



PRIFYSGOL
BANGOR
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Breaking Ground:

Conducting community dialogues on gender and land restoration

A Facilitator's Manual

Version 2 - Updated 2025

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<https://www.cifor-icraf.org/nature-based-solution-for-forest-and-landscape-restoration/>

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About this manual

Land restoration projects can have different impacts on men and women due to their different roles, responsibilities, and access to resources. Failing to consider gender and social inclusion during the planning and implementation of restoration activities can unintentionally worsen existing inequalities and undermine the success of restoration efforts.

Who is it for?

This manual is designed for **project implementers, field staff, and community facilitators involved in land restoration initiatives**. It can be used when working with **community forest groups, farmer cooperatives**, or other **local organizations** engaged in managing natural resources.

You might use it as part of a restoration project to support communities in reflecting on gender roles, decision-making, and access to resources, or to promote more inclusive participation in restoration planning and implementation. The manual is most useful during the **early stages of community engagement**, but its tools and activities can also support **ongoing reflection and learning** throughout the project cycle.



HOW TO USE THIS MANUAL

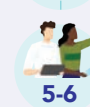
The following icons are used to help you navigate the activities listed in this manual:



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, inclusion and land restoration

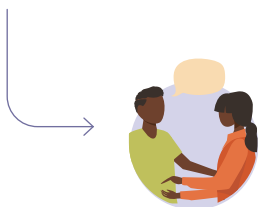
Community dialogues



Community dialogues are a powerful tool to facilitate open and constructive discussions about gender roles and norms and how they influence people's ability to take part in and benefit from land restoration. These dialogues can also be used to explore broader inclusion issues, such as the involvement of youth and people with disabilities (PWDs), and how to ensure everyone can contribute to and gain from land restoration efforts.

The activities in this manual are designed to be interactive and engaging. Using tools like role-plays, self-reflection and group discussions, facilitators can help participants build empathy, strengthen problem-solving and negotiation skills, and co-create ideas on how to promote Gender Equity and Social Inclusion (GESI) in land restoration activities.

By taking part in these dialogues, participants will have the opportunity to:



Discuss how gender roles and social norms shape people's relationship and engagement with land and natural resources.



Reflect on how social expectations create both barriers or opportunities for land restoration and how to take action to address them.



Explore ways to make land restoration more inclusive and equitable for all community members.



"Gender" and "Sex"



Gender position bar



Bargaining role play



Developing progress markers



Vision journey



Gender balance tree

What is Gender Equity and Social Inclusion?

Gender Equity and Social Inclusion (GESI), also referred to as Gender Equality and Social Inclusion, is a framework that ensures everyone, regardless of gender, age, disability, ethnicity, or socioeconomic background, has fair opportunities to participate in, influence, and benefit from development activities.

GESI helps us to ask important questions, such as who is included? Who is excluded? And why? By understanding these dynamics, practitioners can design more inclusive and sustainable programs that address the root causes of inequality.

GESI recognizes that inequality is often deeply embedded into everyday practices, policies, and cultural norms. These patterns of exclusion often disadvantage women, girls, people with disabilities, ethnic minorities, and other marginalized groups. As a result they may have limited access to resources, less voice in decision-making, and fewer opportunities to benefit from development.

GESI is not just about “including women” and or vulnerable groups; it aims to transform the underlying social, economic, and political structures that create and sustain inequality.

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Why does GESI matter for land restoration?

In land restoration, agriculture and natural resource management, applying a GESI framework helps ensure that restoration efforts include women and other marginalised groups but also actively address the power dynamics that limit their full and fair participation. Without a GESI approach, land restoration can unintentionally reinforce inequalities. For example, by placing extra labour burden on women or excluding certain groups from decision-making, access to benefits, or control over land use.

KEY REASONS GESI MATTERS FOR LAND RESTORATION:



Unequal costs and benefits:

Restoration often requires significant labour, and the costs often fall on those with fewer land rights. However, the benefits (such as access to restored land, water, or income opportunities) tend to go to those with more power or secure land tenure - often men or local elites.



Limited decision-making:

Women and other marginalised groups, such as young people, pastoralists, migrant farmers, and people with disabilities, are often excluded from planning and decision-making processes. This results in the loss of local knowledge, and restoration strategies that fail to reflect the needs and priorities of the entire community.



Increased burden on women:

Rural women often play a key role in farming activities. Yet, they typically lack control over land and resources, which limits their ability to benefit from restoration. Restoration projects, if not carefully designed, can further burden women and reduce the time available for other economic and non-economic activities.

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.



What are Gender Transformative Approaches?

Gender Transformative Approaches (GTAs) build on the GESI framework and deliberately seek to challenge and change the social norms, behaviours, and power relations that maintain gender inequality. While GESI ensures equitable inclusion, GTAs aim for deeper, lasting change by engaging individuals in processes of critical reflection, dialogue, and action.

Community dialogues are an example of a GTA. They are designed to question restrictive gender roles, encourage shared decision-making, and promote more balanced distribution of responsibilities and control over productive resources within households and communities. The community dialogues outlined in this manual offer participatory tools and exercises that help communities unpack gendered inequalities, engage in culturally sensitive dialogue, and co-create a vision for more equitable and resilient landscapes.



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Conducting Gender Analysis

Before conducting community dialogues, it is important to carry out a gender analysis. Gender analysis helps you to understand the local context and how gender roles, power relations, and social norms influence people's access to resources, participation in decision-making, opportunities, and vulnerabilities.

A well-done gender analysis ensures your community dialogues are context-sensitive, inclusive, and tailored to address the specific needs and barriers faced by different groups within the community. When conducting gender analysis it is important to apply an intersectional lens (see box 1) and consider how overlapping identities, such as gender, age, ethnicity, disability, income level, or marital status, shape people's experiences differently.

BOX 1: INTERSECTIONALITY



Intersectionality is a way of understanding how people's experiences are shaped by multiple, overlapping aspects of their identity, such as gender, age, ethnicity, disability, income, or marital status. These identities interact to create unique advantages or disadvantages. For example, a young unmarried woman with a disability may face different barriers than an older married woman from the same community. Applying an intersectional lens during gender analysis helps ensure that land restoration efforts don't treat communities as homogenous, but instead address the specific needs and contributions of all groups.



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Checklist: Gender and intersectional analysis

Adapted from European Institute of Gender Equality (2025) and Khosla (2021)

Use this checklist of questions to guide your gender and intersectional analysis.

1 Understand gender roles and power dynamics



- ☒ What are the typical gender roles and responsibilities in the community?
- ☒ Who speaks and makes decisions at community meetings?
- ☒ Are women, youth, or marginalized groups meaningfully engaged in discussions? (e.g., Were they informed, invited to participate, and taken seriously?)

2 Apply an intersectional lens



- ☒ How do different identities (e.g., gender, age, ethnicity, disability, marital status, religion, class) interact to create advantage or disadvantage?
- ☒ Which groups face barriers in accessing land, inputs, training, or decision-making spaces?

EXAMPLES TO EXPLORE:

- What opportunities do youth have to engage in restoration?
- How does restoration impact women's workloads?
- Who decides on restoration priorities like species selection or site choice?

3 Map stakeholders



Determine the following for each group:

- ☒ **Access:** Who can access land, tools, training, or loans?
- ☒ **Participation:** Who is involved in different restoration activities?
- ☒ **Benefits:** Which groups receive benefits from restoration (e.g., income, trees, land access)? Who is left out?



After conducting your gender and intersectional analysis and answering these questions, you may need to review and adapt the activities in this guide to ensure they are relevant, accessible, and inclusive given the context you are working in.

What do I need?

Preparing for the community dialogue

Adapted from Leder et al. (2016)

The community dialogue activities in this manual are designed for a two-day workshop, where the activities are best used together in sequence. However, depending on your context and participants' availability, you can also deliver the activities over multiple shorter sessions, completing a few at a time. See Table 1 for an example of a two-day agenda.

Table 1. Example agenda for a two-day Community Dialogue workshop.

TIMING (MINS)	ACTIVITY
	DAY 1
10	Introduce the workshop
60	 Activity 1: Sex & Gender
60	 Activity 2: Gender Position Bar
60	Lunch Break
60	 Activity 3: Bargaining Role Play
	DAY 2
60	 Activity 4: Progress Markers
60	 Activity 5: Vision Journey
60	Lunch Break
60	 Activity 6: Gender Balance Tree
15	Beyond the workshop

Who to invite?

To encourage good discussion and participation during the dialogue:

- Keep the group size small, ideally no more than 25–30 participants, to ensure everyone has space to contribute.
- Aim for a diverse mix of men and women across different age groups.
- If possible, invite married couples, as some activities (particularly Activities 5 and 6) focus on household relationships and work best with both partners present.

You may also consider inviting local agricultural or forestry officers, community leaders, or chiefs to help integrate the dialogue into ongoing initiatives. However, it's important to manage their role carefully so they do not dominate the conversation or make participants feel uncomfortable.

If you anticipate that some participants, such as women, youth, or people with disabilities, may be reluctant to speak freely in mixed groups, consider organizing separate breakout sessions. Always bring groups back together at the end to share reflections and insights and to promote mutual understanding and collaboration.

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 facilitators should act as observers, take notes and guide activities in smaller discussions. In groups with female participants, it is also important to have female facilitators.



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.30)



Role-play situation cards (see Appendix 2, p.31)



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



Selecting a Venue

Choose a venue that is:

- Easily accessible for all participants, including those with disabilities (avoid stairs, ensure ramps and wide doorways, if needed).
- Located close to the community to reduce travel time.
- Comfortable, with adequate ventilation, lighting, seating, and clean toilets.
- Quiet and private enough to allow open discussion.



Ensuring inclusive participation

To reach and support marginalized groups:

- Engage youth, women, and people with disabilities in advance to ensure they feel welcome and informed.
- Schedule sessions at times that work for all groups, for example, avoiding early mornings or evenings if women have caregiving duties.
- Provide childcare or allow for young children to attend if necessary to reduce barriers to women's participation.

How to be a good facilitator

As a facilitator you have several important jobs to ensure a smooth and effective workshop. These responsibilities include (adapted from Bentley, 1994 and Leder et al., 2016):



- **Encourage participation:** Aim to create a safe environment where participants feel comfortable discussing sensitive 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 dialogue that promotes collective participation.
- **Facilitate with neutrality:** Set aside your personal gender biases, and stay open to learning from participants. Encourage respectful sharing of differing perspectives, and invite group feedback to ensure all voices and viewpoints are heard and valued.
- **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 need to do everything yourself. Ask participants to help, such as taking notes, holding props, or helping with activities. 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)



Time
needed



Group
size



Notebook
and pen



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

STEP 1

Introducing GESI

After welcoming the participants, start by introducing the concept of Gender Equity and Social Inclusion (GESI) and the purpose of the community dialogue. You can find an example script for introducing GESI and the dialogues in Appendix 1, p30.

STEP 2

Present the agenda

Next, present 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 six group activities and that these activities focus on gender and social relations, then go through the agenda activity by activity (see Table 1 for an example workshop agenda).

STEP 3

Create a safe space

Discussing gender and social inclusion 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! Get participants to commit to respecting each other's views and resist from viewing participants negatively for their contributions

STEP 4

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.



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ACTIVITY 1 Understanding sex and gender

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

60 min

Time needed



All

Group size



Flipchart and colourful markers



Aim: To help participants understand the difference between gender and sex and how gender roles are shaped by society and culture and can change over time.



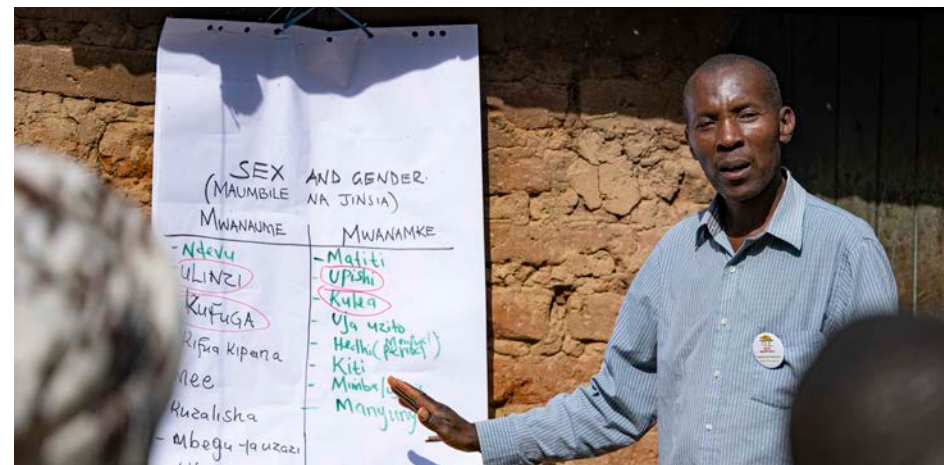
Why is it important?

Gender plays a significant role in shaping people's roles, opportunities and responsibilities, and it is important to understand that gender is not the same as sex which is a biological trait. This activity helps participants understand how society constructs gender roles and expectations about how men and women should behave and act, and *"that there is a difference between what we are born as and what society tells us to be"* (Leder et al., 2016). This activity helps participants see that gender roles are socially constructed and that they can change over time. It is an important first exercise to ensure a shared understanding of gender for the rest of the workshop.



Keep in mind: In some contexts, participants may be uncomfortable discussing the topic of sex and gender, especially when being asked to name biological traits and anatomy. As a facilitator. Be tactful and culturally sensitive, especially when discussing biological sex or gender identity. Consider separating men and women, or younger and older participants, if that helps create a more comfortable space. Bring groups together afterward to share reflections (but remember this will increase the time needed for the activity).

Some participants may also raise questions about gender identity and expression (e.g. transgender, LGBTQ+). While these topics are part of the broader spectrum of gender and identity, clarify to participants that the focus of this activity is on exploring how gender roles and norms in community and household settings can change over time.



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STEP 1

First, explain that the goal is to understand how gender roles are formed and how they are different from biological sex.

STEP 2

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

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

Let participants know it's normal to feel unsure about these terms, and that this is a space for learning.

STEP 3

On two flip charts, write "MAN" and "WOMAN" at the top. Ask participants to think of the first words that come to mind when they hear the words 'man' and 'woman.' Encourage participants to say anything that comes to mind, including physical traits, behaviours and responsibilities. Write the words under the two headings. Be sure to include some words describing biological sex traits like 'penis' for man and 'breasts' for woman.

If the group is shy, you can do this in small groups first and bring responses to the front later.



ACTIVITY 1 continued

STEP 4

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

- "Can any of the 'MAN' words also describe women? (Use a blue marker to circle these words)"
- Can any of the 'WOMAN' words also describe men? (Also circle these words in blue)

These words likely relate to gender roles and norms, not biological differences.

Then ask:

- Are there things only men or only women can do because of their biology? (Use a different colour marker to circle these words e.g. green).

These words likely relate to biological sex (e.g. giving birth, having a beard).

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.

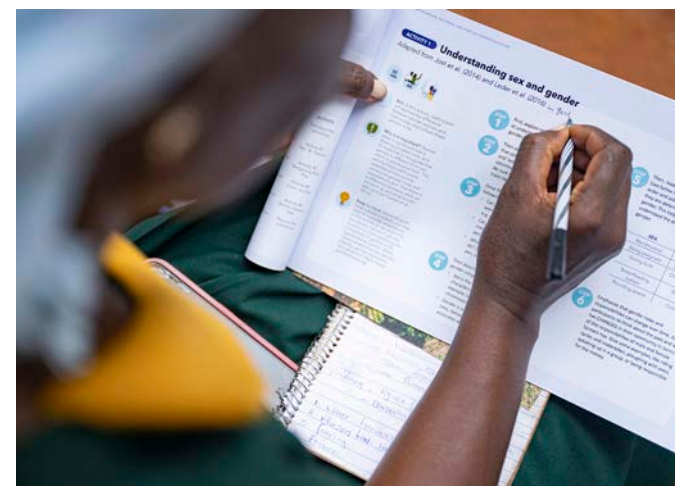
SEX	GENDER
Menstruation	Wearing a dress
Being pregnant	Driving a tractor
Giving birth	Child and elderly care
Breastfeeding babies	Weeding
Providing sperm	Cooking



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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. Give some examples, like riding bicycles and motorbikes, ploughing with oxen, speaking up in a group, or being responsible for the money. This is a **very important step** - the purpose of the activity is to highlight that gender roles and norms are socially constructed and can change over time.



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ACTIVITY 2 Gender Position Bar

Adapted from Leder et al. (2016)

60
min

Time
needed

5-6

Group
size



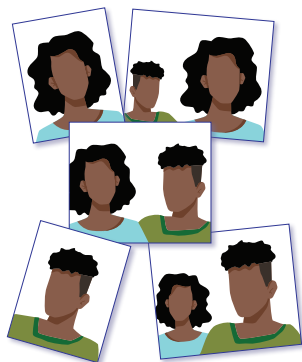
Gender position
bar cards



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 explore how tasks and responsibilities could be shared more fairly.



Why is it important? In many communities, women often carry a heavier workload, especially when combining farm, restoration, and household tasks. This activity helps participants visualize and discuss how labour and decisions are currently divided and how more balanced sharing could benefit everyone. It is especially well-suited to participants with low literacy, as it uses pictures or drawings instead of text.



Keep in mind: When facilitating this activity:

Take it step by step: Walk the group through the activity slowly, one step at a time. Demonstrate the process first if needed, especially for groups unfamiliar with similar participatory tools.

Think about the community, not the individual: Remind participants that they are reflecting on general patterns in their village or community, not their personal household. This helps avoid defensiveness and keeps the conversation focused on broader social norms.

Encourage different perspectives:

Consider grouping participants by generation (e.g., youth vs. elders) or village/sub-location if the group is large. This can provide insight into how roles and responsibilities vary by age or area.

Watch for power dynamics: Chiefs, administrators, or older men may unintentionally dominate the activity. Kindly remind everyone that all voices are important, and encourage quieter participants to speak. You can also break into smaller, mixed or gender-specific groups to reduce pressure.

STEP
1

You will need multiple sets of gender position cards (5-6 sets). These cards should include pictures of different land restoration activities (e.g. tree planting), farm and household labour activities (e.g. cooking, sweeping, bathing children, washing cloths and plates), pictures representing various decisions over land restoration activities (e.g. which tree species to plant, where to plant) and pictures of a man and a woman standing in different positions next to each other (see Appendix 1, p.30).



Keep in mind: 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
2

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.



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ACTIVITY 2 continued

STEP 3

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 4

Ask each participant to show their picture to the group and describe the activity on their card. Then, ask the participants to think about their local context, 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). If there is disagreement about where to place photos, ask probing questions to help participants decide where to place photos:

- “What do we usually see in the community?”
- “Have these roles changed recently?”
- “Are there examples of both men and women doing this?”

STEP 5

The goal is not to agree on everything, but to explore and reflect together.

Repeat steps 4 and 5 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 6

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 7

Ask, “How would you like to change who does what job and decisions in the future, maybe in five years?”. Ask participants how they would like to rearrange photos 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 and decisions more balanced 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 things can also change in the future.



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ACTIVITY 3 Bargaining role-play

Adapted from Leder et al. (2016)

60
min

Time
needed

5-6

Group
size



Role play
situation cards



Props



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 (See Appendix 2, page 31 for example role play cards), male and female clothing items such as scarves and shirts, and farming/household props such as a water pot, spade, cups, etc.

Feel free to change and adapt the role-play situation cards to reflect local gender issues.

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!



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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. After the role-play, they will be asked to reflect on how it felt playing the other gender and what they thought of the role-plays.

STEP
2

Distribute the role-play situation cards to each table and read them out to the participants to make sure everyone understands what is expected. Emphasise the importance of stepping into the shoes of the opposite sex.

STEP
3

Give the groups 15 minutes to prepare a short (3-4 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

Invite each group to perform their role-play for the wider group. Before each group performs, read out the situation card to the larger group. Make sure groups keep their plays short and don't go over 3-4 minutes!

STEP
5

After all groups have finished their performances, 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. Make sure to also discuss what resources or systems can be put in place to better support those who seem less privileged in the community.



ACTIVITY 4 Developing progress markers

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

60 min

Time needed



All

Group size



Flipchart and colourful markers



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 (depending on participants, you might decide to have three or four groups instead. For example, youth, older men and older women, or younger men, younger women and older men and older women). Explain that you will discuss what you like and appreciate from the opposite sex and what you would like to see improve.

STEP 2

To ensure the discussion isn't confrontational, ask the groups to identify what they like and appreciate from the other sex (or age group) first.

- Write their answers on flip chart paper. Then for each of the following four categories, ask the groups "what would you like to see more of or would like to improve?".
- List them on the flipchart paper.
- Encourage participants to reflect on discussions from earlier activities (e.g., during the gender position bar activity, role plays) or in the context of your restoration project.
 - *Gender division of labour and workload sharing (e.g., joint management of tree seedlings such as watering, weeding etc.)*
 - *Intra and inter household negotiation, communication, and decision making (e.g., joint decisions over which tree species to plant on the farm, access to communal areas)*
 - *Control of income, household expenditure and productive assets (e.g., joint registration of land, access to fertile productive land and control over income from tree products)*
 - *Self-confidence, health, leisure and harmony in relationships (e.g., freedom to attend training on land restoration practices)*



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ACTIVITY 4 continued

STEP 3

Once the group has listed the changes they would like to see, ask them to identify the most important change in each of the four categories in terms of what they think will have the most impact on their family's well being. 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 effort. This step is valuable because it helps people to prioritize what changes are more important and think about what changes are more feasible.

STEP 4

Bring the men and women (or youth) groups together and ask each group to present their indicators. Encourage groups that are not presenting to stay quiet and to listen respectfully when the other group is presenting, leaving any comments or responses to the end of the presentations. After all groups have presented, 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.
- Ask older people how they feel about youth's indicators.
- Ask the youth how they feel about old people's indicators.



Keep in mind: As a facilitator, avoid dominating the discussion. However, it is important to ensure the discussions are positive and relate to land restoration. Try to identify common ground and commonalities between the groups indicators and end on a positive note.

STEP 5

Finally, 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.



See the **Ghana Case Study** for an extended version of this activity, where priority indicators were used to track changes in the community over time (page 27).

**ACTIVITY 5****Vision journey**

Adapted from Reemer and Makanza (2015)

60 min

Time needed

1-2

Group size



Flipchart and colourful markers



Notebook and pen



Aim: To guide participants in envisioning their ideal future farm or community forest and creating an achievable restoration goal.



Why is it important? It helps participants learn planning principles, resources required and practical actions required to reach a goal, and when conducted as a couple or group, creates collective goals.



Keep in mind: This exercise can be conducted individually, by married couples or groups with common goals or aspirations (e.g. a youth group or user groups within a community forest association). It is also useful to introduce the activity as planning a journey - you need to decide what to take with you, which bus or route to take etc. Emphasis to participants that they are learning a more general skill that can be applied to other aspects of their lives.



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STEP 1

Ask participants to imagine their farm or community forest in a happy future. What restoration practices are they using? What can they hear and see? What's growing; which tree, shrub and grass 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.

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.). If working with couples, emphasise that they don't have to share their vision if they do not want to.

STEP 4

Back to working individually or as a group, 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.



ACTIVITY 5 continued



Kelvin Trautman/CIFOR-ICRAF

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

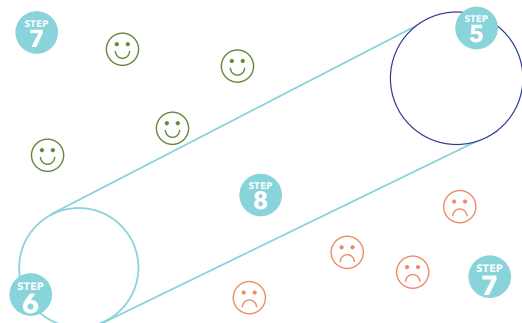
Next, draw a second large circle at the bottom left-hand corner of the flipchart to represent the present situation. Draw two straight lines to link both circles. This represents the road from the present (bottom) to the future (top). In the bottom circle, participants should draw elements of their current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

STEP 7

Encourage participants to think about the opportunities around them, do they know someone with the knowledge or skill required? Could they go talk to them? Can they collaborate with other farmers to nurture trees in the community?

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. For those working in groups, encourage participants to reflect the role of the women, youth and PWDs.



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.



ACTIVITY 6 Gender Balance Tree

Adapted from Reemer and Makanza (2015)

60 min

Time needed

1-2

Group size



Flipchart and colourful markers



Notebook and pen



Aim: To identify gender inequalities in work contribution, and control over income and expenditure at the household level while avoiding reliance on gender stereotypes.

This activity works well as a follow-up activity to Activity 5 - Vision Journey. The Gender Balance Tree activity helps identify actions that can be taken to help achieve the vision identified in the Vision Journey activity. If combining these two activities, participants will need their Vision Journey from Activity 5 (p.18).



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 flip chart at the front while people draw in individual notebooks.



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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.

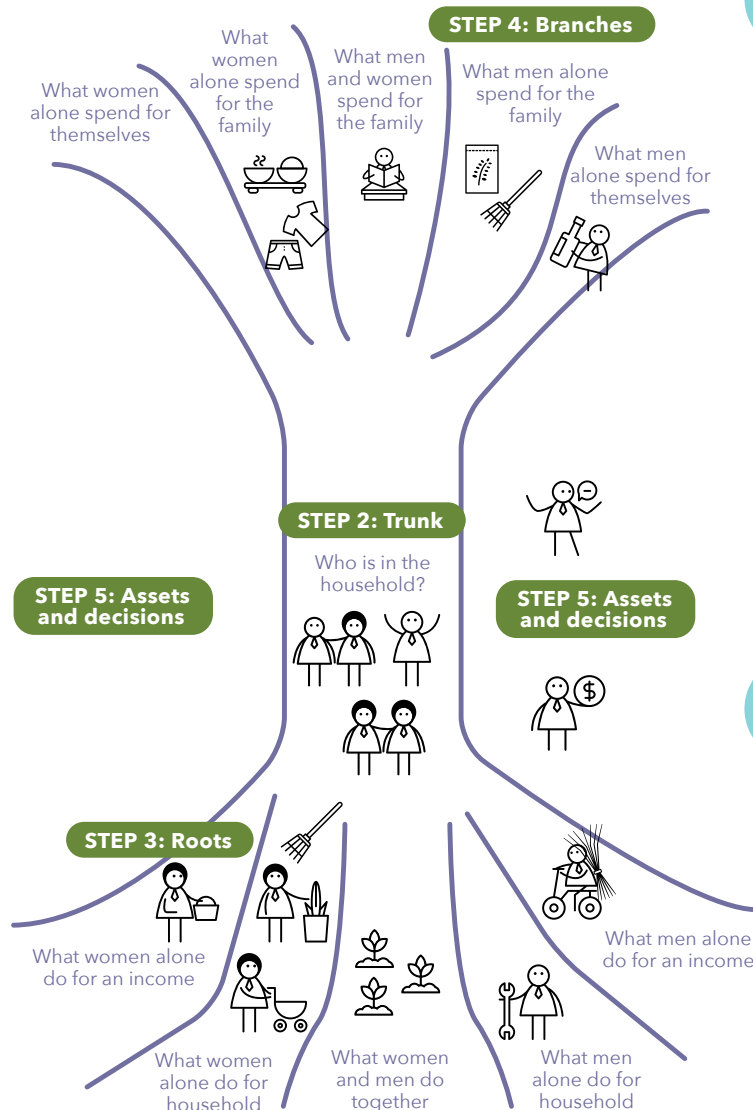
ACTIVITY 6 continued
STEP 2**Who is in the household? (Trunk)**

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 expenditures?

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.



CLOSING SESSION

Beyond the workshop

Adapted from Leder et al. (2016)

15 min

Time needed

All

Group size

Flipchart and markers



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.



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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:

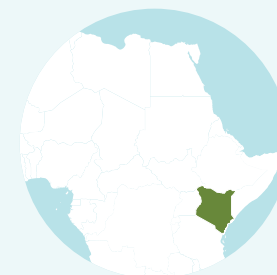
- Which activity or discussion made you think the most? Why?
- What would you tell your friends or relatives about what we discussed at the workshop? How do you think they would react?
- Do you think that relationships between men and women will change in the future? What would that change look like,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

The following case studies demonstrate how the activities in this manual can be adapted and expanded for specific contexts. They show that community dialogues, when properly facilitated and supported over time, can lead to meaningful transformations in gender relations and more equitable participation in land restoration efforts.

Case studies - applying the GESI approaches in two country contexts

CASE STUDY 1

Transforming gender relations through community dialogues in Community Forest Associations in Kenya



Community dialogue approach

The project carried out community dialogues activities as detailed in this manual, holding two-day workshops with members of local Community Forest Associations. However the project also employed a Trainer of Trainers (ToT) approach to scaling the community dialogues across multiple communities.



Caroline Njoki/CIFOR-ICRAF
A discussion in Kalawa-Mbooni East

In Makueni and Taita Taveta Counties of Kenya, the UK PACT funded project “Delivering nature-based solution outcomes by addressing policy, institutional and monitoring gaps in forest and landscape restoration”¹ aimed to revitalize Community Forest Associations (CFAs) while addressing systemic gender inequalities. The CIFOR-ICRAF led project recognized that traditional forest restoration approaches in Kenya often excluded women from decision-making processes despite their crucial roles in forest management and conservation. Women’s limited access to land ownership and forest resources meant their knowledge and contributions to restoration were undervalued, undermining both equity and the effectiveness of restoration efforts. To address these challenges, the project integrated community dialogues specifically designed to transform gender relations within CFAs and strengthen women’s participation in forest landscape restoration.

¹ “Delivering nature-based solution outcomes by addressing policy, institutional and monitoring gaps in forest and landscape restoration” (2023-2026) is a UK PACT funded project led by CIFOR-ICRAF. Find out more here: <https://www.cifor-icraf.org/knowledge/publication/34681/>



CASE STUDY 1 continued

Scaling through Trainer of Trainers

The ToT model involved three strategic phases and building capacity among CFA members and local government officers to conduct and train others in the use of community dialogues.

PHASE 1

Lead Trainer Development. This phase involved an intensive two-day ToT training session using a learning-by-doing approach. Lead ToTs, including peer farmers, government officials, and community group representatives, were trained in facilitating community dialogues.

PHASE 2

Community Implementation. Lead ToTs were then supported to conduct their own local trainings with ongoing support from the project. This phase emphasized local ownership while maintaining quality through mentorship and guidance from experienced facilitators.

PHASE 3

Reflection and learning. Reflection workshops brought together Lead ToTs and community participants to assess lessons learned and identify scaling opportunities. These sessions utilized the [“How Are We Doing?”](#) tool to systematically capture experiences and outcomes.



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Key successes

Household level transformation: Participants reported increased sharing of household and farm responsibilities, with men helping at home and providing more time for farm work; enhanced family cohesion and improved communication between spouses; and shared stories of joint care of tree plantings, replacing the previous pattern where men planted and women tended trees alone.



Community level change: Participants reported increased male participation in community groups rather than automatically sending wives as representatives; greater recognition of persons with disabilities as meaningful contributors to restoration; and increased turnout from youth, women, men, and PWDs in CFA elections and more women assuming leadership roles within CFAs.



Sustainable scaling: The co-design approach encouraging ToTs to adapt activities and design their own training events led to greater community ownership. 100% of ToTs agreed that community dialogues could improve the success and sustainability of land restoration and transform gender relations.



Government integration: Local governments became excited about the work, with county governments implementing community dialogue activities at the beginning of their meetings. Chiefs and ward administrators reported visible changes in their communities.



Personal transformation: Facilitators reported significant personal changes, including improved advocacy skills and better gender balance in their own homes. One male facilitator noted that after facing initial pushback from family members for cooking while his wife worked late, he was able to engage his brother, who subsequently made changes in his own family, including buying jeans for his daughters.



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Find out more about how participants attitudes on GESI have changed as a result of the community dialogues here:



Makueni County
<https://www.cifor-icraf.org/publications/pdf/project-briefs/Gender-Kenya-Study.pdf>



Taita Taveta County
<https://www.cifor-icraf.org/publications/pdf/project-briefs/xxxxpdf>

CASE STUDY 1 continued

Key challenges



Facilitation skills: Not all participants inherently possessed the skills to facilitate sensitive dialogues, regardless of completing the ToT training. Lead ToTs expressed particular interest in developing stronger facilitation skills, emphasizing the importance of selecting personable, community-involved individuals confident in public speaking.



Cultural sensitivities: Mixed groups sometimes resulted in participants feeling shy about sharing personal information. Youth were particularly discouraged from speaking in front of elders due to cultural norms. The project addressed this through smaller group work where groups presented collective ideas rather than individual perspectives.



Resistance to deep structural changes: While household-level changes were more readily achieved, land and finance remained predominantly male domains requiring continuous training and engagement to open up participatory control.



Long-term engagement: Forest resources take considerable time to produce returns and can be expensive to maintain, making it challenging to sustain long-term community interest and participation.



“

One lesson I picked up from the training is that it's important for husbands to listen and involve their wives in decision-making, whether on which crops to grow on the farm or which restoration practices to adopt, to be successful and for peace in the homes”

- Male ToT

“

I know that no one here will leave today how they arrived thanks to this training”

- Female Ward Administrator

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LESSONS FOR FUTURE PROJECTS

- **Local language and leadership:** Conducting training in local languages and engaging community members as facilitators proved essential for scaling activities and ensuring active participation.
- **Strategic engagement:** Working closely with local government officers across departments (environment, climate change, gender, youth, and social services) and engaging administrative structures at county, sub-county, and ward levels was crucial for identifying key stakeholders and ensuring institutional support.
- **Inclusive representation:** Deliberately including representatives from marginalized groups (HIV support groups, youth groups, women's groups, and persons with disabilities) ensured broader community ownership.
- **Adaptive implementation:** The project's flexibility in addressing challenges through smaller group work, adjusted meeting schedules, and responsive training adaptations was essential for success in diverse community contexts.
- **Recognition and ownership:** Providing certificates and identification badges for ToTs fostered ownership and leadership in scaling activities.

CASE STUDY 2

Transforming gender norms through community dialogues in Northern Ghana



In the Bawku West District of Northern Ghana, the Regreening Africa² project aimed to restore degraded landscapes while improving livelihoods, food security, and climate resilience. Implemented by World Vision Ghana (WVG) and Catholic Relief Services (CRS), the project promoted ever green agriculture practices such as Farmer Managed Natural Regeneration (FMNR), enrichment planting, tree planting, soil fertility improvement, and conservation. Despite growing restoration efforts in Northern Ghana, many interventions rely on customary systems that exclude women from decision-making and limit their access to land. Women typically access land through male relatives and are often left out of broader landscape planning processes. This exclusion means that women's knowledge, priorities, and contributions to restoration were overlooked, undermining both equity and effectiveness. To address these challenges, the project integrated community dialogues to actively reshape the social norms and power relations affecting women's roles in restoration.



Community dialogue approach

Identifying what changes to make

The project adapted several activities from this manual and focused on the household level, engaging couples and adult household members involved in the project. It made several adaptations to the activities including the development of Progress Markers (Activity 4). In addition to listing the changes men and women would like to see from each other, they were asked to further categorise these into:

- ★ **Easy-to-see changes:** changes expected to occur quickly.
- ★★ **Like-to-see changes:** changes requiring further engagement and practice.
- ★★★ **Love-to-see changes:** changes requiring continuous effort and deeper transformation.

² Regreening Africa is an EU-funded CIFOR-ICRAF-led project titled, "Reversing Land Degradation in Africa by Scaling-Up Evergreen Agriculture" (2019-2023). Find out more here: [Regreening Africa](https://www.regreeningafrica.org/) | Reversing Land Degradation in Africa by Scaling-up Evergreen Agriculture



The gender indicators developed are presented in Table 1. These indicators were then used to track progress over a period of the project to see what changes occurred.



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Supporting households through Community Champions

Following the community dialogues, the project used a "community champions" model to support households to make changes. These champions were nominated by the community as trusted individuals, who understood the cultural sensitivities and nuances of the community. The champions visited households once a month and facilitated discussions on gender roles and decision-making to encourage progress towards the change indicators developed during the community dialogue.

CASE STUDY 2 continued

Tracking Change

Every three months, progress towards the indicators was reviewed by the community and meetings held with community champions where they shared experiences. These check-ins provided opportunities for peer support, with participants sharing experiences to encourage one another and celebrating collective successes, and provided valuable insights into how roles, decision-making, and resource access were shifting to address gender inequalities. At the end of the project, results from the intervention were shared with each community to highlight the progress made over the period.

"I would like to be included in your discussion groups. I am interested because I haven't been asked to settle the quarrels of my neighbours who are part of the group in a while" - Female participant.

"I didn't know wearing a head's scarf was so hot. I will not insist that my wife wears it all the time, especially when she is at home" -

Male participant.

"We've actually made some impact through this work; you should see people's reaction when they see us in the communities. This 'thing' (referring to GTA) is truly changing attitudes" - Community Dialogue

Facilitator

Table 1: Harmonised men and women indicators

	WOMEN	MEN
★ Expect to see	Men and sons help with washing clothes	Provide money for buying condiments.
	Men and son's help with fetching water	Give money to women for the grinding mill.
	Men bath children.	Pay for health insurance and medications for women and children.
	Men take young children to school	Pay school fees for children.
	Receive money from men for trading	Weed women farm after Man's farm (family farm).
★★ Like to see	Complete control over own livestock income	Women taking care of livestock
	Women's farm given priority and ploughed after family farm before ploughing for other men	Support and encourage women to attain leadership positions
	Men help with taking sick children and older people to the hospital	Actively participate in bringing up the girl child
	Men reduced alcohol intake	Get support from women to buy farm inputs for men farm (family farms)
	Discuss family planning with husband without judgement	Concerned about women's general health e.g., accompany to the hospital and supporting women on antenatal visits
★★★ Love to see	Participate in key household decisions (e.g. income expenditure)	Include women in key decisions e.g., income expenditure
	Access fertile family land for farming	Wives accepting of additional wife
	Joint control of family farm produce e.g. what to sell, when to sell, quantity to sell, and use of cash from crop sale	Allocate fertile land to women for farming
	Freely express grievances to husband without ridicule, shame or fear	Apologise to spouse when wrong
	Control over body in decisions of sex.	Family more peaceful and united



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CASE STUDY 2 continued

Key successes:



Improved land access: Across participating communities, about 80% of women gained access to about half an acre of fertile family land, located near homesteads. This has eased women's burden of traveling longer distances to cultivate farms on leased land. Women cultivated crops of their choosing such as groundnuts, bambara beans, beans, and seasonal vegetables like pepper, kenaf leaves, amaranth leaves, and okra to complement household food supply.



Shifts in domestic work: Over half of the male participants reported undertaking household chores which were traditionally performed by women. This included fetching water from distant boreholes using bicycles or motorbikes, washing clothes, and caring for children. While this marked a positive shift, many women observed that men were picking and choosing household tasks to perform, often avoiding tasks such as cooking, which are perceived as being a women's only task.



Shared livestock responsibilities: About 95% of male participants reported that women had taken up more responsibilities in livestock care. This shift was particularly significant when men were away from home, as it ensured that livestock were adequately cared for, reducing the risk of animals straying beyond community boundaries and being stolen.



Inclusive decision-making: More than 70% of women participants reported feeling more included in household decision-making. Men discussed issues privately with their wives before presenting decisions to other men, signalling greater recognition of women's perspectives in family and community matters.

Key challenges:



Polygamous household dynamics: Initial tensions arose in polygamous households where co-wives were not selected for participation and expressed displeasure. The project addressed this by revising the approach to include all co-wives, creating a platform for them to discuss concerns with their husbands collectively. This ensured household changes were owned and supported by all family members.



Market-centered communities: Communities near market centers presented scheduling challenges due to trading activities. The project adapted by holding meetings early in the morning, allowing participants to attend markets afterward.



Champion commitment: The effectiveness of community champions significantly influenced outcomes. Communities with committed champions who engaged regularly with households saw quicker, more sustained changes, while those with less committed champions experienced slower progress.



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LESSONS FOR FUTURE PROJECTS:

- Understanding local context:** Understanding local socio-cultural norms, environmental conditions, education levels, market access, and migration patterns proved crucial for designing relevant and responsive participatory tools and training methods.
- Local facilitators add value:** Engaging local facilitators already active in development work proved especially valuable. Their familiarity with local gender dynamics and cultural sensitivities enabled them to lead nuanced conversations while fostering trust and openness.
- Flexibility in approach is key:** The project's ability to adapt its approach, such as including all co-wives in polygamous households and adjusting meeting times for market communities, was essential for success. Gender transformative work requires responsiveness to emerging challenges and local context.

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.

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

2



▲ Available here:

<https://www.worldagroforestry.org/output/gender-transformative-approaches-land-restorationlessons-learnt-multi-stakeholder-co-design>

Breaking Ground (2023) is also available in KiSwahili:
<https://www.cifor.org/worldagroforestry/publication/45023/>

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=QJWKnbyzGHk/>



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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.



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Kelvin Trautman/CIFOR-ICRAF

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

Planting seedlings

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.

Sharing responsibilities

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.

Pooling resources

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.

Contributing equally

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.

Joint land ownership

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.

CHARACTERS

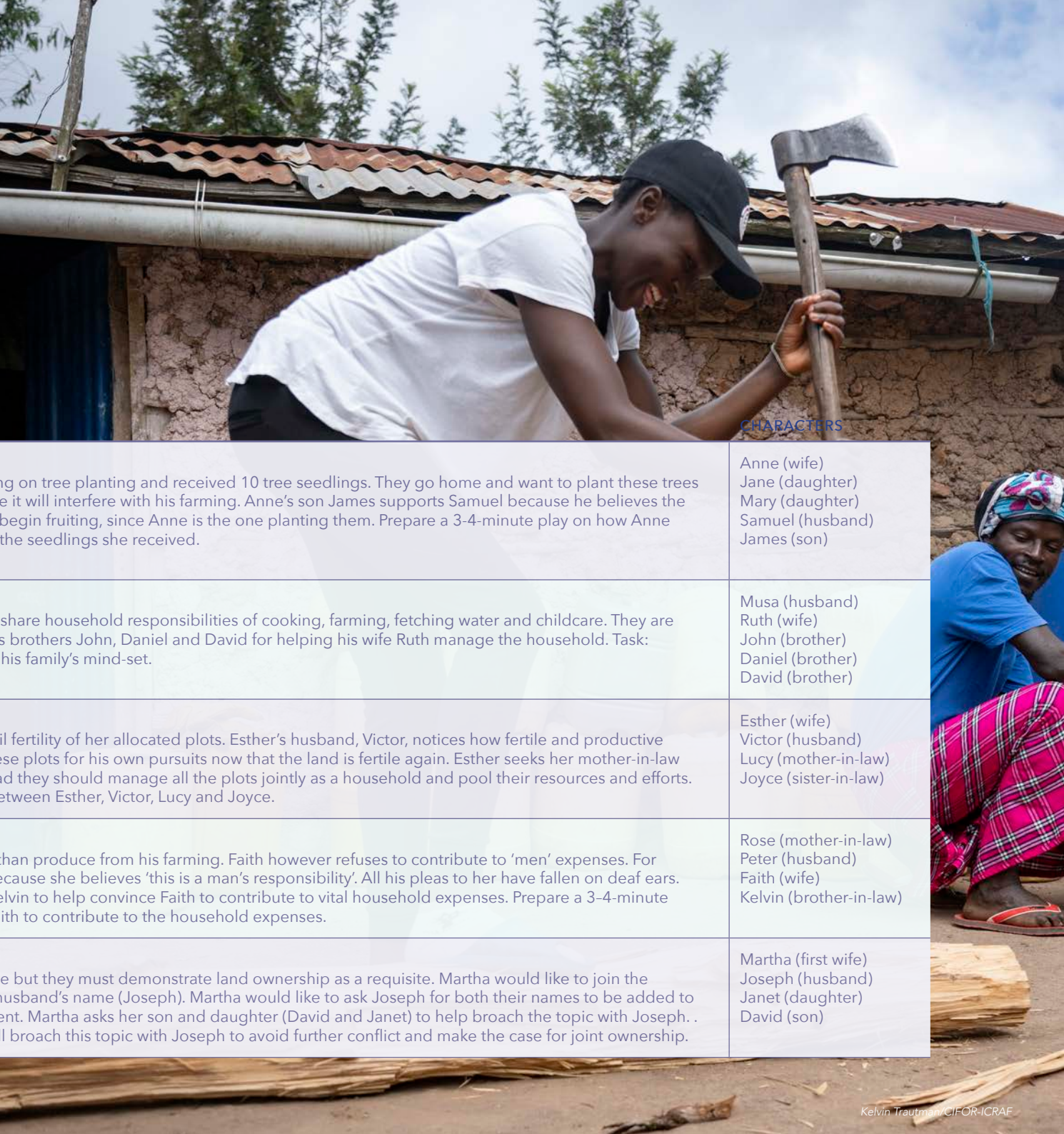
Anne (wife)
Jane (daughter)
Mary (daughter)
Samuel (husband)
James (son)

Musa (husband)
Ruth (wife)
John (brother)
Daniel (brother)
David (brother)

Esther (wife)
Victor (husband)
Lucy (mother-in-law)
Joyce (sister-in-law)

Rose (mother-in-law)
Peter (husband)
Faith (wife)
Kelvin (brother-in-law)

Martha (first wife)
Joseph (husband)
Janet (daughter)
David (son)



Appendix 3

Example introduction to GESI and the community dialogue

"Good morning everyone, and thank you for coming. Before we begin, I want to take a few minutes to talk about something very important to our work together, something called Gender Equity and Social Inclusion, or GESI. That might sound like a big term, but it's really about something we all understand: fairness.

GESI means making sure that everyone in the community, whether you're a man or a woman, young or old, living with a disability or not, has a fair chance to participate, share their ideas, and benefit from what we're doing together, especially in land restoration.

In many households and communities, men and women, boys and girls, often have different roles. For example, women might be doing much of the farm work, collecting water, or gathering firewood, while men might be more involved in selling produce or attending public meetings. This is part of life but sometimes, it means some voices are heard more than others, and some groups get more of the benefits. GESI helps us ask: Who is being included in restoration decisions? Who gets access to land, training, or trees? Who is left out?

That brings us to the purpose of today's community dialogue. We're here to talk together, openly and respectfully, about these issues. We want to reflect on how men, women, youth and others experience land restoration differently, share ideas about what's working or not, and think together about how we can involve everyone more fairly.

This dialogue is not about blaming anyone. It's about learning from each other, about understanding the roles we each play in the home and the community, and how we can support one another. When we listen to all voices - men, women, youth, elders, and people with disabilities - our restoration work becomes stronger, fairer, and more sustainable.

Let's use this space to think together, talk honestly, and plan how we can make sure everyone has a voice and a role in restoring our land and building a better future."



Kelvin Trautman/CIFOR-ICRAF



Kelvin Trautman/CIFOR-ICRAF

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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The Center for International Forestry Research (CIFOR) and World Agroforestry (ICRAF) envision a more equitable world where trees in all landscapes, from drylands to the humid tropics, enhance the environment and well-being for all. CIFOR and ICRAF are CGIAR Research Centers.



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