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TRAINING MANUAL FOR HOUSEHOLD DIALOGUES ON GENDER NORMS IN THE CONTEXT OF LAND RIGHTS IN MALAWI INTEGRATED LAND AND RESOURCE GOVERNANCE (ILRG)

JULY 2023

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ACRONYMS

CLC	Customary Land Committee
GBV	Gender-Based Violence
ILRG	Integrated Land and Resource Governance
TLMA	Traditional Land Management Area
USAID	United States Agency for International Development

INTRODUCTION

The government of Malawi enacted a series of land laws in 2016, including the Customary Land Act 2016, which requires all customary landholders to formalize ownership through the registration of their parcels. Formalizing land rights in customary estates through titling is anticipated to improve tenure security. However, unless the process of formalizing land rights looks beyond the technical and legal components to address the social and cultural norms and attitudes that often undermine women's land rights, there is a potential risk of formalizing the exclusion of women and other marginalized groups according to identities such as age, marital status, disability, and ethnicity, among others. The customary laws and practices that do not recognize equitable property rights will render formal legislation ineffective at ensuring gender equality and social inclusion in property rights. Both the matrilineal and patrilineal systems are associated with some form of discrimination regarding land rights between men and women. The general practice that affects a person's rights to land is the place of residence after marriage, as inheritance is the principal way in which a person owns land in customary setups.

The United States Agency for International Development (USAID) Integrated Land Resource Governance Project supported the government of Malawi in systematically documenting customary land rights in the Traditional Land Management Area (TLMA) of Mwansambo in Nkhoswe district. Integrated Land and Resource Governance (ILRG) provided technical assistance to a district-level land registry and clerks; promoted the inclusion of women and youth in the land documentation process through updated gender-responsive guidelines, manuals, and tools; engaged key stakeholders to shift gender norms around women's land rights at institutional, community, and household levels; and convened dialogues with national and international stakeholders to discuss lessons learned and build positive momentum on gender and customary land documentation work.

An initial gender assessment showed that TA Mwansambo is a predominantly Chewa matrilineal society (which normally has broader women's rights to land), but due to social and economic changes, the predominant form of marriage has shifted to "Chitengwa," a patrilocal system that tends to restrict women's lands rights. Women's lower literacy and education levels prevent them from knowing their land rights and taking on opportunities to participate in governance structures. Even though women and men have equal rights to own land in Malawi, social and gender norms restrict women's ability to enjoy such rights and to make decisions about land. Men are considered the "head of the household" and ultimately responsible for all household decisions. This means that women's priorities, needs, and interests are often overlooked during land registration, use, disposal, and inheritance. Women are limited in their membership and leadership in governance committees due to gender norms that assign them a disproportionate share of unpaid household and caring responsibilities and that limit women's physical and social mobility. For land registration processes to become more gender-responsive in Malawi, it is important to promote shifts in harmful gender norms that hinder women's meaningful participation.

This Manual is a tool for facilitating dialogues about harmful gender norms at the household level, where most decisions about ownership, access, control, and disposal (including inheritance) of land are made.

Overall Goal of the Manual

This Manual is designed as a practical guide for facilitators to lead household dialogues on gender norms in the context of land rights in Malawi. In the spirit of collaboration and efficient use of available resources, it draws on existing and publicly available training approaches,¹ which have been adapted to Malawi's land governance context.

¹ A full list has been provided as Annex I.

The ultimate goal of this training Manual is to promote behavioral change. The training aims to discourage negative or harmful behaviors while encouraging positive action to achieve gender-equal land ownership, use, and household decision-making.

Women		Men	
 Current behavior	 Desired behavior	 Current behavior	 Desired behavior
Does not attend community meetings or trainings; does not join a land association	»»» Openly and actively seeks to attend and attends meetings and trainings; becomes a member of a land association	Does not allow the wife to attend a community meeting or training/become a member of a land association	»»» Actively encourages his wife to attend community meetings or trainings/become a member of a land association
Does not speak up in meetings/trainings	»»» Speaks freely during meetings; expresses her opinions coherently; dares to disagree in a constructive and clear manner	Discourages the wife from actively participating in public meetings; stresses that it is not appropriate for women to speak in public or contradict a man	»»» Actively encourages his wife to participate fully and speak up in public meetings
Does not participate in household decision-making, including on land use and income use	»»» Actively and confidently participates in household-level decision-making on land use and income use	Perceives women as inferior and controls land use and household income	»»» Acknowledges wife as an equally capable farmer and partner engages in joint decision-making on land- and income-use
Does all the housework	»»» Allows and encourages the husband and other adult men in the household to take responsibility for part of the household duties and care work	Does not do any housework	»»» Significantly contributes to day-to-day housework

Underlying these behavior patterns are the deeply rooted gender norms that dictate acceptable roles for women in both private and public life. Gender norms are a subset of social norms defined as unwritten, informal social rules that determine socially accepted behavior for men and women. They shape what communities consider “normal” and “appropriate” behavior for women, men, boys, and girls. In Malawi, certain pervasive gender norms directly influence the behaviors such as those described above, ultimately impacting women’s ability to participate in land registration and governance and share benefits from land ownership. These norms have implications on attitudes at the household and ultimately at the community level, as described below:



- Men are the heads of a household; *implication* - there is a strong association of masculinity with family income and control over money and 'representing' the family at meetings and in associations;
- Men are providers of the family; *implication* - men engage in paid work outside the home;
- Men are considered more knowledgeable and are able to freely mix with people outside their family; *implication* – only men speak at public meetings;
- Men are not expected to take up family care roles or shoulder the burden of household work; *implication* – men can migrate for work away from family;
- Men can take up a public role, and it is right to engage in public and political debates and activities; *implication* – only men are accepted to hold public and political positions;
- Men are strong, brave, and don't show emotions; *implications* – men are less emotional and can withstand public pressure;
- Man's promiscuous behavior does not break a home; *implications* - women should tolerate men's promiscuous behavior despite the social, health, and gender-based violence (GBV) risks.



- Women have a role and responsibility for family and domestic care work; *implications* – women should shoulder the burden of household chores and not find themselves in public spaces;
- Women are less educated to be successful in their careers/business; *implication* – women don't get involved in economic activities;
- Women should not speak in public; *implication* – women are not accepted to hold leadership or political positions;
- Women are subservient to men; *implication* – women should not speak or assert themselves before men;
- The place of a woman is in a home; *implication* - women are not supposed to leave their homes or freely interact with others from outside their household;
- Endurance and secrecy in marriage are the strength of a woman; *implication* – male infidelity or violence are tolerated and not considered sufficient grounds for divorce.

As these norms are pervasive and embedded in power relations and cultural values, shifting them requires not only changes in individual beliefs and behaviors but also the transformation of institutional and social practices, addressing practical/material needs, and engaging both women and men to dialogue on these norms and their effects on individuals and the society.

Specifically, the training has the following learning objectives:

- Create awareness on the difference between sex and gender, gender norms, and gender roles, and the importance of gender equality and social inclusion for everyone.
- Understand the different types of power, power hierarchies, and power abuse.
- Create awareness around the different types of gender-based violence and foster an understanding that violence is unacceptable and harmful to everybody in the household.

- Foster an understanding of the benefits of women being involved in household decision-making on land and income use.
- Foster an understanding that everybody benefits when household and caring responsibilities are shared.
- Engage in discussions about how men and women can perform household and caring tasks and foster personal commitment towards a more balanced division of domestic work.
- Realize that gender norms can and do change and the individual commitments necessary to begin changes in households for a happier life for all.

Approach and Methodology

Adult Learning

The training is designed to be run by at least one facilitator, who should be experienced in gender equality, women's empowerment, and facilitating participatory training sessions. It is a highly interactive program and uses various methods, including small and whole group exercises, role play, case studies, and picture cards. This is intended to allow men and women with different literacy levels and confidence in public speaking to participate actively. Men and women are trained together to share different viewpoints, complement each other's opinions, and challenge themselves and each other on what needs to be done to shift harmful gender norms.

Many of the intended trainees are women and men with low literacy but a lot of life and work experience. They are usually not used to listening to theoretical concepts and long lectures. For these reasons, facilitators are encouraged to apply the following principles of adult learning:

- *Action Learning.* Lectures should be kept to a minimum. Analysis and explanations **follow** rather than precede practical exercises. This enables participants to analyze and learn from their own experiences. Aim to make training fun, as adults learn better when they have a good time.
- *Adaptability.* All sessions are adaptable, and the facilitator should present in the most appropriate language for the audience. Time is scarce, especially for poor rural women. Participants use their scarce time for training and adapt to their specific needs on timetables and locations as much as possible. The Manual indicates roughly how long each activity should take to ensure that the entire module can be finished in the allocated time. As much as timekeeping is important, facilitators are strongly encouraged to be attentive to real-time feedback from the group. When there is a buzzing noise, suggesting that participants are still actively engaged in an activity, check if some extra few minutes can be added or moved from another exercise. When the noise in the room gets quieter or very loud (suggesting that participants have finished their activity), consider ending the activity even if the allocated time is not up yet.
- *Respect.* Respect to all participants, regardless of their educational levels, background, status, and role, and demonstrating this respect by listening intently, not interrupting, and valuing each individual's contribution. For instance, if a participant gives an answer perceived as inaccurate, politely assist them in finding the correct answer.
- *Dialogue.* A facilitator should think of her or himself as a facilitator, not a teacher or lecturer. The emphasis should be on facilitating reflection within each participant and exchanges between participants to enhance learning.
- *Engagement.* Paying attention to the level of engagement of all participants. If only a few people are dominating discussions, the facilitator should find ways to invite the participation of others either through small group activities or by inviting the perspective of those individuals who have not been active without being overbearing.

Facilitation

Some activities require the facilitator to divide participants into small groups. This can be done by simply splitting the group in half according to where they are standing – although this risks that people who already know each other end up in the same group. To avoid this, the facilitator can ask participants to count until however many groups are needed (for instance, if 4 groups are needed, participants count to 4) and ask all people with the same number to join that group. Instead of numbers, facilitators can use names of fruits, animals, colors, etc., to lighten the mood.

Many suggested activities include working in pairs. The purpose of this is to enable participants to ‘test’ their ideas with someone else before sharing them with the entire group. It also helps give everybody an opportunity to speak without needing to invite every single participant to speak in plenary. When pairing participants, ensure that people work with someone they do not know well and/or have not yet been paired up with.

When asking for feedback, facilitators should consider encouraging participants to only start their feedback to one another with either “I love...,” “I wish...,” or “I wonder...” This technique encourages positive, constructive, and respectful feedback.

In case of delivery of multiple modules on the same day or if the facilitator notes that participants are losing focus, a list of suggested icebreaker and energizer exercises is provided in Annex 5.

Number of Participants

As the methods are highly participatory and competence-based, the maximum recommended number of participants is 20.

Venue and Logistics

Choose a venue with ample space for participatory exercises with physical movement and to break participants into smaller groups that can work parallelly without distracting each other. Tables and chairs can hinder participants’ full engagement in the training. People often ‘hide’ behind tables or slouch on chairs. Facilitators should encourage participants to stand up and move around the room as much as possible. Research has shown that we think better when we are on our feet!

Training Materials

Each module outlines the specific materials required for the module. A complete list of materials required can be found in Annex 2.

Structure of the Manual

This training course is composed of 5 modules, each designed to be run in 2 hours. It is recommended that the sessions are delivered weekly over 5 weeks, but this can be shifted to any other frequency that suits participants’ needs and availability. The sessions can be delivered consecutively so the training is finished in a couple of days, but it is more productive to allow time between sessions so participants can reflect and process the content and continue the dialogue in their households.² It is not recommended to hold sessions with more than two or three weeks between them to prevent participants from losing interest in between sessions.

At the beginning of each module, there is an overview of the module (purpose, overall length, and sessions). Each session contains its purpose, duration, required materials, facilitator’s notes (additional guidance and key concepts), and a step-by-step guideline to run the session.

² If sessions are delivered continuously over two days, recap sessions in between sessions can be skipped or kept short. However, energizing exercises might be needed as participants will likely get tired.

Sessions		Learning Objectives
Session 1: Why Do Gender Equality and Social Inclusion Matter?	⇒	Build a collaborative spirit and understand the impact of gender, age, and other social characteristics in everyone's lives.
Session 2: Gender Roles and Gender Norms	⇒	Create awareness on the difference between sex and gender, gender norms, and gender roles.
Session 3: Power Dynamics	⇒	Understand the different types of power and power hierarchies in the household. Create awareness around the different types of gender-based violence and foster an understanding that violence is unacceptable and harmful to everybody in the household.
Session 4: Resource Control and Decision-Making	⇒	Reflect on unequal ownership, access, and control of resources within households, despite women's essential (yet often unrecognized) contributions.
Session 5: Change for a Happier Future	⇒	Understand how gender norms can change and develop individual commitments to change.

SESSION I. WHY DO GENDER EQUALITY AND SOCIAL INCLUSION MATTER?

Session Overview

Overall purpose:	This introductory session sets the tone for the household gender norms dialogues. It provides an opportunity for the facilitator to get to know the participants and for the participants to get to know one another, making everyone feel at ease with each other and creating a sense of “team building” and belonging that will deepen throughout the training. The agenda and objectives of the training are introduced to participants, and ground rules are agreed upon. Participants begin to understand how gender, age, and other factors influence everyone’s life and why gender equality and social inclusion are important.
Duration:	2 hours
Exercises:	Exercise 1: Warm-up: Pair & Share Exercise 2: Our Journey Together Exercise 3: The Walk of Life

Exercise I. Warm-up: Pair & Share

-  **Purpose:** Allow participants to get to know each other’s names and a little bit about each other. Make people feel at ease and have some fun. Allow time for everyone to arrive.
-  **Duration:** 30 minutes
-  **Materials:** Pre-training assessment sheet (see Annex III)
-  **Facilitator’s Notes:**

As participants arrive, distribute the pre-training assessment and pens. Support illiterate candidates as needed.

This introductory session is important for establishing rapport with participants and creating an enabling environment for the smooth conduct of training. It is, therefore, crucial to make this session lighthearted and interesting.

 **Step-by-step guide on how to run the session:**

1. Start by briefly introducing yourself and welcoming participants.
2. Ask participants to pair up with another participant they do not know well. Ask them to introduce themselves to each other by stating their name and a couple of interesting facts about them. Stress that they have to listen carefully as they will later be asked to introduce their ‘partner’ to the group. Give a fictitious example: “This is Mary, she is from Mwansambo, she has four children, her favorite fruit is mango, and she likes to go to church.” (2 minutes)
3. Ask participants to form a circle and ask volunteers to introduce their ‘partner.’ (1 minute per person)

Exercise 2. Our Journey Together

 **Purpose:** Explain the purpose of the training program, establish ground rules and expectations, and provide an opportunity for participants to ask questions about the training. Encourage participants to understand the importance of their commitment to the training process and sessions.

 **Duration:** 30 minutes

 **Materials:** Flipchart paper, markers

 **Facilitator's Notes:**

In this session, ensure everyone understands what the training is all about. It is important to review the agenda and allow participants to ask questions if they are unclear. Encourage all participants to contribute to setting ground rules so all feel a sense of ownership. Gently guide participants to add rules that will ensure training will run smoothly.

 **Step-by-step guide on how to run the session:**

1. Explain the goals of the training program: 1) understand social gender norms that influence our thoughts and behavior, and that can be detrimental to men and women; 2) develop joint household visions for the future; 3) develop strategies and skills on how to move closer to our dreams, as individuals as well as a family; 4) establish relationships with others to exchange experiences and support each other. (5 minutes)
2. Explain the overall plan for the training, briefly going over all 5 modules and how they connect to each other. Welcome and answer participants' questions as you explain. (10 minutes)

Sessions		Learning Objectives
Session 1: Why Do Gender Equality and Social Inclusion Matter?	⇒	Build a collaborative spirit and understand the impact of gender, age, and other social characteristics in everyone's lives.
Session 2: Gender Roles and Gender Norms	⇒	Create awareness on the difference between sex and gender, gender norms, and gender roles.
Session 3: Power Dynamics	⇒	Understand the different types of power and power hierarchies in the household. Create awareness around the different types of gender-based violence and foster an understanding that violence is unacceptable and harmful to everybody in the household.
Session 4: Resource Control and Decision-Making	⇒	Reflect on unequal ownership, access, and control of resources within households, despite women's essential (yet often unrecognized) contributions.
Session 5: Change for a Happier Future	⇒	Understand how gender norms can change and develop individual commitments to change.

3. Invite the group to establish some ground rules for our work together over the 5 modules. If working with a literate group, write the rules on the flipchart paper so all can see (if not, a group discussion is sufficient, or the facilitator can draw pictures that reflect the rule). Make sure that the broader group agrees with every rule suggested. (15 minutes)

4. Initial ideas:

- Safe space – this is an opportunity for free and non-judgmental sharing and personal growth. Whatever is said and shared in this room/group stays here.
- Active listening and participation – be present and engage, avoiding distractions like phones and leaving during training.
- Mutual respect for all and giving space to others – speak when it is your turn and listen to others.
- Respect and openness – there is no right or wrong answer. Every idea counts and is valid, even if you disagree. Seek clarification if needed.
- Positive feedback – try to start feedback to one another with either “I love...,” “I wish...,” or “I wonder...”
- Time is precious – come on time and stay for the whole session. If needed to go out for any reason, like to use the restroom, try to be brief and return to the meeting as soon as possible.

Exercise 3. The Walk of Life



Purpose:

Show participants in an active and playful way that people are treated differently in the household and society according to their gender, age, disability, etc., and this can affect how they fulfill their potential and enjoy land rights.



Duration:

45 minutes



Materials:



Facilitator's Notes:

Make sure they have space in front of them as they will step forward during the exercise. It is important that only each volunteer knows their character and does not divulge this information until asked to do so.

To facilitate this session, define gender and related concepts in simple terms, using local examples and expressions:

- **Gender** refers to the social and cultural attributes associated with men and women. Men and women face different expectations about how they should dress or behave and the roles and responsibilities they should or could have in the household, workplace, or public sphere. Gender is different from **sex**, which is the biological difference between men and women. Certain biological roles are specific to a certain sex, for example, getting pregnant or giving birth for women or producing sperm and growing a beard for men.
- **Gender equality** is the absence of discrimination in access to rights and opportunities based on gender. Equality does not mean that women and men become the same but that they both have equal rights, responsibilities, and opportunities, being treated fairly and according to their needs.
- **Social inclusion** is the absence of discrimination against any other marginalized groups, such as youth, the elderly, people with disabilities, people living with HIV/AIDS, migrants, etc.

 *Step-by-step guide on how to run the session:*

1. Explain that you will need 7 volunteers for this exercise. Volunteers will receive a character and will stand in a line, side by side, while the other participants (audience) watch from across the room.
2. Invite the 7 volunteers to the front. Assign each volunteer a character from the list below, making sure to whisper in their ear so only they know who their character is. (5 minutes)
 - Married man
 - Married woman
 - Widowed woman
 - Young single man
 - Young single woman
 - Man with a physical disability
 - Woman with a physical disability
3. Say that you will read a series of statements/phrases. Step forward if the sentence makes sense to the character they have been assigned (or is very likely to apply). If not, stay put. Check with participants that they understand and answer any questions they have.
4. Read each sentence, one at a time, reminding volunteers to step forward only if the sentence applies to your character: (15 minutes)
 - “I’m usually the first to be served food at home.”
 - “I can go outside the home at any time I want without asking permission or informing anyone.”
 - “I studied until grade five.”
 - “I studied up to secondary level or more.”
 - “I know I am entitled to a land title.”
 - “I am not worried that I will lose access to land if I get divorced.”
 - “I am not worried that I will lose access to land if my spouse dies.”
 - “I know that when my parents die, I will have the same right to land as my siblings, regardless of whether they are men or women.”
 - “I know about land rights, or I know where to get the information.”
 - “I am confident that if I run for Customary Land Committee (CLC) elections, I have a good chance of winning.”
 - “I feel confident speaking freely at land association meetings, in front of anyone, or speaking to the GVH if needed.”
 - “Participating in community meetings or boundary walks for parcel demarcation is easy for me; I can easily walk on any terrain.”
 - “Domestic responsibilities such as children, cooking, washing, and fetching water do not prevent me from attending community meetings.”
 - “I have the final say in decisions about what to plant and when on my family’s farm.”

- “I can decide to dispose of any family land without asking permission from anyone in the family.”
 - “I have a say on how the household income is used.”
5. After all the statements have been read, ask the participants to look at who is “front” in the “walk of life” and who has been left behind. Ask those in front to reveal to everyone their character. Ask the same from those behind. (5 minutes)
 6. Facilitate a discussion on the factors that make it difficult for certain people and groups to fully fulfill their potential and enjoy land rights. (20 minutes)

Some points you can highlight to complement participants’ views:

- Limitations on mobility, both physical (for people with disabilities) and social (affecting women, especially young women).
- Unequal distribution of responsibilities with children and home, overloading women’s time.
- Social and gender norms that demand deference from women to men and from young to elders.
- Gender norms that establish men as independent decision-makers.
- Insecurity in access to land for women in the event of changes in marital status such as divorce or death of the husband.

Session 1 Check-Out – 10 minutes

1. Invite participants to stand in a circle. Ask each participant to say one word or sentence about how they feel or what they learned today. Give a few examples like “I learned that I have power, and I am happy,” or “excited,” or “tired.” Emphasize that there is no right or wrong answer.
2. Go around the circle and allow each participant to share their remarks.
3. Thank participants, and say that in the next session, we will explore the different gender roles and norms that exist in our society and how they affect men and women.

SESSION 2. GENDER ROLES AND GENDER NORMS

Session Overview

Overall purpose:	This session allows participants to reflect on how men and women are treated in society, the extent of gender inequality, and how men and women are affected negatively.
Duration:	2 hours
Exercises:	Exercise 1: Act Like a Man, Act Like a Woman Exercise 2: Gender Norms and Masculinity Exercise 3: Gender Roles: Who Does What?

Welcome Back & Recap – 5 minutes

1. Welcome everyone back and ask participants to stand in a circle.
2. Recap Session 1 and the visions each person and household developed. State that today, we will discuss how our community sees women and men differently and what this means for our happiness and for realizing our visions for life.

Exercise 1. Act like a Man, Act Like a Woman³

 <i>Purpose:</i>	Explore how cultural beliefs about gender affect how we see ourselves and others, as well as our behavior.
 <i>Duration:</i>	30 minutes
 <i>Materials:</i>	
 <i>Facilitator's Notes:</i>	

Social norms are informal, unspoken rules that govern what people are expected to do in a situation. Gender norms are a kind of social norms that regulate how men and women are expected to act, i.e., what is appropriate or not appropriate for men and women, boys and girls. These norms are learned informally throughout life, from childhood, and are reinforced in the family and the wider social context (school, workplace, religion, media, etc.).

Gender norms can be harmful and affect everyone – men and women:

- Girls have less access to education and are more affected by early marriage.
- Women have fewer opportunities to earn income, so there is less income for families to invest in the future.
- Women are the majority of people in poverty, malnourished and illiterate.

³ Adapted from: USAID and IGWG. 2017. "Act Like a Man, Act Like a Woman."
<https://www.igwg.org/wp-content/uploads/2017/05/ActLikeAMan.pdf>

- Violence against women is normalized and accepted – it is often thought that a woman who was beaten or raped must have done something to “deserve” it. At least 1 in 3 women has experienced physical, psychological, or sexual violence.
- Men are under pressure to be financially, physically, and emotionally strong and are more likely to abuse alcohol and drugs, take unnecessary risks, or commit suicide. Men are the majority of people in prisons and victims of homicides and accidents. Alcohol abuse generates violence, health problems, financial problems, and unemployment.



Step-by-step guide on how to run the session:

1. Ask the participants if they have ever been told to “act like a man” or “act like a woman” based on their gender. Ask them to share some experiences in which someone has said this or something similar to them. Why did the individual say this? How did it make the participant feel? (10 minutes)

Here are a few examples to complement participants’ points:

- Boys do not cry
 - Girls should sit in a certain way so as not to show certain body parts
 - Women must wear a chitenge
 - Women take care of babies and children
 - Men are the head of the family
 - Men can be active, walk freely and interact with people outside the family
 - Men can have more sexual freedom
 - Men should not collect water, cook, or clean the house
 - Women should be submissive or obedient to their husbands
 - Women should listen more than speak and not argue with their husbands
 - Men should take care of others and make decisions
 - Men should be strong and brave and not show weaknesses
2. Facilitate a discussion by asking the following questions: (10 minutes)
 - Can it be limiting for a man to be expected to behave in this manner? How?
 - Can it be limiting for a woman to be expected to behave in this manner? How?
 - How can “acting like a man” affect a man’s relationship with his partner and children?
 - How can “acting like a woman” affect a woman’s position in society?
 3. Explain that society has very different expectations of women and men, which can often make us unhappy and negatively impact our self-esteem, relationships, and ability to fulfill our social and economic potential. These are not “natural” but socially constructed. Use the Facilitator’s Notes above to explain what gender norms are and their negative consequences. (10 minutes)

Exercise 2. Gender Norms and Masculinity⁴

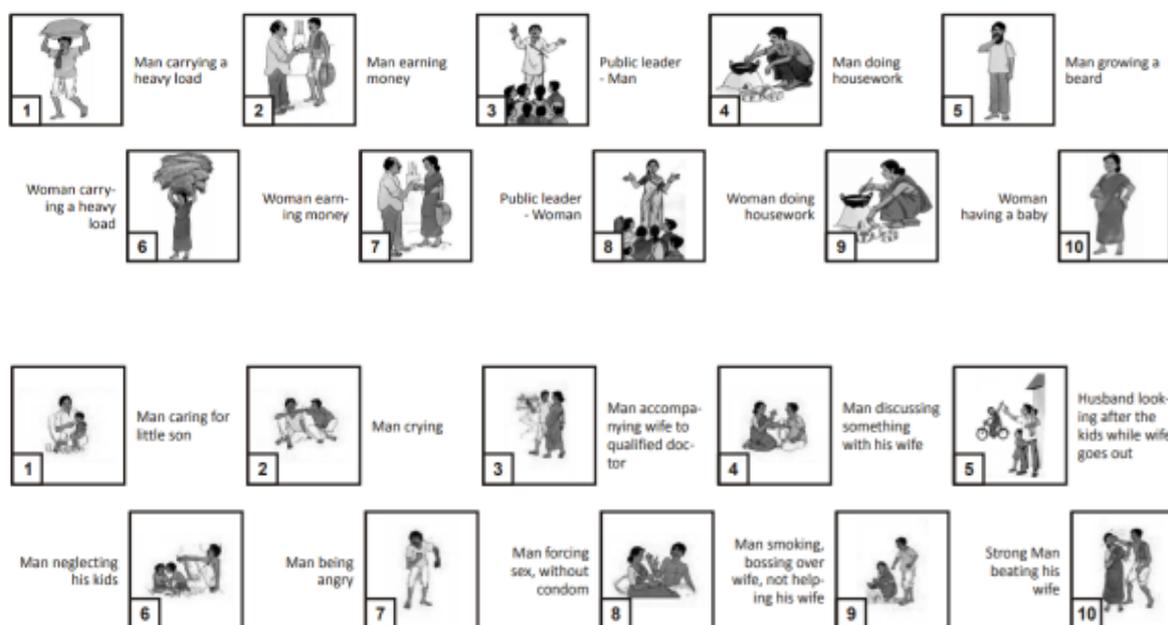
 **Purpose:** Understand the difference between sex and gender and begin reflecting that gender norms can change over time. Raise awareness on harmful conceptions of masculinity and the possibility of changing negative patterns of behavior.

 **Duration:** 45 minutes

 **Materials:** 10 picture cards of women and men performing different roles

 **Facilitator's Notes:**

To prepare for this exercise, print and cut out the two sets of 10 cards below. Keep both sets separate, as they will be used in different moments.



The term “masculinity” refers to the roles, behaviors, and attributes considered appropriate for boys and men in a given society. Masculinity is constructed and defined socially rather than biologically. From our childhood, we learn informal and unwritten norms that define what is considered appropriate behavior. Gender norms often pressure men to behave in a certain way, repressing their emotional and gentle side to live up to these expectations, even if it’s not healthy physically and emotionally. Masculinities vary across places and over time. Masculinity can be negative or positive. “Being a man” does not necessarily have to mean being violent and invincible. Men can be less violent, take care of others, and express emotions and still be men. Some consequences of negative masculinity include:

- Men take more risks and have higher mortality, in addition to lower life expectancy;
- Men are the majority in violent deaths and suicide;
- Men have more problems with drinking and drugs;
- Men are the majority in prisons;

⁴ Adapted from: Thoughtshop Foundation. 2013. “Gender Toolkit: Understanding Gender and Violence against Women - Participatory Toolkit for Rural Communities. Oxfam GB. https://issuu.com/tsfoundation/docs/gvaw_manual_en

- Men, in general, don't feel they can complain about physical or emotional pain; and
- Men can miss the opportunity to have a good relationship with their sons and daughters.



Step-by-step guide on how to run the session:

1. Divide participants into two random groups, mixing men and women. Using the first set of 10 cut-out cards, give one group the cards depicting men (1-5) and the other group the cards depicting women (6-10).
2. Ask the first group to choose a card, show it to the other group, and describe it: "A man is someone who... [carries heavy loads]." Ask the other group to find a similar card, show it, and reply appropriately, "A woman is someone who carries heavy loads." Place matching cards next to each other. Continue until all cards have been handled. (10 minutes)
3. Once all cards have been handed out, only cards 5 ("man growing a beard") and 10 ("woman having a baby") will remain unmatched. Ask the group: What is the difference between cards 5 and 10 and the rest? Can one change what is shown in cards 5 and 10? (10 minutes)

Probe: apart from reproductive functions and some physical attributes, women and men are very similar. We are capable of very similar things. But, as discussed before, society treats women and men differently and has different expectations of them. Most activities can be done by both women and men. Only very few activities are linked to our biological differences, like having a baby, breastfeeding, and growing a beard. Biological differences are fixed and constant. Other gender roles can change – and they do change from village to village, from family to family, and over time.

4. Place the pictures from the second set of cards on the wall or floor. Invite everyone to look at the pictures and ask the group to sort the cards into two sets, one showing images of men who are "more common" or "more appropriate" and the other with "less common" or "inappropriate" images. (10 minutes)
5. Using the Facilitator's Notes above as a guide, facilitate a group discussion about: (15 minutes)
 - Looking at the "more common images," how or where do men learn about masculinity?
 - Looking at the "less common images," how would you react if a family member behaved like that?
 - How can masculinities or gender roles be harmful? (10 minutes)

Exercise 3. Gender Roles: Who Does What? ⁵



Purpose:

Further develop participants' understanding of gender as a social construct. Allow participants to reflect on the socially constructed roles/responsibilities of women and men in society and related consequences. Allow participants to reflect on the different workloads of women and men in their households.



Duration:

30 minutes



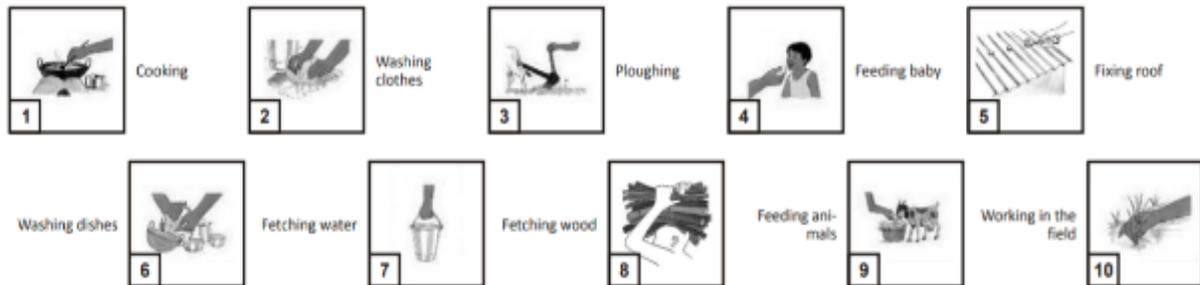
Materials:

Picture cards of a woman, a man, and a couple; picture cards of tasks; paper and pens; tape or blue tack

⁵ Adapted from: Feed the Future. 2016. "Integrating Gender and Nutrition within Agricultural Extension Services: Who Does What?" Activity Sheet. USAID. <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-1-Who-Does-What.pdf>

 *Facilitator's Notes:*

To prepare for this exercise, print pictures of a man/woman/couple in advance. Place the images on a wall or on the floor so that they are visible to all participants. Print the cards with the tasks below⁶ and have paper and pens to add any other tasks suggested by participants. Place a pile of stones close to the images.



 *Step-by-step guide on how to run the session:*

1. Show the task cards to participants and ask them to suggest any other common tasks they do on their fields and at home. Draw/write each one on paper. (5 minutes)
2. Show each task to the group and ask who usually performs the task, giving three options: the man, the woman, or the couple/it does not matter who does the task. Place each task under the equivalent picture (man, woman, couple). (10 minutes)
3. Facilitate a discussion on: (20 minutes)
 - Who is doing most of the activities?
 - Who performs most of the activities that take up a lot of time during the day?
 - Who performs most of the activities that should be done every day?
 - Who performs most of the activities that generate income?
 - Who performs most activities that do not generate income?
 - Is this division of labor fair? What are the implications of this division of labor?
 - Who has more time for rest and leisure?
 - Who has more time to learn and participate in training and decision-making bodies?
4. Conclude by saying that women do most of the time-consuming, unpaid work. Emphasize that, as a result, women often have less time to learn, generate income, and rest, which is not good for them or their families.

Session 2 Check-Out – 10 minutes

1. Invite participants to stand in a circle. Ask each participant to say one word or sentence about how they feel or what they learned today. Give a few examples like “I learned that I have power, and I am happy,” or “excited,” or “tired.” Emphasize that there is no right or wrong answer.
2. Go around the circle and allow each participant to share their remarks.

⁶ Adapted from: Thoughtshop Foundation. 2013. “Gender Toolkit: Understanding Gender and Violence against Women - Participatory Toolkit for Rural Communities. Oxfam GB. https://issuu.com/tsfoundation/docs/gvaw_manual_en

3. Thank participants, and say that in the next session, we will explore the different types of power, power dynamics within households and the community, and gender-based violence.

SESSION 3. POWER DYNAMICS

Session Overview

Overall purpose:	Enable participants to better understand the different types of power and how people in households and society have different power, affecting their ability to control resources and make decisions. The session will also discuss gender-based violence (GBV) within the context of power dynamics. By discussing positive forms of power, participants will understand how they can use power to make themselves, their families, and their communities better and more inclusive.
Duration:	2 hours
Exercises:	Exercise 1: The Four Types of Power Exercise 2: Who Holds Power? Exercise 3: Gender-Based Violence

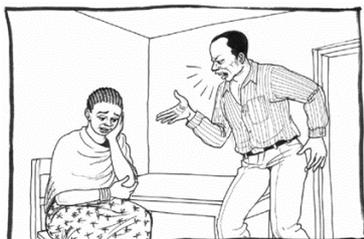
Welcome Back & Recap – 10 minutes

1. Welcome everyone back and ask participants to stand in a circle.
2. Recap Session 2 on how gender roles and norms affect men and women. State that today, we will discuss the different types of power, power hierarchies within households, and the consequences of asymmetrical power dynamics or power abuse, such as gender-based violence.

Exercise 1. The Four Types of Power⁷

 Purpose:	Introduce participants to the different types of power and stimulate reflection about how power can be used negatively and also productively.
 Duration:	30 minutes
 Materials:	Flipchart paper and markers (optional if the group is illiterate)
 Facilitator's Notes:	

The focus of this session is to help participants understand that to have influence as a leader is to have power; therefore, go over the types of power slowly, and before ending the session, make sure that everyone understands and has had time to reflect on the different types.



- **Power over:** this is the type people most commonly think of when asked to define power. It is the power one has over others, often associated with force, coercion, domination, and control. It can have many negative associations and use fear or physical control and abuse. In this type of power, power is seen as a limited resource that some have and some do not. In most households – and society at large – men frequently dominate control of resources and decisions, which can lead to the exclusion of others in the family and abuse. Examples: deciding who someone

⁷ Adapted from: Helen Keller International. 2015. "Nurturing Connections: Adopted for Homestead Food Production and Nutrition." https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf



should marry; physically assaulting someone; not letting someone own land; controlling all income in the household.

- **Power to:** the potential to do or accomplish something, to use one's unique abilities and knowledge to shape their life or the world where one lives. Power to is productive power. Examples: being able to sell something to others, building something with our own hands, and planting a garden to have better food.



- **Power with:** the power that comes from collective strength. It refers to collaboration to achieve something together. Instead of control, it is motivated by respect, mutual support, solidarity, and collaborative decision-making. Power with is based on identifying commonalities, despite differences and finding ways to work together. Examples: two or more people building a house or sewing something together; community members coming together to demand action from authorities.



- **Power within:** a person's sense of self-awareness and self-worth. It comes from knowing our strengths and weaknesses and feeling confident about what we are good at. It includes the ability to recognize differences and respect others. Power within gives us hope for the future and the strength to act for change. It leads to recognizing power with (working with others collaboratively) and power to (achieve things). Examples: deciding to run for a community leadership position; reaching out to help others in need.

 *Step-by-step guide on how to run the session:*

1. Start the session by asking participants what they understand about “power” and what they think power is. As they respond, write down responses on a flip chart. (5 minutes)
2. Use and expand their responses to explain the four types of power, using the concepts in the Facilitator's Notes above. As you explain each type of power, write keywords on a flipchart paper and ask participants to give examples of each type of power. (20 minutes)
3. Explain that power can come from different sources, like physical strength, age, gender, wisdom, social position (status), wealth, information, education, etc. Explain that different situations require different types of power. Power – especially power over – can be abused and harm or exclude people. However, power can also help people achieve things individually (power within) and collectively (power with and power to). (5 minutes)

Exercise 2. Who Holds Power?



Purpose:

Understand gendered differences of power within households, communities, and society at large, fostering discussions about different types of power and how power dynamics can change.



Duration:

40 minutes



Materials:

Pre-prepared sets of cards with characters



Facilitator's Notes:

To prepare for this session, cut **four** identical sets of family members: father, mother, son (teenager), and daughter (teenager). Print each family member on a different card/paper.

Building on the previous session about the types of power, this session will allow participants to reflect more on the different levels of power people hold in the household (and more broadly) and their implications.

 *Step-by-step guide on how to run the session:*

1. Divide the participants into four mixed-gender groups and give each group one of the character sets (each group should have all 4 characters).
2. In groups, ask participants to place all the characters in order by power level: from most powerful to least powerful. Provide participants with A4 paper and ask them to draw additional characters if they feel someone important is missing in the ranking. (10 minutes)
3. Gather all participants in a semicircle and ask one of the groups to place their order of characters in the center of the circle. Ask other groups to do the same. If there are significant disagreements, open a brief discussion, but there is no need for full agreement. (10 minutes)
4. Facilitate a discussion with the whole group about the following questions: (20 min)
 - What makes one person have more power than the other? Allow participants to respond before giving examples: social roles, ownership and/or control over assets/ resources, sex, age, position in the household, level of education, wealth, social status, physical strength, etc.
 - How can power change among family members? (e.g., a husband dies or moves to work; a wife starts earning money).
 - What are the implications of a person holding all the power in a household?
 - What is the benefit of sharing power in a household? How can power be shared or redistributed within the household?

Session 3. Gender-Based Violence

 *Purpose:* Raise awareness of what gender-based violence is, its effects on the participation of women, and how it manifests in land governance.

 *Duration:* 30 minutes

 *Materials:* Flipchart paper and markers (optional if the group is illiterate)

 *Facilitator's Notes:*

Begin the session by disclaiming that we will discuss gender-based violence. This is a serious issue that affects many people. This can be uncomfortable or triggering for women, so participants are free to take a break outside the room at any point, no questions asked. Remind participants about the ground rule on safe space for sharing and privacy. Remind everybody that we are here today, not to blame anyone, but to discuss how as leaders, we can make our lives better and treat each other with love and mutual respect.

Use the following definitions of GBV:

GBV is violence directed against a person because of their gender identity. Although GBV can be experienced by anyone, women and girls are disproportionately affected. GBV can be perpetrated by individuals, groups of individuals, or institutions and can happen in the household, workplace, schools, streets, and any other public or private space. Types of GBV:

- **Physical:** physical assault or threat of physical assault, including domestic violence.
- **Psychological or emotional:** coercion, verbal offenses, and belittling. Controlling one's mobility, social interactions, clothes, and reproductive life.

- **Sexual:** sexual assault and rape, including marital or spouse rape. Trafficking, forced prostitution. Unwanted sexual advances or sexual harassment at the workplace or in public institutions, including demanding sexual favors or relations in return for certain benefits or to avoid retaliation.
- **Social:** restricting access or services, staring, stalking, and gossiping about a person. Social ostracism (excluding someone from social interactions).
- **Economic:** limitations to inheritance and ownership rights, restricting decision-making on earnings, and restricting access to financial resources, education, or the labor market.
- **Harmful traditional practices:** child marriage, [forced marriage](#), [“honor” killings](#), and [female feticide and infanticide](#).



Step-by-step guide on how to run the session:

1. Linking back to the previous session, explain that when power is deposited in one person, it can be subject to abuse and that gender-based violence is an expression of power abuse and asymmetrical power relationships, whereby one person seeks to dominate another or others.
2. Explain the concept of GBV (see Facilitator’s Notes above). Read out three of the scenarios below, one by one, and after each scenario, ask the following questions:
 - Is this a case of GBV? What constituted violence in this?
 - What type of GBV did you observe in the scenario?
 - Who is the person who experienced violence? Who is the person who perpetrated violence?
 - What is the impact of GBV on the women in these scenarios?
 - How does GBV impact the entire family? How does it affect the community?

Scenario 1: *Elizabeth is a young unmarried woman elected to the Customary Land Committee (CLC). She was excited to be part of the committee and help her community. Although she was the CLC treasurer, the chair and vice-chair, all men, excluded her from discussions about the CLC finances. She asked them a few times, but they laughed her off, saying she was just a young woman and could not possibly understand numbers and finances. When she argued she was the treasurer, they said this was only on paper, as everyone knows they need to put women down on paper, but men are the ones who decide things. About a year later, she had to sign the accounts as treasurer, and as the chair left the room briefly to speak on his phone, she looked at the folder with receipts and files and noticed that the women in the CLC had been receiving less than half of the allowance male members received. The chair and vice-chair were irregularly pocketing the difference. She tried to confront the chair, but he slapped her and told her he would do much worse to her and her younger siblings if she did not keep quiet about it. Terrified, she finished her term quietly and never ran for community leadership again.*

Scenario 2: *Evaline is a member of the CLC. The government offered a full-day training in Nkhotakota. After training, she went to the market to buy some supplies for her family and ended up missing her ride back home. She was getting desperate when she became relieved to see the local clinic doctor, whom she knew as an acquaintance. He said he was going back to her village and offered her a ride. While traveling, the doctor engaged her in conversation. At first, it was just general talk, but as they traveled, the conversation became more and more intimate and soon became inappropriate, which made her very uncomfortable. Evaline tried to change the conversation without success. Eventually, he stopped the car and raped her. Evaline was too ashamed to tell anyone because he was a respected man in the community. She blamed herself for taking the lift and sitting in the car’s front seat. She found it very difficult to carry on with her role and put in her resignation. The other CLC members started to falsely accuse her that she was being difficult*

because she wanted to be paid for doing the work, and that is why she was resigning. She was concerned about the false accusations but felt she couldn't tell anyone the real reason as nobody would believe her after time had passed. She was also concerned the doctor would say she consented to have sex with him and that his word would be much more valued than hers.

Scenario 3: Esitele is a widow with 5 children who never remarried after her husband passed away. She continued to work on the land she shared with her late husband. Over the years, her neighbor Jonasi started to encroach over her land. She suspected this was happening but was unsure about the actual boundaries. When land registration began in her community, she was unable to attend sensitization meetings as they happened when she needed to collect her children from school and cook them dinner. When registering his parcel, Jonasi walked the boundaries with the data collectors and ended up including a considerable part of Esitele's land as his. When she attended the public display, she noticed this and asked a friend what she could do about it. Her friend advised her to lodge a claim for objection and corrections. Jonasi was furious and started to threaten her. Feeling scared for her safety, she withdrew the claim and accepted that her children would have much less land to inherit in the future.

3. Explain that we usually think that only physical and sexual violence are gender-based violence, but it also includes verbal, emotional, social, and economic violence. Refer to the different types of GBV in the Facilitator's Notes above.
4. Explain that, unfortunately, in our society, many people experience violence simply because they are women. GBV affects individuals in many ways: it can impact their physical health, cause trauma and depression, lower their confidence and self-esteem, decrease productivity and ability to earn money, and increase expenditures in health costs. Emphasize that apart from affecting the person experiencing GBV, it has devastating effects on their family, especially children. GBV leaves a long-term physical and psychological impact. Children may need to drop out of school, have less food to eat, or even become victims or perpetrators of violence themselves in the future.

Session 3 Check-Out – 10 minutes

1. Invite participants to stand in a circle. Ask each participant to say one word or sentence about how they feel or what they learned today. Give a few examples like "I learned that I have power, and I am happy," or "excited," or "tired." Emphasize that there is no right or wrong answer.
2. Go around the circle and allow each participant to share their remarks.
3. Thank participants, and say that in the next session, we will discuss how gender affects resource control and decision-making in households.

SESSION 4. RESOURCE CONTROL AND DECISION-MAKING

Session Overview

Overall purpose:	Building upon previous sessions on gender inequality and power, this session invites participants to reflect on unequal ownership, access, and control of resources within households, despite women's essential (yet often unrecognized) contributions.
Duration:	2 hours
Exercises:	Exercise 1: Gender Balance Tree Exercise 2: Resource Control Map

Welcome Back & Recap – 5 minutes

1. Welcome everyone back and ask participants to stand in a circle.
2. Recap Session 3 on the different types of power, power hierarchies within households, and gender-based violence. State that today, we will discuss how inequalities related to gender and age affect control of resources and decision-making within households.

Exercise 1. Gender Balance Tree⁸

 *Purpose:* Understand gendered contributions and decision-making within households.

 *Duration:* 1 hour

 *Materials:* Flipchart paper, colored pens (at least 2 different colors and enough of all colors for all participants), tape, or blue tack

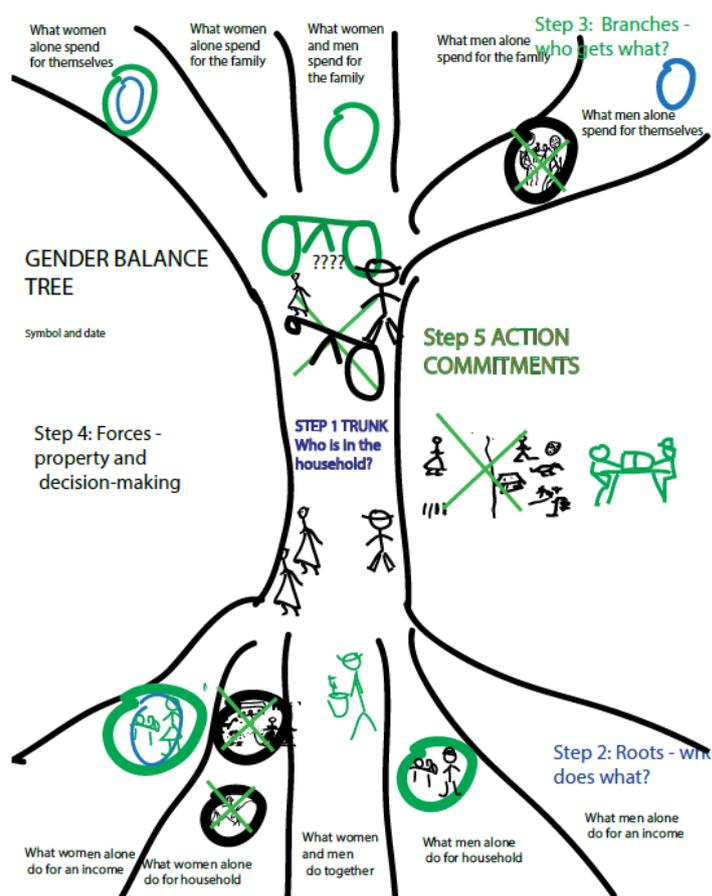
 *Facilitator's Notes:*

Households are like trees - they need to be properly balanced if they are to bear rich fruit. If the roots are not equally strong on both sides, the tree will fall over in the first storm. If the fruits on one side are heavier than on the other, then the tree will also fall over, and there will be no harvest next year. Inequalities between women and men in households are a key cause of imbalances and inefficiencies in the household tree, making them fail.

The Gender Balance Tree exercise is done by couples (or any other 2 or 3 people who came together from the same household). Collaboration between partners is critical, and the facilitator must encourage and closely monitor to avoid that only one person draws or contributes.

⁸ Adapted from: Oxfam Novib. 2014. "Rocky Road to Diamond Dreams: GALS Phase I Visioning and Catalyzing a Gender Justice Movement Implementation Manual." <https://empoweratscale.org/resource-centre/gals-phase-i-manual/>

The picture below is a guide to what the Gender Balance Tree should look like:



 *Step-by-step guide on how to run the session:*

1. Explain that we will work on our household's Gender Balance Tree, which is a tool that helps us visualize the distribution of roles, assets, decisions, and responsibilities between household members. Use the Facilitator's Notes above. (5 minutes)
2. Ask couples or people who came together from the same household to sit together, also asking that each couple/household sit a bit apart from other couples/groups so they can focus. Distribute one flipchart paper and pens to each couple/household. Explain the steps below while demonstrating them on a large chart paper.

Step 1: Trunk – Who is in the household? (10 minutes)

1. Draw two lines in the middle of the paper for the trunk of the tree. Write or draw symbols for each household member on either side inside the trunk. Women should go on the left side of the trunk and men on the right side, with dependents in the middle to the side of their respective gender. It is best not to color code by gender, or it gets confused with the colors of the fruits.

Step 2: Roots – Who Contributes What Work? (10 minutes)

1. Draw five roots: two roots for women, two roots for men on their respective sides of the trunk, and a central root for joint activities. On the outside root, on each side, put the activities which people of that gender perform alone.
2. On the inside roots, put the activities that people of that gender perform alone for the family, i.e., housework and care work.

3. In the central root, put those activities which both women and men do, closer to the side of the sex who does it mostly.

Step 3: Branches – Who Gets What Fruit? (10 minutes)

1. Draw five branches at the top of the tree: two branches for women, two branches for men on their respective sides of the trunk, and a central branch for joint household expenses.
2. On the outside branch on each side, draw or write the personal expenditures each gender makes for them alone. Circle the largest personal expenditures in **black**. On the inside branch, on each side, draw expenditures each gender pays for the whole household. Circle the largest expenditures in **black**. In the middle branch, put joint expenditures and circle the largest expenditures.

Step 4: What is Pushing the Tree? (10 minutes)

1. On their respective side of the trunk, write or draw symbols for the property women and men own, e.g., land, livestock, house, etc.
2. Finally, on their respective side of the trunk, write or draw symbols for the decisions women and men make: which decisions are made by women only, which by men only, and which are made jointly. Is one person the overall decision-maker, or do both people always sit down together to discuss and decide?

Step 5: Action – What do We Want to Change? (15 minutes)

1. Ask participants to look at their trees and think: is the tree balanced? Are women doing most of the work, with men owning most of the property, income, and expenditure? Are men making most of the decisions?
2. Ask participants to circle in blue the things they think could help balance the tree so it can stand up straight and bear rich fruit for women, men, and their children. Which tasks should be done jointly, which expenditures could be cut, and what property should be shared?

Exercise 2. Resource Control Map



Purpose:

Visualize gendered differences in ownership, access, and control of resources.



Duration:

45 minutes



Materials:

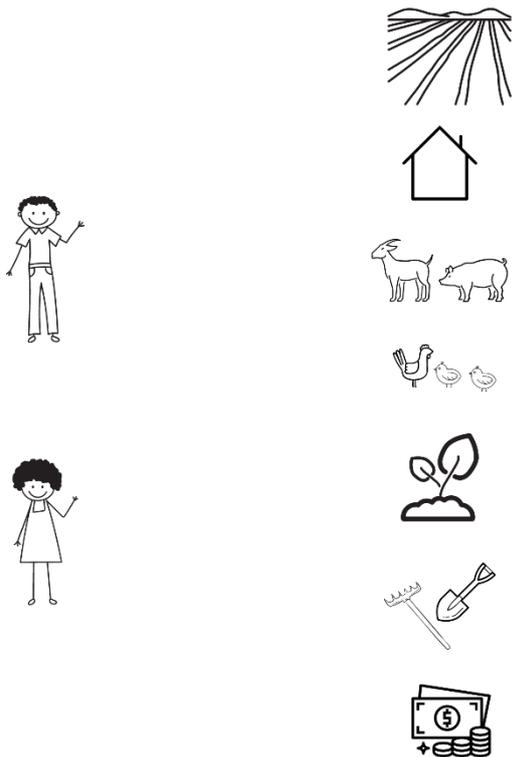
Colored markers or pens (5 sets of at least 3 different colors), printed Resource Maps (10 copies)



Facilitator's Notes:

To prepare for this exercise, print copies of the Resource Map shown below. At least 5 copies will be needed, but print extra just in case participants need more.

The Resource Map has a picture of a man and a woman on one side and resources on the other: land, house, larger animals, smaller animals, crops, tools, and income/money. Participants will use colored pens to show how men and women relate to each resource in terms of ownership, access, and control.



 Step-by-step guide on how to run the session:

1. Divide participants into mixed-gender groups of about 4 people each. Distribute a Resource Map and a set with 3 different colored pens to each group. Go over what is represented in the Resource Map (see Facilitator's Notes). Say that groups are welcome to draw any other resources they think are missing in the paper. (5 minutes)
2. Ask participants to discuss in their group and use colored pens to link the man and then the woman to each resource, as follows (change colors according to availability, the important thing is to have three different colors): (10 minutes)
 - Black: Ownership – considered to own the resource
 - Blue: Access – uses the resource
 - Red: Control – has the ability to make decisions about the resource
3. Invite a person from each group to show their Resource Map to the broader group. After all is present, note similarities and differences in the Maps produced by different groups. (15 minutes total)
4. Facilitate a discussion using the guiding questions below: (15 minutes)
 - Who is more likely to own resources of higher value/importance?
 - Who is more likely to make decisions about resources of higher value/importance?
 - What other factors affect the ability to own or make decisions about resources? (Probe: age, position in the family like mother-in-law versus daughter-in-law, etc.)
 - What are the main decisions women make in households? (Probe: meal to be cooked daily, buy clothes and shoes for children, take a sick child to the clinic, etc.)
 - What are the main decisions men make in households? (Probe: crops to be planted, use of money earned, make improvements in the house, sell or buy land, etc.) Note that women often

have decision-making power over smaller, daily decisions and are excluded from decisions about key resources like land and income.

5. Conclude, explaining that ownership, access, and control of resources are all important. Due to gender norms, oftentimes, even when women own a resource like land on paper, they are excluded from making decisions related to the resource, such as deciding what to do with income coming from the land, deciding if/when to sell, or deciding who will inherit the land. It is important to see equality in all elements of resource management, especially the resources that are critical for the livelihoods of all people in the family.

Session 4 Check-Out – 10 minutes

1. Invite participants to stand in a circle. Ask each participant to say one word or sentence about how they feel or what they learned today. Give a few examples like “I learnt that I have power, and I am happy,” or “excited,” or “tired.” Emphasize that there is no right or wrong answer.
2. Go around the circle and allow each participant to share their remarks.
3. Thank participants and say that the next session is the final one, and we will bring together all we have learned so far to think through how we can begin to change harmful gender norms to achieve a happier and more peaceful life for all in the household and community.

SESSION 5. CHANGES FOR A HAPPIER FUTURE

Session Overview

Overall purpose:	This final module allows participants to discuss how gender norms can change and develop individual commitments for change.
Duration:	2 hours
Exercises:	Exercise 1: Can Gender Norms Change Over Time? Exercise 2: Grace and David's Story Exercise 3: Final Reflections

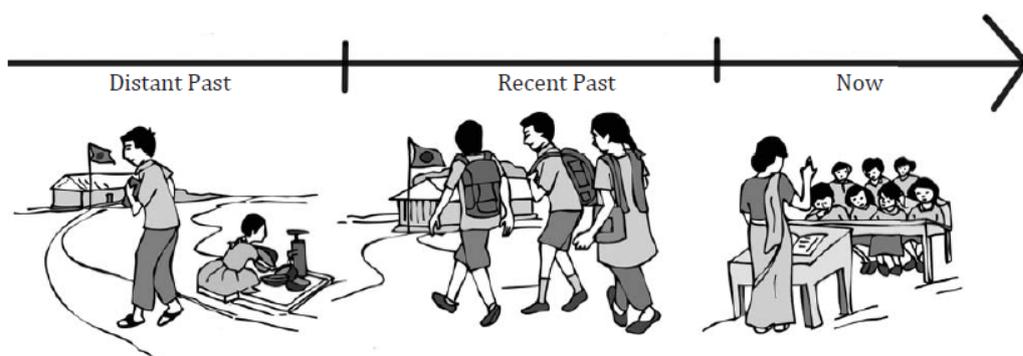
Welcome Back & Recap – 10 minutes

1. Welcome everyone back and ask participants to stand in a circle.
2. Recap Session 4 on the unequal control of resources and decision-making within households. State that today is our final session, and we will bring together all we have learned so far to think through how we can begin to change harmful gender norms to achieve a happier and more peaceful life for all in the household and community.

Exercise 1. Can Gender Norms Change Over Time?⁹

-  **Purpose:** Realize that gender norms can change over time.
-  **Duration:** 40 minutes
-  **Materials:** Picture showing changing gender norms over time, paper, pens, bucket
-  **Facilitator's Notes:**

To prepare for this exercise, print the picture below depicting changes in gender norms over time. Try to print it out in large format so all can see it.



You will need a bucket for participants to throw away the crumpled paper with their negative thoughts and beliefs. If a bucket is not available, they can throw the crumpled papers in a corner.

⁹ Adapted from: Helen Keller International. 2015. "Nurturing Connections: Adopted for Homestead Food Production and Nutrition." https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf

The important thing is to have the cathartic and physical exercise of getting rid of negative thoughts and beliefs.

Key concepts for this exercise:

- **Gender norms:** what a person perceives other people in their social group do, approve of, and expect others to do based on their gender (unwritten rules).
- **Attitude and belief:** an individual opinion or feeling about something, whether positive/negative/neutral, or true.
- **Behavior:** what a person does (an action) based on their individual beliefs and social/gender norms



Step-by-step guide on how to run the session:

1. Show participants the picture depicting changes in gender norms over time. Ask participants their thoughts about the picture. Based on their answers, explain how in the past, only boys could go to school, then it became accepted that girls should go to school too and that women could lead in education as teachers and headmistresses. (5 minutes)
2. Ask participants to think of examples of other gender norms that have changed over time. (Probe: cite examples of women in leadership positions such as GVHs or even at the national level like in the parliament; changes in how men and women dress; changes in marriage patterns or divorce; etc.) (5 minutes)
3. Facilitate a discussion about why and how participants think the norms they mentioned changed over time. Did these changes bring benefits for men and women? (10 minutes)
4. Using the Facilitator's Notes above, explain that our behaviors (how we act) are influenced by both gender norms **collectively** held and our **individual** attitudes and beliefs. An important step to changing gender norms is to revisit and change our beliefs and attitudes. (5 minutes)
5. Give participants pieces of paper and pens. Ask them to think about any beliefs or thoughts they had before the training they think they should or want to change. Ask them to write or draw each thought or belief on a different piece of paper. Encourage them to write as many as they want. (10 minutes)

Here are a few examples if needed:

- Feeling like people will laugh at/criticize me
 - Feeling I can't do "women's work"
 - Feeling I am weak
 - Feeling my opinions don't matter
 - Thinking I should not share my thoughts or feelings with my spouse
 - Thinking I do not need to ask my spouse or others in my house for input before making big decisions
 - Feeling that I am the head of the family and can do whatever I want
6. Ask everyone to stand up and invite participants to read one of their beliefs/thoughts out loud, one at a time, then crumble their paper and throw them in a bucket (if a bucket is not available, they can throw them in the corner of the room). (10 minutes)
 7. Conclude by asking participants to remember the negative thoughts and beliefs they would like to get rid of and change and try to do so moving forward.

Exercise 2. Grace and David's Story¹⁰

 **Purpose:** Use a relatable story to encourage reflection and discussion about the impact of harmful gender norms and how household members can work to change them for the better.

 **Duration:** 40 minutes

 **Materials:**

 **Facilitator's Notes:**

As you present the story and facilitate the discussion, link it to the concepts discussed in previous sessions (gender equality, gender norms, power hierarchies, GBV, etc.). Try to steer participants away from focusing on the negative and conflict, guiding them towards solutions and positive collaboration, i.e., how people in the household can work together to improve the situation for everyone.

 **Step-by-step guide on how to run the session:**

I. Ask participants to sit comfortably in a circle and read the following story: (5 minutes)

“Grace and David are a young married couple who live with their two young children. Grace is pregnant with their third child. Every day Grace wakes up at 5 am to fetch water for the family. This is getting more and more difficult as the pregnancy progresses, and she spends most of the night awake, feeding her baby. When she returns with the water, she sweeps the house and prepares the water for her husband and children to wash themselves. She prepares food for their breakfast and gets her oldest daughter ready for school. She straps the baby to her back and takes him outside to feed the small animals, and goes to work in the family farming fields. When she walks back home, she collects firewood. She is tired but cannot rest as she needs to clean the animals’ enclosures, wash the clothes, wash the dishes, clean the children up, and prepare the evening meal. Taking care of these tasks is difficult with two children, and she worries about how things will be when the third child arrives. But she does not share these concerns with her husband because she feels these are her obligations as a woman, wife, and mother. When David arrives from the fields, she prepares water for him to clean himself up. When he returns from the village, she serves him his evening meal, the children, and herself. If she is particularly busy or feeling tired and the food is not ready in time or not very tasty, David gets in a bad mood, and she stays quiet so as not to upset him more. She cleans up the dishes and puts the children to bed. She finally goes to bed at 10 pm, but she knows she won’t be able to rest much as she has many worries in her mind. Her mother is older and ill, and as the only daughter, she needs to go see her the next day and help her. Her daughter needs school uniforms, but she doesn’t have the money. She knows David, and she doesn’t want to aggravate or make him feel ashamed they don’t have money for that. Grace is good at sewing, and her friend who has a market stall said if Grace sewed clothes, she could sell them for her at the stall, but she doesn’t have time or energy with the kids, the house, animals, and the crops. She thinks her role as a wife and mother is difficult, but her husband doesn’t understand.

Rafik wakes up every day at 6 am. He washes himself, eats his breakfast, and leaves to work in the fields. He spends most of the day plowing, planting, weeding, and harvesting, depending on the time of the year. For extra money, he sometimes helps his cousin with construction work in the village. When he harvests his crops, he bags them and carries the heavy bags to the market to sell. It is all very physically demanding work. When he gets home in the early evening, he is very tired. Sometimes the children are excited and loud, and he finds it irritating after a long day. He washes himself and goes to see his brothers and friends in the village, where they play cards and sometimes

¹⁰ Story adapted from: Helen Keller International. 2015. “Nurturing Connections: Adopted for Homestead Food Production and Nutrition.” https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf

have a drink to relax. When he is back, Grace serves him and the children dinner. He sees that she sometimes struggles with the household work, but he feels he can't help her. He is a man, and if his friends were to see him doing women's work, they would mock him. He feels enormous pressure to provide for the family but never talks to Grace about it. Providing is a man's responsibility, and he doesn't want her to think he is weak. He wants to save money so his son can continue his studies and someday have a good job. Sometimes when he doesn't have enough money, he feels frustrated and finds it hard to control his anger, and sometimes takes it out on his wife. He goes to sleep at 9 pm. David feels his role as a husband and father is difficult, but his wife doesn't understand."

2. Facilitate a group discussion using the guiding questions below: (20 minutes)

- Does this story sound familiar?
- How do you think Grace feels? How do you think David feels? (Probe: Happy? Appreciated? Guilty? Angry?)
- How are gender norms influencing this situation? (Probe: gendered expectations of what a man/woman is expected to do, how Grace and David do not express their feelings, fear of other people's reactions, etc.)
- What could Grace and David do to change the situation? How could they alleviate each other's burdens in terms of workload and finances? (Probe: could David share some of the household work so Grace can rest and perhaps sew clothes for extra money?)
- If they decide to make some changes, what are the potential negative consequences? How could they overcome them together? (Probe: people's reactions by mocking David for doing household chores, when Grace goes to the market to sell clothes, etc.)
- What are some potential positive consequences? (Probe: shared financial burden, better communication, less conflict in the household, more equality in rest and leisure time, children spend more time with their father and benefit from being nurtured by him, etc.)

3. Continue the story: (5 minutes)

"A land registration process starts in their village. David hears about it when hanging out with his friends at the market and Grace at the water collection point. David says he will attend the sensitization meetings on behalf of the family and tell Grace anything important, but he never tells her. When she asks, he says it was men's stuff, for landowners, and she doesn't need to worry.

When the data collectors come to the house, they ask David who should be in the land certificate. He says only him because the land is his, and he is the one who farms it. Grace overhears and thinks she also works in the fields every day, but she doesn't have the courage to say it out loud.

At night Grace can't sleep thinking about what happened to her aunt, who lived in another village. She had been married for 15 years, working together with her husband on the land and raising their 6 children, when her husband suddenly died. His family went to the house, saying the land was theirs and she had to leave. She didn't have any paper saying she had a right to the land and didn't know who to go to for help. Grace is terrified something like that could happen to her."

4. Facilitate another group discussion using the guiding questions below: (10 minutes)

- Do you think Grace should have been included in the land certificate? Why?
- Does Grace contribute to the household income? How? (Probe: include both income-generating contributions, like working on the land, and unpaid contributions, like caring and household work).
- If both adults are contributing to the household, is it fair that only one person owns and controls the resources like land? Why?

- How could sharing resources benefit everyone in the family? (Probe: more access to land-based credit, Grace could feel more confident to participate in decisions about how the land is used, protection for Grace and the children in case of life-changing events, etc.)

Exercise 3. Final Reflections

-  **Purpose:** Allow participants to recap the key learning and takeaways and commit to change.
-  **Duration:** 30 minutes
-  **Materials:** Flipchart paper, markers or pens, post-its, and post-training assessment sheet (see Annex IV)
-  **Facilitator's Notes:**

Use the “Head – Heart – Feet” model (see pictures below) to draw what participants learned, how they feel about the training and what they learned, and how they plan to implement learning.

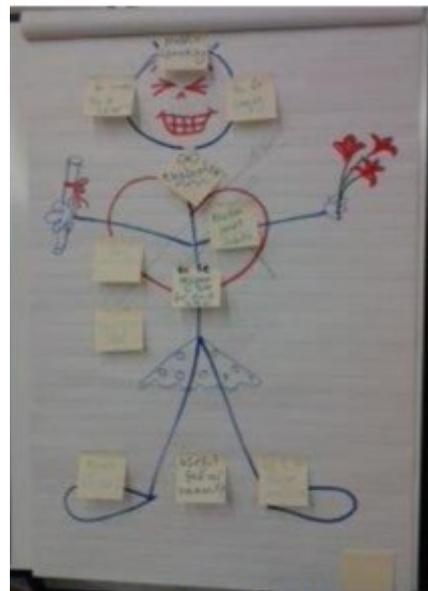


Photo credit: Gillian Kranias, Unison Health and Community Services

It is important that the tone for the concluding session is exciting and encouraging for participants to think of and commit to action. For example, you can comment that the future is bright with what you have seen in them during the training.

 **Step-by-step guide on how to run the session:**

1. Thank participants for their commitment to this process, to each other, and above all, to themselves. Express your appreciation for them to take time off from their multiple responsibilities to attend.
2. Invite participants to reflect on the whole training program. Draw a large stick figure on flipchart paper, showing their head, heart, and feet. Distribute post-it notes and pens to all participants.
3. Ask each participant to share one or a couple of things from their head, heart, and feet about the training and stick them on the drawn stick figure, representing the following:
 - **Head:** what they learned from the sessions. Make corrections to core concepts if needed.

- **Heart:** how they feel about all that has been discussed and how they feel about what they have learned.
 - **Feet:** what concrete steps or actions they will take after this training.
4. As the facilitator, you may also share your own head, heart, and feet takeaways with the group. Allow time for all to fill in their post-it notes and stick them. (10 minutes)
 5. Make a final conclusion by commenting on the drawing after it is filled with their reflections. (10 minutes)
 6. Proceed to administer the post-training assessment, encouraging participants to be as open as possible in providing feedback, which is useful for future training. Inform them that it is anonymous, and they don't have to fill in their names. (10 minutes)
 7. Thank participants and encourage them to embark on changing harmful gender norms that are detrimental to men, women, and the whole society. Emphasize that these changes can make their family life and futures happier.

ANNEX I: LIST OF REFERENCE MATERIALS

- CARE. 2017. "Gender Transformative Change: Flagship Approach." https://www.careindia.org/wp-content/uploads/2017/10/CARE_India_GTC_Flagship_Approach_Sept20171.pdf
- Feed the Future. 2016. "Integrating Gender and Nutrition within Agricultural Extension Services: Who Does What?" Activity Sheet. USAID. <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-1-Who-Does-What.pdf>
- Helen Keller International. 2015. "Nurturing Connections: Adopted for Homestead Food Production and Nutrition." https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf
- Oxfam Novib. 2014. "Rocky Road to Diamond Dreams: GALS Phase I Visioning and Catalyzing a Gender Justice Movement Implementation Manual." <https://empoweratscale.org/resource-centre/gals-phase-1-manual/>
- Thoughtshop Foundation. 2013. "Gender Toolkit: Understanding Gender and Violence against Women - Participatory Toolkit for Rural Communities. Oxfam GB. https://issuu.com/tsfoundation/docs/gvaw_manual_en
- USAID and IGWG. 2017. "Act Like a Man, Act Like a Woman." <https://www.igwg.org/wp-content/uploads/2017/05/ActLikeAMan.pdf>

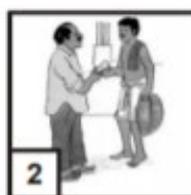
ANNEX II: TRAINING MATERIALS

- Flipchart paper
- Marker pens (different colors)
- Writing pens (different colors)
- Post-its or small pieces of paper
- A4 or letter paper
- Tape
- Picture cards
 - Session 2, Exercise 2:



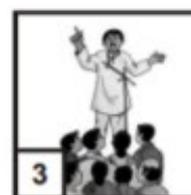
Man carrying a heavy load

1



Man earning money

2



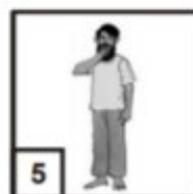
Public leader - Man

3



Man doing housework

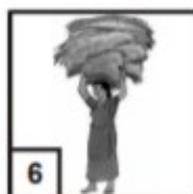
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Man growing a beard

5

Woman carrying a heavy load



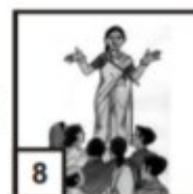
6

Woman earning money



7

Public leader - Woman



8

Woman doing housework

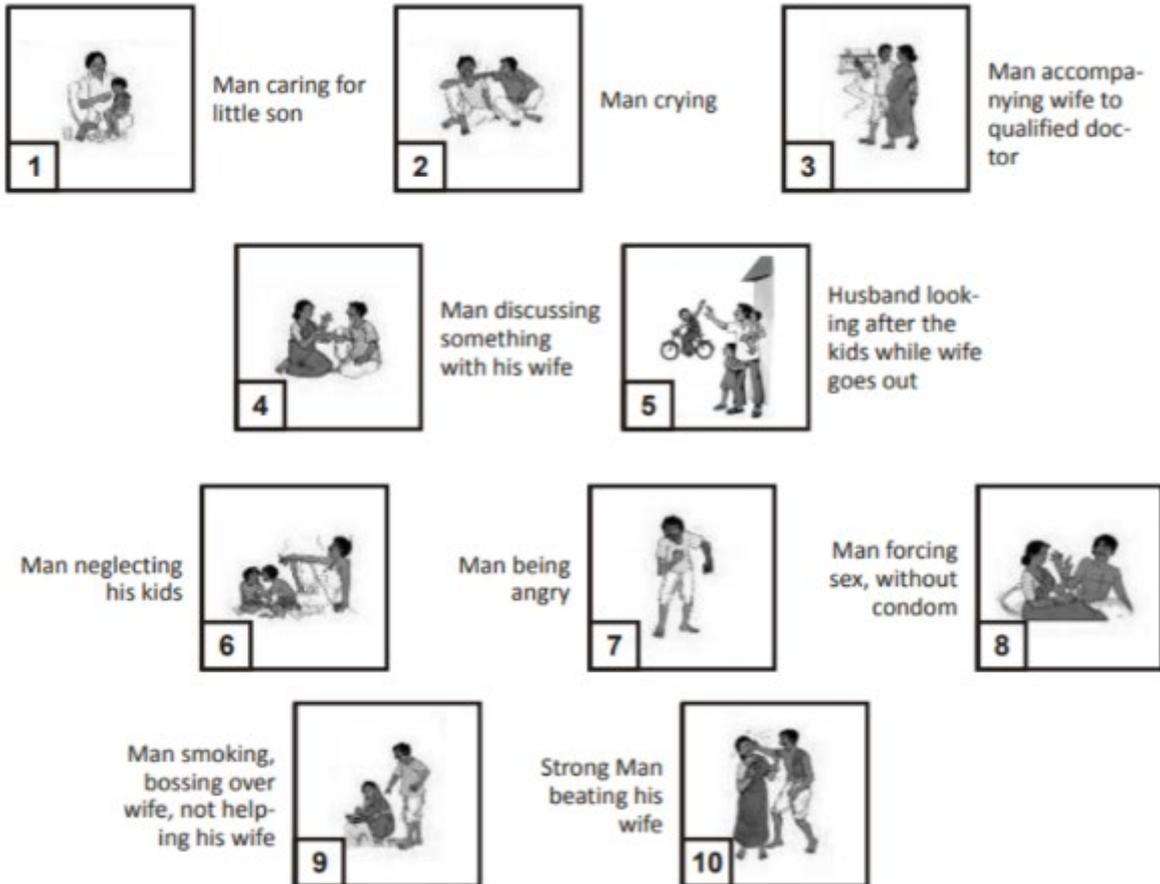


9

Woman having a baby



10

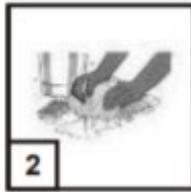


– Session 2, Exercise 3:

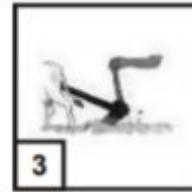
Picture a woman, a man, and a couple. Print any available/found online. If not available, draw a man, a woman, and a couple of stick figures.



Cooking



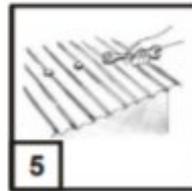
Washing clothes



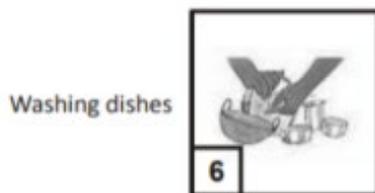
Ploughing



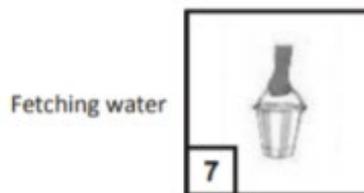
Feeding baby



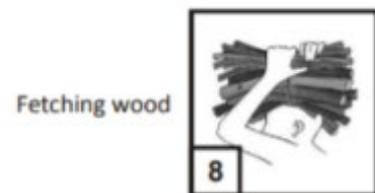
Fixing roof



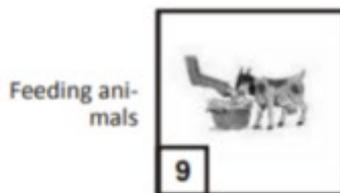
Washing dishes



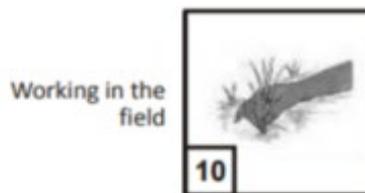
Fetching water



Fetching wood



Feeding animals



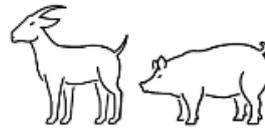
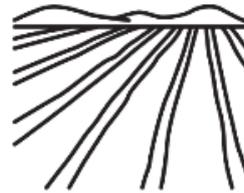
Working in the field

- Session 3, Exercise 2:

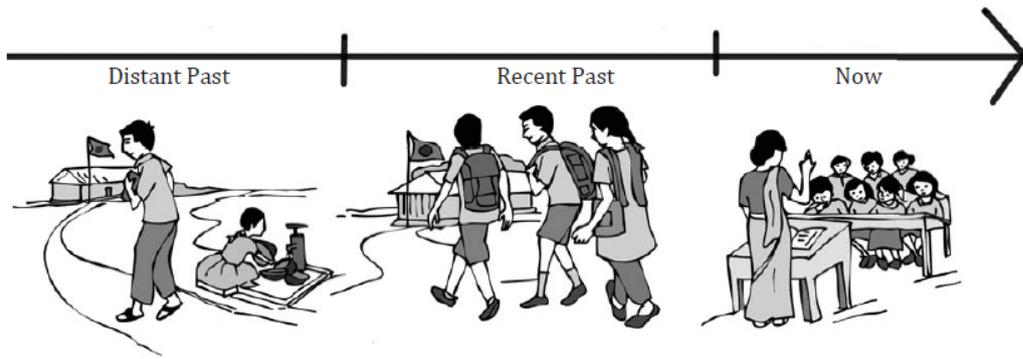
Four identical sets of pictures of family members: father, mother, son (teenager), and daughter (teenager). Print any available/found online. If not available, draw representations of these characters using stick figures.

- Session 4, Exercise 2:

10 copies of the Resource Map below



- Session 5, Exercise 1:



ANNEX III: PRE-TRAINING ASSESSMENT

Gender: _____

Village: _____

Date: _____

The purpose of this assessment is to capture participants' initial knowledge and then compare it with the knowledge acquired during the training. The assessment is anonymous. This is not an assessment of each person but of the effectiveness of the training. The goal is that we can improve future training.

1. How do you define gender? (Choose one)
 - a. Everything related to women, women's roles, and women's issues.
 - b. The socially constructed roles and behaviors attributed to men and women.
 - c. The biological and physiological characteristics that define men and women.
2. For each statement, select one column if you think it is true or false:

No.	Statement	True	False
1	Maleness and femaleness are entirely determined by reproductive organs and hormones.		
2	Men are the head of the household and should make final decisions.		
3	Taking care of children and doing household chores is a woman's job; men should not get involved.		
4	In our community, women have less access to economic opportunities.		
5	A law that says men and women have equal rights to land is enough for women to own land.		
6	The social rules about how men and women should behave cannot change and have never changed.		
7	Gender-based violence is the same as domestic violence.		
8	Gender equality threatens culture and traditions. They should remain as they are.		

ANNEX IV: POST-TRAINING ASSESSMENT

Gender: _____

Village: _____

Date: _____

The purpose of this assessment is to capture participants' initial knowledge and then compare it with the knowledge acquired during the training. The assessment is anonymous. This is not an assessment of each person but of the effectiveness of the training. The goal is that we can improve future training.

1. How do you define gender? (Choose one)
 - a. Everything related to women, women's roles, and women's issues.
 - b. The socially constructed roles and behaviors attributed to men and women.
 - c. The biological and physiological characteristics that define men and women.
2. For each statement, select one column if you think it is true or false:

No.	Statement	True	False
1	Maleness and femaleness are entirely determined by reproductive organs and hormones.		
2	Men are the head of the household and should make final decisions.		
3	Taking care of children and doing household chores is a woman's job; men should not get involved.		
4	In our community, women have less access to economic opportunities.		
5	A law that says men and women have equal rights to land is enough for women to own land.		
6	The social rules about how men and women should behave cannot change and have never changed.		
7	Gender-based violence is the same as domestic violence.		
8	Gender equality threatens culture and traditions. They should remain as they are.		

3. Do you feel like you have learned something new from the training?
 - a. No
 - b. Yes
 - c. Not sure
4. Which of these areas did you **learn the most** from the training?
 - a. Understanding how one's gender and age can affect their access to resources and path in life
 - b. How gender roles and gender norms are not fixed and can change
 - c. Benefits of a more equal distribution of tasks and decision-making in the household
 - d. Gender-Based Violence, its types, and consequences

5. Which of these four options was the part you feel was **the least useful** for you?
 - a. Understanding how one's gender and age can affect their access to resources and path in life
 - b. How gender roles and gender norms are not fixed and can change
 - c. Benefits of a more equal distribution of tasks and decision-making in the household
 - d. Gender-Based Violence, its types, and consequences
6. Do you intend to change something you think or do as a result of the training?
 - a. No
 - b. Yes
 - c. Not sure
7. Which type of training exercises did you like best?
 - a. Stories and discussions
 - b. Using printed pictures for discussions
 - c. Drawing or writing
8. How did you prefer to work in the training?
 - a. Individually
 - b. In small groups
 - c. Whole group
9. Do you think it is helpful for women and men to be together in a training session?
 - a. No
 - b. Yes
 - c. Not sure
10. Any comments on topics that should be removed or included in future training?

ANNEX V: RECOMMENDED ICEBREAKERS AND ENERGIZERS

Walks

- **Swapping places¹¹**

In this game, people who have something in common will need to swap places with one another. You will call out a description. Everyone who fits the description quickly goes through the middle of the circle to find another place. E.g., “All people wearing the color blue (or whatever color some of your participants are wearing) swap places.” If you are in a circle, everyone with blue (or any other chosen color) in their clothes should go to the middle of the circle, then move to an empty place in the circle that is different from the one they came from. All people who have two children; all people who like dancing; all people who are firstborn; etc. Continue the game for about five minutes.

- **Animal walk – 15 minutes**

Ask people to stand in a circle and think of their favorite animal.

Ask participants, one by one, to come into the middle of the circle walking, hopping in a funny way to imitate the animal they like and let the rest identify the animal and shout it out loud. If they fail, let them try again until someone guesses right. Be the first in order to demonstrate how it is done.

Clapping Games

- **Clap, Stump**

Participants pair up and stand facing each other. They do a rhythm together; clap their hands and stump feet to the right, then left and repeat increasing the pace. The pair is not trying to mirror the partner but are moving together at the same time. They keep increasing and decreasing the pace until one of them can't cope. They are leading each other in the game. Allow all participants a chance to play the game.

- **Arms up Malawi**

Pair up all participants facing each other. They do a rhythm of clapping up and down first, then in front with each other (double high five twice), then up and down and back to double high five twice- while singing and mentioning the name of trees first, then of animals.

Song: *Arms! Arms! Arms up Malawi* (putting the right hand up and left down position then clap), *we better be quick*, (double high five x2 and back right hand up and left down clap and continue) *names of trees (or animals), no hesitating, starting with the first, I am the first one, the first one, the first one!* (Mention the name of the tree or, if it's an animal, the name of an animal). Demonstrate this with one participant first before asking the participants to get in pairs.

¹¹ Adapted from: Helen Keller International. 2015. “Nurturing Connections: Adopted for Homestead Food Production and Nutrition.” https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf

Song and Dance

*Song and dance are very popular among women participants, and the facilitator can add the common and popular play songs in the area (often sung in children's play). Allowing participants a chance to come up with energizing songs works effectively.

- **Kalulu dance**

Stand in a circle and sing: Kalulu luchelo alya mataba x2 tumucheke pamala pantu alya mataba x2 (dancing to demonstrate the cutting of the rabbit's stomach).

- **Umuchwana**

Start the song: Umuchwana munchwana eya eya eya x2 nganachita ifi eya x5 (make an any action while dancing) takuli kunseka eya x5. nganakusonta, eya x5 (point at the next person to make the action) takuli kukana eya x5. The next person starts the song.

- **Kambeba iyayi**

Stand in a circle and start the song: Kambeba iyai x2, sikangnilume ine iyai, sikanganilume ine kambeba x2, ako aka ako kambeba! (While everyone dances at the same time pointing at the kambeba).

- **Aipepeta**

Make a circle and pass the ball to one participant who starts the song; ipepeta x3 (while acting to get and hold the ball), naitenga bola (gets the ball), naifaka apa x 3 (and put on the head then makes a dance) and passes on the dance to the next person who starts the song Aipepeta again!

- **Chinkhuku**

Chinkhuku chikati phaphapha x 3 (dance flipping the hands like a bird while going down)

- **Sele ci tomota**

Make a circle and sing: Sele ci tomato x2 (as one participant gets in the center to dance) *jigi jigi gile jigi gile* x 3 (while she does the dance and goes out and for the next that comes in and the song starts over again).

- **Katenge ka ndalama**

Interlock hands with a partner and start a song: Katenge kanga ni kandalama eyaye x2, awuyowe awuyowe awuyowe eyaye x2 (while you unlock hands and dance facing each other).

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