

FAMILY BUSINESS MANAGEMENT MANUAL IN SMALLHOLDER TEA FARMS OF THYOLO AND MULANJE

TRAINER'S MANUAL



CONTENTS

HOW TO USE THE MANUAL:	5
Getting Started	6
Key Outcomes	6
 CHAPTER 1:	 10
EXPLORING OUR HOUSEHOLD.....	10
Session 1: Introduction to Basic Concepts	10
Session 2: Values Clarification	17
Session 3: Social Timelines	18
Session 4: Act Like a Man, Act Like a Woman	21
Session 5: A Day in the Life	23
 CHAPTER 2:	 27
WORKING TOGETHER AS A FAMILY	27
Session 1: The Daily Clock	27
Session 2: Family Roles in Agriculture Production and Marketing.....	30
Session 3: Household and Community Visioning.....	33
 CHAPTER 3	 40
DECISION MAKING AND HOUSEHOLD BUDGETING.....	40
Session 1: Team Building in Families	40
Session 2: Household Decision-Making	41
Session 3: Cash-flow Tree	43
Session 4: Household Budgeting.....	53
 CHAPTER 4:	 56
LIVING IN HARMONY AND FOSTERING RESILIENCE.....	56
Session 1: Family Conflict Resolution	56
Session 2: Understanding Family Vulnerability to shocks	60
Session 3: Climate setting - vulnerability picture code.....	66
Session 3: Domestic Violence: What It Is and How to Prevent It	69
Session 4: Leader, Roles, and Characteristics of a Leader.....	73
 CHAPTER 5:	 78
PLANNING FOR CHANGE – AGREEING ON A HOUSEHOLD PLAN	78
Session 1: Inclusive Household and Community Action Planning.....	78

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HOW TO USE THE MANUAL

The tools in this manual are designed to support Family Business Management training for smallholder tea farmers in Mulanje/Thyolo. It has been developed to help ensure that financial benefits from the ETP/Acorn Payment for Ecosystem Services programme benefits men and women farmers equally.

A training of trainers will be undertaken with lead farmers, AGRESSO's, ETP staff and other relevant stakeholders. These trainers will then roll out the training to smallholder farmers. Participants will undertake training in couples /two family members. They will participate in 1 day of training every week for a period of 5 weeks.

The content for the manual has been designed to fit this schedule.

The main aim of the training is to help farmers to:

- Understand why equal decision making within the household can benefit farmers financially and socially.
- Value productive and reproductive roles equally and redistribute roles between men and women.
- Provide farmers with practical tools and planning processes for household budgeting.
- Encourage a culture of leadership amongst women farmers that is accepted by both men and women.

GETTING STARTED

To understand family dynamics, family members must understand what constitutes a household and its functioning. This theme will help participants understand basic household concepts and how they relate to the existing social inequalities that limit the family as a unit to advance the various individual aspirations in a family.

Key Outcomes

- ✓ 1. Understanding the objectives of the training
- ✓ 2. Set ground rules from the beginning about sharing personal information, confidentiality of the training

Activity 1: Welcome And Introductions

Aims:

- ✓ To welcome participants to the training.
- ✓ To allow facilitators to introduce themselves
- ✓ To get to know the participants.

Instructions:

1. The facilitators should start by welcoming participants to the training and let them know who the facilitators are. Underscore the importance of families working together without excluding any productive household member and why it is important that the participants should participate in the training as couples or at least 2 members from their household.
2. Have other co-facilitators introduce themselves.
3. Going around the circle, ask each participant to introduce his/her self, and to share where they work, what their role is, and how long they have been working with smallholder tea farmers. Write the definition of the concept without writing the concept at the beginning of the definition

Tips To The Facilitators

1. Being the beginning of the training, make sure as the facilitator starts with some enthusiasm. This will help the participants to return the same energy projected by the facilitator. Let the participants be assured of your excitement about their participation.
1. Ensure that the participants project their voices loud enough for all to hear.
1. Ensure that each participant is thanked for introducing themselves.
2. Make sure any late comer is also introduced.

Activity 2: Training Expectations

Purpose:

To explore participants' expectations of the training.

 Time	 Preparation/Materials
	<ul style="list-style-type: none">• A ball of made of paper.• Chairs will need to be moved back out of the way.

Instructions

1. Facilitator asks participants form a circle (standing up).
2. The facilitator explains that s/he will throw the ball to another participant across the circle. The participant who receives the ball introduces her/himself and briefly shares her/his expectation from the training
3. The participant with the ball throws the ball to another participant across the circle. This is repeated until all participants have introduced themselves and shared their expectations.
4. The co facilitator writes on the flip chart the expectations
5. The facilitators summarises which expectations will be met during the training

Facilitator's Tips

1. This activity works best with smaller groups. If your group is over 20 people, then a good idea would be to split the group in half and do the activity with two groups instead of one.
2. Track the ball so it doesn't cause any harm
3. Participants may drop the ball. That is OK. Simply have them pick it up, and continue.

Activity 3: Goals Of The Workshop

Purpose

To give participants a sense of what to expect and how to contextualize the workshop in terms of family management in integration of tree planting in tea farms for smallholder farmers.



Time

- 20 Minutes



Preparation/Materials

- Flipchart paper, markers
- It will be helpful if the facilitators already have a flipchart with the objectives written on it

Instructions:

1. If you have not previously done it, then begin by giving a brief background of ETP and its work with tea farmers and how it is important that no one is left behind
2. After taking any questions, pose the following brainstorming questions to the group:
 - ✓ “Why is it important to work together as a family in integration of trees in tea farming “Where does it fit within tea farming?”
 - ✓ Have participants call-out their thoughts, and capture them on a flip-chart.
3. Emphasise on family management as being the heart of integration of tree production in smallholder tea farms
4. Share the workshop objectives depending on the group that you are working with
5. Walk through the flow of the agenda (broad level).
6. Take a few minutes for Questions & Answers.



Objectives

- ✓ Understand why equal decision making within the household can benefit farmers financially and socially.
- ✓ Value productive and reproductive roles equally and redistribute roles between men and women.
- ✓ Provide farmers with practical tools and planning processes for household budgeting.
- ✓ Encourage a culture of leadership amongst women farmers that is accepted by both men and women.

Activity 4: Setting Norms/Ground Rules For The Training

Purpose:

To give participants a sense of responsibility on how they conduct themselves throughout the training period.

 Time	 Preparation/Materials
<ul style="list-style-type: none"> • 20 Minutes 	<ul style="list-style-type: none"> • Flipchart paper, markers

Instructions:

1. Let participants brainstorm on norms and simple ground rules that will govern the training
2. The co facilitator should list the responses on the flip chart
3. You may refer to the list below just in case you feel something important has been left out. The main ones are actually the following:

Punctuality: Arrive on time to each training session. Arriving late is a sign of disrespect to the facilitator and to your fellow participants and would delay the session.

No Disturbances: Cell phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks.

Avoid side conversations: if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify. **Respect Others:** Respect each other, yourselves, and the facilitator.

Do not speak when someone else is speaking: Listen actively. The trainer will be facilitating the discussions with your assistance.

Active Participation: You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute: every answer is valued

Agree to Disagree: During this workshop everyone must feel free to express opinions and concerns. Please see frank discussions (for example about politics) as healthy exchanges rather than personal attacks. There should be a tolerance of differences and everyone should contribute to a safe/non-judgmental environment.

Ask Questions: There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break or write a note to the facilitator. Please do not think any question you have is unimportant.

Give your honest feedback: At the end of each day you will be given a form for your feedback on making this training better next time. Please be honest! Constructive criticism is appreciated and is the only way that we can improve.

4. The facilitator should also let the participants agree on a training schedule over the 5 week period and emphasise that those that start the training should make sure they attend all the subsequent sessions

CHAPTER 1:

EXPLORING OUR HOUSEHOLD

This Chapter is aimed at ensuring that smallholder tea farmers under Ethical Tea Partnership (ETP) understand family dynamics in terms of what constitutes a household and its functioning. The chapter lays a foundation for the functioning of the household which will inspire household members to jointly plan and implement tree planting in tea farms to sustain their livelihoods.

Session 1: Introduction to Basic Concepts

There is diversity in households' forms, functions, and roles played by the members, which affects each family's success. The terms "household" and "family" are used interchangeably and are among several basic concepts that must be understood.

Purpose

To equip participants with knowledge of different terminologies for better understanding and application in subsequent sessions.

Objective:

By the end of the session, participants should be able to:

- ✓ Differentiate between household and family
- ✓ Discuss the types of household and family
- ✓ Explain household and family functioning
- ✓ Describe the roles of household and family members
- ✓ Challenges members of household and family face



Materials

- Flip chart
- Markers
- pens
- Masking tape
- Small box

Preparatory activities

- Write the session purpose and objectives on a flipchart
- Write out the concepts and definitions on separate pieces of paper
- Write the definition of the concept without writing the concept at the beginning of the definition

Instructions:

ID.NO.	Activity	Time
1	Introduce the session.	2 Min
2	Introduce the purpose and objective of the session	5 Min
3	Write out the concepts and their definitions on separate pieces of paper. Paste the definition papers on the wall and put the concept papers in a box. Explain to the participants that the assignment is understanding gender concepts.	20Min
5	Ask the participants to pick a piece of paper from the box of concepts. They should then walk around the room, searching for the corresponding definition on the wall. Once all the participants have made their choices, ask them to post their matching pairs somewhere where everyone can see.	5 Min
6	Go around with participants on each concept and definition, correcting all errors in a participatory manner and answering any questions as they arise.	50 Min
7	Give a short lecture on household and family concepts to ensure everyone understands them and their relationships.	20 Min
8	Conclude the session	3 Min
Total Timeframe		125 Min



Facilitators' Notes: Main Gender Concepts And Terminologies

Sex: Refers to biologically determined differences between males and females. These differences are universal and biological and cannot be changed. Sex is characterized by specific physical and hormonal attributes for males and females.

Gender: Socially constructed roles, relationships, responsibilities, status, and privileges assigned to women, men, boys, and girls in each culture or location. These roles are learned through the process of socialization. Gender relations are dynamic and vary from culture to culture.

Sex Roles: Sex Roles are biologically determined roles based on sex. They are based on the sex of an individual, either male or female. For example, you cannot change a female's sex role of childbearing and a male's sex role of impregnating.

Gender Roles: Refer to behaviours, tasks and responsibilities that a society considers appropriate for men, women, boys and girls. Culture defines roles and responsibilities women and men are socialized to conform to. For example, in Dowa, it is the role of a man to cut thatching grass, while in Mzimba, this is done by women. Gender roles are also affected by age,

class, religion, ethnicity and historical trends, technology, economy, HIV and AIDS, education, and political environment, among others.

Gender Equality: Gender equality means women, men, girls, and boys having the same status, rights, and responsibilities. It is, therefore, necessary that no individual is less privileged in opportunities and rights. Hence, the underlying causes of discrimination should be identified and removed.

Gender Equity: Gender equity refers to fairness, social justice, and impartiality through the fair distribution of benefits and resources. It is an effort towards achieving gender equality. There is a need, therefore, to apply fairness when providing services in response to disaster regardless of the gender category of an individual through affirmative action.

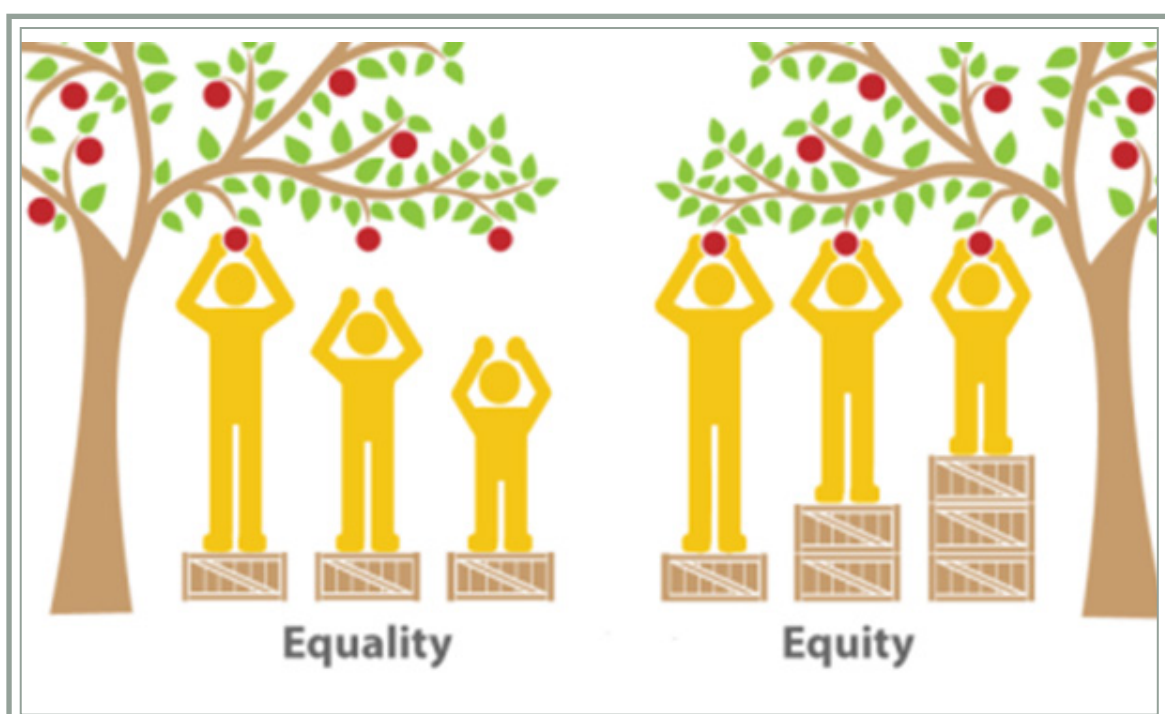


Figure 1: Gender Equity and Equality in Practice

Gender Issue: Gender issue refers to a situation when inequality and differences exist between men and women, boys and girls, purely based on being male or female. It also refers to specific consequences of the inequality between males and females. The grievance is felt and expressed by one sex that their needs are not being met, or there is unfair treatment, for example, reported cases of male relief workers in disaster areas demanding sex from women and girls in exchange for food.

Gender Concerns: Gender concerns are disparities that arise from different situations due to one's sex. The one affected does not recognize it as a problem or talk about it.

Gender Stereotype: Gender stereotype refers to accepted beliefs and perceptions of males and females, which are generally accepted as accurate. They are negative attitudes and perceptions of an individual or gender based on socially constructed norms. For example, the saying "ng'ombe yayikazi

siikoka ngolo” (a cow does not pull a cart) is a common negative stereotype portraying women as weak vessels.

Gender Discrimination: Gender discrimination refers to situations in which people are treated differently based on their sex rather than their skills or capabilities.



Figure 2: Gender stereotypes and discrimination

Gender Mainstreaming: Gender mainstreaming is a process of systematically ensuring that gender considerations are placed at the centre of policies, programmes, projects, budgets, and activities in the planning, implementation, monitoring and evaluation. It involves identifying, integrating, internalising and institutionalising gender issues in the core business or subject area. Gender should be mainstreamed in all the stages of the Disaster Risk Management Cycle (Preparedness, Response, Recovery, Mitigation).

Gender Responsiveness: Being able to respond to the perceived needs of men and women. This means taking into consideration the impact of policies, legislation and programs on men, women, boys, and girls. It ensures that gender equity and equality are maintained within the programs and projects, that is, Disaster Risk Management Workplans, Budgets, and data collection tools should be gender responsive.

Gender Disaggregated Data: This refers to statistical information gathered on the basis that men, boys, and girls are different and have different situations that are unique to their group. It is also understood as statistical information collected separately for men, women, boys, and girls to establish differences. Sex, age, class, religion, and any other socio-economic indicator on a sex-based disaggregated information.

Gender Analysis: Gender analysis is a systematic way of assessing the extent to

which different social groups (women and men, boys and girls) are involved or included in development initiatives to identify the related issues. It focuses on the following aspects:

- Division of labour between men and women, boys and girls
- Different needs of men and women, boys and girls
- Sex-based division of access to and control of resources and benefits
- Opportunities and constraints in development for men, women, boys and girl
- Influencing factors

Practical Gender Needs: Practical Gender Needs are short-term needs of the various gender categories arising from gender roles. They are immediate and material in nature and address basic or welfare requirements such as providing food, water, and health services during disaster, considering who needs what. Hence the need for gender analysis.

Strategic Gender Needs (SGN): Refers to the long-term needs of the various gender categories, which help in changing or improving their positions in society. SGN can be addressed by raising consciousness, creating self-confidence, and promoting education and mobilisation.



Figure 3: A process of addressing strategic gender needs

Gender Empowerment: Refers to a process of building capacities to enable women, men, boys and girls to exercise control over their own lives. It gives ability to an individual to gain self-confidence and take control of one's life,

for example, mobilizing households affected by a disaster into income-generating groups for a particular value chain and linking them to relevant service providers and markets.



Figure 4: Women's economic empowerment through value addition in fruit production

Social Construction of Gender: Refers to the systematic processes and institutions that society uses to ascribe roles, responsibilities, and expectations to males and females within the cultural context. It is a process through which the community's wisdom, philosophies, customs and skills are learned, accepted, and internalized. It is a process of learning what the society defines as "right/good" and "wrong/bad", which are passed on from one generation to another.

Through socialization processes, gender roles and responsibilities are systematically cultivated in females and males over time. The agents of socialization include family, school, religion, and other institutions through which the ideologies and values of the society are transferred, such as language and folklore.

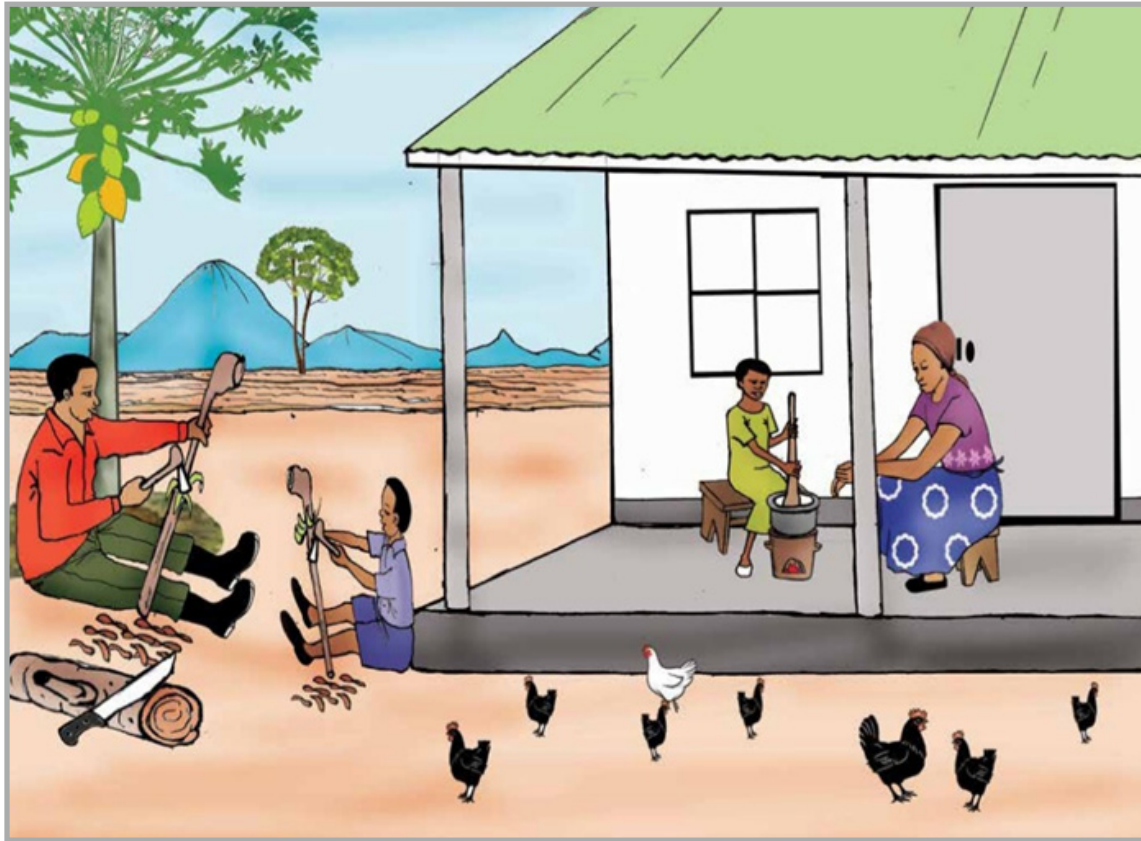


Figure 5: The socialization process through ascribing gender roles to boys and girls

Culture: The way and pattern of life, which include the past and present. It includes languages, folklore, beliefs, traditions, taboos, and customs of the society.

Society: A group/mass of people living together with shared history, traditions, economic systems, political order, value system, and ideology. The culture of people determines what they expect of their men and women.

Ideology: The system of thought or principles and values which determine societal practices, for example, marriages and inheritance.




Patriarchy: A social system in which the oldest man is the head of the family and passes power and possession to the son. Men hold all the power and use it to fit themselves.

Matriarchy: A social system in which the oldest woman is the head of the family and passes power and possession to her daughter. However, men are still consulted when making decisions in matrilineal systems.

Session 2. Values Clarification

Purpose:

To openly see and explore the diversity of values and beliefs amongst men and women, imagine why others may hold different opinions than our own, and talk about those differences in a safe and respectful environment.

 Time	 Materials	 Participation
<ul style="list-style-type: none">• 30 minutes	<ul style="list-style-type: none">• Index cards• Marker• Tape	<ul style="list-style-type: none">• Mixed group of men and women/ girls and boys

Preparatory work:

- Select 5-10 statements about gender values.
- Choose from the list below or devise some of your own:
 1. Tea farming proceeds are for women only
 2. A man should decide the type of trees to be planted in tea farms
 3. A man should have the final say about decisions in the home.
 4. Village Savings and Loan groups are women's groups.
 5. Gender equality is about women's issues.
 6. Tea farming is for women only
 7. I think it is crucial to have a boy child.
 8. A woman can buy cattle using her VSL money or money from agriculture.
 9. A man needs other women even if things with his wife are fine.
 10. There are some places a woman cannot go, like a trading centre, to sell agricultural produce.
 11. A girl should obey her brother even if he is younger.
 12. There are times when a woman deserves to be beaten.
 13. Men are better at handling money than women.

Instructions:

- Step 1:** On one index card, write **"Agree."** On another, write **"Disagree"**. Paste each index card on a wall in opposite corners of the room (or on opposite sides of the space where you are meeting) so that they are easily visible.
- Step 2:** Read aloud the statements in the box above and let the participants stand on the **agree card** if they agree with the statement or the **disagree card** if they don't disagree with the statement. This activity is designed to give the participants a general understanding of their own values and attitudes about gender and those of others. Stress that everyone has a right to their own opinion, and no response is right or wrong.
- Step 3:** After the participants decide on each statement, ask for one or two volunteers from each group to explain why they feel that way. Continue for each of the statements you selected.

Step 4: After discussing each of the statements, ask the whole group to respond to the following questions:



- Which statements, if any, did you find challenging to form an opinion about? Why?
- How did it feel to express an opinion different from that of other participants?
- How do you think people's attitudes about some of the statements might affect their interactions with male clients or their ability to provide reproductive health services to men?
- What did you learn from this exercise?




Conclusion:

Let the participants understand that people have diverse opinions based on culture, socialization, religion, and upbringing. They need to begin thinking about their attitudes towards gender and continue challenging their values and beliefs about gender throughout this workshop and beyond.

Session 3: Social Timelines

Purpose:

To illustrate the different roles the community assigns to female and male community members and how this affects personal experience, life opportunities and community development.

 Time	 Materials	 Participation
<ul style="list-style-type: none">• 1 Hour	<ul style="list-style-type: none">• Flipchart• Markers	<ul style="list-style-type: none">• Separate groups for men and women/ girls and boys

Preparatory work:

Review the activity and think through some things that you would add to a timeline for both boys and girls so that you are prepared to help participants if they feel stuck. Prepare an example timeline if you wish.

Instructions:

Step 1: Divide the participants into male-only and female-only groups.

Step 2: Let the group draw the timeline of a girl or a boy in the community from birth to age 25, as illustrated in the table below.

AGE	Expected Behaviors		Expected Responsibilities		Expected Rules		Opportunities	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
0-5								
5-10								
10-15								
15-20								
20-25								

- Record the life of the person you've selected in five-year increments. Think about how boys and girls are expected to behave, what rules they must follow, and their responsibilities at each age.
- Also, think about their opportunities, accomplishments, and milestones at a given age. For example, during childhood, the girl may be made to wear dresses, take care of younger siblings, or do household chores. She may be expected to be quiet and help in the house rather than play. She may be given less to eat than her brother. Boys may be expected to do well in school, play sports, be tough, or do petty trading.



Facilitator note: Groups uncomfortable with written responses can draw images representing the timeline elements.

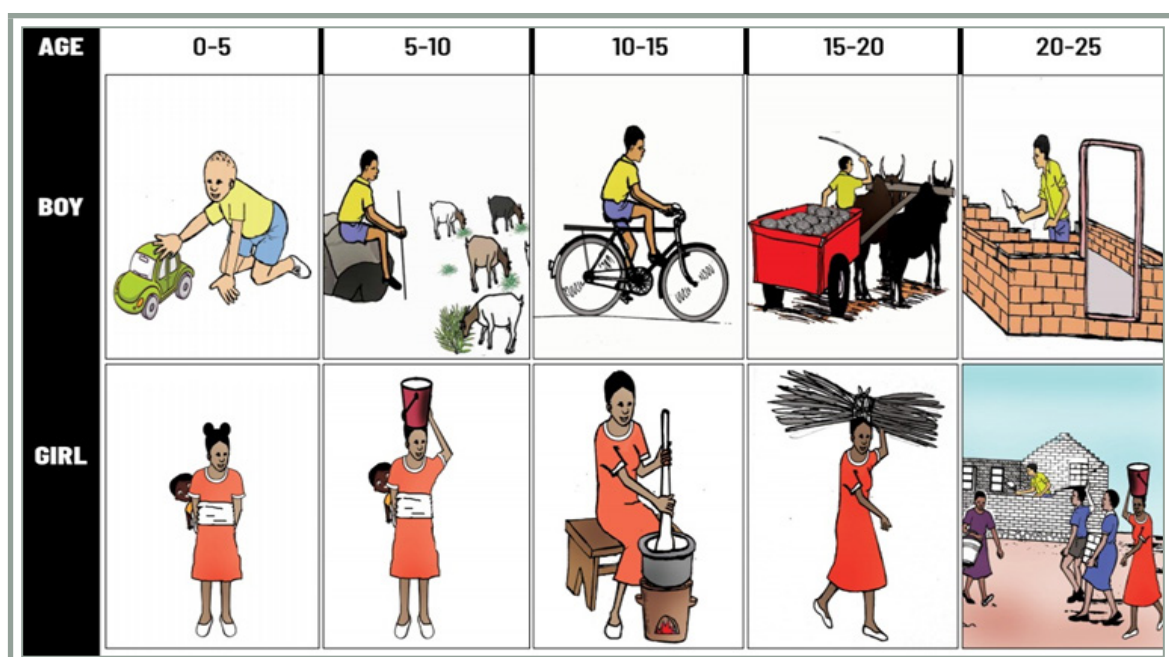


Figure 6: Gender timeline from age 0 to 25.

Step 3: Let the group paste the two timelines to the wall and spend a few minutes looking at the timeline that the other group made. After a few moments of reflection, lead a discussion with the following questions for guidance:



- What are the differences between girls' and boys' rules, expected behaviours, and responsibilities? Why are they different?
- How did girls/boys learn these rules and responsibilities? Who enforces them?
- What are the differences between the girl's and boy's opportunities and accomplishments?
- How do the rules/expected behaviours shape the opportunities and accomplishments of boys and girls?
- If the rules and opportunities are different for boys and girls, are they fair?

Step 4: As a whole group, reflect on a few final questions:



- What did you learn from these timelines?
- Is this how your children's lives will look? What would you like to see change?
- What are some of the rules for girls and boys that have changed in this community in recent years? What made them change? What has been the effect?

Step 5: Finally, with a partner, please discuss one specific action that you can try at home (with your wife, daughter, husband, sister, mother-in-law, etc.) that would lead to more equal timelines for their children in the future.

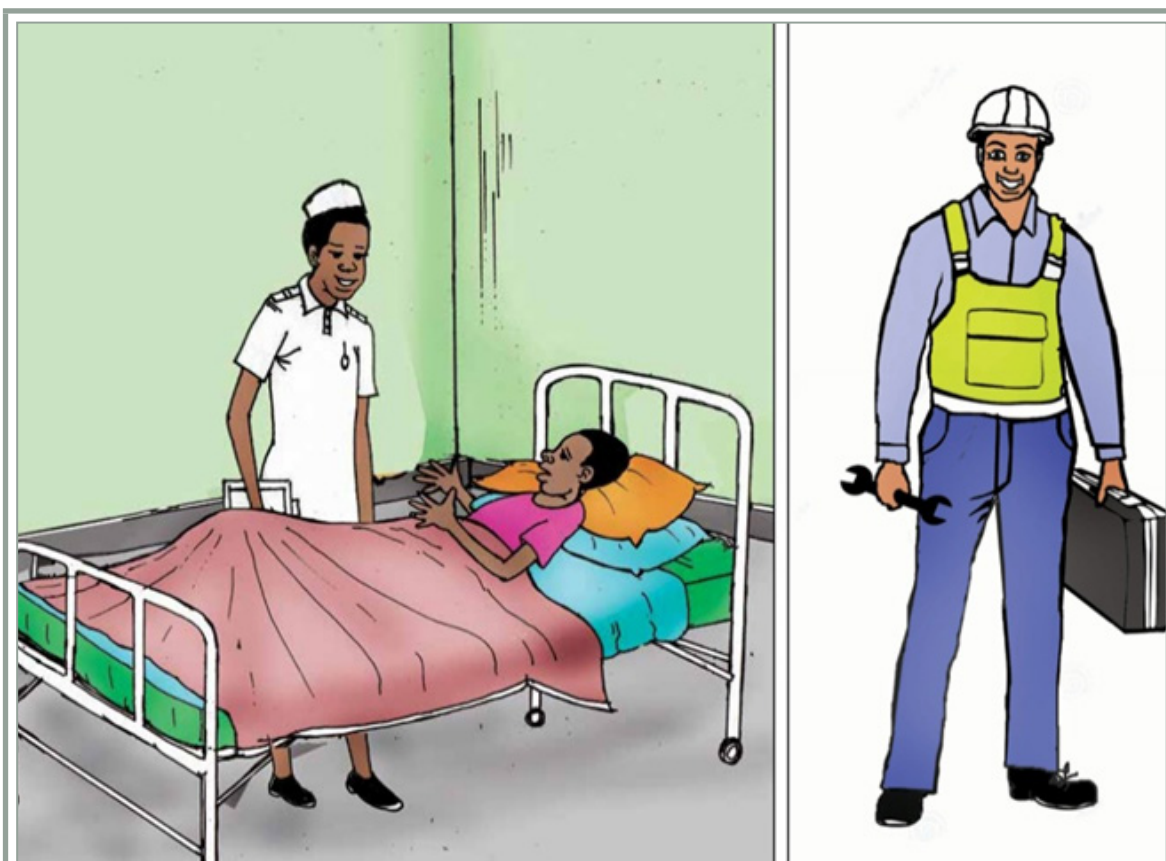


Figure 7: Different opportunities boys and girls have due to differences in the socialization process.




Conclusion:

Parents, teachers, and neighbours teach girls to behave differently than boys. Sex is determined biologically, but gender determines the social roles that the culture and community teach to individuals. Sex is what we are born with; gender is social and can change. In this way, the culture in which boys and girls grow up determines their quality of life and their opportunities. If things are unfair about how girls or boys are brought up, it is possible to change them!

Session 4: Act Like a Man, Act Like a Woman

Purpose:

To explore how society assigns different roles to men and women and to recognize that it can be difficult for both men and women to fulfill the gender roles that society establishes.

 Time	 Materials	 Participation
<ul style="list-style-type: none"> • 30 Minutes 	<ul style="list-style-type: none"> • Flipchart • Markers 	<ul style="list-style-type: none"> • Mixed group of men and women/ girls and boys

Preparatory work:

Prepare the flipcharts as shown below. Reflect on your own experiences of being told to “act like a man” or “act like a woman.”

Instructions:

Step 1: Divide the participants into male-only and female-only groups where they will discuss characteristics or behaviours that make men “men” and women “women”. These are society’s expectations of who men and women should be, how they should act, and what men/women should feel and say.

Step 2: Put two flipcharts on the wall and draw a box on each flip chart. On top of one box, in large letters, print “Act Like a Man”; on the other flip chart, print “Act Like a Woman.”

Act Like A Man	Act Like A Woman

Step 3: Have men fill out the “Act like a Woman” flipchart and women vice versa and let them present in plenary. If participants have a difficult time initially coming up with ideas, you may wish to share a few examples:

Some responses for men might include:

- be tough • do not cry • yell at people • show no emotions • take care of other people • do not back down • earn a good income

Some responses for women include:

- be passive • be the caretaker • be smart, but not too smart • be quiet • listen to others • be the homemaker

Step 5: Process the exercise by asking the following questions:



- Can it be limiting for a man/woman to be expected to behave in this manner? Why?
- Which emotions are men/women not allowed to express?
- How can “acting like a man” or “acting like a woman” affect a man’s/woman’s relationship with his partner and children?
- How do men and women learn the behaviours they are supposed to exhibit?
- Is it possible for men/women to challenge and change existing gender roles? What consequences might they face for doing so?




Conclusion:

Gender roles or norms are prescribed by society, culture, or religious beliefs. Sometimes, the roles can be limiting in that men and women are forced to remain in the “box” where they are expected to behave in a certain way. However, these roles are not static; men and women can change the existing gender roles, which is when they step out of the “box”.

Session 5: A Day in the Life

Purpose:

To understand the different tasks men and women do in society and promote sharing household responsibilities more equally.

 Time	 Materials	 Participation
• 45 Minutes	• Flipchart • Markers	• Mixed group of men and women/ girls and boys

Preparatory work:

Prepare two flipcharts for men and one for women, divided and labelled as shown below. Have women fill out the men’s flipchart and vice versa before exchanging and writing down answers corresponding to their own sex. Ensure you understand the meaning of reproductive, productive, and community roles.

Men	Women	Boys	Girls
Reproductive Work and Household Chores	Reproductive Work and Household Chores	Reproductive Work and Household Chores	Reproductive Work and Household Chores

Men	Women	Boys	Girls
Productive Roles	Productive Roles	Productive Roles	Productive Roles
Community Roles	Community Roles	Community Roles	Community Roles

Instructions:

Step 1: Think about the different roles that men, boys, girls and women play to maintain their homes, families, and communities in a family set-up. For example, eating lunch or washing your own face are activities that family members may perform—and necessary ones—but they aren't necessarily roles that individual family members play in providing for their families, homes, and communities. These roles can be divided into three primary categories:

Step 2: Ask participants to recall activities performed by individual family members based on sex and age in the 24-hour clock exercise or brainstorm others that would fit under the category of productive work.

Productive work includes activities that are done for direct income generation. For example, petty trading, keeping a shop, and farming are all examples of productive work.

Let a volunteer write or draw these activities under the productive work category for men, women, boys and girls in a family set up on the flipcharts.



Figure 8: Labour-saving equipment to lessen the labour burden for women in farming

Step 3: In addition to productive work, the participants should brainstorm reproductive work done in 24 hours. Reproductive work refers to daily work to keep the household and the family running, including taking care of children, preparing meals, fetching water, providing healthcare, and more.

All these tasks are necessary for maintaining the household's health and ensuring children grow into adulthood.

Although this work is necessary, it is often not valued as highly as productive work that earns money. Women and children frequently perform a great deal of this work.

Think about who typically performs these tasks and draw or write them on the flipchart.

Step 4: Along with the work required to earn an income—productive work—and the work necessary to maintain a household—reproductive work—many people also participate in meetings, organizing, and conducting community development work.

This community role is essential for community and group development. It is often how individuals receive recognition and respect from their communities.

Brainstorm some of the community roles people engage in your community— block committees, VSLs/SILC, VDCs, youth clubs, VCPCs, natural resource management committees, church groups, etc. Who performs these roles? List them on the flipcharts.

Step 5: Once the flipcharts are completed, ask participants to reflect on what they see:



- Who performs the most productive work? Most reproductive work? Most of the community roles? Which roles receive more recognition and respect?
- Do men tend to perform their various roles simultaneously or separately? What about women? If there is a difference, how does it affect the burden on men or women?
- How could men and women engage more in the roles they do not carry out as much? What challenges might they face in doing so? How could they overcome these challenges?

Step 6: Homework

Let the participants conduct the day in the life exercise at home and discuss it during the next session.

Conclusion:

Household responsibilities are essential to keeping families healthy. When household tasks are shared more equally between men and women, women have a chance to engage in productive work—like agriculture and businesses—and in community roles—like VSLs, producer groups, and more. With more role-sharing, both men and women have more time to rest. Think of two specific tasks outside of your typical roles that you could attempt to engage in for the next week.

CHAPTER 2:

WORKING TOGETHER AS A FAMILY



Figure 9: The prevailing division of labour based on sex and age

Session 1: The Daily Clock

Introduction

This session provides an overview of roles assigned to household members. It facilitates the assessment of existing inequalities in the division of labour and time between girls, boys, women, and men. This process can lead to the analysis of whether one family member is overburdened with work in the household, which can affect family development. The analysis further ensures that all family members benefit from family socioeconomic activities to ensure the full and equal participation of girls, boys, women and men in the family.



Time

- 2 Hours. 1 hour to complete the chart and 1 hour to analyze the findings plus introduction and wrap up.



Materials

- Two pieces of flipchart taped together with an empty timeline
- Additional pieces of flipchart
- Board marker pens
- Note pad and pen for note taker

Objectives

- ✓ To assess household division of labour
- ✓ To identify how the assignment of different roles based on sex impacts the different family members at the household level
- ✓ To determine commitments for change on an unfair household division of labour.

Timeline Template

	Girls	Boys	Women	Men
....				
5.00				
6:00				
7:00				
8:00				
9:00				

Instructions:

Part 1 - Introduction (20 minutes)

- Step 1.1:** Introduce yourselves to the community and explain your role as facilitator and note-taker.
- Step 1.2:** Ask all participants to introduce themselves.
- Step 1.3:** Check that everyone understands the language being spoken.
- Step 1.4:** Explain to the community that you are here because you are interested in their thoughts and feedback about a project and equally interested in everyone's opinion.
- Step 1.5:** Establish ground rules (in a participatory way) to ensure the group will treat each other with respect during the discussion and keep information shared confidential afterwards. Encourage participants to listen to each other and participate actively.

Step 1.6: Provide a brief overview of the project and whether the project is in the design, implementation, monitoring, or evaluation stage.

Step 1.7: Explain that you will spend 1 hour filling out this chart and then 1 hour discussing with them the ideas to improve the project. Ask participants if they have any questions.

Step 1.8: Ask everyone directly for consent to engage in this activity.

Part 2 - Data gathering (1 hour)

Step 2.1: Introduce the key categories of the Timeline: girls, boys, women, and men within the community.

Step 2.2: Explain that you will jointly fill in the Timeline with an example for a weekday, during school time, and the current time of year. However, participants should be encouraged to mention when there will be substantial differences in how girls, boys, women, and men spend their time during different seasons.

Step 2.3: Ask the group what time girls/boys/women or men generally wake up in the community. Start filling in the hour slots from the earliest time.

Step 2.4: Complete the template by filling the roles that girls and boys perform on an average school day and those performed by men and women on an average day.

Part 3 – Session Analysis

Step 3.1: Have participants place their timelines/clocks side by side. Have one member of each group explain the clocks to the other group. Ask participants to describe their timelines/clocks and point out briefly:



- How are the days similar?
- How are they different?
- What happens during busy times of the year (i.e., harvest or planting)?
- Who is involved in earning income? How is paid work valued?
- Who is involved in growing food? How are these activities valued?
- Who is involved in caring and household activities? How are these activities valued?
- What would happen if these caregiving activities stopped for a day or several days? Are caregiving tasks “work”? Are they easy?
- Who gets more sleep and leisure time? Why? Why is leisure time necessary?

Step 3.2 Reflection and action:



- What do you think of this overall pattern? How would you like to switch tasks for a day?
- What changes would you like to see to make the picture fairer?
- Are there men in this community who share household work with their wives? What do people think about such men?
- Are there women who ask for support from their husbands and families? What do people say about such women?
- What is one specific practice that you may try this week in your own home to help balance your own clocks?

Part 4 - Wrap up (10 minutes)

Step 4.1 Summarize the main lessons learned during the data gathering and analysis with the group.

Step 4.2 List out the participants' commitments agreed to change the gender division of labour



Key Points:

- Men and women can both be good caretakers and income earners.
- Household work is very valuable and important to keeping the whole family going.
- When household tasks are shared more equally between men and women, women can be more productive on their farms, participate meaningfully in group meetings, and have better health.
- When men/fathers participate in caring work, they can enjoy more time with the family, be good role models for their sons, and feel proud of caring for the family and their wives.

Session 2: Family Roles in Agriculture Production and Marketing

Purpose:

To identify the roles of boys, girls, women and men in the production, storage, and marketing of key crops and to understand how market location and selling strategy may affect control over earnings.

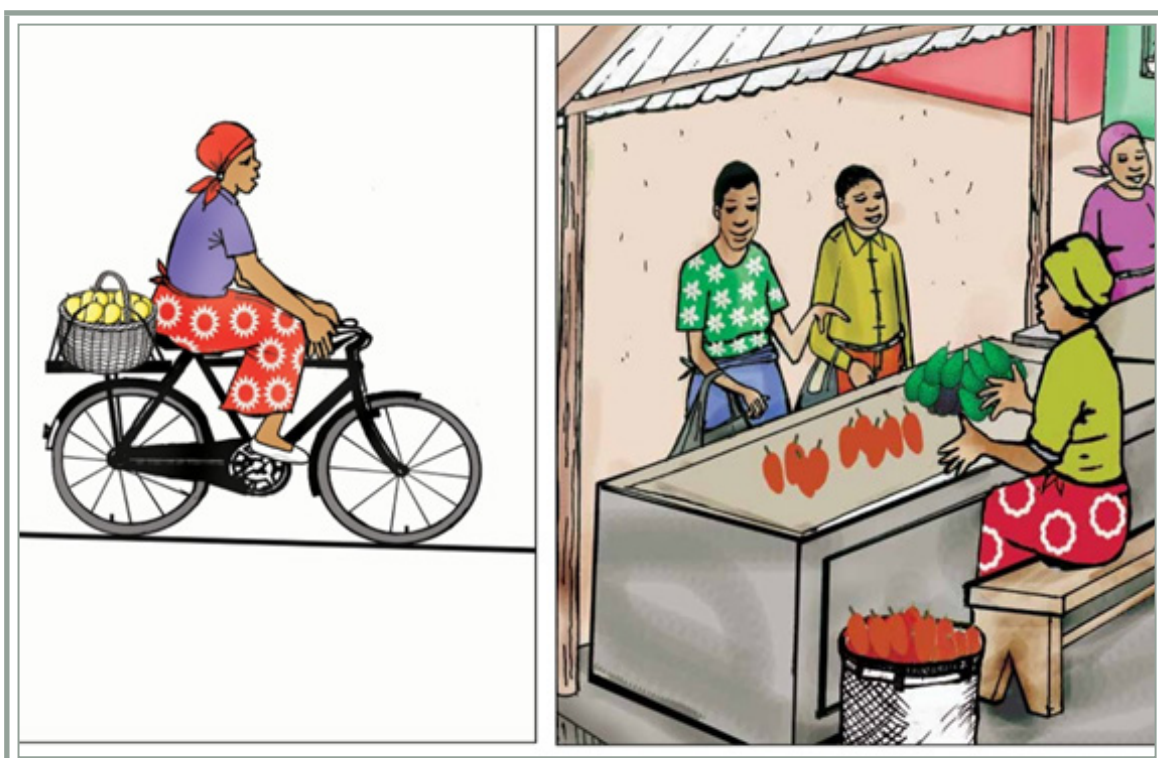





Figure 10: Women's participation in agriculture marketing

 Time	 Materials	 Participation
<ul style="list-style-type: none"> • 40 Minutes 	<ul style="list-style-type: none"> • Flipchart • Markers 	<ul style="list-style-type: none"> • Mixed group of men and women

Preparatory work:

Prepare a flipchart as shown below:

Crop	Market location	Distance	Means of transportation	Who sells?				Who controls the earnings?			
				Men	Women	Boys	Girls	Men	Women	Boys	Girls
Crop 1											
Crop 2											
Crop 3											

Instructions:

Step 1: Identifying the main crops being produced by asking the following questions:



- What are some of these principal crops?
- How are men and women involved in growing, weeding, harvesting, and storing?
- Who decides to sell it?
- “Whose” crop is it considered to be in the household? (men’s, women’s, both?)
- How important is this crop to household food security and financial security?

Step 2: Using this list of crops brainstormed, think through some of the details of the production and marketing of those crops.

Fill in this flipchart with the key points discussed.

Starting with the first crop, identify the locations where it is currently sold. Fill in the flipchart as you discuss.)



- If the product is sold in X location, who (men, women, boys, and girls) usually sells it?
- Does the seller consult their spouse?
- Who keeps the income from the sale?
- Who decides what to buy with it?
- Who spends the money?
- If the same product is sold in location Y, who is selling it?
- Does the seller consult their spouse?
- Who retains the income from the sale?
- Who keeps the income from the sale?
- Who decides what to buy with it?
- Who spends the money?

Step 3: Once the flipchart has been filled out, give the group a few minutes to reflect on it, and after that, discuss some of the following reflection questions:



- Are there buyers/markets where women are more likely to be present at the sale or participate in the negotiation? Which are these, and why?

- When products are sold in the village versus outside the town, does the seller's gender change? Why?
- Does the person who sells usually control the income? Or is control of income independent of who does the selling?
- When a sale is made through a group or collective, how does this affect the control in the household?
- How does the distance of the market affect control over the income?

Conclusion:

Men and women play important roles in producing and marketing crops. However, often, men end up controlling most of the income from crops despite women's contributions. If this is the case, what actions can be taken to increase women's control over marketing processes and income? How can men play a role in improving the fairness of these processes?

Session 3: Household and Community Visioning

This session aims at instilling joint household and community visioning amongst smallholder tea farmers towards prosperity through the integration of tree planting in tea farms without leaving anyone behind. It will serve as a signpost for household and community members and serves as the first step that helps household or community members see their dream for a happy future in tea farming and begin to think about what they want in life as the basis for their first road journey. Therefore, this session helps the extension worker facilitate setting up the vision using the visioning tool. The tool can be administered at household and community level as follows:

Purpose:

Visioning will help individuals/households/groups/communities to articulate their desired future or aspirations in the tea sector. It will allow them to develop actions that will lead to the realization of their desirable future through integration of tree planting in tea farming. The visioning exercise will further reinforce the inclusive participation of household/community members in the tea farming.

Objectives

- ✓ To help individuals/households/groups articulate their visions of what constitutes a 'happy life.'
- ✓ To identify similarities and differences in visions of women, men, male and female youth
- ✓ To bring differences in aspirations of individuals into some consensus



- ✓ To help individuals/households/groups/community to produce a plan that will help them work towards their vision
- ✓ To instil ownership by the community/household of the desired change processes from the start
- ✓ To introduce and reinforce a culture of planning, tracking, reflexive learning and participation of individuals/households/groups/community

Tips for the facilitator:

- Ensure that each household member or gender category draws an individual vision journey, which should later be consolidated into one household or community vision journey.
- Ensure you have good samples of vision journeys from previous exercises to serve as an example to the participants where necessary.
- Familiarize yourself with the tool by drawing your individual or household vision journey.
- Continually observe principles of inclusion, equity and respect for rights from the start.
- It is important not to impose anything at this stage but to inspire people to think of a better future, including improved relationships and resilient communities.

Preparatory Steps

- Write the topic and purpose of visioning on a flip chart.
- Write guiding and processing questions in a notebook for ease of reference
- Prepare blank sheets for the development of a household collective vision

 Time	 Materials
<ul style="list-style-type: none"> • 3 hours, 45 minutes 	<ul style="list-style-type: none"> • Materials Required • Flipcharts • Flip chart stand, if available • Magic markers (multicolored) • Notebooks, pencils and multicolored pens). • Masking tape • Hand out Visioning

Instructions:

Step 1: Drawing First circle - Current Situation

Guiding Question



- What is your current situation regarding resource endowment using the pentagon of assets, i.e. natural, social, physical, financial and human resources?

Facilitation Process

- Draw a large circle at the bottom left-hand corner of the notebook page or flipchart, representing the current situation.
- With the aid of drawings, write or construct the current situation focusing on the penta-gon of assets and property that a household/community has.
- This may include the status of dwelling units (house), farm enterprises (live-stock/crops/fisheries), household assets, farm equipment, education/training centres, ir-rigation schemes, land resource conservation structures, fish ponds, and other things that might be available at the homestead.

Step 2: Drawing of the Second Circle - Future and Drafting the Road

Guiding Question



- What is your desirable future?

Facilitation process

- Draw a large circle at the top right-hand corner of a notebook page or flipchart. With the aid of drawings, write or construct your desired future situation, focusing on the as-sets and property you aspire to have.

This may include the status of dwelling units (houses), farm enterprises (live-stock/crops/fisheries), household assets, farm equipment, education and training cen-tres, irrigation structures, land resource conservation structures and other things that might be available at the homestead. This represents the future.

- It is a large circle at the top because it is like a sun, and you are reaching for the sky. It is a vision that will inspire households/communities to pick themselves up and continue to move forward even if they fall and stumble on the rocks along the road.

- Draw two straight lines to link both circles.
- This represents your road from the current (bottom) to the future (top). The road is straight and upward because this is how you hope you will reach up to your vision.

Step 3: Listing Opportunities and Constraints

Guiding Questions



- What are the opportunities that can help you to reach your desired future?
- Which opportunities do you have direct control over, and which do you not?
- What constraints can limit you towards reaching your desired future?
- Which constraints do you have direct control over, and which do you not?

Facilitation Process

- On the upper side of the road, list opportunities that will help communities and house-holds to achieve their vision.
- Opportunities are a set of activities or circumstances that make it possible to achieve your aspirations or needs.
- The more opportunities individuals/communities can think of, the easier it will be to ad-vance and achieve their goals.
- On the lower side of the road, list constraints that can make communities and house-holds fail or limit them from achieving their vision.
- It is essential to foresee and avoid them if possible.



Key Note. The opportunities and constraints under the communities'/ household's control should be written near the road. The ones they cannot control should be written further from the road.

Step 4: Developing Milestones and Targets

Guiding Question



- What milestones would you set to help you achieve your vision?

Facilitation Process

- Let communities or households draw a circle after the current situation and indicate the milestone (a significant achievement by households or communities as they progress towards their shared vision) that will enable them to move towards the vision.
- In the same way, draw two additional circles at key points where you expect to have something to show as measurable milestones along the road, with the final circle touching the vision circle.
- Communities and households should leave space in between the milestones where they will indicate the actions.



Key Note: Every journey starts with small steps. The vision is a long-term dream. Individuals and households must realistically plan how to move within the existing opportunities and constraints.

Step 5: Developing Proposed Actions

Guiding Question



- What actions and targets can help you to achieve each milestone?

Facilitation Process

- Between each milestone, indicate the actions needed to move from one milestone to the next.
- Revise the milestones and targets if necessary.



Key Note: Communities and households can use this vision journey to track their progress and adjust where necessary.

Outputs of the visioning exercise

- Individual, household and community vision journeys with milestones and actions for the next 36 months in a notebook and flipchart.
- These are tracked during periodic review meetings.

Examples of Family Visions

The following diagram is an illustration of a shared family vision.

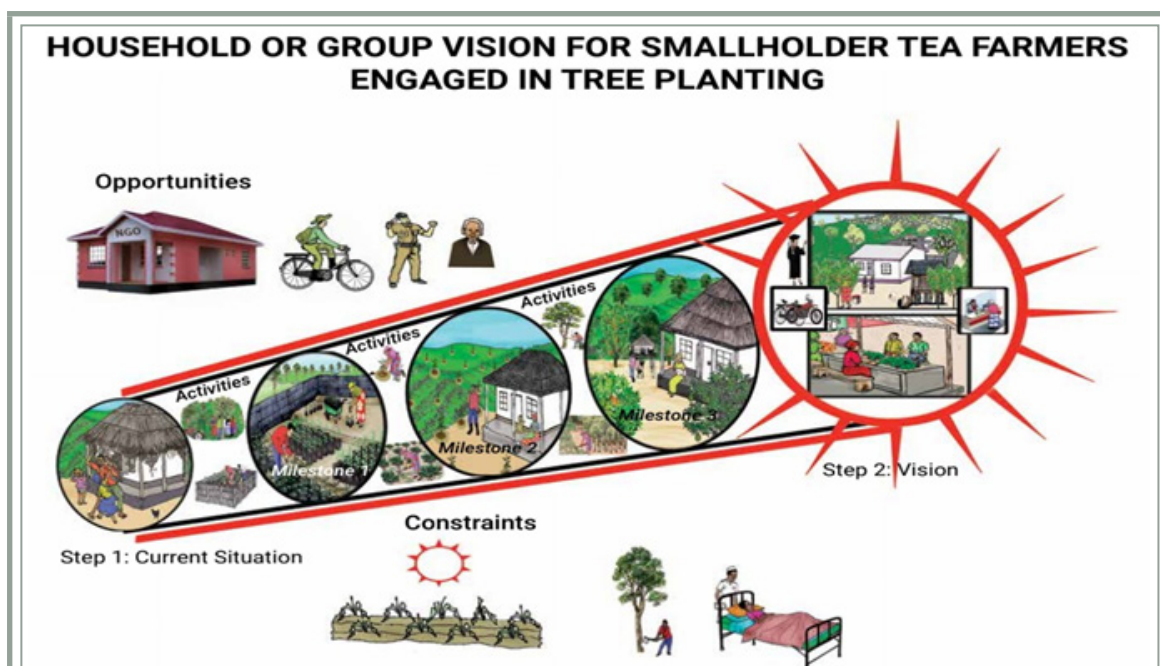
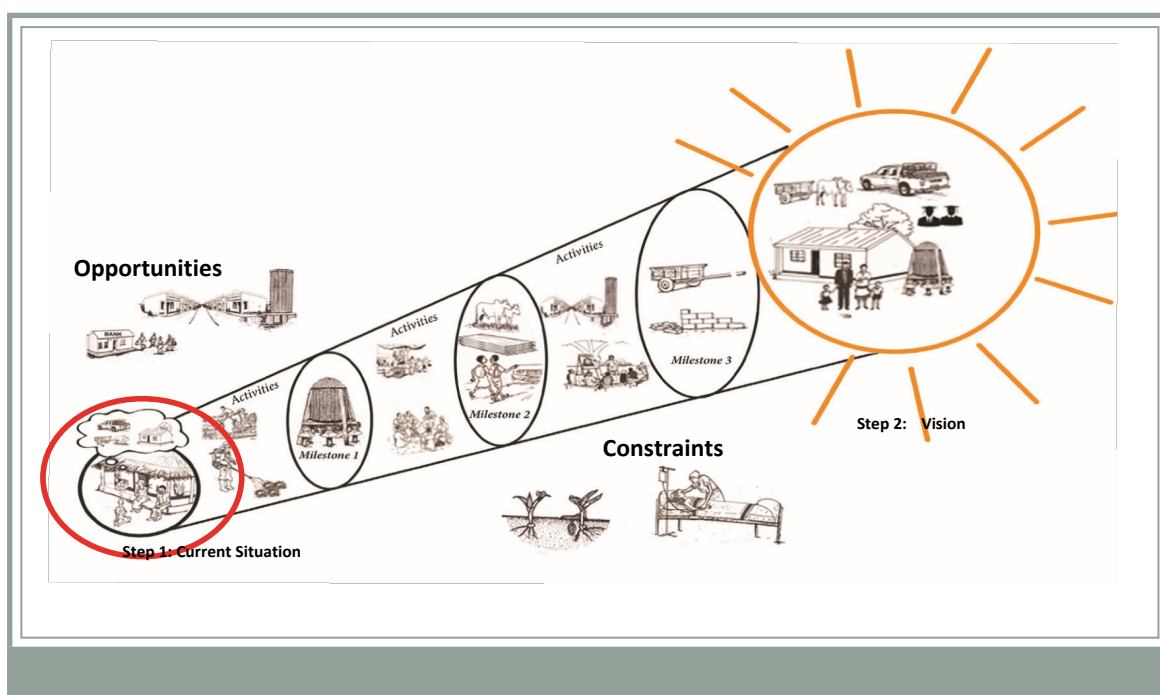


Figure 11: An illustration of a vision for the integration of trees in tea farms



Processing questions



- What have you observed from the community or household visioning exercise?
- What lessons have you learnt from the exercise?

Step 6: Documentation of milestones and activities for tracking

Each household and community should track monthly progress on implementing the vision journey. At the end of the facilitation of the Vision Journey, each household and community should document milestones and related activities, which will be tracked using the table below:

Household Vision Journey Tracking sheet sample

Household Name: _____ Year: _____

Household Vision: _____ Date Updated: _____

Milestone	Activities	Indicator	Progress in the reporting period	Comments (Challenges and recommendations)
Milestone 1: Integrate shade trees in tea farms	Activity 1.1 Establish tree nurseries	Number of tree nurseries established	In progress	3 hectares prepared,
	Activity 1.2 Plant trees in tea farms	Number of shade trees planted	Seedlings still in the nursery	Good crop stand
Milestone 2:				
Establish orchards in homesteads	Activity 2.1 Source and distribute fruit seedlings	Number Of seedlings sourced	5000 seedlings bought	The remaining 10 will be bought once all the soya bags and irrigated maize are sold
	Activity 2.2 Plant fruit trees in the homestead	Number of trees planted	3000 seedlings planted	The remaining seedlings will be planted by 30 December
Milestone 3:	Activity 3.1	Indicator		
	Activity 3.2	Indicator		
	Activity 3.3	Indicator		

Homework:

Let the participants think of two tasks on agriculture marketing outside their typical roles that they could attempt to engage in for the next week. Let them report during the next session their experience.

CHAPTER 3

DECISION MAKING AND HOUSEHOLD BUDGETING





Session 1: Team Building in Families

Introduction

Family unity is a prerequisite for family development, and households must aim at team building at the family level. This helps foster ownership, love and team work towards a common goal at the family level. This session, therefore, aims to promote family unity by fostering good communication skills and joint decision-making.

Objective

- ✓ To enhance communication in a family
- ✓ To strengthen family unity through joint decision-making

 Time	 Materials	 Participation	 Methodology:
<ul style="list-style-type: none">• 1 Hour	<ul style="list-style-type: none">• Black cloth for blindfolding,• An Object (can be a bottle, ball, rock or an egg)	<ul style="list-style-type: none">• Mixed group of men and women	<ul style="list-style-type: none">• Role play on the blindfold game

Step 1.

- Divide participants into couples or families where possible. If not, divide the participants into pairs and play the blindfold game.
- Groups select a person to move an object (a bottle, ball, rock, an egg, etc.) by not touching it by hand while moving and blindfolded.
- All group members help to move that person at the same time without dropping the object.
- Let the group agree and decide how to move the object to the goal (end line) without providing instructions, provide only material, and let participants decide on their own.
- When all groups finish, ask each group to share how they decided to move the rock and the egg and what approaches they used to move the object.
- Repeat the process by guiding the participant through instructions.

Step 2: Process the exercise using the following questions



- How easy was it to agree on how to move the object? Explain why?
- Which methodology was easy to achieve the goal, with or without guidance? Explain why?
- How would you rate the guidance in ensuring the task is accomplished, and where would we improve?
- For the person who carries the object: would you be able to move the object to the goal without getting help from others?
- For group members: What did you learn from playing this game in terms of helping and supporting each other?

Step 3: Summarize unity and makes other people see the same goal and make it happen. Remind participants that this can be used to build their families to be strong and support each other.

Session 2. Household Decision-Making

This tool will help participants identify the gendered decision-making patterns around household and financial matters and the consequences of those patterns.

Purpose:

To consider the dynamics involved in household decision-making and encourage participants to undertake decision-making-related changes in their households.

 Time	 Materials
<ul style="list-style-type: none">• 40 Minutes	<ul style="list-style-type: none">• Index cards• Masking tape• Pens/markers• Flip charts

Preparatory work:

- Familiarize yourself with the tool.
- Use the questions below and select questions that fit your target group and will best stimulate discussion based on your group dynamics.

Instructions:

Step 1: Introducing the exercise:

- The facilitator should introduce the exercise by explaining that many decisions need to be made to maintain family well-being and plan for the future.
- The facilitator should emphasize that important decisions can be difficult to make; hence, the exercise explores the decisions, who makes them, and how they are made.

Step 2: Group Discussion

- Distribute 15 index cards to the group.
- Let the group brainstorm a list of all the critical decisions needed to keep the family fed, maintain family well-being, and plan for the future. Let them write or draw these on the cards provided.
- Have the group spend ten minutes brainstorming a list of 12-15 important decisions that rural household members might need to make.
- Let the participants categorize the brainstormed decisions into decisions made by 1). man only, 2). woman only, and 3). both man and woman.



Facilitator note: Give examples if needed, such as investing in farm equipment, deciding when a child should marry, deciding what to plant, deciding whether to start a business activity, etc.

Step 3: Plenary

- On a piece of flipchart paper or the ground, the Facilitator should create pockets or categories labelled: "A woman alone" / "A man alone" / "A woman and man together."
- Let the group place each card in an appropriate pocket based on who decides.

Step 4: Processing

- Facilitate a discussion around the following questions:



- Looking at the piles we have created, who makes the most decisions? (Count the decisions in each category.)
- Look at the decisions in the "man alone" category: What type of decisions are these? Why are these decisions usually only

made by a man? What happens if a spouse disagrees with this decision?

- Look at the decisions in the “woman alone” category: What type of decisions are these? Why does a woman only make these decisions? What happens if the spouse disagrees with this decision?
- Look at the decisions in the “joint” category: What types of decisions are these? Why do these decisions usually have to be made together? Which are most important (in your view)? What happens when partners disagree? Who usually gets to have the final say? Why? What is the consequence if the other partner disagrees?

Conclusion

- Let the participants discuss the benefits of jointly making decisions which in real life are made by men or women alone.
- Let the participants agree upon and document commitments to promote joint decision-making.

Session 3: Cash-flow Tree

Purpose

The Cash-flow tree helps household members identify and analyse family issues at the household level. In addition, it creates awareness among household members of existing household family dynamics or power relations. It is also used to identify immediate and long-term commitments by the household members to improve their well-being.

Objectives

The objective of the tool is to assist household members to:

- ✓ Identify who contributes most work to the household
- ✓ Identify who spends most income for the household
- ✓ Identify who benefits most from household income
- ✓ Identify who uses most of the household produce
- ✓ Identify inequalities in ownership of assets and decision-making
- ✓ Decide priority areas for improving the power relations and inequalities



Materials

- Flip charts
- Markers

Preparatory Activities

- Write the topic, purpose and objectives on a flip chart
- Write the procedure for developing a Cash-flow Tree in a notebook
- Write guiding questions in a notebook
- Read and understand the Cash-flow Tree facilitator's notes

Instructions:

ID.NO.	Activity	Time
2	Introduce the new topic.	5 Minutes
3	Introduce the purpose and objective of the session	5 Minutes
4	Ask participants to share any information that they know about Cash-flow Tree	5 Minutes
5	Give a lecturette on Cash-flow Tree	30 Minutes
6	Group work on developing a Cash-flow Tree (divide participants into gender-based groups)	60 Minutes
7	Plenary discussions	20 Minutes
8	Conclude the session by emphasizing the steps to follow in developing a Cash-flow tree	5 Minutes
Total Timeframe		130 Minutes



Facilitator's Notes:

The cash-flow tree tool helps household members analyze and understand the power relations within the household in terms of division of labour, utilization of benefits, ownership of assets, and decision-making processes. The tool is a simulation where a household is likened to a tree. The trunk represents male and female household members, the roots represent activities performed by household members, and the branches and fruits represent benefits and their utilization by household members. The tree needs to have strong roots that are evenly distributed to prevent

it from falling over in times of storm. Similarly, the fruits must be evenly distributed in the branches to avoid the tree tipping over and falling.

However, inequalities between women and men and male and female youths within households are a key cause of imbalances and inefficiencies, which limit the attainment of improved livelihoods. Usually, work in the household is not equally shared among household members, leading to overburdening of certain members. Similarly, there are inequalities in how benefits are shared, including ownership of assets and decision-making processes among household members. These inequalities result in reduced productivity and increased household poverty, which can be likened to a weak tree that is likely to fall. Therefore, the cash-flow tree helps household members understand and address inequalities to achieve their vision.

Facilitation of the tool

- Step 1:** Introduce the tool and explain its purpose by presenting the tree drawing as an analogy of the household.
- Step 2:** Divide the household/group members by sex and age -women and female youth, men and male youth (where possible. In cases where the household cannot be divided, each category should be given a chance to contribute).
- Step 3:** Drawing of Tree Trunk

Guiding Question



- Who are the members of the household by sex and age?

Facilitation process

- Draw a tree trunk to represent the composition of the household.
- Inside the trunk, draw a woman on one side of the trunk and a husband on the other side.
- Draw girls next to the woman's drawing, and the boys should be drawn next to the man's.



Step 4: Drawing Tree Roots

Guiding questions



- What activities do men and productive male members perform to bring food to the household?
- What activities do women and productive female members perform to bring food to the household?
- What activities do men and productive male members perform to bring income to the household?
- What marketing activities do women and productive female members perform for the household?
- What productive activities are performed by all household members to bring income and food for the household?
- What reproductive activities are performed by all household members?
- Which activities take more time?
- Which activities bring more income?
- Which activities bring more food?

Facilitation process

- Ask participants to draw two roots to represent activities for women and girls, two for men and boys on the sides of the trunk in different colours and a central root to represent joint activities for all family members.
- Ask them to indicate activities by the different family members based on sex and age in their respective roots corresponding to the questions assigned to the root as indicated in the diagram below.
- Ask them to indicate the activities that take the most time by drawing a black circle around the activities.
- Ask the household members to indicate the activities that bring more income by drawing a square on the relevant activities.
- Ask participants to draw activities performed by all household members in the central root.



Step 5: Drawing of branches and fruits

Guiding Questions

- What do Men and productive male household members spend for themselves?
- What do Women and productive female household members spend for themselves?
- What do all household members jointly spend for the family?

- What do Men and productive male household members spend for the family?
- What do Women and productive female household members spend for the family?

Facilitation process

- Ask participants to draw five branches corresponding to each root: two branches for women and female members of the household, two for men and male members of the household, and the central branch for joint expenditure by women, men female and male dependents.
- Ask participants to draw symbols for personal expenditure that each gender category (men and male dependents, women and female dependents) in the household makes for themselves alone on the outside branch on each side.
- Ask participants to draw a black circle on the most prominent personal expenditure as something the household may want to change.
- Ask participants to draw household expenditures made by each gender category for the family on the inside branch on either side.
- Ask participants to draw a black circle on the most prominent joint expenditure as something the household may want to change.
- Similarly, ask participants to indicate symbols for joint expenditures in the middle top branch, putting the expenditure on the side of the gender category that contributes the most.
- Ask participants to draw a triangle around necessary expenditures the household may want to maintain.



Step 6: What is pushing the tree? (Control over assets and decision-making)

This step indicates the type of assets controlled by the various gender categories, including decision-making on household income, produce and products.

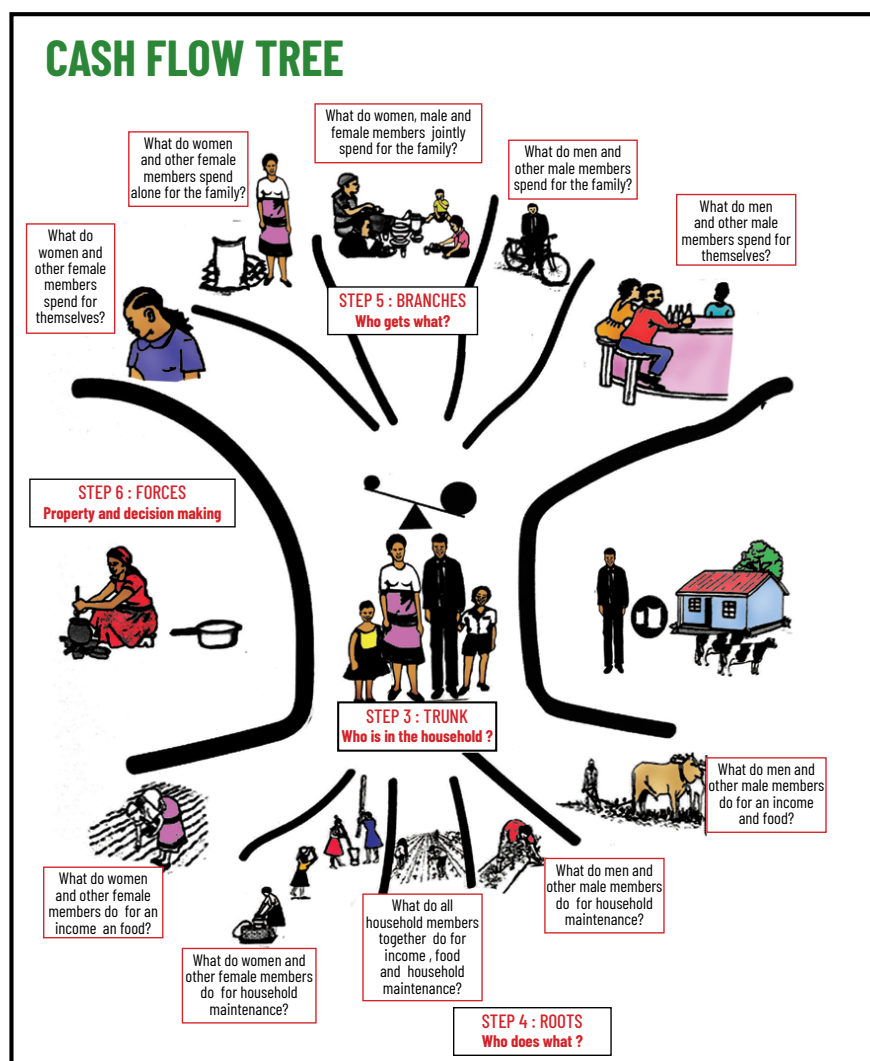
Guiding Questions



- What property/assets are owned by men and productive male members of the household
- What property/assets are owned by women and productive female members of the household
- What decisions are made by men and productive male members of the household
- What decisions are made by women and productive female members of the household
- What decisions are made jointly by all household members

Facilitation Process

- Ask participants to put symbols of the property owned by each household member categorized by sex and age on the respective side of the trunk (e.g. land, livestock and house.)
- Ask participants to put symbols of the types of decisions made by each gender category (that is, women only, men only, boys only, girls only) on the respective side of the trunk.
- In addition, ask participants to indicate the decisions which are jointly made.



Step 7: Facilitate plenary discussion to consolidate

- Ask each family member to present their cash flow and allow others to comment.
- Ask the household members to draw a consolidated Cash-flow tree
- Process the consolidated tree to isolate and document key outcomes and lessons using the following processing questions.

Processing Questions



- Is the consolidated tree balancing?
- What should be done to make the tree balance?
- Which tasks should be done jointly to make the tree balance?
- Which expenditures could be cut to make the tree balance?

- What property should be jointly owned to make the tree balance?
- What property should be jointly controlled to make the tree balance?
- How can you generate more income from income-earning activities?
- How can you improve the implementation of the income-earning activities in terms of time spent and workload of the different gender groups?
- How does the Cash-flow tree situation impact the livelihood of the different gender categories in the household?
- What interventions is the household currently implementing to address the social issues?
- What interventions can the household implement to address the root causes of the problem(s)?
- What have you learnt from the cash-flow tree exercise?

Step 8: Action: what do we want to change? (Household change commitments)

This step indicates the main challenges for men, women, girls, and boys that must be changed. It also shows the main types of strategies that the different categories see as a way forward to balance the tree. Issues identified regarding the distribution of work, property ownership, income, expenditure, and decision-making need to be considered.

Guiding Questions



- What changes does the household want to make to balance the tree?

Facilitation Process

- Ask participants to draw a ring around the things that the household likes (that do not need to change) to help the tree balance.
- Ask participants to indicate the commitments that will make the tree balance, and these should be marked in green. Does the tree balance?
- Who is doing most of the work?
- Who owns most of the property?
- Who controls the income and gets the most expenditure?
- Ask participants to put a symbol representing the degree of cash flow at the top of the trunk. Ask participants to identify and discuss how they can improve the tree balance.



- Which tasks should be done jointly, which expenditures could be cut and what property should be shared?
- Can they increase income or decrease time for income-earning activities?
- Identify five action commitments - things they want more or less of to balance the tree.
- Mark these in green or cross the original symbol with a black cross and draw a new green symbol in the appropriate place.

Step 9: Documentation of Commitments from the Cash-flow tree for tracking

Each household should track progress on the implementation of the commitments every month. At the end of the facilitation of the Cash-flow tree, each household should document commitments and related activities for tracking using the Table below.

Commitments	Activities	Indicator	Progress in the reporting period	Comments
Reducing unnecessary expenditure	Stop gambling by the woman and female members of the household	Reported cases of gambling	Completely stopped	Have saved money which has been used to pay school fees on time
	Reduction on beer drinking by the man	Frequency of drinking	Once a month	

Facilitation Tips

- Ensure participatory norms are followed, and discriminatory views do not dominate because of few dominant household members.
- Top-down imposition of the facilitators' views and reactions should be avoided.
- Each household should have a Cash-flow tree in their notebooks.
- Ensure that households review the Cash-flow tree at the end of each season to reflect on commitment and identify emerging gender issues.

Session 4: Household Budgeting

Introduction

Smallholder tea farmers, usually start out with a lot of hope and excitement into their particular production or business, but without a budget they will struggle to develop a workable plan of action. It is easy for them to get involved participate in the integration of tree planting into their tea farming to boost their income generation but lose sight of the bigger picture. Successful families take the time to create and manage budgets, draft and review business plans, and regularly track their financial condition and performance. This sessions is therefore aimed at fostering the practice of jointly budgeting and tracking the budgets to ensure that farmers benefit more from tea farming and other family businesses.

By the end of this session, trainees will be able to:

- ✓ Define budget
- ✓ Understand the importance of budget planning
- ✓ Identify ways to improve their money management through budgeting

Instructions

Step 1: Defining a Budget

- Let the participants in pairs discuss and define what a budget is
- Write the definitions on a flip chart
- Summarise the discussion by telling the participants that a budget is a budget is a breakdown of expected earnings and how they will be spent over a set period of time."

Step 2: Identifying importance of a budget

- Let the participants be in a circle
- Using a ball made from paper, throw the ball to a participant to give one importance of a budget
- Once the participant answers let him/her throw the ball to another participant to give their answer
- Repeat the process until all participants give their answers
- Let a participant without an answer choose a person to help her/him by throwing the ball to them
- Summarise the exercise by explaining some of the importance of budgeting as follows:

1. Budgeting determines the currently available capital, estimates

expenses, and forecasts future income.

2. Businesses can compare production outputs versus spending and ensure that resources are available to support business growth and development by referring to the budget.
3. It allows tea farmers to focus on cash flow, cost reduction, profit management, and return on investment as business owners. Any business success is based on budgeting.
4. It helps in planning and managing finances of the business because planning is worthless without spending control, and without planning, there are no goals to meet.
5. It is a tool that helps in making decisions about how to make and spend money to achieve desired goals or visions.
6. It is helpful in determining how you will use your income to pay for expenses such as living expenses, loan repayments, crops and livestock inputs and how much you can save for the future.

Step 3: Budgeting

- Let the participants understand that budgeting is a strategy of dividing your income between the basic cost of living, savings, and investments over a period of time.
- Let the participants understand the role budgeting plays in a farm business
 1. Allows you to allocate your income to different types of expenses.
 2. Supports you in making spending and saving decisions.
 3. Encourages careful and disciplined spending.
 4. Allows you to be in control of your financial situation.
 5. Help you organize and manage money more effectively.
 6. Helps you plan and achieve your financial goals
- Brainstorm with the participants the process of budgeting and some of the responses should include:
 1. Determine household income by calculating household earnings
 2. Determine fixed expenses/household priorities
 3. Identify existing debts
 4. Plan for unplanned expenses
 5. Determine savings for investments
 6. Determine ceilings to each area for expenditure
 7. Allocate funds to each area of expenditure using the sample template below:

Month	Household Income		Household Expenditure		Savings
	Source/Item	Amount	Item	Amount	

- Let the participants practice budgeting at their homes and bring the budget samples in the next session
- Track household spending
- Review your budget on a regular basis

CHAPTER 4:

LIVING IN HARMONY AND FOSTERING RESILIENCE

Session 1. Family Conflict Resolution





Introduction

Different people can have different views regarding something they care about. Failure to understand this and lacking empathy can lead people into conflict.

This session will help participants learn from their past/present conflict experiences and see if they dealt with them effectively, focusing on the issue rather than the person.

Objectives

- ✓ To explore the thoughts and experiences of participants as they relate to conflict.
- ✓ To explore the causes of conflicts and how they impact on family life
- ✓ To inspire productive ways of conflict resolution for harmony

 Time	 Materials	 Participation
<ul style="list-style-type: none"> • 2 Hours 	<ul style="list-style-type: none"> • Flipchart, • Markers, • A4 papers or cards 	<ul style="list-style-type: none"> • Mixed group – It may be easier to discuss topics separated into women and men groups and then discuss findings as plenary
 Method/Tool	Venue	
Question and Answer Exercise, Case study and Role Play	Block Meeting Place	

Instructions:

Step 1: Introduce “**conflict.**”

- Let the participants define a conflict in pairs and present it to the group in plenary.
- Let the participants discuss the definitions from the pairs and agree on which one suits the best definition of conflict.

- Summarise by indicating that 'conflict' means different things for different people. Still, for this exercise, 'conflict' is defined as a disagreement about something two or more family members care about.'

Step 2: Understanding and perceptions of conflicts

- The facilitator should engage the participants in question and answer sessions where the answers shall follow a range of 0-5, where 0 shall mean complete No; 1 means rarely; 2 in some cases; 3 means sometimes yes; 4 means most of the times yes; and 5 means Always yes.
- Share five pieces of paper with each participant. On each piece of paper, write the numbers 0 to 5.
- When a question is read, each participant should choose their own answer (from 0 to 5) and raise it for all participants to see. There is no right or wrong answer. (The facilitator should give each participant time to answer each question.)
- Let the participants explain their answers but reassure them that they don't need to share anything they are uncomfortable discussing.

Questions:



- Is it easy for you to raise an issue or disagree?
- Can you share your feelings, especially anger, when in conflict?
- Do you deal with the 'real' issue and find a resolution?
- (The Facilitator should give an example here to explain what a 'real' issue means. If a family member does not help wash up and a conflict starts, is it the superficial reason for washing up, or is it a deeper issue, such as respect in the relationship?)
- Is everyone's voice heard and respected?
- What would creating a safe or comfortable space for conflicts and differences take?

Step 3: Summarize the session by processing the exercise with the following questions



- What does the word conflict mean to you?
- What role does conflict play in your life?
- How often do you experience conflict?
- What came up in the exercise?
- What insights or patterns were observed?
- What similarities or differences were observed?

Step 4: Facilitate the discussion with additional questions:



- Why do we have conflicts?
- Is it possible not to have conflict?
- Do you consider conflict to be normal?
- Do you believe we have more or less conflict than five years ago?
- **Conflict is a natural part of life; it is everywhere and part of every relationship?** What do you think of this idea?

Step 5: Read the story below:

Case Study on Conflict

Chikondi and Nyenyezi Mukhulunya were married and had three children, the eldest of whom was 18 years old and the youngest, nine. The Mukhulunyas depended on farming as a major source of income. However, Nyenyezi was in charge of tea farming, and Chikondi focused much on pineapple production. In addition to pineapple production, Chikondi was also involved in a bicycle taxi business from which he made a lot of money, whilst Nyenyezi mainly depended on tea sales and confectionery.

The family rarely consolidated their earnings from the various businesses they were engaged in. Chikondi spent much of his earnings on beer and extramarital affairs, while Nyenyezi spent much of the tea earnings on initiation ceremonies and betting.

One day, their youngest child got ill and needed to be taken to the hospital, which was 15km away; hence, they needed money for transport and hospital expenses. *'I need to take the child to the hospital; share some money so that our child can receive the best treatment,'* Nyenyezi told her husband. The husband, who was drunk at this point, denied responsibility by indicating that the children culturally belonged to their uncle (Nyenyezi's brother); hence, he should be responsible for hospital bills.

Nyenyezi angrily told Chikondi to go back to his village and never to come back, to which he physically assaulted her. After hearing this, Nyenyezi's brothers went to the house and beat up Chikondi, who was taken to the hospital together with the sick child for treatment.

Step 6: Discuss for 5 minutes using these questions:



- What happened in this conflict?
- What lessons did you learn from this experience?
- What beliefs about conflict did you develop?
- How did these experiences influence how you perceive or react to conflict today?

Step 7: Conduct a Role-Play

- Through role plays, participants will demonstrate how different scenarios lead to conflict and what better ways of dealing with such scenarios could lead to conflict resolution. Perceive that their interests are incompatible, express hostile attitudes or pursue their interests through actions that damage the other parties. Interests can differ over:
 - Access to and distribution of resources (e.g. Territory, money, energy sources, food);
 - Control of power and participation in political decision-making;
 - Identity (cultural, social and political communities); and
 - Status, particularly those embodied in systems of government, religion, or ideology

Role-Play Guide

- Introduce the Role-Play scenarios to the participants.

Role Play Scenarios: These should be adjusted to the context and culture of the community being trained.

 1. **Food** – The husband arrives home, and the food is not ready because the wife is late back from a VSLA/VESA meeting;
 2. **Mobility** – A woman goes out to visit other women, and her husband comes home to find her absent;
 3. **VSLA loan** – the woman's loan has been used to buy seed or other agricultural inputs for her husband. Repayment time arrives, and she has to get the money from him.
- Split participants into smaller groups. (Make sure they are not mixed.)
- If the VSLA/VESA has 2 or 3 men, then ask which women would be willing to work with them in a group.)
- Assign the role-plays to the number of groups you have.
- The groups discuss the role-play scenario. Then, they work on the role-play they are assigned.
- Each group presents the role play to the larger group.
- After each role-play, the larger group discusses the role-play and discusses what can happen as a result of such a scenario, as well as strategies to work through the conflict.



Facilitator Note: You can also discuss if violence results from these conflicts or if participants raise it. Discuss how such conflicts can lead to violence against women and strategies to avoid or address violence.

Step 8: Handling conflict.

- Discuss in plenary how to handle conflict.



- What is your usual response to conflict?
- What are your immediate or automatic emotions, attitudes, beliefs and behaviours?
- Think of a conflict you were once involved in that was quickly resolved and why.
- Think of a conflict you were once involved in or heard about but was challenging to resolve and why.
- What makes a conflict have positive or negative consequences?
- What tools and skills did you use to deal with this conflict?
- What have you found helpful in dealing with conflicts?
- What skills, processes and qualities do we need to deal with conflict and all the emotions that go with it?
- Can we learn and practice dealing with conflict?

Step 9: Conclude by asking:



- How useful have you found this conversation?
- What do you leave with?

Session 2: Understanding Family Vulnerability to shocks

The tea sector continues to experience effects of climate change and due to differences in resource endowment, other family members are able to cope whilst others are more vulnerable to the shocks. This session is aimed at raising awareness among family members that vulnerability contexts are different for individual family members based on sex and age; hence, it requires family planning for such shocks to consider the differences in vulnerability through designing and packaging tailor-made interventions for each family member. It will also help families identify and understand various dimensions of exclusion and marginalization and its consequences on the vulnerability of individual family members. This calls for families to understand the socioeconomic inequalities among them so that they can engage in activities that reduce the vulnerability of all household members.

A power walk is a tool that facilitates understanding the varying levels of vulnerability at the community level. However, in this context, it will help participants relate the

exercise to their real-life situations in the context of disaster risk management at the household level.

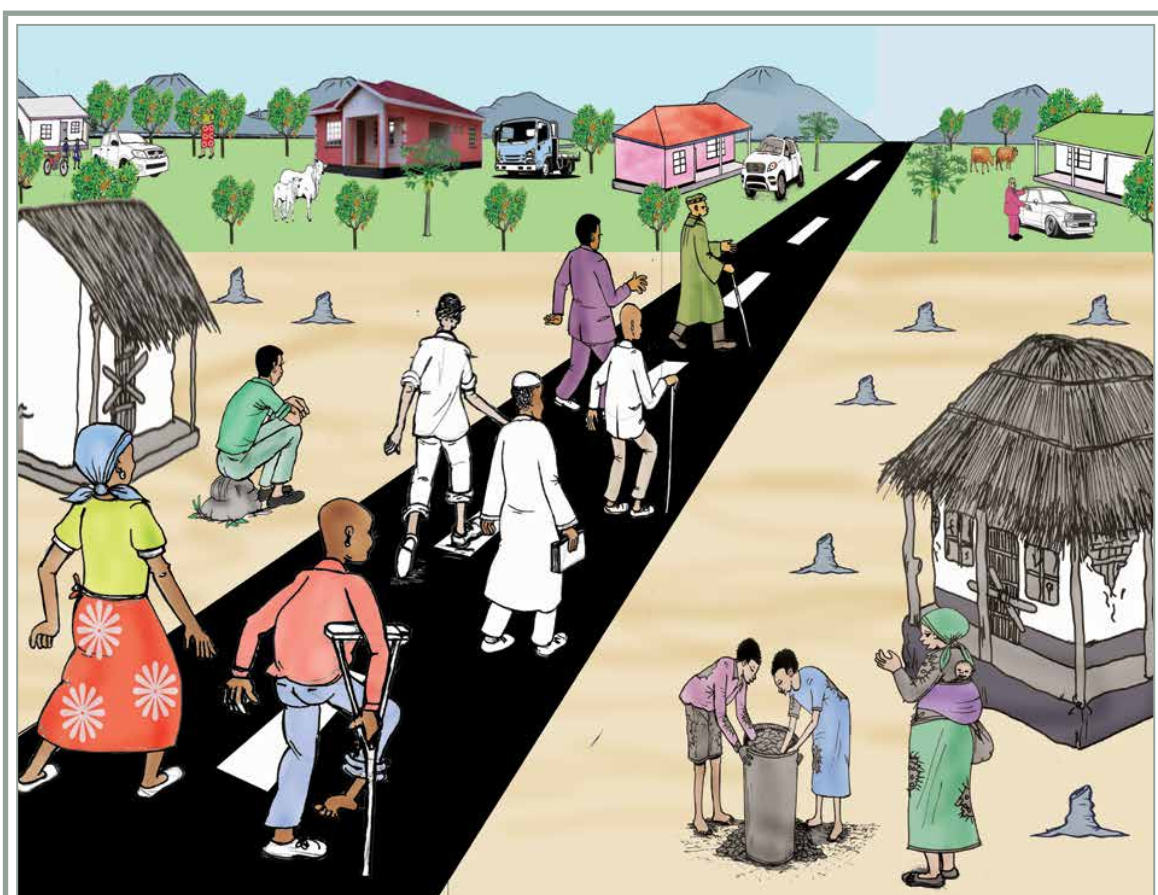


Figure 12: Differences in vulnerabilities limit other community members from attaining equal development

Purpose

To create awareness amongst family members on their differences in vulnerability to shocks due to existing social inequalities and ensure they plan together towards leaving no one behind in building resilience

Objectives




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

- ✓ Explain vulnerabilities in the context of livelihoods
- ✓ Relate types of vulnerabilities in their day-to-day lives
- ✓ Categorize their family members based on vulnerabilities and capacities

Preparatory Activities

- Photocopy statements to be read out to the participants during the exercise
- Pieces of paper depicting different characters in a society

- Write the purpose objectives of the tool on the flip charts
- Write processing questions in the notebook for ease of reference
- Write on a flipchart a tentative grouping of individuals based on their vulnerabilities

 Time	 Materials	 Method
<ul style="list-style-type: none"> • 1 Hour 40 minutes 	<ul style="list-style-type: none"> • Flipcharts • Magic markers • Pieces of paper with characters written on them • Writing pads and pens for note-takers. • Masking tape • Set of statements to be read 	<ul style="list-style-type: none"> • Small group discussions • Exercise

Instructions:

ID.NO.	Activity	Time
1	Introduce the topic	2 Minutes
2	Introduce the purpose and objective of the tool	3 Minutes
3	<p>Give each participant a piece of paper with a character written on it (refer to Box 1).</p> <p>If there are fewer than 25 participants, reduce the number of characters, but make sure you do not remove too many characters from one group (e.g. all the powerful or all the vulnerable ones).</p>	10 Minutes
4	Request the participants to join at an open space for the exercise	5 minutes
5	Ask participants to stand in a single straight line	5 minutes
6	Instruct participants to take two steps forward if the statement (<i>to be read</i>) applies to their given character	5 minutes
7	Read out the statements and ask those to whom the statements apply to move one step forward (<i>Read out all the statements one by one as the concerned participants move</i>)	10 Minutes
8	Facilitate group discussions and document major outcomes on a flipchart	15 Minutes

ID.NO.	Activity	Time
9	In the plenary, ask participants to classify groups of individuals based on their vulnerabilities and let them define criteria for grouping according to assets, status in the community, income levels, education, and food security. The groups could be: <ul style="list-style-type: none"> • Well-off individuals/group • Less vulnerable individuals/group • Highly Vulnerable individuals/group 	20 Minutes
10	Process the plenary	10 minutes
11	Summarize the outcomes	10 Minutes
12	Tool evaluation	5 Minutes
	Total	100 Minutes

Questions to be asked during the exercise

Process the exercise by asking the following questions

Observers



- What happened in the process?
- Who felt the most vulnerable?
- What was the behaviour of different players?
- How has it impacted them personally?

Players



- After reading the statements, ask those who have come forward why they are at the front. These are the people who typically represent the community and are less vulnerable.
- Ask the people who remained at the back about how they felt about those who moved forward.
- Also, ask people at the back who they are and why they did not take steps. These people deserve the most attention because they are the most vulnerable.
- Why are some people at the back and others at the front?
- How did the people at the back feel when the others stepped forward?

- How did the people at the front feel when they moved ahead and left others behind?
- Can the participants who take none or only take a few steps have their voices heard by those at the front? How could they be heard?
- What is the position of girls, boys and women relative to others in the power walk?
- The distance between participants symbolizes many real distances or inequities at house-hold and community levels. What are they? (Social, Economic, Cultural, Status.)
- Discuss the outcomes of the power walk and its implication on family development.

Processing questions



- What has the whole exercise revealed to you?
- What lessons have we learnt from the whole exercise?
- Which of the family members usually are excluded?
- What are the causes of their exclusion?
- Can you develop a criterion for categorising the family into classes based on their vulnera-bilities?

Box 1 Statements to be read:

1. I would attend a demonstration event about fertiliser application organised by the extension officer at the fields of a model farmer.
2. I would be recruited to work on a labour-based road construction project, in return for vouchers for farm inputs (eg seed, fertiliser)
3. I would be selected to represent the community at a Livelihoods Project launch workshop at the district headquarters.
4. I would attend a village meeting to discuss land certification.
5. I would be selected to be a home-based caregiver to people in the community who are suffering from chronic illnesses.
6. I would be successful if I approached a microfinance organisation for credit.
7. If my family was hungry, I could buy food.
8. If I was beaten up at home, I would be confident to speak to the authorities.
9. I can keep simple farm records.
10. I would be selected to represent women/youth on the village development committee.

11. I would attend a meeting in town to learn about rural market information systems.
12. I would attend a meeting in the village about childcare and family nutrition.
13. I would be elected to the irrigation scheme management committee.
14. I can read the instructions about how to store agro-chemicals safely.
15. I would be expected to volunteer my labour for free as part of the community contribution to the construction of the local market.

Box 2: Power walk characters to be distributed to participants

Wealthy male farmer with rain-fed and irrigated land and cattle, married	Wife of a wealthy farmer; the family has rain-fed and irrigated land and cattle
Successful village-based male trader in agricultural produce	Successful village-based female trader in agricultural produce, married but independent
Out-of-school male youth, aged 16 years, from a farming family	Out-of-school female youth, aged 16 years, from a farming family
Middle-wealth male farmer with some rain-fed and irrigated land and a few cattle, married	Wife of a lower middle-wealth farmer with some rain-fed land
Middle-wealth male farmer with some rain-fed and irrigated land and a few cattle, married	Wife of a middle-wealth farmer; the family has some rain-fed and irrigated land and a few cattle
Out-of-school male youth, aged 18 years, from a landless family	Out-of-school female youth, aged 14 years, from a landless family
Successful, wealthy female-headed household with rainfed and irrigated land	Middle-wealth female-headed household with some rainfed land
Poor male-headed household with little land, married	Poor female-headed household with little land
Poor male-headed household, with some rainfed land, not married/widower	Poor female-headed household with little land
Impoverished male-headed household with no land, married	Impoverished female-headed household with no land
Impoverished male-headed household, with no land, not married	Wife of a poor farmer with no land
Middle-wealth male farmer with some rain-fed land engaged in petty trading	Wife of a middle-wealth farmer with some rain-fed land; engaged in petty trading
Middle-wealth male farmer; the wife has a chronic long-term illness	Wife of a middle-wealth farmer; husband has a chronic long-term illness

Poor male-headed household with a tiny land, engaged in petty trading, married	Wife of a poor farmer with a tiny land, engaged in petty trading
Male youth working as an ox-cart driver	Female youth working as a seamstress in the village

Session 3: Climate setting - vulnerability picture code

This code uses pictures to imitate real-life situations in a community to visualize and identify vulnerability issues and concerns in the community.

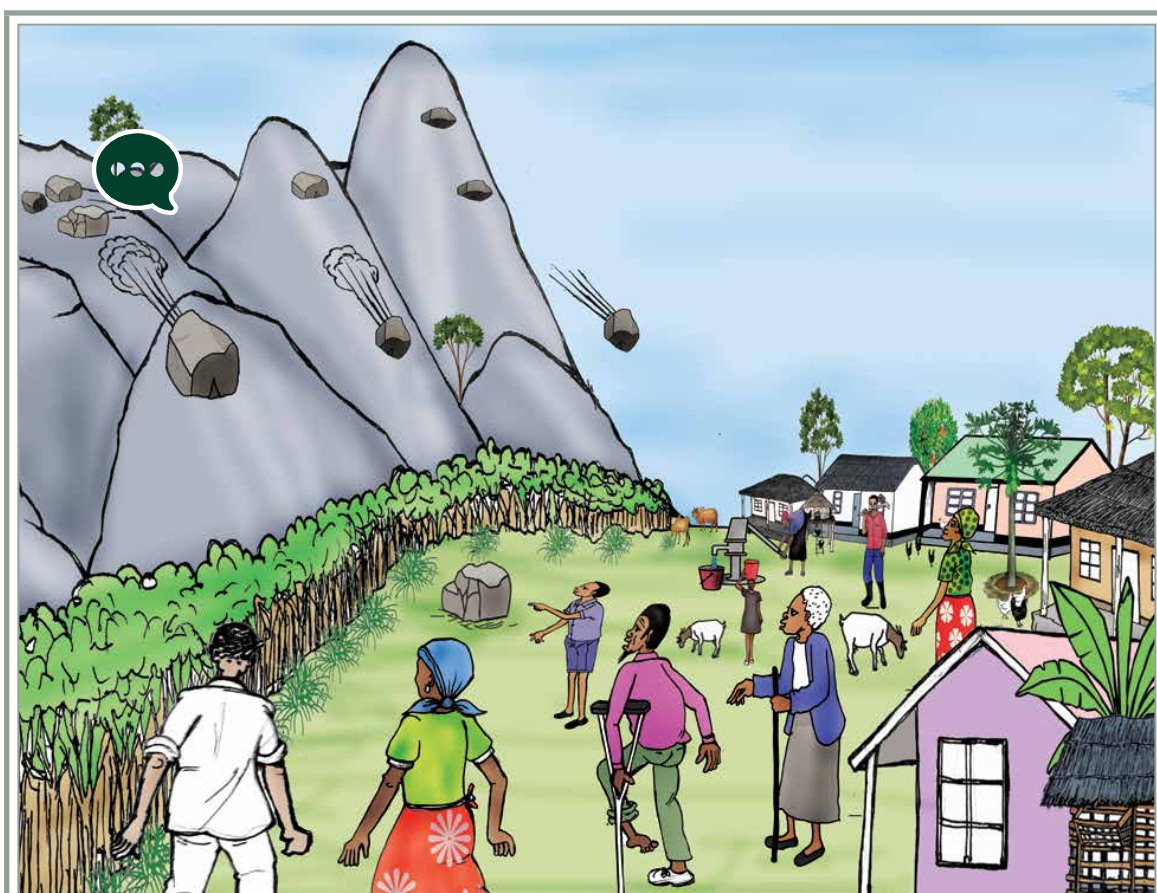


Figure 13: A Vulnerability picture code illustrating how different groups are susceptible to shocks.

Purpose of vulnerability picture code

The code aims to stimulate all family members, regardless of sex and age, to identify disaster and social-related issues or concerns in the village and their impacts and develop interventions to address them.

Preparatory activities

- Draw the vulnerability picture code on a flip chart
- Write the purpose and objectives of the tool on the flip charts
- Write processing questions in the notebook for ease of reference
- Write brief notes on disaster and gender concepts on a flip chart.
- Write the guiding questions on flip charts

Instructions:

ID.NO.	Activity	Time
1	Introduce the topic	2 Minutes
2	Introduce the purpose and objective of the tool	3 Minutes
3	Divide the participants into groups based on age and sex. Distribute a picture with vulnerability picture code and let the participant visualize what is happening in the picture, including disasters, hazards, and vulnerabilities.	10 Minutes
4	Let participants describe the picture code in relation to the disasters that might occur in their community and the vulnerabilities of different family members in the community	5 Minutes
5	Let participants discuss the disaster impacts and issues that affect different family members by sex and age in the area	5 Minutes
6	Let participants discuss coping mechanisms and strategies that can be used to address the disaster risks in line with the different levels of vulnerability based on sex and age	5 Minutes
7	During the plenary, let the family members share their findings with the more prominent groups	15 Minutes
8	Process the code during plenary	5 Minutes
9	Summarize the outcomes	10 Minutes
10	Code evaluation	5 Minutes
	Total	65 Minutes

Guiding questions



- What do you see in the pictures?
- What is happening?
- What is likely to happen?
- Is what you see in the pictures similar to what is happening in your village?
- What are the vulnerability issues or concerns that you see in the pictures?

- What are the social issues or concerns that you see in the pictures?
- What are the disaster impacts of the issues or concerns in your family?
- What strategies/interventions can be implemented to reduce differences in vulnerability based on sex and age while addressing the shocks and their related impacts?



Facilitator's Notes

Introduction

Building family resilience to shocks requires that family members willingly participate in analyzing their capacity and vulnerability regarding climate change and disasters and their varying effects on different individuals according to sex and age. It is important to note that various family members, especially women, men, youth, older people, persons with disabilities and people living with HIV/AIDS, take an active role in the assessment process. This is to ensure that the risks and hazards of different family members come out clearly during the assessment to develop family action plans that encompass all family members. Family vulnerability and capacity assessment is a stepping stone to the families' action plans for strengthening and reducing vulnerability while addressing the social issues that contribute to their vulnerability and impede their capacity. The role of the facilitator is to facilitate the process and assist the family to undertake their own analysis.

Terminologies

- a. **Capacities:** This term refers to the existing strengths of individuals and social groups. They are related to people's material and physical resources, social resources, and beliefs and attitudes. Capacities are built over time and determine people's ability to cope with and recover from crises.
- b. **Vulnerabilities:** This term refers to the long-term factors that weaken people's ability to cope with the sudden onset of a disaster or withdraw from an emergency. They also make people more susceptible to disasters. Vulnerabilities exist before disasters happen, contribute to their severity, and make them difficult to respond to. Vulnerabilities continue after the disaster.

Three Categories of Vulnerabilities & Capacities

1. Physical or material Capacities and Vulnerabilities

These include features of the climate, land, and environment where people live, or lived before the crisis; their health, skills, and work; their housing, technologies, water and food supply; and their access to capital and other assets. They include ways

that different family members in a family set-up are physically and materially vulnerable, control and access of different gender categories over the productive resources, skills and hazards.

2. *Social or organizational capacities and vulnerabilities:*

This category refers to the social fabric of a family. It includes the formal political structure and the informal systems through which people make decisions, establish leadership, or organize various social and economic activities. It also looks into the division of labour among women, men and youth at the household level. Social systems include family and community systems and decision-making patterns within the family, between families, and amongst different gender groups in the community. These include the changes experienced in the social structure due to hazards and disasters, the impacts of disasters on social organization, and the quality of participation of different gender categories.

3. *Motivational and attitudinal capacities and vulnerabilities*

These include cultural and psychological factors based on religion, the community's history of crisis, and their expectation of emergency relief. Crisis can catalyse extraordinary efforts by communities, but when people belonging to different social groups feel victimized and dependent, they may also become fatalistic and passive and suffer a decrease in their capacities to cope with and recover from the situation. They include individual confidence in their ability to deal with disasters effectively, changes in beliefs and motivations due to occurrences of disasters, and the ability of different family members to shape their lives after disasters and hazards.

Session 3. Domestic Violence: What It Is and How to Prevent It

Introduction





Women's empowerment is needed for a woman to realize her full human rights: the combined effect of changes to her own aspirations and capabilities, the environments that influence or dictate her choices, and the interactions she engages in each day. Formal and informal spaces may include village committees, government administration, village savings and loans groups, tea trust and block in addition to other public groups and forums. The ability to participate meaningfully in public spaces and claim one's rights goes beyond token representation and quotas for under-represented groups within a forum or association. Meaningful participation involves environments where individuals may actively contribute to decisions, where

their ideas are heard and considered, and where they can take part in leadership or decision-making. Women in tea growing areas are less empowered, and with the cultural setting and social attitudes towards women, are not able to fully exercise their rights. Although women are allowed to speak in public, such as in meetings or in any other community gathering, they are given less value and respect for participating in public engagements than in their engagement in household matters. As a result, women also are discouraged to assume leadership and decision making roles.

In recognition of these challenges and the urgent need for change, this session is designed to engage participants in an exploration of the utmost importance of women's participation and voices within both formal and informal institutions.

Objectives

- ✓ To explore the extent of women's participation and representation in formal community institutions.
- ✓ To examine the obstacles and barriers that hinder women's progression into leadership and decision-making positions.
- ✓ To assess societal perceptions and attitudes regarding women's capacity for leadership and decision-making roles.
- ✓ To empower individuals to champion the cause of women's representation and decision-making, fostering a more equitable and inclusive world.

 Time	 Materials	 Participation
<ul style="list-style-type: none"> • 1 Hour, 30 Minutes 	<ul style="list-style-type: none"> • Flipchart • markers 	<ul style="list-style-type: none"> • Mixed group
 Method/Tool	Venue	
Storytelling and value clarification	Meeting Place	



NOTE Start the session with reflection from participants on their action plans following the previous session!

Instructions:

Step 1.

- Introduce the topic and objective of the session.
- Ask participants to brainstorm on the relevance of the topic to their context.
- Ask participant to brainstorm their perceptions towards women speaking in public and representation in leadership in the Thyolo and Mulanje Districts.

Step 2.

- Story telling Tell participants the story of Liness and her husband

The Story of Liness and her husband

Liness and Che Mola are a married couple blessed with four children. They often attend community meetings together. However, something troubling lingers in the background of their interactions. Liness whether she has valuable opinions or not, seldom speaks during these gatherings. One fateful day, as they both attended a block meeting, Liness finally summoned the courage to raise her hand, eager to share what she believed to be important for their community. To her dismay, the chairman denied her the opportunity to speak, leaving her heartbroken.

On their way back home, Che Mola erupted with anger directed at his wife. He expressed his deep disappointment and embarrassment at Liness's audacity to raise her hand in front of the other meeting participants. He questioned her, "Why do you insist on speaking in public? What important contributions could you possibly have to demand the floor in front of all these people? Do you intend to disgrace me in front of everyone? You are well aware that women are not meant to speak in public." Finally, he decreed that Liness would no longer accompany him to any meetings in the future.

Step 3. Process the story by asking the following questions:

- Does Liness's story relate to your situation?
- Do you know anyone who has similar story to Liness and her husband?
- How does Liness's experience reflect broader gender inequalities or stereotypes in our society?
- What strategies or initiatives can communities and organizations implement to encourage and support women like Liness to have a voice and participate actively in public spaces and decision-making?
- In your opinion, how can we challenge and change cultural norms and beliefs that perpetuate the idea that women should not speak in public or be active participants in community matters?
- What role should men, like Liness's husband, play in promoting gender equality and supporting women's participation and leadership in various aspects of life, including public forums and meetings?
- How can we create safe spaces for women to voice their opinions, share their concerns, and actively contribute to community development without fear of backlash or discrimination?



NOTE: Moderator may summarize the learnings after all have contributed as follows:

This story sheds light on the pervasive gender inequalities that continue to silence women in public spaces and deny them the opportunity to have their voices heard. It serves as a reminder of the challenges many women face when trying to engage in community matters, highlighting the urgent need for change and gender equality in all spheres of life. Let participants re-tell the story in their own words to check they understood the story.

Step 4: Value Clarification

- Tag the following value statements on different corners of the space/place of the room
 1. Women are fragile and emotional hence unfit to be leaders
 2. Women don't have knowledge to represent their households or community in formal and informal associations
 3. Men are natural leaders because they are rational beings
 4. All women are better at communicating with their children over communicating their ideas to the public
- Read the statement out loud.
- Ask participants to stand with the statement that they think best suits their beliefs and attitudes towards women and men.
- Ask participants the reason why they choose their stand/statement.
- Pose the following questions to ignite the discussion:



- Do women speak in public? If yes, give some examples.
- Do you feel comfortable being represented by a woman?
- Is it acceptable for women to speak in public? Do you think their ideas are respected?
- Do women safely move from one place to another by themselves? E.g. to market, health post, block or other places?

Step 5: Wrap up the session

Take the group through an analysis of why women do not feel at ease speaking in public and try to find out cultural and attitudinal perception on the issue of speaking in public. Summarize the session by stressing the following points:

- Highlight how this is due to their exclusion from the public space and major community concerns are taken care of only by men.
- Stress that women are not accustomed to how to engage with formal institutions in their vicinity.

- Let the participants understand that it is inevitable that women need to be empowered to meaningfully participate in community discussions and decision-making.
- Highlight that the session has shed light on the deep-rooted gender inequalities that often prevent women from feeling at ease when speaking in public.
- Let them understand that the session has explored the cultural and attitudinal perceptions surrounding this issue and discovered that women's reluctance to speak in public spaces is closely linked to their historical exclusion from such spaces.
- In many communities, major community concerns have traditionally been addressed primarily by men, while women have been left on the sidelines.
- Women may lack the knowledge and experience necessary to engage effectively with formal institutions in their vicinity, further limiting their participation.

Conclusion

Reflection on these insights becomes clear that empowering women to actively and meaningfully participate in community discussions and decision-making is not just a matter of individual empowerment; it is an essential step toward achieving true gender equality. It is crucial for communities and organizations to work together to break down the barriers that hinder women from having a voice in public matters. By providing opportunities for education, mentorship, and creating inclusive spaces where women's perspectives are valued, we can foster an environment where women can confidently speak up, contribute to community development, and have a lasting impact on the decisions that affect their lives. It is through collective efforts that we can move closer to a more equitable and inclusive society where every voice is heard and valued.

Session 4: Leader, Roles, and Characteristics of a Leader

Introduction

Leadership is a dynamic and essential aspect of human interaction and societal advancement.

It surpasses individual actions, resonating through organizations, communities, and societies.

In today's ever-changing world, grasping the principles of effective leadership is of paramount importance.


Purpose:

To advance skills in leadership in women at household and community level

Objectives

- ✓ To define the concept of leadership.
- ✓ To recognize the attributes of an effective leader.
- ✓ To comprehend the various roles of a leader.
- ✓ To identify and develop personal leadership qualities.
- ✓ To understand the importance of voicing opinions and rights.
- ✓ To exhibit confidence measures and provide support to group members.

 Time	 Materials	 Participation
<ul style="list-style-type: none">• 2 Hours	<ul style="list-style-type: none">• Flipchart• Markers/chalk• A4 papers• Tape• Picture of active and non-active leaders	<ul style="list-style-type: none">• Mixed group
 Method/Tool		Venue
Group work		Meeting Place

 **NOTE:** Start the session with reflection from participants on their action plans following the previous session!

Unit 1: Defining a Leader

Step 1. Ask participants to think of an effective leader or a person they know, this person can be a leader in their village or in community such as head of village, village elder, block leader, head of group, young active leader, etc;

Step 2. Group work

- Divide participants into group (3 to 4 people per group) to draw a picture of the effective leader on a flipchart and discuss about these questions:
 1. What is her/his job?
 2. Why he/she is an effective person/leader?
 3. What did they do differently from other leaders you know to make them stand out?
- When finished group work, post the picture of leaders on the wall and each group select one representative to present their work, take turn to another group;

- During each group presenting their leader, facilitator take note of their answers of above three questions beside the picture they drew;

Step 3: Wrap up

- Facilitator goes picture by picture and compare the different points of an effective leader from each group, as well as and the reason why she/he is an effective leader. Highlight the similar and different points (if any);
- Explain to participants that each good leader doesn't need to be the same (as you see from the picture) because they are different, work with different people, live in difference community but the important thing is a leader should be the person who cares about others and does their job well.
- The Facilitator should check If the picture of the effective leaders are mostly those of men or most of them are women or equally between women and men.
- Facilitators discusses with participants, about the chief of their village, are they men or women?
- If most of the village chiefs are men, facilitator asks participants to think of:



- Why most of the leaders shown here/at the village are men?
- Can women be leaders? If yes or no, why?
- Can women be effective leaders?

- Facilitator summarizes participants' responses and highlights that:
 1. Women and men have the same right to be leaders, though in reality, men are more often leaders because of cultural believe/practices and social norms in their community.
 2. Men have more advantages and more chances to be elected as leaders because they have more opportunities compared to women such as opportunity to access education, information.
 3. Women can be leaders as men and can be good and effective leader as well.
 4. Women and girls should have equal opportunity in all stages and all levels as men and boys;



Facilitator's Notes:

The leader is a person who leads or commands a group, organization, or country.

In a group setting, a leader brings the group members together and facilitates to set a clear goal/vision for the group, motivates group

members; guide group members through the work process and build morale/encourage towards achieving the group decisions.

Effective leadership - this is a collective effort in which everyone is involved, it takes setting Direction, creating Alignment, and building Commitment (DAC).

Unit 2 – What are leader's roles?

Step 1. Ask participants to work in the same group to discuss what roles leaders have?

Or what does someone do as a leader?

- Participants can write the answers on flipchart (for the group who can write) and select their group representative to present the results in a big group;
- For participants who cannot write, remember what has been discussed in the small group and share results of their discussion in big group. Facilitator note the roles they presented on flipchart hanging on the wall;

Step 2. Wrap up - facilitator grouping the similar roles presented and present participants the general roles of the leaders, as follow: Leader Roles:

1. Call and gather women's group members to join meetings or training.
2. Organize and facilitate the meeting of group members. • Facilitate information sharing, decision making process to reach a consensus. • Facilitate developing of group work plan, lead to implement it and share results.
3. Represent the women's group with village authority, other and outsiders.
4. Help group members to improve their knowledge and skills.

Unit 3: Characteristics of an effective leader

Step 1. Review participants' effective leadership characteristics

- Facilitator explains to participants that each of them will come in front of the room and tell other participants about themselves (if participants are too shy to come in front of everyone they can stand where they are and speak to the room);
- Give 10 minutes to participants to think about these questions.
 1. What are some of your characteristics that could make you an effective leader? Think of your characteristics that are appreciated by other people.
 2. Did you hear anything from group members or other villagers' opinions about your leadership, if yes, what did they say? (Good and weak points)?

Step 2. Give participants 2 minutes each to present their answers loudly and clear voice; do the same with all participants.

- During participants' presentation, facilitator take note on flipchart hung on

the wall of their answers.

Step 3: Wrap up - facilitator summarizes answers for each question and present the characteristics of an effective leader, as follows:

Characteristics Description of the Characteristic

1. Self-confidence
 - Believing in yourself that you can do it, able to speak out and can negotiate with others
2. Express own voice
 - Have your own voice, as well as other group members,
3. knows that you and all group members have the right to share opinion, able to be critical on issues and raise questions
4. Motivate others
 - Able to bring people together to translate group idea to accomplish some tasks, play an active social role in the community.
5. Self-control
 - Handling/managing our feelings well and dealing with negative emotions effectively.
6. Social-awareness
 - Being sensitive to other people's feelings and understanding their point of view; respecting many different points of view.
7. Social skills
 - Our ability to relate to and understand others of their needs and points of view, as well as communicate effectively
8. Be Honest
 - Do what you say and promise

Ask participants to add more characteristics. Highlight that each person have their own characteristics within themselves and that might differ from other people

CHAPTER 5:

PLANNING FOR CHANGE – AGREEING ON A HOUSEHOLD PLAN

Session 1: Inclusive Household and Community Action Planning

Introduction

Inclusive family management and development in smallholder tea farming entail equity, fairness, and empowerment at the family level, not just mere participation, by ensuring that all family members in a community, regardless of sex, age, ethnicity, or socio-economic status, have a role in the decision-making processes.

The inclusive household and community action planning assists men, women and other vulnerable gender categories in the household and community in developing realistic and achievable plans for implementing priority tree planting and tea production activities to improve their livelihoods even in climate change.

Purpose

To reinforce joint household and community planning and implementation so that they realize their vision.

Objectives



- ✓ To assist all household and community members regardless of sex, age and disability status to:
- ✓ List tree species they can integrate into tea farms and homesteads to sustain their livelihoods.
- ✓ To develop inclusive activities that they would carry out to integrate tree planting in tea farms and its related targets and time frame.
- ✓ To identify both internal and external resources to be used to integrate tree planting into the tea farms.
- ✓ To reinforce consultations of women, youth and persons with disabilities on the identification of activities that will form the household and community action plan to address their needs

Instructions

ID.NO	ACTIVITY	TIME
1	Climate setting- Who will do what? role play	10 minutes
2	Introduce the topic	1 Minute
3	Explain the purpose and objective of the tool	2 Minutes
4	Explain the family exercise to the participants	5 Minutes
5	Ask participants to consolidate all actions and milestones from the family vision.	10 minutes
6	Let the families choose a moderator and two rapporteurs for documentation of discussions.	2 Minutes
7	Ask the families to develop a family plan towards their vision using the actions and milestones from the vision filling the action plan template provided	15 minutes
8	Ask the groups to present their work in plenary to allow the whole group to fine-tune the developed activities and	15 minutes
9	Ask the families to complete the action plan by coming up with indicators, targets, time frame for implementation, resources required and responsible person(s)	40 minutes
10	Process the plenary using processing questions to ensure activities chosen by individual family members, including women and other vulnerable groups, are included in the action plan	10 minutes
11	Summarize the outcomes of the tool.	5 Minutes
12	Evaluate the tool with reference to the objectives.	5 Minutes
	Total	120 minutes

Climate setting: Roleplay

Title: Who will do what?

 Time	 Materials
<ul style="list-style-type: none"> • 10 Minutes 	<ul style="list-style-type: none"> • Four volunteers • Chair • A mat • two baskets/pails

Procedure

- Ask 4 volunteers representing a family (A man, a woman, a girl and a boy) to perform the role-play.
- The husband asks the wife and children why they are just seated when it is time to establish nurseries.
- The wife responds that she knows the time but asks the husband who will do the nursery fencing, make the beds, water, and when the seeds will be sourced.
- The husband blatantly replies that it is the wife and children to do the activities because he is busy selling pineapples. He does not own the land to be engaged in such an investment, knowing very well that he will be chased away to return to his village once he makes such an investment.
- The wife reminds the husband that one of their sons is being initiated and wants to know who will bring him food.
- The husband responds that it's the wife's responsibility since, culturally, the children belong to the wife's brother.
- However, he indicates that he is responsible for selling pineapples and timber.
- Therefore, he commands the wife and children to urgently work in the pineapple fields as he needs to go and sell, to which they refuse.
- The husband starts to beat the wife, which alerts other community members who come to the wife's rescue.
- The issue is brought to the village chief, who counsels the couple and encourages them to plan their activities jointly. He also informs the village development committee to call for all community members, especially women and the youth, to be available for the community to develop an inclusive action plan to realize a community vision.

End of role play

Processing questions



- What did you see happening in the role-play?
- What have you learnt from the role play?

Guiding Questions



- What are the priority actions and milestones, as agreed upon through consultations with women, men, and other vulnerable

groups in the family during our vision journey?

- What activities chosen by women should be included in the action plan?
- What resources (if any) will be required?
- Who will mobilize the resources?
- What will be the indicator of achievements?
- Who are the potential beneficiaries of the interventions? (will help to determine the targets)
- When is the activity going to take place?
- Who will take the lead in implementing the activity? Also, consult women to include them as activity leaders.
- Who will benefit from activities (will women directly benefit from the activity)?
- Who will take the lead?
- How will progress be measured? Or what will be the indicators of progress?
- What help will be needed?
- Which institutions, organizations or individuals would possibly assist?
- Who will make the contact?

Processing Questions.



- What lessons have we learnt from the whole exercise?
- Which activities directly or indirectly address the needs of women, youth and persons with disabilities?

