



GENDER TALK GROUP (GTG)

DISCUSSION GUIDE

Developed and Produced by ARDA
For
Market Development in the Niger Delta (MADE)



Table of Contents

DEFINITIONS	3
ABOUT THE MADE GENDER TALK GROUP (GTG) DISCUSSION GUIDE	4
SETTING UP THE DISCUSSION GUIDE	4
HOW TO USE THE GTG DISCUSSION GUIDE	6
ICE BREAKERS/ ENERGIZERS	8
MODULE 1: INCREASING GENDER REPRESENTATION	9
TOPIC 1: Underrepresentation of Women in Intervention Value Chains	10
TOPIC 2: Motivating and Involving Women in Agro-Processing Activities	12
TOPIC 3: Increasing Agricultural Inputs Adoption	14
TOPIC 4: Household Livestock: Opportunities for Scaling Up Livestock Agribusinesses	17
TOPIC 5: Networking and Support Systems for Men and Women in Agribusiness	19
TOPIC 6: Enterprise Development Skills: A Must for Every Agribusiness Owner	21
MODULE 2: INCREASING ACCESS TO PRODUCTIVE RESOURCES	23
TOPIC 1: Access to Inputs.....	24
TOPIC 2: Climate Change Adaptation Techniques for Agribusinesses	26
TOPIC 3: Accessing Information on Financing and other Services and Resources for Agribusiness Growth	29
TOPIC 4: Constraints and Challenges Women Face in Processing Farm Products	32
TOPIC 5: Access to Appropriate Harvesting and Processing Technologies Suitable for Both Men and Women in Agribusiness	34
TOPIC 6: Women’s Roles in Agribusiness and Basic Advocacy Skills for Influencing Sociocultural Norms and Institutions	36
TOPIC 7: Widowhood Rights and Agribusiness	38
TOPIC 8: Male Champions: Men as Key Actors in Supporting Agribusiness Development	40
TOPIC 9: Intra-Household Gender Relations	43
MODULE 3: ENDING MODERN DAY SLAVERY AND HUMAN TRAFFICKING	46
TOPIC 1: Modern Day Slavery (MDS).....	47
TOPIC 2: Risks Associated with Human Trafficking	50
TOPIC 3: Facts and Realities of Life Abroad (Modern Day Slavery and Illegal Emigration)	53
TOPIC 4: Human Trafficking Safety Nets	55
TOPIC 5: Personal and Financial Implications of Illegal Emigration	57
TOPIC 6: Alternative Livelihoods to Modern Day Slavery	60
MODULE 4: WOMEN’S HEALTH AND ECONOMIC EMPOWERMENT	62
TOPIC 1: Women’s Reproductive Role and Agribusiness.....	63
TOPIC 2: Improving Household Nutrition- Balanced Diets	66
TOPIC 3: Effects of Poor Nutrition	70
TOPIC 4: Food Hygiene and Preservation	72

DEFINITIONS

- Agribusiness:* Any agricultural activity including farming, production, processing, or service delivery that is done by an individual or group for income or for any commercial purpose, whether small, medium or large scale.
- Agricultural inputs:* Any material such as fertilizers, pesticides, herbicides, feed, vaccines that are required to support the production of agricultural produce.
- Agro-processing:* Any activities linked with refining, improving or adding value to a raw agricultural product. Usually done using local or improved technology or equipment.
- Business Membership Organization (BMO):* A group of individuals working within the same line of business (or value chain) who organize themselves as a membership association to discuss their common area of business, share ideas and improving working terms and condition for members of their group.
- Capital:* Money, valuable possessions or skills that can be used to start or grow a business.
- Cooperative:* An association owned and run by its members who have voluntarily agreed to join together for their common economic or social good.
- Crop Protection Products/Crop Protection Chemicals:* Agricultural inputs that protect crops from disease, weeds or pests.
- Marginalized Person:* A person who feels that they are powerless to have their rights respected because they have been pushed to the edges of society and are not allowed to take their full place in their community. For example, women or youth in some societies.
- Networking:* Interacting with peers in order to share ideas and information and develop contacts that might be helpful or supportive in your business.
- Productive Resources:* The fundamental things one needs to set up an agri-business such as land and capital.
- Social Norms:* The set of rules or behaviors or actions that are accepted as standard behavior by people in a given society.
- Value Chain:* Any line of agri-business where labour can be used to add value to a product ranging from production in farms through processing, marketing, servicing, sales etc. *For this project, the six (6) value chains to be discussed are palm oil, cassava, fisheries, poultry, agricultural inputs and recycling.*
- Value Chain Actor:* Anyone, male or female, participating or working in a value chain as a producer/farmer, processor, seller, fabricator, investor, inventor, distributor, equipment maker etc.

ABOUT THE GENDER TALK GROUP (GTG) DISCUSSION GUIDE

Overall Measurable Objectives

At the end of the cycle of discussion sessions, the members of the Gender Talk Group (MTG) discussion groups should:

- Have the right attitude towards equitable gender representation in agri-business
- Have a better knowledge on how to access productive resources for agricultural purposes
- Feel confident about influencing socio-cultural norms and institutional practices which have been hindering the equitable growth of agri-business.
- Feel that there are agribusiness opportunities available to them in their communities as alternatives to modern day slavery and illegal emigration.
- Better understand the link between health, nutrition and economic empowerment in the community and how it affects agribusiness.

Overall Purpose

The overall purposes of the MADE Gender Talk Groups include:

- To promote more equitable gender representation in agri-business particularly with female participation.
- To promote participant-led solutions on increasing access to productive resources, preventing modern day slavery and improving health, nutrition and women's economic empowerment in the Niger Delta.
- To positively influence socio-cultural norms and institution on land use or gender related issues and empower communities to themselves see the need for, lead and advocate for social change.

Overall Message

The overall message of the MADE Talk Group discussions is that people of the Niger Delta can be change-makers in the development of agricultural value chains in their communities if they act on the practicable solutions they come up with during their discussions.

SETTING UP DISCUSSION GROUPS

Introduction

The MADE Gender Talk Group (GTG) is designed to be a gender forum or discussion group of gender champions (women and men) discussing issues inhibiting the equitable development of the agribusiness and associated value chains in the Niger Delta and coming up with solutions and ideas to overcome them. These discussions will also cover themes related to agribusiness value chains in the Niger Delta including modern day slavery and health. The MTG discussion group is an initiative of the Market Development for the Niger Delta (MADE) Programme, which is a UK-Department for International Development (DFID)-funded programme using making markets work for the poor approach in the Niger Delta.

The programme is concerned with generating pro-poor and inclusive economic growth in the nine states of the Niger Delta in Nigeria: Abia, Akwa Ibom, Bayelsa, Cross River, Delta, Edo, Imo,

Ondo and Rivers States. The MADE programme, having farmers and value chain actors (including entrepreneurs) as the target participants in these nine states, uses the GTG discussion sessions to bring together both male and female farmers and agro-entrepreneurs every week, to discuss pressing topics affecting them.

The revised (2019) GTG discussion guide simplifies content for facilitators, outlining procedures and activities for each discussion session within the different modules, presenting discussion questions and suggesting simple doable calls to action that facilitators can discuss with participants in order to move the discussions into action.

GTG Membership

Members of the GTG discussion group should be value chain actors (farmers, processors, distributors, laborers, fabricators etc.) or associated stakeholders (from government, financial sector, agricultural industry manufacturers, community leadership, civil society, interest groups etc.) working in or servicing small or medium agri-businesses with an interest in working with others to come up with solutions to the problems they see in the different value chains. Women and youth are priority participants. Each discussion session should have at least, equal representation of women and men in the group but preferably having more women in order to avoid male dominance. The participants must be stakeholders relevant to the discussion topic of the day who will be committed to attending the session at the agreed day and time and participating actively to improve the value chains they work in.

GTG Facilitation

Each of the GTGs will be facilitated by a designated moderator, whose role it will be to convene, facilitate and moderate group discussions. The facilitator may choose to delegate duties such as note-taking to a member of the discussion group for each session, but ultimately, they will be responsible for reporting discussion session participation and outcomes. The facilitator will also be responsible for selecting and inviting the most appropriate participants for each discussion session whether from a mix of value chains, from a single value chain, or from associated stakeholders. Therefore, the facilitator will need to familiarize themselves with the contents of this guide to invite participants in a timely manner and moderate discussions appropriately. Good record keeping at each meeting session is vital and involves attendance, record of key talking points of discussion, and any outcomes and commitments emerging from the discussants.

Meeting Venues

There could be various locations for the meetings. NGOs and designated persons facilitating the discussion could come up with ideas on meeting venues. Rotation of venue is encouraged, where necessary for the sake of proximity of all members.

Meeting Times

The group can have their meetings on any of the preferred days of the week that each of the groups jointly deem fit and convenient for its members. Facilitators should ensure that GTG participants know that **discussions sessions will run for at least 1-2 hours each week**. Even though group members could be welcome to continue discussions after the end of each session, the official agreed time duration of the discussion groups must be adhered to, so that participants are not kept longer

than necessary and are encouraged to continue attending group sessions. The discussion sessions should, however, not habitually end early before members have had quality time to brainstorm and discuss.

Rules

To ensure that discussions remain congenial, respectful, and impactful, there must be rules guiding the activities of the group. The following rules are suggested:

- i. All members are equal, and everyone should respect the one another.
- ii. There is no room for interrupting someone talking during discussion, i.e. allow the person talking to finish before you say anything
- iii. During the GTG discussion period, no other issues must be raised when the members gather together except for the topics of discussion, i.e. no discussion of sports, politics, fashion, parties, religious beliefs, etc.
- iv. Members must not come late to meetings. Members who come late to meeting may be penalized by the group as agreed by the group.
- v. Absenteeism at the meeting must be communicated to the leader or secretary on or before 24 hours to the meeting.
- vi. Avoid blaming women or men based on their gender or making generalizations about either gender. It is essential to try to see other points of view.

These rules should be read before every session to ensure that all participants, whether new or returning, are aware of and agree to the terms of engagement with one another. Participants may choose to add on to these rules at that point and should also select penalties for those who violate any of the rules.

HOW TO USE THE DISCUSSION GUIDE

Why the Discussion Guide

The discussion guide is the manual that tells the GTG facilitators what should be accomplished during each discussion session. It is expected that the facilitators will have read through the content of the topic for each week before starting the week's discussion session, in order to be familiar with topic and to plan their session. It is important that facilitators read the full topic content ahead of time in order to do any required additional research, prepare any materials they may need ahead of the session, and to increase their understanding of the topic, thus engendering rich and impactful discussions in their GTG sessions.

Discussion guide format- Using the Discussion Guide

The discussion guide is formatted to ensure easy use by facilitators. Each topic contains 3 main sections – Infographics, Main Content, and Illustrations. The order of arrangement is as follows:

- **Module page:** This guide has several modules covering a range of different themes related to agribusiness. For each module, there will be a title page, introducing the over-arching subject of that module, and listing the topics that will be addressed within the module to support the facilitator in planning the discussions for the following weeks.
- **Content:** The content contains the complete information required for each topic. It is divided into the following sections:

- **Why is this an issue:** This provides facilitators with context for the topic informing them why the topic is important and needs to be discussed. This section can be shared and discussed within GTG sessions to sensitize them about the importance of the topic and the significance of their discussion.
- **Purpose:** This informs facilitators what the goal of the discussion session is and what the overall purpose of the discussion of that topic.
- **Materials:** This section informs facilitators if there are any tools they may require to enhance the facilitation of their session.
- **Procedures:** This section outlines the methodology, activities, prompts and key steps that the facilitator will take to elicit an impactful and useful discussion from participants.
- **Discussion:** This section provides facilitators with a guided question of the week to drive discussion and debate. The facilitator can also use their discretion to ask alternative, additional or follow up questions, not included in this guide, if they choose, depending on how the discussion session flows.
- **Simple Doable Action:** Each week, the facilitator should ask the group to come up with a minimum of 2 simple doable actions or commitments they will commit to carrying out, going forward. Suggestions of such activities are included for each topic in the guide that can serve as prompts or suggestions for the facilitator.

Opening Discussion Sessions/ Starting Meetings

- The facilitator greets the participants and introduces her/himself, appreciating the bold step the participants took by joining such a group with great potentials and opportunities.
- The facilitator prompts the participants to introduce themselves.
- The facilitator briefly reminds group members about the purpose of the GTG sessions and asks for active participation, informing participants that anyone could be called upon to facilitate a session thereby encouraging more participation and allowing members to see the GTG and its discussion session as being jointly owned.
- The facilitator reads the rules of discussion sessions and participants agree or modify, as suitable.

Facilitating Discussion Sessions

- The facilitator introduces the topic of the day and may choose to say a few words on the purpose of the topic and why it is an issue requiring discussion.
- The facilitator then follows the outlined procedure protocol for the discussion session, soliciting answers from both those who immediately want to give an answer and those who may be shyer and need to be drawn out.
- The facilitator should encourage active participation as much as possible.
- GTG Facilitators may not need to write down everything that is said, but they should at least write down key issues that emerged in the discussions and at least one solutions brought about by the discussion of the issue of the day and one actionable agenda that the group has agreed to commit to doing further to the discussion.
- At the end of every discussion session, GTG facilitators should engage the discussants to as a group, come up with a minimum of 2 simple actions they will undertake to carry out, as a result of the

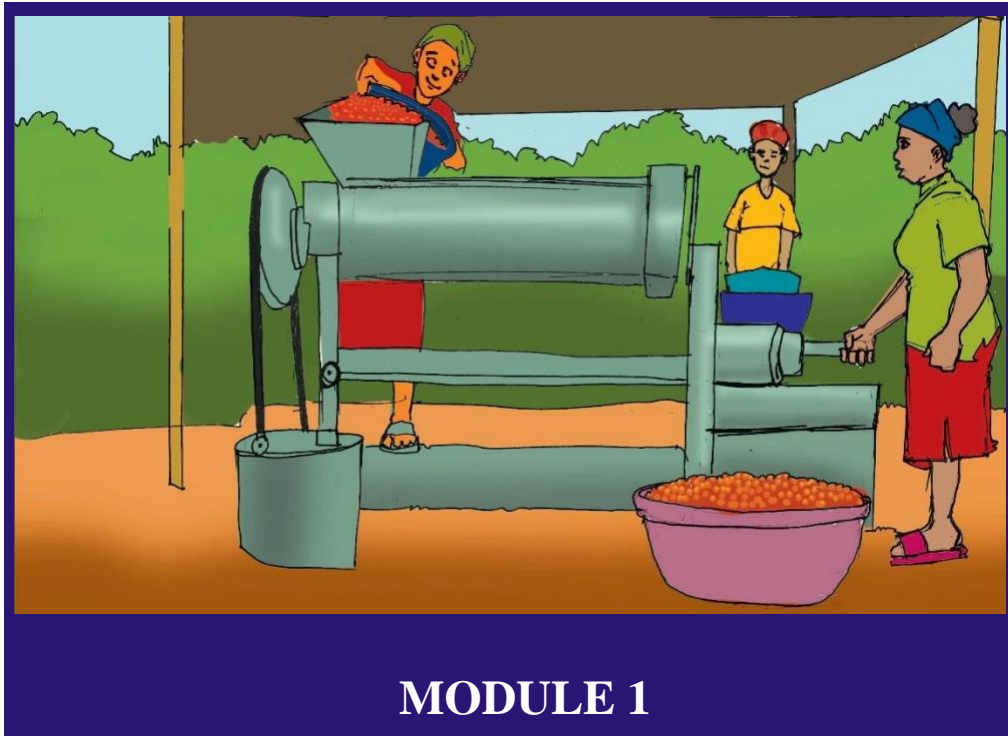
discussion. These simple actions should be written on separate large pieces of paper/chart sheet/cardboard and using the team contract method, group members who are willing to commit to carrying out these actions should write their names and sign these pieces of paper to demonstrate their commitment to taking that specific action.

ICE BREAKERS/ENERGIZERS/FUN ACTIVITIES

In this section, we will recommend activities that can be used as icebreakers during the discussion sessions. These activities will be geared towards getting the participants to become relaxed and more active during the sessions especially when people may seem to have low energy or low motivation to continue talking.

As stated, the discussion session could run for up to one hour. Therefore, in order to avoid boredom, ice breakers of about 5 minutes will be okay to keep the participants alert. Part of the Energizers to use could include the following below:

- a. **Locomotive Clap:** That is like one is stretching his hand slowly, then one starts to make it faster while they clap along but there won't be anyone talking. The facilitator will tell the participants to clap their hands along with the way they stretch both hands. The hands will be stretched one after the other.
- b. **Atama, Labaco and Labarina:** Atama, atama,atama,labaco,labaco,labaco,labarinaaaaaaaaaaaa,labarinaaaaaaaaa. Rule: Atama is clapping once; labaco is capping twice and labarina is clapping till one feel like stopping.
- c. **Using the body to spell COCONUT:** Hold the waist with your two hands and roll the waist in shape of the letter C, then a letter O, then a letter C again, and then the remaining O-N-U-T, till the group has spelled C-O-C-O-N-U-T with their waists.
- d. **Tanzania Clap:** This is done while sitting down, you clap three times, slam your thighs three times, bang your leg on the ground three times and kiss your palm three times



INCREASING GENDER REPRESENTATION

TOPIC 1: Underrepresentation of Women in Intervention Value Chains

TOPIC 2: Motivating and Involving Women in Agro-Processing Activities

TOPIC 3: Increasing Agricultural Inputs Adoption

TOPIC 4: Household Livestock: Opportunities for Scaling Up Livestock Agribusinesses

TOPIC 5: Networking and Support Systems for Men and Women in Agribusiness

TOPIC 6: Enterprise Development Skills: A Must for Every Agribusiness Owner

TOPIC 1

UNDER-REPRESENTATION OF WOMEN IN DIFFERENT AGRICULTURAL VALUE CHAINS

WHY IS THIS AN ISSUE?

Women are underrepresented at functional levels of the value chains as producers, processors, end-buyers, retailers, distributors of inputs (seeds, fertilizers and crop protection products). While the situation varies by sector, there is general inequality between women and men at the value addition segments of the value chains. For instance, while women constitute about 70% of producers in the cassava value chain, there are underrepresented in similar function in palm oil production and commercial poultry compared to their male counterparts. While women are predominant in fish processing and marketing functions of the fisheries value chain, they are fewer women than men in fish production.

PURPOSE



To explore women's underrepresentation in the various value chains and discuss ways to increase women's representation in those sectors.

To promote support for the involvement of more women in diverse agricultural value chains.

MATERIALS






Flip chart stand and chart paper.

Chart showing men and women's representation in various agricultural value chains.

PROCEDURES

1. Begin the session by eliciting from discussants what agricultural value chains they belong. Make note of this on the flip chart and probe for specific information. For example, if someone says they belong to the palm oil value chain, ask them if they produce the fruits, buy fruits for processing to oil or simply sell/retail the processed oil.
2. Invite the participants to share their experiences focusing on representation of women and men in the different agricultural value chains. Focus on eliciting which value chains women are more dominant versus the ones men dominate and why.
3. Explain the chart below, sharing with the group how women are underrepresented in some of the agricultural value chains unlike smoked fish processing where men are quite few.



Value Chain	Activities/Tasks	Women's Participation (%)	Men's Participation (%)
Palm Oil 	Plantation owners	22	78
	Plantation leasers	20	80
	Processing (mill owners)	20	80
Aquaculture 	Producers – Pond Fish	20	80
Smoked Fish 	Processing	99	1

Source: MADE's Gender Based Analysis

4. Divide the participants into groups. Each group should discuss why women are underrepresented in the value chains as shown and what barriers they encounter that leads to the underrepresentation of women. Give a maximum of 7 minutes for this discussion. Each group presents in plenary after the time elapses.
5. Lead discussion on how participants can increase the proportion of women or men in value chains where they are underrepresented. Discuss how communities can support the increased participation of men and women in agricultural value chains where they are underrepresented.
6. Invite the group to share what benefits they believe could come from women's increased representation across agricultural value chains.

DISCUSSION

Ask the following questions:



What key lessons have you gained from this session?



Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Find out how to participate in any upcoming MADE programme interventions (such as demos, access to Noiler breed of birds, access to improved seeds, etc) in your community and invite women in your community to attend.
2. Inquire how to get involved in a value chain that you are interested in but where you are typically not represented.

TOPIC 2

MOTIVATING AND INVOLVING WOMEN IN AGRO-PROCESSING ACTIVITIES

WHY IS THIS AN ISSUE?

Ownership and access to processing machinery improves the quantity and quality of agricultural products; thereby increasing the potential of women increasing their incomes. Incidentally, women's access to improved technologies (for example, fish smoking kilns, oil palm harvesting technologies, palm oil small scale processing equipment) is limited. This is because of lack of access to financial resources to afford the technologies in addition to the stereotype that technology is the sole preserve of men.

PURPOSE



To encourage women to participate in a wide range of agricultural processing activities including owning and accessing agro processing machinery such as fish smoking kilns, oil palm harvesting technologies (Malysian Knife and Mechanical Adjustable Harvester) and palm oil small scale processing equipment (SSPE) that MADE programme promotes.



To showcase the benefits of using and/or owning processing machinery.



To highlight opportunities for income generation from agro-processing waste products.

MATERIALS

An image showing steps that women can take to collectively own agro processing machinery.

PROCEDURES

1. Elicit from the group the various agricultural processing activities (e.g. garri processing, palm oil processing etc) that they currently undertake and how that is helping them.
2. Then ask the following questions:
 - Are discussants involved in the processing activities listed in the infographics below?
 - Are women or men underrepresented in i.) using, or ii.) owning agro processing machinery in these value chains below?



Fish smoking



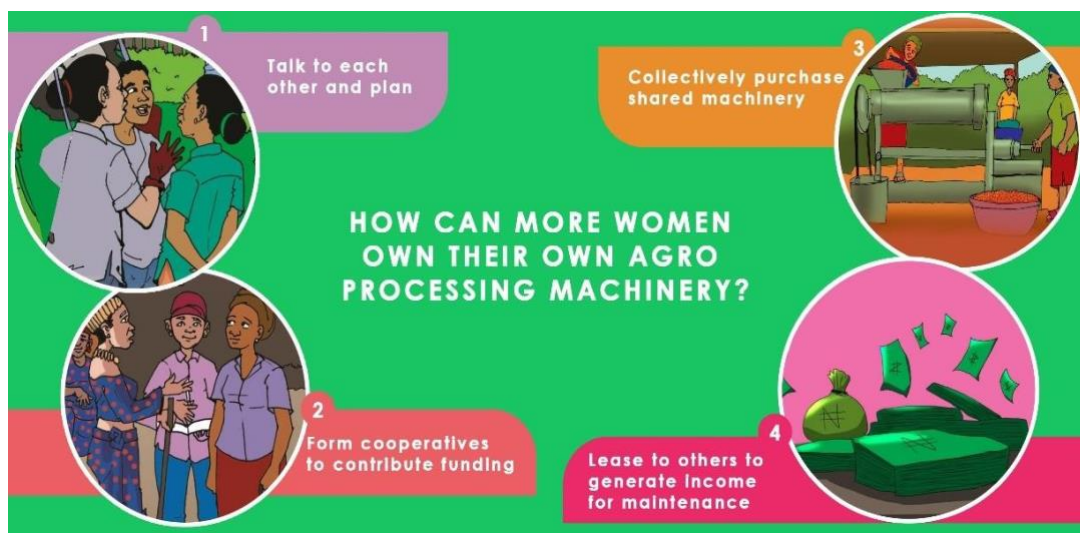
Palm oil processing



Oil palm harvesting

- What are the benefits of women accessing or owning agro processing machinery (benefits to their family and community).
3. Discuss how women can increase their income through recycling of waste products from agricultural processing (e.g. palm oil sludge).

4. Let the group discuss what they and others in the community can do to encourage women to participate more in agri-business, especially in the area of agro-processing.
5. By show of hands, let participants indicate who (i.e. men or women) they feel are more likely to own agro processing machines example, fish smoking kilns, oil palm harvesting technologies, palm oil small scale processing equipment (SSPE) and why.
6. From their experience, let participants share the challenges women face in accessing/using these agro processing machinery and find out the barriers
7. From their experience, let participants share the challenges women face in owning these agro processing machinery and find out their barriers.
8. Find out from participants how these barriers relate to women's finances and the impact on their households.
9. Elicit from the group how women can overcome these barriers to owning agro processing machinery.
10. Let the group share ideas about how women can better access agro-processing services.
11. Let the group share ideas about how more women can own their own agro processing machinery. Then, show participants **Picture 1 below** depicting steps that women can take to collectively own and maintain agro processing machinery. Read the message to them and ask if they agree with the steps and if the process is possible in their community and why they think so.



DISCUSSION

Ask the following questions:



What key lessons have you gained from this session?



Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Inquire how to get involved in agro-processing activities that you are interested in.
2. Refer women in your community not participating in agro-processing to processing centers with smoking kilns and SSPEs.
3. Share the 4 steps you learned today on owning agro-processing machinery with your peers.
4. Discuss with your peers how they can make money potentially from agro-processing waste.

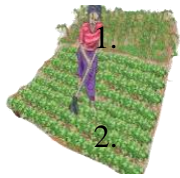
TOPIC 3

INCREASING AGRICULTURAL INPUTS ADOPTION

WHY IS THIS AN ISSUE?

Adoption of good agronomic practices and proper application of inputs require financial resources. However, women and men adopt agricultural input (improved variety of seeds, fertilizers and crop protection) at different rates due to unequal access to financial resources. For this reason, the impact of agricultural productivity interventions aimed at increasing crop yield and income generation impact women and men differently.

PURPOSE



1. To motivate women to access agricultural inputs (specifically improved variety of seeds, fertilizers and crop protection) proven to increase their farm yield.
2. To motivate women to increase their participation in good agronomic practices demos that will help them increase their adoption of agricultural inputs.

MATERIALS



Image showing women's active involvement in the agricultural inputs value chain in a community.

PROCEDURES

1. Begin by finding out from participants what agricultural inputs they are familiar with within their value chains (improved seeds, Vitamin A fortified Cassava stems, fertilizers, and crop protection). Then find out inputs they currently use.
2. Find out from participants where they get their agricultural inputs and let them discuss if they know how to apply them properly. For those who report knowledge of how to apply the inputs properly, please probe to find out how they learnt about the proper use and application of agricultural inputs.

Value Chain	Activities/Tasks	Women's Participation (%)	Men's Participation (%)
Agricultural Inputs 	Distributor	20	80
	Retailers	30	70
	End-buyers/users	50	50
	CPP Sprayers	0	100

3. Invite participants to give reasons why more women aren't adopting or consistently using agricultural inputs (like improved seeds, fertilizers and crop protection)? For each reason/barrier raised, encourage the group to come up with a solution to overcome the barrier.

4. Ask for the benefits of women adopting and sustaining the proper and prescribed use of agricultural inputs.
5. Show participants Picture 1, reading the message out to them. Ask them if they agree with the statement and if the image depicted is possible in their community. Why or why not?
- 5A. By show of hands, let participants assess themselves on their use of agricultural inputs. Is their use:



Optimal/Very Good: they have access to all agricultural inputs they need.



Average/Okay: they use agricultural inputs but would like to use more.



Sub-Optimal/Bad: they barely have access, and don't really use needed inputs.

- 5B. Probe to find out the reasons for "Average" and "Sub-Optimal" use and to find out how those with "Optimal" use are managing to achieve that.



WHEN WOMEN ADOPT GOOD USE OF AGRICULTURAL INPUTS, IT INCREASES PRODUCTIVITY AND INCOME AND LEADS TO MORE SUSTAINABLE AGRI-BUSINESSES.


6. Divide participants into groups for the following activity:
 - Let each group come up with two ideas for increasing adoption of agricultural inputs (improved seeds, fertilizers and crop protection products) for both men and women in the community.
 - Let them explain if there should be differences in the way inputs are marketed to men and women. Why so, and what differences would that make ?

DISCUSSION

Ask the following questions:



What can be done to ensure that everyone in the community can access the agricultural inputs they need?

 Based on today's discussion, what actions are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Talk to your friends and family members about the demos showcasing use of agricultural inputs.
2. Find out the prices and usage of the agricultural inputs you need to better plan how you can incorporate them in your agribusiness.
3. Refer women in your community to services/resources offering correct information on proper use of agricultural inputs within the community.

TOPIC 4

HOUSEHOLD LIVESTOCK: OPPORTUNITIES FOR SCALING UP LIVESTOCK AGRIBUSINESSES

WHY IS THIS AN ISSUE?

Between women and men, ownership of livestock is strongly shaped by socio-cultural and economic factors. Apart from societal expectation that rearing of small ruminants is the sole preserve of men, limited access to financial resources means that larger scale poultry is also dominated by men. In some communities of the Niger Delta Region, women's inability to access and control resources such as land, livestock, market information and credit limit their potential to play key roles in livestock production. Women are often seen as keepers of small livestock (e.g. traditional birds, whilst keeping less than 50 birds). Considering the scale and nature of livestock kept by men, men generate more income than their female counterparts.

PURPOSE:



To explore the barriers to households scaling up small scale livestock keeping into agribusinesses.

To motivate women to increase their participation in scaling up household livestock-keeping into livestock agribusinesses.

MATERIALS



Flip chart stand and chart paper.

Markers.

PROCEDURE

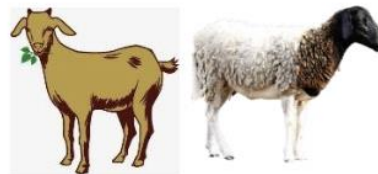
1. Begin the session by asking discussants to share examples of livestock agribusinesses currently practised in their community (e.g. micro-scale poultry keeping, including traditional birds). They should also state the agribusiness that they are involved in and why. Probe for specifics to find out the scale of their livestock business. For example, if someone says they keep birds, find out how many and the type of birds kept.
2. On a flip chart, record the following livestock agribusinesses poultry, fish, goats and sheep rearing. Break participants into groups for a 7 minute group work. Let them share from their experience, the barriers hindering people, especially women, from scaling up their traditional household livestock keeping.



Poultry



Fish



Feed Finishing

3. Allocate 3 minutes per group for group presentations. Each group should share results from their group discussion. Write down the results on the flip chart
4. Find out from discussants ideas on how women can overcome these barriers.
5. Show participants Image 1 below. Reading the message to them, ask them if they agree with the statement and if the image depicts any possibility in their community and why. If it isn't, they should share other ideas that are achievable in their community.
6. Lead participants to discuss the benefits of women participating in a variety of large-scale livestock agribusiness.

DISCUSSION

Ask the following questions:



How would women, families and the community benefit if more women in the community scale up their household livestock keeping in livestock agribusiness



Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Tell your friends and family members about the benefits and opportunities of scaling up household livestock keeping into a livestock agribusiness.
2. Make inquiries on how you can scale up your household livestock into a livestock agribusiness.
3. Discuss with someone who keeps household livestock the benefits of feed finishing and vaccination of goats/sheep and poultry.

TOPIC 5

NETWORKING AND SUPPORT SYSTEMS FOR MEN AND WOMEN IN AGRIBUSINESS

WHY IS THIS AN ISSUE

When women and men collectively operate as cooperatives in agribusiness, they are better able to share relevant information and it provides a strong support system to members, enhances access to market information, strengthens their bargaining power as well as enhance technical and credit linkages. The reality is that women are often excluded from male-dominated networks and support systems (such as certain clubs, high level community meetings with community leaders where agricultural programs are discussed etc.), which should have been opportunities for building partnership between women and men at the community level. Women's networks and groups have been proven to be useful platforms for passing information on to women.

PURPOSE:



To enlighten the women on the importance of belonging to agribusiness cooperatives.



To motivate women to create platforms or join agribusiness cooperatives that would help them build business skills, access market information and credit facilities.

MATERIALS



Flip chart stand

Markers

Image showing collaboration between women and men in agribusiness through cooperatives.

PROCEDURE

1. Begin the session by asking discussants to share their knowledge of agribusiness cooperative groups in their various communities.
2. Ask the discussants to state the agribusiness society or groups they belong to and why? Discuss whether the cooperatives are all women/all men or mixed groups of women and men?
3. Find out from participants, what proportion of people involved in agricultural value chains in the community they believe are not in cooperatives. How does it differ between men and women? What are the barriers to people belonging to cooperatives?
4. Let discussants mention some of the benefits of belonging to a cooperative. Get participants to share their own positive experiences and benefits enjoyed for belonging to a cooperative.
5. Lead participants to discuss how membership in a cooperative can support agribusiness growth.
6. Set up participants to debate the pros and cons of all-women cooperatives, all-men cooperatives and mixed women and men cooperatives. Note the pros and cons of each kind of cooperative on a flip chart. Overall, which kind of cooperatives are most beneficial to women and why?

7. Show participants Image Fig. 1 below:

Let the participants discuss the possibilities of men and women agribusiness collaboration in their communities as depicted in the image below (they should share their thoughts based on the experiences in their communities). Do men and women collaborate in their community in agribusiness cooperatives? Why or why not?



MEN AND WOMEN'S PARTICIPATION IN AGRIBUSINESS COOPERATIVE SOCIETIES ENABLES INFORMATION-SHARING WHICH WILL GROW THEIR AGRIBUSINESSES.

8. Lead participants to discuss the advantages of women and men collaboration for agribusiness.

DISCUSSION

Ask the following questions:



How can men and women better collaborate in cooperatives to improve everyone's agribusiness?



Based on today's discussion, what actions are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Discuss the advantages of women/men cooperative societies with your peers.
2. Inquire how to start or join a women/men cooperative society to improve your agribusiness productivity.

TOPIC 6

ENTERPRISE DEVELOPMENT SKILLS: A MUST FOR EVERY AGRIBUSINESS OWNER

WHY IS THIS AN ISSUE?

There is great potential for developing the capacity of men and women farmers as agripreneurs - as an integral part of the process for women economic empowerment (WEE). Most women lack requisite business skills such as business plan development, financial management, record keeping and digital marketing. This is due to historical disadvantages related to access to education that most women have experienced over the years and this prevents them from operating on a level playing field with their male counterparts. This topic will focus on opportunities to improve the enterprise development skills that women need to grow their agribusinesses.

PURPOSE



To educate women on the importance of having requisite business skills (such as business plan development, financial management, record keeping and digital marketing).



To motivate the discussants to take concrete steps in developing their entrepreneurial skills through MADE interventions, e.g. NAEC (Nigeria Agricultural Enterprise Curriculum) training.

MATERIALS



Flip chart

Chart paper

Image showing agricultural entrepreneurs in front of a skills acquisition centre.

PROCEDURES

1. Start the session by asking discussants to share from their personal experiences the skills they have that help in their agribusiness. Afterwards, let participants mention the skills they feel they need to grow their agribusiness. Use the list below as a guide to the skills required.



Business Planning



Financial Management



Marketing



Record Keeping

2. Write the skills mentioned on a flip chart, separating the skills they have from the skills they need. For the skills they have, ask the discussants where they learnt the skills. Let the discussants

share how the skills have been useful to them in their agribusiness and how others can also make use of such skills to improve their business.

3. For the skills discussants need, let the group discuss avenues for acquiring the needed skills. Then ask where people can acquire the skills they need. Where can they seek more information about skills acquisition or requesting certain skills or trainings?
4. Lead the participants to discuss the necessary steps to acquire these skills and what opportunities and resources are available in the area for skills acquisition.
5. Show the participants the image below and read the call to action. Do participants agree that skills acquisition programs are helpful?



**ATTENDING TRAININGS AND SKILLS ACQUISITION PROGRAMMES
CAN CONTRIBUTE TO INCREASED KNOWLEDGE AND BUSINESS
SUCCESS**

6. Let the participants discuss which of the skills they can acquire by attending a skill acquisition center that incorporates the Nigerian Agricultural Enterprise Curriculum (NAEC) training. They should also discuss other methods and avenues through which they can acquire these skills that support business management.

DISCUSSION

Ask the following questions:

💡 What are the key business advantages of attending programs such as NAEC trainings?

🚶 Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Refer someone to an upcoming MADE-NAEC training happening in your area.
2. Make enquiries about where and when you can acquire the business skills you need to expand your agribusiness.



MODULE 2

INCREASING ACCESS TO PRODUCTIVE RESOURCES

TOPIC 1: Access to Inputs

TOPIC 2: Climate Change Adaptation Techniques for Agribusinesses

TOPIC 3: Accessing Information on Financing and other Services and Resources for
Agribusiness Growth

TOPIC 4: Constraints and Challenges Women Face in Processing Farm Products

TOPIC 5: Access to Appropriate Harvesting and Processing Technologies Suitable for Both
and Women in Agribusiness

TOPIC 6: Women's Roles in Agribusiness and Basic Advocacy Skills for Influencing
Sociocultural Norms and Institutions

TOPIC 7: Widowhood Rights and Agribusiness

TOPIC 8: Male Champions: Men as Key Actors in Supporting Agribusiness Development

TOPIC 9: Intra-Household Gender Relations

TOPIC 1: ACCESS TO INPUTS

WHY IS THIS AN ISSUE?

Although women play a crucial role in agricultural production and food security as producers, processors and distributors, they have limited access to agricultural inputs (land, seeds, fertilizers and crop protection products) compared to men. This is due to: i.) an age-long patriarchal system that places ownership and control of land in the hands of men; ii.) poor access to financial resources (credit) which limits women's ability to afford inputs; iii.) distribution channels are mostly male-biased and; iv) extension services that are male dominated. When women have access to agricultural inputs, they are better positioned to improve crop yield, increase food production/security and ultimately increase their income.

PURPOSE:



To build community support for women's access to productive resources/inputs.



To enlighten women on ways to access agricultural inputs in order to improve their crop yield, agricultural production and increase income.

MATERIALS



Flip chart stand and chart paper



Markers

PROCEDURE

1. Let participants share their knowledge about ownership of land and access (temporary use) to land for farming purposes in their various communities. What is the requirement for land ownership in the community? Is it the same for men and women?
2. Find out from participants WHERE and HOW they access inputs such as seeds, fertilizers and crop protection products (pesticides). For those in poultry, how do they access Noiler birds, feeds and vaccines /vaccination services?
3. Find out from participants whether women's ability to access the following inputs resources is the same, less than or equal to that of men:



Land



Crop Protection Products



Seeds



Fertilizers



Noiler Birds (Chicks)



Animal Feed

4. Enquire from participants why women's access to productive resources tends to be lower than men's? What would be different if both men and women had equal access to productive resources?
5. Let participants share some of the challenges that women in their community face in accessing productive resources and suggest how each of these challenges can be overcome by women in the community?



Lack of finance



Low utilization of technology

PROMPT:



Lack of transport



Lack of information



Lack of social support

6. Encourage participants to share how these difficulties affect crop yield and food production in their communities. What is the impact on economic development of the community?
7. Let participants share ideas on how communities can support women to access productive resources/agricultural inputs.

DISCUSSION

Ask the following questions:



What can you (as an individual) do to increase women's access to productive resources?

Based on today's discussion, what action are you going to take?



SIMPLE DOABLE ACTION

Discussants may do the following:

1. Discuss why it's important that everyone including women have access to inputs.
2. Discuss with friends and family ideas on how the community can support women farmers to have better access to inputs.
3. Make inquiries on where and how to access inputs for your agribusiness.

TOPIC 2

CLIMATE CHANGE ADAPTATION TECHNIQUES FOR AGRIBUSINESSES

WHY IS THIS AN ISSUE?

In recent times, agriculture has suffered from the uncertainties caused by climate change, resulting in excessive rainfall, increased frequency of extreme events like flooding, drought, and changes in climate variability. Remarkably, the impact of climate change affects women and men differently because of their varied needs, roles and responsibilities in agricultural production. Women lack requisite skills for climate change adaptation and mitigation, thereby making them more vulnerable to the impact of climate change. For women to play their role effectively, they need to be equipped with climate change adaptation techniques as well as appropriate use of weed and pest control in crop farming as coping strategies. Unfortunately, persistent gender inequalities reinforced by traditional norms in the Niger Delta, often prevent women from playing their full role in tackling climate change and other environmental challenges. This limits the resilience and adaptive capacity of women and restricts options for climate change mitigation resulting in low productivity and income generation.

PURPOSE:



To raise awareness on the impact of climate change on agribusinesses in the community. To enlighten the women on the availability of climate change mitigation and adaptation techniques that can support increased productivity and income generation in their agribusiness.

MATERIALS



Flip chart stand and chart paper
Markers

PROCEDURE

1. Find out from participants what they understand by climate change. Let them share any observed differences in the following extreme weather conditions now, in comparison to times past:



Flooding



Erosion



Change in rainfall patterns



Increased Agricultural Pests & Diseases



Increased Temperature

2. Lead participants in discussing the impacts of climate change on agribusiness in the community. How is it affecting men? How is it affecting women?
3. Let participants discuss how they're attempting to adapt to climate change. Let men share what they're doing. Ensure women also share what they're doing. Who is better able to cope?
5. Find out whether community members in the different value chains are aware of climate change mitigation strategies for their value chains. Let them share what they know.
6. Share tips on climate change mitigation strategies for different agribusinesses:

Agribusiness Value Chain	Climate Change Mitigation Strategies
Crop Farming	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Improved seeds and inputs</p> </div> <div style="text-align: center;">  <p>Weed & Pest Control</p> </div> <div style="text-align: center;">  <p>Better Crop Storage and Preservation</p> </div> </div> <p>Also: Planting of trees.</p>
Fisheries	<div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p style="text-align: center;">Integrated Fish Farming: i.e. farming of fish along with other value chains</p> <p>Also: Improved (Tarpauline-lined) Fish Farming Ponds, Smoking Kiln for processing/drying of fish.</p>
Livestock	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;">Improved Livestock Farming Practices: Farming More Productive Birds, Feed finishing and Improved Animal Shelter, Improved Animal Waste Management, Vaccination of Livestock</p>

7. Encourage participants to discuss the crop storage and preservation methods they know and the ones they use.
8. Lead participants to discuss how they carry out weed and pest control on their farms if they do so, and if they do not, why not?
9. Ask the participants about the fisheries and livestock practices they carry out that help them avoid losses due to climate change.
10. Let participants share ideas of how community members especially women, can use local or indigenous knowledge to enhance climate change mitigation and adaptation techniques.

DISCUSSION

Ask the following questions:



Why are women not as involved in climate change mitigation strategies as men? How can this issue be addressed?



Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Investigate local climate change mitigation methods that can be helpful to your agribusiness.
2. Talk to your peers about how to overcome climate change impacts to increase productivity and income.

TOPIC 3

ACCESSING INFORMATION, FINANCING, OTHER SERVICES AND RESOURCES FOR AGRI-BUSINESS GROWTH

WHY IS THIS AN ISSUE?

Women farmers make significant contributions to the rural economy and provision for household nutrition. However, they often face more constraints than men in accessing strategic information and key support services. For smallholder women farmers to increase their productivity as well as grow their agribusinesses, they need access to key productive resources such as market information, financing/credit, extension services, land and other resources.

Timely and appropriate agribusiness/market information can ease women's decision-making on where and when best to buy agricultural input as well as when to sell their yield, thereby saving time and money. Also, unrestricted access to resources such as land, finance/credit and extension services, has the potential to improve women's productivity and increase their income.

PURPOSE:



To enlighten women on how they can access strategic information and key support services to improve their productivity and grow their agribusinesses.

To raise awareness about the importance of everyone in the community (both women and men) to source as well as access information and support services.

MATERIAL:



Flip chart and Chart paper

Image showing an example of how women can access information

PROCEDURE:

1. Ask participants to share their experiences about sourcing for information to help them make decisions for their agribusinesses. Where and how do they get information?



Market Info



Financial Info



Government Program Info



Agricultural Inputs Info

2. Let participants discuss whether everyone (both men and women) has access to these sources of information. Let them discuss whether men and women access this information equally.

TIP: Sources of information include: Agricultural Extension Officers, Cooperatives, Peers and Mentors, Local Organizations and the Media.

3. Lead a discussion about how women and men in the community can better access information for better decision-making in their agribusiness.
4. Encourage discussants to share the various ways that access to information has contributed to the growth of their agribusiness.
5. Let participants discuss the common sources of financing agribusiness in the community.

E.g. **BANK**



LGA AGRIC OFFICE



FAMILY



OSUSU GROUP



6. Elicit from the group if women in the community access finances through the above sources. If not, what are the challenges they face?
7. How can more community members especially women, key into these sources of financing.
8. Elicit from the discussants the various challenges they have in getting access to information, services, resources and financing.
9. Encourage the participants to share the various ways to overcome these challenges and also provide referrals and information, if necessary.
10. Show the participants the image below, reading out the call to action: let participants discuss whether they agree with the call to action and how it applies in their community.



Modern technology like mobile phones can help you access relevant information, resources and markets to expand your business and increase your income.

DISCUSSION

Ask the following questions:



What are some of the resources within your community that have helped your agribusiness?



Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Discuss with your friends and family about how to access information and finance to grow their agribusinesses.
2. Make enquiries about accessing resources and finance that can help grow your agribusiness.

TOPIC 4

CONSTRAINTS AND CHALLENGES WOMEN FACE IN PROCESSING FARM PRODUCTS

WHY IS THIS AN ISSUE?

Processing farm products adds value and addresses the issue of post-harvest losses. By so doing, the shelf-life of farm produce is extended and the market value (price) improves, thereby increasing the profitability and income of the farmer. However, most women in the Niger Delta sell their agricultural produce raw/unprocessed as a result of several challenges facing them. These include lack of credit, limited access to productive resources, technical skills, specialized training, poor decision-making capacity, and burden of multiple roles (productive, reproductive and community management). Addressing the challenges women face in processing farm products can benefit all members of the community as their productivity contributes to growth of the household and community economy and food security.

PURPOSE:



To raise awareness of the challenges and constraints women face in processing farm products.



To enlighten women on ways to overcome challenges in participating in agro-processing activities to increase their income.



To build community support for women's increased participation in agro-processing.

MATERIALS:



Flip chart stand and chart paper

Marker

PROCEDURE:

1. Start the session by asking the participants to share in what forms they sell their farm produce: Is it processed, semi-processed or unprocessed? What are their reasons for selling unprocessed or processed farm produce?
2. Let participants debate the most profitable state to sell/market farm produce. What makes the most money? Is it processed or unprocessed farm produce?



*Unprocessed
(Palm Fruits)*

Vs.



*Processed
(Palm Oil)*

- Elicit from the participants the challenges women face by not processing their farm produce. What are the reasons for those challenges?

HINTS:

Lack of credit



*Limited access to productive resources
(e.g. land, storage)*



*Lack of technical skills
and training*



*Burden of multiple roles
(reproductive and productive roles)*

- Divide the participants into groups of 6 to discuss the various solutions to the challenges women face participating in agro-processing. Each group takes on one challenge for 7 minutes max.
- Each group will make a presentation of their outcomes for the given challenge/ constraint their group discussed. Each group makes presentation for maximum of 3 minutes.
- Lead the participants to discuss the various skills they require to have a better outcome in processing their farm produce. Where can they access those skills?
- What would be the benefit to the community when more women process their agricultural produce?
- How can communities support women to address challenges they face in agro-processing?

DISCUSSION:

Ask the following questions:

- 💡 Do women in your community participate in agro-processing? Why/why not?
- 🚶 Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

- Discuss with a friend one tangible step you can take towards processing your farm produce.
- Take necessary steps towards adding value to your farm produce.

TOPIC 5

ACCESS TO IMPROVED HARVESTING AND PROCESSING TECHNOLOGY

WHY IS THIS AN ISSUE?

Access to appropriate harvesting and processing technologies improves competitiveness of the products, guarantees and maximises profits. Women and men need tools/innovations during harvesting and processing of agricultural products. These technologies improve efficiency and meet women's practical gender needs. Unfortunately, most farmers (both women and men) in the Niger Delta engage in manual labour for their agribusinesses because of limited access and lack of information/awareness about available appropriate technology. In addition, because a lot of innovations and technologies come at high cost, most smallholder farmers cannot afford it due to their low economic status. Appropriate technology needs to be cost-effective and accessible for female and male smallholder farmers to purchase, use and maintain. When women and men have equal access to appropriate harvesting and processing technologies productivity can be improved, while boosting food security.

PURPOSE:



To educate participants on various appropriate technology and applicable skills necessary for harvesting and processing agricultural produce.



To motivate participants to adopt and utilize appropriate technology available for harvesting and processing agricultural produce

MATERIALS:



Flip chart stand and chart paper

Marker

Image/Illustration of technology that can be used for processing and harvesting.

PROCEDURE:

- 1) Start the session by asking participants to share knowledge of the various improved tools and technologies available in their community. Which of them do they currently use during harvesting and processing of farm produce?
- 2) Find out who in the community mostly has access to processing and harvesting technology. Is it men or women?
- 3) Encourage participants to discuss challenges faced when they don't use innovative tools and technology in harvesting or processing their farm produce.
- 4) Ask the participants to share the challenges they face when using improved technologies for their agribusiness.

HINT:

HIGH COST



LOCAL AVAILABILITY



LACK OF AWARENESS



MAINTENANCE



- 5) Divide the participants into groups to discuss various methods and innovations to address these limitations. How can people work together to overcome these barriers?
- 6) Let the groups present their outcomes to everyone. Record this on a flip chart
- 7) Educate the participants on the concept of appropriate technology available for agro-processing and harvesting; and provide information on how/where they can access improved technology.
- 8) Show the participants the image below. Are they familiar with these tools? Encourage them to discuss how these tools and equipment can be/have been useful to them.



DISCUSSION

Ask the following questions:



What role can agribusiness cooperatives play in enhancing access to appropriate tools/technologies?

Based on today's discussion, what actions are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Tell your friends and family members about various appropriate technologies available for harvesting and processing farm produce that the MADE programme promotes.
2. Make enquiries about how/where to access improved technology available in your community for harvesting and processing farm produce.

TOPIC 6

WOMEN'S ROLES IN AGRI-BUSINESS AND BASIC ADVOCACY SKILLS FOR INFLUENCING SOCIO-CULTURAL NORMS AND INSTITUTIONS

WHY IS THIS AN ISSUE?

Socio-cultural norms and practices within communities and households in the Niger Delta influence the kind of productive activity men and women engage in as well as their access and control over productive resources such as land and improved machines. Socio-cultural norms are reinforced by the patriarchal system, which is dominated by negative stereotypes of women, forcing them into subordinate roles that frustrate their meaningful participation in agribusinesses. To address these gender inequalities, women and their advocates, including NGOs/CBOs and cooperatives, can engage subtle (rationally and emotionally) advocacy and sensitization targeted at influencing change at traditional institutions and norms that are the underlying cause of these inequalities. This discussion topic will equip women with basic advocacy skills to influence socio-cultural norms.

PURPOSE:



To raise awareness of social norms that limit women's meaningful participation in agribusinesses.

To equip women with basic advocacy skills to positively influence cultural norms and traditional institutions that limit women's participation in agribusinesses.

MATERIALS



Flip chart stand and chart paper

Marker

PROCEDURE

1. Begin by drawing a line to divide the flip chart paper into two and labelling one side for men and one side for women.
2. Let participants talk about what agribusiness roles and activities are peculiar to men and women in their community.
3. Find out some cultural norms in the community that prevent women from progressing in agribusiness?
4. Lead participants to discuss some socio-cultural norms that exist in the community that influence the gender roles in agribusiness. Why are women not participating in activities dominated by men? Why are men not participating in female-dominated roles?
5. Encourage participants to share how socio-cultural norms have prevented them or someone they know from participating in their desired or more profitable agribusiness.
6. Let participants discuss how women and their advocates can address the socio-cultural norms and practices (i.e. the underlying causes of gender inequalities) in their communities. HINTS:



Meetings (e.g. with community leaders)



Talks with Community Interest groups



Family Meetings



Lobbying with Policymakers



Negotiation



Media Engagement

7. Lead participants to discuss ways women can collaborate with NGOs/CBOs and cooperatives to engage in advocacy and sensitization, targeted at influencing positive change in traditional institutions and cultural norms that limit women's participation in more income generating agribusinesses.
8. Find out from participants the advantages of women in the community participating in profitable agribusiness. How would it benefit the community?

DISCUSSION

Ask the following questions:

- 💡 What particular sociocultural norms or practices if addressed could improve women participation in agribusinesses in your community? How could we address such practices?
- 🏃 Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Tell someone some of the strategies for addressing socio-cultural norms and practices that impact agribusiness development in your community.
2. Inquire from any local organization how you can engage in advocacy activities to influence social change in your communities.

TOPIC 7

WIDOWHOOD RITES AND AGRI-BUSINESS

WHY IS THIS AN ISSUE?

Widowhood rites and practices such as denial of rights to farmland has negative impact on the widow and her children as she is forced to discontinue farming or engaging in any other form of agribusiness on the land, thereby perpetuating the cycle of poverty. At the death of her husband, the woman in most cases, is stripped of her rights, access to her late husband’s land, her source of livelihood, and dignity. Widowhood rites and practice is a violation of human rights, which is contrary to the law in Nigeria and international treaties such as Convention on Elimination of all forms of Discrimination against Women (CEDAW) that Nigeria is signatory to. In most communities of the Niger Delta, the man is seen as the “bread winner” for his household. He holds the ownership and control of land, while the woman is only given use right to the land for farming purposes.

PURPOSE:



To raise awareness about widowhood rites and practices as a human rights violation against widows that is contrary to the Nigerian laws and international treaties like the Convention on Elimination of all forms of Discrimination against Women (CEDAW).

To solicit community support for widows and ending widowhood rites and harmful practices in the communities.

MATERIALS



Flip chart stand and chart paper
Markers



Image showing the impact of supporting widow’s rights on agricultural

PROCEDURE

1. Begin by getting participants to discuss the experiences of widows in their community (widows should be encouraged to share their personal experiences). What happens when a woman loses her husband? What cultural rites and practices are expected of her?
2. Lead participants to discuss widowhood rites as a human rights violation against women as contained in the Nigerian constitution and CEDAW’s mandate on widowhood rites.
3. Let participants mention some of the barriers a widow may face in engaging in agribusiness due to widowhood. E.g.

Loss of business capital



Loss of financial support



Loss of rights to husband’s property



Depression/ Trauma resulting in withdrawal from participating in agribusiness



4. Lead participants to discuss gender biases to women's ownership and/or access to land for farming/ agribusiness in their community.
5. Lead participants to discuss barriers to widows gaining access to their late husband's property/farmlands for farming/ agribusiness in their community.
6. Elicit from participants the widowhood practices that restricts widows' participation in agribusinesses or any economic activity.
7. Lead participants to share how these widowhood practices affects the widows' source of livelihood for herself and children/dependents.
8. Let discussants share ideas on how the community can address the issue of widowhood rites and harmful practices in their community.
9. Show participants Image below (Image showing a widow and her children coming back from their farmland) and read out the call to action. Let participants debate whether they agree or disagree with the image and the call to action. How can community members support widows' rights to land and participation in agribusiness?



Supporting widows' rights to land and participation in agri-business means that they can farm to earn a living for themselves and their families.

DISCUSSION

Ask the following questions:

- 💡 How can community members support widows' rights to land and participation in agribusiness?
- 🏃 Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Talk to your family members about the negative impacts of widowhood rites and practices on widows in Nigeria and commit to ending such rites and practices.
2. Speak up for widows' rights in your community.

TOPIC 8

MALE CHAMPIONS - MEN AS KEY ACTORS IN SUPPORTING AGRIBUSINESS DEVELOPMENT

WHY IS THIS AN ISSUE?

Male champions play a pivotal role in supporting agribusiness development as advocates and should be celebrated as such. They are usually the community gatekeepers and/or leaders who are respected for their contributions to community development. Such men in the Niger Delta have the potential to influence their peers to address specific gender and social norms that present barriers to women's participation in activities within the value chains. There should be deliberate efforts to work with male champions in local communities to address gender issues and all forms of deprivation that prevent women from operating on level playing field with their male counterparts. By so doing, agricultural productivity will improve, and smallholder farmers' incomes will increase to the benefit of the entire community.

PURPOSE:



To enlighten participants on the importance of male champions in supporting gender equitable agribusiness, and thus economic development of local communities.



To motivate participants/women to collaborate with men champions in their communities to address gender issues and all forms of discrimination against women.

MATERIALS



Flip chart stand and chart paper

Markers

Image showing an example of a man supporting his wife's agribusiness.

PROCEDURE

1. Begin the session by asking participants to share their thoughts of the various ways men and women collaborate in their communities for the good of the community.
2. Let participants discuss the ways that men and women in agribusiness work together to develop agribusinesses in their community.
3. Encourage participants to mention men in the community known for being supportive or advocate for women in agribusiness. How are these men viewed by the community? What exactly do they do?
4. Lead the group to share ideas about what the disadvantages are to the household, family and community when women don't participate fully in agribusiness.
5. Elicit from the group how women's full participation in agribusiness can benefit men and the entire community.

HINTS:



Financial Support



Moral Support (Permission & Advice)



Community Advocacy



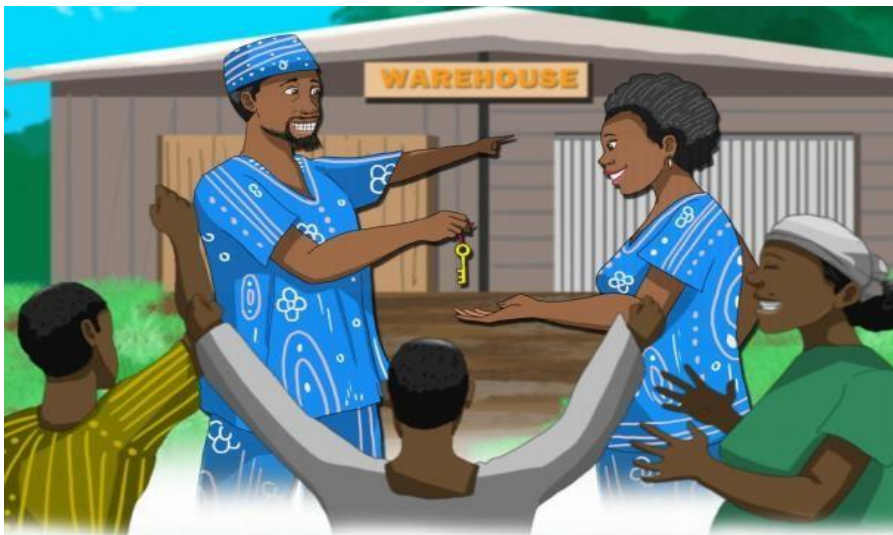
Supporting Women's Initiatives



Providing Information

6. Lead participants to discuss how women can collaborate with male champions in their communities to boost their agribusiness involvement, and thus, productivity.
7. Ask participants to mention the barriers to emergence of more male champions who support women's full participation in agriculture value chains.
8. Encourage participants to share ideas on how they can overcome these barriers and how men can influence their peers to support women by becoming champions for women in agribusiness.
9. Show participants the Image below showing spousal support for women in agribusiness, reading aloud the call to action:

Let participants discuss it and identify whether they agree with it and how it can become a reality in their community.



Men should actively support their wives' participation in agri-business because a successful woman in agri-business means a successful family, which is the pride of every community.

DISCUSSION

Ask the following questions:



What do you think would encourage more men in your community to be champions that support women's involvement in agribusiness?



Based on today's discussion, what actions are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Discuss with friends and family members about the opportunities for women collaborating with men champions of the community in agribusiness value chains.
2. Inquire how to work with men champions in your community to address gender issues and improve your agribusiness productivity.

TOPIC 9

INTRA-HOUSEHOLD GENDER RELATIONS

WHY IS THIS AN ISSUE?

Intra-household gender relations that influence men and women's agency (choice or freewill), power (control) and economic empowerment, are rooted in the general belief that women are subservient to men. This places women in a disadvantaged position that limit their decision making, choice, and control with regards to income generating activities. In some instances, women's must get approval from their husbands or elderly men in the family before participating in agribusiness. In a few extreme situations, all earnings and achievements from any economic activity must be given or ascribed to men. Unfortunately, the lack of decision-making power around choice of agribusiness, control over income, and time-use hinder women from achieving their full potential. Also, women who attempt to go against the rules are exposed to internal conflicts and become victims of various forms of gender-based violence (GBV) within the home. When couples can communicate effectively and take decisions jointly over major expenses such as those that could benefit their business, the outcome will be positive for women and the community at large.

PURPOSE:



To raise awareness of the importance of effective couple's communication and joint decision-making around women's participation in agribusiness.

To increase couple collaboration in setting and achieving goals for their family through agribusiness.

To reduce couple conflict and gender-based violence around women's pursuit of agribusiness / livelihoods.

MATERIALS



Flip chart stand and chart paper
Markers

PROCEDURE

1. Begin by asking participants (both male and female) to discuss what sort of discussion they had with their spouse before beginning or expanding their agribusiness. Did they take permission? Seek advice? How did they go about starting the discussion?

- Let participants rate on a scale of 1 to 10 how supportive their spouse is of their agribusiness.



Not at all supportive



Moderately supportive



Extremely supportive

- Let participants state the challenges women face at home when issues of their participation in agribusinesses are raised.

PROMPTS: For example, a woman can be made by her husband to: Suffer abuse; Close her business; Hand over her profit; Not participate in certain agribusiness activities.

- Ask the participants to discuss why women face discrimination regarding taking decision in the family in a way that men don't? What are the reasons for this?
- Encourage participants to share how these challenges affects the productivity of women in agribusiness.
- Ask the participants to share experiences of how women pursuing business opportunities have led to gender based violence in the family?

TIP: Gender-based violence includes:



Physical Abuse



Verbal Abuse



Emotional Abuse



Sexual Abuse



- Let participants discuss the impact of gender-based violence on women's participation in agribusiness and on the family and community at large.
- Encourage participants to share how community members can prevent and contribute to reducing the incidences of gender-based violence.
- Lead participants to discuss how effective communication between couples can strengthen women to participate and contribute to the family agribusiness and generally increase their income base.
- Show the image below and read the call to action. Do participants agree? Why or why not? How can more couples achieve a mutually supportive relationship that enhances their agribusiness.



Couples that discuss plans for their agri-business can increase love and trust, and can jointly make better, more informed decisions for the success of the agri-business.

DISCUSSION

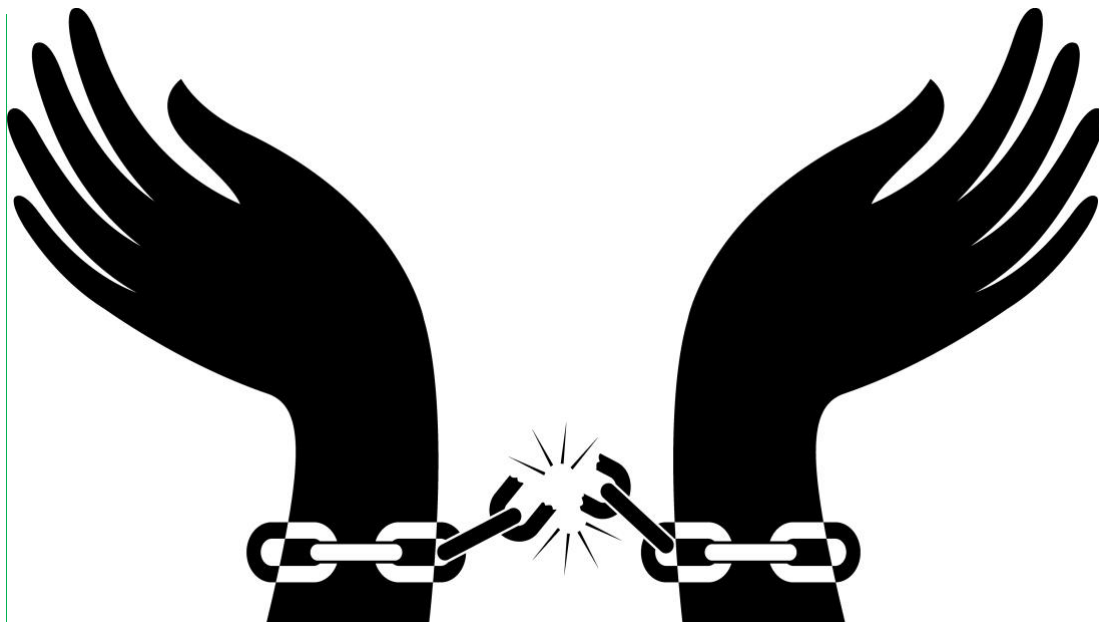
Ask the following questions:

-  What do you think would encourage more men in your community to be champions that support women's involvement in agribusiness?
-  Based on today's discussion, what actions are you going to take?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Discuss with friends and family members about how to improve couple's communication.
2. Discuss with your partner your vision for a successful family through your agribusiness(es).



MODULE 3:

ENDING MODERN DAY SLAVERY AND HUMAN TRAFFICKING

TOPIC 1: Modern Day Slavery (MDS)

TOPIC 2: Risks Associated with Human Trafficking

TOPIC 3: Facts and Realities of Life Abroad (Modern Day Slavery and Illegal Emigration)

TOPIC 4: Human Trafficking Safety Nets

TOPIC 5: Personal and Financial Implications of Illegal Emigration

TOPIC 6: Alternative Livelihoods to Modern Day Slavery

TOPIC 1

MODERN-DAY SLAVERY (MDS)

WHY IS THIS AN ISSUE?

Modern-day slavery (MDS) is the act of recruiting, harboring, transporting, providing or obtaining a person for compelled labor or commercial sex acts using force, fraud, or coercion for exploitation or commercial gain. Unfortunately, women and girls are more vulnerable to all forms of modern-day slavery (e.g. human trafficking, early child marriage/'money wife', exploitation of laborers and house-helps etc.). In recent years, an increasing number of Nigerian youths, male and female, educated and uneducated, employed and unemployed are now engaged in irregular (illegal) migration especially to Europe. Unfortunately, the poor socio-economic condition of most families renders these emigrants susceptible to MDS. Most victims have no idea that they are being trafficked until it is too late. Incidentally, irregular migration predisposes people to the potential victims of human trafficking and migrant smuggling. The reality dawns on these victims when their travel documents are taken away from them on arrival at their destination in Europe where they are exploited as sex slaves/commercial sex workers, work odd jobs in deplorable conditions, while some end up in jail abroad or are repatriated. This topic will focus on identifying various forms of modern-day slavery prevalent in different localities and equipping women and youth with requisite skills to recognize perpetrators.

PURPOSE:



To raise awareness about various forms of modern -day slavery targeting women and young people (female and male) in different communities.

To equip women and young people with requisite skills to recognize likely perpetrators of Modern-day slavery.

MATERIALS



Flip chart stand and chart paper

Markers

Pieces of paper with Keywords in Procedure #3 written on them.

Image showing various forms of Modern-day slavery.

PROCEDURE

1. Ask participants to share what they know about modern-day slavery/human trafficking.
2. Divide participants into 4 groups and give each group a piece of paper with one of the following forms of modern day slavery written on them:



Human trafficking



Early Child Marriage/“Money Wife”

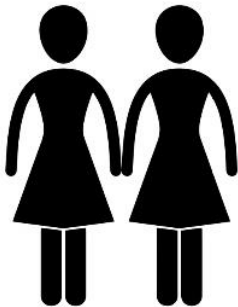


Illegal Emigration/ Migration



Child Labour & Househelps

3. Give each group 6 minutes to discuss their understanding of their assigned topic and then 3 minutes each to present to the group what their key word/topic is about. Let them explain how their topic could be a form of modern day slavery and how it affects those who fall victim.
4. Let participants share their personal experiences or observations of modern-day slavery within their community. Which forms of MDS are common in their area? Remind them of the 4 forms of modern day slavery already discussed and let them discuss if/how it occurs in their area.
5. Find out how women and youth in the community are recruited into modern-day slavery. Who are the perpetrators - persons involved with recruiting women and youth into MDS? How can the perpetrators be identified? Prompt with the following possible perpetrators:



Relatives or Trusted Friends



Recruitment Agencies



Kidnapping & Trafficking

6. Who are those most affected by modern-day slavery in the community? How are women and young girls in their communities affected?
7. Enquire from participants, some of the ‘push’ factors (family pressure or poverty, unemployment, etc) that lead women and young people into modern-day slavery. How can these factors be addressed?
8. Lead participants to discuss the impact of modern-day slavery on agri-businesses.
9. Ask participants to share ideas on how their community can address the issue of modern-day slavery.

DISCUSSION

Ask the following questions:



- What role can you play in your community to prevent modern-day slavery?
- Based on today’s discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Participants may do the following:

1. Discuss with friends and family members about the forms of modern-day slavery that you are aware of in your community.
2. Seek more information about the dangers associated with modern-day slavery/ human trafficking from trusted organizations working on the issue in your community.

TOPIC 2

RISKS ASSOCIATED WITH HUMAN TRAFFICKING

WHY IS THIS AN ISSUE?

Vulnerable populations (i.e., youth, women and children) are the prime target for human trafficking. Although commercial sex work remains the largest category for Nigerian female trafficking victims, child labour is another - with children engaged in domestic labour, sexual abuse, forced begging, etc. Human trafficking victims are subjected to inhumane treatment and they often work under very hazardous conditions that negatively impact their physical and mental health, sometimes resulting in death. Child victims are deprived of their rights, and since they are developmentally vulnerable in more than just physical ways, the exploitation of labor affects them cognitively, emotionally, and behaviorally. Unfortunately, some cultural practices in some communities in the Niger Delta (such as, those that accept the idea to devalue and abuse children) expose victims to the risk of human trafficking. Also, poverty, poor legislation, barriers to education, and market demand for victims are major risk factors of human trafficking.

PURPOSE:



To enlighten participants on risks and negative outcomes associated with human trafficking.
To raise awareness and consciousness of certain cultural practices that may expose vulnerable persons (particularly youth, women and children) to the negative outcomes of human trafficking.

MATERIALS



Flip chart stand and chart paper
Markers

PROCEDURE

1. Begin the session by writing on the flipchart the following keywords:



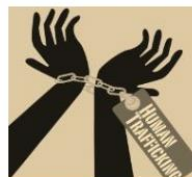
Child Labour



Forced Labour.



Domestic Servitude



Human Trafficking



Sexual Abuse/ Sexual Trafficking

2. Ask participants to brainstorm on the meaning of all these different keywords. What do they understand by them?
3. Ask the participants to share experiences of human trafficking they've either gone through, heard about or witnessed within their local context.
4. Find out who in their community is most susceptible to human trafficking and modern-day slavery:



Women?



Youth?



Children?

5. Lead participants to discuss what makes these people so vulnerable to human trafficking in the community?

PROMPTS:



Poverty



Poor Legislation



Low Education



Market Demand to Buy Women and Children

6. Why is human trafficking so dangerous? What are the risks? What negative outcomes have community members heard about for women, youth or children who have been trafficked?

HINTS:



Sexual Abuse



Unpaid Labour



Forced Labour



Physical Abuse



Imprisonment



Death

7. Elicit from participants how human trafficking can be prevented within the community.
8. Ask participants to share what cultural practices encourage human trafficking in their communities. E.g. sending children away for domestic servitude, child neglect, early girl-child marriage, 'money wife', turning a blind eye to illegal migration.) How can these practices be addressed to protect women and youth?
9. Let the participants know exploitation of labor affects the victims physically, mentally, emotionally, and behaviorally in a way that many will never recover from. They may seem okay on the outside, but they could be traumatized within. Possible risks that they can be exposed to include sexual abuse, unpaid labour, forced labour, physical abuse, imprisonment and even death.

DISCUSSION



What is the impact of the risks of human trafficking on agribusinesses?

Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Participants may do the following:

1. Talk to someone you know about the risks associated with human trafficking.
2. Discuss with friends and family members about the cultural norms and practices that make women, children and youth susceptible to human trafficking.

TOPIC 3

FACTS AND REALITIES OF LIFE ABROAD (MODERN-DAY SLAVERY AND ILLEGAL EMIGRATION)

WHY IS THIS AN ISSUE?

Illegal emigrants are primarily victims of deception as the ‘recruiting agent’ will usually capitalize on the ignorance of the potential victim and not disclose the main motive for offering him/her an opportunity to go abroad for work. These victims often go through extremely risky journeys through the desert and Mediterranean Sea only to arrive at their destination in Europe to the sad reality of the exact opposite of the “better life” they were promised. This topic will expose women and young people (female and male) to the reality of life abroad and the implications of being an illegal emigrant.

PURPOSE:



To educate women and young people about the risks, implications and reality of life as an illegal emigrant abroad.

MATERIALS







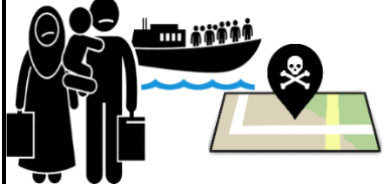

Flip chart stand and chart paper

Markers

PROCEDURE

1. Lead participants to discuss what migration is and what constitutes legal or illegal migration.
2. Encourage participants to discuss what they’ve imagined or heard about the realities of life abroad if one travels as an illegal emigrant. If they are uncertain about the realities, ask them to discuss the following prompts that people abroad have reported:
 - No good jobs for illegal immigrants
 - Unpaid/Underpaid Labour
 - High cost of living abroad
 - Discrimination (which could be racial discrimination or discrimination against migrants)
 - Risk of abuse
 - Risk of deportation
 - No freedom of movement
 - Loneliness and depression
2. Ask participants to share personal experiences or those they have heard of or witnessed about people who have travelled abroad illegally. (Show them the newspaper cuttings showing emigrants in deplorable conditions).

3. Encourage participants to share how hearing these realities about the implications of life abroad makes them feel.
4. Explain the chart below sharing with the participants the International Organization for Migration (IOM) statistic.

IOM Statistic	Women's Participation (%)
<p>Sex Trafficking</p> 	<p>80% of women arriving Europe from Nigeria will be victims of sex trafficking.</p> 
<p>Physical or Sexual Abuse</p> 	<p>85% of all illegal migrants have suffered physical or sexual abuse on their journey to Europe</p> 
<p>Dangerous Journey</p> 	<p>In 2017, 1 out of 3 migrants from Nigeria attempting to cross the desert and sea to Europe died or was killed on their way.</p> 

5. Get ideas from participants about how illegal migration from their communities can be curbed in order to prevent negative outcomes.

DISCUSSION

Ask the following questions:



What is the most effective way to communicate facts about the situation of illegal emigrants abroad in order to reduce the exposure of women and youths to the risk of modern-day slavery?



Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Participants may do the following:

1. Seek more information about the realities of life of working abroad from NGOs or Government institutions working on human trafficking in your community.
2. Discuss with friends and family members about the facts and realities of life for illegal emigrants in Europe.

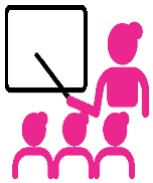
TOPIC 4

HUMAN TRAFFICKING SAFETY NET

WHY IS THIS AN ISSUE?

Traffickers, pimps, and perpetrators prey on the vulnerabilities of people, particularly women and girls (which may include weaknesses, unfortunate circumstances, unfamiliarity, and inexperience). However, these potential victims (women, boys and girls) who are susceptible to human trafficking are unsuspecting of the perpetrators. They are also not aware of what to do and/or where to go for help when propositioned to go abroad for work. This makes them vulnerable.

PURPOSE:



To educate participants on precautionary measures to take when propositioned to go abroad for work.

To enlighten participants on the existence of human trafficking safety nets (resources) in their community.

To motivate participants to seek advice from human trafficking safety nets in their community.

MATERIALS



Flip chart stand and chart paper

Markers

Image showing women seeking help/information at a human trafficking safety office .

PROCEDURE

1. Let participants discuss how job opportunities abroad usually come about in their community? Who are the jobs usually offered to? Who makes the job offers?
2. Find out from participants why women and young people are more vulnerable to human trafficking.
3. Ask participants their opinion on how a potential victim can verify if a job opportunity abroad is genuine or too good to be true?
4. **ROLE PLAY:** Pair up two sets of participants made up of two volunteers each. In each pair, let one person be a trafficker and the other person be a potential victim. Let the trafficker try to convince the potential victim that the job offer abroad is genuine and let the potential victim try to ask questions to verify the job.

Victim



Trafficker

- Encourage participants to share what questions people should ask agents or relatives who approach them with a job offer in order to verify if it's genuine. What should be considered as "telltale" signs/signals?
- VOTE:** Ask participants the following question: *"If the person offering you a job abroad is upset that you're asking questions or tries to swear you to secrecy, should you be suspicious about the job?"* Let participants vote by show of hands and discuss their answers.

Suspicious Vs *Not Suspicious*

- Encourage participants to list any human trafficking safety nets (i.e. organizations working on preventing human trafficking) that they know in their community.
Examples:



NAPTIP



**Edo State Task Force
Against Human Trafficking**



IOM



Name Foundation





**Pathfinders
Justice Initiative**

- Jot their responses on the chart and provide any additional local organizations working in the community that might not have been mentioned.
- Let participants discuss the role human trafficking safety net organizations in their community are playing. What services do they offer?
- Find out whether participants are aware that they can seek advice from these human trafficking safety net organizations if they're considering a job offer abroad. What prevents more people from seeking this kind of advice?
- Let participants share if they or anyone they know have approached the human trafficking safety net organizations in the past. How and why? What was the outcome (encouraging or discouraging)?
- Lead participants to discuss how human trafficking safety net organizations can be more effective in curbing human trafficking in the community.

DISCUSSION

Ask the following questions:

-  What would you do if you were offered a job opportunity abroad but the person offering you wants to swear you to secrecy or won't answer your questions? Discuss.
-  Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Participants may do the following:

- Make inquiries on what the human trafficking safety net organization closest to you is doing to prevent human trafficking in your community.
- Refer a friend or relative at risk of being trafficked to a human trafficking safety net organization.

TOPIC 5 PERSONAL AND FINANCIAL IMPLICATIONS OF ILLEGAL EMIGRATION

WHY IS THIS AN ISSUE?

Traffickers and perpetrators are in the business of exploiting their victims for money - turning the bodies of survivors into commodities for financial gains. Most often, potential victims are not aware that they are being targeted for human trafficking and so are misled into parting with their hard-earned money and savings to fund their illegal migration. Some of the potential victims are scammed, thereby losing their money. This leaves most of them broke thereby continuing the cycle of poverty.

PURPOSE:



To highlight the real potential costs associated with illegal emigration.

To enlighten participants so they are aware that traffickers/perpetrators are scammers and will not deliver on their promises.

MATERIALS



Flip chart stand and chart paper

Markers

PROCEDURE

1. Lead participants to discuss what sort of emigration is popular in their community? Is it legal or illegal migration? How are people going about it?
2. Enquire from participants, the travel routes to Europe they know about or have heard of?
NOTE TO FACILITATORS: Research this before the session.
3. Let participants estimate the travel cost per person to Europe.



4. Find out from discussants how people usually raise this amount the money. If you have that amount of money in your bank account or community, what can you use it for? What type of lucrative agribusiness can you start?
5. Encourage participants to share their opinion or experience on why people choose to spend such huge sums of money to go on an uncertain trip abroad.
6. **STORYTIME:** Share a scenario where someone was sponsored to go abroad by a trafficker and was told they would have to repay \$5,000 (₦1.8million) but the trafficker later kept increasing the amount that was owed and refused to release the person or pay them even after the person had paid double the amount. How do you feel about this story? Have you heard similar cases?



7. Lead participants to discuss whether they know anyone in the community or have heard of anyone who attempted to go abroad but was deported / returned with nothing? How did the returnee(s) survive/recover from the experience? What role did the community play or could have played to support such returnees?
8. Find out whether participants know any stories where those trying to go abroad have been scammed? What happened? How was the matter resolved? What lessons were learnt by members of the community to mitigate a repeat case?
9. Apart from loss of money, what other negative impact does emigration have on a victim of human trafficking?
10. Let the participants discuss the personal implication of illegal migration as depicted in the image below (read the call to action):



A desire for greener pastures abroad may end with you being used as a slave with total disregard for your humanity and dignity.

DISCUSSION

Ask the following questions:



If you were to advise persons susceptible to human trafficking (youth and women) to take advantage of opportunities/alternative livelihood options on the MADE intervention value chains in the community, rather than give their savings/money to traffickers; which one will you suggest? Where and how can you gain access to participate in MADE value chains?



Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Participants may do the following:

1. Discuss with friends and family members about the financial implication of investing in illegal migration
2. Make inquiries on how invest in agribusiness rather than the gamble of illegal migration.

TOPIC 6

ALTERNATIVE LIVELIHOODS TO MODERN DAY SLAVERY

WHY IS THIS AN ISSUE?

Most of the victims of human trafficking are young and active women, girls and boys who if properly guided, can successfully engage in alternative sources of livelihoods to modern day slavery. For instance, there are many successful women and young people who chose not to travel abroad but they stayed back and are running successful private businesses/enterprises in Nigeria. It is important for women and young people to know that they have the potential to start and develop viable agribusinesses in the Niger Delta by keying into opportunities available on the MADE (ESIP) interventions– entertainment, apiculture, information, communication technology (ICT), beauty and fashion, apiculture, feed finishing, waste recycling, micro-retailing and distribution, etc. MADE is in partnership with Amena Academy, Genius Hub and Handy Jacks to provide alternative livelihoods to women and young people. Participants can be pointed to alternative livelihoods that the programmed is promoting in the area.

PURPOSE:



To educate the participants about alternative livelihoods (such as agribusiness, ICT, entertainment, etc.) that they can venture into rather than going abroad for “greener pastures.”
To promote the livelihood opportunities available through the MADE interventions (such as agribusiness and ESIP aspirational sectors) in project communities.

MATERIALS



Flip chart stand and chart paper
Markers

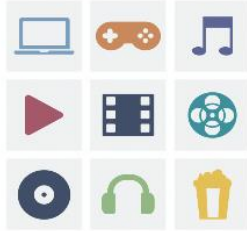
PROCEDURE

1. Ask participants to share their views about the impact of modern-day slavery on the community.
2. Lead participants to discuss some success stories of role models - people from the community who have remained in the area and are running successful businesses in Nigeria.
3. Ask the participants to talk about alternative livelihood options they know if one chooses to remain in the Niger Delta region/Nigeria rather than seeking greener pastures abroad. What opportunities are there for women? What opportunities are there for youth?
4. Enquire from participants if they know of livelihood opportunities available in their community. Find out if they know about the MADE Edo State Investment Portfolio (ESIP) interventions in their communities.

MADE ESIP INTERVENTIONS PROMPT:



Agribusiness



Entertainment



Apiculture (bee-keeping)



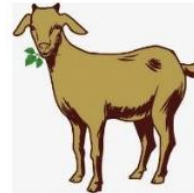
ICT



Micro-retailing and



Beauty and Fashion



Feed Finishing





Waste Recycling

5. Discuss the MADE value chains you know in your community.
Let participants know that MADE is in partnership with Amena Academy, Genius Hub and Handy Jacks to provide alternative livelihoods to women and young people in the Niger Delta region. Provide further information on how to participate in MADE intervention(s).
6. Find out from participants their experiences seeking alternative livelihoods in the community versus going abroad for greener pastures. Let them share their motivations for staying and their hopes for the future. What are their concerns or fears/doubts?

DISCUSSION

Ask the following questions:

-  Discuss with participants, how much profit can be derived from investing and growing an agribusiness within the community/Nigeria.
-  Based on today's discussion, what action are you going to take?

SIMPLE DOABLE ACTION

Participants may do the following:

1. Discuss with friends and family members about the alternative livelihoods such as agribusiness you can venture into rather than going abroad for "greener pasture".
2. Make further inquiries from your cooperative or women group about keying into livelihood opportunities available on the MADE programme (especially the ESIP component) in your community.



MODULE 4

WOMEN'S HEALTH AND ECONOMIC EMPOWERMENT

TOPIC 1: Women's Reproductive Role and Agribusiness

TOPIC 2: Improving Household Nutrition- Balanced Diets

TOPIC 3: Effects of Poor Nutrition

TOPIC 4: Food Hygiene and Preservation

TOPIC 1

WOMEN'S REPRODUCTIVE ROLE AND AGRIBUSINESS

WHY IS THIS AN ISSUE?

Women play multiple roles in agriculture (livelihoods) and the household – that is reproductive (child-bearing and unpaid care work), productive (paid and unpaid work), and community management. However, during the period a woman gives birth and nurses her new-born, she will be less likely to fulfill the productive role adequately. Also, in some cases, the nursing mother might suffer from postpartum/post-natal depression due to hormonal changes, psychological adjustment to motherhood, or fatigue. This woman's agribusiness is likely to suffer some economic setback and incur losses if she doesn't get any support from family and members of the community in terms of overseeing her farm/business. It is therefore important that the family and community provide support to women that are under any burden of care.

PURPOSE



- To enlighten women and communities on how women's reproductive roles affect their agribusiness success.
- To engender community support for pregnant women and nursing mothers in their

MATERIALS



- Flip chart
- Chart paper
- Image showing a man supporting his wife during postpartum depression.

PROCEDURE

1. Ask the participants to share from either personal experience or experiences around the impact of childbirth on women's agribusinesses in the community.
2. Let the discussants share how this affects the productivity of such women in their agribusinesses.
3. Elicit from the discussants the various reasons behind women's reduction in productivity in their businesses during pregnancy and child birth.

HINTS:



Illness or Weakness



Exclusive Breastfeeding



Child Care



Fatigue



Post-natal Depression

4. Divide the discussants into groups discussing how family and the society can support women during pregnancy and after childbirth.
5. Let every group present their suggestions. Record these on a flip chart.
6. Educate the participants on other ways they can support women in their agribusinesses to prevent losses and setbacks to their businesses during this period.

HINTS:



Community Creche



Moral Support and Physical Assistance



Support for Mothers from Cooperative Women's support groups and Business Membership Orgs

7. Lead the discussants into discussing the benefits of supporting women to the community and their agribusinesses during the period of pregnancy and nursing their newborn.

DISCUSSION

Ask the following questions:

- 💡 Show the discussants the image below and read out the call to action:



Let the group discuss how communities can identify post-partum depression in new mothers. What is the economic impact of post-partum depression in the community and what can families and communities do to support women who are suffering from it.



Based on today's discussion, what one step are you going to take from now on to support pregnant women and new mothers in agribusiness in your community.

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Tell your friends and family members about the importance of supporting pregnant women or women who just gave birth in their agribusinesses.
2. Seek information on how to get community help for your agribusiness during pregnancy, after giving birth and/or nursing new-born
3. Take one step discussed today to support the pregnant and nursing mothers experiencing postpartum depression around you.

TOPIC 2

IMPROVING HOUSEHOLD NUTRITION- BALANCED DIETS

WHY IS THIS AN ISSUE?

Good nutrition is essential for good mental and physical health for children, women and households. It is essential to improve household nutrition through balanced diet especially for pregnant women, lactating mothers, and children less than five years to enhance growth and development. Eating a balanced diet implies improving household dietary intake (i.e. consumption of nutritious food rich in protein and vitamins like fish, meat, eggs, chicken, vegetables, fruits, beans, Vitamin – A cassava, rice, etc). Significantly, women play a crucial role in meeting the nutritional needs of members of the household in food production and preparation of meals. When the dietary intake of members of the household is inadequate, they get malnourished, and they become susceptible to diseases which eventually cost the family its hard-earned income for treatment. When children are poorly nourished (especially while developing in the womb and under 5 years) they do not grow well physically, as well as have poor cognitive development. Poorer cognition is associated with lower educational achievement, and hence lower productivity in work, and ultimately lower national income. Unfortunately, most often, the quality and quantity of dietary intake in most rural households in the Niger Delta is inadequate due to lack of nutritional knowledge, poverty and the fact that smallholder households sell off most of their farm produce to meet other needs of the family. This topic will focus on providing women with good nutrition education and promote local sources of nutritious food to improve household dietary intake.

PURPOSE



- To educate discussants about good nutrition and the right combination of local sources of nutritious food to improve household dietary intake.
- To raise awareness about crops and livestock rich in nutrients for women and children under 5 years.

MATERIAL



- Flip chart
- Chart paper

PROCEDURE

- 1) Begin the session by asking participants to share information about their dietary intake.
- 2) Find out from the group what they know about balanced diet foods.

HINT: A balanced diet contains all the classes of food which include:



Carbohydrates



Proteins



Fats and Oils



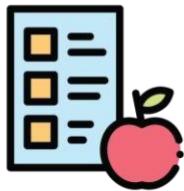
**Vitamins
and Minerals
(and Water)**



Balanced diet

- 3) Ask participants the following questions:
- What are the major traditional foods in your localities and do these foods constitute balanced diet in the way they are consumed?
 - How does the food you eat affects your health (especially young children, pregnant women and nursing/breastfeeding mothers)?
 - Why is it important to provide food rich in nutrients for members of the household (especially women and children under 5 years of age)?
 - What do you know about taboos or restrictions placed on certain foods in their communities (e.g a child should not eat eggs so they don't steal, or a pregnant woman should not eat protein so the baby doesn't get too big, etc.). How can these taboos can be addressed?
- 4) Let participants discuss health benefits of balanced diet to households (especially pregnant women, lactating/breastfeeding mothers and children under 5 years). How does poor dietary intake impact agribusinesses, family income and community development?
- 5) What is the best nutrition for a newborn (exclusive breastfeeding or bottle feeding)? At what stage do you introduce semi-solid and solid food to an infant?
- 6) Elicit from the participants, the various reasons many households are unable to eat a balanced diet.

HINT:



**Lack of nutritional
knowledge**



Poverty



**Access to
nutritious foods**

- 7) Ask the participants to name the food crops and livestock cultivated within their locality. Do they think their local food crops are rich in nutrient? How can food be prepared or modified with these local crops to improve dietary intake to meet the nutrition needs of households (especially for pregnant women, lactating/breastfeeding mothers and children under 5 years)?

8) Let the participants also share other local sources of nutritious foods.



Green Leafy Vegetables

9) Lead participants to discuss the various ways they can improve their dietary intake by preparing meals with the right combination of locally grown food crops in their communities. Let participants share their traditional recipes and cuisines and discuss ways they can be modified with nutrients.

10) Find out from participants what they know about improved seed variety and / or Vitamin - A fortified Cassava Stems. Do they know how and where they can be accessed? Do they know where to find demo plots where women can learn how to cultivate variety of crops to improve their yield, increase income and improve their household nutrition?

HINT: Mention 'HARVESTPLUS' Vitamin – A fortified Cassava, Maize, Orange flesh Sweet Potato and other nutritious foods promoted by the MADE programme.



Cassava



Maize



Orange Flesh Sweet Potato

- 11) Discuss with participants how they can create home gardens with improved seeds and backyard Noiler poultry (for eggs and meat) for commercial purpose and household consumption.
- 12) Lead participants in discussing how increased income/ proceeds from agribusinesses can be judiciously allocated to improve households' consumption of nutritious meals/ balanced diet hygienically prepared from locally grown crops rather than consuming unhealthy processed /fast foods.

DISCUSSION

Ask the following questions:



How can local diets and traditional recipes be modified to improve the dietary intake of households? Cooking balanced diet from locally grown foods versus processed or fast



food. How can households strike a balance?

Based on today's discussion, what are you going to do from now on to improve your family's dietary intake / consumption of balanced diet?

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Tell your friends and family members about the importance of balanced diet especially for pregnant women, lactating/breastfeeding mothers and children under 5 years.
2. Share nutrition knowledge, new recipes, and information regarding where to get improved variety of seeds, Vitamin-A fortified cassava stems, Noiler birds(poultry), and IEC materials you received from this session with your friends, neighbors and family.

TOPIC 3

EFFECTS OF POOR NUTRITION

WHY IS THIS AN ISSUE?

Poor nutrition can impair the health and well-being of women, households, and the community leading to reduced immunity, impaired physical and mental growth, reduced productivity in their agribusinesses. When the households' dietary intake lacks the basic nutrients (protein, carbohydrates, vitamins, fat and oil) in the right proportion and frequency, they can become susceptible to diseases like diabetes, blood pressure, weight issues (over and under-weight), depression, etc. The high cost of managing the health issues due to poor nutrition will deplete the income of households thus perpetuating poverty. Unfortunately, most women, particularly women in rural communities, lack appropriate nutritional knowledge required to keep their families healthy. This is due to the historical disadvantages of poor access to formal education that women have experienced over time. Also, most women do not have the power to decide how food and other resources should be distributed among members of the household.

PURPOSE



- To educate discussants on the risks associated with poor nutrition on women and their agribusinesses.

MATERIAL



- Flip chart
- Chart paper

PROCEDURE

- 1) Start the session by asking participants from their experiences what constitutes poor nutrition. Let them discuss poor nutrition versus good nutrition.
- 2) Elicit from the participants what they think are the causes of poor nutrition and the effects on their health, household income and agribusinesses / livelihoods.

PROMPT:



Diabetes



High Blood Pressure



Obesity



Depression





Under-weight

- 3) Let participants discuss the prevalence of high blood pressure, diabetes, weight issues (being under-weight or over-weight), and depression in the community. What do they think is responsible? How could it affect income and agribusiness?
- 4) Find out from participants what they can do to reduce the risk of high blood pressure, diabetes and weight issues (like being over-weight or under-weight)? Do they think good nutrition and exercise can improve their health and wellbeing?
- 5) Demonstrate some easy exercises they can practice at home. Also, discuss good nutrition and how they can prepare healthy meals and balanced diets from their farm produce, home gardens and backyard poultry (noiler eggs and meat) thereby living healthy lives.

DISCUSSION

Ask the following questions:

-  How can the issue of poor nutrition be addressed in our community to prevent negative health outcomes.?
-  Based on today's discussion, what can you do to increase awareness about the risks of poor nutrition.

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Talk to your friends and family members on the effects of poor nutrition on their health.
2. Cook nutritious foods with the right combination of locally grown food crops and livestock. Reduce consumption of processed (junk/fast) food. Invest in planting a home garden with improved variety seeds and start a backyard Noiler poultry farm to raise eggs and meat for your household consumption and commercial purposes to earn additional income.

TOPIC 4

FOOD HYGIENE AND PRESERVATION

WHY IS THIS AN ISSUE?

Food preparation and preservation requires that attention be paid to the hygiene condition of the food, water, utensils as well as the environment. Food prepared in unhygienic environment is catastrophic – can cause severe health issues like diarrhea, typhoid, dysentery, cholera thereby depleting household income on treatment. Mothers and caregiver’s lack of nutritional knowledge about hygienic food preparation, food handling, storage, processing, preservation of food and equal distribution of nutrients to family members aggravate poor household nutrition and health outcomes. Members of the family, especially women handling food need to have knowledge of local food preservation (i.e. the process of treating and handling food to stop or slow down food spoilage, loss of quality, edibility, or nutritional value, and thus allow for longer food storage).

PURPOSE



- To educate women on the importance of paying attention to proper hygiene during food handling, preparation, storage and processing.
- To raise awareness about the importance of food hygiene and preservation within the home.

MATERIALS



- Flip chart
- Chart paper

PROCEDURE

- 1) Start the session by discussing what hygiene is all about giving examples of a hygienic and unhygienic environments as well as poor hygiene practices. Let participants jot down good or poor hygiene practices they know.
- 2) Ask the discussants to share what hygiene measures they put in place while handling food. record this on a flip chart.
- 3) Lead participants to know the importance of proper food hygiene and elicit from the discussants the effect of food prepared in an unhygienic environment to their health.
- 4) Find out from the participants benefits of proper handwashing to food hygiene and handling. Ask them to mention the times when it is most important to wash hands with soap and running water (e.g after using the toilet or changing baby napkin/diaper; returning from a public place; before eating or cooking, etc)
- 5) Lead participants in proper hand washing demonstration using wash basin, soap and running water (this can be improvised by pouring water from a cup, bottle or tippy tap) then air dry

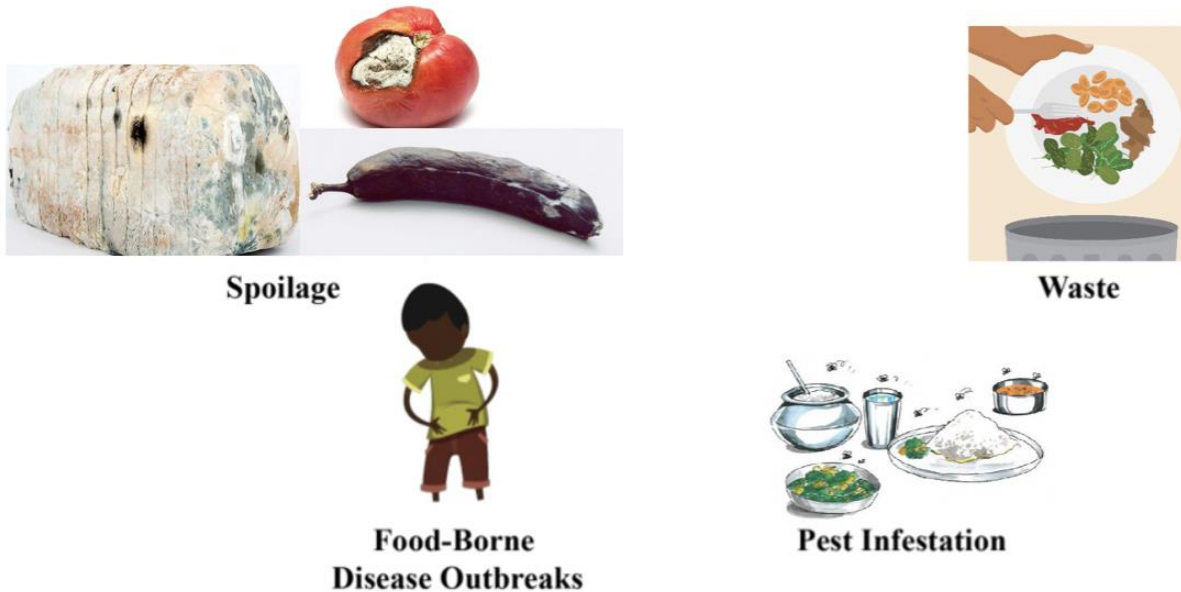
your hands to avoid contacting germs from a towel/napkin that has been used by several persons including visitors.

- 6) Let participants know the health benefits of drinking clean and treated water (by boiling). Also, guide participants to see the benefits of cooking, bathing and washing their clothes with clean water in their household.
- 7) Guide participants to discuss the negative impact of poor hygiene to the family and community.

PROMPT: diarrhea, typhoid, dysentery, cholera

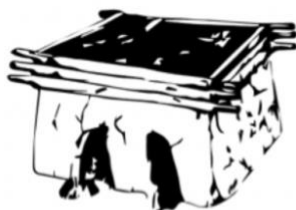
- 8) Ask participants to discuss how unhygienic food preparation, processing and poor storage affect their household hygiene and general wellbeing

HINTS:



- 9) Lead participants to discuss how to maintain proper/good hygienic during food preparation such as proper and adequate hand washing, covering of food to prevent flies from contaminating it, which could cause diarrhea.
- 10) Find out from participants hygienic ways food is stored in their home and community.
- 11) Lead participants to share various ways they process their farm produce. What ways can agro-processing be carried out hygienically?
- 12) Elicit from discussants local hygienic methods of food preservation to maintain nutritional content and increase shelf life. What methods are common in the community?

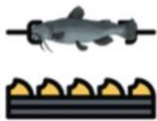
HINTS:



Smoking



Cooking / Boiling



Drying above the fire



Freezing



Processing



Sun Drying



Salting

- 13) Discuss with the participants the challenges that prevent them from keeping proper hygiene and further discuss how they can maintain proper hygiene while handling food.
- 14) Explain to participants the health benefits of practicing good hygiene while handling food for the household.

DISCUSSION

Ask the following questions:



How can we influence other women to practice good hygiene for food handling and preservation?



Based on today's discussion, what step will you take to improve food hygiene in your household.

SIMPLE DOABLE ACTION

Discussants may do the following:

1. Discuss with your neighbors and friends one new thing you learned today about proper hygiene while handling food.
2. Take active steps to incorporate proper hygiene while handling and preserving food items in your home.