



## **ECOM GHANA GOOD SOCIAL PRACTICES AND GENDER NORMS TRAINING MANUAL**

### **INTEGRATED LAND AND RESOURCE GOVERNANCE (ILRG)**

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Cover Photo: Cocoa farmer couple who participated in Good Social Practices training. Photo credit: Thais Bessa/ILRG

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## ACRONYMS LIST

ECOM	Ecom Agroindustrial Corporation
ILRG	Integrated Land and Resource Governance
STARR II	Strengthening Tenure and Resource Rights II
USAID	United States Agency for International Development
VSLA	Village Savings and Loans Association

# INTRODUCTION

The United States Agency for International Development (USAID) is working with Ecom Agroindustrial Corp. (ECOM), a global commodity trading and processing company specializing in coffee, cocoa, and cotton, to strengthen women's land rights and economically empower women in the cocoa value chain in Ghana.

An initial gender assessment showed that cocoa is considered a man's crop, and gender inequality is pervasive in the cocoa sector in Ghana. Although women are involved in nearly all activities of cocoa production, their role and contributions remain unseen, undervalued, and often unpaid. This is caused by a combination of unequal access to productive resources, unbalanced power relationships, and harmful gender norms.

Because women typically do not own land independently, they are often not perceived as farmers by themselves or others and have low representation in cocoa producer groups, which are an important vehicle for receiving inputs, extension services, financial services, and technology. Division of labor in cocoa-farming households is highly gendered, with activities with social and economic value reserved for men. Women are primarily responsible for unpaid household and caring tasks and have less availability to work in cocoa farming (producing less cocoa as a result), attend training, and engage in income diversification activities. Women have little to no involvement in the sale of cocoa and limited decision-making power over the use of income from cocoa production.

Evidence from other women's empowerment initiatives has shown that empowering women in the cocoa value chain leads to increased productivity. To that end, it is critical to shift harmful gender norms on division of labor, resource access and control, decision-making power, and gender-based violence. This will allow women, cocoa farming families, and the cocoa sector more broadly to enjoy greater equality and productivity.

ECOM provides regular Good Social Practices (GSP) training to men and women farmers, with the goal of promoting well-being and social development in cocoa communities. This manual is a tool for integrating gender norms change content into GSP training to foster dialogues about harmful gender norms at the household level, where most decisions about cocoa farming are made. This effort will enhance ECOM's position as an industry leader in gender-responsive and inclusive business models that bring social and economic benefits for farmers and companies, improving women's empowerment, productivity, profitability, compliance with sustainability goals, and positive brand image.

## Overall Goal of the Manual

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This manual is designed as a practical guide for facilitators to lead household dialogues on gender norms in the context of land rights and cocoa farming in Ghana. In the spirit of collaboration and efficient use of available resources, it draws on existing and publicly available training approaches<sup>1</sup>, which have been adapted to the context of Ghana.

The 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.

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<sup>1</sup> A full list has been provided as Annex I.

Women		Men	
 Current behavior	Desired behavior	 Current behavior	 Desired behavior
Does not attend community meetings or trainings; does not join a farmers' association	Openly and actively seeks to attend and attends meetings and trainings; becomes a member of a farmers' association	Does not allow his wife to attend a community meeting or training/become a member of a farmers' association	Actively encourages his wife to attend community meetings or trainings/become a member of a farmers' 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 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 wife to fully participate and speak up in public meetings
Does not participate in household decision-making, including land use, farming, and income use	Actively and confidently participates in household-level decision-making on land, farming, and income use	Perceives women as inferior and controls land use, farming, and household income	Acknowledges wife as an equally capable farmer and partner engages in joint decision-making on land, farming, 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

Underneath 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 that can be 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 Ghana, 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:

- Men are the heads of the household. *Implication:* masculinity is strongly associated with family income, 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 real farmers. *Implications:* men engage directly with cocoa-buying companies and others in the supply chain.
- Men are considered more knowledgeable and can 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 risks.



## **Women:**

- Women have a role and responsibility for family and domestic care work. *Implications:* women should shoulder most caring and household work and have no or limited time to rest, learn, engage in income-generating activities, and participate in community leadership.
- Women are not real farmers, only their husbands' helpers. *Implication:* women have less access to opportunities to engage in contract farming and receive extension support.
- 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 public 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 strengths of a woman. *Implication:* male infidelity or violence is 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 of gender inequality, gender roles, gender norms, 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 having equal access to and control of resources and being involved in household decision-making on land, farming, and income use.
- Foster an understanding that everybody benefits from equal sharing of household and caring responsibilities and engage in discussions about how men and women can commit to 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

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### 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 a variety of 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.

Many of the intended trainees are people 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 analyse 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 are using their scarce time for training and adapting 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 total allocated time. As much as timekeeping is important, facilitators are strongly encouraged to be attentive to real-time feedback from the group. A lot of conversation and excitement in the room suggests 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 people are distracted (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.* Pay 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 four groups are needed, participants count to four) 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 V.

## 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 II.

## STRUCTURE OF THE MANUAL

This training course is composed of six modules, each designed to be run in two hours. It is recommended that the sessions are delivered weekly over six 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 about three 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<sup>2</sup>. 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.

Modules	Learning objectives	Exercises
<b>Module 1: Happy Family, Happy Cocoa Vision</b>	Build collaborative spirit Support individuals and couples to develop their vision for a happier and better life and farming business.	<ul style="list-style-type: none"> <li>• Warm Up: Pair &amp; Share</li> <li>• Our Journey Together</li> <li>• Individual and Household Visioning</li> </ul>

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

Modules	Learning objectives	Exercises
<b>Module 2: Gender and Cocoa Farming</b>	Create awareness on the difference between sex and gender and how harmful gender norms and stereotypes can negatively affect men and women.	<ul style="list-style-type: none"> <li>• What is Gender?</li> <li>• Gender Fences</li> </ul>
<b>Module 3: Division of Labor and Resource Control</b>	Reflect on the unequal division of labor and unequal ownership, access, and control of resources within farming households, despite women’s essential (yet often unrecognized) contributions.	<ul style="list-style-type: none"> <li>• Household Activity Mapping</li> <li>• Walk into Land Rights</li> </ul>
<b>Module 4: Decision-Making</b>	Understand inequality in decision-making within the household stemming from gendered resource control. Foster an understanding of the benefits when women are involved in household decision-making on land, farming, and income use.	<ul style="list-style-type: none"> <li>• Gender Balance Tree</li> <li>• Story: The Successful Farmers</li> </ul>
<b>Module 5: Power Dynamics and Gender-Based Violence</b>	Understand the different types of power and power hierarchies in the household. Create awareness around the different types of gender-based violence and promote an understanding that violence is unacceptable and harmful to everybody in the household.	<ul style="list-style-type: none"> <li>• The Four Types of Power</li> <li>• Gender-Based Violence</li> </ul>
<b>Module 6: Joint Vision for a Better Life</b>	Understand how gender norms can change and develop individual commitments for change. Complete joint household visions as cocoa farmers.	<ul style="list-style-type: none"> <li>• Can Gender Norms Change Over Time?</li> <li>• Re-visiting Our Vision</li> <li>• Final Reflections</li> </ul>

# MODULE 1. HAPPY FAMILY, HAPPY COCOA VISION

## Module Overview

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Overall purpose:	This introductory module sets the tone for the training. 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. The agenda and objectives of the training are introduced, and ground rules are agreed upon. Participants work individually and with their spouses or other household members to create a vision of being a happy cocoa-producing family.
Duration:	2 hours
Exercises:	Exercise 1: Warm-up: Pair & Share Exercise 2: Our Journey Together Exercise 3: Individual and household visioning

## Exercise 1. 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 must 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 Asin Fosu, 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

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 **Purpose:** Explain the purpose of the training program, establish ground rules and expectations, and provide an opportunity for participants to ask questions.

Encourage participants to understand the importance of their commitment to the training process and sessions.

 **Duration:** 20 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) develop joint household visions for a happy future and develop strategies to move closer to our dreams, and (2) understand social gender norms that influence our thoughts and behaviors, which can be detrimental to men and women. (5 minutes)
2. Explain the plan for the training, briefly going over all six modules and how they connect to each other. Welcome and answer participants' questions as you explain. (10 minutes)

Modules	Learning objectives
<b>Module 1: Happy Family, Happy Cocoa Vision</b>	Build collaborative spirit Support individuals and couples to develop their vision for a happier and better life and farming business.
<b>Module 2: Gender and Cocoa Farming</b>	Create awareness on the difference between sex and gender and how harmful gender norms and stereotypes can negatively affect men and women.
<b>Module 3: Division of Labor and Resource Control</b>	Reflect on the unequal division of labor and unequal ownership, access, and control of resources within farming households, despite women's essential (yet often unrecognized) contributions.
<b>Module 4: Decision-Making</b>	Understand inequality in decision-making within the household stemming from gendered resource control. Foster an understanding of the benefits when women are involved in household decision-making on land, farming, and income use.
<b>Module 5: Power Dynamics and Gender-Based Violence</b>	Understand the different types of power and power hierarchies in the household. Create awareness around the different types of gender-based violence and promote an understanding that violence is unacceptable and harmful to everybody in the household.
<b>Module 6: Joint Vision for a Better Life</b>	Understand how gender norms can change and develop individual commitments for change. Complete joint household visions as cocoa farmers.

3. Invite the group to establish some ground rules. 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. Individual and Household Visioning<sup>3</sup>

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 **Purpose:** Create a graphic representation of the individual vision of a better future, share it with others, and create common visions with household members.

 **Duration:** 60 minutes

 **Materials:** 30 flipchart paper sheets (one per participant + one per couple), colored pens

 **Facilitator's Notes:**

Although the topic is very serious and asks participants to reflect on what they are doing with their lives and their future aspirations, it is important to keep the mood fun. The goal is drawing visions because everyone can draw, and when we draw something, it becomes clearer. Visioning skills allow participants to determine their path to achieving their aspirations as a happy cocoa-producing family. Some participants might not have taken time to think about dreams and aspirations, so they might struggle at first. Some might also not have drawn in a long time and might feel shy at first but remind participants that artistic talent is not important. The drawing only needs to make sense to the individual who draws it.

**IMPORTANT:** The facilitator should collect the vision drawings from each participant and keep them to bring them back to Module 6, as they will be needed for another exercise.

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

- I. Ask participants to sit comfortably and give one flipchart paper to each person. Encourage participants not to sit next to their spouses and stress the importance of carrying out this exercise by themselves. This is their vision—they need to know their dreams before discussing and agreeing on a joint dream.

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<sup>3</sup> Adapted from Oxfam Novib. 2014. Rocky Road to diamond dreams: GALS Phase I visioning and catalyzing a gender justice movement implementation manual. Available at: <https://empoweratscale.org/resource-centre/gals-phase-i-manual/>

### **Individual visioning**

2. Ask all participants to close their eyes and think of how things might be in a happy future as a cocoa-producing family, also thinking about being a successful cocoa producer and about the relationship with their family—women and men, children, and elderly, etc.
3. Ask them to draw the image they see. (10 minutes)
4. Ask participants to share their drawings with their spouses. (10 minutes)

### **Joint visioning**

5. Give each couple an A2 flipchart paper and pens and ask them to do a collective drawing bringing together the elements for their different drawings. Make sure that this is a joint process, with both spouses holding the pen and doing some drawing. (15 minutes)
6. Ask for a few volunteers to present their drawings to the entire group in plenary. (15 minutes)
7. Allow participants a few minutes to revisit their personal vision drawings and make any changes they want. Stress that they should be comfortable with the vision. (10 minutes)

## **Module I Check-out – 10 Minutes**

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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 say 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.

# MODULE 2. GENDER AND COCOA FARMING

## Module Overview

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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: What is Gender? Exercise 2: Gender Fences

## Welcome Back & Recap – 5 minutes

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1. Welcome everyone back and ask participants to stand in a circle.
2. Recap Module 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. What is Gender?<sup>4</sup>

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

 **Duration:** 45 minutes

 **Materials:** Enough paper and pens for all participants, flipchart paper, and markers

 **Facilitator's Notes:**

For this session, have two flipchart papers on the wall where all can see.

Concepts important for this exercise:

**Sex** refers to biological characteristics and **gender** to socially constructed attributes. Apart from reproductive functions and some physical attributes, women and men are capable of very similar things. But society treats women and men differently and has different expectations of them. Biological differences are fixed and constant. Other gender roles can and do change from village to village, from family to family, and over time.

**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"

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<sup>4</sup> Adapted from: Thoughtshop Foundation, Oxfam GB. 2013. Gender toolkit: Understanding gender and violence against women participatory toolkit for rural communities. Available at: [https://issuu.com/tsfoundation/docs/gvaw\\_manual\\_en](https://issuu.com/tsfoundation/docs/gvaw_manual_en) (Note this link may be temporary.)

does not necessarily have to mean being violent and invincible. Men can be less violent, take care of others, express emotions, and still be men.



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

1. Distribute blank paper and pens and explain you will ask participants to draw a few pictures, one by one. Be sure to use gender-neutral words (“a person” instead of “a man” or “a woman”) when giving instructions to participants. Ask them to draw: (10 minutes)
  - A person carrying a heavy load,
  - A person selling cocoa to a company,
  - A public leader speaking,
  - A person cooking dinner,
  - A person growing a beard, and
  - A person who is pregnant.
2. Ask participants to look at their drawings and reflect on which ones are of a man and which ones of a woman. Facilitate a discussion: (35 minutes)
  - What first came to their mind when they were drawing each one?
  - What is the difference between the first four and the last two pictures?
  - Are both men and women capable of the first four things (carrying heavy things, selling cocoa, lead, and cook)? Why do we associate certain things with men and certain with women when both are capable of doing it?
  - How can these ideas about what is appropriate or expected for men and women be harmful?

*NOTE: Build upon the discussion to clarify concepts from the Facilitator’s Notes above: sex vs. gender and masculinity and negative consequences of gender stereotyping for both women and men.*

## Exercise 2. Gender Fences

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**Purpose:** Use storytelling and visual representation to show participants that people are treated differently in the household and society according to their gender, and this can affect how they fulfill their potential and live a happy life.



**Duration:** 60 minutes



**Materials:** Available materials like sticks, leaves, or stones



**Facilitator’s Notes:**

The key concept for this exercise is social and gender norms and how they create invisible fences for people to progress in life and fulfill their potential. As you read the story, you will pause at certain points to ask participants to highlight “gender fences” or gender norms constraining women or men. If participants do not notice a particular gender norm, gently guide them.

Every time participants raise a constraining gender norm, ask a volunteer to grab leaves, sticks, or stones and place them to create a fence or barrier around the men or woman volunteer. For each new norm, create another layer of fence around the volunteer, moving outwards in concentric circles.

## Key concepts:

- Social norms are the implicit and informal rules about what is appropriate or expected in a social context. Gender norms are a subset of social norms about how people of a particular gender are expected to behave.
- Gender norms act like “invisible fences” that shape and narrow people’s thinking, behaviors, and opportunities.
- Gender norms affect division of labor in the household and beyond, the allocation and control of resources, and the opportunities men and women have to make choices, pursue economic opportunities, and live a life free of violence.
- Harmful gender stereotypes can negatively affect men and women.
  - Men take more risks and have higher mortality, in addition to lower life expectancy.
  - Men are the majority of violent deaths and suicide statistics.
  - Men have more problems with drinking and drug abuse.
  - Men make up the majority of prison populations.
  - Men, in general, don’t feel they can complain about physical or emotional pain.
  - Men can miss the opportunity to have a good relationship with their sons and daughters
  - Women have less access to education and income-generating activities
  - Women and girls have higher malnutrition rates
  - Women have less access to and control of assets and resources
  - Women perform the bulk of household and caring tasks, with less time for rest, leisure, and learning
  - Women rarely occupy positions of authority
  - Women and girls are the main victims of gender-based violence



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

1. Ask participants to sit comfortably in a circle and ask for one man and woman as volunteers and a third volunteer of any gender. Ask the man and woman to stay in the center of the circle, away from each other. Ask the third volunteer to stand by a pile of sticks, leaves, or stones you collected beforehand.
2. Explain that we will go through the story of a couple farming cocoa called Grace and Kofi. Explain that as you read the story, you will stop at certain points and ask participants which gender barriers or norms they noticed and who they are constraining (the man or the woman). For each constraint, the third volunteer will add a circle of sticks/leaves/stones as a fence around the concerned volunteer.

*Grace married Kofi when she was young and moved to his family’s land. They produce cocoa as their main source of income. They have four children aged eight, six, four, and one, and Grace is pregnant.*

*When it was time to sign a contract with a cocoa-buying company, the company’s field officer approached Kofi only and asked him who should be listed as a supply farmer. Kofi put his name only as the farmer since he is the owner of the land and the head of the household.*

### ➤ **Pause to ask for gender barriers or norms (suggestions below):**

- Men deal with others outside of the family, like company officers – **add a fence around the woman volunteer.**
- Men are heads of households – **add a fence around the woman volunteer.**

*Both Grace and Kofi perform day-to-day farming tasks. Kofi does a few activities independently, like pruning, spraying, and fermenting. He says these are tricky tasks, and only he knows how to do them properly. He also takes care of bagging and weighting, saying women are not good with numbers and don't understand the scales. As Kofi is the only one listed as a supplier, he is the one invited to input distribution and to participate in technical training on best practices to improve their production. The company also only deals with him when it is time to sell the cocoa.*

➤ **Pause to ask for gender barriers or norms (suggestions below. If a norm already considered is raised, do not add it again as a fence around the volunteer):**

- Women are not good with money or numbers – **add a fence around the woman volunteer.**

*Every day Grace wakes up at 5 AM to fetch water for the family. She prepares food for the family and gets her oldest children 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 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. This is getting increasingly difficult as the pregnancy progresses, and she spends most of the night awake feeding their one-year-old baby.*

➤ **Pause to ask for gender barriers or norms (suggestions below).** If a norm already considered is raised, do not add it again as a fence around the volunteer:

- Women are responsible for household chores and childcare – **add a fence around the woman volunteer.**

*Sometimes Grace feels very tired, and the food is not ready in time or not very tasty. Kofi gets in a bad mood and shouts at her that she is a bad wife and useless. She stays very quiet not to upset him further. Most nights, he wants to have sexual intercourse, but if she says she is tired, he also gets angry.*

➤ **Pause to ask for gender barriers or norms (suggestions below).** If a norm already considered is raised, do not add it again as a fence around the volunteer:

- There are instances when gender-based violence is justified, like if a wife does not fulfill expected "obligations" for her husband – **add a fence around the woman volunteer.**

*Kofi wakes up every day at 6 AM, and after washing himself and eating breakfast, he spends most of the day plowing, planting, weeding, and harvesting in the fields, depending on the time of the year. Some days he helps his cousin with construction work in the village for extra money. It is all very physically demanding work. Kofi is very tired when he gets home in the early evening, and he finds it irritating when the children are excited and loud. They want to talk to him or show him schoolwork, but he feels this is not his job. He sees that Grace 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.*

➤ **Pause to ask for gender barriers or norms (suggestions below).** If a norm already considered is raised, do not add it again as a fence around the volunteer:

- Men are not involved in the daily care of children – **add a fence around man volunteer** (as they miss on creating a bond with their children).

- Men should not perform household or caring work – **add a fence around man volunteer.**

*Last year cocoa production was not as good as it should have been, and the construction jobs dried up because of the COVID-19 pandemic. Money has been very tight, and he is worried. Their oldest daughter and sons need school uniforms, but he knows they won't have the money. He feels frustrated and ashamed. To distract himself, most evenings, he goes to the village to play cards with his brothers and friends and has a drink to relax. He can't talk to his friends about these worries because he feels it is his job as a man to provide. Sometimes he ends up drinking a bit too much as he feels it helps him forget these worries.*

- **Pause to ask for gender barriers or norms (suggestions below).** If a norm already considered is raised, do not add it again as a fence around the volunteer:

- Men are the breadwinners and have the pressure to provide for their families – **add a fence around man volunteer.**
- Men must be tough and strong and should not express emotions or weaknesses – **add a fence around man volunteer.**

*A land registration process starts in their village, as most cocoa farmers do not have documents securing their land rights. Kofi hears about it when hanging out with his friends at the market and Grace at the water collection point. Kofi 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 and for landowners, and she doesn't need to worry. When the data collectors come to the house, they ask Kofi 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 when Kofi says he farms the land and thinks about how she also works in the fields every day. 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 six children, when her husband suddenly died. His family went to the house, saying the land was theirs and she had to leave. She had no 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.*

- **Pause to ask for gender barriers or norms (suggestions below).** If a norm already considered is raised, do not add it again as a fence around the volunteer:

- Men are landowners, and women do not have rights to land if they go to live in the ancestral home of their husbands – **add a fence around the woman volunteer.**
- Men have access to public spaces and information – **add a fence around the woman volunteer.**
- Women are not real farmers, just farmers' wives or helpers – **add a fence around the woman volunteer.**

3. Once the story ends, ask participants to look at the man and woman volunteers and the fences around them. Using the Facilitator's Notes above, explain how gender norms work as invisible fences that constrain both men and women, although they negatively affect women and girls disproportionately. Talk about the negative fences for both men and women.
4. Facilitate a discussion about the story, asking participants:
  - Does this story sound familiar?
  - Do the gender norms in the story sound familiar? Do you feel any of them affect you?
  - How do you think Grace feels? How do you think Kofi feels? (Probe: Happy? Appreciated? Guilty? Angry?)

## **Module 2 Check-out – 10 minutes**

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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 say their remarks.
3. Thank participants, and say that in the next session, we will discuss how gender affects division of labor and resource access and control in farming households.

# MODULE 3. DIVISION OF LABOR AND RESOURCE CONTROL

## Module Overview

- Overall purpose: Building upon previous sessions on gender inequality, this session uses visual representation and stories for participants to perceive and reflect on the gendered and unequal division of labor and resources access and control within households.
- Duration: 2 hours
- Exercises: Exercise 1: Household Activity Mapping  
Exercise 2: Walk into Land Rights

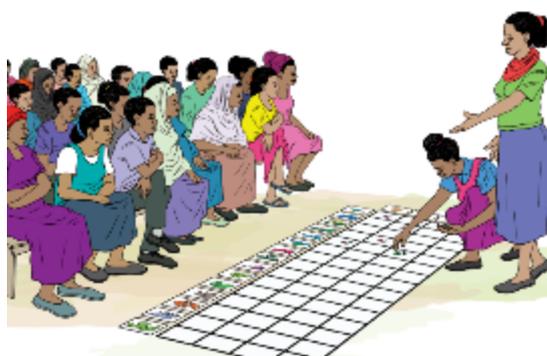
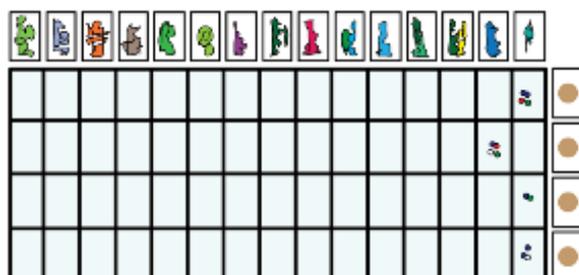
## Welcome Back & Recap – 5 minutes

1. Welcome everyone back and ask participants to stand in a circle.
2. Recap Session 3 on gender roles and norms affecting men and women. State that today, we will discuss how gender affects division of labor and resource control in farming households.

## Exercise 1. Household Activity Mapping<sup>5</sup>

-  **Purpose:** Create awareness among members of the household about the gendered division of labor and access to and control over resources, particularly land.
-  **Duration:** 60 minutes
-  **Materials:** Stick or rope to make a grid or flipchart papers with marker pens. Locally available materials such as gravel, rocks, or seeds.
-  **Facilitator’s Notes:**

Using several flipchart papers stuck together and a pen OR using sticks to mark the ground OR using rope or straw, create a grid with at least five columns and several rows. The participants will use the columns to add typical family members (man, woman, young girl, young boy, more if needed/appropriate) and the rows for typical tasks on and off the farm. See the models below. Gather and pile up stones or seeds.



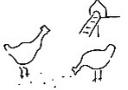
<sup>5</sup> Adapted from USAID Feed the Future Ethiopia Value Chain Activity. 2021. Transformative Household Methodology. Available at: <https://banyanglobal.com/resource/transformative-household-methodology-training-materials/>

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

1. Invite participants to sit in a semi-circle around the grid. Note: if you were not able to draw the grid in advance, do it now with participants.
2. Explain that we will map out together the main tasks around the farm and the house and who is mainly responsible for them.
3. Ask participants to identify the typical people who live in a household: man, woman, young woman, and young man. Add others if necessary, avoiding repetition, i.e., man should cover all adult men in the household (father, father-in-law, uncle, etc.). Draw a representation of each one at the top of each of the four columns of the grid. If unable to draw, agree with participants on an object to represent each person. For instance: a leaf for a man, a seed for a woman, etc. Another option is to ask four volunteers to stand to represent each character.

4. Ask participants to name all activities done on and off the farm. Draw each one in a row or use nearby objects to represent them. Begin by listing household activities like cooking, fetching water, collecting firewood, caring for children, cleaning, taking care of older/disabled/ill relatives, etc. Let participants exhaust the list, adding as many as they suggest. Do the same for farming or other income-generating activities like livestock rearing, milking, plowing, land preparation, weeding, harvesting, breaking cocoa pods, bagging cocoa, selling cocoa, attending training, etc. Ensure to include cocoa production, subsistence farming, and any other income-generating activity like paid labor, galamsey/mining. Encourage participants to add activities like rest, leisure (watching TV, listening to the radio, meeting with friends, etc.), and participation in public spaces like farmers' associations and Village Savings and Loans Associations (VSLAs).

5. As each activity is listed, ask the audience to agree on which member of the household is primarily responsible for that specific activity (man, woman, young man, and young woman). Place

a stone under the person primarily responsible. If the responsibility is shared, place more stones for the person with more responsibility and fewer stones for others. (20 minutes)

6. Once all activities are finished, ask participants to look at the grid and share their thoughts. (15 minutes)

*Guiding questions:*

- Who has more stones in the grid?
  - Who is mostly responsible for tasks in the household? Are these tasks paid?
  - Who is mostly responsible for subsistence farming? What about cash crops?
  - Who has more time to rest and for leisure?
  - What is the effect on each person's well-being and health? How about the ability to engage in education and learning?
7. Next, draw rows at the bottom of the grid (or create a new grid) with household resources like land, house, livestock, bikes, phones, tools, cooking tools, etc. This time place stones under each person according to the following:
    - One stone: has access to the resource
    - Two stones: has ownership of the resource
    - Three stones: has control over the resource, i.e., can decide to buy, sell, or who will inherit the resource (10 minutes)
  8. Once all activities are finished, ask participants to look at the grid and share their thoughts. (15 minutes)

*Guiding questions:*

- Who has more stones in the grid?
- Who has more access to resources, and why? Who has more ownership? Control?
- Are there gendered differences between who owns and controls resources of higher value, like land, and resources of lower value?
- What are the effects in terms of harmonious family relations, productivity, accountability, economy, etc.?

## Exercise 2. Walk into Land Rights

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*Purpose:*

Show participants in an active way that gender norms create barriers to women's secure land rights and how even though women have access to and ownership of land, they struggle to exercise decision-making power over land and income derived from land.



*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.

This exercise focuses on land rights. Concepts and information to guide this session include:

- **Land tenure** is the relationship that individuals and groups hold with respect to land and land-based resources like trees, minerals, and water.
- Land tenure refers to a **bundle of rights** that include the right to own land, access land, withdraw products from land, manage land, and dispose of land.
- Secure land rights are **recognized** (by law and customs), **clearly defined** (stable and not affected by changing circumstances), and **enforceable**. Women's secure land rights also need to be gender equal in law and customs, able to withstand changes (like divorce or spouse death), and exercisable without requiring additional approvals that are not required for men.
- The legal framework in Ghana provides for equality in land ownership, but customary laws on marriage, divorce, and inheritance are unclear and reinforce discrimination by favoring men as landowners and excluding women. Women have access to land mainly through male relatives.
- In Ghana, only 38 percent of women report owning the land they cultivate, compared to 62 percent of men. However, even when Ghanaian women feel secure about their land tenure and can acquire and inherit land, they have less influence in decision-making and do not get the same benefits from land as men do.



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

1. Explain that you will need five 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 five 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
3. Say that you will read a series of statements. If the statement makes sense to the character the volunteer has been assigned (or is very likely to apply), step forward. If not, stay put. Check if the volunteers and all participants understood 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 have right to land in my ancestral home/village."
  - "I have right to land in my spouse's home/village."
  - "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 the rules for owning and registering land or where to obtain this information.”
  - “If I enter into a land dispute with a neighbor or relative, I know where to get help to solve the dispute.”
  - “If I enter into a land dispute with a neighbor or relative, the people making the decision on the dispute are likely to be of the same gender as me.”
  - “I have the final say in decisions about what to plant and when on my family’s land.”
  - “I decide how the income coming from the land is used.”
  - “I can sell my land without consulting other family members if I want.”
  - “I have the final say on who will inherit my land once I die.”
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 fulfill their potential and enjoy land rights fully. (20 minutes)

Some points you can highlight to complement participants’ views:

- Who has more access to land? What about ownership?
- Who has more freedom to make decisions about land and related income?
- Are there gendered limitations to pursuing land rights, both practical (lack of time and knowledge) and social (ability to engage with people outside their immediate family)?
- Are land governance structures and authorities mostly composed of men or women?
- Is it socially acceptable in the same way that men and women own land?
- Are the land rights of women and girls protected in the event of changes in marital status, such as divorce or the death of the husband or parent?

## **Module 3 Check-out – 10 minutes**

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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 say their remarks.
3. Thank participants and say that in the next session, we will discuss how unequal distribution of labor and resource control affect decision-making in farming households.

# MODULE 4. DECISION-MAKING

## Module Overview

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Overall purpose:	Building upon previous sessions on gender inequality and division of labor, and resource control, this session invites participants to reflect on decision-making power within farming households, despite women's essential (yet often unrecognized) contributions. It also provides an opportunity for participants to visualize the potential benefits of joint decision-making.
Duration:	2 hours
Exercises:	Exercise 1: Gender Balance Tree Exercise 2: The Successful Farmers

## Welcome Back & Recap – 5 minutes

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1. Welcome everyone back and ask participants to stand in a circle.
2. Recap Module 4 on the gendered distribution of labor, control of resources, decision-making, and how equality in the household can benefit everyone. State that today, we will discuss gendered decision-making and joint decision-making.

## Exercise 1. Gender Balance Tree<sup>6</sup>

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-  **Purpose:** Understand gendered contributions and decision-making within households.
-  **Duration:** 1 hour
-  **Materials:** Flipchart paper, colored pens (at least two 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, 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.

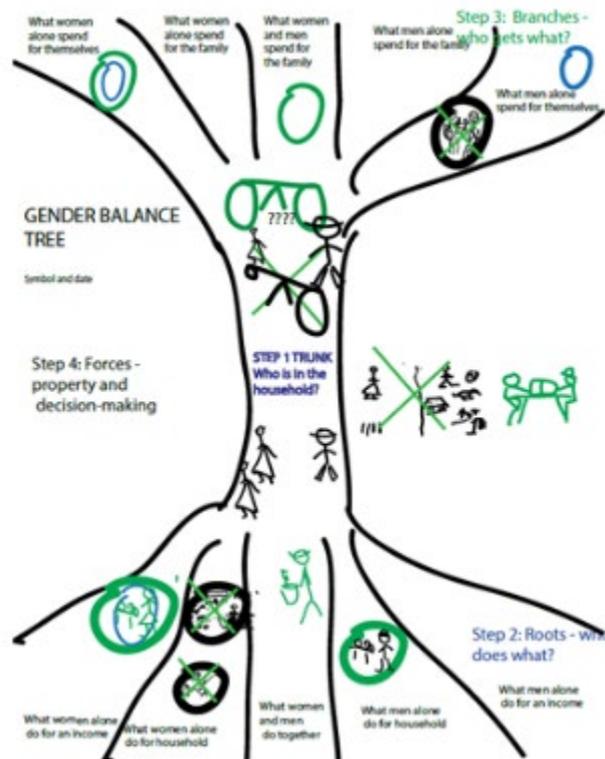
The Gender Balance Tree exercise is done by couples (or any other two or three people who came together from the same household). Collaboration between partners is critical, and the facilitator must encourage and closely monitor to avoid that only one person draws or contributes.

The Gender Balance Tree will help participants visualize gender inequality within the household regarding division of labor and resource control. Women do most of the time-consuming, unpaid work, and as a result, women often have less time to learn, generate income, and rest, which is not good for them or their families. Ownership, access, and control of resources are all important. Due to gender norms, oftentimes, even when women own a resource like on paper (like land), they are excluded from making decisions about it, such as deciding what to do with income coming from the land, deciding if/when to sell, or deciding who will inherit the land.

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<sup>6</sup> Adapted from Oxfam Novib. 2014. Rocky Road to Diamond Dreams: GALS Phase I visioning and catalyzing a gender justice movement implementation manual. Available at: <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)**

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)**

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.
- On the inside roots, put the activities that people of that gender perform alone for the family, i.e., housework and care work.
- 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)**

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.

- 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)**

On their respective side of the trunk, write or draw symbols for the property women and men own, e.g., land, trees, livestock, house, etc.

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?

### **Discussion (20 minutes)**

Facilitate a discussion using the guiding questions below:

- Who performs most of the activities that generate income?
- Who performs most activities that do not generate income?
- Is this division of labor fair? Who has more time for rest and leisure? Who has more time to learn and participate in training and decision-making bodies?
- Who is more likely to own resources of higher value/importance?
- 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.

### **Step 5: Action – What do We Want to Change? (10 minutes)**

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?

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 3. The Successful Farmers**

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*Purpose:*

Encourage participants to further reflect on what it takes to be a successful agri-entrepreneur and contract farmer, start to visualize both women and men in this role, and see how gender equality within a family can lead to better farming and a happier life.

 **Duration:** 35 minutes

 **Materials:** /

 **Facilitator's Notes:**

Important concept for this exercise:

**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.

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

1. Ask all participants to sit comfortably in a circle and read out the following story: (10 minutes)

*Gifty and Adofo have been married for 10 years and have two children: a boy, who is six, and a girl, who is eight years old. They are cocoa farmers in [insert the name of a nearby village]. Adofo has signed a contract with a company through which he and his wife can access training and farm inputs and have a guaranteed market for cocoa.*

*Adofo and Gifty understand the contract's terms very well, as both feel confident to speak to representatives of the company. Since signing the contract, Gifty and Adofo have attended three training sessions on different parts of cocoa production, like pruning, sustainable pest management, harvesting, and processing the cocoa pods. When Gifty needs to attend training, Adofo takes care of household responsibilities and the children, and vice-versa. They both learned about new agricultural methods, and their productivity increased as a result.*

*They also participated in an initiative to diversify their crops and started planting chili to sell on the market. They knew about how to price their chili crops and where lucrative markets are. When Adofo fell ill and could not work or go to the market to sell the chili, it was very easy for Gifty to step in, as she was fully knowledgeable and aware of everything relating to their farming business. As they work as a team, Cristiano and Emilia fully trust each other, and it is no problem for Gifty to take the chili to the market herself.*

*Adofo received the land where they work from his parents, but he added Gifty to the land certificate. He was concerned about what would happen to her and the children if something happened to him. This gave him peace of mind and Gifty more confidence. She participates in a VSLA with Adofo's support. She has taken small loans over time to improve the land and buy new tools and technologies that can improve their production.*

*At home, Gifty and Adofo share household responsibilities, depending on who has more available time on a given day. Most days, Gifty fetches water and firewood while her husband cleans the house. They take turns in cooking and looking after their two children. They both have time to rest and engage in activities they enjoy, such as meeting with friends, going to church, listening to the radio, watching telenovelas, etc.*

*They work together as a team. They both know how much their household and farm expenditures are and what their income is. This allows them to jointly budget as a family, ensuring their children's school fees are paid and sufficient nutritional food for all to eat.*

2. In plenary, pose the following questions, one by one: (25 minutes)

- a. In your opinion, is Adofo a good farmer and businessman? If yes/no – why?
- b. In your opinion, is Gifty a good farmer and businesswoman? If yes/no – why?
- c. Is there anything they could improve on?
- d. Do you think they are happy? If yes/no – why?

3. As needed, complement participants' responses by stating that, overall, they are good and empowered business people because they both:
  - a. Understand their contract with the cocoa-buying company,
  - b. Are able to learn better farming techniques,
  - c. Understands pricing & market access,
  - d. Have ownership and control of assets and resources,
  - e. Are able to access financial services and credit, and
  - f. Are mobile and share housework with one another.

### **Module 3 Check-out – 10 minutes**

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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 say their remarks.
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.

# MODULE 5. POWER DYNAMICS AND GENDER-BASED VIOLENCE

## Module Overview

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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 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: Gender-Based Violence

## Welcome Back & Recap – 10 minutes

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1. Welcome everyone back and ask participants to stand in a circle.
2. Recap Module 3 on the gendered distribution of labor, control of resources, and decision-making, and how equality in the household can benefit everyone. 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 Power<sup>7</sup>

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 **Purpose:** Introduce participants to the different types of power and stimulate reflection about how power can be used negatively but also productively. 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:** 30 minutes

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

 **Facilitator's Notes:**

To prepare for this session, draw family members: father, mother, son (teenager), and daughter (teenager), each on a separate piece of paper.

The focus of this session is to help participants understand the different types and levels of power people hold in the household (and more broadly) and their implications. 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.

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<sup>7</sup> Adapted from Helen Keller International. n.d. Nurturing connections: Adopted for homestead food production and nutrition. Available at: [https://www.fsnnetwork.org/sites/default/files/TOPS\\_Nurturing%20Connections\\_English\\_FINAL\\_P.pdf](https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf)



- **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, 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 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 they live. 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. If people are literate, you can write down responses on a flip chart as they respond. (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, 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)

## Session 2. Gender-Based Violence

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-  **Purpose:** Raise awareness of what gender-based violence is, its effects on the participation of women, and how it manifests in land governance.
-  **Duration:** 1 hour and 15 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 gender-based violence:

Gender-based violence is violence directed against a person because of their gender identity. Although gender-based violence can be experienced by anyone, women and girls are disproportionately affected. Gender-based violence 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 gender-based violence:

- *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 and 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 someone. 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 power—especially power over—can be abused, leading to negative consequences. Gender-based violence is an expression of power abuse and asymmetrical power relationships whereby one person seeks to dominate another or others. Explain the concept of gender-based violence (see Facilitator's Notes above). (10 minutes)
2. Explain that you will read out three scenarios of gender-based violence for a group discussion.
3. Reach the scenarios one by one, and after each scenario, ask the following questions:
  - Is this a case of gender-based violence? What constituted violence in this?
  - What type of gender-based violence 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 gender-based violence on the women in these scenarios?
- How does gender-based violence impact the entire family? How does it affect the community?

### **Scenario 1:**

*Ashanti and Emmanuel are cocoa farmers who work hard to support their five children. In addition to selling cocoa, last year, Ashanti joined an initiative with a company for women to produce nuts for cash and was excited about this opportunity to improve their earnings. Her husband, however, did not like her participation and always tried to demean her. He said she was trying to act smart and show people she was better than him. He would often not speak to her for days. Ashanti could never know what made Emmanuel angry. Ashanti toiled hard in the field this year. She planned to use the money to pay for her oldest daughter's admission to senior school and to buy a cook stove for the kitchen. When the crop-selling time came, her husband did not allow her to go to the market. He said that she just wanted to roam around and be a bad woman. He instead went to the market to sell the nuts and kept the money. In the evening, when Ashanti asked for the money for their daughter's school fees, he beat her and said that she should know her place. In a week's time, Emmanuel bought a smart mobile for himself. Whenever Ashanti asked for money for household expenses or the children, he would only shout at her and threaten to throw her out of the house.*

### **Scenario 2:**

*Afuom was 26 years old when she first heard of a VSLA for women. A neighbor had joined one such group and shared how she had learned about financial literacy and was able to save money for a small business. This prompted Afuom to speak to her husband, who initially was reluctant for her to venture out of the house. So far, she had worked on the family farm, weeding and scooping beans from cocoa pods, in addition to performing most or all of the childcare, household chores, and cattle rearing. She was determined to earn extra money for her home and children's education. She went to a meeting and got enrolled in a VSLA. She started attending the meetings where she learned about income generation programs and got a small loan to buy seeds and tools to start a vegetable garden. Initially, her husband was supportive but soon started feeling annoyed because she was staying away from the house for longer periods of time. He also started yelling at her for not serving hot meals whenever required. He would also not listen to her advice about managing the family's finances, saying he is a man and knows best. He took the new tools she bought with the small loan saying, "I am the farmer; you are just the help and do not need them." Over the next two years, Afuom earned money from the vegetable garden and became more involved in the VSLA, helping other women. But at home, she faced ridicule and often verbal abuse. Even when her additional income stopped the family from getting into debt with abusive money lenders when the cocoa yield was lower than expected, her husband resented her and said she must have gotten the money immorally. Overworked and sad, Afuom continued hoping her family would understand her worth one day.*

### **Scenario 3:**

*Mary moved from her home village when she married James. When a land registration process began in their village, her husband was away for work and asked her to provide the information and documents needed to the data collectors. When asked who should be on the land certificate, she put her name and her husband's. When James learned about this, he was furious. He yelled at her and threatened her with violence and divorce. His family was also angry and supported him. Mary had to walk for several hours to go to the office of the land clerk to ask for her name to be removed from the certificate. About a year later, James suddenly passes away in an accident. His brother tells Mary the land does not belong to her, and she and her children must leave. She tries to argue that she has always worked on the land with her late husband and depends on it for her survival. Her brother-in-law does not listen and threatens to beat her until she leaves. She lost her only source of livelihood.*

4. Explain that we usually think that only physical or sexual violence is gender-based violence, but it also includes verbal, emotional, social, and economic violence. Refer to the different types of gender-based violence in the Facilitator's Notes above.
5. Explain that, unfortunately, in our society, many people experience violence simply because they are women. Gender-based violence 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 gender-based violence, it has devastating effects on their family, especially children. Gender-based violence 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.

## **Module 4 Check-out – 10 minutes**

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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 say 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 productive life for all in the household.

# MODULE 6. JOINT VISION FOR A BETTER LIFE

## Module Overview

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Overall purpose:	This final module allows participants to discuss how gender norms can change, develop individual commitments for change, and revisit their joint visions based on what they have learned and discovered together.
Duration:	2 hours
Exercises:	Exercise 1: Can Gender Norms Change Over Time? Exercise 2: Re-visiting Our Vision Exercise 3: Final Reflections

## Welcome Back & Recap – 5 minutes

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1. Welcome everyone back and ask participants to stand in a circle.
2. Recap Module 3 on the different types of power and gender-based violence. State that today is our final session, and we will bring together all we have learned so far to think that change can happen and how we can work together to achieve our joint vision for a happier and more productive life for all in the household.

## Exercise 1. Can Gender Norms Change Over Time?<sup>8</sup>

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-  **Purpose:** Realize that gender norms can and do change over time.
-  **Duration:** 35 minutes
-  **Materials:** Paper, pens, bucket
-  **Facilitator's Notes:**

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

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<sup>8</sup> Adapted from: Helen Keller International. n.d. Nurturing connections: Adopted for homestead food production and nutrition. Available at: [https://www.fsnnetwork.org/sites/default/files/TOPS\\_Nurturing%20Connections\\_English\\_FINAL\\_P.pdf](https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf)

1. Ask participants to think of changes in gender norms over time. You can offer an example, like how in the past only boys could go to school, then it became accepted that girls should go to school too, and now women could lead in education as teachers and headmistresses. Another example could be prominent women in politics, like members of the Parliament or Ministers; how men and women dress; changes in marriage patterns or divorce; etc.). Based on their examples, facilitate a discussion about why and how they think the norms they mentioned changed over time. Did these changes bring benefits for men and women? (10 minutes)
2. 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)
3. 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 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
  - Thinking taking care of my children would make me “less of a man”
4. Ask everyone to stand up and invite participants to read one of their beliefs/thoughts out loud, one at a time, then crumple their paper and throw them in a bucket (if a bucket is not available, they can throw them in a corner of the room). (10 minutes)
  5. 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. Re-visiting Our Vision<sup>9</sup>

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-  **Purpose:** Re-visit participants’ joint visions based on the reflections and learning from previous modules and expand them to create a concrete plan for change.
-  **Duration:** 1 hour
-  **Materials:** Vision drawings produced by participants in Module 1, one flipchart paper per participant, colored pens
-  **Facilitator’s Notes:**

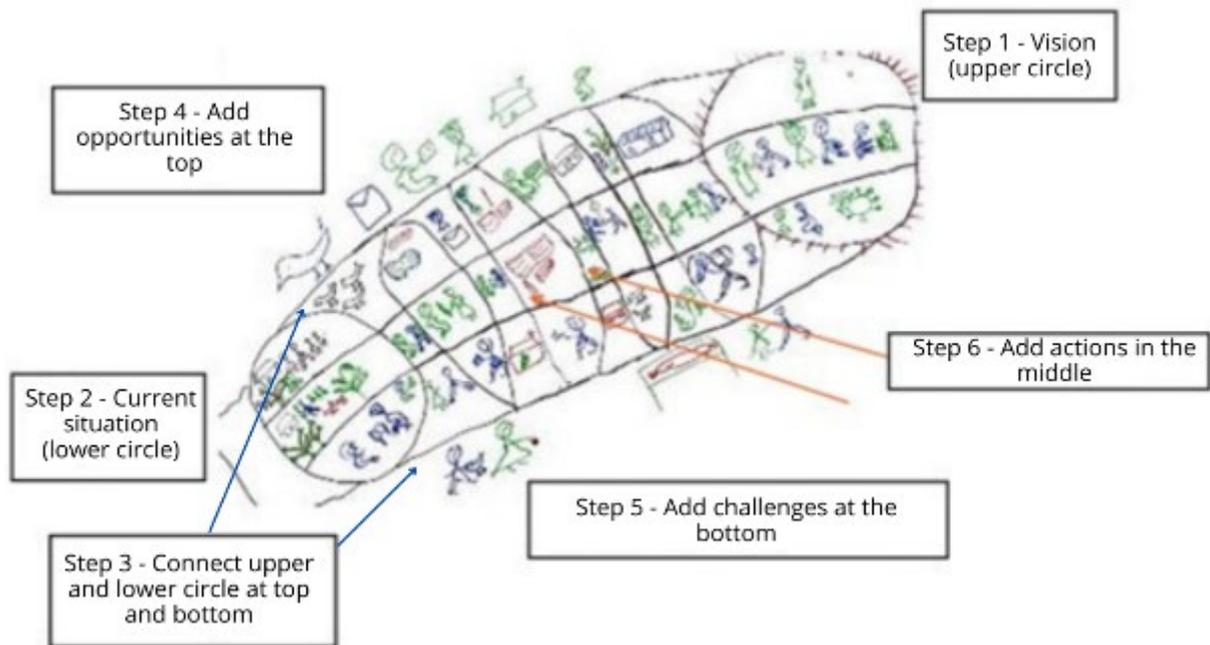
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<sup>9</sup> Adapted from Oxfam Novib. 2014. Rocky Road to Diamond Dreams: GALs Phase I Visioning And Catalyzing – A Gender Justice Movement Implementation Manual. Available at: <https://empoweratscale.org/resource-centre/gals-phase-1-manual/>

Participants will revisit the vision they drew individually and as a couple in Module 1 and expand it to determine their path to achieving their aspirations, including actions to be taken, obstacles, and opportunities they may face.

The goal of the exercise is that men and women work together to develop the vision and the journey to achieve it so both feel it reflects their point of view and feel ownership. Make sure to emphasize that both people need to work together, draw, and give input.

Following the six steps, the final drawing should look like this:



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

1. Ask participants to sit with their spouse or household member they came with and find a comfortable space on the floor to work together. Make sure couples are far enough from each other so they can focus.
2. Give every couple their individual and joint vision drawing back and ask them to look at it together. Give each couple a piece of flipchart paper and pens.
1. Explain to participants that they are now going to plan to start moving towards realizing their dream and aspirations towards a happy life as a cocoa farming family.
2. Provide the following instructions to participants, step-by-step, waiting for the completion of each step before giving instructions for the next step. As they draw, go around the room to check individual drawings and provide further clarifications if needed. Show an example, or draw your own so they understand each step/drawing needed:
  - **Step 1:** Draw a large circle at the top right corner of your flipchart and include your joint vision/aspirations/dream. This is your future. (5 minutes)
  - **Step 2:** Draw a second circle at the bottom left corner. This is your present. Draw your current starting situation relevant to your vision, e.g., the situation in the household in terms of the distribution of labor, roles in cocoa farming, control of assets, and decision-making. (13 minutes)

- **Step 3:** Draw two straight lines to link both circles. This represents the road from the present (bottom) to the future (top). (2 minutes)
  - **Step 4:** On the top side of the road, draw opportunities, i.e., things that can help you achieve your dream/vision. The more opportunities you can think of, the easier it will be to advance. For instance, a contract with a cocoa buying company, the opportunity to work on a new crop, participate in a VSLA, access agriculture training, participate in a farmers' association, government programs, and benefits, etc. (10 minutes)
  - **Step 5:** Explain that in the journey to their vision, they will face constraints that can drag them down; these can be things they can and cannot control. Ask participants to draw the most important challenges they see and to be as concrete as possible. For instance, cocoa tree diseases, lack of secure land ownership, seasonal work that keeps one member of the family away, judgment from others, etc. (10 minutes)
  - **Step 6:** Explain that every journey starts with small steps and that the participants' vision is a long-term dream. To plan realistically, ask participants to identify at least two concrete actions that each spouse will undertake in the next months to move towards achieving their vision. Add these inside the two lines connecting the current situation and the vision. Encourage men to include issues around unpaid household and care work and women to include issues around learning and entrepreneurship. (10 minutes)
3. Ask participants to take this vision drawing home and look back at it often to discuss their progress.

## Exercise 3. Final Reflections

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 **Purpose:** Allow participants to recap the key learning and takeaways and commit to change.

 **Duration:** 20 minutes

 **Materials:** Post-training assessment sheet (see Annex IV)

 **Facilitator's Notes:**

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 from their multiple responsibilities to attend.
2. Invite participants to reflect on the whole training program. Ask a few volunteers to share their main takeaways from the training, anything they have felt, learned, or actions they want to take going forward. As the facilitator, you may also share your own reflections.
3. 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.
4. 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. Available at: [https://www.careindia.org/wp-content/uploads/2017/10/CARE\\_India\\_GTC\\_Flagship\\_Approach\\_Sept20171.pdf](https://www.careindia.org/wp-content/uploads/2017/10/CARE_India_GTC_Flagship_Approach_Sept20171.pdf)
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- USAID (United States for International Development) & IGWG (Interagency Gender Working Group). n.d. Act like a man! Act like a woman! Available at: <https://www.igwg.org/wp-content/uploads/2017/05/ActLikeAMan.pdf>

## **ANNEX II: TRAINING MATERIALS**

- Flipchart paper
- A4 or letter paper
- Marker pens (different colors)
- Writing pens (different colors)
- Tape or blue tack
- Locally available materials (sticks, leaves, rocks, etc.)

## 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 is enough for women to have the same opportunities as men.		
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, and things 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 is enough for women to have the same opportunities as men.		
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, and things 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 in 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
  - b) Drawing
  - c) Discussions
8. How did you prefer to work in the training?
  - a) Individually
  - b) In pairs or 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 places**<sup>10</sup>

In this game, people who have something in common with each other 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. Suggestions to use: 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 to demonstrate how it is done.

## Clapping Games

- **Clap, Stomp**

Participants pair up and stand facing each other. They do a rhythm together; clap hands and stomp 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.

## 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. Inviting participants to come up with energizing songs also works well.

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<sup>10</sup> Adapted from Helen Keller International. n.d. Nurturing Connections: Adopted for homestead food production and nutrition. Available at: [https://www.fsnnetwork.org/sites/default/files/TOPS\\_Nurturing%20Connections\\_English\\_FINAL\\_P.pdf](https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf)

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