

**GENDER AND LAND RESTORATION TRAINER OF TRAINERS (ToT)
REFLECTION WORKSHOPS**



12th April 2022, Kibwezi Town, Kibwezi East, Makueni County
13th April 2022, Tawa, Mbooni East, Makueni County

Workshop Report

Key Stakeholders: County Government of Makueni | Kenya Forest Service (KFS) | Kenya Forestry Research Institute (KEFRI) | World Resource Institute (WRI) | Farmers | Ward Agricultural Officers | Ward Committees | Community Based Organisations (CBOs)

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1. Introduction

The reflection workshops (see Annex 1 for workshop agenda) were held on the 12th and 13th of April 2022 in Tawa, Mbooni East and Kibwezi Town, Kibwezi East, Makueni County, Kenya. The workshops brought together 83 participants from the County Government of Makueni, Kenya Forest Service (KFS), Kenya Forestry Research Institute (KEFRI), and representatives from community and farmer groups and ward-level committees on climate change. The half-day workshops were organised as part of the ICRAF-led project on 'Promoting nature-based solutions for land restoration while strengthening the national monitoring technical working group in Kenya', funded by 'UK Partnering for Accelerated Climate Transitions' (UK PACT), and built upon previous workshops and training events on gender transformative approaches for land restoration (Figure 1). The half-day workshops aimed to bring together those trained in community dialogue activities to reflect on the lessons learned from the training events and identify opportunities for further scaling.

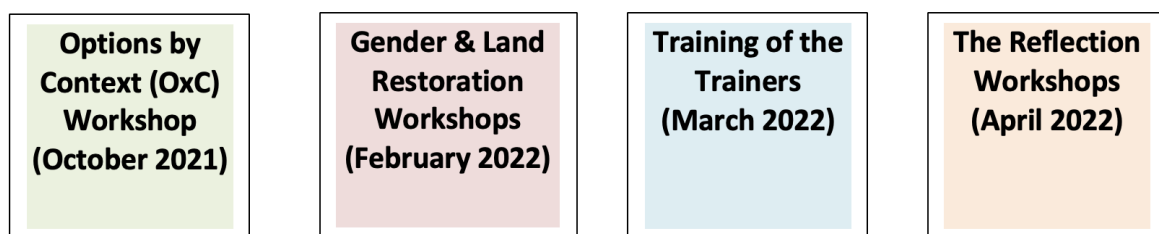


Figure 1. Workshop series under Output 1 of the UK PACT-funded project. For an overview of the workshop series and training workshops, see <https://www.worldagroforestry.org/output/gender-transformative-approaches-land-restorationlessons-learnt-multi-stakeholder-co-design>

2. Workshop opening

The reflection workshops began with welcoming remarks from Mary Crossland (Associate Scientist, CIFOR-ICRAF) and Ruchia Ngila (Deputy Director of Gender, Children, Culture and Social Services for Makueni County), who took the opportunity to introduce themselves and welcome participants to the workshop. Mary Crossland then shared with participants the workshop objectives, the principles of engagement for the workshop, and gave a brief overview on what participants would expect during the workshop. The objectives and expected outcomes of the workshop were to:

1. Share and reflect on the challenges and successes of the gender and land restoration trainings and community dialogues.
2. Synthesis and document the lessons learned.
3. Identify opportunities for improving the ToT model and scaling in Makueni County.

3. Group activity: How are we doing?

Activity adapted from: Sarmiento Barletti JP, Larson AM, Cisneros N, Heise N, Liswanti N, Mariño, H and Tamara A. 2020. How are we doing? A tool to reflect on the process, progress and priorities of your multi-stakeholder forum. Bogor, Indonesia: CIFOR.

The main activity of the workshop was a reflection exercise where participants voted on how much they agreed/disagreed with on a set of 10 statements relating to the gender and land restoration training events on the use of community dialogues (each person was given a sticker to indicate their vote on a large piece of paper with the statements - Figure 2).

1. The training included everyone who should be present.
2. The training has had a positive impact within the community.
3. We have the skills and knowledge needed to train others.
4. We can continue holding training without further support.
5. Everyone at the training understood the goal and purpose of the training.
6. Everyone at the training felt comfortable to speak and say what they thought.
7. All the community dialogue activities are equally engaging and important.
8. Community dialogues can transform gender relations in our community.
9. Community dialogues can improve the success and sustainability of land restoration.
10. (Decide on your own statement to vote on)



Figure 2. Example of the voting exercise on the 10 statements.

Following voting, each group calculated the average score for each indicator statement and created a summary bar chart of the scores. Each group presented their results to the rest of the room, highlighting the statements that had the highest average score, the lowest score and the statement that was the most debated (Figure 3). See Figure 4 for a summary of the voting results from both workshops.

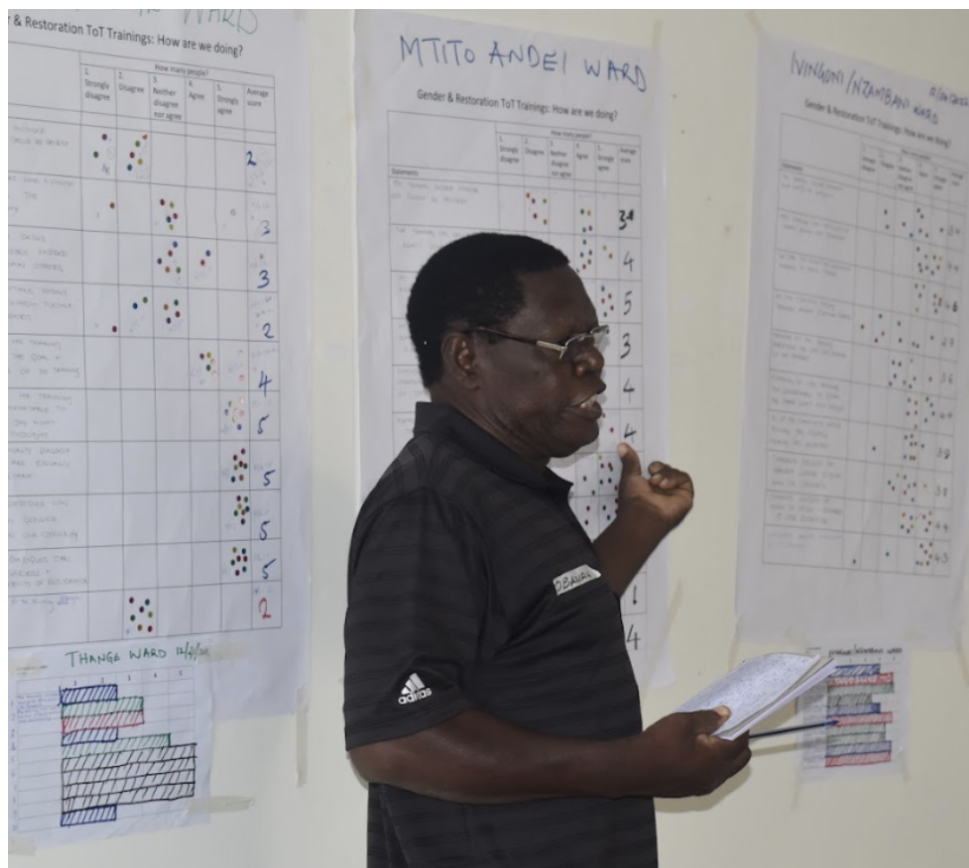


Figure 3. Obabiah Muumbi presenting his group's voting on the reflection statements.

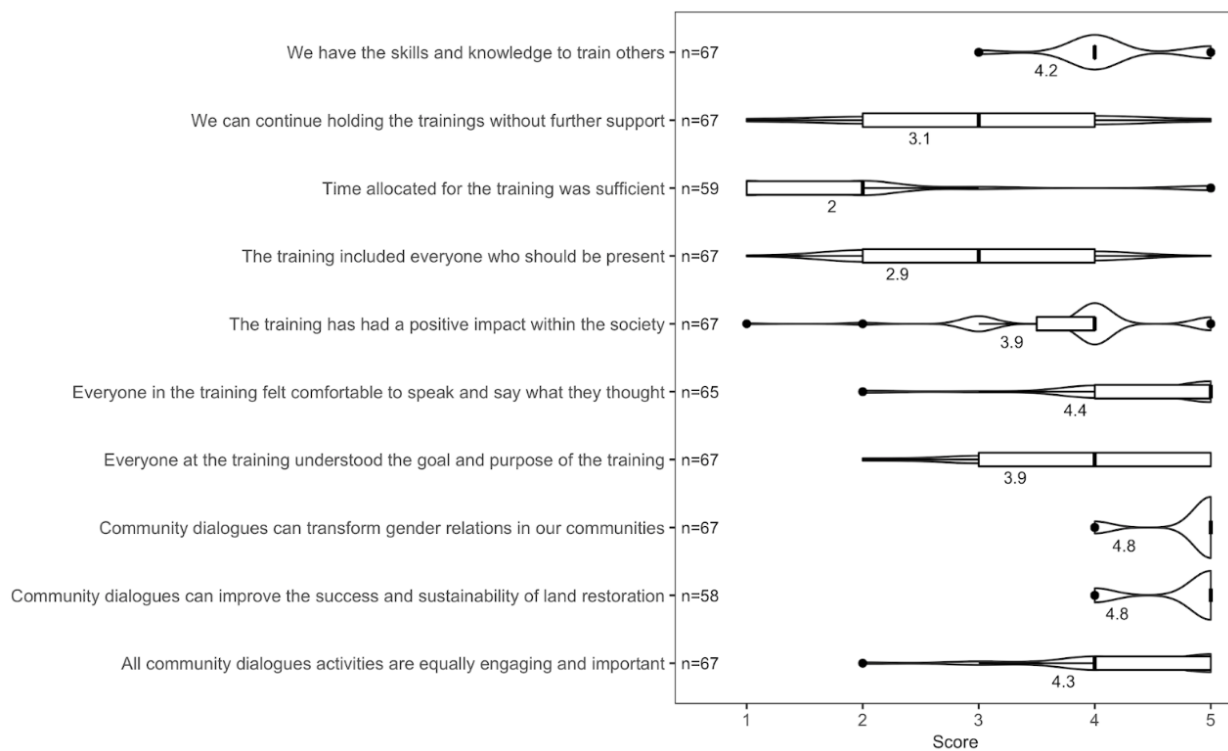


Figure 4. Summary of votes on statements and median scores from both workshops.

Table 1. Summary table of the statement voting - number (%) of participants that agreed or disagreed with each of the statements.

	All community dialogues activities are equally engaging and important	Community dialogues can improve the success and sustainability of land restoration	Community dialogues can transform gender relations in our communities	Everyone at the training understood the goal and purpose of the training	Everyone in the training felt comfortable to speak and say what they thought	The training has had a positive impact within the society	The training included everyone who should be present	Time allocated for the training was sufficient	We can continue holding the trainings without further support	We have the skills and knowledge to train others
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1.5%)	2 (3.0%)	24 (41%)	6 (9.0%)	0 (0%)
Disagree	3 (4.5%)	0 (0%)	0 (0%)	5 (7.5%)	4 (6.2%)	2 (3.0%)	27 (40%)	24 (41%)	18 (27%)	0 (0%)
Neither agree/ disagree	6 (9.0%)	0 (0%)	0 (0%)	16 (24%)	2 (3.1%)	14 (21%)	16 (24%)	4 (6.8%)	14 (21%)	5 (7.5%)
Agree	25 (37%)	18 (27%)	11 (16%)	27 (40%)	22 (34%)	38 (57%)	21 (31%)	0 (0%)	23 (34%)	46 (69%)
Strongly agree	33 (49%)	49 (73%)	56 (84%)	19 (28%)	37 (57%)	12 (18%)	1 (1.5%)	7 (12%)	6 (9.0%)	16 (24%)

4. Group Activity: Reflection discussion

Following the scoring exercise, groups were asked to discuss four of the statements in detail and answer several reflection questions, recording their discussion points on flipchart paper.

Statement 1: The training included everyone who should be present

Statement 2: The training has had a positive impact on the community.

Statement 3: We have the skills and knowledge needed to train others

Statement 4: We can continue holding training events without any support.

The following sections summarise the discussion points from the groups in relation to these statements and reflection questions.



Figure 5. Participants discussing the four statements and presenting their main discussion points to the rest of the workshop participants.

Statement 1: THE TRAINING INCLUDED EVERYONE WHO SHOULD BE PRESENT

From the voting exercise, 40% of participants disagreed with the statement that the training included everyone who should have been, while 30% agreed.

Are there any stakeholders who could benefit from the training who did not attend the training?

- Persons with disabilities
- Orphans
- Widows/widowers
- Religious leaders
- School heads
- Organised group in the community
- Private sectors/other actors
- Elderly
- Youth
- Administration
- Couples
- Professional psychologists and counsellors.

How could they be included in the future?

- Through stakeholder mapping
- Acquiring data from the relevant office e.g. village chief
- Training to be held closer to where people live, in favour of PWDs and those in education.
- Integration and collaboration with other actors and organisations
- Creating awareness for need to attend trainings
- Inviting them to trainings
- Advise and encourage them to form/join groups for easier reaching
- Broaden the scope and accommodate more people at future trainings
- Send invitations always
- School parent meetings
- Door to door mobilisation
- NGO and other institution forums
- Social media platforms
- Through public participation meetings

Did everyone at the training feel comfortable speaking and saying what they thought in front of the group?

During the voting exercise, 91% of participants either agreed or strongly agreed with the statement that everyone felt comfortable speaking and saying what they thought during the training.

Table 2. Responses to why people did or did not feel comfortable speaking up at the training.

Yes & why	No & why
<ul style="list-style-type: none">● Participants were comfortable in expressing their views; there was respect	<ul style="list-style-type: none">● The mix of the different age-groups during the training.● Fear of being judged by their neighbours

<p>for other people opinion</p> <ul style="list-style-type: none"> • There was full participation in the group and every group felt free to share his/her ideas • Choice of training materials were super and user friendly • The ToTs had a good rapport with the participants • There was a safe space created by the ToTs • The topics of discussion was relevant • Used the local language during the training • They were discussing amongst their peers. • It was located close to the people. 	<p>who were present in the trainings as well</p> <ul style="list-style-type: none"> • Lack of exposure to such trainings • Ignorance- reluctant to act on pressing issues. • Some were a bit reserved • Culture - teaching that one is not supposed to expose family matters to the public
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What are the three main challenges to improve or maintain this statement's score in the future?

- Poor mobilisation – inclusivity requires proper mobilisation of farmers.
- Inadequate time for the training
- Inadequate funds to facilitate more trainings
- limited people\participants
- Insufficient training materials – toolkits etc.
- Cultural stereotypes
- Not all stakeholders were invited/ participated
- Short notice for the trainings
- Poverty

How could you address these challenges?

- More time to be created for training
- More funds needed to facilitate trainings
- More forums for training ToTs (different ToTs)
- Request for support from Makueni county and ICRAF
- Inclusivity of all stakeholders
- Resource mobilisation
- Proper planning and mobilisation of trainees factoring in the issue of time - avoid short notice meetings.

Statement 2: THE TRAINING HAS HAD A POSITIVE IMPACT TO THE COMMUNITY

Has the training had a positive impact on the participants and beyond?

Results from the voting exercise showed that 76% of the participants agreed or strongly agreed that the training had had a positive impact on gender relations in their community.

- The training had a positive impact on participants but at beyond levels (clusters) we need more facilitation to reach more people in villages.
- At a personal level, gender balancing has happened and men and women's involvement in all activities.
- Because we have seen positive change in gender roles
- The rate of GBV cases has reduced
- Resilience to climate changes is growing
- Empowerment of women and their voice is being
- it has enhanced strong bonding between the couple and for conjugal rights well catered (harmony)
- understand it takes time but there are indicators of positive impacts.
- Reduced women workload
- More unity and harmony in the family
- Conflicts have reduced
- Change of participants mindset
- Enhance dialogue techniques for addressing land issues
- Reduced cases of the Gender Based Violence cases

Have you applied any lessons learned in the training to your work/home life?

- Gender balance in office activities and formation of communities
- Family chores are being shared peacefully.
- Participants have started implementing the vision journeys
- Sharing of household chores has started - assisting their wives in various household duties such as going to the market to buy food, bathing young children, and taking them to the clinic.
- Cutting down of the unnecessary spending
- Improved on the decision-making procedures

Has the training helped people to understand and respect each other's ideas/standpoints?

- Women and youth voice has been heard
- Decision making is changing because women have been given the opportunities to make decision
- Leadership of youth is being recognised
- Respect for the spouse's ideas and opinions is evidenced.
- Equal share of family property
- Oneness in decision making
- Budgeting for family income
- Increased freedom of participation during the public participation meetings
- Proper budgeting in the community programs/projects

What are the three main challenges to improve or maintain this statement's score in the future? How could you address these challenges?

Table 3. Mentioned challenges and potential solutions.

Challenges	Solutions
<ul style="list-style-type: none"> ● Cultural stereotypes/ social norms ● Ego ● Limited exposure, ignorance ● limited number of people reached ● Trainees needed to see the practicability of the training. ● Male chauvinism, negative attitudes ● Gender imbalance - inclusion of all areas of gender role ● Ensure incrementally increase of trainees/participation & cascade up to cluster level and even in villages. ● Inadequate time -the training should be conducted for two days for it to be more productive. ● Community issues - translated training manuals to Kiswahili/Kikamba ● High levels of illiteracy. ● Religion\faith believes. ● Misinformation. ● Failure to act responsible. 	<ul style="list-style-type: none"> ● Sensitization on women's rights ● Capacity building, trainings ● Trainings to accommodate all the groups and sex. ● Cascade the training to village level ● Periodic training and refresher training. ● Hold single sex conferences too ● Exposure tours ● Law setting and enforcement. ● Growing trees, change of mindset, cooperation in the family. ● Change of attitude and inclusivity in decision making ● Promoting transformative cultural practices ● Fact find\verify\validate\cross check information.

Statement 3: WE HAVE THE SKILLS AND KNOWLEDGE NEEDED TO TRAIN OTHERS

From the voting results, 93% either agreed or strongly agreed with the statement that they have the skills and knowledge to continue training others.

What have you learned?

- There is a need for gender equality.
- Each gender plays different roles in land restoration
- There is a need for joint decision making.
- Social skills - the aspect of interaction with each other.
- How to be a good team player.
- Good time management
- Involvement of participants in the training and interaction in training activities.
- Acceptance of all responses and positively.
- As a ToT you should create a good relationship with the participants and a good atmosphere.
- We have learned to be the role model by implementing gender and land restoration
- New transformative approaches in engaging the community on gender and land restoration
- Enhanced facilitation skills
- Relating with one another in the household and the community at large
- Planning through the vision journey
- Balancing income and expenditure using the gender balance tree and financial discipline
- Sharing of the responsibility improves family harmony and love

- Planning together reduces impulse buying
- Good negotiation skills
- Reduction of male chauvinism in the society

What do you still need to learn?

- New context specific approaches\ variety of approaches
- Refresher trainings to sharpen the facilitation skills
- More trainings to the people that who were not training
- How to reach the unreached.
- Evaluation and assessment of the training impacts.
- Strategies use on breaking the barriers- in explaining on sex and gender
- Public relations and speaking skills

What are the three main challenges to improve or maintain this statement's score in the future? How could you address these challenges?

Table 4. Mentioned challenges and potential solutions.

Challenge	Ways of addressing the challenge
<ul style="list-style-type: none"> ● Mobilisation of people to be trained ● Limited human and capital resource ● Non inclusivity of all stakeholders ● limited training time ● Land topography ● Failure to practise on what one has learned ● Dynamic society ● Financial facilitation/support ● The tots were well trained but needed a continuous training methodology. ● Gender imbalance 	<ul style="list-style-type: none"> ● Explore social media, messages, use the local administration and religious gatherings. ● Allocate more resources, explore additional ways and means for mobilising more resources ● Stakeholders mapping for inclusion in the future trainings ● Adjust the training time depending on training content ● Adjust\conform to technology changes ● Keep on practising

Statement 4: WE CAN CONTINUE HOLDING THE TRAININGS WITHOUT ANY FURTHER SUPPORT

From the statement voting results, 34% of participants agreed that they could continue holding training events without further support, while 27% disagreed.

What is needed to continue training others in community dialogues?

- Need resources and materials - flip chart, stationary, water, public utility venues.
- Enhance training and learning materials
- Increase the number of ToTs to reach many people.
- As ToTs, there is a need for identification.
- Financial facilitation\support
- Integrating the training to other community programmes
- Frequent refresher and capacity building
- Inclusive mobilisation and participation
- Logistical facilitation - transport

What opportunities are there for holding further training?

- Community groups meetings.
- Church fellowship and meetings
- Stakeholder meetings
- Online\social media
- Opportunistic meetings
- Support by county government
- Political good will
- Good administrative structure
- Available favourable gender policies.
- Local admins - barazas
- Political good will
- Welfare groups and meetings
- Merry go rounds
- Farmers field days
- Good will from other stakeholders
- Zeal for more exploration
- It can be sustainable due to manual provided

What are the three main challenges to improve or maintain this statement's score in the future? How could you address these challenges?

Table 5. Mentioned challenges and potential solutions.

Challenge	Ways of addressing the challenge.
<ul style="list-style-type: none">● Lack of the training materials - toolkit● Inadequate financial support● Leadership wrangles● Limited time● Social cultural issues● Unpredictable weather● Facilitation● Poverty	<ul style="list-style-type: none">● Work with county and other stakeholders● Trainings be done at the village level● Work together with other like minded stakeholders● Match the training time allocate with the training content● Sharing the training agenda with the trainees prior to the training● Consult the meteorological department.

<ul style="list-style-type: none"> ● Lack of community participation in future ● Community stereotypes - in most cases community members expect to be facilitated ● Movement of ToTs to the opportunity places (transport) ● Mobilisation of the people. ● Social culture issues e.g. some faith groups don't recognize women\some might see it as misleading. ● Some also need to see identification for security purposes. ● Stakeholders conflict 	<ul style="list-style-type: none"> ● Put in place the right logistics ● Come up with alternative income generating activities. ● Sensitization ● Facilitation(financially\materials) ● Mapping of stakeholders ● Diversification on income generating activities ● Lengthen the training period (days) ● Inclusion of thematic groups (all stakeholders) ● Consider training couples. ● We need stakeholders meeting with community gatekeepers, religion leaders, sub county ward admin ● ToTs identification to the village – requested provision of t-shirts, caps, bags, badges
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5. Workshop closing and presentation of certificates

The workshop then closed with participants receiving a certificate and badge to recognise their participation and training as a gender and land restoration 'Trainer of Trainers' (ToT) in the use of community dialogues on gender and land restoration (Annex 3).



Figure 6. Lucy Kitenge (top) and Benedict Manyi (bottom) being awarded their ToT certificates and badges by Ruciah Ngila, Deputy Director for Gender, Children, Culture and Social Services, Government of Makueni County, during the workshop in Tawa, Mbooni East.

ANNEX 1 - Workshop Agenda

08:30 - 09:00	Welcome and opening
09:00 - 09:15	Workshop objectives and recap of project activities
09:15 - 10:15	Group activity: How are we doing?
10:15 - 11:00	Group activity: Reflection discussion
11:00 - 11:30	Tea break, slideshow and video screening and feedback
11:30 - 13:00	Group activity: Reflection discussion (continued)
13:00 - 13:30	Workshop closing and presentation of certificates

ANNEX 3 - Certificate




This is to certify that

Was trained as a Trainer of Trainers (ToT) on the use of gender and land restoration community dialogues. The training was led by World Agroforestry (ICRAF) in Mbooni and Kibwezi East, Makueni County in February-March 2022

Community Dialogues are activities designed to engage communities in an open discussion on gender perceptions, gender-related constraints and opportunities, and how these influence the landscape, their livelihoods, and people's well-being.

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Dr. Mary Crossland
Livelihood systems
Associate Scientist CIFOR- ICRAF

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Prof. Catherine Muthuri
Country Coordinator Kenya and
Regional Convener East Africa CIFOR- ICRAF

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Date

