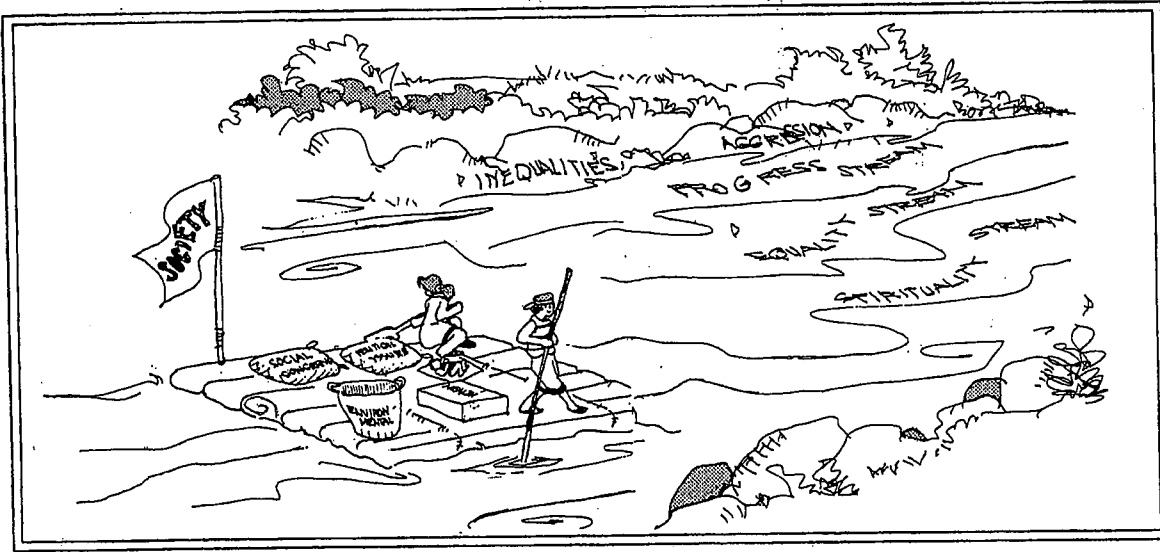


TRAINER'S MANUAL



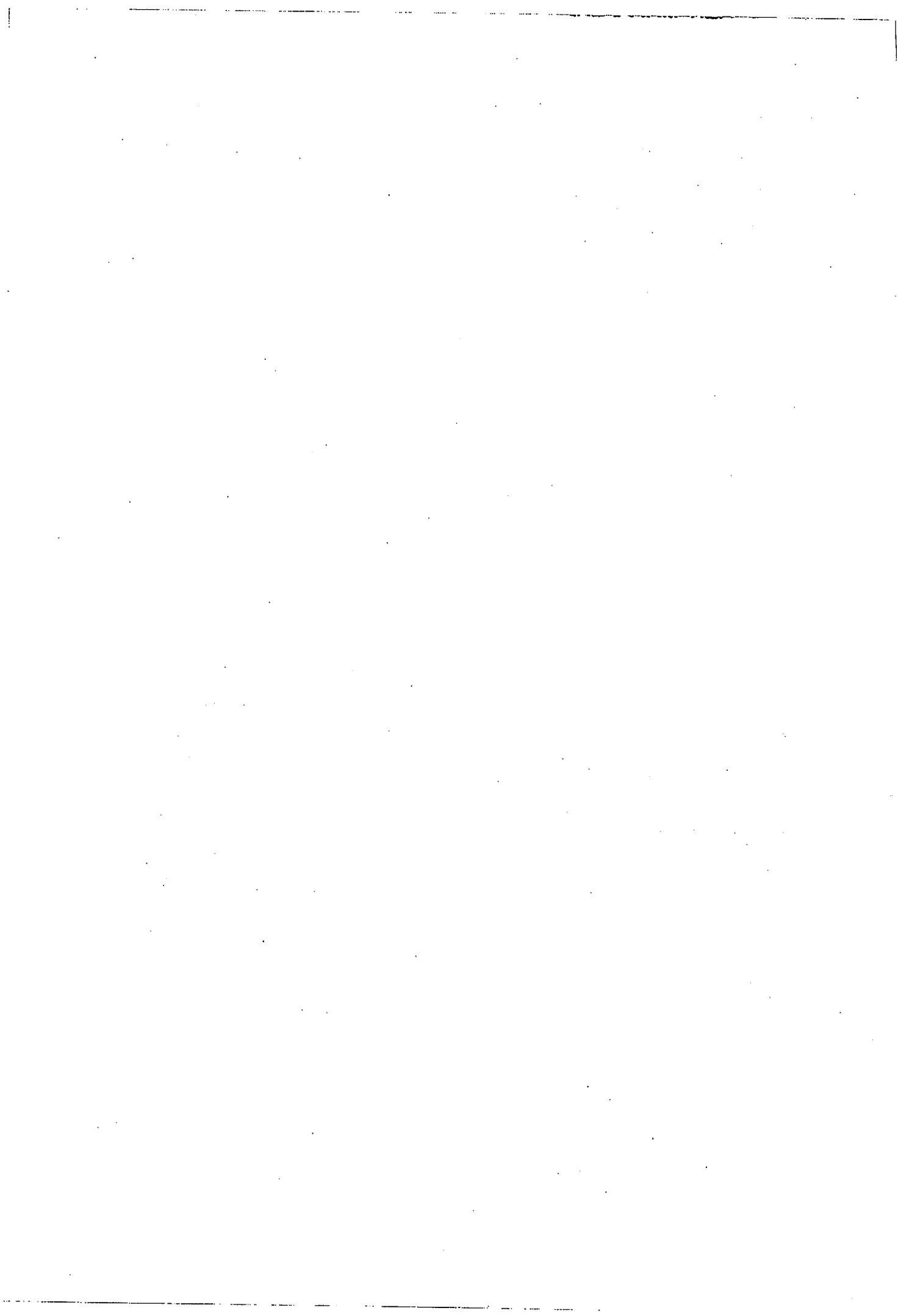
Gender Sensitivity Training

AN INTRODUCTION TO

GENDER ANALYSIS IN COOPERATIVES

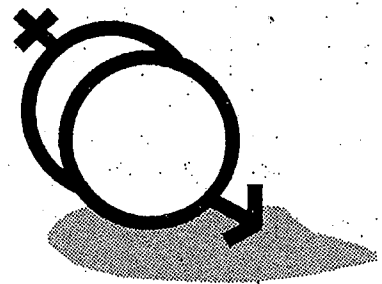
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COOPERATIVE MANUALIZATION REVOLVING FUND (CMRF) 1994



TRAINER'S MANUAL

Gender Sensitivity Training
An Introduction to GENDER ANALYSIS IN COOPERATIVES



Cooperative Manualization Revolving Fund (CMRF) 1994

ILO MANILA DOCUMENTATION CENTER

Illustration concepts by:
Antonio B. Domingo, Jr.

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CONTENTS

Preface.....	1
The Training Program.....	3
I. INTRODUCTION TO THE WORKSHOP.....	9
<i>Session 1</i> : Opening Ceremonies.....	11
<i>Session 1.2</i> : Introducing Participants and Staff.....	12
<i>Session 1.3</i> : Priming Session.....	13
II. GENDER AWARENESS IN THE COOPERATIVE SECTOR.....	23
<i>Session 2.1</i> : Reflection on One's Own Personal Value System: Women's Role and Men's Role.....	25
<i>Session 2.2</i> : The Division of Labor Between Men and Women.....	30
<i>Session 2.3</i> : Women's Participation in Cooperative Activities.....	33
<i>Session 2.4</i> : What is "Gender" as Opposed to "Sex?".....	36
<i>Session 2.5</i> : Gender Socialization.....	37
III. GENDER ANALYSIS.....	73
<i>Session 3.1</i> : The Purpose of Gender Analysis.....	75
<i>Session 3.2</i> : Categories and Tools of Gender Analysis.....	77
<i>Session 3.3</i> : Applying Gender Analysis.....	80
<i>Session 3.4</i> : Differentiation of Strategic and Practical Gender Needs.....	82
IV. PLANNING FOR ACTION: PUTTING THE GENDER SPECIFIC APPROACH INTO PRACTICE.....	103
<i>Session 4.1</i> : Problem Analysis.....	105
<i>Session 4.2</i> : Designing an Action Plan.....	107
V. CLOSING THE WORKSHOP.....	113
<i>Session 5.1</i> : Workshop Evaluation.....	115
<i>Session 5.2</i> : Closing Ceremonies.....	116

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PREFACE

The enhancement of women's participation in cooperatives is an issue in many countries. In the Philippines, women represent half of the cooperatives' members, but are nevertheless widely underrepresented in leadership positions.

One approach to enhance women's participation in cooperatives policy and decision making is to improve their skills for leadership and management functions.

However, at the same time it is necessary to increase the awareness among men and women of the gender differences, so that the different needs are recognized and the potentials fully utilized. Gender Awareness Training (GAT) is an approach addressing men and women aiming at sensitizing them for gender-related problems. Gender awareness training is concerned with the social relationships between men and women and the manner in which such relationships are constructed. The approach is based on the assumption that different roles in society result in different needs. Awareness raising about gender differences in society is a first step to identify and integrate the special potentials and needs of men and women in the cooperative sector.

Measures to enhance women's role in cooperatives will have to consider that an increased participation of women depends widely on an improvement of the cooperatives' services for women and their acceptance as equal partners of men in decision-making positions.

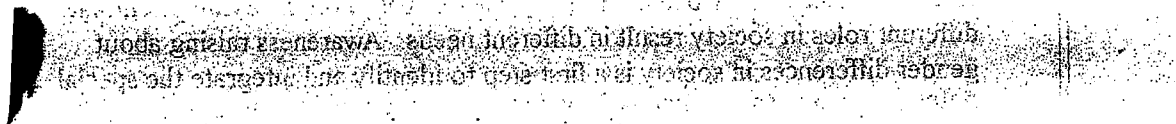
The material was adapted to the Filipino situation from a similar manual, developed by the ILO Cooperative Project and Puslatpenkop in Indonesia. The Filipino manual has been simplified and shortened and the target group has accordingly been adapted. The duration of the course was brought down from 6 to 2-3 days.

This manual was produced under the Cooperative Entrepreneurship for Rural Development (CERD) project, which was funded by the Danish International Development Agency (DANIDA) and implemented by the International Labor Organization (ILO), in coordination with the Cooperative Development Authority (CDA), the Cooperative Union of the Philippines (CUP), Agricultural Credit and Cooperative Institute (ACCI), Cooperative Foundation of the Philippines (CFPI), National Confederation of Cooperatives (NATCCO) and Land Bank of the Philippines (LBP).

The trainers' manual has been pilot-tested with a group of CDA executives and Board members on 15 and 16 March 1994, by an experience free-lance GAT/GST trainer, Mrs. Lilia Arandela, with the assistance of USAID-WID specialist, Fatima Versoza. The findings of this pilot-testing and

the comments of the trainers were incorporated in the final text of the manual.

Another pilot testing of this manual was conducted at PUP Jasmin Hostel on 29 - 31 August 1994 with a group of CDA Extension Office personnel and cooperative representatives. CDA, PFWC, PVP & CFPI spearheaded the activity.



THE TRAINING PROGRAM

1. The Target Group

The course described in this manual is designated for:

- ☞ cooperative trainers, consultants, extension workers,
- ☞ cooperative BoD members and managers,
- ☞ and all other persons and institutions involved in supporting or implementing cooperative activities

Trainers and consultants or extension workers in cooperative institutions might be addressed as a special target group of this manual. They are expected to disseminate the gender-specific approach to cooperative members and leaders, either through special gender awareness training or through an incorporation of core elements of the gender approach into other courses in the field of cooperative education. However, this manual does not include specific training of trainers elements.

2. Training Objectives

The overall objective of the training is to raise the acceptance of participants towards an equal participation of men and women in cooperative leadership positions, and to enable them to design cooperative activities based on a gender-specific analysis of potentials and needs.

In particular, after the workshop the participants should be able to:

- ☞ explain the difference between gender and sex and how this affects cooperative activities;
- ☞ identify the problems that hinder gender mainstreaming in cooperatives;
- ☞ enumerate action points leading to gender responsive policies and programs for cooperatives;
- ☞ pinpoint for application the gender analysis tools suited to the cooperative framework;
- ☞ discuss the nature and extent of women's participation in cooperatives.

3. The Trainers

Two to three trainers/facilitators are required to conduct the course and to provide guidance to the working groups in a comprehensive way. They should be used to work together in a team and may rotate tasks as facilitators in order to make the course as lively as possible. The facilitators should have sufficient experience with gender awareness building in general and with the application of the gender analysis method in particular. Besides that, they should have an understanding of policies and working mechanisms in the cooperative sector, and they should be familiar with the methodology of participatory adult education.

4. The Trainers' Manual

The manual is intended for the use of the trainers only. It describes how the training might be conducted, session by session. The session guides provide information about learning objectives, duration, proposed methods and materials needed. Additionally, special notes for the trainers are exposed in boxes and suggestions are provided how to summarize the sessions and how to explain the meaning and the practical relevance of each topic.

The hand-outs for the participants contain strategic definitions, tools and media related to the gender analysis method and describe the tasks of working groups during the workshop. They can be reproduced as needed and might be used by the participants for further dissemination of the approach after the workshop. All hand-out materials are placed after each chapter.

The outline of the workshop as described in the manual can be adapted by the trainers according to their personal experiences and preferences and according to the necessities which come up during the course. The manual should be looked upon as source of ideas rather than a definite lesson plan.

5. Structure and Contents of the Course

The course falls into two parts: gender sensitivity training and an introduction to gender analysis. Ideally there should be some time (from one week to two months) in between for participants to digest first the gender sensitivity part before going into the more analytical part of the course. If this is not practically feasible, the facilitators should make a clear break and summary of the first part, before discussing gender analysis.

The training consists of five modules. Each module comprises of a number of sessions. This should be regarded as a 'model outline' which has to be adjusted according to the actual needs of the participants and the duration of the workshop.

Modules and sessions may be added or deleted as required and more or less time can be allocated for any part of the programme. This is particularly true for the following modules.

Module 2, aiming at creating a general gender awareness, combines games focusing on the participants' perceptions and gender roles with an introduction into women's role in society in general and their participation in the cooperative sector in particular.

The games focusing on men's and women's roles, on the sexual division of labour and their involvement in cooperatives provided in this manual may be completed with other participatory exercises or left out if the participants' awareness on these issues is regarded as sufficiently high.

Module 3 is the introduction to the gender analysis method which provides the tools for a gender-specific situation analysis, may be supplemented by an exercise on

programme planning, if the participants are planners and decision-makers. It should concentrate on problem identification, if the participants are more involved in direct implementation on field level.

According to experiences, it is recommended to conduct a field trip to apply the gender tools in practice rather than using case studies, because it is a much more lively and intensive exercise. Apart from enabling the participants to better understand and test the use of the gender tools under field conditions, this option is favorable to group dynamics. As much as it is recommended to include a field trip, it has to be decided by the workshop implementors in accordance with the organizational and financial capacities available, if this option is realistic.

6. Training Approach and Methods

Throughout the course, a variety of training methods are used. Games and other participatory methods are mixed with plenary discussions and small group work. Apart from making the course as lively as possible, the mix of different methods is seen as an introduction to possible approaches which the participants can later apply in courses organized by themselves.

Participants should be involved in the implementation of the course as much as possible. It is suggested to appoint a host-team of participants every day who are in charge of monitoring and evaluation of the training of that day, including the provision of energizers and ice-breakers. After the last session they give a feed-back on the participants' and the trainers' performance and the achievements of the course so far and make suggestions for the subsequent day. They may use a so called "reflection paper" (see Hand-out 1.2). This approach creates a feeling of common responsibility for the success of the training among all participants and diminishes the gap between trainers and trainees.

7. Duration

The course with all topics provided in this manual is designed for two to three days. The actual time needed can only be calculated after a definite lesson plan has been prepared by the trainers in accordance with their training needs assessment (see Pre-workshop questionnaire, Hand-out 1.1).

8. Planning the Course

When preparing the course, the trainers should do the following:

- a. study the contents of this manual
- b. identify the positions of the participants in cooperative institutions, assess their exposure to gender issues and their level of gender awareness and explore their expectations through a pre-workshop questionnaire (Hand-out 1.1),
- c. prepare a tentative course outline on the basis of this manual, adjusted to the needs of the participants;

- d. get participants' view on the proposed course outline and make adaptations as appropriate;
- e. prepare the final programme.

9. Facilities, Material and Equipment

The classroom should be arranged for discussions, not for lecturing. Participants should sit in such a way that they can see each other's faces without restricting their view to the board and screen (U-shaped arrangements).

A chalkboard or a whiteboard and a flip chart are needed for most plenary sessions and also for group work. If such facilities are not available, big paper sheets (Manila paper) can be attached to the wall in order to document results with markers. In general, materials should be as simple as possible, so that the course can be conducted in any place. Although an overhead projector (ohp) with accessories would be useful for the presentations in plenary sessions in modules 2 and 3, it could also be done without if not available. The trainer should have alternative visual aids available: cartolina, flipchart, manila paper and flash cards.

The hand-outs for the participants must be xeroxed before the training, although it may be necessary to make more photocopies (e.g. from groups results) during the course.

10. Follow-up of the Course

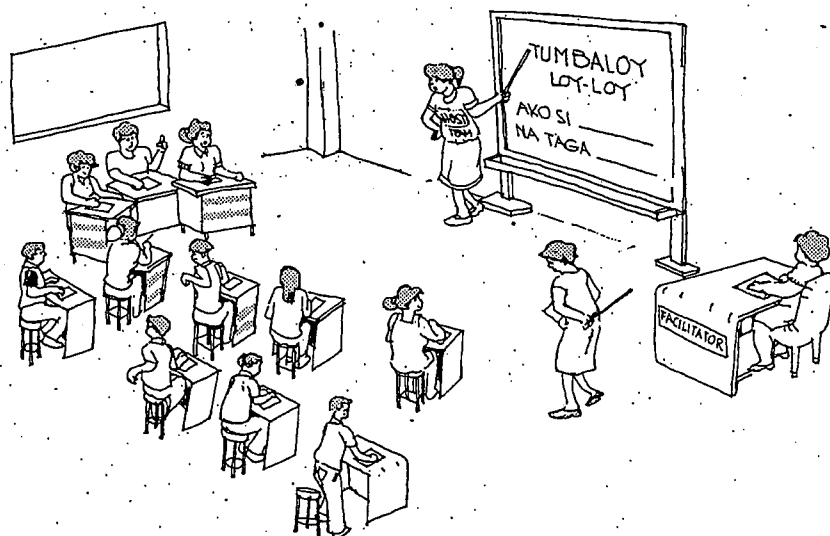
If the training was actually conducted in two parts, the following questions have already been discussed after the one week to two months break (see also relevant session-guide). Then the follow-up of the course consists of monitoring the implementation of action plans, by visiting participants and discussing their experiences.

If the course was held in two to three consecutive days, a more thorough follow-up is necessary. Some months after the course, the participants should be visited by one of the trainers to discuss the following questions.

- a. Did the course have a practical effect on your work?
Did you change your approaches based on the inputs received during the workshop?
- b. Could the workplan which you prepared during the course be put into practice?
What difficulties did you face in implementing it?
- c. What feed-back on the suggested new approaches did you get from colleagues and cooperators after the course?
- d. What further training would you need to consolidate and expand your capabilities in gender awareness building and gender-specific planning?

MODULE	OBJECTIVE	SESSION	DURATION	METHODS	MATERIALS
1. Introduction to the workshop	The expectations of the participants and the objectives and procedures of the workshop are levelled off	1.1 Opening Ceremonies 1.2 Introducing participants and staff 1.3 Priming Session	15 min. 30 min. 45 min.	Lecture Plenary Exercises/ games	Hand-out 1.1 Blackboard Hand-out 1.2 Hand-outs 1.3 + 1.4 Overhead Projector
2. Gender Awareness in the Cooperative Sector	The participants question their own perceptions on gender roles and identify opportunities and obstacles for women's participation in cooperatives	2.1 Reflection on one's own personal value system: Women's Role, Men's Role 2.2 The division of labor between men and women 2.3 Women's participation in cooperative activities 2.4 What is Gender as opposed to sex 2.5 Gender Role Socialization	1.5 hour 1.5 hour 2 hours 1 hour 1.5 hours	Games Group discussion Role plays Exercise Group Disc.	Hand-outs 2.1 + 2.2 Blackboard + chalk Hand-outs 2.3 + 2.4 + 2.5 Hand-outs 2.6 + 2.7 + 2.8 + 2.9 + 2.10 Blackboard + chalk Hand-outs 2.11 + 2.12 + 2.13 + 2.14
3. Gender Analysis	Participants understand the concept of a gender specific approach in development and are able to apply the gender analysis method.	3.1 The purposes of Gender Analysis 3.2 Categories and tools of Gender Analysis 3.3 Applying Gender Analysis 3.4 Strategic Practical Gender Needs	1 hour 1 hour 2 hours 30 min.	Lecture and discussion Lecture and discussion Exercise	Hand-outs 3.1 + 3.2 + 3.3 Hand-outs 3.4 + 3.5 Hand-out 3.6 Hand-out 3.7
4. Action plan	Participants are able to design an action plan for the application of the gender specific approach in their working environment.	4.1 Problem Analysis 4.2 Designing an Action Plan	1 hour 2 hours	Group discussion Group work Plenary	Hand-out 4.1 Hand-out 4.2
5. Workshop Evaluation	Participants become aware of changes in their own perception on gender roles during the workshops, send feedback to the trainers and evaluate the learning process.	5.1 Workshop evaluation 5.2 Closing Ceremonies	30 min. 15 min.	Group discussion Lectures	Meta-plan cards

Introduction to the Workshop



SESSIONS:

**1.1 OPENING CEREMONIES
(15-20 MINUTES)**

**1.2 INTRODUCING PARTICIPANTS AND STAFF
(30 MINUTES)**

**1.3 PRIMING SESSION
(45 MINUTES)**

Session 1.1 Opening Ceremonies

Duration	:	15-20 minutes
Method	:	Speeches
Hand-out 1.1	:	Pre-workshop Materials
Materials	:	questionnaire, Microphone, printed opening program flag, presidential table, etc.

1

During the registration, participants should be given a pre-workshop questionnaire (Hand-out 1.1) to fill in. The questionnaires should be collected before the opening ceremonies start.

2

There is no definite schedule for the opening ceremonies. This depends on the local situation and is left to the judgment of the workshop coordinators. A suggestion for the opening program might be as follows:

1. Invocation (by one of the participants);
2. Pambansang awit (by one of the participants);
3. Welcome remarks (by one of the workshop coordinators);
4. Introduction of participants and staff (very briefly);
5. Message (by an official guest).
(Assign one of the workshop coordinators as emcee, to introduce the speakers.)

3

If there is an official guest invited, ask him/her to include some of the following points in his/her speech:

- National Women in Development Policy (refer to RA 7192).
- Government policy towards the improvement of women's role in cooperatives.
- The importance of a gender specific approach within a project or cooperative.
- Local situation of women in cooperatives.
- Etc.

4

It depends on the target group, where to put the emphasis: on national government policies, or on possible cooperative policies at a regional or provincial level.

Session 1.2 Introducing participants and staff

Objective : Know the fellow participants and members of the staff.

Duration : 30 minutes

Materials : Blackboard, chalkboard

1

Start the session by introducing yourself and the other training staff and explain about the functions of each.

2

Try to find a creative way to introduce participants. Remember that the first session sets the tone.

A. This can be done by way of having them interview and then introduce each other, with the following information:

- Full name, and nickname;
- Position, institution, and main duties there;
- Marital status, number of children, hobbies etc.;
- Expectations of the workshop.

B. This can also be done through a song:

Tumbaloy-loy-loy
Tumbaloy-loy-loy
Tumbaloy
Tumbaloy
Tumbaloy
Ako si (complete name)
Na taga (office or birthplace)
Kung tatawagin ay (nickname) na lang
Kung sa inumin ay (favorite drink) lang
Kung sa babae/lalaki ay (characteristic) po lamang.
Tumbaloy-loy-loy (2x)
Tumbaloy (3x)
Etc

If yes, please indicate title and main topics of the course, and where and when it was conducted:

3. Workshop objectives and topics.

The immediate objectives of the Gender Sensitivity and Introduction to Gender Analysis training are as follows:

After the workshop, the participants should be able to:

- ♦ explain the difference between gender and sex and how this affects cooperative activities;
- ♦ identify the problems that hinder gender mainstreaming in cooperatives;
- ♦ enumerate action points leading to gender responsive policies and programs for cooperatives;
- ♦ pinpoint for application the gender analysis tools suited to the cooperative framework;
- ♦ discuss the nature and extent of women's participation in cooperatives.

3.1 Do you propose additional objectives?

If yes, please state the additional objective(s) which you regard as essential for the planned workshop:

3.2 Do you have any suggestions/special wishes regarding the process and methods of the workshop?

yes no

If yes, please state:

3.3 Do you have other suggestions?

PRE-WORKSHOP QUESTIONNAIRE

Name: _____

Age: _____ Sex: _____

Education: _____

1. Background information

1.1. Your current position _____

1.2. Main responsibilities _____

1.3. Does your job include the design or implementation of specific programs or projects for women?

yes no

If yes, please state

a) title of programme/project _____

b) main objectives of programme/project: _____

1.4. Have you ever attended a workshop or training course on Women In Development or on gender issues?

yes no

WORKSHOP OBJECTIVES

After the workshop, participants should be able to:

- ◆ explain the difference between gender and sex and how this affects cooperative activities;
- ◆ identify the problems that hinder gender mainstreaming in cooperatives;
- ◆ enumerate action points leading to gender responsive policies and programs for cooperatives;
- ◆ pinpoint for application the gender analysis tools suited to the cooperative framework;
- ◆ discuss the nature and extent of women's participation in cooperatives.

WORKSHOP NORMS

1. All participants attend all sessions.
2. We start and end sessions on time.
3. Everybody participates actively.
4. We respect other participants' opinions, especially when their ideas differ from our own.
5. Cooperation is essential to achieve an optimal output.
6. We want to have fun while working and learning.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial reporting and compliance with regulatory requirements. The text notes that incomplete or inconsistent records can lead to misunderstandings, disputes, and potential legal consequences.

2. The second section focuses on the role of internal controls and risk management. It highlights that a robust system of internal controls is necessary to prevent errors, fraud, and misstatements. The document suggests that organizations should regularly assess their risk profile and implement measures to mitigate identified risks, ensuring the integrity and reliability of their operations.

3. The third part of the document addresses the importance of communication and collaboration. It states that effective communication is key to ensuring that all stakeholders are informed and aligned with the organization's goals and objectives. The text encourages the use of clear, concise language and the establishment of open channels for feedback and discussion.

4. The final section discusses the need for continuous improvement and learning. It notes that organizations should regularly review their processes and procedures to identify areas for enhancement. The document suggests that a culture of learning and innovation is essential for long-term success and competitiveness in a rapidly changing market environment.

DAILY REFLECTION PAPER

1. What are your learnings for today?

2. How would you apply your learnings in day to day activities, whether official or personal?

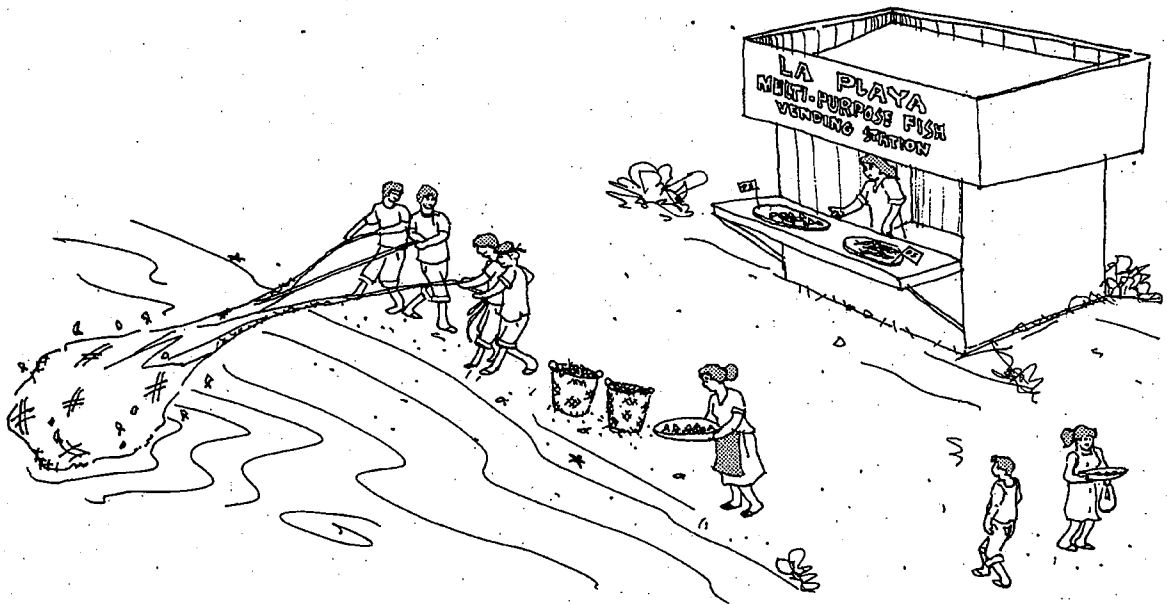
3. What topics discussed today need some clarification? Please suggest on how to improve the discussion?

4. Other comments.



Module 2

Gender Awareness In The Cooperative Sector



SESSIONS:

2.1 REFLECTION ON ONE'S OWN PERSONAL
VALUE SYSTEM:
WOMEN'S ROLE AND MEN'S ROLE

2.2 THE DIVISION OF LABOR BETWEEN MEN
AND WOMEN

Section 101

Section 102

Section 103

Section 104

Section 105

Section 106

Section 107

Section 108

Section 109

Session 2.1 Reflection on one's own personal value system: women's role and men's role.

- Objective** : Participants become aware of their own value system regarding the specific roles of men and women.
- Duration** : 1 to 1.5 hour
- Materials** : Whiteboard, manila paper, markers, pentel pens
Hand-out 2.1 : "Women's Roles"
Hand-out 2.2 : "Roles of low income men and women within the household and community"

1

Tell the participants that they will play one or more games which will demonstrate that we attach values to women's and men's role.

Three games with different goals are presented:

- A. *Women's place, men's place* — which is aimed at the participants' understanding their own and other participants' degree of acceptance of gender specific roles.
- B. *Who am I?* — which is aimed at participants becoming aware of the roles they themselves perform and their freedom to choose or change these roles.
- C. *Whose hat do I wear?* — which is aimed at participants becoming aware of the socially ascribed status of gender roles and the communication patterns relating to them.

2

Select one or more of the games as presented in the following, depending on the available time, and ask the participants to act.

3

GAME A: WOMEN'S PLACE, MEN'S PLACE (45 minutes)

3.1 The objective of this game is to make participants understand their own and other participants' degree of acceptance of gender specific role definitions.

3.2 Read out statements on "Women's place and men's place", as follows:

- ◆ Boys should get a better education than girls.
- ◆ Husband and wife should be equally responsible for looking after the children.
- ◆ Women should not go to co-op meetings at night.
- ◆ The man should have a bigger income than the woman.
- ◆ Women are not good at decision-making.
- ◆ The woman is responsible for the management of the household budget.
- ◆ Husband and wife decide together about major household expenses.
- ◆ Men are more rational than women.
- ◆ Women are not good in leadership positions.
- ◆ Men are not able to look after small children.
- ◆ Men should not cry

- ◆ Women have the right to get loans without the approval of their husbands.
- ◆ Men have the right to get loans without the approval of their wives.
- ◆ Men by nature are polygamous
- ◆ Women should not perform heavy manual labour.
- ◆ Husband and wife should participate equally in the co-operative.
- ◆ Little boys should help their mothers with the housework
- ◆ Women with small babies should not work outside the house.
- ◆ Husbands should help their wives with the housework.
- ◆ Women must decide to use pills, or other family planning devices.
(Other statements can be added).

3.3 For each statement read out, participants are asked to either:
remain seated and

- ◆ raise their thumbs to show agreement;
- ◆ turn their thumbs down to indicate disagreement;
- ◆ fold their arms to show they are undecided or neutral.

or

move around to three corners of the room designated as follows:

- ◆ first corner for those who totally agree;
- ◆ second corner for those who are neutral;
- ◆ third corner for those who totally disagree.

Participants move from corner to corner according to their opinion of each statement.

3.4. Use a tally sheet to mark participant's opinions:

	Agree	Disagree	Neutral
1. Boys should			
2. Husband and			
3. Women			
4. Etc.			

3.5. Make a quick evaluation of the answers and mark those with a polarization of opinions.

3.6. Ask the participants to count which statements most of them agreed to and which ones showed differing opinions.

3.7. Ask the participants to justify their answers (only for statements that gave rise to a polarization of opinions between those who agreed and those who disagreed).

3.8. Ask the participants for their reactions and how they felt during the game. Write the reactions on a manila paper and pin it to the wall.

3.9. Summarize the game as under point 6.

4

GAME B: *WHO AM I?* 45 minutes

4.1 The objective is to make participants aware of the roles they perform and their freedom to choose or change these roles.

4.2. For this game manila paper, colored cards, and markers are needed.

4.3. Divide participants into two groups, a men's group and a women's group. Give both groups different colored cards (green, blue, red and white).

4.4. Ask group members to think about their roles, at work, in their families and in the community.

4.5. Ask them to decide, in respect of these roles, which they choose themselves, which they are obliged to fulfil, which they like and which they do not like.

The roles are noted on the colored card:

- ♦ Green for roles they choose themselves.
- ♦ Blue for roles they have to fulfill.
- ♦ Red for roles they like.
- ♦ White for roles they do not like.

Pin the cards on the wall. Women's cards are pinned beside men's cards of the same color.

4.6. Ask one woman and one man to come to the front. The woman is asked to read out the men's roles, and the man the women's, beginning with, "*The role that I choose for myself is*".

4.7. Participants together evaluate the differences in the roles performed by men and women. Which group had more self-chosen roles, more roles they had to fulfill, more roles they liked and more roles they disliked?

4.8. Discuss the reasons for the differences and how the roles which were not liked could be changed.

4.9. Ask the participants for their reactions and how they felt during the game. Write the reactions on manila paper and pin it to the wall.

4.10. Summarize the game B as under point 6.

5

GAME C. WHOSE HAT DO I WEAR?

(45 minutes)

5.1. The objective is to make participants aware of the socially ascribed status of gender roles and their own communication patterns relating to these status models.

5.2. For this game, paper to fold into hats and markers are needed.

5.3. Select six participants, three women and three men, to be players.

5.4. Give each a paper hat with a role label on it:

- ♦ Cooperative manager (man)
- ♦ Board member (man)
- ♦ Farmer (man)
- ♦ Credit committee member (woman)
- ♦ Cooperative employee (woman)
- ♦ Prospective cooperative member (woman)

The hats with men's roles are given to women, and those with women's roles to men. The players themselves do not know their own roles.

5.5. Ask the players to engage in conversation with the other players to find out what their own roles are, while the other participants observe the interaction and behavior of the players.

5.6. Let the participants discuss after the role play is finished:

- ♦ how was the players' way of communicating influenced by the status/role of their dialogue partners, and
- ♦ how was their attitude influenced by the gender of their communication partners.

5.7. Ask the participants for their reactions and how they felt during the game. Write the reactions on manila paper and pin it to the wall.

6

After the participants have given their impressions of the game, summarize the session:

The games demonstrate that we all attach values to the roles of men and women. These values are not always the same. Differences in values come about because roles are not only determined by biological differences but are largely influenced by tradition and the socio-cultural conditions in society.

For this reason, these roles can change from time to time, if they no longer fit into the existing conditions.

For example, in a traditional village community women are expected to ensure the livelihood of the family together with their husbands within the realms of the household and the village. Their participation in the social life of the village follows specific cultural patterns.

Nowadays, women work not only in agriculture, but also in modern industries, services and the business sector outside the village. This implies a broader scope of activities in both the economic and the social spheres of society.

The widening of women's scope of activities is complemented by a change of the role definitions of both sexes. These changes reflect the changes of the economic and social structures of society and become part of the existing value system.

7

Explain the term "role" and the difference between

- ♦ reproductive,
- ♦ productive, and
- ♦ social or community roles.

8

Distribute Hand-outs 2.1 (Women's Roles) and 2.2. (Roles of low income men and women within the household and community).

Ask the participants to read the handout for 10 minutes. Answer any question, and explain, if necessary, any unclear points.

9

Wind up by explaining the 8 B-urdens of a woman:

- ♦ Bata (child)
- ♦ Bana (husband)
- ♦ Bahay (house)
- ♦ Bukid (farm)
- ♦ Bayan (community)
- ♦ Baboy (pigs or other backyard project)
- ♦ Batok (domestic violence)
- ♦ Biyenang (in-laws)

Session 2.2. The division of labor between men and women

- Objective** : Participants understand the patterns of division of labor between men and women.
- Duration** : 90 minutes
- Materials** : Whiteboard, Manila paper, markers, paper, television, vcr.
Hand-out 2.3 : Poster Series.

1

Tell the participants that this session will in different ways visualize the division of labor between men and women. Select one or more of the ways described below:

A. Poster series on men's and women's activities:

The aim is to stimulate participants to discuss problems relating to the division of labor in their own environment (Hand-out 2.3).

B. Activity clock:

The aim is to have participants look at their own allocation of time and to become aware that there is a difference in workload between men and women.

C. Video "The Impossible Dream":

This video-tape can be borrowed from the National Commission on the Role of Filipino Women and demonstrates in a humorous way the division of labour between husband and wife on a typical working day.

2

METHOD A: POSTER SERIES ON WOMEN'S AND MEN'S ACTIVITIES (45 minutes)

- 2.1. The objective is to stimulate participants to discuss the division of labor in their own environment.
- 2.2. For this a poster series (Hand-outs 2.3-A to 2.3-D) is needed.
- 2.3. Ask participants to form small groups. Distribute the posters on the division of labor in a rural farming community to the groups and ask them:
- ◆ What do they see?
 - ◆ Do they recognize the situation?
- 2.4. Ask each group to give a short report on their findings. (The posters 2.3-A to 2.3-C show women doing most of the work and at least two things at the same time, while the man concentrates on only one. Poster 2.3-D gives an example of how work can be shared.)
- 2.5. Summarize the discussion and the purpose of the session (see point 6).

3

METHOD B: *ACTIVITY CLOCK*

(45 minutes)

-
- 3.1. The objective is to have participants examine their own allocation of time and become aware of the differences in a man's and woman's workload.
-
- 3.2. The material needed are paper, pens, manila paper, and markers.
-
- 3.3. Ask participants to write down:
- ♦ all their daily activities from waking up in the morning to going to bed at night,
 - ♦ note how much time is spent on each activity, dividing them into:
 - ♦ productive activities (producing income in money or kind),
 - ♦ reproductive activities (not calculable in terms of money and aimed at the reproduction and maintenance of human kind),
 - ♦ social activities,
 - ♦ free time (recreation and sleep).
-
- 3.4. On a separate piece of paper, participants should write down those activities which they would like to do but do not have time for.
-
- 3.5. In a plenary session, each woman participant enters the time spent on their activities on the basis of the classification as noted in point 4.3 on one sheet of paper. The men participants do the same on a separate sheet of paper.
-
- 3.6. Add the total of the time spent and calculate the average amount of time used for each specific type of activity by the women's group and the men's group.
-
- 3.7. Count the activities which the participants would like to do (point 4.4) for each group.
-
- 3.8. Discuss the various types of activities and ask whether there is a difference in the allocation of time between men and women. Examine the reasons for the difference and how to overcome the imbalance.
- Pay attention to the activities that participants would like to do and how these wishes can be fulfilled.
-
- 3.9. Summarize the discussion (see point 6).

For the analysis of participants' daily schedule and to compare the workload of men and women, you may introduce the "Activity Profile". Using this profile, activities can be grouped as productive activities, reproductive activities and social activities. (For details see Topic 3, Gender Analysis)

4**METHOD C. VIDEO: "THE IMPOSSIBLE DREAM" (30 minutes)**

4.1. Show participants the video and ask them:

- ♦ What did they see?
- ♦ Did they recognize the situations?

5

Summarize the purpose of the games and the outcome of the session.

A lot of case studies relating to the sexual division of labor indicate that a woman's workload is greater than a man's.

A majority of women work both at home or outside the home to increase the family's income. Besides, these housework and childcare are, for the most part, done by the wives alone, with only little help from their husbands.

For this reason, women have almost no free time, and their participation in socio-cultural activities is therefore considerably lower than men's.

Is this acceptable?

The role of women should not be limited to the management of the home.

On the contrary, women are expected to participate in community activities, in, among others, cooperative activities. But women can only fulfill that expectation if they are supported by their husbands. Only when men begin to accept a share of the work done by their wives more fairly, both in the productive field as well as in the home, can the hope for participation of women in development become a reality.

6

Depending on the available time and the kind of participants, the trainer could elaborate at this point on the **marginalization of women's work**. The work that women do, both in the productive and reproductive sphere, is very often not visible, because it is not remunerated, and therefore not expressed in the Gross National Product.

But: "*The unpaid labor of women in the household, if given economic value, would add an estimated one third, or \$ 4 trillion, to the world's annual economic product.*" ("Women ... a world survey", Ruth Sivard, 1985).

Use Hand-outs 2.4 (Food production chain) and 2.5 ("Fancy and Fact") to demonstrate the issue of women's marginalization further.

Session 2.3 Women's participation in cooperative activities

Objective : Participants present arguments to convince cooperative officials and members of the importance of their view in order to achieve a more balanced participation of men and women.

Duration : 2 hours

Materials : Hand-out 2.6 : Role Play Brief
Hand-out 2.7 : "Members but not leaders"

1

Try to elicit from participants what we mean with full participation in a cooperative by its members. Write their answers on the blackboard. Come up with a summary where the following points are mentioned:

Full participation of members in cooperatives can be described as follows:

- a) Members fulfill their main duties, that is paying their contributions and actively joining in the cooperative's economic activities, including credit and savings schemes.
- b) Buying and selling through the cooperative.
- c) Joining in the discussion at cooperative meetings.
- d) Taking part in the election of and being elected as leaders.
- e) Being active in decision making.
- f) Monitoring the performance of the cooperative.

A cooperative can only grow and become successful, if all its members participate fully, both men and women. Family involvement should be emphasized.

2.A.

ROLE PLAY: *CONFLICTING SPHERES: FAMILY COMMITMENT AND SOCIAL ACTIVITIES*

The following role play is based on typical problems experienced in the cooperative and in the family.

2.1. The **objective** is to have the participants become aware of decision-making patterns in the family and the obstacles for women to be active in the cooperative's activities.

2.2. Select five volunteers (a husband and wife and three male BoD members). Allow them some time to study their role play briefs.

There are **two scenes**:

- A. A discussion between husband and wife and
- B. A discussion between the wife and the three Board members

2.3 Explain the scenes to the actors and ask them to play the following situation:

Scene 1

A discussion between husband and wife. The wife is a member of the cooperative and has volunteered to participate in the committee preparing the Coop Month celebrations, which is presided by the Chairman of the Board of Directors. A meeting is called for Tuesday next week at 8 p.m. She informs her husband about it.

The husband is quite annoyed, and says he doesn't know how to feed the baby and how to put the other children to bed. She has to find a solution, because she is the mother of the children.

Scene 2

The woman explains her problem to 3 of the committee members. She can not attend the meeting at 8 p.m. because of household responsibilities. She suggests that if they meet after lunch or at 4 p.m., she will be able to attend, because at that time, her sister can still look after the children.

The committee members are not sympathetic, they say it is inconvenient for them and if she is not able to attend meetings at night, she better resign. The woman leaves dejectedly.

The committee members continue their discussion. They say this is always a problem with women, they are too concerned with the home. One of them says that it is natural and that is how it should be. He would expect his wife to give importance to the home too.

2.4 Ask the observers to comment on the play, using the following discussion guidelines:

- Why do you think the woman in the role play can not participate in the committee? Does she lack interest, capability, is it her commitment to family responsibility, lack of support from the other committee members?
- Why do women develop such commitment to their family? Is it a commitment or a social norm expected of women?
- How do values and norms practiced at the personal level get reflected at a wider level such as the cooperative? (Confine your discussion to the role play.)
- What is the effect of such social norms on the advancement of women?

2.5. Summarize the outcome of the session as under point 3.

2.B.

Alternative: *POSTER SERIES*

2.1. As an alternative, distribute the poster series (Hand-out 2.8-A to 2.8-C) to small discussion groups and ask them:

- ◆ What do they see?
- ◆ Do they recognize the situation, is it familiar to them?

After discussion in the small groups, ask each group to report to the plenary on their findings.

2.2. Then summarize the session as under point 3.

3

In some cooperatives, there are people who consider women, unable to participate in decision making and unsuitable for leadership positions

Some women also lack confidence in themselves and feel incompetent to participate in a cooperative as equal partners with men.

In order to change the attitudes of both sides, there are two kinds of action which need to be taken:

- To increase women members' knowledge, skills and confidence to participate
- To increase male members' awareness so that they accept women as equal partners.

If these two points can be realized in practice, then it can be hoped that equal partnership between men and women can be achieved.

The fact that a husband and wife are equally important in maintaining the life of the family cannot be denied. Therefore, a husband and wife should respect each other and co-operate in the responsibilities for the household chores and child care.

4

SYNTHESIS

Distribute Hand-outs 2.9 and 2.10 and discuss them thoroughly. Allow enough time for discussion among participants. This is where they can speak out of experience and have opinions and ideas to share.

Wind up by referring back to the start of this session, the importance of full participation in the cooperative's affairs, by its members, both men and women.

Session 2.4. What is "gender" as opposed to "sex"?

Objective : Participants are able to explain and differentiate the term "gender" as opposed to "sex".

Duration : 1 hour

Material : Blackboard, chalk

1

Divide the participants into two groups, at random. Ask them to form two lines in front of the blackboard and give the first person in each line a piece of chalk. Draw a line on the board. Write on the first half: "man", and on the second: "woman".

2

Ask one group to write on the first half of the board the attributes which are typical male and ask the other group to write on the second half the characteristics which they consider as typical female. One person writes one characteristic and then passes the chalk on to the next in line. Emphasize, that they should write the first thing that comes to their mind. Do not think too long. (Examples are: leading, childbearing, cooking, responsible, caring, fighting, breastfeeding, drinking etc.)

3

When everybody has written one characteristic on the board, ask participants to sit down again. Ask them to have a good look on what is written and to consider whether the characteristics in the left column can also be placed in the right? In other words, can men do what women can, and can women do what men can?

4

After a thorough discussion, the result will be that only the biological functions can not be exchanged: men can not bear children and men can also not breastfeed, for example. All the other characteristics can be exchanged, although in practice this may not be the case. This is due to "stereo-types" in cultural and social values.

5

Use this exercise to illustrate the difference between sex and gender:

Sex describes the biological differences between men and women and can not be changed. Gender means the differences in social and cultural values, which are ascribed to the differences in sex. These values determine the roles of men and women in every aspect of community life and change in time and situation.

Session 2.5.: Gender socialisation

Objective : Participants become aware of the social reality that gender is used as an organizing principle to ascribe roles, responsibilities, rights and appropriate behaviour to women and men on the basis of their sex, resulting in gender stereotypes.

Duration : 1 to 1.5 hour

Materials : Hand-out 2.11 : "Discussion guidelines"

1

Ask participants to form themselves into groups of 4 to 5 persons and discuss their personal experiences, where they discovered there is a difference between men and women, using the "Discussion guidelines" of Hand-out 2.11.

Examples of such experiences may be:

"My mother always told us girls to play in and around the house. She said it was not decent for girls to play on the street."

"I was always told that boys don't cry"

"When I (woman) had a chance of being promoted as division chief in the Rural Bank were I work, our superiors choose my colleague , because they said: 'men are breadwinners and should therefore have priority in decisions like this'".

2

Allow the groups to discuss and share among themselves. After 20 minutes ask them to act out their common experiences. This may be in any creative way they can think of: through role-play, poem, drawing, song, etc., but not through traditional reporting.

3

Use this exercise as an introduction to explain stereotypes and gender biases.

Gender stereotypes are:

1. Fixed
2. Unquestioned beliefs
3. Images we carry in the back of our minds about women and men

4

The exercise also shows that there are different stages in our lives and different institutions that help create and sustain stereotypes about men and women.

Gender socialization takes place in

A. Child-rearing

B. Mass Socialization

1. Formal education (text books etc.)
2. Mass Media (presenting women as decoration or sex symbols)
3. Religion ("women submit yourself to your husband...")
4. Language ("One man, one vote")

5

Hopefully it will be clear to participants, that stereotypes limit people, both men and women in their development and well-being. Traditional gender role restrictions:

- ◆ Deny women access to the public world of power, achievement and independence.
- ◆ Deny men the nurturant, emotive and other oriented world of domestic life.
- ◆ Limit the psychological and social potential of human beings.

6

What can be the consequences of thinking only according to stereotypes can be demonstrated through Hand-outs 2.12 ("The obstacle course") and 2.13 ("He works, she works, ..."). These materials form the hilarious conclusion on the module on GenderAwareness in Cooperatives.

7

At this point wind up and summarize the sensitizing part of the training. Ask participants to reflect on what they have learned in the past 1.5 to 2 days:

- ◆ What was the most revealing to you?
- ◆ How could you apply this learning in your day to day life.
- ◆ Give three examples that could demonstrate your new "awareness".

8

Ideally there will be a break of one week to two months before the module on Gender Analysis will be discussed. In this period, participants have time to internalize their new insights. Ask participants to formulate their own, personal, action points, based on the above guidelines. After the break you will have to ask them:

- ◆ Did the course have a practical effect on your work?
 - ◆ Did you change your approaches based on the inputs received during the workshop?
 - ◆ Could the action points which you prepared during the course be put into practice?
 - ◆ What difficulties did you face in implementing them?
 - ◆ What feed-back on the suggested new approaches did you get from colleagues and cooperators after the course?
-

9

Also in case the training will be given in one piece, this is the time to summarize and reflect, using the same guidelines as mentioned above.

10

Close the session and the module by reading the poem "For every woman" (Hand-out 2.14).

WOMEN'S ROLES

Role is the patterned behavior of a person. A role includes specific rights and obligations. Role is related to status within a specific group and a specific social situation. A person's role can change from time to time depending on the socio-economic circumstances of the community.

It often happens that a person's role is influenced by a set of other peoples' expectations and the image an individual wishes to develop for her/ himself. For this reason, role represents all the cultural patterns interrelated with a specific status.

Gender roles mean the role of women and men connected to their status, environment and culture. The roles of mother and father, for example, incorporate the right to care for the children and the obligation to provide a living for the family.

In general, people do not realize that the role of a woman is a *multiple role*, meaning that one individual performs several roles at the same time.

This point needs to be examined, because it can happen that a woman is burdened by her obligatory duties without paying attention to her rights. How a community places women in connection to the existing roles needs to be understood, looking at the cultural images and socio-economic factors which determine that role.

Attention also needs to be given to the *changes in role definition* which occur in connection with socio-economic changes to evaluate whether the role pictured by the community still fits in with the real situation in the community.

Three main roles can be distinguished:

1. **Productive role:** the role which includes activities directly contributing to the family income, irrespective of whether the activity is paid for or not. For example, farming, animal or poultry husbandry, trading, working for a salary and so on.

2. **Reproductive role:** the role, which includes the reproduction and maintenance of human kind and the family. Activities connected with this role are, for example, giving birth, childcare, getting water, cooking, washing, cleaning the house, mending clothes and so on.

3. **Social role:** is the role, which includes activities not limited to organizing the family but community activities, which are taken on voluntarily, and which contribute to the welfare of society as a whole. For example the participation in a co-operative, farmers' group, Bible reading group, political activities, and so on.

Why is it important for us to examine the role of women? This issue is related to the extension of aid intended for women groups from development agencies. It can happen that the aid given can itself burden the women. For example, the idea that women have a lot of free time, which can be filled with activities to realize income. But is it true that women have a lot of free time?

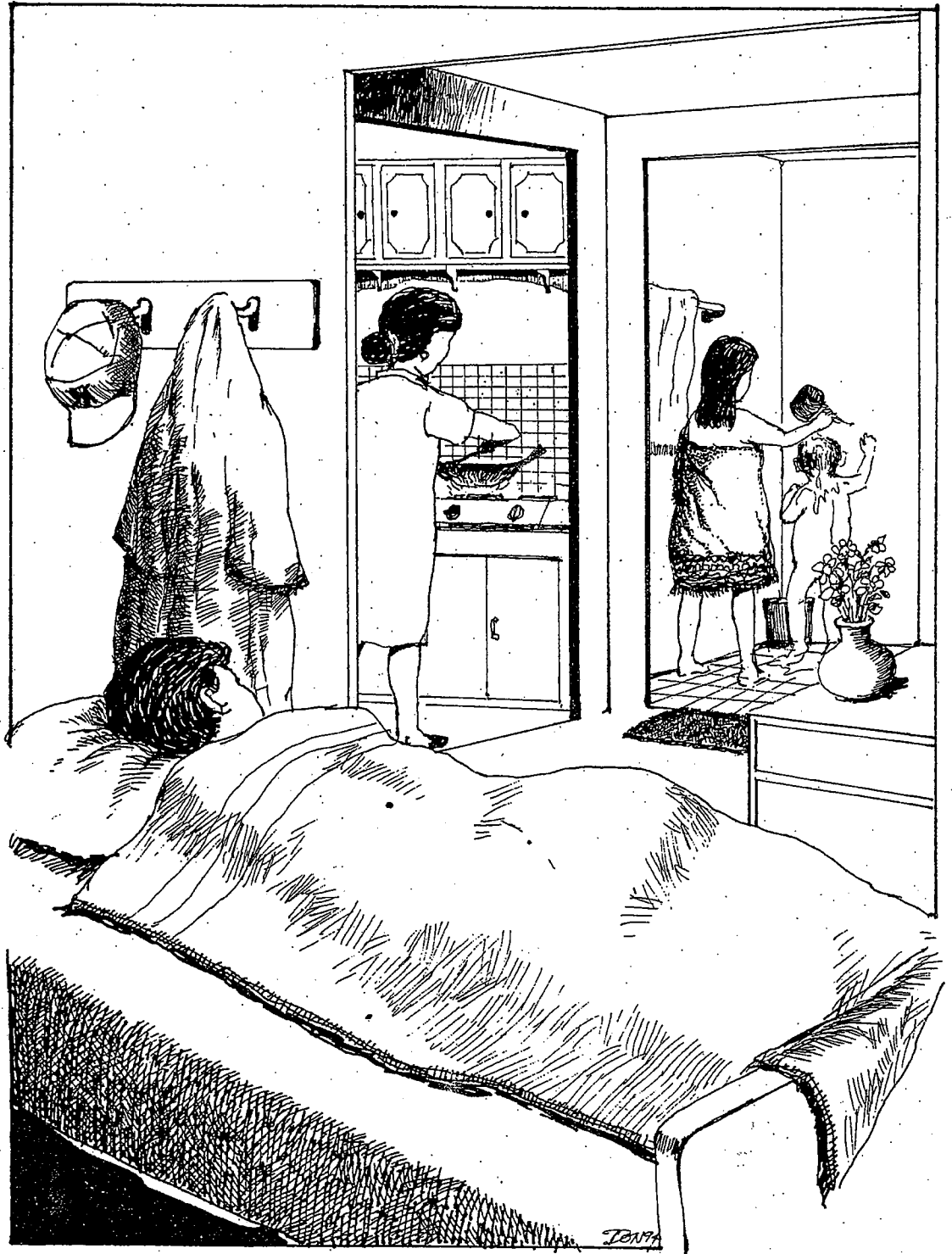
If we understand the roles performed by women, we can get an idea of the activities which take up their time and energy, and this picture represents an entry point for all kinds of projects aimed at women, even not only women specific projects, but all projects which have an impact on them.

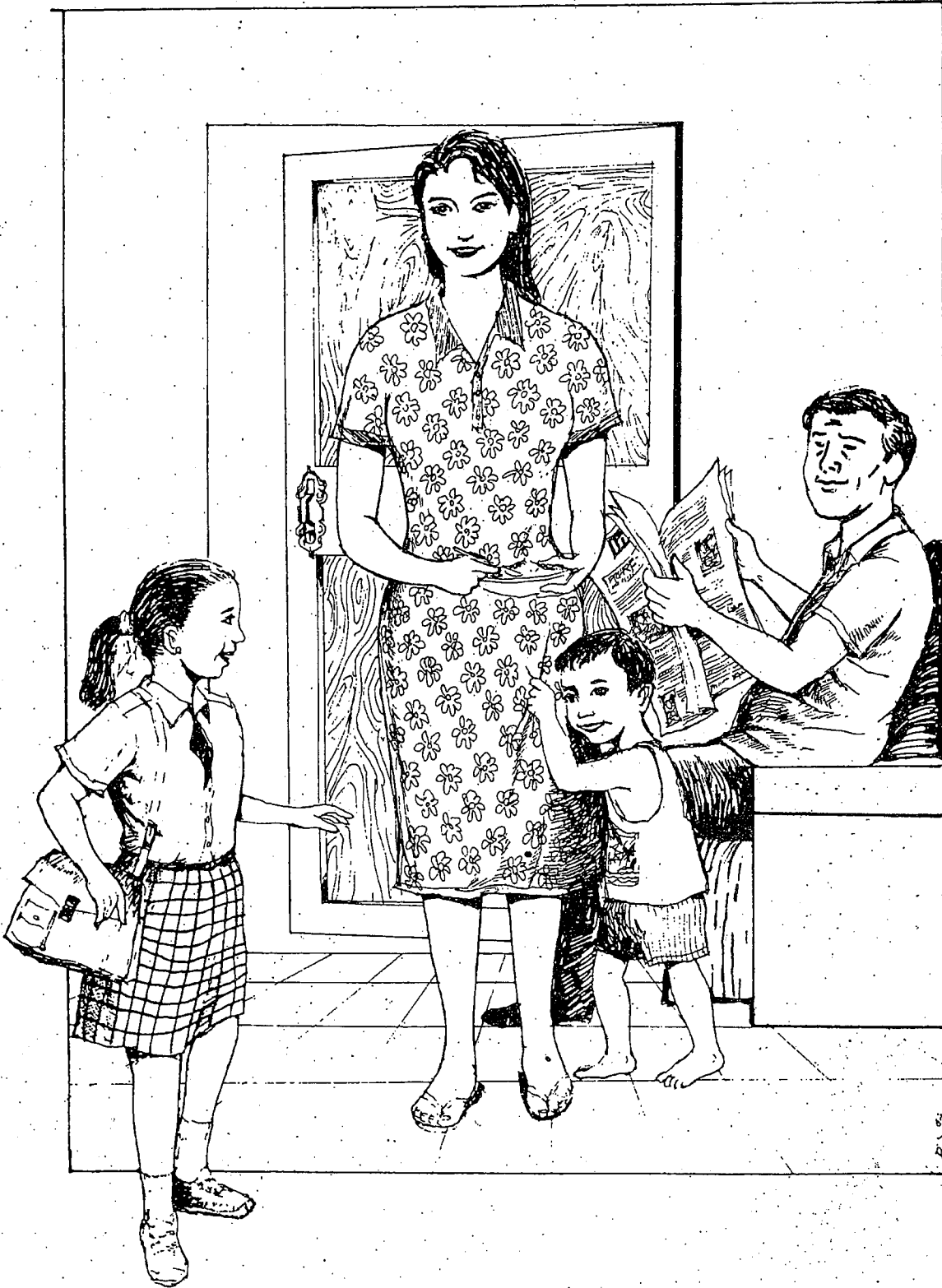
A woman's schedule is always interlinked with a man's, as a partner in the family and community. Thus women's and men's roles cannot be separated. Especially if we want to change women's roles, men's roles will also be affected. In a gender role analysis the activities of men and women have therefore to be examined both separately and interrelated.

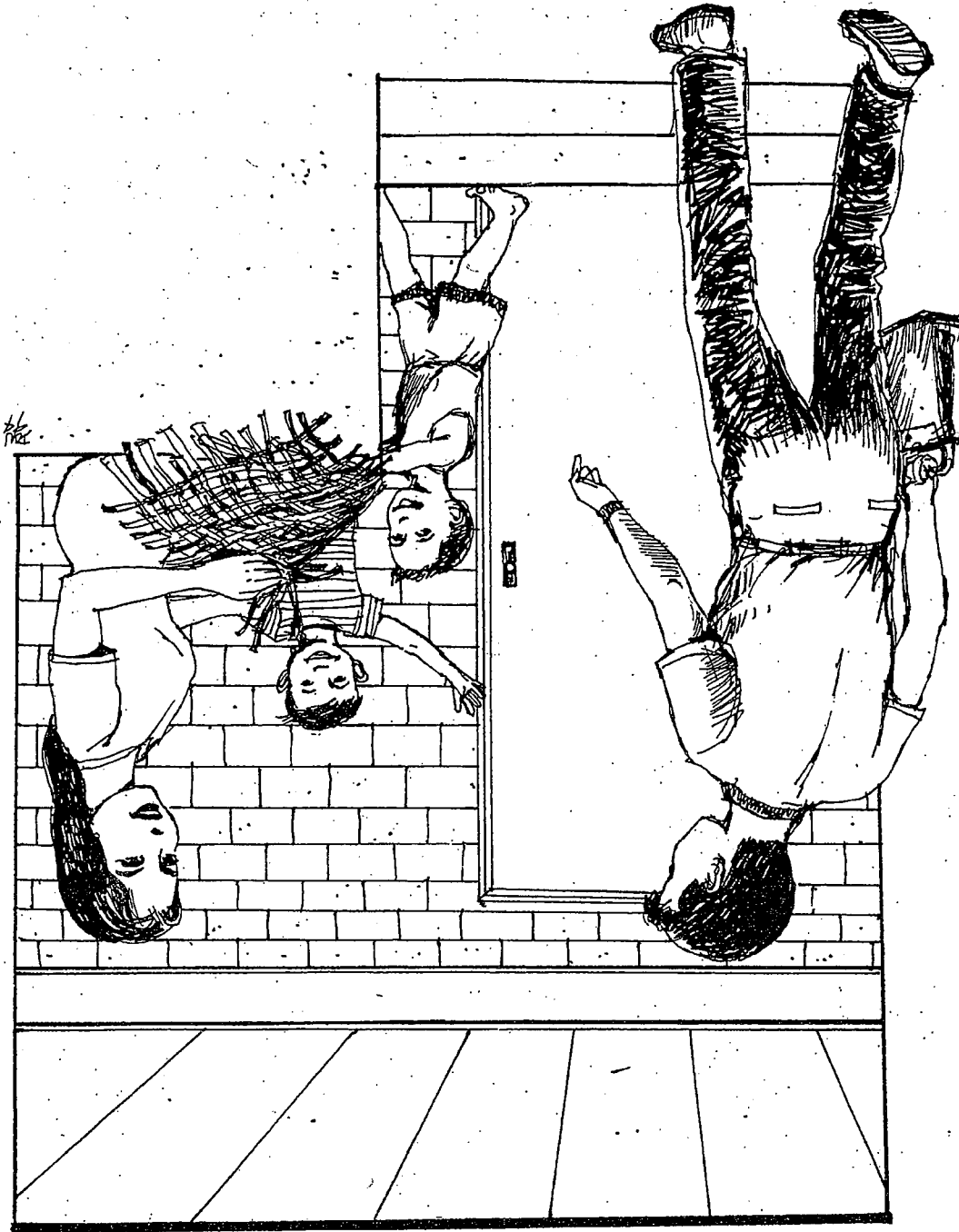
The resulting picture is unique and specific and can become the basis for project planning and implementation.

**ROLES OF LOW INCOME MEN AND WOMEN
WITHIN THE HOUSEHOLD AND COMMUNITY**

	WOMEN	MEN
REPRODUCTIVE ROLE	<ul style="list-style-type: none"> ☞ Child bearing and child rearing ☞ Organization of household 	<ul style="list-style-type: none"> ☞ No clearly defined reproductive role
PRODUCTIVE ROLE	<ul style="list-style-type: none"> ☞ Rural areas: disguised in subsistence economy or domestic work ☞ Urban areas: in small scale enterprises, women work mainly in households and neighborhood associations ☞ Where they are secondary income earners, women make a critical contribution to income of poor households ☞ In women-headed households, they may be sole income earners 	<ul style="list-style-type: none"> ☞ Primary income earner ☞ Organized around this role, i.e. workers' organizations/ trade unions
COMMUNITY LEVEL ROLE	<ul style="list-style-type: none"> ☞ Community managing: extension of reproductive role into community action, because services they need in reproductive sphere are not or badly provided. ☞ Increases in situations of crisis/ scarcity ☞ Community politics: tend to leaders by virtue of relation with other men, or are rank and file (voluntary) 	<ul style="list-style-type: none"> ☞ Community politics: organized at formal political level, i.e. traditional decision making structures: national/ local political parties.



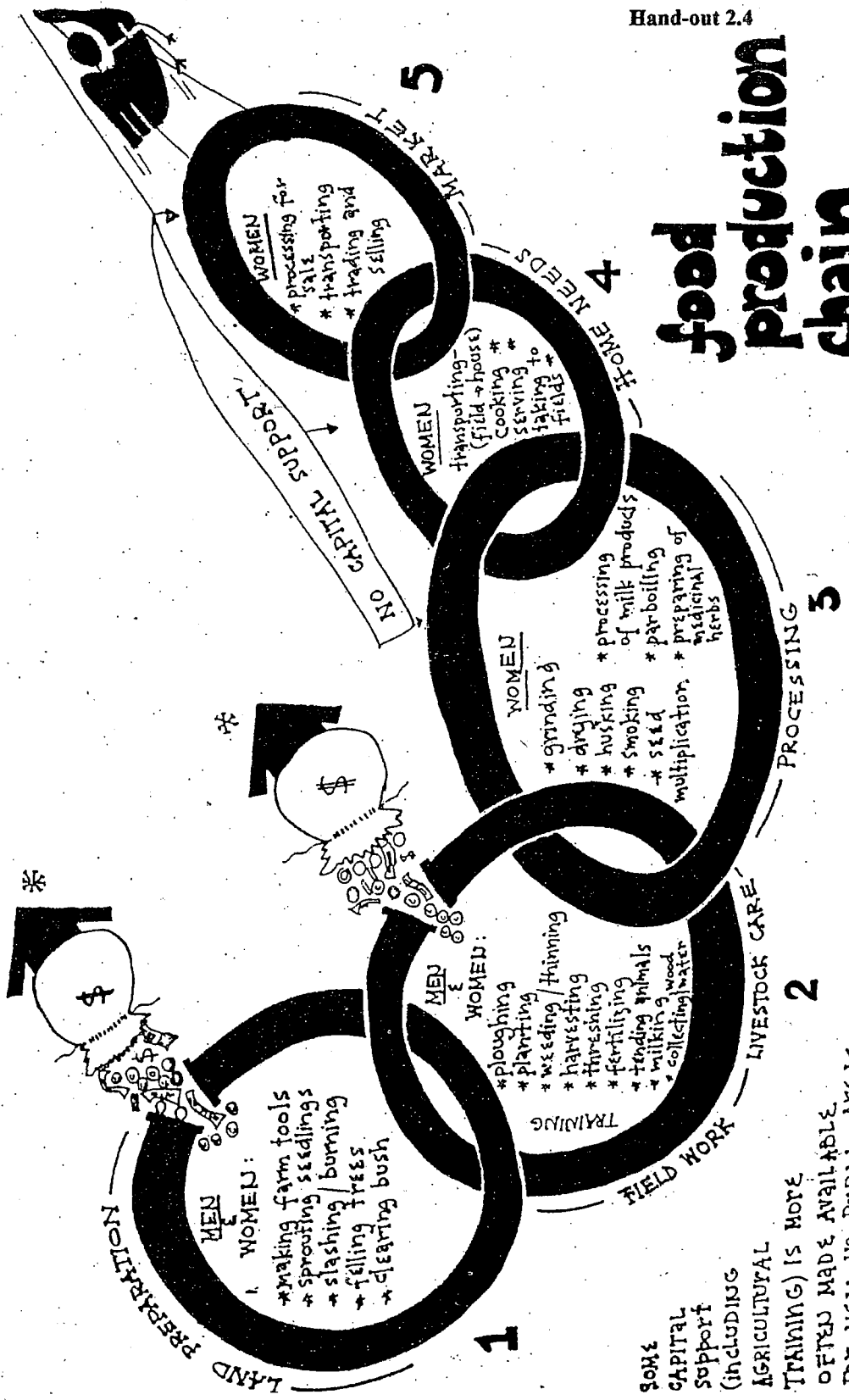




Hand-out 2.3-C



food production chain



SOME CAPITAL support (including AGRICULTURAL TRAINING) IS MORE OFTEN MADE AVAILABLE FOR MEN IN RURAL AREAS, ESPECIALLY THOSE WHO OWN LAND.

FANCY and FACT

Fancy or fact: men produce the world's food; women prepare it for the table.

- * **fact:** In the developing world, where three-fourths of the world's people live, rural women account for more than half of the food produced.

Fancy or fact: Women work to supplement the family's income.

- * **fact:** Women are the sole breadwinners in one-fourth to one-third of the families in the world. The number of women-headed families is increasing rapidly.

Fancy or fact: When women receive the same education and training as men, they will receive equal pay.

- * **fact:** So far, earning differentials persist even at equivalent levels of training. In professional fields, for example, comparisons of men's and women's salaries show a large gap between them even when samples are matched for training and experience.

Fancy or fact: Men are the heavy workers, and where food is short, they have priority first.

- * **fact:** As a rule, women work longer hours than men. Many carry triple work loads, in their household, labor force, and reproductive roles. Rural women often average an 18-hour day. Nutritional anemia is a serious health problem for women in the developing world.

Fancy or fact: In modern societies, women have moved into all fields of work.

- * **fact:** Relatively few women have entered occupations traditionally dominated by men. Most women remain highly segregated in low-paid jobs.

Fancy or fact: Women contribute a minor share of the world's economic product.

- * **fact:** Women are a minority in the conventional measures of economic activity, because these measures undercount women's paid labor and do not cover their unpaid labor. The value of women's work in the household alone, if given economic value, would add an estimated one third to the world's GNP.

Women a world survey
Ruth Leger Sivard



ROLE PLAY INSTRUCTIONS FOR THE CHARACTERS¹

Husband

An unsupporting husband. He does not like his wife to be outgoing. He does not want her to attend a meeting at 8 p.m. He says her duty is to look after the children. And if she insists on being active in the coop, she should limit her activities to day-time, when her sister can take care of the children.

Wife

An active woman, who is eager to participate in the coop, of which she is a member for 5 years now. She wants to attend the meeting of the committee preparing for Coop Month Celebrations. Since her husband does not cooperate, she tries to get the committee members to have the meeting at a different hour: just after lunch or at 4 p.m., at which time her sister is still around to take care of the children.

Committee member 1

He says it is not convenient to change the time. He is busy during the day and after lunch he wants to rest. If the woman has a problem, she should resign from the committee.

Committee member 2

He agrees with the first member, who says it is not convenient to change the time. He is busy during the day and after lunch he wants to rest. If the woman has a problem, she should resign from the committee.

Committee member 3

He says that the women's responsibility is in the home. He agrees with the husband that it is the wife's responsibility to take care of the children. He would never allow his wife to go out at night, leaving him behind with a baby.

¹ Adapted from: "Trade Union Policies and Action for Women", South East Asian Advanced Workers' Education Course, ILO, INT/86/MO4/DAN project 1991



MEMBERS BUT NOT LEADERS²

Cooperatives claim they are gender neutral; they do not discriminate against either men or women but rather welcome both with equal respect and enthusiasm as well as serve both in equal measure. There is a place for women as there is a place for men. But the question remains: What is this place? And what influences the definition of this women's place?

A Baseline study³, conducted by the Institute of Philippine Culture, upon request of the National Confederation of Cooperatives (NATCCO), attempted to locate a woman's place in cooperatives in terms of the positions and roles the women occupied, and the activities associated with them. The study sample included 2 cooperative federations, 15 primary cooperatives and 375 women and their households. The study showed the following:

1. In membership

There were more women than men among members of primary coops. Women outnumbered men in community- or open-type cooperatives. The predominantly female membership of community-type cooperatives had been traced to the requirement for all members to go through a pre-membership education seminar (PMES). Because this activity often coincided with the men's work in the farm, the women who attended in their stead were listed as the cooperative members. Another factor, however, as mentioned by some of the women respondents, is women's greater interest in the affairs of the cooperative.

In closed or institution-based coops, the gender complexion of the membership tended to follow the gender complexion of the institution's work force.

2. In leadership

Although the women were much more visible than the men among the members, they were less visible among the leaders, particularly in the Board of Directors. This was especially true at the tertiary and secondary levels, where the election of one woman to the board was that had been attained so far. Among the primary coops studied, the invisibility of women was less severe, although women continued to be under represented in the leadership. Women were named for positions deemed as feminine such as treasurer or secretary.

But why are there more men than women in the Board of Directors? This situation could be attributed to two related sets of factors. At the personal level, women perceived and observed leadership posts as placing a strong demand on the leaders' time, something that they did not have much to spare. In addition, women who appeared to be confident that they would assume leadership posts had had experience as leaders. Conversely, women who felt they lacked experience or "training" to become leaders did not aspire to lead. The women's rationale seemed to be that the men were more experienced as leaders and were more interested to become one.

2 Slightly adapted from: ASEAN Women in Development Cooperative Forum Bulletin, April-June 1993

3 "Members, but not leaders (finding a niche for women in cooperatives)", Jeannello, Institute of Philippine Culture, Ateneo de Manila University, Quezon City, 1993.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial statements. This includes not only sales and purchases but also expenses and income.

The second part of the document provides a detailed breakdown of the accounting cycle. It outlines the ten steps involved in the process, from identifying the accounting entity to preparing financial statements. Each step is explained in detail, with examples provided to illustrate the concepts.

The third part of the document focuses on the classification of accounts. It discusses the different types of accounts, such as assets, liabilities, equity, and income, and explains how they are used in the accounting process. It also provides a list of common accounts and their corresponding debits and credits.

The fourth part of the document discusses the importance of the double-entry system. It explains how every transaction is recorded in two accounts, one as a debit and one as a credit, to ensure that the accounting equation remains balanced. It also provides a list of common double-entry transactions.

The fifth part of the document discusses the importance of the trial balance. It explains how a trial balance is prepared and how it is used to check the accuracy of the accounting records. It also provides a list of common trial balance errors.

The sixth part of the document discusses the importance of the adjusting entries. It explains how adjusting entries are used to record the accruals and deferrals that occur at the end of the accounting period. It also provides a list of common adjusting entries.

The seventh part of the document discusses the importance of the financial statements. It explains how the financial statements are prepared and how they are used to provide information to the management and the owners of the business. It also provides a list of common financial statements.

The eighth part of the document discusses the importance of the closing entries. It explains how closing entries are used to transfer the balances of the temporary accounts to the permanent accounts at the end of the accounting period. It also provides a list of common closing entries.

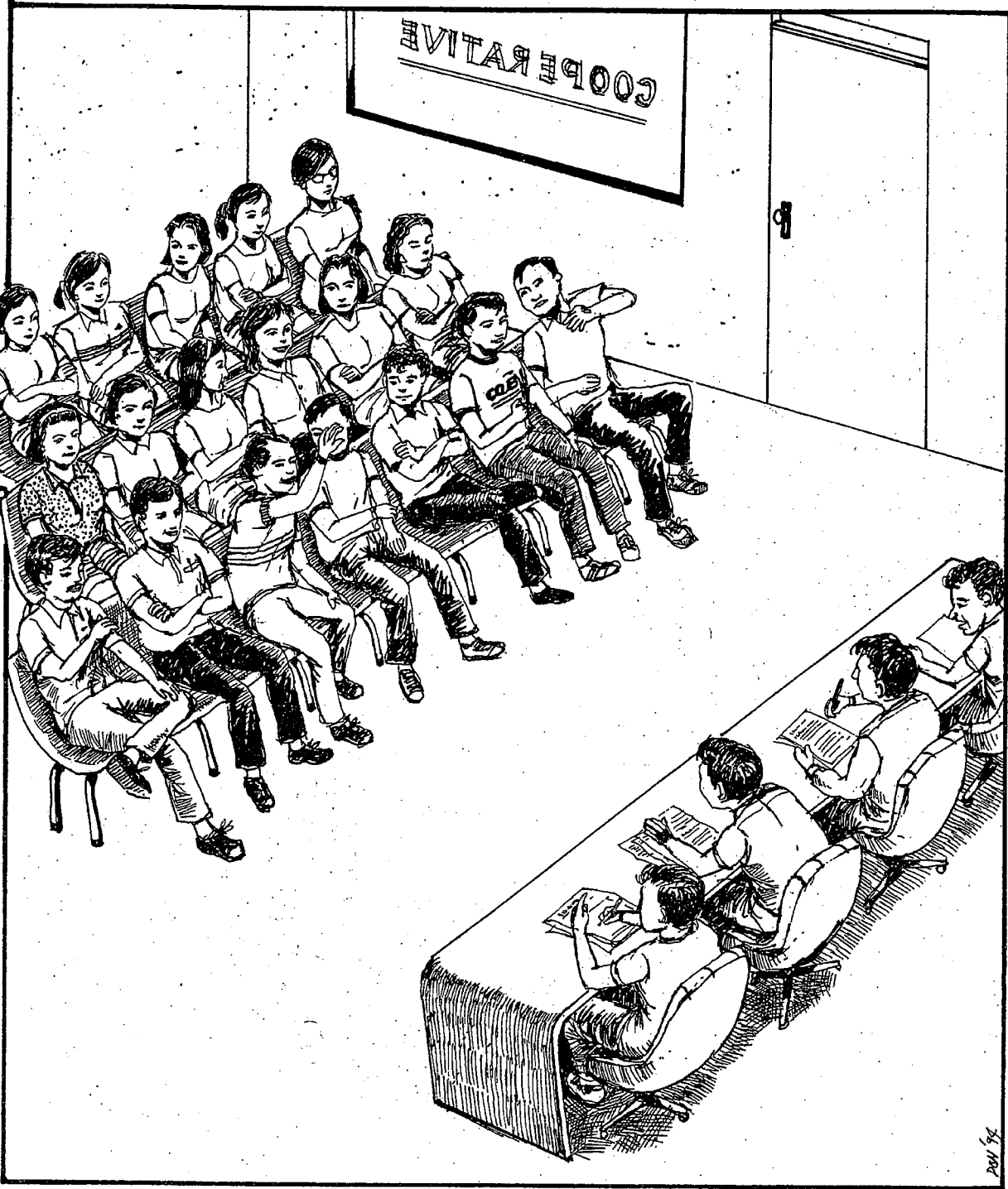
The ninth part of the document discusses the importance of the accounting cycle. It explains how the accounting cycle is used to ensure that the accounting records are accurate and complete. It also provides a list of common accounting cycle errors.

The tenth part of the document discusses the importance of the accounting system. It explains how the accounting system is used to record and summarize the financial transactions of the business. It also provides a list of common accounting system errors.

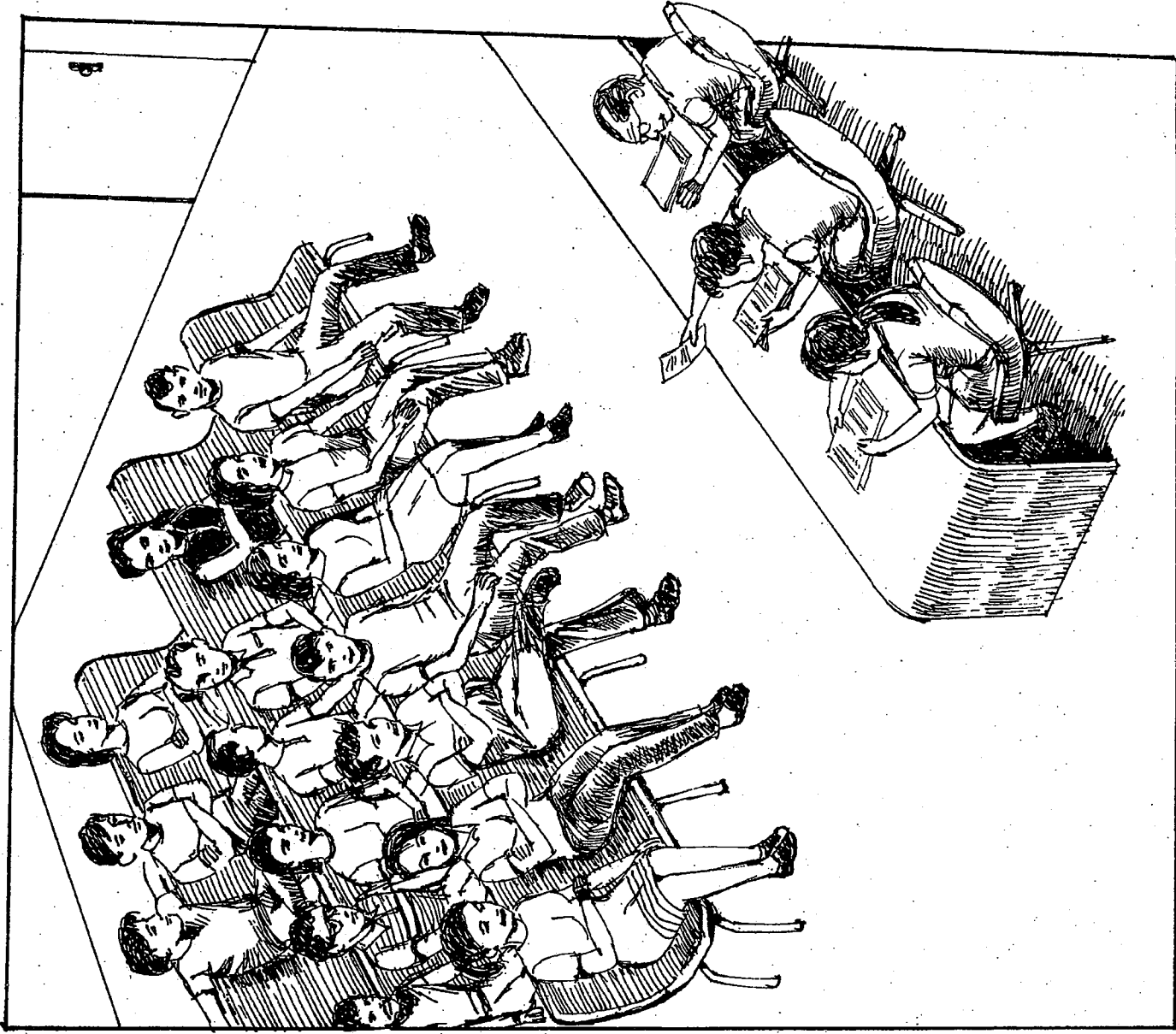
At the same time, the experience and the interest to lead seem to be shaped by the way opportunities were structured within the cooperatives. Candidates for election to the Board are required to file their candidacy and must campaign. Such a practice appeals more to the men than to the women.

During elections, men who were more assertive, meaning talkative, garnered more votes while assertive women do not seem to attract as much. The opportunity for women to be elected to the Board becomes even narrower at the higher levels (tertiary and secondary) of the cooperative organization. This "funneling" effect is largely determined by the Board's choice of delegates to the congresses convened to choose the leaders of the federations. Most coops send men rather than women as delegates. And where all board chairpersons (mostly male) of the primaries were present, the tendency was to nominate no other but them, the highest ranking officials in the assembly.

The women were however relatively visible as heads of committees. They were particularly dominant in the statutory committees (credit, audit and inventory, elections), whose technical functions involve tasks generally viewed as "feminine".



Hand-out 2.8-B





SOME GENDER ISSUES IN COOPERATIVES⁴

1. Minimal participation of women in the decision making of cooperatives. Limited number of women in the BoD. For every four males in the Board, there is only one female.
2. Gender-blind policies, programs and services of coops. These apply to both men and women, although they may have different situations and needs.
3. Coops do not address the particular needs of women, particularly childcare, protection from domestic violence or assistance in case they become victims of violence.
4. Because of domestic responsibilities, women's availability for training and attending meetings frequently is hampered. Women cannot participate in long trainings or meetings held up to the night.
5. The threat of violence is more real for women than it is for men. Thus, women cannot travel or go to distant places for training without the assurance of safety. Thus, it is preferable that she travels with a companion.
6. Some women have to get the permission of their spouse to be able to attend coop meetings or training seminars. This is hardly true for men.
7. As staff, women are usually assigned clerical tasks while men are assigned technical and managerial work.
8. Women coop managers are generally paid lower than male coop managers. In some cases, the attraction to getting a female coop manager is her willingness to accept a low salary which is often not true for men. This is because a woman's income is seen as supplementary to the man's income.
9. Women coop managers and leaders also have to prove more than men that they are worthy of being so. They have to contend with doubting or skeptical men and women in the coop about their abilities.
10. Generally, women have lower education than men. This limits the prospect of them getting into the leadership of coops.
11. Gender role stereotypes put women in subordinate positions in the coop. Women are seen as submissive, weak, emotional and not fit to become leaders.

By Lota Bertulfo, Coordinator Asean Women in Development Cooperatives Forum.

12. The old boys' network is also very much at work in coops. Women are not part of this network.

Key points:

1. Coops tend to hide behind the principle of democratic participation (one person, one vote) and open membership to claim that coops do not discriminate against women. The practice, however, shows otherwise. The principles may not discriminate, but the practice shows, that women are marginalized in the decision making in cooperatives. Women's involvement are limited to the implementation or organizing of activities such as in the education and credit committees where they bulk of work is high. The gender issues mentioned above also point to this.
2. Gender issues in coops in the Philippines are also observed in cooperatives in other countries. They are global. A concrete example is the distribution of participants or delegates in ICA organized conferences and meetings.

GENDER ROLE SOCIALIZATION

Discussion guidelines:

1. Recall and discuss your personal experiences where decisions have been made that you should do something on the basis of you being a man or a woman.

Discussions can be focused at the following levels, and can also be your observations of what you see around you.

- ◆ Personal or family level, including childhood experience, for example sister were made to do housework, not brothers
- ◆ Work place
- ◆ Wider social level

2. Why do you think such decisions are made? Are men better suited for certain things and women for others?

3. How did these experiences affect you?

Has it contributed towards your feelings about yourself, your attitude towards men and women and your level of confidence and sense of your own value? Both men and women can talk about how they were affected.

Did it have wider implications with regard to chances for advancement, development etc. as women?

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THE OBSTACLE COURSE

THE ISSUE IS :

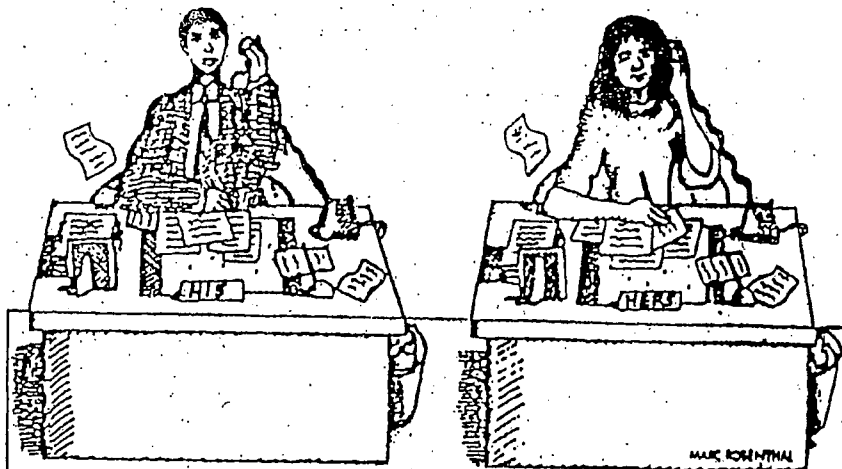
ATTITUDES

The multitude of discriminatory practices women experience in the paid labour force are sustained and maintained by a web of prejudicial attitudes that define and confine women to a secondary role in society. These attitudes are reinforced through the educational and training opportunities made available to women and are major obstacles to action and legislation designed to remedy the economic inequities women experience. For example:

PERSONAL OPINION = PUBLIC POLICY

1	A woman's place is in the home		Only hire a woman worker if there are no men available for the job
2	Women have nimble fingers		A woman's place is on the assembly line or at the typewriter
3	Women are highly emotional and cry when they're upset		Keep women out of managerial positions
4	Women are nurturing; they love to take care of others		Women wanted for the following positions: secretary, nurse, waitress
5	Women's salaries are supplementary; their husbands earn money to support the family		If a woman is hired, we can pay her less
6	Women are undependable. They frequently miss work because of home and child responsibilities		Hire women as part-time or contract workers. That way, we need not pay benefits or provide job development
7	All women want to get married and raise families		Don't waste time or money training women for greater responsibilities
8	Women are not 'team' players; they don't know how to negotiate or operate by business rules		Keep women in inside jobs. Do not put them in positions of importance where they will represent the organization
9	Women know how to take orders; they are accustomed to this from their husbands, brothers' and fathers		There is no need to consult women about the work they do; just direct them, tell them what to do
10	Outspoken, self-confident women are troublemakers		Hire docile, subservient women without much self-confidence





HE WORKS, SHE WORKS BUT WHAT DIFFERENT IMPRESSIONS THEY MAKE!

Have you ever found yourself up against the old double-standard at work? Then you know how annoying it can be and how alone you can feel. Supervisors and co-workers still judge us by old stereotypes that say women are emotional, disorganized and inefficient. Here are some of the most glaring examples of the typical office double-standard.

The family picture is on HIS desk: Ah, a solid, responsible family man.	The family picture is on HER desk: Hmm, her family will come before her career.
HIS desk is cluttered: He's obviously a hard worker and a busy man.	HER desk is cluttered: She's obviously a disorganized scatter-brain.
HIS talking with co-workers: He must be discussing the latest deal.	SHE'S talking with co-workers: She must be gossiping.
HE'S not at his desk: He must be at a meeting.	SHE'S not at her desk: She must be in the ladies' room.
HE'S not in the office: Has meeting customers.	SHE'S not in the office: She must be out shopping.
HE'S having lunch with the boss: He's on his way up.	SHE'S having lunch with the boss: They must be having an affair.
The boss criticized HIM: He'll improve his performance.	The boss criticized HER: She'll be very upset.
HE got an unfair deal: Did he get angry?	SHE got an unfair deal: Did she cry?
HE'S getting married: He'll get more settled.	SHE'S getting married: She'll get pregnant and leave.
HE'S having a baby: He'll need a raise.	SHE'S having a baby: She'll cost the company money in maternity benefits.
HE'S going on a business trip: It's good for his career.	SHE'S going on a business trip: What does her husband say?
HE'S leaving for a better job: He recognizes a good opportunity.	SHE'S leaving for a better job: Women are undependable.

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FOR EVERY WOMAN

By Nancy R. Smith

For every woman who is tired of acting weak
when she knows she is strong,
there is a man who is tired of appearing
strong when he feels vulnerable.

For every woman who is tired of acting dumb,
there is a man who is burdened with the constant
expectation of "knowing everything".

For every woman who is tired of being called
"an emotional female",
there is a man who is denied the right to weep
and be gentle.

For every woman who feels "tied down" by her children,
there is a man who is denied the full pleasure of
shared parenthood.

For every woman who is denied meaningful
employment and equal pay,
there is a man who must bear full financial
responsibility for another human being.

For every woman who was not taught the intricacies
of an automobile,
there is a man who was not taught the satisfaction
of cooking.

For every woman who takes a step toward her own
liberation,
there is a man who finds that the way to freedom
has been made a little easier.

Session 3.1 The purpose of gender analysis

Objective	:	Participating understand the purposes of gender analysis
Duration	:	1 hour
Materials	:	Hand-out 3.1-A to 3.1-C: Poster Series "Development" Hand-out 3.2: LGU's Vocational Training Program Hand-out 3.3: The Fox and the Stork

1 As an introduction, and as a reminder, show participants poster 3.1-A and ask them what they see. What is missing? Then show 3.1-B: what do they see? If they notice that on one poster only men are participating and on the other only women, then show the last one, 3.1-C, which indicates: "If we all participate, we all benefit!"

2 Distribute the case story and ask participants to read it and to discuss in groups of 4 to 5 participants the questions.

3 After 20 minutes ask the representatives of the groups to report orally on their findings. Allow another 10 minutes for plenary discussion.

Notes on the case story:

1. The women were keen to participate, and yet they did not succeed. There are many reasons for this.
2. The timing of the classes (night) could have created difficulties. It would conflict with women's responsibility in preparing dinner. For some women it might have been difficult to go out at night, because their husband might not be cooperative, or it might not be safe. The imposition that everyone had to be on time, could have been a further constraint - as women being responsible for family welfare, may be held up by minor crises within the family. All these could have contributed to the women dropping out.
3. Men were able to benefit from the credit program more than women. The latter are often constrained by lack of skills, knowledge, and self-confidence to utilise credit. Providing them with the same opportunity and conditions as the men for participation in income generating activities, is not always sufficient. An additional component to assist them in applying for the credit might have been needed. Often, delivery mechanisms cannot be the same for men and women.

4

Explain to the participants that this exercise with the case story was meant as an introduction to the purpose of gender analysis. It is not enough to “want to do something for women”, but as in all projects, it is necessary to be aware of the needs of the target beneficiaries, before any action is taken.

5

Use the illustration of The Fox and the Stork (Hand-out 3.3) to explain the purpose of gender analysis.

- ✓ Gender analysis describes the position of men and women in the community and identifies the specific strengths and needs of each.
- ✓ Gender analysis should be applied in the planning, management, monitoring and evaluation of projects in order to ensure the equal participation of men and women in accordance with their identified strengths and needs.
- ✓ By identifying the specific strengths and needs of women and men, cooperative policies and projects can be adapted to the needs of the target group.

Session 3.2 Categories and tools of gender analysis

Objective	:	Participants understand the categories and tools of gender analysis
Duration	:	60 minutes
Materials	:	Hand-out 3.4: Gender analysis Hand-out 3.5-A: Profile on activities, time allocation, income Hand-out 3.5-B: Profile on access to and control over resources Hand-out 3.5-C: Profile on participation in coop activities Hand-out 3.5-D: Profile on use of cooperative services

1

Show participants Hand-out 3.4 "Gender Analysis" as an introduction to the different issues in gender analysis:

- ♦ Multiple roles / burden
- ♦ Stereotypes / status
- ♦ Access and control to resources and benefits
- ♦ Practical and strategic needs
- ♦ Women's position in society as compared to men.

2

Explain to participants that there are several ways to structurally analyze and quantify gender issues. Researchers have developed several tools for gender analysis, describing different areas of concern.

The categories that can be analyzed in the cooperative sector are the following:

- ☞ The division of labour between men and women
- ☞ Access to resources and control of the benefits
- ☞ Participation in the cooperative's decision making and management
- ☞ Use of cooperative services

3

Explain these issues one by one and distribute the corresponding analytical tools. Explain that these profiles are examples of which items could be analysed. This of course depends on the area of operation and the activities/services of the cooperative. So whenever put in practice, the items should be adapted to the relevant and actual situation.

4

THE DIVISION OF LABOR BETWEEN MAN AND WOMAN

An analysis of the division of labor between men and women is used to identify:

- ♦ who performs what activities;
- ♦ how much time is spent on these activities;
- ♦ whether these activities are productive, reproductive or social;
- ♦ how much income is realized through these activities.

Examples of various activities are:

Productive activities are:

Activities which contribute to the family income, in money or kind, for example: farming, cultivating a housegarden, raising cattle or poultry, trading, handicrafts etc.

Reproductive activities are:

Activities which ensure the reproduction and maintenance of human kind, for example: bearing and caring for children, housework, cooking, washing, fetching water, collecting wood, mending clothes etc.

Social activities are:

Activities which are not limited to household management, that are undertaken voluntarily and that contribute to the maintenance and well-being of the community, e.g. being a member of a farmer's group or cooperative, participating in religious and social activities, and political involvement.

5

ACCESS TO RESOURCES AND CONTROL OVER THE BENEFITS

An analysis will show, who has access to and control over:

- ♦ physical resources, e.g. land, capital, tools etc.
- ♦ markets (for buying and selling goods);
- ♦ socio-cultural resources, e.g. information, education and training.

6

Write the following definition of *access* and *control* on the board (flipchart) and make sure that the participants understand the definitions.

Access is the opportunity to make use of resources, but without the authority to make decisions about how to use them and the product from them.

e.g. A farmer who works land owned by someone else.

Control is the complete authority to make decisions about the use of resources and the products from them.

e.g. A landowner who profits from his land.

7

PARTICIPATION IN THE COOPERATIVE'S DECISION MAKING AND MANAGEMENT

An analysis of participation in a cooperative is used to show:

- ♦ How many women and men participate as members, staff, and leaders. (Quantitative participation).
- ♦ The role of women and men in making decisions regarding the cooperative's policy and activities. (Qualitative Participation).

8

ACCESS TO COOPERATIVE SERVICES

An analysis of access to cooperative benefits is used to show the use of cooperative services by members (men and women), for example who is able to use/obtain, e.g.:

- ♦ production inputs;
- ♦ equipment, tools;
- ♦ credit;
- ♦ transport, etc.

9

For analysis of each of these categories, different tools are suitable, e.g.:

Categories	Tools
1. The division of labor between men and women	Activity profile, time allocation and income
2. Access to resources and control over the benefits	Access and control profile over resources by men and women
3. Participation in the decision making and management of the cooperative	Men and women's participation profile, quantitative and qualitative
4. Access to cooperative services	Profile on use of cooperative services by members

Session 3.3 Applying gender analysis

Objective	:	Participating the gender analysis
Duration	:	2 hours
Materials	:	Hand-out 3.6: Case - study Cilacap Village

1 Distribute the case story and ask participants to go over it. Ask them to form 4 or 5 groups and to apply a dry-run gender analysis on this case study, using the forms distributed to them.

2 Allow the groups to work on this for 30 minutes and ask them to report for 5 minutes per group.

3 Explain that describing the situation alone is not enough: "Analysis" means that the data need to be interpreted and evaluated. Our purpose in this is to discover any imbalances or deficiencies in the workload of men and women and in their participation in the cooperative's activities. If we are able to identify the problems, we can start looking for solutions, and try to develop programs and projects to address these problems.

4 Ask the groups again to identify the imbalances and deficiencies in the case story, with regard to the following items:

- ♦ Workload of men and women
- ♦ Remuneration/income for men and women
- ♦ Access to and control over resources
- ♦ Participation in the cooperative
- ♦ Use of cooperative services

5 For the Cilacap village, this analysis could look as follows:

Workload

The women in the village are heavier loaded with work because they also take care of the household, next to working in the rice-fields, growing and vending fruits and sewing cloths.

Remuneration/Income

This is difficult to measure, because the story doesn't tell how much money is involved in the different activities. Definitely the women do not earn any extra money through the extra-household work they do. Which allows the conclusion that although women work more hours a day, they do not earn more money.

Access to and control over resources

Resources in this case refer to land. Many women have a piece of land, which they use themselves, and over which they have the decision making power. But the big ricefields are, although family property, officially owned by the men, although the women are working on the fields together with the men. Another issue in relation to this, is the transport to the market. Why is that although the women are selling their produce in the town, the men have access to and control over the transport facilities. Women have to pay for public transport, while men have their own bicycles and some even motorcycles. But women do have their own savings and credit group, where they have access to and control over financial resources.

Participation in cooperative activities

Only 30% of the coop members and only 20% of the BoD are women. And the one female BoD member is appointed as secretary. These figures speak for themselves. Women are underrepresented in the cooperative's decision making and management.

Use of cooperative services

The story is not specific on who benefits from which cooperative services, although it might be assumed that more men than women will make use of the auto repair shop. And the coop missed an opportunity in providing the women with sewing machines (through loans, or rent/lease), after they completed the NMYC course. The rice-mill and electrification program could be gender-fair, because the whole member-family is able to benefit from these cooperative services.

The multipurpose cooperative could do more for the women in the community by providing them with services they need: cheap transport to the market for their fruits (or maybe the coop could even do the marketing), tying up with the credit and savings group, develop livelihood projects from which the women could benefit, using the skills they learned through the NMYC course.

6

This simple case story shows how unintendedly women do not fully profit from the benefits a cooperative could give. Through analyzing the different issues relevant to women's participation in cooperative activities, we were able to identify problems, and immediately following from those, possible opportunities for the cooperative to address the needs of their members.

7

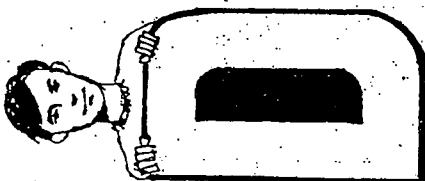
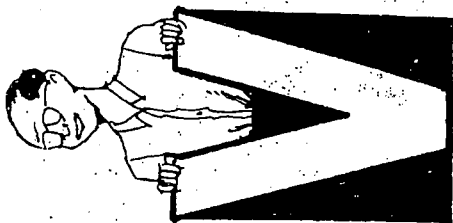
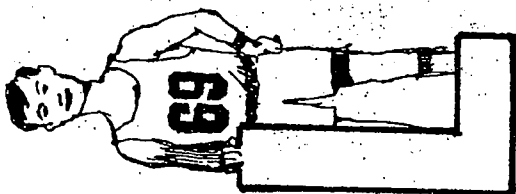
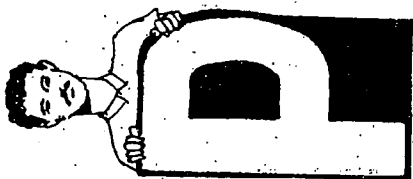
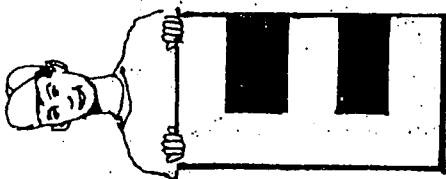
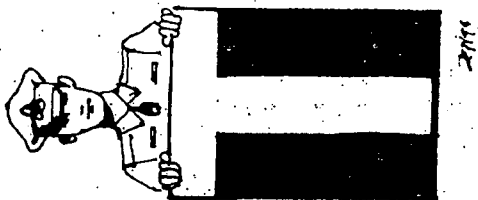
Check with participants if the above conclusion is clear to them, and if they now fully understand the purpose and technique of the gender analysis method.
Allow time for discussions and questions.

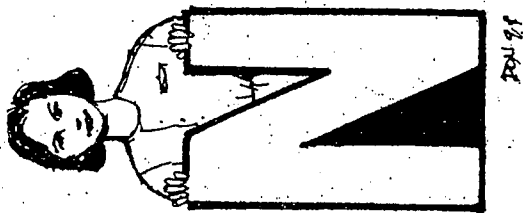
Session 3.4 Differentiation of strategic and practical gender needs

Objective	:	Participants are able to differentiate practical and strategic gender needs and know different approaches of programs and projects to address these needs
Duration	:	30 minutes
Materials	:	Hand-out 3.7: Strategic and practical gender

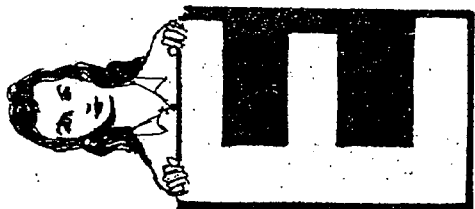
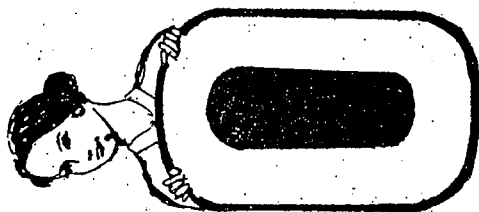
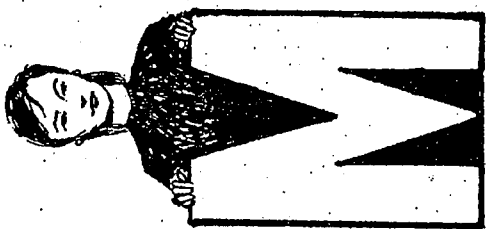
- 1** This is the last session of the module on gender analysis. The next module will guide the participants in preparing their back home action plans. Before they start preparing their plans, though, participants should know the difference between strategic and practical gender needs.
- 2** Distribute Hand-out 3.7, "Strategic and practical gender needs" and explain the difference. Emphasize that programs and projects should try to address strategic gender needs, to improve women's position.
- 3** Give examples of programs and projects that address the different needs (see hand-outs).
- 4** Wind up the module on gender analysis, and allow time for questions and discussion, before going into the next module on action planning.

Hand-out 3.1-A





PH 87



The LGU's Vocational Training Program¹

The Local Government Unit of a place somewhere in the Philippines, decided to start a vocational training program. One of the objectives of the program was to reach the women in the community, so they could make use of their idle time efficiently. A pool of instructors from different Government Organizations and Non-Government Organizations was formed, which consisted of 60% male and 40% female trainers. Local schools and community centers were designated for the classes which were held in the evenings. Several skills were taught, like: foodprocessing, basketweaving, dressmaking etc.

The initial response was so overwhelming that in many areas classes had to be held in two shifts, i.e. from 6 to 8 p.m. and 8.30 - 10.30 p.m. Teachers insisted on regular and prompt attendance, pointing out that those who were enrolled, were privileged as so many people had been turned away because of lack of classroom space.

Soon there were requests that lessons on livelihood projects were also taught as part of the program. Many of the leaders in the community willingly gave up their time to share their experiences. The Municipal Cooperative offered to share their knowledge on balut-making with those who were interested.

At the end of the first year of the program, it was clear that there was a drop in attendance rates especially among women. It was also noted that women, who continued to attend classes, did so less regularly than men and were more likely to be late.

However, there were also women success stories. Some of the people including twenty women who had attended the classes had set up small businesses. Other women were motivated to attend these trainings as they could now see the potential economic benefits. They saw a way of increasing the family income.

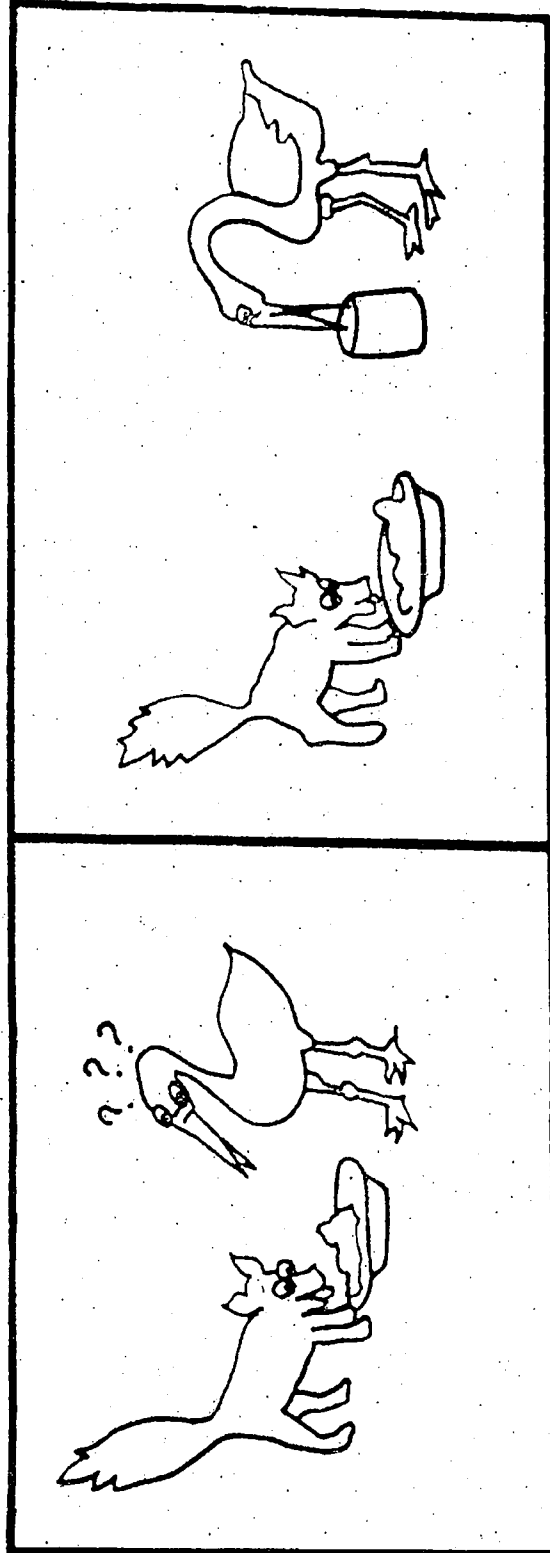
The Department of Trade and Industry, agreed to provide small loans to people who wanted to set up small businesses, using skills which they had acquired at the courses. Loans were made available to women and men, but most of the beneficiaries turned out to be men.

After another year, the attendance rate of women to the classes was nearly zero, and the organizers decided to stop their program, since they were not able to meet their target group anymore.

Discussion points

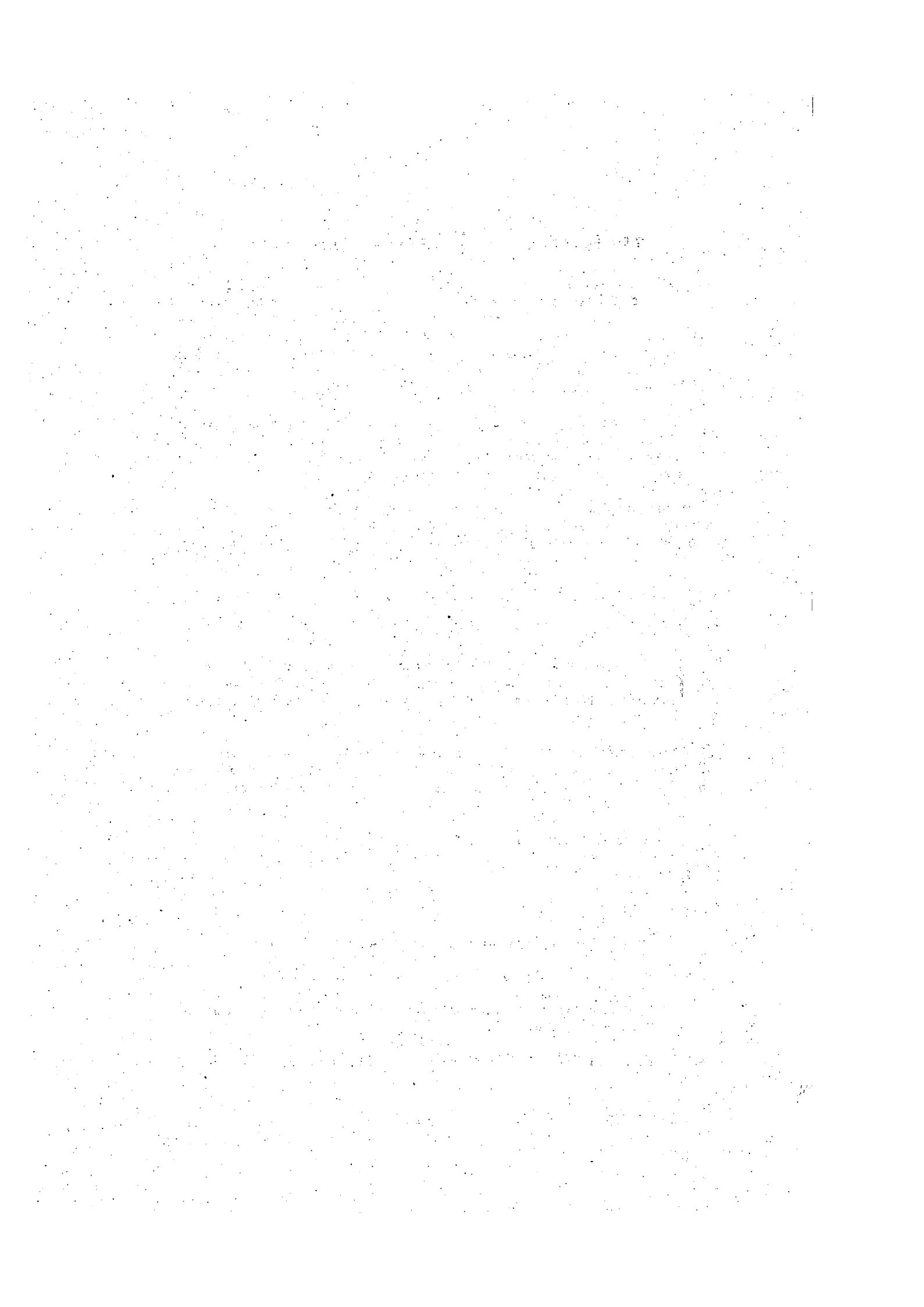
1. Identify all the barriers to the participation of women in this project.
2. Why do you think the women dropped out?
3. Even though loans were offered to men and women, why do you think more men were able to make use of the loans?
4. How could the failure of this program have been prevented?



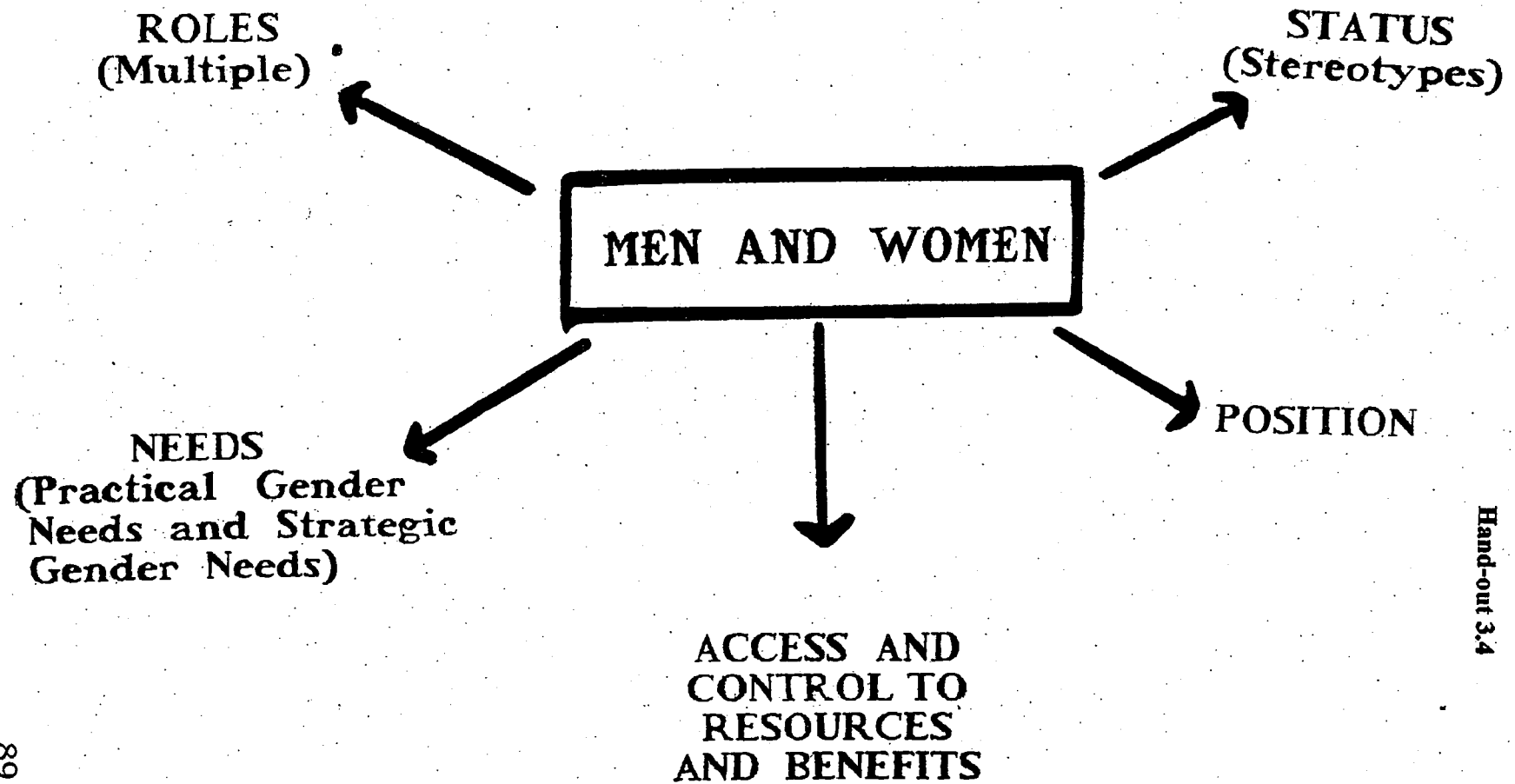


The Fox and the Stork :

Issues of Access and Impact



GENDER ANALYSIS



Hand-out 3.4



ACTIVITY PROFILE

Activity	Hours per day		Income per day	
	Women	Men	Women	Men
A. Productive Activities (producing income in money or in kind)				
* farming : - ploughing - weeding - fertilizing - planting - harvesting - drying - storing - etc. * animal / poultry - breeding - fattening * fishing * home industry: - cooking and selling food - food processing - dress-making - handicraft - construction (ironwork, repairshop) - soap making - driving (pedicab, tricycle, taxi, jeep) - etc. * trading or vending * government employee * private company employee * Etc.				
B. Reproductive Activities (non-remunerated work)				
* food production for own consumption * organizing household budget * housework: - cleaning - cooking - washing clothes - fetching water - mending clothes - house repairs * childcare * healthcare * Etc.				
C. Social Activities (for the benefit of the community)				
* Cooperative * Church * Fiesta * Political * Etc.				
D. Free Time				
* Recreation * Visiting relatives * Sleep * Etc.				
TOTAL				
* A = Adult * C = Child				

**PROFILE OF ACCESS TO AND CONTROL OF
RESOURCES AND BENEFITS**

Resources and Facilities	Access by		Control over	
	Women	Men	Women	Men
RESOURCES:				
* Land				
* Water				
* Raw Material				
* Capital/Credit				
* Production inputs				
- farming (fertilizer, pesticide, seeds)				
- cattle, poultry breeding (animal feed, medicines, hybrid stock)				
- home industry (thread, reed, etc.)				
* Others				
FACILITIES:				
* Equipment for:				
- farming (carabao, tractor etc.)				
- cattle/poultry breeding (cages etc.)				
- fish farming (boats, nets, etc.)				
- home industry (sewing machine etc.)				
- others				
* Transport				
* Market				
- as a buyer				
- as a seller				
- as a distributor				
* Information				
* Training				
* Government services				
* Extension services				
* Others				
BENEFITS:				
* Food				
* Income				
* Land rights				
* Credit/savings				
* Status				
* Etc.				

H = High

L = Low

O = Non-existent

MEN'S AND WOMEN'S PARTICIPATION PROFILE**QUANTITATIVE PARTICIPATION**

FUNCTION	TOTAL	WOMEN		MEN	
		Total number	% of total	Total number	% of total
1. Cooperative Member					
2. Board of Directors - Chairman - Vice chairman - Secretary - BoD-member					
3. Statutory Committees - Elections (chairman, vice-chairman, secretary, member) - Credit (chairman, vice-chairman, secretary, member) - Audit and Inventory (chairman, vice-chairman, secretary, member)					
4. Working Committees - Training and Education (chairman, vice-chairman, secretary, member) - Others					
5. Manager - General manager - Assistant manager - Department manager - Others					
6. Staff - Secretary - Bookkeeper - Accountant - Treasurer - Clerk - Warehouseman - Driver - Etc.					

**PROFILE ON THE USE OF COOPERATIVE
SERVICES BY MEMBERS**

Existing Cooperative Services	Used by			
	Women		Men	
	A*	S*	A	S
Credit - Petty cash loan - Productive loan - Providential loan - Financial services (education, insurance, death aid fund, financing for appliances etc.) - Etc.	A*	S*	A	S
Savings program - Time deposits - Savings account -				
Resources - Land - Water - Raw material - etc.				
Production inputs - farming (fertilizer, pesticide, seeds etc.) - cattle/poultry breeding (feeds, medicines, etc.) - cattle fattening (feeds, medicines, hybrid stock etc.) - fish farming (fish food, pellets, hybrid stock etc.) - for home industry (
Processing services - Solar dryer - Rice-mill - Sugar-mill - Oil-press - Abattoir - Warehouse Etc.				
Equipment - Tractor - Plow - Fishnet - Sewing machine - Fishing boat				
Transport services - Farm to warehouse - Farm to market				
Marketing services				
Consumer services				
Training and Education programs				
Livelihood projects - Pig dispersal				
Other services - Xerox machine - Telephone - Canteen - Etc.				

*A = Always

* S = Sometimes

* N = Never

MEN'S AND WOMEN'S PARTICIPATION PROFILE

QUALITATIVE PARTICIPATION

ACTIVITY	WOMEN			MEN		
	Always	Sometimes	Never	Always	Sometimes	Never
participate in general assembly meetings						
participate in discussions						
elect cooperative leaders						
be elected as leaders						
transact with the cooperative (deposit savings, buy farm inputs, sell produce etc.)						
participate in training and education activities						
examine the financial condition of the cooperative						
participate in special activities, like fiesta, fund-raising and others						
others						

CILACAP VILLAGE : A CASE STUDY

Cilacap is a farming village. The majority of the population get most of their income from growing rice. Nearly all the families own land, with the land ownership certificate in the name of the man. However, many women own a piece of land where they grow fruit, mostly pine-apples. These lots are tended by the women themselves, and the produce is sold by the women in the market or to a village broker. Both the men and women work in the rice fields: the man ploughs, and prepares the seeds and fertilizer, and the woman does the planting and weeding. At harvest time they work together, the woman cuts the rice and the man threshes it.

The housework is done by the women and their daughters, men only occasionally help look after the children. As well as farming, the men also work in auto repair shops and the women as vendors. Several of the village men have taken car mechanics training run by the National Manpower and Youth Council (NMYC). Among the women, there are several who have taken dressmaking courses with trainers also from NMYC., but only three of them have been able to buy sewing machines and continue their sewing activities. Through this, they were able to raise some extra money that they use to pay their children's school fees. Most of the men have bicycles and some even motorcycles, while the women use public transport (tricycles and pedicabs) for going to the market. For those without transport, fares are high, as the market is some distance from the village.

In the village there are a lot of community activities: a multipurpose cooperative, a peasant's group, a woman's savings and credit group and the local parish priest organizes regular bible reading meetings. The multipurpose cooperative has recently started 2 new activities, an auto repair shop and an electrification program through solar energy. Nearly all the farming families have their rice husked at the ricemill run by the cooperative. 80% of the cooperative member-households have applied for the electrification program and have started paying installments for the fee to connect them to the energy grid. Up to now, 30% of the cooperative members are women. Out of 5 BoD members, only one is a woman, the secretary.



STRATEGIC AND PRACTICAL GENDER NEEDS

Practical Gender Needs	Strategic Gender Needs
<ul style="list-style-type: none"> ☛ "Improve the <u>condition</u> of women" ☛ Can be addressed at short term 	<ul style="list-style-type: none"> ☛ "Improve the <u>position</u> of women" ☛ Need longer period to be addressed
<p><u>Examples of women's practical gender needs:</u></p> <ul style="list-style-type: none"> - health care - nutrition - water - education - housing - transport - food provisioning - day care centers - credit facilities - labor saving kitchen devices - technology for food processing and preservation - maternity leave benefits - training for literacy and skills - market facilities 	<p><u>Examples of women's strategic gender needs:</u></p> <ul style="list-style-type: none"> - economic security and independence - shared responsibility for the household - equal pay - equal legal rights - equal access to employment - reproduction freedom - reduced vulnerability to violence and exploitation - increased ability to improve the lives and future of their children - alleviation of multiple burden - removal of institutional forms of discrimination

EXAMPLES OF PROGRAMS/PROJECTS ADDRESSING STRATEGIC GENDER NEEDS

1. Gender awareness/sensitivity training.
2. Livelihood skills training.
3. Policies which equalize access to employment for women in the labor force.
4. Revision of textbooks to eliminate sexism.
5. Increased opportunities for women to rise from the ranks.
6. Family planning technologies.
7. Programs promoting education and employment of women in non traditional occupations.

8. Greater representation of women in political structures, LGU's, congress, executive and judicial branches.
9. Election and appointment of women as officers in cooperatives, community organizations, labor unions and other decision making bodies.
10. Policies against sexual harassment in the workplace.
11. Provision of support services in community for working women, day-care centers, community kitchens, etc.
12. Paternity leaves.
13. Women's crisis centers providing counselling services to victims of rape, wife battering, and other violence.

Session 4.1 Problem Analysis

Objective	:	Participants are able to identify and analyze gender related problems in their own working environment or cooperative
Duration	:	1 hour
Materials	:	Hand-out 4.1 : Questions to help identify gender related issues in your working environment or cooperative

- 1** Ask participants to think back of the previous module on gender analysis, where different gender issues have been analysed. In one of the last sessions, the story of an anonymous cooperative was analysed.

If they think of the situation back home, what are according to them the most important issues as to the participation of women in cooperative activities: the division of labour, access to and control over resources, participation in the decision making and management of the cooperative, or the use of cooperative services?
- 2** Explain that the purpose of Module 4 is to design an action plan to incorporate gender issues into the daily work of the participants.

An action plan should be based on an analysis of the problems concerning gender related issues in the respective cooperatives of the participants.
- 3** In order to make a problem analysis a questionnaire has been prepared which will help to identify gender related problems in the cooperative field.
- 4** As we could also see in the previous session: once the problems are identified, it is oftenly quite easy to think of possible solutions. That is what participants are requested to do in this module: prepare a back home action plan, wherein they address a gender related problem which they identified during this workshop. Depending on the positions of participants and their own interest, this might be a training activity or a special project, or program within the cooperative. As long as it is based on an identified need.
- 5** Divide the participants into working groups according to their cooperatives, regions or provinces. If an institution is only represented by one person, he/she will have to produce an action plan of his/her own.

6

Distribute Hand-out 4.1 and ask the participants to answer the questions.

7

Based on the questions, ask each group to identify the problem they want to give highest priority in addressing through planned action.

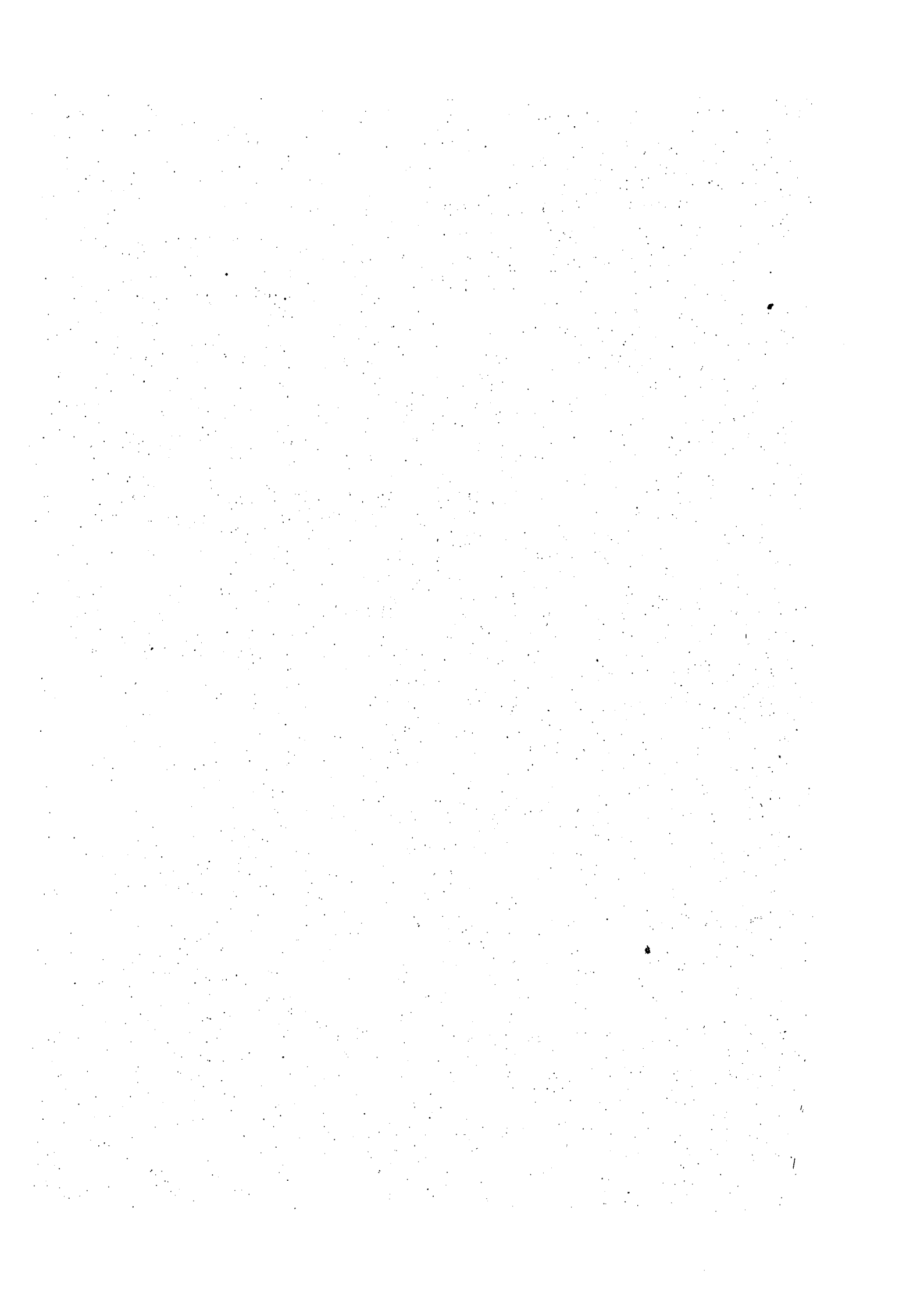
Session 4.2 Designing an action plan

Objective	:	Participants are able to design an action plan to apply the gender specific approach in their own work environment
Duration	:	2 - 3 hours
Materials	:	Results from session 4.1 Hand-out 4.2 : Guidelines for completing the Action Plan

- 1** Based on the identification and priorities of gender related problems from session 4.1, ask each group to jointly prepare an action plan. If an institution is represented by only one person, he/she will have to produce an action plan by him/ herself.
- 2** The action plan is completed by filling in the objectives and the activities in order to achieve the objectives to be carried out, the time, responsible implementors, the cost, and the source of funds (Hand-out 4.2).
- 3** Distribute Hand-out 4.2: Guidelines for Completing the Action Plan and explain how it should be filled in.
- 4** *Explain that:*
An action plan represents the results of earlier discussion. The plans should be realistic, and appropriate to the goals and budget available.
- 5** Ask a representative from each group to present their action plan in a plenary session. Encourage other participants to comment and offer suggestions for improvements. Another possibility is to invite a special guest from the cooperative sector, who can comment on the action plans.
- 6** Ask the participants to return to their groups and modify their action plans according to the input gained in the plenary session.

**QUESTIONS TO HELP IDENTIFY GENDER RELATED PROBLEMS
IN THE COOPERATIVE SECTOR**

1. Is the participation of women in the cooperative quantitatively satisfactory?
 - ◆ as members
 - ◆ in the BoD
 - ◆ in the Statutory and other Committees
 - ◆ as managers
 - ◆ as staff
2. Do women participate as equal partners with men in the decision making in the cooperative?
3. Has the selection of staff and management personnel given the same opportunities to women as are given to men?
4. Do the cooperative services respond to the needs of (prospective) women members?
5. Does the location of the cooperative facilities and the opening hours fit in with women's needs?
6. Are the cooperative activities able to support women in activities which produce income?
7. Are the cooperative activities able to help women in home management (relief them of their multiple burden)?
8. Is the skills training carried out by the cooperative training institutions appropriate to women's interests?
9. Are the times and location of training sessions suitable for women?

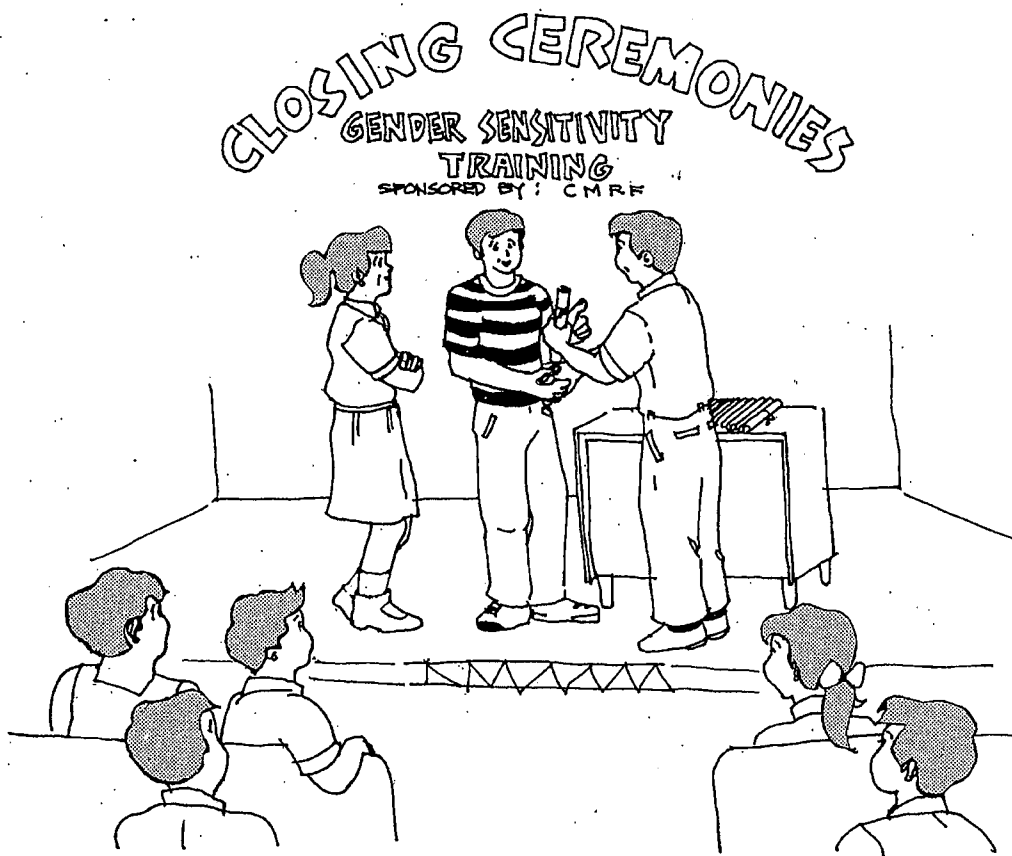


**GUIDELINES FOR COMPLETING
THE ACTION PLAN**

1. The Action Plan drawn up during the training helps you to apply the knowledge gained in this workshop in your work.
2. Your Action Plan should follow this format:

Identified gender related problem					
Possible solution					
Objectives					
Activities	Time-frame	Persons or Institutions responsible	Resources	Sources	Expected output
1.					
2.					
3.					
Etc.					
Prepared by:					

Closing the Workshop



SESSIONS:

5.1 WORKSHOP EVALUATION

5.2 CLOSING CEREMONIES

Session 5.1 Workshop Evaluation

Objective	:	Participants evaluate the learning process and results and formulate recommendations for the improvement of future workshops
Duration	:	30 minutes
Materials	:	Colored Cards

1 Distribute cards of three different colours among the participants.

2 Ask the participants to write their impressions of:

- ◆ the workshop
- ◆ content
- ◆ methodology
- ◆ time-allocation
- ◆ flow of activities
- ◆ the trainers
- ◆ their co-participants
- ◆ venue
- ◆ and others

on the cards, using one colour for positive comments, a second colour for negative comments, and a third colour for recommendations.

3 Sort the cards according to colours and pin them onto a softboard. Select two volunteers appointed from among the participants to group the cards according to contents and present the statements to the plenary assembly.

4 Ask one of the participants to read aloud the negative and positive comments and recommendations and discuss them afterwards in a plenary session.

Session 5.2 Closing Ceremonies

Objective	:	Participants are reassured of the relevance of their achievements in the workshop and encouraged to apply and disseminate the gender specific approach in their own working environments.
Duration	:	15 - 20 minutes

1

The workshop should be closed by a special guest. This could be the same person who was present at the opening.

2

The guest should attend the workshop evaluation session, so s/he can get an impression of how the workshop went and what was achieved during the workshop.

3

The representative's speech should include her/his views on the relevance of the workshop's achievements for future gender awareness training workshops on co-op level and praise the participants' efforts in improving the training materials for implementors of co-op activities.

4

The speech should also stress that participants are expected to put their plans of action drawn up in the workshop into practice and thus disseminate the gender specific approach in the cooperative sector.

5

For the rest the same holds as for the opening ceremonies: it is up to the workshop coordinators how they want to fill in this part of the program. A suggestion might be as follows:

- Invocation (by one of the participants);
- Pambansang Awit (by one of the participants);
- Impressions (by two to three participants);
- Response (by workshop coordinators);
- Distribution of certificates (by the official guest).
- Message (by guest);

(Appoint one of the participants as emcee, to coordinate the closing ceremonies.)