

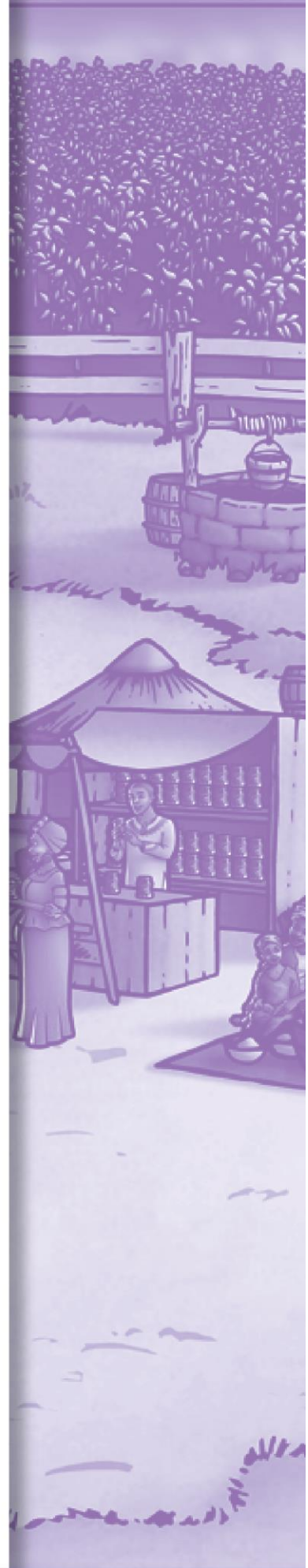
Gender makes Business Sense (GmBS)

POWER³

AGRIBUSINESS DEVELOPMENT AND
LEARNING PROGRAMME FOR AGRIPRENEURS

MODULE 5

ME and the Power3 |



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Module 5:



ME and the Power3



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1. INTRODUCTION

Gender makes Business Sense (GmBS)¹ is a training approach that addresses the skills needs for women's economic and social empowerment in agribusiness. The approach results from an analysis of the challenges many women still face despite the technical and entrepreneurial skills acquired in training support programmes implemented in Africa by GIZ and the African Union Development Agency (AUDA-NEPAD). Besides participation in skills development, women need to achieve higher economic and social empowerment. The concept of “Gender-Transformative Change” is well suited to support this progression. The GmBS approach is part of this dynamic as a training programme designed to integrate the gender dimension into the economic goals of the entrepreneur.

The training programme was jointly developed and piloted in seven African countries² by ATVET4W and E4D3 - both GIZ projects based in South Africa. The training course is mainly aimed at women who manage agri-food processing enterprises. However, it can be adapted and extended to young learners at the end of their studies in agricultural training centres. The content is structured around five modules based on exploratory tools, socio-economic analysis tools and decision-making tools that are easily adaptable to the environment and educational level of the target groups.

The methodological approach used to conduct the training is interactive, and the learning sequences are designed to respond to the recurring questions of the target groups. They are professionals with practical experience, students or graduates trained in the theoretical concepts of entrepreneurship. The tools proposed for facilitating the training sessions are familiar to the users and selected according to the priorities for each of the three phases of the learning pathway.

- The first phase is clarifying and contextualising the concept of women's socio-economic empowerment. The activities in this phase focus on empowerment indicators from the Women's Empowerment in Agriculture Index (WEAI) designed by IFPRI⁴. These indicators serve as quality criteria and are divided into three domains (personal, interpersonal, and community), considered the “chessboard of power dynamics”. To meet the learning objectives, Modules 1 and 3 provide appropriate tools such as the chart and anecdotes to differentiate “Gender” and “Sex”, the “Gender Puzzle”, and the “Quadrants of Gender-Transformative Change”.
- The next phase is the analysis of business performance concerning the socio-economic empowerment of the entrepreneur. Data are collected from local enterprises on both economic and gender aspects. These data are analysed to deliberate on the profitability and viability of the enterprises and to draw lessons. Thus, modules 2 and 4 are mainly oriented towards building skills that can increase economic empowerment. The primary tool around which other equally important tools revolve is the adapted business model canvas using a gender-transformative lens.
- The last phase focuses on developing a **Gender-transformative business vision** customised to each enterprise. **Module 5** is devoted to this and allows each participant to consolidate the knowledge acquired in the previous modules and then converge them towards a "dream", which will be their source of inspiration for the change journey towards empowerment.

¹ Gender makes Business Sense

² Benin, Burkina Faso, Ghana, Kenya, Malawi, and South Africa

³ E4D: Employment for Development

⁴ IFPRI: International Food Policy Institute



Each module is designed as three blocks of 90 min with breaks of 30 min and 60 min, respectively. Thus, contact time is 4,5 hours, while module time is 6 hrs.

Module 5, as the final Power3 module, serves as the:

- Integration of all learning accumulated during Modules 1 to 4.
- Consolidation of ideas and actions for application from the entire course.
- Bridge between the Power3 training course and the post-course implementation; and
- Opportunity for participants to provide feedback on the course.

As participants reflect on what they have learned and what changes they will make in their lives. The Gender Puzzle, Business Model Canvas puzzle and the Board Game are there as visual reminders of the learning experience.



2. LEARNING PLAN

The Learning Plan below is the module's plan for instruction and assessment and is connected to the learning outcomes.

TOPIC NO.	TOPIC TITLE	LEARNING OBJECTIVES	K A S	LEARNING OUTCOMES [K – KNOWLEDGE; A – ATTITUDE; S - SKILLS]
1.	Recap of modules	Refresh topics, issues, and lessons from the modules	K	Remember all the topics covered in the GmBS training
			A	Internalize and own the topic covered
			S	Reflect on topics covered in the GmBS modules
2.	Doing business differently	Consolidate critical issues facing your own business using the Daily Log	K	Identify their own business priority, and give/receive peer support for business profitability and wellbeing
			A	Be able to look critically at themselves and their business and consider what needs to be done differently for business profitability and wellbeing.
			S	Prioritize what they will do differently concerning them as an individual (Me), their business (We) and the broader community (All of Us) and identify immediate steps.
3.	My GT Business vision	Develop a business vision to achieve the desired changes in a year	K	Understand the critical elements of an integrated gender-transformative business vision; with both social and economic aspects
			A	Articulate the importance of an integrated gender-transformative business vision
			S	Write an integrated GT business vision for my business
4.	GmBS Development Plan	Understand the critical elements of a GmBS Development Plan	K	Know the elements of a GmBS Development Plan, which participants will develop post-training with the mentor
			A	Commitment to take forward ideas through mentoring



			S	Identify priorities as individual, business, and community to draft a GmBS Development Plan
5.	Advocating for GT Business	Motivate why gender makes business sense	K	Identify your own business priority and next steps for business profitability and well being
			A	Be able to look critically at themselves and their business and consider what needs to be done differently for their profitability and well being
			S	Highlights critical insights drawn from the GmBS training; captures and presents this in a pitch for other participants
6.	Course Feedback	Give the facilitators and local convener/s feedback on the course	K	Know how to give structured feedback on the course.
			A	Be open to sharing their feedback on the course and deepening and expanding their self-awareness and empowerment beyond the Power ³ .
			S	Give structured feedback on the course to the facilitators and local conveners and identify their own further learning needs.
7.	Closing Ceremony	Bring closure to the Power ³ course as part of one's learning journey.	K	Knowing the potential power of the individual and the collective as the course ends.
			A	Be open to experiencing the Potential of the Collective: 'Me' and 'We' for 'All of Us' as a learning community.
			S	Bring closure to the Power ³ course as part of their GmBS learning journey.

3. TECHNIQUES AND REQUIREMENTS

The table below outlines the techniques applied in each activity and the resources required to achieve activity outcomes, such as stationery or workspace.



TECHNIQUE	ACTIVITY NO	REQUIREMENTS (SPACE, EQUIPMENT, MATERIAL)	DURATION (NH)	CONCEPTS / TOOLS / TEMPLATES / WORKSHEETS
Plenary activity	1.	Pinboards of roadmap and outputs from all modules or slide deck of roadmap and summary of outputs.	30 min	Recap of all modules.
Individual & group activity	2.	Daily logs, Participants Guide.	30 min	Doing business differently with peer support.
Plenary input, Individual & group activity	3.	Flip chart or slide deck, daily logs, Participants Guide.	90 min	Develop a GT business vision with mentoring support.
Plenary input	4.	Flip chart or slide deck, Participants Guide.	30 min	GmBS Development Plan.
Group activity	5.	Flip chart, separate spaces for small groups to prepare their pitch. Participants Guide.	50 min	Develop a pitch for the course.
Plenary input & individual activity	6 & 7	Flip chart or slide deck, Course feedback form.	30 min	Next steps after the training. Course feedback.
Group activity	8	Space in the middle of the room or outside to stand in a circle.	10 min	Closing



4. MODULE OVERVIEW

The module overview below summarises what participants will learn in the module and its relation to the course. It also outlines the main ideas, relevant information, and material covered in the course module.

TOPIC	CONTENT	ACTIVITY
Recap of all modules	Refresh topics, issues, and lessons from the modules	Activity 1
Doing business differently	Prioritise what needs to be done differently as an agripreneur	Activity 2
My Gender-transformative business vision	Consolidate the desired changes into a vision for own business in a year's time. Brief introduction to the Mentorship process	Activity 3
GmBS Development Plan	Individual assignment to prepare GmBS Development plan	Activity 4
Advocating for Gender-transformative business	Pitch: Motivate why others should attend the training in Gender makes Business Sense	Activity 5
Way forward	Next steps after the training. Feedback on the course. Reflect on important learnings	Activity 6 & 7
Closing ceremony	Final sharing. The Potential of the Collective: 'Me' and 'We' for 'All of Us'. Closing by local convenor/s.	Activity 8



5. MODULE PROGRAMME

Module 5: ME and the Power3					
Block 1 09:00-10:30	Mins	Block 2 11:00-12:30	Mins	Block 3 13:30-15:00	Mins
Recap of Modules <u>Activity 1</u> <ul style="list-style-type: none"> Plenary input Fast-paced reflection 	15 15	(continued) Gender-transformative Business vision: Part B <ul style="list-style-type: none"> Connect with mentors Part C <ul style="list-style-type: none"> Individual work with mentor support Presentation and feedback 	40 20 30	Advocating for GT Business: <ul style="list-style-type: none"> Pitch exercise 	30
<u>Activity 2:</u> Doing business differently <ul style="list-style-type: none"> Identify critical issues in your own business using the Daily Logs Peer support groups <u>Activity 3:</u> Gender-transformative Business vision: <ul style="list-style-type: none"> Plenary input Part A <ul style="list-style-type: none"> Individual work 	15 20 20 20	GmBS Development Plan: <ul style="list-style-type: none"> Plenary input Intro mentoring 	15 15	Way forward: <ul style="list-style-type: none"> Next Steps Course feedback survey (include reflection on expectations; Suggestions to improve) Closing Ceremony	15 15 10
Total	90	Total	90	Total	90

5.1. Review Of Module 3

Duration	30 minutes
Techniques	Gallery walk and reflection in plenary
Requirements	<ul style="list-style-type: none"> Slides Participants Guide
Procedure	LINKAGE WITH PREVIOUS SESSION The gallery walk aims to refresh and consolidate participants' learning.



	<p>INTRODUCTION: <i>(15 Mins)</i></p> <p>The facilitator briefly provides an overview of all Module topics using pinboards or slide decks.</p> <p>Module 1:</p> <ul style="list-style-type: none"> ● Gender as a social construct ● Gender inequality in agriculture ● Gender-transformative change in our country and region ● Impact of gender on my business <p>Module 2:</p> <ul style="list-style-type: none"> ● The Lean Start-up Approach ● Developing the Business Model Canvas ● Applying Gender-Transformative Change to my Business <p>Module 3:</p> <ul style="list-style-type: none"> ● My change maker profile ● Exploring mental models ● Working with GTC ● The Power of 3 in business <p>Module 4:</p> <ul style="list-style-type: none"> ● Profit and Cash Flow calculation ● Cash Flow challenges ● The challenges associated with borrowing money ● Business Viability 	
	<p>ACTION</p> <p>ACTIVITY: <i>(15 Mins)</i></p> <p>Fast-paced reflection exercise. It can be done while standing in a circle. Each participant gets a turn to share in one sentence their response to one of the questions below:</p> <ol style="list-style-type: none"> a. What was a breakthrough moment for you in the course? b. From which topic or module did you gain the most, and why? c. What didn't you know before about your business? d. What is the most significant business challenge you have in common with other participants? 	<p>Activity</p> <p>1</p>

5.2. Profit versus Cash

Duration	30 minutes
Techniques	Individual activity and small group discussion



Requirements	<ul style="list-style-type: none"> • Cards and Marker pens • Participant's Guide • Participants Daily Log 	
Procedure	LINKAGE WITH PREVIOUS SESSION Participants start integrating issues, opportunities, and challenges to improve their business.	
	ACTION ACTIVITY: <i>(15 Mins)</i> In peer support groups, participants share their findings and help each other clarify what needs to change in their business.	Activity 2
	SHARING: <i>(15 Mins)</i> Request 1 group to share their calculation of the cash available. Request the other groups to share only if their outcome differs from the first group.	

DAILY LOGS	MODULE 1	MODULE 2	MODULE 3	MODULE 4
What sounds most important for my context?				
How can this be applied in my business?				
What are the desired changes I want to see based on what I learned from each module?				

5.3. Business Viability



Duration	90 minutes	
Techniques	Individual activity and discussion	
Requirements	<ul style="list-style-type: none"> • Cards and Marker pens • Participants Guide • GmBS Development Plan Template 	
Procedure	LINKAGE WITH PREVIOUS SESSIONS The critical issues identified are turned into a vision for own business in a year.	
	INTRODUCTION: (15 Mins) The facilitator presents the characteristics of a strong business vision, which integrates social and economic aspects.	
	ACTION Part A (15 mins) Participants are tasked to formulate the desired changes as an integrated vision for their business in a year. Emphasize that a gender-transformative business vision should include both social and economic aspects. The vision for the business should be: (SSSIM) <ul style="list-style-type: none"> • Short (just one or two sentences). • Simple, so that a 10-year-old can understand • Specific to your business • Inspirational • Memorable Example: <i>In a year, my business acquires a new market for a product that boosts the nutritional status of women and their households.</i> Part B (15 mins) Participants are introduced to the pool of mentors. Part C (30 mins) Mentors will support participants in further strengthening their business vision.	Activity 3
	SHARING: (15 Mins) Gallery walk of participants' visions. Peer support through questions, suggestions, and joint reflection on similarities and differences.	






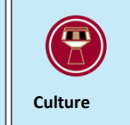


5.4. GmBS Development Plan


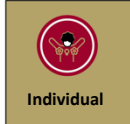



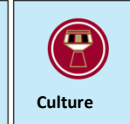
Duration	260 minutes	
Techniques	Plenary Individual	
Requirements	<ul style="list-style-type: none"> • Participants Guide • GmBS Development Plan template 	
Procedure	<p>Participants are introduced to the GmBS Development Plan. They are expected to develop this plan after the training with support from their mentors.</p> <p>Due to seasonal bias, the GmBS Development Plan needs to be operationalized through rainy and dry seasons, following the templates below.</p>	<p>Activity</p> <p>4</p>



GmBS Development Plan template: rainy season (from.....to.....)

	 Individual	 Household	 Enterprise	 Systems & Structures	 Culture
Goals					
Actions to be taken					
Supports					
Expected Outcomes					

GmBS Development Plan template: dry season (from.....to.....)

	 Individual	 Household	 Enterprise	 Systems & Structures	 Culture
Goals					
Actions to be taken					
Supports					
Expected Outcomes					



5.5. Advocating for GT Business

Duration	50 minutes	
Techniques	Individual activity and discussion	
Requirements	<ul style="list-style-type: none"> • Cards • Marker pens • Participants Guide 	
Procedure	<p>LINKAGE WITH PREVIOUS SESSIONS <i>(10 Mins)</i></p> <p>This session is based on reflecting on all the preceding sessions in the course. The facilitator explains the task.</p>	
	<p>ACTION <i>(20 Mins)</i></p> <p>Task: Imagine that you are applying for business finance. Prepare a 2 min pitch for your business. Highlight that you want support to make your business gender-transformative.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Agree who will do the pitch in plenary • Decide who the pitch is for (e.g. agripreneur, a funder, or a training institute) • Key components that must be in your pitch: points 1, 2, and 3 below <p>In plenary: Give your 2 min pitch.</p> <p>Key components of the pitch:</p> <ol style="list-style-type: none"> 1. This is the problem, and we know you care. 2. Our business has the solution, and this is why. 3. What you can do and how to support it our business to become gender-transformative. 	<p>Activity</p> <p>5</p>
	<p>SHARING: <i>(20 Mins)</i></p> <p>Groups give their pitch. Participants reflect on what stood out for them and identify key messages they can use to promote this course.</p>	

5.6. Way Forward

Duration	15 minutes
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Techniques	Plenary	
Procedure	The facilitator presents the following steps depending on the context: Mentorship process, roles, and responsibilities of mentors & mentees for the coming three months Other points for the next step etc.	Activity 6

5.7. Course Feedback

Duration	15 minutes	
Techniques	Group and Individual Activity	
Requirements	Written survey or Mood-board with six topics that participants rank from 1 (not relevant) to 5 (excellent/highly relevant) and/or using emojis.	
Procedure	<p>LINKAGE WITH PREVIOUS SESSIONS</p> <p>This session is based on reflecting on all the preceding sessions and the course. The facilitator explains that participants' feedback is appreciated and will help improve the course.</p>	
	<p>ACTION: <i>(15 Mins)</i></p> <p>Written survey or Mood board with max six topics that participants rank from 1 (not relevant) to 5 (excellent/highly relevant) and/or using emoji.</p> <p>Keep survey questions simple and focussed on the process (facilitation, participation), course content (topics covered), and learning outcomes (confidence in own ability).</p>	Activity 7
	<p>SHARING: <i>(20 Mins)</i></p> <p>Groups give their pitch. Participants reflect on what stood out for them and identify key messages they can use to promote this course.</p>	





Facilitators Tips

As facilitators, you would need to know if there is post- course support available in your context. If there will be, explain to participants that it may take the form of e.g. mentorship, peer support group, building of networks. Information on how it will work and what the next steps are that will be provided to them as they become available.

5.8. Closing Ceremony

Duration	10 minutes	
Techniques	Group Activity	
Procedure	<p>ACTION <i>(10 Mins)</i></p> <p>Design a closing ceremony appropriate to your context that expresses gratitude to everyone, the group, and the collectives they seek to influence after this course.</p> <p>Example:</p> <p>Ask participants to stand in a circle. Going around the circle, ask each participant to describe in one word how they are feeling. As they do so, they take a step into the circle without breaking the bond.</p> <p>Thank the participants for their feedback and commend them for their good work. Encourage them to apply what they have learned in this course as agripreneur and share the lessons learned in this course with others as they return to their homes, businesses, and communities.</p>	<p>Activity</p> <p>8</p>
	<p>CLOSURE: <i>(Allow 10 Mins)</i></p> <p>Hand over to the local convener(s) for their closing remarks and activity as appropriate to local customs.</p>	

