
11. Marriage Bill
12. Family Protection Bill
13. Political Parties Act
14. Elections Act
15. Public Officers Ethics Act
16. The Penal Code
ANNEX 4 - BIBLIOGRAPHY

1. MOGCSD, 2008. Plan of action to implement the national gender and development policy, 2002
10. MOGCSD, 2006. National policy on older persons and ageing, Nairobi