



A Practical Gender Tool Kit

Women Working Worldwide, February 2021



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Introduction



This is a short practical toolkit written as part of the 2020/21 Fairtrade and MM Flowers Vulnerable Supply Chains Facility¹ project, 'Building Resilience in Kenyan Flower Supply Chains', funded by UK Aid and managed by Mott MacDonald Ltd.

Most gender toolkits are huge documents (it's a big topic!) and can be rather daunting for those who need to engage with fellow workers. Therefore, this tool kit has been designed to be fairly comprehensive but easy to use. And to be used by all those who support workers on flower farms, be they:

- **Committee Chairs or members,**
- **Union representatives or stewards,**
- **HR Department staff or**
- **Trainers.**

It is not a replacement for bespoke training in education and participation, but it will help people to develop engagement and training sessions that are inclusive, participatory and integrate a gender perspective.

The modules and activities are designed to be used with all workers on the farms. We have tried to be sensitive to some of the limitations some workers might face and where possible have suggested ways to enable contributions from all workers.

If there are language barriers, then we would suggest holding training sessions in the local language or at least having someone present who would be able to translate.

Where literacy levels might be low, we have also suggested using engagement tools using pictures or pictorial representations, to help all workers engage with the process – plus it can be fun!

The first section gives an overview of why a gender perspective is important and ways to address some of the challenges you may face when raising these issues.

¹ The Vulnerable Supply Chains Facility (VSCF) is a rapid COVID-19 response facility set up by the UK Foreign, Commonwealth and Development Office (FCDO), and managed by Mott MacDonald Ltd. The Facility partners with 20 UK and international retailers and brands, and 9 not-for-profit organisations, supporting over 100 suppliers across Bangladesh, Ethiopia, Ghana, Kenya, Myanmar, Tanzania, and Zimbabwe. It provides economic, social, and health benefits to around 1 million women and men directly and indirectly.

Please note if you are in any way concerned about discussing any of these issues, do see the Resources at the end of the booklet for further information and/or talk with your own HR Department, Gender Committee or Union Representative.

The second section has some general information for you as the trainer and some additional tools to help you build trust, set ground rules, introduce a gender perspective and encourage everyone to participate. If you are looking for more in depth and comprehensive training manuals, we would recommend looking through the Oxfam 'Gender Training Manual', the Oxfam Novib 'Gender Action Learning System' and the Women Working Worldwide 'Learning Together Education Manual' (see links in the Resources section).

The third section has four modules; the first module is a short exercise to get people thinking about gender and how society defines men's and women's roles. The second module is a step-by-step guide to discover what issues workers feel are the most important and to help workers prioritise and identify who can help address these issues. You might like to revisit this module at regular intervals (maybe every year) as workers priorities will change.

The next two modules address two of the key issues already highlighted by the project; Gender Based Violence and Sexual Harassment and Tackling COVID-19. These modules and the tool kit offer ideas and a framework for you to develop an engagement process for any other issues that workers identify that might require further participatory discussion and agreement.

The modules can be used as the structure for an intensive training day or as a framework for shorter engagement activities over a longer training programme.

The final section is the Resources Section with a list of useful documents, websites, power points, videos, policies and other resources.

The toolkit is designed as an easy to use introduction to a participatory approach to engagement using a gender lens. It can be used on its own or in conjunction with other participation and business development tools.

We hope you enjoy using this tool kit and engaging with other workers, both men and women, to develop a range of gender sensitive strategies to continually improve working life on the farms.

Section One

Why a gender perspective?

The participants in your sessions will all have views on the differences between men and women. It is important to engage them in exploring these views and to get them understanding the difference in the categorization of men and women by sex, and by gender.



Sex refers to the external physical differences that act as a marker upon which male or female sex is assigned at birth. Gender refers to the socially constructed roles, attributes, opportunities, and relationships that a given society considers appropriate for men and women. These expectations differ from society to society and change over time.


‘Sex’ refers to the external physical differences that act as a marker upon which male or female sex is assigned at birth. ‘Gender’ refers to the socially constructed roles, attributes, opportunities, and relationships that a given society considers appropriate for men and women. These expectations differ from society to society and change over time.

All societies classify people by gender and determine what they consider ‘normal’ for males and females. For example, in some agricultural societies’ women were not allowed to plough with animals and some people think that only men can be tailors. When people challenge gender roles, they often face ridicule and discrimination, or in some cases even violence.

If you think that your participants would benefit from exploring what the social constraints are that prevent gender equality, then use the first module to explore this subject. Sometimes, the participants in your session 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.

If this happens, give examples of how women’s and men’s roles vary according to location or history. If a participant says that we cannot expect men and women to be the same because they are, in fact, so different, explain that the purpose of ensuring a gender perspective is not to say that difference is bad.

There is a distinction between **difference** and **inequality**. Explain that the difference between males and females is not the problem. The problem is that we are taught to value male characteristics over female characteristics.



But Gender also means prioritizing the interests of the currently most disadvantaged sex i.e., women. In the current situation, gender affects women more adversely than men. This justifies prioritizing attention to those inequalities which affect women whether this is in the form of strategies targeting women or targeting men to help men to change and promote gender equality.

Linda Mayoux, 2006

Therefore, the purpose of gender awareness is not to eliminate difference, but to understand and eliminate the inequalities that are based on these differences.

It is also helpful to read some of the excellent resources on gender training in the Resources Section of this toolkit to fully understand why a gender perspective is so important in **all** training. One of the leading developers of Gender Action Learning Systems (GALS), Linda Mayoux, wrote:

1. Gender is a social construct. Biological differences are very few and are unimportant in terms of determining gender equality.

2. Gender inequalities can be changed. Since gender inequalities are socially determined, they can therefore be changed.

3. Gender means both men and women. Discrimination against men and women affects both men and women adversely. Addressing issues of gender discrimination therefore calls for both to be involved in challenging existing attitudes, privilege, and practice.

4. But Gender also means prioritizing the interests of the currently most disadvantaged sex i.e., women. In the current situation, gender affects women more adversely than men. This justifies prioritizing attention to those inequalities which affect women whether this is in the form of strategies targeting women or targeting men to help men to change and promote gender equality.

Mayoux, Linda, 2006. Organizational Gender Training for Aga Khan Foundations, January 2006

This toolkit gives you an introduction to this topic and some basic tools but remember there is no short-term 'fix'. Achieving gender equality requires both men and women to engage in a long-term and constantly changing conversation, and that conversation and awareness raising must be coupled with actions and actual positive change.

Section Two

Trainers Notes

It can be quite daunting to run a training /engagement session but hopefully this tool kit will help to give you a good start. Take some time to read up on the issues and if training is not your main job and you have a willing colleague in the same committee or group, you might like to run these sessions together and support each other.

Please read through these notes and the modules before the session/meeting. Make sure you have a place to meet and if required that the meeting room/space is booked. Check that you have all the tools you will need and familiarise yourself with the activities. Please note the timings for the modules and activities are **estimates!** They will depend on your level of confidence and expertise, the size of the group and even the time of the day! Give your self a little lee way and keep an eye on the time.

Setting ground rules

Issues such as gender and sexual harassment can be very challenging, so it is best to set the ground rules with the participants before the sessions start.

Ask the participants to suggest ground rules – ask that they be positive and aim for around 5 or 6 ground rules. Have a few of your own if people are struggling such as:

- **Allow others to talk**
- **Be present – no phones etc.**
- **Participate**
- **Etc.**

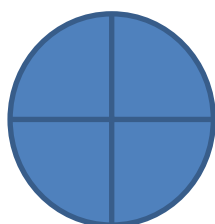
Write them up on a flip chart or white board so everyone can see them. You can use them again if you meet with the same group.

Building trust

There are a number of activities you can use to get people to know others in the group if they do not work together or are unfamiliar with each other.

In pairs ask each person to share information about themselves with their partner and then swap round. Each person then introduces their partner to the group.

Or a more picture-based similar activity is, in pairs, draw a large shield or circle.



Divide it into four. Each person must find out four things about their partner such as:

- **Department/role**
- **How they would like to be remembered**
- **Favourite food or drink**
- **What sustains you in the work you do.**

They then draw an image representing the answers in each of the sections. The group then comes together, and each pair explains the shield they have made for their partner.

Comfort breaks and refreshments

You will need to decide if refreshments are to be provided. Many farms provide a free lunch so if your training is happening over the whole day you will need to factor this into your training agenda.

If the training is to run over a few hours, it is always good to add in a 10–15 minute comfort break after about an hour or so.

The modules

The first module is to gain an understanding of where people are in their level of gender awareness and to encourage them to see the benefits of using a ‘gender lens’ in their working and everyday lives.

The second module is to give the trainer a comprehensive overview of participatory tools as well as to produce an agreed overview of the key issues’ workers face on the farm. This could be a full days training, or you could do one activity each time you come together, with each session building on the last.

The third module explores the issue of Gender Based Violence (GBV) and Sexual Harassment. This may or may not be one of the issues on your overall plan but during 2020 it has been increasing in Kenya and across the world due to COVID-19 lockdowns, curfews, and school closures. It is a good idea to do a trust building activity and set ground rules before this module.

GBV and Sexual Harassment are rooted in gender inequality and power imbalances and need to be discussed as part of this gender toolkit. However, be aware that this topic not only brings up many conflicting views, but the evidence can be very graphic and disturbing. Discuss with a fellow member of the group or another trainer before using. Watch the suggested videos before the session and use with caution.

The fourth module tackles the issue of COVID-19. In this module you will learn about COVID-19 and how to keep safe. You will also have the opportunity to explore with the workers how COVID-19 is being addressed on the farms and to dispel some of the myths and stigma around COVID-19.

Gender Lens

As discussed in Section One you need to ensure that women are fairly represented so you will need to apply what is called a ‘gender lens’.



Think of a gender lens as putting on spectacles. Out of one lens of the spectacles, you see the participation, needs and realities of women. Out of the other lens, you see the participation, needs and realities of men. Your sight or vision is the combination of what each eye sees. Gender is about relationships between men and women. Gender equality is about equal valuing of women and men – of their similarities and their differences. We need equal, respectful partnerships between men and women to have happy, healthy families and communities in the same way that we need both eyes to see best.

This means that you actively consider the different needs and circumstances of both men and women. See the gender lens statement above.

Equal participation

If men's ideas or issues dominate in a discussion you will need to actively encourage the women in the group to speak up, and vice versa. Also ensure everyone has a chance to engage by asking 'quieter' people simple questions such as "How do you feel about this issue?" or "X do you think this is a good way forward?".

Plus, it is a good idea to have a few questions ready to ask the group on issues that particularly affect women, such as maternity leave, caring duties, sexual harassment etc., especially if they do not come up in the discussions.

Developing your own modules

Having identified the issues of key concern, the reasons why they are important, who needs to be involved, what arguments will convince them your ideas are important and what the workers can do themselves, you can then explore each of these issues in more detail in future sessions. This can be in mixed or single gender groups, depending on the topic and available time.

You can use any of the activities outlined in this toolkit to explore and discuss issues with workers and to increase awareness or reach agreements about issues. Enjoy experimenting with the different styles of engagement.

Good luck!

Section Three

Module 1

Gender awareness

Time: Approx 3+ Hours (add comfort breaks, ground rules and trust activities).

Size: Any size but works best if a medium size group of around 10-15

Tools: Prepared statements on gender, signs, SDG's, WEPs, sellotape, Laptop

Activities: Taking a stance, discussion.

Aim: Increase workers' understanding of gender

Introduction

This module is to help participants understand that every human beings' 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, individuals need to examine their stand on what they know and believe gender is and how they look at it.

The first 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 activity should enable participants to take a position on gender issues, compare and contrast their own views with those of other participants, and begin to understand why they look at issues the way they do.

The second activity will give you an idea of how much people are aware of gender equality in the wider world and especially the Sustainable Development Goals. You might also like to look at the Women's Empowerment Principles, which many companies have signed up for. They both give a useful check list of targets that need to be reached in order to achieve gender equality.

Activity 1: 30 mins.

Whole group: Taking a stance.

Objective: For participants to better understand their own ideas around gender

Prepare in advance some statements that you will share with the participants to get their initial perception about gender and gender related issues and to start conversations – see suggestions below. When a statement is read out ask participants to consider how they feel about each one and stand next to the card that they feel best represents how they feel.

Ask pairs of people at random to talk about why they have chosen where they are standing. Explain that anyone can move around during the discussion if they change their mind.

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. If you feel that participants are just following others remind them that in order to make change, we have to willing to be honest and open.

Trainers Note: Some examples of statements are included below but you can also create your own statements and tailor them to be relevant to any topic you are discussing.

- **It is easier to be a man than a woman in this society.**
- **Girls invite trouble by the way they dress.**
- **There are some jobs only men can do.**
- **Women’s emotions often get in the way of their work.**
- **Women do not make good managers.**
- **Only men should own land.**
- **Women should be the only ones who cook.**

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. 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.

Prepare five different signs with the following phrases:

‘Strongly Agree’; ‘Agree’; ‘Neutral’; ‘Disagree’; and ‘Strongly Disagree’.

If people are a little unsure of the words replace them with drawings of faces:



Place these around the area or room with enough space in between for people to gather around the signs.

If people are comfortable ask people to explain a little why they are standing where they are. Ask two people together if you think it is a little daunting for people to speak on their own. If possible, gain a range of responses, both agreeing and disagreeing with the statement. Do not pass judgement or engage in challenging any of the positions taken. At the end of each set of responses ask if anyone would like to change their position.

Make a note of the number of people who have gathered around certain signs for certain statements as you will need this for the wrap up.

Wrap up: Leave about 10 mins to wrap up this activity. Highlight the statements where you saw the strongest reactions (agreement or disagreement). Explain to the

group 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 and the gender lens as a tool for creating a better work environment.

Explain how the 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 and in our work situation. We must be willing to examine our personal views and experiences in order to raise our level of gender awareness/ understanding.

Activity 2: 1 hour

Whole Group: Discussion, writing.

Objective: To know about the SDGs and in particular SDG 5 Gender Equality and understand how they are being addressed.

Start off with a general introduction and show the SDGs. Ask the group if they have heard of them? If they haven't, explain what they are, see Resources and Trainer Note below. If they have, then choose one of the goals and briefly discuss how well they think Kenya is tackling it. You can do this for each goal at future sessions.

Now focus on Gender Equality SDG 5 – At this point you could subdivide the larger group into smaller groups if you think the participants would prefer this.

Read out one of the 9 targets or if in smaller groups give a different target to each group and ask the group(s) to discuss:

- **How well do you think Kenya is addressing this target?**
- **What examples can you give?**
- **How well do you think your community/town/village is addressing this target?**
- **What examples can you give?**
- **How well do you think your farm is addressing this target?**
- **What examples can you give?**

Write the answers down on a flipchart or white board or if in smaller groups on flip chart or paper and feedback to the whole group after 20 mins.

Trainers Note: Have all the SDGs on show and the key targets for SDG 5 or display them (see Resources Section). In case participants have problems with reading, read them out to the whole group or get someone in the smaller groups to read out.

Explain that Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The 17 SDGs are ‘integrated’. That means they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Everyone is needed to reach these ambitious targets, along with creativity, technology and financial resources from all of society.



SDG 5 Gender Equality has 9 Targets and 14 Indicators. The Targets are:

1. End all forms of discrimination against all women and girls everywhere.
2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
3. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.
4. Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
5. Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.
6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.
7. Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.
8. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.
9. Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

Wrap up: Remind the group that there are 150 countries around the world working on achieving these SDGs, including Kenya.

Everyone needs to contribute to achieving these Goals, from Governments to individuals.

In future sessions you will be asking the participants to help decide how the farm can start to address some of these Goals and targets through the development of their own indicators.

The workers and the farm need to work together to move forward on these Goals and ensure that opportunities are given to both women and men; in jobs, promotion, training and support in order to make gender equality a reality in Kenya.

Module 2

What key issues do we face at work?

Time: Approx 3+ hours (add comfort breaks ground rules and trust activities)

Size: From 3-25 people. Mixed or single Gender. Allocate into 3-5 smaller groups.

Setting: A meeting room or quiet area that is not overlooked. Space to move around.

Tools: Flip charts or white board with plan template, marker pens, A4 sheets of paper with plan template and pens/pencils enough for the number of people, large plan outline drawn up, story written or typed up.

Activities: Case Studies, 'Head, Heart, Hands', Group Discussion, Small Group Working, Ranking dotmocracy, World Café.

Aim: To produce a comprehensive plan to tackle key issues affecting workers.

Introduction

This module guides you through how to develop a plan to tackle workplace issues in a participatory way so that everyone is engaged. If you have a large group divide into 3-5 smaller groups, around 3 to 5 people in each group. Giving people a number 1,2,3, etc. as they are sitting in the main group and then asking them to move and all 1's sit together, 2's etc. is a good way to get a large group ready to work in smaller groups before you start and saves time!

Plus, if you decide on the writing option for Activity 2 you might need to move people around at this point to ensure you have a writer in each group. See note about writers in Activity 2 below.

Ensure people are sitting in their groups but all able to see you and talk to each other and have access to the tools and equipment they will be using.

Activity 1: 20 mins

Whole Group: Head, Heart and Hand

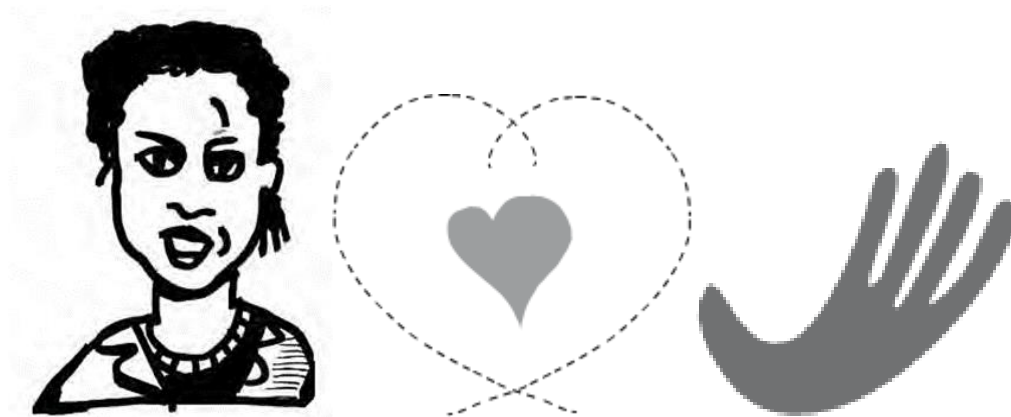
Objective: To encourage participants to feel empathy for fellow workers.

Ask someone to read out this story:

'N' works on a flower farm near Lake Naivasha. In March 2020 due to the pandemic N's hours were cut by 50% and so were her wages. Although demand for flowers increased employee levels remained low. She also had two children at home to homeschool and feed because schools were closed, and a husband who had lost his job. Women like N faced a triple threat: taking up home schooling roles in addition to their hectic schedules under a more stressful work environment, as well as needing to spread the household budget further.

Source: Marie Claire, 26 May 2020

Ask each Head, Heart and Hand question in turn and allow a little time for responses on each point.



Head: What did you learn from this story?

Heart: How did this information make you feel?

Hand: What could you do about this? Who could have helped 'N'?

- Have we ever experienced anything like this on our farm? If so, what happened and how was it sorted?

Aim for around two responses and discussion and then move onto Activity 2.

Activity 2: 20 mins

Smaller Group: Brainstorm

Objective: To full capture all the issues that workers feel are important.

Depending on your resources and the group/meeting this can either be done by one person listening to the group and writing or everyone having Post-it notes. Use the template below to structure your plan. You need ten columns. The first column is the issues. We will be filling in the next columns in the next activities.

Issue	Reasons	Happen	Approach	Arguments	Help	Reasons	Tasks	Who	When

Writing: Ask for a writer for each group. Remember not everyone is a confident writer. You may need to move people who are happy writing into different groups, so each group has a writer. Give them a template of the issues plan either on a large flip chart or A4 paper.

Drawing: Everyone with a pencil or marker to draw on the sheet a picture (just a line drawing) that represents the issues they think they face. They might have to explain their drawings if not very clear and these can then be transferred in writing to the main plan.

In your smaller groups discuss and either write down or draw:

- **What are the most pressing issues that workers on our farm face? Do not forget those issues that particularly affect women workers and those not just related to COVID-19.**

Trainers Note: Go round each group ask if all ok and contribute if groups are struggling. Give the groups a 2 min time check before the end of the activity. Make sure everyone's names are on the sheet so they can return to the same groups next time if you only have time for the one activity.

If you have a group with low levels of literacy you might want to explore an adaption of the GALS Multi Lane Highway Framework (see Resources Section on GALS) and ask people to draw pictures to illustrate:

1. **What they would like their workplace to be like ideally.**
2. **What it is currently like.**
3. **What are the constraints and opportunities.**
4. **Targets and Milestones (who will do what by when).**
5. **Creates an Action Plan.**

Activity 3: 20 mins

Whole Group: Feedback

Objective: To ensure all issues are captured and have a gender lens applied.

Each group to feedback 3 issues – if an issue has already been said the next group to choose a different one – write them up into your main plan on the flip chart/white board (or ask someone to write up while you facilitate). Then ask the groups:

- **If any issues they have on their lists are missing? Write these up on the main plan.**
- **If they think everything is covered now and they are happy with the list?**

Trainers Note: If you think there are 'gaps' that might be a problem on the farm or there are issues missing that specifically affect women ask the group some of your prepared questions to explore this.

You can also ask the group to use a 'gender lens' on the list – read out the Gender Lens definition text in Section 1 and ask again if they think anything is missing.

After discussion get them to vote on any issues highlighted by raising hands. If there is general agreement add it/them to the list. Don't worry if no one responds, the list will need to be reviewed from time to time and can always be added to at a later date.

Activity 4: 20 mins

Whole Group: Dotmocracy Ranking

Objective: To ensure the issues being tackled are democratically agreed by the workers

Explain to the participants that they have 3 votes (marker pens, dots or post it notes) which they need to give to the issues they think are the **most** important and **urgent** – they can give 1 vote to three issues or 3 votes to one issue or 2 votes to one issue and 1 vote to another, just as long as they only vote 3 times!

Trainers Note: If returning to this activity after a break give the participants time to read or be reminded by the writer in the group what the issues are.

Count the votes: Highlight the top three or five issues (the number will depend on the time you have and the size of group).

Ask if any of the participants who voted for these would like to give a reason for why they think this issue is important/urgent. Note these reasons down in the second column of plan for all three/five issues (you can go back to any other issues raised on another day).

Ask others in the group if anyone else has another reason why these top three/five are important/urgent? Ask if anyone disagrees and which issue(s) they think should be in the top three/five? Depending on time take one or two additional reasons for each of the top three/five issues and one or two reasons for the ‘disagrees’.

Activity 5: 30 mins

Small Group: Brainstorming

Tools: Allocate each small group one or two of the top issues.

Objective: To ensure all those who can participate and contribute to the plan are identified.

Each group to discuss and write down (on the same sheets they had before or a fresh plan) What would they like to see happen in relation to these issues? Who should they approach with their demands (who has the ‘power’ Government, Farm Manager, etc.) and what arguments might make them take actions?

Issue	Reasons: Why is it a problem?	What do you think should happen?	Who will you approach?	What arguments could you use?	Who else could help?	What reasons could you use?	What tasks need doing?	Who will do this?	When will you do it?
Lack of good PPE both COVID and non COVID	No protection. Causes health issues	Management should provide all workers with PPE	Supervisors HR department	People are getting sick and are off work	Health & Safety committee, Union	Against the law and people are sick	Discuss with H&S committee to take up with HR. If no response approach Union	Caroline	Next week

Then discuss who they think could help them to find solutions to these issues, such as committees, unions, HR etc. In the next column write down what arguments you think could be used to persuade these people why these matters need resolving.

Consider what different arguments would work best on your co-workers, committee/unions, employer, government and even your own community and family.

Trainers note: Give each group a time check when half the time is up and a 2 min warning before the activity is to end.

Activity 6: 20 mins

Small Group: World Cafe

Objective: To ensure everyone's views have been incorporated into the plan.

Each group leaves their plan on the table or the ground. The groups move in a clockwise direction to their neighboring group's table/space and plan. Read through the plan on the issue(s) and who can help and what reasons to use to persuade people. Discuss as a group and write down any additional thoughts or comments to add to the original group's plan on who can help and reasons to address.

When instructed leave the plan there and move round to the next group's plan table/space. Until you are back at your own plan.

Remind people when it is time to move round. Aim for a few minutes spent at each plan.

Read through your plans and any comments other people have made.

Has anything added to the plans surprised or intrigued you? Share with the group.

Trainers note: Explain that the plans people have come up with will be combined with other plans generated by other workers to give an overall plan for the farm.

It might be useful to generate plans by different 'categories' so work with greenhouse staff, security, office staff etc. to generate their own plans and once agreed allow others to contribute by placing the neat, typed up plans on notice boards for comments.

These can then be discussed with management to agree ways forward.

Thank the group: Ask the writers to put their group number and names on the plan. Gather up all the plans. Type or write up all the issues and reasons etc. in a neat plan. Ask if the office or HR Department can help you in this task.

Activity 7: 30 Mins

Whole Group: Open discussion

Tools: Final plan

Objective: To agree the final version of the plan.

You will need to share the written-up plan – either in an A4 photocopied document for pairs or on a flip chart or white board. Remember to read through each issue in case any people have difficulties in reading. Keep the conversation flowing and encourage contributions from all.

For 5 minutes, in pairs, read through the plan and chat through together if it still feels relevant and doable.

As a whole group read out each issue and ask the group:

- Do they feel that the issue and the reasons are still relevant?
- Check if the requested actions are still relevant?
- Check if you have covered all the people you will approach with your demands (managers, government representatives, etc.) and which reasons will convince them?
- Check who will you approach for support (committees, unions, community elders etc.) and which reasons will convince them?
- What tasks need doing to make the plan work?
- Who will take on the responsibility for which tasks?
- When will tasks be taken up and completed?

And finally, do you need more workers to support this plan? How will you do this? Ask participants for ideas.

Trainers Note: If the plan feels a little too ‘wordy’ the final version of the plan can be simplified into - What is the issue, what should happen, who should do it and by when.

Issue	What should happen?	What tasks need doing?	Who will do this?	When will you do it?
Lack of good PPE both COVID and non COVID	Management should provide all workers with adequate PPE	Discuss with H&S committee to take up with HR. If no response approach Union	Caroline	Next week

Make sure you keep the plan in a safe place. You will need to bring it out again at regular meetings with workers and management to ensure everyone is on track and on task.

Module 3

Gender Based Violence and Sexual Harassment

Time: Approx 3+ Hours (add comfort break, ground rules and trust activities)

Size: 10 -20 people but best discussed in even smaller, single gender groups.

Setting: A meeting room or quiet area that is not overlooked. Space to move around.

Tools: Posters, Case study, You Tube videos (see Resources) and a laptop or screen, a copy of the WRW Model Sexual Harassment (SH) Policy (see Resources) or a copy of the farm's own SH Policy.

Activities: Case studies, 'Head, Heart, Hands', experience sharing, games and group discussion.

Aim: To identify the forms of GBV and sexual harassment in the community, home and work environments. Create awareness on the responsibilities workers and management have to prevent GBV and SH in the work environment. To understand what support is available.

Introduction

This module aims to explore how Gender Based Violence (GBV) and Sexual Harassment (SH) is viewed at individual, work and community levels and what we can do to tackle the issue. Sometimes you might see it written as GBVH, Gender Based Violence and Harassment, we have kept them separate but related as one can often lead to the other.

The first part of the module focuses on creating an understanding of GBV from various perspectives based on gender beliefs, 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 module helps people to evaluate their activities, words, as well as behaviours to see whether they are linked to GBV.

The second part looks at Sexual Harassment and explores what Sexual Harassment is and what workers can do about it should it occur in the workplace.

Activity 1: 20 mins

Whole Group: Head, Heart and Hand

Tools: Internet connection, screen, story written up to read or on screen, videos.

Objective: To encourage empathy for those suffering GBV.

Ask someone to read out this story to the group or watch one of **the videos in the Resources Section:**

With the raging cases of COVID-19 pushing households into economic slumps, women and girls "locked" with their abusers are also finding it difficult to seek safety

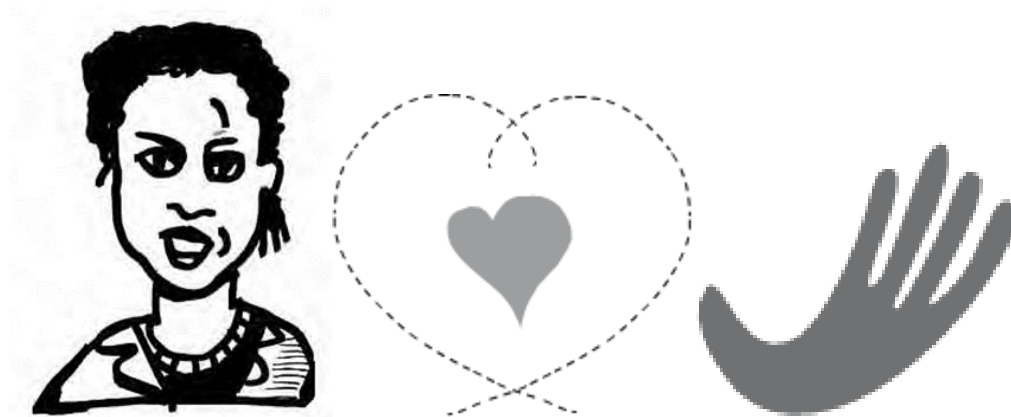
away from violence marred homes - cutting them off from their supportive networks and resources that could help them.

Kadija (not her real name) is a survivor of domestic violence from the informal settlements of Kibera. It has only been a month since she left the shelter where she had sought refuge after receiving constant abuse from her husband that only worsened during the pandemic.

"I am unemployed and depended on my husband. Because of the pandemic, he received a pay cut and we could barely afford to pay for food and rents. Many times we would fight even over minor things. I feared for my life and that of my children," says 29-year-old Kadija who is now separated with the husband.

Source: Centre for Rights Education and Awareness (CREAW)

Ask each Head, Heart and Hand question in turn and allow a little time for responses on each point.



Head: What did you learn from this story/video?

Heart: How did this information make you feel?

Hand: What could you do about this? Who could have helped 'Kadija' or the women shown in the videos?

Trainers note: In the wake of the COVID-19 pandemic, the Kenyan government enforced restrictions, including curfews and the stay-at-home order, in a bid to suppress transmission of the virus and keep people healthy. However, for many women and girls home became a 'danger zone' as they were forced to be in the 'lockdown' with their abusive spouses, partners and family members. They were also cut off from the supportive networks and resources that could help them.

The Kenyan Centre for Rights Education and Awareness (CREAW) has lots of information on this topic (see the Resources Section). Their hotline **0800- 720186** has been very busy with women and girls making frantic calls to report violations and seek legal and referral services. On average in 2020, the hotline received 90 cases a month, compared to 20 cases during the same time the previous year. The rising

incidences of violence against women and girls has also been confirmed by data from the **National Gender Based Violence (GBV) hotline 1195**.

If participants are not aware of these support phone lines and the organisation CREAM, share the numbers with them or print out and place on notice boards.

Activity 2: 40 mins (20 mins activity, 10 mins feedback, 10 mins wrap up)

Small Group: Discussion and writing

Tools: Flip chart or A4 paper, flip chart markers, pens, sellotape or blu tac

Objective: To identify the various forms of GBV existing in home, work and community.

Introduction

This activity is designed to explore what the participants think of as Gender Based Violence (GBV) both in its different forms and in different places such as in the community, home and work. GBV has been occurring in societies for many years and has frequently been accepted as the 'norm'.

Participants need to agree that GBV is unacceptable, violent and a misuse of power; not an accepted norm. This activity will equip the participants with the general understanding of GBV. Combined with the other activities in this module they will be able to review their own behaviours, seek help if they need to and even report if they see GBV occurring.

Divide into groups of around 5 and nominate a writer (see Module 2 for ways on how to do this).

Ask the participants to list all the forms of GBV that they know and write them down on the flip charts/papers under the three headings Home, Work, Community.

Home	Work	Community

Ask the group to nominate a speaker and present their feedback in the group discussion.

Trainers Note: If people are struggling, you can help people to come up with their own lists by reading the headlines of what Gender Based Violence may include:

- **Intimate partner violence:** These include any behaviour 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, honour 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.

Ask each group to feedback one case of GBV from one of the headings. After all groups have fed back one GBV display them on the wall and everyone walk round and read what others have written.

Wrap up: To wrap up remind them that GBV may include all the forms of GBV above – and read out the full list or display them.

Activity 3: 30 mins (20 mins activity, 10 mins wrap up)

Whole Group: Discussion

Tools: Print out or show the GBV poster on screen (see Resources Section).

Objective: To engage the whole group in discussing the actions they can take when witnessing or experiencing GBV.



SAY NO TO GENDER-BASED VIOLENCE.

STAND UP. SPEAK UP. RISE UP.

CALL 1195 FOR HELP.

#STAYSAFE



As a whole group talk through the suggestions on the Poster.
Ask questions such as:

- **How easy do you think it is to speak up about GBV and Sexual Harassment?**
- **Is it easier to speak up about it at home or at work?**
- **Why do you think this is?**
- **Do you think men also suffer from GBV?**
- **Where would you report these crimes?**
- **Would you be taken seriously?**
- **If you needed to leave, where would you go?**
- **Where is a safe shelter?**
- **Where would you access medical aid?**

Explore their ideas around having policies and protections at work, friends to confide in or supervisors to report to and how our own and societal perceptions of what is masculine and feminine add to this situation. For example: many men still believe that when women are married, they 'belong' to the husband and sometimes deserve a beating if they 'misbehave'.

Trainers Note: If this seems to be an area that requires more discussion, then explore the feelings of the group by starting with the **Gender – Activity 1 Taking a Stance** or using it the next time you meet and replace the gender statements with ones specific to GBV. Such as:

- **You should talk to friends if you are suffering GBV.**
- **It is not acceptable for men to beat women.**
- **Sexual comments are GBV.**
- **Some women deserve to be beaten, etc. etc.**

Highlight and discuss the statements where you saw the strongest reactions.

The poster features a purple header with the CREAM logo and the tagline 'Changing You, Transforming All'. Below the header is a blue background with a portrait of a smiling Black woman with her hair in a bun and large hoop earrings. To the right of the portrait, the text reads: 'Are you afraid of your safety at home? We are here to help! Call our toll-free line 0800 720 186'. Below this, it lists 'Our services: Counselling, Legal information and representation, Referral to safe shelter'. At the bottom, there is a yellow banner with the 'am eni' logo, social media icons, and the website 'www.creamkenya.org'.

Wrap up: Finish up by saying that no one should suffer GBV. Will tackle GBV and Sexual Harassment within the workplace in more detail in a later session.

But for anyone who is suffering GBV remember the **National Gender Based Violence (GBV) hotline 1195** and the **CREAW hotline 0800- 720186**.

Activity 4: 40 mins (20 mins discussion, 10 mins feedback, 10 mins wrap up)

Small Group: Discussion and writing

Tools: Flipcharts or paper, markers or pens.

Objective: To identify what the participants understand by the term Sexual Harassment and to identify the actions they can take when/if happens to them or it occurs in the workplace.

Introduction

Although the number of reported sexual harassment cases are decreasing on farms there are still a significant number of women and men who experience sexual harassment at the workplace at some time in their working lives. SH is a serious problem as it interferes with workers' performance, undermines job security and creates a threatening or intimidating work environment.

Harassment is a form of 'discrimination' and so it is illegal. The most prevalent form of harassment is sexual harassment. Sexual harassment can take the form of unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature. They 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.

In small groups of 5, ask participants to discuss and write up:

- **What is sexual harassment in a work environment?**

After 10 mins ask the groups to feedback. 3 examples from each group. If all the different forms are not mentioned use the Examples of Sexual Harassment below to encourage discussion – do people agree/disagree these are sexual harassment?

EXAMPLES OF SEXUAL HARRASSMENT

Verbal/Written: Comments about clothing, personal behaviour or a person's body; sexual or sex-based jokes; requesting sexual favours or repeatedly asking a person out; sexual innuendoes; telling rumours 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 texts of a sexual nature.

There are two particular areas this activity needs to draw out. One is the **social 'norms'** that behaviour of this nature sits within. For example, in some societies it is still the 'norm' to call people darling, whistle or smack your lips if you fancy them.

The conduct of the harasser must be either severe or pervasive to be classified as sexual harassment. So, their 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.

Back into the smaller groups to discuss for 20 mins.

- **What responsibility do you, and the staff at various positions in the company have to prevent sexual harassment at the workplace?**

Use the table below to structure thoughts for the second point.

OUR RESPONSIBILITIES	MANAGERS/SUPERVISORS	OTHER WORKERS

Walk round the groups, ensure everyone is on task. Give them a time check after 10 mins and remind them to try and answer all the sections. Give them a 2 min warning when discussion is coming to an end.

Ask the participants to feedback to the whole group – keep the momentum and interest high by asking for just a few examples from each group.

Wrap up: Leave about 10 minutes to wrap up this session by using the information below.

Our responsibilities

- Check your own behaviour.
- Be self-reflective about gender.
- Go on education and training if required.
- Know the Sexual Harassment policy of your workplace.
- Do not participate in or condone any form of sexual harassment.
- If you believe you have been the target of sexual harassment inform the offending person orally or in writing, stating that such conduct is unwelcome, offensive and must stop.
- Seek support from fellow workers you trust.
- If it does not stop keep evidence of all events and actions that have taken place.
- Report it to the person(s) identified in your SH Policy such as gender committee, union or supervisor.

Managers and supervisors

- Monitor the working environment to ensure that acceptable standards of conduct are observed at all times.

- Model appropriate behaviour themselves.
- Communicate the company's sexual harassment policy to all new employees and to the wider workforce.
- Provide training on combatting sexual harassment.
- Treat all complaints seriously and take immediate action according to your policy.
- Train managers and supervisors on how to deal with sexual harassment.
- Maintain confidentiality and share information only on a need-to-know basis.

Workers

- 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.
- All staff should be warned that spreading gossip or rumours may expose them to disciplinary action.

Wrap up: Ask HR for the farms sexual harassment policy and show this to the participants. Make sure they are aware of where they can find this document. If management haven't done so put the policy on a central notice board.

If the farm/company does not have a sexual harassment policy look at the WRW Model Sexual Harassment Policy in Resources Section and suggest the farm/company uses this as a starting point for a policy.



- **Sexual harassment does not just happen in the workplace nor just to women.**
- **Intentions do not matter if a person feels harassed or humiliated.**
- **Different people have different reactions and interpretations to the same behaviour.**
- **We all have responsibilities to ensure that sexual harassment does not thrive in our workplaces.**

Module 4

Tackling COVID-19

Time: Approx 3+ hours (add comfort break, ground rules and trust activities)

Size: From 10-20 people. Mixed or single Gender. Allocate into 3-5 smaller groups.

Setting: A meeting room or quiet area that is not overlooked. Space to move around.

Tools: Flip charts or white board with large plan template drawn up, Post-it notes, marker pens, A4 sheets of paper with pens/pencils enough for the number of people.

Activities: Post-it notes – areas of concern; Mapping – where in the workplace could be a hotspot for COVID-19; Role play: talking about protecting ourselves and our fellow workers; True or false? Quiz.

Aim: To ensure workers are fully informed of how to take care of themselves during the COVID-19 pandemic, both in work and at home.

Important resource: Please ensure that you have sight of or a copy of the Occupational Safety and Health Act, 2007 (see Resources Section). Your HR Department might have a copy for you to borrow. Sections 6-14 are particularly important.

In brief: it is the employer's responsibility to ensure that the workplace is safe - and this includes COVID-19. The employer should have established the Health and Safety Committee which gives opportunity for workers to express their concerns. And Section 14 in particular does give workers the right to leave the workplace where there "is an imminent or serious danger to the safety or health of that employee or of other employee". Workers are protected from retaliatory action by the company.

Introduction

This module guides you through how to deliver a session on COVID-19. It is not necessary to try to give a lot of medical information. Explain to the participants that you are not medically trained. COVID-19 is a workplace issue, and we can treat it like any other occupational health and safety at work question.

Ensure people are sitting in their groups but all able to see you and talk to each other and have access to the tools and equipment they will be using.

You can start by using the Response-Med PowerPoint: 30/45 mins

Activity 1: 20 mins

Individual exercise: Concerns about COVID-19

Objective: To increase worker confidence to express their concerns

Distribute Post-it notes to the participants. Make sure that we understand one side is sticky and they should not write on that side. If you don't have Post-it notes tear up some A4 sheets of paper into squares and use sellotape to stick them up.

Ask them to write down any concerns or worries they have about COVID-19. They should have **one concern** or worry for each Post-it note or piece of paper. They

should write as large as possible on their Post-it note and just a few words or sentences will be enough.

You can move around the classroom, giving out more Post-it notes as necessary and encouraging people. You can suggest to people that if they need help they can ask a friend to help them write down on their Post-it note.

This entire process shouldn't take longer than about five minutes, but if you need to give more time, then that is okay.

Get people to put their post it notes on a flipchart or any suitable surface on the wall, so that everybody can see them. It does not matter about arranging them in any kind of order at this stage.

You then want to arrange the participants in a semicircle around the display of Post-it notes, so everybody can see them.

Ask for a volunteer to come up and at random pick out a few Post-it notes (not their own) and read them out aloud.

Then ask another volunteer to do the same.

Then get another volunteer to come up and to see if they can find a number of Post-it notes with the same or similar issue. Ask them to move the different Post it notes, from different parts of the display to one place - **a cluster**. You should have a good idea by now about which participants might have the confidence and/or capacity to do this.

Try to get another volunteer to identify another cluster.

What you are trying to do here is to get several clusters, with each cluster being one area of concern.

At this point, you are not trying to answer all the points raised. This exercise is to let workers feel confident to express their concerns.

You will come back to the post it notes at the end of the session. Explain to the participants that we will leave these Post-it notes on the wall until the end and try to answer all the concerns during the training.

Activity 2: 30 mins

Group exercise: Mapping our workplace.

Objective: To identify the risk areas within the farm for both men and women.

Each group is given the following task:

On a large sheet of paper (as large as possible), draw a plan of the farm and then, using a different colour, mark out those areas where you think there is more risk of

workers getting infected with COVID-19. They should use the knowledge they gained from the Response-Med Powerpoint presentation.

Include all areas of the workplace – the greenhouses, fields, the packing areas, canteen, public spaces, washrooms, offices, etc.

The groups should be able to stick their poster on a wall and be ready to report back to the whole group and explain why they have chosen those particular areas. Allow 10 minutes for the groups to draw the workplace. Make sure each group appoints a spokesperson.

Get each group to report back, giving them the opportunity to explain why they found certain areas riskier than others. Allow some discussion after each presentation.

Important: if there is a mixed group for this exercise, you might want to consider having some groups only for men, some mixed groups and some groups only for women. You can then observe if they have different views about the areas with high risk for spreading COVID-19 infection. It is quite possible that the women workers will have a different view of what is “risk” than men.

If you only have women or men participants, you can ask them to use an additional colour to mark out those areas where only women or only men are working, and those areas where men and women work together.

In the report back, you need to be alert to spotting whether there are any patterns showing if areas where men work are areas of higher risk. You can discuss with participants why this is the case.

In conclusion, the group reports may highlight two issues:

1. Some areas of the workplace may present a higher risk of workers being infected by COVID-19. It is therefore necessary for management to pay particular attention to these areas to see if there are any steps that can be taken to reduce that risk. This could be through work organization (essentially this means reducing the amount of time workers are in this area), better ventilation, more intensive use of hand washing or sanitizing, using better masks.
2. Group reports may reveal gender differences. It may be that areas where men work are more or less risky than areas where women work. If a particular area is of higher risk, whoever works there, then steps need to be taken, as outlined above. However, if women workers feel particularly at risk, then that does need to be investigated by the workplace Gender Committee.

Activity 3: 40 mins (5 mins briefing, 5 mins organizing groups, 5 mins first role play, 5 mins second role play, discussion 5 mins, report back from groups 10 mins, wrap up 10 mins)

Small Group: Role play

Objective: To give people the confidence to speak up if placed in a dangerous situation.

Remember: as the trainer you are in charge of any role play. It is like a film: you can stop, rewind, change the actors around - at any time.

The aim of this role play is to practice talking to the supervisor.

Divide the participants into groups of four. The four roles are:

1. Worker with a problem
2. Another worker who is helping them. (In the unionised workplace this would be a trade union representative, but it could be any other worker).
3. Supervisor
4. Neutral observer

Read out the scenario: *A worker is concerned that she is being asked to work in a riskier area, or to do something which might expose her to a higher risk of being infected with Covid-19. For example, she might have been asked to move into a packing area, where she is going to be closer to the workers. Or she could be asked to move to an area where there is less ventilation. Or maybe there is a shortage of masks and the supervisor has said "we haven't got any masks now, but they will be here soon, so just carry on with your work until they arrive".*

You can remind people to refer back to the post it notes, and the concerns they wrote about then to give themselves a topic.

The worker and the worker who is helping them can decide more exactly the scenario. Just give them 2/3 minutes to talk through and decide.

So, the role-play is when the worker, and the worker who is supporting them meet with the supervisor. The person supporting the worker can make representation to the supervisor and ask them to provide the worker protection or move them to a safer area.

The person who is playing the role of the supervisor can be given freedom in playing their role. They need to be reminded that the most important thing is there should be no delay in production. As supervisor, they do not have the time to deal with the minor worries of individual workers. After all, there have been less than 2000 deaths from Covid-19 in Kenya since the pandemic started.

Print or write out the check list for the neutral observers. The neutral observer needs to watch and consider the role play characters using the checklist:

Checklist for observer

- Did the worker helping lead the discussion?
- Did the worker helping state the problem clearly, from the point of view of the worker?
- Did the worker helping refer to any factory rules or policies?
- Was the worker helping polite and calm even if the supervisor was rude?
- Was there a satisfactory solution to the problem?

You need to keep an eye on the different role-plays, move around to monitor how each group is doing. The role-play should not take more than five minutes.

Depending on how much time you have, you can ask people to swap around, and play a different role.

After a few attempts, you should ask each group to think about the problems that were raised, and the responses given by those people playing supervisor. Make sure each group appoints a spokesperson.

Bring all the groups together in plenary.

Ask the spokesperson for each group to make a few key points on the role-plays. In particular, what were the most common concerns? What were the most common responses by supervisors?

The point about this activity is to give workers the confidence to speak up in the workplace when they feel that they, or their fellow workers are being placed in dangerous situations, where there is high risk of being exposed to Covid-19 infection.

Activity 4: 40 mins

Small group: Quiz

Objective: To increase participants understanding of COVID-19.

Introduction

There are many myths circulating about COVID-19 as well as stigma attached to those who have caught COVID-19 and recovered. We need to be sure that people are as well protected as they can be, and that people are supporting those who have or who have recovered from COVID-19.

Divide participants into groups of 4/5. These should be different from the previous groups.

This is a “statements” exercise. The groups have to respond to the statements, deciding whether they are true or false.

You can either print out the statements, or you can read them out.

We have put some common statements below, but you can add other myths which are circulating in the country or in the local area.

In your groups work together to decide whether the statements are true or false. Allow a few minutes for each statement to be discussed and answers agreed. If you have added additional statements, you can give them a bit longer.

Statement	True or false?	Comment
COVID-19 can be spread by mosquitoes	False	COVID is a respiratory disease. It is mainly spread through droplets in the air.
COVID-19 is no worse than the flu.	False	Experts believe that every person with COVID-19 will infect another 2.2 other people, compared to 1.2 other people for seasonal flu. Scientists believe that the death rate of Covid-19 is far higher than that of the flu—somewhere between 0.5% and 1% percent, compared with 0.1% for flu. That is 5x or 10x the death rate for flu.
You can reuse a mask	Depends on the type of mask.	Some masks can only be used once and should then be disposed of safely. Certain kinds of masks, made of fabric, can be reused, but they need to be properly washed every time they are used. Masks should never be shared.
Your risk of catching COVID-19 is higher inside a building	True	The droplets containing COVID-19 are dispersed in the air very quickly. Imagine if you make a ball out of newspaper and set it on fire. The smoke remains inside a room for quite a long time. If you do the same thing outside, the smoke and the smell go away quickly. So, if you are working inside it is vital that ventilation is as good as possible. Keep windows and doors open.

Each group should appoint a spokesperson, who has not been a spokesperson for previous group reports.

For the plenary session read out each statement. You can have a show of hands, asking people to decide whether it is true or false.

If there is any disagreement, you can ask one or two of the groups to report back.

As the trainer, you need to have the final word!

Wrap up: Remind the participants of the power point and the scientific and medical information they have received. Explain that there are still many myths and stigma circulating about COVID-19 but that they now know that many of these are false and they also know how to keep safe.

Activity 5: 30 mins

Wrapping up

This is a plenary session. You should get everybody to stand in a semicircle again around the Post it notes.

You can now go through the Post it notes in more detail. You can refer to the clusters or individual post it notes if they were not allocated to any cluster. For each area of concern, you can read it out and ask: "is this now clarified?"

If it has not come up during the training so far, you can deal with it now. As the discussion on each Post-it note is concluded, you can throw it into the wastepaper basket.

Conclusion

Finish the training module by thanking everybody for attending and urging them to continue to follow all the precautions necessary to avoid infection by COVID-19.

Remind them to take up any issues through their trade union, if any. If there is no trade union, then they should take up issues with their supervisor, Health and Safety Committee or HR Department

Section Four

Resources



Section One: Why a gender perspective?

Gender Lens Introduction <https://www.youtube.com/watch?v=Rm4umgvEjTEE>
An Australian short video.

Game Change Network GALS
Community Action Learning Pt 2
https://gamechangenetwork.org/wp-content/uploads/2020/03/2_0_Community-Action-Learning_2020_1.pdf

Oxfam Novib
Gender Action Learning System
https://www.oxfamnovib.nl/Redactie/Downloads/English/publications/150115_Practical%20guide%20GALS%20summary%20Phase%201-2%20lr.pdf

Two page overview of Oxfam GALS:
https://www.oxfamnovib.nl/redactie/Downloads/English/SPEF/141023_2-pager_Flyer_GALS_Oxfam.pdf

Section Two: Trainers Notes

Oxfam
Gender Training Manual – a BIG document very comprehensive
<https://policy-practice.oxfam.org/resources/the-oxfam-gender-training-manual-141359/>

World Vision
Gender Action Toolkit – another BIG document
https://www.wvi.org/sites/default/files/Gender_Training_Toolkit.pdf

Section Three: Modules

Module 1: Gender awareness

Marie Claire: <https://www.marieclaire.co.uk/reports/as-covid-19-devastates-the-global-flower-trade-kenyan-flower-farmers-are-adversely-affected-698444>

UN Women: <https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs/sdg-5-gender-equality>

Women's Empowerment Principles: <https://iwrw-ap.org/wp-content/uploads/2018/04/Infographic-2-Womens-Empowerment-Principles-v1.pdf>

Module 2: What key issues do we face at work?

Women Working Worldwide

Learning Together: an education manual – excellent resource but needs updating.

https://abf21981-11b4-474b-a462-533dd8ddec5f.filesusr.com/ugd/4111d6_a1ba147069bc422a81bfd241916ff6f7.pdf

Module 3: Gender Based Violence and Sexual Harassment

CREAW <https://home.crewaw.org/2021/01/26/survivors-experiences-during-the-covid-19-pandemic/>

<https://www.youtube.com/watch?v=80HyK0InoHc>

GENDER BASED VIOLENCE DURING COVID-19

You have heard about how the Covid-19 pandemic has brought about an increase in domestic violence. In Kenya, it's as high as 30% in some parts of the country. The BBC's Ferdinand Omondi has been speaking to victims of domestic violence in Makueni County, near the capital Nairobi. **You may find some parts of this report upsetting.**

<https://www.youtube.com/watch?v=mOd578tae5w>

Kenya's Gender-based Violence

In Kenya's informal settlements, officials say the gender based violence is common and persistent. But in the slums of Kibera, a movement has emerged to combat it.

<https://www.youtube.com/watch?v=mOd578tae5w>

Breaking the Silence: Kenyatta National Hospital Addresses Gender-Based Violence

In this short feature, Kenyatta National Hospital staff discuss its Gender-Based Violence Recovery Centre, highlighting the "pandemic" of violence affecting almost 70 percent of women at some point in their lifetime. (UNIFEM; 2009)

IDH Common Training Manual on GBV in Kenyan Tea Estates:

<https://www.idhsustainabletrade.com/uploaded/2017/04/GBV-Common-Training-Manual-April-2017.pdf>

COVID-19 Posters

Model Sexual Harassment Policy

Kenyan Safety and Health at work

Can be found at: <https://www.women-ww.org/resilience-in-kenyan-supply-chains>

Module 4: Tackling COVID-19

Stanford short, animated video of how COVID-19 spread, no dialogue:

<https://www.youtube.com/watch?v=rAj38E7vrS8&t=150s>

Response-Med PowerPoint: <https://www.women-ww.org/resilience-in-kenyan-supply-chains>

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Caroline Downey February 2021