HOUSEHOLD NEGOTIATION TRAINING

Background & Rationale

The implementation of the P4P Gender Strategy over the past year taught us a lesson that confirmed initial concerns about the challenges in achieving gender equity and understanding the importance of women's empowerment for households and broader society. The social relations of control and access to land and other agricultural production resources constrain people at the margin of power. Women being mostly disadvantaged when it comes to access, control, and decision making regarding farming land and inputs, the P4P procurement approach, as it currently stands, is biased towards men despite efforts towards procuring women-friendly crops. Unless a male head of household – usually the owner of the farm produce – adopts an equitable approach in the redistribution of returns from household or allow access to productive resources, the current P4P procurement approach can only impact women less significantly. On the other hand, in the event that some women are allowed access to productive resources and do produce and generate income, skillful management of that money has considerable implications on household harmony. An African saying holds that 'Money has no smell'. The saying can be used here to clarify that whether the women's money is derived from crop sales or any other autonomous activities, the way it is managed within the household partly determines household relations. The current document aims to equip women and men with the tools for negotiating peacefully and harmoniously within the household. The assumption is that skillful household negotiation approaches can create space for more gender equality at household level with potential ripple effects at community level. We focus mostly on all four categories of women identified in the P4pP Gender Strategy.

USE IDEAS FROM EACH PARAGRAPH TO INTRODUCE AN ACTIVITY

Women empowerment often sounds daunting in many male settings, as it tends to echo the inaccurate equivalent of men's disempowerment. Among rural populations, this translates into open resistance, likely to result in exclusion of women to access to resources or domestic violence. Domestic violence or exclusion from resources are more likely to occur when the woman's activities generate incomes that overshadow the man's own visibility within their social space, and more so when the woman is does not tactfully engage or motivate the male household members to believe that the activities benefit them all. Equipping both male and female household members with better negotiation skills can provide pathways for gender equity within households, with possible impact on the dynamics at extra-household level, i.e., community level.

Culture:

In many developing economies, 'Culture' is usually used as the justification to resist gender equality in general, and gender mainstreaming in agriculture in particular. Though cultural practices do impact gender relations, they do not evolve in a vacuum, but under the influence and

within the framework of various other factors, to the fore of which is the economy. In actual fact, the *separate nature of household budgets* influences gender relations and women's position tremendously in our areas of intervention.

For instance, keeping rural women from accessing productive resources, such as land, puts them in a position that enables and perpetuates male control. Therefore, the more 'culture' can be utilized as a pretense to perpetuate patriarchal control, the better those benefiting from it will use it. While most women would develop various non-land related alternatives to derive income, fewer others would combine land and non-land sources to develop livelihood strategies. Whatever source a woman's income or asset is derived from, it is important that she does not fall victim as a result of the potential negative reaction of a disgruntled household male head. It is important to highlight the potential positive and negative consequences that may entail, within the household (either from husbands or the wives), as a result of women having money (see table 1).

Table 1: Potential situations likely to occur in households when women generate money

Categories of women in the P4P Global Gender Strategy	**Potential Positive & Negative impact of women having money**	**Potential consequences on husbands when their wives have money**
• Producers and/or marketers of crops/food products procured by P4P • Producers and/or marketers of crops/food products not procured by P4P • Unpaid laborers • Occasional farm-laborers	• Happiness • Increased self-confidence • Voice in household management • Outcome on livelihoods • Disregards husband's authority • Has better social consideration • Negatively perceived if viewed as overstepping gender norms as a result of her financial means	• Appreciation and support for wife's activities • Threat of loss of male control • Fear of peer ridiculing • Violence on wife • Authority and masculine pride threatened (if males feel disaffected and not able to provide)

The training tool is meant to be dispensed in 3 modules. Depending on time availability and resources it can be spread from one to three days depending on whether the expanded version or the abridged version is used. It focuses on understanding the household and household budgets from both the perspective of the trainer as that of the trainees, and then interrogating the necessity of negotiating and to collectively delineating context-specific negotiation approaches to be utilized within households. Doing so requires awareness of some of the local social perceptions of women's and men's roles in the household.

INTRODUCTION (45 minutes)**:**

*Preliminary***:** The trainer should ensure she/he understands the above rationale of the training

a- Warm-up: Trainer can kick in the event by sharing a funny and non-controversial story between male and female relations, or any other mood lifting experience. E.g.: …..(*5 minutes*)

b- Setting the scene: Remind the cultural aspects and context of gender relations; that is, what the local cultures view as gender norms. Trainer must avoid being confrontational. Thus, she/he should use a participative approach to identify the cultural norms regarding gender relations (*15 minutes*)

- It would be helpful for Trainer to learn about gender norms of the local context prior to the training. Gender norms refer to the rules a given society sets as appropriate to govern a person's social behavior based on whether he/she is a woman or a man. Trainer could lead participants to elicit the local gender norms, and receive them in a non-judgmental way. Just note them on the flipchart

c- The Power and Risks of Money in Women's Hands: Trainer should lead or prompt participants to elicit the positive and potential negative impact of women having money as suggested in table 1, and the potential consequences on husbands when wives have money.

- Instead of just presenting the suggestions (from Table 1) to the participants, trainer could use a participatory approach by asking questions or prompting participants towards answers. Since everything is context-based, participants may even provide better insights if guided effectively. It is very important for the trainer to engage participants on the issues raised in the table as they will pave the way to the overall negotiation theme, (***25*** *minutes*).

MODULE ONE: Brainstorming the 'household' and mapping household resources (*2h20 minutes***)**

<u>Objective</u>:

1- To support participants in understanding the subtleties of the household
2- To guide participants in mapping out household assets and related domains of control and power

Resource needed: Flipchart, markers

Anticipated problems: translation into local languages may not fully capture concepts if translator is not well-grounded.

<u>Method</u>:

a- *The trainer explains that she/he intends to collect the group's understanding of what is meant by the household. There is no wrong answer as each participant provides input*

based on their own experience. Trainer collects participants' views by asking the following questions and writing brainstormed answers on flipchart.

- What do you mean by ''household''? Trainer asks participants what they understand by household. Using local languages may not necessarily allow accurate translation of the concept 'household'. Translation quality influences participants' response substance. Trainer must ensure that a difference is made between (*10-15 minutes*)

- What makes a person a household member (residence, role in resource mobilization, or family membership)? (10mns)

- Do household members have common, different, or divergent interests? Trainer may need to prompt participants here as some may feel embarrassed to give answers that could suggest they are unconventional. (*10 minutes*)

- When do interests coalesce, differ, or diverge? What circumstances or stakes influence divergence or convergence of interests? (*10 minutes*)

- <u>Break</u>: this is meant for participants to chat and follow-up on some points raised during the broader group brainstorming while the trainer prepares to transition to the next point of the module. (*15 minutes*)

b- *Trainer summarizes highlights of previous activities*, and based on participants' *understanding of the household proceeds to mapping* of household assets. *The mapping exercise can be performed in smaller groups or by the whole group of participants depending on size. If done by small groups, a reporter will need to present the results*. Use Material 1 of the ANNEX.

- Map/enumerate household assets and attribute owner per asset (20 minutes)

- Who controls the asset? (Owning an asset may not imply controlling it. Identify who controls the assets enumerated and who makes decision about it within the household). (*15 minutes*)

- Trainer summarizes the module by drawing the implication between household asset ownership, control, and decision making. How does this relate to budget issues within the household? (This offers a segue to the next module), 10-15 minutes

Anticipated problems: *participants (males and females) may react negatively to the module Make sure that the concepts are translated in well, and convey a homogeneous meaning*.

MODULE TWO: Perception Versus Reality: Women's and Men's Roles and Activities in Society

Objective:

Brainstorm participants' (and their society's) views/perceptions of each other's roles/activities and the role/activities of the opposite gender in society

Method:

1- Divide the participants in two groups. (If sub-group is larger than 10, subdivide it to allow inputs from as many people as possible). Tell participants you will give them an activity. Be clear that the activity is not a test. If possible, keep the women's and men's group in separate rooms. Ensure at least one group member can write. Ask each group to delegate a reporter to present their output (**5 minutes**):

   a. **Group** 1: All Men
   b. **Group** 2: All Women

2- Give each group a flip chart and markers the relevant set of questions to each group (**55 minutes**)

   a. Give question (i) to the men's group and question (ii) to the women's group. Facilitator must constantly insist that there is no wrong answers since all participants have different experiences. He/she should move from one group to another, listening the brainstorming and ideas, as well as getting all participants involved in the brainstorming. Should feel free to provide guiding tips without interfering or sharing views. After *30 minutes*, facilitator should bring brainstorming to a close (**30 minutes**).

      - To Men*: What daily activities do you think women perform to keep the household running? (Include activities performed out of the household and that contribute to up-keeping it and improve their livelihoods).*
      - To Women*: What daily activities do you think men perform to keep the household running and improve their livelihoods? (Include activities performed out of the household and that contribute to up-keeping it).*

   b. Then, facilitator gives the following question (i) to men and question (ii) to the women's groups. Facilitator to clarify that there is no wrong answer, as people have various livelihood strategies. Let each group keep this assignment's output, they will use it for presentation immediately after the break, (**25 minutes**).

      - To Men: *What daily activities do you as men perform to keep the household running and improve your livelihoods*? (Include activities performed out of the household and that contribute to up-keeping it).

- To Women: *As women, what daily activities do you perform, to maintain your household and improve your livelihoods*? (Include activities performed out of the household and that contribute to up-keeping it).

c. Allow participants to go for a break. Encourage men/women to start exchange on about perception about opposite gender during break, but in a friendly way. Though depending on the context it could be challenging to exchange between men and women, there are chances that some participants will find it okay to converse, (**15 minutes**).

d. Plenary (**60 minutes**):

- The rapporteur of the men's group presents responses to question (a.i)relevant to their perception on women's activities, which can and may create controversy and debate (**10 minutes**)
- Then, without taking any question or comment, the rapporteur of the women's group presents output to question (b.ii). Facilitator to ask participants to withhold their reactions until end of presentation. Facilitator should ask men to prepare to draw the differences between what they think women do and what women really do. The rationale here is to draw awareness on gender-specific challenges, which can level the terrain for smoother understanding and negotiations. The order of the group's presentation can be reversed, but the order suggested below seems to flow more smoothly as it segues to the next activity of the plenary: discussions, (**10 minutes**).
- It is obvious that men's perception of women's activities will be different from women's description of their realities and experiences.
  - Facilitator, bring men to react to the women's additional perspectives
  - Then, engage women to share their views and feelings on men perceive them
  - Facilitator must be very observant here as some of the responses will be used to advocate and make a case for understanding rural women's position in society
  - By the end of the discussion on these two group presentations, Facilitator should contrast the men's perception of women's activities versus the women's actual experiences and ask the men why they missed some core women's activities that might have been left out. The answers could reveal ignorance of such demands on behalf of women, which would provide an opportunity for raising awareness on women-specific challenges, (**15 minutes**).

- The rapporteur of the women's group presents responses to question (a.ii)relevant to their perception/knowledge of men's activities, which can and may create controversy and debate (**10 minutes**)
- Then, without allowing any question or comment, Facilitator invites the rapporteur of the men's group to present output to question (b.i). Facilitator proceeds as in (d.ii) and (d.iii) but now focusing on men, raising the same questions he/she asked but now trying to understand why women do not grasp men's experiences relevantly. In case women got men's experiences quite close, ask them how they did it; and then ask men why they think the women guessed/know their activities so well. Perhaps this can reveal that in addition to their own activities, women also take care of their husbands'. This could also be the starting point to understand some social stereotypes regarding gender (**15 minutes**).
- Break: **15 minutes**

After-the-Break Session:

*Ask participants what their culture says about the roles and activities? Are these roles gender-fixed or can roles be interdependent. Most participants will say the roles are fixed and cannot be changed. Without being controversial, Trainer should draw the attention that though some of the things cannot be changed yet, they will change with time. Depending on the country and the locality, the Trainer can take the example of a leader or atypical case to support his/her claim. E.g.: ''*when I was growing up, it was forbidden for men in my village to cook food. But today younger men do cook in my village' *or ''*Thirty years ago it was inappropriate for women to till the land in my area of my country. Most pre-harvest activities included sowing and weeding. This gender division of labor helped women to navigate relatively easily with other personal tasks.'

3- **Gender Stereotypes**: This section is meant to incite participants to share some of the social stereotypes regarding gender (men and women). Such stereotypes can provide a sense of the way women are viewed in society as well as reveal the embedded power relationships between or among gender. (**45 minutes**)

a. Facilitator asks women and men if they can share some local riddles, proverbs, song lines, or saying on or about men and/or women and explain them.

- E.g.1: '**Once a snake has devoured a frog; that frog and its bowels belong to the lucky snake**''. This is a saying to suggest that a man that marries a woman becomes the controller of both the woman and any wealth belonging to her. In the analogy this man represents 'the snake's role', the woman represents the frog's role, and the 'frog's bowels' epitomize the woman's belongings and personal wealth. The reference to the snake and the frog analogy can sound disturbing to some participants. Some men may think there are being compared with snakes while some women will think they are being

compared with frogs. Trainer could introduce it by saying that it is a West African saying. The issue brought up here is power relationships and issues of control and decision making.

- E.g.2: '**Nowadays there is a law that regulates marriage. If my man holds me well, I will hold him tight. If he messes with me, he will regret the bride-wealth he paid to my parents**'. In this song excerpt, women are showing how the changing legal framework could give them the choice to divorce a man without having their parents go through the pain of paying back the bride-wealth to the estranged man.

Each of the above examples hints at the potential power of either the woman or the man. Simultaneously, it cautions for negotiation on behalf of whoever operates at the lower level of the spectrum. Within the household, power is wrongly perceived as being perpetually lodged in the hands of the male head. If that is the case, then there should be no need to negotiate. Trainer should bring to participants' attention that **power center keeps shifting constantly**.

The saying or proverb to share should encompass themes as broad as possible, but gender-relevant. Facilitator should prompt participants on all themes of life. Facilitator must write them on a flip chart, and then proceed to have 'authors' explain their meanings. Thereafter, he/she connects meaning to theme.

Some saying may make participants laugh or get frustrated, facilitator be prepared to diffuse frustrations. If there is imbalance of stereotypes regarding one gender, it could indicate a general social trend, but it is participant's role to try as much to balance them.

4- **Creating balance between perception and reality** (30mns):

a. Trainer should lead participants to make a synthesis of their responses.

b. Then ask them a synthesis of what is a reality versus myth regarding the above perceptions. This will create awareness of opposite gender concerns and challenges.

5- **Gender Stereotypes & Resource access/control in agriculture (**1h45mns**):** Ask participants to map the various resources in smallholder agriculture production

a. What resource/material do you need in order to produce commodities within your households? *Trainer should have an indicative list of resources but should first lead participants to generate what they consider as resources*. Because land sounds like an obvious resource, participants may forget to mention it. Mention plough land, tractors, fertilizers, ox ploughs, plough oxen, labor, sacks, tarpaulins, means of transportation, food, money, time, hoes, extensions services, rippers, shellers, cutlasses, wheel barrows, market (?), etc. (25mns)

b. Ask participants if gender matters in accessing these resources. Responses will diverge here. It must be expected that most men will tend to say that whether one is a man or a woman does not affect access and utilization of production resources. Though some women may say the same, probably to go with the dominant tide, most of them will tend to propose a divergent view. (30mns)

c. Who controls what resource?

Anticipated problem: Trainer must ensure that the right translation is conveyed to participants. Without being controversial or bullish, trainer must probe into participants' responses to gather as candid answers as possible.

- Trainer should make a triple-entry row matrix and guide participants to identifying the center of control of one asset or another (See appendix 1). Bear in mind that owning one asset may not necessarily imply controlling it. (Trainer could test this if time allows). Expect passionate and perhaps controversial views, and prepare a strategy to diffuse them and maintain an enabling training environment. (30mns)

Table 2: Household Asset mapping (identify possible household assets and controller)

HOUSEHOLD ASSET	OWNED BY HUSBAND	OWNED BY WIFE
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-

- Then, Trainer should try to brainstorm participants' views on (a) the implication of resource control in production and productivity, and (b) the household's common gain in allowing resource access to all members. Trainer to take 2 minutes to ask participants if household members' differential access to production resources affects the nature of incomes generated by individual members, as well as the whole household. This last question could be a good segue to the next module (20mns).

BREAK: Trainer to allow a 20-minute break to participants. They may keep conversation informally on the last question on during the break.

MODULE THREE: Household Budget/Budgets and Household Negotiations?

Materials needed: *Flip Chart, Markers, relevant printed appendix pictures*

Objectives:
In this module, Trainer should guide participants to:
- Propose their understanding of a budget
- Clarify the nature/types of household budget/budgets (Family budget' or 'family budgets' in the household?)
- Suggest the ownership structure of the family budget
- Propose the potential effects of time constraint on household budget
- Propose the effects of inclusive budget management on household harmony and productivity
- Identify the site or sites of control depending on the nature of the budget (refer to household assets control matrix in Module 2 above)
- Identify the possible negative effects of a non-inclusive family budget management on household relations (are sound and harmonious household relations all about convergence of household members' interests?)
- Identify the positive/negative consequences of household budget management on household relations and understand the importance of negotiation
- Propose the benefits of fostering harmonious household relations through skillful negotiating budget

(Tentative interpretation of the picture: often household members waste time and energy looking at the household interests far- away from where the actual interests lie**).**

Method:

(**<u>Anticipated problem</u>***: Be mindful of the difficulty of translation of the concept if doing training in a local language, as it is likely to be seen merely as income, omitting the spending and saving trends. Be prepared to have the concept translated as 'wealth', money, or income. Therefore, emphasize the spending and saving aspects of the income. Finally, Trainer should ensure that every participant expresses herself/himself.*)

a- Trainer, brainstorm participants' understandings and definitions of 'budget' by asking them to explain what they mean by it. It is not the trainer's role to discard a definition or understanding that a participant proposes. (*The objective here is to grasp the people's understanding of a 'budget'. However, it is acceptable if a participant challenges or improves another participant's view. It is important for Trainer to ensure that all participants have a uniform understanding of the propositions*). (**30 minutes**)

b- Trainer, ask if the mode of access to and control over assets also affects the nature of the household budget/budgets. Please refer back to the brainstorming done on household resources and assets (in Module 2). (**10 minutes**)

c- Should we speak of 'household budget' or 'household budgets' in the context of the family? Trainer, draw two rows, and report participants' responses in the relevant row by asking them to define or distinguish the 'household budget' and 'household budgets'. The final conclusion on this exercise is that although there is a family budget controlled by head of household, there are other personal budgets for each economically active household dependent. The existence of parallel budgets is a result of, partly, dependents' uncertainty about fair management of the commonly pooled budget by the head, access, and control of that 'household budget' to which they all contribute. *There is a common but not always relevant 'unitary' view of the household that holds that the members of each work altruistically toward a common single goal and budget, the household budget. This unitary view of the household misses the internal dynamics of resource and asset access and control that makes co-ownership of the household budget inequitable.* Before concluding this section, prepare participants for the next one. By saying that 'we will try to understand the reasons for divided budgets in the household after break. Encourage them to think about the question during break. (**20 minutes**).

BREAK: Allow participants a 15 minutes break

d- If the household is supposed to be this space where every member invests fully and altruistically for the common good and interest, how come there are individual/personal budgets within the households? (*This question can create heated debates, and potentially polarized interventions. Participants who wield little power in the household will provide explanatory perspectives to the defense of personal budgets. Some of the ideas could be: 'I/we need to have personal budgets because the household head does not share income from the commonly pooled household sources'. Conversely, head of household participants will likely try to defend themselves or even condemn the household dependents' independent budgets. Reasons they could cite may include that they need to have total control on such budgets so they can face any financial or social challenge for the family. And the conversation may go on with justifications followed by blame and vice versa*). (**20 minutes**)

e- Probe participants' views on whether time (availability or constraint) can/does impact the budget? If yes, how? Trainer must be cognizant of the fact that divided budget within the household is often the source of unhealthy competitions vis-à-vis access to productive resources and time budget, which can be a limit to productivity. By insisting on the potential productivity loss as a result of such competitions, it may strike a chord in participants' minds and create conditions for reconsideration of their view to household dynamics. (**15 minutes**).

f- Ask participants if they can think of ways for household dependents (members in weaker position) to strategize to access productive resources within their household. (This is supposed to be an informal conversation where participants express their ideas in a way that segues with the negotiation theme.

g- Identify the possible negative effects of a non-inclusive family budget management on household relations (are sound and harmonious household relations all about convergence of household members' interests?)

h- Identify the positive/negative consequences of household budget management on household relations and understand the importance of negotiation

i- Propose the benefits of fostering harmonious household relations through skillfully negotiating budget

Negotiation (Why Negotiate)?

- What are the pre-requisites for efficient household negotiations?
    - Identify the strengths and weaknesses of the other household members
    - Identify your own strengths and weaknesses
    - Identify the person of power within the household
    - Clearly identify what you may need from the household person of power
    - Compare your strengths with weaknesses of the other members
        - See how you could ‘’compensate’’ the other members’ weaknesses using your strengths
        - Without throwing all, be open to trading aspects of your strength with the others
- Does one declare that he/she is negotiating?
    - Normally not

Field trip in real situation to a FO member who thinks things are harmonious in their household

Take a day or half a day enumerating whatever has been theoretically mapped out in each of the modules the module

(proceed to a mapping of the asset owner within the household)

IV- Possible Field Visit (depending on time and resource availability)

Go to the field and visit the household of a volunteer couple. Though a ‘model couple’ is welcome, any couple can volunteer to participate. Apply the learning of Module 1 & 2 on them. Explain the purpose

Interview the spouses of three households about their internal organization

- First, separately (Important: to avoid risk or influence on interviewees, please do not mention anything that one of the spouses would have said)
- Then, interview together (again, please do not mention anything that one of the spouses would have said)

While interviewing, participants should take notes for the purpose of analyzing the dynamics at the end

- What differences are there between the single interviews and the combined one

- Are there any negotiations in this household?
- What is the household members' approach to household budgets
- How effective do you find this approach?

Wrap-up of the training:

Break-out groups: divide group members in four to seven members so that they share perspectives about observations or impressions during interactions with the spouses

Plenary: a group reporter summarizes the highlights of the break-out group discussions

ANNEX: Training resources:

Appendix 1: Household Asset mapping (identify possible household assets and controller)

HOUSEHOLD ASSET	OWNED BY HUSBAND	OWNED BY WIFE
- - - - - - - - - -	- - - - - - - - - -	- - - - - - - - - -

Material 2: Negotiation Picture 1 (Tentative interpretation: United, household members can increase family income and move family interests forward)

Material 3: Negotiation picture 2 (Tentative interpretation: Even the seemingly weakest actor may have some unsuspected power)

Material 4: Negotiation picture 3 (Tentative interpretation: One may win an arm wrestling contest, but not win the negotiation).

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Material 5: Negotiation picture 4 (Tentative interpretation of picture 4, 5, & 6): Do not expect to get it all in a negotiation. It's because each party loses on some aspects and gains on others that the outcome is referred to as a win-win)

Material 6: Negotiation picture 5 (Tentative interpretation of picture 4, 5, & 6): Do not expect to get it all in a negotiation. It's because each party loses on some aspects and gains on others that the outcome is referred to as a win-win)

Material 7: Negotiation picture 6 (Tentative interpretation of picture 4, 5, & 6): Do not expect to get it all in a negotiation. It's because each party loses on some aspects and gains on others that the outcome is referred to as a win-win)