

**TRAINER OF TRAINERS (ToT) TRAINING EVENTS ON
GENDER TRANSFORMATIVE APPROACHES FOR LAND RESTORATION**



Photo credit: Alex Maina/ICRAF

March 2022 in Mbooni East and Kibwezi East, Makueni County

Training Report

Report prepared by: Mercy Musyoki, Sylvester Muendo, Silas Muthuri, Mary Crossland, Christine Magaju, and Leigh Winowieki

1. Introduction

Following the capacity development workshops on co-developing gender transformative approaches for land restoration held on the 15th-16th and 21st-22nd February 2022 in Mbooni East and Kibwezi East, Makueni County, seven ward-level Trainer of Trainers (ToT) events were held across ten wards and engaging 263 participants. These trainings aimed to train a new cohort of ToTs in the use of community dialogues on gender and land restoration and were led by participants trained at the previous gender workshops (lead ToTs). (For an overview of the workshop series and training workshops, see <https://www.worldagroforestry.org/output/gender-transformative-approaches-land-restorationlessons-learnt-multi-stakeholder-co-design>). These smaller ToT training events aimed to field test the co-designed community dialogue activities and ToT scaling model. This report summarises the activities and lessons from these ToT training events. Community dialogues are designed to engage communities in an open dialogue on gender-related constraints and opportunities, and how these influence people's ability to engage in land restoration. The objectives were (adapted from Leder et al., 2016):

- To initiate discussions that raise awareness about gender roles and norms in the community and how these affect people's engagement with the landscape.
- To reflect on how local gender norms (intersecting with age and other social divides) can generate constraints or opportunities for land restoration activities.
- To generate insights about how gender impacts people's daily lives and ability to engage in land restoration, and how they might take action to change those impacts.

Each team of lead ToTs selected a combination of 4 of the 6 community dialogue activities they had been trained in (see below) and planned to conduct a one-day training event within their local community.

1. Gender and Sex (adapted from Jost et al., 2014 and Leder et al., 2016)
2. Gender position bar (adapted from Leder et al. 2016)
3. Bargaining role play (adapted from Leder et al. 2016)
4. Progress markers (Mohanraj and Hillenbrand, 2015)
5. Vision Journey (adapted from Reemer and Makanza, 2015)
6. Gender balance tree (adapted from Reemer and Makanza, 2015)

These tools were adapted from several existing toolkits:

- 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).
- Leder S, Das D, Reckers A, Karki E. 2017. 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.
- Reemer T, Makanza M. 2015. Gender action learning system: practical guide for transforming gender and unequal power relations in value chains. The Hague, Netherlands: Oxfam Novib.
- Mohanraj, P and Hillenbrand, E. 2015. Transformative Tools for Monitoring Gender Behavior Change. CARE USA. American Evaluation Association (AEA) 2015. Session 1807: Feminist Issues in Evaluation.

- And the doctoral work of Gloria Adeyiga (Bangor University/ICRAF), supervised by Ana Maria Paez Valencia (ICRAF) and Tim Pagella (Bangor University).

2. Overview of the ToT training events and participants

Table 1. Location and date of training and breakdown of participants by different GESI groups.

Training location	Training Date	Number of participants				
		Men	Women	Youth (<35)	PwD	Total
Mbooni East						
Mbooni, Tulimani, Kithungo	03/03/22	13	14	5	0	32
Mbumbuni	10/03/22	12	13	10	0	35
Kalawa	08/03/22	10	12	5	0	27
Kalawa - Mako	05/05/22	21	35	–	–	56
Kibwezi East						
Thange	09/03/22	18	21	9	1	38
Ivingoni, Nzambani	11/03/22	22	17	13	0	39
Mtito Andei	16/03/22	17	26	11	2	43
Masongaleni	23/03/22	21	28	7	0	49
					Total	319

Table 2. Breakdown of training participants by stakeholder group/ role within county government.

	County officers	Sub County officers	Ward officers	Ward committees	Farmer groups	Other
Mbooni East						
Mbooni, Tulimani, Kithungo	2	0	0	3	26	0
Mbumbuni	2	2	7	8	16	0
Kalawa	1	0	0	3	21	0
Kibwezi East						
Thange	0	6	2	12	16	2
Ivingoni, Nzambani	0	6	2	16	11	1
Mtito Andei	1	8	3	9	17	11
Masongaleni	0	7	3	8	9	2
Total	6	29	17	59	116	16*

*Includes 1 national level officer, 7 ICRAF staff, and 7 from the film crew documenting the training.

Table 3. Community dialogue activities that were taught during each of the training events.

	Gender & sex	Gender position bar	Bargaining role-play	Progress markers	Vision journey	Gender balance tree
Mbooni East						
Mbooni, Tulimani, Kithungo	x	x	x			x
Mbumbuni	x	x	x	x		
Kalawa	x	x	x	x		
Kibwezi East						
Thange	x			x	x	x
Ivingoni, Nzambani	x		x	x	x	
Mtito Andei	x		x	x	x	
Masongaleni	x	x		x	x	
Total	7	4	5	6	4	2

3. Gender and sex

Adapted from Jost et al., 2014 and Leder et al., 2016

This activity was conducted as one large group and aimed to introduce the concept of gender and the difference between gender & sex, and to explore socially constructed gender roles. SEX is the biological characteristics of men and women. GENDER is the socially defined characteristics and roles of men and women. It helps show how society and culture play a large role in what it means to be a woman or a man, and that there is a difference between what we are born as and what society tells us to be. The exercise involved asking participants to think about the first words that come to mind when they hear the words ‘man’ and ‘woman.’ Responses from the group were then written or drawn in two columns on flipchart paper (Table 4 for responses).

Table 4. Common characteristics identified by participants when thinking of the word ‘man’ and ‘woman’.

MAN	WOMAN
Deep voice	Breasts
Hairy chest	Breastfeeding
Beard	Soft voice
Reproductive organ - penis, testicles	Giving birth
Broad chest	Hips
Dressing code - trousers mainly	Shyness
Brave	Reproductive organ - vagina
Speak less	Hairdressing
Male ego	Soft skin
Masculinity	Speak more
Rough skin/face	Long hair
Sperm donor	Beauty and makeup
Breadwinner	Menstruation
Head of family	Vagina
Protector	Cervix
Provide	Pregnancy
Pilots	Head of family
Doctors	Nurturing
	Cooking
	Nursing

Once the lists were complete, participants were asked to discuss if any roles can be reversed - for example, if there were any words under ‘man’ that can also apply to women - and what gender roles and responsibilities in their community have changed in terms of the responsibilities of male and female farmers.

Commonly reported changes from the training participants included:

- Household chores like cooking, fetching water, collecting firewood, felling trees, charcoal burning, looking after the babies.
- Construction was formerly known for men but now it's currently done by both.

- Baby caring is now for both as well as cooking and fetching water.
- Driving tractors and heavy machines was earlier known for men only but today we have women engaged in driving heavy machines.
- Women are now involved in paying school fee and digging terraces
- Washing was a women's activity, but it's now done by both men and women
- Tree planting was done by men but currently by both.
- Ploughing using oxen was known to be a men's activity in the past but currently, the women are actively involved.

Some of the key discussion points raised during this exercise included:

- Women are still holding to the fact that hard duties like paying school fees, purchase of land belong to men.
- That men should drop their ego and allow women to get involved in decision making.
- Most men fear to assist in household chores especially those that are mainly done by women like cooking and sweeping; this is due to the fear of children reporting them to their fellow students in school and their wives telling them off to their friends in 'kyamas'.
- There should be no specific role of either genders for improved activity sustainability

General observations on people's level of engagement with this exercise during the training events include that the activity was useful according to the participants as helped them to clearly identify the difference between gender and sex and recognise that gender roles can change, and that all participants were actively involved in the activity and discussion.



Figure 1. Participants discussing sex and gender roles (Photo: Alex Maina/ICRAF)

4. Gender position bar

Adapted from Leder et al. 2016

The second activity aimed to encourage participants to reflect on the types of labour done by women and men in tree planting activities, on the farm and in the home, and their reasoning behind that, and to help participants see that the division of labour and restoration activities often leads to a higher work burden for women, and how we can change that. The activity involves placing images of different tree planting activities and decisions, farming, and household activities under the image of who within households is primarily involved in carrying them out (male labour, mostly male labour, labour shared by both genders, mostly female labour, or female labour). Once all cards are placed, participants are asked “how would you like to change who does what job in the future, maybe in five years?” and to re-arrange the cards if they would like to balance the labour differently. Given that this is a group activity, everyone must discuss and agree on where to place and rearrange the cards, stimulating debate, not only on what represents the current situation, but also the changes people would like to see.

Common observations from the groups included:

- Placement of the cards was similar across the groups
- Mostly it is women who are involved in household and farm activities while men are engaged to ensure the survival of the family by performing the hard tasks.
- Women were mostly involved in household and farm activities but most of the benefits were attached to men. Also, men were identified as the key people who make most of the decisions in the homesteads without involving the women.
- Women were overloaded with most of the responsibilities.
- Women are given the role of maintaining the environment in most cases.
- The role of nursing children is left aside for women.
- Women are not allowed to make decisions.
- The role of construction being left for men.
- Men only left as the security for the family.

Groups identified the follow actions to rebalance their gender position bars:

- Reduce women only tasks to ensure there are no women only or men only duties, but all are shared among both.
- Groups agreed when the woman is busy in the kitchen in the morning preparing breakfast then the man can clean the compound.
- Women also agreed to contribute to big financial projects like paying school fees, buying plots and land and cars among others.
- They agreed to balance cooking, cleaning, looking after the babies, paying school fees and decision making to both men and women to avoid having more activities on one side than the other.
- One group felt that there is nothing that can be done as the men are always away from the homes during the daytime. They only appear late at night drunk only to sleep and leave in the morning the following day.

Some of the key discussion points raised during this exercise included:

- Men help in cooking but only under specific conditions.
- They are also involved in caring for their children but tend to run away from child responsibilities like paying school fees.
- That both men and women are currently involved in activities like cooking, sweeping, cleaning, weeding, baby caring among others.
- That men in the current society have allowed women and their own daughters to own land and other property.
- Men should practise helping their women in most of the household activities so as to avoid burdening them with most of the work and to strike a balance between both of them.
- Women need to be given the chance to make decisions.
- Either gender can be a breadwinner and not men only.
- In one ward, participants felt that men had neglected their responsibilities and thus the women had to chip in to save the family image and for the children's wellbeing.

General observations on people's level of engagement with this exercise during the training events include that the activity:

- Stimulates a lot of discussion so as to agree on how to place the cards
- Participants felt free to voice their opinions openly and every group had its own views and arguments as to why things should be as they put them.
- The exercise was mind blowing and members agreed to ensure they put into practice the great ideas they agreed upon in the discussions.
- Participants agreed to share responsibilities to balance.



Figure 2. Participants discussing how to place activities during the gender position bar activity.

5. Bargaining role-play

Adapted from Leder et al. 2016

The third activity was a role-play exercise where each group was asked to prepare a short (3-5 minute) role play based on a specified household situation. In these role plays, participants are encouraged to dress up and act like the opposite gender (Figure 3). The aim is to develop empathy by getting participants to take the role of the other gender and have conversations with other participants in a farming or household situation. It offers men and women a chance to see what it is like to be the other gender and understand what challenges that gender faces. During the plays both men and women embraced their new roles and showed great creativity, with many creating their own props to use in their plays.

After the groups perform their plays, participants were asked to reflect on the activity and how they felt playing the other gender:

- Men felt inferior, undermined, not respected, insecure, not loved, mistreated when playing the role of women. Men felt overwhelmed by the many unending household chores. Some men felt uneasy to disguise and act as women since they had to practise some roles they were not involved in back at home.
- Women felt happy to give orders and command as well as instructions around just as men do in most cases at home. Women were excited to be using the authoritative voice to command men to do things for them. Women felt respected, loved and liked being obeyed.
- The men found it interesting to assume the roles that are carried out by the women at home although at the beginning it was not easy. Women were happy to play the roles of men and feel honoured just as the men do in the homesteads.
- Men felt it interesting to play the role of their mothers, wives, and daughters since it was something new to them to adapt to what most of the women do. They found it hard to adjust to the dressing like doing scarf's and lesos.
- Women found it much more interesting to talk and walk than men, giving instructions on how things should be done. They felt much more respected being requested to give their final solutions or decisions about issues at home.

Some of the key discussion points raised during this exercise included:

- Men should learn to involve everyone in the homestead in decision making activities.
- Although the men tried to play the role of women, it is not easy in the real situation for men to accept to perform most of the household chores played by women and vice versa.
- Women should avoid sharing family issues to friends especially when men help them out.
- A suggestion for improving the role play included having families and couples switch places.

General observations on people's engagement with this exercise include:

- Women had the feeling that men were actively involved in the exercise since it was just acting but in the real sense, they would not wish to be involved in most of the household activities. The exercise was so much involved and interesting to all the participants, and

they could quickly organise and come up with a simple but interesting play. Playing the role of the other gender was an eye opener for participants as they got to know how the other gender feels.



Figure 3. One of the groups performing their role play (Credit: Alex Maina/ICRAF)

7. Developing Progress Markers

Adapted from Mohanraj and Hillenbrand, 2015.

For the next activity participants formed two groups - men and women - and discussed the changes that they would like to see from the opposite sex in four key categories and to list these on the flipchart paper (Table 5). Once completed the groups came together to present and discuss the changes they would like to see. The aim of the activity is to discuss priority gender issues and develop shared goals and actions for change.

1. Gender division of labour and workload sharing
2. Household negotiation, communication and decision making
3. Control of income and productive assets
4. Self-confidence and harmony in relationship

Some of the Common changes from both men and women groups were:

- Respect each other and their opinions and to consider everyone in decision making.
- Take responsibility for the decisions and ensure the success of their families.
- Appreciate one another and respect each other.
- Be actively involved in running their homes

Table 5. Progress markers identified by men and women groups

Changes women want to see from men	Changes men want to see from women
<ul style="list-style-type: none"> ● Equal distribution of labour ● Involve women in planning, implementation, and equal sharing of income. ● Participate fully in educating their children. ● Stop despising women and involve them in family matters decision making. ● Improve on personal hygiene. ● Respect and appreciate women. ● Offer protection where necessary ● Be responsible on family issues and avoid excessive consumption of alcohol. ● Collaborate on family planning methods to ensure their women are safe. ● Assist in babysitting and child rearing. ● Improve on communication skills ● Stop gender based violence. ● Men should minimise outside marriages and have responsibility to their children and families at large. ● They should allow women in leadership positions. ● They must learn to appreciate and empower women. ● They should give their women and children opportunities to own property in their families. ● They should stop wasting family resources outside their homesteads. ● Men should maintain and trust their wives to help grow strong homes. ● Men help with house chores like cooking, washing, babysitting. ● Men to accompany their wives to clinic ● Involve women and mature children in nearly all family decision making both on domestic and farm activities. ● Use polite and friendly tones whenever addressing them. 	<ul style="list-style-type: none"> ● Women to assist men in the heavy roles and duties. ● Women should dress well and ensure personal hygiene. ● Women to participate in decision making processes. ● Women to take care of co-owned property and avoid wastage. ● Women should be ready for family reconciliation and be responsible for their behaviour. ● Women should be involved in greater responsibilities like paying school fees. ● Women should reduce luxuries like salon expenses so as to invest the money in other things and avoid impulse buying. ● Women should trust and love their husbands. ● Women should learn to appreciate their men in the smaller and bigger things they do. ● Women should avoid demanding their men to help them in household chores especially when there are other people to help. ● Women should give a helping hand towards activities like fencing homestead, ploughing among others. ● Women to help in digging terraces. ● Involve men in family planning. ● Women should be confidential on matters pertaining to their own family. ● Women to be submissive.

General observations on people's engagement with this exercise included:

- They were able to learn the importance of sharing roles and responsibilities in the homes which helps to reduce burdens to one party and reduce risk of losing a party in the running of the homes. The women group was active and they expressed their views freely since the men were not involved as well as the men groups.
- Both men and women were actively involved in their groups to point out the thing they would like to see the other party change or be involved in.
- Was very interesting as participants agreed to disagree on what either gender needs to change to accommodate the other gender

7. Vision journey

Adapted from Reemer and Makanza, 2015

The next group activity involved asking participants to individually reflect on how they would like their farms to be in a 'happy future' and to then identify one restoration practice and concrete goal from their vision they think they can achieve in 18 months, then visually map out the actions needed to achieve this restoration goal. The aim of the activity is to build knowledge of planning principles and steps.

Common features of people's visions for the future included:

- Planting more fruit trees
- Poultry kept on a large scale.
- Rainwater harvesting (use of tanks and farm ponds)
- Beekeeping,
- Pasture farming
- Sustainable environment via tree planting
- Terrace making

Some of the key challenges to achieving these goals included:

- Insufficient funds.
- Small land sizes.
- Lack of common goals with spouses.
- Lack of enough skills and knowledge to implement some activities.
- Inadequate water.
- Increased pest and diseases infestation.
- Lack of knowledge.

Some of the opportunities for achieving these goals included:

- Availability of labour due to small land sizes.
- Support from farmer groups and other institutions like CBOs.
- Availability of extension services.
- Land availability.

- Labour availability
- Availability and accessibility of various farm inputs like certified seeds.

General observations on people's engagement with this exercise include:

- The importance of agreeing as a family on their common goals and how to get there
- People were engaged and found the exercise useful and very important to continue practising the planning process in future.
- Session was thought provoking as participants came out with ideas on how to achieve their visions by identifying opportunities and challenges.

8. Gender Balance Tree

Adapted from Reemer and Makanza, 2015

The final exercise - gender balance tree - builds on the vision journey and aims to clarify broad gender inequalities in work contribution, control over income and expenditure at household level, avoiding reliance on gender stereotypes. Participants individually drew a tree representing their household and identified the balance of different tasks, spending and contribution and decisions in the household. Participants then relate some of the opportunities and constraints in their Vision Journey with the imbalances at household level identified in the gender balance tree. It helps participants understand the different roles of both women and men within a household. Participants decide whether the household tree is balanced and identify priority areas for improving the gender balance tree and achieving their restoration goals.

Common imbalances identified by people in their balance trees included:

- Women have less responsibilities for the benefit of the family as compared to men.
- Chicken rearing was attached to the elderly in the community as compared to youth.
- Decisions are mostly made by men.
- Men are ones who control family assets and income
- Women are more involved in activities that build families, but which don't generate income like cooking, washing, giving birth etc.
- Men are mostly involved in tree species selection but not in full management practices.

Participants proposed the follow actions to balance their trees and achieve their vision goals:

- Both men and women reduce their personal expenses and be actively involved in caring for the family.
- Joint sharing of resources and decision making.
- Both gender controlling family assets and income.
- Both sexes to reduce unnecessary expenses.
- Men should help women in tree planting and management practices and other land restoration activities for improved sustainability.
- Start planning for the future as soon as they leave the training.

9. Looking forward

Training participants and the lead trainer of trainers identified the following lessons and suggestions for improving the ToT trainings and activities:

- Engagement at the start of the training can be slow (maybe participants fear sharing because some knew other backgrounds) but with time the participation was excellent. There is need for constant reassurance that the activities are not meant to attack/intimidate someone but are meant to suggest the best solutions for the betterment of the entire family and society at large.
- Topics covered can be sensitive and personal. The facilitator needs to have excellent facilitation skills and observation. ToTs need to be sensitive, spot any unrest in the participants and handle/address such needs quickly. Otherwise some participants may leave the training unsettled.
- It requires ToT to be present full-time and undistracted by other tasks. This will help him/her keep track of behaviour/mood changes for majority participants for action.
- To train a greater number of farmers in the future, compared to extension officers, since this helps farmers feel part of the program.
- To train at village level so as to reduce travelling to long distances which may discourage farmers from attending.
- Conduct training involving complete families both husband and wife so as to help them learn the importance of the training and feel responsible to be involved in taking action.
- Use community Barraza's and meetings to reach community members.
- Present the information bit by bit as one gets permission in churches, schools and parent meetings.
- Use family gatherings as an opportunity to pass information to family members.
- Use WhatsApp groups and online platforms that we are familiar with to pass the information.
- Increase the number of training days, so that people can get more familiar with the content. There is a need for increasing the time frame per topic.
- Excellent training content that was well accepted by the participants, with the majority adopting immediately.
- Content helped participants to clearly identify gender gaps in access to resources and opportunities in areas like decision making, employment, and gender-based violence.
- Undefined target beneficiaries, there is need to consider orphans, widows, widowers, PWDs, old, youths and clergies' representatives to participate in all our planned workshops.
- Need for a training impact evaluation survey, maybe by conducting a survey to the reached beneficiaries to access/ rate the training relevance, efficiency, effectiveness, impact and sustainability.
- Limited time per respective topic and again not able to cover all the six activities. Participants found all 6 useful and relevant for appropriate community transformation.
- The village administrators (chiefs, sub-chiefs and village elders), religious leaders are key in solving family conflicts, so they are crucial to receive such training to sharpen their reconciliatory skills.
- Identify a family that embraces and has been successful in implementing gender issues and invite them to share their story with the other participants about what they do in their family setup. This will help the participants to view the training practicality, not theory.
- Target to train more youth.