CGIAR
GENDER EQUALITY AND
INCLUSION

FACILITATOR'S GUIDE

Gender Transformative Dialogue Sessions on Women's Ability to Buy or Sell Assets without Taking Permission from Their Husbands



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Overview of the Facilitators' Guide

This guide offers key topics and best practices to help Justice, Development and Peace Commission (JDPC) program officers facilitate sessions on gender issues such as household roles, decision-making, gender norms and relations, harmful gender norms, and developing action plans for equitable change. Designed to enhance the autonomy of women in Nigeria's cassava agrifood system, it focuses on empowering women to make decisions about buying or selling assets without requiring permission from their husbands.

The Facilitator's Guide on Gender-Transformative Dialogue Sessions consists of six modules and fifteen sessions aimed at strengthening facilitators' capacity to lead discussions at both group and household levels. These discussions foster critical reflection on harmful gender relations and support the development of action plans and strategies to promote positive gender dynamics within households and groups. The guide also provides facilitators with insights into harmful masculinities and gender dynamics that affect women's autonomy in managing productive assets related to cassava production and business activities.

Introduction

In Nigeria, the cassava agrifood system remains vital for food security and poverty reduction among the teeming population residing in both urban and rural areas. However, gender inequalities, reinforced by prevailing gender norms, continue to pose significant barriers to women's equitable participation in the agrifood system. These norms shape the extent to which men and women can engage in various activities within the cassava agrifood system. Harmful gender norms often restrict women from buying or selling productive assets without first obtaining permission from their spouses. Such restrictions negatively impact the productivity and profitability of women working in the cassava agrifood system. These norms also hinder the adoption of cassava technologies and good agronomic practices by women, limiting their ability to participate in cassava production and processing as a viable business.

This comprehensive, gender-transformative guide supports facilitators in conducting dialogue sessions with members of cassava-based groups of the Justice Development and Peace Commission (JDPC) in Ibadan, Nigeria. These groups are in three Local Government Areas (LGAs) in Ibarapa: Ibarapa South, Ibarapa Central, and Ibarapa North. The gender dialogue sessions aim to address the gender norm that restricts women from buying or selling productive assets without spousal permission.

The guide presents key topics related to gender issues in household roles and responsibilities, decision-making, gender norms and relations, the implications of harmful gender norms, and the development of action plans to foster equitable change.

This facilitator's guide adapts resources from Garner et al., (2024)[1] and FAO, IFAD, and WFP (2024)[2]. These resources provided the foundation for developing the participatory activities integrated into the various modules of the gender-transformative dialogue sessions on women's ability to buy and sell assets without needing permission from their husbands.

By addressing restrictive norms around women's autonomy to buy or sell productive assets through structured dialogue sessions, this facilitator's guide fosters a more equitable and inclusive environment for women engaged in the cassava agrifood system.

[1] Garner, E., Zaman, M., Alam, K., Hossain, T., Choudhury, M., Karim, N., Naim, J. 2024. Gender Transformative Approaches Toolkit: Community Dialogue Tools for IFAD Project Implementers. Global Initiative for Gender Transformative Approaches for Securing Women's Resource Rights (WRR). Center for International Forestry Research (CIFOR) and World Agroforestry (ICRAF), Bogor and Nairobi.

[2] FAO, IFAD and WFP. 2024. Step-by-step guide to integrating a gender transformative approach throughout the project cycle. Rome. https://doi.org/10.4060/cd2629en

Objectives of the Facilitator's Guide

- To assist facilitators in organizing and planning various sessions and activities.
- To equip facilitators with participatory skills that promote active involvement from all participants.
- To provide facilitators with guidance and best practices for conducting gender-transformative dialogue sessions.
- To enable facilitators to support members of JDPC-led cassava groups and their relatives in critically reflecting on the underlying causes of gender inequalities affecting women's autonomy to buy or sell productive assets.
- To collaborate with members of JDPC-led cassava groups and their relatives to develop, implement, and monitor action plans aimed at addressing the norms that restrict women from buying or selling productive assets without obtaining permission from their spouses.

The Target Audience

The target audience for this guide includes trainers, facilitators, and other development professionals working to implement gender-transformative interventions that address restrictive gender norms limiting women's ability to buy or sell productive assets without obtaining permission from their spouses. Through a training-of-trainers approach, JDPC program officers will receive training to enhance their knowledge and capacity to facilitate gender-transformative sessions with members of JDPC-led cassava groups, their spouses, and other male relatives, as appropriate.

This guide focuses on normative constraints related to women's autonomy in buying and selling productive assets at the household, group, and organizational levels. It can also be adapted to promote gender-transformative change across institutional levels in other agrifood systems.

Organization and Implementation of the Modules

The guide consists of six modules and fifteen sessions focused on gender-transformative interventions designed to improve gender relations within households and groups, which enhance women's autonomy to buy and sell productive assets. It aims to deepen understanding of harmful masculinities and gender dynamics that influence women's autonomy in the purchase and sale of productive assets among members of cassava-based groups working with the Justice Development and Peace Commission (JDPC), Ibadan.

The modules offer opportunities for discussions, exercises, and case studies that challenge negative attitudes toward women's rights to buy and sell assets without obtaining permission from their spouses. The modules encourage critical reflection on the implications of harmful gender relations and support the development and implementation of action plans to promote better gender relations within households and groups, particularly regarding women's autonomy in buying and selling productive assets.

In addition, the guide provides a platform for men to become role models and develop action plans that support women's rights to control the sales and purchase of productive assets in cassava production and related activities.

To implement these interventions, program officers from JDPC, Ibadan, will conduct gender-transformative dialogue sessions with members of its cassava-based groups—including their spouses and other male relatives—across selected Farmer Organizations (FOs) in various communities within Ibarapa East, Ibarapa North, and Ibarapa Central Local Government Areas (LGAs).

Overview of the Modules

The guide consists of six modules and fifteen sessions, developed to facilitate a logical progression aimed at increasing participants' understanding of the various issues related to gender normative constraints affecting women's ability to buy or sell productive assets without obtaining permission from their husbands. The modules include discussions designed to stimulate participants' perspectives and encourage the development of positive perceptions and attitudes toward women's autonomy in buying and selling productive assets.

Module 1: Gender issues in household roles, responsibilities, decision-making and control over resources in the household

This module presents gender issues related to household roles, responsibilities, decision-making, and resource distribution. It explores key gender concepts and how they influence the assignment of roles, responsibilities, and opportunities within the cassava agrifood system. The module also examines gender norms and how they shape the distribution of roles, control over resources, participation, and access to opportunities for men and women in the cassava agrifood system.

Through interactive discussions, role mapping, and case studies, participants analyze various gender dynamics, reflect on challenges, and identify strategies to promote equitable gender relations and shared decision-making, fostering harmony and progress within households and groups involved in the cassava agrifood system.

Module 2: Division of household roles and responsibilities

This module examines the division of household roles, emphasizing the impact of unequal workload distribution on families. It explores gender norms that shape time use, highlights workload disparities, and presents strategies for promoting equitable sharing of responsibilities. Through interactive activities, reflection, and action planning, the module enables participants to develop strategies that foster balanced household responsibilities, improve well-being, and strengthen cooperation within households of men and women involved in the cassava agrifood system.

Module 3: Gender issues in decision-making and control over productive assets

The module provides deeper insights into gender issues that influence decision-making and control over productive assets. It analyzes who controls major and minor assets, highlighting the unequal impact of gender on resource ownership and control.

It also examines prevailing gender norms and outlines actions to challenge them. The module envisions change through practical solutions, emphasizing shared decision-making and actionable steps to empower women in asset management.

Module 4: Case Studies - Success stories of role models/gender justice champions

This module uses case studies to explore gender justice. It begins by defining masculinities and promoting positive forms of masculinity, focusing on the shift from harmful norms toward gender equality. The module offers opportunities to analyze dominant forms of masculinity, contrast them with gender-equitable approaches, and commit to actions that promote women's autonomy in the use of their productive assets. It culminates in encouraging positive masculinity, emphasizing empathy, respect, and the adoption of healthier, more inclusive behaviors by men.

Module 5: Building Alliances and Networks

This module emphasizes the importance of building alliances and networks to advance gender equality. Participants learn strategies to identify allies, engage diverse stakeholders, and strengthen advocacy efforts. The module highlights the role of men as partners in promoting gender justice and encourages collaboration. Through discussions, activities, and reflective exercises, participants are encouraged to commit to expanding networks and fostering inclusive collective action.

Module 6: Moving forward with Positive Change

This module focuses on translating actions and commitments into practice. It emphasizes the use of SMART goals and encourages participants to commit to specific, actionable steps. The module highlights the importance of collaboration and accountability in creating realistic plans,

addressing gender biases, and overcoming barriers. It also underscores the need for sustained efforts to foster lasting change in women's ability to make decisions related to their productivity and profitability within the cassava agrifood system.

Instructions for using the Facilitator's Guide

Trainers and facilitators need to adopt a participatory methodology and incorporate different strategies such as brainstorming, group discussion, critical reflection, and action plan development to ensure participants' engagement and contribution to the discussions.

Each session in the module should feature reflective and critical thinking, action point development, and practical application. Facilitators must facilitate reflective and critical thinking activities to allow participants to recognize and question negative attitudes and perceptions toward women's abilities to buy or sell productive assets without taking permission from their husbands. The facilitator must ensure that each session results in the development of specific action points and implementation plans to address the negative perceptions and attitudes.

Tips for Successful Facilitation

- Liaise with the JDPC community mobilizer or focal point and ensure that all group members (and their spouses) are well-informed and mobilized well ahead of the meeting.
- Create a safe and respectful environment essential for adult and participatory learning.
- Be mindful of cultural sensitivities and avoid generalizing about gender roles.
- Recognize that gender roles and expectations can vary significantly across the community's households, families, and social groups.
- Encourage open and honest discussion while ensuring all voices are heard and respected.
- Use simple, clear local language and avoid technical terms or jargon.
- Use relevant, real-life examples, stories, and scenarios familiar to the community to illustrate the impact of gender norms on women's lives.
- Ensure that actors/people in the examples provided are anonymized to prevent breaches of privacy or confidentiality.
- Relatable examples will help participants connect the discussion to their own experiences and better understand the challenges women face.

Module 1: Gender issues in household roles, responsibilities, decision-making, and control over resources in the household

Session 1: Understanding Gender

The session aims to foster a deeper understanding of gender and gender-related concepts. It provides insights into how people's beliefs about gender influence their perceptions and attitudes toward men and women in society. The session features activities that relate gender concepts to men's and women's participation in the cassava agrifood system, as well as their control over resources and access to opportunities essential for productivity within the cassava agrifood system.

The session begins with welcome and introductory activities, allowing participants to get to know each other and learn the rules and principles for creating a safe and inclusive learning environment throughout the group engagement.

Session Objectives:

- To allow participants to get to know each other better, the ground rules and procedures that guide the group engagement.
- To enhance participants' understanding of the meaning of gender.
- To improve participants' understanding of various gender concepts and how these concepts influence women in the households involved in cassava activities.

Required Materials: Flip chart, markers, masking tape, Post-it notes, Rope or string (for the "Tug-of-War" icebreaker), pictures and illustrations, posters, infographics

Recommended Time: 3 hours

Session Overview:

- Activity 1: Welcome and Ground Rules
- Activity 2: Understanding Sex and Gender (50 minutes)
- Activity 3: Differences between Gender and Sex (45 minutes)
- Activity 4: Manifestations of gender issues in the attitudes and behavior of men and women involved in the cassava agrifood system (60 minutes)
- Wrap Up and Closing (25 minutes)

Activity 1: Welcome and Ground Rules
Step-by-Step Guide:

1. Welcome participants and express gratitude for their time and participation.
2. Briefly introduce yourself and the purpose of the group.

    - Explain to the participants that everyone attending the training consists of key leaders and stakeholders in the communities where JDPC Ibadan has their cassava-based groups.
    - Inform the participants that they will participate in different sessions and activities to help them understand how social and gender norms at the household and group levels limit women's autonomy over the sale and purchase of productive assets.
    - Explain to the participants that they would engage in group discussions, critical reflection, and exercises to work together to develop action plans that would address the norm that restricts women from buying or selling assets without obtaining permission from their husbands.

3. After providing some insights into the purpose of the group, ask the participants to introduce themselves using the questions below:

    - What is your name?
    - What is your role in the community?
    - What are your expectations about this group?
    - Do you have any concerns about the group you want to share?

4. After all the participants have introduced themselves, inform them that they will meet in 15 weeks to participate in different sessions and discussions about gender norms in the community, and how these affect women's control to buy or sell productive assets without obtaining permission from their husbands.
5. Explain to the participants that they can work together to decide on the actions that they can take to address the normative constraints for productive and profitable cassava activities.
6. After the initial introduction, inform the participants that they will develop a set of shared ground rules that will guide personal and group behavior to create a safe and open environment for learning throughout the weekly sessions.
7. Ask participants to suggest ground rules to guide the group activities. You can use the proposed rules as a reference list:

    - **Time management:** We need to respect time
    - **Mobile Phones:** Keep them off or in silent mode.
    - **Participation:** Encourage full participation and engagement in group activities.
    - **Focus on group discussions:** Avoid side meetings and distractions.
    - **Respectful dialogue**: One person speaks at a time.

- **Respect for others:** Respect other people's thoughts and opinions.
- **Confidentiality:** Personal stories and experiences shared must be kept within the group.

8. To round off this activity, facilitate an 'Icebreaker: Two Truths and a Lie' for informal participant interaction.

    - Facilitate an Icebreaker: Two Truths and a Lie:

        - Each participant shares two true statements and one false statement about themselves.
        - The group then tries to guess which statement is the lie
        - This activity helps to break the ice and encourage informal interaction among participants.

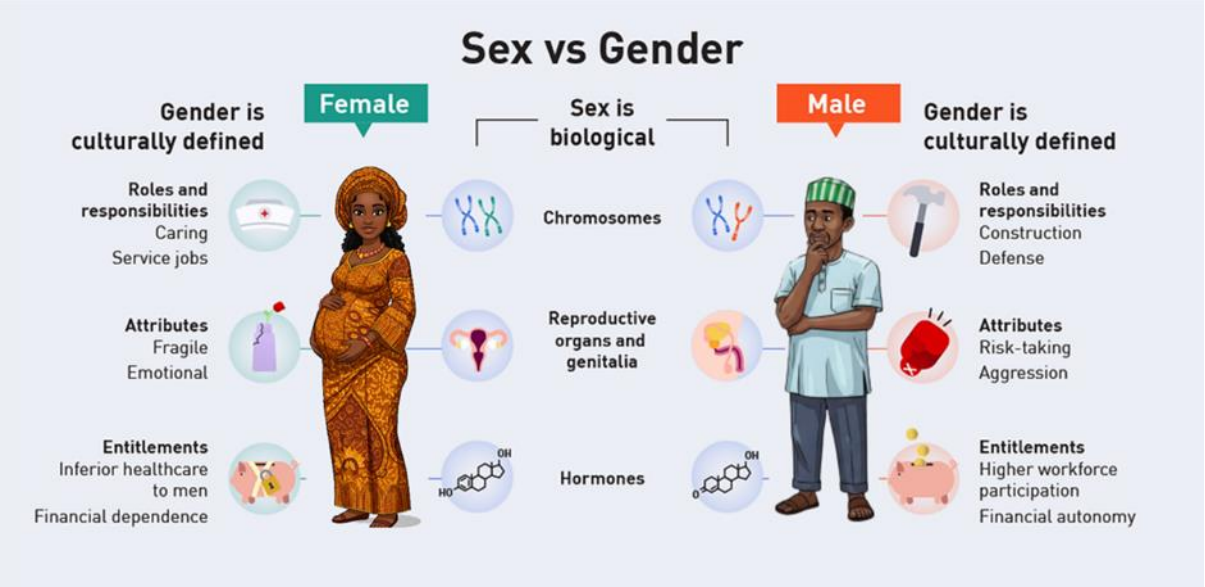
9. After the icebreaker, express appreciation to everyone and thank them for their participation and contribution.

Activity 2: Understanding Sex and Gender

Aim: to provide a clear understanding of the meaning of gender and sex.

Step-by-Step Guide

1. Explain to the group that having a clear understanding of the concepts of sex and gender is essential for recognizing the opportunities and constraints that men and women may face within households or groups.
2. Highlight that these opportunities or constraints influence the extent to which men and women can participate in the cassava agrifood system.
3. Inform participants that understanding the concept of gender is crucial for promoting social justice and fairness within the agrifood system, including the cassava agrifood system, which serves as a vital source of food and income for many households in this community and across Nigeria.
4. Ask the group: "When people talk about 'sex' and 'gender,' what comes to your mind?"
5. Invite one or two volunteers to share their thoughts with the group. Document the key points from their explanations on a flip chart.
6. After capturing the highlights from the volunteers, use the visual aid adapted from the LANCET Series on Gender Equality, Norms, and Health (2019) to define 'sex' and 'gender clearly.'



Source: Adapted (using AI) from Lancet Series on Gender Equality, Norms, and Health, Paper 1, 2019

7. Allow the participants to examine the picture for approximately 2 minutes. Then, provide a reference list on the flip chart explaining the meaning of the word 'sex.'

Brief Outline on the Meaning of 'Sex'
Sex talks about biological differences
Sex talks about a child being a boy or a girl
Sex is based on the differences in the anatomy of males and females
These differences are universal

8. Explain each sentence one by one to ensure participants gain a clear understanding of the word 'sex.'

For example, in the first sentence, which states "sex refers to biological differences," you can provide some examples, e.g.:

- men can impregnate a woman; women cannot impregnate
- women can breastfeed baby; men cannot breastfeed baby

9. Ask more participants to provide more examples of their understanding of the word 'sex' using the reference list provided
10. After everyone who wishes to provide examples has done so, explain the meaning of the word 'gender.'
11. Provide a reference list on the flip chart explaining the meaning of the word 'gender.'

Brief Outline on the Meaning of 'Gender'
Gender refers to socially constructed roles, responsibilities, rights, principles, and behaviors attached to males and females.
Gender refers to how societies define acceptable and customary roles, responsibilities, and behavior of women, girls, men, and boys.
Gender is a cultural or social way of channeling people into different activities based on their anatomy.
Gender changes across time and space.
Gender is learned through socialization.
Gender is a type of social classification.

12. Explain each sentence one by one to ensure participants gain a thorough understanding of the word 'gender.'
13. For example, in the first sentence, "gender refers to socially constructed roles, responsibilities, rights, principles, and behaviors attached to males and females," you can provide some examples:

e.g.

- In this community, men are mainly the cassava farmers, and women are mainly the cassava processors.
- In this community, only men drive truckloads of cassava; women do not drive truckloads of cassava.
- In this community, men own major assets like a plough, tractor, processing equipment, a vehicle for transportation, etc.

14. Ask more participants to provide additional examples of their understanding of the word 'gender' in the community, using contexts from the cassava agrifood system.
15. Once all the participants who wish to share their examples have done so, document all the key points from the examples provided and add them to the list above.
16. Write the new sets on another flip chart and guide the participants through each.
17. Conclude the activity by thanking everyone for their input and contributions to the discussions.

Activity 3: Differences between Sex and Gender

Aim: to help participants gain a better understanding of the differences between gender and sex

Step-by-Step Guide

Exercise: Differences between gender and sex

1. Ask the participants to think about these questions:
    - Generally, what can a man do that a woman cannot do?
        - In this community, in the cassava agrifood system, what can a man do that a woman cannot do?
    - Generally, what can a woman do that a man cannot do?
        - In this community, in the cassava agri-food system, what can a woman do that a man cannot do?
2. Invite volunteers to provide answers to the questions and record each response on a separate line on the flip chart:

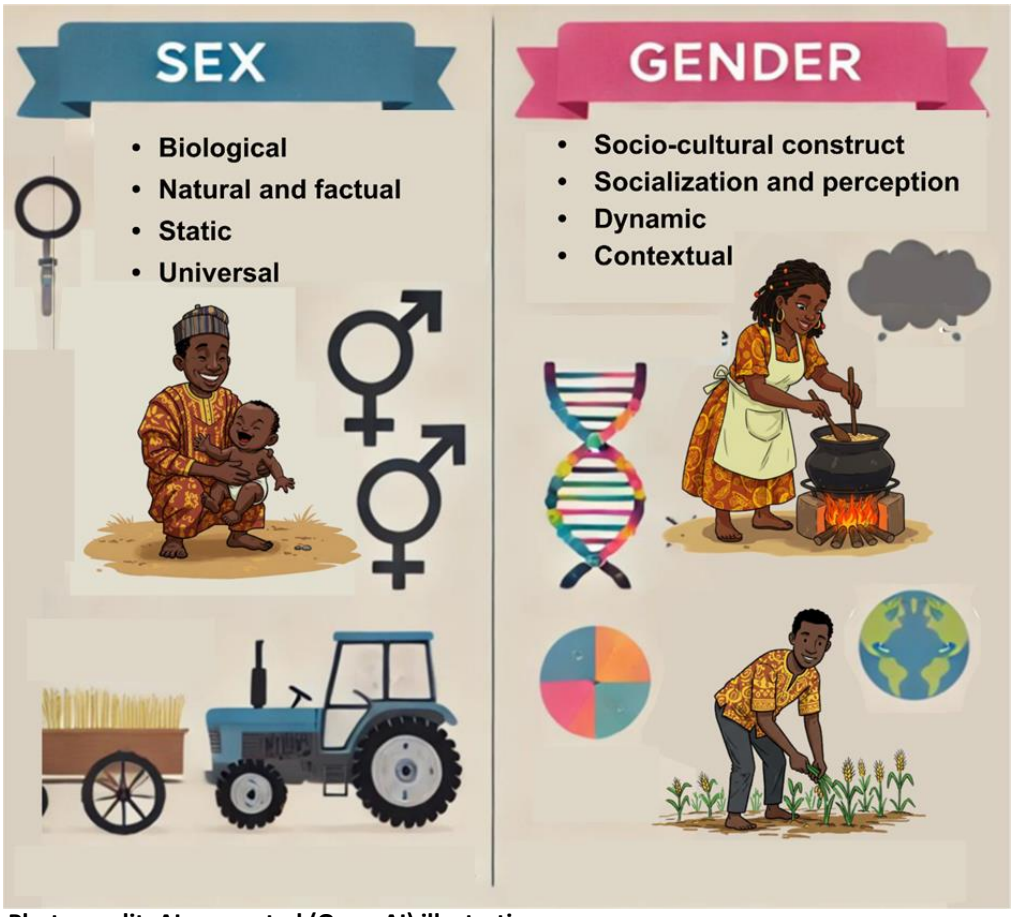


Photo credit: AI-generated (Open AI) illustration

For example:

- What **CAN A MAN** do that a **WOMAN CANNOT** do?
    - A man can impregnate; a woman cannot impregnate
- What **CAN A MAN** do in the **CASSAVA AGRI-FOOD SYSTEM** that a **WOMAN CANNOT** do?
    - **NOTHING** (please provide an example using different activities in the cassava agrifood system e.g:
        - Land clearing
        - Ploughing
        - Ridging
        - Planting
        - Weeding
        - Harvesting
        - Processing, including cooking
        - Trading
        - *Ask participants to mention some other activities that are not listed

3. Ask the next questions and encourage participants to think about the different insights they are getting into the responses:
    - What **CAN A WOMAN** do that a **MAN CANNOT** do?
        - A woman is the one who can conceive and carry a pregnancy to term; a man cannot conceive and carry a pregnancy to term.
        - A woman is the one who can breastfeed a baby; a man cannot breastfeed a baby.
        - As the facilitator, use the examples above to prompt more reflection and responses to the question.
    - What **CAN A WOMAN** do in the **CASSAVA AGRIFOOD SYSTEM** that a **MAN CANNOT** do?
        - **NOTHING** (please provide an example using different activities in the cassava agri-food system, e.g.:
            - Land clearing
            - Plowing
            - Ridging
            - Planting
            - Weeding
            - Harvesting
            - Processing - including cooking,
            - Trading

4. Following this, ask another set of questions:
    - What **MAY A MAN** do that a **WOMAN MAY NOT** do?
    - What **MAY A WOMAN** do that a **MAN MAY NOT** do?

For example:

- What may a man do that a woman may not do?
    - A man may be a leader; a woman may not be a leader
    - A man may be a professor; a woman may not be a professor

- What may a man do in the cassava agri-food system that a woman may not do?
    - A man may do LAND CLEARING, but A WOMAN MAY NOT DO LAND CLEARING
    - A man may carry out CASSAVA HARVESTING, but A WOMAN MAY NOT CARRY OUT CARRY OUT CASSAVA HARVESTING
    - A man may lead a cassava group, but a woman may not lead a cassava group
    - A man may drive a truckload of cassava; a woman may not drive a truckload of cassava
- What may a woman do that a man may not do?
    - A woman may cook; a man may not cook
    - A woman may wear a skirt; a man may not wear a skirt
- What may a woman do in the cassava agri-food system that a man may not do?
    - A woman may carry out WEEDING; a MAN MAY NOT DO WEEDING
    - A woman may do CASSAVA PEELING, but A MAN MAY NOT DO CASSAVA PEELING
    - A woman may PROCESS CASSAVA INTO *GARI* (CASSAVA FLAKES), *FUFU* (CASSAVA PASTE), *LAFUN* (CASSAVA FLOUR) ETC, A MAN MAY NOT PROCESS CASSAVA INTO *GARI*, *FUFU*, *LAFUN* (ETC). (Please provide other examples as appropriate)

5. After these two exercises, ask the participants these questions:
    - Which of the roles/characteristics listed are biological?
    - Which of the roles/characteristics listed are socially based?
6. Allow the participants to discuss and record the responses on the flip chart.
7. Go through each point one by one, offering further explanations and relevant examples.
8. Allow the participants to provide their thoughts on some points highlighted in the table. Based on this, ask participants to state the differences between sex and gender.
9. Record this in the flip chart and allow participants to study the differences one by one. Differences could include:

Sex	Gender
Biological	Socio-cultural construct
Natural and factual	Socialization and perception
Static	Dynamic
Universal	Contextual

10. Based on the discussion above, explain the basic principles that would help participants understand the differences between sex and gender.
    a. Inform the participants that, based on the analysis above, 'sex' does not determine the roles that men and women perform in the cassava agrifood system. This is because there is nothing a man can do in the cassava agrifood system that a woman cannot do.
    b. However, societal perceptions of gender roles and expectations influence the roles and responsibilities men and women can perform in the cassava agrifood system. Provide some deep insights into the differences between sex and gender. This should be written on a flip chart.

11. Conclude the activity by thanking the participants for their contribution.
12. Inform the participants that you will build on the differences identified to inform the next activity and generate a discussion on what it means to be a 'man' or a 'woman' in this community

Activity 4: Understanding Sex and Gender - Manifestations and consequences in the rural households

Aim: To identify the manifestations and consequences of attitudes toward gender roles within households involved in cassava activities

Step-by-Step Guide

1. Ask the participants to mention some of the differences between sex and gender identified in Activity 2. Encourage participants to add any other points they feel are worth including.
2. Update the list on the flip chart with the new suggestions.
3. Build on the differences identified above, raise some key questions, and initiate a brainstorming session about what it means to be a man or a woman in the community.

Questions – Part 1

- What messages do men get about 'being a man' in this community?
- What messages do women get about 'being a woman' in this community?
- Where do these messages come from?
- How do these messages affect boys/girls as they become men/women?

4. Study the responses for each question with the participants. Allow a few minutes of discussion on the responses.

What messages do men get about 'being a man' in this community? – Use some of the suggestions below as a reference list:

- *Men should be the breadwinner, provider, and protector*
- *Men should be strong and rough*
- *Men should be impatient and aggressive*
- *Men should be independent*
- *Men should be adventurous*
- *Men should be egoistic, self-centered, and authoritative*

What messages do women get about 'being a woman' in this community?

- *Women should be forgiving*
- *Women are weak*
- *Women are gentle*
- *Women are shy*
- *Women are dependent*
- *Women are tolerant*
- *Women are jealous*
- *Women are caring*

Where do these messages come from?

- *The Family*
- *The Media*
- *Churches, Mosques, and other religious settings*
- *Schools*
- *Peer*

Questions – Part 2

5. Initiate a brainstorming session **by asking another set of questions, this time, in the context of the cassava agrifood system**
    - How do these messages on 'being a man' OR 'being a woman' affect household relations and workload distribution?

Reference list

- Because men are expected to be authoritative, they lead most household decision-making.
- Because men are expected to be strong and adventurous, they have better mobility opportunities and can easily leave to seek better opportunities.
- Encourage participants to add more points.

How do these messages affect the household's distribution of resources and opportunities?

Reference list

- Men are assigned more resources and opportunities as household breadwinners because they must provide for household members.
- Men, because they are perceived as egoistic, take charge of most decision-making about major expenditures, such as buying land and other major assets, selling land and other major assets, sending children to school, and building a house.

How do these messages affect men's and women's ownership and control of resources and opportunities in the cassava agrifood system?

Reference list

- Men's ownership and control of productive assets and resources are greater than women's.
- Men can make key decisions, such as adopting and using technologies to improve their cassava activities.
- Men can make key decisions, such as buying or selling of productive assets.
- Because women are expected to do caring work, they invest more time in domestic and household chores, and less time in cassava farming or business activities.

How do these messages affect men's and women's participation across the different nodes of the cassava agrifood system?

Reference list

- Since men own more productive assets e.g., land, men can participate at higher capacities in high-yielding nodes that bring more profits
- Men have more resources and better opportunities for credit and loans through collateral
- Since men are free to buy or sell productive assets without obtaining permission from their spouses, men can easily adopt technologies and equipment that would increase their productivity in the cassava agrifood system.
- Women are overburdened with domestic and household chores because of their caring roles. This affects the time they can dedicate to activities in the cassava agrifood system

6. As the facilitator, prompt a discussion session focusing on the key points, providing relevant information and examples about the different points.

Reflection

7. Divide the participants into groups of 4 – 6 each
   - Ask the participants in each group to individually reflect on their own experience about the key points raised above
   - Inform participants to think about how the issues identified affect their daily lives in terms of daily routine and economic activities in the cassava agri-food system
   - Allow participants to share their reflections with the group.

Action Points and Applications

8. Facilitate a group discussion on how 'being a man' OR 'being a woman' affects household relational issues and resource distribution for cassava-related activities.
   - Let the participants share their perspectives on who is most affected by this perception.
   - Inform the participants to study how these perceptions operate in their households or communities regarding participation in different activities within the cassava agrifood system.
   - Inform the participants to come up with strategies to address any negative effects on men or women working in the cassava agrifood system. Document the strategies in a flip chart.
   - Ask each participant to take note of one or two strategies documented in the list.

- Ask them to apply at least one of the strategies in their home/community before the next class.
- Tell the participants that at the beginning of the next session, they will report how they have applied any of the strategies in their home or community.
- Thank the participants for their active contribution to the discussion.

Session 2: Gender roles and responsibilities in the household and the cassava agrifood system

This session introduces participants to insights on how household roles and responsibilities are distributed among household members. Participants will explore the different gender roles, responsibilities, and decision-making processes within households and groups, and how these dynamics affect the ownership and control of resources in the cassava agrifood system. The session encourages critical thinking about existing practices and provides practical strategies for promoting more equitable gender relations.

Session Objectives

- To understand the different household roles, responsibilities, and decision-making processes carried out by male and female cassava actors
- To understand the concept of gender norms and their influence on household roles and decision-making
- To identify how gender norms shape access to and control over resources within households
- To promote discussions that challenge restrictive gender norms and support gender-equitable practices.

Recommended Time: 3 hours

Required Materials

- Flip charts and markers
- Sticky notes
- Visual aids illustrating household roles
- A ball for icebreaker
- Participant handouts with key points

Facilitator's Note

This training session is designed to be interactive and participatory. Engage participants through storytelling, open-ended questions, and discussions. Begin by setting a respectful tone and emphasising that all contributions are valuable. The objectives will be achieved by:

- *Creating awareness of gender norms through examples relevant to participants' daily lives, especially within the cassava agrifood system*
- *Encouraging self-reflection and the sharing of personal experiences*
- *Providing practical tips and examples to promote equitable decision-making and resource-sharing*
- *Note: Prepare examples of local gender norms and household scenarios to make discussions relatable. Be patient and listen actively to participants' views.*

Session Overview:

- Activity 1: Gender Roles Game
- Activity 2: Mapping Gender Roles in the Cassava Agrifood System
- Activity 3: Analyzing Gender Roles and Decision-Making in the Household
- Activity 4: Role and Responsibility Mapping
- Reflection
- Action Points
- Wrap Up and Closing

Activity 1: Gender Roles Game

Step-by-Step Guide

1. Greet participants warmly and thank them for attending. For example:

"Good morning, everyone! Thank you for joining today's session. We are here to have an open and respectful discussion about an important topic: gender norms and household roles. Together, we will learn from each other and think of ways to improve our households."

State the session's purpose:

"Today, we will talk about how traditional ideas of men's and women's roles affect decision-making and control over resources in our households and groups. We will examine how these ideas influence men's and women's participation in the cassava agrifood system."

Encourage participation:

"Your ideas and stories are important, so please feel free to share.

2. Facilitate an icebreaker: Gender Role Ball Toss

- Ask participants to form a circle.
- Explain the rules that the person holding the ball will say one task typically done by men or women in the household, then toss the ball to someone else.
- Encourage participants to continue until everyone has shared.

3. Conclude by telling the participants that the ice breaker shows how tasks are often divided based on gender and throughout the session, they will explore why this happens and what can be done about it.

Activity 2: Mapping Gender Roles in the Cassava Agrifood System

Step-by-Step Guide

1. Divide participants into small groups.
2. Provide each group with a flip chart and markers.
3. Ask each group to create a list of tasks typically performed in the cassava agrifood system in their community.

   Reference List
   i. Land clearing
   ii. Ploughing
   iii. Ridging
   iv. Planting
   v. Weeding
   vi. Harvesting
   vii. Processing, including cooking
   viii. Driving a truckload of cassava
   ix. Trading
4. Facilitate a group discussion by asking participants to indicate, in the context of their community, whether men or women predominantly perform each of the roles listed in the reference list.
5. Draw the type of table below on a flip chart and ask participants to tick (√) based on the participation of men and women in the various activities in the cassava agrifood system in their community. If both men and women participate actively in a particular activity, they can tick (√) for both of them.

Activities in the Cassava Agrifood System	Men	Women
Land Clearing	√	
Ploughing	√	
Ridging	√	
Cassava Planting	√	√
Cassava Weeding		√
Cassava Harvesting	√	
Cassava Processing, including cooking		√
Driving a truckload of cassava	√	
Cassava Trading	√	√

6. Encourage the participants to suggest additional activities that are not included in the reference list.
7. After completing the table, facilitate a group discussion using the following questions:

    - Are these roles fair? Why or why not?
    - What factors contribute to the participation of men and women in these roles?
    - How does the participation of men and women in specific activities within the cassava agrifood system affect decision-making and control over resources?

8. Record the key points on the responses to each of the questions in the flip chart.
9. After the exercise, allow the participants to review the responses provided and make any additional input as necessary.

Activity 3: Analyzing Gender Roles and Decision-Making in the Household

Step-by-Step

1. Inform the participants that you are going to provide a deeper analysis of household roles, and responsibilities. We will link this to the influence on household decision-making processes and the distribution and control of resources
2. Inform the participants that you will focus on analyzing household roles and decision-making processes to uncover different ways to create more balance and fairness in our homes."
3. Inform the participants that you will be facilitating an icebreaker: Household Decision Web

Ask participants to stand in a circle.

- Begin with a ball of string and explain the activity: "Each person will share a household decision (e.g., buying food, paying school fees) and who typically makes that decision. Then pass the string to another person."
- Continue until a web is formed, illustrating the interconnectedness of roles and decisions.

4. Conclude by explaining to the participant that the web shows how decisions in households are linked and how these dynamics affect resource control and fairness will further be explored in the session.

Activity 4: Role and Responsibility Mapping

Step-by-Step Guide

1. Divide participants into small groups and provide flip charts and markers.
2. Ask each group to draw a household and label areas of decision-making (e.g., major and minor decision-making in the cassava agrifood system.
3. Participants should identify who in the household typically performs tasks and makes decisions in each area.
4. Facilitate discussion by asking questions such as:

    - What patterns do we notice?
    - Are these roles balanced? How do they affect resource control?

5. Conclude by telling the participants what the activity is all about:

    Example: This activity illustrates how gender bias can influence the assignment of roles and responsibilities in the cassava agrifood system. The roles performed by men and women are very important, as they can affect their contributions to decision-making and their control over resources, services, and opportunities related to cassava activities.

    Encourage participants to start thinking about how to promote equity and fairness in the participation of both men and women in the cassava agrifood system. Understanding these patterns helps us identify areas where changes could promote fairness.

Reflection

1. Ask participants to sit quietly for a moment and think about what they learned.
2. Pose the following questions: "What surprised you about today's discussion? What is one thing you might do differently at home?"
3. Encourage participants to share their thoughts by sharing with the large group or writing them on sticky notes.
4. Conclude by telling the participant that reflection helps to connect learning to action, their thoughts are valuable, and they can inspire change.
5. Ask participants to reflect on their households by asking the following questions: Who makes key decisions? How are tasks divided?
6. Facilitate a discussion with questions such as: What changes would you like to see, and how can they benefit your household?

Action Points

1. Ask participants to suggest practical steps to promote gender equality in roles and responsibilities distribution in their households.
2. Ask participants to suggest practical steps to promote gender equality in roles and responsibilities distribution in the cassava agrifood system.
3. Write these steps on a flip chart.
4. Ask participants to identify one action they can take to promote balance in household roles and decision-making.
5. Write down these actions on a flip chart for everyone to see.
6. Encourage participants to share their commitments aloud.
7. Conclude by telling participants that small changes at home can lead to significant impacts in our communities.

Wrap-Up

1. Summarize key points:

   Example: Today, we analyzed household roles and decision-making. We explored how these dynamics affect resources and discussed ways to promote fairness.

2. Thank participants for their valuable contributions

Session 3: Implications of harmful gender norms and relations on household roles, responsibilities, decision-making, and control over resources

In the previous session, participants analyzed household roles, responsibilities, and decision-making patterns. The discussions highlighted imbalances in resource allocation and their effects on the well-being of household members, emphasizing the need for equitable decision-making structures. This session will explore the negative impacts of harmful gender norms and unequal gender relations on households.

Participants will examine how restrictive norms influence roles, responsibilities, decision-making, and control over resources, often leading to inefficiencies, conflicts, and missed opportunities for growth and well-being. The session will emphasize the importance of addressing these issues to foster equitable and thriving households.

Session Objectives

- To gain a deeper understanding of gender norms.
- To understand the implications of harmful gender norms on household roles and responsibilities.
- To examine the effects of unequal decision-making and resource control on household dynamics and outcomes.
- To discuss strategies to mitigate these harmful impacts and promote equitable practices in the cassava agrifood system.

Recommended time: 3 hours

Required Materials

- Flip charts and markers
- Sticky notes
- Illustrative case studies on household decision-making and resource control
- Participant handouts summarizing key points
- A ball or soft object for the icebreaker

Facilitator's Note

This session requires participants to critically evaluate how harmful gender norms impact household harmony and productivity. The objectives will be achieved by:

- *Encouraging participants to share personal stories and experiences related to the impacts of gender norms.*
- *Facilitating discussions that connect these norms to household decision-making and resource management.*
- *Presenting practical strategies to challenge and change harmful norms.*
- *Prepare examples that reflect local realities, and approach sensitive topics with empathy and respect.*

Activity Overview

Activity 1: Opening and Recap

Activity 2: What are gender norms?

Activity 3: Restrictive Norms and influence on household roles and decision-making

Activity 4: Case Study

Reflection

Action Points

Wrap-Up and Closing

Step-by-Step Guide

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of understanding harmful gender norms.
3. Before commencing the session, allow time to recap the previous session with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous session.
5. Ask some participants to share their observations about the different roles of men and women in the household, and in the cassava agrifood system.
6. Ask for any volunteers who can share the practical steps they have been taking to address the issues of gender bias in the distribution of roles in the household.
7. Document the responses on a flip chart regarding what participants observed about men's and women's roles in the household and the cassava agrifood system.
8. Document the responses on a flip chart regarding what participants observed about men's and women's roles in the household and the cassava agrifood system.
9. Inform the participants to settle down for the next activity.

Activity 2: What are gender norms?

Step-by-Step Guide

1. Explain to the participants that they will learn about gender norms, their meaning, and how they affect men's and women's participation in the cassava agrifood system.
2. Explain the meaning of gender norms to the participants. For example:
    - Gender norms (or gendered social norms) are a subset of social norms that define acceptable and appropriate behavior for men, women, girls, and boys (Cislaghi and Heise, 2020).
    - Gender norms are societal expectations and beliefs about how women and men should behave and act, and what roles they should play.

- These norms are often internalized early in life and can create a cycle of gender socialization and stereotyping.

3. Provide more information on the need to understand gender norms about the influence on agrifood systems:
    - Understanding how gender norms operate within households and farmers' groups is essential for developing strategies to address the challenges and inequities they create.
    - Shifting gender norms empowers women within households and groups, contributing to the progress of all households and group members.
    - By challenging gender norms, women are uplifted, all household members benefit, and society experiences progress.



Source: JDPC, Ibadan

4. Divide the participants into groups of 4 – 6 and inform them to discuss the different gender norms existing in the households.

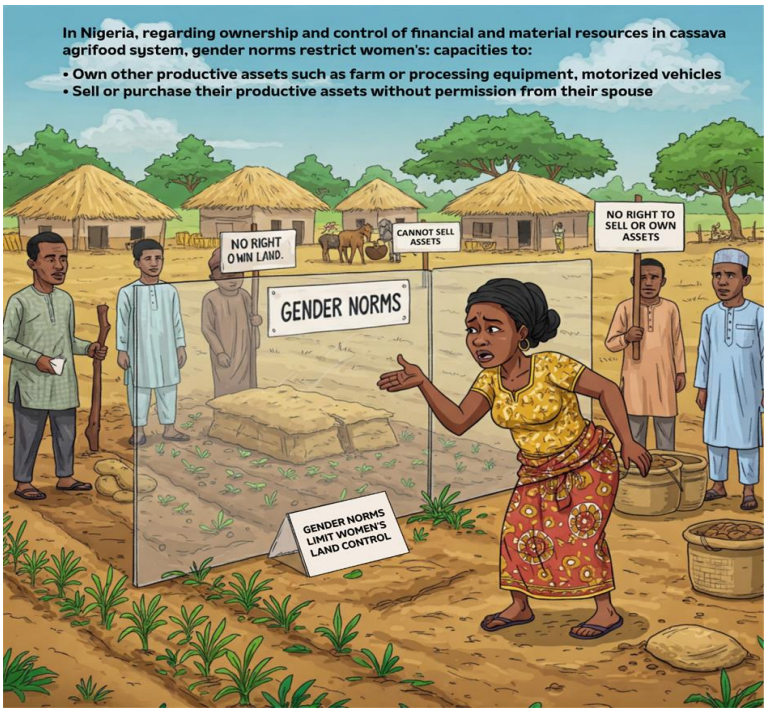
5. Provide a reference list of the possible gender norms prevalent in the community:

    - Men are expected to be the breadwinners, providers, and leaders
    - Men are expected to oversee productive resources like land
    - Men are expected to be in charge of decision-making, especially decision-making about major expenditures
    - Women are expected to be caring and dedicated to taking care of and nurturing their husbands, children, and other household members

- Women are expected to perform all the responsibilities of childcare, cooking, and cleaning
- Men are expected to concentrate on productive work that will bring money
- Women are expected to be silent and not raise their voices or share their opinions during the decision-making process
- Women's voices are not always valued or respected in decision-making processes.
- Women are presumed not to have good leadership characteristics; therefore, women are hardly voted for or selected to lead most groups in the community

6. Facilitate a group discussion using the following questions:
    - What do you think about these norms?
    - Where do you think these norms come from?
7. Record the key points from the discussion in the flip chart and conclude by thanking the participants for their contributions. Inform the participants that the discussions on the norms will continue in the next activity

Activity 3: Restrictive Norms and influence on household roles and decision-making



Source: JDPC, Ibadan

Step-by-Step Guide

1. Inform the participants that we will focus on understanding how harmful gender norms affect our households and what we can do about it.

2. Explain to them that we will explore how restrictive gender norms shape household roles, responsibilities, and decision-making.
3. Inform them that together, you will discuss ways to create more equitable households.
4. Facilitate an icebreaker, The Ripple Effect', with the participants:

Icebreaker: The Ripple Effect

- Ask participants to form a circle.
- Introduce the activity:

We will toss this ball around. When you catch it, share one harmful gender norm and the way the norm affects experience, which could be related to tasks, decisions, or resources.

- Begin by giving an example:

  For instance, a norm that says only men can manage major resources like land might leave women unable to expand their activities in the cassava agrifood system.

- Continue until everyone has had a chance to share.
- Conclude the activity:

5. Conclude by informing the participants that the activity shows how gender norms create ripple effects that affect people's experience and household life. Let's explore these effects further.

Activity 4: Case Study Analysis

Step-by-Step Guide

1. Divide participants into small groups.

Distribute a case study to each group depicting a household affected by harmful gender norms (e.g., a household where men control finances and other resources, and women have limited say in decision-making). For example, consider the story of a family where women are excluded from financial decision-making. In this scenario, the male head of the household unilaterally decides how resources are allocated, resulting in limited access to funds for the wife to meet personal needs or invest in cassava activities. This dynamic creates financial stress, negatively impacts children's education due to a lack of planning, and hinders overall household well-being. Ask each group to analyze the case, identify the harmful norm, discuss its impacts, and propose actionable solutions to promote equitable resource sharing and decision-making.

Example of a Case-study:

The Akande Family

The Akande household consists of a father (Mr. Akande), a mother (Mrs. Akande), and their three children. In their home, Mr. Akande makes all major decisions about money, including school fees, food, and savings. Mrs. Akande is responsible for managing the household, cooking, and taking care of the children, but has no say in how resources are allocated. This arrangement creates tension because:

- The children's school fees are often paid late, causing disruptions in their education.
- Mrs. Akande has ideas for expanding her cassava processing activities but cannot access financial resources.
- Disagreements about money lead to frequent conflicts, and the children feel stress.

2. Ask each group to:
    - Identify the harmful norms supporting this scenario.
    - Discuss their impact on household roles, decision-making, and resource control.
    - Propose strategies to address these norms.
3. Reconvene for a large group discussion. Facilitate by asking:
    - What stood out to you about the case study?
    - How do these norms affect the household's well-being?
    - What solutions did your group suggest?
4. Conclude by summarizing the key insights and proposed solutions, emphasizing the importance of shared decision-making and equitable resource control for household well-being.

Reflection

1. Ask participants to sit quietly for a moment and think about what they've learned.
2. Pose the following questions:
    - What harmful norm in your household or community would you like to change?
    - What steps can you take to start this change?
3. Encourage participants to share their reflections in pairs or with a large group.

Action Points

1. Ask participants to suggest actions to challenge harmful norms and promote equity in household roles and decision-making.
2. Write these actions on a flip chart.
3. Encourage each participant to commit to one specific action they will take after the session.

Wrap-Up

1. Summarize key points:

   Example: Today, we explored how harmful gender norms affect households and identified ways to address these issues. By challenging these norms, we can create more equitable and harmonious households.

2. Thank participants for their contributions.
3. Share next steps:

   Example: In our next session, we will delve deeper into understanding the gender dynamics in relationships.

Module 2: Division of household roles and responsibilities

This module examines the division of household roles, emphasizing the impact of unequal workload distribution on families. It explores gender norms that shape time use, highlights workload disparities, and presents strategies for promoting equitable sharing of responsibilities. Through interactive activities, reflection, and action planning, the module enables participants to develop strategies that foster balanced household responsibilities, improve well-being, and strengthen cooperation within households of men and women involved in the cassava agrifood system.

Session 1: Situation analysis of gender roles and workload issues in the household

In the previous module, participants explored how gender dynamics shape relationships, decision-making, and resource control within households and the cassava agrifood system. They examined power imbalances and reflected on personal experiences. This session focuses on analyzing the division of household roles and responsibilities and how they contribute to workload disparities between men and women. Participants will reflect on the unequal allocation of tasks, its impact on household harmony, and how shared responsibilities can lead to better productivity in the cassava agrifood system and improved outcomes for all family members. This session will encourage participants to critically assess traditional gender roles and discuss strategies for creating more equitable household dynamics.

Session Objectives

- To examine the traditional division of labor in households.
- To identify the effects of unequal workloads on family members.
- To develop strategies for promoting equitable sharing of household tasks.

Recommended time: 3 hours

Required Materials

- Flip charts and markers
- Sticky notes
- Visual aids illustrating common household tasks

> ***Facilitator's Note***
> *This session addresses deeply ingrained beliefs about gender roles. Be sensitive to participants' perspectives and avoid passing judgment. Foster open and respectful discussions by asking questions that encourage reflection.*

To achieve the session's objectives

- Use real-life examples to illustrate unequal workload dynamics.
- Facilitate group discussions to encourage the sharing of experiences.
- Present practical solutions that participants can relate to and implement in their homes.

Highlight the importance of shared responsibilities in reducing stress, improving relationships, and fostering family well-being.

Activity Overview

Activity 1: Opening and Recap
Activity 2: Sharing Household Chores
Activity 3: Household Workload Distribution Mapping
Activity 4: Cassava Activities Distribution Mapping
Reflection
Action Points
Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of understanding issues on workload distribution and sharing in the household.
3. Before commencing the session, allow time to recap the previous session with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous session.
5. Ask some participants to share their observations on how power dynamics influence the relationships, opportunities, and resources in the household and groups of men and women working in the cassava agrifood system.
6. Ask for one or two volunteers to share any practical steps they have been taking to promote mutual respect and equity in the household and groups involved in cassava agrifood system activities.

7. Document the responses on a flip chart and allow the participants to review them.
8. Inform the participants to settle down for the next activity.

Activity 2: Sharing Household Chores

Step-by-Step Guide

1. Introduce the purpose of the activity:
    - Example: We will focus on understanding the workload issues in our households and ways to balance responsibilities more equitably.
2. Facilitate an Icebreaker: Household Chore Relay

- Divide participants into two groups and provide a flip chart for each group.
- Ask each group to write down as many household tasks as they can in two minutes.
- Once the time is up, compare the lists. Ask participants to discuss:
    - Which tasks are typically done by women?
    - Which tasks are typically done by men?
    - Are there tasks that are shared or done together?

3. Conclude the exercise by explaining to the participants that the exercise shows how household chores are often divided based on gender.
4. Inform them that we will continue with the next activity to explore how the distribution of household chores affects different household members.

Activity 3: Household Workload Distribution Mapping

Step-by-Step Guide

1. Divide participants into small groups and provide each group with a flip chart and markers.
2. Draw a table with two columns: Tasks Done by Men and Tasks Done by Women.
3. Ask participants to list all the household tasks they can think of under the appropriate column.
4. Facilitate with the following questions:
    - What do you notice about the lists? Are the tasks equally divided?
    - How do these divisions affect men, women, and children in the household?
    - How could tasks be shared more equally?
5. Conclude the Activity:
    - Example: This activity shows us that unequal workloads can cause stress and limit opportunities for some family members. By sharing responsibilities, we can create more balanced households.

Activity 4: Cassava Activities Distribution Mapping

Step-by-Step Guide

1. Divide participants into small groups and provide each group with a flip chart and markers.
2. Draw a table with two columns: Tasks Done by Men and Tasks Done by Women.
3. Ask participants to list all the cassava activities common in their community under the appropriate column.
4. Facilitate with the following questions:
    - What do you notice about the lists? What do you think about the roles that men and women perform?
    - How do these divisions affect men's and women's productivity in the cassava agrifood system?
    - What factors contribute to the distribution of tasks in the cassava agrifood system?

Reflection

1. Ask participants to think about their households and pose the following questions:
    - Who does most of the work in your home?
    - How does this affect family relationships and well-being?
    - What changes would you like to see in how tasks are shared?
2. Ask participants to think about their households and pose the following questions:

- What type of activities do men and women do in the cassava agrifood system?
- How does this affect their productivity, and things they can do for their lives at the following levels?
- Individual
- Household
- What changes would you like to see to promote equity and fairness in participation in the cassava agrifood system?

3. Encourage participants to share their reflections in pairs or small groups.

Action Points

1. Brainstorm solutions for equitable task sharing in the households and the cassava agrifood system. Examples might include:
    - Rotating chores among family members.
    - Scheduling family meetings to discuss workload distribution.
    - Encouraging men and boys to take on tasks traditionally seen as women's work.
    - Encouraging women and girls in activities and opportunities traditionally seen as men's activities.

2. Write these solutions on a flip chart and invite participants to commit to one action they will implement at home.

Wrap-Up

1. Summarize the key points:
    - Example: Today, we analyzed the division of household roles and responsibilities. We saw how unequal workloads affect family members and discussed ways to create balance.
2. Thank participants for their openness and contributions.

Session 2: Gender norms and implications on time use and workload

In the previous session, participants examined the traditional division of household labor and its impact on family members. They identified how unequal workloads contribute to stress and imbalance and explored strategies for promoting shared responsibilities to foster healthier and more equitable households. This session examines how gender norms influence time use and workload distribution within households. Participants will analyze the implications of unequal time allocation on household dynamics, individual well-being, and overall productivity. It encourages reflection on traditional practices and explores strategies to promote equitable sharing of time and workload among family members.

Session Objectives

The objectives of this module are to:

1. Understand how gender norms shape time use and workload distribution.
2. Explore the effects of unequal time and workload sharing.
3. Identify strategies for achieving a more equitable division of time and labor.

Recommended Time: 3 hours

Required Materials

- Flip charts and markers
- Sticky notes
- Visual aids showing time-use patterns

Facilitator's Note

This session highlights sensitive topics related to traditional roles and workload expectations. Engage participants using simple language and examples drawn from their daily lives. Encourage open discussions while fostering an environment of respect and understanding. For instance, you can reference common rural farming activities, such as tending crops or fetching water, to make the content relatable. Throughout the module, emphasize practical strategies that can be applied immediately in their households.

The session objectives will be achieved by:

- Encouraging participants to share their daily routines and identify patterns of workload distribution in their households. This approach ensures the discussion is grounded in their lived experiences.
- Facilitating group activities that visually and practically demonstrate the impact of unequal workloads, making it easier for participants to recognize areas for improvement.
- Guiding participants to co-create solutions that align with their cultural context, ensuring that suggestions are realistic and actionable.

Activity Overview

Activity 1: Opening and Recap
Activity 2: Daily Life Snapshot
Activity 3: Workload and Time-Use Mapping
Reflection
Action Points
Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of understanding issues on workload distribution and sharing in the household.
3. Before commencing the session, allow time to recap the previous session with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous session.
5. Ask some participants to share their observations on role distribution in the household and in the cassava agrifood system.
6. Ask for one or two volunteers to share any practical steps they have been taking to promote equitable task sharing in the households and the cassava agrifood system.
7. Document the responses on a flip chart and allow the participants to review. Inform the participants to settle down for the next activity.

Activity 2: Daily Life Snapshot

Step-by-Step Guide

1. Introduce the purpose of the activity:

   Today, we will discuss how time and tasks are divided in our homes and the cassava agrifood system. We will discuss how these divisions affect us, and how we can work together to make things better for everyone.

2. Facilitate an Icebreaker: A Day in the Life

- Ask participants to form small groups and provide each group with a flip chart or large sheet of paper.
- Instruct each group to create a timeline of a typical day for a man and a woman working in the cassava agrifood system in their community. They should include tasks such as farming, cooking, caring for children, or fetching water.
- After 10 minutes, ask each group to present their timelines to the larger group.
- Facilitate discussion by asking questions like:

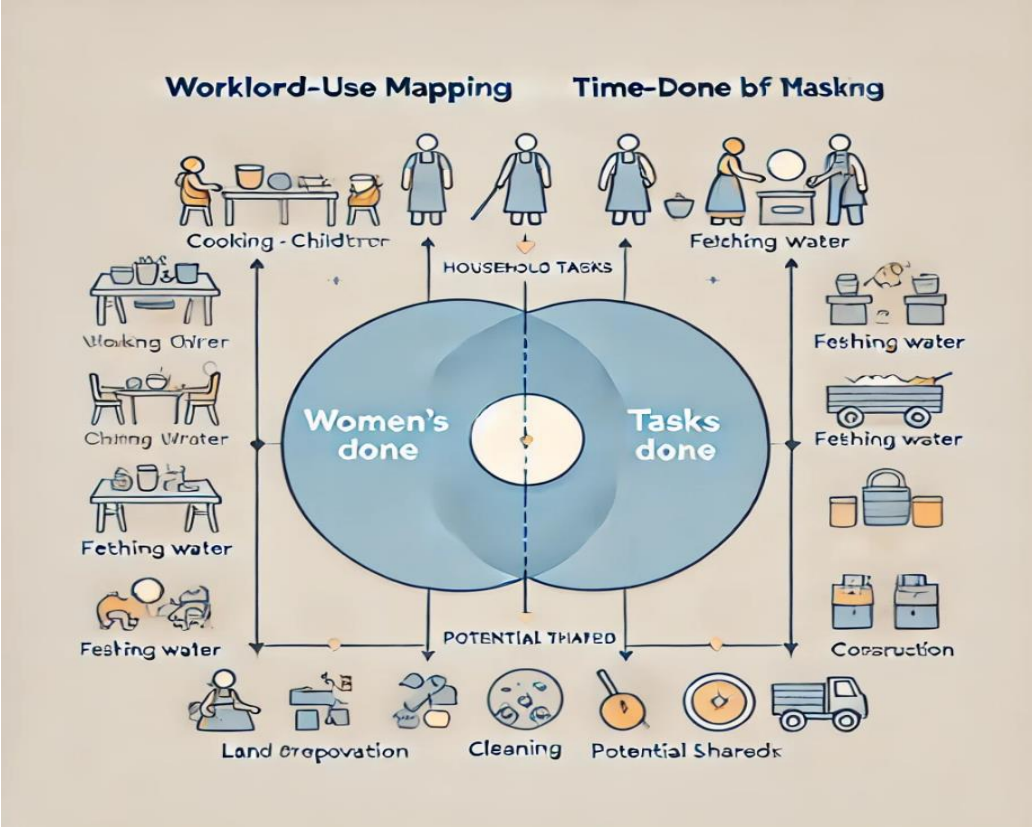
    - What differences do you see between men's and women's tasks?
    - How much time do women spend on unpaid work compared to men?
    - For men and women, how do gender norms shape the allocation of time for household roles and roles within the cassava agrifood system?

3. Conclude by emphasizing how gender norms shape daily routines and workloads in the household and within the cassava agrifood system. For example, this activity shows us how much time women and men spend on different tasks in the household and the cassava agrifood system. We need to start thinking about how to address the gender norms and biases that confine women to specific roles, which may negatively affect their personal lives, economic well-being, food security, health, and overall household welfare.

Activity 3: Workload and Time-Use Mapping

Step-by-Step Guide

1. Allow the participants to review the infographic below



Source: AI-generated (OpenAI) illustration

2. Inform the participants that the activity will help them to visually analyze workload distribution and identify areas of imbalance.
3. Divide participants into small groups and provide each group with a flip chart and markers.
4. Ask the groups to draw a simple table with two columns: Tasks Done by Women and Tasks Done by Men.
5. Instruct each group to list all the tasks typically done by men and women in their households and cassava-related activities, including paid and unpaid work.
6. Once completed, facilitate a discussion using questions like:
    - Are there tasks that could be shared more equally?
    - How does this division of labor affect women's productivity and ability to earn better income?
    - How does this division of labor affect women's ability to take part in the following activities?
    - Cassava activities that bring better income

    - Leisure and Rest
    - Social and Community Activities
7. Wrap up by saying: This activity helps us see how our time is spent and how we can make changes to create balance. Even small adjustments can make a big difference.

Reflection

Reflection helps participants internalize the session's key messages. Guide them through this process:

1. Ask participants to think about their own household and cassava activities and reflect on the tasks they perform.
2. Pose questions like:
    - How do gender norms shape the distribution of tasks and activities that we have discussed in this session?
    - What impact do these norms have on the lives of men and women in terms of their productivity, rest, and leisure?
    - Are there tasks that could be shared more equally in your home?
    - Are there tasks, activities, and opportunities that women can begin to take up in the cassava agrifood system that can improve their productivity, and income, and make them to be more empowered?
    - What changes do we need to put in place to make roles distribution in the household and in the cassava agrifood system fair for men and women?
    - What changes could you make to give everyone more time to rest or take on new opportunities?
3. Encourage participants to share their thoughts in pairs or write them down on sticky notes.

Action Points

End the module by brainstorming practical solutions with participants.

1. Ask participants to suggest simple steps to balance workloads in their households, and the cassava agrifood system, such as:
    - Involving children in appropriate tasks.
    - Other household members and relatives taking up some household chores and responsibilities
    - Men sharing workload with women.
    - Encouraging women to take up activities and roles in the cassava agrifood system that can give them more income and opportunities.
    - Setting aside specific times for rest for everyone.
2. Write these steps on a flip chart and ask participants to commit to one action they will implement in their homes.

3. Conclude with: Small steps can lead to big changes. By working together, we can create fairer and happier households.

Wrap-Up

1. Summarize the key points of the session by saying:

   Today, we talked about how gender norms shape the way time and tasks are divided in our homes and within the cassava agrifood system. We also explored ways to balance workloads to improve everyone's well-being. Thank you for sharing your experiences and ideas. Let us continue working together to make these changes happen."

2. End by thanking participants for their time and engagement and share a preview of the next session.

Module 3: Gender issues and control over productive assets

The module provides deeper insights into gender issues that influence control over productive assets. It analyzes who controls major and minor assets, highlighting the unequal impact of gender on resource ownership and control.
It also examines prevailing gender norms and outlines actions to challenge them. The module envisions change through practical solutions, emphasizing shared decision-making and actionable steps to empower women in asset management.

Session 1: Situation analysis – Who takes control over major and minor assets?

In the previous session, participants explored how shared decision-making over productive assets can strengthen families, improve productivity for both men and women, and promote better welfare for all household members. They identified practical strategies to foster joint decision-making and increase women's involvement in household decisions, recognizing the benefits of inclusive economic participation.

This session explores the dynamics of gender issues related to control over productive assets in the cassava agrifood system. Participants will analyze who controls major and minor assets in their households and how these dynamics impact gender equity.

Session Objectives:

- To identify major and minor productive assets within the cassava agrifood system in the community.
- To analyze who controls these assets and the factors that influence control.
- To discuss the implications of unequal control over productive assets for gender equity and successful participation in the cassava agrifood system.
- To propose actionable steps toward equitable access to and control of assets.

Recommended time: 3 hours

Required Materials:

- Flipcharts
- Markers
- Sticky notes
- Beans or small stones
- Bingo sheets with pictures or names of common farm tools and assets

Facilitator's Note

The facilitator's guide for this session is designed to support smooth execution while fostering a safe and engaging learning environment. The facilitator should begin by warmly welcoming participants and emphasizing that the goal is to create an open space for discussion where everyone's experiences and insights are valued. It is essential to establish ground rules for respectful dialogue at the outset, encouraging active listening and ensuring that everyone has the opportunity to speak.

Facilitators should reinforce that the purpose of the session is not to judge but to explore and address gender disparities with empathy and understanding. This approach helps participants feel comfortable sharing personal experiences without fear of criticism. During discussions, facilitators must be especially sensitive to cultural nuances, as topics like asset control may reveal deep-seated social norms and biases.

It is important to approach these conversations with care, acknowledging the potential emotional weight of the topics while guiding participants toward constructive solutions. Facilitators should also remind participants that the goal is to understand these dynamics to promote equity, not to assign blame. By remaining neutral and focused on learning, facilitators can help ensure that participants feel heard and empowered to explore solutions together.

Activity Overview

Activity 1: Opening and Recap

Activity 2: Asset Bingo

Activity 3: Asset Ownership and Control Exercise

Reflection

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of men and women having equitable control over productive assets that they use in the cassava agrifood system.
3. Before commencing the session, allow time to recap the previous sessions with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous sessions.

5. Ask for male volunteers to share any practical steps they have taken to promote joint decisions in their home.
6. Ask for male volunteers to share any efforts that have been made in supporting women to make decisions on issues that are important to their lives and their activities in the cassava agrifood system.
7. Appreciate and give accolades to participants who have taken one step or another.
8. Document the responses on a flip chart and allow the participants to review them.
9. Inform the participants to settle down for the next activity.

Activity 2: Asset Bingo

Step-by-Step Guide

1. Inform participants that the session aims to identify who controls major and minor assets, and why. This understanding is important for exploring gender dynamics within households related to the control of productive assets in cassava-related activities.
2. Encourage the participants to make good input and share relevant experiences that may be useful during the session.
3. Facilitate an icebreaker: Asset Bingo

    - Start by telling the participants what the activity is all about.

Example: Let us play a fun game to get our brains thinking about productive assets in our households. This will help us learn more about how these tools are shared and used in our community.

4. Before the session, prepare bingo sheets with pictures or names of common productive assets and assets. Make sure each sheet has a mix of different items. Hand out the bingo sheets to the participants. Give them small stones, beans, or other objects to use for marking their sheets.
5. Explain how the game works:

Example: I will describe a productive asset, and you will look at your sheet to see if you have that item. If the ownership is by – Self, Spouse, or Joint (you and your spouse), place a stone or bean on it to indicate appropriately.

Productive Assets	Ownership of the Asset			Control over the asset		
	Self	Spouse	Joint	Self	Spouse	Joint
Farmland						
Cutlasses						
Hoes						
Plough						
Tractor						
Stem cuttings						
Improved cassava varieties						
Fertilizers and agrochemicals						
Market stalls						
Cassava peeling machine						
Cassava grater						
Hydraulic dewatering press						
Gari sifter						
Gari fryer						
Storage facilities						
Means of communication – mobile phone						
Means of transportation – motorbikes, vehicles, etc.						

Instruction:

- If the ownership/control is 'Self', place one stone/bean
- If the ownership/control is 'Spouse', do not place any stone/bean (that means zero)
- If the ownership/control is 'Joint', place one stone/bean
- For example, if I say, this is agricultural land, you will look for agricultural land or its picture and place a bean or stone. Following this, I will ask about the type of control over the asset – Self, Spouse, or Joint (you and your spouse). Please place the stone/beans appropriately. We will do this round for each asset listed or drawn in the Bingo sheet.
- After the exercise, the facilitator will divide the dialogue area into three sections.
- The first section for those who score 2 (i.e., have ownership and control of the assets)
- The second section for those who score 1 (i.e., have only ownership, either self or joint)
- The third section is for those who score 0 (i.e., do not have ownership or control of the asset).
- Using the list or pictures on the Bingo sheet, the facilitator will start a roll call of each asset one after the other. The facilitator will instruct participants to go to one of the assigned sections based on the specifications provided earlier, based on the list of assets.

After the roll call for each asset, the facilitator should take note of the people (especially in terms of men and women) in the two sections for each asset:

- First Section (for those that score 2, i.e., have ownership and control of the assets),
- Second section (for those that score 1, i.e., have ownership solely or jointly of the assets).
- Third Section (for those that score 0, i.e., do not have ownership or control of the assets)

The facilitator should record these numbers (male, female) for ownership and control of each asset.

Activity 3: Asset Ownership and Control Exercise

Step-by-Step Guide

1. Explain that the activity will help identify how important each asset is and who owns and controls the asset between men and women decision-makers in the household
2. Emphasize the importance of understanding control to promote shared distribution and use of each asset to increase productivity in cassava farming and business-related activities.
3. Ask participants to name key assets needed for the different nodes/activities in the cassava agrifood system (e.g., land, tools, grater, hydraulic presser, Capstar truck, etc.).

4. Discuss the ownership and control of these assets for cassava activities
5. Allow participants to identify any bias in ownership and control of the assets

Example: Land might receive the most votes as crucial, but the group might note that it is typically controlled by men.

6. Facilitate discussion using these guiding questions:
    - Why are certain assets more controlled by men or women?
    - How does this affect cassava productivity and household well-being?
    - What can be done to ensure shared control of major assets?
7. Summarize the key points raised by participants and highlight any actionable ideas.
8. Ask participants to list additional productive assets relevant to their community.
9. Write responses on a flipchart under two headings: Major Assets and Minor Assets
10. Divide participants into small groups. Provide each group with an asset category (e.g., land, tractor, plough, cassava grater, etc.).
11. Assign the following task:

    - Identify who typically controls these assets in your community (men, women, both).
    - Discuss factors influencing control (e.g., traditions, inheritance laws, economic contributions).
    - Document the findings on a flipchart.

12. Have each group share its findings with the larger group.

Reflection

1. Encourage participants to think critically and honestly about their experiences and insights from the session.
2. Pose the following guiding questions one at a time, allowing time for individual reflection and group sharing:

    - What patterns do you notice in control over major and minor assets in cassava activities?
    - How do these patterns affect women's economic empowerment and decision-making abilities?
    - What cultural, social, or legal factors contribute to these dynamics?
    - How can we promote equitable control over productive assets in the cassava agrifood system?

3. Facilitate open sharing, encouraging participants to provide examples from their communities.
4. Ask participants to share a brief story or observation about an instance where control over assets impacted an individual or family (positively or negatively).

Example: One participant shared a story about how joint ownership of land between spouses in their community improved family income and reduced conflicts.

5. Highlight recurring themes and unique points raised during the discussion.
6. Summarize the implications of these reflections for promoting gender equity in asset control.

Action Points

1. Ask participants to suggest practical steps or community actions to address identified disparities.
2. Document suggestions on a flipchart for future reference.
3. The facilitator reads a short inspirational story of a local or global role model who overcame challenges related to asserting control.
4. Conclude by encouraging participants to reflect on how they can champion equitable asset control in their communities.

Wrap-Up:

1. Recap key learnings by highlighting major insights from the session, such as observed patterns of control over assets and their implications on gender equity.
2. Ask participants to share one key takeaway or a personal action they plan to implement based on the session.
3. Thank participants for their active engagement and emphasize the importance of their role in driving change at the community level.

Session 2: Gender norms and implications on control over productive assets

In the previous session, participants analyzed control over major and minor assets in their households, identifying who owns and controls them—and why. They explored how asset control impacts gender equity and discussed strategies to foster more equitable resource distribution and control.

This session focuses on how traditional gender norms influence control over productive assets such as land, tools, and income. It aims to help participants recognize the gender-based barriers that limit women's control of these assets and understand the importance of equal participation in asset management for both men and women.

By the end of this session, participants will have a deeper understanding of how to challenge these norms and promote shared control over resources.

Recommended time: 3 hours

Required Materials

- Flipchart
- Markers
- Printed Case Studies (Scenarios)
- Large Sheets of Paper
- Sticky Notes

Objectives

- To understand the concept of gender norms and how they affect asset ownership and control.
- To discuss the implications of gendered control over productive assets.
- To explore strategies for promoting gender equality in the control of productive assets.
- To develop action plans for participants to challenge these norms in their communities.

Facilitator's Note

This session is designed to encourage actors in the cassava agrifood system to think critically about the role gender norms play in shaping who controls productive assets in their households and communities. Facilitators should approach sensitive topics with respect and empathy, ensuring that everyone feels comfortable sharing their views and experiences. The goal is not to criticize, but to foster open discussion about how gender equality in asset control can lead to better outcomes for all.

Activity Overview

Activity 1: Opening and Recap
Activity 2: Asset Auction
Activity 3: Case Study
Reflection
Action Points
Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Before commencing the session, allow time to recap the previous sessions with the participants.
3. Invite one or two volunteers from the group to list some of the key learnings from the previous sessions.

4. Ask volunteers to share their observations about the different types of control over assets that they have observed within the cassava agrifood system in their community.
5. Ask the participants to recall some of the actions developed to promote joint control over assets, as well as supporting women to have control over assets that are important to their lives and cassava activities.
6. Ask for volunteers who can share their efforts or any steps taken so far in implementing the actions.
7. Appreciate and give accolades to participants who have taken one step or another.
8. Document the responses on a flip chart and allow the participants to review them.
9. Inform the participants to settle down for the next activity.

Activity 2: Asset Auction

Step-by-Step Guide

1. Briefly introduce the topic and provide examples of common assets that may be controlled by either men or women in the cassava agrifood system, such as land or farming equipment.
2. Explain that gender norms often determine who controls these resources, which can impact how households and communities thrive.

Example: In our communities, we all have different roles. Men and women often have different rights regarding owning and controlling land or other resources. Today, we will talk about how these roles affect who controls these assets, and how this can change for the better.

3. Facilitate an Icebreaker: Asset Auction

- Ask the participants to stand in a circle. Place pictures or simple representations of different productive assets (e.g., land, farming tools, cassava processing equipment) around the circle.
- Ask each participant to “bid” on one of these assets by choosing which one they feel they have control over or would like to control.
- After everyone has chosen, invite them to explain why they chose that asset briefly.

Activity 3: Case Study

Step-by-Step Guide

1. Split participants into small groups.

2. Provide each group with a case study or scenario about a rural community where gendered control over productive assets is evident.

Example of Case Study: The Land Dispute in Village Ajo

In the village of Ajo, there are two families: The Bello family and the Ibrahim family. Both families are farmers who rely on the land to grow crops and feed their households. The Bello family owns a large plot of land, while the Ibrahim family has a smaller piece.

In the Bello family, the father, Mr. Bello, controls all decisions related to the land, including what variety of cassava to plant and when to sell it. Mrs. Bello has no say in these decisions, despite helping with the planting and harvesting. She believes that, because she is a woman, she should not have any control over the family's land.

In contrast, the Ibrahim family operates differently. Mrs. Ibrahim manages their small plot of cassava on her own, and Mr. Ibrahim does not interfere with her decisions. Despite this autonomy, Mrs. Ibrahim faces challenges in bringing her cassava roots to market because the community still expects men to be in charge of selling cassava. As a result, she often has to ask her husband or a male relative to handle the sale of her crops—even though she is fully capable of doing it herself.

One day, a situation arises in which the Bello family wants to expand their land by taking part in the Ibrahim family's property. Mr. Bello believes that, since land is traditionally under male control, he has the right to make such a decision without consulting Mrs. Ibrahim. The Ibrahim family disagrees, as Mrs. Ibrahim believes they have the right to retain control of their land, regardless of gender norms.

3. Facilitate discussion using the following questions:

- What is the situation in the case study?
- How do gender norms affect the control over land in both families?
- How would the situation be different if both men and women had equal control over land in these families?
- What actions can the Bello and Ibrahim families take to ensure that both men and women have equal say in decisions about land and resources?
- What can the wider community do to challenge the existing gender norms in land ownership and control?

4. After 15 minutes, invite each group to share their findings with the larger group.

Reflection

1. Ask participants to reflect individually on the following questions:

    - How do gender norms affect your life in terms of asset ownership or control?
    - What can you do to change or challenge these norms in your community?

2. Allow participants to share their reflections with the group, keeping the discussion open and non-judgmental.

Action Points

1. Invite each participant to write down one action point they will take to challenge gender norms in their community. This could be something as simple as having a conversation with their spouse or community leader or supporting women in the community who are fighting for equal control over assets.

2. Ask each participant to share their action points with the group.

Wrap-Up

1. Summarize the key points discussed, emphasize the importance of challenging gender norms to ensure equal control over productive assets.

2. Thank participants for their contributions and encourage them to start applying what they've learned in their communities.

Session 3: Breaking Barriers to Strengthen Women's Ownership and Control of Assets

In the previous session, we examined how traditional gender norms shape control over productive assets, highlighting the barriers that limit women's control and decision-making power. Participants discussed real-life scenarios, analyzed gendered ownership patterns, and explored strategies for fostering shared control of resources.

In this session, we will focus on how to challenge existing gender norms and develop practical solutions that enable women to have equal control over productive assets. Participants will be encouraged to envision a future in which women and men share responsibility and decision-making power over land, tools, livestock, and other resources.

This session aims to inspire participants to actively work toward gender equity in their communities and to identify concrete actions that support women's empowerment in agricultural and economic decision-making.

Session Objectives

- To understand how gender norms can be transformed to enable women to have greater control over productive assets.
- To develop strategies that create opportunities for women's equal participation in asset management.
- To generate ideas and solutions that challenge gender stereotypes and promote shared decision-making.
- To support participants in designing practical actions that promote gender equality in their communities.

Recommended time: 3 hours

Required Materials:

- Flipchart
- Markers
- Printed handouts with examples of successful gender-equitable initiatives
- Sticky notes

Facilitator's Note

This session should be inspiring and forward-looking. The goal is not just to analyze the problems, but to focus on realistic and impactful solutions within the context of the participants' communities. Ensure that the discussion remains solution-oriented, and encourage participants to think creatively about ways to challenge gender norms and create opportunities for women.

Activity Overview

Activity 1: Opening and Recap

Activity 2: The Future We Want

Activity 3: Identifying Barriers and Solutions

Reflection

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Before commencing the session, allow time to recap the previous sessions with the participants.
3. Invite one or two volunteers from the group to list some of the key learnings from the previous sessions.
4. Ask participants if they have seen examples of women in their community or elsewhere who have successfully gained control over productive assets in the cassava agrifood system.
5. Ask for volunteers to share any practical steps they are taking to support women's control over assets important to their cassava-related activities.
6. Appreciate and give accolades to participants who have taken one step or another.
7. Document the key points from the responses on a flip chart and allow the participants to review them.
8. Inform the participants to settle down for the next activity.

Activity 2: The Future We Want

Step-by-Step Guide

1. Inform the participants that we will be discussing how to create a free and just community where women and men can enjoy equal rights and opportunities within the cassava agrifood system.
2. Explain that the household is a fundamental unit of the community and that by fostering households that support women to perform at their best, we can build thriving communities where everyone can enjoy a good and fulfilling life.
3. Inform the participants that they will all participate in an icebreaker - The Future We Want

    - Ask participants to close their eyes for a moment and picture a household and community where men and women have equal control over all productive assets.
    - After a minute, ask them to open their eyes and share what they imagined.
    - Then, invite them to write down one change they would like to see in their household and community in terms of women's ownership and control of productive assets.
    - Use sticky notes to collect their ideas.

Activities 3: Identifying Barriers and Solutions

Step-by-Step Guide

1. Split participants into small groups.
2. Provide each group with sticky notes.
3. Ask each group to write down the main barriers that prevent women from controlling productive assets in their households (e.g., cultural beliefs, lack of legal rights, limited access to education).
4. After identifying these barriers, ask them to brainstorm possible solutions to address these challenges (e.g., awareness campaigns, policy changes, training programs for women).
5. Have each group present their identified barriers and proposed solutions.
6. Once all groups have presented, invite them to create a simple action plan for their household to address one of the barriers to women's control over assets. This could include activities such as:

    - Having a better attitude towards women at the household and community levels
    - Having conscious knowledge that improvement to women's lives brings improvement to the household
    - Men supporting their wives to take up opportunities and resources that would benefit their lives
    - Men encouraging their spouses for cassava activities expansion
    - Men encouraging their wives to take up opportunities that come from groups and cooperatives
    - Promoting mutual respect and open communication at the household level
    - Men supporting and advocating for women's rights to land,
    - Starting a cooperative where women manage resources together.

7. Ensure that action plans are realistic and involve both men and women in the community.

Reflection

1. Ask participants to reflect on the following questions individually:
    - What change would I like to see in the way women control productive assets in my household and community?
    - What role can I play in making that change happen?
    - Who can I work with to create this change?
2. After reflecting, invite a few participants to share their thoughts with the group.

Action Points

Ask each participant to write down one specific action they will take to support women's control over productive assets. These action points should be clear, achievable, and tied to the action plans created earlier.

For example:

- I will talk to my wife about how we can share decision-making about our cassava activities.
- I will support my wife in any decision she takes about her assets, to sell or buy productive assets
- I will support the women in our community who want to start a savings group.

Wrap-Up and Closing

1. Conclude by summarizing the key points of the session, emphasizing that change is possible and that everyone has a role in creating a more equitable household.

2. Thank participants for their contributions and encourage them to put their action plans into practice.

Module 4: Case Studies - Success stories of role models/gender justice champions

This module uses case studies to explore gender justice. It begins by defining masculinities and promoting positive forms of masculinity, focusing on the shift from harmful norms toward gender equality.
The module offers opportunities to analyze dominant forms of masculinity, contrast them with gender-equitable approaches, and commit to actions that promote women's autonomy in the use of their productive assets. It culminates in encouraging positive masculinity, emphasizing empathy, respect, and the adoption of healthier, more inclusive behaviors by men.

Session 1: Dominant Masculinity versus Gender Equality

In this session, participants will examine the concept of masculinity, dominant masculinity, and how it influences society's expectations of men. The module will contrast dominant masculinity with the principles of gender equality, encouraging participants to reflect on how they can help shift gender norms toward more inclusive and egalitarian practices. Through discussions, activities, and case studies, participants will deepen their understanding of these issues and be empowered to challenge harmful stereotypes.

Session Objectives:

- To understand the concept of masculinity, dominant masculinity, and how it impacts both men and women in their activities in the cassava agrifood system.
- To explore the contrast between dominant masculinity and gender equality.
- To empower participants to reflect on how they can challenge harmful gender norms in their communities.
- To promote actions that support a more gender-equal society.

Recommended time: 3 hours

Required Materials

- Flip charts
- Markers
- Sticky notes
- Printed handouts with case studies or real-life examples

Facilitator's Note

To achieve the objectives of this session, it is essential to create a safe and respectful space where all participants feel comfortable sharing their thoughts and experiences. A welcoming environment allows participants to open up about their perceptions of masculinity, gender equality, and the challenges they may face in their communities.

As a facilitator, it's important to encourage everyone to express their ideas freely, ensuring that diverse perspectives are valued and respected throughout the session. Encourage participants to actively challenge existing stereotypes about masculinity while being mindful and respectful of differing viewpoints. Dominant masculinity often carries rigid expectations that can limit personal growth, and questioning these norms is a key step in fostering change. However, it is important to approach this sensitively, recognizing that such views may be deeply ingrained in the cultural or social fabric of participants' lives.

Facilitating discussions that promote critical reflection on these norms—while also honoring the personal experiences of others—will support meaningful dialogue. A core goal of this module is to highlight the contrast between traditional gender norms and the potential of gender equality to create more equitable and fulfilling lives for both men and women. Emphasize that, while dominant masculinity often enforces rigid and sometimes harmful behaviors, gender equality promotes shared responsibilities, emotional freedom, and mutual respect, benefiting everyone. By moving away from restrictive norms, we can build healthier, more inclusive societies where all individuals can thrive, regardless of gender. Being mindful of the cultural context in which the session takes place is also vital. Gender norms and expressions of masculinity vary across regions and communities, so it is important to tailor discussions accordingly. Use culturally relevant examples and case studies while ensuring the underlying principles of gender equality remain universally applicable. This approach makes the conversation more relatable and helps participants see the potential for change within the context of their roles in the cassava agrifood system.

Finally, keeping the session interactive is key to maintaining participant engagement and encouraging active contribution. Use a variety of activities, questions, and examples to stimulate participation, and allow time for personal reflection. Sharing real-life stories or case studies of individuals or communities who have successfully challenged dominant masculinity can serve as powerful motivators, showing that change is possible and inspiring participants to act in their own lives.

Activity Overview

Activity 1: Opening and Recap

Activity 2: What is Masculinity?

Activity 3: Understanding Dominant Masculinity

Activity 4: Gender Equality and its Importance

Reflection

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of understanding household gender dynamics.
3. Before commencing the session, allow time to recap the previous session with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous session.
5. Ask some participants to share their observations about positive masculinity. Ask if they have observed this being displayed in their community.
6. Document the responses on a flip chart regarding what participants observed about being a man or a woman in their households.
7. Allow all participants to reflect and learn from others' perspectives on being a man or a woman.
8. Inform the participants to settle down for the next module

Activity 2: What is Masculinity?

Step-by-Step Guide

1. Welcome, we will be exploring the concepts of dominant masculinity and gender equality. We discuss how these ideas shape our perceptions and behaviors, and how we can contribute to fostering a more inclusive society.
2. Encourage participants to share their initial thoughts on what they understand about masculinity and gender equality.

3. Conduct an icebreaker: Activity: What Does Masculinity Mean?

    - Begin by explaining that this icebreaker will help everyone start thinking about their perceptions of masculinity and gender equality, which will be key themes throughout the session.
    - Ask each participant to take a sticky note and write one word or phrase they associate with masculinity on one side and one word or phrase they associate with gender equality on the other side.
    - Encourage participants to be honest and think of any words, images, or ideas that come to mind, whether they are positive or negative. There is no right or wrong answer, this is about individual perceptions.
    - After participants have written their words or phrases, ask them to share their responses with the group.

4. After everyone shares, facilitate a brief discussion about the words and phrases that were mentioned using the following questions:

    - What do we notice about the words we associate with masculinity? How do they differ from the words we associate with gender equality?
    - Do any of the words associated with masculinity seem limiting or restrictive?
    - Are there any connections between the concepts of masculinity and gender equality?
    - How do these associations shape our views on gender roles in society?
    - How do these associations shape the way we treat men and women actors in the cassava agrifood system?
    - In your household, how do these associations shape your activities and opportunities in the cassava agrifood system?

6. Explain to the participants that the activity shows how masculinity is socially constructed and how gender equality can challenge these constructs.

Activity 3: Understanding Dominant Masculinity
Step-by-Step Guide

1. Present a brief explanation of dominant masculinity, defining it as the socially constructed form of masculinity that emphasizes traits like strength, emotional restraint, and dominance.

    - Show examples of dominant masculinity in media or real-life situations (e.g., portrayal of men in advertisements, movies, and politics).
    - Show examples of dominant masculinity in the cassava agrifood system (e.g. where men have more control over resources and other opportunities in issues about the agri-food system

2. Facilitate a brief discussion with the following questions:

    - How do these expectations affect men?
    - How do they affect women?
    - How do they affect men and women's full and equitable engagement in the cassava agrifood system?

Activity 4: Gender Equality and its Importance

Step-by-Step Guide

1. Define what gender equality is:

Gender equality means that men and women should have equal rights, responsibilities, and opportunities in all aspects of life. It goes beyond just legal equality and extends to areas such as education, employment, leadership, and family roles. Achieving gender equality ensures that both men and women can access the same opportunities, and they are not limited or disadvantaged by their gender.

2. Keep the definition simple and clear, emphasizing that gender equality is about fairness and equal opportunities for all individuals, regardless of their gender.
3. Share some real-world examples of Gender equality:

    - Fairness and equity in access, ownership, use, and control over productive assets.
    - Equal Pay: Men and women should receive equal pay for equal work, which helps ensure fairness in the workplace.
    - Equal Representation in Leadership: Gender equality in leadership ensures that both men and women are equally represented in decision-making positions, whether in business, politics, or community organizations.
    - Shared Household Responsibilities: In a gender-equal household, both partners share the responsibilities of cooking, cleaning, and childcare, rather than adhering to traditional gender roles.

4. Facilitate a Discussion with the following:

- How does gender equality improve the lives of women?
- How does gender equality benefit men?
- How do the household and the entire community benefit from gender equality?

6. Allow time for participants to share their thoughts. Encourage open dialogue, making sure to highlight the positive impact that gender equality can have on individuals, families, and communities.

7. Guide participants toward identifying tangible actions they can take, both individually and as part of their community. Ask questions such as:

    - How can we challenge harmful gender stereotypes?
    - What role can men play in promoting gender equality?
    - What changes can we make in our homes and public spaces to support gender equality?

8. Use case studies or local examples to help participants connect the concept of gender equality to real-life situations. Case studies of successful initiatives, such as programs that have helped close the gender gap or increased women's representation in leadership roles, will make the concept more concrete and inspiring.

9. Encourage male participants to see gender equality not just as a women's issue but as something that benefits everyone. Men also gain from a more equitable society, as they can experience greater emotional freedom and a more balanced division of labor at home and work.

Reflection

1. Ask participants to reflect on the following questions in pairs or small groups:

    - How does dominant masculinity show up in your community or household?
    - What steps can we take to promote gender equality?

2. Have participants share their reflections with the larger group.
3. As the discussion unfolds, listen for ideas on challenging societal norms and the barriers to achieving gender equality.

Action Points

1. Ask each participant to write down one specific action they will take to challenge dominant masculinity or promote gender equality in their community.

Have participants share their actions and place their sticky notes on the board or wall.

2. Encourage participants to make their action points as specific and realistic as possible (e.g., "Have a conversation with a male friend about gender stereotypes," or "Encourage male peers to participate in household chores").

Wrap-Up and Closing

3. Do a quick summary of the lessons learned. Remind participants that dominant masculinity limits both men and women by reinforcing harmful stereotypes. Emphasizing that gender equality offers a more balanced and fulfilling life for all.

4. Thank participants for their contributions and reiterate the importance of continuing the conversation and actions beyond the session.
5. End with a motivational quote or statement, such as:
   Together, we can create a world where masculinity and femininity are not defined by outdated stereotypes, but by respect, equality, and shared humanity.

Session 2: Promoting Positive Masculinity

In the previous session, participants explored the concept of dominant masculinity, its societal impacts, and how it contrasts with gender equality. They examined how rigid gender norms affect both men and women and discussed strategies for challenging harmful stereotypes to promote a more inclusive society.

This session focuses on the concept of positive masculinity, highlighting how men can adopt behaviors and attitudes that support not only their well-being but also the development of healthier, more inclusive communities. It challenges traditional views of masculinity that often restrict men's emotional and social expression and emphasizes the importance of promoting empathy, respect, and equality.

Session Objectives

- To define and understand the concept of positive masculinity.
- To explore how traditional masculinity can be limiting and harmful.
- To discuss the traits and behaviors that characterize positive masculinity.
- To empower men to embrace positive masculinity in their personal and community lives.

Recommended time: 3 hours

Required Materials:

- Flip chart and markers.
- Sticky notes and pens.
- Case studies or real-life examples of positive masculinity.

Facilitator's Note:
Promoting positive masculinity involves shifting the conversation from restrictive, harmful gender norms to a healthier understanding of masculinity—one that embraces emotional vulnerability, supportive relationships, and active participation in gender equality. As a facilitator, your role is to create a space where participants feel comfortable exploring and challenging traditional masculine norms.

Encourage open dialogue and reflection, and support participants in recognizing how embracing positive masculinity can lead to greater fulfillment and improved social dynamics. Be mindful of cultural sensitivities around masculinity, and tailor your language and examples to be respectful and relevant to the community's values.

Throughout the session, focus on empowering men to break free from limiting stereotypes, enabling them to engage more fully in nurturing relationships, caregiving, and leadership roles that promote equality. Use case studies and real-life examples to illustrate how adopting positive masculinity can be both personally rewarding and socially enriching. Keep the tone light and interactive to maintain engagement and encourage participants to reflect on their own experiences.

Activity Overview

Activity 1: Opening and Recap

Activity 2: Positive Masculinity

Activity 3: Breaking Down Traditional Masculine Norms

Reflection

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of creating an enabling environment in the household—one where positive masculinity is displayed.

3. Before commencing the session, allow time to recap the previous sessions with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous sessions.
5. Ask for volunteers to share any form of masculinity they have observed in their community.
6. Document the responses on a flip chart and allow the participants to review them.
7. Inform the participants to settle down for the next activity.

Activity 2: Positive Masculinity

Step-by-Step Guide

1. Warmly welcome the participants and introduce the concept of positive masculinity:

Example:

Today, we will be exploring the concept of positive masculinity. Let's start by defining what this means.

- Traditionally, masculinity is often seen through the lens of strength, stoicism, and dominance. These ideas can create pressure and limitations on men, particularly when it comes to expressing emotions, seeking support, or forming intimate, equal relationships.
- Positive masculinity, on the other hand, is about redefining these traditional roles. It encourages men to express themselves emotionally, embrace vulnerability, and support equality in all aspects of life, whether at home, at work, or in their communities. By fostering healthy relationships, supporting gender equality, and taking care of emotional well-being, positive masculinity leads to better mental health for men and a more balanced, fair society for everyone."

2. Contrast positive masculinity with traditional masculinity:

   For example, traditional masculine norms might tell us that men should never cry, be the sole providers, or avoid showing weakness. These expectations can isolate men, create emotional strain, and contribute to unhealthy behaviors. Positive masculinity, however, invites men to embrace a broader, more holistic sense of who they are—where they are free to express vulnerability, ask for help, and share responsibility in caregiving, work, and decision-making."

3. Emphasize that the goal of the session is not only to explore what positive masculinity looks like, but also to think about how we can integrate these ideas into our daily lives, and in our interactions with others.

4. Facilitate an icebreaker: Positive Masculinity Word Cloud

- Ask participants to write down one positive quality they associate with masculinity on a sticky note. Encourage them to think deeply and reflect on qualities that go beyond traditional stereotypes. It could be something like 'empathy,' 'respect,' or 'caring.
- After everyone has written their responses, collect the sticky notes and place them on a wall, board, or flipchart. Arrange the words so they are visible to everyone, creating a "word cloud" of positive masculine traits.
- Ask participants to reflect on the words in the word cloud.
- Facilitate discussion with the following questions:

    - Looking at this word cloud, what stands out to you?
    - Are there any words that surprise you or make you think differently about masculinity?

Activities 3: Breaking Down Traditional Masculine Norms

Step-by-Step Guide

1. Lead a discussion where participants share their thoughts and experiences with traditional masculine norms, with questions such as:
    - What do you think about these norms? How do you think they affect men's emotional well-being, their relationships, and their interactions with others? Do these expectations create any challenges for men?"
2. As the discussion progresses, encourage participants to reflect on how these norms may limit men in expressing emotions, seeking support, or forming equal partnerships in both personal and professional life.
3. Transition into introducing the concept of positive masculinity as an alternative: While traditional masculinity can be restrictive, positive masculinity allows men to embrace traits like empathy, emotional expression, and respect for gender equality. This approach leads to more balanced, fulfilling relationships and healthier emotional lives.
4. Pose the following questions: What do you think about the idea of breaking free from these traditional norms? How might embracing positive masculinity help men lead healthier, more fulfilling lives?"

Activity 4: Traits of Positive Masculinity

Step-by-Step Guide

1. Provide a brief overview of key traits of positive masculinity. Write them on a flipchart:

    Examples: empathy, emotional expression, respect, support for gender equality, accountability, nurturing, and cooperation.

2. Emphasize that positive masculinity encourages men to express emotions, seek help when needed, and work together with others to create more inclusive and supportive environments. It challenges harmful gender stereotypes and promotes gender equality.
3. Divide participants into small groups or pairs. Give each group a trait of positive masculinity to discuss.
4. Ask the groups to discuss how the trait they've been given can be practiced in daily life—whether at home, at work, or in the community.
5. Ask them these follow-up questions:

    - How could this trait improve his relationships and his community involvement?
    - What obstacles might prevent men from adopting this trait, and how can they overcome them?

6. After the small group discussions, bring everyone back together. Ask each group to share their thoughts on how to practice the trait they discussed, and the potential challenges men may face, using these follow-up questions:
    - What was your assigned trait, and how do you think men can embrace it in their lives? What challenges might arise, and how can we address them?

Reflection

1. Encourage participants to reflect on what they learned and how it may have impacted their understanding of masculinity.
2. Facilitate discussion with questions such as:
    - What did you learn about positive masculinity today? How does it challenge or complement your existing ideas about what it means to be a man?
    - How does the concept of positive masculinity offer an alternative? What parts of this new perspective resonate with you?
3. Ask participants to consider how they can take what they've learned and apply it to their daily lives.
4. Encourage participants to share one new insight or takeaway from the session that they intend to reflect on or implement in their lives.

Action Points

1. Ask participants to take a moment to write down one specific action they will commit to taking to promote positive masculinity. Remind them to think of concrete, practical actions.
    - For example: support a friend in expressing vulnerability, participate in a local men's group focused on gender equality, or challenge a harmful stereotype in a conversation.

2. Collect the written action points from participants. Read a few of them aloud to inspire collective commitment and encourage others to follow through with their actions.

Wrap-Up and Closing

1. Summarize key takeaways:

Example:

- Positive masculinity encourages emotional expression, respect for others, equality, and the development of healthier relationships—both personally and in the community.
- Breaking free from traditional gender norms allows men to embrace a wider range of behaviors, promoting both individual well-being and societal change. These shifts benefit everyone, not just men, by fostering equality and creating more balanced, supportive relationships.

3. Express gratitude for their participation and insights.
4. End with a Motivational Statement:

   Example: True strength lies in being able to embrace all facets of ourselves—the emotional, vulnerable, and strong. By promoting positive masculinity, we not only help ourselves but also create a more equal and supportive community for everyone. Let's continue to champion these ideals in our actions, big and small.

Session 3: Engaging Men as Allies

In the previous session, participants explored the concept of positive masculinity, discussing how traditional norms often limit men's emotional and social expression. The session emphasized empathy, respect, and equality, encouraging men to embrace vulnerability and foster healthier relationships. This session highlights real-life success stories of role models and gender justice champions who have actively promoted gender equality by challenging traditional norms. Through these stories, participants will learn how individual and collective actions can lead to meaningful change and inspire others in their communities.

Session Objectives

At the end of this session, participants will be able to:

- Understand the impact of role models in advancing gender equality.
- Recognize the strategies used by gender justice champions to overcome challenges.
- Reflect on how similar efforts can be applied in their contexts.

Recommended time: 3 hours

Required Materials

- Case study handouts (printed or digital copies)
- Flip chart and markers
- Sticky notes and pens

> ***Facilitator's Note:***
> *This session encourages participants to explore real-world examples of allyship and gender advocacy. Ensure the stories selected are contextually relevant and relatable. Facilitate discussions that allow participants to draw practical lessons and inspire personal commitment. Be prepared to manage sensitive topics that may arise.*

Activity Overview

Activity 1: Opening and Recap

Activity 2: Inspiring Figures

Activity 3: Case Studies - Gender Justice Champions

Reflection

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of creating an enabling environment in the household, where positive masculinity is displayed.
3. Before commencing the session, allow time to recap the previous sessions with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous sessions.
5. Ask volunteers to share any behavior of positive masculinity they have displayed.
6. Document the responses on a flip chart and allow the participants to review them.
7. Inform the participants to settle down for the next activity.

Activity 2: Inspiring Figures

Step-by-Step Guide

1. Welcome participants and introduce the theme of the session.

   Example: Today, we will learn from inspiring stories of individuals who challenged traditional norms and became role models for gender equality. Their journeys show us that change is possible with commitment and collaboration.

2. Facilitate an icebreaker: Inspiring Figures

- Ask participants to think of a person they consider a role model in promoting gender equality (e.g., a community leader, activist, or family member).
- Have participants briefly share who they thought of and why.
- Use this activity to set the tone and show that anyone can make a difference, regardless of their position or background.

Activity 3: Case Studies - Gender Justice Champion

Step-by-Step Guide

1. Present a case study of gender justice champions to the participants:

In the rural community of Ogundele, women are normally reluctant to participate in groups and other community activities. Mr. Ade, a cooperative group leader in one of the cooperative societies, noticed that women hardly collect loans, and when they collect, he does not see any change that could be associated with the loans that have been collected.

Mr. Ade organized meetings with male and female cooperative members, traditional and community leaders, religious leaders, market women leaders, and other leaders in the community to discuss the importance of women's abilities to take up loans and being able to use the loans to buy assets that would be useful for their cassava and other income-generating activities.

He used relatable examples, such as successful women in nearby communities, to emphasize the benefits of women taking loans and using the loans for assets that would benefit their businesses. He liaised with a local NGO and a microfinance group to offer loans to women and advise the women on the different ways to use the loans, including different assets for cassava production that they can buy to expand their productivity.

He also worked with other community organizations to organize empowerment and men's engagement activities that allow women to have control over asset sales and purchases, and

men to develop positive attitudes towards women, building their capacities for improved productivity.

Through his partnership, many men developed positive attitudes towards women's empowerment, especially regarding ownership and control of productive assets for cassava activities. There was also an increased number of women who reported that they had better control over their productive assets.

2. Facilitate group discussion with the following questions:

    - What were the key actions taken by Mr. Ade that contributed to his success?
    - What challenges could he face, and how can he solve them?
    - How can we apply similar strategies in our communities to promote gender equality?

Reflection

1. Invite participants to share their thoughts in an open and supportive environment. Ensure everyone has the chance to speak if they wish.
2. Ask participants to mention one insight or takeaway from the case studies, such as specific actions taken by the role models or challenges overcome.
3. Encourage them to relate these lessons to their personal or community experiences.
4. Summarize key points shared by participants to reinforce the discussion.
5. Emphasize how small, consistent actions can lead to significant change, just as demonstrated by the role models in the case studies.

Action Points

1. Ask participants to take a moment to write down one specific action they will take to inspire positive changes in their community. This action should be based on the lessons learned from the case studies of gender justice champions.

   Examples

    - Speak to a local leader about supporting women's empowerment.
    - Share the stories of role models with friends and family to challenge harmful gender norms.
    - Offer to mentor a young person to encourage positive masculinity.

2. Encourage participants to be specific and realistic with their action plans. Remind them that even small steps can lead to big changes when carried out consistently.
3. Collect a few examples of the action's participants' plans to take.
4. Read them aloud to inspire collective commitment and show how everyone can make a difference.

5. Thank participants for their willingness to act and reinforce that their efforts will contribute to building a more inclusive and gender-equal community.

Wrap-Up and Closing

1. Summarize key takeaways:
    - Role models demonstrate that progress is achievable, even in the face of challenges.
    - Each of us has the potential to inspire and lead change in our communities.
2. Thank participants for their engagement and end with a motivational statement:

    Example: Together, we can challenge harmful norms and build a world where equality thrives. Let's take inspiration from these role models and start creating our own success stories.

Session 4: Networking and Identifying Role Models

In the previous session, participants explored real-life stories of gender justice champions, such as a male cooperative leader advocating for women's empowerment. These stories highlighted strategies for overcoming resistance, building community trust, and fostering long-term cultural shifts toward gender equality. This session focuses on the power of networking and the importance of identifying and connecting with role models in the journey toward promoting gender equality in the agri-food system. By fostering relationships with individuals who embody positive masculinity and gender justice, participants can amplify their efforts and inspire broader community change.

Session Objectives:

- To understand the value of networking in promoting gender equality.
- To learn how to identify role models who can inspire and guide action.
- To explore strategies for building meaningful relationships with gender justice advocates.

Recommended time: 3 hours

Required Materials:

- Flipchart and markers
- Sticky notes

Facilitator's Note
This session encourages participants to build a supportive network of allies and identify potential role models who can guide and inspire them in their efforts. Networking is not just about professional connections but about creating a community of change-makers. As you guide the module, emphasize that anyone, regardless of their background, can be a role model in the fight for gender equality. Use local examples where possible to make the content relatable.

Activity Overview

Activity 1: Opening and Recap

Activity 2: Networking for Social Movements

Activity 3:

Reflection

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of creating an enabling environment in the household—one where joint decision-making occurs, and women are supported to make decisions on issues that can benefit their lives and cassava activities.
3. Before commencing the session, allow time to recap the previous sessions with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous sessions.
5. Ask for volunteers to share any practical steps they have taken to promote women's contributions to decision-making on major issues in the household and within the cassava agrifood system.
6. Appreciate and give accolades to participants who have taken one step or another.
7. Document the responses on a flip chart and allow the participants to review them.
8. Inform the participants to settle down for the next activity.

Activity 2: Networking for Social Movements

Step-by-Step Guide:

1. Briefly explain the importance of networking in social movements, especially in gender equality.
2. Highlight how role models and networks provide both inspiration and practical guidance.
3. Facilitate an icebreaker: Who Inspires You?

- Ask participants to write down on sticky notes the name of someone in their life who inspires them to be a better ally or advocate for gender equality.
- Have them share why that person inspires them.
- After everyone has shared, facilitate a brief discussion on the following points:

    - *"What common traits did the role models share?"*
    - *"How can we identify more people in our community who could serve as role models for gender equality?"*

4. Wrap up the icebreaker by emphasizing that everyone has the power to be a role model and that inspiring others starts with embodying the values of equity, respect, and justice in our daily lives.

Activity 3: Gender Justice Champions

Step-by-Step Guide

1. Divide Participants into Pairs or Small Groups (3-4 people per group). This encourages collaboration and allows everyone to share their thoughts.
2. Ask participants to brainstorm and list individuals in their community who could serve as role models for gender justice. They should consider a wide range of people:

    - Local leaders, educators, or community activists who promote gender equality.
    - Family members, friends, or mentors who challenge traditional gender norms and advocate for positive masculinity.
    - Public figures, role models, or advocates who work towards achieving gender justice, both locally and globally.

3. Encourage participants to think about people who have made an impact by standing up for gender equality, whether through actions, leadership, or advocacy.
4. As groups are brainstorming, use the following prompt to guide their discussion: What qualities make someone a strong role model for gender equality?
    - Some qualities to highlight might include:
        - Courage to challenge harmful norms.

- Empathy and understanding of others' experiences.
- Advocacy for equal opportunities, rights, and responsibilities.
- The ability to inspire others and create positive change.

5. After 5-7 minutes of brainstorming, each group should share one or two role models from their list with the larger group.
6. As they share, encourage participants to explain why they chose these individuals and how they embody qualities of gender justice and positive masculinity.
7. Emphasize that role models do not need to be perfect; they can be individuals who continuously learn, grow, and use their platforms to support gender justice.
8. Wrap up by discussing the impact that role models can have on their communities and how identifying role models helps participants stay inspired and motivated in their journey for gender equality.
9. You might want to ask: How can we take lessons from these role models and apply them in our own lives?

Reflection

1. Ask participants to reflect on the following questions:

- How can we leverage our networks to create change?
- What role models do we want to connect with to help us on this journey?

2. Allow participants a few moments of quiet reflection to think about how they can use their personal and professional networks to drive positive change for gender equality. Encourage them to consider:

- Who in their circle (family, friends, colleagues) could be a source of support or a potential ally in their gender justice efforts?
- How they can connect with or learn from role models who align with their values and goals.

3. Emphasize that having supportive allies and mentors is crucial in the fight for gender justice, as they provide guidance, encouragement, and resources to help overcome challenges.

4. Remind participants that they do not have to work alone; building a support system of allies and role models can provide the strength and direction needed to create sustainable change.

Action Points

1. Ask participants to take a moment to think about the concrete action they will take to expand their network or connect with a gender justice role model. This could include:
   - Reaching out to a mentor or role model for guidance.
   - Attending an event or seminar related to gender justice.
   - Joining a community group or organization that promotes gender equality.
   - Engaging a local leader or educator in a conversation about gender justice.

   - Connecting with like-minded individuals on social media or through networking platforms.
2. Have participants write down their specific actions on a sticky note. Encourage them to be as specific as possible (e.g., I will reach out to a local gender justice advocate and ask for advice on how to get involved in the community.
3. Invite a few participants to share their actions with the group. You can ask for volunteers or randomly call on individuals. This will help inspire others and reinforce the idea of accountability.
4. Encourage participants to keep track of their actions and revisit them periodically to assess their progress and continue engaging with others who can help them on their journey.
5. Conclude by emphasizing that each small action contributes to the larger goal of creating a more equitable society.
6. Remind participants that growing their network and connecting with role models is an ongoing process and that every step forward is valuable in building momentum for change.

Wrap-Up

1. Summarize key takeaways:

   - Networking allows us to build a community of allies and learn from the experiences of role models.
   - Role models provide the inspiration and practical guidance necessary to challenge harmful gender norms.
   - Identifying and connecting with role models is a powerful strategy for promoting positive masculinity and gender equality.

2. Thank participants for their engagement and encourage them to continue building their networks to inspire and drive change.
3. End with a motivational statement: We are stronger together. By connecting with the right people and learning from their examples, we can amplify our efforts to create a more just and equal society for everyone.

Session 5: Presentation of success stories

In the previous session, participants explored the power of networking and identifying role models in advancing gender equality in the agrifood business. They reflected on inspiring figures in their lives, discussed qualities of effective role models, and strategized ways to build supportive networks for change. In this session, participants will be introduced to successful stories of gender justice champions who have made significant strides in promoting gender equality and challenging traditional norms. These stories aim to inspire and motivate participants to take similar actions in their communities. Sharing success stories will also highlight the practical steps that individuals and groups can take to create positive change.

Session Objectives:

- To inspire participants with real-life examples of individuals and groups who have effectively challenged gender norms and advocated for gender equality.
- To showcase the impact of gender justice champions in their communities.
- To encourage participants to reflect on how they can take similar actions in their contexts.

Recommended time: 3 hours

Required Materials:

- Printed or digital success stories
- Flip chart
- Markers
- Pen
- Pre-made Bingo cards

Facilitator's Note

Before the session, ensure you have prepared a range of success stories that resonate with the participants' context and experiences. The stories should be diverse and cover various approaches to gender justice, from local leaders and grassroots organizations to community activists and public figures. This diversity will help participants relate to the different ways that gender justice can be pursued in their environments. During the presentation of the stories, it is important to keep the discussion interactive. Encourage participants to ask questions, share their thoughts, and reflect on the key themes from the stories. This interaction will allow the group to connect with the material and see how it applies to their lives. The primary focus of this activity is to highlight the real-world impact of gender justice work. The stories should not only inspire but also demonstrate tangible actions that have led to meaningful change. By doing so, participants will be motivated to take similar actions in their communities, fostering a sense of empowerment and creating gender equality.

Activity Overview

Activity 1: Opening and Recap

Activity 2: Learning from the Role Models

Activity 3: Presentation of Success Stories

Reflection

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of creating an enabling environment in the household—one where joint decision-making occurs, and women are supported to make decisions on issues that can benefit their lives and cassava activities.
3. Before commencing the session, allow time to recap the previous sessions with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous sessions.
5. Ask for volunteers to share any practical steps they have taken to promote women's contributions to decision-making on major issues in the household and within the cassava agrifood system.
6. Appreciate and give accolades to participants who have taken one step or another.
7. Document the responses on a flip chart and allow the participants to review them.
8. Inform the participants to settle down for the next activity.

Activity 2: Learning from the Role Models

Step-by-Step Guide:

1. Explain the Importance of Learning from Real-Life Role Models and Success Stories:

   Example:

   - In our journey toward gender equality, it is essential to look to those who have already made significant strides in this area. Real-life role models show us that change is possible, and they provide practical examples of how we can take action in our communities. Their stories offer hope and a roadmap for overcoming the challenges we face.

2. Introduce the Concept of Gender Justice and Why It's Crucial to Celebrate Successful Efforts:

Gender justice is the idea that all individuals, regardless of their gender, should have equal rights, opportunities, and treatment in all aspects of life. Celebrating the successes of those who have worked to promote gender equality allows us to recognize the power of collective action. These successes demonstrate that when we challenge harmful norms and fight for equality, we create better, more inclusive societies for everyone.

3. State that participants will hear the inspiring stories of people who have championed gender equality in the cassava agrifood system.

- Today, you will hear stories of people who have made remarkable contributions to gender equality in the cassava agrifood system. These individuals, whether they are local leaders, community activists, or public figures, have used their voices and actions to push for positive change. Their efforts have inspired many, and we hope these stories will motivate you to think about how you can be part of the movement for gender justice.

Facilitate an icebreaker: Gender Justice Bingo.

- Before the session, prepare Bingo cards with statements related to gender justice and equality in the cassava agrifood system. You can customize them based on the group's experiences or context.
- Distribute a Bingo card to each participant along with a pen. Explain that the goal of this activity is to get to know each other and learn about gender justice-related actions or experiences within the group. Participants need to find people who meet the criteria on their cards.
- Participants must go around the room and ask each other if they meet any of the statements on the Bingo card.
- If someone matches a statement (for example, they have been part of an advocacy campaign or they know a gender justice role model), they can write that person's name in the corresponding box.
- The first person to complete a row, column, or diagonal (Bingo!) should shout "Bingo!" and share the names of the people they spoke with and what they learned.
- Once someone has achieved Bingo, or after 10-15 minutes, gather the group and ask participants to share one thing they learned about a fellow participant during the game. Highlight how many people in the room are already involved in gender justice in some way, reinforcing the idea that everyone can be a champion for equality.

Activity 3: Presentation of Success Stories

Step-by-Step Guide

1. Introduce the Activity:

   Example:

   - In this activity, we will explore success stories of people and organizations that have played key roles in advancing gender equality. These stories are powerful reminders of the change that is possible when individuals stand up for gender justice.

2. Share the following examples of success stories in a simple, clear, and engaging manner:

Example: Community Leader Promoting Shared Household Responsibilities

- Story: *A local leader, Maria, saw how gender roles in her community placed an unequal burden on women. She started a campaign to encourage men to share household responsibilities equally, including childcare and cooking. Maria organized workshops and community discussions to challenge traditional beliefs about gender roles.*
- Actions:
  - Maria led workshops where both men and women discussed shared responsibilities in the household.
  - She encouraged men to take more active roles in caregiving and domestic tasks.
- Challenges:
  - Many men felt that domestic duties were primarily women's responsibility, and they were resistant to change.
  - There were also cultural beliefs that undermined Maria's efforts.
- Impact:
  - Some men began to take more responsibility at home, leading to more balanced relationships.
  - The campaign raised awareness about the importance of gender equality in the household, with positive effects on family dynamics.

Example: Organization Helping Men Engage in Gender Equality

- Story: *An organization called 'Men for Equality' works with young men to challenge harmful masculine norms and engage them in gender equality initiatives. Through workshops, mentorship programs, and community events, the organization helps men understand how they can be allies in the fight for gender equality.*

- Actions:
  - The organization organizes programs where men are taught how to challenge traditional masculine norms.
  - It promotes positive masculinity and encourages men to take leadership roles in advocating for gender equality.
- Challenges:
  - Initially, the organization struggled to gain the support of men who believed that gender equality was solely a women's issue.
  - They also faced opposition from some traditional leaders in the community who did not support such initiatives.
- Impact:
  - Many men who participated in the workshops became strong advocates for gender equality, both in their homes and communities.
  - The organization's work helped shift perceptions, with more men openly supporting women's rights and working to end gender-based violence.

3. Emphasize that the success stories show that one person's actions can spark a ripple effect of change and facilitate discussion with the following questions:

   - What stood out to you in these stories?
   - How can these examples inspire change in your community?

4. Encourage participants to reflect on the actions, challenges, and impacts presented. Ask them to think about how they can apply similar actions in their own lives or communities.

Reflection and Group Discussion

1. Facilitate discussion by asking the following questions:

   - What stood out to you in these stories?
   - How can you relate to the challenges faced by these gender justice champions?
   - What specific actions did the role models take that you could implement in your community?

2. Encourage participants to share their thoughts and insights with the group.

Action Points

1. Ask participants to write down one action they can take to promote gender justice in their household, inspired by the stories they heard.

   - Collect and share a few action points with the group to inspire others.

Wrap-Up and Closing

1. Conclude by emphasizing the importance of learning from role models and success stories.

2. Encourage participants to take concrete steps towards gender equality in their communities.

3. End with a motivational statement: *"Success starts with small steps, and by taking action together, we can create lasting change."*

Module 5: Building Alliances and Networks

This module emphasizes the importance of building alliances and networks to advance gender equality. Participants learn strategies to identify allies, engage diverse stakeholders, and strengthen advocacy efforts. The module highlights the role of men as partners in promoting gender justice and encourages collaboration.
Through discussions, activities, and reflective exercises, participants are encouraged to commit to expanding networks and fostering inclusive collective action.

Session: Developing Alliances for Collective Action

In Session 6, participants explored real-life success stories of gender justice champions who challenged societal norms and advocated for equality. These stories demonstrated practical strategies, highlighted challenges faced and showcased the transformative impact of collective action in various communities. Participants will be equipped with strategies to develop and nurture these connections to create a more inclusive and supportive environment for gender equality. Building strong alliances and networks is essential for advancing gender equality. Collaboration with diverse individuals and groups increases the reach and effectiveness of advocacy and action. This session will explore how to build networks of allies, particularly focusing on men as partners in promoting gender justice.

Session Objectives

At the end of this session, participants will be able to:

1. Understand the importance of building networks for gender equality.
2. Identify key allies and organizations to collaborate with.
3. Develop strategies for building and nurturing effective alliances.
4. Commit to taking action to expand their networks and engage in collective efforts for gender justice.

Recommended Time: 3 hours

Required Materials

- Flip charts and markers
- Sticky notes and pens
- Handouts with networking tips and examples of successful collaborations

Facilitator's Note

Networking is essential for creating lasting changes in the agri-food business, especially when it comes to gender justice. As a facilitator, ensure to highlight the role of men as allies in gender equality and emphasize the value of connecting with individuals and groups who share similar goals. Encourage active participation, open communication, and a collaborative spirit. Make sure to create a safe environment where participants feel comfortable sharing their ideas and experiences. Be prepared to share your personal experiences of collaboration, which can motivate participants to take similar steps in building their networks.

Activity Overview

Activity 1: Opening and Recap

Activity 2: Supporting Alliances and Networks

Activity 3: Identifying Role Models and Allies

Activity 4: Building Alliances

Reflection

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by warmly welcoming all participants.
2. Briefly introduce yourself and the purpose of the session, emphasizing the importance of creating an enabling environment in the household—one where joint decision-making occurs, and women are supported to make decisions on issues that can benefit their lives and cassava activities.

3. Before commencing the session, allow time to recap the previous sessions with the participants.
4. Invite one or two volunteers from the group to list some of the key learnings from the previous sessions.
5. Document the responses on a flip chart and allow the participants to review them.
6. Inform the participants to settle down for the next activity.

Activity 2: Supporting Alliances and Networks

Step-by-Step Guide

1. Begin by explaining the significance of alliances and networks in promoting gender equality.

2. Highlight how connecting with other like-minded individuals or groups can amplify efforts and create a greater impact.

Icebreaker Activity: Who Inspires You?

- Ask participants to write down the name of someone who inspires them to be a better ally or advocate for gender equality.
- Once everyone has written their responses, invite them to share why they chose that person.

Activity 3: Identifying Role Models and Allies

Step-by-Step Guide

1. Have participants work in pairs or small groups to brainstorm individuals in their community who can serve as allies for gender justice. Consider local leaders, educators, activists, and even family members.

2. Facilitate discussion with questions:

What qualities make someone a strong ally for gender equality, and how can you connect with them?

Document the key points in the flip chart and make sure the participants study and review the key points.

Activity 4: Building Alliances

Step-by-Step Guide

1. Provide participants with handouts or share a slide with strategies for building effective alliances.

2. Have them work in small groups to come up with ideas on how to build their networks and identify key people or organizations to collaborate with using the following prompt:

How can you actively engage with your network to strengthen the movement for gender equality?

Reflection

1. Ask participants to reflect on the following questions:

- What are some key takeaways from today's activities?
- How can you leverage your networks to create change?

2. Encourage participants to reflect on the importance of their networks and consider the potential impact they can have by expanding those networks.

Action Points

1. Ask participants to write down one specific action to expand their network or connect with a gender justice role model.

2. Collect and share a few examples with the group to inspire others to act.

Wrap Up

1. Summarize key takeaways:

Example: The importance of alliances and networks in fostering gender equality, and how individuals can contribute to the success of a broader movement.

2. Thank participants for their active participation.

3. Close with a motivational statement: *The strength of our collective efforts lies in the connections we make. By building strong networks, we empower ourselves and others to create a more equitable future for everyone.*

Module 6: Moving forward with Positive Change

This module focuses on translating actions and commitments into practice. It emphasizes the use of SMART goals and encourages participants to commit to specific, actionable steps.

The module highlights the importance of collaboration and accountability in creating realistic plans, addressing gender biases, and overcoming barriers. It also underscores the need for sustained efforts to foster lasting change in women's ability to make decisions related to their productivity and profitability within the cassava agrifood system.

Session: Moving Commitments into Action

Module 6 emphasized the power of alliances and networks in advancing gender equality. Participants explored strategies for collaboration, identified key allies, and discussed engaging men as partners in gender justice. Networking strengthens advocacy efforts, creating a collective force for change. In this session, participants will focus on developing concrete action plans to further the cause of gender equality and positive masculinity within their communities. The goal is to move from theory and discussion to real-world action, empowering participants to take ownership of gender justice initiatives.

Session Objectives:

- To help participants translate their learning into actionable steps.
- To identify key areas where participants can make a difference.
- To create a concrete, actionable plan to promote gender equality and positive masculinity.

Recommended time: 3 hours

Required Materials:

- Flip charts
- Markers
- Printed templates for action plans (optional)
- Sticky notes

Facilitator's Note

In this session, it is essential to create an environment where participants feel motivated and empowered to make meaningful changes. Encourage them to think beyond simple theoretical concepts and focus on realistic actions that they can take within their local contexts. This session should also allow for sharing and collaboration, so participants can build on each other's ideas.

Activity Overview

Activity 1: Moving Forward
Activity 2: Identifying Areas for Change
Activity 3: Creating Actionable Goals
Reflection
Action Points
Wrap-Up and Closing

Activity 1: Moving Forward

Step-by-Step Guide:

1. Begin by emphasizing the importance of action plans in driving change. Explain that the purpose of the session is to take everything they've learned about gender equality, positive masculinity, and allyship and put it into action.
2. Use a prompt like: A plan without action is just a dream. Together, we can make our dreams of gender equality a reality by taking concrete steps.

Icebreaker: What Will You Do?

1. Ask each participant to take a sticky note and write down one action they would like to take to promote gender equality or positive masculinity in their community. These can be small or large actions.

   Example of actions: Talk to my friends about shared household responsibilities, "Support my local women's group," or "Mentor a young man to challenge traditional gender norms.

2. Afterward, ask participants to share their actions and place them on a board or flipchart, allowing the group to visualize the collective commitment to change.

Activity 2: Identifying Areas for Change

Step-by-Step-Guide

1. Break the participants into small groups of 3-5 people.
2. Provide each group with a flip chart or large paper and ask them to brainstorm areas within their household and cassava agrifood system where gender equality can be improved.
3. Encourage the groups to consider challenges they've faced personally and in their community that could benefit from a shift in attitudes toward gender equality.

Examples of areas to address:

- Women's contribution to household decision-making
- Women's participation in all activities of the cassava agrifood system
- Women's control over land for cassava activities
- Women's control of productive resources for the cassava agrifood system
- Men's involvement in caregiving and household work
- Sanction/punishment/penalties for women who do not conform to restrictive norms
- Violence against women or gender-based violence prevention

Activity 3: Creating Actionable Goals

Step-by-Step Guide

1. Once groups have identified areas for change, ask them to set specific, measurable, achievable, relevant, and time-bound (SMART) goals.
2. Encourage them to think about:
   - What they want to accomplish (the goal).
   - Why it matters (its impact on gender equality).
   - How they will achieve it (specific steps they will take).
   - Whom they will involve (allies, community members, or leaders).
   - When they will start and finish (a timeline).

Example of an action plan:

- Goal: Support efforts to eliminate sanctions/penalties/punishment against women who do not conform to restrictive norms.
- Why: To create a safer environment and empower women to have control over their lives and assets.
- How: Support men to be change agents and discourage any negative action towards women who are making progress; Host a community event with local leaders, distribute informational materials, and create a support network.
- Who: Engage local men as allies, collaborate with women's rights groups, and invite local media.
- When: Organize the event within three months.

Reflection

1. Ask each group to reflect on their goals and share one key takeaway with the larger group.
2. What do you think will be the biggest challenge in implementing these plans? How can we overcome these obstacles?

Action Points

1. Ask participants to write down one immediate action they will take in the next week to begin working on their goals.
2. Collect a few of the action points and share them with the group to inspire commitment and collective action.

Wrap-Up

1. Summarize the importance of action plans in creating lasting change.
2. Reinforce that taking small, intentional actions leads to significant collective impact.
3. End with a motivational statement: "Your action plan is not just a set of goals; it is a blueprint for change. Together, we can build a world of gender justice and equality."

References

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3. 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.