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AN ILLUSTRATIVE RESOURCE KIT FOR WOMEN:
Promoting Women's Empowerment through Peer Education

Facilitator's Guide

Revised Edition, 2022

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FOREWORD

Through many years of working with the poor and excluded, ActionAid Nigeria recognises that women and girls are disproportionately affected and disadvantaged. The root cause of this problem is embedded in the inequality which exists between men and women in the access to and control of resources. This inequality is the manifestation of the patriarchal nature of the society where men control not only resources but also women's productive and reproductive rights.

The principle of social justice which we believe in compels us to work towards providing everyone with equal opportunities for self-development and actualisation irrespective of sex, class, religion, ethnic background, and status. We are therefore totally focused on promoting processes that creates a society that values men, women boys and girls equally hence our commitment to the advancement of women and girl's rights in Nigeria. This is one of the critical pathways to achieving the vision of eradicating poverty and injustice.

This Women Peer Education Resource Kit restates our commitment to the advancement of women and girls' rights in Nigeria, and is also a response to the obvious capacity gap and needs of women at community level to mobilise and organise around issues that affect their lives politically, socially and economically. Our experience has continued to show that this is a reality women face even in 2022.

We commenced the implementation of the Women Peer Education Programme in 2012 with the development and deployment of the resource kit that is specifically tailored to suit the needs of the women. Having deployed this tool for nine years, ActionAid recognised the need for a review and hence this revision.

This revised resource kit was co-developed with the leading and participation of community women who are the primary target users of the manual. We are therefore, confident that the revised manual will contribute to the ultimate goal of empowering women at local levels and thereby contributing to the realisation of not only ActionAid Nigeria's objective but also to the Sustainable Development Goal 5 of gender equality and empowerment of women and girls.

Ene Obi
Country Director

ActionAid Nigeria, 2022

ACKNOWLEDGEMENT

Typically the revision of this Illustrative Resource Kit for Women followed ActionAid Nigeria's way of work which is participation and inclusion of partners and stakeholders in every key decision. In particular, this revised resource kit included the decisions and voices of not only ActionAid Nigeria and our Local Rights Partners (LRP staff but that of our principal which are the community women who are the ultimate users of this resource kit.

Particularly, we appreciate the leadership of the Country Director of ActionAid Nigeria, Ene Obi and Director of Programmes Suwaiba Muhammad Dankabo. Others include Ojobo Atuluku (former Country Director), Tasallah Chibok (former Director of Programmes), Ipoadé Omilaju, Onyinyechi Okechukwu, Charles Petu, Janet Ewa and Abraham Daniel for their valuable feedbacks and support during the process of revising this kit.

We also appreciate the consultants - Clape Consulting and Mafoya Concepts- for the content and illustrations of the Resource Kit respectively.

Sincerely
Nkechi Ilochi- Kanny

Manager, Women's Rights Programme
ActionAid Nigeria, 2022

INTRODUCTION

This Illustrative Resource Kit for Women was first conceived and designed by ActionAid in 2012. It was intended to be used as a guide by women facilitators in AAN communities in the deployment of the Women Peer Education Programme (as well as by other users and programmers who may find it a useful tool for women empowerment). The resource kit is distinct and its uniqueness lies in not only the content that responds to women's peculiar strategic and practical needs, but also in the richness of the illustrations that facilitates easy learning for the targeted audience who are mainly low literate.

In 2014 and 2016, the Women Peer Education Programme (PEP) and AAN broader women's rights programme were reviewed

respectively. These reviews were to ascertain the impacts of AAN work on these two key areas. The 2014 review revealed that the PEP for women was very effective due to three main reasons – the method of facilitation- which is through peer to peer; the content of the resources toolkit- which addresses women's day-to-day concerns; and the pictorial style used by the toolkit. While the 2016 review showed the need to revise the resource kit to reflect current realities. These feedbacks therefore informed this revision.

Ten new topics were introduced and used in expanding the module from four to six, while also restructuring old ones to fit to the current themes of the modules as seen in the box below. Each of these contains topics and units that are reflective of women's current realities such as unpaid care work and climate change

INTRODUCTION

S/N	Old Structure	S/N	New Structure
	Module/ Unit		Module/ Unit
A	Personal Development	A	Personal Development
1	Self Esteem	1	Body Image and Self Esteem
2	Body Image	2	Emotion and Stability
3	Emotion and Well Being	3	Vision and Goal Setting
4	Vision/Goal Setting	4	Values and Accommodation
5	Values	5	Self and Time Management
6	Interpersonal Relationships	6	Interpersonal Relationship
7	Hygiene	7	Perseverance and Resilience
8	Rest and Recreation		Revision
9	Nutrition	B	Health & Well Being
10	Health Seeking Behaviour	1	Hygiene
11	Drug/Alcohol/Substance Abuse	2	Rest and Recreation
12	HIV/AIDS	3	Nutrition
13	STIs	4	Health Seeking Behaviour
14	Disability	5	Drug/Alcohol/Substance Abuse
B	Family and Community Relationship	6	STIs
1	Marital Relationships	7	HIV/AIDS
2	Child Spacing	8	Disability

3	Parenting		Revision
4	Negotiation	C	Family and Community Relationships
5	Violence Against Women	1	Marital Relationships
6	Separation/Divorce	2	Child Spacing
7	Networking	3	Parenting
8	Cultural Practices	4	Negotiation
9	Care for the Elderly	5	Violence Against Women and Grls
C	Political/ Civic Development	6	Separation/ Divorce
1	Rights and Responsibilities	7	Networking
2	Education	8	Cultural Practices
3	Political Participation	9	Care for the Elderly
4	Governance		Revision
D	Economic Empowerment	D	Political/ Civic Development
1	Skills Acquisition	1	Rights and Responsibilities
2	Access to Paid Employment	2	Women and Education
3	Access to Land	3	Women and ICT
4	Business Finance	4	Political Participation
5	Managing Farm Harvest/ Business Profit	5	Governance

INTRODUCTION

	Revision	6	Insecurity, Conflicts and Emergencies
		7	Advocacy and Campaign
		8	Women and Leadership
			Revision
		E	Livelihood and Survival
		1	Skills Acquisition
		2	Access to Paid Employment
		3	Access to Land
		4	Unpaid Care Work
		5	Business Capital
		6	Managing Farm Harvest and Business Profit
		7	Climate Change
			Revision
		F	Women and Inclusion
		1	Cultural and Religious Restriction
		2	Restriction on Account of Health/Disability
			Revision

Another new angle was introduced. This is **Revision session** at the end of every module as against end of peer cycle, i.e. after the whole modules have been treated. This new style helps women to pause and reflect on their learning after each module rather than wait! We however maintained the existing language and style with heavy reliance on the use of pictorial illustrations to tell the story, even though new illustrations were used to make it fresher.

CONTENT OF REVIEWED MANUAL

1.0 OUTLINE OF WOMEN'S RIGHTS PEER EDUCATION ILLUSTRATIVE RESOURCE KITS

Forward

Acknowledgment

introduction

Module 1

Personal Development

Unit 1: Body Image and Self Esteem

Unit 2: Emotion and Stability

Unit 3: Vision and Goal Setting

Unit 4: Values and Respect for one another

Unit 5: Self and Time Management

Unit 6: Interpersonal Relationship

Unit 7: Women and Education

Unit 8: Women and ICT

Unit 9: Perseverance and Resilience

Revision

Module 2

Health & WellBeing

Unit 1: Hygiene

Unit 2: Rest and Recreation

Unit 3: Nutrition

Unit 4: Health Seeking Behaviour

Unit 5: Drug/Alcohol/Substance Abuse

Unit 6: STIs

Unit 7: HIV/AIDS

Unit 8: Malaria and Typhoid Fever

Unit 9: Disability

Revision

Module 3

Family and Community Relationships

Unit 1: Marital Relationships

Child Spacing
Parenting
Negotiation
Violence Against Women and Girls
Separation/Divorce
Networking
Cultural Practices
Care for the Elderly
Revision
Module 4
Political/Civic Development
Unit 1: Rights and Responsibilities
Unit 2: Political Participation
Unit 3: Governance
Unit 4: Insecurity, Conflicts and Emergencies
Advocacy and Campaign
Women and Leadership

Revision
Module 5
Livelihood and Survival
Skills Acquisition
Access to Paid Employment
Access to Land
Unpaid Care Work
Business Capital
Managing Farm Harvest and Business Profit
Climate Change
Revision
Module 6:
Women and Inclusion
Cultural and Religious Restriction
Restriction on Account of Health/Disability
Revision

2.0 NOTE TO REVISED EDITION

A total of eleven topics/units were introduced to the revised resource kit as shown in the table below bringing the total number of topics/units to 42 from 31. Also, 2 new modules were created in addition to the existing 4 to make 6 modules in the revised edition. As it was, each of the modules housed topics/units that are related to the theme of the module. Apart from the new topics/units, the contents of the existing ones were reviewed to reflect present context and realities.

S/N	Module	S/N	New Topics Included
1	Personal Development	1	Self and Time Management
		2	Women and ICT
		3	Perseverance and Resilience
2	Health and Well-Being	4	Malaria and Typhoid Fever
4	Political/Civic Development	5	Insecurity, Conflicts and Emergencies
		6	Advocacy and Campaign
		7	Women and Leadership
5	Livelihood and Survival	8	Unpaid care work
		9	Climate Change
6	Women and Inclusion	10	Cultural and Religious Restriction
		11	Restriction on Account of Health/Disability

3.0 TESTIMONIES FROM WOMEN WHO HAVE GONE THROUGH THE PEER EDUCATION SESSIONS

A Women Leader, Tunga Maje Community, Kwara State

"ActionAid Nigeria's intervention has been very impactful to women in Tunga Maje community, Kwara State. Specifically, the Peer Education programme has really changed many of our women in different ways. There is a lesson on hygiene in the manual that teaches us not to prepare food in a dirty environment and to fetch the water we drink from clean sources. There is another lesson that cautions us not to use drugs anyhow. More importantly, the Peer Education has a lesson on marital relationship which shows the importance of keeping a stable and trusted marital relationship."

B. A Woman from Ephuenyim Community, Ebonyi State

"Before in our community, husbands and wives always fight over money for family upkeep as most husbands hardly provide enough to meet their family needs. But, following the introduction of the Peer Education programme, we have learnt so many things like the importance of acquiring skills that will enable us generate income on our own. We were also taught that women are supposed to do one form of business or the other instead of remaining idle. Drawing from these lessons, many women in our community have started doing something and are earning income to support their families. We no longer wait for our husbands to do everything and this has helped to reduce quarreling and fighting between couples as well as improve family/marital relationships. Thanks to ActionAid for the Peer Education programme".

Goal

Women achieve a life of dignity without discrimination and injustice

Objectives

1. To transfer knowledge and skills necessary for self development.
2. To enhance women's ability to mobilize and organize for collective actions.

Targets

People that can use this kit include:

Women in Communities

Women peer educators

Facilitators of women's programmes

Organisers of women's forums

Usage

To deploy this kit, facilitators would be selected from targeted women groups and trained in such a way that they could break down the contents and adapt the kit to their different environments with full consciousness of local nuances that could engender assimilation.

Who can be a facilitator

The expectation is that any female leader within communities can relate to the Kit and be able to lead the process as an active participant. It is required that a facilitator demonstrates a clear understanding of the content and should be able to use the relevant language in a community to communicate effectively.

Venue

Venues for training should be conducive. This means that there should be enough room for demonstrations and role plays or whatever method is considered necessary for learning and practice. There should also be as much of natural light as possible. Participants with disabilities should be taken into consideration with regard to layout of venue e.g. for wheelchair access.

Methods

The preferred option for deploying this kit is the use of participatory methodology. The group meetings should be interactive and discussions held using the illustrations in the Resource Kit, Experience Sharing, Brainstorming, Role Plays, Group Exercises, Demonstrations and Evaluation.

Time and duration of meetings

This should be flexible depending on the community, size of group and time frames available. It is advised that weekly sessions should not be more than two hours. The entire Kit is expected to be covered within a period of 56 weeks however, this can be stretched to cover a longer period so that some units can be treated in greater details as dictated by the needs of the environment. In communities where the main occupation is farming or fishing, the women may not be at home till evenings or weekdays. Sessions in such communities should be in the evenings.

Schedule

Weeks 1	Body Image	Weeks 26 & 27	Violence
Weeks 2	Self Esteem	Weeks 28, 29 & 30	Separation/Divorce
Weeks 3	Emotion and Well Being	Weeks 31	Networking
Weeks 4	Vision/Goal Setting	Weeks 32 & 33	Cultural Practices
Weeks 5	Values	Weeks 34	Care for the Elderly
Weeks 6	Interpersonal Relationships	Weeks 35 & 36	Rights and Responsibilities
Weeks 7 & 8	Hygiene	Weeks 37 & 38	Education
Weeks 9 & 10	Rest and Recreation	Weeks 39, 40 & 41	Political Participation
Weeks 11	Nutrition	Weeks 42 & 43	Governance
Weeks 12	Health Seeking Behavior	Weeks 44	Skills Acquisition
Weeks 13 & 14	Drug/ Alcohol/Substance Abuse	Weeks 45	Access to paid Employment
Weeks 15 & 16	HIV/AIDS	Weeks 46	Access to Land
Weeks 17 & 18	STIs	Weeks 47 & 48	Business Capital
Weeks 19	Disability	Weeks 49	Managing Farm Harvest/ Business Profit
Weeks 20 & 21	Marital Relationships	Weeks 50-52	Revision
Weeks 22	Child Spacing		
Weeks 23 & 24	Parenting		
Weeks 25	Negotiation		

Materials

Illustration in the Resource Kit

Chalk board and Chalk

Flip Chart and Paper

Cards (different colours)

Papers, Biro, Markers, Pencils and Erasers

Sticks

Leaves

Evaluation

Facilitators will conduct an interactive evaluation of each unit to find out how much and how well participants have learnt. This segment is particularly useful as ways of restating the call to action targeting behaviour change in favor of women and the community.

Beginning a Session

Each day's session should start with a recap of the action points from the evaluation of the units covered the previous day

Use of References

Various reference materials with sometimes quite similar contents were used in obtaining information for this Resource Kit. This information was adapted as relevant. All materials used are acknowledged.

Guide for facilitators

Planning and Preparation for facilitation

A preliminary activity in facilitation is to establish baseline information on the social, cultural, civic, political and economic situation of women in the specific community or area of coverage before a training activity.

Identify facilitators and ensure that they are properly trained on the Resource Kit. Such facilitators should be able to practice the scenarios

shown in the illustrations, demonstrate a good grasp of the facilitation tips, practice possible questions and answers, ensure that venues are appropriate and conducive to learning and ensure that required materials (and refreshments) are ready. It is important that facilitators understand the primary need to make all sessions interactive and to try involve each and every participant in the process.

Facilitators should mobilise their group members and deploy kit following the outline and schedule. The facilitators should constantly review previous topics before moving on to new topics.

Participants

A maximum of 20 participants will allow for the type of interaction necessary to give each person the opportunity to participate, understand and internalise the issues and take appropriate action after the group meetings.

MODULE 1: PERSONAL DEVELOPMENT

Central Focus:

This module focuses on the woman and her development. It has units on Body Image and Self-Esteem, Emotion and Stability, Vision and Goal-Setting, Values and Accommodation, Self and Time Management, Interpersonal Relationship, Perseverance and Resilience, Women and Education; as well as Women and ICT. Each of them contains a set of objectives which defines what the manual seeks to achieve; and discussion guide which contains a set of questions that could direct the flow of facilitation. Also, there is a segment for key information where the facilitator is required to provide basic knowledge about the topic of discussion. Each unit ends with a Reflection and Action - a food for thought that should spur participants to put to practice what they have learnt.

This simply means how women see themselves and the value they place on themselves

OBJECTIVES:

To discuss how women see themselves and its implication for their well-being and development.

To examine how much value women place on themselves and its effect on them.

To help women realize that positive body image and self-esteem are critical elements for success.



DISCUSSION GUIDE

What do you see in these pictures?

Why are there differences in the women's body size/weight, height and complexion?

Can the image they have of themselves affect their interactions and relationship with others?

Do you think that the way they see themselves can affect their ability to lead a fulfilled lives?

Does comparing our body looks to that of other women or girls have any positive or negative effects on us?

How can a negative image of ourselves affect how other people see us and respect us? How do you think women who do not appreciate themselves behave?

Are there things we can do to improve how we feel about ourselves?

FACILITATOR'S KEY INFORMATION

Our height, shape, weight, size, and complexion are mostly determined by family genes. There is a limit to what we can do to our body shape because that is how we were created.

We should appreciate ourselves irrespective of our complexion, height, weight. Women must realize that each of us is unique and special.

A woman's feelings about herself and how much value she places on herself are important for her well-being and her contribution to development.

How we value ourselves as women affects the way we think, behave and how others perceive us.

We can improve how we look and feel by eating well, dressing well, taking exercise and resting, sitting, standing and carrying ourselves well, and accepting and giving compliment.

We can improve our self-esteem by further education and skills acquisition, learning to speak in public, owning a business or working to make up for what we see as lack.

REFLECTION AND ACTION

You can admire other women or girls, but make yourself look good and be happy. Each woman's body is uniquely special and beautiful.

Our self-esteem can be improved upon if we work on it.

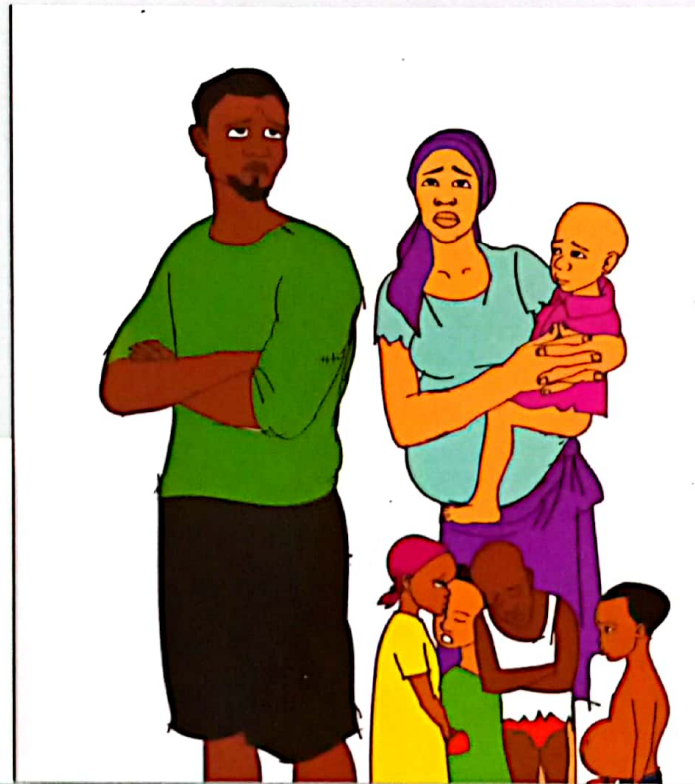


This has to do with how feelings, sentiments and passion affect women in their day to day activity

OBJECTIVES:

To discuss the things that makes women happy or sad.

To demonstrate how women can overcome negative emotions and maintain a balance.



DISCUSSION GUIDE

What do you see in these pictures?

Why do you think there is a difference in the pictures?

What are the things that make us happy or sad?

How do negative and positive emotions affect us?

How can we gain stability in the face of negative emotions?

FACILITATOR'S KEY INFORMATION

Ability to achieve one's personal goals e.g. education and skills can lead to negative or positive emotions.

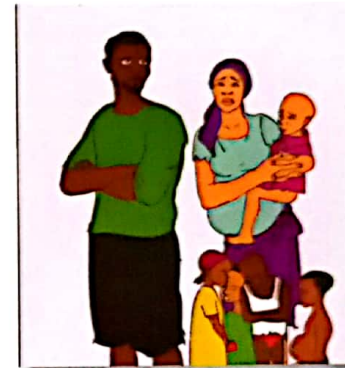
Failure or success in marriage/family life (having children/bringing them up, relationship with spouse and in-laws, livelihood, etc.) can create positive or negative emotions which can make women happy or sad.

Ability to live up to societal expectations like contributions/donations to meetings, purchase of clothes (ceremonial uniforms), attending ceremonies (religious, communal, etc.)

can generate negative or positive emotions.

Irrespective of unachieved personal, family and communal expectations, women should seek to maintain positive emotion and stability to avoid breakdown that can lead to depression and other mental health conditions.

Feelings affect a woman's health/looks (aging, moodiness, high blood pressure, death, etc.) as well as how others relate with her.



REFLECTION AND ACTION

Reflection and Action
We gain more from life by being happy, so be a happy woman.

Women should always endeavour to feel good, look good, and be happy!

What women should see about their future and steps that could be taken to make this happen.

OBJECTIVES:

To discuss the importance of vision and goal setting to women's well-being and development.

To demonstrate how women can plan and achieve their goals.



DISCUSSION GUIDE

What do you see in these pictures?

Do you think these women can achieve their dreams and vision, if yes how?

Can we have volunteers share with us what they want to become in the next 5 years?

Why is it important to have a vision?

What are the steps we can take to achieve our vision?

What are the likely challenges we face in a bid to achieve our vision and how can we overcome them?

Is there anybody here who wants to share how she overcame her challenges to achieve her dreams?

FACILITATOR'S KEY INFORMATION

Every woman should have a vision and dream for herself.

To achieve her dreams, vision and aspiration, every woman should set realistic targets for herself.

Some of the challenges we face in achieving our dreams and vision are; poverty, discrimination against girl-

child/women education, ill health, self-esteem, etc.

Women can overcome these challenges by being focused, determined and seeking for support like scholarship, grants, loan, partnership and believing in themselves.

REFLECTION AND ACTION

Where there is a will, there is a way. Women should believe in their ability to achieve their vision.

Women should work towards achieving their vision by setting goals and targets



Important and lasting beliefs or ideals shared by members of a community about what is good or bad and desirable or undesirable, acceptable or unacceptable, etc. in a community as well as the need to understand one another in spite of differences in our values.

OBJECTIVES:

To identify and discuss the things that women value in the community

To show that values may differ from person to person

To examine the importance of values to women and the community

To discuss the need to accommodate the differences in our values



DISCUSSION GUIDE

Discuss what you see in the picture

What can we learn from it?

What are the things that matters most to women in our community and why?

How can the values system in your community affect women development and well-being?

Discuss issues that affect values system in your community.

How can people accommodate the different values people hold in the society and live together in harmony?

FACILITATOR'S KEY INFORMATION

Values are ideals, beliefs and other things that really matter to each person regarding the way we live and work. These can be personal or relate to your community of residence.

People's values are influenced by personal traits, peer group, religion, media and the society. Therefore, they could differ from one person to another.

Women's well-being can be affected by their values which determine the decisions they make as well as their future. Values have significant influence on the achievement of our dreams.

When the things we do and the way we behave match our values, we are usually satisfied and content; but the reverse is the case when they do not match.

Issues that affect value system in the community include: money, delayed expectations, poor reward and lack of recognition for hard work, security of life and property, comparing people in the community, etc.

We should tolerate and respect other people's values in order to live in harmony.

REFLECTION AND ACTION

People are different and entitled to their own values in line with natural laws and women are no exception.

We should learn to accommodate people with ideals and beliefs that are different from ours rather than rejecting or fighting them.



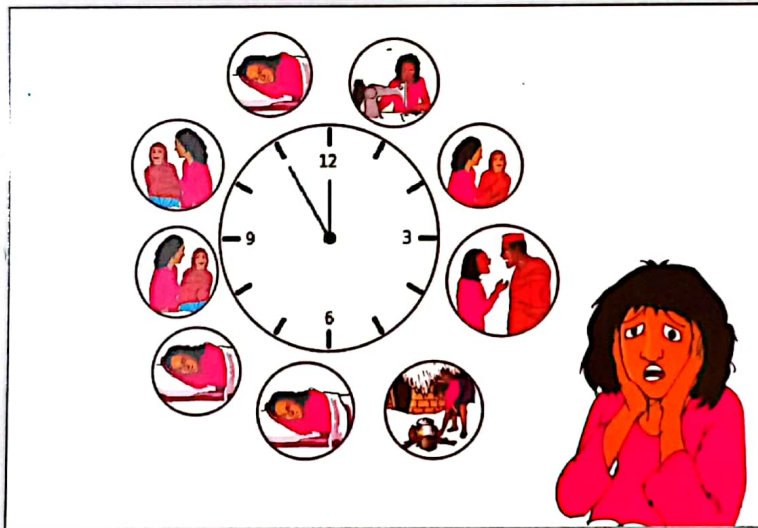
This refers to the ability to be effectively organised such that a woman's physical, mental and time resources are productively used for her well-being and development.

OBJECTIVES:

To discuss what it takes to be organised as a woman.

To discuss the importance of effective time management to women

To demonstrate how women can effectively manage their self and time resources for their benefits.



DISCUSSION GUIDE

What do you see in the two pictures?

Which of these women do you think can achieve something concrete at the end of the day and why?

Why do you think self and time management is necessary?

Why do you think women should have a clear plan of what they want to achieve for the day before setting out every day?

What are the things that can eat into our time and prevent us from achieving our daily goals?

How can women determine what is most important, urgent as well as what they should give to other people to do for them?

What are the benefits of effective self and time management to women?

REFLECTION AND ACTION

Effective self and time management create a sense of fulfillment and facilitate the achievement of goals.

Women need to take time to assess their daily routine, check what takes up their time and cut down on things that do not contribute to their development.

Women should go home and practice the act of planning their day before undertaking any task.

FACILITATOR'S KEY INFORMATION

A successful day should begin with well-articulated plan which could be written or mental ordering of the day.

Having a clearly articulated plan helps to be better organised and facilitates achievement of targets.

Women can achieve a lot within the 24 hours available to them if they plan and organise what they want to do.

Taking up unplanned tasks, delaying what needs to be done to a later time, and wanting to do everything by ourselves can take up our

time and prevent us from achieving our daily goals.

Notwithstanding the need to prioritize our well-articulated daily plan, we should be flexible enough to accommodate emergencies whenever there is one.

Women can be better organised by doing things that are most important, urgent as well as assigning some of her duties to others to do for her.

Taking stock especially at mid-day can help us assess how we are doing and refocus where necessary.



How people relate with one other

OBJECTIVES:

To emphasise the importance of interpersonal relationships.

To discuss the skills required for good interpersonal relationships.

To examine the role communication can play in promoting interpersonal relationships



DISCUSSION GUIDE

What do these pictures say about interpersonal relationships and what are the differences between them?

Why is it important to relate with one another?

How can we maintain good interpersonal relationships in our community?

What are the elements of interpersonal relationships?

What role can good communication play in promoting interpersonal relationships?



FACILITATOR'S KEY INFORMATION

Interpersonal relationships are important because no woman or man is an island.

Good interpersonal relationships require listening to others, respecting the views of others, patience, good manners, understanding and respecting the cultural setting.

Effective communication can promote good interpersonal relationships by facilitating mutual understanding, cordiality, less conflict, etc.

Trust, confidentiality, honesty, love and care, support, respect, communication, protection and security are desirable elements of interpersonal relationships.

REFLECTION AND ACTION

Interpersonal relationships are an essential part of humanity which should be encouraged and promoted.

Women should improve on their interpersonal relationships with others in the community by listening

to others, respecting the views of others, being patient, having good manners, understanding and respecting the cultural setting, among others.

Being able to adjust to circumstances and the determination to overcome tough situations

OBJECTIVES:

To discuss the need for women to be resilient in handling adverse situations/challenges.

To demonstrate that the virtues of perseverance and resilience are useful in the pursuit of one's dreams.

To discuss how women can go through discouraging and disappointing times.



DISCUSSION GUIDE

What do you see in the picture?

What would you do if you were in this woman's situation?

Why is it often said that tough times do not last but tough people do?

Can anyone share her experience on how she overcame a difficult time in her life?

Why should women persevere and be resilient in the face of challenges?

Does discouragement and disappointments mean the end of our dreams?

FACILITATOR'S KEY INFORMATION

Resilience and perseverance is the ability to adjust to circumstances and the determination to overcome challenges such as devastating fire incidence; loss of business capital, farm land, children, husband, limbs; invasion of their communities; etc.

Life difficulties and challenging situations are often not permanent. Tough people will always overcome challenges because of the determination and doggedness in them to forge ahead.

Disappointments and discouragements could be stepping stones to greatness.

Women should persevere and be resilient when going through challenging times by;

Being positive/optimistic,

Applying proven knowledge to change the situation,

Seeking immediate emotional and other forms of support from families and friends and other community members,

Seeking help from network groups in the community like village meetings, professional/trade associations, religious groups, cooperative groups, etc.

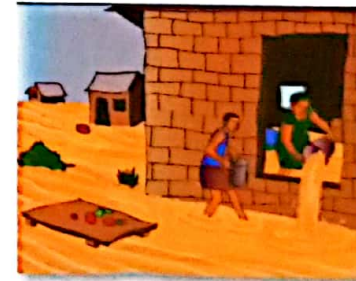
Seeking help/support from government agencies/financial institutions like Ministry of Women Affairs, Poverty Alleviation Agency, Social Welfare, Banks, etc.,

Having contingency plan otherwise known as plan 'B'; keeping a savings or insurance plan can help to overcome unexpected challenges and downturns of life and living.

REFLECTION AND ACTION

In life, there are unforeseen situations that threaten our success. We should learn not to allow such situations kill our dreams.

Women should persevere and show resilience in the midst of circumstances that appear so tough.



Training and learning that make women functional in the society

OBJECTIVES:

To define education.

To identify the forms of education available to women.

To discuss why women should be educated.

To highlight the obstacles to women and girls education,
To examine the consequences of not educating our girl-children

CASE STUDY: SWEDGE *Motivated me to Send my Daughters to School*

Amina Mahmood is a poor uneducated Shea butter trader from Tunga Maje community of Kwara State with 10 children. Her earnings and that of her husband were barely enough to cover their feeding, let alone pay for school fees, books and school uniforms. Since the earning of the family was so small, she decided to allow her daughters to marry once they finished primary school.

Her story changed when ActionAid's SWEDGE programme was launched in their community as the women were taught and empowered to promote girl-child education. Specifically, AAN provided an industrial mixer and grinder that facilitated the production of Shea butter. In addition, AAN gave some of the women start-up capital to improve the business and Amina was one of beneficiaries. With the help of the machines, Amina is now able to produce more Shea butter and earns six thousand naira for the same time she used to get one thousand naira. With the additional income, Amina has been able to send her two young daughters - Hafsat (17) and Sakira(15) - to secondary school. In addition to the income, Amina was motivated to send her girls to school when she saw the young girls who came from AAN for the SWEDGE programme.

Sakira, Amina's youngest daughter is grateful for their mother's support as some of her age mates get pregnant, marry early and are unhappy with their situation. She said she wants to be a doctor to be able to take care of her parents and help poor people who cannot take care of themselves.



DISCUSSION GUIDE

What is education and why is it important to be educated?

What are the forms of education available to women?

From the picture what can you say about women education?

What are the obstacles to women and girls education?

Looking at Amina's story, what can we learn from her experience?

What are the implications when women are not educated?

Discuss the options for non-formal education available to women in our community.

Discuss how more women can have access, retention and completion in education.

FACILITATOR'S KEY INFORMATION

What a woman knows or learns helps family, community, national development.

Incomplete education makes women poorer and unable to use opportunities that they should have.

Equal access in education should be given to boys and girls.

Women can acquire informal/non-formal education through – skill acquisition at vocational

centres; apprenticeship; and adult education like literacy, numeracy; mentoring; Islamiyya; and beyond)

Major obstacles to women education include ignorance; beliefs; poverty; preference for training male children; teenage pregnancy/early marriage; demand on them for domestic chores; and helping their mothers to baby-sit; lack of value for female education. Women and girls who drop out of school should be given a second chance.



REFLECTION AND ACTION

Educate a woman, educate a nation.

Woman and girls should be encouraged to acquire education and be fully functional to the community.

UNIT 9: WOMEN AND ICT

Women's ability to effectively deploy information and communication technology to enhance what they do

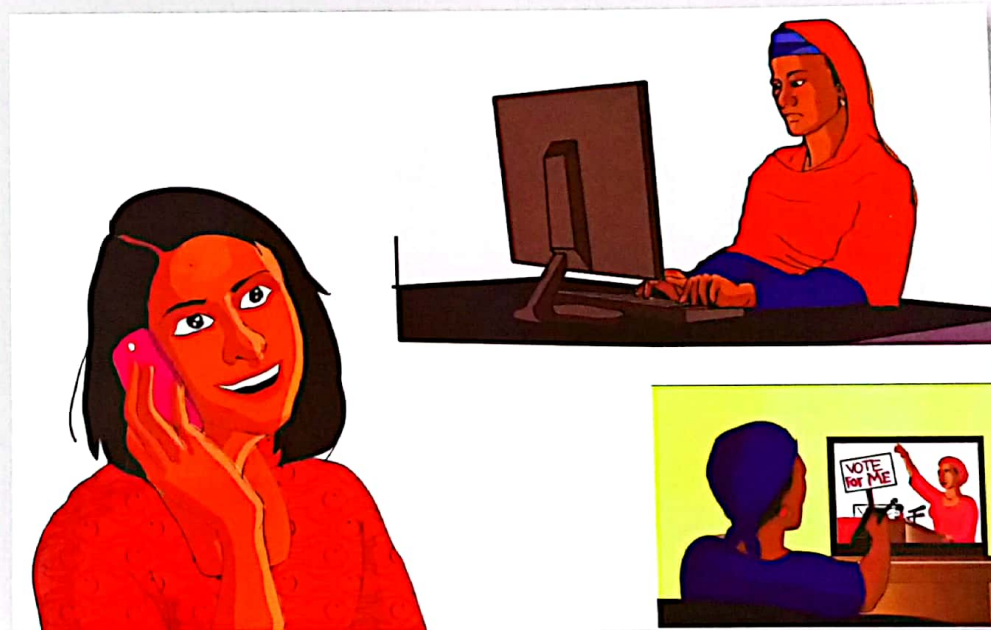
OBJECTIVES:

To explain what ICT means

To discuss the importance of ICT to women development

To identify the components of ICT

To discuss how ICT skills can be acquired



DISCUSSION GUIDE

Mention the types of modern device used for passing information and for communicating in our community

What are the advantages of using these modern devices compared to the old ways of passing messages?

In what ways has these new things help you as a woman in doing your business or other things?

Among men and women, who use these modern devices more in our community?

Why is it that only limited number of women use these devices?

How can women acquire the necessary skills required to be able to use these devices?

Which of these devices can you operate like the women in the pictures?

How can Radio, TV, GSM Phone and Internet benefit women in our community?



FACILITATOR'S KEY INFORMATION

ICT is an abbreviation for information and communication technology. It refers to all equipment, applications and services that involve communication and dissemination of information such as computers, cellphones, televisions, radios and satellite systems. It also includes the internet and its various uses.

ICT should be embraced by all as it promotes development in all forms.

Women should be interested in learning at least the basic

ICT skills as it enhances their ability to understand and contribute to development process, and make them functional in the community.

Women can make use of ICT in their business/trading, educational pursuit, health, agriculture, banking, communicating with one another, and lot more.

Smart phones, computer, radio, television and other ICT devices are bank of knowledge women can tap from anytime so it is appropriate they know how to use them.

REFLECTION AND ACTION

ICT is the key to the future as it has made life to be simple. Women should take practical steps to acquire and deploy ICT skills to promote their development.

Module one focused on topics/units bothering on Personal Development of women in the community. Highlights of the eight topics/units discussed under this module are as follows;

Unit	Topic	Lessons/Reflection and Action
01	Body Image/Self Esteem	This simply means how women see themselves and the value they place on themselves. You can admire other women and girls, but make yourself look good and be happy. Each woman's body is uniquely special and beautiful. We can improve our self-esteem if we work on it.
02	Emotion and Stability	This has to do with how feelings, sentiments and passion affect women in their day to day activity. We gain more from life by being happy, so feel good, look good, and be happy!
03	Vision and Goal Setting	Vision and goal setting is about women should see regarding their future and steps they should take to make this a reality. Where there is a will, there is a way. Women should endeavour to pursue their vision by setting goals and targets and working towards achieving them.
04	Values and Respect for One Another	This includes ideals, beliefs, morals and other intangibles that are highly cherished and held dearly by women. People are different and entitled to their own values. We should learn to accommodate them.
05	Self and Time Management	This refers to the ability to be effectively organised such that a woman's physical, mental and time resources are productively used for her development. Women need to take time to assess their daily routine, check what eats their time and cut down on things that do not contribute to their development.

06	Interpersonal Relationship	This refers to how people relate with each other Women should improve on their interpersonal relationship with others in the community by listening to others, respecting the views of others, patience, good manners, understanding the cultural setting, among others.
07	Perseverance and Resilience	Virtues women have that make them able to adjust to circumstances and the determination to overcome tough situations In life, there are unforeseen situations that threaten our success. If we persevere and show resilience, we will overcome the circumstance that appears so tough.
08	Women and Education	Education refers to training and learning that make women functional in the society. Woman and girls should be encouraged to acquire education and be fully functional to the community. Educate a woman, educate a nation.
09	Women and ICT	Women's ability to effectively deploy information and communication technology devices to enhance what they do ICT is the key to the future as it has made life to be simple Women should take practical steps to acquire and deploy ICT skills to promote their development.



MODULE 2: HEALTH AND WELL-BEING

Central Focus:

This module focuses on women's health and well-being. It has 8 units as follows: Hygiene, Rest and Recreation, Nutrition, Health Seeking Behaviour, Drug/Alcohol/Substance Abuse, STIs, HIV/AIDS, Malaria and Typhoid Fever, and Disability. Each of them contains a set of objectives which defines what the manual seeks to achieve; and discussion guide which contains a set of questions that could direct the flow of the facilitation. Also, there is a segment for key information where the facilitator is required to provide basic knowledge about the topic of discussion. Each unit ends with a Reflection and Action - a food for thought that should spur participants to put to practice what they have learnt.

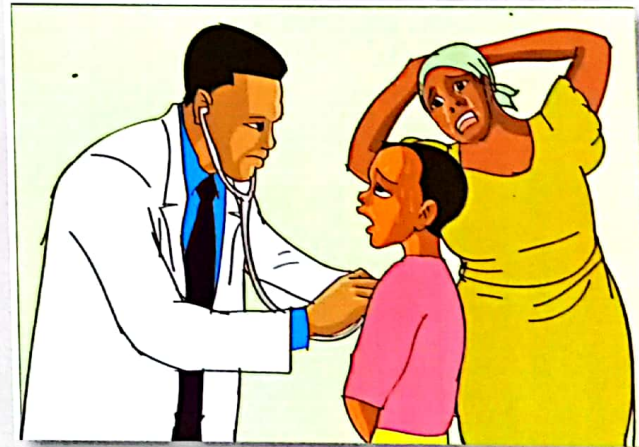
Keeping yourself and your environment clean to stay healthy

OBJECTIVES:

To discuss the importance of hygiene to good health.

To demonstrate basic hygiene practices.

To encourage women to pay attention to their personal and family hygiene



DISCUSSION GUIDE

What do you see in these pictures?

Discuss the range of things that could happen to those who buy food from such an unhygienic environment?

Why do you think it is unhygienic to take drinking and cooking water from the source indicated in the case study?

Have you fallen ill as a result of what you ate or the water you drank? Share your experience.

What are some of the diseases that can be contacted from the unhygienic practices identified in Blessing's story above?

How can we constantly maintain good hygiene around our environment? Why is hygiene important particularly among women in our community?

How can women gain the support of other members of the family and community to promote hygiene at family and community levels?

FACILITATOR'S KEY INFORMATION

Good hygienic practices reduce the burden of care on women and the family, and the following are ways of maintaining good hygiene; Washing our hands with soap or ash and water before eating, after using the toilet, changing a diaper or wiping up a child;

Demonstrate the proper way of washing hands e.g. using a bucket with a pipe or tap attached, water, soap or ash.

Taking regular bath in the morning and after sweating from a task (farm work,

market activity, smoking of fish, etc.)

Covering our nose/mouth while coughing/sneezing; brushing of the teeth twice daily; among others.

The spread of diseases like Lassa fever, diarrhoea, cholera, typhoid, malaria, tuberculosis, can be prevented by covering our foods to prevent rodents from infesting them, drinking clean water, etc.

Good hygiene helps to build body immunity.



REFLECTION AND ACTION

Think about the last time you took your child to a health centre and what it cost you in terms of the time and money spent.

Women should seek the support of family members and community in promoting hygiene at the family and community level.



CASE STUDY: Good Hygiene Improves Health and Children's School Attendance

For Blessing Chike, a 38-year old nursery teacher and a peer facilitator for one of the women's groups in Ovuoba community of Ebonyi State, the focus has been on cleanliness. She had always wondered why her pupils would come to class in dirty clothes and were always falling ill and absent from school. It wasn't until she began leading her 32-member peer group that she realised that poor hygiene in their homes was the root cause. She saw families where dirty laundry – including soiled nappies – would be packed into piles and only rinsed with water after a week. She also noticed that many families didn't boil the water they fetched from the river before drinking.

According to Blessing, there was a particular woman who was so dirty in her Peer Education group and in a bid to correct her she became confrontational but after the lesson on Hygiene and several others in the Peer Education manual coupled with counselling sessions the woman started cleaning her environment and washing her clothes.

Testifying further, Blessing noted that there has been a tremendous improvement in the health condition of both the women in her group and the children in her class. With less sickness, children are now attending classes more regularly and able to concentrate better on their studies. And the borehole sunk in the school by ActionAid Nigeria SWEDGE project has also contributed to facilitate the observed improvement.

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Taking time off to refresh, relax and enjoy yourself

OBJECTIVES:

To explain what rest and recreation entail

To emphasise the importance of rest and recreation for healthy living

To discuss options women have for rest and recreation.



DISCUSSION GUIDE

Which of these activities in the picture amount to true rest?

What difference do you think rest can make in our daily activities?

Why do we think rest and recreation are important to women?

How many of us take time to rest during the day and when do we rest?



What are the options available to us for rest and recreation in the community?

What happens to us when we take adequate rest?

Why do you think women do not rest?

How best can this be addressed?

FACILITATOR'S KEY INFORMATION

Rest and recreation involve taking out time to refresh after carrying out physical or mental task.

Rest is important to women because it helps to regain used energy, overcome stress and face fresh task with renewed vigour.

Rest and recreation can be in form of sleeping, playing local games, watching television or listening to radio, group leisure activities, storytelling, tourism, etc.

Without rest and recreation, people run the risk of coming down with undesirable health conditions like high blood pressure, depression, stroke and sudden death.

No matter how busy a woman is, she should make time to rest from work.

REFLECTION AND ACTION

Adequate rest and recreation make a woman stronger, healthier and more productive.

Women should take time to rest as it gives fresh strength to do more work.

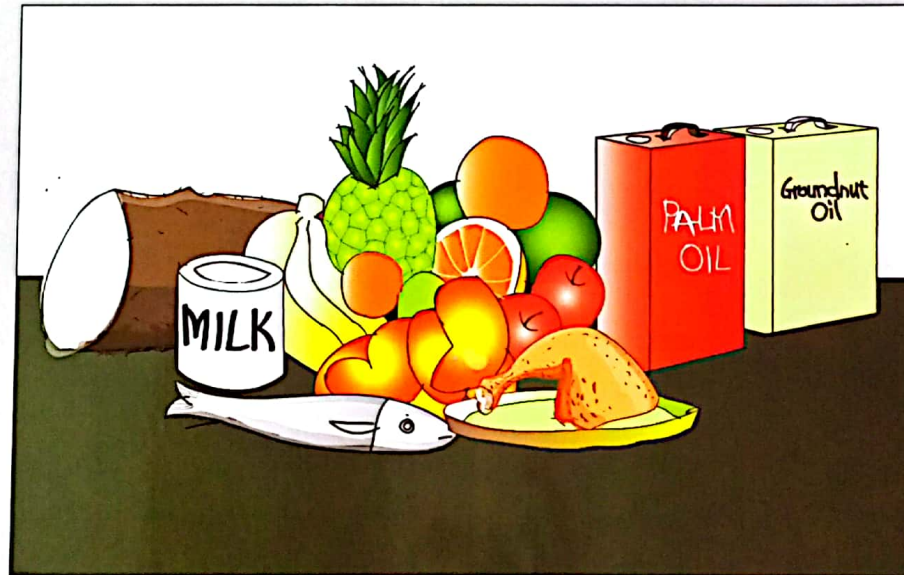
Food varieties and how they help the body

OBJECTIVES:

To discuss the importance of food and its varieties to healthy living.

To identify available foods in the community that are good for the body.

To encourage women to always balance their diet.



DISCUSSION GUIDE

Name the foods that we see in this picture.

Are these foods common in our community and are they all good for the body?

Is it good to eat one type of food all the time, why?

Looking at the common foods we have in our community, how can we combine them to give us the right nutrients?

What are the specific foods that are good for pregnant women and nursing mothers and why?

Are there foods that could be harmful to women in our community, if yes name them and explain why?

FACILITATOR'S KEY INFORMATION

Quality food eaten at the right time and in the right quantity provides nutrients for the body and immunity against diseases and infections.

There are six classes of foods as follows;

Protein [beans, eggs, chicken, crayfish, fish, meat, milk];

Carbohydrates [cassava, yam, wheat, maize, rice, potato, millet, plantain];

Fats and Oil [vegetable/animal, butter, margarine, non-skimmed milk, red palm-oil, ground-nut oil, vegetable oil];

Vitamins [fruits and vegetables, iodized salt, and sea food];

Minerals [liver, kidney, heart and dark green leafy vegetables like ugwu and water leaves]. Iron is a mineral that is very useful to teenagers and women of child-bearing age.

Water

Women should eat balanced diets comprising of the different foods, vegetables and fruits to stay healthy.

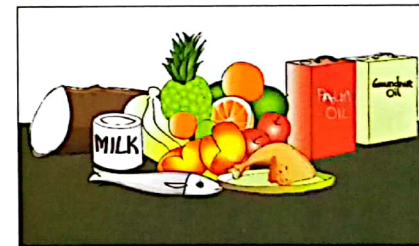
Eating starchy foods like *eba*, *akpu*, *tuwo* without meat, fish or egg, and vegetables to balance it up is unhealthy.

All types of foods are important to the body but factors such as age, cycle of life (like child-bearing or child-weaning women), health condition (like being a diabetic), and others should determine what should be eaten.

REFLECTION AND ACTION

Good food helps the body, builds immunity and helps you to stay alive.

Women should make sure their meals are balanced and contain the different classes of foods in the right proportion.



Being aware of one's health status and taking action to prevent or manage undesirable health conditions.

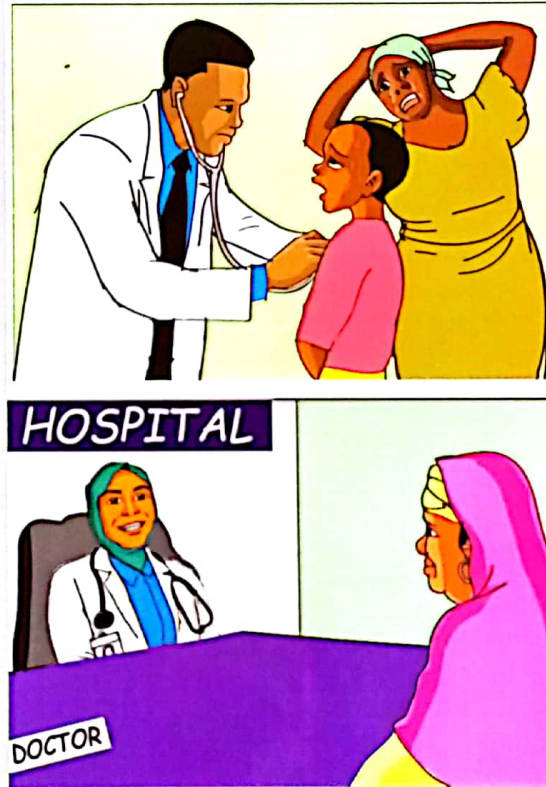
OBJECTIVES:

To discuss the relevance of paying attention to our health.

To examine factors that influence women's health-seeking behaviour.

To explore what women can do to minimise the probability of falling sick.

To guide women on what they should do when they are not feeling well.



DISCUSSION GUIDE

What do you think about these pictures?

Are the women in the picture exhibiting desirable health-seeking behaviour? Give reason for your answer.

What are the things we do to prevent common diseases in this community?

Where do women go for treatment when they are ill, and why?

What are the types of diseases that can make us to go and see the doctor?

Are there things we can do to reduce the tendency for us to fall sick?

FACILITATOR'S KEY INFORMATION

Our health-seeking behaviour affects the quality of health we enjoy.

Using of insecticide-treated nets, removing stagnant waters from the environment, and maintaining basic hygiene practices are preventive health-seeking behaviours that are desirable.

Observing certain routine check e.g. weight check, blood pressure, blood sugar, monthly breast examination (especially after monthly menstrual flow) can help to detect an impending disease condition.

Regular testing to check for malaria, tuberculosis, HIV and insisting of blood screening

before transfusion are advisable health behaviour.

Checking your genotype and blood group before marriage is also a desirable preventive health-seeking behaviour.

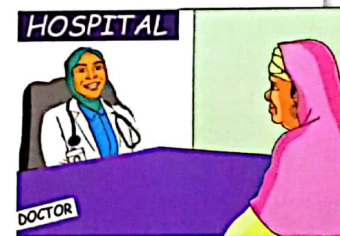
Avoiding quack medical personnel and seeking help early when sick, preferably from a public health facility are desirable curative health-seeking behaviours.

Women should access health care from qualified health personnel/institution for any type of disease rather than managing the condition on their own.



REFLECTION AND ACTION

Observe basic health practices to minimise the chances of falling sick
Seek help early from qualified health practitioners/institution when sick.



Taking medication that our doctors have not given us or things that we consume that can affect our mental and emotional health

OBJECTIVES:

To explain what drug abuse is.

To identify substances that are harmful to health.

To discuss factors that could lead to substance abuse.

To discuss the effects of substance abuse on the community

To discuss where to find help if already abusing drugs.



DISCUSSION GUIDE

What do you understand by drug abuse?

What are the types of drugs and substances that people abuse?

Have you ever taken medication that your doctor did not give you?

Identify forms of drug abuse. Mention the effect of substance abuse on the reproductive health of women.

Discuss where to find help if already taking drugs

FACILITATOR'S KEY INFORMATION

Drug abuse is the use of drugs without doctors prescription or over-taking it while substance abuse is taking substance that make users feel good and high in some ways.

Substances that are commonly abused include; Indian hemp/tobacco, expired medicine, unprescribed medicine, mixture of medicines, alcohol and gin.

Common causes of drug and substance abuse include; depression, peer pressure, the perception that without

drugs one can't perform well during sex, at work, on stage, and other productive ventures.

Consequences of drug and substance abuse include; low birth weight, madness, cancer, and other serious illness, infertility, loss appetite increased or low libido, insomnia and death. It is best to say no to hard & 'unprescribed' drugs. Avoid hard & 'unprescribed' drugs.

REFLECTION AND ACTION

Drugs, alcohol, and substance abuse are harmful and dangerous to health.

Stay away from drugs, alcohol and substances abuse and those already dependent on drugs should not be ashamed to seek help.



Disease conditions that are contacted through sex

OBJECTIVES:

To define STIs.

To identify the symptoms of STIs.

To discuss ways of preventing STIs.

To demonstrate the effects of STIs to those infected and the community.



DISCUSSION GUIDE

What are STIs?

What are the symptoms of STIs?

How can the spread of STIs be prevented?

Mention some of the STI that you know

Is any of these common in our community?

What are the effects of STIs?

FACILITATOR'S KEY INFORMATION

STI is an acronym for Sexually Transmitted Infections. STIs are diseases that are gotten through sexual intercourse such as gonorrhoea, syphilis, etc.

Symptoms of STIs include; irritation; rashes; sores; frequent urination; offensive/smelly discharge from vagina and penis; pain and burning sensation on passing urine; warts; blood in the urine; blisters around private part/anus; itching/burning/pain in the genitals; lower body pain; swelling in groin; and pain during sexual intercourse.

STIs can be prevented through good hygiene and safer sex practices.

STIs can lead to infertility and permanent damage to health if not properly treated

Divide participants into two groups –

One group to role-play the symptoms of STIs.

The other group to role-play the effects of STIs.

REFLECTION AND ACTION

STIs could significantly affect the reproductive system if left untreated.

Women should adopt protective measures and treat themselves if infected. They should also encourage their partners to do same before resuming normal sexual activity.



Viral infection with deadly manifestation in human body

OBJECTIVES:

To define HIV & AIDS.

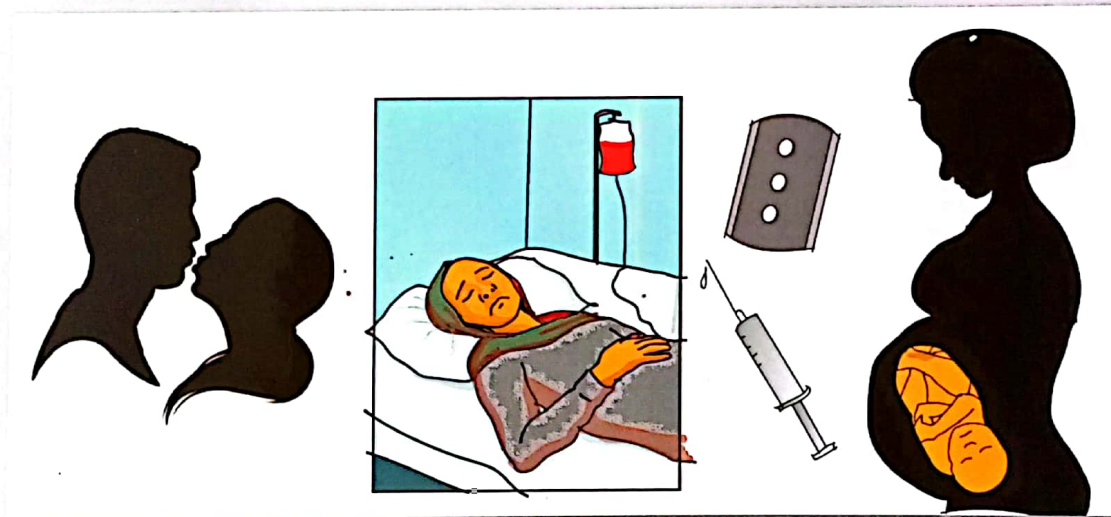
To identify the symptoms of HIV & AIDS.

To discuss the modes of transmission.

To identify people at risk.

To discuss misconceptions about HIV & AIDS.

To discuss how women can prevent HIV & AIDS.



DISCUSSION GUIDE

What is HIV?

What are the symptoms of HIV?

What is AIDS?

What are the symptoms of AIDS?

How can HIV be transmitted from one person to another?

Who are the HIV & AIDS risk groups?

What are the misconceptions about the spread of HIV?

How can women protect themselves from HIV?

FACILITATOR'S KEY INFORMATION

AIDS means Acquired Immune Deficiency Syndrome.

HIV is Human Immunodeficiency Virus; it is a small germ or virus that gradually weakens the body's resistance to disease, manifest as AIDS between six months and ten years, status can be determined by blood test.

Common symptoms of AIDS are unexplained tiredness, diarrhea lasting for more than one week, pneumonia, rapid weight loss, dry cough, repeated fever, profuse night sweats, swollen lymph glands in the armpits, groin or neck, depression, nervous disorders, memory loss, white spots or unusual stain on the tongue, in the mouth or in the throat; and brown, red, pink spots on the skin or

under the skin or inside the mouth, nose or eyelids.

HIV can be transmitted through unprotected sex with infected person, transfusion of infected blood, blood products and tissues; through unsterilised skin piercing instruments e.g. injection needles or syringes, instruments used in local circumcision, tonsillectomy, scarification and bloodletting; through beauty instruments used for barbing, fixing weave-on, pedicure and manicure and ear piercing, children can be infected through Mother-to-Child Transmission (MTCT) during pregnancy across the placenta; during delivery and through breast milk).

Some high risk groups including – commercial sex partners and their customers,

those with multiple and casual sex partners, workers who move from place to place such as drivers, police, soldiers, politicians, teenagers/adolescents/youths, and women of child bearing age [WCBA] between 15 - 49 years; Secondary risk groups - babies born to HIV positive mothers; those transfused with infected blood; and husbands/wives; Special risk group – Women and girls are more likely to be infected than boys because of poverty, the physiology of their sex organs, they find it difficult to negotiate sex in relationships because of cultural practices and tendency of older men to have sex with younger women or girls because of beliefs that it could cure diseases or make the men younger.



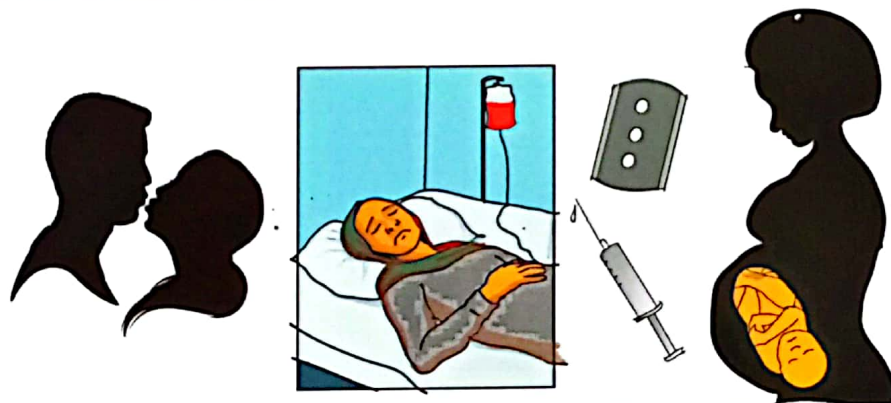
Some misconceptions about HIV are that; it can be spread through sharing of combs, sheets, towels, clothes, cups/eating plates, hugging, touching, handshake, mosquitoes or other insects or animal bites; using public phone; using same toilet and showers; coughing and sneezing; public swimming pools; etc.

Women can prevent HIV & AIDS by avoiding sex before marriage; use of condom with sex partners; being faithful to one partner; avoiding exchange of blood through rituals; avoiding being transfused with infected blood, avoid sharing unsterilised beauty instrument, sharp objects and instruments used in local surgery.

REFLECTION AND ACTION

HIV and AIDS are real.
Go for voluntary counselling and testing.

Do not stigmatise and discriminate against people living with HIV/AIDS (PLWHA).



Common public health conditions that affect people and could result to death if not promptly treated

OBJECTIVES:

To explain what Malaria and Typhoid diseases are

To identify the symptoms of Malaria and Typhoid fevers

To discuss the modes of transmission

To identify people at risk of contracting Malaria and Typhoid fever

To discuss how and where to access treatment for Malaria and Typhoid fevers

To discuss how women can prevent Malaria and Typhoid fevers.



DISCUSSION GUIDE

What is Malaria fever?

What is Typhoid fever?

What are the symptoms of Malaria and Typhoid fever?

How do people get these diseases?

Who are those at risk of getting Malaria and Typhoid fever?

What are the effects of these diseases on pregnant women?

How and where can people get treatment for Malaria and Typhoid fever?

What measures can women adopt to prevent the spread of Malaria and Typhoid fever?

FACILITATOR'S KEY INFORMATION

Malaria is a disease caused by different species of Plasmodium while Typhoid is caused by bacteria that lives in the intestines and bloodstream of humans.

Malaria is transmitted by a bite by female Anophelese mosquito but typhoid can be transmitted through contaminated food or water because the bacterium is commonly present in unhealthy conditions and dirty water.

Malaria and Typhoid could be easily mistaken for each other as they both exhibit some common symptoms. The specific symptoms of each of them are:

MALARIA: nausea, vomiting, chills, loss of appetite, fevers, headache, body pains, anaemia, and diarrhea

TYPHOID: high grade fever, abdominal pain, bleeding from nose, cough and tiredness, reduced heart rate, diarrhea or constipation

Persons that are exposed to mosquito bites, live in dirty environment are at risk of contracting Malaria/Typhoid fever.

Pregnant women and children are more vulnerable to Malaria/Typhoid infections because of their reduced natural immunity as a result of their condition.

Treatment for Malaria and Typhoid fever could be accessed at any Primary Health Centre or Hospital with qualified health practitioners – Doctors, Nurses, Community Health Extension Workers, Medical Laboratory Technicians, etc.

Cases of Malaria or Typhoid could be confirmed by conducting medical test.

The recommended treatment for Malaria is the use of any Artemisinin Combination Therapy (ACT) while antibiotics are commonly prescribed for Typhoid.

To prevent these infections, the following are useful precautions;

Ensure access to safe drinking water (Boil your water before drinking or add water guard to drinking water)

Avoid eating at filthy/dirty environment and eat food that is still piping hot

Wash fruits and vegetables thoroughly before consumption

Maintain basic sanitation and hygiene



Remove stagnant waters around the environment that can serve as breeding ground for mosquitoes

Sleep under insecticide treated net

Use of insecticide spray – this should be well applied and allowed to wear out before going to bed

Use of mosquito repellants lotion to rub the skin and wear long protective clothing while outdoors to prevent mosquito bites,

Installation of wire net/screens on windows and doors to prevent entry of insects.

Vaccines against Typhoid could be taken in a situation where there is an outbreak of the infection

Prevention therapy called prophylaxis should be used by pregnant women and other highly vulnerable persons to prevent malaria

Extensive preventive education by Community Health Extension Workers is necessary

REFLECTION AND ACTION

When you or any member of your family is feeling feverish and showing symptoms of Malaria/Typhoid, go for treatment without delay in Primary Health Centre or a hospital with qualified medical personnel nearest to you.

Women and their families should adopt preventive measures like - removing stagnant waters around the environment; maintaining basic sanitation and hygiene; sleeping under insecticide treated net; etc. to stay off Malaria/Typhoid.

Pregnant women and persons with sickle cell anaemia should take their health condition seriously by giving it the attention it deserves

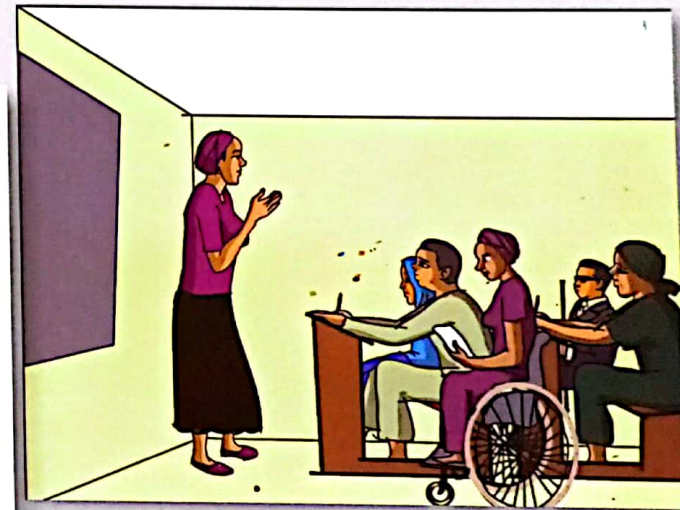
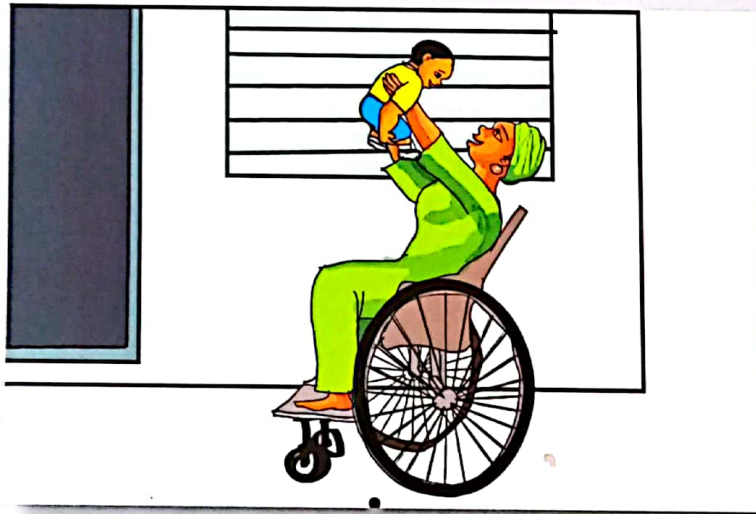


A state of being physically challenged

OBJECTIVES:

To establish that persons with disability are human and can contribute to development.

To discuss how women with disability in the community can be supported



DISCUSSION GUIDE

What are the forms of disability that people have in our community?

How are people with disability treated in our community?

What do you see in the pictures?

How can the community help physically challenged women?



FACILITATOR'S KEY INFORMATION

Disability can be in the form of having weak limbs, blindness, dumbness, mental retardation, iodine deficiency.

Persons with disability suffer different forms of discrimination e.g. denial of rights, ridicule, etc.

Physical challenges can be as a result of malnutrition, accidents and not being vaccinated.

Those who are physically challenged have the same rights and privileges as others in the community.

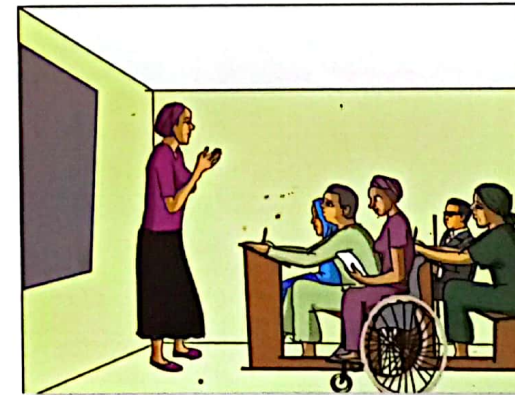
People with disability can be supported through acceptance, care and support, and not discriminating against such women for the purposes of education, employment and marriage, protecting them from any form of abuse or cheating, defending their rights and ensuring that they are not ridiculed.

The community owes physically challenged people a duty of care.

REFLECTION AND ACTION

There is ability in disability.

Do not ridicule the physically challenged. Respect, support and protect them!

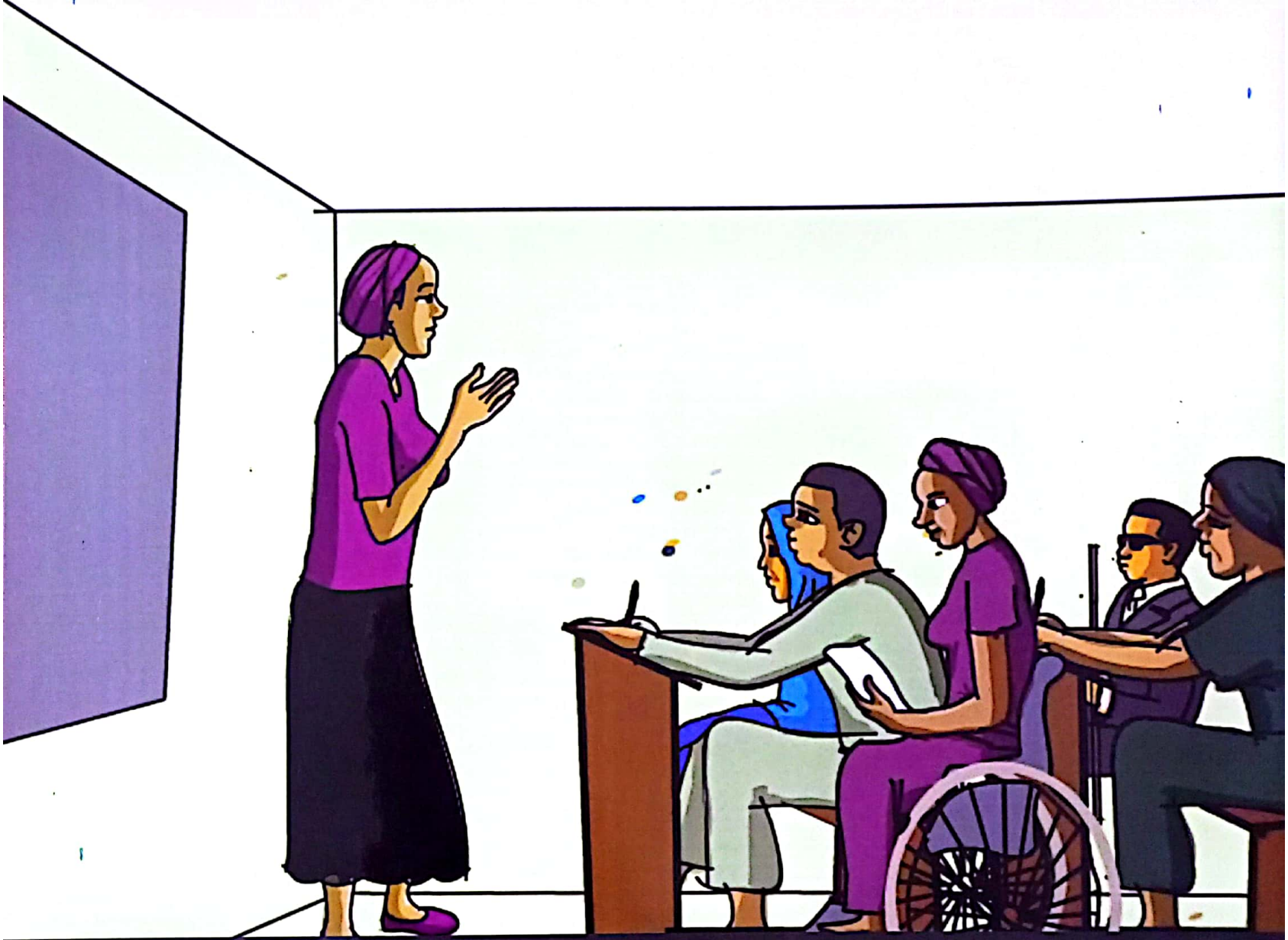


REVISION

Unit	Topic	Lessons/Reflection and Action
01	Hygiene	<p>Keeping yourself and your environment clean to stay healthy</p> <p>Good hygiene practices keep us healthy and save us from incurring unnecessary medical expenses.</p> <p>Women should endeavour to be neat and keep their environment clean at all times.</p>
02	Rest and Recreation	<p>Taking time off to refresh, relax and enjoy oneself</p> <p>Adequate rest and recreation make a woman stronger, healthier and more productive.</p> <p>Women should take time to rest as it gives fresh strength to do more work.</p>
03	Nutrition	<p>Food varieties and how they help the body</p> <p>Good food helps the body and builds immunity against diseases.</p> <p>Women should make sure their meals are balanced by containing the different classes of foods.</p>
04	Health Seeking Behaviour	<p>What women need to do to keep well</p> <p>Observe basic health practices to minimise the chances of falling sick</p> <p>Seek help early from qualified health practitioners/institution when sick.</p>
05	Drug/ Alcohol and Substance Abuse	<p>These are stuff that can adversely affect a person's mental and emotional health if misused</p> <p>Non-prescribed medication, hard drugs, alcohol, and substances are harmful and dangerous to health. Stay away from them!</p>

REVISION

06	STIs	Disease conditions that are contacted through sex STIs can be treated; if infected, seek help early.
07	HIV/AIDS	Viral infection with deadly manifestation in human body HIV and AIDS are real and the only way to confirm one's status is to go for voluntary counselling and testing. Do not stigmatise and discriminate against people living with HIV/AIDS (PLWHA).
08	Malaria and Typhoid Fever	Malaria and Typhoid are public health conditions that affect people and could result to death if not promptly treated. Women should access treatment immediately when they or any member of their family is showing symptoms of Malaria/Typhoid. Women and their families should adopt preventive measures like - removing stagnant waters around the environment; maintaining basic sanitation and hygiene ; sleeping under insecticide treated net ; etc. to stay off Malaria/Typhoid Pregnant women and other vulnerable persons should take their health condition seriously by giving it the attention it deserves
09	Disability	A state of being physically challenged. Do not ridicule the physically challenged. Respect, support and protect them. There is ability in disability.



MODULE 3: FAMILY AND COMMUNITY RELATIONSHIPS

Central Focus:

The focus of this module is on socio-cultural attributes that define our family and community relationships. It contains a total of 9 units bothering on: Marital Relationships, Child Spacing, Parenting, Negotiation, Violence Against Women and Girls, Separation/Divorce, Networking, Cultural Practices, and Care for the Elderly. Each of these units contains a set of objectives which defines what the manual seeks to achieve and discussion guide which contains a set of questions that could direct the flow of the facilitation. Also, there is a segment for key information where the facilitator is required to provide basic knowledge about the topic of discussion. Each unit ends with a Reflection and Action - a food for thought that should spur participants to put to practice what they have learnt.

How husband and wife can live happily together

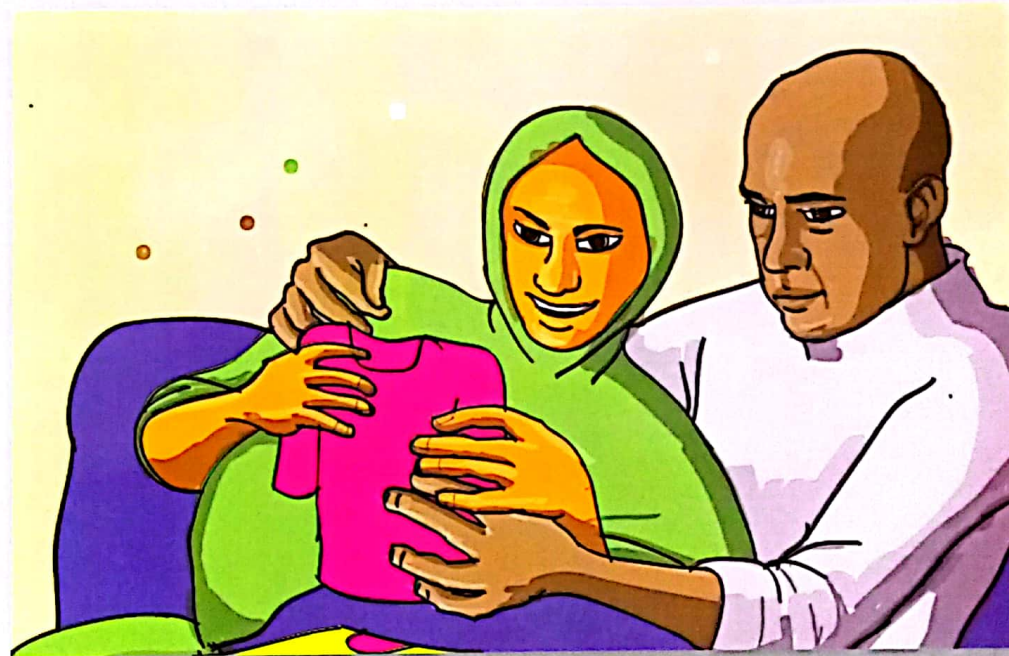
OBJECTIVES:

To identify issues that can affect marriages

To discuss the consequences of poor marital relations

To discuss approaches to resolving challenging situations in marriages

To demonstrate the effect of good marital relations on families and communities



DISCUSSION GUIDE

Using the pictures, discuss ideal marital relations.

What do you see in the picture?

Are there marital situations like the one in the picture in this community?

What are those things that make people happy in marriage?

What are those things that make people sad in marriage?

Identify the main issues that affect marriages in the community?

What are the causes of poor marital relations?

What can people with marital challenges do to restore their marriages?

Role-play the effects of happy marriages in the community.

FACILITATOR'S KEY INFORMATION

Ideal marital relationship is possible.

Good marital relationship is healthy for the couple, children and the community.

Belief system and values have implications for marriages.

Mutual respect, trust, sharing, being open, honesty, giving encouragement and self-

control help sustain a marital relationship.

Cordial relationship with in-laws promotes peace in the family and community.

Important marital issues such as number of children, their upbringing, money matters [income and expenditure] should be agreed upon.

REFLECTION AND ACTION

When families live happily, there is peace and harmony and the community develops faster.

Where there are misunderstandings, couples should take practical steps to restore cordial relationship.



Taking a decision on when to and how many children to have.

OBJECTIVES:

To explain child spacing and its importance'

To identify methods of child spacing

To discuss the advantages and disadvantages of child spacing

To examine options for women whose husbands do not believe in child spacing.



DISCUSSION GUIDE

What does these picture show about child spacing?

What is child spacing?

What are the methods of child spacing?

What are the advantages of child spacing?

What are the disadvantages of child spacing

What is happening to the children in the pictures?

Where can you get advice on how to space children?

Are there any problems that a woman will face if she chooses a child spacing method without proper information?

Discuss options for a woman whose husband does not support child spacing.

FACILITATOR'S KEY INFORMATION

Child spacing is healthy for all women.

Child spacing can be done through Natural methods – using the non-fertile period to avoid pregnancy or Modern methods – use of contraceptive devices like pills, spermicides, condoms [male and female], diaphragm, injectables [injections that prevent pregnancy], implants, tuber ligation.

Child spacing services are available to women in public

health facilities.

The use of dialogue highlighting the dangers of not spacing children, case studies with local examples on the dangers of not spacing children, and soliciting counsel from community health worker are options that women can explore to convince their husbands on the need for child spacing Take advantage of child spacing services for your socio-economic well-being.



REFLECTION AND ACTION

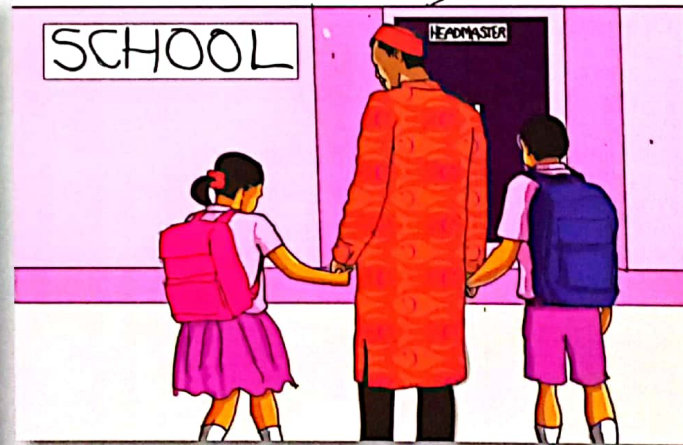
The decision on when to have them should be discussed between husband and wife taking in to consideration the health and well-being of the wife who will carry the pregnancy, breast feed the baby.

Other conditions couples should consider include the welfare of the family and their ability to take care of the children.

Choose child spacing methods based on the advice of a trained health worker.

How parents and guardians can bring up children

- OBJECTIVES:**
- To explain parenting roles and responsibilities.
 - To identify the factors which affect parenting.
 - To discuss male involvement in parenting.
 - To discuss how children can be involved in their upbringing.



DISCUSSION GUIDE

What do you see in these pictures

Do these situations happen in real life

Who is a parent and what is parenting?

What are the duties of parents?

What factors promote good parent-child relations?

What are the factors that can strain parent-child relationship?

Using the pictures, discuss desirable parenting practices that promote gender equity. Discuss beliefs and myths that affects parent-child relationships

Discuss how children can be involved in their upbringing. It is generally perceived that men are not often involved in parenting. Why? What can be done?



FACILITATOR'S KEY INFORMATION

Applying love and discipline in bringing up children are good parental practices.

Parents should give their children equal attention irrespective of their sex (male or female).

Bring up each child based on their peculiarity.

Be guided by religious and good cultural values.

Note that children have rights, so involve them in decisions that affect them.

Teach children the act of self-control.

Explain decisions to children, especially adolescents and youths.

Appreciate and reward contributions/obedience.

REFLECTION AND ACTION

Parenting is a responsibility that we must take seriously as the future of our children depends on it.

Superstitious beliefs and harmful practices affects parent-child relationship

Men should be encouraged to play active role in parenting their child.

A process by which compromise or agreement is reached while avoiding argument and dispute.

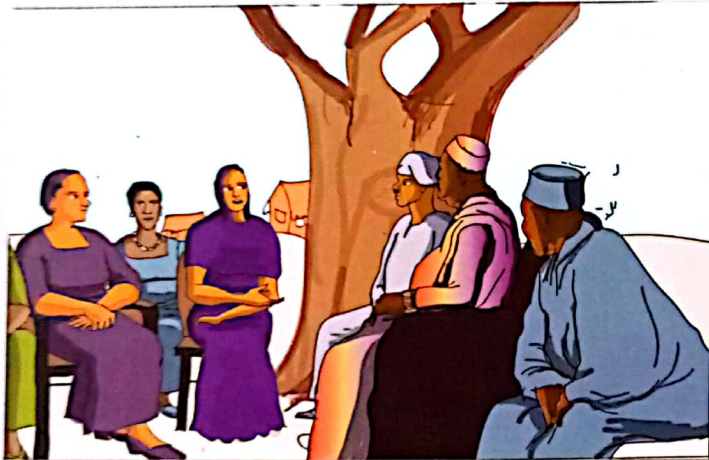
OBJECTIVES:

To explain what negotiation is and why it is necessary.

To identify the channels of negotiation.

To discuss skills required and challenges in negotiation.

To discuss how to apply negotiation skills in promoting women issues.



DISCUSSION GUIDE

What do you understand by negotiation?

Why do we need to negotiate?

How can negotiation be done?

What skills are required for negotiation?

What are the challenges of reaching agreement during negotiation?

What kinds of people are involved in negotiation?

Discuss how to apply negotiation skills in promoting women issues. Using the pictures, discuss how people can agree on family/community issues? Role-play how a woman can negotiate sex with her partner.

FACILITATOR'S KEY INFORMATION

Facilitator's Key Information
Negotiation is a dialogue between two or more parties intended to reach a beneficial outcome over one or more issues.

Negotiation is part of family, career and community life.

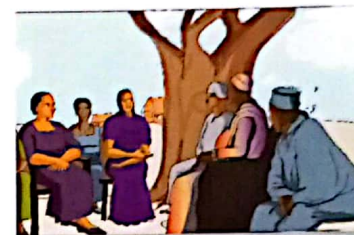
Mutual respect is required for effective negotiations.

Notable channels of negotiation include; meetings, visits, debates, dialogue, etc.

The challenges of negotiation include; wrong timing, distrust, poor interpersonal communication skills, and breakdown of communication with its attendant consequences – stress, anger, malice, hatred, quarrel, unhappiness, feeling guilty, feeling cheated

Good interpersonal communication skills (listening, speaking a language the other party understands) are critical for effective negotiations.

Appreciate the position of the other party.



REFLECTION AND ACTION

Effective negotiation leads to reaching a conclusion that is in the interest of all. Women should deploy effective negotiating skills to achieve desired goals when there are issues rather than quarrelling and fighting.

All forms of acts that cause women and girls pain and discomfort

OBJECTIVES:

To explain what violence against women and girls are

To help women to be aware of different forms of violence

To examine key actions that can be taken to prevent violence and seek justice for women affected

CASE STUDY: Curbing Violence Against Women and Girls in Ugbedomagwu
Ugbedomagwu is a patriarchal community in Kogi state where violence against wives is seen as tool husbands use to chastise their wives. Also, the act of marriage in the community seems to give husbands full ownership of their wives as the women are expected to surrender the rights to their bodies as well as their agencies to their husbands.

This observation among others necessitated the need for women (especially those that can read and write) from several communities in Kogi state to be trained on how they can handle cases of abuses against their women such as wife molestation, widowhood practices and female genital mutilation. Consequently, Mrs. Hauwa Salami from Ugbedomagwu community was trained in 2015 in Lokoja by ActionAid Nigeria on handling and referring cases of abuses against women as a Paralegal. Upon the completion of training, Hauwa went back to her community to organise programmes for women towards stopping violence against women and girls and has since then been a vocal and effective advocate for the protection and promotion of women's right in her community.

Following Hauwa's training and intervention in Ugbedomagwu community as a paralegal, there have been noticeable changes in the incidence of violence against women which used to be common. A case in point is the reduction of the widowhood mourning period from 11 to 3 months within the space of one year after Hauwa's intervention. This has been possible through continuous agitation for the need to uphold the rights of women in the community by organising advocacy to community leaders, mentorship and sensitisation programmes for women in her community.

The next step for Hauwa is to push for total abolition of widowhood practices in their community as it denies women of the right to be engaged in business that they can be doing to feed their families after the death of their husbands. Also, the leadership of the Community Development Committee is now backing Hauwa's effort to curb the menace of violence against women and girls from Ugbedomagwu.



DISCUSSION GUIDE

From your understanding of what is happening in the pictures, define what violence is.

Who are the common victims of violence and why?

Identify the different forms of violence against women and girls

Discuss the following: Causes and effects of violence; How women can help society reduce violence.

From the case study, what resources are available in the community for supporting victims of violence?



FACILITATOR'S KEY INFORMATION

Violence against women and girls can be in form of Physical, Psychological, Emotional, Sexual, Economic and Denial of duty of care Physical violence could be in form of wife-beating, rape sexual harassment female genital mutilation, etc.

Psychological violence could be in form of verbal abuse, child pornography, indecent assault, prostitution, trafficking of young girls.

Violence against women and girls exist because men perceive women as weaker sex, because of the culture of silence, women's denial and tolerance,



All forms of violence against women and girls are unacceptable and should be reported by women and girls If beaten or hurt at home, school, bus stop or anywhere, women and girls should tell someone they trust to help take action.

Women should seek legal protection from the Police, Court, Office of the Public Defender in the Ministry of Justice who can invoke the violence against person's prohibition law

Victims should seek medical help from qualified medical practitioners and get support from Civil Society Organisations [CSOs].

REFLECTION AND ACTION

A lot of women and girls have died as a result of keeping quiet in the face of one form of violence or the other. No woman should endure violence either on account of keeping a marriage or for children

There is a law known as *Violence Against Persons Prohibition Act* which is a strong legal instrument that women and women groups can use to get justice when violated

Women's groups should be aware of this instrument and share this information among themselves

A break or complete end of marriage

OBJECTIVES:

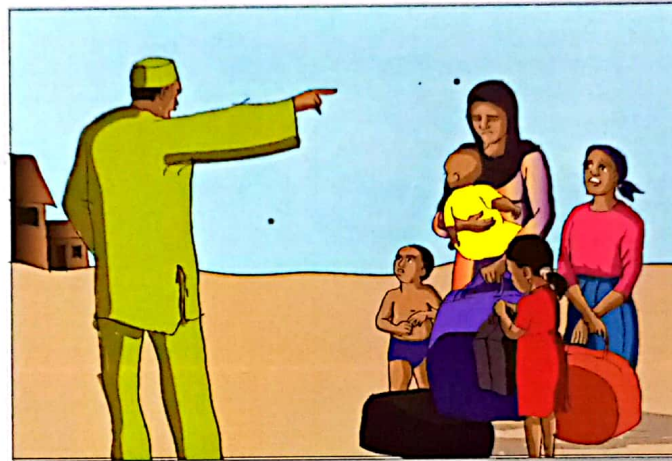
To explain the concept of separation and divorce.

To identify reasons for separation/divorce.

To discuss the effects of separation/divorce on partners, children and community.

To discuss care and support for those separated/divorced.

To discuss how separation/divorce can be prevented.



DISCUSSION GUIDE

What do you see in this picture?

Do situations like this happen in this community?

Why do you think this kind of situation occur in a family life?

What are the effects of separation/divorce on the children, community and the society at large?

Discuss cases of separation and divorce in our community using the pictures.

What can we do to prevent separation/divorce?

How can family, community, religious groups and Civil Society Organisations [CSOs] support women who are separated/divorced?

FACILITATOR'S KEY INFORMATION

Separation/divorce is the putting away of one spouse by the other or a legal decision not to continue with a marriage

Although separation/divorce is allowed, it is not pleasant.

Divorce and separation occur as a result of disputes that cannot be resolved.

Disputes do not have to lead to separation and divorce if properly managed.

Separated/divorced individuals can still live normal lives.

When disputes results in separation, there are legal provisions for peaceful divorce.

Children from separated/divorced parents

need the support of both parents to live normal lives.

Children from affected homes should be supported to continue their education and their health protected.

Separated/divorced individuals need the support of family, friends and the community.

People affected by separation and divorce are still legitimate members of the community and should not be stigmatised or discriminated against.

REFLECTION AND ACTION

Separation/divorce can be amicable.

Separated/divorced persons

can still lead fulfilled lives. Separation/divorce may be allowed especially when the life of any of the couples is seriously under threat; otherwise, it can be avoided through various negotiation and good marital relationships as discussed on



A supportive system of sharing information and services among individuals and groups with common interest

OBJECTIVES:

To explain networking,

To identify relevant networks in the community for purposes of membership,

To understand the elements and requirements of networking,

To discuss the benefits of networking,

To discuss the challenges of networking,

To discuss how to apply networking to women development.



DISCUSSION GUIDE

From the examples in the pictures, what is networking?

What are the elements of networking?

Identify the women groups in the community and what they do.

What do the women in the picture stand to benefit by networking?

What are the channels for networking?

What are the requirements for successful networking?
What are the challenges of networking?

FACILITATOR'S KEY INFORMATION

Sharing common vision/goal/objectives; collaboration; active participation; and exchange of ideas are major elements of networking.

Some networks in the community women can join include: religious groups, trading/market groups like yam sellers, professional groups like farmers' cooperative, etc.

Benefits of networking include; support for the realisation of group personal vision, goal/objectives; having a voice in decision-making; sense of belonging;

experience sharing, increased access to contacts; among others.

For successful networking there should be unifying issues; respect for members' interest and contributions; dialogue; democratized decision making process; acceptable leadership; genuine commitment; etc.

Some challenges to networking include; differences in level of education; mutual suspicion; self-interest; finance and logistics; communication between members; etc.

REFLECTION AND ACTION

By networking, members can achieve what they cannot achieve as individuals.

Every woman should belong to a network (religious, economic, political, community, professional, etc.).



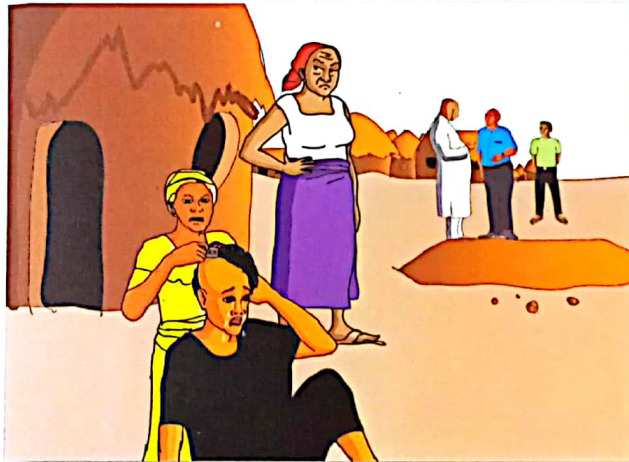
The way things are done in a community

OBJECTIVES:

To identify positive and negative cultural practices in the community.

To discuss the implications of negative cultural practices on women's well-being and development.

To identify what can be done to correct the negative cultural practices in our community.



DISCUSSION GUIDE

What does this picture tell us about cultural practices?

Identify some cultural practices in this community. What are some negative local practices in our community?

What are the implications of negative cultural practices on women?

Discuss what can be done to stop negative cultural practices?



FACILITATOR'S KEY INFORMATION

Cultural practices like: help from extended family; care for new mothers; prolonged breast feeding; respect for elders; etc. are good and can be utilized to promote the well-being of women and children.

Negative cultural practices such as: child marriage; female genital cutting; harmful widowhood practices as one in the picture above; denial of inheritance rights; child sex preference; teenage pregnancy; poor support for girl child education, withdrawal from school/child labour, wife battery, young girls dancing naked in some cultural occasions, like age group initiation, etc. are degrading, discriminatory and inhibits the well-being and development of women
Negative cultural practices were invented by human

beings and can be reversed or changed.

Religious and traditional/community leaders are in a position to promote desirable cultural practices and change the bad aspects.

Increased public enlightenment and education by NGOs, government agencies responsible for civic/formal education, religious institutions, etc. can help to put a stop to negative cultural practices

Networking and collective advocacy and campaign by women can help to change harmful practices in our communities

Men can join women in campaigning against bad cultural practices

REFLECTION AND ACTION

Negative cultural practices are bad and detrimental to women's well-being and development.

We should join the campaign for the elimination of negative cultural practices against women.



Taking good care of well advanced people

OBJECTIVES:

To explain what it means to care for the elderly.

To identify places where the elderly can be cared for.

To discuss issues that are unique to the elderly and how to manage them

To discuss the reasons for taking care of the elderly and how.

To discuss available community support for the elderly.



DISCUSSION GUIDE

What does this picture show about the elderly?

How can we describe care for the elderly?

Where can elderly people be cared for?

Why do we need to care for elderly people?

What are the constraints in caring for elderly people?

How can elderly people be cared for in our community?

Discuss available community support for the elderly. What can women do to support older women?

FACILITATOR'S KEY INFORMATION

Caring for the elderly is about catering for the physical and emotional needs of people that are well advanced in age. This can be done at home, in special homes; in health centres, etc.

Elderly people have contributed their quota to the development of society and should be cared for.

Also, they are physically delicate and soft requiring special attention and care.

We can care for the elderly by handling them with patience, showing understanding; keeping them company; listening to their complaints and assuring them of support; giving them personal care; taking them to the hospital when necessary, feeding them properly; etc.

One of the stages of women's lives that happen during old age is 'menopause'. This comes along with some health challenges. Women need to understand the changes in their body as a result of menopause and seek support from health workers as the need arises.

REFLECTION AND ACTION

We need to care for the elderly because it is a natural cycle which we will also experience.

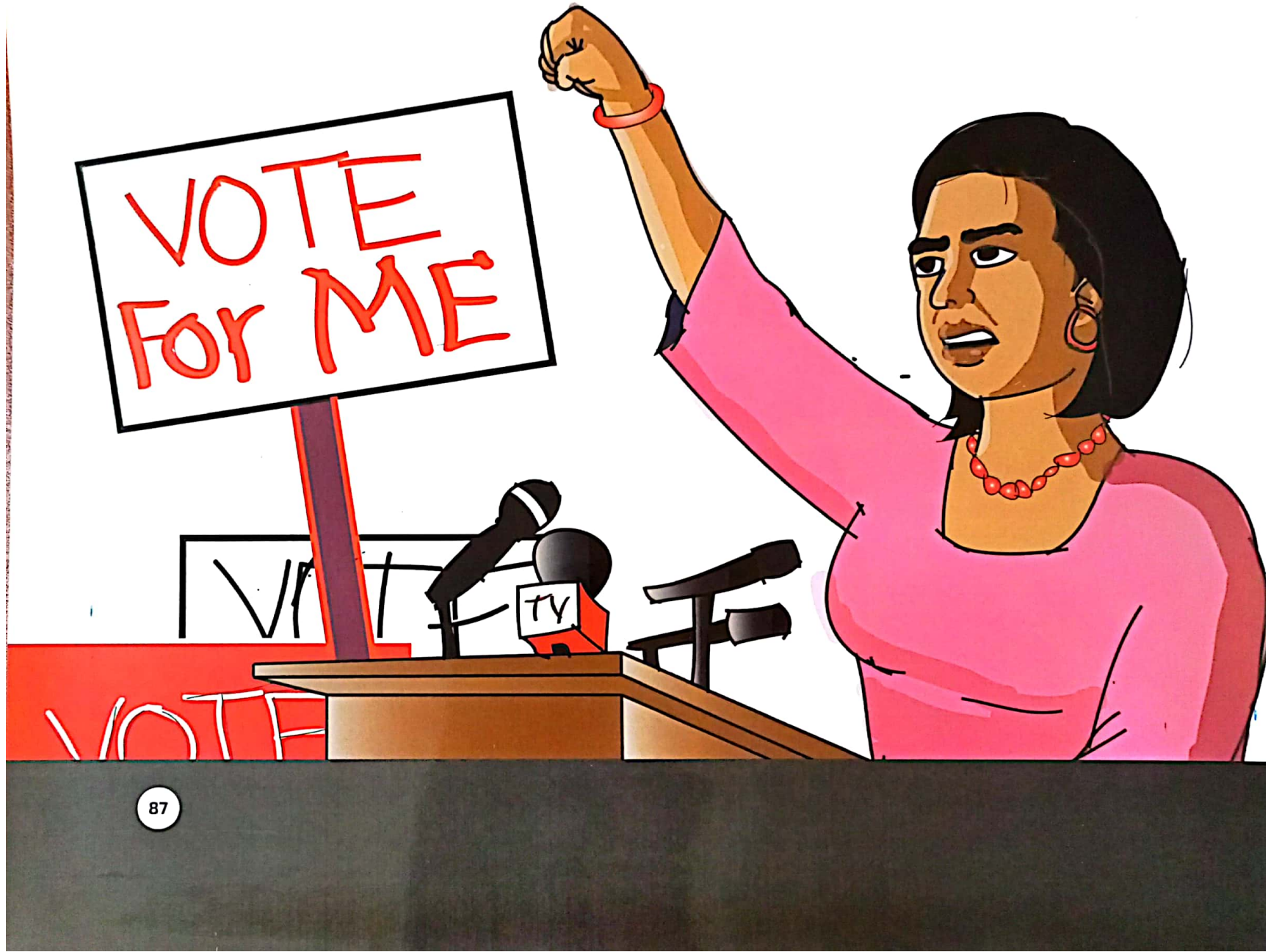
Everybody should show care and concern for the needs of the elderly



REVISION

Unit	Topic	Lessons/Reflection and Action
01	Marital Relationships	When families live happily, there is peace and harmony and the community develops faster. Where there are misunderstandings, couples should take practical steps to restore cordial relationship.
02	Child Spacing	The decision on number of children and when to have them should be influenced by the resources available to couples and their ability to take care of them. Choose child spacing methods based on the advice of a trained health worker.
03	Parenting	Parenting is a responsibility that we must take seriously as the future of our children depends on it. Men should be encouraged to play active roles in parenting their child.
04	Negotiation	Negotiation is a process by which compromise or agreement is reached while avoiding argument and dispute. Effective negotiation leads to reaching a conclusion that is in the interest of all. Women should deploy effective negotiating skills to achieve desired goals when there are issues rather than quarrelling and fighting.
05	Violence Against Women and Girls	A lot of women and girls have died as a result of keeping quiet in the face of one form of violence or the other. No woman should endure violence either on account of keeping a marriage or for children The violence against persons prohibition act is a strong legal

		instrument that women and women groups can use to get justice when violated
06	Separation/Divorce	Separation/Divorce means a break or complete end of marriage Separation/divorce can be amicable and separated/divorced persons can still lead fulfilled lives.
07	Networking	Networking is a supportive system of sharing information and services among individuals and groups with common interest By networking , members can achieve what they cannot achieve as individuals. Every woman should belong to a network (religious, economic, political, community, professional, etc.).
08	Cultural Practices	Cultural practices refer to way things are done in a community Negative cultural practices are bad and detrimental to women's well-being and development. We should join the campaign for the elimination of negative cultural practices against women.
09	Care for the Elderly	Caring for the elderly is about taking good care of well advanced persons and being attentive to their needs We need to care for the elderly because it is a natural cycle which we will also experience. Everybody should show care and concern for the needs of the elderly



MODULE 4: POLITICAL/ CIVIC DEVELOPMENT

Central Focus:

The focus of this module is on the Political and Civic Development of women in the community. It contains a total of 6 units as follows: Rights and Responsibilities; Political Participation; Governance; Insecurity, Conflicts and Emergencies; Advocacy and Campaign; and Women and Leadership. Each of them contains a set of objectives which defines what the manual seeks to achieve; and discussion guide which contains a set of questions that could direct the flow of the facilitation. Also, there is a segment for key information where the facilitator is required to provide basic knowledge about the topic of discussion. Each unit ends with a Reflection and Action - a food for thought that should spur participants to put to practice what they have learnt.

RIGHTS AND RESPONSIBILITIES

What women are entitled to and what they should do to contribute to the community development.

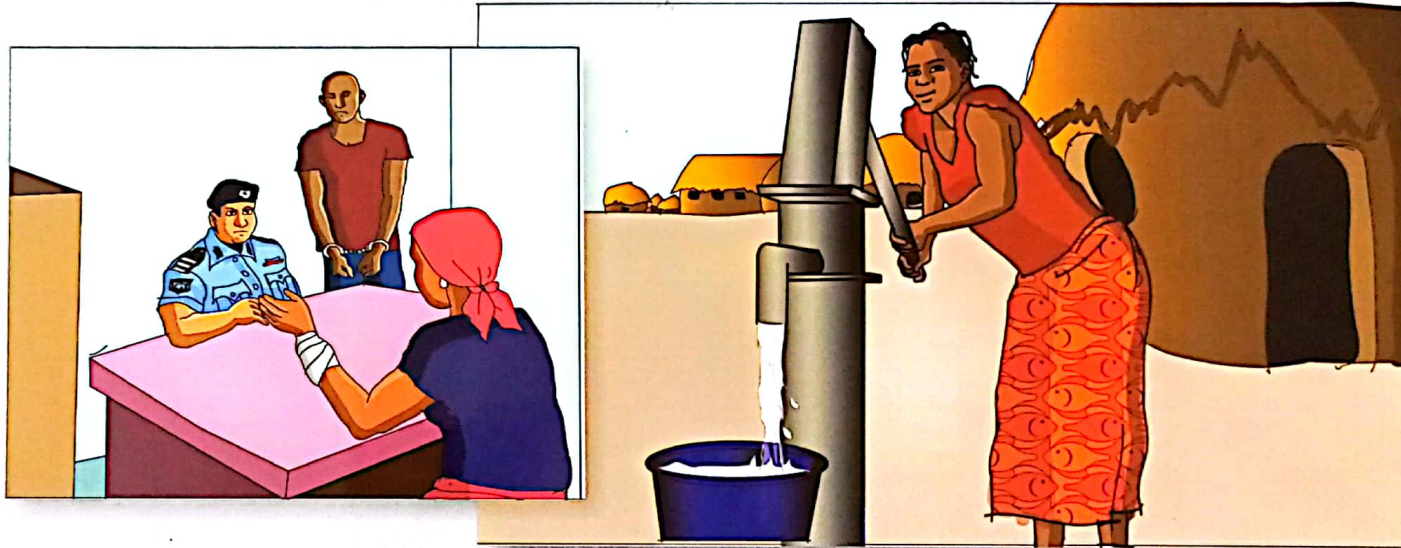
OBJECTIVES:

To explain women's rights.

To identify the specific rights women should enjoy.

To discuss the factors affecting women's rights.

To discuss what can be done to promote and protect women's rights.



DISCUSSION GUIDE

What are human rights?

Mention them and explain why you think people should enjoy these rights?

Are women entitled to these human rights, if yes/no why? What specific rights should women enjoy?

Are women enjoying these rights in our community and if yes/no why?

What difficulties do women face in enjoying their rights in this community?



What are citizen's responsibilities to community development?

What specific responsibilities do you think women should have? What difficulties do women have in discharging their responsibilities?

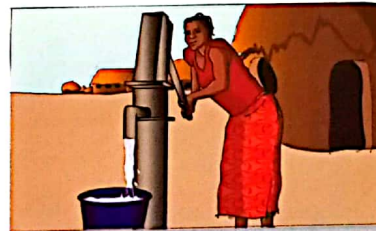
What do the pictures tell us about the rights and responsibilities of women?

Discuss what families and communities can do to protect women's rights and overcome the difficulties to women discharging their responsibilities?

FACILITATOR'S KEY INFORMATION

Women's rights are human rights; and things that women should enjoy by law, nature and practice. These include right to life; right to freedom of movement; right to vote and be voted for; right to freedom of worship; right to human dignity; right to freedom of association; right to freedom of expression; right to own property.

Women's responsibilities include the civic duties prescribed by society for everyone, including women. These include taking part in elections and decision-making.



The community and the state (that is the government) must protect and promote the rights of women, and ensure that women are not made to suffer any forms of abuse and indignity.

Every member of the community, especially men, should support women in enjoying the rights listed above.

REFLECTION AND ACTION

Women are human beings and have rights.

Support women to effectively enjoy their rights and discharge their responsibilities.

Taking part in choosing leaders, being available for elective/appointive office and influencing decision-making

OBJECTIVES:

To define what women participation in politics is and why women should take part in politics.

To discuss how to promote women participation in politics and how women should participate.

To discuss the difficulties to women participation in politics.

To discuss how to address the difficulties women face in participation in politics.

CASE STUDY: Improving Women's Participation in Politics in Lere Community, Bauchi State

Bilikisu Abdullahi is a 38-year-old business woman from Lere community in Tafawa Balewa LGA of Bauchi State. She contested a seat in the local council election and her husband, Aliyu Abdulahi was her campaign manager. She decided to contest the election to exercise her rights and to build the confidence of the women in the community and erase the myth about women being useless. Three years ago, women in the community were not even allowed to sit with the men, take part in decision making, get education or vote for candidates of their choice in elections not to talk of standing as a candidate in an election.

When ActionAid Nigeria and her local partner, Fahimta Women and Youth Development Initiative (FAWOYDI) arrived Lere community two years ago for the Strengthening Citizens Engagement in Electoral Process (SCEEP) programme, the condition of the women was appalling as women were not allowed to stand where men were; they didn't go to school because education meant nothing them as they were married off after primary school. Through the SCEEP awareness campaign, the perception about women and politics improved significantly. Through the formation of small groups and the continuous engagement with the community leaders the women have achieved political independence as they can now vote for whoever they want rather than being dictated to by the men. According to Bilikisu, "...in 2015, we came out to vote for the candidates of our choice after engaging the politicians and making demands from them; also, I got the support of the elders of the community to contest for a position in the local council, that is change". Alluding to this thinking, kisu's husband, Aliyu who has also imbibed the new philosophy in the community noted the following; "...my thinking is now aligned that of my wife; why not allow our women contest? It is a well-known fact that once a woman is elected, there is progress".



DISCUSSION GUIDE

What are the women in these pictures doing?

How would you describe the participation of these women in politics?

Why should women be involved in politics?

Considering Bilikisu's case above, what would you say are some of the challenges to women involvement in politics?

Are there other challenges to women participation in politics?

Are there any political positions women cannot hold?

Discuss how women participation in politics can be promoted.

How can a community benefit when a woman occupies an elective or appointive position?

FACILITATOR'S KEY INFORMATION

Women can participate in politics either by voting for candidate of their choice or by standing as a candidate to be voted for in an election.

Women should participate in politics, including belonging to political parties, to correct imbalances in the representation of women in politics; promote their political rights; to be involved in decision-making; to make their contributions to democratic process; etc.

Women can occupy elective/appointive positions and benefit their community.

Some difficulties to women's political participation include; lack of funding, co-ordination, experience, and capacity; fewer female role models – godmothers; violence and stigma; night meetings, etc.

REFLECTION AND ACTION

Nobody can get an elective position without the support of women.

Women should endeavour to take part in politics either by voting or be voted for.



How to direct and manage the official affairs of a place, state or country.

OBJECTIVES:

To define what governance is.

To outline the arms and tiers of government.

To discuss the roles of local government.

To explore roles women can play in local governance.



DISCUSSION GUIDE

What is government?

What are the arms of government?

What are the tiers (levels) of government?

Which level of government is closest to the people in this community?

Discuss the roles of Local Government.

Who are the officers in the Local Government?

What is governance?

What does good governance mean?

What qualities would we like to see in our leaders?

How would these qualities affect governance?

How can we help our leaders to govern well?

What roles can women play in local governance?

REFLECTION AND ACTION

Good governance is essential to the peace and progress of a community, state or country.

Women should support good governance by participating in government and identifying and supporting the right leaders.

FACILITATOR'S KEY INFORMATION

Government is the body of people with authority to act on behalf of the entire organization, community, state or country.

There are three arms of government:

Legislature (mainly to make laws and approve some decisions of the chief executive)

Executive (gives direction to and carries out decisions of government)

Judiciary (interprets the laws and settles disputes)

We have three levels of government in Nigeria (Federal, State and Local governments).

Local government is the third tier/level of government and

is closest to the people at the grassroots. It is responsible for providing basic services and amenities such as health and education.

Good governance is about running the affairs of an organisation in such a way that promotes inclusiveness and participation, fairness and equity, transparency and accountability, effectiveness and efficiency, among others.

Good governance is about government working for the best interest of all the people.

Women can play important roles in local governance by asking questions and demanding accountability from those in government.



Being in a condition of fear, danger, uncertainty and risk

OBJECTIVES:

To describe the various forms of insecurity, conflicts and emergencies experienced in communities.

To discuss situations that can result in conflicts and emergencies in communities

To discuss what communities can do to prevent/minimise insecurity, conflicts and emergencies (ICES)

To discuss the roles women should play to prevent/minimise the incidence of insecurity, conflicts and emergencies in communities?



DISCUSSION GUIDE

How would you describe the situation these women and children are faced with in this picture?

What are the common causes of conflicts and insecurity in our communities?

Which group of people suffers the most during the kind of condition in this picture and why?

What are the things the community can do to prevent/minimise incidences of insecurity conflicts and emergencies?

Are there specific roles women can play to prevent/manage conflicts and insecurity knowing fully well that women and children suffer the most?

How can we promote peaceful co-existence with our neighbours to reduce incidence of conflict?

Are there also preventive actions we can take to reduce natural occurrences like flooding, drought that can lead to emergencies,

FACILITATOR'S KEY INFORMATION

Insecurity simply means to be in a state where lives and properties are not secure or safe

Insecurity could result from high prevalence of crimes such as like burglary, armed robbery, kidnapping, and other acts like terrorism, conflicts, etc.

Emergencies can be created by human factors like land disputes, political instability, religious intolerance, etc. as well as and natural occurrences like flooding, drought, famine, landslide, etc.

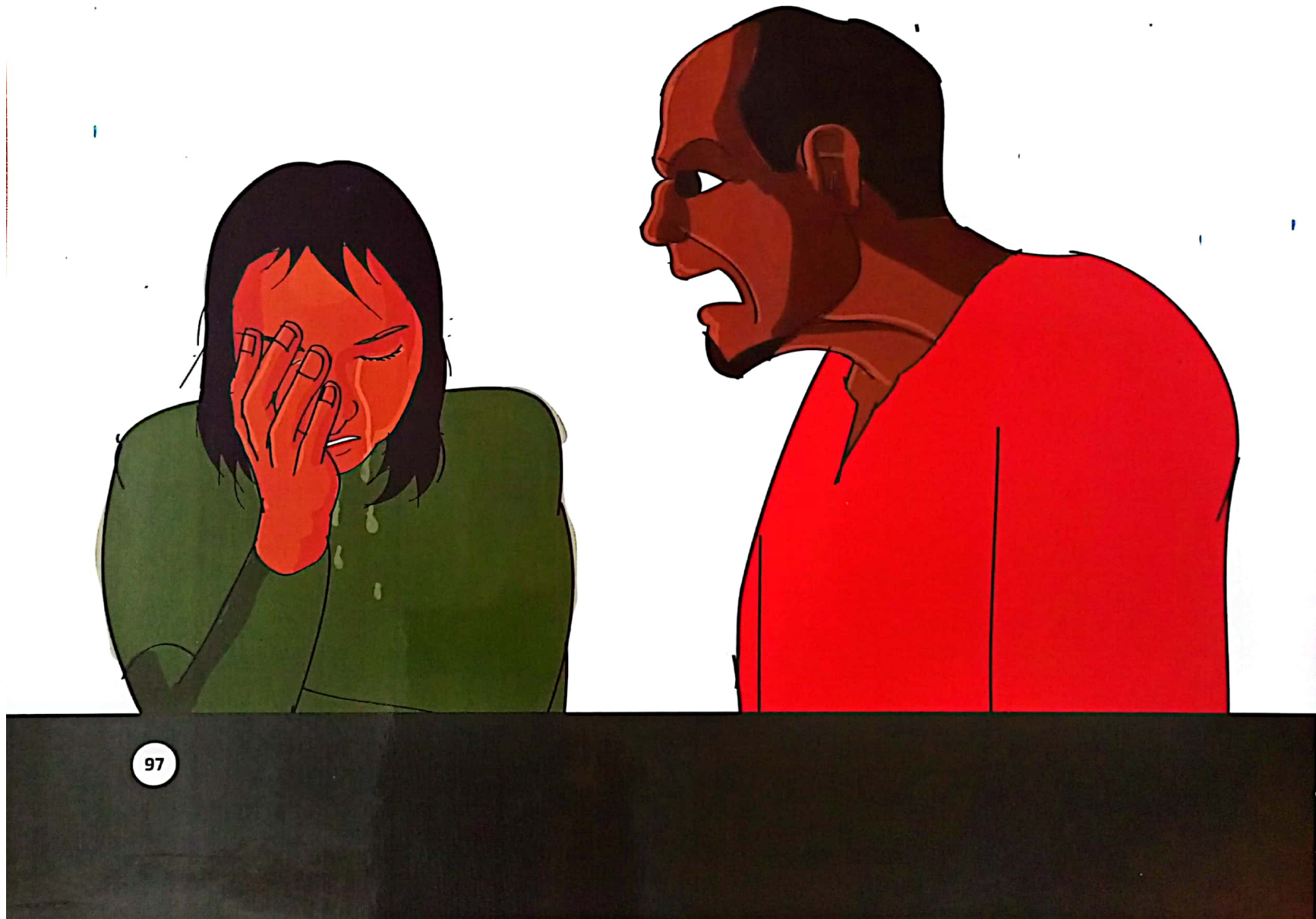
In the past few years, there has been an upsurge in the occurrence of insurgency/terrorism, Herdsmen/farmers clashes, inter-communal clashes, religious/sectarian violence,

electoral violence, and organised crimes such as kidnapping, rape, armed robbery.

To prevent/minimise conflicts and insecurity, community members should be more sensitive to cultural and religious differences, accommodating, tolerant, and proactive in addressing issues that can degenerate into conflicts.

Issues of inequalities, youth unemployment, political unrest, violence against women and girls, sudden influx of strangers and others should be identified early and addressed.

To prevent natural disaster, community members should be conscious and friendly with their environment by opening blocked water ways,



planting trees, use of manure rather than organic fertilisers and reporting abnormal developments to appropriate authorities.

In situations of insecurity, conflicts and emergencies, women, children, the aged and people living with disability are mostly affected because of their level of vulnerability.

In the event of a conflict situation, community members should be proactive in seeking help from neighbours, security agents, vigilante groups, etc. They should report what they see in their farms, houses, environment, etc.

Women and girls should take precautionary measures like avoiding lonely/quiet paths,

moving in groups especially in lonely areas, minimizing movements at night. Conflict prevention and mitigation planning, implementation and review processes should include the inputs of women, persons living with disability and other vulnerable groups.

REFLECTION AND ACTION

Insecurity, conflicts and emergencies are inevitable, but steps can be taken to minimise their occurrence and impact.

Women should watch out for early warning signals and take active steps to safeguard themselves, their families and the community.



Canvassing support for the acceptance or promotion of a cause that can advance humanity

OBJECTIVES:

To discuss the concepts of advocacy and campaign

To examine the importance of advocacy and campaign

To provide guidance on how women can carry out advocacy and campaign

To identify the tools/materials available for advocacy and campaign



DISCUSSION GUIDE

What do you think the women in these pictures are doing?

What are the things that could make women visit their Local government chairman or traditional ruler?

Why is it necessary to take our issues to those that can help us address them?

What are the skills we require to be able to effectively present our issues to those who can help us?

What are the things we should do before the visit and what materials should we take along when carrying out advocacy?

Who should be those to represent the women on an advocacy visit?

What should be our attitude when we do not get favourable response during an advocacy visit?

Advocacy is an activity by an individual or group aimed at influencing decisions on matters concerning them, in their favour.



FACILITATOR'S KEY INFORMATION

Advocacy is important because it enables community make demand from duty bearers to provide; portable water, school, electricity, roads, health facility, etc.

To carry out an effective advocacy campaign, the following steps should be taken;

Mobilise those who need the change,

Articulate the issues and concerns,

Develop appropriate message/demand and prepare relevant materials

Identify allies who can support the campaign,

Identify targets to be reached i.e. those who can bring the change desired

Proffer solutions that can address the issues presented

Those to carry out the advocacy should have adequate skills in communication, mobilisation, negotiation/persuasion, among others.

Women can deploy advocacy to address issues affecting them. They can demand change from community leaders, traditional rulers and other major stakeholders.

REFLECTION AND ACTION

Advocacy visit is not mere visit. It is carried out with a cause in mind usually to request a favourable action or for something to be changed.

Adequate preparation with the right persons and tools/materials as well as perseverance is necessary when carrying out advocacy.

Women using their influence and position to bring about change

OBJECTIVES:

- To discuss the concept of leadership
- To identify the qualities of leadership
- To show that women can be good leaders
- To discuss the benefits of having women in leadership
- To examine instances of women leadership



DISCUSSION GUIDE

When you hear leadership, what comes to you mind and why?

Do you think it is good for men and women to lead in our community, if yes/no, why?

Do you think it is possible for women in our community to hold the kinds of position the women in these pictures are holding, why?

Which are the areas where women leadership is required in our communities?

What are the qualities that women need to provide good leadership in these areas?

What challenges do women who hold leadership position in our community face?

What can be done to reduce the challenges that women leaders face?

How can women support other women in leadership?

How can we make more men and boys in our community support women leadership?

REFLECTION AND ACTION

Leadership ability is not determined by being a man or woman.

Women should be encouraged to take up leadership positions because the family and community benefit a lot when women are in leadership.

FACILITATOR'S KEY INFORMATION

Leadership is about influencing people to achieve set goals and objectives. Both men and women can be good leaders. What is important is their ability to influence others.

Leadership can be at different levels both at public and private sphere from the family to the community and the society at large. Women can lead in any of these - traditional council, local committees (like school, market, water, health, etc.).

A good leader should be focused/visionary, people-centred, communicate effectively, accountable, honest, among others.

Major barriers to women leadership are discrimination, poverty, restrictions from husbands and family, social norms, etc.

The barriers to women leadership can be reduced by continuous education, political and economic empowerment of women, promoting fairness, justice and equity, among others.

Men and women should support women leadership by recognizing their abilities/potential and contributions to community development.



Unit	Topic	Lessons/Reflection and Action
01	Rights and Responsibilities	<p>Rights and Responsibilities include what women are entitled to and what they should do contribute to the community.</p> <p>Women are human beings and have rights.</p> <p>Support women to effectively discharge their responsibilities.</p>
02	Political Participation	<p>Political participation is about taking part in choosing those who govern as well as being available to be chosen as those to govern.</p> <p>Nobody can get an elective position without the support of women.</p> <p>Women should endeavour to take part in politics either by voting or be voted for</p>
03	Governance	<p>How to direct and manage the official affairs of a place, state or country.</p> <p>Good governance is essential to the peace and progress of a community, state or country.</p> <p>Women should support good governance by identifying and supporting the right leaders.</p>

04	Insecurity, Conflicts and Emergencies	<p>Being in a condition of fear, danger, uncertainty, and risk</p> <p>Insecurity, conflicts and emergencies are inevitable, but steps can be taken to minimise their occurrence and impact.</p> <p>Women should watch out for early warning signals and take active steps to safeguard themselves, their families and the community.</p>
05	Advocacy and Campaign	<p>Canvassing support for the acceptance or promotion of a cause that can advance humanity</p> <p>Advocacy visit is not mere visit. It is carried out with a cause in mind usually to request a favourable action or for something to be changed.</p> <p>Adequate preparation with the right persons and tools/materials as well as perseverance is necessary when carrying out advocacy.</p>
06	Women and Leadership	<p>Women using their influence and position to bring about change.</p> <p>Leadership is not determined by being a man or woman but the ability to influence people to get something done or achieve stated objective(s)</p> <p>Women should be encouraged to take up leadership positions because the family and community benefit a lot when women are in leadership.</p>



MODULE 5: LIVELIHOOD AND SURVIVAL

Central Focus:

The focus of this module is on issues of women's livelihood and survival in the community. It contains a total of 7 topics/units as follows: Skills Acquisition; Access to Paid Employment; Access to Land; Unpaid Care Work; Business Capital, Managing Farm Harvest/Business Profit; and Climate Change. Each of them contains a set of objectives which defines what the manual seeks to achieve; and discussion guide which contains a set of questions that could direct the flow of the facilitation. Also, there is a segment for key information where the facilitator is required to provide basic knowledge about the topic of discussion. Each unit ends with a Reflection and Action - a food for thought that should spur participants to put to practice what they have learnt. .

Acquiring practical knowledge on how to engage in productive and profitable activities

OBJECTIVES:

To examine skill acquisition as a livelihood option.

To discuss where women can acquire skills in the community.

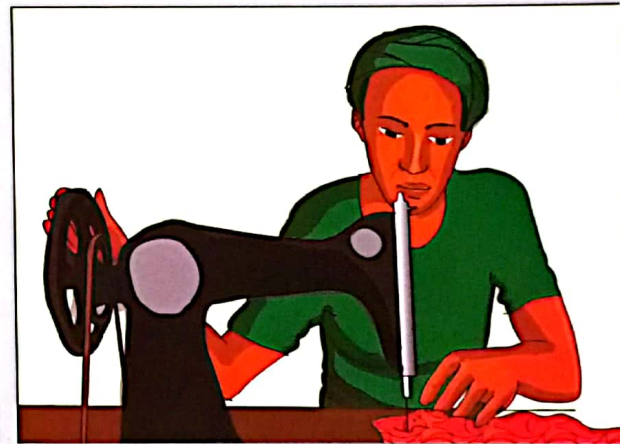
To explain why women should acquire additional skills.

To discuss how women can acquire skills.

To discuss the challenges women face in skill acquisition.

CASE STUDY: Acquiring Vocational Skills is the Best Thing for Community Women

Taibat Babatunde a 35-year old mother of five, who lives in Sholu community, Asa LGA, Kwara State, knows first-hand what it is like to live on subsistence farming and not have an alternative source of income. She has tasted the bitter pill of poverty as catering for her children's welfare and education was a big struggle. So when ActionAid Nigeria through its local partner, the Centre for Community Empowerment and Poverty Eradication (CCEPE), selected her among women from Sholu community to be part of a pilot training programme on vocational skills acquisition she was very happy. Taibat was eventually trained alongside 11 other women on either Baking or Soap/Cream making. The training covered entrepreneurship, procurement procedure, business sustainability and how to source for take-off capital. The impact of the training on the lives of the women was rapid and encouraging. For instance, their initial production capital came from applying the savings method they were taught during the training. The women become producers of snacks (chin-chin, buns, doughnuts, fish rolls) and liquid soaps, which they sold in Sholu and other neighbouring communities. According to Taibat; "ActionAid/CCEPE has done so well for us in our community, especially for the women since 2007. But if I should be sincere, this vocational training is the best because it is a programme that will take us out of suffering and poverty within short period. The result of my first trial was a surprise success. All the snacks I produced and sent to the market were sold within one hour and I made so much gain. Since that time, I sell in the communities, in schools and markets and today my daily production is thrice what I started with. I am very happy now that I can support my children's education both those in primary and secondary schools without waiting for my husband. Also, I use part of my profit to improve my vegetable farm and pay my weekly contributions. Sincerely, I cannot express how much I am benefiting from the vocational skill acquisition programme, but just to say that it is the best thing you can do for women in rural areas like me."





DISCUSSION GUIDE

What do you see in these pictures?

Which of this is common in our community?

Do you think there is need for women to have a source of income?

What is skill acquisition?

Using the picture, discuss the types of skills women can acquire in our community. Where can these skills be acquired?

What challenges do women face in acquiring skills?

Discuss how women can organise for self-help in skill acquisition.

Using the case study, discuss the benefits of skill acquisition to women and their families?

FACILITATOR'S KEY INFORMATION

Skills acquisition is the gaining of practical ability(ies) that can make people become functional in the community through the process of training.

Women can acquire different skills to enhance sources of income and for secured livelihood.

When women have different honest ways of making money, their families and communities benefit more.

REFLECTION AND ACTION

The more skills you acquire and use, the better your opportunities for making money.

There is dignity in labour.

ACCESS TO PAID EMPLOYMENT

To be engaged in work that is paid for.

OBJECTIVES:

To identify examples of paid work in our community and its benefits.

To explore what women need to do to increase their chances of getting paid employment.

To discuss the challenges women face in getting paid employment.



DISCUSSION GUIDE

Using the picture, discuss the types of job that a woman can do.

Identify examples of paid employment in our community.

What are the benefits of getting paid employment?

What do you need to do to get paid employment?

What are the challenges of getting paid employment?

How can women overcome the challenges they face in getting paid employment?

FACILITATOR'S KEY INFORMATION

Women need formal and/or informal education to get paid employment.

Counselling is critical for making right career choices. It is not wrong for women to get paid employment.

Getting a paid job gives women security and promotes their self-esteem.

Women can also be employers of labour.

REFLECTION AND ACTION

Acquiring education and skills are the key ingredients that can qualify a person for paid employment.

Women should work towards developing themselves to make them employees and employers.



Women's ownership and control of landed property

OBJECTIVES:

To discuss land ownership as a means of economic empowerment.

To discuss land ownership patterns in the community.

To discuss the advantages and constraints to women's land ownership and control.



DISCUSSION GUIDE

What is land?

What does access to and control of land mean in this community?

Why is land important and what type of resources can be found in the land?

Discuss land ownership patterns in our community. Using the pictures, discuss why you think women should have access to and control over land in our community.

What are the constraints affecting women's access to land, ownership of natural resources that can be found in the land (e.g. rocks, economic trees, etc.) and how can they be addressed?

FACILITATOR'S KEY INFORMATION

Every woman has a right to own/control land and the resources that can be found in the land. Women also have a right to own property going by the constitution, but in many communities in Nigeria, women do not enjoy equal access and control over land. In most communities certain factors like; age, marital status, number of children (especially males), type of marriage, etc. determine whether a woman can have access to land.

Male children enjoy advantages in owning land and property over females.

Women should be able to use land as they consider appropriate and make choice of inheritance just like men.

Unfounded customs and traditional inhibitions as well

as profound poverty are the major constraints to women's access to land in many communities.

Continuous advocacy by networks of women's groups and concerned citizens can help to minimise the constraints to women's access to land.

Formation of women cooperative which can be used to demand for access to land and empowerment of women can improve women's access to land.

REFLECTION AND ACTION

It is discriminatory to deny women access to lands.

Women should use their networks to advocate for land rights



Work and care given for which we are not paid

OBJECTIVES:

To identify and discuss what constitutes unpaid care work.

To identify who carries more burden of unpaid care work.

To show that unpaid care work is work.

To discuss the need for unpaid care work to be equitably shared by women and men, boys and girls in the family and community

To motivate women to advocate for better infrastructure and services in the community to reduce the burden of unpaid care



DISCUSSION GUIDE

What do you see in these pictures?

Why are the women doing all these things?

Can we describe the things the women are doing in the pictures as work? If yes why? What other things do women do that is not paid for in our community?

Can these works be equitably shared between women and men as well as girls and boys to bring a balance?

What other ways do you think the burden of unpaid care work can be reduced?

FACILITATOR'S KEY INFORMATION

Unpaid care work is work or care given for which no wages or salary is paid. Globally, unpaid care work is mostly done by women.

Unpaid care work include: house work such as fetching firewood, cooking, cleaning, washing, shopping, and others like caring for children, old and sick relatives, assisting people from other households, etc.

Because the burden of care is left to women, they are unable to pursue self-development and take up paid employment.

The time, effort and resources required for care giving can affect women's rights to health, education, employment.

Unpaid care work done by women needs to be recognised as work because it contributes to family and community well being.

The burden of unpaid care work on women can be reduced if it is equitably shared between men, women, boys and girls.

Also, the burden of unpaid care work on women can be reduced by providing better infrastructure and services like early child care centres, access to basic facilities such as water, transportation, electricity, health care, affordable housing and others

REFLECTION AND ACTION

Unpaid care work is real work.

It should be recognised, appreciated and equitably done by women, men, boys and girls.

Community should advocate improved infrastructure and services to reduce the burden of unpaid care work on women especially.



Money used to trade or carryout a commercial venture

OBJECTIVES:

To explain what business capital is.

To discuss the various sources of raising capital for business.

To discuss benefits and barriers to accessing loans.

To discuss how to transparently manage business capital.



DISCUSSION GUIDE

What is business capital?

Identify and discuss sources of business capital in your community; stating their advantages and disadvantages.

From the picture, what do they ask for in order to give you money for trade?

What are the benefits and barriers of taking a loan
How can we transparently manage business capital?

Identify a woman in your community who borrowed money and used it well. Let her share her experience.

FACILITATOR'S KEY INFORMATION

Facilitator's Key Information
There are different sources of business capital; find out the details especially the interest rate, hidden charges and repayment terms before accessing loans.

When women work together by forming cooperatives, they could access soft loans at a low interest rate and possibly without collaterals.

Business capital can be raised from personal saving; loan from individuals/banks/cooperatives; grant from friends, relatives, philanthropists, NGOs and government.

There are conditions attached to grants, find out before acceptance to avoid disappointment and embarrassment.

Business capital is not housekeeping money; do not dip your hands into it for the purpose of housekeeping.

A loan is money borrowed for trade which has to be paid back with interest.

When borrowed money is paid back on time, the borrower stands a chance for more loan opportunity.

Manage business capital well so as to prevent the business from collapsing.

REFLECTION AND ACTION

A loan is not free.

Using your loan well and repaying on time makes you a credible person to do business with.



Using your farm harvest and business profit wisely

OBJECTIVES

To examine the importance of careful management of farm harvest and business profit.

To discuss the reasons for managing harvest and business profit.

To discuss how to plan and manage your harvest.

To discuss how to sell and maximise profit.



DISCUSSION GUIDE

What is harvest?

Why should we manage our harvest?

How do we manage our harvest?

Is there other ways you can process your harvest to make more money?

How can we plan our harvest or profit to last all year?

How can we sell our produce at a good price?

What do we do with the money from such sales?

FACILITATOR'S KEY INFORMATION

Storing and managing harvest well will save women and their families from poverty and lack.

Women can make more money by processing their harvest and adding value e.g. potatoes can be used to make potatoes chips, groundnut processed into groundnut pasts or groundnut oil, yam to yam flour, etc.

Apply your negotiation skill while selling to get good price for your harvest.

Poor management of produce makes a family poorer.

Utilise your business profit wisely by reinvesting or saving it as well as ensuring financial discipline.

REFLECTION AND ACTION

Manage your harvest to avoid spoilage and wastage.

Women should acquire skills on how to add value to their harvest.

Women should endeavour to re-invest part of their business profit/farm harvest.



Observed changes in the weather and climate conditions which can affect people and their environment

OBJECTIVES:

To discuss what climate change is

To identify the causes of climate change

To identify and examine the specific threats posed by climate change

To show how climate change can affect women and their families

To discuss how women can adapt in the face of the challenges posed by climate change

To examine what can be done to address the challenges of climate change



DISCUSSION GUIDE

What do you observe in these pictures?

From the pictures, what specific threats do you think climate change can pose?

What have you observed concerning the weather and climate conditions in recent times?

How has the changes in the weather and climate condition affected our water supply, agriculture/food production, manufacturing, power, transportation, etc.?

What specific ways can climate change affect women's well-being and development?

How can issues of climate change be managed in our community?

FACILITATOR'S KEY INFORMATION

Climate change refers to any major change in the weather and climate condition lasting for a long period of time like increase or decrease in temperature, rainfall, wind flow, etc.

Climate change is caused by human and non-human factors like factory waste, cutting of wood unnecessarily, car smoke, etc.

Specific threats posed by climate change include; flooding, desertification (fertile land drying up causing vegetation and wildlife to die), drought, mud slide, etc.

Climate change negatively affects nature and can make life difficult for humans. For example drying wells/streams could mean reduced access to water.

Change in the usual timing of rains or changes in temperatures can affect when plants grow, when insects hatch or when streams are full. These in turn, can affect agriculture and water supply in our community.

Women are affected by climate change because they are often responsible for sourcing/fetching water and energy (firewood or charcoal) needs of the family.

When there is a natural disaster like flooding, women and children usually suffer more.

To manage climate change, we need to:

Use power and energy wisely (use electric only when needed, use solar/sun for drying of food, reduce the use of firewood and charcoal;

Choose natural source of organic and locally grown foods;

Recycle bottles and other household disposable but after proper cleaning.

Reduce wastage as much as possible;

Stop unnecessary felling of trees and if you must, replace with a new plant;

Stop bush burning

To reduce the impact of shortage of water, community members must deliberately preserve/store water during raining season for themselves and their animals



REFLECTION AND ACTION

Climate change is real as its effects are gradually being felt in our community.

We need to protect our environment by not cutting trees anyhow, dumping refuse/waste on our water sources and channels, etc.

Women need to be involved in climate change discussions and responses



Unit	Topic	Lessons/Reflection and Action
01	Skills Acquisition	Acquiring practical knowledge on how to engage in productive and profitable activities The more skills you acquire and use, the better your opportunities for making money. There is dignity in labour.
02	Access to Paid Employment	To be engaged in work that is paid for. Acquiring education and skills are the key ingredients that can qualify a person for paid employment. Women should strive to build their capacity to make them employees and employers.
03	Access to Land	Women's ownership and control of landed property It is discriminatory to deny women access to lands. Women should use their networks to advocate for land rights
04	Unpaid Care Work	Work and care given for which we are not paid Unpaid care work is real work. It should be recognised, appreciated and equitably done by women, men, boys and girls. Community should advocate improved infrastructure and services to reduce the burden of unpaid care work on women especially.

05	Business capital	Money used to trade or carryout a commercial venture A loan is not free. Using your loan well and repaying on time makes you a credible person to do business with.
06	Managing Farm Harvest/Business Profit	Using your farm harvest and business profit well. Manage your harvest to avoid spoilage and wastage. Women should endeavour to re -invest part of their business profit/farm harvest.
07	Climate Change	Observed changes in the weather andclimate condition which can affect people and their environment. Climate change is real as its effects are gradually being felt in our community. We need to be more conscious of our environment by adopting practices that can help to stop climate change.

MODULE 6: WOMEN AND INCLUSION

Central Focus:

The focus of this module is on restrictions imposed on women and about those in seclusion in the community. It contains two interrelated units as follows: *Cultural and Religious Restriction* and *Restriction on Account of Health/Disability*. Each unit contains a set of objectives which defines what the unit seeks to achieve and discussion guide which contains some questions that could direct the flow of discussion. Also, there is a segment for key information where the facilitator is required to provide basic facts on the topic of discussion. Each unit ends with Reflection and Action - a food for thought that should spur participants to put into practice what they have learnt.

Limiting/controlling women's access to common and open places, interactions and relations

OBJECTIVES

To discuss ways in which women are restricted/prevented by cultural and religious practices

To discuss the reasons for these practices'

To discuss the effect on women's well-being and development

To discuss how women cope with restriction and when not included

To examine ways women can achieve their dreams in the midst of these restrictions

To discuss ways through which women's inclusion can be encouraged.



DISCUSSION GUIDE

What comes to your mind when you see these pictures?

Why are the women sitting behind, far away from the men and not taking part in the discussion?

Why are women restricted/limited from certain aspects of community life; decision making in religious gathering, traditional council, etc.?

What role do you think religion and cultural interpretation play in the way women are restricted?

How do you think these restrictions limit women's well-being and development?

How is the community affected when women are not involved in decision making?

Are there spaces that were formerly closed to women that are now open? If yes, how did the change happen and who made the change happen?

What are the coping mechanisms women who are restricted adopt?

How can women be supported to achieve their dreams in the midst of their situation?

In what ways can women inclusion in family and community decisions making be promoted?

FACILITATOR'S KEY INFORMATION

Restriction could include denying women access and participation at certain spaces; not allowing them take advantage of opportunities; and confining them to a location. Women and girls are restricted from certain aspects of community lives as a result of cultural and religious interpretation.

Some of the explanations for these restrictions which are supposed to be in the interest of the women and girls remain questionable.

Some restrictions that women and girls face have grave implications for their education, skills acquisition and general development and wellbeing

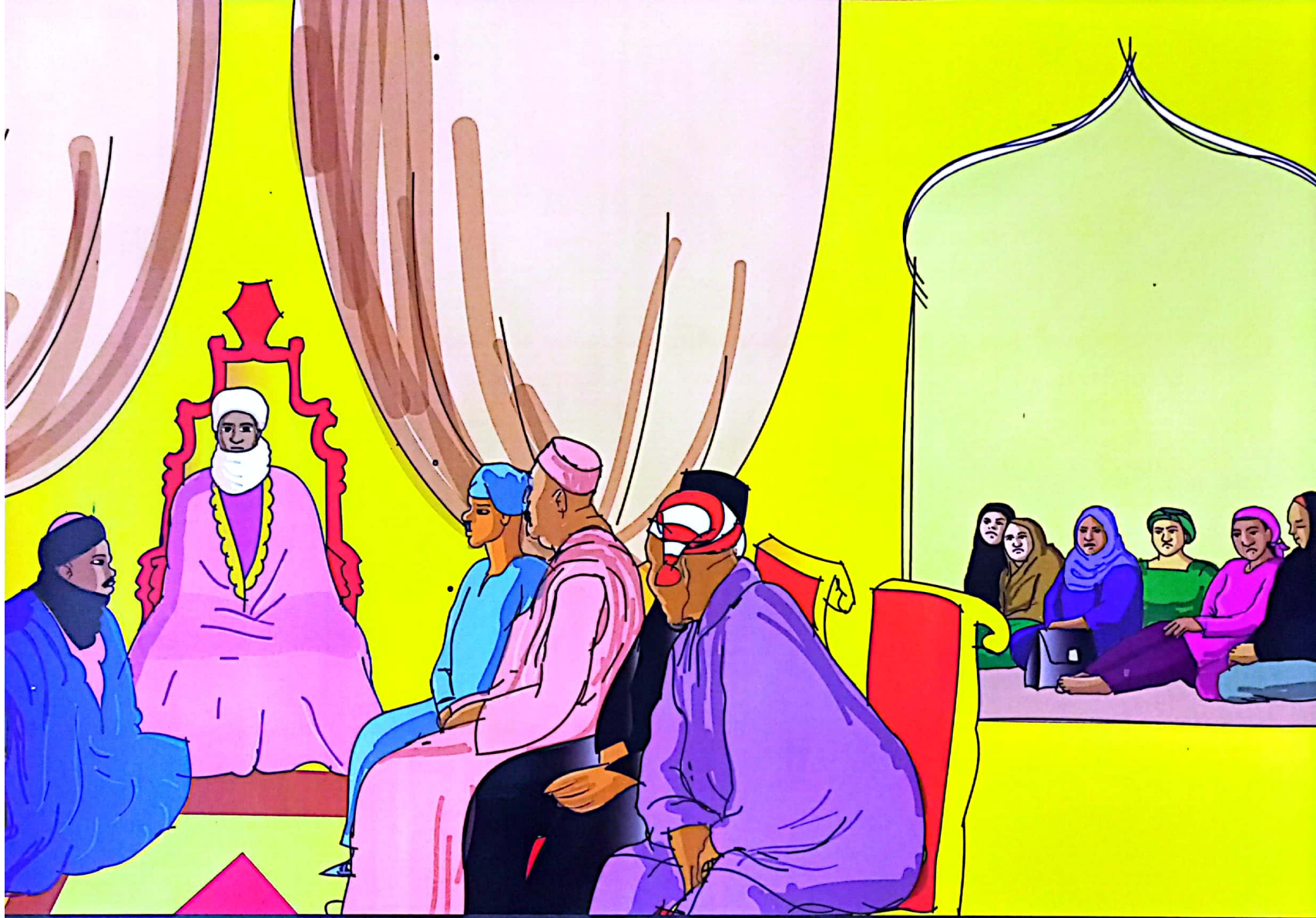
Women's contribution to family and community

development are limited where they face stringent restrictions .

A lot of communities have reviewed/changed restrictions earlier placed on their women and girls over times; a typical example is the acceptance of girl child education and rejection of early and forced marriage, etc.

For women restricted to a particular location, e.g. women in purdah, they should be supported to acquire knowledge and skills within the space where they live to ensure that they achieve their dreams and aspirations.

Women who are faced with restrictions and other concerned persons must use non-violent ways of making their concerns known to the community leaders



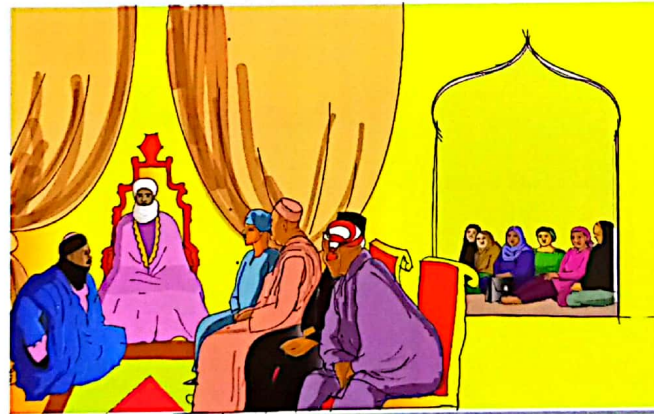
Religious and traditional leaders should be sensitized and encouraged to provide correct interpretation of religious and texts/practices in order to promote women inclusion in family and community decision making processes.

REFLECTION AND ACTION

Women who are faced with restrictions and other concerned persons/groups must explore non-violent ways of making their concerns known to the community and religious leaders.

Community members must work together to reduce the level of restrictions that women and girls face.

Women need to support other women dealing with restrictions; be proactive to identify these restrictions; and take steps to manage the situation.



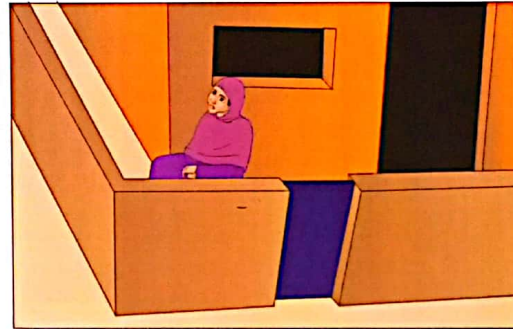
Restricting women's access to common and open places, interactions and relations on account of their health/disability and others

OBJECTIVES:

To examine the reasons advanced for restricting women living with one form of health condition and/or disability.

To discuss the effects of restriction on account of health /disability on women's well-being and development
To explore options that are available to women affected by health/disability.

To examine what communities can do to support women living with health and/or disability



DISCUSSION GUIDE

What comes to your mind when you see this picture?

Why do you think she is isolated and what could the women standing outside her window be saying?

Have we seen this kind of situation in our community?

Why do you think women with certain health conditions (e.g. mental disorder) or disability are restricted or confined? Do you think it is right to restrict or exclude these people?

How do you think keeping women under this condition can affect their chances of recovery/contribution to the community development? What can be done to support women restricted on account of their health/disability

condition (in terms of awareness creation, correction of negative beliefs, superstition etc.)?

How can the community provide the necessary support to them and their family?

What can we do to reduce shame associated with health and disability?

How should women who have children or relatives who are living with these health conditions and disability be supported to manage their children and relations properly?

How can women living with health and/or disability be supported to achieve their dreams (what they want to achieve in life) in the midst of their condition?

FACILITATOR'S KEY INFORMATION

Women are often restricted and confined on account of some physical/health condition like disability or mental health.

These restrictions arise because of ignorance, negative beliefs, superstition, fear of stigmatization, inability to fund treatment, etc.

Women should not be restricted on account of health and/or disability except at the instance of medical recommendation.

They have rights and self-worth, which should not be denied or taken away.

They should be given access to treatment and counseling rather than being confined.

Continuous sensitization and

education of community members can help reduce negative beliefs, superstition, shame of women living with or those who have families with one health condition and/or disability

Religious and traditional leaders can use their platforms to encourage acceptance and support for women and other members of the community living with mental disorder or disability. Women should take advantage of treatment /rehabilitation opportunities available in or outside their community.

Community leaders should come up with and enforce sanctions to discourage and punish people who discriminate and maltreat people living with these conditions and disability.



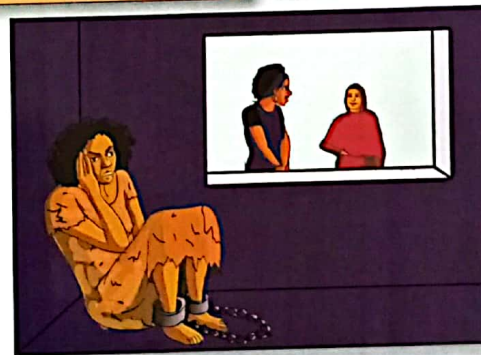
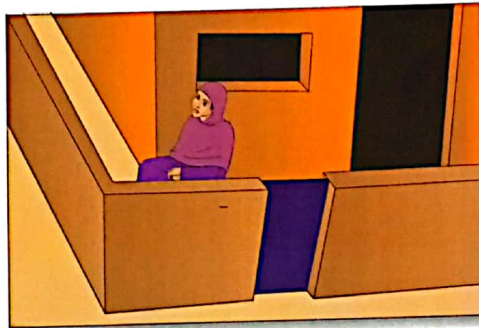
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REFLECTION AND ACTION

Women restricted on account of their health and/or disability have rights and dignity and community members should do all they can to uphold these rights.

They should be supported to access treatment, rehabilitation and care so that they can lead fulfilled lives again.

Women should undertake sensitization and advocacy to promote support for people living with mental and disability conditions



The focus of the topics/units under Module six was on women and inclusion in the community. Highlights of the two topics/units discussed under this module are as follows;

Unit	Topic	Lessons/Reflection and Action
01	Cultural and Religious Restriction	<p>Limiting/controlling women's access to public space, interactions and relations</p> <p>Women who are faced with on e for m of restrictions and their allies must explore non confrontations ways of making their concerns known to the community leaders</p> <p>Community members must work together to reduce the level of restrictions that women and girls face</p>
02	Restriction on Account of Health/Disability	<p>Restricting women's access to public space, interactions and relations on account of their health/disability.</p> <p>Women restricted on account of their health/disability have rights and dignity.</p> <p>They should be supported to access treatm ent, rehabilitation and care so that they can lead fulfilled lives again</p>

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