WIEGO
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

TRAINING MODULE 3:
Promoting Democratic Participation and Accountability

TRAINING MATERIALS

Training materials compiled by Elaine Jones and Carol Wills with Friends Consult Ltd, Uganda (Module 4) and Kate McCrindle (Module 7). Contributions from Brains Consultancy, Kenya; Edwin Bett; Jennipher Wettara; Mabel Addy; Phiona Nakusi and Tabitha Namarome.

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TRAINING MODULE 3

Promoting Democratic Participation and Accountability

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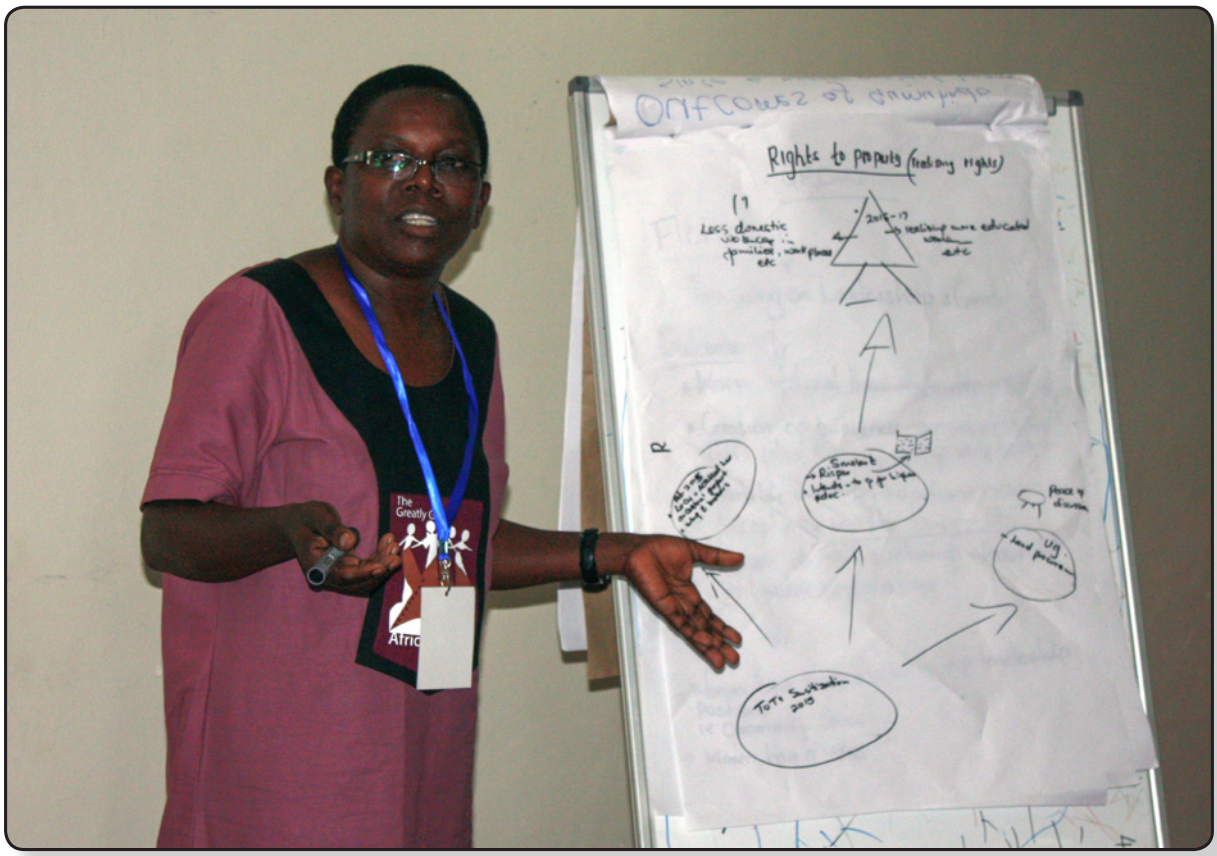
TRAINING MODULE 3

Promoting Democratic Participation and Accountability

SESSION 1 Democratic and Accountable Organizations and How They Work: Roles and Responsibilities



Agnes Mugabe Photo: C. Wills

"We have also learnt about the benefits of formal registration. After registration we will be known. The government will know about us and we will work under the law. We already have our group constitution, our rights as members of the group and leadership in the group. We have learnt that it is very important to save as a group, keep money in the bank as a group and for our leaders to be accountable to the group as far as funds are concerned." ***Agnes Mugabe, Ngalo Group, Uganda***

Objective

To increase understanding of what it means to be a democratic and accountable membership-based organization.

Learning Outcome

Participants understand the different forms of organizing informal workers. They understand how a democratic organization works and the roles and responsibilities within membership-based organizations.

SESSION 1: DEMOCRATIC AND ACCOUNTABLE ORGANIZATIONS AND HOW THEY WORK: ROLES AND RESPONSIBILITIES

	Activity	Timing Guide
	Welcome and Introduction 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.	10 mins
1.	**This session is about democratic and accountable organizations and how they work.** At the end of this session, you will have learned about the different way informal workers are organized. You will understand how a democratic organization works and what democratic participation and accountability mean. You also will have discussed roles and responsibilities within a membership-based organization. Any questions?	5 mins
2.	**Who can tell me what an informal worker is? Are you informal workers?** Workers in the informal economy, both wage workers and own account workers, perform work in any economic activity without social protection or formal arrangements. Informal workers are often home-based workers.[1] *(Facilitator asks the following questions):* • How many of you usually work in your own homes? • Do any of you work in workshops? • How many of you belong to or work as part of a group or organization?	15 mins + 20 mins + 20 mins = 55 mins total

- What types of organizations do you belong to or work in? *(Participants to call out).*
    - Women's Group.
    - Savings Group.
    - Membership-Based Organization.
    - Cooperative.
    - Small workshop.
    - Village Society.
    - Other.

Why do you think informal workers need to organize?[2]

- Informal workers individually have little power to change their situation.
- Working together makes us stronger and allows us to bargain together for improvements in the economic, social, and political situation.
- When we are united, informal workers can make ourselves known, recognized, and respected as workers.

What is a membership-based organization? *(Participants to give examples of MBOs).*

In her book, *Membership-Based Organizations of the Poor*, Martha Chen defines MBOs as "those in which the members elect their leaders and which operate on democratic principles that hold the elected officers accountable to the general

	membership" (12). These include trade unions, associations and cooperatives as well as national and international alliances and networks. **Do your different kinds of groups, MBOs, cooperatives, and so on have leaders? Who are these people?** *(Participants to call out).* • Chair • Treasurer • Secretary **Do some of you already hold one of these positions in your group / organization?** *(Facilitator transitions into group discussion):* **What I would like you to do now is to break into small groups and spend 20 minutes thinking about the roles and responsibilities of your leaders (Chair, Treasurer, etc.). Make a list or draw a picture of each of the roles and the responsibilities that go with them. Choose one person to be your spokesperson/ rapporteur.** Each group then reports back on the roles and responsibilities of key people. These are recorded on flip charts. *(At the end of the reporting, the facilitator adds comments of her/his own,[3] asking participants if they agree).*	
3.	**We have just been talking about ways in which informal workers are organized in MBOs and the roles and responsibilities of leaders. Here are some more questions for discussion:** • What do you think is the best way for informal workers to be organized? Why? • Why do you think a democratic organization might be best? • What do you see as some of the challenges with organizing as MBOs? *(The facilitator invites participants to break into small groups again to talk about how the leaders are accountable. What should they do?*	10 mins + 15 mins + 15 mins = 40 mins total

How do members/ workers make sure that this happens? Participants then come together to talk about accountability).

Here are some of the things participants may say or the facilitator will wish to add:

- All organizations (however small) should have a Constitution, which is a set of principles and or rules by which the organization is governed.
- It's a good idea to have a Constitution because it allows members / workers to hold their leaders accountable for the decisions they have made and the actions they have taken.
- Accountability is about **trust**.
- If the constitution states that there must be an Annual General Meeting to which all members/ workers should be invited, then that must happen.
- In the event that rules of the Constitution are not upheld by office holders (Chair, Treasurer, Secretary, etc.), members are entitled to demand the rules are upheld. For example, if the Constitution says that holders of office must be elected by members, may stay in post for 3 years, and then be re-elected once for a further 3 years, and if democratic elections are not held regularly, then members are entitled to demand a new election takes place.
- The Constitution (or its By-Laws, which are very particular and detailed rules governing the organization) may specify exactly what should be on the agenda of an Annual General Meeting (e.g., the presentation of financial report for the year in question so that everyone can learn if the organization has made a profit or loss and can be sure that the organization's money has been looked after correctly).
- The Constitution may also say that members/ workers must be involved in decision-making in the organization and specify that meetings are held once a fortnight or once a month to talk through matters of importance to both leaders and workers.[4]

	• The Secretary should keep minutes of all meetings, which should be presented at the following meeting and signed as a true record of what happened. *(The facilitator then asks participants this question):* **What does participation mean? Do you participate in your group meetings?** • Participation is all about taking part in something, finding your voice, speaking out, and getting involved – like you are today in this training session. Organizations work best when members/ workers are involved in decision-making and can make their voices heard. Women and men have an equal right to participate in decisions that affect them. Everyone's opinion should be respected.	
4.	**We are coming to the end of this training session.** At the beginning, I said that by this time you would have learned about the different ways informal workers are organized. You would understand how a democratic organization works and what democratic participation and accountability mean. You also will have discussed roles and responsibilities within a membership-based organization. Raise your hand if you agree! **Now please tell me if this session has gone well.** Put a tick or mark against the face on the chart. This will tell me what you think. = 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. **Is there anything else anyone would like to say?** **Thank you all for attending.**	10 mins

Total time: About 2 hours

ADDITIONAL NOTES FOR FACILITATORS

Informal Workers and Women's Economic Empowerment

About Informal Workers

- Informal economy is defined as: "all economic activities by workers and economic units that are – in law or in practice – not covered or insufficiently covered by formal arrangements" (ILO 2002).
- Informal workers are defined as: 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.
- The extent of the informal economy: informal work is growing and accounts for more than half of non-agricultural employment in most developing regions – and as much as 82 per cent in South Asia (excluding agriculture).
- In the informal economy, women are over-represented, particularly in activities with the lowest returns and highest risks (Jones).

Women's Economic Empowerment

- 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 access to the resources they need while also gaining the ability to influence the wider policy, regulatory and institutional environment that shapes their livelihoods and lives (WIEGO).

Roles and Responsibilities

Chairperson/ Chairwoman/Chairman (sometimes just "Chair"). Leader of the organization or group.

Responsibilities:

- To ensure that the organization or group is properly run, that meetings are held, that there is full participation with all relevant matters discussed, and that decisions are made and carried out;
- To chair meetings;
- To encourage members/ workers to participate; and
- To represent the organization.

Treasurer. Responsible for the organization's or group's finances. This person must be honest and trusted by all members. S/he must have a basic understanding of simple accounting, be able to draw up financial reports for group meetings and the AGM, and be able to explain what they mean.

Responsibilities:

- To look after the organization's or group's money, do the banking, deposit cash, make payments, and track income and expenditure.

Secretary. To support the Chair

Responsibilities:

- To ensure that meetings are well organized and that minutes are written;
- To keep the organization's records.

FOOTNOTES

1 See notes for facilitators at end of session plan.

2 This section draws on Bonner, Christine and Dave Spooner. 2012. The Only *School We Have: Learning from Organizing Experiences Across the Informal Economy. WIEGO.*

3 See notes about roles and responsibilities at end of session plan.

4 See Module 4, Session 4: How to Run a Meeting and Keep Proper Records.

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Bonner, Christine and Dave Spooner. 2012. *The Only School We Have: Learning from Organizing Experiences Across the Informal Economy.* WIEGO.

Chen, Martha, ed. 2001. *Membership-Based Organizations of the Poor.* Routledge.

Jones, EB. 2012. Presentation. Kampala, Uganda.

TRAINING MODULE 3

Promoting Democratic Participation and Accountability

SESSION 2 Strengthening Women's Voice in Decision-Making

Harriet Nosolo with Kyali Women's Group Photo: C. Wills

"For running an effective group, I learnt that it is very important to have a group where members understand when something has to be agreed on, what needs to be decided. The registration has changed so much. We only found out what we were missing through the training." ***Harriet Nosolo, Chair of Kyali Women's Group, Uganda***

Objective

To create awareness and understanding between men and women about the importance of women participating in decision-making at all levels in their organizations and networks and how to strengthen women's voice in the process.

Learning Outcome

Participants will have discussed and understood why it is important for women's voices to be heard and strengthened in decision-making within their organizations and networks. They will have talked about how to do this and have practiced speaking out about an issue that is relevant to the topic of this training module.

SESSION 2:
STRENGTHENING WOMEN'S VOICE IN DECISION-MAKING

	Activity	Timing Guide
	Welcome and Introduction 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.	10 mins
1.	**In this session, we are going to talk about strengthening women's voice in decision-making.** By the end of the training, you will have talked about how to do this and have practiced speaking out about an issue that matters to you. In an earlier training session, you talked about women working to eliminate gender inequality and worked on your own Vision Journey. In this session, we are going to discuss why it is important to give women greater voice and how this might be done. If you want to bring about gender equality and make life better for women, women's voices must be heard. From experience, we know that men predominate in leadership positions even where there are a large number of female members in an organization (Bonner). 	10 mins

2.	*(The facilitator asks the following question then invites participants to call out).* **First of all, I want to hear from you. Why do you think women are excluded from leadership positions?** **Answers may include:** • They lack confidence. • They are too busy looking after the children, doing all the housework, and working to earn money. • Traditional customs that promote the idea only men can assume leadership positions. • Traditional attitudes that dictate a woman's place is in the home. **Why is it important for women's voices to be heard?** (*Facilitator invites responses from participants).* • Every woman has the right to speak out and be heard. • Every woman has a valid point of view. • No woman should be prevented from speaking because she is a woman. **Can anybody here tell us about her or his own experience of taking a leadership position?** **What can we do to improve women's participation in leadership positions?** **Answers may include:** • Raising awareness among men that women can be leaders and make a valuable contribution. • Educating men on gender equality using tools like the GALS methodology, which we use in these training materials. • Targeting women to build their skills as we are doing with these training materials.	15 mins 10 mins 10 mins

	Why is this important? • Women make up approximately half the population and therefore have the right to be represented in the places where decisions are made (justice). • Women's experiences as workers are different from those of men and need to be represented in discussions and debates that result in policy-making within our organizations and networks and to influence the wider context and policy makers.	5 mins
3.	**So let's practice strengthening our voice.** Choose a topic from the list or about something that is important to you and get into pairs to prepare a four-minute speech. Divide the points you want to make between you. There should be no more than four key points in the speech and no less than two. Practice with each other and time yourselves. **Here is a list of suggested topics relating to this training module:** What is the best way to keep an organization democratic and accountable?	5 mins 20 mins preparation

	• How can we work together to make sure that men and women work in harmony to build strong organizations of informal workers? • How can we improve women's participation in leadership positions? • How can we build the skills of women to take up leadership positions? **You have all prepared to speak for four minutes in pairs (two minutes each) about a topic from the list or an issue that is important to you. Who would like to go first?** *(Facilitator invites up to five pairs of women to speak in turn. At the end of every speech, encourage clapping and praise from other participants).* *(Facilitator also invites questions and answers again).*	25 mins for speeches + Q & A 50 mins total
4.	*(Facilitator asks the following questions and invites participants to respond and discuss).* **What have you learned from this exercise?** **Are any of you going to do things differently as a result of being here today?** **Might some of you think about standing for election in your organization or network?**	5 mins
5.	**We are coming to the end of this training session.** At the beginning, we said that by this time, you would have discussed why it is important for women's voices to be heard and strengthened in decision-making in our organizations and networks. You would have talked about how to do this and have practiced speaking out about an issue that matters to you in relation to building democratic and accountable membership-based organizations. Raise your hand if you agree! **Now please tell me if this session has gone well.** Put a tick or mark against the face on the chart. This will tell me what you think.	5 mins

	= 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. **Is there anything else anyone would like to say?** **Thank you all for attending.**	

Total time: About 2 hours

REFERENCES

Bonner, Christine. *Organising in the Informal Economy: Resource Books for Organisers No 2*. WIEGO.

UN Women, UN Division for the Advancement of Women, Economic Commission for Africa. *Homepage*. Available at: http://www.un.org/esa/progareas/women.html (accessed July 20 2015).

Womenkind Worldwide. *Homepage*. Available at: http://www.womankind.org.uk (accessed July 20 2015).

TRAINING MODULE 3

Promoting Democratic Participation and Accountability

SESSION 3 Developing Women's Leadership Skills

Angelina Akoth Photo: C. Wills

"From the training .... I know how to be a leader working for the people and that a leader is supposed to lead well and register the group and take the group in the right direct. We have made lots of progress."
Angelina Akoth, Kebaija Tobona Women's Group, Uganda

Objective

To encourage women to assume leadership positions in their groups and networks.

Learning Outcome

Participants will understand the qualities of a good leader and how these can be developed.

SESSION 3:
DEVELOPING WOMEN'S LEADERSHIP SKILLS

	Activity	Timing Guide
	Welcome and Introduction 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.	5 mins
	Before the session starts, the facilitator has put up a number of famous leadership quotes around the room or pinned them to outside walls or trees.[5]	
1.	**This session is all about developing women's leadership skills.** At the end of the training, you will have discussed the qualities of a good leader and how these may be developed. You will have thought about whether you could become a leader (if you are not one already), and you will have talked about the responsibilities of a leader. **Any questions?**	5 mins

2.	***(The facilitator invites the participants to look at the various displayed quotes*** *and to read them out to people who find reading difficult. After a few minutes, she invites the participants to sit down and talk about what they have read or heard).* **Do you agree with these quotes? What especially do you agree (or disagree) with?** **Can you name some leaders (especially women leaders)?** *(Facilitator records answers).* **What are the qualities of a good leader?** Participants break up into small groups and draw a large picture of a leader on the flip chart paper. The group discusses what qualities make for a good leader and represents these with symbols, pictures, or words on the body of the leader. The groups then come back together and share what they have discussed. *(The facilitator draws out the similarities and differences in the views presented and may add from the following qualities):* • Being accountable to the members. • Sharing information and being open. • Abiding by the rules of the constitution and honouring the democratic principles. • Leading with integrity – people have to believe in you. • Leading with positivity – good leaders encourage and reward people, making people want to do it right. • Being understanding and using wisdom. • Having courage. **What skills do leaders need?** *(The facilitator, or her assistant, records answers. The list may look this this):* **Good leaders…** • Communicate well. • Cooperate with others. • Listen to what others have to say. • Encourage teamwork.	10 mins 20 mins 10 mins = 40 mins total

	• Are able to make decisions. • Build trust. • Take risks. • Plan. • Problem-solve.	
3.	**How do you become a leader?** *(The facilitator asks these questions):* • How many of you are leaders already? • How many of you would like to take up leadership positions in the future? • What do you have to do to be nominated for election as a leader? • What obstacles do women face to becoming leaders in MBOs? • How can these be overcome? Participants divide into pairs and talk about how women can be encouraged to assume more leadership positions. *(Facilitator invites each group to offer feedback on the concrete steps that groups can take to encourage more women to assume leadership positions. The facilitator then draws out some of the examples given. These may include having a quota system that states a percentage of the leadership should be women or having women only groups).*	10 mins + 15 mins for paired discussion + 10 mins for feedback = 35 mins total
4.	**Participants to work in pairs and interview each other using the following checklist:** **Checklist 1: Qualities of an Effective Leader of Informal Workers** 	30 mins

I am…

- Committed to organizational objectives, policies, and values.
- Committed to serving the interests of the members.
- A person who understands and is close to the members.
- Honest and sincere.
- Respectful of other peoples' opinions.
- Fair when dealing with people of different sex, religion, colour, and politics.
- A person who listens to what members say and acts on their mandates.
- Able to work collectively and contribute as part of a group.
- Able to inspire and influence others.
- Willing to accept responsibility.
- Ready to admit mistakes and to learn from them.
- Gender sensitive and committed to the empowerment of women.
- Confident of myself and of the members.
- Cool, calm, and composed under pressure.
- Tactful, diplomatic, and humble.
- Brave and able to defend myself and my organization.
- Full of initiative, drive, and energy.

I do not…

- Talk too much.
- Consider myself an expert on all subjects.
- Dominate other peoples' way of thinking.
- Manipulate to serve my own interests.
- Misuse the resources of the organization.
- Consider myself a leader for life![6]

5.	**We are coming to the end of this training session.** At the beginning, the facilitator said that you would have discussed the qualities of a good leader and how these may be developed. You would have thought about whether you could become a leader (if you are not one already) and have talked about the responsibilities of a leader. Raise your hand if you agree! **Now please tell me if this session has gone well.** Put a tick or mark against the face on the chart. This will tell me what you think. = 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. **Is there anything else anyone would like to say?** **Thank you all for attending.**	5 mins

Total time: About 2 hours

FOOTNOTES

5 See some suggestions below.

6 Adapted from IFWEA. 2006.Building Democratic Worker *Organization and Representation in the Informal. Cited in Bonner, C. Organizing in the Informal Economy: Resource Books for Organizers No 2.*

REFERENCES

Mabel Addy, Gender Consultant, KuapaKokoo, Ghana.

IFWEA. 2006. *Building Democratic Worker Organization and Representation in the Informal*. Cited in Bonner, C. *Organizing in the Informal Economy: Resource Books for Organisers No 2.*

A Selection of Leadership Quotes:

Leaders become great not because of their power but because of their ability to empower others. (John Maxwell)

If you want to develop Africa, you must develop the leadership of African women. (Mrs Souhenya Ba of Senegal)

Lead from the back and let others believe they are in front. (Nelson Mandela)

Be the change you want to see in the world. (Mahatma Gandhi)

Great leaders don't tell you what to do … they show you how it is done. (Many women and men have said this)

If your actions inspire others to dream more, learn more, do more and become more…You are a leader. (John Quincy Adams)

Some Leadership Games[1]

(1) Pass the Hoop

- For this game, everyone stands in a large circle. A hula hoop is placed on one person's arm, and then everyone hold hands.
- The objective of this game is to pass the hoop all the way around without letting go of hands.

Leadership skill(s) development learned: teamwork, problem solving, and communication.

(2) Pull Up

- For this activity, pair people up in twos. Each pair sits on the floor with the soles of their feet together and holding hands. Both players need to stand up at the same time.

Leadership skill(s) development learned: teamwork, problem solving, cooperation and trust.

1 Source: Leadership Development: Discover your leadership potential. Available at http://www.personalized-leadership.com.

(3) Tallest Tower Built

- Each team has four people. They must build the tallest tower using paper, glue, scissors, and paper clips. Two team members have the left hand of one and the right hand of the other tied together. The other team members are blindfolded. Those that aren't blindfolded have one hand free to cut paper, etc. They also must give directions to the blindfolded players to build the tallest tower.

Leadership skill(s) development learned: team building, communication, working with limitations, and cooperation.

(4) Survival Game

- Separate into groups. Each group must choose five items per group they would take to survive on a deserted island or on top of a mountain. Each team must work together and agree on the items. This activity shows what each person's priority is and whether s/he would give in or not budge on a decision.

Leadership skill(s) development learned: problem solving, working with limitations, planning, risk-taking, decision-making, communication, and cooperation.

Note to facilitators:

If you have other leadership development games that you use, write them up and add them to your file.

TRAINING MODULE 3

Promoting Democratic Participation and Accountability

SESSION 4 Increasing Women's Visibility in Networks and Organizations

Women participating in this session should already have received training in Module 1: Understanding Gender and Employment Relations (all 4 sessions), Module 2: Understanding Women's Economic and Social Contribution to Effective Poverty Reduction (all 4 sessions), and the first 3 sessions of Module 3: Promoting Democratic Participation and Accountability.

Jennipher Wettara Photo: C. Wills

"This training [has helped] us to move from this level to another. Our achievements so far: Savings groups, women working together and learning skills from the training. We have built a few provision stores… Some women are now taking leadership positions on society committees and some aspire to take seats on the local Council. From all this training, harmony has been created in the homes and domestic violence has been reduced." ***Jennipher Wettara, Bunabude Women's Group, Uganda***

Objective

To build capacity for increasing women's visibility in networks and organizations.

Learning Outcome

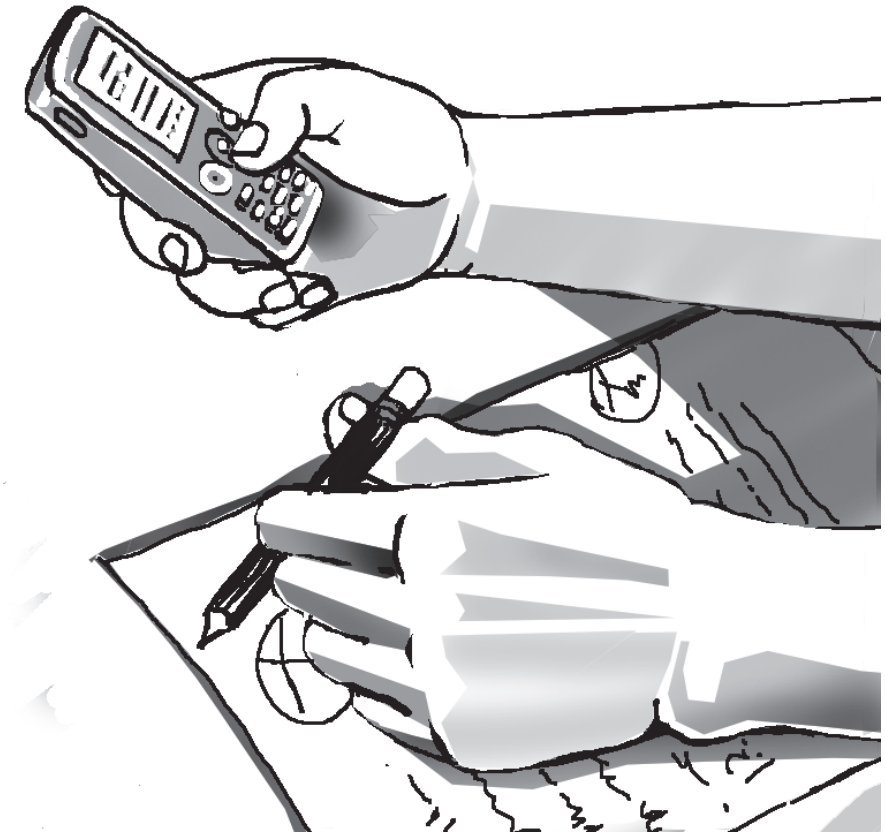
Participants will have had the opportunity to discuss why increasing women's visibility in networks and organizations is important for women. They also will have discussed ways in which visibility may be increased and strategies for doing this.

SESSION 4: INCREASING WOMEN'S VISIBILITY IN NETWORKS AND ORGANIZATIONS

	Activity	Timing Guide
	Welcome and Introduction 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.	10 mins
1.	**In this session, you will have the opportunity to discuss why increasing women's visibility in networks and organizations is important for women. You also will talk about ways in which visibility may be increased and strategies (plans) for doing this.** 	5 mins

2.	**Why do you think that increasing women's visibility in networks and organizations is a good idea?** *(The facilitator invites participants to call out and records what they say).* **Examples:** • We have our own concerns as women. This could bring our concerns and priorities to the attention of people who could do something about addressing them. • Increasing visibility might mean more women in leadership positions in those networks and organizations. • More women in leadership positions could result in organizations holding meetings at times that are convenient for us. • Men might learn more about women's contributions to the community and country. • Things might change. Can anyone here tell us a story about any benefits received by her group as a result of becoming more visible? *(See quote below for an example):* "We have finalized our registration process with the District Local Government Youth, Culture and Gender Office. The benefits are that we become more visible and get more support from different institutions especially government. Already we have got 25 hoes as a group free from the government and we have been given a spraying machine." Harriet Nosolo, Chair of Kyali Women's Group Uganda (WIEGO). **Is your group already part of another network or organization (e.g., KEFAT, UGAFAT, NAWOU, MCDU)?** *(Facilitator invites participants to call out).* **How could this be helpful to you?** **Do you know anyone who is in an elected position or is a celebrity of some kind?**	15-20 mins

3.	*(Facilitator invites participants to divide into three small groups, then says the following):* **Now we are going to play a game of pretend.** • The first group pretends to be the Executive Committee of a mixed group of women and men who produce handicrafts or grow coffee or vegetables. • The second group pretends to be a local authority or district Council. • The third group are parliamentarians. *(The facilitator asks participants in their small groups to work out a list of six priorities for women at each level and asks):* **What would you as women try to do for women at the level of the group, the local or district authority, and then government? What would you do for women if you had power?** Participants have half an hour for the exercise and then report back. The reporting back is followed by a Q & A.	About one hour
4.	**Now we have a list of concerns and priorities at several levels. What are you going to do now? How do you become more visible and influence the debate?** *(Facilitator invites participants to come up with ideas):* Identify the people you want to influence. You need someone who will listen and engage with them and try to persuade them to take up your concerns. Numbers are important. If you are an individual, no one gives you the time. So, gather many signatures on, for example, a petition. Network with other groups and organizations to build the numbers. Have a clear message. Don't talk about one thing today and then change it tomorrow. Having those numbers with a clear message is very important.	20 mins



If people have elected someone they like, you can pass information through these people, the women MPs, and/or the celebrities. Women parliamentarians have played a big role in making women's concerns more visible and bringing about change that benefits women.

Do some research about the issues that concern you. You need to know what you are talking about or else people won't take you seriously. What are the key words? What is the message? You need something catchy that people remember easily. Have it on a T-shirt, banner, or leaflet. Stick to what you believe in and try to convince others about what you want. Have a clear message and stick to it.

Be visible, network with others, reach out to other organizations, and speak out!

5.	**We are coming to the end of this training session.** At the beginning, we said that by this time, you would have had the opportunity to discuss why increasing women's visibility in networks and organizations is important for women. You would also have discussed ways in which visibility may be increased and how to do this. Raise your hand if you agree! **Now please tell me if this session has gone well.** Put a tick or mark against the face on the chart. This will tell me what you think. = 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. **Is there anything else anyone would like to say?** **Thank you all for attending.**	5 mins

Total time: About 2 hours

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NOTES

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.

WIEGO
Women in Informal Employment
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Ministry of Foreign Affairs of the Netherlands