

SECURING WOMEN'S RESOURCE RIGHTS THROUGH GENDER TRANSFORMATIVE APPROACHES





ENGAGING MEN FOR GENDER EQUALITY IN RURAL TRANSFORMATION PROJECTS

Toolkit prepared for IFAD and NOPP Uganda with Kalangala and Buvuma Districts











ABOUT THE INITIATIVE

SECURING WOMEN'S RESOURCE RIGHTS THROUGH GENDER TRANSFORMATIVE APPROACHES

In 2020, the International Fund for Agricultural Development (IFAD) invited a consortium of the Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF), the International Food Policy Research Institute (IFPRI) and the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) to work with selected IFAD projects to promote and strengthen women's land rights through the integration of gender transformative approaches (GTAs) in rural development interventions by improving policies, tools and practices.

Following the detailed gender analysis to identify contextual factors across projects and geographies, as well as bottlenecks and opportunities for promoting women's land rights, the initiative used collaborative learning and design approaches to develop and test innovative gender transformative approaches (GTAs) and complementary methods that can support the achievement of WLR through rural development interventions. This co-creation process ensures that each tool is fit-for-project purpose and endorsed locally, while at the same time contributing to a GTA toolbox that can be adapted for land-based rural transformation projects across the IFAD portfolio.

This collection of tools include GTAs already developed and applied by IFAD projects and partners across targeted countries, as well as a suite of new tools to integrate land rights more explicitly and further the gender transformation agenda. These tools entail different strategies to address inequalities at the individual, household, community, policy and institutional domains, as well as to catalyse and transform harmful and discriminatory norms, perceptions and attitudes, and behaviours and practices at the identified levels across targeted countries. We share this toolbox with the IFAD community to continue testing, contextualization and sharing learnings across countries.

https://www.cifor-icraf.org/wlr/ https://www.ifad.org/en/gender_transformative_approaches

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On behalf of CIFOR-ICRAF, we take this opportunity to extend our gratitude to the technical team in the development of this training toolkit.

This training toolkit came to bridge the gap that emerged from the NOPP implementation reports that highlighted the limited involvement of men in supporting promotion of gender equality and women's empowerment as one of the crosscutting aspects of the project.

Finally, but not least, we are very grateful to all the stakeholders who provided their contributions through the different stages from the conceptualisation through the validation exercises that led to the current final version of this vital instrument.

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Summary

This toolkit was designed initially to engage the husbands/partners of women participating in the National Oil Palm Project (NOPP) of Uganda and for scaling similar approaches elsewhere in the country.

As a gender-sensitive project, NOPP adopted the Gender Action Learning System (GALS) in Kalangala and Buvuma Districts to mitigate social inequalities and enhance benefit sharing amongst men and women.

A gender analysis conducted in targeted districts, however, revealed that men's motivation for GALS and crosscutting women's economic empowerment interventions waned over time, especially where household land, assets or other resources are involved. This reflects a need to actively engage and sustain men's engagement to address the root causes of gender inequality and unequal access to productive resources. There are strong masculinist ideologies about land and resource rights which create an intractable challenge for some types of project interventions. Special measures are therefore needed to transform deeply entrenched inequalities with respect to household decision-making, access to and control over household and landed resources, domestic violence, and power sharing through different roles and responsibilities to progress gender parity and project objectives.

This training toolkit comes as a response to this challenge. Designed to complement the successes of GALS, this toolkit serves as supplementary toolkit and suggests where each tool can be incorporated into the GALS methodology implemented by NOPP. Beyond the NOPP landscape, this gender-specific approach for engaging men and sustaining their motivation to promote gender equality can be tailored to context and integrated into rural transformation initiatives at any scale.





Gender Mainstreaming in the National Oil Palm Project

As part of a broader gender mainstreaming approach, NOPP adopted the Gender Action Learning System (GALS) in Kalangala and Buvuma Districts to mitigate social inequalities and enhance benefit sharing amongst men and women. GALS is a community-led empowerment methodology that uses principles of inclusion to improve income, food and nutrition security of vulnerable people in a gender-equitable way.¹

The GALS approach is a complete learning system applied at the household and/or community levels, depending upon the project objectives and budget. It facilitates a visioning and planning process to not only transform household and local gender norms, but also to catalyze rural transformations by addressing power and empowerment with respect to time, resources, and economic activities. Men and women are meant to play equal roles in the transformation process. Specific tools in the GALS toolbox provide for men's roles:²

- Gender Balance Tree to identify the gender roles of women and men in the household and assess whether they are on balance.
- Challenge/Action Tree to probe the root causes of gender imbalance.
- Action plan to negotiate a work plan comprising actions to reduce or uproot identified gender issues. The action plan decides who is responsible and the implementation pathway.

Despite the above, men in the two districts expressed that they were not given enough attention to discuss the benefits that they might also gain through promotion of gender equality; their contributions to the process, the strengths they possess as men, their fears about gender equality and what is expected from them as key players for gender transformation as the ultimate goal of the project.



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- ¹ GALS summary and links: https://gender.cgiar.org/tools-methods-manuals/gender-action-learning-system-gals
- ² For additional information about the GALS tools used by NOPP, see Rocky Road to Diamond Dreams: GALS Phase 1: https://www.oxfamnovib.nl/redactie/Downloads/English/SPEF/140701_RRDD_manual_July_small(1).pdf

About the Engaging Men Toolkit

The selected training activities have been adapted from the Equimundo *Journeys of Transformation* (2012) curriculum,³ first developed with CARE Rwanda and Rwanda Men's Resource Center (RWAMREC) and then with Global Communities and the adaptation of these in Guatemala (2022).

This toolkit should be used by men and women facilitators working with women's or community empowerment programs. It includes seven activities designed as stand-alone sessions or to complement other trainings related to gender and power, and how these influence men's and women's relationships, their families, and their well-being. The session content is highly interactive and dynamic. It uses participants' experiences to generate individual and collective reflections that, in turn, can motivate the adoption of new attitudes and behaviors. The training aims to build collective support for making positive, healthy changes in their relationships as couples, within their families, and for their livelihoods.

The toolkit was jointly developed by Equimundo Fellows Joseph Vess and Augustin Kimonyo.⁴ The training activities were constructed around a desk study of the preceding gender analysis, and formative research with the Association of Ugandan Professional Women in Agriculture and Environment's (AUPWAE's) technical team and NOPP facilitators who were in constant engagement with the communities including men and women beneficiaries of the project. The study assessed areas that could serve as entry points for active involvement of men as allies and supporters of gender equality and women's empowerment based on the currently used methodology (GALS), as well as identifying opportunities to enhance men's participation and shift their perceptions of benefits derived from household participation. The fellows aimed, insofar as possible, to bring focus to land and resource rights, household assets, and distribution of time and labor as key sticking points for realizing gender parity in NOPP interventions.

The following sections explains what sets the MenEngage and Journeys of Transformation methodologies apart from other GTAs and how to design them into projects. We provide an outline of each activity, facilitation notes for prospective trainers, and seven activity guides.

Through the research and series of validation and training workshops, the following activities were identified as the most relevant to enhance gender transformative development in the targeted districts:

- 1 The Man, Woman, and Human Boxes
- 2 Gender Fishbowl
- 3 Masculinities, Alcohol Abuse and Other Habits/Dependencies
- 4 What Do I Do When I am Angry?
- 5 My Father's Legacy
- 6 Men & Women Working Together as Partners
- 7 Family Budgeting

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³ Journeys of Transformation: https://www.equimundo.org/resources/journeys-of-transformation-a-training-manual-forengaging-men-as-allies-in-womens-economic-empowerment/

⁴ Equimundo Fellows have been trained in the Equimundo approach as former staff, consultants or participants, and are recommended by Equimundo on a consultancy basis. They are not, as such, employees of Equimundo. Equimundo materials are in the public domain for use by public, private and civil society sectors with proper citation and acknowledgement of the original source material.

ENGAGING MEN



The Engaging Men Approach

Many women's economic empowerment interventions have found that, despite the progress they make, household decision-making continues to be dominated by men. Some efforts can inadvertently reinforce norms that women are caregivers and invested in their families while men are assumed negligent. In other cases, men sometimes react to women's new-found accomplishments with violence, abuse or by diverting even more of their earnings away from the family. However, just as women can learn and change, so can men. The Journeys of Transformation approach assumes that all men are potential supporters of gender equality and, with the proper support and guidance, can be champions of women's economic empowerment in their homes and communities. But to do that requires education, support, time, and a methodology that meets men where they are and brings them, step-by-step, to a place that is better for them, better for their families, and better for their communities. We may begin these journeys seeking better outcomes for women and children, but our journey will also lead to healthier, happier, and more fulfilled men.

We call the process of gender transformation a journey because it takes time and motivation to materialize. For change to become a reality, some steps should be supported from individual through household, community, institutional up to societal levels, as summarized in the proposed theory-of-change (ToC) that can be applied to any type of project.





through questioning and critical reflection about these gender norms, to develop new attitudes and skills.

REHEARSE

these attitudes, behavior changes and new skills in the safe environments of group education sessions.



INTERNALIZE

these new gender attitudes and norms.



LIVE

gender-equitable, non-violent and healthy attitudes and behaviors in everyday life and relationships in a sustained way.



ACHIEVE

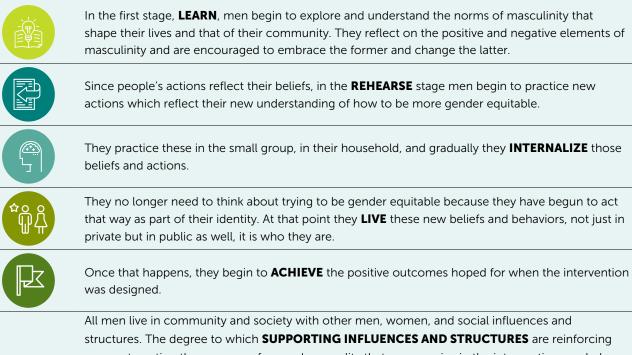
positive outcomes, such as:

- gender equality itself;
 increased support for women's economic activity;
- additional outcomes related to health and wellbeing including increased household income and reduced GBV.

SUPPORTING INFLUENCES AND STRUCTURES

- peers question and transform gender norms together;
- peers role model gender-equitable lifestyles and take action through advocacy in the community and at broader levels;
 - institutions, structures, services and policies support these changes.

The ToC diagram shows the process that men must go through for gender equality efforts to be successful.





structures. The degree to which **SUPPORTING INFLUENCES AND STRUCTURES** are reinforcing or counteracting the messages for gender equality that men receive in the intervention can help, hinder or even prevent the success of the intervention. If possible, it is better to engage a group of men rather than isolated individuals so they can support each other in their journey. Political, religious and traditional leaders, the media, and community and government agencies should be engaged so that their language, policies and structures support help men through their journey of transformation, rather than dragging them backwards.

Core Activities

THE TOOLKIT IS ORGANIZED INTO SEVEN CORE ACTIVITIES:

ACTIVITY 1 The Man, Woman, and Human Boxes
ACTIVITY 2 Gender Fishbowl
ACTIVITY 3 Transforming Masculinities: Alcohol Abuse and Other Habits/Dependencies
ACTIVITY 4 What Do I Do When I am Angry?
ACTIVITY 5 My Father's Legacy
ACTIVITY 6 Men & Women Working Together as Partners
ACTIVITY 7 Family Budgeting



Each activity is presented stepwise, with group discussion questions to help participants reflect on key topics within the training. The activities require on average 60-90 minutes to facilitate and are meant to complement, rather than replace or replicate, the information provided during other project meetings and trainings. They are designed to be conducted by one or two trained facilitators

The activities allow men, and their partners, to learn through self-reflection and participation – a process that is facilitated, not taught. The objective of each activity is to initiate a process of critical thinking about gender, power, and rights and the possibilities for promoting more equitable relationships between women and men. The activities encourage men to also share their own experiences and opinions.

EACH ACTIVITY FOLLOWS THE BELOW OUTLINE:



Activity number and title

The position of the activity in the overall sequence of activities and the topic it addresses.



Recommended time

The time required for conducting the activity, with most of the activities recommended to last approximately 60-90 minutes. Facilitators may choose to extend the activities up to 120 minutes, but any longer is not recommended.



Activity objectives

The specific information, reflections, and skills that participants are expected to gain through the activity.



Materials

A list of needed material for effective facilitation.



Facilitation steps

Step-by-step guide for successful facilitation of the activity.



Facilitation notes

Important background information to help the facilitator prepare for the activity, including key concepts and definitions, suggestions for making the space feel safe, including sensitive topics (such as men's violence against women). The activities should be participant-centered and the process designed to achieve the stated objectives.



Key messages

Short and straightforward statements that include the main points for the audience to hear, understand, and remember. The key messages are always in line with the objectives of the core activity.



Preparation

Identifies handouts or activities which need to be prepared before the session.

A Message for Facilitators

ABOUT YOUR ROLE

The role of the facilitator is to create an open and respectful environment in which men and women can feel comfortable sharing and learning from each other. The activities are designed to allow participants to learn through self-reflection and participation – a process that is facilitated, not taught.

Most of the activities are designed for men and women together. These activities engage participants in critical reflection and promote dialogue between men and women. Others specifically require men and women to participate in separate group discussions, and facilitators may also use their judgement when this is most appropriate to context. Where gender-specific groups are recommended, it is to ensure that both men and women feel comfortable and safe to express their ideas and opinions, particularly on issues that may be sensitive to discuss in front of their partners. Through these activities, men and women may begin to feel more comfortable communicating in groups and with each other.

In the activities held separately with men, it is important for facilitators to provide a space for men to reflect on the power and privileges they have as men, to have the opportunity to share the challenges they face, and to learn from other men. As a facilitator, you should encourage the participants to share their own experiences in a nonjudgmental way, and you should never use their experiences to criticize.

Some of the themes – such as violence and sexuality – are complex and sensitive. You must pay attention to the comfort level of the participants. In some cases, you may need to refer individuals to professional violence or mental health services or counseling. It is important to be sensitive to the practical realities of the lives of the group members and realize that they may encounter challenges or dangers when trying to make changes in their lives.

Remember, changing attitudes and behaviors is a long process. Participation in these activities will not necessarily lead to an immediate transformation of their lives and relationships. It is the beginning of a journey for promoting personal change and transformation.

See yourself as a facilitator, not a teacher. Ask questions to better understand where participants are coming from and guide them in group reflections to critically examine harmful gender norms. You do not need to be a gender equality or sexual health expert and do not need to have all the answers. Rather, the role of the facilitator is to create an open and respectful environment in which men and women can feel comfortable sharing and learning from each other in a safe space.

TIPS FOR SUCCESSFUL FACILITATION

The following are some useful tips to help facilitators lead the group sessions. These tips, when correctly applied, will help you to encourage and create a respectful environment in which men and women will feel comfortable sharing their own opinions and experiences and listening to and learning from others.

It is important that the group meets in a space where participants feel safe and comfortable

CREATE A SAFE SPACE:

where participants feel safe and comfortable. Wherever possible, the facilitator(s) and the participants should sit in a circle or semi-circle during the discussions to foster dialogue and equality. Part of creating a safe space is ensuring that men and women feel comfortable talking with each other. There are some activities or sessions where it is advised for men and women to participate in separate, smaller groups. This is highlighted in the instructions for relevant activities.

DECIDE ON AGREEMENTS FOR WORKING TOGETHER:

This agreement is commonly negotiated as *ground rules*. Ask participants to decide upon a set of agreements for working together and remind them of these agreements throughout the sessions. Important areas to cover include listening to and showing respect for others (not talking when others are speaking, not making rude comments, and not talking on the phone), nonjudgmental, respecting confidentiality (participants should not speak about shared experiences outside the group without prior consent), and free and voluntary participation.

• DO NOT JUDGE:

Remember, you are here to facilitate discussion and reflection. Your role is not to teach or chastise anyone. Be friendly and create rapport with your participants. Be aware of your own position of power, and avoid judgmental and authoritarian attitudes. Never impose your feelings or opinions on the group.

• PROMOTE INCLUSION:

Ensure that all participants have an opportunity to speak and be heard. Be careful not to let any one person dominate the conversation or make other people feel that they cannot share their own opinions. During the sessions with both men and women, take extra care to ensure that the voices of men do not dominate. Encourage women to share their opinions and contribute to sharing experiences.

ADDRESS PARTICIPANTS' CONCERNS:

The group meetings can serve as an important opportunity for participants to receive help and advice. At the beginning of each session, start with a "check-in" in which men and women can share what is happening in their lives and ask for advice. As a facilitator, it is important that you validate the concerns that people have, but you can also engage the larger group in helping to propose solutions to the problems individuals are facing. Ask the group, "How do you think this problem could be solved?" or "Has anyone faced a similar situation? What did you do?"

MANAGE CONFLICTS RESPECTFULLY:

If a conflict arises among the group, or if a participant shares a discriminatory view, remind the participants of the group agreements. Encourage other members to help mediate the situation. Ask the group what they think about the question raised or how they would suggest handling the problem. When necessary, you can offer brief responses to questions and clarify misinformation.

WELCOME HONESTY AND OPENNESS:

Encourage participants to be honest and open. They should not be afraid to discuss sensitive issues for fear of ridicule from their peers. Thank the group members for sharing their personal stories. Never force anyone to participate in the activities. Instead, try to create an environment in which the participants feel comfortable.

PROMOTE MOVEMENT AND INTERACTION:

Include as much physical movement as possible so that participants remain active, alert, and interested. You are encouraged to use short energizer activities, such as songs or dances, in between activities in order to keep the participants engaged in the topics you are discussing.

• MANAGE YOUR TIME:

Keep track of time; do not spend more than a maximum of two hours on a single activity. Keep in mind participants' attention spans and schedules. Use energizers to help transition between activities and keep participants motivated and alert.

• ASK FOR FEEDBACK:

At the close of the activity, use a "check-out" to receive feedback from participants:

What do they like and dislike? What is working or not working? Use their inputs to improve the sessions. Do not divert from the planned activities but do use feedback to improve the running of the sessions (for example, by including more energizers).

CONSIDER USING IMAGES:

Some activities suggest the use of illustrations. When these are not included in this toolkit, the facilitators can create their own images or use drawings or relevant photographs for public use from magazines or the internet. We welcome and encourage the facilitator(s) to use images even if not specifically recommended in the activity toolkit and deemed necessary for better participation.

TRAINING ACTIVITIES

ACTIVITY 1:

The Man, Woman, and Human Boxes

- Women vide bicycles motorcycles. - Women put on trousers Short skirts (dresser. Bills. - Women take children to pospitale & pay hospit

Respect the Husband

Woman needs to get married

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Time

60 minutes

Objectives

- Explore how gender roles are created and discuss community beliefs and expectations about how to be a man or a woman.
- Examine how these *ways of being* relate to land, assets and resource use.
- Explore ways to challenge harmful gender norms to improve family well-being.



Materials

Markers, tape, flipchart paper, and "Man, Woman, and Human Boxes."

Facilitation steps

- Divide the participants into two groups. Assign one group to be "Men" and the other group to be "Women." Individuals do not need to join the group based on their gender; groups can be mixed or separated by gender.
- Give each group a flipchart paper and a marker.
- Explain that they will have 20 minutes to complete the activity.
- Facilitate a group reflection with the group discussion questions in plenary.

MAN

Questions for male participants

- 1 Ask the group to brainstorm a list of what society expects from a man when they tell him, "Act like a man!" Examples include, "Be strong, "Act tough," and "Don't cry."
- 2 Tell them to draw a big square on their flipchart paper.
- 3 Tell them to either write out the words or draw images that represent "acting like a man" INSIDE this square or box on their flipchart paper.
- 4 Tell the group to write or draw any characteristics that society labels "not acting like a man" on the flipchart paper OUTSIDE the box. Examples include caring for babies, washing clothes, and crying.
- 5 When the group has filled the area inside and outside their boxes, ask the participants to take two or three extra minutes to circle the items on the flipchart paper that directly relate to men's roles as fathers.
- 6 Finally ask the participants to put a start next to those items which relate to men's use of land, assets, or natural resources.

Questions for female participants

- 1 Ask the group to brainstorm a list of what society expects from a woman when they tell her, "Act like a woman!" Examples include, "Clean the house" and "Take care of the children."
- 2 Tell them to draw a big square on their flipchart paper.
- 3 Tell them to either write out these words or draw images of these words INSIDE this square or box on their flipchart paper.



- 4 Tell the group to write or draw any characteristics or activities that society labels "not acting like a woman" on the flipchart paper OUTSIDE the box. Examples include working outside the home and playing football.
- 5 When the group has filled the area inside and outside their box, ask the participants to take two or three extra minutes and circle the items on the flipchart paper that directly relate to women's roles as mothers.
- 6 Finally ask the participants to put a star next to those items which relate to women's use of land, assets or natural resources.

GROUP DISCUSSION QUESTIONS/PLENARY SESSION



HUMAN

- 1 Where do these messages come from? Who is the messenger? Do the messages differ if they come from a man or a woman (e.g., mother, father, religious leader, boss, sibling, friends)?
- 2 What are the differences between the two boxes? Are they opposites? How so?
- 3 What are the advantages for men who stay in the Man Box and for women who stay in the Woman Box?

For example...

Men who stay in the Man Box may be well-respected by other men. Women who stay in the Woman Box may find it easier socially if they get married. 4 What are the disadvantages to staying in the Man Box or Woman Box?

For example...

Men may feel constant pressure to provide or feel depressed that they cannot comply with all aspects of the Man Box. Women may be unable to get work outside the home even though they would like to.

5 Are there any advantages of stepping out of the box? What are they?

For example...

They may be on track to achieve the family vision, have more open communication between partners, and/or have more peaceful households because each person is part of the decision-making process.

Instructions for the Human Box in plenary

- 1 Make another box on a new piece of flipchart paper. This should be done with all of the participants. Label this box the "Human Box."
- 2 Ask the participants to point out the positive qualities or activities of the Man Box. Write or draw them inside the box labeled "Human Box."
- 3 Ask the participants to point out the positive qualities or activities in the Woman Box. Write or draw them inside the box labeled "Human Box."
- 4 Place a star next to those activities which relate to land, assets and natural resource use.
- 5 Explain that apart from biological differences, all the positive qualities and/or activities can belong to both men and women. The differences are only social construction and hence they can change. The Human Box considers both men and women as socially equal and should therefore be treated equally.
- 6 Open a discussion about social constructions of gender, and how this has implications for project or program interventions. How are the starred activities (relating to land, assets and natural resource use) socially constructed?

KEY MESSAGES

- Gender is society's beliefs and expectations about how men and women are expected to behave. Some of these beliefs can drive people to act and behave in ways that cause harm to men and women and to those they care about.
- These same gendered norms can affect access and utilization, control and decision-making over land, household and community assets, and natural resources.
- A person can be any combination of characteristics inside the Human Box. It doesn't matter if you're a man or woman. Such decisions should be based on their personal choices as individuals and human beings, not forced upon them because of what society expects.
- When we aspire to the ideals of the Human Box, we are changing the question from "How should a man/woman act?" to "How would a human being act?"
- This can promote peace and respect in the family.
- This can help us to achieve our family visions.



ACTIVITY 2

Gender fishbowl



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Time

60 minutes



Objectives

- To enable participants to speak and be heard about their experiences of gender and gender issues.
- To develop a better understanding of and empathy for the experiences of other genders.



Materials

Modifications may require markers, tape, flipchart paper or cards.

Facilitation steps

- Divide the participants into a men's group and a women's group.
- Ask women to sit in a circle in the middle of the meeting area and for men to sit around the outside of the circle facing inward. Explain the analogy: The women are the fish inside the fishbowl. The men are outside the fishbowl looking in.
- Start a discussion with the women by asking the questions listed in the **Fishbowl questions**.
- Choose the questions that you think are mostre suited to the group. You do not have to ask all the questions (and will not have time to cover everything).
- The men must observe and listen to what is being said. They are not allowed to speak out. By analogy, explain that only the fish can hear each other inside the fishbowl. The men outside the bowl are just there to listen and observe; not to interrupt.
- Stop the discussion when the women have talked for ~20 minutes.
- Ask the men to switch places with the women and facilitate a discussion with the men while the women listen and observe. Refer to the **Fishbowl questions** for the men. You can ask the same questions if you like but doing so might predispose the answers given by the men.

CLOSING STATEMENTS

Use key insights that have emerged from the exercise and the key messages to close the activity.

Fishbowl questions -



- 1 What do you think is the most difficult thing about being a woman in your home country and/or the county where you live now?
- 2 What do you think men need to understand better about women?
- 3 What do you find hard to understand about men?
- 4 How can men support women?
- 5 Name something that you never want to hear again about women.
- 6 What rights are hardest for women to achieve in your home country and where you live now?
- 7 Do you think that women and men should have equal rights in access and control over household's resources, land and other big assets included?
- 8 What do you remember about growing up as a girl in your home country? What did you like about being a girl? What did you not like? What was difficult about being a teenage girl?
- 9 Who are some of the positive male influences in your life? Why are they positive? Do they accommodate equal access to and control over household resources? How about land and other important household assets?
- 10 Who are some of the positive female influences in your life? Why are they positive?

Questions for male participants

- 1 What do you think is the most difficult thing about being a man in your home country or where you live now?
- 2 What do you think women need to understand better about men?
- 3 What do you find difficult to understand about women?
- 4 Do you think that women should have equal rights with men in access and control over household's resources, land and other vital assets included?
- 5 How can women support men?
- 6 Name something that you never want to hear again about men.
- 7 How can women support men to lead healthier lives?
- 8 What do you remember about growing up as a boy in your home country? What did you like about being a boy? What did you not like? What was difficult about being a teenage boy?
- 9 Who are some of the positive male influences in your life? Why are they positive?
- 10 Who are some of the positive female influences in your life? Why are they positive?

Modified Fishbowl 1

Depending upon your context, you may find or anticipate that women are uncomfortable talking about themselves and about men in the presence of men. One way to modify this activity is to discuss the more sensitive questions in separate groups. If there are four sensitive questions, for instance, each group (men and women) could write their answers on flip chart paper and then provide each group time to share their perspectives collectively. Ask a couple of volunteers read out all the answers so they are not associated with specific group members. You can do this with all the questions, or just the most sensitive



Modified Fishbowl 2

Another way to modify the gender fishbowl is to do it as a role play activity if people may be uncomfortable speaking from their own experiences in front of their peers and partners. In this way, participants are able to play the role of a character which may not match their identity, but still have candid conversations about gendered issues within their communities. Ask them to have fun, but make the role play realistic.

- Set up the fishbowl as described above: ask men or women to sit in a circle inside the fishbowl while the other observes.
- Make a list of roles relevant to the community on a flip chart paper: Elder or youth; religious leader or community leader; wealthy farmer, poor farmer or tenant farmer; hired laborer or tradesman; family head, homemaker, solo parent; teacher, shopkeeper, etc.
- Select a few roles to write on cards. Turn the cards over and hand one card to each participant sitting inside the fishbowl.
- Explain the gender fishbowl rules and ask each person to play the role which they have been given. You may ask them to show everyone their card at the beginning or wait until the end.
- The men's group will play these roles as men. The women's group will play these roles as women. The facilitator will facilitate with the questions above, or modified for context.

KEY MESSAGES

- Men and women because of gendered socialization processes have unequal access to opportunities, rights and resources including land and other important household assets.
- Mutual understanding among men and women facilitates mutual support and empathy that contribute to equitable gender attitudes.
- Building mutual respect between men and women leads to transformation of gender relations; a critical step on the journey of transformation towards securing equal access to and control over household assets, land and natural resources.





ACTIVITY 3

Masculinities, Alcohol Abuse and Other Habits/ Dependencies



Time

90-120 minutes



Objectives

• To explore the links between the socialization of masculinities, alcohol abuse and other antisocial habits and/or dependencies.



Materials

Markers, tape, flipchart paper



Preparation

- Statements for group facilitation
- Four signs ("Strongly Agree", "Strongly Disagree', "Agree", and "Disagree")

Facilitation steps

1 ALCOHOL USE/ABUSE

Before the activity begins, post four signs around the room (or on a wall if you are outdoors): (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Strongly Agree. Leave enough space between the signs to allow for several participants to gather around/under each sign.



STATEMENTS

Look at the statements below and choose 5 or 6 that you think will lead to the most productive discussion for your program objectives. You may adapt these statements to context or add your some of your own statements.

- 1 Women who drink too much are irresponsible.
- 2 Alcohol increases men's sexual drive and ability.
- 3 Women who drink too much are asking to be raped.
- 4 Men who drink too much are irresponsible.
- 5 Women who drink too much do not behave as women should.
- 6 Men and women respond to alcohol in the same way.
- 7 Women who drink sleep around.
- 8 Men who drink are manlier than men who do not.
- 9 Alcoholics are usually poor or unemployed.
- 10 It is ok for a man to hit a woman if he is drunk.
- 11 Men who drink sleep around.
- 12 Women are more likely than men to have unsafe sex when drunk.
- 13 Alcohol increases women's sexual drive and ability.
- 14 Men who abuse alcohol are unable to manage their farms, properties, or businesses.
- 15 Women who drink cannot care for their families.
- 16 Women who abuse alcohol are unable to manage farms, properties or businesses.

- Explain to the participants that this activity is designed to give them a general understanding of their own and others' values and attitudes about how gender intersects with alcohol use or abuse. Remind the participants that everyone has the right to his or her own opinion..
- Read aloud the first statement you have chosen. Ask participants to stand near/under the sign that best represents their opinion about the statement.
- Some participants may say that they do not know whether they agree or disagree and hesitate to choose a position. If this happens, ask these participants to say more about their reactions to the statement and then encourage them to choose a sign which most aligns with this sentiment.

If they still decline to choose, allow these participants stand between two signs or in the middle of the room as a "don't know" group. It is, however, preferable to avoid using this option; if you do allow for an uncertain category, make sure to guard against participants using it too much.

- After the participants have settled on a position, ask for one or two participants beside/under each sign to explain why they are standing in that spot and why they feel this way about the statement.
- After a few participants have talked about their attitudes about the statement, ask if anyone wants to change their mind and move to another sign.

- Then bring everyone back together in the middle of the room, read the next statement, and and repeat the selection and debriefing steps.
- Continue until you have completed 5-6 statements of your choosing. When you have completed the statements, demystify some of the truths and myths about alcohol consumption (see Facilitator's Notes in this section).
- Debrief about the full exercise and community perceptions using the questions below.

After discussing all of the statements, lead a discussion about values and attitudes about gender and alcohol by asking these questions:

- 1 For which statements, if any, did you have very strong opinions?
- 2 For which statements did you not have very strong opinions? Why do you think this is so?
- 3 How did it feel to talk about an opinion that may differ from those of some of your fellow participants?
- 4 What did you notice about how men and women respond differently to some of the statements?

PART 2

OTHER HABITS/DEPENDENCIES

- Ask the group whether there are any other unhealthy habits/dependencies common among men (or women) in this area.
- Probe the group using examples which may be relevant. You can list these on flipchart paper or facilitate as an open discussion.

Probe: use of drugs, gambling, smoking, pornography or philandering etc.

- As the group is discussing, continue to probe for explanations: Why do some men develop these habits/ dependencies? Do women also develop them? Why or why not?
- Facilitate a discussion as a plenary or in small groups about the risks and harms associated with these habits/dependencies using the discussion guide below.

GROUP DISCUSSION QUESTIONS:

- 1 What are some of the **risks** associated with men's (ab) use of alcohol or drug use? For the user? For their partners, families and communities?
- 2 What are some of the **harms** associated with men's (ab)use of alcohol or drug use? For the user? For their partners, families and communities?



Risk is the possibility of something bad happening. **Harm** refers to the negative consequence(s) that happens as a result of an action.

- 3 What are the **risks and harms** associated with the **other habits/dependencies** common in men that you identified? (For example, gambling, smoking, pornography, etc.)
- 4 What are the implications of alcohol or drug abuse for our workplace environments? What about other issues such as gambling, smoking, pornography, etc.?
- 5 Highlight that men's (ab)use of alcohol or drugs is a significant driver of violence against women and between men themselves. The risks and harms are shared by the users and those closest to them, as well as the societies in which these habits/dependencies sometimes become normalized as "manly" behaviors.



HABITS/DEPENDENCIES AND MASCULINITIES

- Ask the group to reflect on the man box/ women box/ human box activity and some of the gender stereotypes which emerged.
- Probe for examples of gender stereotypes, especially masculine or manly stereotypes, that might be associated with alcohol or other substance abuse, or other types of dependencies. You can make a list or facilitate as an open discussion.

Probe: manly stereotypes associated with substance use and other dependencies

• Facilitate a discussion as a plenary or in small groups about masculinities and habits/dependencies which become associated with "normal masculine behaviors".

After listing stereotypes about men and harmful habits/dependencies, encourage the participants to think more broadly about their ideas of masculinity and manhood:

- 1 What does this list say about how ideas of masculinity are tied to the (ab) use of substances or other harmful habits/dependencies?
- 2 What does this mean for the socialization of men and boys?

Facilitators' note

Alcohol affects men and women differently

Women become more intoxicated than men after drinking the same quantity of alcohol. Women have less water in their bodies as men, meaning that alcohol is less diluted and therefore has a stronger effect.

Alcohol does not increase men and women's sexual drive or performance

A small amount of alcohol may decrease sexual inhibition, but alcohol actually decreases sexual functioning.

The misuse of alcohol and alcoholism can affect anyone regardless of gender, age, class, race, or socio- economic status

It is important to challenge existing gender and cultural stereotypes related to alcohol use. Harmful stereotypes put both men and women at risk for gender-based violence.

Alcoholics are those that drink daily

The majority of alcohol-dependent persons, in the initial and intermediate stage of the process, drink mainly on the weekend, and continue with their normal school and work activities, but with increasing difficulty.

Having a coffee or washing your face with cold water reduces the effects of alcohol

The only thing that really reduces drunkenness is the gradual elimination of the alcohol from the organism, which means forcing the liver to work, which takes time.

Alcohol is good for making friends

In reality, alcohol creates complicity around drinking, but true friendship includes much more than that.

Parties are not parties without alcohol

The media often tries to convince us that parties need alcohol, and that alcohol must be at the center of every social gathering. But is this really true? What makes a social gathering or a party – the alcohol or the people?

KEY MESSAGES

- In many cultures, drinking alcohol is associated with manliness, increasing the likelihood of alcoholism and alcohol related illnesses, social problems and violence.
- Other habits/dependencies, such as drugs, gambling, smoking and pornography, especially in men, can fuel tensions within families, communities and workplaces and contribute to violence against women and between men.

ACTIVITY 4 What Do I Do When I am Angry?

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Time

60-90 minutes

Objectives

- Reflect on how better to manage difficult emotions, such as anger, which often lead to violence.
- Explore practice positive ways of managing emotions to end the use of violence.

Facilitation steps

- This activity is facilitated as a lecture, reflections, and discussion sessions. The topic of anger and gender-based violence can be very sensitive and it is important as the facilitator to use what you know about the community to adjust the discussion groups to create safe spaces for all participants. If necessary, you may choose to separate men and women, for example, or use smaller groups when plenary is suggested. Use your judgment and make adjustments if needed.
- Part 1 introduces the difference between anger (feelings) and violence (actions). You will facilitate a discussion with questions in plenary (full group).
- Part 2 probes negative and positive responses to anger and conflict. Each discussion is guided by facilitation notes to lead individual reflection, group reflection, small group and plenary discussions.
- If this session exposes cases of domestic violence in the form of spousal, child, elder abuse or other, you may need to refer participants to counseling. Be prepared with a safeguarding plan before you facilitate this session. Seek advice from project or community leaders to make a plan



ANGER AND VIOLENCE

• Explain that the purpose of this activity is to think about how men can break the cycle of violence and ways that men can react when they are angry that are not violent or destructive

Facilitators' note -

Feelings and actions

- Many of us confuse anger and violence, thinking that they are the same thing.
- Anger is a natural and normal emotion that every human being feels at some point in life, including sometimes with one's partner.
- Violence is a behavior that is sometimes used as a way to express anger.

Sometimes when we have a conflict with others or we are upset about something that feels out of our control, it can provoke anger.

- 1 What are some of your triggers that can make you angry?
- 2 Allow the participants to share some of the triggers or issues that can cause them to become angry. Note the difference between triggers?

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TRANSFORMING ANGER

Facilitators' note

Violence, power and gender norms

- Sometimes, when men are angry, they blame violence against their partner or their children on the basis that they have "misbehaved," "disobeyed," or "disrespected" them or have behaved in ways that contravene expected gender roles and relations.
- Such justifications are rooted in shared social ideas about what it means to be a man and how men and women should behave.
- Reflect on the Man Box and Woman Box activities (as the facilitator). Examine some of the gender norms in the boxes which can lead to conflict and sometimes gender-based violence (GBV).

Anger management

- There are many other ways, however, to deal with our anger instead of using violence, including positive ways.
- Reflect on the Man Box and Woman Box again and highlight some of the gender norms which can be enhanced to mitigate harmful displays of anger.



INDIVIDUAL REFLECTION

- 1 Explain to the group that they will now talk about some of the different ways that men can react when they become angry. First, you will ask them to reflect individually.
- 2 Ask participants to relax and close their eyes. Explain that you will ask them a series of questions, but they should only think silently and not respond out loud.
- 3 Ask participants to think about a recent or past situation in which they were angry.
- 4 Ask a set of questions 😯 to prompt their silent reflection. Give the participants a few minutes to think silently. Do not ask them to share their stories aloud.

Ask participants to reflect silently on the questions:



- "What happened in this situation that made you so angry?" Give the group a few minutes to think silently.
- "What were you thinking and feeling in this situation?"
- 5 Next turn to the situation of money and household finances or resources. Reflect that money matters are often at the center of many disagreements within couples and can often lead to one or both partners becoming angry.
- 6 Ask the participants to think of a money-related situation or conflict that made them angry.
- 7 Repeat the questions 😲 and allow time for silent reflection.
- 8 Explain that very often, after we feel angry, we begin to react with violence. This can happen even before we realize that we are angry. Some men (and women) react immediately: shouting, throwing something on the floor, hitting something or someone. Sometimes, we can even become depressed and silent.

GROUP REFLECTION

- 1 Explain that you will now divide the participants into groups of four or five people each (maximum).
- 2 Invite participants to share their reflections about the situation when they were angry within their small groups. They only need to share what is comfortable. Give each group 20 minutes to discuss.

Share the situation which provoked anger



- Explain the situation that made them angry.
- How did they feel? What did they think?
- How did they react to their anger?

- ³ After 20 minutes, bring the small groups together into one large circle. If the group is very large, or the small group discussions more amenable to sharing, you may keep the small groups.
- 4 Ask for some examples of how people might react when they are angry. Probe for both negative and positive ways of responding to and coping with situations which make us angry

Share some examples of how we might react when we are angry

- Q
- "What are some of the negative waymethods that we sometimes use to deal with our anger?
- "What are some of the positive ways that we can respond when we are angry?"
- 5 Provide some examples (Facilitator's note) of positive ways of responding to situations which provoke anger or conflict.
- 6 Close the session with a clear message about how identify our personal triggers and express anger in ways that lead to more positive outcomes.

"It is important to learn how to express our anger rather than bottling it up inside. When we allow anger to build up, we tend to explode. Healthier, more positive ways of reacting and expressing our anger can also lead to better results or ensuring everyone 'gets what they want.' By identifying the triggers that can cause us to become angry, and by thinking of new, positive ways to manage our anger, we can break the cycle the violence."

7 Facilitate a debriefing of this session using the discussion questions below as a guide

Facilitators' note

Positive ways to respond when angry

- Get some fresh air or cool off. It is important to stress that "getting some fresh air" does not mean going out to a bar and drinking alcohol or getting in a vehicle and driving at high speed; exposing oneself to risk.
- Getting some fresh air means simply removing oneself from the situation or conflict, and away from the person who is making you angry.
- You can count to ten, breathe deeply, take a walk, or do some kind of physical activity, trying to cool down and keep calm. You should also explain to the other person that you will go outside to get some fresh air because you are feeling angry.
- Using words to express what we feel without offending or harming anyone.
 Using words in this way is learning how to express two things:
 (1) saying to the other person why you are upset; and
 (2) saying what you want from the other person without offending or insulting him/her.

GROUP DISCUSSION QUESTIONS:

- 1 When disagreeing over household issues or money matters, is it difficult for men and women to work through conflicts and express their anger without using violence? Why or why not?
- 2 Very often, we know how to avoid a conflict or a fight without using violence, but we do not do put positive approaches into practice. Why?
- 3 Is it possible to "get some fresh air" or count to ten to reduce conflicts and tension? Do we have experience with this? How did it work out?
- 4 Is it possible to use words without offending, especially when making household decisions? How?
- 5 Do you think these positive ways of reacting when you are angry are realistic for you to use in your own life? Why or why not?
- 6 Can you think of other positive ways of reacting when you are angry that are more realistic?
- 7 Did you learn anything from your own reflections or your peers this activity?

KEY MESSAGES

- We have a responsibility to control ourselves when we feel angry or upset. It is also important to learn how to express our anger rather than bottle it up inside.
- When we allow anger to build up, we tend to explode.
- Healthier, more positive ways of reacting and expressing our anger can also lead to better results or ensuring everyone "gets what they want."

ACTIVITY 5

Father's Legacy

40 engaging men for gender equality in rural transformation projects



Time

60 minutes

Objectives

- Reflect on men's (and women's) relationships with their fathers or male relations.
- Explore how they can take the positive aspects of these fatherly relationships into relationships with their own children and leave the negative aspects behind.
- Encourage men's active participation in caring for children.

Materials

Sound system, megaphone (if working in open area)



Preparation

Statements for group facilitation

Facilitation steps

- Explain to the group that in this activity, they will have the opportunity to reflect on their gender roles as fathers (and mothers) and to think about what impact their relationships with their own fathers has had on their lives. For women, this will also be an opportunity to think about the relationship their husband/male partner has with his father.
- Ask everyone to close their eyes and think about an object or a smell that reminds them of their father. If someone did not grow up with their father, explain that they can think of another man who was important to them during their childhood – such as an uncle, grandfather, or older brother. The object or smell can be a tool, a book, a piece of clothing, the smell of beer, etc.
- Tell the participants to spend a few minutes focusing on the object or smell they identify with their father. What emotions does this object or smell recall for them?
- After two minutes, ask the participants to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell they identified.
- Ask them to share how this memory relates to their father or main male role model.
- Once everyone has finished sharing, ask everyone to reflect on the following statement:

Negative memories

"One negative thing that my father did that I do not want to repeat with my own children is..." For the women's group, ask the women how they think their male partner/husband would complete this statement.

- Explain that each person should think about this statement and imagine how they would like to be in the future. Ask them to share their thoughts with the person sitting next to them. Give them five minutes to share.
- After everyone has finished sharing with their partner, ask everyone to think about the next statement:

Positive memories

"One positive thing that my father did that I do want to repeat with my own children is..."

For the women's group, ask the women how they think their male partner/ husband would complete this statement.

- Ask them to share their thoughts with the person sitting next to them. Give them five minutes to share.
- After everyone has finished sharing, ask everyone to come back to the circle and open up a discussion with the entire group using the group discussion questions.

Facilitators' note

This activity can generate strong emotions in the participants. Ensure that you are actively and empathetically listening without judging or interrupting the participants' stories. Create and maintain a safe space for mutual listening and avoid speaking too much yourself to give participants the space to express their emotions. Do not pressure anyone to share. Allow participants to talk about what the exercise evokes in them, promote reflection, and highlight the key messages of the exercise. If any participant shares any painful experiences, is deeply moved, or cries, you can implement any of the following recommendations:

- **Don't judge.** This isn't always easy, but set aside your own opinions to focus on the other person's perspective. Recognizing the participant's views and emotions will help them feel heard and understood. This doesn't mean you have to agree with everything the person says; it's about letting them know you care.
- Give the person your full attention. Pay attention with your gaze, your body language, and a warm tone of voice. Maintain eye contact, nodding and giving other cues as appropriate to show you are paying attention, without interrupting. Giving your full attention shows respect, and a person is more likely to remain calm when they feel respected.
- Listen carefully (feelings and facts). Actively listen to the words and experiences participants describe – as well as the emotions reflected in their tone of voice, body language, and other cues – to go beyond words and identify emotions. Listen with your heart, gaze, voice, and ears.
- Don't be afraid of silence. Sometimes, all a person needs is to be heard or to know you are there. The person may be thinking about what they are going to say next or may need

a few moments of silence to restrain their emotions. Let the person finish speaking before offering a few words of support.

- Say thank you. Express appreciation for the participants' openness and confidence in sharing their experiences or for being vulnerable. Comment that many of us have had painful experiences with our parents and being able to recognize them can help heal.
- Consider sitting next to the distressed person. You can hold their hand or rest your hand on their back if appropriate in the context, or you can ask the person if they want to go out and get some air and accompany them if there is a second facilitator.
- Repeat and paraphrase. Ask questions to confirm and validate experiences that have been shared. Refer to the person's words: For example, "I heard that Mario felt humiliated when his father insulted him. Is that right?" Keep a respectful and nonjudgmental attitude and give the person time to respond. Remember that there is no script for empathic listening. Respond based on the person, the situation, and the moment.
- Resist the temptation to give advice. Limit yourself to listening, validating the experience, being grateful for it having been shared, and looking for common ground with the other participants.
- Follow up. Between sessions or at the beginning or end of the next session, approach the participant who had been emotionally affected, ask how they have been, and suggest other times to meet if necessary or consider offering information about psychological support services if they are still distressed (see Section 8 at the beginning of the toolkit, "Responding to Disclosures Related to Intimate Partner Violence or Mental Health").

GROUP DISCUSSION QUESTIONS



- 1 What are the positive things about your relationship with your father that you would like to put into practice or teach to your children? Which things would you rather leave behind?
- 2 For women: What are the positive things that you hope your husband or male partner will pass on to your children? What would you prefer that your husband or male partner leave behind?
- ³ How did traditional definitions of what a man should be impact the way our fathers cared for children? (Some examples: Men don't cry; men should not express physical affection with sons and daughters, such as kissing or hugging; men use violence to resolve conflict.)
- 4 For men: How can we "leave behind" harmful practices to be more involved partners? And how can we participate more and be fathers who value women and men, and our children as worthy of the same respect, love, and equity.
- 5 Take a moment to discuss the fathers' legacies in this community to gender equality. How have our fathers shaped rights such as access and control over key resources including land and other key household's belongings? What have been the effects for women? What would we change?
- 6 For women: What are the ways in which you hope your husband or male partner can be involved and encourage gender equity within the household for your relationship and for the next generation(s)?

KEY MESSAGES

The people we are today have been shaped by our experience growing up, but they do not have to determine who we will become in the future.

- By reflecting on the past and the relationships you had with your fathers, you can better fathers (and mothers) to your children. You can choose to leave behind all the negative or harmful practices of your father and only carry the positive ones into your relationship with your children.
- The legacy of our fathers and the way they view gender relations in the household leave emotional and economic impacts into the next generations. We can choose to transform customary practices to enhance household security especially with respect to land, resources and household assets.

ACTIVITY 6

Men & Women Working Together as Partners

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Time

60 minutes

Objectives

- Explore the differences in how men and women spend their days, focusing on who does the majority of the care and household work;
- Promote a cross-gender dialogue about how it feels to have many burdens and pressures.
- Encourage solutions on how to share the care work fairly between men and women.



Materials

Markers, tape, flipchart paper



- Explain that in this activity, participants are going to reflect on the different ways that men and womenspend their days and the time they devote to certain tasks.
- Divide the participants into small groups (three to five people each) based on their sex. Men should be in small groups together with other men, and women should be in small groups together with other women. Give each group a piece of flipchart paper and a marker.
- Ask each group to imagine a typical day in the lives of a wife and husband (or male and female partner) in their community and to list on flipchart paper the activities or tasks performed by women and men ina household over 24 hours.

Facilitators' note -

- For low literacy groups, make sure that each group has one person who is able to take notes (as words or drawings). The participants should also identify each task as paid or unpaid.
- After about 15 to 20 minutes, ask each group to stick their flipchart paper to the wall. Ask participants to walk around the room and study the work of the other

groups, looking for what is the same and what is different from their group notes.

- Ask everyone to come back to the circle, and ask each group to briefly present what they wrote or discussed within their group.
- After the presentations are finished, starts the discussion using the group discussion questions.

GROUP DISCUSSION QUESTIONS

- 1 What differences do you notice between how men and women spend their days?
- 2 Who generally carries out more activities or tasks during the day men or women? Who generally has more leisure time to spend with friends or family – men or women? Do you think these differences are fair? Why or why not?
- 3 Who generally carries out income generating activities?
- 4 Who generally carries out activities using household land or resources, or natural resources available for household use?
- 5 Why do we tend to undervalue domestic work, such as cooking or cleaning, and time spent caring for children? And why is paid work seen as having more value?

Questions for female participants

- All of you (women and men) are very busy within and outside of the home.
 What are some of the challenges in managing household activities, work outside the home, and commitments to other (project/program) activities?
- 2 What things could men do to support women in their efforts to generate an income and to contribute economically to the home?
- 3 What are some of the risks to women's economic security relating to providing your labor in the household, or on the farm, business, or other?

Questions for male participants

- 1 Based on what the women said, what activities would you be willing to do to support your wives and partners in their work, both inside and outside of the home?
- 2 What are the things that men and women could help each to do/to support each other? [Allow men to answer, then repeat the question for THE WHOLE GROUP]
- 3 What are some of the benefits of men and women working together on these activities? For women? For men? For the family?
- 4 What more can be done for women to benefit from their own labor (economic security)?

KEY MESSAGES

- Women and men are often raised to perform different caregiving roles, with women usually bearing a significant proportion of the childcare, elder care, and domestic work. This creates an extra burden for women, especially when they are also earning income for the home.
- Women are often less likely to benefit directly for the work that they do for the household, on the household farm or business and are less financially secure.
- When men and women work together to carry out housework, both will have more time to work and participate in other activities that will help the family to prosper.

ACTIVITY 7 Family budgeting

ENGAGING MEN FOR GENDER EQUALITY IN RURAL TRANSFORMATION PROJECTS 47



Time

90 minutes

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Objectives

- Learn about the importance of establishing shared family financial goals;
- Learn how to create a family budget.
- Make a plan on how resources will be saved to reach financial goals.



Materials

Markers, pencils, tape, flipchart paper, and copies of budget worksheet (See Appendix)

Facilitators' note _____

- Talking about money can be difficult, particularly when couples have never had an open discussion about finances before. Be aware of the dynamics in the group and ensure that both men's and women's voices are heard during the discussions. It is important to challenge men's dominance over these decisions.
- For Low-Literacy Groups: If participants are not comfortable using the household budget worksheet, they can simply follow

the activity and listen to the prompts of the facilitator. They can write down some notes or mentally do the calculations instead.

• The household budgeting activity focuses on developing a one-week plan. Encourage those who are able to budget for longer periods to think about how they can do so. In many instances, a family's income may not be stable or predictable enough to budget far in advance.

Session 1 Discussing Family Finances



Time

30 minutes



Objective

Learn about the importance of establishing shared family financial goals



Materials

Markers, Flipchart

Facilitation steps

- Explain to the participants that this session is focused on building skills together to manage family finances.
- Divide the participants into small groups based on sex. There should be at least one group of men and one group of women. Depending on the group size and the availability of facilitators, there can be multiple groups of men and multiple groups of women. Be sure to coordinate the support of another facilitator for carrying out this exercise.
- Give each group flipchart paper and colored markers. Explain that they will do an exercise on their priorities for their household budget. First, they will do an individual exercise and then share the flipchart papers they prepare.
- Ask participants to discuss in their small group the typical expenses a family would have in one month. After two or three minutes, ask each small group to share their answers with the wider group. Write or draw these expenses on flipchart paper for everyone to see.
- Next, each group will do the following: Discuss their priorities on how to spend family income in one month, and then draw pictures for each of those priorities on the flipchart paper.



For example

- School fees to send children to school
- Purchasing medicines or going to the health center
- Investing in the family farm (e.g., buying seeds, agroinputs, etc.)
- Investing in the family business (e.g., buying tools, supplies), if applicable
- Home repairs
- Food
- New clothes or shoes
- Electricity bills
- After 10 minutes, tell the groups to discuss which item is the #1 priority, #2 priority, and so on. They should put a number (1, 2, 3...) next to each picture, according to the order of importance. (They can also use colors to portray their importance.)
- After 15 minutes, ask the groups to come back to the circle. Invite one representative from each group to share some of the feedback from the group discussion.
- After the groups have presented, start a discussion using the group discussion questions.

GROUP DISCUSSION QUESTIONS

1 Ask the men: Did anything surprise you about the priorities presented by the women? Ask the women: Did anything surprise you about the priorities presented by the men?



- 2 Is it easy to decide the priorities for the budget? Why or why not?
- 3 How can men and women work together to make financial decisions if they have different priorities?
- 4 How does your family decide how money is spent?
- 5 Who decides how to use money in the family?
- 6 How do money decisions relate to who owns household property, land, or resources?
- 7 Do you normally discuss household finances and make decisions together? Why or why not?
- 8 Is there anyone else you think should be involved in making decisions, or providing ideas, on how the family's budget should be managed?

KEY MESSAGES

- Men and women sometimes have different priorities and ideas for how family finances should be spent. It is important to talk about these priorities and to agree together on how money is spent.
- Sometimes financial decision-making is controlled by the head-of-household or the perceived owner of household or business assets, land, or resources, but can affect the ways in which money is allocated to other priorities.
- If men and women work together to manage the finances, money can be spent in ways that most effectively contribute to the well-being of the family.

Session 2 Making A Family Budget



Time

60 minutes



Objective

- Learn how to create a family budget
- Make a plan for how resources will be saved to reach financial goals



Materials

Copies of the budget worksheet (included in the appendix of this session) for all couples; paper, pencils/pens, and exercise books (if possible).

Facilitation steps

- Explain that in this activity, each couple will work on their own household budget.
- Ask the couples to sit next to each other, and give each couple a copy of the budget worksheet. If someone's partner is not present, they can complete the worksheet by themselves.
- Draw a copy of the worksheet format onto the flipchart paper large enough for everyone to see clearly.
- Explain to the group that you are going to lead them through the worksheet one step at a time. It may be a good idea to have an example so that everyone has an idea of how to use the worksheet before they do their independent work.
- Tell the group to look at **Step 1** on the worksheet and ask the group, "What expenses does your family have in a week (or month)?"
- Explain that each couple should think about the weekly (or monthly) expenses they have for the family.
- They should list all of the money that they spend as a family. Allow enough time for the couples to discuss and write down their responses.
- Tell the group to look at **Step 2** and ask the group: "How much money does your family earn in a week (or a month)?"
- Explain that each couple should think about the weekly (or monthly) income of their family
- Allow enough time for the couples to discuss and write down their responses.
- Tell the group to look at **Step 3** and ask the group: "Does your family earn enough money to pay all of its expenses?"
- Explain that this question is based on the first two steps (Step 1 and Step 2).
- Couples should take the total from **Step 2** (how much they earn) and see if it is enough to cover all of the costs in Step 1. If the amount in **Step 2** is larger than the amount in **Step 1**, the family has enough

money to survive and meet its expenses. If the amount in **Step 2** is smaller than the amount in Step 1, the family does not have enough money.

- Allow couples enough time to discuss their responses with each other.
- Prompt the group to look at Step 4 and ask, "What items do you spend money on that are necessities for your children?"
- Explain that each group should examine their family's budget and circle those expenses (Step 1) that are associated with the basic needs of their children, highlighting as much as possible any differences in allocation of resources to their sons versus to their daughters.
- Ask the couples to identify how much of their family budget contributes to the development of their children.
- Allow enough time for the couples to discuss this question.
- After the couples have completed the four steps, open up the discussion using the group discussion questions.

Facilitators' note

- For low-literacy groups, if participants are not comfortable using the household budget worksheet, they can simply follow the activity and listen to the prompts of the facilitator. They may write down some notes, make drawings, or mentally do the calculations instead.
- You should decide if participants will discuss weekly or monthly budgeting based on

participants' recall ability (if monthly is challenging, use weekly expenses). The worksheet may need to be adjusted depending on which you choose and your local context (i.e., changing weekly to monthly and using currency/quantities appropriate to your context).



GROUP DISCUSSION QUESTIONS

- 1 What do you think about the practice of writing down your family's budget? Is it possible to do this every week (or month) in your own family?
- 2 What are some difficulties or challenges you might have in making your budget?
- 3 How do you think money should be best spent to support the family's and children's wellbeing?
- 4 Do households ever spend money on items that do not promote the family's well-being? Why?
- 5 What are some of the consequences when money is not well spent?
- 6 How could this situation be improved?

KEY MESSAGES

- Making financial decisions together is a key part of a strong relationship and helps to build trust.
- By creating a budget, you can clearly see how to better manage spending, savings, and investments. It is a good practice to do regularly in order to maintain the financial health of the family. Consider involving older children in this activity to instill in them the values of managing money.







ANNEX 1 Worksheet: Creating a Family Budget

The following questions can help you to develop a weekly, monthly, or annual budget for your family. Some costs only occur once a month or twice a year – so you need to make sure to include these when you budget for longer periods of time. Creating a long-term budget plan can help you identify the future needs of your family and save money to meet these costs. On this worksheet, you will also find a budget to that you can use to develop a family budget after the session ends.



Money out: How much do you spend on family and household expenses

Write all of your costs for this week (e.g., food, clothing, housing, phone, and transportation) in the blank table, as in the following example.

ITEM	SPENDING PER WEEK
Transportation (Car, Motorbike, Bus)	UGX 3,000
Food	UGX 5,000
Housing	UGX 15,000
Phone	UGX 5,000
TOTAL SPENDING	UGX 28,000

Money in: How much does your family earn?

Write all of your income for this week (e.g., selling goods at the market, money earned from employment) in the blank table, as in the following example.

ITEM	EARNINGS PER WEEK
Selling at the market	UGX 10,000
Construction works	UGX 15,000

UGX 25,000

Evaluate money coming into the household

Do you bring in enough money to cover your costs or not enough? Is your total weekly spending more than your total weekly earnings? If yes to the second question, what could you do to better budget the money you have?

Evaluate money coming into the household

What items do you spend money on that are necessities for your children? With the money you spent, did you buy all of the things your children need to grow and develop? Are there better ways to spend your money on your family?



ANNEX 2 Recommendations for integrating the *Engaging Men* approach into a GALS curriculum

Incorporation of the Engaging Men tools within GALS can vary depending on context. It is therefore advisable for the facilitator to conduct an assessment of the GALS approach for any project or intervention area and make targeted recommendations for aligning the Engaging Men activities at the community level with the community action learning or household methodologies. Within the NOPP of Uganda, our validation process led to the following recommendations:

GALS Module: Individual and Household Visioning Journey

- Activity 1: The man, woman, and human boxes to evalute gender norms likely to be faced along the vision journey, especially applied to **Step 3: Opportunities and challenges**.
- *Activity 2: Gender fishbowl* to encourage communication between men and women, partners and spouses with focus on empathy.
- Activity 7: Family budgeting to apply real numbers to the Vision Journey; can be adapted to support the advanced GALS Financial Journey modules.

GALS Module: Gender Balance Tree

- Activity 1: The man, woman, and human boxes to help participants to identify inequalities between men and women within the households and how these inequalities can be addressed.
- Activity 5: My father's legacy to address the legacy of our fathers and their ways of managing households, household relations and household resources, especially under the module Step 3: Tree branch prompting questions such as Who receives what? / Who uses what? / How are benefits distributed between men and women in the household?
- Activity 6: Men and Women Working Together as Partners is very closely aligned with the purpose of the Gender Balance Tree and can be used to facilitate community action learning around gendered labor and time use.

GALS Module: Challenge Action Tree

- Activity 3: Masculinities, alcohol abuse and other habits/dependencies and to support community dialogues about normalized dependencies and substance (ab)use within the community prior to supporting households to discuss their intrahousehold challenges.
- Activity 4: What do I do when I am angry? to help participants analyze the reasons and interrelations between different dimensions of the gender challenges they face and take action commitments to address them.

ANNEX 3 Facilitated piloting evaluation

1. PARTICIPANT (COMMUNITY MEMBERS) EVALUATION

INSTRUCTIONS:

This section is intended to elicit feedback about the training workshop. Facilitators should create a welcoming environment to receive honest criticism and recommendations for improvement (as well as positive comments!). The facilitator should be recording the information in the reporting template.

Give each participant 1 smiley face card, 1 no reaction card and 1 frowning face card. If you cannot print these in advance, give each person 3 cards and ask them to draw 1 face on each card.

Explain that the **smiley face** means that they really enjoyed/appreciated the workshop. The **neutral face** means that they really have no positive or negative opinion about the workshop. The **frowning face** means that they have serious concerns or negative feedback.

Question 1: about the content	Ask participants to rate the They will all hold up their of mark the number of each to have them close their e participants hold up their of	cards in unison and the fac type of card on the evalua yes for privacy, this is okay	cilitator will count and tion board. If you wish 4. But ensure that all
ACTIVITY 1 – MAN WOMAN HUMAN BOXES	Count the emoji cards and <i>Positive</i>	d insert the count below: Neutral	Negative
	Ask 1 person with a positiv Ask 1 person with a neutra Ask 1 person with a negativ	l response to explain.	

Invite discussion for up to 5 mins.

ACTIVITY 2 -	Count the emoji cards and insert the count below:		
FISHBOWL	Positive	Neutral	Negative
	Ask 1 person with a positive response to explain.		
	Ask 1 person with a neutral response to explain.		
	Ask 1 person with a negative response to explain.		
	Invite discussion for up to	o 5 mins.	
ACTIVITY 3 -	Count the emoji cards and insert the count below:		
ALCOHOLISM	Positive	Neutral	Negative
	Ask 1 person with a posit		
	Ask 1 person with a neut		
	Ask 1 person with a nega	tive response to explain.	
	Invite discussion for up to 5 mins		
	invite discussion for up to	5.5 111115	
ACTIVITY 4 -	Count the emoji cards and insert the count below:		
ANGER	Positive	Neutral	Negative
	Ask 1 person with a positive response to explain. Ask 1 person with a neutral response to explain.		
	Ask 1 person with a negative response to explain.		
	Ask i person with a negative response to explain.		
	Invite discussion for up to 5 mins		
ACTIVITY 5 -	Count the empiricande a	d incort the count below:	
ROLE MODELS	Positive	nd insert the count below:	Negativo
ROLL MODELS	Positive		Negative
	Ask 1 person with a posit	ive response to explain.	
	Ask 1 person with a neut		
	Ask 1 person with a negative response to explain.		
	Invite discussion for up to	o 5 mins.	

ACTIVITY 6 -	Count the emoji cards and insert the count below:		
PARTNERSHIP	Positive	Neutral	Negative
	Ask 1 person with a positive response to explain.		
	Ask 1 person with a neutral response to explain.		
	Ask 1 person with a negative response to explain.		
	Invite discussion for up to	o 5 mins.	
ACTIVITY 7 -	Count the emoji cards and insert the count below:		
BUDGET	-		
202021	Positive	Neutral	Negative
	Ask 1 person with a posit	ive response to explain	
	Ask 1 person with a neut		
	Ask 1 person with a nega		
	· · · · · · · · · · · · · · · · · · ·		
	Invite discussion for up to	o 5 mins	
Question 2: about the training quality and workshop logistics	Ask participants to rate the training quality? Was the session well organized, well facilitated, and free of challenges? Count the emoji cards and insert the count below:		
	Positive	Neutral	Negative
	Ask 1 person with a posit	ive response to explain.	
	Ask 1 person with a neut	ral response to explain.	
	Ask 1 person with a nega	tive response to explain.	
	Invite discussion for up to	o 5 mins.	
Question 3: about	Ask the participants to di	scuss the participatory acti	vities
the participatory			
activities	Which activity most facili	tated their understanding o	of the topics?
	Which activity did they fi	nd most fun/enjoyable?	
	Which activity made ther	m most uncomfortable?	
Recommendations	Ask participants to provid	le recommendations abou	t either the
for future trainings	(1) content; (2) delivery; d		

2. DEBRIEFING FOR TRAINERS

INSTRUCTIONS: After the community participants have departed, the trainers should sit together for a debriefing meeting (30minutes). Assign a notetaker to complete the reporting template.

Discuss and debate critical feedback about each section of this learning module.

Question 1: about the content	1a. How well the participants understand the content?1b. Provide recommendations to improve on the module guide to improve participant understanding.
Question 2: about the level of participation among different types of participants	 2a. How would you describe the level of participation in the demonstration activities? 2b. Was there a difference between men and women? 2c. Were there any marginalized groups who were not participating equally? 2d. Provide recommendations for better fitting this topic to different user groups.
Question 3: What went well/ Achievements	 Discuss different facilitation elements such as content, facilitation methods, participatory activities, time management, etc. 3a Ask the lead facilitator to describe what they think went well? 3b. Which elements were they most comfortable facilitating? Then ask for the other trainers/observers to comment.
Question 4: Areas for improvement/ Gaps	 Again discuss different facilitation elements such as mastering the content, engaging participants, time management, audible voice, control of the audience, etc. 4a. Ask the lead facilitator to describe which facilitation elements were most difficult to manage? 4b. What were some of the areas for improvement/gaps? Note that the gaps may be external to the facilitator (topic does not fit the context, allocated time is not realistic, etc.). Then ask for the other trainers/observers to comment.
Question 5: AUPWAE comments	After all the participants have given their comments, AUPWAE will provide theirs as well starting with what went well followed by areas for improvement or gaps.

3. OBSERVATIONS FROM PROJECT MANAGEMENT TEAM

INSTRUCTIONS: After the close of the event, reflect on the training event and provide your own observations, comments, and recommendations for improvement.

Question 1: about the content	1b. F	How well the participants understand the content? Provide recommendations to improve on the module guide to improve participant understanding.
Question 2: about the level of participation among different types of participants	2b. \ 2c. \ 2d. F	How would you describe the level of participation in the demonstration activities? Was there a difference between men and women? Were there any marginalized groups who were not participating equally? Provide recommendations for better fitting this topic to different user groups.
O		
Question 3: Other comments and observations to improve the learning experience	Insert	your own comments here
Other comments and observations to improve the		your own comments here

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FOR MORE INFORMATION

EQUIMUNDO USA (FORMERLY PROMUNDO-US)

Equimundo is an applied research organization dedicated to achieving gender equality and social justice by transforming intergenerational patterns of harm and promoting care, empathy, and accountability among boys and men throughout their lives. Our emphasis on research underscores our belief in the power of informed and evidence-based approaches to drive positive societal change.

After 10 years as Promundo-US we are reaffirming our mission to take the promise of an intersectional focus on masculinities and social justice to the next level. We changed our name to make clear our focus on masculinities within and always as part of a social justice framework, and to communicate that message to a broader audience of stakeholders.

https://www.equimundo.org/

MENENGAGE ALLIANCE

MenEngage Alliance is a space for members to come together in solidarity with those most targeted by gender injustices and patriarchal systems to collectively dismantle structural barriers to women's rights and gender equality. As a global network, we bring together people and organizations with a shared vision of a world in which gender justice and human rights are recognized, promoted and protected, where all people are equal and free from discrimination and oppression.

https://menengage.org/

MENCARE

MenCare is a global fatherhood campaign active in more than 60 countries on five continents, coordinated by Equimundo: Center for Masculinities and Social Justice and Sonke Gender Justice. Our mission is to promote men's involvement as equitable, nonviolent fathers and caregivers. Men's positive involvement in the lives of their partners and children creates a global opportunity for equality, and it benefits women, children, and men themselves.

https://men-care.org/



INITIATIVE CONSORTIUM



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.



Climate change, biodiversity loss, environmental degradation, and malnutrition. These four interconnected global crises have put at stake the wellbeing of our planet for years. Fueled by COVID-19, their impact on agriculture, landscapes, biodiversity, and humans is now stronger than ever. Reversing this negative trend is a challenge, but also an opportunity for bold choices and integrated solutions. Established in 2019, the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) was created to address these four crises, maximizing impact for change at key points in the food system.



The International Food Policy Research Institute (IFPRI) provides research-based policy solutions to sustainably reduce poverty and end hunger and malnutrition in developing countries. Established in 1975, IFPRI currently has more than 600 employees working in over 50 countries. It is a research center of CGIAR, a worldwide partnership engaged in agricultural research for development.

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https://www.cifor-icraf.org/wlr/ https://www.ifad.org/en/gender_transformative_approaches