



Women in Informal Employment
Globalizing and Organizing

TRAINING MATERIALS

November 2015

Developing Leadership and Business Skills for Informal Women Workers in Fair Trade

Compiled by Elaine Jones and Carol Wills



INTRODUCTION & TRAINING MODULE 1:
Understanding Gender and Employment Relations

TRAINING MATERIALS

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INTRODUCTION & TRAINING MODULE 1

Developing Leadership and Business Skills for Informal Women Workers in Fair Trade



Sharing Meeting with Bulambuli Primary Society, 2013. Photo: B. Leifso

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I. INTRODUCTION

This package of training materials, titled “Developing Leadership and Business Skills for Informal Women Workers in Fair Trade,” is all about the economic and social empowerment of informal workers (especially women). It is intended to:

- Increase women’s (and men’s) understanding of their situation as informal workers.
- Encourage women workers to participate more fully in their groups/ organizations/ cooperatives and take up leadership positions.
- Improve women informal workers’ understanding of their constitutional and human rights.
- Enhance women’s (and men’s) financial and business skills so that their businesses become more profitable and their incomes grow.
- Help women (and men) informal workers to produce better products for the market and increase their sales.
- Strengthen Fair Trade groups and networks.

This package of training materials is all about driving change.

Keep the training			
• SIMPLE		• MEMORABLE	
	• ACCESSIBLE		• RELEVANT

This training package is written for the community facilitators/organizers who train informal workers, many of whom will have had only a few years of formal schooling.

It contains a package of materials organized into seven modules, which are broken down into training session plans that each take about 2 hours to deliver (depending on the topic and number of people present). This means that the modules can be integrated into regular group meetings and be delivered over a period of several months. **The modular approach** allows for the training sessions to happen at the best time and place for the participants.

The materials provide the **content** for the training sessions.

A facilitator needs some of these basic skills and characteristics in order to deliver the training effectively:

- Self-confidence
- Flexibility and creativity

- The respect of the community and has respect for people in the community down to the lowest level
- Good listening and speaking
- Literate
- Speaks the local language
- Understanding of local issues

A good facilitator does not:

- Talk too much
- Dominate
- Control

II. TRAINING OF TRAINERS

A **Training of Trainers (ToT)** approach is one in which the community facilitator/organizer, who often comes from within the community, is trained so that s/he can return to that community and train others. Many facilitators will be experienced trainers already and will be able both to share their experiences of training with others and learn from those experiences.

Community facilitators need to be familiar with the **training materials** in this package so that they can share the materials with confidence with informal workers. Facilitators need to know about **participatory action learning** that may be used in training sessions. Many facilitators have been using such methodologies already, which might include the following:

- Asking questions
- Practical activities
- Telling stories
- Drama, songs, and acting
- Demonstrations
- GALS (Gender Action Learning System)
- Discussion groups
- Small group work
- Workshops
- Ways to analyze and prioritize

Participatory Action Learning “is concerned with developing practical knowledge in pursuit of worthwhile human purposes” (Reason and Bradbury-Hueng). It addresses real life problems. All participants’ contributions are taken seriously. PAL’s credibility is measured according to whether the actions that arise from it solve problems (Greenwood and Levin). PAL also aims to “empower people at a second and deeper level through the process of constructing and using their own knowledge” (Reason and Bradbury-Hueng). Facilitators build trust and create a safe space for trainees to say what they want to say.

A good example of a Participatory Action Learning methodology is **The Gender Action Learning System (GALS)**. It was developed by Oxfam Novib as part of their Women’s Empowerment Mainstreaming and Networking (WEMAN) programme for gender justice in economic development, including market and value chain development, financial services, and decision making. GALS is “a community-led empowerment methodology” aiming at “constructive economic, social and political transformation on gender justice”. As its creator, Linda Mayoux writes:

GALS works with women and men to develop their visions for change, appreciate their strengths and achievements and analyse and address gender inequalities within the family and community as challenges, which prevent them from achieving their vision. It empowers women and men, as individuals and collectively, to collect, analyse and use information to improve and gain more control over their lives at the micro and macro levels.

How Do Adults with Low Literacy Levels Learn?

Paolo Freire of Brazil believed that people, all people, **know** more than they believe they know, can **do** more than they think they can do, and that they can usually manage to **solve their problems faster and better together** than when instructed by outsiders – and he began to develop some of the participatory methodologies we are all familiar with now (brainstorming, small group work, ways to analyze and prioritize issues and so on).¹ According to Freire, the purpose of these methodologies was **transformational change and empowerment**. Freire’s ideas were later developed extensively in East Africa.

¹ Paolo Freire (1921-1997) the influential Brazilian philosopher and educationalist most famous for his book “Pedagogy of the Oppressed” published in 1970.

How Do We All Learn?

It has been shown that people remember:

- 20% of what they hear
- 40% of what they hear and see
- **And 80% of what they discover for themselves** (*Teaching for Transformation*)

One very important thing to remember about PAL is that there is no one “right” way to do it. We all invent and innovate, and if we find something works particularly well, we should share this with others.

Many informal workers have low literacy levels, but they also have years of life experience and practical knowledge. **Everyone learns best by doing.** Practical exercises need to come before there is any sitting and listening. It is important that participants understand from the beginning of a session what the “learning outcome” is (that is: the change that is going to come about as a result of the training). It is also important at the end of a session to evaluate what has been learned.

How to Facilitate a Training Session?

The facilitator needs to be able to help women and men to learn in a stimulating, enjoyable, and motivating way, which can be achieved by employing these methods:

- Keep sessions short (maximum two hours including the introduction).
- Focus on a maximum of 3 to 4 key learning points per session.
- Find ways to make the sessions fun.
- Use pictures, symbols and signs to help participants understand what is being taught.
- Be well prepared with all the materials, handouts, and aids you need.
- Have your own plan of how you are going to conduct the session.
- Arrive early in order to set up the space to be used (which may be a school room, community hall, a room in someone’s house, or under a shade tree) and find out where any facilities such as toilets are.
- Organize any refreshments in advance (snacks, water, lunch, etc.).

A two-hour session may follow the outline below for about the same time allowed, but everything depends on circumstances. It is up to the community facilitator/organizer to plan the session and session timing. For example, if a training session is

being held immediately after a group meeting, a welcome and introduction probably won't be necessary. A warm up exercise or energizer may or may not be needed. The facilitator should consult with participants on what suits them best. The same applies if several training sessions are being held in a day or over a period of days.

1. Welcome

2. **Short overview of training session.** What it is about and what the participants are going to learn.

3. **Introductions:** Everyone present, including the facilitator, introduces themselves (and the facilitator makes sure a list of participants is kept).

4. **Facilitator checks on participants' expectations/ hopes of the training session**

5. **First key learning point.** *This could take 20 minutes to half an hour.*

- Use a question to find out what the participants already know about the learning point, e.g., Who can tell me ... ? Who has done this or that? Who can tell us a story about ...? Then, through further questions, the facilitator draws out what is already known.
- The facilitator can add further information, but keeps it short.
- Group exercise or small group discussion followed by feedback
- Wrap up first learning point.

6. **Second (and third and fourth, depending on available time) learning points.**

These can follow the model above or use different participatory methodologies depending on subject matter.

Allow 20 minutes for each learning point.

7. **End session by**

- Checking if participants are able to answer learning questions related to the training topic.
- Asking participants to share if the session has gone well, e.g., by putting a tick or mark against a face on a chart



= session has gone well. I have learned something new



= session has been OK. I could have learned more.



= session has not gone well for me. I haven't learned anything much.

Or by raising their hands in answer to the questions:

- Who has learnt something new today?
- Who feels that they could have learnt more?
- Who hasn't learnt anything much?

If this session is the last one in a training module, do a fuller evaluation. (See section 5 below).

Materials and Equipment

Community facilitators may often find themselves in a place where there is no electricity, so they cannot use a Power Point projector and there won't be a photocopier nearby, so they must be well-prepared in advance of the session. Pictures, charts, and handouts for use in the training session should be prepared beforehand. Here are some questions to ask as you prepare for the session:

- Is there a blackboard available with chalk?
- Or is there a flip chart with flip chart paper and coloured pens?
- Or a wall or tree where sheets of paper may be pinned?
- Community facilitators may wish to think of keeping a box of materials containing such things as sticky tape, coloured pens, drawing pins, pair of scissors, tape measure, and blank name stickers.

Preparation of the Training Space

Wherever a training session is being held, indoors or outdoors, allow enough space for participants to move around.

Arrange any tables or chairs or mats informally in a circle or U shape. Avoid the traditional classroom set up where students sit in rows with the facilitator/ teacher standing in the front.

III. MONITORING AND EVALUATION

The purpose of Monitoring and Evaluation is to have a feedback loop, to learn from doing. We want to discover if the changes we want to bring about do actually happen and if our “learning outcomes” are achieved. Monitoring and evaluation is all about **learning**.

Monitoring and evaluation also helps us to learn how to do things even better and to strengthen participants' learning.

At a single training session, we may use the monitoring meter for trainees to tell us if the session has gone well (see below). Or we ask for a show of hands.

When participants have completed a whole module of the training package, we need to revisit the learning outcome to be sure that we have met our goal.

Start with some recap so that participants recall what they have learned in all the sessions and can reflect on their learning. Here are some questions that may be used:

- Were your expectations/ hopes of this training met?
- What did you find most useful?
- What did you find least useful?
- What did you learn? What did you get out of these training sessions?
- Is anything going to change for you as a result of attending this training?
- How could training like this be improved?

There are other techniques that may be used to evaluate the effectiveness of training. Three are given in the appendix to this training package.

APPENDICES

1. Small group work

Many of the session plans in this training package call for participants to break into small groups. This is a commonly used participative methodology to help women and men who are not used to speaking in larger groups or who are self-effacing or shy to find their voice.

Supposing the average number of participants at a training session is 20, consider breaking the larger group into 4 smaller groups of 5 people each for discussion. There are various ways to do this quickly. Using **numbers** works well: each person calls out a number in a sequence from 1-5. All the ones form a group, all the twos form a group, and so on.

The facilitator needs to remind the small groups to choose their own leader or chair to guide the conversation and another person to report back to the whole group at the end.

If participants at a training session come from several different women's groups or organizations, it is a good idea to ask them to break down into their respective groups for certain discussions (e.g., to do with planning for the future). You may end up with each small group being a different size, but this is not important.

Sometimes, if you have a much larger group of people present and there is not a lot of room in the space being used, you could use a technique called **Buzz**. Ask participants to spend a few minutes talking to the people immediately around them. Then ask for feedback.

2. Three techniques that may be used to evaluate the effectiveness of training.

1. Standing along a line to score specific sessions

- Draw or mark out a line on the floor or on the ground. One end is excellent and the other end is poor.
- Ask participants to respond to training sessions by taking a position on the line that reflects their response to each one.

2. Stepping forward or backwards

- All participants stand in a line in the middle of the training space.
- As each training session is named, participants stand forward for a positive response and back for a negative response. Dimensions of the training might be, for example, the training environment, the facilitation, the learning techniques, the language used.
- Questions need to be appropriate for the evaluation exercise, for example:
 - Did you feel empowered or disempowered by ... ?
 - How much did you learn from ... ?

3. Scoring on a pre-prepared chart

- Draw a large chart with a list of everything that needs to be evaluated down the left hand side (e.g., individual sessions or topics such as Fair Trade, marketing / dimensions of training as above).
- Across the top, write what needs to be evaluated. (You could ask participants to help you with this). For example, has the session been Useful or Not? / Too much or too little time / How much did you learn, etc.?
- Each participant then gives a score of 1-5 for each point to be evaluated (1 being poor and 5 being excellent).

If you know about good evaluation exercises, write them up and share them with others.

3. Ideas for warm-up sessions/ icebreakers/ energisers

1. Participant introductions

Everyone says his or her name, the name of his or her group, their favourite product and something about themselves that is not known to many of the group members. This could be anything about themselves: what they like most, their favourite colour, favourite food, clan, etc. (Brains Consultancy)

2. Another version of the above (this is good in a group where people do not know each other very well already)

Choose someone in the room you don't know very well. Find out about them (as above: name, group, plus favourite colour or food, etc.), then you introduce each other to the group.

3. Remembering names

Everyone has a name sticker. Get into pairs with someone you don't know very well and ask about the origin and meaning of their name. Say: *I am going to remember your name because ...* Then move one person to the right and repeat until you have met everyone (Chambers).

4. Sarah says (a grown up version of a children's favourite)

Participants stand in a circle. Facilitator gives instructions – jump up and down, touch toes, knees, kneel down, turn around, etc. Participants only follow the instructions when you say: “Sarah (or whatever name you like) says ...” Participants do not follow instructions when you command without saying “Sarah says”. Those who make mistakes drop out (Chambers).

5. All move who ...

Stand or sit in a circle with one person in the middle. This person says: “All move who –

- Are wearing something blue
- Can speak two or more languages
- Had a cup of tea this morning
- Travelled here by bus, etc.

Those to whom the statement applies move to a seat or space left by someone else. Then the person in the middle makes another statement (Chambers).

You probably know lots of these sorts of introductions and energizing games. Write them down and add them to your folder.

4. Additional Information for Community Facilitators: Distinctive Features of GALS

As quoted from Linda Mayoux in *Tree of Diamond Dreams, Visioning and committing to action on gender justice*:

- **Women are intelligent agents of development:** Women are not seen as “victims of subordination in need of consciousness-raising” but as intelligent actors who already have aspirations and strategies but need collective and organizational support to better realize these.
- **Men are allies in change:** Men are seen as potential partners in a process of change and pursuit of justice who also need support in order to go against established attitudes and patterns of behaviour to work for a better world.
- **Start with the individual:** The process first catalyzes individual changes, giving people the skills to reflect on their personal situation as the basis then for collective reflection at group and/or community levels.
- **Respect difference**
- **Focus on action**
- **Peer learning:** Every learning event contributes to building capacities and systems for ongoing peer action learning as the basis for a sustainable process of change.
- **Integration in existing activities:** The methodology is integrated into existing activities, rather than being a one-off exercise or extra activity.
- **Inclusion** and prioritization of the needs of the poorest and most disadvantaged.
- **Gender-Justice is non-negotiable:** Gender justice and rights-based principles are non-negotiable and underlie the way in which process is facilitated and the types of actions, which are supported by development agencies. Although the main focus is on promoting constructive communication between women and men, the ultimate aim is removal of all forms of gender discrimination and empowerment of women and men to realize their full human potential. In some cases, this requires strategic negotiation of conflicts of interest in favour of women’s rights.

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TRAINING MODULE 1

Understanding Gender and Employment Relations

SESSION 1 Gender and Gender Roles in the Work that We Do



Jane Innocent Photo: C. Wills

“When I learnt about women’s rights I found out that even if I am living at home with my husband, the belongings around us belong to me as well. I am supposed to have a share.”
Jane Innocent, Uganda

Objective

To create understanding and awareness of gender and gender roles and to make women’s paid and unpaid work visible.

Learning Outcome

Participants understand gender roles in relation to the work they do, how to make women’s work visible, and, using the GALS Gender Balance Tree, identify some priorities for change.

SESSION 1:

GENDER AND GENDER ROLES IN THE WORK THAT WE DO

	Activity	Timing Guide
	<p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a person to open the session in a manner in keeping with local custom.</p>	10 mins
1.	<p>In this session, we are going to use GALS methodology to explore issues around gender and gender roles. GALS stands for Gender Action Learning System, which was developed by an organization called Oxfam Novib in the Netherlands. By the end of today's training, you will have drawn and talked about your gender balance tree. This explores the different roles that are taken on by men and women and highlights the multiple unpaid tasks assumed by women in the home and those women do to earn money.</p>	5 mins
2.	<p>First of all, let's discuss what we mean by gender. Is this the same as sex?</p> <p><i>(The facilitator invites participants to respond, then clarifies):</i></p> <p>Sex = male and female. The word describes biological differences between women and men and is the same in every culture. You are a woman or a man.</p> <p>Gender = the way society sees the difference between women and men through ideas about femininity and masculinity and the power relations and dynamics that come about as a result. These ideas can be different in different cultures and can be challenged. For example, in many cultures, it is not considered appropriate for men to cook, but this doesn't have to be the case. In some cultures, only women look after chickens, but this doesn't have to be the case either.</p>	About 15 mins

	<p>Gender role refers to the characteristics and behaviour that different cultures attribute to women and men. This can lead to gender stereotyping (only men do this; only women do that). It is important to understand that gender roles can change. They are not fixed. When you come to do your gender balance tree, you will see that it is mostly women who do the housework, like cooking and looking after children. This is an example of a gendered role.</p> <p>A gender issue is something that affects one gender more than the other (e.g., access to education, credit, and training being disproportionately available to men).</p> <p>What gender roles does this culture (where we are now) assign to women? And to men? Would you like to challenge any of these?</p> <p><i>(The facilitator invites participants to respond).</i></p> <p>Any questions?</p>	
3.	<p>Gender Roles</p> <p>Now we are going to play a game to reflect on your own attitude towards gender roles (Oxfam Novib).</p> <p><i>(The facilitator invites participants to close their eyes so that they don't look at each other. S/he makes some statements about gender, and participants put their thumbs up if they agree with the statement, down if they don't agree, or horizontal if they are neutral).</i></p> <ul style="list-style-type: none"> • Women are too emotional to become good leaders. • It is too difficult to find capable women to take up leadership positions. • A man can never work under a female boss. • Men are not as good as women in caring for children. • Only men can own land. • Men should be responsible for money in the household or group. • Only women can look after chickens. • Men expect women to do all the work in the garden. 	10 mins

	<ul style="list-style-type: none"> • Women should always do the cooking. • Facilitator can add other statements if needed. <p><i>(Following the game, the facilitator invites participants to make any observations they wish).</i></p>	
4.	<p>Gender Balance Tree</p> <p><i>(The facilitator now points to the outline of a tree on flip chart paper).</i></p> <p>This is the start of our Gender Balance Tree (Mayoux). In GALS, we use drawings and diagrams because they work well. When you write, it may take many pages just to describe one thing. Drawing and diagrams tell us more. It is also fun to do.</p> <p>The Gender Balance Tree helps us to understand what work women and men do in the home and any work they do outside of it (in the yard, the garden, the farm, or any other paid work performed outside the home), who spends the most for the family, who benefits most, who owns most, and who makes the decisions. Your drawings will show us if there is balance or imbalance. Then we can talk about what we want to change. For this exercise, women and men should work in separate small groups.</p> <p>Some people say that households are like trees. Trees need to be balanced if they are going to produce good fruit. The whole tree needs to be tall and strong, with roots and branches spread out equally on both sides. Fruits need to grow well all over the tree. If there isn't "balance," then the tree may be blown over in a strong wind.</p> <p>When there is inequality between women and men in the household, this causes imbalances, and there is no improvement in the household's wellbeing. The Gender Balance Tree identifies the imbalances and enables us all to deal with them so everyone (husbands and wives and any adult working daughters and sons) makes an equal contribution and benefits equally.</p>	<p>20 mins explaining</p> <p>+</p> <p>30 mins drawing</p> <p>+</p> <p>30 mins sharing & discussion</p> <p>= 1 hour 20 mins</p>

So let's begin:

Step 1: The Trunk: Who Lives in the Household?

Here, draw all the family members who live in the household. Draw working women in green on the left and working men in blue on the right. Draw dependent babies, children, and old people in the middle, colouring green for females and blue for males.

Step 2: The Roots: Who Does What Work?

Here, draw two roots on either side of the trunk and a thick root in the middle. Next to the left outside root, draw what women do on their own to earn money. (*Here the facilitator could ask for suggestions, like making baskets or selling eggs*). On the right, draw what men do on their own to earn money. The inside roots on each side are for drawing what women (on the left) and men (on the right) do in the household, garden, or farm on their own (e.g., women clean the house, wash the clothes, grow vegetables, collect water, look after livestock, prepare the food, and so on). The middle root is for any activities in the household, garden, or farm that women and men do together.

Step 3: The Branches: Who Gets the Fruit?

Draw two branches for women, two branches for men, and one branch in the middle.

On the outside branches (left for women and right for men), draw symbols for the personal expenses of women and of men.

On the inner branches on either side, draw symbols for household expenditures that are only made by one person (the woman or the man).

In the middle branch, draw symbols for any joint expenditure.

Step 4: What Pushes the Tree One Way or the Other?

This is where we draw symbols for the property that women and men own and for decisions that they make.

Who is registered as owning the land? Who does the house belong to? Who owns the livestock? Draw symbols on the left side of the trunk for property owned by women and on the right for property owned by men.

Who makes the decisions in the household? Decisions made by women alone should be drawn on the left side of the trunk, and decisions made by men alone on the right side. If decisions are made jointly, indicate this. Or does only one person make decisions in your household?

Step 5: What Do We Want to Change?

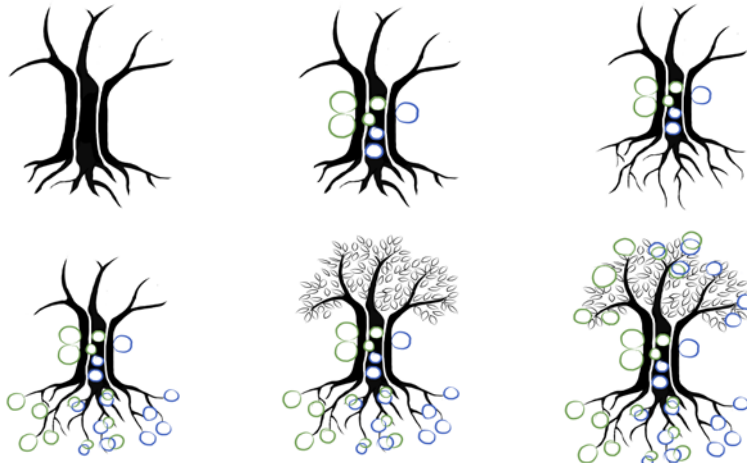



Look at the tree you have drawn. Does it balance? Are women doing most of the work with men owning most of the property, receiving most of the income, and spending the most on themselves?

Draw a ring in black around those things that are happening in the household that help the tree balance. You don't want those things to change.

Draw a ring in red around those things that would help the tree balance better:

- What tasks could be carried out jointly?
- What property should be shared?
- What expenses could be cut?
- What income-earning activities could you improve in order to earn more money or do these activities in less time?

Now work out five things that you want to change to help the tree balance and improve household wellbeing. Draw these as tubers on the roots of your tree, or cocoa pods on the trunk, or mangoes on the branches.

	<p>Step 6: Come back together as a group to explain what you have drawn and what you want to change.</p> 	
<p>5.</p>	<p>We are coming to the end of this training session.</p> <p>At the beginning, we said that by now, you would have explored issues around gender and gender roles, drawn, and talked about your gender balance tree and what you would like to change.</p> <p>Raise your hand if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven't learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p>	<p>5 mins</p>

Total time: About 2 hours

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TRAINING MODULE 1

Understanding Gender and Employment Relations

SESSION 2 Women and the Informal Economy



Ghana Group of Representatives of women's groups. Photo by: C Wills

"I have learnt leadership so that I can take part in Kuapa activities. After the training I had the confidence to join my society's executive. I gained enough confidence to know that women can join."

Kate Effah, Ghana

Objective

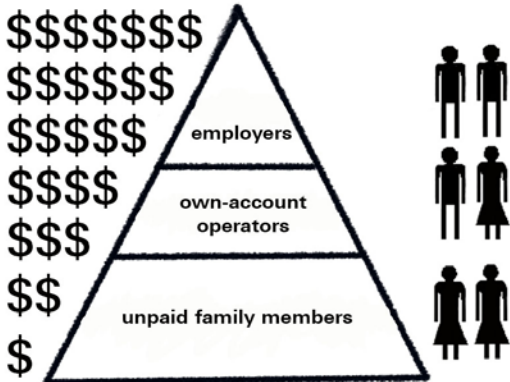
To create understanding and awareness of the informal economy and the challenges and risks facing informal women workers.

Learning Outcome

Participants understand the definition of the informal economy and informal workers. They understand the difference between the various types of informal workers, that they have rights as workers, and what they can do to realize those rights.

SESSION 2: WOMEN AND THE INFORMAL ECONOMY





	Activity	Timing Guide
	<p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a person to open the session in a manner in keeping with local custom.</p>	10 mins
1.	<p>In this session, you are going to learn about the informal economy, where you fit within the informal economy, and what you would like to change in relation to your work situation.</p>	5 mins
2.	<p>Who can give me examples of informal workers and formal workers from your experience?</p> <p><i>(The facilitator invites participants to call out. Then, the facilitator explains the difference between the informal and formal economy, the size of the informal economy, and what we mean by an informal worker).</i></p> <ul style="list-style-type: none"> • The informal economy includes all economic activities, enterprises, jobs, and workers that are not regulated or protected by the state. The concept originally applied to self-employment in small, unregistered enterprises. It has been expanded to include wage employment in unprotected jobs (WIEGO). • The formal economy and formal employment covers all jobs with regular hours and wages on which tax is paid. Formal workers have benefits such as pensions, sick pay, health insurance, and paid holidays. • How big is the informal economy? The informal economy makes up half to three-quarters of all non-agricultural employment in developing countries. Although it is hard to generalize about the quality of 	15 mins

	<p>informal employment, working in the informal economy most often means poor employment conditions and increasing poverty (ILO). Informal employment tends to be a greater source of employment for women, particularly in activities with the lowest returns and highest risks.</p> <ul style="list-style-type: none"> • Informal workers are waged or self-employed workers in unregistered enterprises (own account workers, employees, informal producer cooperatives, contributing family members) or in formal enterprises or households without social protection provided through an employer. 	
<p>3.</p>	<p>Where do you fit in?</p> <p><i>(The facilitator will have prepared the drawing below of a pyramid on a piece of flip chart paper in advance of the workshop. The facilitator will then talk the participants through the pyramid to show that this is an employment pyramid with employers at the top and unpaid family members at the bottom. It is important to explain that one person may fit into more than one category. For example, a woman may cook food to sell in the market in the morning and make baskets on a piece rate to sell to a middleman in the afternoon).</i></p> <p>Example:</p> <ul style="list-style-type: none"> • A smallholder farmer growing coffee or cocoa is a self-employed worker. S/he is not paid a wage. Occasionally s/he may work for others as a casual day labourer. <p><i>(The facilitator asks everybody to come up to the piece of paper and put a mark next to where they would place themselves in the pyramid).</i></p> 	<p>15 mins</p> <p>10 mins</p> <p>10 mins</p>

<p><i>(Once everybody has made his/her mark(s) on the pyramid, the facilitator explains that informal workers often do not see themselves as workers and so do not think that they have labour rights. The first step is to know that we are workers. The second step is to know our rights).¹</i></p> <ul style="list-style-type: none"> • Are you an own account worker? Own account workers are those workers who work on their own account or with one or more partners, hold the type of job defined as a self-employed job, and have not engaged any employees to work for them on a continuous basis. For example: You are a basket maker or weaver. You belong to a women’s group, but you sell your baskets as an individual and not collectively.² You are also an own account worker if you are a smallholder farmer who belongs to a cooperative. • Are you a sub-contracted or dependent home worker? You do work like embroidery, weaving, or stitching buttons for an employer, but you have no contract and no say over the hours you work or wages you earn. Or, you do work for another family member. <p>Risks and challenges for self-employed/ own account workers include:</p> <ul style="list-style-type: none"> • Buying own raw materials, supplies, and equipment. • Paying utility (electricity, water, etc.) and transport costs. • Selling own finished goods. • Having an unreliable and low income. • Having no benefits (like pension, sick pay, health insurance, maternity leave, paid holidays). <p>Risks and challenges for sub-contracted/ dependent home-based workers:</p> <ul style="list-style-type: none"> • Low piece rates and late payments. • Not knowing who the work is for (because orders often placed via an intermediary). • Having irregular work. 	<p>10 mins</p>
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	<ul style="list-style-type: none"> • Covering many costs of production yourself: workplace, equipment, supplies, utilities, and transport. • Having no benefits. 	
4.	<p>Informal workers have rights, too</p> <p><i>(The facilitator asks participants what they would like to see as legal provision for informal workers and captures those ideas on the blackboard or flip chart. Then provide participants with the following information in a lively way).</i></p> <p>There have been important developments at the International Labour Organization (ILO) with regard to informal workers in the past few years. The ILO is part of the United Nations system. It is made up of government representatives of member States, worker representatives (through Trades Unions), and employer representatives.</p> <p>Recommendation No 204: Adopted</p> <p>On June 12, 2015, the International Labour Conference adopted the <i>Recommendation concerning the transition from the informal to the formal economy</i>, (No 204). This is the first ever international labour standard specifically aimed at tackling the informal economy.³ Below is a summary of No 204:</p> <ul style="list-style-type: none"> • provides rights, protection and incentives for informal workers and recognizes the importance of a friendly legal and policy environment • promotes the preservation and expansion of formal jobs, with the informalization of formal jobs to be prevented. • applies to all workers and economic units in the informal economy, including own account workers, wage workers, domestic workers, workers in subcontracting and supply chains, and members of cooperatives and social and solidarity organizations • recognizes public space as a workplace and provides that informal workers should have regulated access for use of public space and access to public natural resources 	20 mins

	<ul style="list-style-type: none"> • provides for freedom of association and collective bargaining for informal workers • provides for social protection, including extension of social insurance coverage, and occupational health and safety for informal workers • provides for gender equality and elimination of all forms of discrimination and violence, including gender-based violence • acknowledges that membership-based organizations of informal workers should be represented in tri-partite negotiations/consultations on issues affecting them • states that labour inspection should be extended to protect informal workers • recognizes that during the transition existing livelihoods should be preserved and improved • provides for the collection of statistics on the informal workforce 	
5.	<p>What can we do to realize our rights as informal workers?</p> <p>Is everyone here a member of a group or organization? How can that make a difference?</p> <p><i>(The facilitator invites participants to divide into small groups to discuss how group membership helps to improve the situation of informal workers. If they wish, participants may act out their discussion as they report back).⁴</i></p> <p>What helps improve the situation of informal workers in realizing our rights through being organized?</p> <ul style="list-style-type: none"> • Report back on ILO Recommendation 204 to our organizations • Prepare a plan on how to take forward the new ILO Recommendation 204 in our countries/sectors • Follow up with our governments. What are they doing to implement the Recommendation? 	20 mins

	<ul style="list-style-type: none"> • Follow up with Trade Union National Centres and work with them. • Approach ILO country/regional offices for support • Use the ILO Decent Work Country Programmes • Record experiences 	
6.	<p>When you go back to your community after this training session, will you do anything differently? <i>(The facilitator invites participants to call out).</i></p>	10 mins
7.	<p>We are coming to the end of this training session.</p> <p>At the beginning, we said that you were going to learn about the informal economy, where you fit in, and what you would like to change in relation to your working situation.</p> <p>Raise your hand if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p>  = Session has gone well. I have learnt something new.  = Session has been OK. I could have learned more.  = Session has not gone well for me. I haven't learned very much. </p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p>	5 mins

Total time: About 2 hours

FOOTNOTES

- 1 WIEGO
- 2 ILO definition
- 3 With thanks to Chris Bonner, WIEGO Director, Organisation and Representation Programme for summary of Recommendation 204
- 4 See notes on small groups in introduction.

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- International Labour Organization. 2015. Available at: <http://www.ilo.org/global/topics/employment-promotion/informal-economy/lang--en/index.htm> (accessed July 17 2015).
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TRAINING MODULE 1

Understanding Gender and Employment Relations

SESSION 3 Women Working to Eliminate Inequality



Justine Watalunga Photo: C. Wills

“Gumutindo states that at least two women must be elected onto each Society committee. This is not just in societies, women may take political decisions in the local Council too. We are tired of just having men in these positions. If you are a woman leader you will earn lots of respect.... If you know your rights, no one will come to chase you away from your property. The women’s groups are creating big impact. They are not only helping women to have an income but to learn so many other things.”

Justine Watalunga, Konokoyi Society, Gumutindo Coffee Cooperative, Uganda

Objective

To raise awareness and understanding of the need to do more to eliminate gender inequality.

Learning Outcome

Participants will have the opportunity to discuss gender inequality in relation to the work that they do, to learn about Decent Work and the World Fair Trade Organization Commitment to Non-Discrimination and Gender Equality. Participants will have thought about actions that could be taken to create more gender equality in their groups.

SESSION 3:

WOMEN WORKING TO ELIMINATE INEQUALITY


	Activity	Timing Guide
	<p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a participant to open the session in a manner that is in keeping with local custom.</p>	10 mins
1.	<p>This session is about gender inequality in relation to women as workers.</p> <p>By the end of the session, you will have talked about gender inequality and how it affects you in your working lives. You will have learned about the different policies and labour standards that exist to protect your rights as workers and about the World Fair Trade Organization Principle on Commitment to Non-Discrimination and Gender Equality. You will have discussed actions that could be taken to create more gender equality in relation to your groups and the work that you do together.</p> <p>In session two, we saw the informal economy pyramid and that it is women who make up a larger percentage of the workers at the bottom of the pyramid. We talked about gender being a product of perceptions around what women and men should do, e.g., women should be the ones who look after the children and men should be the ones who bring home the food. Many of these perceptions find their way into rules, procedures, and practices, like a woman needing a husband's permission to start a business. Gender-related constraints underpin many gender inequalities in relation to labour market processes and the gender segregation of jobs (Kabeer).</p>	25 mins

First of all, we need to be clear about definitions. You may hear about gender equality and also about gender equity. Does anybody here want to share what they think these two things mean?

(The facilitator will then point to one side of the training space, saying that this side is gender equality and then point the other side, saying this side is gender equity. She draws an invisible line between the two sides. She asks participants to go to one side or the other depending on whether they think the definitions she gives below are about gender equality or gender equity. This is followed by discussion of the definitions and what they mean while the group is still standing. Anyone wishing to say something goes to the centre of the space).

Gender equality	Gender equity
Both men and women are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudice.	Fairness of treatment for women and men according to their respective needs.
The different behaviours, aspirations, and needs of women and men are considered, valued, and favoured equally.	May include equal treatment but often women and men need to receive different treatment.
It does not mean that women and men have to become the same but that their rights, responsibilities, and opportunities will not depend on whether they are born male or female	To compensate for the historical or social disadvantages of women such as lack of access to education, it may mean that projects are targeted to women only.

Source: *KIT et al.*

	<p>Gender equality will be achieved when women and men enjoy the same rights and opportunities, receive equal treatment, and are equally valued.</p> <p><i>(The facilitator invites about five participants to talk about their experiences of gender inequality in relation to their work. The stories are noted down).</i></p>	
2.	<p>We have heard your stories: now we are going to talk about the concept of Decent Work defined by the ILO.¹</p> <p>The ILO brings together workers' organizations (like trade unions), employers' organizations, and governments to set labour standards, develop policies, and plan programmes.</p> <p>What do you want most from your working lives?</p> <p><i>(The facilitator invites participants to respond. She then quotes from the ILO):</i></p> <p>"Decent Work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize, and participate in the decisions that affect their lives, and equality of opportunity and treatment for all women and men."</p> 	10 mins

	<p>Decent Work is promoted through 4 “pillars” with gender equality at its heart:</p> <ul style="list-style-type: none"> • Job creation: generating economic opportunities for all, skills development, and sustainable livelihoods. • Rights at work: recognition and respect for the rights of workers. • Social protection: safe working conditions for everyone. Enough time in the day for rest. Compensation in case of lost or reduced income. Access to adequate health care. • Social dialogue: involving workers in decision-making and policy dialogue. 	
3.	<p>Fair Trade: Working Conditions and Gender Equality</p> <p>How many of you know if your products (or crops) are sold through the Fair Trade system?</p> <p><i>(The facilitator asks for a show of hands. Most participants in this skills development programme will have a link with Fair Trade, but it is possible that some members of groups will not be aware of this).</i></p> <p>Fair Trade is underpinned by a set of core principles. One of these is about gender discrimination. It took a long time to develop the wording in this principle so that organizations belonging to the World Fair Trade Organization were obliged to look again at the way they work with women. The revised principle was unanimously approved at the 2013 AGM.</p> <p>The principle states that all WFTO members must have a clear policy and plan to promote gender equality in their organizations, allow women to become active members of their organizations, pay women the same as men if they are doing the same work, and receive any benefits to which they are entitled. <i>(See full text below).</i></p>	<p>5 mins</p> <p>30 mins</p> <p>20 mins</p> <p>1 hour total</p>



The WFTO also states that its members must make sure that the core Fair Trade principles are also applied at the level of the small groups or societies that grow or produce the products and crops that are traded.

(The facilitator invites participants to “buzz” with the people they are sitting near in two and threes to talk about how, in view of this principle, things might change in their groups. There will be no reporting back).

(The facilitator then invites participants to break into small groups for 30 minutes of discussion on what they have just heard and why they think gender equality is important. They are asked to come up with ideas for action that will create more gender equality in their communities and in their organizations/groups. The small groups report back and their comments are noted. The facilitator adds comments of her own if not mentioned by participants, e.g., some organizations or cooperatives make a rule about there being at least 50 per cent women on their boards, countries, like Kenya and Uganda, reserve places for women in their parliaments).

4. This discussion is going to bring everything together.




From what you have learned today, and from the actions that you think could be taken to reduce gender inequality, what will you do when you return home to your group to change the way women are discriminated against?

(The facilitator invites participants to speak out.)

Comments may include:

- I am going to stand for election as an officer in my group.

10 mins

5.	<ul style="list-style-type: none"> • I am going to attend the Annual General Meeting of our main buyer organization to find out more about it. • I am going to make sure that my daughters go to school. <p>We are coming to the end of this training session.</p> <p>At the beginning, I said that you would be talking about gender inequality and how it affects you. You would have learned about Decent Work and about the World Fair Trade Organization Commitment to Non-Discrimination and Gender Equality. You would have discussed actions that could be taken to create more gender equality in your communities and groups/organizations. Have you done all that?</p> <p>Raise your hand if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven't learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p>	5 mins
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Total time: About 2 hours

FOOTNOTES

1 ILO: The International Labour Organization based in Geneva, Switzerland, gives equal voice to workers, employers and government. It promotes rights at work, encourages decent employment opportunities, enhances social protection and strengthens dialogue on work-related issues.

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Kabeer, Naila. 2012. *Women's Economic Empowerment and Inclusive Growth: Labour Markets and Enterprise Development*. SIG Working Paper 2012/1. IDRC and DFID. Available at: <http://www.idrc.ca/EN/Documents/NK-WEE-Concept-Paper.pdf> (accessed July 17 2015).

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World Fair Trade Organization. 2014. *10 Principles of Fair Trade*. Available at <http://wfto.com/fair-trade/10-principles-fair-trade> (accessed on July 17 2015).

World Fair Trade Organization Principle 6

World Fair Trade Organization Principle 6 (revised) adopted unanimously at the 2013 Annual General Meeting in Rio de Janeiro, Brazil: Commitment to Non Discrimination, Gender Equity and Women's Economic Empowerment and Freedom of Association. The organization does not discriminate in hiring, remuneration, access to training, promotion, termination or retirement based on race, caste, national origin, religion, disability, gender, sexual orientation, union membership, political affiliation, HIV/Aids status, or age.

The organization has a clear policy and plan to promote gender equality that ensures that women as well as men have the ability to gain access to the resources that they need to be productive and also the ability to influence the wider policy, regulatory, and institutional environment that shapes their livelihoods and lives. Organizational constitutions and by-laws allow for and enable women to become active members of the organization in their own right (where it is a membership-based organization), and to take up leadership positions in the governance structure regardless of women's status in relation to ownership of assets such as land and property. Where women are employed within the organization, even where it is an informal employment situation, they receive equal pay for equal work. The organization recognizes women's full employment rights and is committed to ensuring that women receive their full statutory employment benefits. The organization takes into account the special health and safety needs of pregnant women and breast-feeding mothers.

The organization respects the right of all employees to form and join trade unions of their choice and to bargain collectively. Where the right to join trade unions and bargain collectively are restricted by law and/or political environment, the organization will enable means of independent and free association and bargaining for employees. The organization ensures that representatives of employees are not subject to discrimination in the workplace.

NOTES

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TRAINING MODULE 1

Understanding Gender and Employment Relations

SESSION 4 Women's Economic Empowerment



Milka Omenya Photo: C. Wills

“From the Women’s Empowerment training I learnt about women in the informal economy. I feel empowered myself. I have trained in various skills, especially in how to manage a business and how to expand..... It’s good to organise training for us. We learn a lot, gain skills and change our attitude, becoming more focused.”

Milka Omenya,
KICK, Kisumu, Kenya

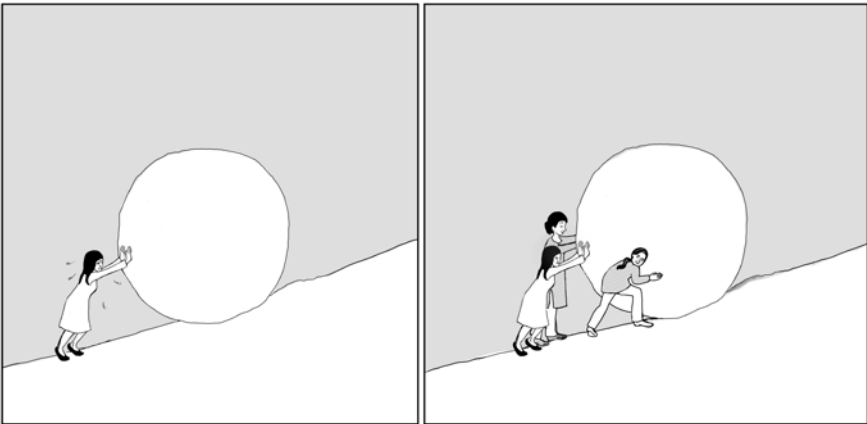
Objective

To raise awareness of the meaning of economic empowerment and how women may empower themselves to increase their incomes, reduce the risks they face, and improve their wellbeing.

Learning Outcome

Increased understanding of what it means to be economically empowered and how this can bring about change in women’s lives.

**SESSION 4:
WOMEN'S ECONOMIC EMPOWERMENT**

	Activity	Timing Guide
	<p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a person to open the session in a manner in keeping with local custom.</p>	10 mins
1.	<p>In this session, we are going to talk about women's economic empowerment and use GALS methodology again to explore how women may empower themselves to increase incomes, reduce risks, and improve wellbeing.</p> <p>Who can tell me what economic empowerment means? <i>(Facilitator invites participants to call out and then adds):</i></p> <p>Most working poor people, especially women, in the informal economy are not organized and do not have a say in the rule setting and policy-making that affect their work and lives. They are often not recognized as workers who contribute to the economy. You are here at this training session because you are all members of a group or organization and, so, have taken the first step towards change. Working as a member of a group, you are stronger than when you work alone.</p> 	15 mins

	<p>Empowerment refers to the process of change that gives working poor women – as individual workers and as members of worker organizations – the ability to gain economic self-reliance and access to the resources they need while also gaining the ability to influence the wider policy, regulatory, and institutional environments that shapes their livelihoods and lives (WIEGO).</p> <p>Empowerment is all about you taking control of your own lives to make changes that enable you to be recognized as workers in your own right, contributing to the economy of your country, accessing the resources you need, and increasing your incomes.</p> <p>Would anyone like to say anything? Any questions?</p> <p><i>(The facilitator asks the group what they understand by women’s economic empowerment).</i></p>	
2.	<p>To help you understand how to become more empowered economically, I invite you to break into small groups of 4 or 5 people to work on another GALS tool called the empowerment map. Here, we draw our relationships with the people and institutions around us including government, district authorities, micro- finance institutions, our buyers, etc. The empowerment map helps us understand our relationships with all these people and institutions, and once we understand the relationship better, we are in a position to start to change things.</p> <p>First of all, you draw a circle in the middle of the sheet of paper and in the circle you draw yourselves as members of a group. Then you draw all the organizations and people you have a relationship with or gain income from – not forgetting your families, livestock, and gardens (e.g., if your group keeps poultry or goats as a group or if your group grows a crop together, e.g., sisal or vegetables).</p>	50 mins total mapping & reporting back



You could use these symbols to describe:

- * What makes your group happy
- ∩ What makes your group sad
- \$ Anything to do with money

(Participants to suggest a symbol)

Anything to do with power




Or you create your own.

- A red line linking your group to an organization or person means that you like the relationship very much; it is already of benefit to you.
- A blue line means power.
- A dotted black line means that the relationship is not strong.

Highlight where there is the most risk for your group, where you think you could improve your incomes if something were to change and how you could improve your relationship with authority.

(The facilitator gives small groups half an hour to work on their maps then invites them back to explain what they have drawn).

	<p>These relationships may include:</p> <ul style="list-style-type: none"> • Local shops where they buy supplies and sell products. • Buyers who come to the village to buy products/produce from the group. • Buyers in the city. • Local authorities. • Bank/ money lenders/ micro-finance institutions. • Police. • Church, Mosque, or Temple, etc. 	
<p>3.</p>	<p><i>(The facilitator invites participants to discuss what they have learned from the exercise and from each other).</i></p> <p>Understanding your relationships better helps you to think about what can be changed.</p> <p>Together we are going to work on our vision journey for change. From what we have all learned about relationships, what needs to improve to make things better for you?</p> <p><i>(The facilitator draws the outline of a vision journey with a starting point (now) and an end point (say in one year's time) – see illustration in facilitator's notes. Then the facilitator invites a volunteer to draw for the whole group).</i></p> <div data-bbox="560 1406 898 1845" data-label="Image"> </div> <p>First, where would you like to be in one year's time? What would you like to have changed by then?</p>	<p>35 mins</p>

	<p>Now, please call out what needs to happen during the year for that change to happen? What can you do? For example:</p> <ul style="list-style-type: none"> • Register your group with the local authority to be recognized/ be given validity and access more resources. • Have more women elected to the Board of your cooperative. • Ask your main buyer to give you more training in design and product development (or improved agricultural practice) in order to improve your sales. • Attend community meetings to make yourselves more visible and have your voices heard. <p>When the journey map is finished, everyone gathers round to look and to comment.</p>	
4.	<p>We are coming to the end of this training session.</p> <p>At the beginning, we said that we were going to talk about women’s economic empowerment and use GALS methodology to explore how women may empower themselves to increase incomes, reduce risks and improve well-being.</p> <p>Have we done that?</p> <p>Raise your hand if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven’t learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p>	10 mins

Total time: About 2 hours

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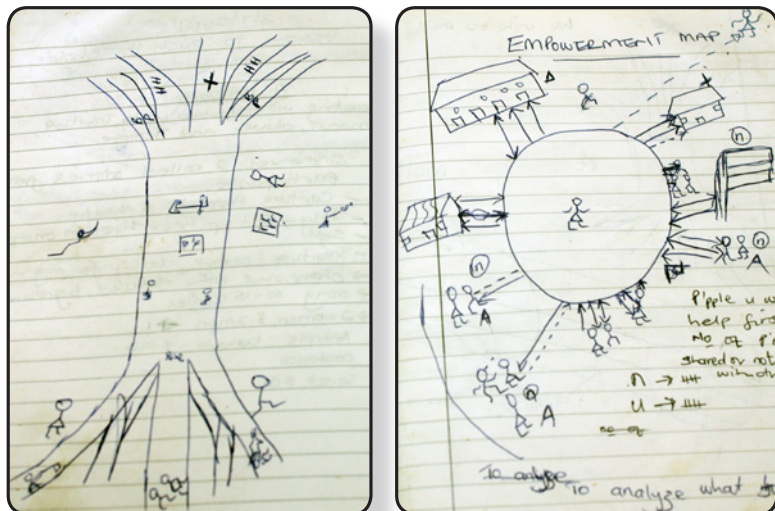
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Gumutindo Coffee Cooperative, Mbale, Uganda: Workshop notes from WIEGO Progress Meeting, Kampala, December 2013.

ADDITIONAL INFORMATION FOR FACILITATORS

Empowerment map, Jennipher Wettara's notebook



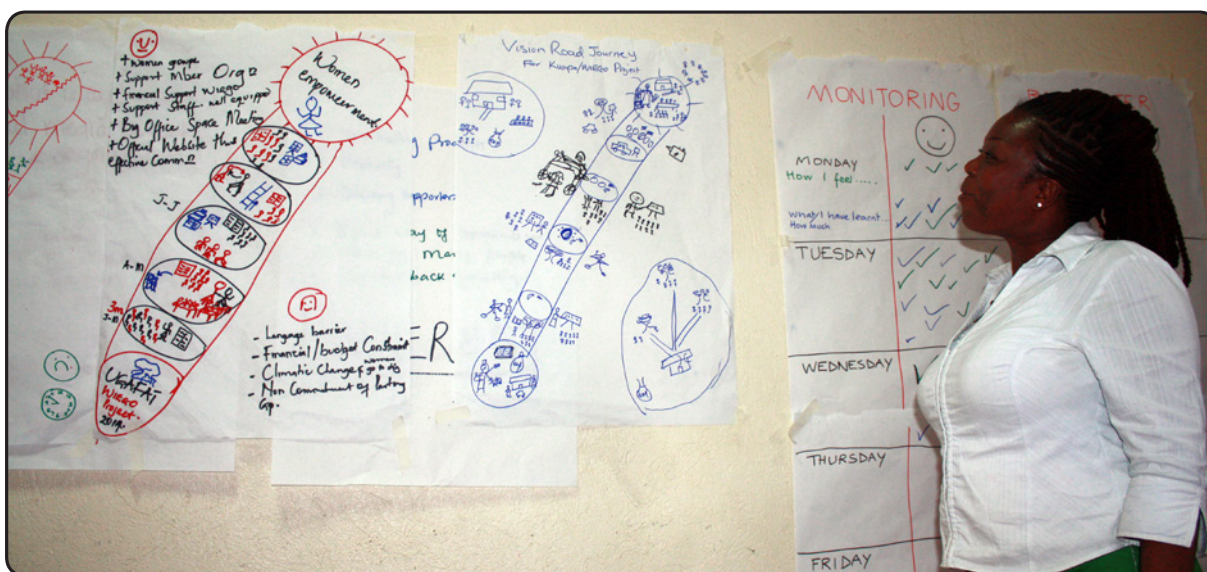
Photos from WIEGO GALS Workshop Kampala Uganda 2013



Tabitha Namarome, Photo: C. Wills



Jennipher Wettara Photo: C. Wills



Monica Dadzie Photo: C. Wills

About WIEGO: Women in Informal Employment: Globalizing and Organizing is a global research-policy-action network that seeks to improve the status of the working poor, especially women, in the informal economy. WIEGO builds alliances with, and draws its membership from, three constituencies: membership-based organizations of informal workers, researchers and statisticians working on the informal economy, and professionals from development agencies interested in the informal economy. WIEGO pursues its objectives by helping to build and strengthen networks of informal worker organizations; undertaking policy analysis, statistical research and data analysis on the informal economy; providing policy advice and convening policy dialogues on the informal economy; and documenting and disseminating good practice in support of the informal workforce. For more information visit: www.wiego.org.

Launched in 2012, **Securing Economic Rights for Informal Women Workers** seeks to strengthen the organizing and leadership capacity of women working in informal employment so that they gain economic self-reliance and increase their participation in politics, governance and management. As part of this project, WIEGO's Global Trade Programme, in partnership with leading Fair Trade organizations in Africa, initiated *Developing Leadership and Business Skills for Informal Women Workers in Fair Trade*. The focus is on developing both leadership and business skills for informal women workers involved in fair trade activities in Ghana, Kenya and Uganda. This project has received support from Funding Leadership and Opportunities for Women (FLOW), Government of the Netherlands, Ministry of Foreign Affairs.



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