

Trainer's Manual:



Gender-Sensitivity Training for Cooperators



NATIONAL CONFEDERATION OF COOPERATIVES

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for Cooperators**

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*To the women and men
of the cooperative movement —
equal partners in development.*

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by the National Confederation
of Cooperatives (NATCCO) with support
from DWATA Foundation
(Development Initiatives for
Women's Alternative and
Transformative Action).*

*NATCCO is most grateful
to all the gender advocates :
coop leaders, members, trainers
and staffers who painstakingly
worked together for this
Manual.*

*Thanks is also accorded to HASIK
(Harnessing Self-reliant Initiatives and Knowledge, Inc.)
whose gender-sensitivity seminars
greatly influenced the design
of this Manual.*

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FOREWORD

This *Trainer's Manual: Gender-Sensitivity Training for Cooperators* is a path-breaking initiative for NATCCO and its affiliate primary cooperatives. Although many coops have had exposure to gender-sensitivity trainings (GST), a large part of their experience are as participants rather than as implementors.

Now that more and more cooperatives are opening up to the gender agenda, we need to make GST something that can be confidently undertaken by even the primary coop trainers themselves.

Inasmuch, however, as GST is not simply a training for knowledge and skills, but rather a change in attitude, it calls for a greater repertoire of facilitating skills among trainers. It is for this reason that this *Trainer's Manual* is developed. It is meant to provide cooperative trainers guidance in conducting GSTs effectively, leading hopefully to greater acceptance and affirmative action on gender concerns by the coop leaders and members.

Teresita M. de Leon
General Manager, NATCCO

HOW TO USE THIS MANUAL

Requisites

This manual is subject specific, that is, it is about delivering a particular training subject and not about teaching basic trainer's competencies. It is, therefore, assumed that the users of this manual have: (1) basic trainer's skills; and (2) undergone training, at least, on the basic orientation on gender awareness. Given the second requisite, the users are expected to have a firm grasp of the basic gender concepts. Likewise, it is expected that they are advocates of gender equality, meaning, they believed that the issue of gender inequality exists and that they are resolved to take actions to address such issue.

Components

There are two main modules in this manual and one introductory module. Module 1, entitled *Gender and Me* focuses on creating awareness of gender issues at the participants' personal level while Module 2, *Gender and Cooperatives*, aims at making participants conscious of gender issues in coops and taking courses of action to address these issues. Meanwhile, the introductory module, *Preliminaries and Warm-Ups*, introduces the *Gender-Sensitivity Training (GST)* as a form of intervention, explains its design in the context of adult learning, and provides inputs on the training techniques and methodologies employed in the delivery of GST.

The main modules are divided into sessions. Each session is structured according to the sequence of tasks that the facilitator should carry out for each particular session.

Under each session, the following headings/sub-headings could be found:

1. Main Activity

Immediately following this heading is a brief note on the activity, what it is, what it hopes to achieve, how to set the mood. A boxed listing of requirements such as materials, duration, group size and physical setting required may sometimes be found. For activities which are very simple, these items are sometimes integrated in the procedure.

The sub-headings under the Main Activity are:

- a. **Procedure** -contains the step-by-step instructions on how to form the group, the tasks that the participants should do and the ground rules to

observe; how to utilize the training aids for the activity; and how the activity outputs should be presented.

- b. **Processing** - describes how the facilitator should handle the activity outputs, analyze them by drawing feedback and encouraging interaction/discussion among the participants; and guide the flow of discussion to the agenda. This section likewise explains what to input and where to get the information. Other items; tips on how to effectively process the session and some cautions that the facilitator must observe.
- c. **Synthesis** - explains how the facilitator should tie up all the discussions, make the connection between the activity output, session objectives and the inputs given during the session. From the synthesis, the facilitator makes the transition towards the succeeding activity or session. The synthesis is best done through a schematic diagram.

In many instances, discussion of processing and synthesis is integrated and introduced with the heading *Processing/Synthesis*.

2. Alternative Activity

Most of the sessions are provided with alternative activities. The heading is immediately followed by a brief note on what the activity is, when it is best to use, the conditions required in carrying it out, the materials and other physical requirements.

Sub-headings are :

- a. **Procedure** - instructions on how to conduct the activity.
- b. **Processing/Synthesis** - when only the type of activity was changed, processing and synthesis is usually explained by the phrase : "similar to (main activity)."

Appendices and Training Aids

At the end of the module are two sections: the Appendices and Training Aids. In the Appendices, you will find materials that may serve either as handouts, or supplementary readings for the facilitator and other optional reference materials. The Training Aids section contains training devices like the bingo card, sketches, travelogue scripts and the evaluation tools.