



Breaking Ground:

Conducting community dialogues on gender and land restoration

A Facilitator's Manual

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The activities outlined in this manual draw heavily on existing toolkits and approaches, including:

- Leder S, Das D, Reckers A, Karki E. 2016. Participatory gender training for community groups: a manual for critical discussions on gender norms, roles and relations. Colombo, Sri Lanka: International Water Management Institute; Rome, Italy: CGIAR Research Program on Water, Land and Ecosystems.
- Jost C, Ferdous N, Spicer TD. 2014. Gender and inclusion toolbox: participatory research in climate change and agriculture. Copenhagen, Denmark: CGIAR Research Program on Climate Change, Agriculture and Food Security; Atlanta GA, USA: CARE International; Nairobi, Kenya: World Agroforestry Centre (ICRAF).
- Reemer T, Makanza M. 2015. Gender action learning system: A practical guide for transforming gender and unequal power relations in value chains. The Hague, Netherlands: Oxfam Novib.
- Hillenbrand E, Karim N, Mohanraj P and Wu D. 2015. Measuring gender transformative change: A review of literature and promising practices. CARE USA. Working Paper.
- Carden F, Smutylo T and Earl S. 2001. Outcome mapping: Building learning and reflection into development programs. International Development Research Centre

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About this manual

Land restoration initiatives can have varying impacts on men and women due to differences in their roles, responsibilities, and access to resources. Ignoring gender in the design and implementation of restoration activities can exacerbate existing gender inequalities and undermine the success of restoration efforts.

Community Dialogues are a powerful tool to facilitate open and constructive discussions about gender perceptions, roles, constraints, and opportunities and how they impact people's lives and ability to engage and benefit from land restoration.

This manual provides a step-by-step guide that outlines several activities that can be used during a 3- to 4-hour community dialogue. By taking part in these activities, participants will have the opportunity to:

- Discuss gender roles and norms in their community and how these impact their engagement with the landscape.
- Reflect on how local gender norms can generate constraints or opportunities for land restoration activities and how to take action to address them.
- Learn about the importance of gender in promoting equitable outcomes for land restoration and how to identify and address gender-related challenges in the design, planning and implementation of restoration activities.

By using community dialogues, participants can benefit from a safe and engaging space to talk about gender roles and perceptions, as well as opportunities to develop new insights and skills. Through role-play, reflection, and discussions, they can apply problem-solving and bargaining skills and develop their own ideas on how to promote gender equality and enhance land restoration activities.

Why does gender matter for land restoration?

Rural women are often heavily involved in farm management and land restoration activities. However, they often lack the decision-making power and resources necessary to carry out these tasks effectively. Since land restoration initiatives are often labour-intensive and require specialised knowledge, they can further burden women and reduce the time available for other economic and non-economic activities.

Moreover, the benefits of restoration are not always equitably distributed among those that take on its costs. For instance, women are often disadvantaged in claiming such benefits due to insecure land tenure and unequal participation in decision-making and control over farming and household resources.

By fostering open dialogue, the activities in this manual emphasise the importance of recognising and addressing gender issues to achieve successful

and equitable land restoration outcomes. Through promoting critical reflection and dialogue on gender perceptions and practices, they encourage communities to reflect on the role of gender in their lives and consider ways to move toward greater gender equality.

HOW TO USE THIS MANUAL

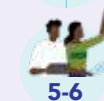
The following icons are used to help you navigate the activities listed in this manual:



Practical information to keep in mind



Approximate length of time required to implement activity



Optimum number of participants per group



Aim of activity



Why the activity is important to gender and land restoration

What do I need?

Preparing for the community dialogue

Adapted from Leder et al. (2016)

To conduct a successful community dialogue, it's important to be prepared with the right tools and materials. You'll need:



Flip chart paper and colourful marker pens



Notebooks (drawing book) and pens for each participant



Gender position bar cards
(see Appendix 1, p.17)



Role-play situation cards
(see Appendix 2, p.18)



Props for role-play activity (e.g., men's and women's clothes, household items)

To encourage good discussion and participation, it's recommended to **keep the groups small, ideally with a maximum of 15 participants**. It is also important to have a mix of men and women across different age groups attend the dialogue and, if possible, invite married couples to attend. This is because many of the activities focus on relationships within households (particularly, activities 5 and 6) and are best conducted with couples.

Lastly, if you think women may be hesitant to speak up in mixed groups, you can also consider having **separate single-sex break-out groups**. In this case it is also advisable to bring the groups together at the end of the activity so that each can share observations, insights, and conclusions with the opposite sex, and facilitate a dialogue around how they can build on each other.

To make the workshop a success, it is also recommended to **have two or more facilitators**. Even if only one person is facilitating at a time, the other facilitator should act as an observer and take notes. In groups with female participants, it is also necessary to have female facilitators.



How to be a good facilitator

A facilitator has several important jobs to ensure a smooth and effective workshop. These responsibilities include (adapted from Leder et al., 2016):

- **Encourage participation:** Aim to create a safe environment where participants feel comfortable discussing delicate or challenging subjects and make sure everyone feels included in the conversation and fully understands the activities.
- **Guide the conversation:** While it is important to encourage participation, try to guide the conversation away from negative topics, such as reinforcing gender stereotypes or comments that might offend others. Instead, the focus should be on encouraging constructive, inclusive dialogue that promotes collective participation.
- **Stick to the agenda:** It is important to respect the participants' time and keep to the agenda. Pay attention to time, and don't let the group spend too long on one topic.
- **Engage in activities and discussions:** Although the facilitator should not dominate the conversation, it can be helpful to occasionally share your thoughts and observations during the discussions. This helps show that you don't know everything and are also here to learn from the discussions.
- **Share responsibilities:** You don't have to do everything alone. Let someone else take notes or ask participants to hold props for you while you talk. This can help quiet people speak up and keep talkative people busy.

By following these tips, you'll be better equipped to facilitate engaging and productive community dialogues.

Community dialogue activities

INTRODUCTION Introducing the community dialogue

Adapted from Leder et al. (2016)

10-15
min



All



Aim: The first activity is to welcome participants and briefly present the workshop agenda, times, and purpose, and introduce yourselves to one another.



Keep in mind: To keep the workshops under 4 hours, it is not recommended to complete all six of the activities in this manual in one workshop. Instead, pick between the two workshop examples from Table 1 or create a new agenda with a maximum of four activities.

STEP
1

Present the agenda

Start by presenting the agenda. This will help participants understand what they can expect from the workshop, the topics they will cover and the types of conversations they will have. Explain that the workshop consists of four group activities and that these activities focus on gender relations, then go through the agenda activity by activity (see Table 1 for examples of a workshop agenda).

STEP
2

Create a safe space

Discussing gender may be a new concept for many participants. Emphasise that the discussions require the voices and stories of the participants, and the conversations may bring up sensitive and controversial issues. Let the participants know that disagreement is okay and that the activities are meant to be fun and light-hearted!

STEP
3

Get to know each other

Lastly, introduce each participant and facilitator. This can be done creatively by having participants introduce themselves to another person for one to two minutes. Then, ask them to introduce their neighbour to the rest of the group. You can also ask everyone to write themselves a name tag on a piece of masking tape or sticker.

Table 1. Two examples of how the activities in this manual can be combined to create a 3- to 4-hour community dialogue workshop. The rest of this guide will provide details of each activity.

EXAMPLE 1		EXAMPLE 2	
TIMING	ACTIVITY	TIMING	ACTIVITY
10 min	Introduce the workshop	10 min	Introduce the workshop
20 min	Activity #1: "Sex" & "Gender"	20 min	Activity #1: "Sex" & "Gender"
40 min	Activity #2: Gender position bar	40 min	Activity #2: Bargaining Role Play
40 min	Activity #3: Bargaining Role Play	40 min	Activity #5: Vision Journey
40 min	Activity #4: Progress markers	40 min	Activity #6: Gender balance tree
15 min	Beyond the workshop	15 min	Beyond the workshop

ACTIVITY 1 Understanding sex and gender

Adapted from Jost et al. (2014) and Leder et al. (2016)



20
min

All



Aim: In this activity, participants will explore the difference between gender and sex and how society and culture shape gender roles.



Why is it important? Gender plays a significant role in shaping people's lives, and it's essential to recognise that gender is different from sex which is a biological trait. This activity helps participants understand how society constructs gender roles and expectations and "that there is a difference between what we are born as and what society tells us to be" (Leder et al., 2016).



Keep in mind: Depending on local cultural contexts, you may want to consider adaptations of the activity to represent the non-binary nature of gender. A useful tool for explaining the complexity of gender is the 'genderbread person' which covers anatomical sex, gender identity, gender expression and attraction: <https://www.genderbread.org>

STEP
1

First, explain to the group that this activity aims at understanding the difference between sex and gender.

STEP
2

Then ask participants to think of the first words that come to mind when they hear the words 'man' and 'woman.' Write down their responses in two columns on flipchart paper: 'MAN' and 'WOMAN'. Be sure to include some words describing biological traits like 'penis' for man and 'breast' for woman.

STEP
3

Once the lists are complete, ask the participants the following questions:

- Can any of the 'man' words also describe women? (Circle these words using a marker pen, e.g. blue)
- Can any of the 'woman' words also describe men? (Circle these words using the same marker pen, e.g. blue)
- What are things that only women or men can do? (Circle these words using a different colour pen, e.g. green)

STEP
4

Then describe the difference between sex and gender using the definitions below:

- Sex is the biological and physiological characteristics of men and women at birth. For example, such as reproductive systems, genitals, chromosomes, and hormones).
- Gender is a social construct that refers to the roles, behaviours, and expectations society associates with being a man or a woman.

STEP
5

Then, read out a list of traits and behaviours (see below for some examples) in a random order and ask the participants to guess if they are determined by someone's sex or gender. This helps confirm that everyone has understood the difference between sex and gender.

SEX	GENDER
Menstruation	Wearing a dress
Being pregnant	Driving a tractor
Giving birth	Child and elderly care
Breastfeeding babies	Weeding
Providing sperm	Cooking

STEP
6

Emphasize that gender roles and responsibilities can change over time. Ask participants to think about the past and what has CHANGED in their community in terms of the responsibilities of male and female farmers has. Give some examples, like riding cycles and motorbikes, ploughing with oxen, speaking up in a group, or being responsible for the money.

ACTIVITY 2 Gender Position Bar

Adapted from Leder et al. (2016)

40
min

5-6



Aim: To help participants reflect on the types of decisions and labour done by women and men in land restoration, farming, and household activities and to encourage them to think about how these activities could be reallocated and the workload balanced.



Why is it important? It helps participants see that the division of labour and restoration activities often leads to a higher work burden for women and how changing the gender responsible for specific tasks can make work more equal for everyone.



Keep in mind: You will need three sets of gender position cards (one for each group). These cards should include pictures of different land restoration activities (e.g. tree planting), farm and household labour activities, pictures representing various decisions over land restoration activities, and pictures of a man and a woman standing in different positions next to each other (see Appendix 1, p.17).

This activity can be adapted for different land restoration practices, not just tree planting. Think about the different labour tasks and decisions associated with a given restoration practice and take and print out photos of each activity. Alternatively, if you do not have access to a camera/printer, you could draw the activities on the cards.

STEP
1

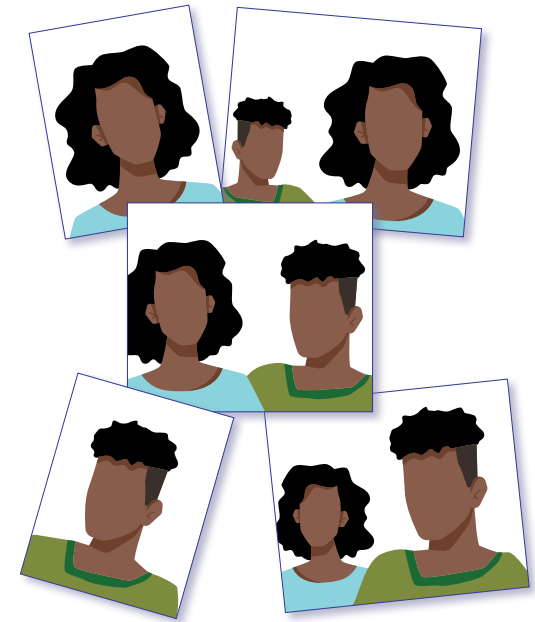
Begin the activity by placing the pictures of a man and a woman standing in different positions next to each other in a row to show the prevalence of men's or women's labour. Describe the row of pictures, stating whether it represents male labour only, mostly male labour, labour shared by both genders, primarily female labour, and female labour only.

STEP
2

Place the picture cards of different tree-planting activities in the middle of the group. Ask each participant to pick a picture of a tree planting activity.

STEP
3

Ask each participant to show their picture to the group and describe the activity on their card. Then, ask the participants to discuss and place the picture beneath the picture of the man and woman they think it applies to (i.e., male labour, mostly male labour, labour shared by both genders, primarily female labour, or female labour).



ACTIVITY 2 continued

STEP
4

Repeat steps 3 and 4 for the tree decision cards (placing them above the pictures of the man and woman – based on who is involved in the decision), farm labour cards and household labour cards (placing them below), until all the cards are placed.

STEP
5

Ask the participants, “Does this look like an equal workload for men and women? What about tree planting decisions?” Follow-up questions, such as “What problems might this create for tree planting activities?” and “Can this activity only be done by men or women? Why?” can be helpful.

STEP
6

Ask, “How would you like to change who does what job and decisions in the future, maybe in five years? Please rearrange if you would like to balance the labour and decisions differently.” This step encourages participants to think about how changing the gender responsible for certain jobs and decisions can help make work more equal for everyone.



Keep in mind: Encourage participants to think beyond “it has always been like this.” It may also be helpful to remind them how the division of labour has already changed over time. This can help participants realize that it can things can also change in the future.



Photo: ICRAF/Ann Wavinya

ACTIVITY 3 Bargaining role-play

Adapted from Leder et al. (2016)

40
min

5-6



Aim: To promote empathy by having participants take on the role of the opposite gender and engage in conversations with other participants in a farming or household setting.



Why is it important? By switching gender roles, participants gain a better understanding of the challenges faced by the other gender, leading to increased empathy and a better appreciation of gender differences.



Keep in mind: You will need a set of role-play situation cards (Appendix 2, page 18), male and female clothing items such as scarves and shirts, and farming/household props such as a water pot, spade, cups, etc.

Ideally, each group should have no more than 5-6 participants. If the groups are smaller, unused roles can be discarded, and if groups are larger, additional “community member” roles can be added (e.g., ask the group to create new characters to their role-play). Remember that this is supposed to be a fun and light-hearted exercise!

STEP
1

Explain to the participants that they will be taking part in a role-play exercise where they will be dressing up and acting as the opposite gender. Emphasise that this exercise is meant to be enjoyable and will allow participants to experience how bargaining occurs from the perspective of the other gender.

STEP
2

Distribute the role-play situation cards to each table and read them out to the participants if necessary.



Keep in mind: These situation cards and role-plays can be adapted to different local and cultural contexts.

STEP
3

Give the groups 15 minutes to prepare a short (3-5 minute) role-play based on the situation card they have received. Each group member should be given a role card. Encourage the groups to be creative in their performances – the funnier the play, the better!

STEP
4

Ask each group to perform their role-plays for the other groups.

STEP
5

After each performance, ask the participants how they felt about taking on the role of the other gender. Ask those in the audience what they thought of the play and encourage discussion on stereotypical gender roles and what they learned from the exercise.



Photo: ICRAF/Alex Maina



Photo: ICRAF/Ann Wavinya

ACTIVITY 4 Developing progress markers

Adapted from Hillenbrand (2015) and Earl et al. (2001)

40
min



All



Aim: To identify priority gender issues and develop shared goals, with the goal of convincing participants that social change is possible within a limited time.

STEP
1

Divide participants into two sex-separated groups of men and women. Ask them to think about the changes they would like to see from the opposite gender and list them on the flipchart paper.

You can choose several areas of change for participants to focus on based on previous discussions (e.g., during the gender position bar activity) or in the context of your restoration project. Example categories and changes could include:

- Gender division of labour and workload sharing (e.g., joint management of tree seedlings such as watering, weeding etc.)
- Household negotiation, communication, and decision making (e.g., joint decisions over which tree species to plant on the farm)
- Control of income and productive assets (e.g., joint registration of land and control over tree products)
- Self-confidence and harmony in relationships (e.g., freedom to attend training on land restoration practices)

STEP
2

Once the group has listed the changes they would like to see in each category, **ask them to rank the 5-10 most important changes** in terms of what they think will have the most impact on their family's wellbeing. Next, ask them to assess which of these changes seem easier to achieve and can happen soon, and what changes will require more long-term investment and efforts. This step is valuable because it helps people to 1) prioritize what changes are more important and 2) think about what changes are more feasible.



STEP
3

Bring the men and women groups together and present each group's indicators. Discuss the similarities and differences between the men's and women's markers.

- Ask the men how they feel about the women's indicators.
- Ask the women how they feel about the men's indicators.

STEP
4

Ask the participants to think about how they can achieve their priority indicators of change and write down the key actions suggested, and the investments and support that would be needed to achieve both the easy and harder changes.

ACTIVITY 5 Vision journey

Adapted from Reemer and Makanza (2015)

40 min

1-2



Aim: This exercise aims to guide participants in envisioning their ideal future farm and creating an achievable restoration goal.



Why is it important? It helps participants learn planning principles and steps, and when conducted as a couple, create collective goals.



Keep in mind: This exercise should be conducted individually or by married couples with guidance from the facilitator. People/couples draw individually, but it is good for them to sit in informal groups. The facilitator goes slowly through the steps drawing on the blank flipchart as an example, while everyone else draws in their notebooks/paper.

Although this activity can be carried out as an independent activity, it works well when carried out prior to Activity 6 - Gender balance tree.

STEP 1

Ask participants to imagine their farm in a **happy future**. What restoration practices are they using? What can they hear and see? What's growing there? Which tree species?

STEP 2

On a piece of flipchart paper, ask participants to draw a big circle and, inside it, draw the images of the farm they see - this will be their **starting vision for the future**.



Photo: ICRAF/Ann Wavinya

STEP 3

Once they each have their own visions for the future completed, **ask participants to share their visions and identify any common themes** (e.g., farm ponds, mango trees, fencing etc.). Ask one group member to report to the broader group on the common features of their group's visions.

STEP 4

Back to working individually or as couples, ask participants to **choose one land restoration activity from their vision that is important to them** and that could be achieved or make significant and visible progress in about 18 months.

STEP 5

Then, ask participants to draw a large circle at the top right-hand corner of the page representing the future. They should draw inside whatever element they chose in step 4. The large circle represents an **inspiring vision**.

STEP 6

Next, draw a second large circle at the bottom left-hand corner of the flipchart to represent the present situation. Draw two straight lines to link both circles. This represents **the road from the present (bottom) to the vision (top)**. In the bottom circle, participants should draw elements of their current situation.

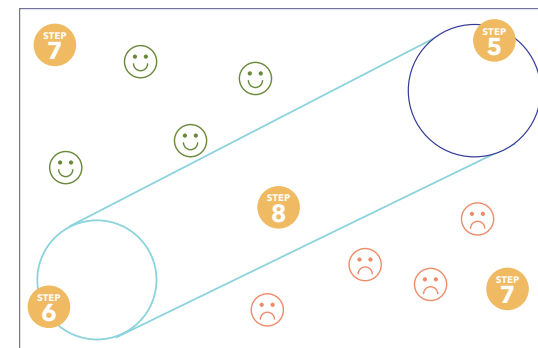
STEP 7

On either side outside the road, ask participants to draw:

- at least 10 opportunities at the top and
- at least 10 constraints at the bottom.

STEP 8

Next, **ask participants to define small steps to reach the vision**. How far can they get towards the vision in 6 months? Along the pathway, ask them to add the necessary actions to move from one step to the next and who within their family will be responsible for these, revising milestones and targets if necessary.



ACTIVITY 6 Gender Balance Tree

Adapted from Reemer and Makanza (2015)

40
min

1-2



Aim: The Gender Balance Tree activity aims to clarify gender inequalities in work contribution, and control over income and expenditure at the household level while avoiding reliance on gender stereotypes. Participants will relate opportunities and constraints in their Vision Journey with the imbalances identified in the Gender Balance Tree.



Why is it important? This activity helps participants understand the different roles of women and men within a household. Participants decide whether the household tree is balanced and identify priority areas for improving the gender balance tree to achieve their restoration goals.



Keep in mind: This exercise should be conducted individually or by married couples with guidance from the facilitator. The facilitator should go slowly through the instructions step-by-step and invite people to give examples on the flipchart at the front while people draw in individual notebooks.

Although this activity can be carried out as an independent activity, it works well as a follow-up activity to Activity 5 - Vision Journey. If combining these two activities, participants will need their Vision Journey from Activity 5 (p.11).



STEP
1

Introduce the idea that 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, then the tree will fall over in the first storm. A tree needs a firm and stable stem to support its branches and fruits. If the fruits on one side are heavier than on the other, then the tree will 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 which leaves them vulnerable and prone to failure. Often women and men do not share work equally, leading to an inefficient division of labour inputs to the household. Women and men may not also benefit equally from the fruits, and unproductive expenditures may cause the 'tree' to fall over.

The gender balance tree aims to address these imbalances so that everyone contributes and benefits equally. Then the household tree can grow firm and healthy with strong roots and big sustainable fruits.

ACTIVITY 6 continued

STEP 2

Who is in the household? (Trunk)

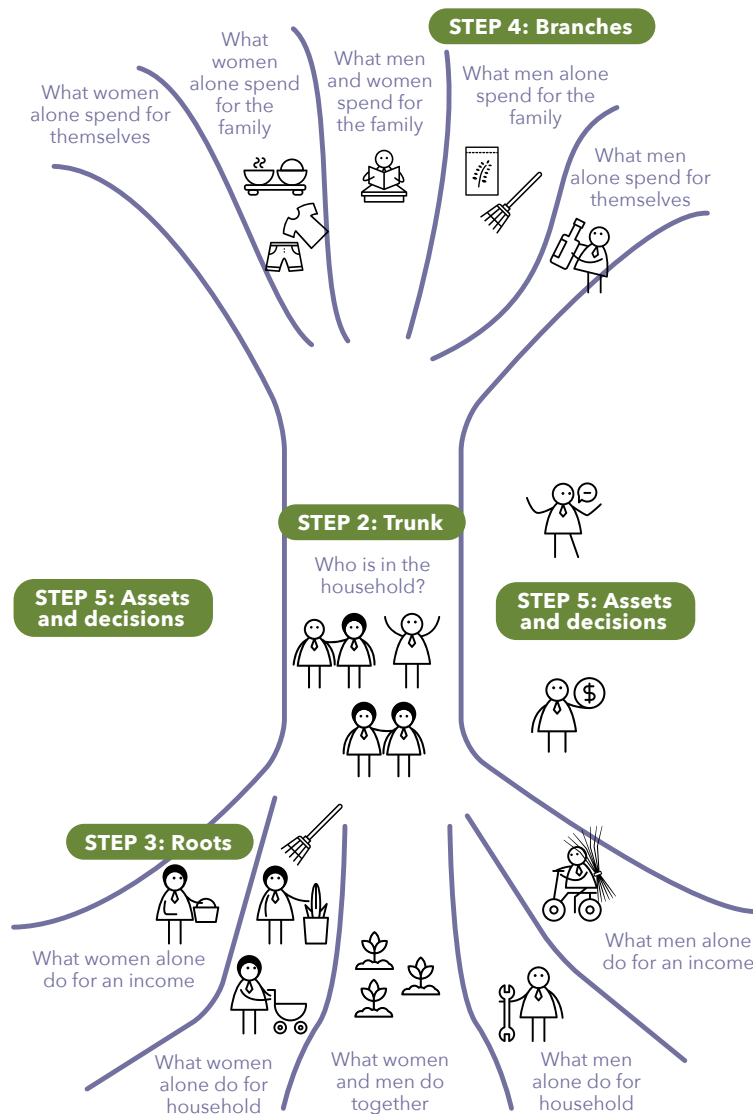
Explain to participants that they will draw a tree with roots and branches and should use a big piece of paper for this exercise. The drawing starts with the trunk. Draw two lines in the middle of the paper for the trunk, then put symbols for each adult household member on either side inside the trunk. Working women on the left side of the trunk, working men on the right, and others in the middle.

STEP 3

Who contributes what work? (Roots)

Draw six lines to delineate the roots. Two roots for women and two roots for men on the respective sides of the trunk. The central root is for joint activities.

- On the outside root on each side, draw the activities that people of that sex perform alone for themselves. For example, what women alone do for income, and what men alone do for income.
- On the inside roots, put the activities which people of that sex perform alone for the household, i.e., housework.
- On the central root, put those activities which both women and men do together.
- Looking across the roots, ask participants to circle the activities which take the most time and something they may want to change in blue; and circle those which earn the most income and something which they probably want to keep in another colour.



STEP 4

Who gets what fruit? (Branches)

Draw six lines to delineate four branches corresponding to each root, women, men, and central trunk for joint household expenses.

- On the outside branch on each side, draw symbols for personal expenditure that each sex makes for themselves alone.
- On the inside branches, put expenditures which people of that sex contribute to alone for the family and household.
- In the central branch, put those expenditures which both women and men contribute to.
- Looking across the branches, ask participants to ring the largest expenses in blue as something they may want to change or reduce; and ring those which they would like to keep the same in black.

STEP 5

What is pushing the tree? (Assets and decisions)

On their respective side of the trunk, ask participants to put symbols for:

- The property which women and men own - Who owns the land? Who owns the livestock? Who owns the house?
- The types of decisions that women and men make - which decisions are made by women only, which by men only, which are made jointly? Or is one person the overall decision-maker, or do they always sit down together?

ACTIVITY 6 continued

STEP 6

The facilitator should ask participants if their tree is balanced. You can use some of the following questions:

- Who does most of the work?
- Who owns most of the property?
- Who owns most of the income?
- Who makes most of the decisions?
- Who takes care of most expenditure?

STEP 7

Ask the participants to go back to their Vision Journey and try to identify those constraints and opportunities reflected in the balance tree.

Ask participants to ring in green the things they like in the tree and that can help achieve the vision. For example:

- Tasks that should be done jointly
- Expenditures that could be reduced
- Property that should be shared
- Income activities that can be increased or time spent on them decreased

STEP 8

Ask participants to share with the wider group some changes they would like to make.

Encourage participants to consider how they can improve the balance in the gender balance tree and what changes they need to make to achieve a more equal and sustainable household.



Photo: ICRAF/Ann Wavinya



Photo: ICRAF/Ann Wavinya

CLOSING SESSION **Beyond the workshop**

Adapted from Leder et al. (2016)

15
min



All



Aim: To wrap up the community dialogue and spread the insights gained to the wider community.



Why is it important? This concluding activity gives participants an opportunity to reflect on what they have learned and discuss how they can apply the insights to their daily lives. They can also plan as a group on how to continue discussing gender after the workshop.



STEP
1

Explain to participants that the workshop is only the first step, and it is not intended to solve all the problems in one day. Emphasize that facilitators do not have all the answers, and now it is up to the participants to share what they learned with their friends and families and continue the conversation.

STEP
2

Ask for a volunteer to take notes while participants share ideas.

STEP
3

Then, ask participants to share how they will use what they learned in the workshop. They can also choose to share some of the things in the Gender Balance Tree that they want to change from the previous exercise and how they plan to go about it. Encourage participants to avoid repeating answers.

STEP
4

Close the workshop by thanking everyone for their time and energy and expressing hope that the day has been exciting and productive for them. Remind them that this is an ongoing process and that they can continue to work on achieving their goals beyond the training.

Additional questions to encourage discussion:

- Which activity or discussion made you think the most? Why?
- What would you tell your friends or relatives about what we discussed at the workshop? How do you think they would react?
- Do you think that relationships between men and women will change in the future? What would that change look like, and what do you think will cause it?

Useful links and resources

1 Gender and inclusion in forest landscape restoration online course (CGIAR Research Program on Forests, Trees and Agroforestry)

- This course, developed by gender experts, compiles research, case studies and practical recommendations from leading institutions engaged in forest landscape restoration.
- The aim of the course is to provide a comprehensive overview of gender and social inclusion and to build capacity for various stakeholders engaged in forest landscape restoration work.

2 IUCN (2017) Gender-responsive restoration guidelines: A closer look at gender in the Restoration Opportunities Assessment Methodology. Gland, Switzerland: IUCN.

3 Crossland, M., Paez Valencia, A.M., Adeyiga, G., Chesterman, S., Magaju, C., Maithya, S., Mbuvi, C., Muendo, S., Musyoki, M., Muthuri, C., Muthuri, S., Mutua, F., Winowiecki, L. (2022) Gender Transformative Approaches for Land Restoration: Lessons Learnt from a Multi-

stakeholder Co-design Process in Makueni County, Kenya. Nairobi, World Agroforestry.

- As part of the UK PACT funded project a series of multi-stakeholder workshops were held to co-design and scale locally appropriate and gender-responsive options for land restoration in Makueni County, Kenya.
- The guide focuses on the gender transformative approach taken by the UK PACT project, providing an overview of the process, recommendations on scaling this approach, and lessons learned from the workshops and training events.
- The guide is aimed at restoration practitioners and initiatives invested in gender transformation, to assist in enhancing knowledge and skills on gender transformative approaches to land restoration.
- Project video on the gender transformative approach taken by the project: <https://www.cifor-icraf.org/knowledge/video/v=QJWKnbzGHk/>

4 This manual is also available in [Kiswahili](#)

References

This manual and its activities are reproduced and adapted from several existing toolkits, including:

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Appendix 1

Gender Position Bar

Adapted from Leder et al. (2016)



While we have used tree planting as an example, this activity can be adapted for different land restoration practices, not just tree planting. Think about the different labour tasks and decisions associated with a given restoration practice and take and print out photos of each activity. Alternatively, if you do not have access to a camera/printer, you could draw the activities on the cards.

List of potential activities and decisions to get pictures of for tree planting:

TREE-PLANTING ACTIVITIES	TREE PLANTING DECISIONS	FARMING ACTIVITIES	HOUSEHOLD ACTIVITIES
Propagation/nurseries	Which species to plant	Ploughing with oxen	Washing clothes
Felling trees	Where to plant trees	Weeding	Childcare
Pruning trees		Harvesting crops	Sweeping the home compound
Harvesting fruits	Whether to use products from trees for household use or for sale	Looking after livestock	Cooking
Attending training events on tree planting		Looking after chickens	Earning off-farm income or running a small shop/business
Selling tree produce	How to use income from selling tree products	Spraying crops with herb/pesticides	Selling produce at the market
Watering tree seedlings			Selling livestock

Appendix 2

Bargaining role-plays

Adapted from Leder et al. (2016)



These situation cards and role-plays can be adapted to different local and cultural contexts.

STORY	CHARACTERS
<p>Planting seedlings</p> <p>Anne and her two daughters Jane and Mary attended a training on tree planting and received 10 tree seedlings. They go home and want to plant these trees on the homestead farm, but Samuel the father refuses because it will interfere with his farming. Anne's son James supports Samuel because he believes the trees will cause conflict over the use of the harvest when they begin fruiting, since Anne is the one planting them. Prepare a 3-4-minute play on how Anne and her daughter will convince her husband and son to plant the seedlings she received.</p>	<p>Anne (wife) Jane (daughter) Mary (daughter) Samuel (husband) James (son)</p>
<p>Sharing responsibilities</p> <p>In the Wambua Musa household both Musa and his wife Ruth share household responsibilities of cooking, farming, fetching water and childcare. They are both comfortable in their situation, but Musa is ridiculed by his brothers John, Daniel and David for helping his wife Ruth manage the household. Task: Prepare a 3-4 minute play on how Musa and Ruth can change his family's mind-set.</p>	<p>Musa (husband) Ruth (wife) John (brother) Daniel (brother) David (brother)</p>
<p>Pooling resources</p> <p>Esther has invested her time and resources in restoring the soil fertility of her allocated plots. Esther's husband, Victor, notices how fertile and productive her plots have become and decides that he wants to claim these plots for his own pursuits now that the land is fertile again. Esther seeks her mother-in-law Lucy and sister-in-law Joyce help to convince Victor that instead they should manage all the plots jointly as a household and pool their resources and efforts. Prepare a 3-4 minute play on how the issue will be resolved between Esther, Victor, Lucy and Joyce.</p>	<p>Esther (wife) Victor (husband) Lucy (mother-in-law) Joyce (sister-in-law)</p>
<p>Contributing equally</p> <p>Peter's wife Faith's vegetable garden is earning more income than produce from his farming. Faith however refuses to contribute to 'men' expenses. For example, school fees and buying inputs for the family farm, because she believes 'this is a man's responsibility'. All his pleas to her have fallen on deaf ears. Peter has invited his mother in-law Rose and brother in-law Kelvin to help convince Faith to contribute to vital household expenses. Prepare a 3-4-minute play on how Peter and his mother-in-law Rose will convince Faith to contribute to the household expenses.</p>	<p>Rose (mother-in-law) Peter (husband) Faith (wife) Kelvin (brother-in-law)</p>
<p>Joint land ownership</p> <p>There is a new restoration project inviting people to participate but they must demonstrate land ownership as a requisite. Martha would like to join the project but is unable to do so because the land is only in her husband's name (Joseph). Martha would like to ask Joseph for both their names to be added to the title deed, but she is worried that this will cause an argument. Martha asks her son and daughter (David and Janet) to help broach the topic with Joseph. Prepare a 3-4 minute play on how Martha, Janet and David will broach this topic with Joseph to avoid further conflict and make the case for joint ownership.</p>	<p>Martha (first wife) Joseph (husband) Janet (daughter) David (son)</p>

