



FACILITATOR'S GUIDE

Community Dialogue on Women's Ownership of Land and Other Productive Assets



Photo credit: JDPC, Ibadan

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Overview of the Facilitator’s Guide

The guide provides the Justice, Development and Peace Commission (JDPC), Ibadan facilitators with best practices to address gender inequalities in land and asset ownership for women in Nigeria’s cassava agrifood system. It consists of eleven sessions focusing on gender norms, women’s empowerment, and men’s engagement, supporting reflective discussions with community leaders to develop action plans for overcoming gender barriers in communal land tenure. The Community Dialogue on Women’s Ownership of Land and Other Productive Assets guide was developed to assist facilitators from the national partner collaborating with the CGIAR Gender Equality and Inclusion (GEI) Accelerator in implementing gender-transformative approaches within Nigeria’s cassava agrifood system. The dialogue aims to challenge norms constraining women’s ownership of land and productive assets among actors in the cassava value chain. It is intended for key community leaders and stakeholders, including traditional rulers, chiefs, religious leaders, youth leaders, family heads, women leaders, and market and farmers’ leaders.

The guide’s sessions enable stakeholders to critically reflect on gender-related challenges and create action plans to address restrictive norms. The ultimate goal is to expand opportunities for women’s land and asset ownership in cassava-producing communities. The sessions encourage open communication, active engagement, and collaborative learning. Topics include women’s empowerment, gender norms, barriers to land and asset ownership, assessment of women’s access to productive assets, and development of actionable strategies to overcome these barriers.

General Introduction

This facilitator's guide was created for individuals leading gender-transformative community dialogue sessions with key leaders and stakeholders to promote women's rights to land and decision-making regarding its use for cassava activities. The guide provides detailed information on the importance and benefits of women's land ownership and other productive assets for cassava production. It equips facilitators with participatory skills that promote active involvement from all participants, enabling reflective assessment, discussion, critical thinking, and the development of action plans to address norms restricting women's ownership of land and productive assets for cassava production and other business activities.

The comprehensive, gender-transformative community dialogue guide supports facilitators in conducting sessions with key leaders and stakeholders in communities where the JDPC Ibadan implements its cassava-based projects. These communities are located in three Local Government Areas (LGAs) in the Ibarapa area of Oyo State, Nigeria: Ibarapa East, Ibarapa Central, and Ibarapa North.

The guide offers facilitators best practices and guidance for implementing sessions that address critical gender inequalities in land and asset ownership faced by women working within Nigeria's cassava agrifood system. It covers key topics related to gender norms, women's empowerment, and men's engagement to improve women's land and asset rights. Additionally, the guide provides a platform for facilitators to conduct reflective sessions with the community leaders and stakeholders to enable the development and implementation of action plans to overcome gender barriers in the communal land tenure system. The facilitator's guide was developed by adapting resources from FAO, IFAD, and WFP (2024)¹; Garner et al. (2024)²; and Crossland et al. (2023)³. These three toolkits informed the creation of practical exercises, such as the 'gender position bar,' which is presented in the community dialogue facilitator's guide to analyze gender barriers experienced in participation in activities and roles within the cassava agrifood system in the community. Additionally, the toolkits guided the development of

¹ FAO, IFAD and WFP. 2024. Step-by-step guide to integrating a gender transformative approach throughout the project cycle. Rome. <https://doi.org/10.4060/cd2629en>

² Garner, E., Zaman, M., Alam, K., Hossain, T., Choudhury, M., Karim, N., Naim, J. 2024. Gender Transformative Approaches Toolkit: Community Dialogue Tools for IFAD Project Implementers. Global Initiative for Gender Transformative Approaches for Securing Women's Resource Rights (WRR). Center for International Forestry Research (CIFOR) and World Agroforestry (ICRAF), Bogor and Nairobi.

³ Crossland, M., Adeyiga, G.K., Paez Valencia, A.M. (2023). Breaking Ground: A Facilitator's Manual to Community Dialogues on Gender and Land Restoration. World Agroforestry, Nairobi; the Alliance of Bioversity International and CIAT, Rome; Bangor University, Bangor.

participatory methodologies, problem analysis, and action planning activities incorporated into the community dialogue sessions.

Objectives of the Facilitator’s Guide

- To assist facilitators in organizing and planning various sessions and activities.
- To equip facilitators with participatory skills that promote active involvement from all participants.
- To expose facilitators to guidance and best practices for conducting gender-transformative dialogue sessions.
- To enable facilitators to help members of JDPC-led cassava groups and their relatives critically reflect on the underlying causes of gender inequalities in land and asset ownership.
- To work with members of JDPC-led cassava groups and their relatives to develop, implement, and monitor action plans aimed at addressing the norms that restrict women’s ownership of land and other assets related to cassava activities.

The Target Audience

This guide is intended for trainers, facilitators, and development professionals conducting gender-transformative community dialogue sessions aimed at challenging restrictive gender norms that limit women’s ownership and control over land and other productive assets in the cassava agrifood system. It addresses normative constraints to women’s land and asset ownership at the community level.

JDPC program officers will receive training to enhance their knowledge and capacity to facilitate gender-transformative sessions with key leaders and other stakeholders in the communities where they implement their cassava-based projects.

The guide focuses on normative constraints related to women’s land and asset ownership at both the community and organizational levels. Additionally, this resource can be adapted to promote gender-transformative changes across institutional levels in other agrifood systems.

Organization and Implementation of the Sessions

The guide comprises thirteen sessions focused on gender-transformative interventions at the community and organizational levels with community leaders and other key stakeholders, including:

1. Traditional Rulers
2. Chiefs
3. Religious leaders

4. Youth leaders
5. Family heads (Baale/Olori Ebi)
6. Women Leaders
7. Market leaders
8. Farmers' Leaders (Baale Agbe).
9. Leaders of the cassava association and groups
10. Leaders of other socio-cultural associations in the community.
11. Community Extension Officers

The sessions provide an in-depth understanding of restrictive gender norms that shape women's ownership and control of land and other productive assets for cassava farming and business activities. Each session offers an opportunity for discussions, critical thinking, reflection exercises, and the development of action plans to challenge negative attitudes toward women's land and asset ownership within the cassava agrifood system. The guide also includes opportunities for group discussions and exercises that emphasize the importance of women's land ownership.

Program officers from the JDPC, Ibadan, will facilitate the community dialogues with the key leaders listed above. The sessions will be held in communities within the Ibarapa East, Ibarapa North, and Ibarapa Central LGAs of Oyo State, Nigeria.

Overview of the Sessions

Session 1: The Concepts of Gender, Bias, and Norm

This session introduces participants to the fundamental concepts of gender, bias, and social norms. It explores how these concepts shape people's understanding of roles, responsibilities, and the opportunities available to male and female cassava actors within the community. The session also provides further insight into how community practices related to these concepts influence ownership and control of land and other productive assets among women working in the cassava agrifood system.

Session 2: Gender and power dynamics in the community and influence on women's land and asset ownership

The session explores how power dynamics within the community influence women's ability to own and control land and other resources in the cassava agrifood system. Through an interactive Gender Position Bar activity, participants visually map the distribution of community power and its gendered impact on men and women working in the cassava agrifood system. This session clarifies the relationships between gender roles, decision-making processes, and access to resources, paving the way for deeper discussions on equity and inclusion.

Session 3: Situation analysis on gender issues and women’s land and assets ownership in the community.

The session presents a situational analysis and explores the gender issues surrounding women’s land and asset ownership in the community. It examines the barriers and challenges women face in securing land rights and accessing resources, and the social, cultural, and legal factors that influence these issues. Through group activities, discussions, and reflections, participants explore how gender norms and power dynamics affect women’s ability to own and control land and assets for cassava-related activities.

Session 4: Resource Control and Decision-Making

This session explores the critical relationship between resource control and decision-making, particularly regarding women’s roles in the community. Participants will examine how communal influence over resources, such as land, assets, impacts the decisions women can make in their personal and family lives and their activities related to the cassava agri-food system.

Session 5: Gender Norms as Barriers to Land and Property/Assets Rights

This session analyzes gender norms as constraints to women’s land ownership and other productive assets among women working in the cassava agri-food system. Participants will explore the gender-based barriers that affect women cassava actors’ ownership and control of land and property rights.

Session 6: Women’s ownership of land is lower compared to men’s

The session examines the implications of harmful norms on women cassava actors. Participants will explore how harmful societal norms impact women’s participation in the cassava agri-food system, focusing on the challenges of unequal land ownership. The session analyzes the root causes of inequality, discusses the implications for women as cassava actors, and proposes actionable solutions to address these barriers.

Session 7: Women’s decision-making power on how land gets used for agricultural purposes is low compared to men’s

In this session, participants will be guided through the issue of women’s limited decision-making power regarding land use in agricultural contexts, specifically focusing on the cassava agri-food system. We will explore how this lack of control impacts women’s roles, productivity, and overall empowerment within the cassava value chain.

Session 8: Benefits of Women’s Land Ownership to the household and community

In this session, participants will explore the multifaceted relationship between women’s ownership of land and other productive assets and the well-being of their households.

Session 9: Overcoming Barriers to Women's Land Ownership, Communal land system, and gender norms

The session provides a deeper understanding of the specific challenges women face in accessing and controlling land within the context of communal land tenure systems. The session explores how deeply ingrained gender norms and customary practices within these systems often limit women's land rights and perpetuate inequalities. The session identifies gender barriers, analyzes their impact on women's lives, and explores potential solutions to overcome these challenges.

Session 10: A Transformed World for Men and Women in Cassava Agrifood System change for a better community

This session will focus on identifying and exploring potential solutions to women's challenges in accessing and controlling land within communal land tenure systems. We will discuss strategies for empowering women, advocating for their land rights, and creating a more equitable and just system for all.

Session 11: Community Celebration

This session will provide an avenue to bring together all the men, women, and leaders who have participated in the gender transformative dialogue sessions at the household, group, and community levels. It will offer participants the opportunity to share their insights about the dialogue sessions and to discuss positive experiences that have occurred at the household, group, and community levels as a result of their participation. At the end of the session, men, women, and community leaders will have the opportunity to develop action plans to advance gender transformative changes and sustain positive outcomes in households, groups, and the community.

Responsibilities of the Facilitator

Trainers and facilitators must adopt a participatory methodology and incorporate strategies such as brainstorming, group discussions, and reflective exercises to ensure active participant engagement and meaningful contributions. Each session should emphasize reflective and critical thinking, action point development, and practical application. Trainers and facilitators must guide these activities to help cassava actors recognize and question negative attitudes toward women's land rights while developing actionable steps and implementation strategies to foster gender-equitable participation in the cassava agrifood system.

Tips for Successful Facilitation

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

Session 1: The Concepts of Sex, Gender, Gender Bias, and Norm

Session Objectives

- Provide participants with a better understanding of sex, gender, and gender norms.
- Provide participants with more insights into how these concepts shape roles and expectations for men and women in their community.
- Increase participants' knowledge of how gender concepts shape the roles of men and women working in the cassava agrifood system.

Required materials: Flip chart and markers, cardboard

Recommended time: 3 hours

Facilitator's Note

- *The session aims to help participants build a foundational understanding of sex, gender, gender bias, and gender norms, distinguishing between biological and social constructs.*
- *It explores how gender roles and expectations shape participation and decision-making within communities and the cassava agri-food system, highlighting the impact of gender bias on women's access, use, and control of resources for cassava activities.*
- *Facilitators will create a safe, inclusive environment that respects diverse perspectives and encourages critical reflection through participatory methods like group discussions, role-playing, and case studies.*
- *The session connects these insights to broader themes of women's rights, empowerment, and social justice, emphasizing the importance of addressing gender inequality in the community.*

Session Overview

Activity 1: Welcome and Ground Rules

Activity 2: Definitions – sex, gender, and gender norms

Activity 3: Identifying Gender Roles

Activity 4: Analyzing Gender Bias

Reflection

Action Points Development

Wrap Up

Activity 1: Welcome and Ground Rules

Step-by-Step Guide:

1. Welcome participants and express gratitude for their time and participation.
2. Briefly introduce yourself and the purpose of the group.
 - Explain to the participants that everyone attending the training consists of key leaders and stakeholders in the communities where JDPC Ibadan has their cassava-based groups.
 - Inform the participants that they will participate in different sessions and activities to help them understand how social and gender norms at the community level restrict women's access, ownership, and control of land and other productive assets in the cassava agrifood system.
 - Explain to the participants that they would work together to develop action plans addressing the norm restricting women's ownership and control of land and other productive assets in the cassava agrifood system through group discussions, critical reflections, and exercises.
3. After providing some insights into the purpose of the group, ask the participants to introduce themselves using the questions below:
 - What is your name?
 - What is your role in the community?
 - What are your expectations about this group?
 - Do you have any concerns about the group you want to share?
4. After all the participants have introduced themselves, inform them that they will meet for 11 weeks to participate in different sessions and discussions about gender norms in the community, and how these affect women's ownership of land and other productive assets in the cassava agrifood system.
5. Explain to the participants that they can work together to decide on the actions that community leaders and other key stakeholders can take to support women's land and asset ownership for productive and profitable cassava activities.
6. After the initial introduction, inform the participants that they will develop a set of shared ground rules that will guide personal and group behaviour to create a safe and open environment for learning throughout the weekly sessions.
7. Ask participants to suggest ground rules to guide the group activities. You can use the proposed rules as a reference list:
 - Time management: **We need to respect time**
 - Mobile Phones: **Keep them off or in silent mode.**
 - Participation: **Encourage full participation and engagement in group activities.**
 - Focus on group discussions: **Avoid side meetings and distractions.**

- Respectful dialogue: **One person speaks at a time.**
 - Respect for others: **Respect other people's thoughts and opinions.**
 - Confidentiality: **Personal stories and experiences shared must be kept within the group.**
8. To round off this activity, facilitate an 'Icebreaker: Two Truths and a Lie' for informal participant interaction.
- Facilitate an Icebreaker: Two Truths and a Lie:
 - Each participant shares two true statements and one false statement about themselves.
 - The group then tries to guess which statement is the lie
 - This activity helps to break the ice and encourage informal interaction among participants.
9. After the icebreaker, express appreciation to everyone and thank them for their participation and contribution.

Activity 2: Definitions – sex, gender, and gender norms

1. Provide the definitions of the three concepts to the participants:
 - Sex: Typically refers to biological characteristics, such as chromosomes, hormones, and anatomy.
 - Gender: A social construct that refers to the roles, behaviours, and expressions associated with being male or female. It is how individuals perceive themselves and present themselves to the world.
 - Gender Norms: A subset of social norms comprising unwritten and informal rules that shape how men, women, boys, and girls behave and act within a given group or context
2. The facilitator shares the following facts about the operation of the concepts of sex, gender, and gender norms as these relate to cassava agri-food system actors in Nigeria:

Sex:

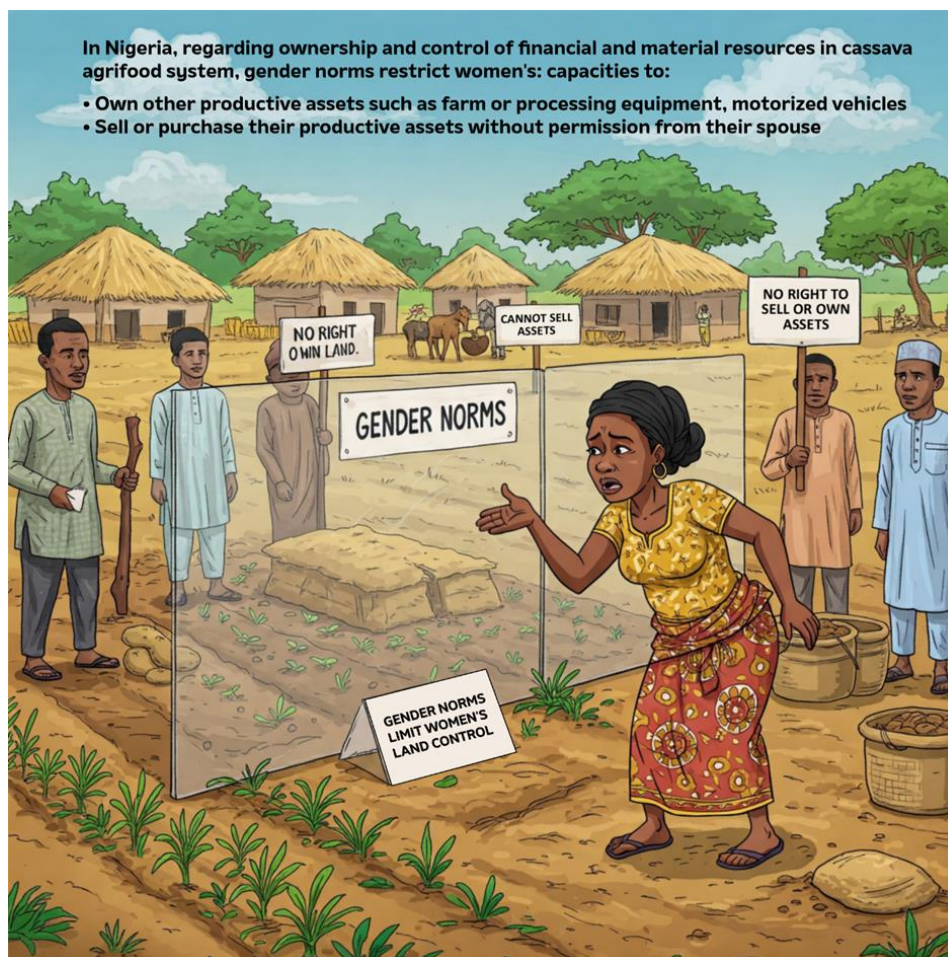
- The sex 'male' is often more valued due to the different social values and accolades associated with being male.
- In some communities, cultural values exist that emphasize the importance of having male children over female children.
- There may be differences in access to education, healthcare, other resources, and opportunities based on sex.

Gender

- *In many rural communities in Nigeria, it is common to see men dedicate more time to work on cassava activities. At the same time, women also do a lot of cassava activities, they have less time because they need to share the time on cassava and other income-generating activities with the time to fulfill their domestic and childcare responsibilities. This division of labour is often seen as natural and expected.*
- *In many rural communities in Nigeria, it is common to see men dominating activities that attract higher monetary value in the cassava agri-food system. For example, negotiations and sales of lorry loads of cassava are mainly dominated by men; only a few women participate in such activities.*
- *Although women are the leading actors in cassava processing in many communities in Nigeria, men dominate large-scale cassava processing and enterprises due to better economic empowerment and the capacity to purchase processing machines and equipment.*
- *Men are often the primary decision-makers in the household and community, and major issues relating to cassava activities. Women's opinions are undervalued and at times not considered or implemented.*

Gender Norms

- *It may be considered inappropriate for men to participate in certain cassava activities. For example, men are discouraged from participating in activities such as cassava peeling and processing of cassava into gari (cassava flakes), lafun (cassava flour), or fufu (cassava paste).*
- *Women may be expected to speak and behave in a certain way to maintain their "respectability" in cassava groups and other business, civic, or religious groups*
- *Women's ownership and control of productive assets, such as land, is restricted because of prejudice or bias against women towards such opportunities*



3. Encourage participants to share their definitions, personal experiences, and any cultural nuances related to these concepts.
 - Ask participants to reflect on the roles and activities of men and women working in the cassava agrifood system in their community, and relate these to the concepts of sex, gender, and gender norms.
 - Invite volunteers from various leadership categories (e.g., village chiefs, religious leaders, association leaders, etc.) to share their perspectives on how sex, gender, and gender norms influence men's and women's participation in the cassava agrifood system in their community.
 - Document the key points shared by the leaders on a flip chart.
 - Review and discuss each point with the participants to determine whether it accurately reflects the situation of men and women in the cassava agrifood system in the community.

Activity 3: Identifying Gender Roles

1. Allow the participants to sit based on the different leadership categories represented, e.g., traditional leaders, religious leaders, youth leaders, associations' leaders, etc.
2. Assign each category of leaders a specific task or role within the community (this can be classified based on productive, reproductive, domestic, or community roles—e.g., cassava farming, household chores, community decision-making).
 - Choose a mix of roles that cover different aspects of community life, such as productive roles, reproductive roles, and community roles
 - Ask leaders to list the expected roles and responsibilities for men and women within that specific task or role.
3. Include both assigned roles and those culturally expected or perceived.
4. Have a representative from each leadership group present their findings to the larger group.
5. Facilitate a discussion to compare the findings across different groups.
6. Discuss the observed divisions of labour and how they may be influenced by gender.
7. Recognize any instances where men and women share similar responsibilities or have equal opportunities.

Activity 4: Analyzing Gender Bias

1. Use scenarios or case studies that are relevant to the cassava agri-food system in the community:
2. Provide relevant examples:
 - A woman working in the cassava agrifood system who only has access to small plots of land due to biased inheritance rights may not have the opportunity to expand her cassava production activities.
 - A woman who does not have her productive assets, such as farming or processing equipment, a vehicle for cassava transportation, and improved cassava technologies, may face low productivity and profitability.
3. Use probing questions to guide the discussion, such as:
 - What are the reasons behind the situation?
 - What impact can the above constraints have on women's participation along the different nodes of the cassava agri-food system?
 - What are the consequences for the woman's livelihood and the well-being of her household members?
 - What could be the implications of this situation for the community?

4. Discuss the potential consequences, such as limited economic opportunities, poverty, social exclusion, and increased vulnerability for women working in the cassava agri-food system
5. Explain the impact of the biases on women's livelihoods and overall well-being, as well as the well-being of their households and community.
6. Document these and allow the participants to reflect on the impact of gender biases on women's livelihoods, their household well-being, and the community in general

Reflection

- Ask the participants to reflect on their understanding of sex, gender, gender bias, and gender norms.
- How have these concepts shaped the lives and experiences of men and women working in the cassava agrifood system in their community?

Action Points

- Consider the barriers and challenges identified above regarding women's ownership and control of land and cassava-related activities.
- Facilitate a group brainstorming and critical thinking session to help the leaders reflect on how they can use their positions to address some of the limitations faced by women working in the cassava agrifood system in the community.
- Document all the suggestions and action points proposed by the leaders.
- Ask the participants to review all the action points and suggestions and commit to putting them into practice.

Wrap-Up

- Summarize the key learning points from the session.
- Thank participants for their active engagement and contributions.
- Briefly introduce the topics to be covered in the next session.

Session 2: Gender and power dynamics in the community and influence on women's land and asset ownership

Session Objectives:

- To increase participants' understanding of the different gender dynamics prevalent in the community.
- To understand how power is shared within the community
- To identify who decides about land and other resources in the community.
- To understand how these power dynamics affect the lives of women actors in the cassava agri-food system.

Required Materials: Flip chart, Paper, Masking tape, Markers, Post-it notes, String or yarn, Small objects (e.g., stones, beans)

Recommended time: 3 hours

Facilitator's Note

- *This session is designed to help participants understand how power dynamics within the community influence women's ability to own and control land and other resources related to cassava activities. As the facilitator, your role is to guide participants through this exploration using the "Gender Position Bar," a visual and interactive tool adapted to identify and analyze the distribution of power within the community.*
- *To achieve the session's objectives, create a safe and inclusive environment where participants feel comfortable sharing their thoughts and experiences. Use clear, simple language and avoid technical jargon to ensure that everyone can follow the discussion.*
- *Encourage open and respectful dialogue by actively listening to participants and validating their contributions. Connect the activity and discussions to real-life situations by providing relatable examples and scenarios that reflect their lived experiences.*
- *Facilitate both group and individual reflections to deepen participants' understanding of how power-sharing affects women's lives and decision-making abilities.*

Session Overview

Activity 1: Opening and Recap

Activity 2a: Gender Position Bar

Activity 2b – Applying the Gender Position Bar in the different roles in the community

Activity 2c – Applying the Gender Position Bar in the different roles in the cassava agrifood system in the community

Reflection

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap
Step-by-Step Guide

Before commencing the session, the facilitator should allow for a recap of the last session with the participants.

Recap of the last session

1. Warmly welcome all participants to the session.
Good day, everyone, and welcome back! In our last session, we explored the concepts of sex, gender, and gender bias, and discussed how these concepts shape our lives and influence the roles that men and women play in the cassava agrifood system in our community.
2. Allow one or two volunteers from the group to list some of the key learnings from the last session.
3. Ask some participants to share their observations in the community regarding gender, gender bias, and the connection to activities in the cassava agri-food system.
4. Invite volunteers to share how they have implemented some of the action points suggested in the last session. Encourage them to discuss what worked and what did not work.
5. Use a flip chart to document the responses, especially focusing on actions implemented, what worked, and what did not work.

Activity 2a: Gender Position Bar



Source: AI-generated (Open AI) illustration

1. Explain the diagrammatic sketch of the 'Gender Position Bar' to the participant.

The Gender Positioning Bar visual representation includes:

- A Horizontal Power Line:
 - One end labelled "High Power" (decision-making, authority, leadership).
 - The other end is labelled "Low Power" (supporting roles, limited influence).
- Figures Representing Gender:
 - Women (Yellow Markers) and Men (Orange Markers) are placed along the power spectrum.
 - Their positions indicate gender roles in decision-making on land and resources.
- Community & Cultural Symbols:
 - Traditional meeting circles, farming activities, and household settings illustrate gendered responsibilities.
 - Icons representing land ownership (farm tools, homes, money) highlight key discussion points.

- Labels & Explanations:
 - Specific roles are listed under High Power (e.g., land allocation, financial decisions) and Low Power (e.g., household duties, informal labour).
 - Thought-provoking questions for analysis (e.g., “Who controls resources?” “What factors influence power distribution?”).

Step-by-Step Guide:

1. Inform the participants that:
2. Today, through the 'Gender Position Bar' activity, we will explore how the relationships between gender roles, decision-making, and resource control influence the actions of men and women in the cassava agri-food system within the community. Facilitate an Icebreaker titled - "The Missing Word"
 - Guide the participants by providing a sentence with a missing word.
 - Ask participants to indicate if they know the answer: have them figure out the missing word.

Example:

- *We need to work together to achieve our _____. (Answer: goals)*
- *The farmer planted _____ to grow crops. (Answer: seeds, stem cuttings)*
- *Let's see the people who can guess the missing words the fastest!*

3. Start by explaining the purpose of the activity - The Gender Position Bar
 - In this activity, we will visualize how power is distributed in our community, particularly concerning decision-making about land and other productive assets. Introduce the concept of the Gender Position Bar:

We will create a line to represent power dynamics. One end of the line will represent High Power, where people participate in key and leading roles in the community, and the other will represent Low Power, where people participate in supporting roles in the community.

Activity 2b – Applying the Gender Position Bar in the Community Roles

Step-by-Step Guide

1. Use yellow and orange sticky notes (yellow represents women; orange represents men).
2. Prepare two large white cardboards. Label one cardboard “High Power.” Ask participants to suggest high-power roles in the community—i.e., key and leadership

roles. The facilitator can guide the discussion with the following examples of high-power roles:

- Setting rules and exercising authority
- Organizing and facilitating community events
- Participation in the community land committee
- Making decisions on community issues
- Advocating for community improvements
- Supporting local businesses
- Initiating social services
- Fostering a sense of belonging and solidarity
- Maintaining social cohesion
- Preserving natural resources
- Decision on the use of natural resources
- Decision on the allocation of natural resources
- Supporting agricultural and agriculture-related livelihoods within the community
- Decision-making about land allocation for cassava and other farming activities
- Decision-making about how land is used for cassava and other farming activities

3. Record the suggested 'High Power' roles in the 1st white cardboard labelled 'High Power'
4. Label the 2nd white cardboard 'Low Power'. Ask the participants to suggest 'Low Power' roles in the community, i.e., support roles. The facilitator can guide the discussion with the following examples of 'Low Power' roles:

- Participating in community initiatives
- Supporting leadership decisions
- Providing feedback and constructive criticism
- Staying informed about community issues
- Volunteering time and skills, e.g., in organizing social events, cooking, etc.
- Respecting diverse perspectives
- Upholding community values
- Engaging in neighborhood watch programs
- Participating in community meetings

5. Record the suggested 'Low Power' roles in the 2nd white cardboard labelled 'Low Power'
6. Label one end as "High Power" and the other as "Low Power."
7. Ask each participant to indicate who participates more (men or women) in each of the roles listed under "HIGH POWER" and "LOW POWER" by raising the corresponding YELLOW (women) or ORANGE (men) sticker.
8. The facilitator should carefully count and record the scores for men and women in front of each role.

9. In a plenary discussion, facilitate the following:

- Identify any differences or similarities in the scores for men and women in the “HIGH POWER” and “LOW POWER” roles.
- Which sex—male or female—has the highest score in each of the “HIGH POWER” roles? Which sex has the highest score in each of the “LOW POWER” roles?
- Ask two or three volunteers to share their thoughts on the factors contributing to the concentration of men or women in the “HIGH POWER” and “LOW POWER” roles.

10. Encourage participants to listen actively to the factors that contribute to men's or women's dominance in the roles specified on the HIGH POWER or LOW POWER cardboards.

11. Take one example from the roles listed under HIGH POWER: Participation in the ‘community land committee’

- What is the scoring for men's and women's participation in the community land committee? (*Note – it is already established that women's participation in the community land committee is low) {Nigeria Baseline Study, 2024⁴}
- The facilitator should ask the participants:
- What patterns or trends did you notice in women's participation in the community land committee in this place?
- What factors contribute to the lack of or low participation of women in the community land committee?
- How do norms play a role in these situations?
- What can we start doing as change agents to ensure that women participate actively in the community land committee?
- The facilitator records the suggestions on the flip chart.

Activity 2c – Applying the Gender Position Bar in the different roles in the cassava agrifood system in the community

Step-by-Step Guide

1. Apply the concept of the Gender Position Bar to the different roles and activities in the cassava agrifood system in the community:
2. As we did earlier, we will create a line representing the power dynamics—High Power and Low Power—in the various roles within the community's cassava agrifood system. Use ‘YELLOW’ and ‘ORANGE’ stick notes (YELLOW represents ‘WOMEN’; ORANGE represents ‘MEN’).

⁴ Findings from the Gender Transformative Approaches (GTAs) Baseline Study conducted by the CGIAR Gender Equality Initiative (GEI) Accelerator team in conjunction with JDPC, Ibadan in Ibarapa North, Ibarapa East and Ibarapa Central LGAs, Oyo State, show that there is low representation of women in the Community Land Committees across the three LGAs.

3. Label one cardboard 'High Power'; label the other cardboard 'Low Power'
4. Ask the participants to suggest 'High Power' roles in the cassava agrifood system in the community. The facilitator can guide the discussion with the following examples of 'High Power' roles:
 - Collaborating with government and NGO initiatives on matters of cassava activities, e.g., implementing a cassava project in the community.
 - Collaborating with government and NGO initiatives to access and distribute productive assets such as farm and processing equipment, means of transportation, and improved cassava technologies, etc.
 - Collaborating with micro-credits and other financial organizations to access credits and loans for cassava activities
 - Large-scale cassava production
 - Large-scale cassava processing
 - Large-scale cassava marketing
 - Large-scale cassava aggregation and transportation services
 - Stakeholders in land allocation

*Ask the participants to suggest more roles
5. Ask the participants to suggest 'Low Power' roles in the cassava agrifood system in the community. The facilitator can guide the discussion with the following examples of Low Power' roles:
 - Small-scale cassava production.
 - Small-scale cassava processing with local technologies and resources.
 - Labour-intensive cassava processing, e.g., peeling, manual pressing, frying, fermentation, cooking, etc.
 - Small-scale cassava marketing
 - Small-scale cassava aggregation and distribution

*Ask the participants to suggest more roles
6. List the High Power and Low Power roles on each of the cardboards, and ask participants to indicate who (men or women) participate most in the specified roles by sticking either a YELLOW sticky note (female) or an ORANGE sticky note (male) on each of the roles listed under High Power and Low Power..
7. Record the scores accordingly for men and women in the 'HIGH' and 'LOW' POWER ROLES.

Reflection

1. Ask the group to reflect on the activity as a whole:
 - Reflecting on the example presented above, the facilitator should ask the participants:
 - What patterns or trends did you notice in how power is distributed in the cassava agri-food system in this community?
 - What factors contribute to the power distribution in the cassava agri-food system?
 - What are the factors that influence who holds power in the cassava agri-food system in the community? Is it based on age, gender, wealth, or other factors?
 - How do norms play a role in these power dynamics?
 - What can we start doing as change agents to ensure that men and women participate in the different roles designated as 'HIGH' or 'LOW' power at the following levels:
 - In the community
 - In the cassava agri-food system
2. The facilitator asks a volunteer to record the suggestions on the flip chart

Action Points

1. Begin by summarizing key takeaways from the session:

Today, we explored how power is distributed within our community, and in the cassava agri-food and how it affects women's ability to make decisions, access, and use resources."
2. Reinforce the importance of understanding these dynamics to create a more equitable environment for men and women actors in the cassava agri-food system.
3. Encourage participants to identify specific, actionable steps they can take to increase women's participation in 'HIGH POWER' roles.
 - What small actions can you take within your community to ensure that women's voices are heard and valued in the cassava agri-food system?
 - For example, could you start by inviting women to community meetings and engagements to take part in the decision-making process?"
4. Ask participants to write down at least one personal commitment or action step they will take to promote gender equality through their leadership platform.

5. Encourage participants to commit to implementing the action they have written. They will be given the opportunity in upcoming sessions to report on how they have implemented the actions.

The facilitator should take note of these personal commitments and document them properly on the flip chart.

Wrap-Up and Closing

Highlight the main takeaways from the session:

Example

- Power dynamics in the community greatly influence decision-making and resource control.
- Gender norms often shape who performs roles and contributes to decision-making
- Women's participation in the '*HIGH POWER*' roles and decision-making can lead to more equitable and inclusive community and participation in the cassava agri-food system.
- Reinforce personal responsibility:

Example:

We have specified the different actions we would be taking in improving women's participation in '*HIGH POWER ROLES*' – for example, increasing women's participation in the community land committee.

- Let us begin to implement the action points.
- Thank the participants for their active participation

Session 3: Situation analysis on gender issues and women's land and assets ownership in the community

Session Objectives

- To analyze the current gender dynamics related to land and asset ownership in the community.
- To identify the barriers women face in owning and controlling land and other resources.
- To discuss the roles of community leaders in shaping land rights for women.
- To highlight opportunities for addressing gender inequalities in land and asset ownership.

Recommended time: 3 hours

Required materials: Flip chart, Paper, Masking tape, Markers, Post-it notes, String or yarn, small objects (e.g., stones, beans), handouts on gender and land ownership issues, stickers or small tokens for voting or ranking activities.

Facilitator's Note

- *This module session is designed to guide participants through an in-depth analysis of the gender-related issues surrounding women's land ownership in the community.*
- *Your role as a facilitator is crucial in creating a supportive, open, and respectful environment where participants feel safe sharing their experiences and perspectives.*
- *To begin, ensure that all voices are heard, especially those of women who may have experienced challenges related to land ownership.*
- *Encourage participants to think critically about the power dynamics that shape land rights and foster conversations on how these dynamics can be better altered to support women's ownership and use of resources.*
- *By sharing personal stories and real-life examples, participants will connect theory to their lived realities, which will serve as a powerful tool for raising awareness and motivating change.*
- *As the facilitator, guide discussions in a way that encourages critical thinking about these issues. Be prepared to provide context or background information on policies, laws, and local practices if needed, but also allow space for participants to share their insights and questions.*
- *Ensure the session focuses on solutions while exploring the challenges. The goal is to move beyond simply understanding the problem and identify practical actions that participants can take to advocate for and support women's land rights.*
- *Emphasize actionable steps throughout the session, whether engaging with local legal resources, educating women about their rights, or advocating for changes in community practices.*

To achieve the conditions highlighted above, consider the following strategies:

- *Use accessible language: Avoid jargon and ensure everyone can follow the discussions. Create a space where participants feel comfortable engaging with complex topics by making sure everyone understands the concepts being discussed.*
- *Encourage diverse perspectives: Actively invite different viewpoints, especially from individuals with varied experiences regarding land ownership. This will enrich the discussion and help participants see the broader picture.*
- *Connect to broader social justice issues: Help participants recognize the links between land ownership, gender equality, and other social justice issues. Compare what is happening in the community to the wider global fight for women's rights.*
- *Identify actionable steps: Throughout the session, focus on practical solutions. This could involve outlining steps participants can take as individuals or as a group to advance gender equality in land ownership within the community.*
- *This session aims to foster both reflection and action. Participants should leave with a deeper understanding of the challenges women face in owning land, greater awareness of their role in addressing these challenges, and a clear sense of how they can contribute to positive change.*

Activity Overview

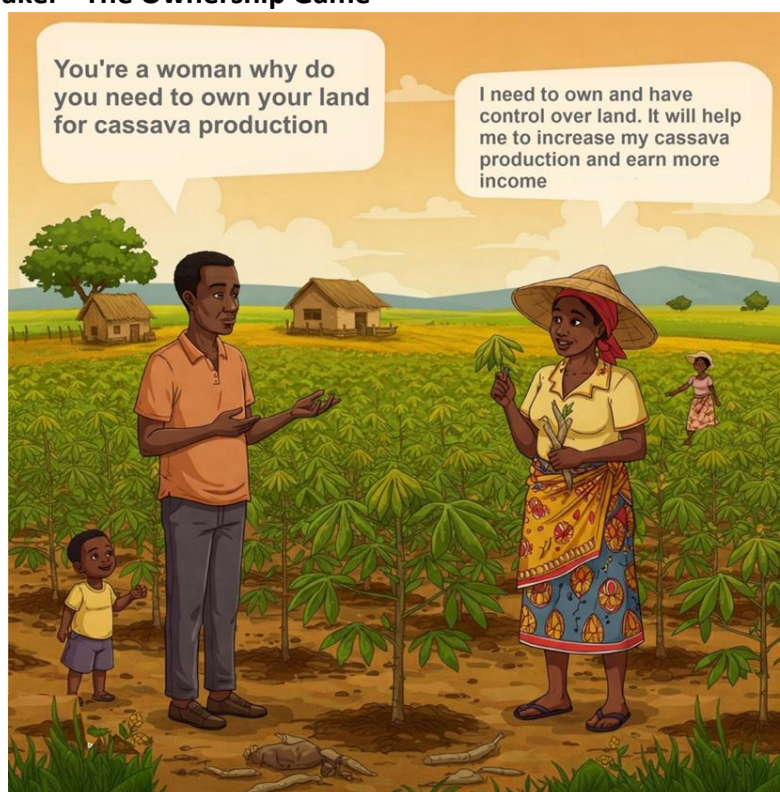
- Activity 1: Opening and Recap
- Activity 2: Icebreaker - The Ownership Game
- Activity 3: Current situation on women's land and asset ownership
- Reflection
- Action Points
- Wrap Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Before commencing the session, the facilitator should allow time for a recap of the last session with the participants.
2. Allow volunteers from the group to list some of the key learnings from the last session.
3. Ask some participants to share their observations about power dynamics, decision-making, and resource control in the community.
4. Ask participants to discuss women's participation in high-power roles and decision-making, and how this can lead to a more equitable and inclusive community.
5. Ask participants to share any actions they have implemented to increase women's participation in the roles listed under HIGH POWER. Let them discuss what worked and what did not work.
6. Document the participants' responses on a flip chart and allow them to review it for learning purposes.
7. Inform the participants to settle down for the next activity.

Activity 2: Icebreaker - The Ownership Game



Source: JDPC Ibadan

Step-by-Step Guide

1. Inform the participants that they will be discussing the situation regarding women's land ownership, use, and control in the community.
2. Let the participants know that they should provide an accurate picture of women's land ownership, as this will help everyone assess the gender gaps reported in previous studies.
3. Guide the discussion using the following questions:
 - In this community, how do women acquire land for cassava-related activities?
 - In this community, between men and women, who owns the larger or more acres of land?
 - What factors limit women's ownership and use of large areas of land for cassava activities?
 - How can we support women in acquiring and owning larger areas of land?
4. On a flip chart, document the participants' responses about:
 - Land ownership, gender, and power dynamics related to the control of land.
 - The actions that leaders propose to support women in acquiring and owning larger areas of land.

Inform the participants to settle down for the next activity.

Activity 3: Current situation on women's land and asset ownership

Step-by-Step Guide:

1. Begin by welcoming everyone and creating a comfortable and inclusive atmosphere:
2. "Good morning/afternoon, and thank you for joining the session. The last session explored how power is shared in our community. In this session, we will shift our focus to the community and analyze gender issues, particularly how social and gender norms, as well as communal and legal frameworks, affect women's land and asset ownership."
3. Inform the participants that by the end of this session, we will have a clearer understanding of the challenges women face in owning land and other assets.
4. Explain to the participants that they will discuss and explore what needs to change, and how we, as individuals and as a community, can address these issues.
5. "We will examine the community's situation in depth, looking at both formal and informal practices that shape women's ownership and use of land. Through group discussions and activities, you will gain a better understanding of the barriers and begin to consider strategies for change."
6. Ask the participants to sit according to their leadership categories (e.g., traditional leaders, religious leaders, youth leaders, women leaders, group/association leaders, family heads, etc.). Divide participants into small groups.
7. The facilitator should inform each group to discuss a set of questions to analyze the current situation regarding women's land ownership.
 - What are our community's traditional practices around land inheritance and ownership?
 - Who has control over land and resources in this community?
 - What do you observe about the communal land tenure system concerning men and women in this community?
 - What about other existing legal framework? How do they influence women's ownership?
 - How do social and gender norms impact women's ownership and use of land?
 - Are there any women in the community who own or control large acres of land for cassava activities? If so, what factors contribute to this?
8. The facilitator should ask the questions and allow leaders across different categories to participate in the discussion.
9. The facilitator should document the key points from the answers provided to each question.
10. After the discussions, facilitate a group discussion:
 - "What are the common barriers women face when it comes to owning land, especially owning large acres of land for cassava activities?"

- Where are these barriers coming from? E.g.
 - From communal practices
 - From existing social and gender norms?
 - From existing culture and beliefs?
- "Provide examples of communal practices, legal frameworks, social and gender norms, cultural issues and beliefs affecting women's land ownership, use and control.
- Can these practices, norms, and beliefs be changed to improve women's land rights?

Reflection

1. Ask participants to take a few minutes to individually reflect on their experiences related to land ownership in their communities.
2. Ask the participants some questions like:
 - Do you know women who have struggled with land ownership in the cassava agri-food system?
 - Women face challenges owning large acres of land for cassava activities. Why do they face these challenges?
 - How do you feel about the gender dynamics/issues in land ownership in the cassava agri-food system in this community?
 - What personal actions can you take to challenge these issues?
 - The facilitator should document all the responses from the leaders.
 - The facilitator should document in a separate flip chart the actions proposed by the leaders to challenge the gender barrier issues identified in women's land ownership for cassava activities.
3. Allow the participants to study the suggested actions one by one.

Action Points

1. Actions suggested may include:
 - Developing a positive attitude toward women owning large acres of land for cassava activities.
 - Using participants' leadership positions as platforms to promote discussions on the benefits of women's land ownership.
 - Working together as leaders to support and advocate for a communal land tenure system that upholds women's land rights.
 - Supporting women in the community to own large plots of land for cassava activities.

- Encouraging discussions that address harmful gender norms related to women's land ownership at every community event—such as town hall meetings, elders' forums, religious gatherings, traditional festivals, etc.

Ask each leader to commit to one specific action they can personally take in the coming weeks.

Wrap-Up and Closing

1. Summarize the key Points:
 - We have seen the current situation about women's land ownership in this community.
 - We have recognized that women often face multiple barriers—legal, cultural, and economic—that prevent them from owning large acres of land for cassava activities.
 - Today, we have explored how gender issues and societal norms impact women's land and asset ownership.
2. We also identified opportunities for change and discussed concrete steps we can take to address these issues. Encourage the participants to reflect on their role in promoting women's land rights and supporting gender equality in their community.
3. Remind them that every action, no matter how small, can contribute to meaningful change.
4. Thank the participants for their active participation.

Session 4: Resource Control and Decision-Making

Session Objectives

- To understand the relationship between resource control and decision-making, particularly in the context of gender
- To examine how women's ability to control resources impacts their decision-making power within the household, community, and in their cassava related activities.
- To identify strategies for improving women's participation in resource control and decision-making.
- To discuss the broader implications of resource control on gender equality and women's empowerment.

Recommended time: 3 hours

Required materials: Flipchart, markers, whiteboards, pens, case study materials (real-life examples, scenarios), small objects or cards for group exercises

Facilitator's Note

- *This session is centered on helping participants understand the direct connection between resource control and the ability to make decisions, especially for women.*
- *As a facilitator, your role is to guide the group in recognizing the limitations that resource control places on women's autonomy.*
- *A key component of this session is exploring not only how resources are distributed within the community but also how decision-making power is vested in particular groups.*
- *Throughout the session, please encourage participants to reflect on their own experiences and those of others in the community, particularly regarding the management of resources such as land, finances, and productive assets within the cassava agri-food system.*
- *As the facilitator, you must encourage discussion on power dynamics and the impact of unequal resource control on women's ability to make decisions about their livelihoods and well-being.*
- *It is very important to use case studies or real-life examples to illustrate these dynamics and highlight the implications for women's empowerment.*
- *Ensure that this session allows participants to discuss practical ways to increase women's participation in decision-making and resource control related to the cassava agri-food system in the community.*
- *Work with the participants to identify solutions and actionable steps they can take as community leaders to address challenges affecting women's participation in decision-making regarding issues related to the cassava agri-food system.*

Activity 1: Opening and Recap

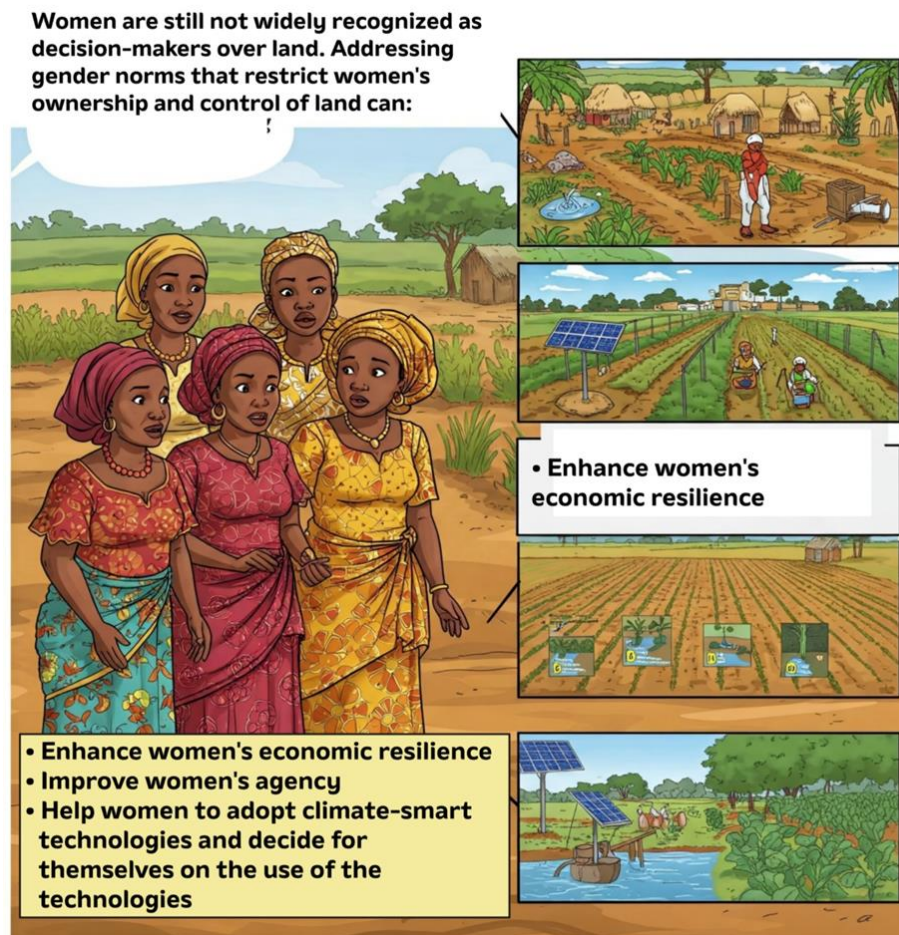
Step-by-Step Guide:

1. Begin by welcoming the participants.
2. Before commencing the session, the facilitator should allow for a recap of the last session with the participants.

Recap of the last session

- *Allow some volunteers from the group to recall and list key learnings from the last session about the situation of women's land ownership in the community.*
- *Ask a volunteer to highlight some of the barriers—legal, cultural, and economic—that prevent women from owning large acres of land for cassava activities.*
- *Ask a volunteer to provide an example of how gender norms impact women's land and asset ownership.*
- *Invite a volunteer to highlight some of the actions or steps suggested in the last session to address restrictive norms on women's land and asset ownership.*
- *Ask participants who have implemented any of the actions to share their experiences, focusing on the strategies they used and any challenges encountered.*
- *Using a flip chart, document the responses on actions implemented, strategies used, and participants' observations on all the above issues in their community.*

Activity 2a: Resource control and influences on power and decision-making for women



Source: JDPC Ibadan

1. Remind the participants of the importance of examining the link between resources and decision-making.
2. Use the following prompt to start the discussion:
 - What does 'control over resources' mean to you, and how does it affect decision-making in your life?
 - Explain to the participants the expectations for the session, emphasizing that the goal is to reflect on how resource control influences power and decision-making, particularly for women. Allow the participants to sit according to their categories of leadership (e.g., traditional leaders, religious leaders, youth leaders, association leaders, etc.).
 - Each category should then decide who controls these resources (e.g., who decides how resources are used).
 - After 10 minutes, ask each group to share their findings. Facilitate a discussion around the disparities between resource control and decision-making power.

noting whether women or men are more likely to control specific resources in the cassava agri-food system.

Document all the key points on a flip chart.

Activity 2b: Who Decides?

Provide the participants with a case study that highlights a situation where decision-making is influenced by resource control (e.g., a woman who is unable to make decisions about land use because her husband controls the family's land).

Case Study Example: The Land Decision

Bolanle is a cassava farmer in a rural village. Her husband, Taiwo, owns the land that they cultivate together. Bolanle works hard on the farm, growing cassava and taking care of the livestock (goats, chickens, and rabbits). However, Bolanle wants to expand the farm and invest more in cassava processing because she knows that processing cassava into animal chips yields better profits. She asked her husband for permission, but her husband refused, leading to domestic problem that other people in the community got to know. Although she contributes equally to the work on the farm, Taiwo makes all decisions regarding how the land is used and the size of the land, what resources to use, and how the profits are spent. Bolanle is frustrated because she feels her ideas are never considered, and she believes that with more control over the land, she could improve the farm's productivity and their household's income.

1. Give the participants 20 minutes to read and analyse the case study.
2. Guide a discussion session using the following questions based on the case study:
 - Who controls the resources in this situation? (e.g., who has the power to make decisions about the land?)
 - How does the control of land affect Bolanle's ability to make decisions about her life, farm, and family?
 - How does this unequal power dynamic affect Bolanle's participation in the cassava agrifood system?
 - How does this unequal power dynamic impact Bolanle's livelihood and household well-being?
 - Do you think the decision-making process would be different if Bolanle had control over the land? If yes, how?
 - What can be done to ensure that women like Bolanle are involved in family decision-making processes?

3. Record the key points on a flip chart as they share the responses to the questions above.
Focus on:

- Who holds control in the case study?
- How does that control impact decision-making and gender roles?
- Suggest ideas for empowering women like Bolanle to have more decision-making power.
- Facilitate a larger group discussion using these guiding questions:
 - Are there similar situations in this community where women do not have control over community resources?
 - What barriers prevent women from being involved in decision-making about resources in this community?
 - What steps can community leaders take to improve women's participation in decision-making?

Reflection

1. Ask participants to reflect individually on the following questions:
 - How can you work to improve women's control over resources in your community?
2. After 5 minutes of individual reflection, call one or two leaders to share their thoughts with the group. Use these reflections to guide the conversation into actionable steps for increasing women's decision-making power.

Action Points

1. Encourage participants to brainstorm actionable steps that can be taken to improve women's participation in resource control and decision-making in the community.
2. Ask the different leadership groups to commit to at least two actions they can take in the coming weeks to promote women's control over resources.
3. Examples might include:
 - Using avenues such as community meetings, town hall meetings, etc. to discuss with community members about the importance of women's participation in financial decision-making.
 - Using their leadership platforms to support campaigns, activities, and efforts that reinforce women's rights to land and productive assets (e.g. during townhall meeting, religious meetings, youth forum, etc).

- Educating other community members on the impact of resource control on gender equality.

Wrap Up

1. Summarize the key points discussed in the session, emphasize the link between resource control and decision-making.
2. Close with a reminder of the practical steps participants can take to foster women's empowerment in their own communities.
3. Thank participants for their engagement and remind them of the next session's topic.

Session 5: Gender Norms as Barriers to Land and Assets Rights

Session Objectives:

- To understand gender norms and how they create barriers to women's ownership of land and other assets.
- To identify specific social, cultural, and legal factors that limit women's ownership and control of land and other assets.
- To explore the impact of restricted land and asset ownership on women's lives, households, and communities.
- To discuss potential strategies for addressing gender norms and other factors restricting women's land and asset ownership.

Recommended time: 3 hours

Required materials: Flip chart and markers, printed case studies or scenarios, post-it notes, and handouts with discussion questions, and small objects for group activities (optional).

Facilitator's Note

- *This session examines the impact of harmful gender norms on women's land and assets ownership.. It aims to help participants understand how unequal land ownership creates challenges for women working in the cassava agrifood system.*
- *As a facilitator, your role is to guide participants through this exploration, fostering an environment where they can actively engage, share their perspectives, and reflect on real-life scenarios.*
- *To ensure the session's success, create a welcoming and inclusive atmosphere that encourages honest dialogue.*
- *Use relatable case studies and examples that resonate with participants' experiences to ground discussions in practical realities. This approach will help participants grasp the far-reaching effects of limited land ownership and control on women's livelihoods and community well-being and inspire them to think critically about potential solutions to address these issues.*
- *As you lead the session, speak clearly and use simple, accessible language to promote inclusivity.*
- *Encourage all participants to contribute their thoughts, ensuring their perspectives are validated and respected.*
- *Keep discussions focused, guiding participants to uncover the deeper implications of limited land ownership.*
- *At the end of each section, summarize key points and connect them to the session's overall objectives, reinforcing the importance of addressing these barriers for the benefit of women and the broader community.*

Session Overview

Activity 1: Opening and Recap **Activity 2: Gender Norms and Assets Ownership**

Activity 3: Gender Norms and Socialization

Activity 4: Breaking the Restrictive Norms

Reflection: Personal Commitments to Action

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Begin by welcoming the participants back to the session.
2. Before commencing the session, allow for a recap of the last session with the participants.
3. Recap of the last session:
 - Allow volunteers from the group to list some of the key learnings from the last session.
 - Ask some of the participants to share the link between resource control and decision-making.
 - Ask some of the participants to speak on the importance of increasing women's access to and control over resources as a critical step toward promoting gender equality.
 - Ask one or two participants to share some of the action points developed in the last session to promote women's control over resources.
 - Ask one or two participants to share how they have put into practice any of the action points developed during the last session.
 - Let them highlight what worked and what did not work.
 - In a flip chart, document the action points practiced, what worked, and what did not work (challenges encountered).
 - Allow the participants to study them for about 5 minutes.
 - Encourage them to start thinking of how to address possible challenges that could be encountered, and also strategies to put other action points/commitments into practice.
 - Inform the participants to settle down for the next activity.

Activity 2: Gender Norms and Asset Ownership

Step-by-Step Guide

In this activity, we will examine how gender norms create barriers to women's ownership and use of productive resources, including land. These barriers constrain women's full and equitable participation in the agri-food system.

1. Present a short case study or scenario that illustrates how gender norms restrict women's land ownership. Example:

Scenario:

Olaide has lived in her community all her life. She contributes to farming but has no formal rights to the land because her father has always made decisions regarding its use. When her father passed away, the land was inherited by her brothers, who now make all decisions about allocation and use of the land, including whether to allow Olaide to plant crops on it. Although she works hard on the land, her brothers make the final decisions because of the tradition that land can only be inherited by male family members.

Also, Olaide is married to Oluwole who is also one of the key farmers in cassava production in the community. Together with Oluwole, Olaide has been practicing cassava farming and processing. Over some years, she has saved a tangible amount of money which she planned to invest in cassava activities. Olaide desires to purchase some productive assets like plough, processing equipment, etc. . Her husband, Oluwole did not like the idea because he felt Olaide is a woman and why would she desires to own such major assets.

Scenario 1: In the rural community, gender norms reinforce the practice of passing land inheritance to male children, leaving women dependent on male family members for access to land.

Scenario 2: In the rural community, gender norms reinforce the perception that productive assets—such as tractors, ploughs, cassava graters, hydraulic presses for processing *gari* (cassava flakes), and vehicles for transporting cassava roots—can only be owned and operated by men. Guide a group discussion with the participants using the following questions:

- How do gender norms in this scenario prevent Olaide from the use and control of land?
- How do gender norms in the scenario prevent Olaide from owning major assets for cassava productivity?
- What are the other factors that might reinforce this situation?

- What are the effects of these gendered constraints on Olaide's life, her household and community?

2. Record the main points on a flip chart.

Activity 3: Gender Norms and Socialization

Step-by-Step Guide

1. Ensure that the participants sit according to the leadership category e.g. traditional leaders, religious leaders, youth leaders, women leaders, group/association leaders, etc.
2. Facilitate a large group discussion by asking:
 - What are the similarities and or differences in the experience of the woman (Olaide) presented in the case study and that of the women in this community?
 - How are gender norms passed down in this community?
 - What are the common misconceptions or stereotypes that reinforce the gender norms that restrict women's ownership of land and other major assets for cassava activities?
 - Who are the key actors in the community that play key roles in enforcing these restrictive norms?
 - Where are the common avenues/platforms for enforcing these norms?
3. Are there sanctions specified for women in the community who do not conform to the gender norms? *Encourage the participants to share personal experiences and more examples from the communities, highlighting any existing traditions or legal frameworks that uphold these norms.*
4. Allow many participants to share their insights on the questions raised above.
5. Record the main points on a flip chart.
6. Allow the participants to study through each of the key points to recognize:
 - a. The similarities/differences in the case presented and the experience of the women in the community.
 - b. Actors and avenues enforcing the norms.

Activity 4: Breaking the Restrictive Norms

Step-by-Step Guide

1. Inform the participants to think about the key points identified from the discussion in Activity 3.
2. Direct the participants to read and study the key points all over from the flip chart.
3. Inform them that based on the points identified in the different areas, e.g.
 - Experience of how gender norms influence women's ownership of land and other major assets in the community.

- How gender norms are passed down in the community.
 - Actors, platforms, and agencies reinforcing gender norms in the community.
4. Ask each leadership group to brainstorm the actions/ideas for challenging the gender norms that restrict women's land and asset ownership.

Ideas might include:

- Community members and leaders can challenge harmful norms at every opportunity during community events such as town hall meetings, religious gatherings, traditional events, and festivals.
 - Community leaders, including traditional, religious, and association leaders, can engage in advocacy activities to call for the support of relevant organizations and community members to stand against harmful norms that restrict women's participation in agrifood systems.
 - Community leaders, including traditional, religious, and association leaders, can use their meeting forums to denounce publicly harmful norms and practices.
 - Traditional leaders and village chiefs can develop local guidelines that support positive gender relations and positive masculinities in the households and community.
 - Community leaders can engage men and boys in different ways to improve their orientation and attitudes towards gender equality and also inspire them to serve as role models in advancing gender transformative changes in their households and communities.
5. Allow representatives of each leader's group to present their actions/ideas to the larger group, and the facilitator summarizes the key points and documents on a flip chart.

Reflection: Personal Commitments to Action

1. Ask participants to take a moment to reflect individually on the following questions:
 - What gender norms have I personally encountered or contributed to?
 - How can I challenge these norms within my household or community?
2. Encourage each participant to express their reflections, fostering a sense of shared accountability and collective effort.
3. Highlight the importance of individual actions as a foundation for broader social change.

Action Points

1. Discuss how participants will apply the insights from the session in their community through their leadership platforms.
2. Use guiding questions to spark ideas:

- How can we translate these planned actions or ideas into practice?
 - How can we use our leadership platforms and activities to support addressing the gender norms that restrict women's ownership of land and other assets?
 - What resources or partnerships might be necessary for these actions?
3. Allow the participants to share examples of how they will address the questions above.
 4. Document the responses clearly on the flip chart and allow all participants to review the suggestions.
 5. Encourage the following groups to commit to at least one or two specific actions they feel they can realistically implement:
 - Traditional leaders
 - Religious leaders
 - Association leaders (e.g., youth leaders, men leaders, women leaders, etc.)
 - Market leaders
 6. Ask questions about prioritizing the implementation of the actions:
 - Which of these actions can we start immediately?
 - What is most feasible in our community context?
 - Which actions will have the most immediate impact?
 - Who can take ownership of these actions?
 7. Write the agreed-upon action points and prioritization plans on the flip chart or board.
 8. Inform the participants that throughout the engagement, the facilitator will be following up on the implementation of the actions.
 9. Summarize the commitments and reiterate their importance in creating meaningful change.

Wrap-Up and Closing

1. Summarize key takeaways
2. Recap the major points discussed in the session, such as:
 - The role of gender norms in creating barriers to women's land and property rights.
 - The importance of challenging these norms to promote equitable access to resources.
3. Highlight the insights shared by participants during discussions and activities, celebrating their engagement and contributions.
4. Emphasize the power of individual and collective action in driving change.
5. Remind the different leadership groups of their commitments and the action points discussed, encourage them to take these forward into their households and communities.

- Thank participants for their active participation, honesty, and commitment.
 - End with a motivational note or quote that reinforces the importance of gender equality and land rights.
6. Conclude the session with a motivational message or quote to inspire participants as they leave. The message should align with the theme of the session and reinforce the importance of gender equality and land rights.

Examples:

- *"Equality for women is progress for all." – UN Women*
 - *"When women thrive, we all thrive. Empowering women is not just an option; it's a necessity."*
 - *"The future depends on what we do today." – Mahatma Gandhi*
7. Thank the participants for their active participation.

Session 6: Development Challenges - Women's ownership of land is lower compared to men's

Session Objectives

- To explore how harmful norms cause gender disparities in women's ownership of land and other productive assets, and how these norms perpetuate inequalities.
- To examine the impact of gender disparities in land ownership on women's lives and roles in the cassava agri-food system.

To identify actionable strategies to address the implications of unequal land ownership for women involved in cassava production, processing, and marketing.

Recommended time: 3 hours

Required materials: Flip chart and markers, handouts with key statistics on women's land ownership in cassava farming, visual aids (e.g., charts, diagrams) illustrating the cassava value chain, post-it notes for group activities, audio or video stories showcasing challenges faced by women cassava actors

Facilitator's Note

- *As a facilitator, it is essential to highlight the significance of land as a vital resource in cassava farming. Without ownership or control over land, women struggle to make long-term investments, such as purchasing quality seeds or processing equipment, and often have limited access to credit or financial resources.*
- *The objective of this session is to encourage participants to analyze how these gendered disparities affect women's ability to fully participate in the cassava value chain, from planting to processing and marketing.*
- *As you guide the session, be sure to engage participants with real-life examples that demonstrate the direct consequences of unequal land ownership.*
- *Encourage participants to reflect on their own experiences and the harmful norms present in their communities.*
- *Throughout the session, focus on identifying actionable solutions that challenge these norms and foster equitable ownership, use, and control of land for cassava activities.*
- *By the end of the session, participants should have a better understanding of the implications of unequal land ownership and feel equipped to work together with other community leaders to challenge gender norms and other barriers limiting women's ownership of land in the cassava agri-food system.*

Session Overview

Activity 1: Opening and Recap

Activity 2: What's on your mind?

Activity 3: Activity 3: Mapping the cassava agrifood system

Reflections

Action Points

Wrap-Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide

1. Before commencing the session, the facilitator should allow for a recap of the last session with the participants.
2. Facilitate the recap of the last session:

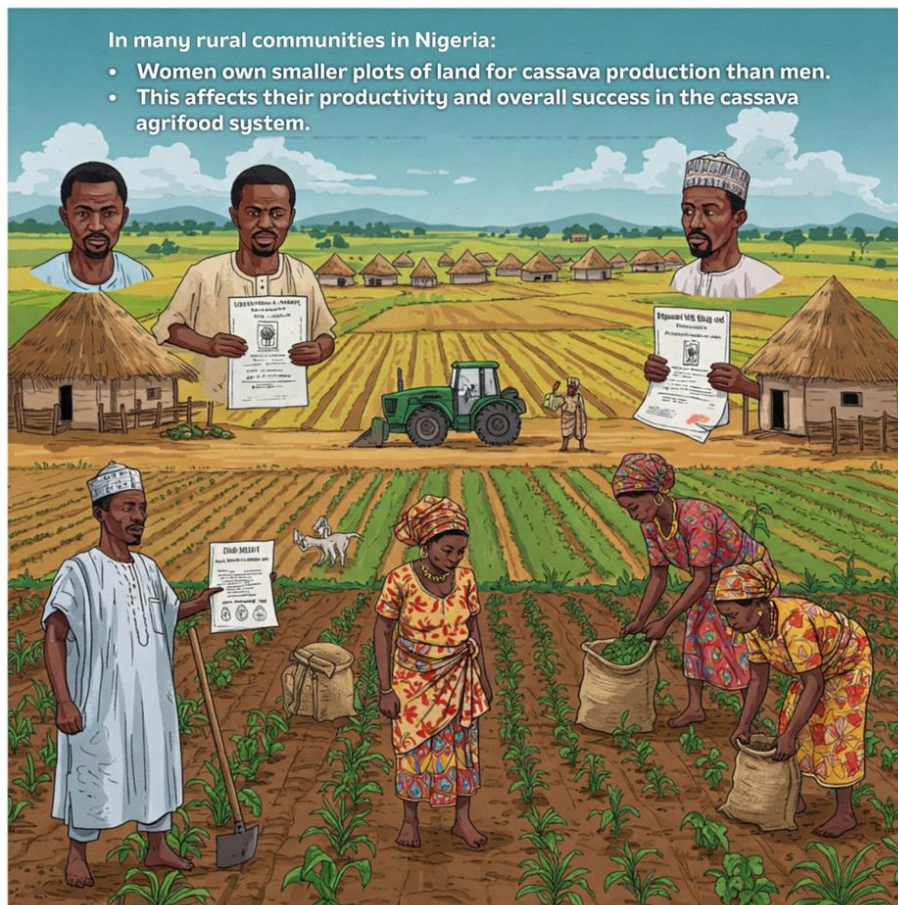
Recap of the last session

- *Allow one or two participants to list some of the key learnings from the last session.*
- *Encourage one or two participants to share specific actions developed in the last session to address the normative constraints that women face in land and asset ownership.*
- *Ask some participants, especially from the different leadership categories (e.g., traditional leaders, religious leaders, youth leaders, men's leaders, association leaders), to share any steps they have taken toward implementing the action plans.*
- *Encourage them to share any small steps taken so far toward implementing the actions.*
- *Ask participants to also share any communal efforts they have made in implementing the actions.*
- *Document all the responses from the discussion on a flip chart and allow participants to review them.*
- *Inform the participants to settle down for the next activity.*

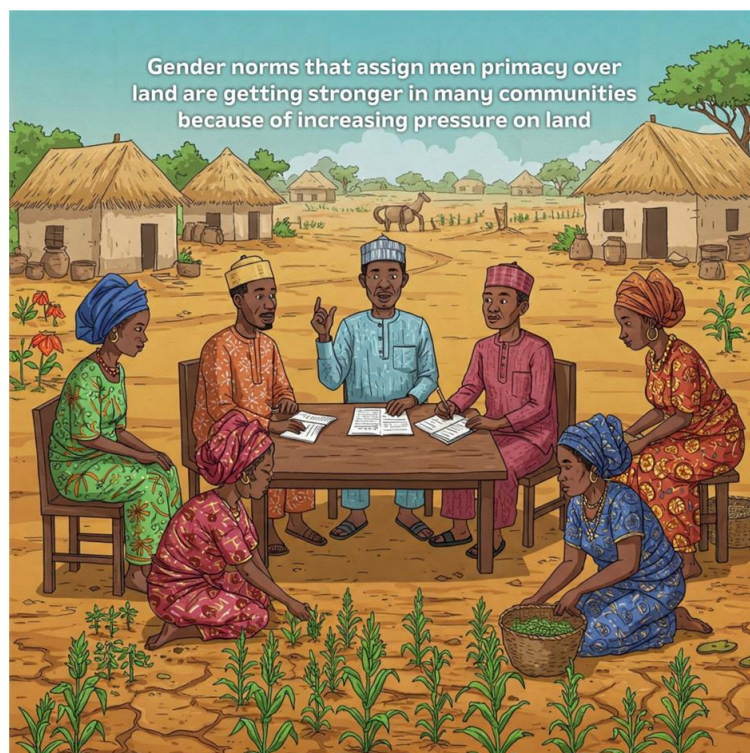
Activity 2: What's on your mind?

Step-by-Step Guide

1. Welcome the participants and introduce the session topic:
2. Today, we will examine how harmful norms cause gender disparities in women's ownership of land and other productive assets, and how these norms perpetuate inequalities. Highlight some of the key insights from the previous session:
3. Because of restrictive gender norms related to land, women's ownership of land remains significantly lower than men's. This gap limits women's ability to fully participate in and benefit from cassava farming and other cassava-related activities. Inform the participants to read the key points in the infographics provided. Explain to them that these are findings from some previous studies conducted in Southwest Nigeria:



Source: JDPC, Ibadan



Source: JDPC, Ibadan

4. Facilitate an Icebreaker: What's on Your Mind?
 - Start by introducing the icebreaker activity.
 - Explain that the goal of the icebreaker is to get everyone thinking about the relationship between gender, land, and cassava activities.
 - Ensure that participants understand the importance of the session's focus on gender equality and land ownership, especially in the cassava agrifood system.
 - Ask participants to take a few moments to reflect individually on the following two questions:
 - What does land ownership mean to you?
 - How do norms cause gender disparities in women's ownership of land and other productive assets?
5. Allow for plenary discussion and encourage the participants to provide detailed information about the questions posed to them.
6. The facilitator should provide good documentation of the responses on the flip chart.
7. After the discussion, ask the participants to briefly discuss or reflect on the response.

○ **You can ask:**

- Why do you think about this case?
 - Have you seen or experienced this in your community?
 - What impact do you think the gender disparities in land ownership have on women in the cassava agrifood system?
8. Encourage everyone to listen actively and share their perspectives.
 9. Conclude the icebreaker by summarizing the key points shared during the discussion.
 10. Emphasize how gender norms, as highlighted by the responses, directly affect women's ownership of land and, by extension, their participation in the cassava agrifood system.
 11. Reinforce that this session will explore these issues further and identify ways to challenge and address these barriers.

Key Points for Facilitators to Emphasize:

- *Gender and Land Ownership: Land ownership is a significant issue for women in many communities, particularly in agriculture. Women often have limited control over land, which affects their ability to fully participate in agricultural activities.*
- *Gender Norms: Harmful gender norms that limit women's ownership and control of land are deeply entrenched in social and community structures. These norms affect not only women's economic opportunities but also their overall social status and empowerment.*
- *Cassava Agrifood System: In many rural communities, women play a major role in the cassava agrifood system but are often excluded from decision-making processes and control over land, production, and income.*

Activity 3: Mapping the cassava agrifood system



Source: AI-generated (Open AI) illustration

Step-by-Step Guides

1. Begin by briefly explaining that we will be assessing women's roles in the cassava agrifood system and, based on that, examining the impact that gender disparities in land ownership have on women's lives and their productivity within the cassava agrifood system.
 - The cassava agri-food system is vital to agriculture in Nigeria as it supports food security, income generation, and economic growth, particularly in rural areas.
 - Women play key roles in the cassava agrifood system, participating actively in different roles and activities.
 - Land ownership plays a crucial role in determining women's decision-making power and overall participation in the different nodes of the cassava agrifood system. key cassava production nodes.
2. Mention some of the key nodes in the cassava agrifood system:
 - Land preparation → Planting → Harvesting → Processing → Marketing Consumption
3. Emphasize the key roles that women play in each step and the challenges they face due to unequal land ownership.

4. Ask the participants to use the steps in the illustration above to present the actors that participate in the different activities in the cassava agrifood system in their community.
 - Within the context of the cassava agrifood system in their community, participants should identify:
 - Who carries out the different roles? (e.g., land preparation, planting, small-scale processing, large-scale processing, transportation, trading)?
 - Why are men more prevalent in some roles than women? Mention the roles, and provide an explanation
 - Why are women more in some roles than men? Mention the roles, and explain
 - How do limitations in land ownership, use, and control affect women's participation in the different nodes?
5. Encourage participants to think about the broader implications of land ownership and harmful gender norms in these steps, particularly how they restrict women's potential to contribute fully to the cassava sector.
 - Allow the participants to provide their responses to the questions above, highlighting:
 - Critical Points: Where land ownership impacts women's roles or ownership of resources.
 - Harmful Norms: Examples of gender norms that contribute to women's challenges at each stage.
6. Use a flip chart to capture the participants' insights.
7. Draw out common themes, particularly where the activity intersects with issues related to land ownership and gender inequality.
8. After the discussion, facilitate a brief discussion to clarify or expand on the points raised.
9. Transition into the next activity, linking the mapping to the discussion of harmful norms and their broader implications;
 - We have confirmed from the baseline study conducted among the JDPC-led cassava groups in this community that women's limited ownership of resources such as land and other productive assets is deeply rooted in harmful gender norms.
 - These norms result in women's land ownership being lower compared to men's.
 - Women's lower ownership of land not only impacts their ability to fully engage in the cassava agri-food system but also has broader developmental implications. These include:
 - Women experience a reduction in agricultural productivity.
 - Women's access to economic opportunities is constrained.

- Food insecurity in households headed by women.

Reflection: Personal and Collective Actions

1. Begin by emphasizing the importance of personal and collective action in addressing the challenges identified during the session.
2. Explain that this phase will focus on translating learning into concrete actions.
3. Pose Reflection Questions:
 - What can I do to continue challenging the norms that restrict women's ownership of land and other productive assets?
4. What can I do to support women's ownership, use, and control of land in my community?
5. Encourage participants to consider their roles and responsibilities.

Possible responses could include:

- I can share information about women's rights to land and other productive assets through my leadership position, as well as with my household and friends.
- I can support women in my community who face challenges regarding ownership, use, and control of land.
- I will not be part of those who sanction, penalize, or punish women who challenge the norms.

I will work with other change agents to eliminate sanctions, penalties, or punishments imposed on women who do not conform to restrictive norms.

Ask a follow-up question: How can we work together to address the norms and the challenges that women face in land and assets ownership in the cassava agrifood system in this community?

6. Encourage participants to think of collective actions they can do as:
 - Traditional leaders
 - Religious leaders
 - Youth leaders
 - Men Leaders
 - Women Leaders
 - Associations' Leaders
 - Market Leaders

Possible responses could include:

- Organizing a community forum on women's land rights
 - Forming men's allies and supporters for women's land rights.
 - Advocating for local guidelines and communal tenure systems that favour women's land rights
- Encourage the different groups to make commitments and specific actions they would take. These can include:
 - I will attend the next community meeting to advocate for women's land rights.
 - I will share information about women's land rights with my followers/group.
 - I will support a woman in my community who is facing land-related challenges.
7. Invite participants to share their commitments with the group.
 8. Express appreciation for the participants' active engagement and their commitment to promoting gender equality and women's empowerment.
 9. Encourage participants to stay connected and continue to work together to address the identified challenges.

Wrap-Up and Action Points

1. Briefly summarize the key learning points from the session.
For example:
 - We learned the roles that men and women perform in the cassava agrifood system.
 - We learned the different challenges that women encounter in performing the different roles and how gender norms influence the challenges.
 - We learned that women's limited land ownership has far-reaching consequences, including poverty, food insecurity, and limited economic opportunities.
 - We also explored strategies for addressing these challenges, such as advocating for legal reforms, challenging harmful norms, and providing women with access to resources and support.
2. Briefly review the action points identified during the session, both individual and collective.
3. Encourage participants to revisit their commitments and discuss any potential challenges they may face in implementing them.
4. Share a motivational quote that emphasizes the importance of empowering women to own land.

For example:

- "When women have secure land rights, communities thrive."
 - "Investing in women's land rights is an investment in a more equitable and prosperous future."
5. Express sincere gratitude to all participants for their active engagement, insightful contributions, and commitment to addressing gender inequality.
 6. Express confidence in their ability to make a difference in addressing gender inequality in land ownership.
 7. End the session on a positive and hopeful note, emphasizing the potential for creating a more just and equitable future for all.

Session 7: Women’s decision-making power on how land gets used for agricultural purposes is low compared to men’s

Session Objectives

- To analyze the extent of women’s decision-making power regarding land use for cassava activities and businesses.
- To identify the factors that contribute to women’s limited decision-making power, including cultural norms, social structures, and economic constraints.
- To explore the implications of limited decision-making power for women’s participation and productivity in the cassava agri-food system.

To brainstorm strategies to enhance women’s decision-making power regarding land use and agricultural practices.

Recommended time: 3 hours

Required materials: Flip chart and markers, post-it notes

Facilitator's Note

- *In this session, a critical aspect of women’s empowerment in agriculture will be examined: their ability to make decisions about how land is used.*
- *Even when women own land, they often encounter significant constraints in determining how it is used.*
- *Facilitators should be guided by the objectives of this session, which are to deepen participants’ understanding of the extent to which women can make decisions regarding land use, particularly for cassava activities.*
- *The facilitator will provide opportunities for participants to identify factors contributing to women’s limited decision-making power, such as cultural norms, social structures, and economic constraints. By analyzing these limitations, participants will gain insight into the broader implications for women’s productivity and well-being within the cassava agri-food system.*
- *Real-life examples, such as case studies and stories from the community, should be incorporated to illustrate the challenges women face in making decisions about land use.*
- *Examples should be relatable to participants, making the discussion more engaging and meaningful.*
- *The discussion should remain focused on finding practical, solutions-oriented strategies to enhance women’s decision-making power. This could include community-based approaches, capacity-building initiatives, and advocacy efforts to address discriminatory laws and policies.*

Session Overview

Activity 1: Opening and Recap

Activity 2: Decision-making scenarios

Activity 3: Exploring the Factors Limiting Women's Decision-Making Power Reflection

Reflection

Action Points

Wrap Up and Closing

Activity 1: Opening and Recap

Step-by-Step Guide:

1. Welcome all participants to the session and remind them of the previous session's discussion on women's land ownership and how it sets the stage for this session:
 - Recall that in the previous session, we discussed the challenges women face regarding land ownership.
 - This conversation set the foundation for understanding how women's limited control over land impacts their decision-making power, especially in agricultural practices like cassava farming, which we will explore in this session.
2. Ask the participants to share brief updates on the steps they have taken as groups (leadership categories) to advance women's land rights.
3. Document the efforts and the strategies that the leaders present as their collective efforts towards advancing women's land rights.

Activity 2: Decision-making scenarios

1. Briefly introduce the topic of women's decision-making power in land use:
 - Welcome, everyone! Today, we will explore the critical issue of women's decision-making power in land use, particularly in agriculture.
 - We will discuss how limited control over land impacts their roles, productivity, and overall well-being, focusing on the cassava agrifood system.
2. Begin by explaining that there will be an icebreaker - Decision-Making Scenarios
3. Explain the purpose of the icebreaker:

To start our discussion, we will explore a few scenarios that illustrate the challenges women often face in making decisions about how land is used for agriculture.

4. Emphasize that these are hypothetical scenarios designed to spark discussion and encourage critical thinking.
5. Present the following two scenarios:

- **Scenario 1:** "A woman cassava farmer wants to plant a new variety of cassava called *Fine Face (Gbese)*. She believes the variety is drought-resistant. However, her husband insists on continuing with the old variety, citing concerns about potential risks and the importance of adhering to traditional farming practices."
- **Scenario 2:** "A community decides to use a portion of communal land for a new road construction project. This land is used by several women for cassava farming. However, none of the women farmers were consulted or involved in the decision-making process."

6. Facilitate a plenary discussion using the questions below:
 - What are the potential consequences of these decisions for women farmers?
 - Consider: Economic losses, reduced productivity, food insecurity, social isolation, and loss of autonomy.
 - How can women's voices be better heard and respected in such decisions?
 - Consider: Community dialogue, women's participation in decision-making bodies, equal access to information and resources, and strengthening women's leadership and advocacy skills.
7. Summarize the key points raised during the group discussions, emphasizing the importance of women's participation in decision-making processes related to land use.

Activity 3: Exploring the Factors Limiting Women's Decision-Making Power

1. Explain the purpose of the activity:
 - *This activity aims to move beyond simply identifying challenges faced by women in land use decisions. By exploring the underlying factors (root causes) driving these challenges, such as gender norms, social structures, and economic constraints, we can gain a deeper understanding of the issue and develop more effective and sustainable solutions.*
2. Emphasize that understanding these root causes is crucial for developing effective solutions to address these challenges.
 - *By exploring the root causes, such as deeply ingrained cultural norms and unequal power dynamics, we can develop more effective and sustainable solutions to address these challenges and empower women in agriculture.*
3. Write the "Factors Limiting Women's Decision-Making Power in Land Use" on the flip chart.
4. Encourage participants to brainstorm and share their ideas freely.
5. Record all responses on the flip chart, even if they seem repetitive or overlapping.
6. Ask probing questions to stimulate deeper thinking:
 - "What are some cultural beliefs or practices that prevent women from having a say in how land is used?"
 - "How does the social structure of the community limit women's participation in decision-making?"
 - "What economic barriers prevent women from having the resources and financial independence to make their own decisions?"
7. As participants share their ideas, help them categorize the responses into broader categories, e.g.:
 - Social and gender Norms: Traditional gender roles, patriarchal norms, and cultural beliefs that limit women's autonomy.
 - Social Structures: Male-dominated decision-making structures within households and communities, a lack of women's representation in community councils.
 - Economic Constraints: Limited access to information, credit, and resources; lack of control over income.
 - Legal and Institutional Factors: Discriminatory laws, weak enforcement of existing laws, lack of access to legal support.
 - Lack of Access to Education and Training: Limited knowledge and skills related to agriculture, business, and financial management.

8. Present a case study that illustrates the challenges women face in making decisions about land use in cassava farming:

Example

- Bukunmi is a skilled cassava processor who has developed a new, more efficient method of processing cassava. However, her husband, who owns the land, refuses to allow her to implement her new method, fearing it will disrupt traditional practices."
9. Facilitate a group to analyse the case study by asking them to:
 - Identify the key challenges faced by the woman in the case study. (e.g., lack of decision-making power, limited access to resources, opposition from male family members)
 - Analyse the root causes of these challenges. Link the challenges to the factors identified during the brainstorming session (e.g., patriarchal norms, lack of control over resources).
 - Discuss the potential impact of these challenges on the woman's livelihood and well-being. (e.g., reduced income, limited economic opportunities, loss of self-esteem)
 10. Brainstorm potential solutions or interventions to address the situation. (e.g., community dialogue, skills training, legal support, women's empowerment programs)
 11. Connect the discussion back to the broader theme of women's empowerment and their role in agricultural development;
 - *By understanding the root causes of women's limited decision-making power in land use, we can connect these findings to the broader theme of women's empowerment. This deeper understanding will inform strategies that not only address immediate challenges but also empower women to play a more significant and equitable role in agricultural development.*

Reflection: Personal and Collective Actions

1. Emphasize the importance of personal and collective action in addressing the challenges identified during the session:
 - This phase emphasizes the crucial role of individual and collective action in addressing the identified challenges. By translating learning into concrete actions, participants can play an active role in empowering women and creating positive change within their communities.

2. Explain that this phase will focus on translating learning into concrete actions that can empower women in their communities.
3. Pose Reflection Questions:
 - How can I challenge harmful norms that limit women's decision-making power?
 - How can I support women in my community to have a stronger voice in land use decisions?
 - How can we support women's participation in community decision-making processes related to land use?
4. Explore practical solutions:
 - Examples: Organizing community dialogues, forming women's support groups, advocating for policy changes with local authorities, providing training and mentorship to women farmers, and supporting women's access to information and resources.
5. Record the collective action ideas generated by the participants on a flip chart.
6. Consider developing a simple action plan outlining the steps involved, timelines, and responsibilities;

For example:

- Goal: Organize a community meeting to discuss women's land rights and decision-making in cassava farming.
 - Steps:
 - Schedule a meeting with community leaders.
 - Identify and invite key stakeholders (women farmers, local officials, community elders).
 - Prepare presentation materials and discussion guides.
 - Send out invitations and reminders to participants.
 - Timeline: Schedule the meeting within the next two weeks.
 - Responsibilities: Assign specific roles to participants (e.g., one person to schedule the meeting, and another to prepare the presentation materials).
7. Invite participants to share their commitments.
 8. Express appreciation for the participants' active engagement and their commitment to empowering women in their communities.

Wrap-Up and Action Points

1. **Summarize Key Learning Points**
2. Briefly review the key takeaways from the session.

- For example:
 - We have learned that women's limited decision-making power in land use significantly impacts their economic independence and their ability to improve agricultural productivity.
 - Cultural norms, social structures, and lack of access to resources are major barriers to women's decision-making power.
 - Empowering women to make decisions about land use is crucial for sustainable agricultural development and gender equality.
- 3. Briefly review the personal and collective action points identified by the group.
- 4. Encourage participants to revisit their commitments and discuss any potential challenges they may face in implementing them.
- 5. Conclude with a motivational message that emphasizes the importance of empowering women to make decisions about land use.
 - For example: "When women have control over land use decisions, they can innovate, improve their livelihoods, and contribute significantly to food security and community development."
 - "Let's work together to break down the barriers that limit women's decision-making power and create a more equitable and sustainable agricultural future for all."
- 6. Express sincere gratitude to all participants for their active engagement, insightful contributions, and commitment to addressing gender inequality.
- 7. Encourage participants to stay connected and continue to work together towards the goals identified during the session.
- 8. End the session on a positive note, leaving participants feeling motivated and inspired.

Session 8: Benefits of Women's Land Ownership to the Community

Session Objectives:

- Participants will be able to identify the potential benefits of women's ownership of land and other productive assets for household well-being.
- Participants will be able to discuss the implications of women's asset ownership for household food security, nutrition, and economic stability.
- Participants will be able to explore the interlinkages between women's asset ownership, gender equality, and community development.

Recommended time: 3 hours

Required materials: Flip chart, markers, post-it notes, pens.

Facilitator's Note

- *To effectively facilitate this session, the facilitator should begin by emphasizing the multifaceted benefits of women's asset ownership. It is important to underscore the diverse ways in which women's ownership of land and other productive assets can positively impact household well-being. These benefits include improved nutrition, where increased income enables women to invest in nutritious food for their families, leading to better health and overall well-being.*
- *The facilitator should also utilize real-life examples to make these concepts more relatable and engaging. By incorporating case studies or stories from the community, participants can see the tangible impact of women's asset ownership on household well-being. For instance, facilitators can share stories of women who have used their land or other assets to improve their families' livelihoods, such as investing in their children's education or starting a small business.*
- *In addition, it is crucial to encourage critical thinking about the factors that can constrain the positive impacts of women's asset ownership. While asset ownership can bring significant benefits, cultural norms and social structures often limit women's control over their assets and their income.*
- *By guiding participants through a discussion of these barriers, the facilitator can help them think critically about the challenges that remain and explore strategies to overcome them.*
- *Finally, the facilitator should connect the discussion of women's asset ownership to broader development goals, such as poverty reduction, food security, and gender equality.*
- *Through careful guidance and the use of real-life examples, the facilitator can help participants understand the profound and transformative impact of women's asset ownership on both household and community well-being.*
- *This session will highlight the importance of asset ownership and also inspire participants to consider how they can contribute to supporting women's empowerment in their own communities.*

Session Overview

Activity 1: Opening and Recap

Activity 2: What if?

Activity 3: Exploring the Benefits of Women's Asset Ownership

Reflection: Personal and Collective Actions Action Points

Wrap-Up and Action Points

Activity 1: Opening and Recap

Step-by-Step Guide:

1. Before commencing the session, the facilitator should allow for a recap of the last session with the participants.
2. Facilitate the recap of the last session:
 - Allow volunteers from the group to list some of the key learnings from the last session
3. Encourage participants to share far-reaching consequences, including poverty, food insecurity, and limited economic opportunities on women's limited land ownership.
4. Ask some of the participants to identify the various factors that contribute to women's limited access to land, such as legal barriers, social norms, and lack of access to information.
5. Document the strategies for addressing the challenges, such as advocating for legal reforms, challenging harmful norms, and providing women with access to resources and support.
6. In a flip chart, document all the responses to what the participants have discussed above.
7. Inform the participants to settle down for the next activity.

Activity 2: What if?

1. Warmly welcome all participants to the session.
2. Briefly introduce the topic of the session:

Today, we will explore the important link between women's ownership of land and other assets and the well-being of their households.

3. Emphasize that this session will focus on the positive outcomes that can result from women's asset ownership.

4. Briefly review key findings from previous session, particularly those related to women's ownership of and control over land and other assets.

For example:

- In previous sessions, we discussed the challenges women face in accessing and controlling land, such as cultural norms and legal barriers.
 - We also explored the importance of women's participation in decision-making processes related to land use.
5. Highlight the significance of understanding the potential benefits of women's asset ownership for household well-being.
 6. Explain that this knowledge will empower participants to advocate for policies and programs that support women's economic empowerment.

Example:

Today, we will explore how women's ownership of land and other assets can lead to improved nutrition, increased household income, and enhanced decision-making power within the household.

7. Present an Icebreaker: What if?

- Present participants with a scenario where women in the community have increased access to and control over land and other productive assets.

Example:

Imagine a scenario where women in our community have equal rights to land ownership and access to credit. How would this impact their lives, their families, and their community?

8. Facilitate a group discussion to discuss the potential impacts of this scenario. Encourage them to consider various aspects of household well-being, such as:
 - Improved food security and nutrition
 - Increased household income and economic stability
 - Enhanced decision-making power within the household
 - Improved access to education and healthcare for children
 - Reduced vulnerability to shocks and stresses

Household Dynamics:

- How could women's decision-making power improve the well-being of children in the household (e.g., education, healthcare)?
- How might men in the household and community benefit from women's increased economic contributions?

Community Impacts:

- What changes might we see in our community if women have more control over resources?
 - How could this promote broader economic and social development?
9. Encourage one member from each group to take notes or prepare a summary of their key discussion points.
 10. Bring the groups back together and ask for a volunteer from each group to share one or two key insights from their discussion.
 11. Highlight recurring themes to underscore the widespread benefits of women's asset ownership.

Activity 3: Exploring the Benefits of Women's Asset Ownership

1. Facilitate a brainstorming session to identify the potential benefits of women's ownership of land and other productive assets for household well-being.
2. Use a flip chart to record participants' responses.
3. Present a case study or real-life example that illustrates the positive impacts of women's asset ownership on a household.

Example:

Sade, a widow in a rural community, inherited a plot of land from her father. With the support of a women's savings group, she invested in improved cassava farming techniques and purchased a cassava processing machine. This enabled her to increase her income, improve her family's nutrition, and send her children to school.

4. Ensure the case study highlights specific examples of how women's asset ownership has a positive impact on the household, such as:
 - Increased income and improved livelihoods
 - Improved food security and nutrition
 - Enhanced decision-making power within the household
 - Improved access to education and healthcare
 - Increased social and economic empowerment

5. Guide the participants to analyse the case study by asking them to:
 - Identify the key challenges faced by the woman in the case study before she acquired assets.
 - Identify the specific benefits of her asset ownership (e.g., increased income, improved food security, enhanced decision-making power).
 - Analyse the factors that contributed to the positive outcomes. These may include:
 - Access to training and support services
 - Strong social support networks
 - Effective utilization of resources
 - The woman's entrepreneurial skills and determination
6. Facilitate a discussion to compare and contrast the different perspectives and identify common themes.
7. Summarize the key factors that contribute to the success of women who own and control assets.
8. Facilitate a discussion to analyse the case study and identify the key factors that contributed to the positive outcomes.

Reflection: Personal and Collective Actions

1. Explain the importance of translating learning into action.

Now, let us move from learning to action. How can we translate our understanding of women's asset ownership and its benefits into meaningful change within our communities?

2. Pose Reflection Questions:
 - How can I, as an individual, contribute to empowering women in my community to increase their asset ownership?
 - Considering my position as one of the leaders and a key stakeholder in this community, what specific actions can I take to support women's economic empowerment?"
3. Encourage participants to think about how they can use their influence, knowledge, and resources to support women's empowerment. For example:
 - Sharing information about women's land rights and access to resources.
 - Mentoring young women entrepreneurs.
 - Supporting women-led businesses in their community.
 - Advocating for policies that support women's economic empowerment.

Collective Action:

- Facilitate a group discussion to brainstorm collective actions that the group can undertake to support women's asset ownership and improve their economic well-being.
- Encourage creative thinking by asking the following questions:
 - What collective actions can we take as a group to make a real difference?
 - How can we leverage our collective strengths and resources to support women's economic empowerment?"

Examples:

- *Organizing community workshops on financial literacy and business management for women.*
- *Advocating for legal reforms that strengthen women's land rights.*
- *Establishing a women's savings and credit cooperative.*
- *Supporting the development of local markets for women's products.*

4. Provide each participant with post-it notes.
5. Assist them in writing down one or two personal commitments to support women's asset ownership.
6. Record the collective action ideas generated by the group on a flip chart
7. Begin to develop a simple action plan outlining the steps involved, timelines, and responsibilities.
8. Provide ongoing support and encouragement to participants as they implement their commitments.

Wrap-Up and Action Points

1. Briefly review the key takeaways from the session.

For Example:

- We have learned that women's ownership of land and other assets has a significant impact on household well-being, leading to improved nutrition, increased income, and better access to education and healthcare.
- We have also identified key constraints that can limit the positive impacts of women's asset ownership, such as cultural norms, limited access to resources, and lack of legal support.
- Empowering women through asset ownership is crucial for poverty reduction, food security, and overall community development.

2. Briefly review the personal and collective action points identified by the group.
3. Encourage participants to revisit their commitments and discuss any potential challenges they may face in implementing them.
4. Emphasize the importance of collective action and the power of working together to create lasting change.
5. Conclude with a motivational message that emphasizes the importance of women's asset ownership for household well-being and community development.
 - For example: "By empowering women through asset ownership, we are not only improving the lives of individual families but also contributing to a more just and equitable society."
 - Let's continue to work together to break down the barriers that limit women's economic empowerment and create a more prosperous future for all."
6. Express sincere gratitude to all participants for their active engagement, insightful contributions, and commitment to addressing gender inequality.
7. Encourage participants to stay connected and continue to work together to implement the action plans developed during the session.

Session 9: Overcoming Barriers to Women's Land Ownership - Communal land system and gender norms

Session Objectives

- To understand the complexities of communal land tenure systems and their impact on women's land rights.
- To analyse how gender norms and customary practices within these systems discriminate against women.
- To identify the specific challenges women face in accessing, controlling, and inheriting land within communal land tenure systems.
- To explore strategies for overcoming these barriers and empowering women to secure their land rights.

Recommended time: 3 hours

Required materials: Flip chart/whiteboard and markers, handouts with key information on communal land tenure systems and women's land rights.

Facilitator's Note

- *The facilitator should emphasize the complexities of communal land tenure systems, acknowledging the diversity of these systems and their varying impacts on women's land rights.*
- *It is crucial to recognise that communal land tenure systems are not monolithic and that their specific characteristics, including rules of access, use, and inheritance, can vary significantly across different communities.*
- *Incorporating case studies, stories, or real-life examples from the community will make the discussion more relatable and engaging for participants. These examples can vividly illustrate the specific challenges women face in ownership and control of land within their communities.*
- *Creating a safe and inclusive space for participants to share their experiences, perspectives, and concerns related to women's land rights within their community is essential.*
- *The facilitator should encourage open and honest dialogue, ensuring that all voices are heard and valued.*
- *Finally, the facilitator should encourage participants to brainstorm and discuss practical solutions to overcome the barriers women face in accessing and controlling land within communal systems.*
- *By the end of this session, participants should have a deeper understanding of the challenges women face in accessing and controlling land within communal land tenure systems and be equipped with the knowledge and skills to advocate for more equitable and inclusive land tenure practices.*

Session Overview

Activity 1: Opening and Recap

Activity 2: Communal land tenure system and gender constraints to land ownership and control

Activity 3: Land and Community

Activity 4: Exploring Communal Land Tenure Systems

Activity 5: Analysing Gender Norms and Customary Practices

Activity 6: Overcoming Barriers: Exploring Solutions

Reflection

Wrap Up

Activity 1: Opening and Recap

Step-by-Step Guide:

1. Before commencing the session, the facilitator should allow for a recap of the last session with the participants.
2. Facilitate the recap of the last session
 - Allow volunteers from the group to list some of the key learnings from the last session
 - Encourage the participants to share their understanding of how empowering women through asset ownership is crucial for poverty reduction, food security, and overall community development.
 - Ask some of the participants to identify some of the key benefits of women owning land for cassava activities. In a flip chart, document all the responses to what the participants have discussed above.
 - Inform the participants to settle down for the next activity.

Activity 2: Communal land tenure system and gender constraints to land ownership and control

Step-by-Step Guide

1. Warmly welcome all participants to the session.
2. Acknowledge their presence and express your appreciation for their participation.
 - You can use a simple phrase like, "Good morning/afternoon everyone. I am delighted to welcome you all to this session."
 - Clearly and concisely introduce the topic of this session:

Example:

Today, we will delve deeper into the challenges women face in ownership and control of land, specifically within the context of communal land tenure systems.

3. Briefly explain that this session will focus on how gender norms and customary practices within these systems can limit women's land rights.
4. Briefly review key findings from previous sessions, particularly those related to women's land rights and the challenges they face.

Example:

- *In previous sessions, we discussed the importance of women's land ownership for their economic empowerment and household well-being.*
- *"We also explored the legal and social barriers that women face in accessing and controlling land."*

5. Emphasize the importance of understanding the specific challenges women face within communal land tenure systems.
6. Explain that these systems, while often providing valuable resources for communities, can also present unique challenges for women's land rights.
7. Create a welcoming and inclusive atmosphere for all participants.
8. Use clear and concise language to ensure all participants understand the objectives of the session.
9. Connect this session to other previous learning to reinforce key concepts and build upon existing knowledge.

Activity 3: Land and Community

Step-by-Step Guide

1. Begin by explaining the purpose of the activity: "To start our discussion, let us explore our initial thoughts and experiences related to communal land."
2. Engage the participants in an icebreaker titled 'Land and Community'.
3. Emphasize that this is a free-flowing exercise to share initial perceptions, and there are no right or wrong answers.
 - Write "Communal Land" on the flip chart.
 - Ask participants to individually brainstorm words or phrases that come to mind when they hear the term "communal land."
 - Facilitate a group discussion, exploring the following:
 - Why did you think of this word/phrase?
 - What are your experiences with communal land in your community?

- What are the benefits and challenges of communal land use?
- How does communal land ownership impact the lives of people in your community?
- Gently guide the discussion towards the focus of the session: women's land rights.
- Ask questions such as:
 - How might women's ownership and control over communal land be affected by these factors? or
 - What are some of the challenges women might face in accessing and utilizing communal land?
- Summarize the key points raised during the discussion.
- Acknowledge the diversity of perspectives and experiences shared by the participants.
- Briefly transition to the next activity by stating:

Now that we have explored some of our initial thoughts on communal land, let's delve deeper into the specific characteristics of these systems and their impact on women's land rights.

Activity 4: Exploring Communal Land Tenure Systems

Step-by-Step Guide

1. Start with an engaging question:

Imagine a piece of communal land in your community. How do decisions about its use and ownership typically happen?

2. Provide a brief overview of the key characteristics of communal land tenure systems in the region.
 - Key characteristics include collective ownership, where land belongs to the community, and customary rules that govern land use and access, often involving traditional authorities and community decision-making processes.
3. Discuss the rights and responsibilities associated with communal land ownership, such as;
 - In communal land tenure systems, individuals have rights to use and cultivate land within the community.
 - However, ownership often rests with the community as a whole.
 - This emphasizes collective well-being and sustainable resource management.
 - Individuals have responsibilities to the community, such as contributing to community projects and upholding customary rules.

4. Explore the role of traditional authorities and community decision-making processes in land allocation and management.
 - Traditional authorities and community decision-making processes play a crucial role in managing communal land.
 - These processes often involve customary rules, traditional leaders, and community assemblies to allocate land, resolve disputes, and ensure sustainable land use.
5. Emphasize that while these systems promote collective well-being, they can perpetuate inequalities, especially for women.
6. Encourage them to consider the implications of these systems for women's land rights.
7. Facilitate a group discussion to guide the participants in developing a “Land Access Map” for the community. The map should include:
 - Key decision-makers (e.g., traditional leaders, community elders).
 - Individuals or groups who have easier access to land (e.g., men, wealthier families).
 - Groups facing barriers to access (e.g., women, widows, younger people).
8. Encourage participants to discuss:
 - Who benefits most from the current system?
 - What happens when conflicts arise, and how are they resolved?
9. Ask groups to present their maps and share insights.
10. Facilitate a discussion with guiding questions:
 - What patterns do you notice?
 - How does this system impact women's access to land?
 - What could make these systems more equitable?

Activity 5: Analysing Gender Norms and Customary Practices

Step-by-Step Guide

1. Facilitate a brainstorming session to identify the specific gender norms and customary practices that limit women's ownership of and control over land within communal land tenure systems.
 - Possible examples:
 - Male inheritance
 - Cultural norms that restrict women's inheritance rights
 - Limited participation of women in community decision-making processes related to land
 - Lack of awareness of women's land rights among community members
2. Present the following case study scenario:

Case Study

"Wuraola, a widow, is denied her late husband's land by his male relatives. Customary law in the community prioritizes inheritance through male family members. Despite her years of farming the land and contributing to the family's livelihood, Wuraola is told to vacate the land. She has no legal document supporting her claim and no access to decision-making bodies in the community."

3. Facilitate group discussions focusing on the following questions:
 - What were the key challenges Wuraola faced?
 - How did customary practices and gender norms influence the outcome?
 - What could have been done differently to protect Wuraola's rights?
4. Summarize the key points, emphasizing how norms, patriarchal culture, and lack of legal frameworks undermine women's land rights.
5. Conclude the activities by connecting the learnings to solutions:

Now that we have explored the challenges, let us work together to find actionable solutions to overcome these barriers. Think about ways to make communal land tenure systems more inclusive and equitable for women.

Activity 6: Overcoming Barriers - Exploring Solutions

Step-by-Step Guide

1. Begin by framing the importance of this activity.

Example: "Now that we have analysed the challenges women face in communal land tenure systems, it's time to shift our focus to solutions. Together, we will brainstorm practical actions that can create meaningful change."

2. Emphasize that the goal is to identify solutions that are actionable, culturally sensitive, and community-driven.
3. Highlight the importance of including women's perspectives and voices in all proposed solutions.
4. Facilitate a group discussion to explore possible solutions through the different areas below:
 - Legal reforms.
 - Community-based approaches.
 - Economic empowerment strategies.
5. Use the guiding questions below to guide the discussion:
 - a. *Legal Reforms:*
 - What legal changes are needed to ensure women's land rights are recognised and enforced?
 - How can these reforms be implemented in this community with the present customary rules and laws?
 - b. *Community-Based Approaches:*
 - How can traditional leaders and community structures be engaged to support women's land rights?
 - What role can men and boys play in creating more inclusive systems?
 - c. *Economic Empowerment:*
 - What financial tools or training can help women strengthen their bargaining power in land-related negotiations?
 - How can women's collective savings or cooperatives enhance their access to land?
6. Document the key points from the discussion on the flip chart.
7. Lead the discussion to evaluate the feasibility and impact of the proposed solutions.

Possible solutions:

- Advocating for legal reforms that recognise and protect women's land rights.
- Strengthening women's participation in community decision-making processes.
- Supporting women's access to legal and paralegal assistance.
- Strengthening women's economic empowerment to enhance their bargaining power and negotiating capacity.

8. Ask probing questions to clarify and refine ideas:

- Which solutions are most practical in the current cultural and legal context?
- What resources or partnerships are required to implement these solutions?
- How can these solutions address immediate needs while fostering long-term change?

9. Use a simple voting system to prioritize 2-3 key solutions that participants feel are most urgent and actionable.

10. Summarize the prioritized solutions and their potential impact.

11. Reiterate the importance of collective and sustained efforts to implement these strategies.

Example: "The solutions we identified today are steps toward empowering women and transforming our community. By taking action, we can build a more equitable system that benefits everyone."

12. Encourage participants to commit to specific roles or actions to support these solutions within their spheres of influence.

Reflection

1. Introduce the reflection by emphasizing the importance of translating learning into action:

"Now, let us move from learning to action. How can we translate our understanding of the challenges women face and their implications into meaningful change within our communities?"

2. Pose Reflection Questions:

- How can I, as an individual, contribute to advocating for women's land rights within my community?
- Considering my position as a leader and key stakeholder in this community, what specific actions can I take to support women's access to and control over land?

3. Encourage participants to consider how they can use their influence, knowledge, and resources to support women's land rights.

Examples:

Sharing information about women's land rights and legal entitlements with community members.

- Mentoring young women on their land rights and inheritance options.
 - Supporting women's participation in community decision-making processes related to land use.
 - Advocating for the inclusion of women's perspectives in land-related policies and programs.
4. Facilitate a group discussion to brainstorm collective actions that the group can undertake to address the challenges faced by women in ownership and control of land within communal systems;
 - What collective actions can we take as a group to make a real difference?
 - How can we leverage our collective strengths and resources to support women's land rights?"

Examples:

- Forming a women's land rights support group.
 - Advocating for legal reforms that recognise and protect women's land rights.
5. Supporting the development of community-based mechanisms for women's land access and control.
 6. Record the collective action ideas generated by the group on a flip chart or whiteboard.
 7. Begin to develop a simple action plan outlining the steps involved, timelines, and responsibilities.
 8. Invite participants to share their commitments with the group.
 9. Encourage positive feedback and support among group members.
 10. Discuss the feasibility and potential impact of the collective actions.
 11. Emphasize the importance of taking small, consistent steps towards achieving the desired goals.

Wrap-Up and Action Points

1. Briefly review the key takeaways from the session.

For example:

- We learned that communal land tenure systems, while providing valuable resources, can also present unique challenges for women's land rights.
 - We identified how gender norms and customary practices, such as male primogeniture and limited participation in decision-making, can significantly restrict women's access to and control over land.
 - We explored the importance of addressing these challenges through legal reforms, community-based approaches, and awareness-raising campaigns."
2. Reiterate the importance of addressing women's challenges in accessing and controlling land within communal land tenure systems.
 3. Emphasize that ensuring women's land rights is crucial for gender equality, economic empowerment, and sustainable community development.
 4. Encourage participants to implement their commitments to support women's land rights.
 5. Remind participants of the importance of collective action and the power of working together to create change.
 6. Encourage them to continue learning about women's land rights and to engage with their communities to advocate for more equitable and inclusive land tenure practices.
 7. Express sincere gratitude to all participants for their active engagement, insightful contributions, and commitment to addressing gender inequality.
 8. End the session on a positive note, leaving participants feeling motivated and inspired to continue their efforts to empower women in their communities.

Session 10: A Transformed World for Men and Women in Cassava Agrifood System change for a better community

Session Objectives:

- To identify and evaluate potential solutions to address the barriers women face in accessing and controlling land within communal land tenure systems.
- To explore the role of legal reforms, community-based approaches, and awareness-raising campaigns in empowering women.
- To develop a plan for collective action to promote women's land rights within the community.

Recommended time: 3 hours

Required materials: Flip chart or whiteboard, markers, pens, and paper for participants, post-it notes

Facilitator's Note

- *The facilitator should encourage creative thinking by guiding participants to think outside the box and explore innovative solutions to address the complex challenges women face in accessing and controlling land.*
- *This might involve considering alternative models of land tenure, exploring innovative financing mechanisms for women, or leveraging technology to improve access to information and support services.*
- *The facilitator should guide participants to identify practical, feasible, and sustainable solutions that can be implemented within their community context.*
- *Emphasize the importance of collective action. Encourage participants to develop a plan for collective action, outlining roles, responsibilities, and timelines for implementation.*

Session Overview

Activity 1: Opening and Recap

Activity 2: Promoting Change

Activity 3: Brainstorming Solutions

Activity 4: Developing Action Plans

Reflection

Wrap-Up

Activity 1: Opening and Recap

Step-by-Step Guide:

1. Before commencing the session, the facilitator should allow for a recap of the last session with the participants.
2. Facilitate the recap of the last session:

Recap of the last session

- *Allow volunteers from the group to list some of the key learnings from the last session*
- *Encourage participants to share the importance of addressing the challenges women face in ownership of and control over land within communal land tenure systems, and how to ensure that women's land rights are crucial for gender equality, economic empowerment, and sustainable community development.*
- *Ask participants to share their understanding of learning about women's land rights and to engage with their communities to advocate for more equitable and inclusive land tenure practices.*
- *In a flip chart, document all the responses to what the participants have discussed above.*
- *Inform the participants to settle down for the next session*

3. Express sincere gratitude to all participants for their active engagement, insightful contributions, and commitment to addressing gender inequality.

Activity 2: Promoting Change

1. Warmly welcome all participants to the session.
2. Acknowledge their presence and express your appreciation for their participation.
3. Clearly and concisely introduce the topic of this session:

"Today, we will focus on exploring and developing solutions to increase women's rights to land and their participation in decisions about how land is used within our community."

4. Briefly review key findings from the previous session, particularly the challenges women face in accessing and controlling land within communal land tenure systems.

For example: "In the last session, we discussed how gender norms, customary practices, and limited access to information can significantly restrict women's land rights."

5. Emphasize the importance of developing and implementing effective solutions to address these challenges.
6. Explain that this session will focus on identifying practical steps that can be taken to empower women and ensure their land rights are respected.

For example: "Today, we will explore potential solutions, such as legal reforms, community-based approaches, and awareness-raising campaigns, and discuss how we can work together to implement these solutions within our community."

Create a welcoming and inclusive atmosphere for all participants.

7. Facilitate an Icebreaker: Change Begins with Us

- Begin by explaining the purpose of the activity:
 - To start, let's reflect on how we, as individuals, can contribute to positive change within our community.
- Emphasize that everyone has the potential to make a difference, no matter how small.
- Ask participants to take a few minutes to individually reflect on the following question:
 - "What is one small thing I can do to make a positive difference in my community related to women's land rights?"

8. Encourage participants to think about their position, skills, interests, and resources.

Examples:

- *I will develop a changed and positive attitude towards women's empowerment.*
- *I will develop a changed and positive attitude towards women's ownership and control of land and other assets.*
- *I will share information about women's land rights with my family and friends.*
- *I will offer my support to a local women's group working on land rights issues.*

9. Have participants share their reflections in small groups.

10. Encourage active listening and respectful dialogue within each group.

11. Facilitate a brief group discussion to share some of the ideas generated.

12. Highlight the diverse range of contributions that individuals can make.

13. Emphasize the power of collective action and how individual contributions can collectively lead to significant change.

Activity 3: Brainstorming Solutions

1. Encourage participants to brainstorm potential solutions to the challenges identified in the previous session.
2. Guide the discussion by asking questions such as:
 - What legal and cultural reforms are needed to ensure women's equal rights to land ownership and inheritance?

- How can we strengthen women's participation in community decision-making processes related to land use?
 - What role can community leaders and community-based organizations play in supporting women's land rights?
3. Discuss potential solutions in greater detail:
- a. Explore the feasibility, practicality, and potential impact of each proposed solution.
 - b. Consider the potential challenges and obstacles to implementing each solution.
 - c. Discuss the role of different stakeholders, including community members, traditional authorities, government officials, and civil society organizations, in implementing these solutions.

Activity 4: Developing Action Plans

Step-by-Step Guide

1. Guide the discussion with questions like:
 - What are some concrete steps we can take to address the challenges identified earlier?
 - How can we leverage our positions and existing skills, and resources within the community?
 - How can we support women in accessing legal and support services related to land rights?
 - What role can we play in advocating for policy changes that support women's land rights?"
2. Encourage participants to consider:
 - Their skills and expertise
 - Existing community resources and networks
 - The specific needs and priorities of women in their community
3. Based on the different leadership categories, ask participants to work together to develop a simple action plan:
4. Identify key activities:

Example: Instead of a broad goal like "raise awareness," identify specific actions like:

- Organize a community forum on women's land rights featuring legal experts and successful women landholders.
- Develop a simple, culturally appropriate brochure explaining women's land rights in local languages.
- Partner with a local radio station to broadcast a series of educational programs on women's land rights.

5. Assign roles and responsibilities:

Example:

1. *Tunde will lead the effort to organize the community forum, while Amina will be responsible for liaising with local leaders.*
2. *Bisi will take the lead on developing the brochure, with support from the group in gathering information and translating it into local languages.*
3. *Femi will explore potential partnerships with local radio stations and negotiate airtime for the educational programs.*

6. Set timelines:

○ Example:

1. The community forum will be held within the next two months.
2. The brochure will be developed and distributed within one month.

7. Identify necessary resources:

Example:

- Funding for printing brochures and outreach materials.
- Access to a community hall or other suitable venue for the forum.
- Support from local legal experts and community leaders.
- Volunteers to assist with event planning, logistics, and outreach.

8. Develop a communication plan:

Example:

- *"Regular meetings will be held to discuss progress and address any challenges."*
- *"A WhatsApp group will be created for easy communication and information sharing among group members."*
- *"A designated person will be responsible for documenting progress and sharing updates with the wider community."*

9. Record the action plan on a flip chart or whiteboard.

10. Consider using a simple table or chart to visually represent the action plan.

11. Ensure that all participants understand the action plan and their roles and responsibilities.

12. Encourage active participation and collaborative decision-making throughout the process.
13. Be realistic and flexible in setting goals and timelines.
14. Emphasize the importance of ongoing communication and coordination among group members.

Reflection and Commitment

1. Pose Reflection Questions:
 - What is one specific action I can take to support women's land rights based on my skills and resources?
 - How can I best contribute to the implementation of our collective action plan?
 - What are the potential challenges I may face in fulfilling my commitment, and how can I overcome them?
2. Ask participants to write down one or two personal commitments.
 - For example: "I will volunteer my time to assist with the community forum on women's land rights."
 - "I will share information about women's land rights with my family and friends."
 - "I will offer support to women in my community who are facing challenges related to land access."
3. Encourage participants to share their commitments with the group.
4. Listen attentively to each participant's commitment and provide positive feedback and encouragement.
5. Explore how individual commitments can contribute to the overall success of the collective action plan:
6. Guide participants to discuss how their commitments can connect and support the overall goals of the action plan;
 - For example, if the plan involves organizing a community forum, an individual might commit to contacting local media for publicity, while another might offer to provide refreshments.
7. Identify potential areas of collaboration and mutual support among group members:
8. Encourage participants to identify areas where they can support each other in fulfilling their commitments.
9. This could involve sharing resources, providing assistance with tasks, offering moral support, or connecting each other with relevant individuals or organizations.

For example, if one participant has strong communication skills, they can assist others with drafting letters or making presentations.

10. If another participant has connections with local authorities, they can facilitate meetings or provide access to relevant information.
11. Create a positive and encouraging atmosphere for participants to share their commitments.
12. Acknowledge and appreciate the diverse contributions and commitments of each participant.
13. Emphasize the importance of ongoing support and encouragement among group members as they work towards their goals.

Wrap-Up and Next Steps

1. Briefly review the key takeaways from the session.

For example:

- We learned about the unique challenges women face in accessing and controlling land within communal land tenure systems, such as gender norms, customary practices, and limited access to legal support.
 - We explored various strategies for addressing these challenges, including legal reforms, community-based approaches, and awareness-raising campaigns.
 - We developed a collective action plan outlining specific steps to support women's land rights within our community.
 - Emphasize the importance of implementing the action plan developed by the group.
 - Remind participants that their collective efforts can make a significant difference in improving women's access to and control over land.
2. Suggest ways to maintain communication, such as regular meetings, email updates, or a WhatsApp group.
 3. Encourage participants to share their progress and challenges and seek support from one another.
 4. Express sincere gratitude to all participants for their active engagement, insightful contributions, and commitment to addressing gender inequality.
 5. End the session on a positive and hopeful note, emphasizing the potential for creating a more equitable and just society where women's land rights are fully respected and protected.

Session 11: Community Celebration

Session Objectives

1. To provide a space for men, women, and community leaders who have participated in the gender transformative dialogues on land to share their insights and changes they are experiencing in their lives, household, group, and the community.
2. To celebrate the positive changes that people have experienced at the household, group, and community levels

Recommended time: 3 hours

Required materials: Materials needed for the role-plays, dances, or other performances, a flip chart/whiteboard, and a marker.

Facilitator's Note

- *Organize the community celebration at a time that is convenient for all participants and guests.*
- *Hold the event at the village center so that other community members who have not been part of the interventions can witness and learn from the insights shared by the participants.*
- *Ensure that key stakeholders in the community who have not been part of the intervention—e.g., LGA Council Members, Extension Officers, Councillors, etc.—are invited.*

Activities

1. Welcome all participants and guests to the event
2. Provide a brief overview of the program of the day.
3. Provide a brief overview of the gender transformative interventions that you have been implementing over the past weeks to address gender norms on land.
4. Inform the traditional ruler to provide some opening remarks.
5. After the opening remarks, invite the group members to present their presentations
6. The different presentations are to illustrate their experiences of the interventions and also showcase some of the positive changes that have occurred at the household, group, and community levels.
7. After the presentations, invite some representatives of households, groups, and community leaders, as well as the facilitators, to share brief experiences and positive changes from participating in the gender transformative sessions.
8. Invite some community members who are not part of the group to provide their observations and any key takeaways from the presentations and experiences shared.

9. After all the presentations, invite some of the guests to provide their comments and feedback.
10. Ask the men and women who have participated in the program to rise for their commitment recitation. COMMITMENT TO MY FUTURE (contract)
 - I (let them put their names), have participated in the gender transformative dialogue sessions implemented by JDPC, Ibadan.
 - I will take responsibility to abide by all the lessons learnt from the sessions.
 - I will be part of the change agents that challenge harmful norms that restrict women's ownership, use, and control of land.
 - I will support women in my household, group, and community to enjoy equal rights to land for their maximum productivity in their cassava activities.
 - I will not be part of the people who inflict sanctions, punishments, or penalties on women because they do not conform to such.
 - I will work with other change agents to eliminate all forms of discrimination against women's rights to land.
 - I will move on with other change agents in this community to challenge gender norms on land and ensure that we sustain positive attitudes and changes towards women's land rights.
11. Facilitate the process of the recitation as the men and women repeat after you.
12. The ceremony will end with closing remarks from the traditional ruler, after that, there will be celebrations and refreshments.

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