



COMMON TRAINING MANUAL

ADDRESSING GENDER BASED VIOLENCE
IN THE KENYAN TEA INDUSTRY

2017

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ioth
the sustainable
trade initiative

INTRODUCTION TO THE COMMON TRAINING MANUAL

This common training manual on addressing gender based violence (GBV) in the Kenyan tea industry has been commissioned by IDH, the Sustainable Trade Initiative with the objective to align training and awareness raising material around gender based violence issues for the Kenyan tea industry. It supports the joint effort of the GBV platform, established by IDH together with several tea companies and expert organizations, to address GBV issues in the tea industry and significantly reduce the occurrence of gender based violence in the Kenyan tea industry by 2020.

The manual is aimed to support trainers in their capacity building efforts to equip the key target groups in Kenyan tea companies on the issue of GBV with information, knowledge and skills to effectively prevent, control and manage GBV related issues in their organizations and society as whole. The manual is designed to be flexible and adaptable for use in different situations, depending on factors such as the trainers' own skills and experience, time available, the participants, as well as financial resources. This manual should not be seen as the blueprint or the answer to all the questions related to addressing gender based violence issues out there.

WHO IS THIS MANUAL FOR?

This manual is developed for the Kenyan tea industry for provision of training on GBV issues to their target groups including:

- Children
- Youth
- Plantation management and operational staff
- Plantation workers
- Smallholder farmers
- Smallholder hired labour
- Management of small holder farms and out grower factories
- Duty bearers

However, the training manual can also be further adapted and used for training in other sectors and countries.

HOW CAN THIS MANUAL BE USED?

This manual is a resource for GBV trainers that provide content and guidance while conducting training sessions with various key target groups. It is designed to be flexible so that facilitators can tailor the work schedule to meet the needs of different groups or organizations. It also contains clear instructions on how to facilitate the various sections for various target groups.

DURATION OF THE TRAINING

While the length of the training will be dependent upon the training programme developed, a main determining factor will be the target group and time available; to a large extent this will be influenced by available resources.

PREPARING FOR THE TRAINING SESSION

In order to maximize the 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 organization, understanding the future plans of the organization 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 common training 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.

HOW IS THE MANUAL ORGANIZED?

The common training manual (addressing gender based violence in the Kenyan tea industry) consists of 6 modules, which though structured in module blocks, are closely interlinked and related. As the information world changes fast, trainers are therefore encouraged to proactively seek the latest up- to-date information from various sources of information to compliment what is provided as well as capture the different contextual issues. The modules are:

- Module 1.0:** Understanding the stages of change at personal and community levels
- Module 2.0:** Gender Awareness
- Module 3.0:** Mainstreaming Gender
- Module 4.0:** Understanding Gender Based Violence
- Module 5.0:** Action against Gender Based Violence
- Module 6.0:** Engaging men and boys

When planning and implementing training, the trainer should exercise flexibility and incorporate additional training materials and a method to strengthen what is provided for in the manual based on the target group and the context of training.

SUGGESTED TRAINING METHODS

The following training methods can be used singly or in combination:

- Brainstorming
- Discussions
- Lecture/talk
- Question and answer
- Role-plays
- Case study
- Demonstrations
- Training visits.

MATERIALS AND EQUIPMENT

All of the activities in this toolkit can be used with a small number of simple resources. Equipment and resource needs will depend upon the programme developed for the training, but a minimum should include:

- Audio visual equipment – such as a laptop, a projector and speakers
- Screen / projector area
- A ‘moderation board’ onto which cards can be pinned, is an essential accessory
- Flip chart stand
- Access to a printer or photocopier can be useful
- A digital camera - taking pictures throughout the training course is worth considering
- Some trainers like to have music playing quietly in the background during breaks.

Some of the training materials that you will require include:

- Large sheets of blank paper (flip-chart, manila paper or newsprint)
- Small pieces of blank paper/cards
- Marker pens
- Sticky tape, Blu-Tack, Sticky Stuff or Masking Tape
- Note pads and pen
- Post it notes
- Scissors
- Worksheets / handouts / exercises, as set on the programme
- Certificates and Presentations (for example Power Point presentations)
- Worksheets / handouts / exercises, as dictated by the programme

HOW DO YOU GET FEEDBACK?

Daily Recap and Feedback: To ensure quality in the delivery of the workshop, it is important for the trainers to get feedback for themselves at the end of each day. In a workshop that lasts more than one day, it is good practice to start the next day with a review of what was covered on the previous day. Such a review reinforces learning, sets the context for the coming day’s work, and gives an opportunity for questions and comments.

EVALUATION

All trainers are encouraged to seek feedback throughout the training, both written and verbal. The value of written feedback is that it is a tangible record from the course. In order to increase the chances of evaluation forms being completed and returned, it is a good idea to allow some time during the workshop for the participants to fill in their forms.

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MODULE 1.0

UNDERSTANDING THE STAGES OF CHANGE AT PERSONAL AND COMMUNITY LEVEL

MODULE INTRODUCTION

The essence of this topic is to explore what change means and describe the various stages of change at an individual and community level. Participants are taken through a process of thinking about how change happens and how that can help them in being more effective in facilitating change in the community.

MODULE CONTENT

- What is change (20 minutes)
- Stages of change (40 minutes)
- Experiences of changes at a personal level (40 minutes)
- Experiences of changes at a community level (1 hour 20 minutes)

TIME: 3 HOURS

AIM

This module aims to guide participants in understanding change and the stages of change.

LEARNING OBJECTIVES

- To describe the concept of change
- To identify the various stages of change
- To explain the stages of change from a personal and community level

LEARNING OUTCOMES

By the end of the module, the participants will be able to:

- Effectively discuss the stages of change at a personal and community level
- Link stages of change at personal and community level to GBV issues

TARGET AUDIENCES

Children, youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of smallholder farms and out grower factories and duty bearers.

MODULE 1.1

WHAT IS CHANGE?

INTRODUCTION

This topic is meant to help participants appreciate the process and the value of change. The facilitator needs to be conscious of the different target audiences. Remember to ensure that the concept of change is as simplified as possible to enable the participants to appreciate what it means and its value in their day-to-day activities as well as its implication on the entire society. Use the activities provided.

OBJECTIVES OF THE TOPIC

To describe the concept of change

TIME: 20 MINUTES

WHAT IS CHANGE?

According to the Merriam-Webster Dictionary, change is simply defined as:

to become different, to make (someone or something) different, and to become something else.

ACTIVITY: DEMONSTRATION OF CHANGE (5 MINUTES)

CHANGE GAME

CROSS YOUR ARMS

After the introduction of the “change” subject, ask the participants to “cross their arms.” The operational definition of “crossed” is folding their arms together, as if they were bored or waiting for something. Once they have completed this task, ask them to “fold their arms the other way,” reversed of what they just performed.

DISCUSSION QUESTIONS (15 MINUTES)

Facilitator has to lead a discussion using the following questions:

- How did it feel when you were asked to cross your arms the other way?
- How easy was it to cross your arms the other way?
- Would you like to stay like that for a long time?
- Were you comfortable with doing this differently from what you are used to?

FACILITATOR'S NOTES

When people cross their arms, they do so naturally, without even thinking about it. When they are asked to fold them the other way they, for the most part, stop, refold their arms again and then try to figure out which arm was on top, which arm moves first and so on. Encourage participants to consider and share their own personal emotions related to making changes.

KEY LEARNING POINT

Change is a process. It is not an event that happens and finishes immediately. People making a change in their lives go through a common process, as described by the five stages.

MODULE 1.2

STAGES OF CHANGE

INTRODUCTION

The rationale of this session is to take the participants through the various, and enable them to have an understanding of when they should take action to ensure that the changes that occur, either at an individual or community level, are beneficial and sustained. The facilitator should prepare the stages of change as described in the illustration below in advance either as power points, flip charts or cards depending on the target audience and resources available.

OBJECTIVES OF THE TOPIC

To identify the various stages of change

TIME: 40 MINUTES

WHAT IS CHANGE?

The 5 stages of change model is a very useful framework that describes the series of stages people go through to change their lifestyle habits. The critical assumption that underpins this model is that behavioral changes do not happen in one step, but through a series of distinct, predictable stages. Change happens in sequences or stages, but one stage can be repeated several times depending on the individual/community and depending on the issue of concern. **The stages of change include:**



1. **Pre-Contemplation:** the person does not identify the issue as a problem and does not want to make any change to their habits. They do not recognize that they have a problem. He/she selectively filters information that helps confirm their decision not to make a change e.g. exercise.
2. **Contemplation:** the person begins to identify the issue as a problem and contemplates whether it's something that will be worth addressing. They can remain in this stage for years without preparing to take action.
3. **Preparation for Action:** the person seeks information, support and alternatives for making a change.
4. **Action:** the person begins to make a change in her/his life. Individuals in this stage are at the greatest risk of relapse, so it's key to leverage any techniques one can to stay motivated.
5. **Maintenance:** the person sustains the change

(Source: <http://www.builtlean.com/2010/06/01/5-stages-of-change-model-which-stage-are-you-in/>)

ACTIVITY: WHAT ARE THE STAGES OF CHANGE? (30 MINUTES)

FOR THE CHILDREN

The facilitator has to take children through the various stages of change. The facilitator should write and draw the various stages of change on manila papers or flip charts using child-friendly colors and each stage should be explained in a child-friendly language.

FOR THE YOUTH AND ADULTS

The following activities are for all the other target groups including: youth's youth, plantation management, smallholder farmers, and smallholder hired labour, plantation workers and duty bearers.

SEQUENCING STAGES OF CHANGE

- a) Write each stage and its explanation separately onto pre-cut strips of flipchart. Ensure that you have several sets depending on the number of participants when divided into several groups.
- b) Gather the sentences for each story in random order, and then clip or staple them together so that they are not mixed up with sentences from the other stories.
- c) Ask participants to divide themselves into groups of five depending on the size of the participants
- d) Give each group a stack of randomly organized stages of change
- e) Ask the participants to organize the various pre-cut strips according to the order of how they follow each other.
- f) Allow each group to present their ordered stages, possibly pinned on a wall.
- g) After each presentation ask:
 - “Why did you choose to put the pieces in this order?”
 - “Do the other groups agree with this order?” If there is disagreement, discuss and come to an agreement about the correct order for the story.
- h) Summarize by indicating how each stage precedes the other and explain the relevance using the content provided in the illustration on stages of change.

CASE STUDIES OF STAGES OF CHANGE (10 MINUTES)

Share with the adult participants the stories regarding the stages of change below.

CASE STUDY 1 (RECOMMENDED FOR ADULTS)

STORY 1:

- Sabi has heart palpitations (tremors) when she carries heavy loads.
- Sabi wonders whether her palpitations could be linked to her weight
- Sabi's friend tells her that being overweight causes high blood pressure.
- They talk about how to reduce weight.
- Sabi decides to put less oil in her food and take smaller portions.
- Sabi seldom has heart palpitations now. She feels great and weighs five kilos less.

CASE STUDY 2 (RECOMMENDED FOR YOUTH)

STORY 2:

- Sarah has sex with Samuel in exchange for school fees and some money for clothes.
- Sarah hears radio programs about transactional sex and realizes that this is not the way it is supposed to be.
- Sarah talks to her friend who advises her to stop seeing Samuel.
- Sarah breaks it off with Samuel. She looks less fancy, but she feels much better about herself.
- Sarah joins up with other friends to organize a meeting with teachers and parents to talk about how to support girls to stay in school.

FACILITATOR CAN LEAD A REFLECTION SESSION USING THE QUESTIONS BELOW:

- What is key in each case study?
- What can we learn from the case studies?

FACILITATOR'S NOTES

When people cross their arms, they do so naturally, without even thinking about it. When they are asked to fold them the other way they, for the most part, stop, refold their arms again and then try to figure out which arm was on top, which arm moves first and so on. Encourage participants to consider and share their own personal emotions related to making changes.

KEY LEARNING POINT

Most people go through a similar process when they change. The steps in this process are fairly predictable.

MODULE 1.3

EXPERIENCES OF CHANGES AT AN INDIVIDUAL LEVEL

INTRODUCTION

Having taken the participants through the various stages of change, the rationale of this activity is to facilitate them to identify some of the changes that they have gone through as individuals. Participants are to remember and imagine their own experiences of making a change. At the end of the exercise the participants should share his or her experience with someone else, an example from their life that they feel comfortable sharing.

OBJECTIVES OF THE TOPIC

To explain the stages of change on a personal level

TIME: 40 MINUTES

ACTIVITY: CHANGE FROM PERSONAL AND COMMUNITY LEVEL

FACILITATOR'S INSTRUCTIONS

FOR CHILDREN

- a) Ask them to draw some of the things they have seen happening to them, or to their homes or school.
- b) Tell them to explain their drawings so you understand what they mean.
- c) Ask them how they feel about what they have drawn.

Summarize the session by assuring them that when something happens that they do not like, they should talk about how they feel about it with people they trust.

FOR YOUTHS AND OTHER ADULTS

IN SILENCE:

Ask each participant to think about the following questions:

- Think about a change in your own life—something that you decided to change yourself, not something that was forced on you by someone else or by circumstances.
- Try to remember in detail the process you went through during that change. What issue did you begin to identify as a problem?
- What made you feel that you needed to change something about yourself or your lifestyle?
- What did you do next? Did you have information? Did you learn more about the issue? Whom did you talk to? Did you get support from anyone? Did you try to think of alternatives to that behavior?

- Did you change right away or did it take time? Did you try many different approaches to changing? Try to remember what those approaches were.
- How did it feel to accomplish that change? What did you do to try to sustain the changes you had made and not go back to the old ways?

IN PAIRS:

- Ask the participants to share about the change they made in their life and the process they went through to make that change.

IN THE GROUP:

- Ask two volunteers to share their experiences with everyone in the group.

Facilitator can help by asking these questions:

- What kind of change did you make?
- How did you become aware that you needed or wanted to make a change?
- Who and what supported you in making that change?
- What actions did you take to be successful in making that change?
- How did you make sure you sustained that change over time?
- Remember to thank the volunteers who share their experiences.

KEY LEARNING POINT

Everyone experiences change at individual levels - some good, others not.

MODULE 1.4

EXPERIENCES OF CHANGES AT COMMUNITY LEVEL

INTRODUCTION

The purpose of this topic is to assist the participants in identifying and understanding what it takes to ensure that positive change occurs within the community, especially those related to GBV issues. This would also enable them to identify their roles in ensuring that beneficial changes occur in their communities and their places of work.

OBJECTIVES OF THE TOPIC

To explain the Stages of Change at a community level

TIME: 1 HOUR, 20 MINS

ACTIVITY 1: EXPERIENCES OF MAKING A CHANGE AT THE COMMUNITY LEVEL (30 MINUTES)

FACILITATOR'S INSTRUCTIONS

FOR THE CHILDREN

As children are not very keen on what is happening in the community, it would be best for the facilitator to take them out of the class set up and go to the field, playground or even a firm. Take a ball and gather the kids in a circle. Ask them to be ready to catch the ball. For the person who catches the ball, ask them to share with the others something new they have seen happening where they live, on their estates, at school or in the wider society. Based on their answers, explain the changes that are occurring in their society.

FOR THE YOUTH AND ADULT

Take the participants through a few brain storming sessions on some of the changes that have occurred at community levels as well as their organizations. Use the following questions as guidelines:

- a) "What kind of change have you observed or experienced in your community or in the work place?"
- b) "How did you become aware that you needed or wanted to make a change?"
- c) "Who and what supported you in making that change?"
- d) "What actions did you take to be successful in making that change?"
- e) "How did you make sure you sustained that change over time?"

ACTIVITY 2: REFLECTION ON CHANGE AT INDIVIDUAL AND COMMUNITY LEVEL (30 MINUTES)

- a) Why is it important in our work to recognize how people change?
- b) Do community programs sometimes jump into action before raising awareness and generating support? What effect does this have?
- c) Are some programs stuck raising awareness year after year? What effect does this have?
- d) How can being systematic—using a systematic approach to facilitate change in the community, be more effective in helping us achieve our goals?

YOUR ROLE IN FACILITATING CHANGE IN THE COMMUNITY (15 MINUTES)

FACILITATOR'S INSTRUCTIONS

After facilitating the participants to understand change and the stages of change, it is important to conclude this section by asking them to identify their roles in facilitating change in their community at their own levels. This should be specific to the target group. Brainstorm with them what they think they can do to facilitate change:

- At home for the children and youth
- At school for the children and youth
- At work places for the adults
- At the community level for all the adults and especially duty bearers.

Conclude this module by reviewing key learning points under section 1.3 of the Common GBV training manual.

WRAP UP (5 MINUTES)

Wrap up the session by highlighting the key learning points.

KEY LEARNING POINTS

- Change is a process. It is not an event that happens and finishes immediately. People making a change in their lives go through a common process, as described by the five stages.
- Most people go through a similar process when they change. The steps in this process are predictable.
- Understanding how individuals change can help us become better at facilitating change across the community.



MODULE 2.0

GENDER AWARENESS

MODULE INTRODUCTION

This gender awareness module will focus on facilitating the participants to understand and become aware of gender and the issues associated with it. The module will help them evaluate their socialization process and the implication of their socialization on their outlook regarding gender issues, as well as identifying and describing stereotypes entrenched in their socialization process. This will form a good foundation for the participants to start differentiating between facts and beliefs in order to take up their roles in ensuring that issues of GBV are addressed appropriately at individual, community and organization levels.

MODULE CONTENT

- Take a stand
- Exploring gender
- Socialization across the lifecycle
- Gender analysis: Gender roles for girls and boys, men and women

TIME: 2 HOURS, 30 MINS

AIM

This module aims to enable participants to appreciate and become aware of various gender related issues occurring in their community and organization.

LEARNING OBJECTIVES

- To introduce participants to the foundations of gender awareness
- To differentiate between gender and sex
- To describe and understand socialization across the life cycles
- To evaluate and identify the implications of gender socialization
- To assess how socialization determines our gender roles.

LEARNING OUTCOMES

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

- Have an awareness of their own gender and aspects associated with it
- Differentiate between gender and sex
- Identify and describe their life cycle stage
- Describe the socialization process they went through since they were young
- Identify and evaluate gender stereotypes in their families, society and work places.
- Describe gender roles as defined in their families, society and organizations

TARGET AUDIENCES

Children, youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of smallholder farms and out grower factories and duty bearers.

MODULE 2.1

TAKE A STAND!

TRAINERS INSTRUCTIONS

The essence of this topic is to help participants understand that every human being's way of thinking is determined by what they believe about their gender, what they have learnt over time, as well as what they have been socialized to believe. To address gender issues effectively, individual members of the society need to examine their stand on what they know and believe gender is and how they look at it. This activity is a good way to get a sense of the diversity in the room. Take note of people's attitudes and use them to learn about their initial level of gender awareness. This exercise should enable participants to take a position on gender issues, compare and contrast their own views with those of other participants, and understand why they look at issues the way they do.

OBJECTIVES OF THE TOPIC

- a) To evaluate how people view gender
- b) To assess what determines their stand on gender issues
- c) To facilitate them to understand the relevance of their thinking about gender in dealing with negative gender related issues.

TIME: 45 MINUTES

TARGET AUDIENCES

Youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of smallholder farms and out grower factories and duty bearers. NOT appropriate for children.

YOUR ROLE IN FACILITATING CHANGE IN THE COMMUNITY (15 MINUTES)

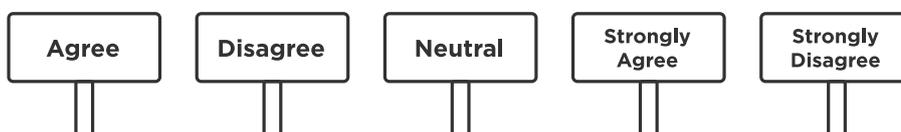
FACILITATOR'S INSTRUCTIONS

BEFORE THE ACTIVITY

Prepare in advance some statements that you can share with the participants to elicit discussion and to get their initial perception about gender and gender related issues. Some examples are included below but you can also create your own clear and concise statements.

The facilitator should place the statements in a varied order. For example: The first statement should be agreeable and the next statement should be something disagreeable. This enables participants to move around in the activity.

- Prepare five different signs with the following phrases: 'Strongly Agree'; 'Strongly Disagree'; 'Agree'; 'Disagree'; and 'Neutral'.



- Place the signs around the room, leaving enough space between them to allow small groups to gather around them. Choose a space that is large enough so that the participants have room to move.

IN THE GROUP (35 MINUTES)

- Ask participants to gather around you. Tell them that you will read a number of statements and ask them to consider how they feel about each one.
- Explain that you will choose people at random to explain their position, and that anyone can move around during the discussion if they change their mind.
- Do not spend too much time on each statement; the idea is for this activity to move quickly and not for the group to dwell on the nuances of each statement.
- Remind participants that this activity is NOT about being right or wrong, but about considering different perspectives and seeing where the group stands in terms of their views on gender.

SOME OF THE STATEMENTS YOU CAN USE TO GET THE PARTICIPANTS' VIEWS ON GENDER

- It is easier to be a man than a woman in this society.
- Girls invite trouble by the way they dress.
- Women have the same sexual needs as men.
- Testosterone makes men more aggressive.
- Women's emotions often get in the way of their work.
- Men cannot control or stop themselves when they are aroused – it is not their fault.
- Dating violence is a choice. It is a way of gaining power and control over someone.
- If a female is on a date with me and has been drinking with me, I expect to be able to have sex with her.

FACILITATOR'S NOTES

In some settings this exercise could lead participants to respond according to what they believe is expected from them, instead of expressing their own views. If you sense this may be the case, talk about how in gender training it is always best to say what you truly feel to allow the group to learn from everyone's experience.

WRAP IT UP! (10 MINUTES)

- To wrap up this activity, highlight the statements where you saw the strongest reactions (agreement or disagreement). Note that gender workshops always bring together participants from diverse backgrounds and that this diversity provides learning opportunities.
- Highlight that this activity invites people to take ownership of their gender attitudes and that this is a key step in understanding how to use gender as a tool for analysis.

KEY LEARNING POINTS

- Expectation about what it means to be a boy/man, girl/women shape our lives.
- Our ideas and experiences about gender affect what we do and how we relate to others in every aspect of our lives.
- We must be willing to examine our personal views and experiences in order to raise our level of gender awareness/ understanding.

MODULE 2.2

EXPLORING GENDER

TRAINERS INSTRUCTIONS

This topic is geared towards helping participants to differentiate between key genders concepts of sex and gender. It also equips them with clear foundational knowledge on the differences between men and women and the implications of these differences on our outlook of gender issues.

There is growing awareness of the need to protect the rights of individuals who choose to live as a gender that is not the same as their physical sex – transgendered people – or people who refuse to be categorized as either male or female. This growing awareness might lead some participants to question gender analysis that view social relations in terms of only two possibilities: male and female. Be prepared to explain that societies are organized by categorizing people into groups – for example, according to ethnicity or class. All societies classify people by gender and determine what they consider ‘normal’ for males and females. Therefore, although gender does not attempt to classify people by their choices, it does allow us to understand the discrimination that people face when they challenge gender roles.

Sometimes, participants may use scientific or religious arguments to defend the status quo, so be prepared to address some of the discussions and arguments that may arise. These may include the idea that there is no use in distinguishing between sex and gender because men and women have always been like they are now. In this case, give examples of how women’s and men’s roles and traits vary according to location or moment in history. If a participant tries to argue that we can’t expect men and women to be the same because they are, in fact, so different, explain that the purpose of gender awareness is not to say that difference is bad. Explain the distinction between difference and inequality. Explain that the difference between males and females is not a problem. The problem is that we are taught to value male characteristics over female characteristics. Therefore, the purpose of gender awareness is not to eliminate difference, but to understand and eliminate the inequalities that are based on these differences.

OBJECTIVES OF THE TOPIC

The objectives of the topic are to distinguish between gender and sex.

TIME: 1 HOUR

TARGET AUDIENCES

Youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of smallholder farms and out grower factories and duty bearers. NOT appropriate for children.

ACTIVITY: DIFFERENT CHARACTERISTICS THAT DEFINE SEX (35 MINUTES)

FOR CHILDREN

While working together in groups of 5 to 6 participants, ask children to:

- Draw a picture of a boy and a girl
- Say why they drew girl/boy the way they did
- Talk about the differences between boys and girls
- Ask who gave them the differences

FOR ADULTS

While working together in groups of 5 to 6 participants, ask the youths and adults to:

- Draw a man and woman on two separate flipcharts.
- Brainstorm what it means to be a man or a woman in our society.
- Brainstorm as many characteristics of men and women as they can and list them next to the appropriate drawing.
- Categorize the characteristics – whether biological or social
- List them according to their level of importance as defined by them.

GENDER AND SEX CHARACTERISTICS

FACILITATOR'S INSTRUCTIONS

FOR CHILDREN

Explain that a fundamental difference between sex and gender characteristics is whether a person is born with, or learns a particular characteristic.

FOR ADULTS

Ask participants: What is the difference between sex and gender?

The fundamental difference between sex and gender characteristics is whether a person is born with, or learns a particular characteristic. The questions below will assist in bringing out the differences between gender and sex.

1. Was I born with it or did I learn it?

- Explain that a fundamental difference between sex and gender characteristics is whether a person is born with, or learns a particular characteristic.

Ask participants: **Which of these characteristics are girls and boys born with?**

- Link participants' comments to these points:
 - **Girls and boys were born with very few of these characteristics.**
 - **Girls and boys learned most of the differences.**

2. Has it always been like this for everyone?

- Explain that sex and gender characteristics also differ according to whether they change over time and across societies.
- Ask participants: **How have expectations of girls/women changed over the past 10 or 20 years?**
- Ask participants: **Is what is acceptable for men in other countries different?** After taking four or five examples, **ask the same question for women.**
- Ask participants: **Have the biological characteristics that define us as male or female changed over time, or are they different in other countries?**
- **Explain that:**
 - What societies expect from women and men, or from girls and boys, may be different; but male and female reproductive functions are the same everywhere in the world.

For emphasis, the facilitator should pose the following key questions:

3. Is 'different' the same as 'unequal'?

- Ask participants: **Does society teach us that some characteristics in the 'gender' list are more important or valuable than others?**

You may need to provide an example such as:

- "Society teaches us that being sensitive (like girls) is nice, but being assertive (like boys) is important and therefore more valuable.

Take a few answers from participants linking them to the preceding statement.

WRAP IT UP (10 MINUTES)

Wrap up this activity by presenting a brief summary of the differences between sex and gender. You can share the following chart on a flipchart with the group.

| SEX | GENDER |
|----------------------|-------------------------------------|
| Biological/born with | Social/learned |
| Same throughout time | Changes over time |
| Same everywhere | Changes according to social context |
| Different bodies | Unique value |

Take a few comments from the participants, encouraging them to recognize that we can all challenge inequality in gender roles.

KEY LEARNING POINTS

Sex and Gender are fundamentally different. Sexual characteristics are biologically determined and they remain the same throughout time and across societies. Gender attributes are shaped by social relations, they change over time and may be different in different societies.

MODULE 2.3

SOCIALIZATION ACROSS THE LIFECYCLE

INTRODUCTION

This topic is geared towards helping participants to understand the socialization process across the life cycle. It gives them a chance to evaluate how they were socialized, to identify some of the things that they learnt through their socialization process and to assess how the socialization process influences their way of life, especially their perspective towards gender issues. This also forms a basis of understanding gender roles and their interpretation within their own context. It is important to note that participants come from different backgrounds and they were socialized differently. Allow these differences to come out during the discussions.

OBJECTIVES OF THE TOPIC

To explore how socialization operates across the lifecycle, and how this determines the gender roles of girls and boys, women and men.

TIME: 1 HOUR

TRAINER'S INSTRUCTION

In the activity below, participants are asked to focus on a situation from their childhood that made them aware of being male or female. Next, they are asked to analyze the situation in order to learn about gender socialization. Keep the discussion lively by encouraging participants to present short answers during the group discussions. There are several moments during this exercise where you may need to present examples from your own experience. Prepare these examples ahead of time.

WHAT IS SOCIALIZATION?

This is a continuing process whereby an individual acquires a personal identity and learns the norms, values, behavior, and social skills appropriate to his or her social position. This topic describes how socialization operates across the lifecycle, and how this determines the gender roles of girls and boys, women and men. Girls and boys learn that society expects them to behave differently and to fulfil certain gender roles. These expectations impact their attitudes and behavior throughout their life. We are not born knowing that we are a girl or a boy. We usually understand this because of something someone says or does to us. For example:

- A woman may remember the first time she was told that she couldn't go out and play because she needed to help with the laundry.
- A man may remember a time when his schoolmates teased him because he wanted to play with the girls.

People come from different backgrounds and communities and hence are socialized differently. This topic helps examine the participants' socialization processes across their life cycle and evaluate how they are socialized

ACTIVITY: SOCIALIZATION ACROSS LIFECYCLE

FOR CHILDREN

IN THE GROUP: INTRODUCTION TO THE ACTIVITY (5 MINUTES)

Ask children to think and describe:

- How they know that they are boys or girls.
- What it means to be a boy or a girl
- Wrap this up with examples

Some examples of how this impacts boys and girls:

- Being told to either stay in the house or to go out and play leads to the physical separation of boys and girls, who then learn that they do not belong together.
- Being told to wear skirts or trousers leads to being more or less active.
- Being told to play either with a doll or a car leads to different expectations about what one can be as an adult (i.e. one can only be a care-giver or a nurse and not an engineer or a pilot)
- Hearing that you are more, or less deserving of an education can lead a person to believe that they are more, or less intelligent.
- Being allowed to cry, or prevented from showing emotions can affect our ability to show love for those around us.

FOR YOUTH AND ADULTS

IN THE GROUP: INTRODUCTION TO THE ACTIVITY (5 MINUTES)

- Introduce the activity objective. Explain that gender awareness requires us to examine personal experiences to discover the role of socialization in our own lives.
- Ask participants to choose a partner for this activity. It's important to let them choose a person they feel comfortable with so they can easily share personal experiences.

IN PAIRS: SHARING STORIES FROM OUR CHILDHOOD (15 MINUTES)

- **Ask participants to think about the first memory they have of being a boy or a girl.** Explain that we are not born knowing that we are a girl or a boy. We usually understand this because of something someone says or does to us. For example:
 - A woman may remember the first time she was told that she couldn't go out and play because she needed to help with the laundry.
 - A man may remember a time when his schoolmates teased him because he wanted to play with the girls.
- Explain that everyone needs to think of his or her own experience. Generalizations about boys and girls are not useful in this exercise.
- Give participants a few minutes to identify this memory and then ask them to think about the three questions below:
 - **What was the situation** that made you identify as a girl or a boy?
 - **How did it happen?** (Describe the context; Who was involved? When? Where?)

- **What are the long-term effects?** (How did this situation influence the man or woman that you are today?)
- Ask participants to share their story with their partner.

It may be helpful to have these questions written out on a flipchart to show them to participants as you present them. Alternatively, you may choose to facilitate this step as a visualization exercise:

- Ask everyone to close their eyes and think about their childhood.
- When you ask them to identify a particular detail, ask them to actually see it as if it were unfolding before their eyes
- Ask the questions one by one, giving them time to visualize them before moving on to the next question. When you are done, ask participants to open their eyes and take 5 minutes to write notes on everything they saw, including the smallest details.

Tip! Pairs may try to generalize stories instead of focusing on particular experiences. If you notice this during the group discussion, remind them that a key portion of this exercise is to reflect on real stories from our childhoods and ask them to focus on some of the details they shared with their partners.

IN THE GROUP: GROUP DISCUSSION (35 MINUTES)

- The group discussion should consider the three questions one by one.
- Use the following notes to facilitate the discussion, highlighting how each personal story refers to the key statements listed for each question.

QUESTION 1: WHAT HAPPENED?

- Tell participants that you will begin by sharing **brief descriptions of what happened that made them realize that girls and boys were different.**
- **Encourage participants to be brief** – sharing the main idea of what happened instead of telling the whole story. You may want to share an example from your own childhood to establish the format you want.

For example, a male facilitator may say:

- “I remember being yelled at for crying because my friend wouldn’t let me borrow his ball.”

- Take stories from six or so participants, making sure to call on both female and male participants, and briefly discuss each story by asking: **How does this situation relate to social differences between boys and girls?**

For example if a woman speaks of not being allowed to go out to play with boys, ask her:

- “What did this teach you about what it meant to be a girl?”

- **Comment** on the messages as they relate to the following statements:
 - **Society expects girls and boys to behave differently and communicates this throughout their childhood.**
 - **This impacts their attitudes and behaviors and determines how they relate with each other.**

QUESTION 2: HOW DID IT HAPPEN?

- This is the **analysis of the context of these situations.**
- Ask for volunteers to answer: **How did it happen?** Try to call on different participants. Again,

encourage participants to be brief.

You may want to continue using your own examples by saying something like:

- “I was 5 years old when I was told not to cry. A few of us were playing in front of my house when my mother came out yelling at me. She was furious because she was afraid of what the neighbors would say.”
- Set up three lists on flipcharts by writing ‘WHEN’, ‘WHERE’ and ‘WHO’ as headings. Write down a few words under each heading to summarize each story. (For the last example, you would write ‘age 5’, ‘neighborhood’ and ‘mother’ in the appropriate lists)
- Comment on the contributions of participants for each story by exploring the role of different institutions and people in our everyday lives and relating them to the following statements:
 - We become aware of gender differences at a very young age, and this continues throughout the course of our lives.
 - Situations that teach us about gender happen in different places (community, media, school, religious house, etc.) and involve different people (parents, friends, neighbors, teachers, etc.).

QUESTION 3: WHAT ARE THE LONG-TERM EFFECTS?

- Ask for a different set of volunteers to share their answers to: **What are the long-term effects of what happened?** You may want to provide an example such as:
 - “I realize now that I never told my girlfriend that I loved her. When I got married and had kids, I barely held them or told them how happy they made me.”
- Comment on what participants say by relating their reflections to the following statements:
 - What girls and boys learn as children affects the women and men they grow up to be, and the way they relate to each other as adults.
 - Boys generally learn to socialize, negotiate and compete. This develops skills that may give them an advantage over women later in life, both at school and in the workplace.
 - Girls generally learn to do domestic work, leading men and women to believe that only girls and women can do this type of work.
 - Girls and boys often grow up separately, without learning to interact with each other in positive ways. This can lead to problems in adult relationships, from bad communication to gender-based violence.
 - Boys and girls are told what is expected of them so often that they come to believe that there is no other way to do things.

WRAP UP (5 MINUTES)

.....

The facilitator should summarize the discussion and highlight the key learnings.

KEY LEARNING

Girls and boys learn that society expects them to behave differently and that they have to fulfil certain gender roles. These expectations impact their attitudes and behavior throughout their lifecycle.

MODULE 2.4

GENDER ANALYSIS - GENDER ROLES OF GIRLS AND BOYS, MEN AND WOMEN

INTRODUCTION

The rationale of this session is to ensure that participants are able to identify the difference between the roles that are performed by men and women at home and within their community. Facilitate the participants to understand how their gender influences the responsibilities allocated to them in different contexts such as community leadership and work place. This topic begins by introducing Gender and Power. Later, participants explore gender gaps in roles by analyzing the roles played by males and females in a typical family.

OBJECTIVES OF THE TOPIC

To introduce the analysis of gender and power and practice identifying gender gaps in roles.

TIME: 1 HOUR, 15 MINS

FACILITATOR'S INSTRUCTIONS

In this activity, participants work in groups to analyze the life of a typical family. Be prepared to explain this exercise by working through the instructions which include these steps: 1) develop your own example of a typical family, 2) analyze what the members do, and 3) make a chart to synthesize your analysis.

ACTIVITY 1: THE ANALYSIS OF GENDER AND POWER

FOR CHILDREN

METHOD: GROUP WORK AND DISCUSSION

Group work:

- Group the children into one sex groups
- Ask the boys/girls group what the boys do when they are at home and at school, and write their answers on a sheet of paper.
- Ask the boys/girls group what the girls do at home and at school and write their answers on a sheet of paper.
- Ask each group to share their answers with the whole group.

In groups ask them:

- What is the difference between what the boys believe they do and what the girls say they do?
- What is the difference between what the girls believe they do and what the boys say they do?

- Ask them whether they think this is fair in terms of sharing roles at home and at school and why?
- Ask them what can be done to ensure that both boys and girls feel that what they do is worthwhile and that they are not being over worked or mistreated because they are boys or girls.
- Summarize this session by using the examples in **Male & Female Daily Responsibilities**, highlighted in the table below.

FOR ADULTS

METHOD: GROUP WORK

1. In Small Groups: Discussion and 'Walk About' (35 minutes)

- Use a group division game to form five small groups. Give each group several sheets of flipchart paper, masking tape and different colored markers.
- Write on a flip chart or show a slide with a heading: **'In 24 hours...'** and ask groups to take a few minutes to think about a typical family from a specific community where they live or work and:
 - **Create a short story** that describes the **daily life of each family member**.
 - **Consider all activities**, including rest/leisure, and account for all 24 hours.
 - Remember to consider what **girls and boys** do.
- Visit all groups to encourage them to include adult men and women, as well as boys and girls as members of the family.
 - When time is up, ask the groups to take an additional 10 minutes to analyze the 24-hour description of what their family does and prepare a visual representation of the time that each family member spends on the following:
 - Domestic/care work
 - Income generation/productive work
 - Community work
 - Play, leisure and rest
- Ask groups to present this analysis by drawing a pie chart or other visual graph, and by posting their drawing on a wall.

FACILITATOR NOTES

Tip! For example: groups can create four separate pie charts for each type of role (domestic, productive, community, play/leisure) and represent how much time boys, girls, men and women dedicate to each role. Alternately, groups can create separate pie charts for boys, girls, men and women, indicating all of their activities in one day.

Male & Female Daily Responsibilities - an example

| MALE | FEMALE |
|---|-------------------------------|
| Wake up | Wake up |
| Check on livestock | Prayers |
| Eat breakfast | Prepare breakfast |
| Cultivation/harvesting | Feed children |
| Pluck tea | Prepare them for school |
| Go to lunch | Prepare husband for day |
| Lunch break | Make bed |
| Take tea to buying center | Wash cloths |
| Return home from field | Clean house |
| Take bath | Wash dishes |
| Listen to news | Let chickens out |
| Socialize with friends & village mates (e.g. drinks, watch soccer, play ball, discuss politics) | Take livestock out to graze |
| Carry out a security check | Cultivation/harvesting |
| Supper with family | Pluck tea |
| Watch/listen to news | Prepare lunch |
| | Lunch break |
| | Water livestock |
| | Serve lunch to husband & self |
| | Wash dishes |
| | Clean kitchen ¹ |

(Source: ETP Social Issues Training Manual 2015)

IN THE GROUP: DISCUSSION AND PRESENTATION (40 MINUTES)

Lead a group discussion of the group's work using the following questions from the 'Roles' column:

- What are females and males expected to do and how long does it take?
- Are some roles more powerful?
- How do gender gaps in the roles impact the realization of rights?
- Use this opportunity to define the concept **'Gender Division of Labour'**

Tip! Encourage participants to discuss these questions using real-life examples from the families they described in their group work.

If women's and girls' invisible/undervalued work was not clearly identified by the groups, offer examples of your own, such as:

- *The work on the family plots or other forms of subsistence farming done by women and girls.*
- *Caring for the elderly and the babies of the family.*
- *Helping children with their schoolwork, or making sure they are completing their assignments.*

Doing volunteer work for schools.

- Use this opportunity to define the concept **'Gender Division of Labour'**

The facilitator can explore each type of role by re-examining the group's work.

- Lead a brief discussion about **'Domestic and Care roles'** by asking: **'Who spends more time in domestic/care work?'**
 - Summarize the discussion on **'Gender Gaps in Domestic and Care Roles'**, stating that:
 - Women and girls spend considerably more time in domestic roles than men and boys. These roles are generally undervalued and invisible to society.
- Ask: **Who spends more time in productive work?** Write on a flip chart or slide to define **'Productive Roles'**, linking it to group work. Refer to examples provided.
- Ask: **Who spends more time doing community-work?** Write on a flip chart or slide to define **'Gender Gaps in Community Roles'**, linking it to group work. Refer to examples provided.
- Finally ask: **Who has more time for rest and leisure?** Write on a flip chart or slide to define **'Gender Gaps in Rest and Leisure'**, linking it to group work. Refer to examples provided.
- Ask: **'What does this mean for your community?'** Invite participants to discuss the importance of this step in the analysis of Gender and Power.
- Relate the discussion of the statements to the examples shared on the importance of analyzing gender gaps in roles
- Facilitator should remind participants that gender analysis is like an onion, and invite them to peel more layers by considering: **Why does being a male or a female define the roles you are expected to perform?**

GAPS IN GENDER ROLES AND RESPONSIBILITIES

The previous activity should identify gender gaps as well as division of labour. Gender gaps in roles/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 socialization of individuals from the earliest stages of life, as they begin to identify with the specific characteristics that are associated with being male or female.

Analyzing gender gaps helps us to:

- Identify barriers to the inclusion of women and girls in programming, such as time poverty due to care work
- Identify creative ways to engage women and girls, without reinforcing gender roles.

- Recognise the importance of the work that women and girls do that is often undervalued.
- Recognise girls' and women's community work and promote their participation in community decision-making.

Also, it 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 minimize the disadvantages.

KEY LEARNING

- **Gender inequality turns relations between women/girls and men/boys into power relations.** Gender and rights analysis examines these relations to reveal how unequal power leads to unequal rights.
- **Gender analysis explores gender gaps in the roles that females and males are expected to fulfil, and in the power associated with these roles.** This analysis shows the differences in what males and females are expected to do, and why it is important to address the gaps in gender roles.



MODULE 3.0

MAINSTREAMING GENDER

MODULE INTRODUCTION

The ultimate goal of gender mainstreaming is to achieve gender equality. Participants need to discuss how gender inequality affects workplaces, and what this means for their specific workplace. Next, they explore gender mainstreaming as a strategy for addressing gender inequality in the workplace. Finally, participants work in groups to discuss four necessary components for gender mainstreaming: political will, technical capacity, accountability and organizational culture.

MODULE CONTENT

1. My dream for my company on gender equality
2. Gender mainstreaming

TIME: 1 HOUR, 30 MINS

AIM

- To analyze what gender mainstreaming means for your company and find out what steps to take to achieve gender equality in the workplace.

LEARNING OBJECTIVES

- Explore how gender inequality affects all workplaces and what this means for their specific workplace.
- Explore gender mainstreaming as a strategy for addressing gender inequality in the workplace.
- Discuss necessary components for gender mainstreaming - political will, technical capacity, accountability and organizational culture.

LEARNING OUTCOMES

- Participants have an awareness on how gender inequality affects all workplaces and what this means for their workplace.
- Participants have an understanding of gender mainstreaming as a strategy for addressing gender inequality in the workplace. Participants have an awareness of four necessary components for gender mainstreaming in the workplace - political will, technical capacity, accountability and organizational culture.

TARGET AUDIENCES

Plantation management and operational staff, plantation workers, smallholder farmers, management of smallholder farms and out grower factories and duty bearers.

MODULE 3.1

MY DREAM FOR MY COMPANY ON GENDER EQUALITY

INTRODUCTION

This session help the participants to reflect and express their dream of a company where gender quality is practiced. Though gender discrimination and gender stereotyping is rampant in many offices, this is inconsistent with:

- Ethical practices of producing tea
- Consumers of tea expect that tea is produced under conditions that promote gender equality and free of Gender Based Violence
- The human right for decent working conditions
- A private company's responsibility to ensure safe working spaces for their workers

Participants are taken through a process of visualizing their tea estate as a fully gender and rights-aware workplace. Then groups brainstorm ways in which different departments could better support the organizations' commitment to Gender. Groups share the top priorities they identified and end by looking at each other's work.

TARGET AUDIENCES

Management, operational, filed and factory staff of plantations

OBJECTIVES OF THE TOPIC

- Participants to reflect and express their dream of a company where gender quality is practiced.
- Discuss ways of mainstreaming gender in their companies

TIME: 25 MINUTES

ACTIVITY: IN GROUP AND INDIVIDUAL WORK: VISUALIZING OUR COMPANY AS A FULLY GENDER AND RIGHTS-AWARE COMPANY OR ORGANIZATION (20 MINUTES)

- Introduce this activity by explaining that we will begin with a **brief visualization exercise**.
- Ask everyone to close her or his eyes as you read through the following script:

Read this script using a soft and soothing voice. Pause briefly after each bullet point to allow participants to think about what they are seeing.

- See yourself arriving at your work area. Who is there to greet you as you walk through the

front door? Go to the kitchen to get some coffee or tea. Who is in the kitchen? What does the kitchen look like?

- Sit at your desk and find a copy of next year's budget waiting for your comments. What is included in this budget?
 - Stay and chat with the HR manager about the fast approaching birth of your baby. What benefits are you discussing?
 - Notice the Gender Advisor taking a break nearby. Walk over to him or her to talk about an e-mail you sent earlier. What issue are you two talking about?
 - What other aspects of your office do you see in this vision of a fully gender-aware workplace?
- A few moments after reading the last line of the script, invite participants to open their eyes.
 - Distribute a blank sheet of paper and ask participants to write a summary of their vision, using key words and short phrases. (5 minutes).
 - Ask for one volunteer in each table to present their 'dream' for their tea estate. Ask participants to post their 'dream' on a wall and invite everyone to take some time to look at these visions during breaks.

Summarize the discussion highlighting some of the key points that will have emerged from volunteer presentations.

KEY LEARNING

- Building a gender and rights-aware organization requires **internal structures, systems, and practices** that promote gender equality.
- We can all be a part of making our dream for our company a reality.

MODULE 3.2

WHAT IS GENDER MAINSTREAMING?

FACILITATOR'S INSTRUCTIONS

Participants discuss how gender inequality affects all workplaces, and what this means for their workplace. Next, they explore gender mainstreaming as a strategy for addressing gender inequality in the workplace. Finally, participants work in groups to discuss four necessary components for gender mainstreaming: political will, technical capacity, accountability and organizational culture.

OBJECTIVES OF THE TOPIC

Explore gender mainstreaming as a strategy for addressing gender inequality in the workplace

TIME: 2 HOURS

ACTIVITY 1: GENDER MAINSTREAMING

IN GROUP DISCUSSION (20 MINUTES)

- Lead the discussion by asking participants what their understanding of 'Gender Mainstreaming' is. It is likely that many of the participants will have heard of the concept, but are unclear of what it means.
- Note down the response from participants
- Lead the discussion by reading out 'What is Gender mainstreaming?'

WHAT IS GENDER MAINSTREAMING?

The UN defines gender mainstreaming as the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area 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. Gender mainstreaming ultimate goal is to achieve gender equality.

ACTIVITY 2: IDENTIFICATION OF DOCUMENTS RELATED TO GENDER MAINSTREAMING (20 MINUTES)

- Ask participants to share which documents in their companies are related to gender mainstreaming? These could be policies within HR. It is important that they name them.
- Ask participants to explain how each document supports internal gender mainstreaming.

The facilitator should lead a discussion, linking the above definition and stating that gender mainstreaming is:

- The promotion of gender equality into all aspects of an organization’s work, systems and procedures.
- It affects **what an organization does** (external) and **how an organization works** (internal).
- Ensuring that all policies, programs and processes **are designed, implemented, monitored and evaluated** with the aim of promoting gender equality.
- The goal of gender mainstreaming is to make sure that women, men, girls and boys realize their rights and that inequality is not perpetuated.

GENDER MAINSTREAMING IS A POLITICAL PROCESS (10 MINUTES)

Institutional policies and tools are a fundamental component of gender mainstreaming. However, they are seldom sufficient in guaranteeing institutional change. Institutional change requires an understanding, appreciation and buy in of the process by all. All factors need to be out into considerations as we accept to undertake the process. Good will among staff both at managements and operational levels is critical. Increasing the number of women or having a gender manager and/or Welfare Officer is not enough to achieve gender equality in our offices:

- We must examine the root causes of gender inequality and discrimination in our offices.
- We must confront overt and subtle manifestations of gender inequality and discrimination.
- Ultimately, we must transform unequal power relations between women and men.

Facilitator to lead a discussion on why gender mainstreaming is ‘a political process’, and explain why it’s so important to be aware of the ‘political’ implications of bringing our companies and their staff into alignment with ethical practices and a commitment to gender equality.

FACILITATOR NOTES

Gender mainstreaming is a political process: Institutional policies and tools are a fundamental component of gender mainstreaming. However, they are seldom sufficient in guaranteeing institutional change. Institutional change requires an understanding, appreciation and buy in of the process by all. All factors need to be out into considerations as we accept to undertake the process. Conviction and commitment among staff both at managements and operational levels is critical.

Increasing the number of women or having a gender manager and/or Welfare Officer in a tea estate company is not enough to achieve gender equality in offices:

- We must examine the root causes of gender inequality and discrimination in our offices.
- We must confront overt and subtle manifestations of gender inequality and discrimination.
- Ultimately, we must transform unequal power relations between women and men.

GENDER MAINSTREAMING IS AN ORGANIC PROCESS (10 MINUTES)

That is:

- It happens in a **living and breathing organization**.
- It requires four interconnected components of the organization to **change** including
 - Political will
 - Organizational culture
 - Technical capacity
 - Accountability
- The four components are fundamental in bringing about gender awareness in many organizations.

FACILITATOR NOTES

The facilitator should draw a Gender mainstreaming framework in the form of a tree and explain that the four components represented in this tree have been fundamental in bringing about gender awareness in many organizations.

KEY LEARNING

- Building a gender and rights-aware organization requires **internal structures, systems, and practices** that promote gender equality.
- We can all be a part of making our dream for our company a reality.

GENDER MAINSTREAMING IS A POLITICAL PROCESS (10 MINUTES)

- **Political Will** – Ways in which senior managers and other leaders show their support to your company’s commitment to gender equality. These can include: managers who publicly support the relevant policy on gender equality, commit staff time and financial resources, and institute internal structures, systems and practices.
- **Organizational Culture** – Norms, beliefs and codes of behavior that support or undermine gender equality in your offices or amongst staff. These include: how people relate; what ideas are considered to be acceptable; how people are ‘expected to behave’; and what behaviors are rewarded.
- **Technical Capacity** – The skills and knowledge that individuals need to develop in order to mainstream gender in all areas of your company. These include: gender analysis skills, adoption of systems for sex-disaggregated data and technical expertise on addressing Gender Based Violence etc.
- **Accountability** – Mechanisms and standards used by your company to measure its progress in meeting its commitments to gender equality i.e. Human Resource Policy, grievance procedure, etc.

***Facilitator tip!** Participants may ask why we call gender mainstreaming a ‘political process’, or they may argue that their company does not involve itself in politics. If this comes up, explain that by ‘political’ we mean a process that takes on power relations and works to transform them. Gender mainstreaming is ‘political’ because it analyses and challenges power relations that reproduce gender inequality, and it promotes the empowerment of women and girls, boys and men.*

ACTIVITY 3: ASSESSING 4 COMPONENTS OF SUCCESSFUL GENDER MAINSTREAMING AND ‘GALLERY WALK’

GROUP WORK (30 MINUTES)

Split participants into four groups and ask them to:

- Discuss the state of the four components of gender mainstreaming in their office.
- Draw a tree that is shaped to represent the current state of their company.
- Post their tree on the wall.

GROUP PRESENTATIONS AND DISCUSSION (20 MINUTES)

- The facilitator should go around the room visiting each group’s flipchart. Ask each group to briefly present their tree and then lead a discussion of the group’s assessment of gender mainstreaming in their office. It may be useful to ask some of these questions to generate the discussion:
- Why are the roots in your trees so strong (or weak)? What are some examples of advanced (or initial) **political will** in your office?
- Why is your **‘organizational culture’** branch shaped like this? What are some examples of how your office’s organizational culture is gender-aware (or unaware)?
- Why is your **‘technical capacity’** branch so robust (or small)? Did you identify some areas where stronger technical capacity is needed?
- Why is your **‘accountability branch’** shaped like this? What actions would you suggest for making it look more like the one in the ‘ideal’ tree?
- Congratulate participants on taking a courageous look at gender inequality and the potential for transformation within our own house.

***Facilitator tip!** Do not rush this discussion. The power of this activity lies in allowing participants to openly discuss the issues that these questions bring up!*

KEY LEARNING

- Workplaces often reproduce the context of inequality in which they operate. However, attitudes and behaviors that reinforce gender inequality or that discriminate against women and girls are inconsistent with OUR Company’s commitment to gender equality.
- Gender mainstreaming needs to be supported by gender-aware organizational culture, accountability, technical capacity and political will.



MODULE 4.0

UNDERSTANDING GENDER BASED VIOLENCE

MODULE INTRODUCTION

The social and economic impacts associated with Gender Based Violence (GBV) require a clear understanding of what the concepts represent. The module provides a clear foundation on what GBV is, forms and the situation in Kenya (this can be any other country). The aim of this module therefore is to equip participants with knowledge that they can use to identify GBV within their contexts including home, work places and community at large. It demystifies the concept of GBV to the lowest level including psychological GBV causes, which many times are ignored, as they are not observable. For all members of the community at different levels, whether duty bearers, village elders, children, youth, workers, farm owners, managers in the tea plantations and among other organizations, require basic knowledge on GBV in order to prevent it, control it, manage it and also deal with its impacts.

MODULE CONTENT

- What is Gender Based Violence? (30 minutes)
- Forms of GBV (45 minutes)
- Child Abuse (45 minutes)

TIME: 2 HOURS

AIM

- The module aims to facilitate participants to understand what GBV is as well as its causes and survivor's needs.

LEARNING OBJECTIVES

- To explore the concept of GBV from various perspectives, individual and peer, as well as community.
- To identify and describe various forms of GBV.
- To understand the concept of child abuse.

LEARNING OUTCOMES

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

- a) Describe the concept of GBV
- b) Identify and explain the various forms of GBV in their families, workplace and community at large.

TARGET AUDIENCES

Children, youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labor, management of smallholder farms and out grower factories and duty bearers.

MODULE 4.1

WHAT IS GENDER BASED VIOLENCE (GBV)?

INTRODUCTION

The essence of this topic is to explore what GBV is as viewed at individual and community levels. The training focuses on creating an understanding of GBV from various perspectives based on gender connotations, individual thinking, workplaces and community definitions. Participants are taken through a process of thinking about what GBV is as defined by them and their context. This topic facilitates participants to evaluate their activities, words, as well as behavior to see whether they are linked to GBV.

TARGET AUDIENCES

This topic is suitable for all key target audiences – children, youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of small holder farms and out grower factories and duty bearers.

FACILITATOR'S INSTRUCTIONS

The session will involve experience sharing, group discussions and case studies and games that will help them to understand what GBV is. Facilitators should help the learners to differentiate between violence, and gender based violence. For the children, link the concept of gender based violence with the various forms of GBV to make it easier for them to comprehend.

OBJECTIVES OF THE TOPIC

The objective of this topic is help to participants understand 'Gender and Violence' and how societal constructed roles contribute to violence in communities

TIME: 45 MINUTES

ACTIVITY: DESCRIBING THE CONCEPT OF GENDER BASED VIOLENCE (45 MINUTES)

FOR THE CHILDREN

- Put the children in groups of five
- Ask them if they know a child who has been beaten physically at home, at school, or in the estates where they live.
- Ask them why the child was beaten
- Ask them what they felt about the action
- Summarize by telling them that this is violence and this should not be done.
- Using the example below, explain the various forms of violence. It is recommended that you use example that they would relate with, i.e. children working in a tea plantation carrying heavy loads of firewood or a child being battered by an adult (see below)

FOR THE ADULTS

- Put the participants into three groups.
- Ask them to brainstorm about what is violence and what is gender-based violence.
- Ask them to explain it as individuals and as members of the society.
- Ask them to write their definitions on a flip chart and present them.
- Request each group to present.
- Summarize the session with a clear definition of what Violence and GBV are and provide examples

WHAT IS VIOLENCE?

Violence is understood differently by different people, among different cultures and in different countries. While no standard definition of violence has become established, it is important when developing effective prevention strategies, to have a clear understanding of violence and the context in which it occurs.

“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.” Source: WHO

WHAT IS GENDER BASED VIOLENCE?

The United Nations defines violence against women as ‘any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.’

Intimate partner violence refers to behavior by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, and psychological abuse, as well as controlling behaviors.

Sexual violence is any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It

includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part or object.

The term gender-based violence is used as a way to situate abuse within unequal relationships between men and women. GBV occurs at all stages of the life cycle as illustrated below.

GBV THROUGHOUT THE LIFE CYCLE

| Phase | Type of Violence |
|-------------------------|---|
| Prenatal | Sex-selective abortion (China, India, Republic of Korea), battering during pregnancy (emotional and physical effects on the women: effects on birth outcome); coerced pregnancy (for example, mass rape in war) |
| Infancy | Female infanticide; emotional and physical abuse; differential access to food and medical care for girl infants |
| Childhood | Child marriage; genital mutilation; sexual abuse by family members and strangers; differential access to food and medical care; child prostitution |
| Adolescence | Dating and courtship violence (acid-throwing in Bangladesh; date rape in the United States); economically-coerced sex (African schoolgirls having to take up with “sugar daddies” to afford school fees); sexual abuse in the workplace; rape; sexual harassment; forced prostitution; trafficking in women eve teasing |
| Reproductive Age | Abuse of women by inmate male partners; marital rape; dowry abuse and murders; partner homicide; psychological abuse; sexual abuse in the workplace; sexual harassment; rape; abuse of women with disabilities |
| Old Age | Abuse of widows; elder abuse (in the United States, the only country where this data is now available, elder abuse mostly affects women). |

Source: Heise, Lori; Pitanguy, Jacqueline; Germain, Adrienne, Violence against Women. The hidden Health Burden, Washington DC: The World Bank, 1994

KEY LEARNING

Although violence may be understood differently in different cultures, the results are similar everywhere. Violence results in physical, sexual or mental harm or suffering.

MODULE 4.2

FORMS OF GBV

INTRODUCTION

Issues of gender-based violence have been happening in many societies but have been accepted as the norm, or as part and parcel of societal beliefs and practices. The essence of this topic is to identify and evaluate the different forms of GBV that exists in their contexts - for instance at home, at school, places of work and the community at large. The topic will therefore equip the participants with the general understanding of the forms of GBV which would enable them to prevent them and even report them when they occur; this includes identifying forms and types of child abuse. With this knowledge, participants will be able to start looking at some of the issues happening to them from a perspective of violence rather than an accepted societal norm. Facilitate the participants to look at issues affecting them from the limelight of what they are violence and not a necessary code of ethics accepted in the society.

TARGET AUDIENCES

All key target audiences – children, youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of small holder farms and out grower factories and duty bearers.

FACILITATOR'S INSTRUCTIONS

The purpose of this session is to enable the participants to identify the various forms of GBV existing in their context including at home, schools, work places and community at a large. Inform the participants that they will carry out an activity that will enable them to identify and distinguish the various forms of GBV.

OBJECTIVES OF THE TOPIC

The objective of the topic is to identify the various forms of Gender Based Violence

TIME: 45 MINUTES

ACTIVITY 1: FORMS AND SIGNS OF GBV (45 MINUTES)

Facilitator should highlight that Gender Based Violence may include:

- **Intimate partner violence:** These include any behavior within an intimate relationship that causes physical, psychological or sexual harm to those in the relationship e.g. marital rape.
- **Acts of physical aggression:** These include slapping, hitting, kicking, beating, assault, honor killing, and female genital mutilation.
- **Psychological abuse:** These include verbal, discrimination, spouse confinement, domestic violence, harmful traditional practices, intimidation, constant belittling, humiliating, stalking denial of education, denial of food, and denial of opportunities/services.
- **Sexual violence** including harassment, rape, sodomy, attempted rape, abuse, exploitation, child incest, sexual abuse, forced intercourse, forced prostitution, sexual trafficking and harmful traditional practices.
- **Economic violence:** involves restricting access to financial or other resources with the purpose of controlling a person.

ACTIVITY 2: FORMS OF GBV

FOR ADULTS 45 MINUTES

- Inform participants the aim of the activity is to **identify the various forms of GBV** existing in their context, such as schools, home, work places and community at large.
- Subdivide the participants into groups of 5-6.
- Distribute the flip charts and request for the groups to have a note taker.
- Ask the participants to list all the forms of GBV that they know.
- Ask them to write them down on the flip charts.
- Request the participants to present their feedback in the group discussion.

FACILITATOR NOTES

.....
 Ask participants to share one case of GBV from their own context.

KEY LEARNING

Forms of GBV include intimate partner violence, acts of physical aggression, psychological abuse, sexual violence, and economic violence/.

MODULE 4.3

CHILD ABUSE

INTRODUCTION

When GBV occurs, especially in the family and community set up, the main group of people who bear the blunt are the children. This topic describes the concept of child abuse and identifies the various forms of child abuse occurring in each participant's environment. It's therefore of paramount importance to ensure that all the stakeholders understand the kinds of violence that are meted on children, so as to identify key strategies that can be used at home, the workplace or at community level to deal with the abuse. The aim of this session is to enable participants to identify various forms of child abuse as related to GBV. It will also inform the participants the kind of signs to watch out for in regards to children who are being abused, as well as where the child abuse circumstances originate.

TARGET AUDIENCES

All key target audiences – children, youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of small holder farms and out grower factories and duty bearers.

FACILITATOR'S INSTRUCTIONS

It will be important as a facilitator to note that issues of child abuse, as defined globally, may be in conflict with an understanding in Kenya due to cultural difference. Thus, you should be sensitive when explaining this concept and show the adult participants to what extent the activities they carry out or assign to children would amount to child abuse.

OBJECTIVES OF THE TOPIC

The objective of the topic is to identify the various forms of child abuse existing in participants' environment.

TIME: 45 MINUTES

ACTIVITY 1: THE CONCEPT AND FORMS OF CHILD ABUSE (25 MINUTES)

Facilitator should highlight that Gender Based Violence may include:

- **Intimate partner violence:** These include any behavior within an intimate relationship that causes physical, psychological or sexual harm to those in the relationship e.g. marital rape.
- **Acts of physical aggression:** These include slapping, hitting, kicking, beating, assault, honor killing, and female genital mutilation.
- **Psychological abuse:** These include verbal, discrimination, spouse confinement, domestic violence, harmful traditional practices, intimidation, constant belittling, humiliating, stalking denial of education, denial of food, and denial of opportunities/services.
- **Sexual violence** including harassment, rape, sodomy, attempted rape, abuse, exploitation, child incest, sexual abuse, forced intercourse, forced prostitution, sexual trafficking and harmful traditional practices.
- **Economic violence:** involves restricting access to financial or other resources with the purpose of controlling a person.

ACTIVITY 2: FORMS OF GBV

FOR THE CHILDREN

Method: Brainstorm and group discussion

- Facilitator must lead a brainstorm with children on the forms and signs of child abuse. Facilitator should comment on the children's points.

FOR ADULTS

- Put the participants into three groups.
- Ask them to discuss and outline how children are abused and identify the various signs of a child who has been abused.
- Ask the groups to present their opinions.
- Facilitator can give the participants different scenarios of child abuse and ask them how they would handle such situations.

Both children and adults are prone to GBV. Child abuse may happen in various forms, some of which is GBV. Example of ways that children are abused include:

- Child labour, where a child does chores that are beyond their ability.
- Child neglect, such as failure to provide food, shelter and clothing.
- Sexual violence e.g. defilement, indecent act, sexual assault.
- Female Genital Mutilation
- Physical violence
- Child prostitution
- Sodomy

SIGNS AND SYMPTOMS OF CHILD ABUSE (20 MINUTES)

There are several signs that indicate when a child has been abused. These include:

Signs of physical abuse include:

- When a child has unexplained burns, bites, bruises, broken bones or black eyes.
- When they have unexplained fresh or faded bruises or marks on their bodies.
- Excessive fear
- Unusual and uncontrollable tears
- The child unusually quite
- Shrinks away at the approach of adults
- Reports injury by a parent or another adult caregiver
- Abuses animals, pets or other children

Signs of sexual abuse include:

- When a child has difficulty walking or sitting
- Reports nightmares or bedwetting
- Demonstrates unusual sexual knowledge or behavior
- Becomes pregnant or contracts a venereal disease
- Runs away from home
- Reports sexual abuse by a parent or another adult caregiver

Signs of emotional maltreatment include:

- Shows extreme aggression, such as over complaining
- Slow emotional development
- Has attempted suicide, or is un-willing to participate in activities with friends
- Poor eating habits
- Attaches very quickly to strangers or new adults in their environment
- When they look dirty and show low self esteem

Source: SAFETY PROGRAMME PEER EDUCATION MODULE

WRAP UP

The facilitator can summarize by highlighting the key learnings.

KEY LEARNING

- Domestic violence or any other form of violence can be avoided if men take up their leadership and protective role in the community.
- If not managed, domestic disputes can escalate to violence, which can cause serious physical harm, emotional problems and even death.



MODULE 5.0

ACTION AGAINST GENDER BASED VIOLENCE

MODULE INTRODUCTION

This module helps participants identify the various forms of sexual harassment in a work environment. It also explains the procedures involved in policing, investigating, processing and managing GBV cases, along with the steps of filing a GBV complaint and the techniques for conducting an interview in GBV cases.

TIME: 3 HOURS, 40 MINS

MODULE CONTENT

- Forms of sexual harassment in the work environment (40 minutes)
- Steps of filing a complaint on sexual harassment (30 minutes)
- Policing, investigating and managing GBV cases (2 hours)
- Benefits of tackling GBV in the work environment (30 minutes)
- Human rights case
- Business case

AIM

- To identify and discuss various actions that can be taken against GBV

LEARNING OBJECTIVES

- To identify the various forms of sexual harassment in the work environment.
- To understand the policies existing in the organization on handling sexual harassment cases.
- To understand the procedure involved in reporting a GBV case to duty bearers, such as the police.

LEARNING OUTCOMES

- Awareness of the forms of sexual harassment existing in their work environment.
- Awareness of organizational policies on sexual harassment.
- Awareness of the steps and procedures involved in reporting GBV case to duty bearers, such as the police.

TARGET AUDIENCES

Children, youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of smallholder farms and out grower factories and duty bearers.

MODULE 5.1

FORMS OF SEXUAL HARASSMENT

INTRODUCTION

The focus of this topic is to help participants identify various forms of sexual harassments in the work environment and sensitize them on the responsibilities that staff have to prevent or propagate GBV in the work environment.

TARGET AUDIENCES

Youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of smallholder farms and out grower factories and duty bearers.

OBJECTIVES OF THE TOPIC

To identify the forms of sexual harassment in the work environment and create awareness on the responsibilities a staff has to prevent or propagate GBV in the work environment.

TIME: 40 MINUTES

WHAT IS SEXUAL HARASSMENT?

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature all constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

EXAMPLES:

Verbal/Written: Comments about clothing, personal behavior or a person's body; sexual or sex-based jokes; requesting sexual favors or repeatedly asking a person out; sexual innuendoes; telling rumors about a person's personal or sexual life; threatening a person, sending emails or text messages of a sexual nature.

Physical: Assault; impeding or blocking movement; inappropriate touching of a person or a person's clothing; kissing, hugging, patting, or stroking.

Nonverbal: Looking up and down a person's body; derogatory gestures or facial expressions of a sexual nature; following a person.

Visual: Posters, drawings, pictures, screensavers, emails or text of a sexual nature.

WHERE DO YOU DRAW THE LINE?

The conduct of the harasser must be either severe or pervasive to be classified as sexual harassment. Conduct is NOT sexual harassment if it is welcome. For this reason, it is important to communicate (either verbally or in writing) to the harasser that the conduct makes you uncomfortable and you want it to stop.

ACTIVITY: FORMS OF SEXUAL HARASSMENT

GROUP WORK (20 MINUTES)

In groups of 5, participants to discuss:

- What is sexual harassment in a work environment?
- How is sexual harassment propagated in a works environment?
- What responsibility does the staff at various carders in the organization have to prevent sexual harassment at the workplace?

DISCUSSION (20 MINUTES)

- Participants present group feedback.
- Facilitators sum up using the content below.

FACILITATOR'S NOTES

Examples include:

Quid Pro Quo - "This for that"

- An individual's submission to or rejection of unwelcome sexual conduct is used as a basis for employment decisions affecting the individual.
Such as:
 - Hiring, firing, promotions, awards, transfers or disciplinary action.

Hostile environment

- Occurs when unwelcome sexual conduct unreasonably interferes with an individual's job performance or creates an intimidating, hostile or offensive working environment.
- This form of harassment, whether engaged in by a manager or a peer can constitute discrimination, even if there are no tangible economic job consequences.

Examples

- Demeaning pictures
- Making sexually oriented jokes or offensive remarks.
- Subjecting another employee to unwelcome sexual advances or touching.

In all situations:

- Intentions do not matter if a person feels harassed or humiliated.
- Different people have different reactions and interpretations to the same behavior.

Prevention...

- To be self-reflective about gender
- Staff Education and training
- Everyone should know the Sexual harassment policy of their workplace

Our responsibilities

Any employee who believes he or she has been the target of sexual harassment is encouraged to inform the offending person orally or in writing, stating that such conduct is unwelcome, offensive and must stop.

Managers and supervisors have the responsibility to:

- Monitor the working environment to ensure that acceptable standards of conduct are observed at all times.
- Model appropriate behavior themselves.
- Promote the organization's sexual harassment policy.
- Treat all complaints seriously and take immediate action.
- Maintain confidentiality and share information only on a need-to-know basis.

Staff have the responsibility to:

- Comply with the organization's sexual harassment policy/guidelines.
- Offer support to anyone who is being harassed and let them know where they can get help and advice.
- Maintain complete confidentiality if they provide information during the investigation of a complaint. Staff should be warned that spreading gossip or rumors may expose them to disciplinary action.

KEY LEARNING

- Intentions do not matter if a person feels harassed or humiliated.
- Different people have different reactions and interpretations to the same behavior.
- We all have responsibilities to ensure that sexual harassment does not thrive in our workplaces.

MODULE 5.2

STEPS TO FILING A COMPLAINT ON SEXUAL HARASSMENT

INTRODUCTION

The focus of this topic is to outline the procedures of reporting sexual harassment.

TARGET AUDIENCES

Youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder-hired labour, management of smallholder farms and out grower factories and duty bearers.

OBJECTIVES OF THE TOPIC

To create an awareness of the procedures for reporting and investigating incidents of sexual harassment.

TIME: 30 MINUTES

WHAT IS SEXUAL HARASSMENT?

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature all constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Examples:

Verbal/Written: Comments about clothing, personal behavior or a person's body; sexual or sex-based jokes; requesting sexual favors or repeatedly asking a person out; sexual innuendoes; telling rumors about a person's personal or sexual life; threatening a person, sending emails or text messages of a sexual nature.

Physical: Assault; impeding or blocking movement; inappropriate touching of a person or a person's clothing; kissing, hugging, patting, or stroking.

Nonverbal: Looking up and down a person's body; derogatory gestures or facial expressions of a sexual nature; following a person.

Visual: Posters, drawings, pictures, screensavers, emails or text of a sexual nature.

WHERE DO YOU DRAW THE LINE?

The conduct of the harasser must be either severe or pervasive to be classified as sexual harassment. Conduct is NOT sexual harassment if it is welcome. For this reason, it is important to communicate (either verbally or in writing) to the harasser that the conduct makes you uncomfortable and you want it to stop.

ACTIVITY: REPORTING SEXUAL HARASSMENT (25 MINUTES)

- Facilitator should introduce the topic by showing the video Consent - No means no video: <https://www.youtube.com/watch?v=pZwvrXVavnQ>
- After the video, the facilitator should ask the participants for their opinions.
- Facilitator should then lead a discussion on the procedures of reporting sexual harassment.

FACILITATOR'S NOTES

Procedures for reporting and investigating incidents of sexual harassment are defined in the organizational policy, which are aligned with the local employment laws and processes. They should include:

- Redress process - understanding what and who is involved in the process of seeking justice
- Investigation - understanding the investigation.
- Third party complaint - understanding that a third party can report sexual harassment to the relevant staff or manager, even in a situation where the survivor/victim has not made a complaint.
- Investigating results - understanding how results of an investigation will be handled.
- Treatment of complainant - understanding how a complainant should expect to be treated in the process of an investigation.
- Treatment of the alleged subject of complainant - understanding how the alleged subject of a complainant should expect to be treated in the process of an investigation.
- Retaliation - understanding the protection that one is accorded in case of fear of retaliation.

RELEVANT LAWS ON SEXUAL HARASSMENT IN KENYA (5 MINUTES)

- Facilitator outlines the relevant laws in Kenya that are related to sexual harassment
- The relevant laws include:
- Section 6(1) of the Employment Act
- Sexual Offences Act 2006
- Kenyan Constitution- Bill of Rights
- Public Officer Ethics Act 2003

KEY LEARNING

Sexual harassment is a common vice across the community, within organizations as well as within families. The impact transcends across generations and the whole community. It requires the appropriate legislative framework as well as the participation of all stakeholders.

MODULE 5.3

POLICING, INVESTIGATING AND MANAGING GBV CASES

INTRODUCTION

Survivors of gender-based violence and citizens report to police stations because they believe that the police will prosecute the perpetrators and help the survivor get specialized treatment. The focus of this topic is to highlight the processes involved in dealing with survivors and the steps to follow in recording, investigating and prosecuting cases.

TARGET AUDIENCES

Children, youth, duty bearers, small-scale farmers, management, operational, field and factory staff of plantations.

FACILITATOR'S PREPARATION

Presentation on PowerPoint or notes on flipcharts.

OBJECTIVES OF THE TOPIC

To create an awareness of the processes involved in dealing with survivors, as well as the steps to follow in recording, investigating and prosecuting cases.

TIME: 2 HOURS

ACTIVITY: POLICING, INVESTIGATING AND MANAGING GBV CASES

- This being a technical process, participants are unlikely to have a lot of knowledge on this matter. The facilitator needs to take the participants through all the processes preferably using a PowerPoint presentation or notes on a flipchart.
- Detail of processes is attached as Annexes
 - Annex 1: Key principles for police in creating a conducive environment (5 minutes)
 - Annex 2: Guidelines for dealing with GBV survivors (10 minutes)
 - Annex 3: Steps in filing a complaint with the police (45 minutes)
 - Annex 4: Records to be kept (10 minutes)
 - Annex 5: Preservation of evidence (5 minutes)
 - Annex 6: Processing for prosecution (10 minutes).
 - Annex 7: Detention of suspects and survivors (5 minutes)
 - Annex 8: Prosecution and related matters (10 minutes)
 - Annex 9: Checklist for preparing for trial in GBV related cases (5 minutes)
 - Annex 10: Four basic principles of interviewing cooperative witnesses
 - Annex 11: Interviewing the child
 - Annex 12: Do's and Don'ts

KEY LEARNING

- Gender-based violence touches people's personal lives and is a sensitive issue that requires professional handling. Survivors have various needs, and it is important for police officers to know what to do, how to do it, and where to refer survivors to for specialized assistance or treatment.
- Interviewing is one of the main processes in a case presentation. It is important that's done properly to prevent any case faltering. Specific skills are required for a proper interview in order to obtain the necessary information without traumatizing the survivor.
- The successful prosecution of a case is dependent on good preparation for both the prosecutor and the witnesses. Such preparation includes the preferring of proper charges against the accused person by preparing the right charge sheet, adequately preparing the witnesses and presenting the case in the most professional manner.

MODULE 5.4

BENEFITS OF TACKLING GBV IN WORK ENVIRONMENT

INTRODUCTION

There are clear benefits to staff and companies for tackling GBV in the workplace. Confronting common GBV challenges in the work environment can produce efficient services and/or products while ensuring respect for workers' human rights. The focus of this topic is to highlight the human rights and business case for talking about GBV in the workplace.

TARGET AUDIENCES

Management, operational, field and factory staff of plantations and small scale farmers.

OBJECTIVES OF THE TOPIC

To highlight the benefits of tackling GBV in the workplace, including human rights and business cases.

TIME: 30 MINUTES

BRAINSTORM AND DISCUSSION ON BENEFITS OF TACKLING GBV IN THE WORK ENVIRONMENT

ACTIVITY 1: BRAINSTORM

- Facilitators are to lead a brainstorm session about the benefits of tackling GBV cases in the work environment.

ACTIVITY 2: PRESENTATION

- Facilitator are to summarize the session with a presentation based on content below:

UNDERSTANDING HUMAN RIGHTS

Human rights are those rights that every human being possesses and is entitled to enjoy simply by virtue of being human. Human rights are irrespective of biological and social difference of sex, gender, race, color, language, national origin, age, class, religious and political beliefs, disability or minority status.

DIFFERENT TYPES OF HUMAN RIGHTS

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

| | |
|--|---|
| <p>The key characteristics of human rights are:</p> <ul style="list-style-type: none"> • Internationally guaranteed • Legally protected • Focus on dignity of human beings • Protect individuals and groups • Cannot be waived or taken away • Equal and interdependent | <p>Workers' human rights include:</p> <ul style="list-style-type: none"> • Freedom of association • Freedom of representation • Freedom to original documents • Guaranteed confidentiality on personal information • The right to information |
|--|---|

- Provide a clear definition of what constitutes GBV at work.
- Assists in building greater consistency into legal frameworks aimed at eradicating gender-based violence and promoting women's human rights.
- Reduce women's vulnerability to exposure to GBV and increase their economic independence and productivity at work.
- Create a conducive work environment that is free of human rights violations.

Business case for of tackling GBV in the work environment:

- Improves safety at work and reduces employers' economic losses associated with gender-based violence (e.g., through absenteeism, loss of productivity, court/tribunal cases, compensation orders).
- Reduces the risk of bad publicity and reputational damage due to incidents of GBV.
- Contributes significantly to realizing decent work objectives and the realization of the company's agenda to achieve a safe working environment for all.
- Helps to improve health and safety at work and improve industrial relations.
- Assists in giving clear guidance to employers and workers concerning their responsibilities to prevent, address and redress GBV at work.
- Assisting employers with crafting well-designed human resource policies that contain clear processes for preventing GBV and addressing the consequences of GBV in the work-environment – including the impact of domestic violence on the workplace.
- Assists employers in establishing clear procedures for reporting grievances and complaints.

- Assists employers in providing guidance to employees on investigating and handling complaints of GBV at work.
- Helps to better define the extent of employers' liability (vicarious and direct) for GBV at work.
- Creates a workplace culture where GBV is not tolerated.

Companies/organizations should maintain policies and procedures that indicate how to deal with GBV cases in the work environment. The following are the social-issues related policies that should be in place in a company/organization:

- **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:** 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".
- **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.
- **Code of conduct** – To be signed by staff - including contractors, committing to respect the basic rights of others, by treating people with dignity and respect, and respecting the national law and local culture, traditions, customs and practices, and by maintaining high standards of personal and professional conduct.

KEY LEARNING

- There are human rights and business benefits for talking GBV in the workplace.
- Tackling GBV at the workplace has benefits for both employee and employer.
- There is a need to maintain policies and procedures that indicate how to deal with GBV cases in a work environment. These are essential for creating awareness among employees and employers and also offer guidance while addressing GBV cases in the workplace.



MODULE 6.0

ENGAGING MEN AND BOYS

MODULE INTRODUCTION

The success of any GBV programme requires the participation of all members of society - especially men. This is brought about by the nature of the Kenyan culture, where the majority of the members of society is dominated by men. The focus of this module is to present the participants with the knowledge and information in regards to the role men and boys play and could play in preventing, managing and dealing with the consequences of GBV.

MODULE CONTENT

- Importance of engaging men and boys in promoting gender justice.
- Promising initiatives that engage men and boys in gender justice.

TIME: 1 HOUR, 40 MINS

AIM

To demonstrate the role that men and boys can play in preventing and managing GBV related issues.

LEARNING OBJECTIVES

- To describe why it is important to engage men and boys in gender justice.
- Identify and discuss the roles of men and boys in promoting gender justice.

LEARNING OUTCOMES

- Illustrate the role of men and boys in gender justice.
- Identify and explain the role of men and boys in promoting gender justice at home and in the community.

TARGET AUDIENCES

Children, youth, plantation management and operational staff, plantation workers, smallholder farmers, smallholder hired labour, management of smallholder farms and out grower factories and duty bearers.

MODULE 6.1

IMPORTANCE OF ENGAGING MEN AND BOYS TOWARDS PROMOTING GENDER JUSTICE

INTRODUCTION

The focus of this topic is to help the participants understand the importance of engaging men and boys towards promoting gender justice.

TARGET AUDIENCES

Children, youth, duty bearers, small-scale farmers, management, operational, field and factory staff of plantations.

TRAINER'S PREPARATION

This activity requires the trainer to engage the participants in order to enable them to identify the role as well as evaluate their performance in their community.

OBJECTIVES OF THE TOPIC

To understand the importance of engaging men and boys in promoting gender justice.

TIME: 1 HOUR

ACTIVITIES: IMPORTANCE OF ENGAGING MEN AND BOYS IN GENDER JUSTICE

BRIEF DESCRIPTION

The activity begins with a pop quiz on gender and masculinities.

1. In group discussion: Introduction pop quiz! (15 minutes)

- Explain that we will begin our work on gender and masculinities with a pop quiz.
- Hand out two different, brightly colored meta cards (one representing 'True' and the other 'False') to each participant.
- Explain that you will read a few statements and the participants must consider if they are 'True or 'False'.
- Read the statements in the **Introductory Pop Quiz! Annex 13**, one by one. Following each statement, ask participants to vote using their cards. End the session by explaining the correct answer.

Tip! All statements have been referenced so you can cite the source if the participants want to know where the statements came from.

2. In small groups: Learning from personal stories (20 minutes) Annex 14 and 15

- Explain that we can learn about engaging men and boys in gender justice by exploring the personal experiences of boys and men that have already taken the first steps of this journey
- Use a fun energizer to divide the participants into five groups and assign each group a story. Share the two stories, with each group reading a different story.

Tip! If there are less than 20 participants, consider working with four groups, choosing the stories that are most relevant to your local context.

Lead the group to discuss:

- How has committing to gender justice changed the life of the boy/ man in the society
- What social norms are challenged in this story?
- What does this story teach us about the importance of engaging men and boys in gender justice?
- Visit each group to answer any questions they may have and to make sure discussions are moving along.

3. In the group: Group Presentations and discussions (25 minutes)

- Invite each group to give a **short summary of their story along with their answers to the discussion questions.**
- After the group presentations, ask for examples of similar stories from the communities where the participants work.
- Ask participants to think about themselves and about the men in their lives when answering the question: **'Why is engaging men and boys with gender justice important to my own life?'**
- Ask two or three participants to share their **personal stories.**

KEY LEARNING

- **Gender justice is important for boys and men.** Gender stereotype and rigid gender roles can lead boys and men to high-risk and violent behavior that prevents them from developing healthy relationships with girls/women, and other boys/men.
- **We can learn about engaging men and boys in gender justice from the personal stories of a male agent of change.** These stories show that boys and men can adopt gender equitable behavior and inspire others to do same.

MODULE 6.2

PROMISING INITIATIVES THAT ENGAGE MEN AND BOYS IN GENDER JUSTICE

INTRODUCTION

For boys and men to fully participate in ensuring that there is gender justice, there is a need to design various programs and initiatives that both involve them and resonate with their interests and their male ego. The focus of this topic is to explore some of the initiatives that can be used at different levels to engage boys and men in gender justice issues.

TARGET AUDIENCES

Management, operational, field and factory staff of plantations and small scale farmers.

TRAINER'S PREPARATION

This activity requires the trainer to engage the participants in order to enable them to identify the elements associated with masculine dominance and evaluate the positives.

OBJECTIVES OF THE TOPIC

To review programs that engage men and boys in gender justice.

TIME: 45 MINUTES

ACTIVITIES: INITIATIVES FOR ENGAGING MEN AND BOYS IN GENDER JUSTICE AND HOW TO GO ABOUT IT

BRIEF DESCRIPTION

Participants watch and analyze a short video used in a programme that has been successful in engaging boys and young men on gender justice. These are:

James's story

<https://www.youtube.com/watch?v=rxbl-dpgDk8>

Once Upon a Boy

<http://www.youtube.com/watch?v=QleIPL7Yedw>

Changing the course

<http://www.youtube.com/watch?v=RZRaZsQgQ04&feature=channel>

1. In the group for any of the video clips for instance: Video 'James' Digital Story' (20 minutes)

- Explain that you will begin by watching a video that is part of a collection of digital stories collected by Sonke Gender Justice, an NGO based in South Africa that works with boys and men.
- Inform the group that this collection of videos resulted from a collaboration between the Sonke Gender Justice Network and the Silence Speaks project in 2008. Two digital storytelling workshops were held with the youth in rural South Africa. Media is used with young men because of its potential to support reflection and build skills. A key objective of the programme is to make local voices and images the focus of local campaigns in order to promote new visions of masculinity and gender equality.
- Show video (4:09 minutes).

Tip! Remember! You only choose ONE video. Once you choose a case study, go to the appropriate activity description as indicated in the facilitator's instruction below.

2. Moderate a brief discussion of the video by asking participants: (20 minutes)

- 'Is the video effective in exploring the dominant notions of masculinity?' Encourage participants to identify specific messages from the video.
- 'Is this video effective in exploring the relationship between dominant masculinities and rights violations for women, girls and boys?' Encourage participants to point out specific portions of the video.
- 'In your opinion, are digital stories effective in promoting young men as allies for gender justice?'
- 'How does 'James' Story' relate to your work in your company or community?'

3. Distribute the Handout: Key Lessons in Engaging Men and Boys in Gender Equality -Annex 16.

Ask for volunteers to read through the 10 key points of best practice in engaging men and boys. Lead a discussion on key lessons on successful programming with men and boys

FACILITATOR'S INSTRUCTIONS

For the activity, you will choose one of the three case studies listed below.

The choice of video is based on the language and context of participants. To prepare, the facilitator needs to watch the videos and learn more about the organizations through their websites beforehand:

- **Option #1: Sonke - 'James' Story'.** Sonke Gender Justice is a South African-based NGO that supports men and boys in taking action to promote gender equality, prevent domestic and sexual violence, and reduce the spread and impact of HIV and AIDS. You can learn more about Sonke's work at: <http://www.genderjustice.org.za/>.
- **Option #2: Instituto promundo.** This video is a resource used by Program H, which supports men aged 15 to 24 in 20 countries to help them engage and reflect on traditional norms of 'manhood' in a safe space. You can learn more about Promundo's work at: <http://www.promundo.org.br/en/about-us/introduction/>. Note: This video is ideal for non-English speakers as it features a cartoon with no

verbal dialogue.

- **Option #3: MASVAW ‘Changing the Course’.** Men’s Action to Stop Violence Against Women (MASVAW) is an alliance of organizations working in India to reduce violence against women. Through cultural and advocacy campaigns, MASVAW raises awareness and recruits members who work for changes in gender relations. You can review MASVAW’s work at: <http://masvaw.blogspot.com/p/about-us.html>

OPTIONAL INDIVIDUAL WORK!

Invite participants to come up with a story from their own life and record this story at their leisure. Encourage participants to share their story with the facilitators and with their colleagues. Explain that they can also use this exercise as a personal reflection. Ask them to think about the men and boys who have played an important role in shaping who they are today. Ask them to consider what they learned from this person.

KEY LEARNING

- **To effectively engage boys and young men in gender justice, the programs must connect with them at a personal level.** Boys and young men need to see the benefits of gender justice for themselves, to have positive role models and to have safe spaces to discuss masculinity.
- **Successful programs with boys and young men need to consider and address the potential risks in the process of change.** Challenging gender inequality often involves conflict and could place boys and men at risk of bullying and other forms of violence.

ANNEXES

ANNEX 1: KEY PRINCIPLES FOR POLICE IN CREATING A CONDUCTIVE ENVIRONMENT

- Respect for and protection of human rights and dignity.
- Confidentiality.
- Safety of the survivor (do no harm/do not expose to further danger) - in appropriate cases, refer survivors to other organizations who can provide counselling, medical aid, legal aid, protection in a safe house, etc.
- Professionalism/objectivity.

Source: Ending Sexual and Gender Based Violence – A trainer’s manual for prosecutors - Kenya

ANNEX 2: GUIDELINES FOR DEALING WITH GBV SURVIVORS

- Be non-judgmental (do not blame the survivor).
- Be patient with the survivor; allow the survivor to narrate the incident at his/her pace.
- Ensure privacy for the survivor and assure them of confidentiality.
- Release information relating to the survivor only to authorized persons.
- Be sensitive to the survivor’s stress and fear.
- Establish whether an offence has been created by referencing the relevant statute.
- Be aware that the survivor may be suicidal because of depression, trauma or desperation.
- If the survivor has injuries they should be examined by an officer of the same gender.
- Connect the survivor to available support services (medical, legal, counselling, shelter, etc.) when required.

Source: Ending Sexual and Gender Based Violence – A trainer’s manual for prosecutors - Kenya

ANNEX 3: STEPS TO REPORTING SEXUAL HARASSMENT

Step 1: Survivor arrives at the station, either alone or with an escort, and goes to the reception.

Step 2: Owing to the nature of the case, the officer at the reception desk should refer the survivor to the specialized desk or a private room. It is here that the statement is taken and a determination made on whether an offence has been committed that would warrant investigation.

Pre-interview Assessment:

Before the actual interview, it helps to establish the following:

- The survivor’s psychological and mental stability
- The survivor’s physical well-being
- The survivor’s age and capacity to comprehend questions and discussion
- The survivor’s capacity to endure an interview at the time
- The most appropriate questions to ask in light of the survivor’s mental status
- The survivor’s immediate safety and protection needs

Step 3: If the survivor was accompanied, a statement from the escort, if relevant, should be recorded, along with contacts.

Step 4: It is prudent to undertake a risk assessment so that the necessary measures are taken to protect the survivor and provide for their needs.

Indicators of survivors who are at high risk of further harm:

- Serious injuries (e.g. strangulation, life-threatening injuries)
- Abuse (when the survivor is a child or spouse)
- Use of weapons or evidence that the aggressor has access to weapons (a gun, a cane, a spear, a bow and arrow, etc.)
- Threats of killing or serious harm
- History of violence
- Substance abuse
- Fear (from the survivor) of a violent reaction from the suspect or his family following the report to the police.

Step 5: After finalizing the recording of the statement, the officer issues the survivor a medical form to be completed.

Step 6: In appropriate cases, where it is observed that the health of the survivor is precarious, the survivor should, as a matter of priority, be referred to a health institution for the following:

- Physical Examination
- Treatment of injuries
- Prevention of sexually transmitted infections such as HIV
- Prevention of unwanted pregnancy
- Collection of forensic evidence
- Medical documentation

Step 7: For all sexual and gender-based violence cases, a medical form must be completed by a police surgeon as soon as possible. A police officer of the same gender should accompany the survivor. After the medical form is completed, it should be returned to the officer who issued it. The police should ensure that measures are taken to protect against HIV infection, including the administration of HIV post-exposure prophylaxis (PEP). The survivor's file should be updated with the findings of the police surgeon. The privacy of the survivor is paramount. There is an obligation to ensure that the survivor is well informed of all procedures and at all times their prior and informed consent must be obtained for any contemplated action, especially medical intervention.

Step 8: Investigations should commence immediately, even if the completed medical form has not yet been returned. The scene of the crime must be visited and preserved, and where possible pictures should be taken. Incriminating evidence must not be lost, as it could be tampered with. Exhibits should be handed over to the police for safekeeping; these include clothes that the survivor was wearing at the time of the assault. If possible and appropriate, further statements can be recorded by the investigating officer.

Step 9: In addition to physical injuries, the survivor is likely to have suffered trauma and be in need of psychosocial attention. In this event, they should be referred to a specialist for appropriate action. Depending on their circumstances, they may also require temporary shelter and legal aid.

Step 10: Where there is sufficient evidence, the officer should proceed and arrest the alleged assailant, inform them of the alleged offence and advise them on the options available. The suspect should also

be referred to the police surgeon for medical examination, especially to determine HIV status. Caution must be taken not to infringe on the rights of the suspect relating to privacy. After compiling the file, the investigating officer can forward the file to the officer in charge of the station for advice. If the officer in charge advises prosecution, then the suspect should be presented to court within the stipulated timeline.

Source: Ending Sexual and Gender Based Violence – A trainer’s manual for prosecutors - Kenya

ANNEX 4: RECORDS OF SEXUAL HARASSMENT CASES

The record kept at the gender desk (or specialized desk) should capture the following:

- Serial number of the entry being made
- Date and time when report was made
- Language in which the statement was taken
- Survivor data - name, age, gender, occupation, tribe/race, residence/address, telephone number, and ID number where applicable
- Offender data, if known to the survivor - name, description, relationship to the survivor
- General condition of the survivor - e.g. any visible injuries or blood stains
- Detailed description of where and how alleged offence took place
- Names and contacts of witnesses, if any
- Items of evidence availed - these should be clearly marked for ease of identification
- Whether the offence is a repeat offence and, if so, previous reports made and results thereof
- Site/scene of crime visits, if any; recoveries made, if any, and related data
- Certificate of translation, if any (where the statement was recorded in one language and then translated to a second language)
- The signature of the person taking the statement must be on every page
- Disaggregated data on gender-related crimes from the general reports of the station

Source: Ending Sexual and Gender Based Violence – A trainer’s manual for prosecutors - Kenya

ANNEX 5: PRESERVATION OF EVIDENCE

The investigator should take steps to preserve the following:

- Sensitive evidence that may deteriorate as time goes by - e.g. bloodstains and other stains
- Forensic investigation and test results (necessary to retain the value of articles of evidence)
- Photographic records of crime scenes and other relevant articles
- All documentary evidence related to the crime
- Any electronic evidence and data obtained from service providers in relation to the offence
- All articles provided in the office by the complainant relevant to the investigation

Again, reference should be made to respective standard operating procedures for detailed guidance.

Source: Ending Sexual and Gender Based Violence – A trainer’s manual for prosecutors - Kenya

ANNEX 6: PROCESSING FOR PROSECUTION

In preparing the complaint for possible prosecution, the investigating officer should do the following:

- Record the survivor correctly and in detail. The complainant must be given the space and time to record in their own words the statement and particulars of the complaint.
- Note the particulars of the crime reported, as most gender-based violence crimes are lost in the maze of common assault.
- Ensure the privacy of the survivor, using a separate room or facility for each survivor.
- Record facts; do not seek explanation or challenge the survivor, as that causes further trauma.
- Issue standard forms, such as the police medical form and explain the process of their completion.
- Maintain a record (chain of custody) of critical pieces of evidence.
- Keep a clear record of the phases of investigation, the parties/experts involved and their contacts.
- Avoid any steps that may be construed as tampering with evidence before forensic investigation.
- Maintain an exhibit store separate from the general store of the station.

Source: Ending Sexual and Gender Based Violence – A trainer’s manual for prosecutors – Kenya

ANNEX 7: DETENTION OF SUSPECTS AND SURVIVORS

The law and standing procedures govern the detention of adults suspected of a crime. No special considerations require the attention of officers investigating gender-based crimes. However, the officer should take the earliest opportunity to obtain the necessary samples for forensic investigation.

It may be necessary to take into protective custody survivors of gender-related crimes who are minors. Such survivors should be presented to court at the earliest opportunity for placement in appropriate institutions.

Source: Ending Sexual and Gender Based Violence – A trainer’s manual for prosecutors – Kenya

ANNEX 8: PROSECUTION AND RELATED MATTERS

The investigating officer must take the following steps in the prosecution of cases in member countries that use the common law system:

- Identify the offence suggested by the complainant’s statement.
- Ensure the offence falls within the parameters of a gender related crime.
- Draft a charge for the approval of the state prosecutor.
- Arraign the suspect in court.

Source: Ending Sexual and Gender Based Violence – A trainer’s manual for prosecutors – Kenya

ANNEX 9: CHECKLIST FOR PREPARING FOR TRIAL IN GBV RELATED CASES

The investigating officer should ensure that the following elements are in place as the trial date approaches:

- Statements of all witnesses.
- Reports of all experts that will testify in the case.
- All official records that are relevant to the case and that will be produced in evidence - e.g. records of previous convictions, certificates awarded or withdrawn, etc.
- Investigation diary/records for the prosecution.

ANNEX 10: FOUR BASIC PRINCIPLES OF INTERVIEWING COOPERATIVE WITNESSES:

1. Social dynamics.
2. Facilitation of memory and thinking of witness.
3. Communication.
4. Sequence of the interview.

Source: Ending Sexual and Gender Based Violence – A trainer’s manual for prosecutors - Kenya

ANNEX 11: INTERVIEWING THE CHILD

Children have a different frame of reference than adults e.g. everything is big, many things are strange etc. They are often very frightened and don’t understand what is happening. The overriding principle when interviewing a child is what is in the best interest of a child.

In interviewing a child, there are a number of practical considerations that one has to take before undertaking such an interview. Such considerations include:

- Where will the interview take place?
- What kind of environment will it happen in?
- How will you ensure that you will not be interrupted?
- Who will actually conduct the interview?
- How will you document the interview?

ANNEX 12: HANDOUT

Hand-out: Dos and Don'ts

DO be empathic - show a willingness to try to understand and appreciate the client's situation.

DON'T show you are shocked or doubt what the client says.

DON'T laugh to hide your own embarrassment or make light of what the client says.

DO ask singular, logical questions. **DON'T** ask questions too quickly - people in distress can be easily confused.

DON'T interrupt. Instead, let the client finish talking and then ask for clarification if details are not clear.

DON'T patronize or talk down to the client.

DON'T interpret what the client is saying; ask him/her to give more details to get clarity. This is especially the case where a client uses "childish" words for parts of the body.

DON'T criticize or at any point imply that the client is to blame for the abuse or that he/she could have prevented it.

DON'T use the question "why?" It can imply blame. For example, "Why did you go with the man?" can be interpreted by the interviewee as, "you chose to go with the man and therefore you are responsible for what happened to you."

DON'T promise things that you cannot deliver. For example, "If you tell me these things we can protect your family."

DO consider the interviewee's physical needs (food, drink, toilet breaks, etc.).

DO minimize the amount of interviews. Children can be easily confused with repeated interviewing and this can make the evidence unreliable.

DO be as clear as you can be about what will happen next. This needs to be part of the planning of the interview.

DON'T touch the interviewee during the interview. Plan beforehand how you will handle the situation if the client becomes distressed.

*(Developed by Sally Proudlove, Senior Consultant National Society for Prevention of Cruelty to Children)
 Source: Ending Sexual and Gender Based Violence - A trainer's manual for prosecutors - Kenya*

ANNEX 13: INTRODUCTORY POP QUIZ!

Gender justice is important for boys and men. Gender stereotype and rigid gender roles can lead boys and men to high-risk and violent behavior that prevents them from developing healthy relationships with girls/women and other boys/men. Engaging men and boys in gender justice from the personal stories of a male agent of change show that boys and men can adopt gender equitable behavior and inspire others to do same.

1. The most common cause for men using violence against women is excessive alcohol use. True or False?

False! Alcohol use is a risk factor for violence, but it does not cause it. Violence against women and girls is caused by unequal relations between the males and females, combined with social tolerance for violence. The single most common factor amongst men who use violence is their experience witnessing violence against their mothers during childhood.

2. Adolescent boys are likely to believe that to be a man you have to be 'tough'. True or False?

True! A national survey of adolescent males in the US found that boys thought that to be a true man, they must "command respect, be tough, not talk about problems and dominate females". A global research survey called IMAGES found that this belief was prevalent around the world, particularly in South Asia and Latin America

3. Young men and women are equally likely to engage in high-risk sex. True or False?

False! Young men are more likely to engage in high-risk sex. This has negative health implications (HIV/AIDS and other sexually transmitted diseases) for both sexes and increases young women's vulnerability to the disease.

4. Globally boys ages 5 to14 are more likely to be forced into child labour than girls. True or False?

False! Girls and boys are equally as likely to be involved in child labour, with sub-Saharan Africa showing the highest incidence, approximately 30% of children. However, girls are more likely to be involved in child labour as domestic workers

5. Over 75% of gun-related homicides occur among men. True or False?

True! 90% of gun-related homicides occur among men. Dominant ideas about being a man contribute to high-risk and dangerous behavior that can cost them their life. In some countries, gun-related violence leads to demographics imbalances. Brazil currently has nearly 200,000 fewer men than women in the age range of 15 to 29 years

6. Fewer people still believe that women should accept violence from their partners, or that there are times when they deserve it, true or False?

False! Acceptance of violence against women is still high. In a recent survey, 65% of participants from India and Rwanda totally or partially agreed with the statement 'A woman should tolerate violence in order to keep her family together'. A further 43% agreed with the statement 'there are times when a woman deserves to be beaten.

1. Barker (2012). *Presentation for USAID. 'Men and change: Emerging evidence on young men, gender equality, care giving and violence prevention.'*

2. BIAAG Report (2011). 'So What About Boys'.

3. Hindin, Fatusi (2009). 'Adolescent Sexual and Reproductive Health in Developing Countries: An Overview of Trends and Interventions.' <http://www.guttmacher.org/pubs/journals/3505809.html>

4. UNICEF, Division of Policy and Practice. (2011). *Boys and Girls in the Life Cycle.* http://www.unicef.org/lac/boys_and_girls_life_cycle.pdf

5. BIAAG Report (2011). 'So What About Boys': <http://plan-international.org/girls/pdfs/biaag-2011-sum-english.pdf>

6. BIAAG Report (2011). 'So What About Boys': <http://plan-international.org/girls/pdfs/biaag-2011-sum-english.pdf>

ANNEX 14: HANDOUTS – PERSONAL STORIES

A personal Story about Boyhood:

“It took me 20 years to realize that I had been done wrong”

Dumisa Rebombo was 15 when he raped a girl at his school in South Africa. Twenty years later he met her to apologize. Now 48, he is a gender equality activist and is married with two daughters and a son. He says: “I didn’t have any goats or cattle, which brought a lot of ridicule from my peers. There was constant jeering that I wasn’t a real boy. Some of them said: ‘there’s a girl who’s full of herself and doesn’t want to know us; you need to be party to disciplining her’.

I made a decision to agree to it. I was given beer and smoked. I remember that, after the act, it was reported to the whole soccer team and I was given a standing ovation. I moved away and it faded from my mind.

It took me 20 years to realize that I’d done something wrong. In my work in the HIV field I met unemployed women and every single week they reported violence from the men. I couldn’t help but go back and say: this is something I did myself 20 years ago.

I went to see my religious mentor and said I have to go apologize to my survivor. He said, ‘You were only 15 years old, it’s in the past; what if she reports it?’ I said that would be justice for her.

When we met, she recognized me and was surprised. I told her ‘I realized I caused you pain 20 years ago. I understand how wrong this was and I came to apologize.’ She was silent and she started crying. She said, ‘After you, two other men raped me. I’ve never told anyone that. Every time I think of it my whole body shudders. I’ve never really been well. Sometimes, when my husband touches me, I cringe and he worries why.’

She said, ‘the fact that you’ve come 600 miles to apologize helps me believe you and I’m grateful. Do me a favor, teach your son not to do what you did to me.’

I thought I was going to leave behind one load, but when she said that, I had a new load to take with me. We live in a society that has known so much violence for so much time that it becomes normalized. People don’t shudder and jump when they hear these things. There is a negative perception that if you don’t treat women as second-class citizens, they will take over the leadership. We need a bigger movement. There are men who don’t rape but when they see the atrocities around them, they remain silent. When they speak out, we will win the battle.

ANNEX 15: REFERENCE SHARED BY IDH AND PARTNERS

1. Adopt School Initiative (ASI) mentorship programme module (presentation)
2. Child protection modules for patrons (booklet)
3. Child protection: Kings and Queens module (presentation)
4. GBV coloring booklet for children
5. Safety programme peer education module
6. SGBV induction booklet
7. SGBV peer education module 2016
8. Welfare training calendar
9. Cognate report on KTDA labour relations
10. Finlay Gender Equality and Diversity Policy
11. Finlay GBV Manual
12. ETP - Male and Female responsibilities
13. ETP - Social Issues training manual
14. Sotik - Gender and Sexual Harassment training notes
15. Sotik - Extract of the Sexual Offences Act 2006
16. IDH scoping report
17. IDH Gender workshop report
18. Consolidated Popular Version of Gender Based Violence – Laws of Kenya 2015
19. Gender, Policing, and Gender-related Crimes
20. Ending sexual and gender based violence – A trainer’s manual for prosecutors

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OPERATIONAL DEFINITION OF TERMS

| | |
|------------------------------|--|
| ABUSE | This is defined as the process of making bad or improper use, or violating or injuring, or taking bad advantage of, or maltreating another person. |
| CHANGE | This is a process that takes a person through a transition from what they knew and did to arrive at a desired new way of behaving. |
| CHILD ABUSE | When a parent or caregiver or those charged with the duty of taking care of the children, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child. |
| DISCRIMINATION | Treatment or consideration of, or making a distinction in favor of a person or thing based on the group, class or category to which that person or thing belongs rather than on individual merit. |
| GENDER | The state of being male or female (typically used with reference to social and cultural differences rather than biological characteristics). |
| GENDER AWARENESS | The knowledge and understanding of the differences in roles and relations between women and men especially in workplace. |
| GENDER-BASED VIOLENCE | Gender-based violence (GBV) is an umbrella term for any harm that is perpetrated against a person's will that is the result of power imbalances that exploit distinctions between males and females. |
| GENDER DISCRIMINATION | Gender discrimination in employment involves treating someone unfavorably because of the person's sex, whether they are applying for a job or are a current employee. |
| GENDER EQUALITY | Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and when the different behaviors, aspirations and needs of women and men are equally valued and favored. |
| GENDER JUSTICE | This ensures that people affected by GBV receive justice in terms of litigation among others. |
| GENDER MAINSTREAMING | The promotion of gender equality into all aspects of an organization's work, systems and procedures. |
| MASCULINITY | This refers to what it means to be a man and to how men are supposed to live their lives and relate to others. |
| MYTHS | These are the stories people tell to explain nature, history and customs. |
| PERCEPTION | The way in which something is regarded, understood or interpreted. |

POWER

Power can be viewed as an individual's ability to control others or to influence organizations to get a specific outcome.

RIGHTS

These are entitlements (not) to perform certain actions, or (not) to be in certain states; or entitlements that others (not) perform certain actions or (not) be in certain states.

SEXUAL HARASSMENT

Unwelcome sexual advances, requests for sexual favors and other verbal or physical harassment of a sexual nature.

SELF-IDENTITY

One's self-identity is a mental picture of oneself, both as a physical body and an individual.

SOCIALIZATION

Continuous process whereby an individual acquires a personal identity and learns the norms, values, behavior and social skills appropriate to his or her social position.

SOCIAL POSITION

This is the position of an individual in a given society and culture.

STEREOTYPES

This is a thought that can be adopted about specific types of individuals or certain ways of doing things. These thoughts or beliefs may or may not accurately reflect reality.

VULNERABILITY

This refers to a state of being in which a person is likely to be in a risky situation, suffering significant physical, emotional or mental harm that may result in their human rights not being fulfilled.

ACKNOWLEDGEMENTS

The development and production of this common training manual is a result of the joint efforts and contributions of many individuals within and external to IDH, the Sustainable Trade Initiative (IDH), the stakeholders including Sotik Tea, Finlays and Unilever among others. Thank you to everyone who has made contributions in different ways. Your input and feedback has been incorporated into the development of this manual – with the hope of producing ideas about how to best train those who will deliver training to address Gender Based Violence in different set ups and contexts.

We would like to acknowledge the following institutions for the source of ideas and materials for this manual: Sonke Gender Justice, GBVoar, UWONET, Plan International, Save the Children, Restless Development and Sasa!.

The authors wish to acknowledge the immense contributions and feedback made by the IDH staff and partners. Your significant contributions throughout the many meetings and communications are greatly appreciated.

Lifeline Africa Consultants, 2017

