

4. Gender Tools



4.1 Introducing Your Partner to the Program¹

SEASON	Pre-Sowing
OBJECTIVE	To introduce spouses to the program and be sure that they understand the program and how they will be encouraged to be involved and to support their spouses. To practice active listening and build support for women's participation in the program.
TIMEFRAME	45 minutes
MATERIALS NEEDED	Quiz questions on the program
IDEAL WORKSPACE	Enough space to form circles, both standing and sitting

Background:

A mutual understanding of what the Program is, especially how it requires men's support of women's participation, is key to accomplishing Program (or other development program's) goals. When a group member's spouse is introduced early in the intervention, they have a better grasp on what their role can be in supporting their partner in the program and to improve their partner and entire family's livelihoods.

Steps to follow for the activity:

► **STEP 1. Introduction:** Welcome the partners to the session and have them introduce themselves. Have a leader of the Pathways/producer group go over the ground rules that the group has established.

► **STEP 2. Warm-up: "In this group you find respect..."** Ask the group make a circle, including the facilitator. Make sure the circle is closed. Explain that we are going to experiment with taking risks. The circle represents a wall of protection – inside this space, participants can practice safely walking with their eyes closed.

Ask for one volunteer to experiment walking with his/her eyes closed while the others provide a safe space. The volunteer stands in the middle while the facilitator explains, "You will close your eyes and start to cross to the circle until you reach

¹ Adapted from: Pawlak, Peter, Henny Sleghe, and Gary Barker. (2012). *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. CARE International in Rwanda and Promundo. Pp. 30-32.



one side of the group. The group member will receive you gently and guide you to another person in the circle. The group will take care that you feel safe. You can experiment as long as you like.”

Enforce the rules that no one will laugh or make jokes while the volunteer is experimenting.

Ask the volunteer:

- How did it feel to be led by others?
- How did others receive you?
- What feelings (anxiety, safety) did you have?

Ask the group:

- How did it feel to be responsible for guiding others? What did we do to create a safe space?
- How does this relate to real life? What things make you feel comfortable discussing with a group?
- What can we do in our Pathways groups to make each other feel comfortable?

Allow several volunteers to experiment for a total of 10 minutes.

End by pointing out we will be taking risks and talking about topics that we don't always share. It's important to create a strong circle of support. All participants have a responsibility to enforce the safety of the circle.

► **STEP 3. Pathways Quiz:** Develop a short quiz, asking several questions about Pathways. Ask for men's answers but allow women to share their knowledge to fill in the information gaps. Questions might include:

- What is Pathways?
- How often do groups meet?
- What is the purpose?
- How long will the project last?
- What are the responsibilities of group members?
- What will members learn?

After explaining the basic program, ask:

- What is the role of men (spouses) in Pathways? How will they be expected to participate?

Collect ideas from participants and enforce the key points for a total of 15 minutes:

- Explain that Pathways participants will be learning agriculture and marketing techniques.
- They will be learning budgeting and bargaining skills that may also be useful to men and to the whole family.
- They will be learning about nutrition and health—information that both fathers and mothers need to make good decisions. Spouses are encouraged to attend all of these sessions.
- In addition to agriculture, nutrition, and marketing skills, Pathways will create a safe circle for men and women to discuss problems and to understand one another's points of view.
- There will be special sessions where spouses are strongly encouraged to attend, so that both spouses benefit from the skills and information.



► **STEP 4. Supporting each other:** Separate the groups into men and women. Explain that women who are engaged in farming and business have many competing responsibilities at home. To grow their business and agriculture enterprises, they need full support from their spouses and families.

- Ask women to come up with a group list of how their partners can support them to succeed.
- Ask men to come up with a group list of how they can support their partners to succeed

Bring the groups together, and have the men and women share their lists for a total of 20 minutes. Discussion questions:

- Were the women's lists the same as the men's?
- What were the common points raised by men and women? Are these achievable goals?
- What surprised you about this session?
- Based on what you learned, what opportunities do you see for supporting your wife/partner?
- What have you learned from this session? How can this help you in your lives and relationships?

► **STEP 5.** Thank participants for creating a safe space and make sure they know when the next session is.



4.2 Agricultural Group Case Study #1: Land & Input Access²

SEASON	Case studies should be started in Pre-Sowing season and then used in future seasons; the timing of each specific case is not important
OBJECTIVE	To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community. To compare what is happening in the story with what is happening in the community.
TIMEFRAME	<i>1 hour (x 5 sessions)</i> This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background

Around the world, women play vital roles in agriculture, but they are rarely recognized as farmers, and extension services are less likely to reach them. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for marketing. This case study explores some of these common challenges that female smallholders and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Steps to follow for the activity

► **STEP 1. Introduction (read this aloud each time)** Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last agricultural group case study, if applicable. Start telling aloud the story:

“The story’s village [MAY INSERT VILLAGE NAME] was a farming community, where both women and men grew crops. Recently, men had started going away for work, leaving women to do most of the farming. Women did their work by hand. Women’s production was low, and by the end of the season, many had to sell their crop right away, when the price was lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different supports to them. The Agriculture Department and some NGOs organized the women into groups for training. A loan group

² Adapted from: *The Oxfam Gender Training Manual* (Oxfam UK and Ireland, 1994).



supported women to get small loans. The village chiefs gave some land for demonstration plots, and the women started to meet every week for training. The women learned improved planting techniques and new seed varieties to improve their yields. They learned when to plant, weed, and harvest, and how to sort through at the end of the harvest. They learned about nutrition, how to grow a nutrition garden, and how to intercrop vegetables and beans to grow a diverse diet.

They learned about how to set a good price for the crop and to estimate the cost of production. The women of the village were very excited about these initiatives, and the opportunity to earn income.”

- **STEP 2. Choose a role-play scenario.** Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY #1: AISHA'S STORY

Aisha went to the agriculture trainings and learned about new varieties of seed that would have huge yields. She knew that they had to be planted early.

In this village, women did not have their own land but had to wait for the head of the household to divide up the family land. Aisha was given a small, not very fertile piece of land far from the house.

She asked her husband to purchase seed for her, because she was not allowed to go to market on her own. Her husband first bought his own seed, and he

forgot the name of the new variety. After purchasing his own seed, there was only a little money left for her seed, so he bought a mix of the old and new.

By the time she got the seed, the quality of the seed was poor, and Aisha's crop was late and missed the rains. The crop did poorly, and she worried about being able to pay the children's school fees. Her husband wondered why she had not learned anything from those agriculture trainings! He said this is why extension services should be given to men.

- **STEP 3.** When the reading/role play is over, finish each story by saying:

“At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!”

- **STEP 4.** Discuss the scenario by asking:

- What was happening in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

- **STEP 5.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?

- **STEP 6. A solution for the village.** Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.



4.3 Agricultural Group Case Study #2: Nutritional Decision Making³

SEASON	Case studies should be started in Pre-Sowing season and then used in future seasons; the timing of each specific case is not important
OBJECTIVE	To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community. To compare what is happening in the story with what is happening in the community.
TIMEFRAME	1 hour (x 5 sessions) This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background

Around the world, women play vital roles in agriculture, but they are rarely recognized as farmers, and extension services are less likely to reach them. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for marketing. This case study explores some of these common challenges that female smallholders and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Steps to follow for the activity:

► STEP 1. Introduction (read this aloud each time):

Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last agricultural group case study, if applicable. Start telling aloud the story:

“The story’s village [MAY INSERT VILLAGE NAME] was a farming community, where both women and men grew crops. Recently, men had started going away for work, leaving women to do most of the farming. Women did their work by hand. Women’s production was low, and by the end of the season, many had to sell their crop right away, when the price was lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different supports to them. The Agriculture Department and some NGOs organized the women into groups for training. A loan group

³ Adapted from: *The Oxfam Gender Training Manual* (Oxfam UK and Ireland, 1994).



supported women to get small loans. The village chiefs gave some land for demonstration plots, and the women started to meet every week for training. The women learned improved planting techniques and new seed varieties to improve their yields. They learned when to plant, weed, and harvest, and how to sort through at the end of the harvest. They learned about nutrition, how to grow a nutrition garden, and how to intercrop vegetables and beans to grow a diverse diet.

They learned about how to set a good price for the crop and to estimate the cost of production. The women of the village were very excited about these initiatives, and the opportunity to earn income.”

► **STEP 2. Read the role-play scenario**

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY #2: MWAJUMA'S STORY

Mwajuma was excited about the nutrition lessons she learned in her agriculture group. She learned that eggs, milk, beans and vegetables were important for the children and would help them grow strong and healthy.

The land on which she previously grew beans was now being used by her husband to grow tobacco, which he sold at market.

So instead of growing beans, Mwajuma started a vegetable garden. Unfortunately, the nearest stream

was 2km away and she had no extra time to go and fetch water for the garden and no one to help her. The vegetables did not get enough water, and many of them died.

Mwajuma spent some of her money from her crops to buy nutritious eggs and milk for the children. Her husband—who had not attended the nutrition lessons—yelled at her for spoiling the children, when this money could have been used to buy rice.

► **STEP 3.** When the reading/role play is over, finish each story by saying:

“At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!”

► **STEP 4.** Discuss the scenario by asking:

- What is the problem in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

► **STEP 5.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?

► **STEP 6.** A solution for the village. Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.



4.4 Agricultural Group Case Study #3: Workload Sharing⁴

SEASON	Case studies should be started in Pre-Sowing season and continued in all seasons; the facilitator should choose the Case Study that corresponds to challenges women are facing
OBJECTIVE	To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community. To compare what is happening in the story with what is happening in the community.
TIMEFRAME	<i>1 hour (x 5 sessions)</i> This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background

Women play vital roles in agriculture, but they are rarely recognized as farmers, and extension services are less likely to reach them. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for marketing. This case study explores some of these common challenges that female smallholders and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Steps to follow for the activity

► STEP 7. Introduction (read this aloud each time)

Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last agricultural group case study, if applicable. Start telling aloud the story:

“The story’s village [MAY INSERT VILLAGE NAME] was a farming community, where both women and men grew crops. Recently, men had started going away for work, leaving women to do most of the farming. Women did their work by hand. Women’s production was low, and by the end of the season, many had to sell their crop right away, when the price was lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different supports to them. The Agriculture Department and some NGOs organized the women into groups for training. A loan group supported women to get small loans. The village chiefs gave some land for demonstration plots, and the women started

⁴ Adapted from: *The Oxfam Gender Training Manual* (Oxfam UK and Ireland, 1994).



to meet every week for training. The women learned improved planting techniques and new seed varieties to improve their yields. They learned when to plant, weed, and harvest, and how to sort through at the end of the harvest. They learned about nutrition, how to grow a nutrition garden, and how to intercrop vegetables and beans to grow a diverse diet.

They learned about how to set a good price for the crop and to estimate the cost of production. The women of the village were very excited about these initiatives, and the opportunity to earn income.”

► **STEP 8. Read the role-play scenario**

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY #3: ZAINABU'S STORY

Zainabu had a plot of land of her own, and she started her seed on time, following the new techniques she had learned in the agriculture group. But planting in rows and weeding took much longer than the old way. She brought the baby with her, but she worried about the ones she left at the home. She also had meetings once a week with her group, which took time.

When she returned home, she still had to finish all the household work. Her mother-in-law scolded her for being a lazy wife and neglecting the children, and her husband was angry because dinner was late. She

got up earlier and went to bed later, and started to feel exhausted and sick. She missed several meetings, so she missed some key information about marketing. When she called a group member to ask for price information, her family and neighbors gossiped about her and said she was disrespecting her husband.

Zainabu came less and less often to the meetings. Some of her group members thought she was lazy, while some said she was simply not capable of adopting new practices.

► **STEP 9.** When the reading/role play is over, finish each story by saying:

“At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!”

► **STEP 10.** Discuss the scenario by asking:

- What is the problem in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

► **STEP 11.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?

► **STEP 12.** A solution for the village.

Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.



4.5 Agricultural Group Case Study #4: Income Control⁵

SEASON	Case studies should be started in Pre-Sowing season and then used in future seasons; the timing of each specific case is not important
OBJECTIVE	To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community. To compare what is happening in the story with what is happening in the community.
TIMEFRAME	<i>1 hour (x 5 sessions)</i> This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background:

Around the world, women play vital roles in agriculture, but they are rarely recognized as farmers, and extension services are less likely to reach them. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for marketing. This case study explores some of these common challenges that female smallholders and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Steps to follow for the activity:

► STEP 1. Introduction (read this aloud each time)

Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last agricultural group case study, if applicable. Start telling aloud the story:

“The story’s village [MAY INSERT VILLAGE NAME] was a farming community, where both women and men grew crops. Recently, men had started going away for work, leaving women to do most of the farming. Women did their work by hand. Women’s production was low, and by the end of the season, many had to sell their crop right away, when the price was lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different supports to them. The Agriculture Department and some NGOs organized the women into groups for training. A loan group

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supported women to get small loans. The village chiefs gave some land for demonstration plots, and the women started to meet every week for training. The women learned improved planting techniques and new seed varieties to improve their yields. They learned when to plant, weed, and harvest, and how to sort through at the end of the harvest. They learned about nutrition, how to grow a nutrition garden, and how to intercrop vegetables and beans to grow a diverse diet.

They learned about how to set a good price for the crop and to estimate the cost of production. The women of the village were very excited about these initiatives, and the opportunity to earn income.”

► **STEP 2. Read the role-play scenario**

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY #4, ZUHUR'S STORY

Zuhura was eager to join the loan group, because she wanted to invest in some tools to make her production easier, and she wanted to expand production of a variety of groundnuts that was in demand on the market.

Zuhura's husband gave her the initial loan seed money, but when it was her turn to take the group loan, he took the loan and invested it in his own livestock production. Every time she tried to ask her husband for the repayment, her husband scolded her and said that it was his money to begin with. He also said his activities are more important because he is the head

of the household. Zuhura has already missed three payments to the group, and is started to feel ashamed.

Zuhura worked hard at her crops and had a good harvest. At the end of the season, though, it was her husband who took it to the market. He collected the money and distributed the money as he thought best. He used some to repay his own loans, some to purchase livestock feed, and some on leisure. The rest he gave to Zuhura for the children's school fees. By the time she got the income, there was not enough for her to invest in her production or purchase the tools she needed.

► **STEP 3.** When the reading/role play is over, finish each story by saying:

“At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!”

► **STEP 4.** Discuss the scenario by asking:

- What is the problem in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

► **STEP 5.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?

► **STEP 6.** A solution for the village. Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.



4.6 Agricultural Group Case Study #5: Role-model Men⁶

SEASON	Case studies should be started in Pre-Sowing season and then used in future seasons; the timing of each specific case is not important
OBJECTIVE	To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community. To compare what is happening in the story with what is happening in the community.
TIMEFRAME	<i>1 hour (x 5 sessions)</i> This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background

Around the world, women play vital roles in agriculture, but they are rarely recognized as farmers, and extension services are less likely to reach them. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for marketing. This case study explores some of these common challenges that female smallholders and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Steps to follow for the activity:

▶ **STEP 1. Introduction (read this aloud each time)** Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last agricultural group case study, if applicable. Start telling aloud the story:

“The story’s village [MAY INSERT VILLAGE NAME] was a farming community, where both women and men grew crops. Recently, men had started going away for work, leaving women to do most of the farming. Women did their work by hand. Women’s production was low, and by the end of the season, many had to sell their crop right away, when the price was lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different supports to them. The Agriculture Department and some NGOs organized the women into groups for training. A loan group supported women to get small loans. The village chiefs gave some land for demonstration plots, and the women started to meet every week for training. The women learned improved planting techniques and new seed varieties

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to improve their yields. They learned when to plant, weed, and harvest, and how to sort through at the end of the harvest. They learned about nutrition, how to grow a nutrition garden, and how to intercrop vegetables and beans to grow a diverse diet.

They learned about how to set a good price for the crop and to estimate the cost of production. The women of the village were very excited about these initiatives, and the opportunity to earn income.”

► **STEP 2. Read the role-play scenario**

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY #5: MOHAN'S STORY

Mohan's wife Marusa was a member of the agriculture group. He attended a meeting and learned about the project and how much time his wife would have to spend learning the new techniques and attending meetings. He listened to the things she had learned—including how work in the household were unevenly distributed between men and women. He was pleased with her initiative and wanted to support her.

He started to carry water and firewood for Marusa and to feed the children when she was busy. Marusa

was very happy. But neighbors started to gossip that Marusa bewitched him. Mohan's friends laughed at him and said he was becoming a woman. They said Mohan needed to use his fists sometimes to show who was in charge. Some of the elders in the village said that it was not their culture for men to do women's work.

Mohan became embarrassed and stopped helping around the home. Marusa felt sad as things became less peaceful at home.

► **STEP 3.** When the reading/role play is over, finish each story by saying:

“At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!”

► **STEP 4.** Discuss the scenario by asking:

- What was happening in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

► **STEP 5.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?

► **STEP 6.** A solution for the village. Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.



4.7 Daily Clock⁷

SEASON	Pre-Sowing
OBJECTIVE	To illustrate the inequality in workloads and to show the value of women's work. To practice sharing household responsibilities more equally
TIMEFRAME	1-1.5 hours
MATERIALS NEEDED	Flip-chart and marker, or available materials
IDEAL WORKSPACE	There should be enough space for men and women to work separately on their clocks before they are brought together for a discussion

Background

Women and men are assigned different roles and do different things throughout the day. Women often work longer hours when we count both their work at home and their work outside the home, while men often have more leisure and rest time. Many of the activities that women do—cooking, childcare, cleaning, fetching water—are not considered “work” because they are unpaid. If they were to stop these activities, however, the household would not continue to function.

Because women's household activities are not considered as important as men's, women often have less respect and less power in the family and the community. They may be overburdened but often cannot ask for support. Many women may also not realize that the work they do is important.

When women are entirely responsible for household work, they may be unable to participate in meetings, get information, or gain skills to improve their farm production or other businesses. Sharing workloads more equally is important for the development of the household, and the relationships within the family.

Note: This exercise is more effective if done with mixed-sex groups, but it can also be revealing for women-only or men-only groups.

Steps to follow for the activity:

► **STEP 1. Introductions.** Explain that in this exercise, we are going to talk about all of the tasks that men and women do to keeping the household running.

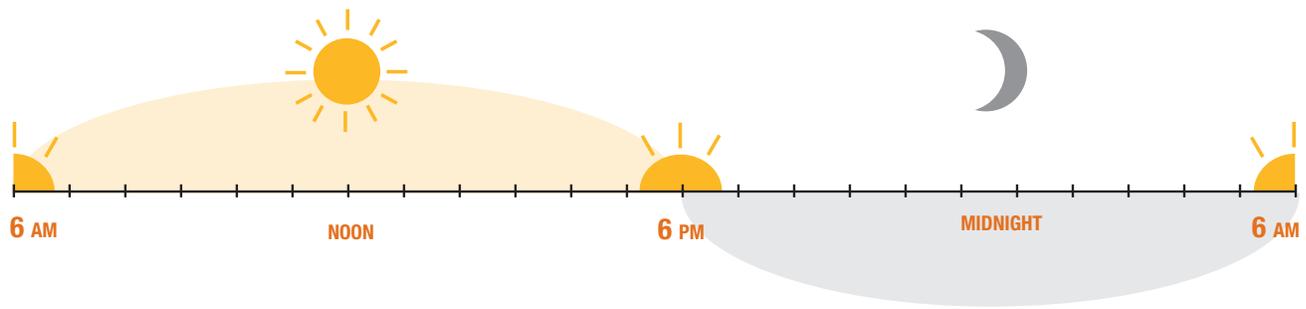
Divide participants into single-sex groups (separate men and women). If working with only men or only women, have one group of participants role-play the opposite sex.

► **STEP 2. Drawing the clocks.**

- Ask participants to imagine a typical day for a typical man/woman like themselves, from the time they wake up to the time they go to bed.

⁷ Adapted from: Pawlak, Peter, Henny Sleghe, and Gary Barker. (2012). *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. CARE International in Rwanda and Promundo. Pp. 40-42.





- On a flip-chart, ask participants to draw a timeline that shows all the hours of a 24-hour day, from sunrise to sunrise.
- Have participants draw or write all of the tasks that they do throughout a typical day (from the time they wake up to the time they go to bed). If they wake up at night (i.e. to breastfeed), include those tasks as well. Include leisure and rest time, paid and unpaid work.
- Allow participants 15-20 minutes to draw the clocks or timelines.

► **STEP 3. After 20 minutes, bring the groups together.** Have participants place their timelines/clocks side by side. Have one member of each group explain the clocks to the other group.

Ask participants to briefly describe their timelines/clocks and point out:

- How are the days similar?
- How are they different?
- What happens during busy times of the year (i.e., harvest or planting)?

► **STEP 4. Lead a discussion, refer to the following questions as needed:**

- Who is involved in earning income? How is paid work valued?
- Who is involved in growing food? How are these activities valued?
- Who is involved in caring and household activities? How are these activities valued?
- What would happen if these care-giving activities stopped for a day or several days? Are caregiving tasks “work”? Are they easy?
- Who gets more sleep and leisure time? Why? Why is leisure time important?

► **STEP 5. Reflection and action:**

- What do you think of this overall pattern? How would you like to switch tasks for a day?
- What changes would you like to see to make the picture more fair?
- Are there men in this community who share household work with their wives? What do people think about such men?
- Are there women who ask for support from their husbands and families? What do people say about such women?

Action: What is one specific practice that you may try this week in your own home to help balance your own clocks?

Key points:

- Men and women *both* have the ability to be good caretakers and income-earners.
- Household work is very valuable and important to keeping the whole family going.
- When household tasks are shared more equally between men and women, women can be more productive on their farms, participate in important group meetings, and have better health.
- When men/fathers participate in caring work, they can enjoy more time with the family, be good role models for their sons, and feel proud of caring for the family and their wives.



4.8 Harmony in the Home Role-Play

SEASON	Pre-Sowing
OBJECTIVE	To illustrate the possibility of changing gender roles, and to demonstrate a positive scenario of cooperation and sharing household work
TIMEFRAME	30 minutes
MATERIALS NEEDED	Props for the play (cooking pot, doll, etc.)
IDEAL WORKSPACE	A space large enough for participants to sit/stand and watch role-playing

Background

Many times the idea of change can be intimidating. Some family members may agree to share work more equally, but others may be fearful of what others will say. This exercise allows participants to envision what cooperation within the home could look like, and how family members might start sharing some non-traditional tasks, and in the process, enjoy spending time together.

Note: should take place after the “Daily clock” exercise.

Steps to follow for the activity:

► **STEP 1. Introduction:** Ask group members to recall some of the key points from the “Daily clock” exercise, and ask whether they have talked about this with partners or with their families. Explain that this exercise is going to continue some of the discussions we’ve had earlier on this topic of working together in the home.

► **STEP 2. Role-play of a harmonious home:** Ask for three volunteers to act out a short scene. Take the volunteers aside and explain that they are going to illustrate a scenario in which in-laws and husbands are performing some of the roles that are usually allocated to women only. They are to demonstrate a happy scenario, in which every member is chatting cheerfully with each other.

Allocate each player a role and have them choose what they are going to do, for example:

- Mother-in law (busy cooking, helping child with homework)
- Woman (keeping business records, counting cash)
- Husband (washing clothes, fetching water, bathing child)

Start the role-play, having the three to do their activities and chat with each other, happily, for a few minutes.

► **STEP 3. Player Discussion:** Stop the action and ask each of the three players, in turn:

- How do you feel about role-playing this situation?



► **STEP 4. Observer Discussion:** Turn to the other participants and begin a discussion about the scene. Ask:

- How do you feel about watching this situation?
- Are the family members treating each other with respect? How so?
- What would the neighbors think about the situation?
- Could this situation happen in your household or community? What would need to happen so it could become true?

► **STEP 5. Role-play of a negative scenario:** Using the same (or new) volunteers, ask them to act out a second scenario, in which each of the family members is doing their typical roles, and shouting or silencing each other.

- Mother (cooking, breastfeeding, washing, helping children with schoolwork at the same time)
- Mother-in-law (resting, criticizing)
- Husband (impatient for dinner)

Stop the action and ask the participants to describe what they saw. Ask:

- How do you feel about watching this situation?
- Are the family members treating each other with respect? How so?
- What would the neighbors think about the situation?
- Does this situation happen in your household or community?
- Which scenario feels more true to life—the first or second?

► **STEP 6. Checking on our actions:**

Ask the group members to first discuss:

- How the workload-sharing is going in their own households.

Then ask for volunteers to role-play (or describe):

- An actual situation when they asked for help from their family, or where they supported their family members.

Finally, ask the group members to discuss:

- Was the outcome positive? Negative?
- What are the obstacles to asking for help?
- What are the obstacles to trying new roles?
- How can women assertively ask for support from household members?
- How can the group help them get support from families?



4.9 Household Decision-Making Pile-Sort⁸

SEASON	Vegetative Stage
OBJECTIVE	To explore who in the household has authority to make important decisions, and how decision-making could be more equal
TIMEFRAME	1 hour
MATERIALS NEEDED	Pieces of different colored cardboard or paper (cut up into rectangles), and markers
IDEAL WORKSPACE	Will need flat space, where participants can spread the colored cards out on the ground and all can view

Background

Gender is one form of power, and within the household, different household members have different power/authority to make important decisions. Social rules and gender upbringings usually give the head of household (usually a man) the main authority for making the most important household decisions.

Although men and women participate “jointly” in many decisions, women do not always have real or equal say in the decision. They may be “consulted” about the discussion, but if they cannot change the final outcome, they do not really have equal say. In some cases, family members may simply be “informed” about a decision, after someone else has taken it—they have no real control over the decision.

When women are not empowered to make more decisions on their own, the household runs less efficiently (they have to wait for another person to make decisions). When one person takes decisions for others, they have a tendency (whether they realize it or not) to act in their own interest.

Within the same household, women sometimes have different perspectives, different needs, and different information than men; this information is important for making decisions that benefit everyone in the family. Women also make significant contributions to the income and care of the family; they have a right to participate in the important decisions.

When families have a discussion process where both spouses can participate fully in the decision-making process, they may have a better relationship and can make sounder decisions.

Steps to follow for the activity:

► **STEP 1.** Start by introducing the exercise: In every household, there are many decisions that need to be made to maintain the family well-being and plan for the future. Important decisions can be difficult to make. Today we are going to explore what those decisions are, who makes them, and how they are made.

Ask participants to brainstorm a list of the critical decisions that are needed to make to keep the fed, and maintain the family well-being, and plan for the future.

⁸ Adapted from: *Group Empowerment: Core topics, Strategies, and Tools for Group Dialogues*. (2012). CARE Pathways. Pp. 45.



► **STEP 2.** Have groups spend 10 minutes brainstorming a list of important decisions (12 – 15) that rural household members might need to take. Write one decision per index card. (Give examples if needed, such as investing in farm equipment, deciding when a child should marry, deciding what to plant, deciding whether to start a business activity...)

As participants are brainstorming, briefly discuss why each decision is important.

► **STEP 3.** On a piece of flip-chart or on the ground, create pockets or categories labelled:

- A woman alone
- A man alone
- A woman and man together

► **STEP 4.** Have participants discuss each of the different decision cards, and place it under one of the three categories above based on who normally makes that decision. Ask participants if they have missed any tasks.

► **STEP 5.** Facilitate a discussion around the following questions:

Looking at the piles we have created, who makes the most decisions? (Count the decisions in each pocket)

- Look at the decisions in the “man alone” category:
 - What type of decisions are these?
 - Why are these decisions usually only made by a man?
 - What happens if a spouse disagrees with this decision?
- Look at the decisions in the “woman alone” category:
 - What type of decisions are these?
 - Why are these decisions only made by a woman?
 - What happens if the spouse disagrees with this decision?
- Look at the decisions in the “joint” category:
 - What types of decisions are these?
 - Why do these decisions usually have to be made together?
 - What happens when partners disagree?
- Ask for an example of one of these important “joint” decisions where partners **disagreed or had** difficulty coming to agreement:
 - Who was involved?
 - How do you finally reach an agreement?
 - Did you feel you had equal say in the decision? Why/why not?
 - Was everyone happy with the outcome of the decision?
- Ask for an example of one of those important “joint decisions” **where both partners had equal say in the process** – and reached an agreement
 - Who was involved?
 - How did you finally reach an agreement?
 - Did you feel you had equal say in the decision? Why/why not?
 - Was everyone happy with the outcome of this decision?



- **Ask:** What do you think about the pattern of decision-making that we have described above?
- What cards would you like to move from one pile to the other? (Allow participants to shift cards to different pockets)

▶ **STEP 6. Discuss with the groups:**

Bring the separate groups (men and women) together. Allow each group 5-10 minutes to share their discussion while the other group listens.

- What surprised you about the other group's presentation?
- What are the similarities between the two groups' discussions?
- What are the risks or harms to the family when one person makes decisions without respecting the views of the others?
- What are the benefits to the family of a process in which both partners have equal voice in the decision?

▶ **STEP 7. Putting it in practice:** Have the participants turn to a neighbour. Discuss one specific change that women (and men) said they would like to see in terms of decision-making.

- What would a more satisfactory decision-making process look like?
- How could you start to make this change?
- What's one small action you will take this week to practice this?

▶ **STEP 8. Group leader:** Record the goals to follow up in the next meeting.



4.10 Act Like a Man, Behave Like a Lady⁹

SEASON	Sowing/Weeding
OBJECTIVE	To identify the differences between rules of behavior for men and for women; To understand how these gender rules can negatively affect the lives of both women and men
TIMEFRAME	45 minutes – 1 hour
MATERIALS NEEDED	Flip-chart, markers, tape
IDEAL WORKSPACE	Enough space to sit and stand

Background

This activity is a good way to understand perceptions of gender norms. Remember that these perceptions may also be affected by class, race, ethnicity, and other differences. It is also important to remember that gender norms are changing in many countries. It is getting easier, in some places, for men and women to step outside of their “boxes.” If there is time, discuss with the group what makes it easier in some places for women and men to step outside of the box.

Note: This activity can be done in a mixed- or single-sex group. For more intimate conversations, you may want to work with single-sex groups. When working with a mixed-sex group, divide the groups into 2 when they are writing the lists. Bring them back together to share.

Steps to follow for the activity:

► **STEP 1.** Ask the male participants if they have ever been told to “Act like a Man.” Ask them to share some experiences of someone saying this or something similar to them.

- Why do you think they said this? How did it make you feel?

Now ask the female participants if they have ever been told to “Behave like a lady.” Ask them to share some experiences of someone saying this or something similar.

- Why do you think they said this? How did it make you feel?

► **STEP 2.** In large letters, print on one sheet of flipchart paper the phrase “**Act Like a Man.**” On another sheet, write the words “**Behave Like a Lady.**” Ask participants to write all of the behaviors that **women** are told in their community and what **men** are told in their community are told about how they should behave to be a “proper” man or woman. (see the below chart for examples). Write these on the sheet.

► **STEP 3.** When the group has no more to add to the list, ask one participant to read them aloud. Facilitate a discussion around the questions listed below.

- What do you think of these two lists? What are the differences between the two?

⁹ Adapted from: *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. (2008). The ACQUIRE Project and Promundo. ISBN 978-1-885063-77-9. Pp. 72.



- Can any of these messages can be potentially harmful? Why? (Place a star next to each message and discuss one by one.)
- How does living in the box limit **men's** lives and the lives of those around them?
- What happens to **men** who do not follow all of these gender rules (e.g. "live outside the box")? What do people say about them? How are they treated?
- How does living in the box limit **women's** lives and the lives of those around them?
- What happens to **women** who do not follow gender rules? What do people say about them? How are they treated?
- Are these rules fair for both men and women?

Example:

ACT LIKE A MAN

- Be the breadwinner
- Do not cry
- Don't ask for help
- Use violence to resolve conflicts
- Stay in control and do not back down
- Drink alcohol
- Smoke
- Make decisions for others

BEHAVE LIKE A LADY

- Be passive and quiet
- Be the caretaker and homemaker
- Don't complain
- Be seen, not heard
- Follow men's lead
- Be smart, but not too smart
- Produce children
- Get married

► **STEP 4. Role-play the opposite sex:** Ask for a **male volunteer** to do a silent role-play in which he is "acts like a **lady**." Ask a female volunteer to do a role-play, in which *she* "acts like a **man**."

- Why does this make us laugh?
- How do we learn these rules of behavior?
- What might be the benefits of "living outside the box" –for individuals, families and communities?
- How can you, in your own lives, challenge some of the unfair ways in which men/women are expected to act?
- What is one action you might try this week?

Input: Throughout their lives, men and women receive messages from family, media, and society about how they should act as men or women and how they should relate to other women and to other men. Many of these differences are constructed by society and are *not* part of our nature or biological make-up. Many of these expectations are completely fine, and help us enjoy our identities as either a man or a woman.

However, some gender stereotypes and rules can negatively impact our lives and communities, and limit our potential as human beings. We can think collectively about how to challenge them and promote more positive gender relations in our communities. We are all free to create our own gender boxes and rules and to decide how we choose to live our lives as human beings.



4.11 Learning to Listen¹⁰

SEASON	Sowing/Weeding
OBJECTIVE	To demonstrate and practice active listening skills (using mind, heart, and body language) to improve communication and understanding; to reflect on how gender affects whose voice is heard (in a household or group)
TIMEFRAME	30-45 minutes
MATERIALS NEEDED	None
IDEAL WORKSPACE	Enough space for participants to be able to sit in groups of three

Background

Within groups or within a household, gender, status and rank often determine whose voice gets heard. When people are routinely *not* listened to, they may become frustrated, or they may begin to believe that their opinions are not important.

Good communication is critical to working in groups, to building harmonious relationships, and to joint decision-making. Active listening is a communication skill that takes practice to develop. It requires paying attention, empathy (caring), and openness to seeing from another's perspective.

This exercise enables participants to practice active listening, and to reflect on communication in the household or in groups.

Steps to follow for the activity

► **STEP 1.** Divide participants into groups of 3. Give the first instruction: Ask participants to think about a moment in your life when you were very happy.

Have each group decide who is A, B, and C:

- A is the storyteller
- B is the listener
- C is the observer

Explain that when you give the signal, A begins to tell her/his story, B must listen actively, and C should watch. Give the signal for storytellers to start.

► **STEP 2.** After a few minutes stop the process. Without stopping to discuss, give the next instruction: Repeat the scenario, but this time, A will continue telling the story but now B will not listen actively or pay attention to the storyteller. Again, C must observe what B does.

¹⁰ Adapted from: *Nutrition Family Community*. Helen Keller International in Bangladesh and Save the Children, USA. Pp 15-17. ISBN 978-984-33-1706.



► **STEP 3.** After a few minutes stop and discuss what happened:

Ask the **observers**:

- How did you know that B was listening?
- How could you tell when they stopped listening?
- What body language did you use to show that they were paying attention?
- What body language showed that they were not listening?

Ask the **storytellers**:

- How did it make you feel when they were or weren't listening?
- How did it change the way that you told your story?

► **STEP 4.** With the entire group, ask participants to reflect on their own experiences:

- Have you experienced situations like this before? What happened? How did you respond in these situations?
- Why is active listening an important part of communication?
- How do you know when active listening takes place in your home?
- How do you know when active listening takes place in community meetings?
- What can we do to make sure that everyone's voice is heard (in the home, or in a group)?

► **STEP 5.** Explain and discuss: People speak with their whole bodies, and we need to listen with our whole bodies—heads, hearts, and hands and feet.

- Listening with our head means being open, non-judgmental, and interested.
- Listen with our heart means putting ourselves in the other person's perspective.
- Listening with hands and feet means using body language to pay attention to the speaker

► **STEP 6.** Ask participants to get back in groups of three. One speaker and one listener sit facing each other, and the third is the observer. Speakers have 2 minutes to talk about their hopes for the future. Listeners and observers must listen and not interrupt. After 2 minutes, call "stop," and ask the listeners to repeat what the speaker said.

Ask the observers:

- Did the listener give an accurate summary? Did the listener reflect the speaker's thoughts, ideas, emotions and intentions?

► **STEP 7.** Summarize the key points about active listening.

- Working together requires us to listen well and be clear when we speak.
- Listening is hard work; it means having an open ear to others.
- Active listening is through the head, heart, and body: Listen to thoughts, feelings, and intentions.
- Communication is a give and take: both speakers and listeners have to make an effort for it to succeed.
- Within the household, everyone has important things to say.
- Better decisions can be made when everyone in the household has a chance to be heard.
- When we listen actively to our family members, we show respect and bring harmony to the home.

► **STEP 8.** Homework: Practice active listening in your home: repeat what others have said. Think about whether or not you can report their message accurately. Share what you have learned today with your family members.



4.12 Persons and Things¹¹

SEASON	Sowing/Weeding
OBJECTIVE	To illustrate the existence of power in relationships and its impact on individuals and relationships
TIMEFRAME	45-60 minutes
MATERIALS NEEDED	It is important to be sensitive to how participants react to being assigned the role of “persons” or “things” and to be prepared to make the necessary accommodations or changes. For example, rather than have the participants actually carry out the role-play, the facilitator might invite participants to discuss in pairs how “persons” might treat “things” and the feelings that this might generate for the “persons” and “things.”
IDEAL WORKSPACE	Enough space for moving around; may want to take the exercise outside

Background

Power is at the heart of gendered roles and relationships. There are different forms of power: Power over (power to control others), power to/power within (power to achieve one’s goals), and power with (power to act together to achieve common aims).

Gendered social norms, beliefs, and institutions tend to vest men with *power over* women, from laws and policies down to household-level interactions. It is essential to understand the extent and impact of men’s power over women (and vice versa), as well as the meaning of equality in power between men and women. This requires that men and women understand how they see themselves compared to others of their own sex.

Some men (and women) feel that men need to have power over women in order to maintain order and stability. When humans are in a position to exercise power *over* others, they can fail to respect others’ dignity, perspective, or humanity. This exercise helps participants to explore what it feels like to be powerless and to have power over others. It helps reflect on how men and women within families can take responsibility toward sharing power, and using this shared power *jointly* in positive ways.

Steps to follow for the activity

- ▶ **STEP 1.** Divide the participants into three groups. Each group should have the same number of participants. (Note: If the number of participants does not allow for an even distribution, assign the “extra” participants to the third group which, as described below, will be the observers.)
- ▶ **STEP 2.** Tell the participants that the name of this activity is: *Persons and Things*. Choose, at random, one group to be the “things,” another to be “persons,” and a third to be “observers.”
- ▶ **STEP 3.** Read the following directions to the group:

¹¹ Adapted from Engaging Boys and Men in Gender Transformation: The Group Education Manual. (2008). The ACQUIRE Project and Promundo. ISBN 978-1-885063-77-9. Pp. 73.



- **THINGS:** You cannot think, feel, or make decisions. You have to do what the “persons” tell you to do. If you want to move or do something, you have to ask the person for permission.
- **PERSONS:** You can think, feel, and make decisions. You can tell the objects what to do.
- **OBSERVERS:** You just observe everything that happens in silence.

▶ **STEP 4.** Assign each “person” a “thing” and tell them that they can do what they want with them (within the space of the room).

▶ **STEP 5.** Give the group five minutes for the “people” and “things” to carry out their designated roles.

▶ **STEP 6.** After five minutes, tell the persons and things that they will switch and that now the “persons” will be “things” and “things” will be “persons.” Give them another five minutes

▶ **STEP 7.** Ask the groups to go back to their places in the room and use the questions below to facilitate a discussion:

Ask the following questions to the “persons” and “things” groups:

- How did your “persons” treat you? How did you feel? Did you feel powerless? Why/why not?
- How did you treat your “things”? How did it feel to treat someone this way? Did it make you feel powerful? Why or why not?
- Why did the “things” obey the instructions given by the “persons”?
- Were there “things” or “persons” who resisted the exercise?
- In your daily lives, do others treat you like “things”? Who? Why?
- In your daily lives, do you treat others like “things”? Who? Why?

Ask the following questions to the “observers” group:

- How did you feel not doing anything? Did you feel like interfering with what was happening? If yes, what do you think you could have done?
- In our daily lives, are we “observers” of situations in which some people treat others like things? Do we interfere? Why or why not?

Ask the following questions to the whole group:

- If you had been given a chance to choose between the three groups, which would you have chosen to be in and why?
- Why do people treat each other like this?
- What are the consequences of a relationship where one person might treat another person like a “thing”?
- In your communities, do men most often belong to one of these three groups? Which group?
- Do women most often belong to one of these three groups? Which group? Why do you think this is?
- What are the factors that give people power in relationships? In what spheres of your own life do you have power?
- How does society/culture perpetuate or support these kinds of relationships?
- What can we do to make sure that different groups such as men and women live in an equitable world where they can enjoy the same opportunities, equal treatment, and equal rights?



4.13 Household Decision-making: Cash-flow Tree

SEASON	Harvest
OBJECTIVE	To value the contributions of women to household budgets and to discuss how men and women can have equal voice in household financial decisions
TIMEFRAME	1 hour
MATERIALS NEEDED	Flip-chart and marker, or materials such as leaves, branches, sticks
IDEAL WORKSPACE	Will need flat space, where participants can spread the tree out on the ground and all can view

Background

Gender is one form of power, and within the household, different household members have different power/authority to make important decisions. Social rules and gender upbringings usually give the head of household (usually a man) the main authority for making the most important household decisions.

Although men and women participate *jointly* in many decisions, women do not always have equal say in the decision. They may be “consulted” about the discussion, but if they cannot change the final outcome, they do not really have equal say. In some cases, family members may simply be *informed* about a decision, after someone else has taken it—they have no real control over the decision.

Evaluating the sources of income and spending priorities can help families make decisions together. Looking at the health of the family cash “tree” can help men and women see where they can trim back some unnecessary branches, or invest in some of the stronger roots (income activities). This activity gives family members a tool to discuss their own priorities, and see where they are in agreement.

Steps to follow for the activity

► **STEP 1.** Introduction: Explain that we are going to illustrate a picture that discusses the health of our family budget, and how we manage it. Ask participants to draw a tree (like the one below) that represents an average household from their group. Explain:

- The tree represents our household financial situation. The roots represent all of the activities that bring food and income into the household. The deepest, thickest roots represent the most important sources of income.
- At the top of the tree, we have the branches, which represent all the different expenditures. The highest, longest branches represent the most important expenditures. The less important ones are on lower, shorter branches.

► **STEP 2.** Divide participants into separate groups (men and women), and ask participants to draw their own tree, labelling the roots with all of the different sources of income and the branches with all of the expenditures that are made in the household.



Starting with the income sources at the roots, ask participants:

- Who is responsible for the work?
- Who brings this income into the family?

Draw a **symbol** of a man or woman (or both) next to each of the roots, indicating who is responsible.

► **STEP 3.** Moving to the branches, ask participants:

- Who usually makes these expenditures?
- Who has the final decision about them?

Draw a picture of a man or woman (or both) next to each of the branches.

► **STEP 4.** Discuss the overall health of the tree with the separate groups using the following questions:

- How healthy is the tree?
- What expenditures are most important for investments in the health and future of the family?
- Are any expenditures harmful or less important for the health and future of the tree?
- What changes would you make to increase inflows or to trim back some of the branches?

► **STEP 5.** Discuss competing demands for money and how families make decisions about what to spend:

- Who seems to be contributing to the inflows of income (the roots)? Who seems to be controlling the expenditures (the branches)? Why is that?
- What expenditures can women make on their own? Why?
- What expenditures do women generally not have much influence over? Why is that?
- What are the areas of disagreement over finances? How do these discussions get resolved?
- Looking at this picture, what changes—if any—would you like to see in how decisions are made?

► **STEP 6.** Bring the groups together and have each present their drawings and their discussions. Ask the participants:

- What are the similarities between the trees?
- Where are men and women in agreement? Where are their priorities different?
- What do you notice about the contributions of men and women to the cash inflows? What would happen to the health of the tree if women were not present?
- What do you notice about the presence of women at the expenditure level? How might the health of the tree be improved if women were equally represented at the top of the tree?

► **STEP 7.** End by emphasizing the importance of women's contributions to the household financial well-being and the importance of jointly assessing the priorities.

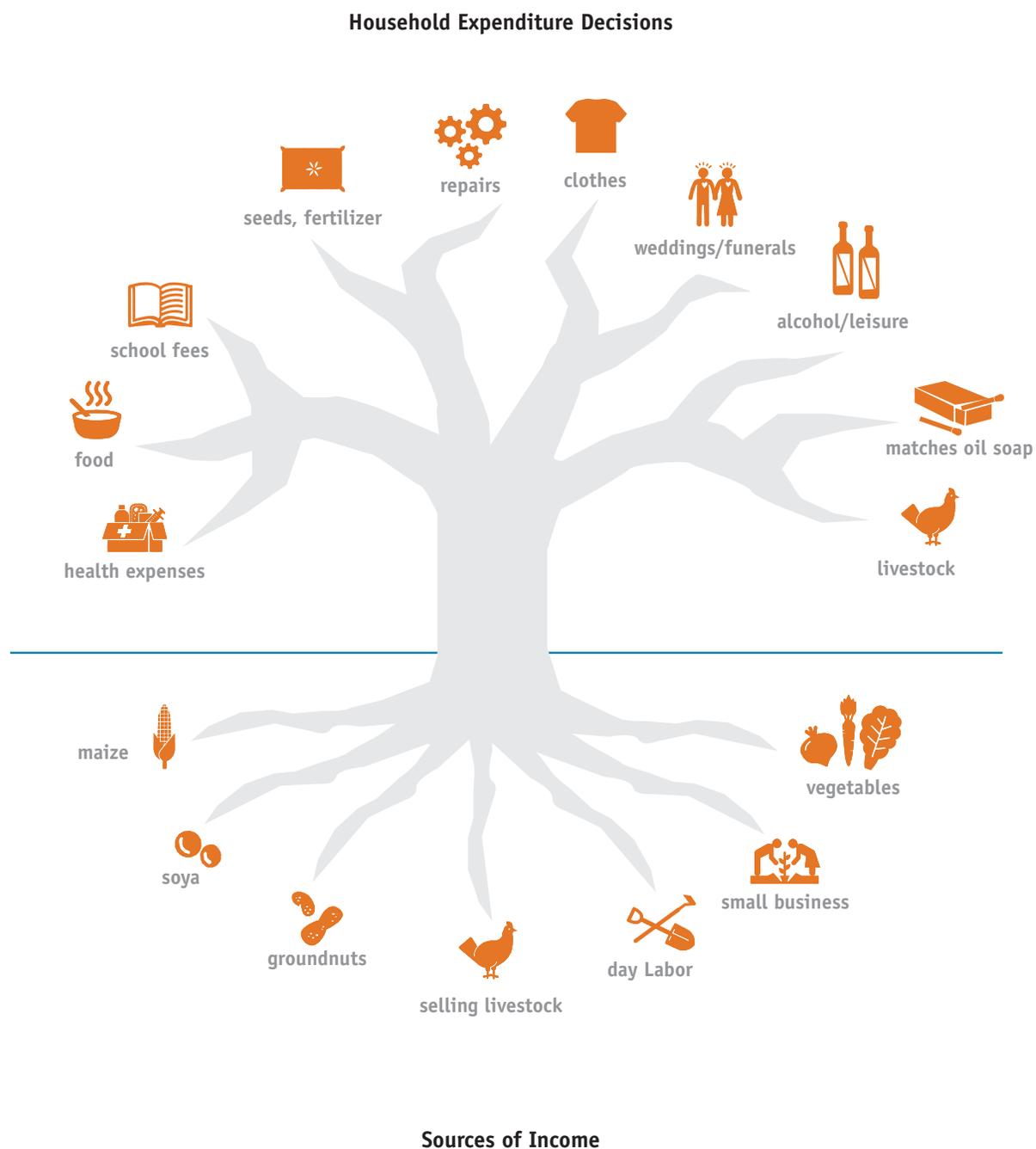
Some key points:

- Women and men often agree on the same major priorities and what expenditures are wasteful.
- Women have a lot of information about what's happening within the household and with the children and with the crops; when we listen to each other's perspectives, we can make better decisions.
- Many of the smaller income streams below the tree are managed by women; investments into these channels might improve the health of the tree.



- Women’s labor makes huge contributions to the main agriculture streams of income that support the household; they have a right to have some control over these income decisions.

► **STEP 8. Homework and next steps:** Ask the participants if they will be able to use this diagram to discuss the budget and spending and savings patterns in their own families. What support (from the group) might they need to try this exercise at home?



4.14 Fishbowl Session with Men and Women¹²

SEASON	Post-Harvest
OBJECTIVE	To share experiences related to gender issues (gender roles) and to develop a better understanding of and empathy for the experience of the other sex
TIMEFRAME	1 hour
MATERIALS NEEDED	None
IDEAL WORKSPACE	Will need large space, where men and women can sit in two concentric circles. Ideally, start with a lively warm-up exercise

Background

Collaboration means having skills to listen, advise, negotiate, and create trust. Collaborating around different household responsibilities (including agricultural productivity and running a business with your partner) also means looking and listening to a partner in different ways and being aware of the capacities of the other person. This exercise gives men and women the opportunity to listen to and encourage their partners.

Note: The discussion questions proposed here are specific to the Pathways program. However, facilitators can use this fishbowl discussion process to talk about any pressing issues that are concerning men or women. The purpose is to create equal platform for men and women to speak, listen, and be heard.

Steps to follow for the activity:

- ▶ **STEP 1.** Start with a short energizing warm-up, such as “Partial Viewpoints” or “Working with Change, Working toward Change.”
- ▶ **STEP 2.** Divide the male and female participants into two groups.
 - Ask the women to sit in a circle in the middle of the room facing each other, and the men to sit around the outside of the circle, facing inward.
 - Begin a discussion by asking the women the questions listed below. At this time, the men’s job is to observe and listen to what is being said. They are not allowed to speak.
- ▶ **STEP 3.1 Discussion for Women:**
 - What you have learned or achieved with the group that you are most proud of?
 - What is the most difficult thing you have experienced so far as a woman working with the Pathways program?
 - What do you want men to understand about the program, so that they can better support women in producer groups?
 - What are some changes you have noticed in your household? How have these helped you?

¹² Adapted from: Pawlak, Peter, Henny Sleghe, and Gary Barker. (2012). *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women’s Economic Empowerment*. CARE International in Rwanda and Promundo. Pp. 47-49.



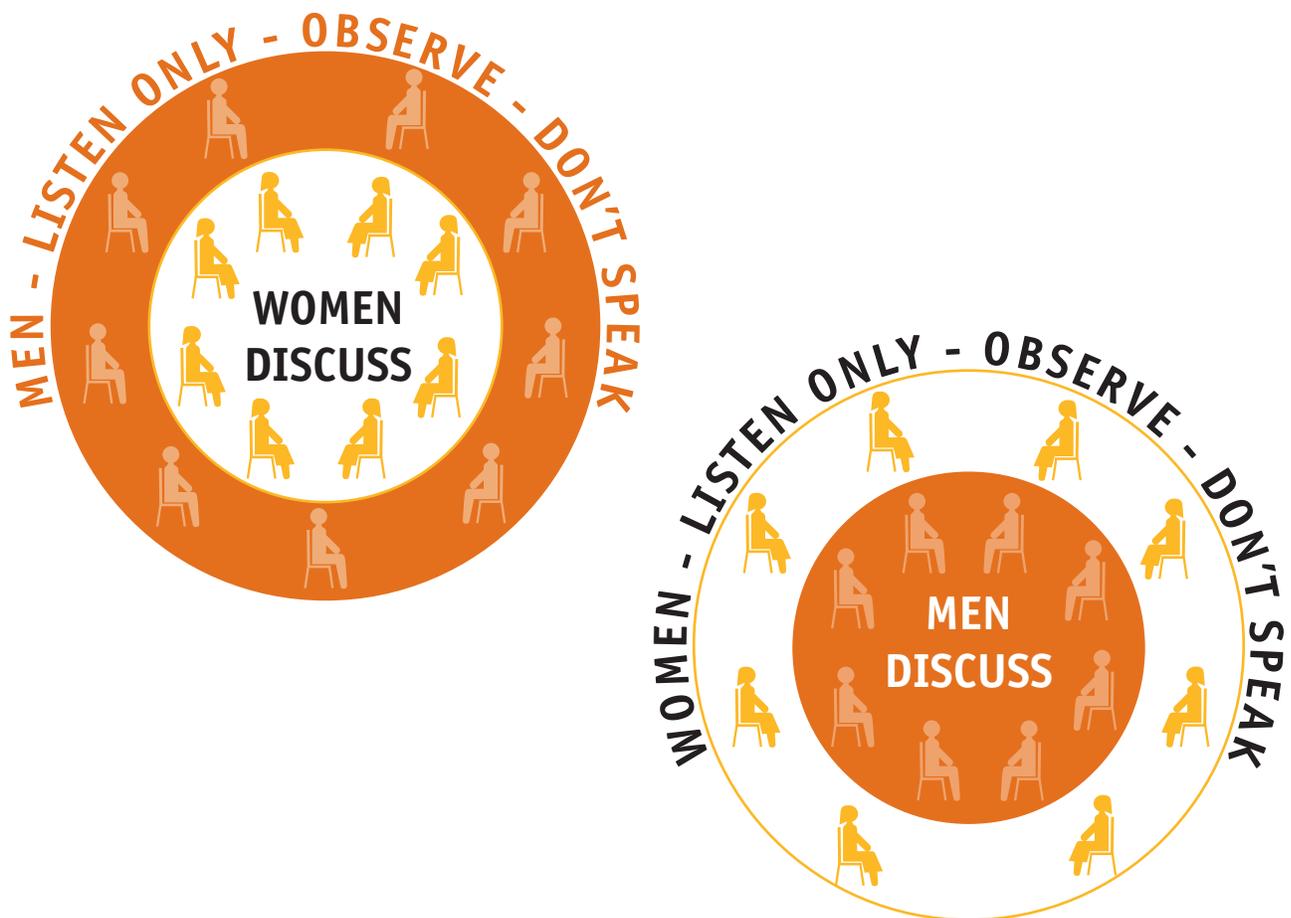
After 15-20 minutes, close the discussion and have the **men and women switch places**. Lead a discussion with the men, while the **women listen**.

► **STEP 3.2 Discussion for Men:**

- What have you learned from the Pathways program?
- What do you find difficult to understand about the program?
- What are some changes you have seen in your household or community? How do you feel about them?
- What are some concerns you have?
- How can men and women support and understand each other in the program?

► **STEP 4. Joint reflection.** Bring the groups together, and discuss the session. Use these questions to wrap-up the session:

- How did it feel to listen without speaking?
- How did it feel to speak and be listened to?
- What did you learn (from the men/women) that surprised you?
- How can we create opportunities in the home to listen attentively and speak honestly to our partners and family members?



4.15 Envisioning Empowerment: Vision Drawings

SEASON	Pre-Sowing
OBJECTIVE	To explore women's views toward empowerment and to identify key domains for change
TIMEFRAME	1 hour
MATERIALS NEEDED	Flip-chart & markers, or pieces of colored paper & scissors to create symbols
IDEAL WORKSPACE	This can be introduced as a group or individual tool, and as a monitoring as well as goal-setting exercise. A large group can be broken into smaller groups of 3-5 participants. The facilitator can help groups to list common goals at the end of the exercise

Background

Empowerment is a subjective and personal process of change. While a project may have certain objectives that represent women's empowerment, they may not be the most important goals for women and group members themselves. Creating a vision diagram is a tool for project implementers and participants to reflect on progress, and to ensure that the project is leading toward goals that matter to the impact group.

Creating a vision diagram also gives group members a tool to practice setting goals and tracking them over the course of the project—this in itself can be an empowering process.

Steps to follow for the activity

► **STEP 1.** Break group into smaller groups of 3-5 participants. Explain that in this exercise, we will have a chance to explore our dreams and plans -- What we envision for our group and for ourselves.

► **STEP 2.** Ask the group members to close their eyes and look into the future, 5 or 10 years ahead. Ask them:

- What kind of life do you hope to see for yourself, for the members of this group?
- How do you want things to look?
- What will you be doing?
- How are your farms and business?

Ask them to consider and brainstorm:

- Changes they hope to see for themselves
- Changes they hope to feel for themselves
- Changes they hope to see in relationships with other people (community or family)
- Changes they hope to see in the community or in the laws



► **STEP 3.** Ask participants to open their eyes and allow 20 minutes for them to draw pictures of their envisioned futures. Lay the drawings out so that everyone can see them.

► **STEP 4.** Lead a discussion on the aspirations, around the following questions:

- What kind of changes *in yourself* would make it easier for you to build the kind of life you want? (What changes have you seen in *yourself* so far?)
- What kind of changes *in relationships with others* would make it easier for you to build the kind of life that you want? (What changes in *relationships* have you seen so far?)
- What kind of changes in the community/marketplace/laws would make it easier or possible for you to build the kind of life you want? (What changes in the community have you seen so far?)
- What changes have been or would be *most* important to you? Why?

Probe the discussion and take note of:

- Changes in laws, policies
- Changes in social norms, attitudes, violence, mobility
- Changes in services provided and accessed
- Skills and activities that have been most empowering/enabling so far
- Support requested from the project or stakeholders

► **STEP 5.** Use the discussion to recognize the achievements and changes, and to identify the priority issues that the group can focus on to achieve their visions. Ask the group:

- What steps can be taken to meet some of these goals?
- What obstacles can be anticipated in making these changes?
- What support (from project or others) is needed to help bring about these changes.



